JIHOČESKÁ UNIVERZITA V ČESKÝCH BUDĚJOVICÍCH

FILOZOFICKÁ FAKULTA

ÚSTAV ANGLISTIKY

BAKALÁŘSKÁ PRÁCE

Understanding motivation of Czech high school and university students to learn the English and French languages

Vedoucí práce: Mgr. Helena Lohrová, Ph. D.

Autor práce: Marie Csevárová

Studijní obor: Anglický jazyk a literatura – Francouzský jazyk a literatura

Ročník: 3.

Poděkování

Mé poděkování patří Mgr. Heleně Lohrové, Ph.D., za odborné vedení, velkou trpělivost, ochotu a rady, které mi v průběhu zpracování mé bakalářské práce poskytla.

Prohlášení

Prohlašuji, že svoji bakalářskou práci jsem vypracovala samostatně pouze s použitím pramenů a literatury uvedených v seznamu citované literatury.

Prohlašuji, že v souladu s § 47b zákona č. 111/1998 Sb. v platném znění souhlasím se zveřejněním své bakalářské práce, a to v nezkrácené podobě elektronickou cestou ve veřejně přístupné části databáze STAG provozované Jihočeskou univerzitou v Českých Budějovicích na jejích internetových stránkách, a to se zachováním mého autorského práva k odevzdanému textu této kvalifikační práce. Souhlasím dále s tím, aby toutéž elektronickou cestou byly v souladu s uvedeným ustanovením zákona č. 111/1998 Sb. zveřejněny posudky školitele a oponentů práce i záznam o průběhu a výsledku obhajoby kvalifikační práce. Rovněž souhlasím s porovnáním textu mé kvalifikační práce s databází kvalifikačních prací Theses.cz provozovanou Národním registrem vysokoškolských kvalifikačních prací a systémem na odhalování plagiátů.

V Českých Budějovicích 31/7/2020

....

Abstract

The focus of this bachelor thesis is the study of the motivation of two target groups: high school and university students in learning both English and French languages. The research was stimulated by the great influence of motivation on Second Language Acquisition (SLA), and it aimed to give an insight into the motivations and different variables that influence the motivation of the students. The first chapter of the thesis introduces the topic of motivation in SLA, serving as the basis for the research. Accordingly, this work focused specifically on the following aspects of motivation: intrinsic and extrinsic motivation, instrumental motivation, language anxiety and amotivation, and several of the influences on the motivation of the students: teachers, parents, and friends. It is followed by the second chapter, which outlines the methodology: piloting a questionnaire, final questionnaire design, and the data collection. The third chapter contains the data analysis, which comprises the responses of the participants. The fourth chapter addresses both contrasts and similarities between the two studied groups. Several of the main findings are – Within the students, intrinsic and extrinsic motives coexist, nevertheless, for university students, the career motive was more noticeable. Concerning high school students, intrinsic motivation was the most prevalent. There were also some differences between the students of the target languages of this thesis, French students were often motivated by the culture of the language, and English students mostly perceived the practical usefulness of English as their main motive. The influence of teachers was perceived as more positive within university students than the high school students. Both groups of students expressed quite low perceptions of the active parental influence on their language learning. Many students displayed the occasional state of amotivation or signs of language anxiety. These aspects were higher within the university students, French majors in particular. This thesis could serve as a base for follow up research or as a tool for educators in researching the motives of their students in order to increase their motivation.

Key words; motivation; SLA; French; English; intrinsic motives; extrinsic motives; amotivation.

