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Motivational Strategies of Teachers in ELT on the First Level of Primary School

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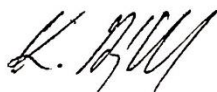
Z á s a d y p r o v y p r a c o v á n í :

Studentka se bude ve své bakalářské práci zabývat motivačními strategiemi používanými učitelem při výuce anglického jazyka na I. stupni ZŠ. V teoretické části vydefinuje základní pojmy a charakterizuje žáka mladšího školního věku a jeho potřeby v souvislosti s rozvojem komunikační kompetence v anglickém jazyce. V praktické části bude pak pomocí vhodně zvolených výzkumných nástrojů zjišťovat, jaké motivační strategie učitelé využívají při výuce anglického jazyka.

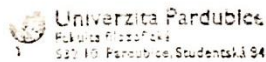
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ANNOTATION

This bachelor thesis is aimed at motivational strategies of teachers in English Language Teaching (from now on referred to as ELT) at the stage 1 of Primary Education. The fundamental terms like young learner, motivation and motivational strategies are defined. Twenty one motivational strategies were selected for the research investigation based on the Process Model of L2 Motivation (Dörnyei, Ottó 1998, 48). Those found out to be used by the teachers in their English lessons are presented in the conclusion.

KEYWORDS

Motivation, motivational strategies, teacher, young learner

ANOTACE

Tato bakalářská práce se zabývá motivačními strategiemi učitelů v hodinách anglického jazyka na prvním stupni základních škol. V práci jsou definovány základní pojmy jako žák mladšího školního věku, motivace a motivační strategie. Pro výzkumnou část bylo vybráno dvacet jedna motivačních strategií na základě Process Model of L2 Motivation. Vypozorované motivační strategie používané učiteli v hodinách angličtiny jsou uvedeny v závěru práce.

KLÍČOVÁ SLOVA

Motivace, motivační strategie, učitel, žák mladšího školního věku

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INTRODUCTION

Everyone loves to do the things they enjoy, are interested in, find useful, and that bring them enthusiasm, and so do children. These are some of the most significant ingredients for getting children motivated about what they do. And the teachers are the ones who can provide them with those on a regular basis.

Anything a teacher does in a classroom has a certain motivational impact on learners. For that reason, I will focus my paper on motivational strategies which teachers use within English classes. I chose to focus on the children at the stage 1 of Primary Education since that is the time when they are still quite dependent on any stronger authority, which a teacher can play in this case.

My paper is divided into two parts, theoretical and practical. The overall aim of this paper is to find out: Which motivational strategies teachers use in English lessons at the stage 1 of Primary Education. The sub-goal is to discover: Which phase of the Process Model of L2 Motivation the discovered motivational strategies belong to.

The purpose of the theoretical part is to familiarize readers with the issue of the given topic. Since the paper focuses on learners at the stage 1 of Primary Education, the characteristics and needs of a child of this age will be presented. Subsequently, the term motivation will be defined, including presenting the two principal types of motivation. The most extensive chapter will cover various motivational strategies selected within the Process Model of L2 Motivation by Dörnyei and Ottó.

In the empirical part, the research implementation will be introduced, namely research methods, research sample, data collection, their processing and analysis. The main focus will be put on the interpretations of the research outcomes. The research was conducted in three classrooms of two 3rd graders and two 4th graders in three primary schools. The outcome of the research investigation is to be found in the conclusion.

1 CHARACTERISTICS OF A YOUNG LEARNER

This thesis focuses on children of the first level of primary school, denoted in the educational context as the age group of young learners. In this chapter, they will be specified at first from the general point of view, in terms of their age and needs. Then, they will be characterized regarding their qualities in relation to English language learning, aiming at developing a higher level of learners' communicative competence in English.

According to Scott and Ytreberg (1990, 1), a young learner belongs to the age group of 5 to 11. Both authors consider this age as a crucial period of a child's development. They highlight that only teachers are the ones having insight into at which stage their learners as individuals are. Similarly, Nixon and Tomlinson (2001, 8) focus on young learners around the age of 5 to 11. They claim that first language, cultural background, and the time children devoted to studying a language determine their ability for performing a certain activity. They agree with Scott and Ytreberg on the fact that teachers are the ones who are best able to see if children, regardless of their age, can successfully do the activity.

According to Helus (2004, 205), the age group of a young learner is the period between 6 to 11 years of age. Similarly, Čížková-Hlobilová (1999, 93) determines the age period of a young learner between 6 to 11 years of age. Fontana and Balcar (2014, 117) present a similar age bracket, thus from 6 to 7 years old, when a child first enters a school, until 11 or 12.

1.1 LEARNER'S NEEDS

To better specify a young learner, his needs are necessary to be defined. This subchapter will particularly look at the learner's needs in terms of the relationships in the classroom environment, and the need to play and move.

1.1.1 RELATIONSHIPS

Children of this age are usually looking for company and establish new relationships with their teachers and their peers. Both the need to compete and cooperation come to the front. (Zitková 2014, 32) Similarly, Čížková (1999, 93) claims that children of this age are willing to cooperate and are active and diligent.

“A child has a need to identify with a stronger individual either in the form of a parent, teacher, classmate or another person” (Zitková 2014, 32). Čížková-Hlobilová (1999, 98) supports this idea by suggesting that at the beginning of this age “a learner is usually very dependent on an authority”. A learner experiences a mix of feelings in the form of respect, admiration, as well as fear towards a teacher (Čížková-Hlobilová 1999, 98). Similarly, according to Vágnerová (2005, 267), teachers represent a significant and powerful authority.

1.1.2 GAME

According to Fontana and Balcar (2003, 50), for all the areas of a child’s mental health, a gameplay plays a significant role. For a child, the game equals joy. A child plays because he or she finds enjoyment in it and even though the aim of a game is to achieve certain educational outcomes, this is not important for a child, as the whole game as an activity brings entertainment. As Fontana and Balcar (2003, 50), Čížková-Hlobilová (1999, 99) similarly mentions that even in this age, a game still remains important for a person’s healthy development. It has a significant implication for mental hygiene as it provides learners with relaxation and takes their mind off school duties (Čížková-Hlobilová 1999, 99). Also, Langmeir and Krejčířová (2006, 141) consider a game as a necessary part, for which there should be established appropriate conditions. They further add that with games, especially while playing board games, children’s efforts to achieve success increases.

1.1.3 THE NEED TO MOVE

Kopřiva (2015, 191–192) affirms that the need to move, among others, belongs to the physiological primary needs and its omission affects the quality of learning.

Haasová (1991, 77) claims that “sitting for a long time is very difficult for young learners and makes them restless”. Halliwell (1992, 68) supports her idea, pointing out that:

“Young learners can become restless if they have to sit still for long periods. If we provide them with the opportunity to move around, they are more likely to be able and willing to sit still when we want them to”.

Zitková (2014, 32) mentions that the overall physical performance and the need to be physically active both increase in a child of this age and he or she becomes nervous, sullen, unconcentrated,

even aggressive if limited in its satisfaction. Kopřiva (2015, 193) emphasizes that movement inherently belongs to childhood. He points out that if children's need to move is not satisfied, they become irritated, their motor activity increases, they lose concentration, become confused or even react aggressively in the form of screaming or attacking, show escape reactions, and might become passive or even apathetic.

As explained, the age of a young learner requires some mental and physical needs. It starts with building up the relationships, for which it is significant that a young learner feels a need to identify with some other stronger figure (preferably a teacher as an authority at school). Besides, play is a vital aspect of a person's health development. Moreover, the need to move belongs to the learners' primary physiological needs and causes negative effects if not satisfied.

1.2 LEARNER'S QUALITIES

This subchapter will concern learners' qualities within the English language learning focusing on achieving a higher level of communicative competence. At first, the term communicative competence will be defined according to Common European Framework of Reference for Languages (2001). Secondly, learners' qualities in relation to English language learning will be expanded, namely regarding the indirect learning, the importance of senses, the difficulty to learn grammar, the significance of play, their attention span, curiosity and enthusiasm, entertaining activities, the meaning behind the activities, the appropriate difficulty and praise.

The Common European Framework of Reference for Language (2001, from now on referred to as CEFR) which applies to the Czech educational system, provides the following explanation on the language communicative competence. Based on this type of reference, communicative competence composes of the three following components:

- Linguistic competences,
- Sociolinguistic competences,
- Pragmatic competences. (CEFR 2001, 108)

Linguistic competences refer to the language as a formal system, consisting of lexical, grammatical, semantic, phonological, orthographic and orthoepic competences (CEFR 2001, 109).

Sociolinguistic competences deal with the knowledge and skills necessary for the use of language in a social context. According to CEFR 2001, sociolinguistic competences comprise linguistic markers of social relations, politeness conventions, expressions of folk-wisdom, register differences, and dialect and accent. (CEFR 2001, 118)

Pragmatic competences involve learner's knowledge of discourse (organization, structuring and arrangement of the utterance) and functional competence (performing communicative functions, interaction patterns) (CEFR 2001, 123).

Subsequently, various children's qualities within the English learning will be looked at starting from when they first enter the school environment. Halliwell (1992, 3) mentions that children often learn indirectly. With a connection to Halliwell's point, Harmer (2007, 82) explains what is meant by children's indirect learning. Essentially, children learn from everything that surrounds them, they absorb new information from all sides rather than concentrating on one narrowed issue being explained by the teacher (Harmer 2007, 82). Cameron (2001, 4) contributes that children can adapt to the environment based on their experience (Cameron 2001, 4) and see the opportunities being there for them to do the action and further develop (Cameron 2001, 25). As the child takes actions to solve possible problems, that is when the process of learning is happening (Cameron 2001, 2).

As well as Halliwell, Harmer (2007, 82) introduces a list of children's qualities. As the first one to be mentioned are children's senses. They play a significantly important role, because through them children can understand something even if it is not explained. The sense of sight, hearing and primarily touch, and any form of interaction are crucially important to children. (Harmer, 2007, 82) Scott and Ytreberg (1990, 2) mention the same point of children's characteristics in the way that they can understand with the help of hands, eyes, and ears. Therefore, they further stress the essentiality of involving movements and senses in activities, as well as working with objects and pictures (Scott and Ytreberg 1990, 5).

As follows, Harmer (2007, 82) presents the fact that children find grammar difficult to grasp. Scott and Ytreberg (1990, 6) support Harmer's idea presenting that it is admirable how children are able to comprehend the language if playing and doing activities they delight in, but a very small part of them even at the age of 10 or 11 could deal with grammar. Nevertheless, Nixon (2001, 8) proposes a way in which activities focused on grammar might work, claiming that

children can become extremely motivated and thus more enthusiastic about using the structures of grammar if an element of competition is included.

Another attribute Harmer (2007, 82) mentions is children's ability to keep their attention only for a limited amount of time of about 10 minutes, depending on how engaging they find the activities. Scott and Ytreberg (1990, 2) claim that children's attention and concentration span are very short, as well. Unlike Ur (1996, 288) who does not find a problem in how long they are able to concentrate, but in the persistence of a child in something he or she does not find any interest in. Thus, she highlights that "one implication for teaching is the need to devote a lot of thought to the intrinsic value of learning activities for younger learners" (Ur, 1996).

Harmer (2007, 82) further claims that children are commonly curious about the world around them and enthusiastic. Cameron (2001, 1) specifies children as enthusiastic and lively learners, too. Scott and Ytreberg (1990, 3) agree with both previous authors on young children being enthusiastic and positive about learning.

Ur (1996, 288) remarks that by choosing activities children find interesting, it is easy to achieve higher motivation and enthusiasm in them. Phillips (1993, 7) suggests that it is not difficult to keep children highly motivated as their vision of the activities prepared by a teacher is that of seeing the enjoyment in them even before they start.

Yet, if they fail to see the point in the activity and consider it tedious, their motivation lowers, and they might become demotivated (Ur 1996, 288). Cameron (2001, 1) contributes that if children are given a task that is too demanding for them, they also lose their motivation, interest, and ability to pay attention more easily.

Finally, Scott and Ytreberg (1990, 3) indicate that all humans try hard and like to be praised if doing well. This works especially for children (Scott and Ytreberg 1990, 3). Harmer (2007, 82) agrees with Scott and Ytreberg's idea, stating that teacher's approval and paying them individual attention is what children seek.

To conclude, the aim of the English language learning is to achieve a higher level of communicative competence, which is composed of linguistic – knowledge of the system of language, sociolinguistic – ability to use language in a social context, and pragmatic competences – knowledge of discourse (message structuring and arrangement) and functional

competence (communicative functions and interaction patterns). In relation to English language learning, the learners' characteristics include indirect learning from the environment, learning through senses using hands, eyes and ears, learning through using objects and pictures, inability to learn grammar, the need to play, limited attention span, enthusiasm, choices of activities they find interest and enjoyment in, vision of sense of the activity, appropriate difficulty of the task and the need of praise.

2 THE CONCEPT OF MOTIVATION

2.1 DEFINITION

In this subchapter, different approaches and opinions on possible ways the term motivation can be defined and understood will be provided. They will be presented chronologically from the perspective of its complexity, abstractness, effects on success and failure within learning and as a part of intrinsic and extrinsic motivation within the affective domain in which it belongs.

