

**University of Pardubice
Faculty of Arts and Philosophy**

Reward as a Motivational Strategy in ELT

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**Thesis
2011**

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ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Jitka MAZÁNKOVÁ**
Osobní číslo: **H05142**
Studijní program: **M7503 Učitelství pro základní školy**
Studijní obor: **Učitelství anglického jazyka**
Název tématu: **Odměna jako motivační strategie při výuce anglického jazyka**
Zadávací katedra: **Katedra anglistiky a amerikanistiky**

Z á s a d y p r o v y p r a c o v á n í :

Diplomová práce bude zaměřena na problematiku motivace žáků v procesech učení se / vyučování anglického jazyka, konkrétně pak na využití odměny jako motivační strategie. Váteoretické části práce bude nejprve vymezen pojem motivace, dále analyzovány různé teorie motivace na základě relevantních psychologických myšlenkových škol (tj. zejména behavioristická, humanistická a kognitivní psychologie, specificky pak konstruktivistické a sociálně konstruktivistické teorie). Pozornost bude též věnována specifikům motivace v cizojazyčné výuce v prostředí školní třídy a konkrétním motivačním strategiím, přičemž zvláštní pozornost bude věnována odměně. Praktická část diplomové práce bude prezentovat vlastní výzkum, tj. případovou studii, jejímž cílem bude zjistit, jaké motivační strategie (s konkrétním zaměřením na odměnu) učitelé využívají a s jakým efektem. Zvolený výzkumný design předpokládá využití smíšené metodologie.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Seznam odborné literatury:

Badegruber, B.: Otevřené učení v 28 krocích. Praha. Portál 1997. Čapek Robert: Odměna a trest ve školní praxi, Grada, 2008. Cangelosi, J. S.: Strategie řízení třídy. Praha, Portál 1994. Dörney, Z.: Motivational Strategies in the Language Classroom. Kyriacou, Ch.: Klíčové dovednosti učitele. Praha, Portál 1996. Petty, G.: Moderní vyučování. Praha, Portál 1996. Průcha, Walterová, Mareš: Pedagogický slovník. Praha, Portál 1998. Vágnerová, M.: Psychologie školního dítěte. Praha, Karolinum 1997.

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Datum zadání diplomové práce:

30. dubna 2009

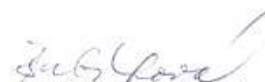
Termín odevzdání diplomové práce:

31. března 2011



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Acknowledgment: I would like to thank PaeDr. Monika Černá, Ph.D. for her kind guidance, valuable comments and advice, which helped me to shape and clarify my ideas. I also would like to thank my family for her patience and support.

Abstract

The thesis deals with different sources of motivation and types of rewards. The theoretical part describes motivation in the historical context of diverse theories of motivation. Furthermore, the thesis presents sources of motivation along with specifics of motivation in the English language classroom. A particular attention is devoted to rewards as one of many motivational strategies.

The empirical part aims to disclose what rewards teachers use and with what effect. The qualitative research compares and evaluates data collected from teachers, pupils and observations. The investigation combines two research instruments - questionnaire and observation. The obtained results are compared and evaluated with the theoretical part in the final conclusion.

Keywords

ELT, theories of motivation, sources of motivation, motivational strategies, reward, case study

Souhrn

Diplomová práce se zabývá různými zdroji motivace a typy odměn. Teoretická část popisuje motivaci v historickém kontextu různých teorií motivace. Dále se teoretická část věnuje motivaci a popisuje specifika motivace v cizojazyčné výuce v prostředí školní třídy. V poslední části je věnována zvláštní pozornost odměně, která je jednou z mnoha motivačních strategií.

Empirický výzkum si klade za cíl odhalit, jaké odměny učitelé používají a s jakým efektem. Kvalitativní výzkum porovnává a hodnotí data získaná od učitelů, žáků a během pozorování. Pro výzkum byli zvoleny dva nástroje - dotazník a pozorování. Závěrečné shrnutí srovnává a hodnotí získané výsledky výzkumu s teoretickou částí.

Klíčová slova

Výuka anglického jazyka, teorie motivace, zdroje motivace, motivační strategie, odměna, případová studie

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INTRODUCTION

Education is one of the key stones of every nation, state and individual and the nature of the educational process itself is a critical success factor. The educational process needs to have a relevance to the student and education must concern the person as a whole. Every person as an individual must be seen in the context of his or her unique personality and life experience and educators must be aware of that context. The learning process is very complex and many factors influence its success or failure. One of those factors is motivation of the learner. Teachers are frequently faced with the challenge how to motivate their students and sources of motivation can differ with each individual. The thesis deals with sources of motivation and the study specifically aims to disclose the use and effectiveness of rewards as one of motivational strategies. Children meet rewards since their childhood and the appropriate use of rewards and knowledge of pupils' motives to learn are very important to enhance successful language learning.

My personal motivation of choosing this theme lies deeply in the past. I have taught English since 1997 and I see myself as an authoritative teacher who cares about her pupils. During my teaching career I met many pupils who were difficult to motivate to learn English. My intention was to encourage them, praise and reward them in various ways. Since I was more or less successful, I always wanted to learn more about their motives to learn English. The results of the study cannot be applied to all pupils but the outcome can help to uncover deeper understanding of their drives to learn this language.

The first chapter of the thesis deals with the theoretical background of the theme. The thesis introduces several constructs of theories of learning and it is described how these theories of learning characterize motivation. The second chapter examines motivation, sources of motivation, motivation to learn and specifics of motivation in the ELT classroom. The third chapter describes motivational strategies with a deeper analysis of rewards and it focuses on reasons why to use rewards as well as how to reward. Furthermore, the third chapter depicts intrinsic rewards, extrinsic rewards and gives extra attention to grades and their meaning within evaluation of students. This

chapter also introduces the criticism of rewarding. Each chapter is followed by conclusion.

The practical part is examined in the fourth chapter. The content of the practical part results from the theoretical part. Firstly, the prior research is introduced and it is followed by presenting the aim of the research with its underlying questions. The aim of the research is to indentify what sources of motivation and rewards teachers use, with what effect and compare results with pupils' opinions and observations. Following chapters describe background information, a research methodology and instruments as well as the analysis and interpretation of the obtained data. The conclusion of the practical part summarizes the findings of the research. The final conclusion follows the practical part and it brings together the theoretical and practical part.

1. THEORIES OF MOTIVATION

Theories of motivation describe the relationship between aspects of education and individual motivation. Ushioda (1996, p.1) writes that for any teacher motivation is a practical challenge they need to solve. For theoretical researchers however, it is an interesting phenomenon. For such researchers motivation is less a practical problem and more a variable which is worth investigating (ibid.). Chambers (2001, pp.2-3) describes that many theorists have tried to identify more clearly motivation. As having many definitions, which vary in different contexts, it is very difficult to clearly define it. Generally, motivation is a driving force which drives human behaviour. Motivation consists of a multiplicity of diverse factors, some of them conscious and others not. An individual's motivation is difficult to identify because different actions can indicate the same motive. Multiple theories define motivation from various perspectives and only an eclectic approach can get closer to practical, working definition of the term (ibid.).

This part of the thesis introduces particular theorists and the main constructs of theories of learning. It focuses on the theories not only in regard to the learner and their motivation but also on the individual's needs in the context of the learning process.

1.1 Behaviourism

Jordan, Carlile and Stack (2008, p.27) propose that one of the main purposes of education is to modify the learner's behaviour at multiple levels. They suggest that children's actions must be controlled and that behaviourism has influenced ideas about learners' behaviour. Furthermore, Fontana (1997, p.146) writes that since the 1930's behaviourists have claimed that psychology as a science should focus on the behaviour of the individual as well as the environment and conditions that drive individual behaviour. According to behaviourists, the environment of the learner has the most important role in learning (ibid.). Chambers (2001, p.2) asserts that "Behaviourism focuses on stimulus-response associations and cause rather than need and reason for action." However, Fontana (1997, p.146) suggests that most psychologists do not agree with this statement and add that the individual is aware of their own impulses for

learning. Nevertheless, early behaviourists believed that the most important aspect of successful learning was the environment and its stimulus.

1.1.1 Operant Conditioning and Motivation

Behaviourism has changed since 19th century influenced by many scientists, yet some its original ideas remain in use among psychologists (Čáp, Mareš, 2001, pp.130-131). Williams and Burden (1997, pp.8-9) propose that early behaviourists suggested that all learning is a form of conditioning. Ivan Pavlov is known for his theory of classical conditioning. Although the theory was later proved to be limited in predicting human behaviour, it inspired more sophisticated behavioural approaches.

One of the most important behaviourists is B.F. Skinner who is considered the founder of modern behaviourism (ibid.). Fontana (1997, pp.145-146) states that Skinner's behaviouristic theoretical framework is called operant conditioning. Skinner devoted 50 years to experimental learning research and described its principals. Skinner taught that learning is the result of the environment, namely "[...] an individual responds to a stimulus by behaving in a particular way. Whatever happens subsequently will affect the likelihood of that behaviour recurring." (ibid., p.9)

Čapek (2008, p.32) describes the stimuli of an individual's actions: reward and punishment – in the most common traditional behaviouristic approach. Cangelosi (1994, p.51) writes that behaviour which is followed by reward will more likely be repeated. Furthermore, punishment or negative response to an action decreases the probability that the action will be repeated. Pupils are led to cooperative behaviour by an environment where cooperative behaviour is rewarded and uncooperative is not rewarded (ibid.). In other words, a rewarding environment is supportive and increases success in learning.

In conclusion, behavioural approaches claim that using reward and punishment as external factors motivate pupils in the way teachers need them to establish successful learning environment.

1.1.2 Neo-behaviourists

Jordan, Carlile and Stack (2008, p.27) describe that classical behaviourism concentrated only on the external factors whilst cognitive science focused more on

internal behaviour. By contrast, neo-behaviourists put emphasis on the importance of the learners' personality and motivation. Skinner (1953, in Jordan, Carlile, Stack, 2008, p.27) claims that students develop their self-control and self-monitoring programmes "[...] where they identify their own reinforces and apply behaviourists principles to themselves." He also adds that students monitor their own performance, choose effective stimuli and set their own goals. Furthermore, Jordan, Carlile and Stack describe the neo-behaviourist Benjamin Bloom and his taxonomy of learning which he developed in the 1950s. The taxonomy is linked to external and internal behaviours with three main domains – cognitive, affective and psychomotor (ibid., pp.27-29). These days Bloom's taxonomy is widely used and taught.

1.1.3 Conclusion

To conclude, early behaviourists place great importance on the environment controlling learner's behaviour. In regard to motivation, these stimuli come from the educator and regulate individual actions. As already stated, this external motivation is supported by the reward and punishment. Neo-behaviourists under the influence of the new cognitive approach do not focus only on external stimuli but they also consider the importance of internal behaviour believing that pupils can affect their own learning.

1.2 The Cognitive Approach

Behaviourism was the leading approach until the 1960s when cognitive approaches increases interest in mental processes (Jordan, Carlile, Stack, 2008, p.26). As mentioned above, behaviourism focuses on the observable (Chambers, 2001, p.3) whereas the cognitive approach focuses on cognitive skills (Williams, Burden, 1997, p.30). Chambers (2001, p.3) specifies that cognitive science is concerned in something which cannot be observed – thought processes, expectations, intentions and interpretation of various situations (ibid.). This approach claims that to understand learning it is necessary to concentrate on the individual and its ability to analyze its inner world to respond to some situation (Fontana, 1997, pp.146-147). There are four attributions – effort and ability which are internal factors; and external factors such as luck and task difficulty (Chambers, 2001, p.3.). The cognitive approach emphasizes how

the individual understands a situation and likewise, it sees the individual as the active part of the learning process (Fontana, 1997, pp.146-147).

1.2.1 The Cognitive View of Motivation

Williams and Burden (1997, p.119) claim that the most important factor from the cognitive viewpoint is choice. People make choices every day and through them they control their actions. This is an obvious contrast to behaviourists: “[...] which sees our actions as at the mercy of external forces [...].” (ibid.) Dörnyei (2001, p.8) states that learners constantly mentally balance to coordinate their desires of possibilities. In other words, pupils are determined by their own beliefs at first, and then they evaluate the challenge and think about support. Learners behave according to their thoughts, beliefs and interpretation of events (ibid.). Cognitivism and its view of motivation is concerned with questions of why people act in certain ways and which factors cause them to take these choices. The teacher is in a position to help learners to make proper decisions (Williams, Burden, 1997, p.119).

To analyze the cognitive approach from the perspective of motivation The Teaching Guide website offers the following summary:

Cognitive learning theory sees motivation as largely intrinsic. Because it involves significant restructuring of existing cognitive structures, successful learning requires a major personal investment on the part of the learner (Perry, 1999, 54). Learners must face up to the limitations of their existing knowledge and accept the need to modify or abandon existing beliefs. Without some kind of internal drive on the part of the learner to do so, external rewards and punishments such as grades are unlikely to be sufficient (Teaching Guide for GSIs – Theories of Learning - Cognitive Constructivism, c2005-2010).

To conclude, the cognitive approach considers internal motivation as essential. Pupils interpret situations and act under the internal impression. Jordan, Carlile and Stack (2008, p.51) state that although cognitive approach offers useful teaching strategies there are limitations in this view because it forgets about other factors such as emotions, the affective, and social or contextual influence.

1.3 Humanism

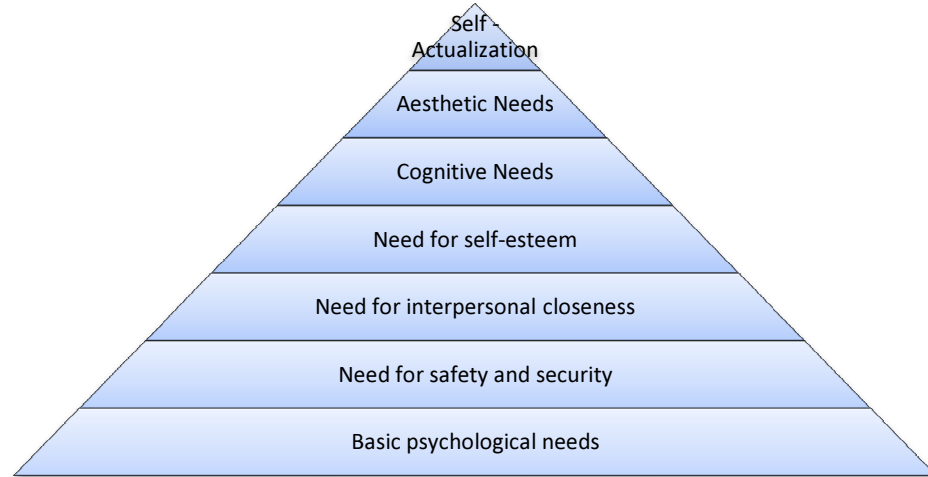
The first definition of 'humane' is characterized by behaviour which is in contrast to that of animals (Stevick, 1991, pp.23-24). Humanistic approaches recognise the importance of an individual's emotions, feelings and thoughts and place them at the forefront of the human development (Williams, Burden, 1997, p.30). In the context of learning processes Kalhous, Obst et al. (2009, p.316) state that "The key words for humanism are the indirect approach, unconditional relationship, personality, freedom, creativity, self-realization, open work, individual time, etc. [...]." Williams and Burden (1997, p.30) observe that the cognitive approach focuses on cognitive skills but humanism places emphasis on the development of the whole individual.

Williams and Burden (1997, pp.30-33) hold the view that many theorists characterise human behaviour as being motivated by its basic needs. These needs drive the person to act in a particular way to fulfil them. Of many humanist theorists, two stand out as most important: Eric Ericson and Abraham Maslow. Ericson's theory is known for his suggestions that learning and development are life long and they do not restrict only to a particular part of life. He also claims that education involves the whole person and its feelings (ibid.).

Maslow is known for his *Hierarchy of human needs* which is described in Figure 1 (page number 8). The Hierarchy can be divided into two categories. Firstly, deficiency needs which are represented by the first four layers (Basic physiological shown first) and secondly, being or growth needs. Deficiency needs directly relate to psychological and physiological balance "and include such psychological requirements as food, water, sleep and the absence of pain; they also include the needs for security, belonging, and self-esteem." If these basic deficiency needs are not met it becomes difficult or impossible to fulfil needs higher in the hierarchy (ibid., p.33).

To conclude, humanism sees the individual's emotions, feeling and needs as primary for human development. According to Maslow needs are the internal motives for individuals' actions. If not satisfied the learner cannot develop and fulfil higher needs. For example, a hungry, thirsty or tired child is not able to concentrate on learning and cannot feel safe in such environment. In summary, establishing and satisfying deficiency needs facilitate the learner to achieve higher being and growth needs.

Figure 1: Maslow's hierarchy of human needs (Williams, Burden, 1997, p.34, figure 4)



1.4 Constructivism

Jordan, Carlile and Stack (2008, p.55) suggest that it is not easy to draw a clear distinction between cognitivism and constructivism. They propose that “[...] constructivism is a natural progression from cognitivism and both are interested in cognitive processes.” But, the difference between them is that “[...] whereas cognitivism focuses on how information is processed, constructivism focuses on what people do with information to develop knowledge.” In particular, the constructivist approach describes learning as an active process through which learners ‘construct’ new meaning (ibid).

Currently many approaches tend to constructivism in what Kalhous, Obst et al. (2009, p.49) describe as “a wide stream of theories about education and a social science.” Jordan, Carlile and Stack (2008, p.56) write that constructivism emphasizes the individual active role in learning processes and its importance in connection with the environment and society. Constructivism refuses typical education where learners are in passive roles. Learners should construct by themselves and actively work with their experience and information obtained. Constructivism is a group of theories which is linked to other sciences such as social science, philosophy, politics and history (ibid.) and it is interested in education, didactics or psycho-didactics (Kalhous, Obst et al.2009, pp.49-50).

1.4.1 The Constructivist View of Education

Ernst von Glasersfeld, known as the father of constructivism, claims (op.cit.:177, in Williams, Burden, 1997, p.49) that students must be given reasons why particular behaviour and thinking is desirable. “This entails explanations of the specific contexts in which the knowledge to be acquired is believed to work”. (ibid.) Glasersfeld’s view presents that issues, concepts and tasks should be put into practice as a problem for learners to solve and these problem solving situations are better than giving them direct information. Teachers are in a position in which they lead learners in the direction needed without telling them what or how to construct (ibid.). Skalková (2001, p.149) suggests that constructivists agree that pupils create their own spontaneous theories. Teachers who are aware of these theories can lead and activate pupils. Learners alter their ideas, evaluate and correct them (ibid.). The problem-setting and problem-solving approach to teaching has many supporters such as John Dewey and Maria Montessori and for many years they are very much in the centre of the interest (Williams, Burden, 1997, p. 49-50).

Williams and Burden (ibid., p.50) also agree that “[...] a central component in motivation to learn is the individual learner’s feeling of competence and self efficiency, which can be gained by working out one’s own solutions to problems.” The constructivist general view is that each individual is motivated differently. Everyone behaves according to their internal and external specification and act in their unique way. Thus motivation to learn a foreign language differs with each individual as well as what level of proficiency they want to achieve. Furthermore, motivation must be seen in the context of the whole culture, social and contextual influence and situation, as well as the influence and interaction with others (ibid., p.120).