Abstrakt

Tato bakalářská práce je zaměřena na motivaci dvou cílových skupin: studentů středních a vysokých škol při výuce anglického a francouzského jazyka. Inspirace pro tuto práci byl potencionální vliv motivace na učení se druhého jazyka (SLA) a cílem bylo porozumět motivaci a různých proměnných, které ovlivňují motivaci studentů. První kapitola práce představuje téma motivace v SLA, které slouží jako základ pro výzkum. Tato práce se tedy zaměřila konkrétně na tyto aspekty motivace: vnitřní a vnější motivace, instrumentální motivace, jazyková úzkost a amotivace a několik vlivů na motivaci studentů: učitelé, rodiče a přátelé. Následuje druhá kapitola, která nastiňuje metodologii výzkumu: pilotní dotazník, návrh finálního dotazníku a sběr dat. Třetí kapitola obsahuje analýzu dat, která zahrnuje odpovědi účastníků. Čtvrtá kapitola pojednává o kontrastech a podobnostech mezi oběma studovanými skupinami. Několik hlavních zjištění: Mezi studenty existují v symbióze vnitřní a vnější motivy, u vysokoškolských studentů byl však zřetelnější kariérní motiv. Pokud jde o studenty středních škol, nejrozšířenější byla vnitřní motivace, což znamená že se učí jazyk, protože je to baví. Určité rozdíly se našly i mezi studenty cílových jazyků této práce, studenti francouzštiny byli často motivováni kulturou jazyka a studenti angličtiny většinou vnímali praktickou užitečnost angličtiny jako svůj hlavní motiv. Vliv učitelů byl vnímán jako pozitivnější u studentů vysokých škol více než u studentů středních škol. Obě skupiny studentů projevily poměrně nízké vnímání aktivního rodičovského vlivu na jejich jazykové vzdělávání. Mnoho studentů projevilo občasný stav amotivace nebo známky jazykové úzkosti. Tyto aspekty byly vyšší u studentů vysokých škol, a to zejména studentů francouzštiny. Tato práce by mohla sloužit jako základ pro následující výzkum nebo jako nástroj pro pedagogy při zkoumání motivů jejich studentů za účelem zvýšení jejich motivace.

Klíčová slova; motivace; SLA; francouzský jazyk; anglický jazyk; vnitřní motivy; vnější motivy; amotivace.

Table of Contents

Introduction

The present thesis aims to understand the motivation of both Czech high school and university students in the acquisition of a second language. This study focuses particularly on the acquisition of the English or French language. The research examines how the motivation of these groups varies and proposes what are the most common motives for each group, and what can be compared for both of these groups of students.

The role of motivation for success in second language acquisition is a topic that has always personally fascinated me, and I selected it, intending to understand the impact of motivation on successful language acquisition. I decided to inquire specifically into the motivation of high school and university students since the period between high school and university are the part of life where students start to display their motivation in order to acquire a particular second language. I was also keen to research the current and popular motives to learn the two languages that I study myself.

Motivation is one of the most important factors that affect the process of Second Language Acquisition (SLA). Motivation itself is a complex topic and has many areas that need consideration. In the introductory chapter, I set out a summary of the most influential and current theories that impact on students´ second language acquisition. Specifically, I based my research on the socio-educational model of Robert Gardner and the self-determination theory of Deci and Ryan, which was targeted explicitly on the area of second language acquisition by Noels. I also present the research on the phenomenon of directed motivational currents, the influence of family and teachers on student motivation. These theories and studies served to underpin the research presented in this thesis.

In chapter 2, I present the methodology of my research, the process of piloting the questionnaires, and the final design of the questionnaires. In chapter 3, after collecting the data, it was relevant for the analysis to explore the variety of motives and influences on motivation within the learners of English and French. Drawing from Gardner's model, I investigate the relationship between instrumentality (practical motives for language learning) and integrativeness (desire to become a part of the L2 community) and the level of language anxiety and amotivation. Drawing from the self-determination theory, I examine the differences between intrinsic and extrinsic motivations within these students

(motivation can be either extrinsic -where the focus is more on the outside influences such as getting good grades- or intrinsic -if the motivation comes without any obvious external rewards such as when the student sincerely enjoys the activity). Based on the research on directed motivational currents, I intend to find evidence on this phenomenon in the respondents of this study. Teachers are certainly a major influence either on boosting or suppressing the motivation of their students and one of the key focus of this research. Additionally, I investigate the level of parental influence on students since a part of the research focuses on the motivation of their children to learn a second language.

Finally, in chapter 4, I proceed to a discussion about the participating student group and the comparison of the two target groups of students. Furthermore, I present the interpretations that can be done about their attitudes toward motivation, their influences, and choices, and discussions on their individual motivations to language learning.