At the very beginning, according to Dörnyei and Ushioda (2011, 4), it needs to be highlighted that if trying to understand the term motivation, what needs to be borne in mind is its complexity. It is not feasible to cover this whole aspect, since there are various possible influences on human behaviour which affect the way motivation can be understood. This implies that it is impossible to invent one theory integrating all incentives. (Dörnyei, Ushioda 2011, 4) To support the previous general specification of the complexity of motivation, Dörnyei (2001, 1) claims that the term embraces an array of incentives. All these do not have much in common, however, what they all share is their considerable impact on behaviour (Dörnyei 2001, 1).

In terms of the meaning of the term motivation, a number of researches came to an agreement on the following three aspects of human behaviour. All of them are connected to a situation when performing a certain action. We speak about the choice of an action, the effort laid out for it and the persistence with it. If put together, it can be stated that motivation is a complex concept due to different influences and stimuli affecting human behaviour and it is responsible for the reason people choose to do something, how much effort they are willing to sacrifice and for how long they sustain the activity. (Dörnyei and Ushioda 2011, 4)

According to Dörnyei (2001, 1) himself, with a connection to the complexity of motivation, he defines that “there is no such thing as motivation”. He determines it as follows: “motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do”. Thus, according to Dörnyei, “motivation is best seen as a broad umbrella term that covers a variety of meanings”. Ur (1996, 274) similarly as Dörnyei refers to motivation as the abstract term on the account of which, contrary to Dörnyei, she finds more beneficial to approach its aspect by focusing on a motivated learner, showing his willingness or eagerness to put an effort into activities and to further advance.

To explain the term more deeply, Dörnyei (2001, 2) specifies the term motivation as highlighting one basic aspect of the human mind. This aspect is related to what one wants or desires, conative functions, in contrast to characteristics related to what one rationally thinks, cognitive functions or feels, affective functions. Thus, “it has a very important role in determining success or failure in any learning situation”. Dörnyei (2001, 2) With connection to Dörnyei, Brown (2007, 168) puts the term motivation as a variable into the category of one of the affective factors (Brown 2007, 168), thus to the category of how humans feel, believe, respond and value (Brown 2007, 154). He specifies the term as “the most frequently used catch-all term for explaining the success or failure of virtually any complex task” (Brown, 2007, 154). Within second language learning around the world, it is considered as playing the top role (Brown 2007, 168). As another author Harmer (2007, 98) emphasizes, to be able to succeed, we must want to do something. Therefore, motivation undoubtedly turns out to be an indispensability to success. There is a higher probability of failure in making a needed effort if there is no motivation for it. Harmer (2007, 98) As emphasized, both authors see the term motivation as a significant determinant of success or failure within learning actions.

With the connection to the previous Harmer’s opinion on the term motivation, he further defines it as: “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer 2007, 98). For that reason, he distinguishes between intrinsic and extrinsic motivation, which are determined by either the influences coming from the outside environment, in case of extrinsic motivation or the person as an individual in terms of intrinsic. Following the opinion of Harmer, according to Chambers (2001, 2), “motivation is only the driving force that makes us do the things we do”. He remarks finding nearly impossible to utter the definition of this term including all its aspects for it being so complex.

Didau (2015, 342) and Vágnerova (2005, 168) see motivation connected primarily only with the intrinsic motivation of an individual. Didau (2015, 342) finds motivation as connected with and inseparable from emotions referred to as the affective domain. He claims that “just knowing how students go about encoding, storing and retrieving curriculum content doesn’t mean they’ll actually do it. How they feel matters even more”, further adding that the way learners and the whole class are handled by a teacher has an effect on their motivation. Similarly, as Didau, for Vágnerova (2005, 168) there is a connection between motivation and an emotional experience, which signals a certain need, a mean of evaluating present state or situation, and which stimulates further actions in order to reach its satisfaction.

To conclude, up to half of the authors agreed on motivation being an abstract term pointing out to its complexity and incapability to cover this whole aspect, not even assign to a single theory. It proved to be by several authors a significant determinant of possible success or failure within learning. At last, the attention was paid to intrinsic and extrinsic motivation with stress on it as a kind of internal drive and inseparably connected with emotions.

2.2 TYPES

According to a number of authors, the principal distinction of motivation is into two distinguished types, intrinsic motivation and extrinsic motivation. In this subchapter, their significant differences and connections will be interpreted.

Extrinsic motivation can be referred to as the outcome of external influences, such as striving for passing an exam and money reward (Harmer 1998, 98). A similar idea is provided by Brown (2007, 172), emphasizing that “extrinsic motivation is fuelled by the anticipation of a reward from the outside”, such as money, grades or positive feedback. Extrinsically motivated is considered the behaviour initiated only to avoid punishment Brown (2007, 172). Fontana (2014, 153) further adds that extrinsic motivation usually covers grades, school reports, tests, examination and praise. Reaching success in any of these areas leads to a feeling of personal prestige and prestige from the side of the teachers and peers, which leads to a development of performance motivation. Once children realize a close connection between success and rewards, their aspirations and thus ambition for their accomplishments grow. (Fontana 2014, 154)

On the contrary, intrinsic motivation means to engage in the learning activity for its own sake “which is very typical of young children and tends to deteriorate with age” (Ur 1996, 19). There is no other reward except for the activity itself (Brown 2007, 172). Intrinsic motivation comes from the engagement in the activity itself and only a subjective reward such as enjoyment, satisfaction, success, competence, and pride can be provided (Ushioda 1996, 49).

According to Lokša and Lokšová (1999, 9), developing learners’ intrinsic motivation in the form of self-realization is one of the primary aims of education. As well as previous authors, Ushioda (1996, 41) refers to intrinsic motivation as being particularly valued as “a desirable educational outcome, since it promotes spontaneous learning behavior and the perception that learning is motivating in itself“.

Deci (1978, cited in Ushioda 1996, 40) emphasizes that an intrinsically motivated learner will be curious, feel free to learn what he is interested in, trying and making mistakes which will all contribute to the development of their potential. Williams and Burden (1997, 125) follow Deci's idea suggesting that it is significant to include tasks with a focus on intrinsic motivation as it will include aspects such as consideration of interest, curiosity, challenge, the development of independent mastery and judgement.

Fontana (2014, 153) suggests that a connection between the aspects they learn at school with their real life awakens in learners an interest in doing these activities. They can be the things they enjoy doing or help them to be more successful in managing the tasks (Fontana 2014, 153). He recommends beginning with what children already know, their questions, ambitions and problems and then showing them the connections with what they are dealing with at school right at that moment. Ushioda (1996, 43) highlights, too, that learning should be relevant and meaningful to learner's own life. Language learning should be based on what students desire to express and the things they are interested in doing based on their relevance to their own lives (Ushioda 1996, 40).

It has been found out that intrinsic motivation provides better outcomes than extrinsic, because even though the motivation for beginning a new course was initially aroused by extrinsic motivation, at the end its success will be determined by whether students start to love its learning (Harmer 1998, 98). Even Maslow (1970, cited in Brown 2007, 173–174) asserted that intrinsic motivation is superior to extrinsic because in his hierarchy of needs, self-actualization is on the top of the pyramid. Intrinsic motivation has usually higher durability than extrinsic because it starts to disappear whenever the initial impulse stops having an effect (Mešková 2012, 93–94). Of a higher quality and more stable, that is how intrinsic motivation compared to the extrinsic one is frequently considered (Hrabal, Man, Pavelková 1989, 26). “In fact, our actions are most likely encouraged by both types of motivation and majority of teachers would come to the conclusion that both have a part to play” in a learning process (Williams and Burden 1997, 123).

To sum up, extrinsic motivation is a result of external forces such as achieving success and various types of rewards, while intrinsic motivation in the form of self-realization is considered as one of the principal aims of education. Moreover, intrinsic motivation refers to learner's curiosity, internal interest, engagement, enjoyment, satisfaction, success, challenge and the

independence of a learner. The important aspect of intrinsic motivation for a learner is to see a connection between what he or she is learning and his or her own life. Intrinsic motivation is believed to have a stronger power in a case where a learner reaches a state where he enjoys the process of learning. Besides, it is believed to have higher durability and be more stable.

3 MODEL OF MOTIVATION

3.1 DÖRNYEI AND OTTÓ'S PROCESS MODEL OF 2L MOTIVATION

This chapter will deal with the selected model of motivation, the Dörnyei and Ottó's Process Model of L2 Motivation. At first, it will be specified within its period of a historical development of the study of L2 motivation, then analysed in terms of its composition. The model is composed of two principal dimensions, motivational influences and actional events and three phases, the pre-actional, actional and post-actional phase, the meanings of which will be further developed in this chapter.

Dörnyei and Ottó's Process Model of L2 Motivation was developed within the independent research field of the study of a second/foreign language motivation focusing on the aspects of motivation specific to language learning. Specifically, Dörnyei classified this model to the process-oriented period of motivation, developed on the turn of the 20th century. (Dörnyei, Ushioda 2011, 40)

The process-oriented period is “characterised by an interest in motivational change” (Dörnyei, Ushioda 2011, 40). It depicts the temporal organisation of motivation, the motivational processes as they happen in time. Considering the fact that mastering a second language is a long process, this factor plays a very important role in language learning. However, most professionals in the field are aware of the fact that students' motivation does not stay the same during the process of learning. (Dörnyei, Ushioda 2011, 60)

Williams and Burden (1997, 121) were among the first to emphasize this concept in relation to L2 motivation. They differentiated between three stages of the motivational process:

- “reasons for doing something,
- deciding to do something,
- sustaining the effort or persisting”.

The first two stages may be considered as initiating motivation, while the last stage can be considered as sustaining motivation (Williams and Burden 1997, 121).

Similarly, German psychologist Heinz Heckhausen (1991, 175) finds the solution in separating “the sequence of events” into their “natural phases”, meaning organizing motivational factors around the time the events are happening.

These conceptualisations are in harmony with Dörnyei and Ottó’s Process Model of L2 Motivation (Dörnyei, Ushioda 2011, 61). It is important to say that this model is based on a process-oriented approach, which means that “it takes a dynamic view of motivation, trying to account for the changes of motivation over time” (Dörnyei 2001, 19). This is due to the fact that in mastering L2, which takes a couple of years, motivation does not stay constant but fluctuates (Dörnyei 2001, 19). Similarly, Ushioda (1996, 240) points out: “within the context of institutionalized learning especially, the common experience would seem to be motivational flux rather than stability”. Oxford (1996, 81) supports Dörnyei and Ushioda’s opinions suggesting that: “Humans are seen as motivated by a complex of interrelated factors. These factors can change through time, thereby creating a picture of motivation that is not constant”.

The Process Model of L2 Motivation is referred to as: “The most elaborate attempt to model the process dimension of L2 Motivation”. Dörnyei and Ottó created the model composed of both the motivational influences of L2 learning and actional events. Having integrated various researchers, their model is considered as a non-reductionist, comprehensive one. (Dörnyei, Ushioda 2011, 65)

The picture below refers to “a schematic representation of the Process Model of L2 Motivation”, which contains two main dimensions (Dörnyei 1998, 48).

Figure 1 Process Model of L2 Motivation

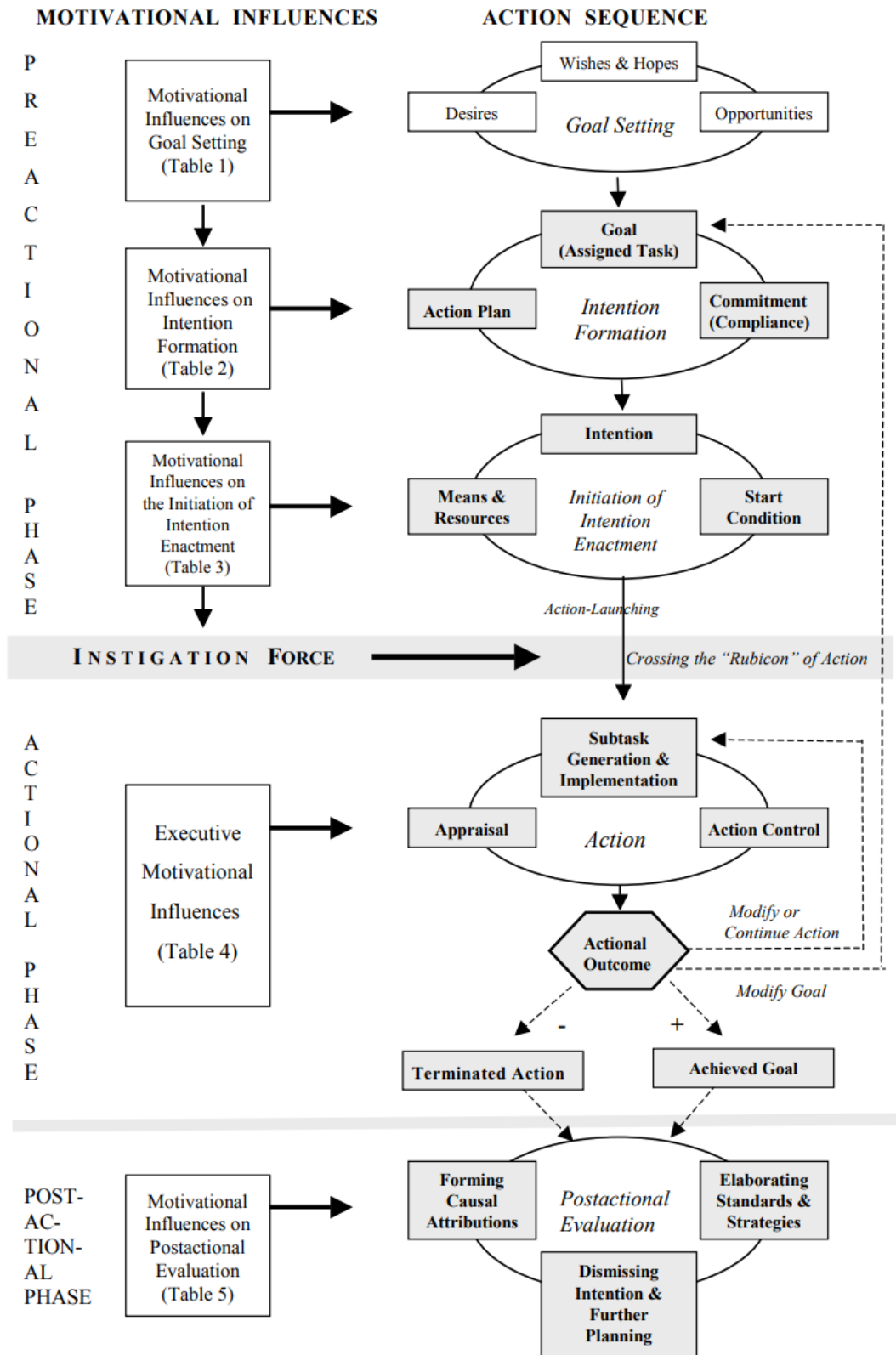


Figure 1. Process Model of L2 Motivation (Dörnyei, Ottó 1998, 48, figure 1)