1.4.2 The Social Constructivist View

“Social interactionism emphasises the dynamic nature of the interplay between teachers, learners and tasks, and provides a view of learning as arising from interaction with others.” (Williams, Burden, 1997, p.43) There are four key factors affecting the learning process – the teacher, learner, tasks and contexts. These do not exist in isolation and interact in a dynamic process. If any of these factors changes in some way, it will influence the others (ibid., pp.43-44). In other words, as supported by Kalhous, Obst et

al. (2009, p.55) education is a social process between the teacher and learners and among learners and it happens through direct or indirect communication. Therefore, the learning processes are personal and social at the same time. Moreover, Jordan, Carlile and Stack (2008, p.59) suggest that for social-constructivists the society and culture play the important role in learning. Social communities shape the individual's perception, interpretation, attach meanings and form what people think (ibid.).

Teaching Guide for Graduate Student Instructors (Teaching Guide for GSIs - Theories of Learning - Social Constructivism, c2005-2010) summarizes:

Social constructivists see motivation as both extrinsic and intrinsic. Because learning is essentially a social phenomenon, learners are partially motivated by rewards provided by the knowledge community. However, because knowledge is actively constructed by the learner, learning also depends to a significant extent on the learner's internal drive to understand and promote the learning process (Teaching Guide for GSIs - Theories of Learning - Social Constructivism, c2005-2010).

Social constructivists emphasize importance of all interactions happening during education - between learners, teachers, contents and tasks. Internal and external motivation is seen as an important part of education, one which is connected to the individual's life inside and outside school.

1.5 Conclusion

This part of thesis has introduced several theories and their main constructs of learning; namely, behaviourism, cognitivism, humanism, constructivism and social constructivism. It also described how these constructs characterize motivation as well as external and internal motivational factors.

Furthermore, this part has attempted to analyse how the theorists respect learners considering their individualities. To conclude, early behaviourists saw the importance of the external reinforcement specifically the reward and punishment. Neo-behaviourists included the internal factors of the learner as crucial for learning processes. Internal motivation is also important in the cognitive approach but this omits the potential of learners' emotions, feelings and environment. Humanists, in another approach, consider an individual's emotions, feelings and needs as primary for learner's development. Thus, intrinsic motivation is characterised as a driving force for actions designed to fulfil basic and higher needs. Constructivists and social constructivists describe intrinsic

and extrinsic motivation as significant for education. Furthermore, social-constructivists point out the importance of the society and culture.

In other words, the theory which is strictly focused on external motivation is early behaviourism with its reinforcement and does not respect learner's individuality. Other theories mentioned in the previous paragraph consider pupil's individual needs and motivation at different levels.

2. MOTIVATION

This part of the thesis focuses on the definition of motivation, sources of motivation, motivation to learn and specifics of motivation in the ELT classroom.

To understand how to motivate learners, teachers must understand them as complex individuals with many needs. Furthermore, school learning has its specifics and it is necessary to point out specifically what can influence school motivation in order to successfully enhance language learning.

2.1 Introduction

The concept and meaning of motivation has changed over time as it has been used by different theories, psychologists and others (Williams, Burden, 1997, p. 111). As already mentioned in the chapter 1, early behaviourist psychologists saw the importance of external motivation, reinforcement and environment. Humanists put emphasis on general basic human needs and internal forces which drive people to actions and also the cognitive approach considers internal motivation as essential. The last theory of motivation the constructivist view claims that each individual is motivated differently and everyone behaves according to their internal and external specification and act in their unique way.

Dörnyei (2001, p.8) believes that “The current spirit in motivational psychology [...] is characterised by [...] the cognitive approach, [...]” By comparison, Jordan, Carlile and Stack (2008, p.155) hold the view that modern theories of motivation recognize a combination of behaviourist reactions to stimuli as well as cognitive processes in which people attempt to resolve and control their environment.

Dörnyei (2005, pp. 66-67) illustrates the change over time of the consensus view of motivation, using examples from motivation research:

- a) *The social psychological period* (1959–1990)—characterized by the work of Gardner and his students and associates in Canada.
- b) *The cognitive-situated period* (during the 1990s)—characterized by work drawing on cognitive theories in educational psychology.
- c) *The process-oriented period* (the past five years)—characterized by an

interest in motivational change, initiated by the work of Dörnyei, Ushioda, and their colleagues in Europe.

As the example aptly illustrates motivational psychology is still undergoing development and there is no clear consensus view among theorists and psychologists.

2.2 Definition

Dörnyei (2001, p.7) writes that even the term ‘motivation’ does not have a consensus definition:

Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, this has not stopped people from trying it (Martin Covington 1998, p.1, in Dörnyei 2001, p.7).

Williams and Burden (1997, p.120), holders of a social constructivist view, offer the definition of motivation as:

- a state of cognitive and emotional arousal,
- which leads conscious decision to act, and
- which gives rise to a period of sustained intellectual and/or physical effort
- in order to attain a previously set goal (or goals)

Williams and Burden propose a definition which involves all aspects of an individual’s needs, cognitive processes, feelings and other aspects. This definition, with its clear and basic criteria, has applicability to the learning process.

2.3 The Sources of Motivation

The sources of motivation differ and those which are generally accepted by psychologists and theorists (for example in Čáp, Mareš, 1993; Fontana, 1997; Harmer, 1991; Kalhous, Obst et al.2009; Lokšová, Lokša, 1999; Ushioda, 1996; Williams, Burden, 1997) are described in next three sub-sections.

Under the most common view, motivation is classified as follows:

- intrinsic (internal)
- extrinsic (external)

- instrumental
- integrative

Intrinsic and extrinsic rewards have relevance to the above; however, these will be described via a deeper analysis in the chapter 3.2.

As previously mentioned, the forces which make people act can be said to be either external or internal, or both. Nakonečný (1997, p.51) helpfully summarizes that motivation gives meaning to a person's behaviour and is determined by cognitive analysis of the situation. Also, the way a person behaves is determined by cultural norms of the environment. Cognitive processes as the reception, notions or imaginings and cogitation determine person's behaviour. The existence of cognitive needs is connected to person's necessity to know the situation, find out the relationship between them and put the information into specific structures (ibid).

2.3.1 Intrinsic Motivation

In the context of learning, Lamb (2001, p.85) writes that "Intrinsic motivation is the desire to learn for its own sake." Čáp (1993, p.187) understands intrinsic motivation as a set of four particular motives connected to the subject or activity:

1. The cognitive need.
2. The need of action.
3. The satisfaction coming from something learnt; higher competence and a new ability.
4. The satisfaction originating from the social communication and activities (ibid.).

Williams and Burden (1997, p.123.) put it more simply: when people do something for their own interest and enjoyment and the reason for doing the activity is for the activity itself, then the motivation is intrinsic.

Fontana (1997, p.153) explains that intrinsic motivation can be found in each individual since childhood. Intrinsic motivation involves spontaneous exploring and discovering, and the way others respond to this exploratory behaviour assists the child's development. According to Fontana (ibid.) the problem with school education is that it focuses on long term aims and forgets the child's natural curiosity as a motivational factor. Teachers should consider the knowledge children already have: their interest,

questions, and problems, and show them relations to the subject and learning (ibid.). Kyriacou (1996, p.84) proposes that teachers should support and stimulate children's natural curiosity and their need for higher achievement. Moreover, teachers need to encourage pupils to support their intrinsic motivation and give them feedback on regular basis (ibid.).

Intrinsic motivation can be created by setting out aims. Concretely, Skalková (2001, pp.126-7) suggests that learning is most effective if pupils are aware of the aim. The first basic requirement for success is that the aim must be realistic and attainable. Secondly, knowledge of the aim activates learners and enables them to plan their own work. Since an aim becomes more desirable when the learner is close to attaining it (ibid.), it is essential that these two basic requirements are considered. Intrinsic motivation for learning occurs if the pupil has a strong emotional relationship to the aim, and if learning is the best way to attain it (Čáp, 1993, p. 187).

An autonomous learner is one with enhanced intrinsic motivation. Lamb (2001, p.85) claims that learners should be given an opportunity to engage with learning and be active in the learning process. Teachers should think more of ways they can help learners to motivate themselves (ibid). Lamb also (ibid., p.86) hypothesises that "Intrinsic motivation is based in an innate need for competence, relatedness and autonomy." Likewise, Ushioda (1996, p.21) understands intrinsic motivation as "[...] an expression of personal control an autonomy in the learning process. Kalhous, Obst et al. (2009, p.369) describe that an autonomous learner is given an opportunity to decide what, when and where and if he is not, then his learning is based on extrinsic regulation. Dörnyei (2001, p.105) suggests that when appropriate, learners should be allowed to use self-assessment procedures. "Self-assessment raises the learner's awareness about the mistakes and successes of their own learning, and gives them a concrete sense of participation in the learning process." (ibid.) Ushioda (1996, p.2) asserts "that the development of effective and sustained self-motivation cannot depend on any externally imposed motivational system of stimuli, goals and rewards in the classroom." She emphasizes that motivation has an active role which is not merely a product or cause of learning experience but a set of processes which keep the pupil involved in learning (ibid.).

Cangelosi (1994, p.141) introduces another example of creating intrinsically motivated learning. Problem-based learning is a student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. It cannot be used in all class situations but if it is used, pupils usually cooperate. Using real problems to motivate the development and application of new skills has proved successful in all subjects and levels of learning (ibid., pp.141-143).

To summarize, intrinsic motivation is vital for successful learning and can be strongly and positively influenced by the teacher. Intrinsic motivation can be created by setting out appropriate aims and where suitable, stimulating intrinsically motivated learning through the problem based learning approaches. Intrinsic motives related to learners' need for autonomy, personal control and competence encourage autonomous learning. Intrinsic motivation is in essence pupil's own desire to learn and teachers should adapt classroom strategies which cultivate it.

2.3.2 Extrinsic Motivation

Fontana (1997, pp.153-154) describes that even though intrinsic motivation helps with learning it is not always enough and the teacher must also use extrinsic motivation. Lokšová and Lokša (1999, p.15) write that extrinsic motivation occurs when the individual does not learn for his/her own interest but under the influence of other motivational factors. Čáp (1993, p.187) characterizes extrinsic motivation as moments which are not directly connected to the learning itself, such as reward, praise, recognition, reputation or punishment. It can be completed by Fontana (1997, pp.153-154) who includes extrinsic motives such as grades, a school report and tests or exams. Fontana states that it means a lot for children to be successful in ways which are external and visible to all; from these successes they built their reputation, self-esteem and confidence. The presences of such visible rewards are powerful motivations to achieve (ibid).

Kalhous, Obst et al. (2009, p.370) write that pupils using extrinsic motives learn in order to gain rewards or in order to avoid punishment. They state that some teachers criticize or even refuse to use extrinsic motivational strategies. True, extrinsic motivation which is used without considering its impact on the learning process can be destructive. For example, psychologist Kohn refuses outside rewards but Chance finds

them beneficial if they are used in accordance with particular rules. The research shows that using rewards does not have to destroy intrinsic motivation but on the contrary, can complement and enhance it (ibid.).

Williams and Burden (1997, pp.123-124) offer another example put forwards by Susan Harter. She views intrinsic and extrinsic motivation as opposing forces. However, Williams and Burden suggest that in the context of language learning intrinsic and extrinsic motivation influence one another in more complex ways and one can strengthen the other. They also propose that in reality the distinction between intrinsic and extrinsic motivation is not precise: many actions are more than likely to be prompted by a mixture of both which is impossible to disaggregate (ibid.).

Integrative and instrumental motivation are specific kinds of extrinsic motivation which are widely used and discussed. Since instrumental and integrative motivation are highly relevant in the ELT classroom, these will be examined in the chapter 2.5.1.

To conclude, despite a lack of consensus about its precise nature, extrinsic motivation is an integral part of classroom education which depends on the educators and how they use it. A range of different rewards can be used during the learning processes to generate extrinsic motivation and rules and application of such rewards will be examined in the part 3.2.

2.4 Motivation to Learn

Williams and Burden (1997, p.111) state that when teachers are asked about the most powerful tools in learning they rank motivation among the most important. Skalková (2007, p. 174) finds that many theorists connect motivation with need, which stimulates and directs actions and activities. (ibid.). Ushioda (1996, p.12) defines motivation as something “[...] that is observable in what students do and how they behave [...],” that is, their effort, activity, level of arousal for learning, etc. But, in terms of what really persuades students to act other factors need to be evaluated - different beliefs, expectations, priorities and attributions (ibid.). According to Marková (in Lokšová, Lokša, 1999, p.14) motivation to learn is driven by cognitive, social and achievement needs. Jiránek (1969, pp.175-176) determined that social needs and interests such as the need for appreciation, a desire for money, grades, activities and

other secondary motives are stronger motivators for learning than primary biological needs, although this would probably depend on the nature of the learning.

Some authors state that motivation to learn is an acquired ability. Firstly, Kalhous, Obst et al. (2009, p. 367) claim that motivation is learnt during the interaction between the individuality of the pupil and - the teacher, other schoolmates, the subject matter and other entities. Secondly, Porter (2000, pp.216-217) points out that students must be willing to put in the effort to learn and the teacher needs to make learning easier for them. "Motivation refers to student's willingness to invest time, effort and skills in the tasks that we set for them." (Ben Ari & Rich, 1992; Cole & Chan, 1994, in Porter, *ibid.*)

As mentioned above, motivation to learn results from the interaction of many factors. Vágnerová (2001, pp.174-175) proposes that school motivation can be evoked in many different ways. Extrinsic stimulation occurs firstly through parents' demands, teachers' evaluation, and secondly and more importantly, it is shaped by the pupil's attitude to school work. School motivation is also an inner mental state which stimulates a pupil's activity (*ibid.*). Vágnerová also mentions the importance of family in the motivation to learn. Pupils' motivation can be based on parents' attitude towards school and education. Children receive a message from their parents and adopt it. If the learning is not important for the family then it is not for the child. The child needs to see positive and also negative reactions to its learning. If there is no response at all the child is unlikely to become motivated. Pupils' attitude towards education can change under acquiring different experiences (*ibid.*).

Louise Porter (2000) devotes a part of her book to *Motivating Students*. She describes that motivating students requires the following aspects:

1. *Safeguarding students* which involves basic physical needs and safety; and emotional environment with positive classroom climate.
2. *Satisfying students' need for autonomy* which promotes independence, guides students to select personal goals and provides choice.
3. *Fostering competence* which promotes competence, expands students' self concept and promotes realistic ideals for themselves.
4. *Meeting students' social needs* such as students' relationship needs, relationship with teachers and peer relationship. (*ibid.*)

The points mentioned above overlap substantially with concepts introduced in the previous chapter. Indeed, Porter's four areas provide a very useful digest of the most important facets motivation to learn.

2.5 Specifics of Motivation in the ELT Classroom

Although the concepts discussed thus far can be applied in all school subjects learning languages has special distinctions. Williams, and Burden (1997, p.107) write that relatively little research has been carried out in language learning. It is reasonable to assume that attributions for language learning might be different from others. The authors state that foreign language is different to other subjects, mainly because of its social nature. Since language involves the whole person as a social being, especially as learners struggle to express themselves in a foreign tongue. Foreign language education does not only concern learning skills, rules and grammar; it also involves learning new social and cultural behaviours and it has an impact on the social perception of the learner. Williams and Burden cite Crookal and Oxford that "Learning a second language is ultimately learning to be another social person" (ibid., p.107-115).

Richard and Schmidt (2002, p. 343) identified other distinguishing features of language learning, namely a difference "[...] between an orientation, a class of reasons for learning a language, and motivation itself [...]" which refers to the learner's attitudes, desires, and willingness to learn the language (ibid). Gardner and Lambert (in Ushioda, 1996, p.4) state that language learning motivation does not depend on ability and aptitudes of the learner. They propose that social and psychological dimensions have major implication on motivation in language learning. They also argue that "these social-psychological dimensions distinguished language learning motivation from other types of learning motivation (ibid.)."

Williams and Burden (1997, p.116) propose that many models of language learning are social-psychological because language learning is "[...] affected by the whole social situation, context and culture in which the leaning takes place." Gardner's social-educational model of language learning is one of the most influential (ibid.). Dörnyei (2005, p.68) highlights three main aspects of Gardner's motivation theory: *theory of second language acquisition*, his conceptualization of *integrative motivation*

and a *test battery*. Integrative motivation has three main constituents which are broken down to subcomponents:

- *Integrativeness* – integrative orientation, interest in foreign language, attitudes towards the target language community.
- *Attitudes toward the learning situation* – the teacher and language course.
- *Motivation* – effort, desire, attitude toward learning (ibid.).

More importantly, Gardner describes that motivational subcomponents can be in relative terms quantified and measured: effort - how much it is demonstrated; desire – how strong it is; attitude – how positive it is (Ushioda, 1996, pp.7-8).

Williams and Burden (1997, pp. 117-118) depict Gardner's socio-educational model as highly influential. However, recently many writers who think along similar lines have called for “[...] a broadening of the theoretical perspective and research base to incorporate cognitive approaches to motivation in education.” Dörnyei proposes a three level categorisation of motivation specifically in the field of foreign language learning (ibid.):

Dörnyei's motivational framework

1. *Language level* – motivational factors such as: “the cultural dimension, perception of the target language community, the potential usefulness of competence in the target language (Chambers, 2001, p.7). “
2. *Learner level* – “learner's self-appraisal of strengths and weaknesses and how this appraisal affects their learning.” It can include factors such as anxiety, perceived target language competence, self-esteem, past experience (ibid., p.8).
3. *Learning situation level* –
 - a. Course-specific motivational components- the syllabus, teaching materials and methods, learning activities.
 - b. Teacher-specific motivational components - the teacher-pupil relationship, teacher's approach to behaviour management, providing motivating feedback.
 - c. Group/specific motivational components – support of collaboration, shared goals and norms of behaviour (ibid., pp.8-9).

Furthermore, Dörnyei (2001, p.19) recommends Williams and Burden's detailed framework of motivational components. Williams and Burden consider learners' motivation as a complex, multi-dimensional construct. The motivational influence is grouped into two categories of internal and external factors and it has number of subcomponents (see Table 1, page 21) (ibid.).

Table 1: Williams and Burden's (1997) framework of L2 motivation (in Dörnyei, 2001, p.20)

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity <ul style="list-style-type: none"> • arousal of curiosity • optimal degree of challenge 	Significant others <ul style="list-style-type: none"> • parents • teachers • peers
Perceived value of activity <ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> • mediated learning experiences • the nature and amount of feedback • rewards • the nature and amount of appropriate praise • punishments, sanctions
Sense of agency <ul style="list-style-type: none"> • locus of causality • locus of control re: process and outcome • ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> • comfort • resources • time of day, week, year • size of class and school • class and school ethos
Mastery <ul style="list-style-type: none"> • feelings of competence • awareness of developing skills and mastery in a chosen area • self-efficacy 	The broader context <ul style="list-style-type: none"> • wider family networks • the local education system • conflicting interests • cultural norms • societal expectations and attitude
Self-concept <ul style="list-style-type: none"> • realistic awareness of personal strengths and weaknesses in skills required • personal definitions and judgements of success and failure • self-worth concern • learned helplessness 	
Attitudes <ul style="list-style-type: none"> • to language learning in general • to the target language • to the target language community and culture • Other affective states • confidence • anxiety, fear 	
Developmental age and stage Gender	

2.5.1 Integrative and Instrumental Motivation

As already briefly described, integrative and instrumental motivation are both types of extrinsic motivation. Since, they are highly relevant to the ELT classroom they are described in this section.

Richard and Schmidt (2002, p.343) describe instrumental motivation as being oriented towards practical concerns such as getting a job or passing an exam. Ushioda (1996, p.5) states that in contrast to integrative motivation, instrumental motivation values the practical advantages of the second language learning.