1   Motivation in SLA

According to Bronec (1991), the terms motive and motivation originated from the Latin "movere", which means "to move, to stimulate, to arouse, to act." Motivation is an integral part of human psychology driving individuals in the search for food or safety. Humans strive to learn and get better, it is an effort to become the best version of themselves. The topic of motivation is complex and has not yet been completely developed. Besides, the terms motive and motivation are not always considered as synonyms. For some, motivation can be perceived as a definite complex, whereas motive means the realization of motivation. Motivation is an essential part of a journey to realizing a variety of goals as motives are the reasons for our particular actions or behaviors. Motivation can be either extrinsic- where the focus is rather on outside influences (for instance getting good grades) or intrinsic where motivation comes from the inside of a person (the student simply enjoys the activity). Intrinsic motivation is often perceived as being more crucial for success (Bronec, 1991)

Dörnyei (2001) emphasizes that studying motivation is essentially studying not only the "why" in human behavior but also the "how long" and "how hard". Since motivation is viewed as a human characteristic that comprises various aspects and reasons for our actions, it is a fundamental element for gaining and maintaining proficiency in a second language (L2). The motivation which compliments the abilities of a student is a big cause of success. On the other hand, the opposite of motivation-amotivation (the state of no motivation) may often be a cause of failure in language learning. Motivation is one of the requirements for effective learning since it affects concentration, learning endurance, learning speed, and depth of acquired knowledge. Motivation depends on whether or not the student will use their potential and further develop their abilities (Dörnyei, Motivational Strategies,2001).

Second language acquisition is a lengthy process, and therefore, the theories concerning or related to this topic are complex. Since the 1990s, there has been an emergence of several theories discussing motivation in second language acquisition and the role of motivation in education. In this chapter I present the theories that introduce the aspects of motivation that I investigate my research.

From the wide variety of theories about motivation in SLA, I chose to present the following as a support for my own research: 1. Gardner's socio-educational model-R. Gardner (Gardner, Integrative motivation, 2005) 2. Self-determination theory, largely developed by Deci and Ryan (Ryan and Deci, 2000), which in the context of motivation in SLA was presented by K. Noels (Noels, 2015) 3. Directed Motivational Currents developed mostly by Z. Dörnyei (Dörnyei, Ibrahim, and Muir, 2015) (Dörnyei, Davydenko, and Henry, 2015) 4. Research on the influence of teachers on the motivation of students (Noels, 2015), (Dörnyei and Guilloteaux, Motivating Language Learners, 2008) 5. Research on the parental influence on the motivation of students (Gardner, The role of attitudes and motivation, 1985) 6. Current motives to learn the target language of this thesis: French and English.

1.1   Gardner´s socio-educational model

The socio-educational model is essential, as it inspired the entire research on motivation in SLA in the late twentieth century. Gardner (2005) presented a model where motivation is central to the learning process, both theoretically and graphically. (see figure 1)
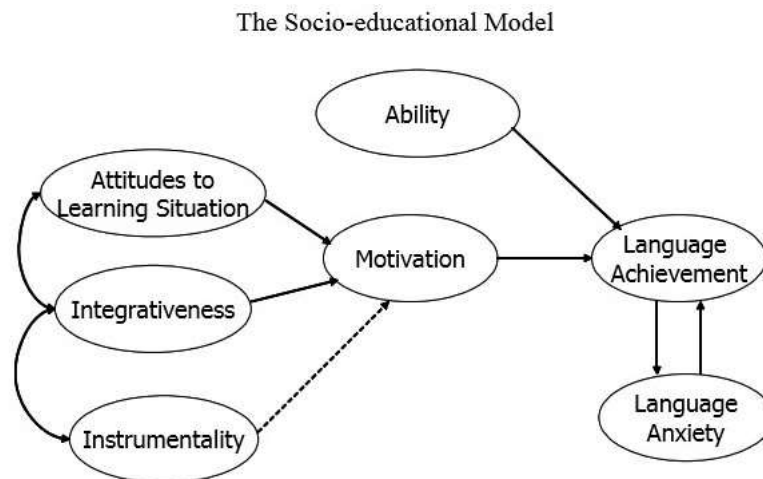

Figure 1

Source: Robert C. Gardner, *Integrative motivation and second language acquisition* (London: Canadian Association of Applied Linguistics/Canadian Linguistics Association, 2005)

The educational situation and cultural context of the individual also influence motivation. This theory contemplates the place of L2 learning: the formal classroom where the student learns the basics of the language and the informal environment of the cultural context where the student has an opportunity to connect with the community of level L2. The immediate presence of parents, peers, family, and other social influences have an impact on the student, and therefore, it is vital to have awareness and understanding of their critical importance.

Gardner (2005) mentions two key variables in this theory - ability and motivation. He explains that it will be easier for students with high levels of intelligence or motivation to be successful than for students with lower intelligence or motivation. In the classroom, both ability and motivation play an important part, however, outside the classroom, motivation is much more valuable than ability. The student will also be more likely to enjoy the activity of learning a language, which automatically leads to a better experience in its use. In any case, a motivated student that has the ability as well is likely to succeed (Gardner, Integrative motivation, 2005).