The first dimension denotes a transformation of initial wishes, hopes and desires into goals, then intentions, followed by action, goal completion and lastly evaluation of the whole process (Dörnyei 1998, 47).

The second dimension covers motivational influences and is composed of energy sources and motivational forces that are the base of, and stimulate ongoing behavior (Dörnyei 1998, 47).

“The action sequence process has been divided into three main phases: pre-actional phase, actional phase, and post-actional phase” (Dörnyei 1998, 47).

The pre-actional phase is composed of three subphases — goal setting, intention formation and the initiation of intention enactment (Dörnyei 1998, 47). It includes motivational influences such as attitudes towards the L2 and its speakers, success expectancy and support or limitations of the environment (Dörnyei, Ushioda 2011, 65).

Actional phase marks the beginning of an action. “During the actional phase three basic processes come into effect: subtask generation and implementation, a complex ongoing appraisal process, and the application of a variety of action control mechanisms” (Dörnyei 1998, 50). The actional phase includes motivational influences such as a sense of autonomy, social influences, teachers and peers, classroom reward and a system of goals (Dörnyei, Ushioda 2011, 66).

The post-actional phase follows the goal accomplishment or either action termination or interruption after a longer period (e.g. a holiday). “The main processes during this phase entail evaluating the accomplished action outcome and contemplating possible inferences to be drawn for future actions”. Initial expectancies and plans of action are compared to their outcomes and level of fulfillment. This critical reference enables the learner to work on his internal principles and establish new strategies for the future. (Dörnyei 1998, 51) External feedback and grades belong to the principle motivational influences of this phase (Dörnyei, Ushioda 2011, 66).

In conclusion, Dörnyei and Ottó’s Process Model of L2 Motivation belongs to the process-oriented period of second/foreign language motivation. This period takes into account the motivational processes as they happen in time. In relation to that, the Process Model of L2 Motivation consists of three phases, pre-actional (goal setting and intention formation), actional (subtask generation, implementation and ongoing appraisal) and post-actional phase (goal

accomplishment and evaluation). Since the focus of this paper is on motivational strategies teachers use within the process of L2 learning, during which pre-actional, actional and post-actional phases all come into an effect, this model was selected for its research purposes.

4 MOTIVATIONAL STRATEGIES

The following text will cover the idea of Dörnyei and Ottó's Process Model of L2 Motivation.

Apart from the division into the three phases, pre-actional, actional and post-actional, the model is further composed of 4 components of the motivational process, namely creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. Each of the phases includes various motivational strategies, which will be further looked at also from the points of view of various authors.

Dörnyei (2001, 28) defines motivational strategies as “techniques that promote the individual's goal-related behavior”. He additionally points out to the fact that human behavior can be promoted in a lot of different ways due to its complexity, “in fact, almost any influence a person is exposed to might potentially affect his or her behavior”. He further specifies that: “Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect”.

As mentioned in the previous chapter, the focus is on the Process-oriented Model of L2 Motivation designed particularly to be applied in education. Based on the idea of the model, beginning with motivation being initially aroused following up with the completion and evaluation of the action, Dörnyei (2001, 28) organized motivational strategies within the process-oriented approach into the following four components:

- “creating the basic motivational conditions,
- generating initial motivation,
- maintaining and protecting motivation,
- encouraging positive retrospective self-evaluation”. (Dörnyei, 2001, 30)

Dörnyei himself presents over one hundred strategies, however, for the purposes of this thesis, only those selected for the research investigation will be closely looked at.

4.1 CREATING THE BASIC MOTIVATIONAL CONDITIONS

This first component belongs to the pre-actional phase of Dörnyei and Ottó's Process Model of L2 Motivation. Before motivation can be effectively generated, certain preconditions must be taken. Dörnyei (2001, 31) considers as essential the three following motivational conditions:

- “appropriate teacher behaviours and a good relationship with the students,
- a pleasant and supportive classroom atmosphere,
- a cohesive learner group with appropriate group norms”. Dörnyei (2001, 31)

These conditions are interrelated. To give an example, it is not possible to create a pleasant atmosphere in a classroom without establishing a positive relationship between a teacher and the students (Dörnyei, 2001, 31).

Brophy (2004, 50) supports Dörnyei’s idea by stating that: “Certain preconditions must be in place before motivational strategies can be effective”. He introduces three following conditions to be met by a teacher in order to make and keep a classroom an attractive and psychologically supportive place of learning:

- Make yourself and your classroom attractive to students.
 - Focus their attention on individual and collaborative learning goals and help them to achieve these goals.
 - Teach things that are worth learning, in ways that help students to appreciate their value.
- (Brophy, 2004, 50)

Further, the motivational strategies belonging to this component of creating basic motivational conditions will be closely looked at.

4.1.1 CLASSROOM CLIMATE

Following the teacher’s behaviour as an important motivational factor, the following factor is the classroom climate (Dörnyei 2001, 40).

As Dörnyei (2001, 41) points out:

“...in a safe and supportive classroom, the norm of tolerance prevails, and students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake. It has been made clear to them that mistakes are a natural part of learning”.

Petty (2009, 18) follows Dörnyei’s opinion by highlighting that: “Learning is easiest, most meaningful and most effective when it takes place in a non-threatening situation”. She further

adds that: “Learners should be motivated by a desire to succeed, to explore, to develop and to improve, not by a fear of failure”. According to her, as something which cannot be avoided, and as Dörnyei also says — a way to learn is how mistakes should be considered. Additionally, Petty (2009, 487) adds that there is a tendency in many learners to blame themselves for their mistakes. She suggests that instead of putting on such blame, learners should be guided to become responsible for fixing those mistakes.

Moreover, using humour is another aspect which can positively contribute to the classroom atmosphere. It is about not taking ourselves so seriously, and rather setting up a relaxed attitude (Dörnyei 2001, 41). Kyriacou (2004, 86) supports Dörnyei’s idea by mentioning that in order to achieve a positive relationship with learners and a favourable classroom climate, and showing a teacher’s sense for humour, a teacher being able to make fun of himself may turn out as being something beneficial to be applied in a classroom environment.

Dörnyei (2001, 42) includes these ideas in the following strategies:

- “Create a pleasant and supportive atmosphere in the classroom.
- Encourage risk-taking and have mistakes accepted as a natural part of learning.
- Bring in and encourage humor”. (Dörnyei 2001, 42)

4.1.2 **GROUP COHESIVENESS**

“A cohesive learner group is one in which there is a strong “we” feeling, and which students are happy to belong to” (Ehrman and Dörnyei 1998 cited in Dörnyei 2001, 43).

“...cohesiveness refers to the members’ commitment to the group and to each other (Ehrman and Dörnyei 1998 cited in Dörnyei 2001, 43). It becomes students’ “responsibility to reach the group goals together, they pull each other along, lead pleasant relations, which all cause their motivation growth” (Dörnyei 2001, 43).

To provide students an opportunity for mutual interaction, Dörnyei (2001, 44) suggests activities like pair work, small group work, role play, and project work. This way a teacher also prevents rigid seating patterns and allows students to move around the classroom (Dörnyei 2001, 44). Petty (2009, 114) considers seating arrangement as something which should be well thought over. She claims that it is not a rule for all students to sit only in the place they choose.

Only inexperienced teachers are afraid to change students' positions, and by doing so creating harder situations in classrooms for themselves. (Petty 2009, 114)

Not only interaction but also cooperation, especially for common goals is important for a cohesive group. It can be promoted, for instance, through role-play performances, problem-solving tasks and doing projects (Dörnyei 2001, 44). Lokša and Lokšová (1999, 35) also mention group cooperation, highlighting that it increases learners' motivation. They also recommend problem-solving tasks, when the whole group deals with one problem and each person has their own task, as well as group discussions, assessments, finding solutions, etc. (Lokša and Lokšová 1999, 35).

Another aspect of group cohesiveness is the relationship between students, which can be furthered by competitions in small groups — for instance, games in which small groups compete with one another (Dörnyei 2001, 44). Petty (2009, 247) also touches on games, pointing out that games help with concentration and make learners highly involved. No other teaching method can do the same job. Moreover, playing games can develop positive feelings in learners for the subject and contribute to the growth of their motivation. (Petty 2009, 247)

Fontana (2014, 154) sums up the last two motivational strategies in the following way. He claims that competition between children is helpful for increasing their motivation, but it may also create unpleasant experiences and have a negative effect on learners' feelings if they lose once the game is too intense. Therefore, Fontana suggests that either cooperation of children trying to achieve common goals or a child competing with himself and constantly improving his performance are far more beneficial.

Dörnyei (2001, 45) includes these ideas in the following strategies:

- “Promote the development of group cohesiveness.
- Try and promote interaction, cooperation.
- 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”.

4.2 GENERATING INITIAL MOTIVATION

This second component also belongs to the pre-actional phase of Dörnyei and Ottó's Process Model of L2 Motivation. Even though all the motivational conditions analyzed are met in previous phases, a teacher has to make an effort to develop a positive attitude in learners towards learning in order to arouse their motivation (Dörnyei 2001, 51).

4.2.1 L2 CONTACT

To make the L2 real and raise crosscultural awareness, Dörnyei (2001, 54) recommends for a teacher to:

- “Bring various cultural products (e. g. magazines, music, TV recordings, videos) to class.
- Supplement the coursebook with authentic materials (if you have some).
- Organize school trips or exchange programmes to the L2 community”.

Williams and Burden (1997, 214) support Dörnyei's idea, claiming that the Internet, films, music, and books are something which makes learning amusing, and therefore puts less demand on a teacher to get learners to do the activities.

Dörnyei (2001, 55) promotes these ideas in the following strategy:

- “Promote integrative values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.
- Promote contact with L2 speakers and L2 cultural products.
- Include a sociocultural component in your language curriculum”.

4.3 MAINTAINING AND PROTECTING MOTIVATION

The motivational influences of this third component belong to the actional phase of Dörnyei and Ottó's Process Model of L2 Motivation, which includes majority of the strategies selected for this paper's research. Along the others, this one is highly important because once the action begins, it gets affected by various positive and negative motivational influences and thus motivation needs to be maintained and protected. Otherwise, learners might lose their awareness of the goal, get weary of the activity and find it boring (Dörnyei 2001, 71).

4.3.1 TASK ATTRACTIVENESS

Despite a rich variety of tasks, students will not be motivated unless they find the content of the tasks attractive to them (Dörnyei 2001, 75). According to Dörnyei (2001, 76), the content of a task can be made attractive by relating it to the aspects which students find already interesting or to their own lives by task personalizing. Griffiths and Keohane (2000, cited in Wright 2005, 354) share Dörnyei's idea, presenting that:

“Personal involvement is one very effective way of enhancing motivation. By this, we mean making language learning content personally meaningful. If learners feel that what they are asked to do is relevant to their own lives, then they will be fully engaged in the tasks and more likely to be motivated to learn the target language.”

Another way of making a task attractive to the learners is by including some competitive aspect. As Dörnyei (2001, 77) says: “The opportunity to compete can add excitement to learning tasks”. Petty (2009, 256) further adds that “games are universally enjoyed, and encourage real attention to the task, and intrinsic interest in the subject matter”.

The very important element, which makes a task more attractive, is also humour. As Wlodkowski (1986, 161) claims: “Humour is many things and one of them is interesting”. According to Kyriacou (2004, 86), humour can be effectively used for introducing new work in an entertaining way.