Integrative orientation, as defined by Richard and Schmidt (2002, p.343) is a willingness to be a valued member of the language community. The authors state that the construct of integrative motivation includes positive attitudes towards the target language and also the language classroom (ibid.). Next, Gardner and Lambert see integrative motivation as sincere interest in other culture and people (Ushioda, 1996, p.5). Furthermore, Harmer (1991, pp.3-4) considers integrative motivation to be stronger if it relates to *integration into* the culture of target language and weaker if it relates only to *learning about* the culture (ibid.). Lastly, Alison (2001, p.106) describes that integrative motivation was more powerful and successful than instrumental motivation. Ushioda (1996, p.5) writes that “[...] integrative orientation would sustain better long term motivation needed for the very demanding task of second language learning.” Furthermore, it was empirically supported that learners with integrative motivation had better results than those with the instrumental kind (ibid.). Nevertheless, Alison (2001, p.106) presents conflicting research results which found instrumental motivation stronger.

Alison (ibid.) suggests that to solve this discrepancy, an analysis is needed not only from teachers’ perspective but also from that of pupils. Results will differ between young pupils and pupils aged 14 to 16 years. Older pupils think about their career and future jobs and they see themselves as young adults (ibid.). Ushioda (1996, p.6) explains that it is also difficult to classify language learning motives such as ‘for travel purposes’ as explicitly instrumental or integrative. Next, integrative motivation is questioned with its relevancy as the desire to integrate with people from another country in context with “pupils learning foreign languages at school (ibid.).”

2.6 Conclusion

The research of language learning motivation is in the process of development. It is not easy to describe the consensus in motivational psychology because there is little agreement among its leading theorists. Historical phases of language motivation research are characterized by the social psychological period (1959-1990), the cognitive-situated period (during the 1990s) and recent process-oriented period; but, present-day researchers now subscribe to a variety of approaches from each of these period.

The sources of motivation are intrinsic and extrinsic – with instrumental and integrative subtypes. Intrinsic motivation can be defined as a learner's own desire to learn; autonomous learning is established on intrinsic motives related to learners' need for autonomy, personal control and competence. Furthermore, intrinsic motivation can be created by setting appropriate aims as well as problem based learning.

Extrinsic motivation is not directly connected to the learning process itself. Instead, it includes reward, praise, punishment, grading, school reports, tests and others. Although many theorists refuse extrinsic motivation (even the kind which gives rewards), they do concede that using rewards does not have to destroy intrinsic motivation. Quite on the contrary, use of rewards can stimulate intrinsic rewards.

Instrumental motivation concerns a learner's practical aims, such as passing the exam or getting a job.

Integrative motivation is a desire to be a valued member of a community or in the case of foreign language learning - it is also expressed in the learner's sincere interest in other cultures.

Motivation to learn is comprised of a variety of different motives. Each involve either physical needs and safety, the need for autonomy, or cognitive, social and achievement needs. Learners are affected by different beliefs, expectations, priorities and attributions. The family's attitude to the child's learning is also a very important factor.

Learning English requires specific motivation mainly because of its social nature. Being aware of the prestige of English as an international language helps the learning process. Dörnyei's language, learner and learning situation levels propose in a detail specific factors which affect learner's motivation as well as Williams' and

Burden's specific internal and external motivational factors of language learning. It can be summarized that Dörnyei's motivational framework with Williams and Burden's framework of L2 motivation can be useful tools for teachers to maintain motivational atmosphere in the classroom.

3. MOTIVATIONAL STRATEGIES

This chapter will explore the use of motivational strategies in language learning, with particular focus on rewards. The analyses separately considers intrinsic and extrinsic rewards, providing a critical review of methods discussed.

3.1 Definition

The only book within Language Tuition filed which describes motivational strategies is written by Zoltán Dörnyei. The author (2001, p.2) writes that “This book is the first of its kind in the second/foreign language (L2) field that is entirely devoted to discussing *motivational strategies* [...]” (ibid.) Dörnyei (2001, p.28) suggests that *motivational strategies* are “[...] techniques that promote the individual’s goal related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it [...].”

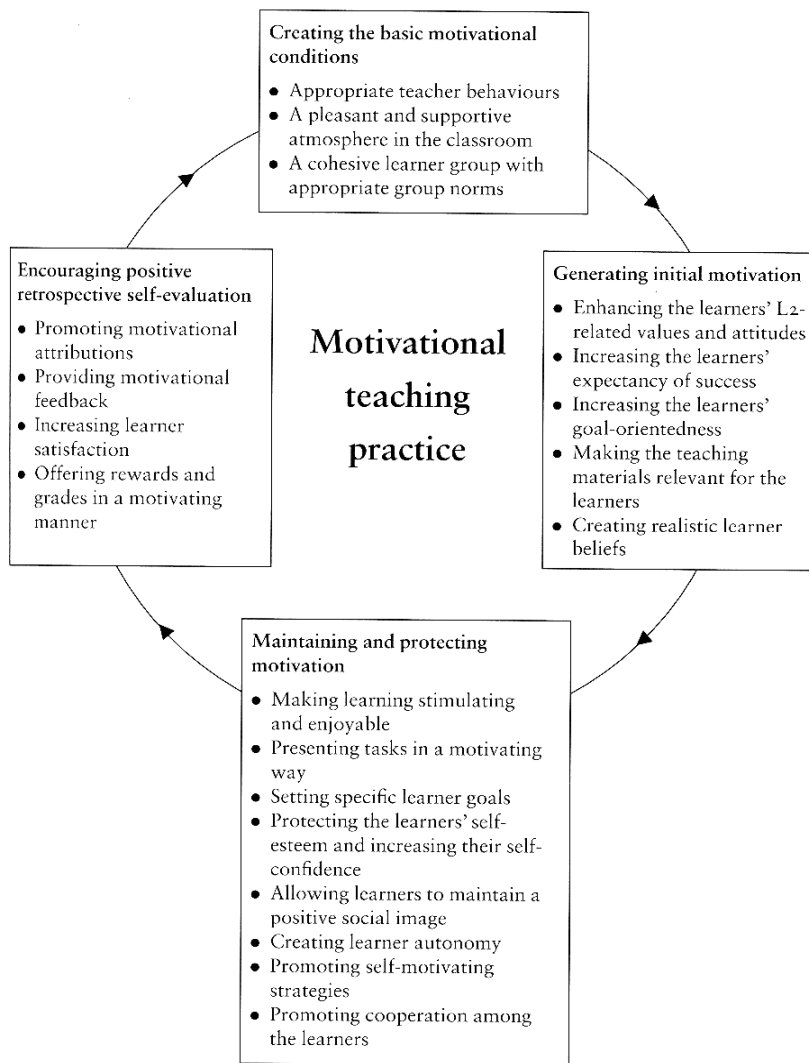
The author presents taxonomy of motivational strategies, raises practical issues and offers concrete suggestions for classroom practice. Motivational strategies are a significant tool to create motivational conditions in the classroom during learning processes. Motivational strategies can help to increase pupils’ motivation to learn and their desire to be involved in learning. Figure 2 (page 26) provides a schematic representation of the system discussed through Dörnyei’s book. The full list of motivational strategies is included in Appendix 1.

The following part of this thesis focuses on one particular component – rewards.

3.2 Rewards

Many diploma papers have been written about punishment but very few consider rewards; a similar imbalance is found in the published research books and journal articles.

Figure 2: The components of motivational teaching practice in the L2 classroom (Dörnyei, 2001, p. 29)



There is little doubt that reward forms an important part of human life. Čapek (ibid.) and Deci&Porac (1978, in Ushioda, 1996, p.22) set out two definitions of reward – *informational and motivational*. Fontana (1997, p.153) describes that while growing up children meet positive and negative reactions to their behaviour. Children become frustrated by the negative reaction and the unwanted behaviour will be less likely to occur. The positive reactions such as praise, pleasant feelings and agreement of adults encourage children to behave as needed more effectively (ibid.). Čáp and Mareš (2001, p.253) write that reward is a particular influence of parents, teachers or social groups.

Reward is connected to the certain behaviour or action and it represents an agreement with social behaviour or an act. Thus reward must be understood in a wide social and educational connection (ibid.).

As already stated, reward and punishment are commonly referred to behaviourists. Čapek (2008, p.32) describes that pupils already come to school with behavioural problems and they need a certain modification of their behaviour. He explains that reward represents positive evaluation of an individual, producing joy and fulfilment of someone's needs. Punishment connected with behaviour represents negative evaluation and brings frustration, displeasure and prevents a person from meeting their needs. Reward and punishment coordinate pupils' behaviour and bring new principles. Both are meaningful if reward increases the behaviour which is worth rewarding and punishment decreases the negative one (ibid.).

Čapek (2008, p.46) emphasizes that an attention is generally given much more to punishment than to reward, when in fact the opposite should apply, especially at school. Čapek asserts that the absence of reward in education is a serious mistake. Positive reactions, feedback and praise should be dominant over negative reactions (ibid.).

Considering any scientific evidence of positive influence of rewards Čapek (ibid., pp.31-32) states that it has been proved by researches that:

- Reward has a stronger influence than punishment.
- A pupil who is not given any attention has worse results than the pupil rewarded or punished.
- Repeated reward increases achievement over time, repeated punishment decreases it.
- Increasing and decreasing achievement is striking with weaker pupils.
- The anxiety does not depend on the momentary punishment or reward but on the previous experience (ibid.).

Čáp and Mareš (2001, p.254) also support these findings. They write that results of several researchers show that education based rather on rewards is much more successful. Moreover, rewards tend to support pupil's learning, which has further benefits for social learning and education. By comparison, the results of punishment are unpredictable and can lead to many different reactions – agreement, hidden disagreement, uncooperative behaviour or depression. Punishments have different results based on the previous experience and character of the pupil. Rewards in general

are less problematic but their effect does not have to be explicit. It depends on many factors, such as the kind of reward, characters of children and their maturity (ibid.).

Nevertheless, it is important to point out that education reduced only to punishments and rewards or to punishment only is not desirable. But, both - reward and punishment have its important position in education (Čáp, Mareš, 2001, p.252).

3.2.1 Benefits of Using Rewards

Rewards, positive evaluation and encouraging feedback are crucial in modern education (Čapek, 2008, p.43). Rewards which praise pupils' good behaviour, achievement and decisions produce positive emotions and a feeling of the success. According to Čapek positive evaluation should be used not only for results which are classified with a grade 'A' but it should also be given for other achievements (ibid.). In the same spirit, B. F. Skinner (in Petty, 1996, pp.58-59) emphasizes that the teacher should strive to notice and respond to pupils' successes rather than their failures. Furthermore, Petty (ibid) describes that using rewards help the positive climate in the classroom.

Carl Rogers (1951, in Čapek, 2008, p.35) writes that it is in children's nature to look up to adults for approval of their behaviour. Younger pupils see adults as fair judges and if their manners are often found disapproved pupils can suffer by it (ibid.). Čapek (2008, pp.34-35) states that teachers who only punish their pupils will never have a beneficial relationship with them. Only a friendly, respectful teacher with personal authority can successfully punish as well as reward (ibid.).

Naturally, learners' reactions to rewards differ (Čáp, 1993, p.187). Pupils socially unsuccessful, with less friends and usually worse grades, after rewarding likely increase their achievement motivation (ibid.). Thus even a very weak pupil should be praised for even small successes in order to prevent his or her giving up on learning (Petty, 1996, p.56). On the other hand, rewards may have little or no effect on socially successful pupils. These pupils need specific advice and comments from the teacher. These differences highlight importance of the individualization in teaching (Čáp, 1993, p.187).

In summary, teachers should praise pupil's good intentions even if these intentions are not connected with good grades. This approach helps not only during the learning process but also with students' socialization and social learning.

3.2.2 How to Reward?

Petty (1996, p.61) suggests that teachers' most common mistake is that they give little or no praise during their lessons. Perhaps they doubt there are enough reasons for using them. However behaviourists have demonstrated that the more frequently rewards appear the stronger the resulting motivation becomes (ibid.). Canter and Canter (1992, in Porter, 2000, p.26) confirm that "Positive recognition is the sincere and meaningful attention you give a student for behaving according to your expectations."

Porter (2000, pp.26-27) states that students' "[...] first form of positive recognition is praise, which must be simple, direct, personal, genuine, specific and descriptive." Furthermore, Čapek (2008, p.43) points out that pupils should be praised for many actions - good ideas, skills, hardworking and positive beliefs.

Čapek (ibid.) also offers three simple principles which must be followed in order for reward to be effective:

1. *The percent occurrence* – the frequency of reward is gradually decreased.
2. *The intensity* – reward must be sufficient to quality of the act.
3. *The connection between an act and reward* – reward should follow the action immediately (ibid., p.45).

To support Čapek's first principle, Čáp and Mareš (2001, p.254) note that if rewards are used too often they become ordinary as well as B.F. Skinner found out during his experiments that using rewards on an irregular basis is far more effective than when rewards are used regularly (ibid.).

Other suggestions how to reward are given by Jordan, Carlile and Stack (2008, p.166) who advise that the reward should:

- be simple, direct and unambiguous and expressed naturally;
- specify the behaviour being praised;
- be given for effort, care and persistence;
- include verbal and non-verbal responses;
- be offered appropriately so that learners are not isolated;
- be for learning rather than compliance;
- not be overdone so as to suggest a lowering of standards (ibid.).

Čapek (2008, p.43) mentions two risks of using rewards which can produce negative effects. Firstly, pupils become used to praise; reward becomes an aim and thus their attention is diverted from learning (also in Porter, 2000, p.48). Secondly, improper reward – praising that can feel ironical. Rewards should never lower pupil's self-esteem and give a negative message (Čapek, 2008, p.43).

Hayes (2009, p.88) writes that praise and reward have their limitations and thus the context, in which the behaviour occurs, must be taken into consideration (ibid.). Canter and Canter (1992, in Porter, 2000, p.27) point out that the criteria by which pupils earn their rewards must be reasonable and realistic for their age. Thus the teacher must consider how and where to reward. For example, older students might feel embarrassed if praised in front of the class and therefore they should either be rewarded in private or the whole group of students should get points for the success of an individual (Porter, ibid.).

In summary, the evidence presented suggests that using rewards is meaningful. If the rules and principles of a reward system are instructed well to students these rewards can become a useful tool for working effectively with them: pupils will know what to expect and when. Nevertheless, teachers need to consider the risks of rewards, and use them with discretion according to the principles set out in this section.

3.2.3 Intrinsic Rewards

It has been previously suggested that intrinsic motivation is preferable to extrinsic motivation. According to Petty (1996, p.59) intrinsic rewards are the inner satisfaction, achievement of personal goals, gaining abilities, attaining inner assurance - 'I can do it!', 'I am right, it is correct!' Ushioda (1996, p.20) proposes that intrinsic rewards can be "[...] defined in terms of positive feelings, such as enjoyment, pleasure, satisfaction and self-indulgence." Rewards arise from involvement in an activity and create a self-sustaining pattern of motivation that leads to voluntary persistence in learning (ibid.).

Čáp and Mareš (2001, p.254) write that older pupils suggest that their inner experience is a much greater reward for them than any outside evaluation. In other words, the pleasure of what they have achieved or done is more important to them than extrinsic rewards (ibid.).

Intrinsic motivation is, in essence, a pupil's own desire to learn; it is in the learner's nature to explore and discover. Intrinsic rewards are the pupil's positive feelings, satisfaction and inner assurance of their own abilities.

3.2.4 Extrinsic Rewards

As already stated, teachers must use extrinsic motivation where intrinsic motivation is insufficient. It was also proposed that even though extrinsic rewards are criticised they can help to increase intrinsic motivation.

Lamb (2001, pp.85-86) writes that teachers very often face demotivated learners and to stimulate their extrinsic motivation they use reward systems – merits, tokens and stickers. Čáp and Mareš (2001, p.253) mention praise, a smile, present, positive feedback or emotion, and providing an activity the pupil wishes for. Porter (2000, p.44) points out that social reinforcement such as an attention and approval can be very powerful, but only in case pupils value the teacher's judgement. Ushioda (1996, p.23) sees that extrinsic rewards can increase learners' sense of competence and self-determination, and this can lead to intrinsic motivation.

Lamb (2001, pp.85-86) describes two problems which might occur. Firstly, inappropriate reward increases self-esteem which can undermine pupils' ability to realistically evaluate themselves; secondly, reward can harm intrinsic motivation (ibid.). Moreover, Čáp and Mareš (2001, pp. 253-254) emphasize that inappropriate and excessive material rewards negatively affect the relationship between adults and children. Material rewards support extrinsic motivation and can stifle important intrinsic motivation (ibid). Ushioda (1996, pp.20-22) continues that pupils can work effectively but only on short-term goals. Pupils who learn in order to score points or good grades will always require a new stimulus.

On the other hand, it is possible to give extrinsic rewards which are not strictly material, as presented in the next subparagraph. Petty defines some extrinsic rewards that can be used in any class situation and help to motivate pupils (1996, p.59), for example when a teacher:

- Listens to the pupil with interest,
- Accepts the pupil's opinion,
- uses the pupil's work as a model,
- is interested in the pupil's work,
- spends time with the pupil,

- laughs at the pupil's jokes,
- gives marks and evaluates,
- returns written works with a commentary (written or oral),
- shows confidence or/and satisfaction with the pupil's results with a smile, look or some other way,
- not only underlines mistakes in written exercises but also comments on well-written parts,
- gives special rewards (ibid.).

Čáp and Mareš (2001, p.254) also agree that motivational rewards such as praise or/and positive evaluation are more effective than material rewards. Petty (1996, p.343) proposes that evaluation which is carried out correctly inspires, motivates and gives feedback. Ushioda (1997, p.24) states that “evaluative feedback can have the desired effect of focusing student's attention on perceptions of developing competence [...]”

Fontana (1997, pp.153-154) points out that many teachers forget about the strong influence of praise which can be highly motivational for children. Praise can build a very strong relationship between the teacher and pupils and it can coordinate children's attention. Praise should be used not only for positive and correct achievements but also to stimulate pupils' work so children can develop their activities and creativity (ibid.). Similarly, Hayes (2009, p.88) states that “[...] a smile, nod or a symbolic rewards such as sticker have their place in promoting a secure learning climate.” (ibid.) Porter (2000, p.44) summarises these considerations by pointing out that praise can be use as an extrinsic reward alone but it is far more effective when it is used with other types of reinforcement and it must be specific, credible and should not be over used.

Hayes (2009, p.89) defines a striking difference between teachers' and pupils' views of the most effective reward. Teachers believe that it is praise in front of other pupils and merit/house points. By contrast, pupils place emphasis on good written comments, good marks and situations where teachers inform parents about child's behaviour and classification (ibid.).

Hayes (2009) proposes ten particular extrinsic rewards which can be discussed or evaluated by questionnaire (followed by discussion) in order to explore which rewards pupils consider most effective. Most of rewards listed in the subparagraph and many others will be involved in the practical part of the thesis:

1. Praise in front of other pupils.
2. Private praise.
3. Good marks.
4. Good written comments.
5. Mentioned in assembly.
6. Praised by other pupils.
7. Whole class praised.
8. Merit/house points given by the teacher.
9. Parents informed about good behaviour.
10. Having work on display (ibid.).

To summarize, teachers should consider not only material but also other types of rewards in which they can build friendly relationships with pupils and support children's self-esteem. Rewards which are not material can effectively help to increase learner's self-confidence and also support positive climate in the classroom. It is teachers' own responsibility how appropriately they use extrinsic rewards.