The influences on motivation that are emphasized in the socio-educational model are:

1. **Attitudes toward the learning situation,** which can be the teaching techniques of the teacher from curriculum to evaluation.

2. **Integrativeness**, inspired in the motivation to learn the maternal language, where identification with parents or being immersed in the language is the main motive. Integrativeness is a desire to become a part of the L2 community, even if that is only learning and speaking the language. Gardner (2005) suggests that becoming a part of the community of L2 is not a necessary outcome of integrativeness, but that the aim of integrativeness is focusing on being open to embracing the characteristics and culture of this community of L2. Students with a high level of integrativeness tend to not regard the culture of their maternal language as a part of their identity, thus, they are more likely to be interested in adopting characteristics of different cultures. Levels of integrativeness may also be influenced and shaped by the family or upbringing of the student.

3. **Instrumentality**, in which the student feels motivated to learn L2 entirely for the reason that L2 will be useful, be it for career or only for class. Instrumentality is a motive to learn for the pragmatic reasons to reach a goal.

Instrumentality and integrativeness are connected: they complement each other and at the same time, they are not opposite to each other. Gardner (2005) points out that if the level of integrativeness is high, we expect the level of instrumentality equally to be high. All variables figuring in this model are interconnected and influence each other, as seen in the figure 1 (Gardner, Integrative motivation, 2005).

Kruidenier and Clément (1983) presented three additional motives emerged as an elaboration of instrumental motives: The knowledge motive- which is the desire of the student to broaden one's view and to learn new subjects. The friendship motive and the travel motive, which include learning a language to find friends and communities in that language or to travel without the language barrier. (Kruidenier and Clément, 1983)

Language anxiety is a variable that may have serious negative effects on the student's motivation. Language anxiety may interrupt linguistic self-confidence and may disturb the student in situations where L2 is to be used, whether it is conversations or in class or outside classes (Gardner, Integrative motivation, 2005).

According to MacIntyre (1995), students may suffer from a high level of language anxiety since it is often a side effect of language learning. MacIntyre said that the French language is one of the languages with many students suffering from language anxiety. Language anxiety can negatively influence the progress of language learning a situation, for instance, the student is asked a question in L2 class, does not know the answer, the level of language anxiety rises and if this scenario occurs more often, the student associates the feeling of incapability with L2 course and activities. Eventually, by following this path, the student becomes amotivated, making it rather difficult to make any progress in language learning (MacIntyre, 1995)

Drawing from this subchapter, I intended in my research to investigate the relationship between instrumentality and integrativeness, examine the additional motives, travel, and friendship in particular and the level of language anxiety which the students of English and French experience.

1.2   Self-determination theory

The psychological theory that is related to integrativeness and instrumental motivation is the self-determination theory, largely developed by Deci and Ryan. (Ryan and Deci, 2000) This theory divides motivation into two types- intrinsic motivation and extrinsic motivation. This theory can be applied to motivation in SLA. For instance, in the field of SLA, self-determination theory was explored by Noels. (Noels, 2015)

The theory focuses on the duality of intrinsic and extrinsic motivation. Intrinsic motivation comprises internal motives, for instance, students learn to feel good about themselves, or it brings them joy while there are no external rewards involved. Extrinsic motivation comprises the external motives, such as learning to obtain good grades or to please their parents. It is often more significant to focus on intrinsic motivation in students, since extrinsic motivation can interrupt the learning process when the students only learn the material to obtain good grades and when they potentially lose interest in the matter and the knowledge does not bring them as much joy as it could. On the other hand, extrinsic motivation may also lead to a scenario where the students develop intrinsic motivation gradually, starting from the extrinsic motivation that is internalized over time (Ryan and Deci, 2000).

This theory studies three universal psychological needs that are essential for self-determination: autonomy, competence, and relatedness.

The need for **autonomy** supports the intrinsic motivation. For instance, there was an experiment, in which people who were experiencing intrinsic motivation performed a task, and half of the participants received a reward afterward. The vision of extrinsic influence interrupted their intrinsic motivation, and they only focused on the reward after that. Moreover, the teachers who support autonomy in students, support intrinsic motivation as well. Another important distinction related to this theory is the one between autonomous motivation and controlled motivation. Controlled motivation is external and can either support or weaken internal motivation. Autonomous motivation is making a conscious choice to do the activity, therefore, having the power to choose what to do. Consequently, it may often be considered more important for the students' progress.