Dörnyei (2001, 77) summarizes all these aspects in the following strategies.

- “Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.
- Make task content attractive by adapting it to the students' natural interests or by including humorous, competitive elements”.

4.3.2 STUDENT INVOLVEMENT

“Another way of making learning stimulating and enjoyable is through creating learning situations where learners are required to become active participants” (Dörnyei 2001, 77).

Specifically, Dörnyei (2001, 77) suggests increasing learners' "involvement in tasks requiring bodily movement".

Langmeier and Krejčířová (2011, 120) point out that in children of this age, the interest in games involving movement is growing. Lee (1965, 7) claims that it is not possible for children to learn a language and simultaneously enjoy it if they cannot get up of their seats and move around the classroom. Lojová and Vlčková (2011, 53) suggest that in the case of learning, processing and remembering information, kinaesthetic activities are found to be highly helpful to learners.

Dörnyei (2001, 78) presents these ideas in the following strategies.

- "Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.
- Select tasks which require bodily involvement from each participant".

4.3.3 TASK

In order for a task to be introduced in a motivating way, the following points need to be contained in its instruction:

- It explains the purpose and utility of the task.
- It stimulates the students "anticipation of the task". (Dörnyei 2001, 78)

As Dörnyei (2001, 79) says: "If we want our students to give their best when attending to a task, they need to see the point in what they do". Learners need to see the purpose of the activity and the link between the skills gained in a task for their real life (Dörnyei 2001, 80). Skalková (2007, 126) emphasizes that if learners accept the aim of the activity as their own, it is possible to reach their highest effectiveness in learning.

As well as explaining the task purpose, a teacher needs to stimulate learner's appetite about its content. According to Dörnyei (2001, 80), this can be done in the following way:

- "projecting enthusiasm when introducing the activity,
- communicating expectation for students to succeed,
- asking students to make guesses and predictions about the upcoming activity (e.g. what is going to be covered, etc.),

- pointing out challenging or important aspects of the L2 content to be learned,
- adding a twist to routine activities (e.g. asking them to do a grammar drill very fast or whispering)”.

As Krejčová (2011, 47) points out, “the way of their delivery and their presentation significantly affects if a topic attracts learners’ attention, if their motivation gets strengthened and simultaneously a mutual relationship between a teacher, class and lesson topic”. “There is no doubt that the emphasizing of attractive moments of a topic allows increasing of learners’ level of dynamic activity” (Skalková 2007, 176).

As mentioned, Dörnyei (2001, 81) presents these ideas in the following strategies:

- “Present and administer tasks in a motivating way.
- Explain the purpose and utility of a task.
- Whet the students’ appetite about the content of the task”.

4.3.4 EXPERIENCE OF SUCCESS

Dörnyei (2001, 89) highlights that providing numerous chances for learners to reach success is a significant motivational strategy. He recommends beginning a new topic with a task in which there is a high probability that everyone will succeed and then balance more difficult activities with easier ones. Fontana (2014, 154) shares Dörnyei’s idea asserting that children should be given opportunities to succeed on a low level of performance and then they can slowly advance to reach for higher aims. If children are experiencing only a failure, it inclines them towards lower self-confidence, to finding school unpleasant and to refusing it (Fontana 2014, 154). Čížková-Hlobilová (1999, 97) follows Fontana’s idea in the way that a child’s self-worth might be negatively affected by continuous experiences of failure.

David Scheidecker and William Freeman (1999, cited in Dörnyei 2001, 89) further claim: “The only way true self-esteem is built is through making people successful”. Covington and Teel (1996, 104) share their idea by mentioning that personal worth and self-confidence is built through students’ attainments. Vágnerová (1997, 23) states that a success boosts learner’s confidence as well as gives the feeling of security. On the contrary, not being successful brings up the feeling of insecurity and danger coming from other requirements put on him, and the learner might set a defensive strategy and even give up. (Vágnerová 1997, 23) Moreover,

success belongs to the previously mentioned Maslow's theory of motivation within a higher level of his hierarchy of needs. To reach a success falls into the higher need of self-appreciation and self-respect. (Mešková, 698-699)

Dörnyei (2001, 90) introduces this idea in the following strategies:

- “Provide learners with regular experiences of success.
- Provide multiple opportunities for success in the language class”.

4.3.5 **REDUCING LANGUAGE ANXIETY**

Besides achieving a positive classroom atmosphere, the following aspects are to be borne in mind in order to create a fully anxiety-free classroom environment (Dörnyei 2001, 92).

One of the aspects contributing to creating anxiety in a classroom might be the involvement of competition. Covington and Teel (1996, cited in Dörnyei 2001, 93) say:

“...unless in game-like activities that are not taken seriously, it is generally recommended that we play down competition amongst students and promote cooperation. There is little reason to accept the basic premise of the argument that the world is fundamentally competitive. Quite to the contrary, the essential enabling characteristic of our society is cooperation, not competition”.

“Successful cooperative learning is likely to generate motivation and self-efficacy among all members of the group” (Dörnyei, Ushioda 2011, 27). Grandall (cited in Wright 2005, 355) further adds that cooperative learning helps in reducing anxiety, motivation growth, creating a positive attitude to language learning and increase self-esteem.

Another aspect causing the learners' anxiety is the fear of making mistakes. However, they should be looked at as learning providers. “Mistakes are okay because without mistakes there is no learning! There is a lot of learning from mistakes!”. (Dörnyei 2001, 93) Brown (1989, cited in Dörnyei 2001, 94) supports this idea by providing the example: “You can no more learn a language without making mistakes than you can learn to play tennis without ever hitting the ball into the net”.

Dörnyei (2001, 94) covers these ideas in the following strategies:

- “Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.
- Promote cooperation instead of competition.
- Help learners to accept the fact that they will make mistakes as part of the learning process”.

4.3.6 COOPERATION

It has been proven by various researchers that learners cooperating with each other and thus creating the environment in the same spirit possessed higher self-esteem and self-confidence. Peer cooperation can be promoted in a number of forms, such as small group activities or project work carried out through communicative language teaching helping with developing learners’ communicative competence. (Dörnyei 2001, 100)

Dörnyei (2001, 100–101) presents the main reason for the positive influence of cooperation on motivation as:

“Cooperation fosters class group cohesiveness. When students work together, they tend to like each other regardless of ethnic, cultural, class or ability differences. This is because in cooperative situations students are dependent on each other and share common goals, which in turn create a feeling of solidarity and comradely supportiveness.”

There is the evidence that when cooperating in a group, individuals reach a higher level of motivation than if they work individually on their own (Dörnyei 1997, Slavin 1996, cited in Dörnyei, Ushioda 2011, 29).

This idea is presented by Dörnyei (2001, 102) in the following strategies:

- “Increase student motivation by promoting cooperation among the learners.
- Set up tasks in which teams of learners are asked to work together towards the same goal”.

4.3.7 LEARNER AUTONOMY

According to Dörnyei (2001, 103): "...the freedom to choose and to have choices, rather than being forced to behave according to someone else's desire, is a prerequisite to motivation".

Learner's autonomy can be enabled by:

- "Allowing learners choices about as many aspects of the learning process as possible, for example about activities, teaching materials, topics, assignments, due dates, the format and the pace of their learning, the arrangement of the furniture, or the peers they want to work with" (Dörnyei 2001, 104).
- "Adopting the role of a facilitator. Such a teacher views himself or herself as a helper who leads learners to discover and create their own meanings about the world" (Dörnyei 2001, 106).

The choice of one's own pace of working is a way of increasing motivation (Hvozdk 1986, cited in Lokša, Lokšová 1999, 43). Moreover, choosing one's own tasks significantly increases learners' intrinsic motivation, including differentiated ones improving learners' motivation towards learning (Zuckerman, Porac, Lathin, Smith, Deci 1978, cited in Lokša, Lokšová 1999, 28). Furthermore, selecting tasks of various levels of difficulty also highly affects learner's motivation (Đurič at al. 1986, cited in Lokša, Lokšová, 34).

Underhill (1999, cited in Dörnyei 2001, 106) presents that once a teacher adopts a role of a facilitator, his "Control becomes more decentralized, democratic, even autonomous, and what the facilitator saves on controlling is spent fostering communication, curiosity, insight, and relationship in the group". Petty (2009, 134) supports Underhill's opinion by asserting that: "...instead of the teacher taking control, the students are given control over their own learning, and so learn to teach themselves". She additionally suggests that what is the most important is a teacher's attitude and approach. A teacher should identify with the role of a facilitator and "encourage students to take responsibility for their own learning. This shows respect for the learner, and develops their self-belief, autonomy, and resourcefulness". (Petty 2009, 59)

Dörnyei (2001, 108) covers these ideas in the following strategies:

- "Increase student motivation by actively promoting learner autonomy.
- Allow learners real choices about as many aspects of the learning process as possible.

- Adopt the role of a facilitator”.

4.4 ENCOURAGING POSITIVE SELF-EVALUATION

Encouraging positive self-evaluation is the last component of Dörnyei and Ottó’s Process Model of L2 motivation and covers those motivational influences of the last post-actional phase of the model. As Dörnyei (2001, 117) affirms: “A very important aspect of motivating learners is to help them to deal with their past in a way that it will promote rather than hinder future efforts”. This can be achieved by providing motivational feedback and grades in a motivating way, as will be clarified below.

4.4.1 FEEDBACK

Feedback can have a gratifying function in the form of praise, which may contribute to the growth of learner’s satisfaction (Dörnyei 2001, 123). Petty (2009, 65) follows Dörnyei’s idea claiming that by praise, learners will feel encouraged, and any constructive criticism will become challenging for them on condition that they will be praised and appreciated for their attainments.

Praise sets the ground for establishing warm relationships between a teacher and his classroom, and children consider it as a highly rewarding experience. However, it can also have negative effects if children begin to focus only on the positively valued aspect. Besides, praise should be also used for encouraging children to become more ingenious and creative people. (Fontana 2014, 154). Mešková (2012, 117) presents the same negative effect of praise as Fontana, suggesting that praise is a type of extrinsic and positive motivation, but has its risks in the form of decreasing intrinsic motivation by doing an activity only for its reward, when the reward in the form of praise becomes prominent. A learner can become addicted to praise and without it does not progress but rather becomes passive (Mešková 2012, 118).

According to Maslow, praise also belongs to a higher level of his hierarchy of needs within recognition and awareness of self-worth (Helms 1996, 25). Similarly, Čapek (2010, 77) suggests that if a child is praised, it increases his self-evaluation, if a teacher has positive expectations towards a learner. Such positive expectations might change a learner’s attitude towards a subject and a teacher, the learning itself becomes less demanding, a learner meets with successes and so the motivation grows as well. (Čapek 2010, 77)

Dörnyei (2001, 125) presents this idea in the following strategies:

- “Provide students with positive information feedback.
- Provide regular feedback about the progress your students are making”.

4.4.2 GRADES

Dörnyei (2001, 132) highlights that: “The rating system should be absolutely transparent”, meaning that criteria for achieving the success should be made clear from the beginning.

Moreover, he suggests that during the course, students should be involved in a continuous process of evaluation and not only depend on the test results. Participation in lessons, working on projects or doing portfolio all can be evaluated during the ongoing assessment. The portfolio shows the students’ progress over time, during which students have a freedom of choice in what they wish to cover in their portfolios. (Dörnyei 2001, 132) Mešková (2012, 115) follows Dörnyei’s idea and further adds that continuous assessment has a motivational function and is applied during evaluating partial results and learner’s expressions.

Dörnyei (2001, 133) further emphasizes that students’ assessment should never be one-sided. A student should be asked about his opinion and do his own self-assessment. There should be a trust from the teacher’s side for a student’s honest evaluation of his work. (Dörnyei 2001, 133) Hvozdk (1986, cited in Lokša, Lokšová 1999, 45) also points out to a self-assessment of learners, when they are given a space to evaluate their and others’ thoughts, suggestions, acts, and results of learning. This process leads to the increasement of their responsibility for what is happening in the classroom and so increases their motivation (Lokša, Lokšová 1999, 45).

Dörnyei (2001, 134) presents these ideas in the following strategies:

- “Use grades in a motivating manner, reducing as much as possible their demotivating impact.
- Make the assessment system completely transparent and incorporate mechanisms by which the students and their peers can also express their views.
- Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests”.

To conclude, the theoretical part of this thesis is divided into four main chapters, namely Characteristics of a young learner, Concept of motivation, The model of motivation and motivational Strategies. The chapter Characteristics of a young learner covered young learner's age specification, general young learner's needs in terms of relationships, play and the need to move, and young learner's qualities with the view on the explanation of communicative competence of language learning according to Common European Framework of Reference for Languages (2001) and learner's qualities in relation to English language learning, specifically indirect learning, learning through senses, movement involvement, the essentiality of play, attention span limit, enthusiasm, entertaining activities, vision of the meaning of activities, task difficulty and praise. The second chapter concerned the Concept of motivation, in which its definition was provided followed by the interpretations of extrinsic (the result of external forces, such as success and reward) and intrinsic motivation (the learner's own curiosity, interest, enjoyment, challenge and independence). The third chapter covered the Dörnyei and Ottó's Process Model of L2 Motivation consisting of three phases, pre-actional (setting of the goal and intention formation), actional (subtask generation, implementation and ongoing appraisal), and post-actional (accomplishment of the goal and final evaluation). The last, fourth chapter dealt with motivational strategies, which are divided into the four components of Dörnyei and Ottó's Process Model of L2 Motivation, creating the basic motivational conditions (including classroom climate, group cohesiveness), generating initial motivation (including L2 contact), maintaining and protecting motivation (including task attractiveness, student involvement, task – its purpose and utility, experience of success, reducing language anxiety, cooperation and learner autonomy) and encouraging positive self-evaluation (including feedback and grades).