3.2.4.1 Rewards and Grades

Grades have a particular place among extrinsic rewards. They are commonly used in education and thus using them correctly and wisely can help to increase pupils' motivation.

Dörnyei (2001, p.131) depicts grades "as the ultimate 'baddies' which represent everything that is wrong with contemporary education, with its emphasis on the product rather than on the process [...]." (ibid) On the other hand, Čapek (2008, pp.94-98) claims that a grading system is an important way of rewarding and punishing. The grading system can be a tool of intermingling pupils and their teachers; however, Čapek finds that teachers very often make mistakes in the use of grades and pupils criticise their educators for them (ibid.).

Čapek (2008, pp.94-98) proposes that the majority of pupils and their parents think of grades and the final report as the biggest successes. Other pupils feel as a personal success if they avoid bad grades as well as any negative notes in their school report book (ibid.). Dörnyei (2001, p.131) writes that the importance which grades currently have in every facet of education makes the grades become "[...] equated in the

minds of school children with a sense of self-worth [...].” Dörnyei describes the main concerns which are often mentioned by researchers and teachers (ibid., pp.131-132):

- Getting good grades can become more important than learning [...].
- Grades may put students and teachers into two opposite camps and often make it difficult for teachers to follow modern, student-centred principles.
- Grades may encourage cheating or uncritical student compliance, since learners may be under extreme pressure to live up to the set standards. Furthermore, grades often reflect the teacher's perception of a student's compliance or good behaviour rather than academic merit.
- Grades are often highly subjective and sometimes are not applied for the right reasons. [...].
- Grades tend to aggravate social inequality as the strong get stronger and the weak get weaker.
- Grades tend to focus students' attention on ability rather than effort.
- The knowledge of being assessed increases student anxiety (ibid).

Dörnyei (2001, p.134) offers specific strategies which the teacher can use to eliminate some of bad motivational effects of grades (ibid.). The complete menu of strategies is included in Appendix 2, below are the highlights:

- Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.
- Make sure that grades also reflect effort and improvement and not just objective levels of achievement.
- Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.
- Encourage accurate student self-assessment by providing various self-evaluation tools (ibid).

Čapek (2008, pp.94-98) claims that grading system is very motivational in lower classes but, if the pupil experiences repeated failure it leads to frustration, apathy, stagnation and helplessness. Nevertheless, the importance of grades decreases with higher classes and this change can have either a positive or negative connotations. It can either mean a loss of motivation, or pupils have other merits at school; pupils can feel proud and satisfied with knowledge they have, with their improvement, well done work, and grades have no effect at this point. Čapek (ibid., p.99) states that “It proves that there are other values which are the same or even bigger reward and motivation.”

To conclude, grades can be motivational but they have their limitations. Since they are generally considered to be the most important measure of educational success, they must be used wisely, transparently and with a respect to the pupil's age. Teachers should think of new possibilities, for example encouraging students to provide self-evaluative assessments, to promote recognition of educational achievement.

3.2.5 Criticisms of Reward

As previously described, the method of using rewards and punishments is traditional and was theoretically described and developed by the behaviouristic approach. Čáp and Mareš (2001, p.257) state that from the second half of the twentieth century onwards the behaviouristic approach has been widely criticized - especially by humanists, Adler's individual psychology and others. For example, Porter (2000, pp.121-122) defines the humanist approach emphasising what they do not do:

They reject punishments and rewards [...]. Humanists believe that authoritarian methods (whether they are rewards or punishment) leave students feeling vengeful and hostile [...] and are likely to provoke *resistance, rebellion, retaliation, escape or submission* [...] (ibid.).

These theorists agree that education through rewards and punishment emphasizes outside regulation and thus it is more difficult to develop intrinsic motivation and child self-regulation (ibid.).

Furthermore, Cangelosi (1994, p.51) describes that the behaviourists' approach is criticised for forgetting a child's character whereby a child is taught good manners by depending on outside rewards rather than forming a connection to the good behaviour itself. Moreover, often raised in criticism is the observation that a child can become habituated to rewards and behaves as a robot without any free will. Supporters of behaviour modification respond to this criticism that regulation is necessary in earlier age and helps the child to learn self-control. Thus, children need extrinsic motivation at the beginning of the learning process and after strengthening cooperative behaviour children learn the intrinsic value of learning (ibid.).

According to Kalhous, Obst et al. (2009, p.315) behaviourists' advise that appropriate use of rewards and punishments can positively change a learner's behaviour. Many critics perceive this as manipulation which is inhuman, lacking respect of the learner's individuality. Nevertheless, some changes have been made over the time. The

behaviouristic techniques which were understood as ways of controlling others are seen today as effective instruments. Behavioural psychology has become a tool which can develop the individuality of the learner if the pupil understands its limits and aims - and this is entirely human (ibid.).

Hayes (2009, p.88) notes concerns that external motivation makes pupils to rely on rewards instead of learning for the pleasure of learning. Nevertheless, praise and reward systems are to be found in many elementary schools because both teachers and pupils find security in the system. As far as the reward system is perceived as fair and consistent, it can have beneficial effects on pupil's behaviour. Although reward systems can be successful, it cannot change deep-seated attitudes of the individual. Hayes states that "It is the quality of the adult-pupil interactions in the use of rewards and other incentives that makes a lasting difference." (ibid.)

Porter (2000, p.247) writes that theorists suggest that even though many school tasks can be intrinsically motivated, some students need extrinsic reinforcers to motivate them. Brophy (1981, in Porter, ibid.) concludes that "[...] while it is essential that students receive feedback (information) about their achievements, it is seldom appropriate or necessary to praise or reward [...] these." According to Brophy (ibid.) if students are informed about their qualities and achievements by feedback, it expands their self-concept. On the other hand, praise and rewards are a judgment or evaluation of pupils. "Whenever you raise ideals, there is a risk that individuals will be disappointed in themselves [...] and their self-esteem will be lowered." (ibid.)

Čáp and Mareš (2001, pp.257-258) describe that D. Dinkmaeyer and G. D. McKey prefer the encouragement to rewards and punishments. The encouragement is a process which emphasizes child's abilities and success. The encouragement helps children to develop their self-esteem and the trust in their own abilities. The encouragement is given for any improvement or even an effort and it does not compare the child with others (ibid.).

To conclude, there is a multitude opinion among theorists regarding rewards. Supporters of rewards emphasize that they are necessary to maintain cooperative behaviour and teach self-control among younger students; they can be beneficial if used systematically and fairly by teachers. However, given the persistently held views of many contemporary and respected psychologists that rewards are inhuman and

judgmental, caution is advised. Nevertheless, Čapek (2008) aptly summarises the debate by stating: “I do not see any conflict of using different approaches in a school field even though, it seems incompatible at first sight.” (ibid., p.32)

3.2.6 Conclusion

Rewards are often criticised. Not only have humanists attacked these motivational tools in the past, recent theorists have also urged caution with regard to the use of rewards in a school setting. Nevertheless, most authors agree that rewards are an important factor when designing education programmes, and many would feel that they are a tool which warrants consideration.

To conclude, rewards have its position in education and if used appropriately they can increase pupil’s achievement. Rewards produce positive emotions and they are important especially with younger and weak pupils. Principles of rewarding must be used with caution and always with awareness of the educational and individual context.

Intrinsic rewards such as inner satisfaction, positive feelings and the pleasure of attaining goals are generally preferable than extrinsic rewards, because of the self-sustaining link between learning and this ‘inside’ form of motivation. Nonetheless, extrinsic rewards can not only stimulate pupils’ extrinsic motivation, but are also associated with intrinsic rewards and subsequent intrinsic motivation. Inappropriate and excessive extrinsic rewards can damage relationship between the teacher and the pupil but, other, especially non-material types of extrinsic rewards can be very effective. Furthermore, grades as commonly used extrinsic reward require a special attention from teachers, because of the tremendous importance attributed these by pupils, their parents and society in general.

4. RESEARCH

4.1 Introduction

To motivate pupils to learn is very challenging for teachers and since rewards can increase pupils' motivation, the practical part of the thesis focuses on them. Firstly, the thesis will introduce the aim of the research, research methodology and instruments. Secondly, the background information is depicted and the last part analyses and interprets the obtained data.

The research focuses on rewards not only from teachers' but also from pupils' perspective. Each pupil values rewards differently depending on their age, previous experience and particular reward. Nevertheless, teacher's ideas of most effective or valued reward might differ. Thus the research analyses, compares and evaluates questionnaires filled by pupils and teachers. Furthermore, the research confronts teacher's perspective of using rewards with the observation sheet as well as with results of pupils' questionnaires.

4.2 Prior Research

I have been interested in rewards for many years thus I was pleased that my colleagues agreed to conduct a prior research during our clinical year.

Gavora depicts (2000, p.46) that the aim of the prior research is to found out if the research instruments are functional and I think that the prior research proved it. Pupils understood meanings of questions, but I must admit that some of the questions were not theoretically supported due to a scope of the project last year.

The prior research took place in January 2010. The aim of the study was to determine what rewards were effective for children. The prior research's instrument was a questionnaire with 9 questions which referred to various rewards. The final conclusion revealed that the most successful rewards according to pupils were grades (46%), written praise (26%), and oral praise (14%).

4.3 Aim of the Research

The qualitative research focuses on the interpretation of subjective meanings, description of behaviour and act in some context. The research is mainly interested in subjective theories of individuals in given environment. The alignment of the qualitative research is given by relatively universal questions (Hendl, 2006, p.5).

Theorists and psychologists hypothesize what types of rewards are motivational for students. Nevertheless, excluding grades it is not said at what level of efficiency particular rewards are. The practical part attempts to focus on various questions relating to rewards. The aim of the research is: *To identify what sources of motivation and rewards teachers use, with what effect as well as to compare the results with pupils' opinions.* The research aims to find out if those rewards which are considered by pupils effective are used by teachers and if teachers are aware of them. Furthermore, the research aims to answer these underlying questions:

- 1) *What extrinsic rewards are the most appreciated for teachers and what for pupils?*
- 2) *What extrinsic rewards are the least appreciated for teachers and what for pupils?*
- 3) *What intrinsic reward is motivational for pupils?*
- 4) *Do teachers experience that pupils are instrumentally and/or integratively motivated to learn English? Are their answers in accordance with pupils' answers?*
- 5) *What rewards do teachers use? Are their answers in accordance with pupils' opinion and also with observations conducted in their classes?*

The aim of the study and all underlying questions are based on the theoretical input discussed in the first part of the thesis.

4.4 Research Methodology and Instruments

The overall character of the research can be defined as an explorative and qualitative case study. The analyses of data collected are statistical and interpretative. Hendl (2006, p. 11) points out that the qualitative research gives priority to interpret an

individual's own prospective. The researcher's intention is to explain subjective experience, acts and contexts of surveyed individuals.

The research uses the methodological triangulation technique of collecting data not only to enhance credibility and validity, but also to broaden the study and to achieve a deeper insight to the aim of the research. The data collection techniques are:

- Questionnaires for teachers (see Appendix 3A)
- Questionnaires for pupils (see Appendix 4A)
- Participative observations in English classes (see Appendix 5)

The combined research methodology gives to the researcher an inner sight from teachers' and pupils' prospective to the problem. Next, the researcher receives from observations an outside view of the studied phenomenon.

A questionnaire was chosen as an instrument to collect data as the most suitable method of receiving a large number of data. Questionnaires for pupils and for teachers were given to respondents in Czech in order to make the questions understandable and to avoid a misinterpretation or misunderstanding. Answers from respondents were also in Czech.

Participative observations, as another instrument for gathering the data, will be confronted with teachers' and pupils' questionnaires. Observations fall into a low-inference category and thus it makes it more reliable. Observations are direct and the observed phenomenon category is of affective character. Observations note down the occurrence with natural coding and the observer notes when and how the teacher praises the pupil or pupils.

4.4.1 Questionnaires for Teachers

Although all teachers speak English at different levels the researcher decided to give them a questionnaire in Czech in order they would feel more comfortable and their answers were more accurate.

The questionnaire consists of a variety of questions: 1 open, 5 closed and 3 half-closed questions. Closed questions involve multiple choice; bipolar, scaled questions and half closed offer yes/no choice followed by respondents explanation. The aim of the questionnaire is to answer these questions:

- 1. What instruments or strategies teacher use to increase pupils' motivation?*

2. *Do teachers use problem based or project based teaching as a source of intrinsic motivation? Do they feel any difference when compared to the regular lesson?*
3. *Do teachers support the development of an autonomous pupil and how?*
4. *What types of rewards do teachers consider rewarding?*
5. *What types of rewards do teachers consider the most and least appreciated?*
6. *What rewards do teachers use in their lessons?*
7. *Do teachers experience that pupils are instrumentally and/or integratively motivated to learn English?*

Questionnaires were filled by six English teachers with teaching experience between 1 and 21 years. A list of Dörnyei's *Motivational strategies* was distributed to them but none of them used it.

When requesting teachers for participating in the research they asked if their names would appear in the study. To avoid any embarrassment the researcher decided not to mention their names. For the author's records, teachers were noted by capital letters of their names in order to be able to analyse the particular person with other data collected. Teachers are indicated in the practical part by capital letters A-F where the letter A represents the least and the letter F the most experienced teacher. The number in the brackets represents their years of experience.

4.4.2 Questionnaires for Pupils

The questionnaire for pupils also consists of the variety of 17 closed questions and 1 half-closed. Closed questions involve multiple choice and bipolar, scaled questions. The questionnaire for pupils was broader due to a high number of questions about extrinsic, intrinsic, integrative and instrumental motivation.

The research was conducted from 6th February to 13th February. The number of respondents reached 171 pupils in 13 classes, from 5th to 9th class. Questionnaires were given to pupils by the researcher at the beginning of their lesson. The questionnaire was introduced as a help to the 'curious' teacher who would like to know what pupils consider as reward and in what extent. To insure that pupils answer questions honestly, they were asked to complete questionnaires anonymously and the only information required was a date, age, class and gender. Pupils were instructed to write: a boy/girl, a

man/woman or ♀/♂; a few boys and girls wrote the man/woman but the majority of them drew pictograms.

The aim of the questionnaire is to answer following questions:

1. *What extrinsic rewards are the most appreciated by pupils?*
2. *What extrinsic rewards are the least appreciated by pupils?*
3. *Are pupils motivated to learn English instrumentally and/or integratively or due to other reasons?*
4. *Are pupils intrinsically motivated in any way and in what extent?*
5. *What rewards do teachers use according to pupils' opinion?*

4.4.3 Observation

Participant observations were conducted from 6th February to 13th February. The researcher observed each teacher three times in total eighteen English lessons. The researcher used an observation sheet especially prepared for the study. The observation sheet included the date, class observed, capital letters of the observed teacher and columns with different types of rewards (see Appendix 5). The researcher focused on the teacher and on the occurrence and type of rewards he/she used. Each time any reward was used the observer noted it down in the particular column. The aim of the observation is to analyse whether the data collected are in compliance with teacher's answers in the questionnaire as well as with pupil's answers.

Since observations were participant, the researcher needed to consider particular facts. The researcher's intention was to observe the teacher and due to a personal respect to her colleagues, pupils did not know that the person observed was their teacher. Teachers were informed what particular information the observer was going to note down. Under these conditions teachers did not feel that the researcher was going to judge their teacher's abilities or personality in any way. The observer tried to minimize the intrusion in the lessons by sitting at the end of the class.

4.5 Background Information

The research took place in an elementary school in Dvůr Králové nad Labem which is a small town with population of 16 300. The school educates 900 pupils in two

buildings and it has several specialized classes – Maths, Ecology, Science and Tourism. The research was conducted in all types of classes in order to include a wide sample of pupils of this school.

As already mentioned, the research collected the data from six teachers who have English teaching experience between 1-21 years. There were 5 female teachers and 1 male teacher. The number of pupils involved in the research was 171 and they attended classes from 5th up to 9th.

Since I have been working at this school for over 8 years, it was easier for me to ask my colleagues if they would participate in my research. My colleagues did not hesitate to help me. I was also surprised when I asked a new teacher without any teaching experience that she as well agreed to take a part in my research. Furthermore, most of the pupils involved in the study were my own pupils which I taught and the others knew me from the school corridor or substitute lessons.

4.6 Analysis and Interpretation of the Obtained Data

The author aims to answer many questions concerning rewards. Since a large number of data was collected, the analysis is structured into six parts. Each part introduces questions which are going to be answered since the content of underlying questions stated above mingles. The researcher presents the data by using graphs and charts. Answers are translated by the researcher and they are the accurate transcript of teachers' and pupils' comments. The examples of questionnaires completed by teachers and pupils are in Appendices 3B and 4B. The data collected from pupils' questionnaires are summarized in Appendix 7, and these data are used through out the whole analysis.

4.6.1 Attitude towards Learning English

Before questions, which the researcher aimed to answer, are analysed, the author would like to introduce Q12 in pupils' questionnaire. This question was meant to disclose the overall attitude towards learning English:

Q12. What statement is correct?:

a) I like English and it is interesting for me.

b) I do not like English and it is not interesting for me.

Why?:.....

135 (79%) pupils agreed with the first statement and 36 (21%) pupils with the second statement. The open question became voluntary after many pupils asked if they had to answer it. Nevertheless, 137 pupils answered why they liked/did not like English and their answers might help to understand pupils' either positive or negative attitude towards English.

Pupils state different reasons why they like English, and the complete list of their answers is included in Appendix 6. These answers fall either into categories of instrumental, integrative motivation or into other personal reasons for learning English. Although the question asks why pupils like English, the most frequent answer is that pupils 'would need English' (14x=10%). Other reasons are connected with the ability to communicate, travelling and interest in the language. Pupils also place emphases on a good teacher and that they can speak English anywhere in the world. For the author, there are several interesting answers:

- a) I like English because it is a phonetically interesting language.
- b) It is a quite lesson.
- c) English has more possibilities of development (comparing to Math), I can apply my potentialities, experience.

Most of reasons given by pupils why they do not like English are that pupils are not successful in learning English and have bad grades. Furthermore, pupils write that English is hard, boring or they do not understand it. Two answers reflect teacher's attitudes:

- a) It is hard and nobody gives me any time to explain it.
- b) The teacher is not able to bring my attention.

4.6.2 Motivational Strategies

As previously stated, motivational strategies are tools which can create motivational conditions during the learning process. The researcher's intention was to find out:

- a) What instruments and strategies teachers use during their classes in order to increase pupils' motivation;*
- b) if teachers think that rewards are an important motivational strategy;*
- c) and lastly, what rewards given to pupils teachers consider rewarding.*

Teachers are indicated by capital letters A-F where the letter A represents the least and the letter F the most experienced teacher. The number in the brackets represents years of experience. All teachers are women but Teacher E.