Competence is the perception of the student that they have the ability to perform the activity (that they are competent) to the extent that is sufficient to satisfy the student.

Relatedness is the third basic need, and it is connected to extrinsic motivation. It means that people want to relate to those who influence them the most and want to be connected to a particular group and to feel like they belong in that group, in this case, the group of L2 speakers(Ryan and Deci, 2000).

Drawing from the self-determination theory, Noels focused on motivation in SLA. According to Noels (2015), it is important to grow autonomy, competence, and relatedness in the students to help them in learning the language, therefore being self-determined. It is necessary to focus on autonomy in the students since it is connected to intrinsic motivation, which is beneficial for the process of learning and keeps the student excited to learn. The students feel autonomous to learn, they are in control, the level of anxiety is not significant, and consequently, the learning is easier. The student is more likely to succeed in gaining proficiency in the language, not only in the classroom but also in active use of the language with L2 speakers. She states that motivation is dynamic and can change within several months, depending on several factors and she also claims that teachers are capable of encouraging self-determination in students by supporting the previously mentioned three basic psychological needs: autonomy, competence, and relatedness (Noels, 2015).

Noels (2015) presented a range of motivation levels that can be used as a tool for organization of motives. This model moves from one extreme —intrinsic motivation to another extreme— amotivation. In between these two extremes, this theory differentiates four kinds of regulation. Several of these levels may occur in one student at the time, and it is not necessarily always one of these levels exclusively.

Integrated regulation- the person feels that the activity is consistent with their personal values, and it is an expression of the self. It is highly consistent with self-determination, and therefore, it is the desired type of regulation for the process of language learning.

Identified regulation- the person does the activity as they know that it is important or beneficial to be able to do it, and they identify with this activity.

Introjected regulation- the person is doing the activity to avoid guilt, or to gain respect, or recognition for doing so, or doing something to demonstrate that they can.

External regulation- the person is doing something to achieve goals, avoid punishment, or please other people, like parents, and therefore, it is based entirely on external influences.

Amotivation- a circumstance when there is a lack of motivation, which makes much more challenging and sometimes even impossible to reach the goal. The person is not motivated and consequently has no intent to perform or behave in a way that would help them succeed. Amotivation has two causes- the first- person sees no awards and no positive outcome. Second- the person believes that they cannot do the task since the person does not have the needed skills or is not able to succeed (Noels, 2015)

Drawing from this subchapter, I intended to explore the types of regulation, the variety of intrinsic and extrinsic motives, and the level of amotivation within the students.

1.3   Directed motivational currents

Directed motivational currents presented by Dörnyei (2015), further DMC, are a unique motivational phenomenon that is connected to the autonomous aspect of the self-determination theory. DMC is a state where the student does activities that are not necessarily enjoyable for themselves but for the reason that they bring the student closer to the goal. This research describes intense periods of motivation where a particular goal is desired. It may appear like an obsession or an injection of motivation (Dörnyei, Ibrahim, and Muir, 2015) These currents obtain two main features— directedness and enduringness (having a goal and enduring the process of language learning) (Dörnyei, Davydenko, and Henry, 2015). These currents are common and they are often seen outside of language learning as well, some examples presented in the chapter are differing from a diet to a mathematical competition, and yet no mainstream theory has delved into this so far as it is often a temporal state. Anyhow, it is extremely important especially regarding the need for a more dynamic approach to motivation. (Dörnyei, Ibrahim, and Muir, 2015)

This research presents some core features of DMC.

Goal vision orientedness- the goal is present and clear, the student imagines themselves at the end of the process, so there is a vision of themselves as being already proficient in the language and using the language actively with other L2 speakers.

Salient facilitative structure- there is a path, with a clear start and a clear end, to success that obtains improvement checkpoints. Thanks to these sub-goals along the way, there is an opportunity to be re-motivated. The triggers that send a student into DMC are various- this paper mentions, for example, a student wanting to understand German opera, and the desire is strong enough to make the student committed to their goal and relentless in their striving to reach the goal. DMC may result in a more intense process that results in a faster gaining of proficiency in the language.

Positive emotionality- the student enjoys the activity of moving closer to their goal and reaching their potential (Dörnyei, Ibrahim, and Muir, 2015).