5 PRACTICAL PART

In the following chapters of the practical part the individual steps of the conducted research, namely the aim of the research, research methods, research sample, data collection, entering the field work, data processing and interpretation of the results will be presented. The aim of the research was to find out which motivational strategies teachers use in English lessons of Primary Education. As a research design, qualitative research was applied.

5.1 METHODOLOGICAL FRAMEWORK

5.1.1 RESEARCH PROBLEM

In my research, I am dealing with the topic of motivational strategy of teachers in ELT of Primary Education I. In my research, I am interested in which motivational strategies teachers use within the English lessons and their awareness of the issue of motivation and its usage in their English lessons. Considering the fact that “almost everything a teacher does in the classroom has a motivational influence on students” (Dörnyei 2001, 31) and that the teacher’s behaviour is considered “to be the single most important motivational tool” (Dörnyei 2001, 31), this empirical part takes interest in actions teachers do to motivate learners towards learning. I decided for the age group of children at the stage 1 of Primary Education because it is the period when a teacher plays a significant role as an authority for a learner (see chapter 2.2 Learner’s needs).

5.1.2 THE AIM OF THE RESEARCH

The overall aim of the research was stated as: “Which motivational strategies teachers use in ELT at the stage 1 of Primary Education”.

In order to further specify the overall aim of the research, the research sub-goal was determined as follows: “Which phase of the Process Model of L2 Motivation the discovered motivational strategies belong to”.

The choice of motivational strategies for the purposes of this research was narrowed to the Process Model of L2 Motivation by Dörnyei and Ottó. Specifically, for the purposes of this research 21 strategies were selected. Eighteen of them were selected within this model and 3 based on the young learner’s general needs and qualities that are related to English learning. As

the model is divided into four components (see chapter 3 Model of motivation), namely creating basic motivational conditions, generating initial motivation, protecting and sustaining motivation and lastly encouraging positive self-evaluation, the aim of this research is to provide an insight into which strategies are applied by the teachers in English classrooms. The following sub-goal will then answer within which phases of the model these strategies belong to.

RESEARCH METHODS

Taking into consideration the character of the paper and the research aim and sub-goal, I selected the qualitative type of research for my research investigation. Miovský (2006, 17) provides a comprehensive definition of qualitative research. He explains it as follows:

“Qualitative research is in the psychological disciplines the approach using principles of uniqueness and unrepeatability, contextuality, processability, and dynamics within which we purposefully work with a reflexive nature of any psychological investigation. For a description, analysis and interpretation of unquantified or unquantifiable properties of investigated psychological phenomena of our inside and outside reality it uses qualitative methods.”

In the investigated outside reality, namely the 3rd and 4th classes of three attended primary schools, I tried to find out which motivational strategies teachers apply during their English lessons. Within qualitative research, I decided for using the methods of classroom observations, and half-structured interview with the teachers. “The method of observing is suitable to connect with interviews, for, in the combination with an interview, a researcher can create a complex picture about the given situation” (Švaříček, Šedová 2007, 158). I applied these research methods in 4 classrooms of 3rd and 4th graders on the unnamed primary schools within the area of Prague 4. Method of observation helps to understand the whole context of the situations and so the investigated issue to the whole extent (Švaříček, Šedová 2007, 143). I decided for a half-structured interview because compared to some other techniques, the advantage of the half-structure interview is the possibility to exchange the order of the questions to maximize the quality of the gained results (Miovský 2006, 159).

5.1.3 RESEARCH SAMPLE

If referred back to the principal aim of the research: “Which motivational strategies teachers use in ELT at the stage 1 of Primary Education”, it is implied that my research sample consists of learners of 6 to 12 years old within the stage 1 of Primary Education (see chapter 2 Characteristics of a young learner) and their English teachers.

For the purposes of this research to get enough respondents, I decided to contact all the primary schools within the area of Prague 4 where I live. It is thus a case of the intentional selection of a sample on basis of availability (Vojtíšek 2012, 21).

Altogether, only three primary schools out of all I tried to reach positively responded to my request of visiting their school. I was given recommendations by the school headmasters to contact certain teachers of English, out of which all of them reacted positively to my inquiry. In total, I visited 3 primary schools, thus 3 English teachers and 4 different classrooms, specifically two 3 graders and two 4 graders.

The number of learners of four different classrooms was not proportionately balanced. There were eleven and seventeen learners in the 3rd grade classrooms and eleven and eighteen learners in the 4th grade classrooms. Each classroom, however, has English lessons 3 times a week and they have been educated by the same teacher since the very beginning of their English language education.

To distinguish the three different teachers from each other and to keep their anonymity, I will call them for the rest of this paper as teacher I. (teacher of the 3rd and 4th grade), teacher II. (teacher of the 3rd grade), and teacher III. (teacher of the 4th grade).

The teacher I. is 40 years old and has over 5 years of practice in the given field (4 years in a private primary school and over 1 year in the current public primary school). She graduated and attained her Bachelor diploma in the programme English and literature in the Faculty of Education and just recently finished the Master programme in the same field of study.

The teacher II. is 77 years old and has over 10 years of teaching practice in the same primary school. She graduated and attained her Master diploma in the Faculty of Education, however, in the programme Russian language and Music Teaching. However, she travelled extensively,

studied in a language school and for a few years attended conversation courses, thus those became the main sources of her English knowledge.

The teacher III. is 45 years old and has over 5 years of teaching practice in the same primary school. She graduated and got her Bachelor diploma in Special Pedagogy, after which she spent 10 years in the United States. She is currently finishing her master programme in sociology. The teaching qualification is missing in her case.

All three teachers were observed two times in each classroom and all participated in the half-structured interviews, which followed the classroom observations.

DATA COLLECTION

The data were collected through eight classroom observations and three half-structured interviews.

The research was conducted at the beginning of the year 2019 during the months of January and February in three primary schools within Prague 4. The school headmasters agreed with my school visits, as did the English teachers with my presence during their English lessons. The teachers also agreed to participate in the interviews, which upon their agreement were audio-recorded.

Since the first contact with the teachers, I tried to develop a friendly, open and relaxed atmosphere. We agreed to record the interviews whenever it best suited them. All the interviews were conducted after the teachers finished their lessons in either their office or the empty classroom. We were mostly alone in their offices, only with one other teacher present, thus there was no disturbance and ideal conditions for conducting and recording the interviews. One of the advantages of the half-structured interview is its flexibility, as it is possible to switch the order of the questions, leave out some of them or even add some additional ones (Švaříček, Šedová 2007, 167–168). In total, I carried out three half-structured interviews lasting about 10 minutes each.

In total, I observed eight lessons by the three English teachers. Doing the classroom observations, my research investigation spanned over 6 weeks in field work. Observations were carried out in the morning hours in classes, 3. B, 3. Š, 4. A and B (this was a joined classroom)

and 4. P. I was observing the lessons in detail and writing down my notes on the observation sheet (see Appendix A) based on my set criteria (see Appendix B). During observations, I always sat at the back of the classroom out of sight of children. Naturally, children knew about me, however, I was sitting quietly, writing down my notes and did not intervene in their lesson, unless a teacher encouraged me to join them.

The observation sheet was created in the following way. The first column of the table shows the strategies teachers used during the lessons, based on the strategies selected for classroom observations (see Appendix B). The second column presents the type of the activity. The last column depicts the teacher's action/s that are important for analysing the type of the strategies used.

In the observation sheet the strategy used was indicated by a certain number out of the 21 selected strategies denoted as criteria for observing (see Appendix B). Those strategies were determined on the ground of the following reasons. Almost all the strategies, except for numbers 2, 3 and 17, are taken from Dörnyei and Ottó's Process Model of L2 Motivation.

The strategy number 1, "involving movement activities", of the actional phase of the model and its third component Maintaining and protecting motivation, is based on the strategy proposed by Dörnyei, "select tasks which require bodily involvement from each participant". Besides, it is linked to the physiological primary needs of a young learner. If children are not provided with enough bodily movement in lessons, they become restless, nervous, unconcentrated, even irritated or aggressive or on the contrary passive and apathetic, see section 1.1.3 The Need to Move. Moreover, movement can help learners to better understand something, for instance using hands while learning English, see 1.1 Learner's needs, paragraph 7. Movement activities are found highly helpful in the processes of learning, processing and remembering information, see 4.2.4 Student involvement.

The strategy number 2, "using visual objects, like pictures" involves using children's sense of sight and touch, which help them better understand, sometimes even if not explained while learning English, see 1.2. Learner's qualities.

The strategy number 3, "application of game activities", belongs to one of the learner's needs and is proved to play a significant role in all the areas of a child's mental health development.

It brings the learner joy, entertainment and relaxation and increases the learner's efforts to reach success, see 1.1.2. Game.

The strategy number 4, "bring in and encourage humour", of the pre-actional phase of the model and its first component Creating the basic motivational conditions, positively contributes to the classroom atmosphere. It creates the conditions for relaxed attitude, positive relationship with learners and favourable classroom climate, see 4.1.1 Classroom climate.

Strategy number 5, "include activities that lead to the successful completion of whole-group tasks or involve small-group competition games", of the pre-actional phase of the model and its first component Creating the basic motivational conditions are believed to help learners with concentration, make them involved, create positive feelings and increase motivation while learning English, see 4.1.2. Group cohesiveness.

Strategy number 6, "using foreign music and videos", of the pre-actional phase of the model and its second component Generating initial motivation, makes the learning entertaining and results in less work for a teacher to make learners do the activities, see 4.2.1. L2 contact.

The strategy number 7, "change of the seating patterns", based on the Dörnyei's strategy "Try and prevent the emergence of rigid seating patterns", of the pre-actional phase and its first component Creating the basic motivational conditions, allows learners to move around the classroom, see 4.1.2. Group cohesiveness.

The strategy number 8, "allowing learners choices about as many aspects of the learning process as possible", of the actional phase of the model and its third component Maintaining and protecting motivation, for instance about activities, increases learner's intrinsic motivation, see 4.2.9 Learner autonomy.

The strategy number 9, "set up tasks in which teams of learners are asked to work together towards the same goal", of the actional phase of the model and its third component Maintaining and protecting motivation, proves learners to achieve a higher level of motivation than if they work on their own, see 4.2.8. Cooperation.

The strategy number 10, "promoting interaction and mutual cooperation", of the pre-actional phase of the model and its first component Creating the basic motivational conditions, is based

on the motivational strategy Dörnyei denotes as “Try and promote interaction, cooperation”. It is possible to be achieved through pair work, small group work, role play and project work, see 4.1.2. Group cohesiveness. By promoting cooperation among the learners, their motivation increases. It has a positive influence on motivation and fosters group cohesiveness as well, e.g. likeness between learners, see 4.3.6. Cooperation.

Strategy number 11, “promote cooperation instead of competition”, of the actional phase of the model and its third component Maintaining and protecting motivation, contributes to motivation and self-efficacy among the group members and develops positive attitude to language learning. Moreover, it helps to create an anxiety-free environment, see 4.2.7 Reducing language anxiety.

Strategy number 12, “making the task content attractive to learners by adapting it to their natural interests”, of the actional phase of the model and its third component Maintaining and protecting motivation, can be achieved by promoting learning relevant to learners’ own lives, including teacher’s humour and some competitive aspect. Games create real attention and intrinsic interest in the language, see 4.2.3 Task attractiveness. This strategy aims at the development of learner’s intrinsic motivation as it focuses on learner’s own interests, see 2.2 Types.

Strategy number 13, “explain the purpose and utility of a task”, of the actional phase of the model and its first component Maintaining and protecting motivation, can be achieved through learners being able to see the point in the tasks they are given and connection of the skills gained from them to their real lives as well, see 4.2.5. Task.

Strategy number 14, “whetting learners’ appetite about the content of the task”, of the actional phase of the model and its third component Maintaining and protecting motivation, can be applied by showing enthusiasm when introducing the activity, and asking students to make guessess and predictions about the upcoming activity, see 4.2.5 Task.

Strategy number 15, “help learners to accept the fact that they will make mistakes as part of learning process”, of the actional phase of the model and its third component Maintaining and protecting motivation, see 4.3.5. Reducing language anxiety, corresponding with another Dörnyei strategy “Encourage risk-taking and have mistakes accepted as a natural part of learning”, of the first component Creating the basic motivational conditions, see 4.1.1. Class

climate, helps reduce learner's anxiety, see 4.2.7 Reducing language anxiety. This strategy focuses on the development of learner's intrinsic motivation, see 2.2 Types.