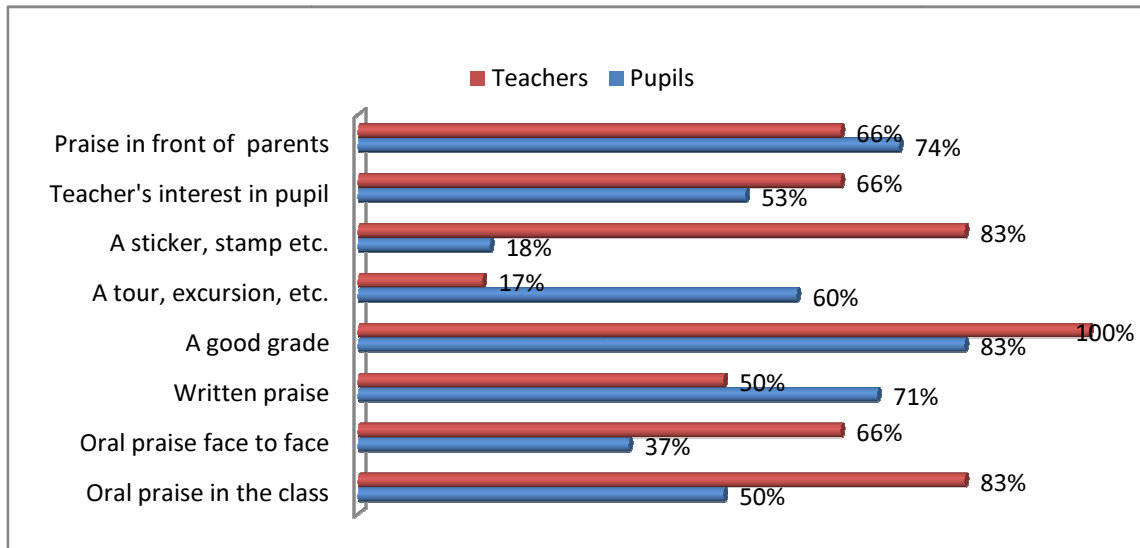
Chart 1

Teacher	Motivational strategies and instruments
A(1)	Oral praise, grade 1 into pupil's record book.
B(7)	Grades, praise in front of the class, stamps in lower classes, a smile, a trip to England, a letter writing, extra events-oversleep at school, a trip, interesting tasks, activities, games.
C(10)	Competitions, stamps, grades for activities, praise.
D(10)	Interactive exercises on interactive board, dialogues of real situations, projects.
E(15)	Grades and/or points, oral and written praises, smiles, positive gestures, interest in pupil.
F(21)	Praise, grades for work during the lessons, stickers - at half-term special rewards for three best pupils.

Chart 1 presents that every teacher uses diverse strategies and instruments. Teachers' answers mingle with grades and praises: five teachers mention grades and four teachers use different types of praises - oral, in front of the class and/or written. Teacher A(1) writes that she uses oral praise and grades and her only two strategies contrast with Teacher B(7) who names the widest selection of motivational strategies. Teacher B(7) also distinguishes the need of different rewards for the lower classes. Teachers C(10) and D(10) describe another two instruments in which motivation can be increased – competition and projects. Teacher E(15) also uses positive gestures as well as he shows interest in pupil work and personality.

Q6 in the teacher's questionnaire aims to search out if teachers consider rewards as an important motivational factor during learning process. All teachers agreed that rewards are important and they proposed multiple reasons: Teacher A(1) – “Because it is very difficult to motivate pupils to learn without rewards. Only pupils who are interested in the subject learn without rewards.” Teachers C(10) and F(21) agreed that rewards please pupils, bring them a joy and motivation to another work. Teacher D(10) points out that “It is also useful as feedback. Everyone feels great when rewarded.” Teacher E(15) does not forget that “Every reward, praise or success is very motivational in case that it is deserved and supported by work and effort.”

Graph 1



Graph 1 represents types of rewards which pupils and teachers consider rewarding. The question was originally aimed at teachers but the researcher suggested that the data should be confronted with pupils' opinion. The pupils' questionnaire offers scaled questions from number 0 which equals answer *No* and number 5 equals *The most* and the researcher has decided to add up numbers 3, 4 and 5 seeing that these numbers represent effective rewards. Since the number of pupils and teachers largely differ, the researcher uses the percentage graph to compare the data.

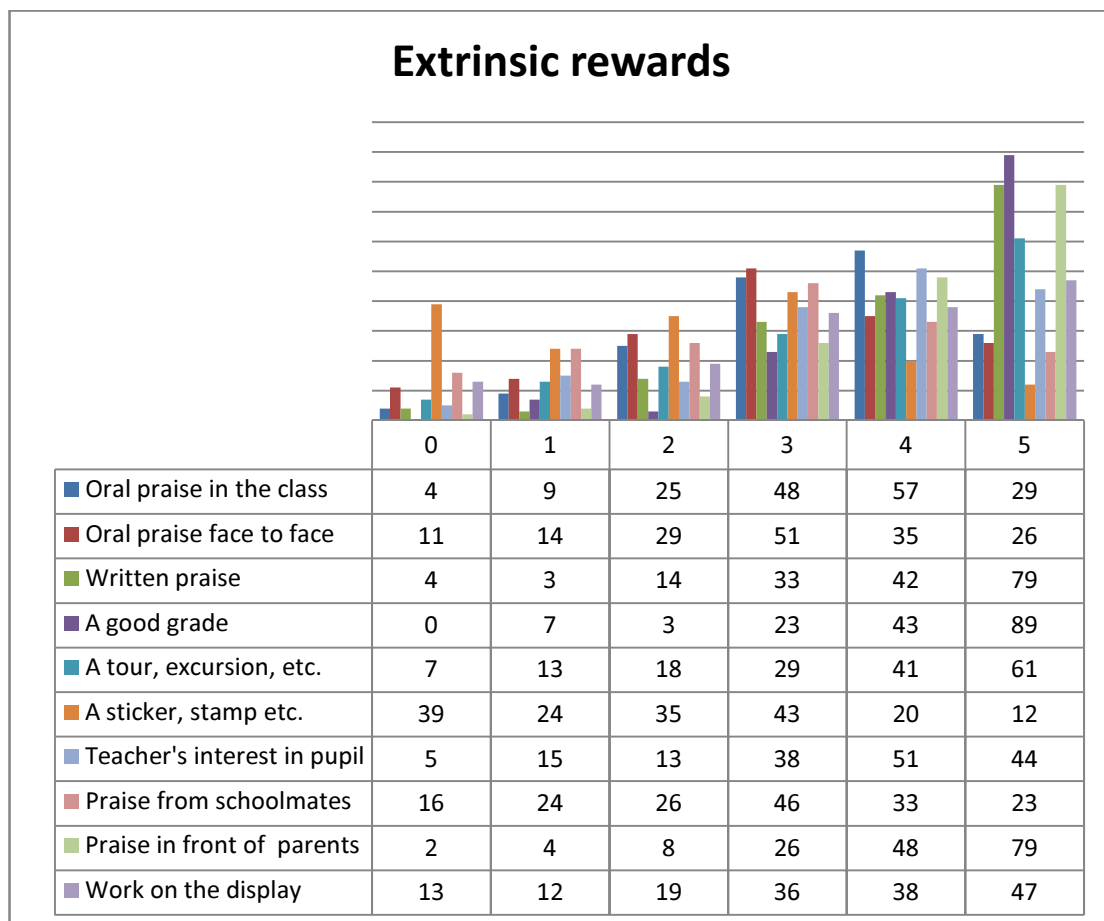
Graph 1 reveals that most teachers' and pupils' answers are in agreement. The highest unity of answers is with praise in front of parents, teacher's interest in pupil and a good grade. The distinct contrast can be found in several statements. The lowest unity of answers is with the sticker and stamp where majority of teachers hold an opinion that these rewards are appreciated by students, but only a small number of pupils agree. Pupils stand the opposite attitude about a tour, excursion and visit to a museum: 60% of children consider them rewarding but only 17% of teachers suggest these rewards. The percentage distinction among the rest of rewards between teachers' and pupils' answers is high and thus they are not in agreement with each other.

4.6.3 Extrinsic Rewards

When completing the questionnaire for pupils the author asked herself whether to focus only on the most and least appreciated rewards or not. But, this narrow type of

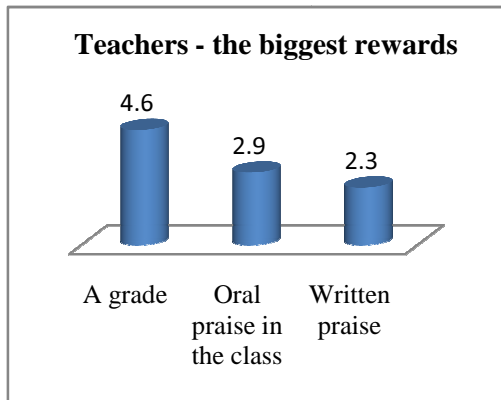
questionnaire would have a little use for the researcher’s intention to find out what other rewards are or are not effective. The author decided to broaden the questionnaire and thus not only the biggest and smallest rewards are analysed, but also other types of extrinsic rewards. Furthermore, the data collected from the detailed questionnaire served as feedback for the least and most appreciated rewards. Whilst the researcher was assessing Q17 (What is the least appreciated reward?) in pupils’ questionnaires, it was discovered that a few pupils placed grades among the least appreciated rewards. The researcher was able to crosscheck in Q4 (It is reward for me when I get a good grade for an oral or written exam) that these pupils assessed grades with a very low number. Exactly, seven pupils evaluated this type of reward by number 1. For better visualization how pupils assessed extrinsic rewards the researcher presents Graph 2. This graph represents a total summary of gathered data about extrinsic rewards. Numbers in the graph mark off the quantity of occurrence.

Graph 2

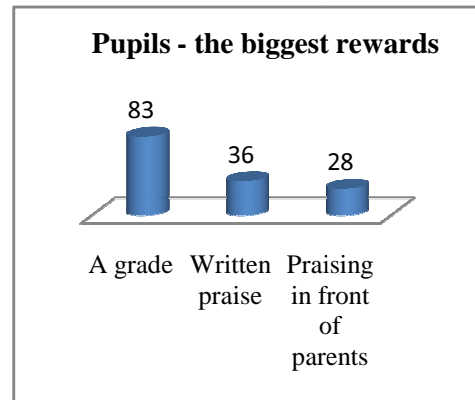


The first aimed question is *what extrinsic rewards are the most appreciated by pupils and teachers*. The data for Graph 3 were quantified by weighted average in order to summarize the little data gathered from 6 teachers. Numbers in Graph 4 represent the occurrence of pupils' answers. Remaining extrinsic rewards and their position on the scale are presented in Appendix 8.

Graph 3

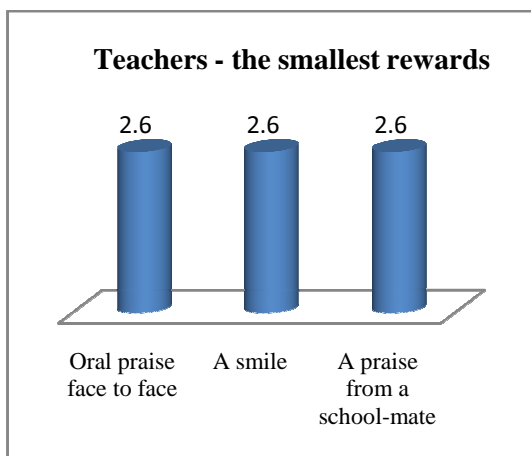


Graph 4

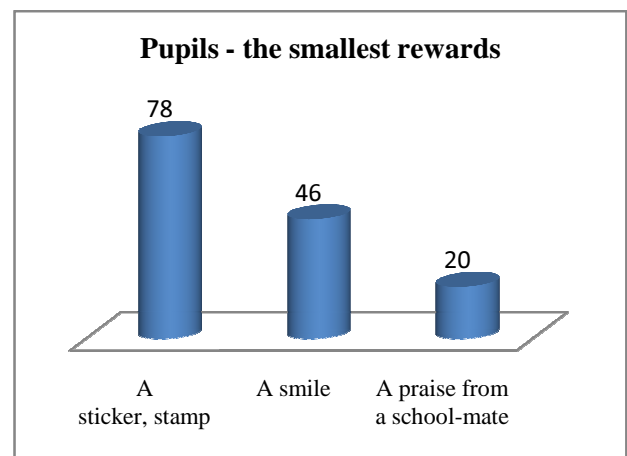


Graphs 3 and 4 reveal that teachers and pupils agree that grades are the most rewarding. Written praise is appreciated by both teachers and pupils but at different levels. For pupils written praise is the second biggest reward but teachers consider it as the third biggest reward. For teachers the second biggest reward is oral praise in the class. Pupils mention oral praise in the class on the fourth position in overall summary (see Appendix 8). Pupils' third highest reward is praising in front of their parents but teachers place this reward on the fifth position on the scale (see Appendix 8).

Graph 5



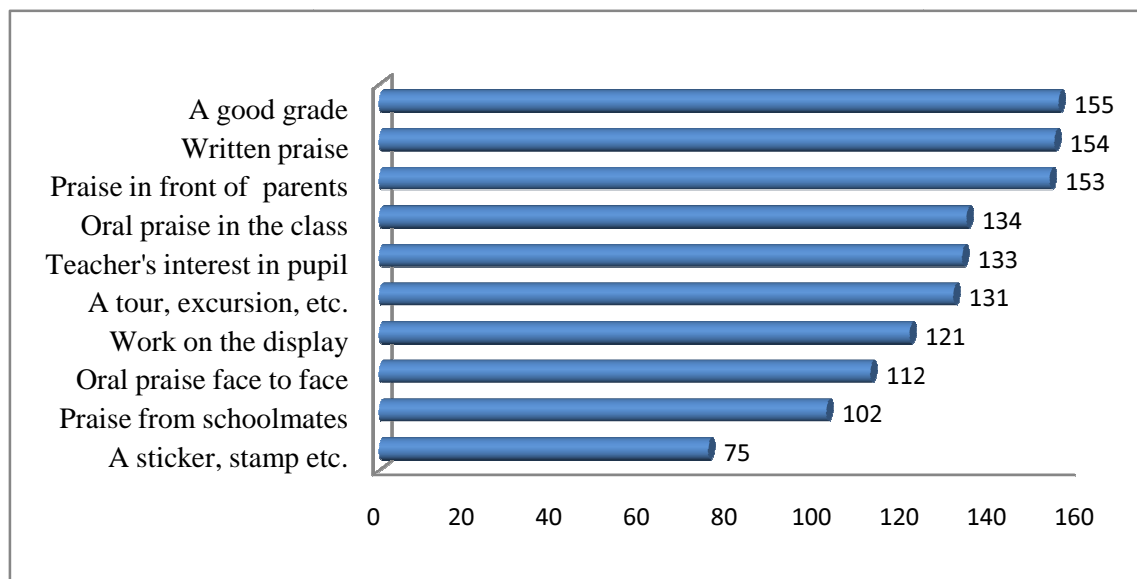
Graph 6



The second aimed question is *what extrinsic rewards are the least appreciated by pupils and teachers*. Graphs 5 and 6 present results gathered in questionnaires. Teachers and pupils agree that a smile and praise from a schoolmate is one of the least appreciated rewards. Pupils' highest number for the smallest reward is for a sticker and stamp but teachers did not place these rewards among the three least appreciated rewards at all. Oral praise face to face is placed by teachers among the smallest rewards but pupils did not mention them among the three least appreciated rewards. For the position of these rewards on the scale see Appendix 8.

The least and most appreciated rewards have been presented in previous graphs but the researcher also wants to point out the overall insight about extrinsic rewards. Pupils' choice was to define the level of effectiveness for each reward as presented in Graph 2. The researcher has decided to add up the quantity of occurrence of extrinsic rewards. Numbers 3, 4 and 5 were added up since they represent some level of effectiveness. Numbers 1 and 2 were excluded as ineffective.

Graph 7



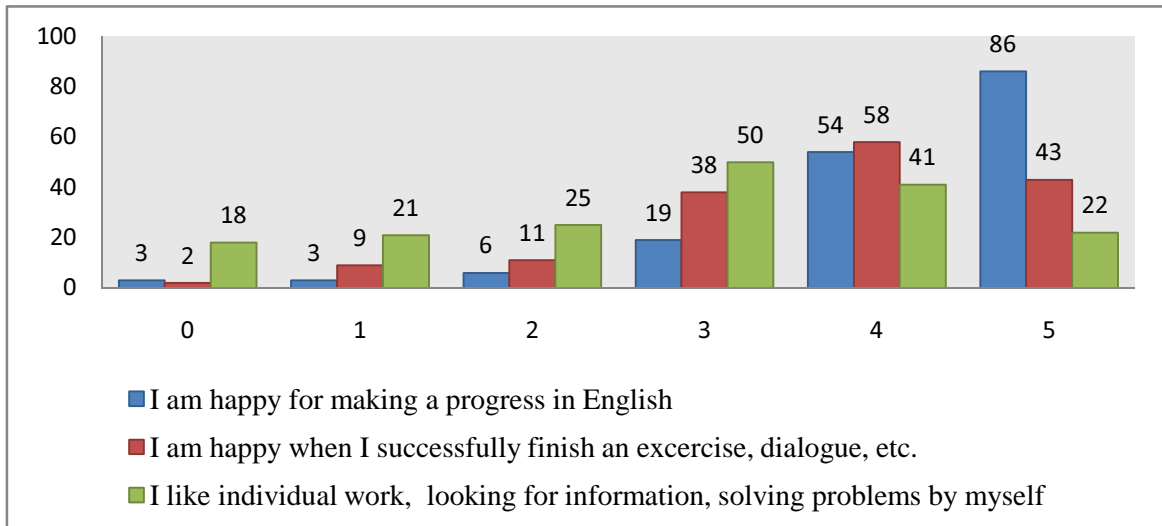
Graph 7 represents the summation of 171 pupils' answers and it shows the number of occurrence. The data in the following analyses are expressed by percentage average in order to define the overall attitude towards extrinsic rewards. As previously discovered, the highest number for the biggest reward among children is for a good grade (90%), written praise (90%) and praise in front of parents (89%). Other rewards,

such as oral praise in the class (78%), teacher’s interest in pupil (77%), a tour (76%) and work on the display (70%) are can be also described as very effective. Oral praise face to face (65%), praise from schoolmates (59%) and a sticker and stamp (43%) are not that effective due to its lower number of occurrence.

4.6.4 Intrinsic Rewards, Autonomous Pupil

The theoretical part revealed that intrinsic motivation is a desired source of motivation. The researcher seeks to answers three questions which concern intrinsic motivation and rewards. The data are quantified as in the previous section.

Graph 8



The researcher intends to find out if *pupils are intrinsically motivated in any way and in what extent*. Graph 8 represents the outcome of the data collected from pupils. Pupils had to decide in what extent are aimed questions important for them. 92% of pupils assessed that they were happy for making a progress in English and 81% of pupils agreed that had positive feelings when they successfully finished their work. The third statement “I like individual work, looking for information, solving problems by myself,” also relates with intrinsic motivation specifically with a development of an autonomous pupil. Only 66% of pupils agreed with this statement. Developing an autonomous pupil is a long-term process of learning it and may be supported by

teachers. Thus the researcher's next aimed question to answer was if *teachers support the development of an autonomous pupil and how*.

Teacher A(1) supports an autonomous pupil by individual work during lessons and she gives pupils tasks to solve. Teacher B(7) sometimes gives to pupils a choice of homework and a self-evaluation reflection. Teacher C(10) as well as Teacher A gives to pupils an individual work while working with magazines and dictionaries. Teacher D(10) is not sure if she supports an autonomous pupil. She states that "probably yes" and continues that children play games, listen to popular songs and she involves English into IT lessons. Pupils of Teacher E(15) work with computer programmes, web pages, train their pronunciation and reading at web page www.englishcentral.com. Teacher F(21) gives to pupils an extra, voluntary work which relates to different topics. Pupils look for extra information and if they work well they get a grade.