Strategy number 16, "providing learners with opportunities for success", is based on Dörnyei's motivational strategy "Provide multiple opportunities for success in the language class", of the actional phase of the model and its third component Maintaining and protecting motivation, see 4.3.4. Experience of success. This can be achieved through balancing the less and more difficult activities, or slowly building up from the easier tasks to the more difficult ones. Furthermore, it helps to build true self-esteem, self-confidence and provides a feeling of security. It belongs to the extrinsic motivation of creating the prestige from the side of the teacher and peers and it is closely connected to rewards increasing learners' ambitions and aspirations, see 2.2 Types. On the other hand, success is also considered an intrinsic motivation as a form of a subjective reward once a learner does the activity for the reason of finding enjoyment in it itself.

Strategy number 17, "praising learners during the learning process", belongs to one of the learner's qualities which proved to work very well with children. They are believed to literally seek approval while learning English, see 1.1 Learner's qualities. Since the influence comes from the outside, it belongs to the extrinsic motivation, see 2.2 Types.

Strategy number 18, "providing regular feedback about the learner's progress", of the post-actional phase of the model and its last component Encouraging positive self-evaluation, given in the form of praise leads to learner's encouragement, and criticism becomes challenging and appreciated. Additionally, praise belongs to one of the children's characteristics working very well while learning English, see 4.4.1 Feedback, and focuses on learner's extrinsic motivation, see 2.2 Types.

Strategy number 19, "learners express their opinion on their evaluation or evaluation of their peers", based on Dörnyei's original motivational strategy, "Make the assessment system completely transparent and incorporate mechanisms by which the students and their peers can also express their views", of the post-actional phase of the model and its last component Encouraging positive self-evaluation, see 4.3.2. Assessment, should never be one-sided. Learners should be given the opportunity to assess themselves, as well as their teacher and other peers. It increases learners' responsibility and thus their motivation, see 4.4.2 Grade.

Strategy number 20, “apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests”, of the post-actional phase of the model and its last component Encouraging positive self-evaluation, points out that continuous evaluation assessment evaluating learner’s progress over time should be incorporated. It is believed to have a motivational function, see 4.4.2. Grades and belongs to the development of learner’s extrinsic motivation, see 2.2 Types.

Strategy number 21, “adopting the role of a facilitator to the learners”, of the pre-actional phase of the model and its second component Generating initial motivation, supports learner’s curiosity, insight and relationship in the group. Learners are taking control and responsibility over their own learning, developing their self-belief and autonomy, see 4.2.9 Learner autonomy.

In the half-structured interview teachers were asked three questions. For the first question, I asked in general terms and was interested in whether the teacher concerns herself with the question of motivation, trying to find out what the teacher’s situation is. For the second question, I wanted to know if the teacher tries to motivate children in some way during the lessons, in other words if and which types of motivational strategies she applies. As the last question, I asked what she finds functional to motivate learners and to try to incorporate in lessons.

In conclusion, the data collection was done through eight classroom observations in four classrooms (two 3 graders and two 4 graders) and through three half-structured interviews with the teachers. The research was done in three primary schools in the area of Prague 4 and took about two months to complete. The data gathered during the classroom observations were noted on the observation sheet including the categories of strategies teachers used, type of activities and teacher’s action/s. The observed strategies were based on the criteria for observing, which was composed of the list of 21 motivational strategies selected on the basis of Dörnyei and Ottó’s Process Model of Motivation and young learner’s general needs and qualities connected with learning of English.

5.1.4 DATA PROCESSING AND ANALYSIS

As mentioned earlier, the data was collected by means of classroom observations and half-structured interviews with the teachers.

At first, I prepared the data for further analysis through literal transcription of the collected data into the tables. I created the tables composed of the categories of used strategies, the type of activity and teacher's action/s (see Appendices C - J). Based on the data gained from the observation sheets (see Appendix A), I did text colouring (Miovský 2006, 211) using the same colour for the same occurring motivational strategy.

As a method of analysis of qualitative data, the descriptive approach to qualitative analysis was applied. This method "is based on the assumption, that the processes of organization, classifications and description are themselves the analytic method" (Miovský 2006, 220).

As a sub-method of analysis of qualitative data, "which can also be applied as methods of validation control of analysis and interpretation of qualitative data..." (Miovský 2006, 221), the method of simple listing of the data was implemented. It "is a method on the edge between quantitative and qualitative approach. By way of using it, we express the quality of a certain aspect, which concerns for example how often the given aspect occurred" (Miovský 2006, 222–223).

As Čermák and Štěpáníková (1998, cited in Miovský 2006, 223) point out, "the number is also a category and through monitoring of frequency and intensity of occurrence ("how much") of a certain aspect we also find out something essential about the quality". In results interpretation, the motivational strategies are ordered based on the number of their occurrence starting from the ones used the most, going down to the once used only once. However, the primary finding is not the numeral occurrence of the strategies but the occurrence itself.

The data collected by the half-structured interviews were classified by the technique of literal transcription of the audio-recordings. Literal transcription is defined as an authentic transfer of the collected material, it can be stylistically edited, and the resulting text is possible to comment on (Vojtíšek 2012, 43).

The classified data from both the two techniques, observations and interviews, were finally grouped together to provide summarized results of each case (in this case, the Teacher I, Teacher II. and the Teacher III.).

5.2 RESULTS INTERPRETATION

The following subchapters of this empirical part will cover the interpretations of the collected data. The interpretations of the outcomes of the data gained from the classroom observations and half-structured interviews will be provided separately at the Teacher I., Teacher II. and the Teacher III.

5.2.1 TEACHER I.

Two different classes 3. Š and 4. P were observed with this teacher. There were 11 learners in each of them.

Classroom observations

The data gained during the first observation of class 3. Š are to be found in the Appendix C.

Based on the results gained from the Appendix C, it can be concluded that the Teacher I. uses 9 types of different motivational strategies from the selection used as criteria for observing, see Appendix A. The most occurred strategies are “involving movement activities”, “using foreign music and videos”, “whetting learners’ appetite about the content of the task”, “praising learners during the learning process”. Less occurred strategies are “using visual objects, like pictures”, “promoting interaction and cooperation” and “providing regular feedback about the learner’s progress”.

Additional notes I took during this observation are the teacher showing her enthusiasm over the whole lesson and for the whole time playing the role of a a facilitator to the learners.

The Appendix D presents the data gained during the second observation of class 3. Š. Three learners were missing in this lesson, meaning that 8 learners were present.

Based on the collection of the data from the Appendix D, it can be concluded that the most occurring strategies are “involving movement activities”, “using visual objects, like pictures”, “change of the seating pattern” and “promoting interaction and mutual cooperation”. The less occurring motivational strategies are “application of game activities”, “whetting learners’ appetite about the content of the task”, “praising learner during the learning process” and “adopting the role of facilitator to the learners”.

The Appendix E presents the data gained during the first observation of a different class 4. P. Eleven learners were present in this lesson.

Based on the Appendix E, it can be deduced that the strategy used the most was “using visual objects, like pictures”, then “promoting interaction and mutual cooperation”. The less used ones were “involving movement activities”, “praising learners during the learning process”, “providing regular feedback about the learner’s progress” and “adopting the role of an assistant, facilitator to the learners”.

During this observation, I made a note of the teacher showing great enthusiasm for the activities and teaching itself, and care about the learners. There was a pleasant, friendly and informal environment in the classroom.

The following Appendix F presents the data gained during the second observation of class 4. P. One learner was missing, so 10 learners were present in this lesson.

As for this lesson, based on the outcomes of the Appendix F, the strategies “promoting interaction and mutual cooperation”, then “involving movement activities” and “praising learner during the learning process” were the ones used the most. The strategies “using visual objects, like pictures”, “application of game activities” and “providing learners with opportunities for success” were each used less.

During this lesson, I made a note of the teacher using an aspect of differentiation when she gave learners an option to choose between a school test or a home test.

Overall, based on outcomes of the data collected in all classroom observations of the Teacher I., it can be concluded that the Teacher I. uses the following motivational strategies:

- involving movement activities,
- promoting interaction and mutual cooperation,
- using visual objects, like pictures,
- prasing learners during the learning process,
- adopting the role of facilitator to the learners,
- application of game activities,
- providing regular feedback about the learner’s progress,

- whetting learners appetite about the content of the task,
- using foreign music and videos,
- change of the seating pattern,
- providing learners with opportunities for success.

Interview

In the interview, I asked the teacher 3 simple questions. The interpretations of her responses are as follows.

Me: “Do you concern yourself with the question of motivation?”

T: “I’m afraid that I perhaps do this intuitively, but it’s probably crucial to me because if children are not motivated, they don’t enjoy the learning. I want them to come to the lessons motivated and wanting to learn. In fact, without motivation, it’s not possible”.

Me: “Do you try to motivate children in some way during the lessons?”

T: “Well, perhaps I try to do so before each lesson by warm-up activities when we synchronize ourselves, that’s the evocation and evocation is actually a motivation”.

Me: “What have you found as functioning to motivate learners and try to incorporate in lessons?”

T: “If they are guessing and they don’t know what. Their task is to guess and it’s the best if they take over the initiative, if they are guessing what other learners are playing, when they themselves are the part of the motivation. If I do play, it’s not that interesting. And of course, songs and videos are actually motivational too.”

To sum up, the teacher says that she concerns herself with motivation intuitively, emphasizing that it is a crucial aspect to her because she wants her learners to come to the lessons motivated. She tries to motivate children by warm-up activities. As the best working action to motivate learners, she presents letting them guess (while playing some roles), preferably between themselves. To the end, she mentions the motivational value of songs and videos.

Overall, based on the results from all the classroom observations and the interview, these motivational strategies (out of the criteria for observing) are found to be used by the Teacher I. in her English lessons:

- involving movement activities,
- promoting interaction and mutual cooperation,
- using visual objects, like pictures,
- praising learners during the learning process,
- adopting the role of facilitator to the learners,
- application of game activities,
- providing regular feedback about the learner's progress,
- whetting learners appetite about the content of the task,
- using foreign music and videos,
- change of the seating pattern,
- providing learners with opportunities for success.

5.2.2 **TEACHER II.**

Classroom observations

The Appendix G presents the data collected during the first observation of class 3. B. Fifteen learners out of 18 were present in this lesson, meaning 3 learners were missing.

Based on the results of the Appendix G, it can be deduced that the strategy “promoting interaction and mutual cooperation” occurred the most. The strategies “using visual objects like pictures”, and “providing learners with opportunities for success” followed. The least used strategies included “involving movement activities”, “application of game activities” and “making the task content attractive to learners by adapting it to their natural interests”.

During this lesson, I observed a very affable approach of the teacher. Besides, she applied the strategy “adopting the role of facilitator to the learners” throughout the whole lesson.

The next Appendix H shows the data collected during the second observation of class 3. B. Eighteen learners were present in this lesson.

Based on the data of the Appendix H, it can be concluded that the strategy “promoting interaction and mutual cooperation” was the one used the most. Following were the strategies “using visual objects like pictures” and “providing learners with opportunities for success”. Less used strategies included “encourage cooperation instead of competition”, “making the task content attractive to learners by adapting it to their natural interests”, “praising learners during the learning process” and “adopting the role of facilitator to the learners”.

During this lesson, I again observed the teacher adopting the role of facilitator to the learners.

Altogether, the results gained from all the observations give us the list of the following motivational strategies the Teacher II. proved to use in her English lessons:

- promoting interaction and mutual cooperation,
- adopting the role of facilitator to the learners,
- using visual objects, like pictures,
- providing learners with opportunities for success,
- making the task content attractive to learners by adapting it to their natural interest,
- involving movement activities,
- application of game activities,
- encourage cooperation instead of competition,
- praising learners during the learning process.

Interview

In the interview, the teacher answered 3 questions. Their interpretations can be found below.

Me: “Do you concern yourself with the question of motivation?”

T: “Sometimes I have to if something doesn't work well, I have to ask why. I have to think about it because without it, it's not possible”.

Me: “Do you try to motivate children in some way during the lessons?”

T: “Sure, I try to motivate children. What works well is a connection with practice. Anytime I come back after travelling, I'm retelling them what happened, how it happened and that without the English language, I wouldn't be able to arrange

anything, and that it was the reason why I learned it, to be able to communicate with other people, to not get lost.”

Me: “What have you found as functioning to motivate learners and try to incorporate in lessons?”

T: “Well, I never shout, never get angry, I’m always calm and I try to explain things in a calm way.”

To summarize, the teacher is interested in the topic of motivation because sometimes it is necessary. She tries to motivate children by the connection with practice retelling her personal stories from travels. As a functioning motivation to learners, she considers keeping calm and explaining things in a calm way.

Overall, based on the results from all the classroom observations and the interview, these motivational strategies are found to be used by the Teacher II. in her English lessons:

- promoting interaction and mutual cooperation,
- adopting the role of facilitator to the learners,
- using visual objects, like pictures,
- providing learners with opportunities for success,
- making the task content attractive to learners by adapting it to their natural interest,
- promote contact with L2 cultural products,
- involving movement activities,
- application of game activities,
- encourage cooperation instead of competition,
- praising learners during the learning process.

Apart from the strategies listed above, the teacher highlights the importance of seeing the connection between what learners are learning and the real life. This strategy has not been selected for the purposes of this thesis, however it is connected to development of learner’s intrinsic motivation, see 2.2. Types.

5.2.3 TEACHER III.

Classroom observations

The Appendix I displays the data collected during the first observation of joined class 4. A and B. Seventeen learners were present in this lesson.

Based on the Appendix I, it can be exerted that strategies “promoting interaction and cooperation” and “providing learners with opportunities for success” were the ones the teacher used the most. The strategy “providing regular feedback about the learner's progress” was the second most used. The less used strategies included “involving movement activities”, “using visual objects, like pictures”, “application of game activities” and “adopting the role of a facilitator to the learners”.

During this observation, I noticed that the teacher spoke mostly in Czech. Otherwise, there was an informal and friendly atmosphere in the classroom. It gave me an impression of a very apt class where learners seem to possess a positive relationship towards English. The teacher was providing learners with opportunities for success throughout the whole lesson.

The next Appendix J shows the data collected during the second observation of joined class 4. A and B. Sixteen learners were present in this lesson, so 1 learner was missing.

It can be deduced from the outcomes of the Appendix J, that the strategies the teacher used the most included “promoting interaction and mutual cooperation” and “providing learners with opportunities for success”. The strategy “application of game activities” appeared as the second most used. Less used strategies occurred to be “involving movement activities”, “using foreign music and videos”, “change of the seating pattern”, “making a task content attractive by adapting to the learners’ natural interests” and “adopting the role of a facilitator to the learners”.

The overall outcomes of all the classroom observations provide the list of the following motivational strategies the Teacher III. used in her English lessons:

- promoting interaction and cooperation,
- providing learners with opportunities for success,
- involving movement activities,

- application of game activities,
- adopting the role of a facilitator to the learners,
- providing regular feedback about the learner's progress,
- using visual objects, like pictures,
- using foreign music and videos,
- change of the seating pattern,
- making a task content attractive by adapting it to the learners' natural interests.

Interview

During the interview, the teacher provided her responses to three questions. Their interpretations can be found below.

Me: "Do you concern yourself with the questions of motivation?"

T: "I surely concern myself with the question of motivation, I try to incorporate it." In this case, the teacher mentions family, that she thinks that it highly depends on the home environment, how children are explained what is or should be important for them in life.

Me: "Do you try to motivate children in some way during the lessons?"

T: "I generally think so, I motivate children a lot by praising. They are very happy for it, that they are good, they know it, manage, have the knowledge."

Me: "What have you found as functioning to motivate learners and try to incorporate in lessons?"

T: "Various games work very well with children. Through them, they learn a lot, they are not afraid to say a lot of things in English between themselves and if they do well, they are happy. So, I think including game is also good motivation, that we don't still use frontal teaching. I include various videos, short movies with subtitles, children's fairy tales they know from Czech. We sing different songs. This is a very skillful class, so I think that there is not that much motivation needed from my side."

T: “Personally to me, it’s crucial in general not to stress children out with grades unnecessarily.” The teacher explains that she tries to lead them to find the correct answers themselves if they are wrong and other children can help too. “The most motivating factor to me is that the children don’t feel stressed, that they are not afraid of making mistakes, that they know we’ll explain it to each other and I think it works in my classes. I want them to develop a relationship towards the language, not to be afraid of saying something wrong.”

To sum up the main points, the teacher concerns herself with the question of motivation. She involves it in the form of praise. To motivate learners, she finds as the most functional playing games as well as videos, movies, fairy-tales and songs. It is highly important to her that children do not feel stressed in lessons by getting negative grades and thus developing a block preventing them from communicating in English.

The overall outcomes of all classroom observations and the teacher’s interview indicate the following strategies were used by the Teacher III. in her English lessons:

- praising learners during the learning process,
- help learners to accept the fact that they will make mistakes as part of learning process,
- promoting interaction and cooperation,
- providing learners with opportunities for success,
- involving movement activities,
- application of game activities,
- adopting the role of facilitator to the learners,
- providing regular feedback about the learner’s progress,
- using visual objects, like pictures,
- using foreign magazines, music and videos,
- change of the seating pattern,
- making a task content attractive by adapting it to the learners’ natural interests.

CONCLUSION

This bachelor paper focuses on how teachers motivate learners in English lessons at the stage 1 of Primary Education. Its primary aim is to find out which motivational strategies teachers use during their English lessons. The sub-aim is to discover which phase of the Process Model of L2 Motivation the discovered motivational strategies belong to.

In the theoretical part, I aimed at the concepts needed for approaching the empirical part of my paper. At first, I focused on defining the young learner in terms of his qualities and needs. Then, I interpreted the term motivation and specified its types. The crucial component of my paper was a chapter dealing with various motivational strategies, which I presented within the Process Model of L2 Motivation by Dörnyei and Ottó.

The empirical part of my paper is devoted to only research investigation. At the beginning, I specified the research methodology, the method of collecting and analysing the data along with the choice of the research sample.

The main aim of the research was to find out: “which motivational strategies teachers use in ELT at the stage 1 of Primary Education.”

On the ground of classroom observations and teachers’ interviews implemented in the research investigation, I have reached the following conclusion.

Within the Process Model of L2 Motivation by Dörnyei and Ottó and based on the young learner needs and qualities connected to English learning, these are the strategies the investigated three teachers of the 3rd and 4th grade used in their English lessons. The provided list is ordered based on the occurrence of each strategy, beginning with the one which occurred the most going down to the strategies with lower occurrence.

- using visual objects, like pictures,
- promoting interaction and cooperation,
- providing learners with opportunities for success,
- praising learners during the learning process,
- application of game activities,

- involving movement activities,
- adopting the role of facilitator to the learners,
- providing regular feedback about the learner's progress,
- using foreign music and videos,
- help learners to accept the fact that they will make mistakes as part of learning process,
- change of the seating pattern,
- making a task content attractive by adapting it to the learners' natural interests,
- promote contact with L2 cultural products,
- encourage cooperation instead of competition,
- whetting learners appetite about the content of the task,
- connection of learning with the real life.

The sub-aim of this paper was to find out which phase of the Process Model of L2 Motivation the discovered motivational strategies belong to. The following list shows the division of the used strategies between the phases of the model. Some strategies, which appeared to belong to the learner's qualities, needs or development of the intrinsic motivation, thus not specifically to any of the phases, have been clarified too.

- using visual objects, like pictures - learner quality,
- promoting interaction and cooperation – pre-actional phase,
- providing learners with opportunities for success – actional phase,
- praising learners during the learning process – learner quality (extrinsic motivation),
- application of game activities – learner's need,
- involving movement activities – actional phase,
- adopting the role of facilitator to the learners – pre-actional phase,
- providing regular feedback about the learner's progress – post-actional phase (extrinsic motivation),
- using foreign music and videos – pre-actional phase,
- help learners to accept the fact that they will make mistakes as part of learning process – actional phase (intrinsic motivation),
- change of the seating pattern – pre-actional phase,

- making a task content attractive by adapting it to the learners' natural interests – actional phase (intrinsic motivation),
- promote contact with L2 cultural products – pre-actional phase,
- promote cooperation instead of competition – actional phase,
- whetting learners appetite about the content of the task – actional phase,
- connection of learning with the real life – intrinsic motivation.

In conclusion, the above-displayed strategies have been found out to be used in the English lessons of the three teachers at the stage 1 of Primary Education. As far as the division into the phases of the model goes, the outcomes show the equal proportion of the used strategies belonging to the pre-actional and actional phase, the post-actional phase appeared once and the rest of the strategies belong to learner's qualities, needs and one to the development of learner's intrinsic motivation. Based on the outcomes provided above, it can be concluded that the aim and sub-aim of this paper were attained. However, it must be noted that the outcomes are not exhaustive for providing the overall picture of this classroom issue. Therefore, the further investigations focusing for instance on learners and teachers' perceptions of the situations and the long-term development of motivation might be beneficial to implement.

RESUMÉ

Tato bakalářská práce se zabývá problematikou využívání motivačních strategií učiteli ve výuce anglického jazyka na 1. stupni základních škol. Jejím cílem bylo zjistit, jaké motivační strategie učitelé základních škol používají ve svých hodinách angličtiny. Byl také stanoven podcíl práce, a to do které fáze modelu motivace zjištěné motivační strategie patří. Práce je rozdělena do dvou částí, teoretické a praktické.

Teoretická část se dělí na čtyři hlavní kapitoly – žáka mladšího školního věku, koncept motivace, model motivace a motivační strategie. Kapitoly definují základní pojmy, detailněji jsou rozebrány charakteristiky a potřeby žáka mladšího školního věku, základní druhy motivace, vybraný model motivace a druhy motivačních strategií spadající pod tento model.

Období žáka mladšího školního věku probíhá od 6 do 11, někdy do 12 let věku dítěte. Mezi jeho hlavní charakteristiky patří učení se vším, co dítě obklopuje, význam zapojení smyslů do výuky (zrak, sluch, hmat), obtížnost porozumět gramatice, schopnost udržet pozornost v rozmezí kolem deseti minut, nadšení a zvědavost o okolní svět, nepřímé učení, potřeba zábavných aktivit, znát smysl a přínos činností a být chválen. Potřeby dítěte tohoto věku zahrnují potřeby vztahové - navázání vztahů s učiteli a spolužáky, potřeba kooperace a spolupráce a identifikace se silnější autoritou. Významnou roli hraje potřeba hry a začlenění pohybu do výuky.

Termín motivace je považován za abstraktní pojem, a to z důvodu různých vlivů a podnětů ovlivňujících lidské chování. Je proto důvodem, proč se lidé rozhodnou pro vykonání určité aktivity a kolik úsilí jsou ochotni do ní vložit a jak dlouho v ní setrvají. Je také velmi důležitým faktorem úspěchu či neúspěchu v procesu učení. Motivace je primárně dělena na dva druhy – vnější a vnitřní. Vnější motivace je výsledkem vnějších vlivů na člověka, konkrétně dosažení úspěchu a různých forem odměny. Vnitřní motivace je dána vlastním zájmem jedince, zvědavostí, zaujetím, nezávislostí a je úzce spojena s provázaností mezi učivem a osobním životem žáka.

Praktická část práce je koncipována především na základě vybraného modelu motivace “Process Model of L2 Motivation” dle autorů Dörnyei a Ottó. Model se primárně skládá ze dvou základních dimenzí – motivačních vlivů a sledu událostí. Motivační vlivy zahrnují veškeré

zdroje energie a tzv. motivační síly, které oboje stimulují probíhající chování. Sled událostí označuje přeměnu prvotních přání, nadějí, tužeb v cíle, poté záměry a následně provedení samotné činnosti, dosažení cíle a nakonec zpětné hodnocení tohoto celého procesu. Specifickým rysem tohoto modelu je jeho zaměření na čas, kdy k událostem dochází. Z tohoto důvodu je model rozdělen do tří fází – předakční, akční a poakční fáze a dále do čtyř komponentů nastiňujících celý proces motivace. Těmito komponenty jsou – vytvoření základních motivačních podmínek, vzbuzení prvotní motivace, udržení a chránění motivace a povzbuzení pozitivního retrospektivního sebehodnocení. Každý z těchto komponentů obsahuje řadu motivačních strategií.

Pro potřeby výzkumu této práce bylo vybráno celkem 21 motivačních strategií. Strategie byly vybrány na základě vybraného modelu “Process Model of L2 Motivation”, obecných potřeb žáků a vlastností spojených s učením se angličtiny zaměřující se na rozvoj komunikační kompetence v jazyce. Výzkumná část byla provedena kvalitativním způsobem za použití metod třídních náslechnů a rozhovorů s učiteli. Jako výzkumný vzorek byly použity tři základní školy, v rámci nich čtyři různé třídy 3. a 4. ročníků. Každá třída byla pozorována ve dvou po sobě jdoucích hodinách angličtiny. Celkem byly provedeny tři rozhovory s učiteli angličtiny daných tříd.

Pro zaznamenávání zjištěných dat z třídních náslechnů byl použit observační list, do něhož byly vždy zaznamenány vypořizované motivační strategie, druh aktivity, učitelovo jednání, případně další doplňkové poznámky. Celkem bylo pro pozorování vybráno těchto 21 motivačních strategií:

- zapojení pohybových aktivit,
- použití vizuálních předmětů, např. obrázků,
- aplikace herních činností,
- vnesení a povzbuzení humoru,
- zahrnutí aktivit, které vedou k úspěšnému dokončení skupinových úkolů nebo soutěžních her v malých skupinkách,
- využití cizojazyčné hudby a videí,
- změna zasedacího pořádku,
- žáci se podílejí na volbě aktivit v hodinách,
- žáci pracují v týmech k dosažení společného cíle,

- prosazení interakce a vzájemné spolupráce,
- podpora spolupráce namísto soutěživosti,
- snaha o to, aby obsah činností byl pro děti zajímavý přizpůsobením jejich přirozeným zájmům,
- vysvětlení smyslu a přínosu úkolů,
- vzbuzení chutě a zájmu při zadávání úkolů,
- snaha o to, aby žáci přijímali chyby jako přirozenou součást procesu učení,
- poskytování žákům příležitostí k úspěchu během vyučovacího procesu,
- chválení žáků během vyučovacího procesu,
- poskytování pravidelné zpětné vazby o pokroku žáků,
- žáci vyjadřují svůj názor ke svému hodnocení či hodnocení spolužáků,
- aplikace jiných způsobů hodnocení než písemných testů,
- ztotožnění se s rolí pomocníka žáků.