The last question to answer of this section is whether *teachers use problem based learning or project based teaching as a source of intrinsic motivation and if they feel any difference when compared to the regular lesson*. Teacher A(1) has not taught project based teaching, yet. Teacher B(7) suggests that if the project is properly prepared it is for pupils more interesting. Teacher C(10) uses project based teaching and she sees that children enjoy it more but some pupils take an advantage of work of others. Teacher D(10) teaches projects based lessons to limited extent and she thinks that it is more motivational for children. Teacher F(15) does not use it very often because he thinks it is not very motivational for children. He claims that this type of teaching seems to him ineffective and he adds in the brackets "(well, sometimes effective)". Teacher F(21) sometimes uses project based teaching but she does not see any difference.

4.6.5 Instrumental and Integrative Motivation

This part aims to analyse whether *pupils are motivated to learn English instrumentally and/or integratively or due to other reasons*. Furthermore, the researcher compares the data from pupils' as well as from teacher's questionnaires.

123 (72%) pupils circled that they learn English because they think that they will need English for the future career. There is also a very high number among teachers where 5 of them agree that pupils are motivated to learn English instrumentally. 43 (25%) students circled that they are interested in other cultures but only 1 teacher holds

an opinion that pupils learn English for integrative reasons. 67 (39%) pupils learn English because it is an obligatory school subject. This question was not in teacher's questionnaire thus the researcher has no data to compare. 15 pupils learn English because their parents require them to and 4 teachers agree with this reason for learning the language.

4.6.6 Observation Analyses

Participative observations aimed to compare pupils' and teachers' answers with the data collected during observations. Charts present number of occurrence of each type of reward which appeared during observations, in pupils' or in teachers' questionnaires.

Chart 2

Teacher A(1)	Observation	Answers - 22 pupils	Teacher's answer
Oral praise in the class	13	7	✓
Oral praise face to face	1		✓
Written praise		2	
A grade		10	✓
A smile		1	
Praising whole class	1		
Nods	48		
'plus' into teacher's note book	2		

Chart 2 shows that Teacher A(1) claims that she uses oral praise in the class and the observations and pupils' answers confirm it. The agreement is found between pupils and Teacher A(1) that the teacher uses grades. Teacher A(1) is aware of using grades but not of using written praise which are mentioned by pupils. Observations do not acknowledge any of these rewards but it can be due to irregular frequency of them. Teacher A(1) thinks that she uses oral praise face to face but none of pupils chose it in their questionnaire and since the teacher used this type of praise only one time during three observations, it cannot be confirmed that her answer is in agreement with pupils and observations. One pupil mentions that Teacher A(1) smiles in her lessons but the

researcher cannot confirm this statement. Teacher A(1) uses nods to assure pupils of their answers and assesses pupils' work with a 'plus' in her teacher's book.

Chart 3

Teacher B(7)	Observation	Answers - 49 pupils	Teacher's answer
Oral praise in the class	8	20	✓
Oral praise face to face	5	2	
Written praise		6	
A grade	3	31	✓
A smile	10	18	✓
Interest in pupil	2		
Nods	16		

Chart 3 displays that Teacher B(7) uses oral praise in the class and pupils' answers and observations confirm it. Although Teacher B(7) did not circle that she uses oral praise face to face, pupils' answers and participative observations revealed that she praises pupils by this type of reward. Pupils write that Teacher B(7) uses written praise very often but observations do not confirm that. Nonetheless, it can be due to little frequency of this type of reward. Grades and smiles are frequently used and confirmed by pupils, the teacher as well as by observations. Observations explored that Teacher B(7) is also interested in pupils' personality and work. She also often uses nods during her lessons.

Chart 4

Teacher C(10)	Observation	Answers - 33 pupils	Teacher's answer
Oral praise in the class	60	21	✓
Oral praise face to face		7	
A grade		14	✓
A smile	20	10	✓
Interest in pupil	3		
Nods	100		
Stickers, stamps	4		✓
Praising whole class	2		
Sweets		1	

Teacher C(10) is presented in Chart 4. She uses frequently oral praise in the class. Pupils' answers and observation reveal that this is the most frequent reward used (60x!!). She smiles a lot and all three types of data stated in the chart are in agreement with it. Pupils also mention that she praises them face to face but observations cannot confirm their statement. Teacher C(10) mentions the use of stamps as an extrinsic reward but none of the pupils consider this reward important enough to circle it in their questionnaires. Observations revealed that Teacher C(10) also: shows interest in pupils' personality, praises a whole class and uses nods very frequently. None of these types of rewards are included in either pupils' or teachers' questionnaires. Nevertheless, the researcher can propose that these rewards are commonly used by this teacher. An interesting answer appears in on of the pupil's questionnaire that the teacher used once sweets to reward them.

Chart 5

Teacher D(10)	Observation	Answers - 20 pupils	Teacher's answer
Oral praise in the class	10	14	✓
Oral praise face to face		2	
Written praise		2	
A grade	5	11	✓
A smile	5	2	✓
Nods	30		
Interest in pupil	1		✓

Chart 5 introduces Teacher D(10). Observations, pupils' and teachers' questionnaires agree that Teacher D(10) smiles, uses grades and oral praise in the class. The highest frequency is shown with the use of oral praise. Pupils' circled that their teacher also praises them face to face and with written praise. Both praises are not in agreement either with observation or the teacher. Written praise is probably used on irregular bases. Observations identified that Teacher D(10) shows interest in pupils' personality and the teacher is aware of her interest.

Chart 6

Teacher E(15)	Observation	Answers - 21 pupils	Teacher's answer
Oral praise in the class	58	8	✓
Oral praise face to face		1	✓
Written praise		4	✓
A grade	15	15	✓
A smile	15	6	✓
Nods	54		
Interest in pupil	3		✓
Dots, stamps			✓

Chart 6 shows the data collected about Teacher E(15). Observations reveal that he frequently uses oral praise, grades and smiles and pupils' and his answers confirm it. Pupils and Teacher E(15) also mention oral praise and written praise but observations did not note them down. But, since they are confirmed by his pupils, it can be stated that the teacher uses these types of rewards. The use of dots and stamps cannot be confirmed either by observations or pupils. The teacher also nods a lot.

Chart 7

Teacher F(21)	Observation	Answers - 26 pupils	Teacher's answer
Oral praise in the class	35	12	✓
Written praise	1		✓
A grade	11	13	✓
A smile	3	2	
Nods	32		
Stamps		1	

Chart 7 reveals that pupils' answers as well as the observation data are in agreement with Teacher F(21) statement that she uses grades and oral praise in the class. Teacher F(21) and observations also show that she uses written praise but none of the pupils mention this type of reward. Nevertheless, observations and pupils confirm that Teacher F(21) smiles. One pupil mentions stamp as another type of reward.

4.6.7 Conclusion

Before the specific results are drawn from the practical part the aim of the research is presented. The aim of the research was *To identify what sources of motivation and rewards teachers use, with what effect as well as to compare the results with pupils' opinions*. The researcher aimed to find out if those rewards which are considered by pupils effective are used by teachers and if teachers are aware of them. The author used questionnaires and observations as instruments to gather the data in order to be able answer the aimed question.

Teachers use extrinsic rewards as a source of motivation very frequently. Although teachers propose slightly different types of extrinsic rewards than pupils and teachers' answers are not completely in the unity with pupils' answers, it can be suggested that all extrinsic rewards teachers use have a certain meaning to pupils. Teachers might re-evaluate using some types of rewards, such as written praise and praising in front of parents, and increase their use in order to motivate their pupils. Observations revealed that most teachers use effective extrinsic rewards but in some cases, teachers are not aware that these rewards are appreciated by pupils.

Project-based teaching as a source of intrinsic motivation is not commonly used and most of teachers use this source of motivation on irregular bases. Teachers' answers are not in the unity whether project-based teaching is more motivational for pupils comparing to regular lessons. Three teachers of six consider this type of teaching more motivating for pupils. The development of an autonomous pupil is supported by most teachers. However, one teacher does not know what a term *autonomous pupil* means.

Pupils highly appreciate intrinsic rewards, such as joy from their improvement and success in learning English. Since intrinsic rewards - and intrinsic motivation is closely associated with them - are desirable for learning, teachers should support it by further encouragement, positive feedback or self-assessment procedures.

Both teachers and pupils consider instrumental motivation important and learning English language is generally viewed as an essential tool for the future career. Integrative motivation is mentioned by 25% of pupils and it can be assessed as a high number, since pupils do not live in an English speaking country. Since only one teacher thinks that pupils could be motivated to learn English by integrative reasons, this motivation should be re-evaluated. Most teachers are convinced that pupils learn

English because of parents' demands but pupils' answers say otherwise. Generally, teachers are not aware of reasons why their pupils learn English and the only agreement between teachers and pupils was found with instrumental motivation.

Observations findings are in the unity with teachers' and pupils' answers at different levels. The answers given by teachers are supported either by pupils or observations. The lowest unity of answers is with Teacher A(1) but it can be due to her little teaching experience. The highest agreement is with Teacher E(15) who is aware of most rewards he uses. The research also revealed that each teacher uses another type of reward and he or she is not aware of it. These rewards were detected either by observations or pupils.

Pupils' reasons and comments - why they like or do not like English - reflect their individual experiences, abilities and needs. The general positive attitude towards learning English is very high and it can be inspirational for teachers to seek for reasons of such attitude and support pupils in their interest in English. The negative attitude is encouraging for teachers to determine new aims to motivate these students and help them to change or at least decrease their negative feelings towards English learning.

In summary, all rewards have their important place in evaluating pupil's work. Even though pupils' and teachers' answers are not completely in agreement, it was revealed that most of extrinsic rewards are effective and appreciated by pupils. In spite of teachers' awareness of the effect of extrinsic rewards, some of them are unaware of what other rewards or incentives are critical resources for students. No to be so judgmental towards teachers, most of them support the development of an autonomous pupil essential for intrinsic motivation.

The author's personal intention was to explore the level of efficiency of particular rewards and motives and it can be concluded that research findings were satisfactory.

5. FINAL CONCLUSION

Motivation is one of the factors influencing the teaching learning process. Due to the aim of the thesis, the first chapter of the theoretical part serves to outline the historical development of several theories of motivation and their main constructs of learning. Following chapters describe various sources of motivation and motivational strategies with a particular focus on rewards. The thesis presents that these factors can positively influence pupil's motivation to learn. Chapters 2 and 3 specifically serve as a theoretical background for the empirical part.

The empirical part aimed to explore the effectiveness of different types of rewards as well as sources of motivation. To increase the validity of the research multiple methodology instruments were used to reveal and compare how teachers and pupils value diverse rewards and sources of motivation.

The researched teachers seem to be aware of most effective extrinsic rewards but some of them are unaware of certain sources of motivation. Observations revealed that teachers commonly use different material types of extrinsic rewards as well as several types of extrinsic rewards which are not strictly material; for example - interest in pupils and smiles. The research explored that instrumental motivation is very strong not only among older pupils as the theoretical part introduced, but, as well among younger pupils. Pupils realize the importance of English as an international language and thus teachers should place emphasis on this type of motivation. Intrinsic motivation is appreciated by a high number of pupils; however, although teachers support the development of an autonomous learner, teachers do not exploit other sources of intrinsic motivation at a satisfactory level.

The contrast can be found between the research findings and the theoretical part. Theorists defined that the difference between teachers' and pupils' view of most effective reward is striking. The research proved otherwise. However, the research explored that slight differences can be found between teachers' and pupils' answers.

The results of the research cannot be generalized since only a small qualitative research has been conducted. However, some of its findings can enlighten the matter of

motivating learners. For further purposes the instruments could be modified for extended exploring of pupils' intrinsic motives to learn.

To conclude, all types of rewards have an important place in every facet of education. The thesis revealed that pupils appreciate most of types of rewards and their motives to learn English diverse with each of them. Naturally, each pupil is motivated to learn by more than one source of motivation, and since extrinsic rewards are not always found to be appreciated by pupils, teachers should seek other ways how to motivate their students. The effective and sufficient use of rewards and diverse sources of motivation in the English language classroom helps to increase pupils' interest in learning and support the development of intrinsic motivation essential for life learning.

6. RESUMÉ

Předložená diplomová práce se zabývá tématem nejen zdrojů motivace, ale i odměnou žáků jako jedním z mnoha motivačních strategií ve výuce anglického jazyka.

Práce je strukturována do dvou částí, teoretické (kapitoly 1-3) a praktické (kapitola 4). Každá kapitola obsahuje shrnutí.

V úvodu teoretické části autorka popisuje důležitost nejen vzdělání, přičemž zdůrazňuje nutnost, aby byl během vzdělávacího procesu brán ohled na žáka z hlediska jeho osobnosti. Učitelé by si měli být vědomi toho, že každý žák je jedinečný, má odlišné životní zkušenosti a potřeby. Vzdělávání, jako velmi komplexní proces, je ovlivňováno mnoha faktory a jedním z nich je motivace žáka. Učitelé se často setkávají s žáky, které je obtížné motivovat a motivace každého z nich se tedy může lišit. Jedním z motivačních činitelů je odměna, se kterou se žáci setkávají již od raného dětství. Pokud je odměna používána vhodným způsobem, může být inspirativní a podpořit úspěšné učení se nejen anglickému jazyku.

První kapitola popisuje jakým způsobem různé psychologické myšlenkové školy charakterizují motivaci a jejich postoj k jedinci, jeho vnitřním a vnějším motivům a potřebám. Záměrem je nastínit vývoj teoretických směrů a jejich chápání motivačních činitelů ovlivňujících chování jedince. Konkrétně jsou předkládány teorie motivace behaviouristické, kognitivní, humanistické, konstruktivistické a sociálně konstruktivistické. Každá z teorií chápe důležitost vnitřních či vnějších činitelů, které ovlivňují motivaci jedince na různé úrovni.

Druhá kapitola se věnuje termínu motivace. Úvod kapitoly nastiňuje, že se tento termín mnohokrát v historii změnil a byl ovlivněn i výše zmíněnými teoriemi motivace. Motivační psychologie se stále vyvíjí, teoretici a psychologové dosud nenalezli shodu při samotném vymezení pojmu motivace. Přestože motivace nemá jednotnou definici, lze ji vyjádřit jako stav kognitivního a emočního vzrušení, které vede jedince k vědomému rozhodnutí, vedoucího k duševnímu nebo fyzickému usilí k dosažení předem stanoveného cíle. Další část se zabývá zdroji motivace, které jsou obecně akceptovány psychology i teoretiky. Jsou to zdroje: vnitřní (intrinsic), vnější (extrinsic),

instrumentální a integrativní. Vnitřní motivace je touha jedince učit se pro jeho vlastní příčinu a je chápána jako zásadní pro úspěšné učení. Skládá se z konkrétních motivů: kognitivní potřeby; potřeby aktivity; uspokojení vycházejícího z nových schopností a uspokojení pramenícího ze sociální komunikace. Vnitřní motivace může být stimulována stanovením vhodných cílů učitelem, použitím problémového nebo projektového vyučování a také podpořením vývoje autonomního žáka. Vnější motivací jsou charakterizovány momenty, které nejsou přímo spojeny s vyučováním – odměna, pochvala, známka, testy, ale i reputace a uznání, které přicházejí zvenčí. Přestože je vnější motivace často kritizována, lze jejím vhodným použitím podpořit motivaci vnitřní. Motivace k učení vychází z interakce mnoha faktorů a může být vyvolána a ovlivňována mnoha způsoby - různými názory, očekáváními a prioritami. Motivace k učení je variací různých motivů, které zahrnují i různé potřeby: fyzické, bezpečí, autonomní, kognitivní, sociální a výkonové potřeby. Motivace k učení se cizímu jazyku má svá specifika hlavně díky své sociální povaze. Výuka cizích jazyků nezahrnuje pouze učení dovedností, pravidel a gramatiky, ale také učení se novému sociálnímu a kulturnímu chování, které má dopad na sociální vnímání studenta. Faktory ovlivňující motivaci žáka mohou být hodnoceny na různých úrovních - jazyka (kulturní dimenze, užitečnost jazyka), žáka (sebehodnocení, minulá zkušenost) a vyučovacího předmětu (osnovy, materiály, učitel). Dalším přístupem je hodnocení motivace jako komplexní, multi-dimenzionální konstrukce, kterou ovlivňují vnitřní a vnější činitele. Ke specifickým motivacím učení se cizímu jazyku patří instrumentální a integrativní motivace. Instrumentální motivace se týká žákových praktických cílů, jako je složení zkoušky nebo získání zaměstnání. Pojem integrativní motivace vyjadřuje touhu být váženým členem komunity, nebo v případě cizích jazyků žákovým upřímným zájmem o jiné kultury.

V úvodu třetí a poslední kapitoly teoretické části autorka představuje motivační strategie a jejich taxonomii. Motivační strategie jsou specifické nástroje, které mohou napomáhat zvýšení motivace žáka k učení. Diplomová práce věnuje zvláštní pozornost jedné motivační strategii – odměně. Odměna je často spojována s behaviouristy, jelikož to byli oni, kdo ve svých teoriích zdůrazňovali nutnost vlivu vnějších činitelů, jakožto odměny a trestu. Odměna může být definována jako vliv rodičů, učitelů nebo sociálních skupin, která je spojena s konkrétním chováním. Odměny mají své postavení v oblasti

vzdělávání a pokud jsou použity přiměřeně, mohou zvýšit žákův výkon. Přinášejí pozitivní emoce a jsou důležité zejména pro práci s mladšími a slabšími žáky. Principy odměňování musí být použity moudře, aby se zabránilo jejich negativním účinkům. Učitelé musí při odměňování zvážit kontext situace. Pro žáka představuje vnitřní odměna pozitivní pocity, uspokojení a uvědomění se svých vlastních schopností. Za vnější odměnu se považují materiální nebo nemateriální typy odměn. Nemateriální typy odměn mohou být efektivnější než materiální, protože mohou pomoci při budování žákovy sebedůvěry a přispívají k pozitivnímu klimatu ve třídě. Další oddíl se zabývá známkováním. V českém školství jsou známky jednou z nejběžněji užívaných odměn a pro žáky i rodiče představují vyjádření úspěchu. Teoristé známkování hodnotí buď negativně - představuje hodnocení výsledku, nikoliv procesu učení, nebo pozitivně - je důležitým způsobem odměňování a trestání. Vzhledem k tomu, že jsou známky obecně považovány za nejdůležitější měřítko úspěchu při vzdělávání, musí být použity moudře, transparentně a s ohledem na věk žáka. Pokud jsou používány vhodně, mohou zvýšit výkonovou motivaci žáka. Známkování může být motivující, ale má své limity. Poslední část se zabývá častou kritikou odměn a jejich používáním. Tento motivační nástroj napadly v minulosti mnohé psychologické školy. Současní teoretici vyzvali k opatrnosti, pokud jde o používání odměn ve školním prostředí. Nicméně většina autorů se shoduje v tom, že odměny jsou důležitým faktorem při navrhování vzdělávacích programů, že jsou nástrojem, který stojí za úvahu.

Empirická část úzce souvisí s částí teoretickou, která tvoří její základ. V úvodu autorka představuje výzkumný problém, seznamuje s provedeným předvýzkumem a definuje cíl samostaného výzkumu. Cílem výzkumu je identifikovat zdroje motivace a typy odměn, které učitelé používají a s jakým efektemů, dále srovnat výsledky s názory žáků a dat získaných během pozorování. Hlavní výzkumná otázka je následně rozčleněna do specifických podotázek, které mají sloužit k osvětlení daného problému. V další části je definována výzkumná metodologie a její instrumenty. Pro zvýšení validity je tato kvalitativní případová studie založená na smíšené metodologii s použitím dotazníků pro žáky a učitele a pozorování. Tímto způsobem je na problém nahlíženo ze tří pohledů – učitele, žáka a pozorovatele. Na tento oddíl navazují informace o zkoumaném vzorku.