Rozhovor s učiteli byl utvořen polostrukturovanou formou. Při realizaci výzkumu byly všechny rozhovory nahrávány a následně interpretovány na základě doslovné transkripce ze získaných dat. Každý rozhovor trval v časovém rozmezí okolo 10 minut. Nejdříve byla položena otázka obecnějšího charakteru, zdali se učitelé sami zabývají otázkou motivace, na niž všichni dotazovaní učitelé reagovali pozitivně. Následně byli učitelé dotázáni, zdali se snaží žáky nějakým způsobem motivovat ve svých hodinách a co se jim osvědčilo jako fungující pro to motivovat své žáky a zahrnout do své výuky. Odpovědi na tyto otázky se následně promítly do závěru celé práce.

Na základě použitých výzkumných metod bylo docíleno následujících výsledků. V rámci vybraného modelu motivace, potřeb žáků mladšího školního věku a vlastností spojených s výukou angličtiny byly v hodinách angličtiny použity tyto motivační strategie:

- použití vizuálních předmětů, např. obrázků,
- prosazení interakce a vzájemné spolupráce,
- poskytování žákům příležitosti k úspěchu,
- chválení žáků během vyučovacího procesu,
- aplikace herních činností,
- zapojení pohybových aktivit,

- ztotožnění se s rolí pomocníka žáků,
- poskytování pravidelné zpětné vazby o pokrocích žáků,
- použití cizojazyčné hudby a videí,
- pomoc žákům přijmout fakt, že budou dělat chyby jakou součástí procesu učení,
- změna zasedacího pořádku,
- snaha učinit obsah úkolů atraktivním pro žáky přizpůsobením jejich přirozeným zájmům,
- prosazování kontaktu s kulturními produkty druhého jazyka,
- podpora spolupráce namísto soutěživosti,
- vzbuzení chuti u žáků o obsahu úkolů,
- spojení učiva s reálným životem.

Následující seznam uvádí, do které fáze modelu zjištěné motivační strategie patří. Některé strategie nejsou uvedeny ve vybraném modelu a patří do kategorie žakových obecných potřeb či vlastností spojených s výukou angličtiny a rozvíjí vnitřní či vnější motivaci. Seznam uvádí i tyto specifika.

- použití vizuálních předmětů, např. obrázků – žákova vlastnost,
- prosazení interakce a vzájemné spolupráce – předakční fáze,
- poskytování žákům příležitosti k úspěchu – akční fáze,
- chválení žáků během vyučovacího procesu – žákova vlastnost (vnější motivace),
- aplikace herních činností – žákova potřeba,
- zapojení pohybových aktivit – akční fáze,
- ztotožnění se s rolí pomocníka žáků – předakční fáze,
- poskytování pravidelné zpětné vazby o pokrocích žáků – poakční fáze (vnější motivace),
- použití cizojazyčné hudby a videí – předakční fáze,
- pomoc žákům přijmout fakt, že budou dělat chyby jako součástí procesu učení – akční fáze (vnitřní motivace),
- změna zasedacího pořádku – předakční fáze,
- snaha učinit obsah úkolů atraktivním pro žáky přizpůsobením jejich přirozeným zájmům – akční fáze (vnitřní motivace),
- prosazování kontaktu s kulturními produkty druhého jazyka – předakční fáze,

- podpora spolupráce namísto soutěživosti – akční fáze,
- vzbuzení chuti u žáků o obsahu úkolů – akční fáze,
- spojení učiva s reálným životem – vnitřní motivace.

Výše uvedené motivační strategie byly použity učiteli 1. stupně v jejich hodinách angličtiny. Z hlediska rozdělení strategií do fází aplikovaného modelu výsledky vykazují rovnoměrné použití strategií z fází předakční a akční, poakční fáze byla zmíněna v jednom případě. Na základě uvedených výsledků výzkumné části lze podotknout, že oba cíle práce, hlavní cíl a podcíl byly dosaženy.

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Appendix A Observation Sheet

Observation Sheet

Motivational Strategies

School:

Class: Number of Ls: T's name:

Date: Time:

Strategy Number	Activity	T's Action/s

Appendix B Criteria for Classroom Observations: List of Motivational Strategies

Classroom Observations

Motivational Strategies

1. Involving movement activities
2. Using visual objects, like pictures
3. Application of game activities
4. Bring in and encourage humour
5. Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games
6. Using foreign music and videos
7. Change of the seating patterns
8. Allowing learners choices about as many aspects of the learning process as possible
9. Set up tasks in which teams of learners are asked to work together towards the same goal
10. Promoting interaction and mutual cooperation
11. Promote cooperation instead of competition
12. Making the task content attractive to learners by adapting it to their natural interests
13. Explain the purpose and utility of a task
14. Whetting learners' appetite about the content of the task
15. Help learners to accept the fact that they will make mistakes as part of learning process
16. Providing learners with opportunities for success
17. Praising learner during the learning process
18. Providing regular feedback about the learner's progress
19. Learners express their opinion on their evaluation or evaluation of their peers
20. Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests
21. Adopting the role of a facilitator to the learners

Appendix C The First Observation of Class 3. Š

Strategy used	Activity	T's Action/s
18	Workbook exercise	Teacher asking questions - How many boys/girls? learners are supposed to write down the questions
6 (within activity book)	Activity book - a video listening (I like/I don't like)	
1, 10, 2, 17	New topic - My town	Teacher has cards, 1 learner comes to her, the teacher shows him/her a picture, the learner is supposed to pantomime the building
17, 10	listen and repeat	
14	Revision	Teacher saying to learners that they will like this page in the textbook, she asks about the characters from the story from the last time
17	Listening exercise	Teacher explains that they need to catch up after her absence. T's reaction - "I praise..."
2	Matching - like/ don't like with the pictures from the activity book	
14	Music	"Because music is good!" The teacher suggests – "It's nice and you will like it!"
1, 6		Teacher dancing to the fast music, some learners join
4		The teacher is funny, she is instructing playing on the instrument

1, 6		Children are encouraged to dance, move to the music
		The teacher is asking learners for feedback if they liked this activity
14		“The next exercise, you will like it.” The teacher involves me - the whole class asking me if I like this type of music or not
	listening exercise - How much is the... IT's ..., listen and repeat	

Appendix D The Second Observation of Class 3. Š.

Strategy used	Activity	T's action/s
1	Shooting game (e.g. "Are - you - a teacher?" if the person is not, he/she starts shooting), everyone is stood up, after saying a word, he/she sits down	
17	Topic - To have got (children are supposed to draw 2 cakes on a plate	T's reaction - "Good for you, you are very smart."
	Listening to the rhyme from the textbook, "How many cakes are there?" Learners are supposed to answer	
14		"We will play a game in a while."
	Learners repeating what was said in the rhyme (it makes all learners involved and entertained).	The teacher goes around, making sure that everyone is singing.
1, 7, 3	2 groups (1 singing rhyme to me, the other one to the teacher), then rapping (2 groups in front of each other), 1 rapping, coming closer, the other 1 listening, then they swap	
7		Teacher organizes some learners to sit in different places where they will pay more attention
2, 10, 21	Exercise book - quizzes questions, colouring in, making pairs and doing exercise on I like/I don't like	

		Teacher collecting the activity books from learners, encouraging them to come to her and say: "Here you are."
2, 10	Flash cards	Teacher showing flash cards, revealing it slowly, learners are supposed to say what they see, then draw a picture in their exercise books (1 learner is always supposed to write the correct word on the board)

Appendix E The First Observation of a Different Class 4. P

Strategy used	Activity	T's Action/s
10	Hangman	
1, 2, 17	Toy shop - "Can I have (colour) kite? "	T's reaction - "Super good!"
2	Glueng kites in an exercise book	
2	Activity book - listening	
10	Reading - aloud, 1 learner translates	Teacher simulates stepping on the stairs
21, 18	Story imitation	Teacher wants learners to live in the story and imitate its characters in terms of stress and pronunciation. T's reaction - "Lovely!"
2	Drawing their kite in the exercise book including a face and hair	

Appendix F The Second Observation of Class 4. P

Strategy used	Activity	T's Action/s
1, 10, 17	Shooting game - There are lots of ... (while learners are standing at the beginning of the lesson)	
16	Home test x school test - a small paper with a few sentences (giving learners a choice), home test won (needs to be done until the next day, if not, a child will be given 5)	
1, 10, 2, 17	New topic - My town	Teacher has cards, 1 learner comes to her, the teacher shows him/her a picture, the learner is supposed to pantomime the building
17	Hangman (learners are supposed to guess the word library)	
1, 10	All children were pantomiming a church - 1 learner and me were supposed to guess	
3	Fly game	Teacher promises to learners to play it the next time
10	Revision of there is/there are with the new places they have learned in this lesson	

Appendix G The First Observation of Class 3. B

Strategy used	Activity	T's Action/s
1, 2, 10, 16	Vocabulary spelling	The teacher clicks the pictures of the pieces of clothes on the board + its names, but in the jumbled order, learners are supposed to come, pick the one spelled wrong and switch it with the right one
10	Pronunciation exercise	“Now we will read the vocabularies together and then in sections.”
3, 10, 16, 12	Practicing of Have you got? Yes, we have/No, we don't, I'm sorry and Here you are	Teacher suggests that they will make a shop (puts pieces of real clothes on the desk), asks for 1 boy to be a seller and girls will be customers
2, 10, 16		Teacher encourages learners to open their textbook, that there is something interesting, “Who finds out, raise his/her hand.”
10	The crazy clothes shop - story learners are supposed to read, then translate	Teacher suggests that there is something in the story they don't know and explains in the following way
10	Everybody is supposed to take in their hands something which is theirs	Teacher collects some of the learners' items and says: “I've got (somebody's) pen.” She writes it on the board, asks

		learners what it means = an explanation of genitive.
2	Activity book - learners are supposed to colour in the clothes based on the descriptions under each character	“I’ll collect them (the activity books), so pay attention.”
2	Activity book - 1 more exercise about shopping	
	Activity book - exercise on practicing has got + genitive	T’s reaction: “That is so easy”, trying to encourage learners

Appendix H The Second Observation of Class 3. B

Strategy used	Activity	T's Action/s
10, 11	Singing of the alphabet, and then in sections as a competition	
2	Vocabulary practice	Teacher hands in a paper with a picture of a piece of clothes on it, learners are supposed to colour it based on the description under the picture, e.g. green and black under a picture of a T-shirt
10	Practice of have got	Teacher asks individual learners “What have you got?” Learners are supposed to answer
12	Speaking practice, facts about the world – learners are supposed to open the textbook	Teacher asks what they see there and then if there is anyone who’s been to any museum here in Prague or London, then teacher retells the story about herself being in a wax museum, showing a picture of herself there
2, 10	Speaking practices, facts about the world - learners are supposed to say what they see in the story in the textbook	Teacher writes the words on the board with their Czech translation
10, 16	Listening exercise	Teacher plays the story, stopping it, asking learners about the meaning
10	Revision of genitive	Teacher repeats the genitive explained in the previous lesson by taking learner’s book and a bottle of water, asking “whose is this textbook and a bottle of water”

16	Reading exercise - learners are given roles from the story, are supposed to read it	
17, 21	Activity book - exercise with the characters from the story on practicing of genitive	Teacher makes a comment: "It is so easy", and "Well done children, you've been doing great today!"

Appendix I The First Observation of Joined Class 4. A and 4. B

Strategy used	Activity	T's Action/s
10, 16	Vocabulary revision	Teacher asks learners in Czech how to say certain words in English
10, 16	Revision of phrases	Teacher asks learners about some English phrases in Czech, learners are supposed to say them in English
2, 10, 16	Worksheet - revision of I, you, he, she, it + verb run + do/does before filling it in, then coming to the board writing the correct answers	
18, 21	Worksheet - learners individually finishing	Teacher walking around, providing help, once learners finish the worksheet, they come individually to the teacher for correction
	Reading exercise - learners are supposed to read about Legoland in the textbook and later they will play a game	
17, 18		After finishing the whole correction, the teacher gives positive feedback to the whole class
1, 3	Live pairs game (2 learners go behind the door, the rest of the class is giving themselves some roles, those who were behind the door come to the front of the classroom, saying adjectives and trying to find the people who belong to each other	

Appendix J The Second Observation of Joined Class 4. A and B

Strategy used	Activity	T's Action/s
10, 16	Speaking practice	Teacher asks learners - "How do you go to school?"
10, 16, 17	Topic Daily routine	Teacher asks learners about the difference between wake up x get up
6	Youtube video-song - My daily routine	
10	Speaking practice	The teacher encourages learners to say aloud the daily routines they have heard
1, 3, 7, 16	Team work	Teacher gives each learner a number 1 or 2, based on the numbers, they are supposed to divide into 2 groups, there are 2 teams, 2 learners out of each team go to the front, learners in the teams are supposed to mime an action, those in the front guess
3	Bingo game	

12	Listening story - 1 learner asks the teacher if they will do Collin today, teacher agrees, so they listen to a sci-fi story from the textbook	
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