Poslední část empirického výzkumu zpracovává, analyzuje a interpretuje získaná data. Než je přistoupeno k analýze cíle samostatného výzkumu, autorka představuje celkový postoj žáků k učení se anglickému jazyku. Tato část seznamuje z jakých důvodů se žáci buď učí, nebo neučí anglicky. Důvody, proč studenti mají, či nemají zájem o anglický jazyk, reflektuje jejich zkušenosti, schopnosti a potřeby. Další oddíly se věnují jednotlivým druhům motivací a typů odměn. Přestože se odpovědi učitelů a žáků plně neshodují na tom, které vnější odměny jsou pro ně nejdůležitější, lze potvrdit, že učitelé jsou si ve většině případů vědomi, které vnější odměny jsou pro žáka efektivní. Pozorování odhalila, že někteří učitelé používají některých typů odměn, aniž by si byli vědomi, že tyto odměny jsou ceněné žáky. Dále bylo zjištěno, že učitelé běžně nezařazují do výuky projektové vyučování jako zdroj vnitřní motivace, ale většina učitelů podporuje různými způsoby vývoj autonomního žáka. Pouze jeden učitel si nebyl jistý, co pojem autonomní žák znamená. Vzhledem k tomu, že žáci vysoce hodnotí radost jako vnitřní odměnu, která vychází z jejich pokroků v jazyce či úspěšnému dokončení úkolu, snahou učitelů by mělo být podporovat pozitivní zpětnou vazbu, sebehodnocením nebo povzbuzením. Učitelé i žáci považují instrumentální motivaci za důležitou a učení se anglickému jazyku je považováno jako nezbytné pro budoucí kariéru. Přestože integrativní motivace nebyla žáky hodnocena příliš vysoko, může být 25% odpovědí, kde žáci udali tento důvod pro učení se anglickému jazyku, hodnoceno jako vysoké číslo, jelikož žáci nežijí v anglicky mluvící zemi. Oproti tomu učitelé zmínili tento typ motivace pouze v jednom případě. Výsledky pozorování, kde autorka srovnávala odpovědi žáků, učitelů a samotného pozorování, jsou na různých úrovních shody. Odpovědi učitelů, které odměny nejčastěji používají, potvrdili buď žáci, nebo pozorování, nebo obojí. Výzkumem bylo také zjištěno, že učitelé používají dalších odměn, které jimi nebyly zmíněny, ale byly odhaleny buď žáky nebo pozorováními. Jedním ze závěrů výzkumu bylo, že ačkoliv si jsou učitelé vědomi efektivních vnějších odměn, nejsou si plně vědomi ostatních zdrojů motivace žáka, které jsou pro něj důležité. Diplomová práce je zakončena souhrnným závěrem, který se vztahuje k oběma částem práce - teoretické i praktické.

Závěrem lze podotknout, že výzkumný proces potvrdil, že všechny druhy motivace a většina typů odměn mají pro žáka význam. Učitelovou snahou by mělo být hledání nových způsobů, jak motivovat své žáky, a uplatňovat v tomto ohledu

individuální přístup. Efektivní a vhodné použití odměn napomáhá ke zvýšení žákova zájmu k učení a podporuje vývoj vnitřní motivace nutné pro životní učení. I když jsou výsledky výzkum platné pouze pro zkoumaný vzorek, získané informace mohou napomoci osvětlit postoj žáků k motivaci a odměnám a být inspirující pro učitele v jejich práci.

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8. APPENDIX

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APPENDIX 1: Motivational strategies

MOTIVATIONAL STRATEGIES: CREATING THE BASIC MOTIVATIONAL CONDITIONS
<i>1 Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.</i>
Share your own personal interest in the L2 with your students.
Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life.
<i>2 Take the students' learning very seriously.</i>
Show students that you care about their progress.
Indicate your mental and physical availability for all things academic
Have sufficiently high expectations for what your students can achieve.
<i>3 Develop a personal relationship with your students.</i>
Show students that you accept and care about them.
Pay attention and listen to each of them
Indicate your mental and physical availability
<i>4 Develop a collaborative relationship with the students' parents.</i>
Keep parent regularly informed about their children's progress.
Ask for their assistance in performing certain supportive tasks at home.
<i>5 Create a pleasant and supportive atmosphere in the classroom.</i>
Establish a norm of tolerance.
Encourage risk-taking and have mistakes accepted as a natural part of learning
Bring in and encourage humour.
Encourage learners to personalise the classroom environment according to their taste.
<i>6 Promote the development of group cohesiveness.</i>
Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.
Use ice-breakers at the beginning of a course.
Regularly use small-group tasks where students can mix.
Encourage and if possible organise extracurricular activities and outings.
Try and prevent the emergence of rigid seating patterns.
Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.
Promote the building of a group legend.
<i>7 Formulate group norms explicitly, and have them discussed and accepted by</i>

<i>the learners.</i>
Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly.
Explain the importance of the norms you mandate and how they enhance learning, and ask for the students' agreement.
Elicit suggestions for additional rules from the learners and discuss these in the same way as the rules you have proposed.
Put the group rules (and the consequences for violating them) on display.
8 Have the group norms consistently observed.
Make sure that you yourself observe the established norms consistently.
Never let any violations go unnoticed.

MOTIVATIONAL STRATEGIES: GENERATING INITIAL MOTIVATION
9 Promote the learners' language-related values by presenting peer role models.
Invite senior students to talk to your class about their positive experience.
Feedback to the students the views of their peers, e.g. in the form of a class newsletter.
Associate your learners with peers (e.g. in group or project work) who are enthusiastic about the subject.
10 Raise the learners' intrinsic interest in the L2 learning process.
Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.
Make the first encounters with the L2 a positive experience.
11 Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.
Include a sociocultural component in your language curriculum.
Quote positive views about language learning by influential public figures.
Encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).
Promote contact with L2 speakers and L2 cultural products.
12 Promote the students' awareness of the instrumental values associated with the knowledge of an L2.
Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.
Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.
Encourage the learners to apply their L2 proficiency in real-life situations.
13 Increase the students' expectancy of success in particular tasks and in

<i>learning in general.</i>
Make sure that they receive sufficient preparation and assistance.
Make sure they know exactly what success in the task involves.
Make sure that there are no serious obstacles to success.
<i>14 Increase your students' goal-orientedness by formulating explicit class goals accepted by them.</i>
Have the students negotiate their individual goals and outline a common purpose, and display the final outcome in public.
Draw attention from time to time to the class goals and how particular activities help to attain them.
Keep class goals achievable by re-negotiating if necessary.
<i>15 Make the curriculum and the teaching materials relevant to the students.</i>
Use needs analysis techniques to find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.
Relate the subject matter to the everyday experiences and backgrounds of the students.
Enlist the students in designing and running the course.
<i>16 Help to create realistic learner beliefs.</i>
Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.
Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.

MOTIVATIONAL STRATEGIES: MAINTAINING AND PROTECTING MOTIVATION
<i>17 Make learning more stimulating and enjoyable by breaking the monotony of classroom events.</i>
Vary the learning tasks and other aspects of your teaching as much as you can.
Focus on the motivational flow and not just the information flow in your class.
Occasionally do the unexpected.
<i>18 Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.</i>
Make tasks challenging.
Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
Personalise learning tasks.
Select tasks that yield tangible, finished products.

<i>19 Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.</i>
Select tasks which require mental and/or bodily involvement from each participant.
Create specific roles and personalised assignments for everybody.
<i>20 Present and administer tasks in a motivating way.</i>
Explain the purpose and utility of a task.
Whet the students' appetite about the content of the task.
Provide appropriate strategies to carry out the task.
<i>21 Use goal-setting methods in your classroom.</i>
Encourage learners to select specific, short-term goals for themselves.
Emphasise goal completion deadlines and offer ongoing feedback.
<i>22 Use contracting methods with your students to formalise their goal commitment.</i>
Draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the ways by which you will help and reward them.
Monitor student progress and make sure that the details of the contract are observed by both parties.
<i>23 Provide learners with regular experiences of success.</i>
Provide multiple opportunities for success in the language class.
Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.
Design tests that focus on what learners can rather than cannot do, and also include improvement options.
<i>24 Build your learners' confidence by providing regular encouragement.</i>
Draw your learners' attention to their strengths and abilities.
Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.
<i>25 Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment..</i>
Avoid social comparison, even in its subtle forms.
Promote cooperation instead of competition.
Help learners accept the fact that they will make mistakes as part of the learning process.
Make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.
<i>26 Build your learners' confidence in their learning abilities by teaching them various learner strategies.</i>

Teach students learning strategies to facilitate the intake of new material.
Teach students communication strategies to help them overcome communication difficulties.
<i>27 Allow learners to maintain a positive social image while engaged in the learning tasks.</i>
Select activities that contain 'good' roles for the participants.
Avoid face-threatening acts such as humiliating criticism or putting student in the spotlight unexpectedly.
<i>28 Increase student motivation by promoting cooperation among the learners.</i>
Set up tasks in which teams of learners are asked to work together towards the same goal.
Take into account team products and not just individual products in your assessment.
Provide students with some 'social training' to learn how best to work in team.
<i>29 Increase student motivation by actively promoting learner autonomy.</i>
Allow learners real choices about as many aspects of the learning process as possible.
Hand over as much as you can of the various leadership/teaching roles and functions to the learners.
Adopt the role of facilitator.
<i>30 Increase students' self-motivating capacity.</i>
Raise your students' awareness of the importance of self-motivation.
Share with each other strategies that you have found useful in the past.
Encourage students to adopt, develop and apply self-motivating strategies.

MOTIVATIONAL STRATEGIES: ENCOURAGING POSITIVE SELF-EVALUATION
<i>31 Promote effort attributions in your students.</i>
Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
Refuse to accept ability attributions and emphasise that the curriculum is within the learners' ability range.
<i>32 Provide students with positive information feedback.</i>
Notice and react to any positive contributions from your students.
Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
<i>33 Increase learner satisfaction.</i>

Monitor student accomplishments and progress, and take time to celebrate any victory.
Make student progress tangible by encouraging the production of visual records and arranging regular events.
Regularly include tasks that involve the public display of the students' skills.
<i>34 Offer rewards in a motivational manner.</i>
Make sure that students do not get too preoccupied with the rewards.
Make sure that even non-material rewards have some kind of lasting visual representation.
Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behaviour and offer novel experiences and consistent success.
<i>35 Use grades in a motivating manner, reducing as much as possible their demotivating impact.</i>
Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.
Make sure that grades also reflect effort and improvement and not just objective levels of achievement.
Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.
Encourage accurate student self-assessment by providing various self-evaluation tools.

APPENDIX 2: Strategies and suggestions to eliminate some of the bad motivational effects of grades (Dörnyei (2001, pp.132-133))

- The rating system should be absolutely *transparent*, that is, it should be obvious right from the start what the success criteria are. You could provide students with models to illustrate what constitutes exemplary performance. Alternatively, or in addition to this, you could have students practise using the list of assessment criteria to evaluate themselves on an assignment.
- When marking written assignments, complement grades with comments that deliver praise and suggestions for improvement. These notes also provide an ideal opportunity to make personal comments and to offer help.
- Grades should also reflect, as much as possible, the student's *relative improvement* rather than only their standard of achievement as compared to some external criterion. In practical terms this would mean, for example, awarding 'improvement grades' when a student redoes an assignment or makes up for a deficit or redresses an error after receiving corrective feedback. Brophy (1998) stresses that some sort of 'safety net' should always be included in assessment for failing students, for example in the form of opportunities to take an alternative test following a period of reviewing and relearning.
- Involve students in an *ongoing process of evaluation* during the course rather than relying on the results of one or two tests only. The assessment should also cover participation in the lessons or in projects. Alternative measurement tools, such as *portfolio assessment*, might be particularly appropriate for the purpose of continuous assessment. Portfolios are organised sets of student work collected in a folder to illustrate the students' progress over time. A further advantage of portfolio assessment is that learners can exercise a degree of control in deciding what to include in their portfolios, and to revise and improve the items in response to feedback from the teacher or their peers.
- Teacher ratings should be complemented by the students' *self-assessment*; to this effect, provide learners with self-evaluation tools and show that you trust that students can be honest in evaluating their own work [...].

- If appropriate, consider developing a system of *peer grading* (i.e. when students evaluate each other).
- The final rating of a student should be the product of *two-way negotiation*, for example by asking each student's opinion in a personal interview or student conference.
- Rating should be *two-sided*, that is, students should also evaluate the teacher, for example by completing an end-of-term questionnaire (ibid.).

APPENDIX 3A : Questionnaire for teachers

QUESTIONNAIRE FOR ENGLISH TEACHERS, ZŠ SCHULZOVY SADY, DVŮR KRÁLOVÉ NAD LABEM

I have been teaching English for.....years.

I am a woman/man.

Please, feel free to add any commentary.

1.What instruments or strategies do you use to increase pupils' motivation?

2.Do you use a problem-based or project teaching? If yes, do you feel that confronting with the regular lesson pupils are better motivated?

3.Do you support an autonomous pupil? If yes, write how

4. In your experience, the pupil is motivated to learn English because:

1. the pupil is interested in other culture (people, countries, habits).
2. the pupil knows that he/she will need English for the future career.
3. the pupil is under the pressure of parents to do well at school.
4. the pupil likes English and he/she is interested in English.
5. other.....

5. In your experience, the pupil is not motivated to learn English because:

1. the pupil feels that have no talent for the language.
2. the pupil will never need English in future.
3. the pupil does not have supportive environment at home.
4. the pupil is not interested in learning.
5. other.....

6.I think that reward is an important motivational factor during the learning process:

Yes No

Why? :

7. Please circle what you consider as reward (if there is more correct answers, circle them):

1. oral praise in front of the class.
2. individual oral praise.

3. written praise.
4. a trip, excursions, a visit in the museum, etc.
5. stamps, red dots or other types of rewarding.
6. interest in pupil's work, personality, opinion.
7. a grade.
8. praising in front of the parents.
9. other.....

8. In your opinion, what rewards are the most and the least motivational for the pupil? Mark 1-3 (1= for the most in the first column), (1= for the least in the second column):

THE MOST MOTIVATIONAL

- a. oral praise in front of the class
- b. individual oral praise
- c. written praise
- d. a grade
- e. a smile
- f. praising in front of the parents
- g. praise from a school-mate
- h. a sticker, stamp
- i. other

THE LEAST MOTIVATIONAL

- a. oral praise in front of the class
- b. individual oral praise
- c. written praise
- d. a grade
- e. a smile
- f. praising in front of the parents
- g. praise from a school-mate
- h. a sticker, stamp
- i. other

9 What rewards do you use most often? If you use more kinds of rewards circle them?:

- a. oral praise in front of the class
- b. individual oral praise
- c. written praise
- d. a grade
- e. a smile
- f. dots, stamps, stickers, etc.
- g. interest in pupil's work, personality, opinion.
- h. other.....

APPENDIX 3B: Completed questionnaire for teachers

DOTAZNÍK PRO UČITELE ANGLICKÉHO JAZYKA ZÁKLADNÍ ŠKOLY SCHULZOVY SADY VE DVOŘE KRÁLOVÉ NAD LABEM

Anglický jazyk učím.....⁷.....let.

Jsem učitel / učitelka. (nevhodné škrtněte nebo vhodně zakroužkujteⓈ)

Pokud máte pocit, že byste chtěli u kterékoliv otázky cokoli doplnit nebo přiblížit, prosím napište to.

1. Jaké prostředky nebo strategie používáte ke zvýšení motivace žáka?

ZVÁMKY	ZÁJELO DO ANGLIE
POCHVALA PŘED TŘÍDOU	DOPINGOVÁNÍ S CIZINCI
V MĚZÍCH TŘÍDÁCH RAZÍTKA	AKCE V AJ - PŘEVÁŽNĚ VE VŘELE - VÍLET
ÚSMĚV	INDIVIDUÁLNÍ ÚKOLY A AKTIVITY, HRU

2. Používáte problémové nebo projektové vyučování? Pokud ano, vnímáte, že žáci jsou lépe motivováni a zadaná práce je baví více než při klasické hodině (obecně vzato, vyjimky se vždycky najdou Ⓢ)?

PROJEKTOVÉ VYUČOVÁNÍ ANO - SPRÁVNĚ NEMĚAVENÝ PROJEKT
JE BAVÍ VÍCE

3. Podporujete autonomní učení žáka? Jakým způsobem?

OBČAS VÝBĚR CVIČENÍ ZA DOM. ÚKOL, NEBEHODNOCENÍ

4. Máte zkušenost, že žák je motivován k učení se anglickému jazyku, protože:

1. žák zajímá jiná kultura (lidé, státy, zvyky).
2. žák ví, že bude anglický jazyk potřebovat pro své budoucí povolání.
3. na žaka vyvíjí tlak rodiče, aby se dobře učili.
4. protože žaka anglický jazyk baví a zajímá.
5. jiné..... chce jazyk použít pro komunikaci s cizinci

5. Máte zkušenost, žáci nejsou motivováni k učení se anglickému jazyku, protože:

1. mají pocit, že nemají pro jazyk nadání.
2. nebudou anglický jazyk nikdy potřebovat.
3. nemají doma dostatečné zázemí a oporu.
4. učení je obecně nezajímá.
5. jiné.....

6. Myslím si, že odměna jako motivační faktor je nedílnou a důležitou součástí výuky.

Ano Ne

Napište proč:

7. Za odměnu pro žáka považuji. Prosím, zakroužkujte (pokud je více odpovědí správných, zakroužkujte je):

1. Ústní pochvalu před třídou.
2. Ústní pochvalu mezi čtyřma očima.
3. Písemnou pochvalu.
4. Výlet, exkurzi, návštěva muzea apod.
5. Rázítka, červené puntíky nebo jiná forma odměny.
6. Zájem o jeho práci, osobu, názory.
7. Znamku.
8. Pochvala žáka před rodiči.
9. Jiné.....

8. Dle Vašeho názoru, které tři odměny jsou pro žáka nejvíce motivační a které nejméně? Označte číslem 1-3: (1=nejvíce), (1=nejméně):

- | NEJVÍCE MOTIVUJÍCÍ | NEJMÉNĚ MOTIVUJÍCÍ |
|--|--|
| <input checked="" type="radio"/> a. ústní pochvala před třídou | <input type="radio"/> a. ústní pochvala před třídou |
| <input type="radio"/> b. ústní pochvala mezi čtyřma očima | <input checked="" type="radio"/> b. ústní pochvala mezi čtyřma očima |
| <input checked="" type="radio"/> c. písemná pochvala | <input type="radio"/> c. písemná pochvala |
| <input type="radio"/> d. známka | <input type="radio"/> d. známka |
| <input type="radio"/> e. úsměv | <input checked="" type="radio"/> e. úsměv |
| <input checked="" type="radio"/> f. pochvala žáka před rodiči | <input type="radio"/> f. pochvala žáka před rodiči |
| <input type="radio"/> g. pochvala od spolužáka | <input type="radio"/> g. pochvala od spolužáka |
| <input type="radio"/> h. samolepka, rázítko | <input checked="" type="radio"/> h. samolepka, rázítko |
| <input type="radio"/> i. jiné | <input type="radio"/> i. jiné |

9. Které odměny jako prostředky motivace žáka používáte nejčastěji? Pokud běžně používáte více druhů odměn, zakroužkujte je:

- a. ústní pochvala před třídou
- b. ústní pochvala mezi čtyřma očima
- c. písemná pochvala
- d. známka
- e. úsměv
- f. puntíky, rázítka, samolepky, apod.
- g. zájem o práci žáka, osobu, a jeho názory
- h. jiné.....

APPENDIX 4A: Questionnaire for pupils

QUESTIONNAIRE FOR PUPILS, ZÁKLADNÍ ŠKOLA SCHULZOVY
SADY,
DVŮR KRÁLOVÉ NAD LABEM

Date:

Age/class:

Gender:

Instructions: Circle the number in each question which is closest to your opinion.
Number 0 = No, 5 is the most.

1. It is a reward for me when the teacher orally praises me in front of the class for my work during the lesson.

0 1 2 3 4 5

2. It is a reward for me when the teacher praises me face to face for work during the lesson.

0 1 2 3 4 5

3. Written praise is a reward for me.

0 1 2 3 4 5

4. It is rewarding for me when I get a good grade for an oral or written exam.

0 1 2 3 4 5

5. A promised trip, tour, excursion, a visit to the museum etc. is a reward for me.

0 1 2 3 4 5

6. I appreciate when I get other rewards than grades e.g. a sticker, stamp, red dot.

0 1 2 3 4 5

7. I appreciate when the teacher shows interest in my work, personality, my opinion, if he/she spends time with me.

0 1 2 3 4 5

8. I learn English:

because I am interested in other cultures (people, countries, habits).

because I will need it in future for my career.

because parents require it.

because it is an obligatory school subject.

other.....

9. I am happy when I feel that I make a progress and my English improves.

0 1 2 3 4 5

10. I am happy when I successfully finish an exercise, given work or complete a dialogue,

0 1 2 3 4 5

11. I like individual work, to look for information, solve problems by myself without a help of the teacher.

0 1 2 3 4 5

12. What statement is correct?:

a) I like English and it is interesting for me.

b) I do not like English and it is not interesting for me.

Why.....

13. I am happy when my schoolmate praises my work.

0 1 2 3 4 5

14. It is a reward for me when the teacher praises me in front of my parents.

0 1 2 3 4 5

15. It is a reward for me when my work is on the display.

0 1 2 3 4 5

16. Choose the three biggest rewards and number them 1, 2, 3 where number 1 is the biggest reward.

- a. oral praising in front of the class
 - b. individual (face to face) oral praising
 - c. written praising
 - d. a grade
 - e. a smile
 - f. praise in front of my parents
 - g. praise from my schoolmate
 - h. a sticker, stamp
 - i. other.....
-

17. Choose the three smallest rewards and number them 1, 2, 3, where number 1 is the smallest reward.

- a. oral praising in front of the class
 - b. individual (face to face) oral praising
 - c. written praising
 - d. a grade
 - e. a smile
 - f. praise in front of my parents
 - g. praise from my schoolmate
 - h. a sticker, stamp
 - i. other.....
-

18. My English teacher's most used rewards is/are:

- a. oral praising in front of the class
 - b. individual (face to face) oral praising
 - c. written praising
 - d. a grade
 - e. a smile
 - f. other.....
-

APPENDIX 4B: Completed questionnaire for pupils

DOTAZNÍK PRO ŽÁKY ANGLICKÉHO JAZYKA ZÁKLADNÍ ŠKOLY SCHULZOVY SADY, DVŮR KRÁLOVÉ NAD LABEM

Datum: 8.2.2014 Věk: 15 | 1x B Pohlaví: Bi žena ♀

Instrukce: Zakroužkuj, které číslo je nejbližší tvému názoru na větu v každé otázce.

Číslo 0 = NE, 5 je nejvíce.

1. Je pro mě odměna, když mě učitel ústně pochválí před celou třídou za práci při hodině.

0 1 2 3 4 5

2. Je pro mě odměna, když mě učitel pochválí mezi čtyřma očima za práci při hodině.

0 1 2 3 4 5

3. Písemná pochvala je pro mě odměna.

0 1 2 3 4 5

4. Je pro mě odměna, když dostanu dobrou známku za písemné nebo ústní zkoušení.

0 1 2 3 4 5

5. Je pro mě odměna např. slíbený výlet, zájezd, návštěva muzea, exkurze atd.

0 1 2 3 4 5

6. Mám radost i z jiných odměn než známky, například samolepka, razítko, červený puntík.

0 1 2 3 4 5

7. Mám radost, když se učitel/ka zajímá o mou práci, zajímá ji/ho můj názor, když mi věnuje čas.

0 1 2 3 4 5

8. Angličtinu se učím, protože:

- a) protože mě zajímá jiná kultura (lidé, státy, zvyky).
- b) protože ji budu potřebovat v životě pro svou práci.
- c) protože to chtějí rodiče.
- d) protože to je povinný školní předmět.
- e) jiné.....

9. Mám radost, když cítím, že dělám pokrok a zlepšuji se v angličtině.

0 1 2 3 4 5

10. Mám radost, když se mi povede úkol, cvičení, rozhovor.

0 1 2 3 4 5

11. Jsem rád/ráda když můžu pracovat samostatně na zadaném úkolu bez pomoci učitele, když si sám hledám informace a řešení.

0 1 2 3 4 5

12. Angličtina mě:

a) baví a zajímá b) nebaví a nezajímá
Napiš proč: *jo baví mě vědět, proč musí dělat, máš do toho
proč máš dělat, máš věc uplatnit své možnosti
občas máš ..*

13. Mám radost, když mě pochválí můj spolužák za to, že se mi něco povedlo.

0 2 3 4 5

14. Je pro mě odměna, když mě učitel pochválí před rodiči.

0 2 3 4 5

15. Je pro mě odměna, když je někde vystavená má práce.

0 2 3 4 5

16. Vyber si tři největší odměny a očíslej je (napiš vedle odměny čísla 1-3), 1 = největší

a. ústní pochvala před třídou

b. ústní pochvala mezi čtyřma očima

c. písemná pochvala 3 .

d. známka

e. úsměv 1 .

f. pochvala před rodiči

g. pochvala od spolužáka

h. samolepka, razítko 2 .

i. jiné (můžeš si vybrat dotazníku).....

16. Vyber si tři nejmenší odměny a očíslej je (napiš vedle odměny čísla 1-3), 1 = nejmenší

a. ústní pochvala před třídou 1

b. ústní pochvala mezi čtyřma očima

c. písemná pochvala

d. známka 3 .

e. úsměv

f. pochvala před rodiči

g. pochvala od spolužáka 2 .

h. samolepka, razítko

i. jiné (můžeš si vybrat dotazníku).....

17. Můj učitel/ka anglického jazyka nejvíce používá:

a. ústní pochvalu před třídou

b. ústní pochvalu mezi čtyřma očima

c. písemná pochvalu

d. známku

e. úsměv

f. jiné (můžeš si vybrat z dotazníku).....

APPENDIX 6: Pupil's attitude towards learning English

Positive:

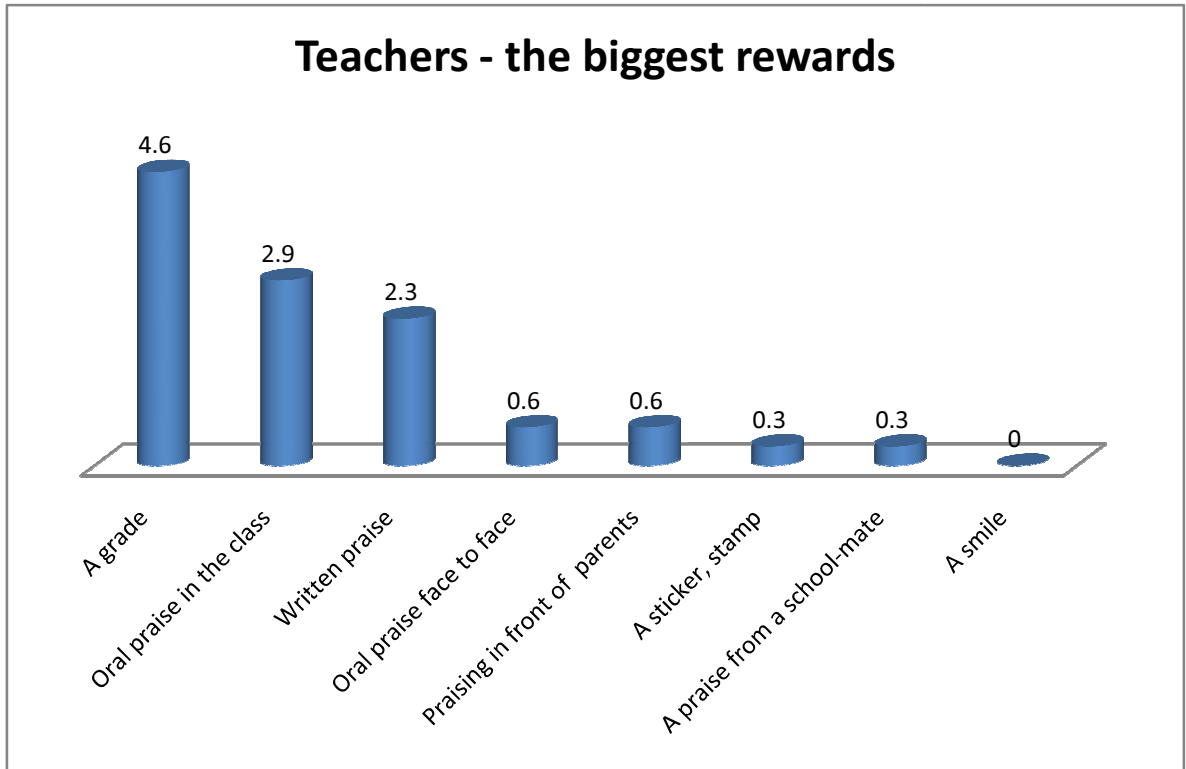
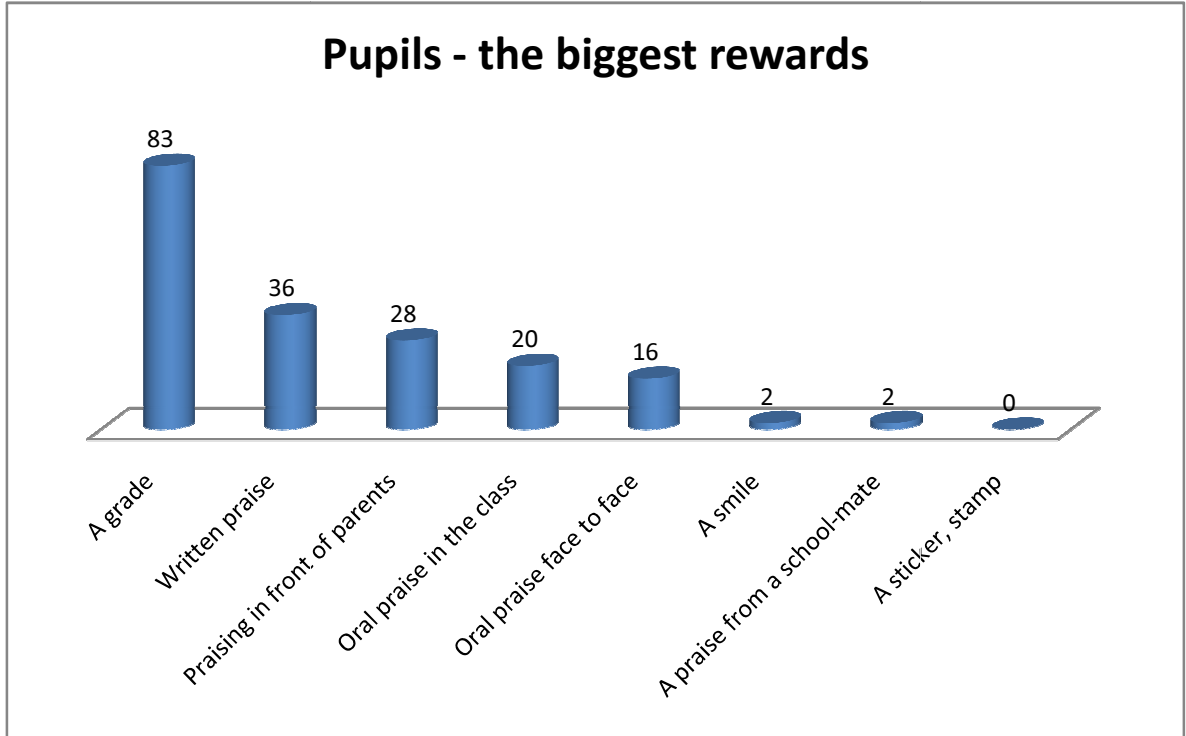
- ✓ I will need it. 17x
- ✓ We have a good teacher. 7x
- ✓ I learn new things. 6x
- ✓ It is interesting. 8x
- ✓ I like learning a foreign language. 2x
- ✓ I want to be able to communicate. 2x
- ✓ I like to communicate abroad. 2x
- ✓ You can speak it anywhere. 2x
- ✓ It is a splendid language. 2x
- ✓ My mother teaches it. 2x
- ✓ It is the most important language and it is also easy.
- ✓ I like improving in foreign language.
- ✓ I want to be able to speak abroad and I want to be smarter than I know 1 more language.
- ✓ English lessons are fun, we play games; we have a great teacher.
- ✓ It is a quite lesson.
- ✓ It is sometimes fun during the lesson.
- ✓ I want to go to England.
- ✓ I can find out what they eat at Christmas.
- ✓ Because of its pronunciation.
- ✓ I like learning foreign languages and I want to travel.
- ✓ I think it is important.
- ✓ I like it but it is not interesting for me.
- ✓ I am interested in other cultures.
- ✓ I like this language.
- ✓ I learn something new and I enjoy it.
- ✓ I must learn it is good for getting a job.
- ✓ I like it only in case I know it.
- ✓ I have been successful so far otherwise I would not like it.
- ✓ I am better thanks to our teacher and we can speak English during lessons.
- ✓ I do not want to speak only Czech.
- ✓ I want to learn something.
- ✓ I am successful.
- ✓ I could go to England to visit my aunt and also for communication.
- ✓ It is my only foreign language and I want to be good at it.
- ✓ I like it depending on the teacher.
- ✓ It is a phonetically interesting language.
- ✓ English has more possibilities of development (comparing to Math) I can apply my potentialities, experience...
- ✓ I do not like Czech and I want to move abroad.

- ✓ It is interesting and these days also important.
 - ✓ English words are cute.
 - ✓ It is fun and educational.
 - ✓ The spelling is easier comparing to Czech.
 - ✓ It is fun to speak English with somebody, and it is useful while watching films.
 - ✓ I like speaking English abroad; English, culture, food.
 - ✓ I will learn a lot.
 - ✓ I want to speak a foreign language.
 - ✓ It is easy.
 - ✓ I can teach my parents and I learn more too.
 - ✓ People who teach me make it enjoyable.
 - ✓ It is not boring, I learn new vocabulary.
 - ✓ I learn about foreign country.
 - ✓ I like English.
 - ✓ It is a different language I strengthen my memory.
 - ✓ I like travelling and my father speaks it.
 - ✓ I learn a new language.
 - ✓ I can write or speak with people who speak English.
 - ✓ This is the only foreign language I want to learn.
- Negative:**
- ✓ It is hard. 2x
 - ✓ It is boring. 2x
 - ✓ I am not successful. 2x
 - ✓ It is a waste of time. 2x
 - ✓ It seems hard and I do not succeed in it.
 - ✓ I am not successful and I do not understand it.
 - ✓ I do not succeed in it at it and I have bad grades.
 - ✓ It is hard and nobody gives me any time to explain it.
 - ✓ I do not understand it.
 - ✓ It is a school subject and I do not like school.
 - ✓ The language does not attract me and I will never be good at it.
 - ✓ I do not like verbs and subjects, have, has.
 - ✓ The teacher is not able to bring my attention.
 - ✓ Neither of it, I just must learn it.

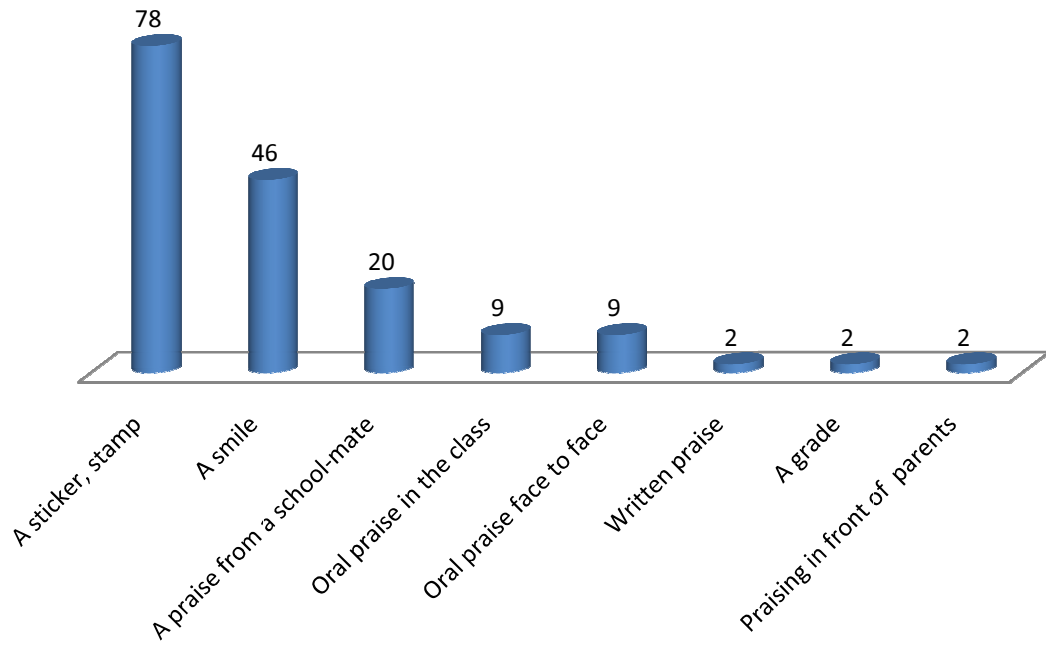
APPENDIX 7: Answers of pupils' questionnaires

	0	1	2	3	4	5
Individual oral praise in front of the class	4	9	25	48	57	29
Individual oral praise	11	14	29	51	35	26
Written praise	4	3	14	33	42	79
A good grade	0	7	3	23	43	89
A tour, excursion, visit to a museum, etc.	7	13	18	29	41	61
A sticker, stamp etc.	39	24	35	43	20	12
Teacher's interest in pupils' work, personality	5	15	13	38	51	44
I learn English because	a)43	b)123	c)15	d)67		
I am happy for making a progress in English	3	3	6	19	54	86
I am happy when I successfully finish an exercise, dialogue, etc.	2	9	11	38	58	43
I like individual work, looking for information, solving problems by myself	18	21	25	50	41	22
I a) like b)do not like English	a)135		b)36			
Praise from schoolmates	16	24	26	46	33	23
Praise in front of parents	2	4	8	26	48	79
Work on the display	13	12	19	36	38	47
The biggest reward 1-3	a)20,29,40	b)16,10,12	c)36,45,32	d)83,47,29	e)2,5,9	f)28,34,44
	g)2,5,5	h)0,6,8				
The smallest reward 1-3	a)9,12,16	b)9,14,29	c)2,6,12	d)2,6,14	e)46,48,23	f)2,3,9
	g)20,46,37	h)78,32,23				
My teacher uses	a)85	b)9	c)18	d)85	e)40	

APPENDIX 8 : Graphs of the biggest and smallest extrinsic rewards



Pupils - the smallest rewards



Teachers - the smallest rewards