Since DMCs are a unique type of motivational state, I set out to explore the responses to observe any evidence for this state within the participants. That means, if the students enjoy the process of language learning despite its difficulties and if they perceive language learning as a clear path with the goal at the end.

1.4 The influence of teachers on motivation

At first, theories focused on what motivation is. Because of this, there were not many theories that examined how to use motivation efficiently to help the learning process. Gardner said (2005) there is a distinction between motivation and motivating: motivation is a feature, or a characteristic of a student, whereas motivating is an action done by someone else, habitually the teacher. Motivating students and inspiring them to learn is an important skill and a significant challenge for every educator (Gardner, Integrative motivation, 2005)

According to Noels (2015), teachers play an essential role in the student's motivation as they can directly motivate the students in their classrooms. Learning how to maintain the motivation of the students may be one of the most challenging tasks of a teacher since teachers often have to address a lack of motivation or any motivational issues. Research shows how important the teachers are in the process of motivation and how much they impact the motivation of students. In case the teacher succeeds in motivating the student, the student can reciprocate this encouragement and motivate the teacher (Noels, 2015)

Dörnyei and Guilloteaux (2008) comment on the socio-educational model and inform that there is a neglected matter of "how to motivate the students" but rather than dismissing the model, he attempts to elaborate on it. Dörnyei and Guilloteaux (2008) presented several strategies, pointing out that so far there are only suggestions,

and need further research. These strategies can help in motivating students and also assist in decreasing language anxiety. After laying out the strategies, they present several guidelines to aid the process of motivating students in four categories of motivational strategies, i.e. strategies to spark students' motivation, which could also serve as a foundation for further studies. They aspired to explore motivating beyond the "carrot and stick" approach (limitation of reward and punishment only) and presented the guidelines in four main categories: 1. Creating basic motivational conditions – atmosphere and relation between student and teacher. 2. Generating initial motivation– ensuring positive relation of student and the language and presenting the possibility of success, gaining proficiency, encouraging goal orientedness in the student, presenting materials that ameliorate the process of learning. 3. Maintaining and protecting motivation– encouraging the student to become autonomous in L2 4. Encouraging positive retrospective self-evaluation– a positive way of feedback, positively delivering grades (Dörnyei and Guilloteaux, Motivating Language Learners, 2008).

The influence of teachers on the students may be potentially crucial for the students' motivation as teachers can directly use motivational strategies in class. Drawing from this knowledge, I investigated the students' perceptions of this influence: to what extent are the students aware of this influence, if they perceive it as positive and if the motivational strategies are successful.

1.5   Parental influence on motivation

There is no doubt that theories, schools, peers, and systems have an enormous impact on the students and their motivation. However, it is significant to remember the parents as the original surrounding that unquestionably influences the students. Parents may often influence the attitudes of their children without knowing they are doing so, and they can also be influential in SLA motivation.

Gardner (1985) presents two potential roles of a parent– active and passive, and both of these roles can be positive or negative. The active role may include encouraging the student or monitoring the language learning process. The positive influence of a parent is actively helping the student in the learning and supports this activity by participating directly, such as helping with homework or enforcing the L2 at home. The negative influence may be performed with a negative statement towards

the L2, such as stating that learning a particular language is a waste of time. The passive role comprises the attitudes of the parent in the community of L2 that influences the attitudes, and consequently, the motivation of the student. It may seem logical to assume that the active role of a parent is much better for the student, however, Gardner (1985) states that a passive positive role is almost certainly the best way parents can positively influence the student's motivation. The passive role is connected to integrativeness, meaning, the student knows that parents are open to the community of L2, and therefore, the student is more likely to have a high level of integrativeness (Gardner, "The role of attitudes and motivation", 108-113).

In my research, I intended to discover the roles that the parents of high school students and university students play today and if the positive role outbalances the passive role in the case of English language learning and French language learning. I also aim to investigate the level of parental influence on these students.

1.6   Current popular motives to study English and French

To understand the current popular motives for learning a language, it is relevant to present standard reasons as to why the knowledge of French and English is significant in our lives and to investigate if these reasons correspond with the extrinsic motives of the participants of this research.

There are many instances of advocates for learning French: it is spoken and taught on all five continents and is the second most taught language after English. Speaking French opens doors to many work opportunities, for instance, French is an accepted language of the EU, UNESCO, and NATO, in the automobile industry or the fashion area and among other important industries.

French is extremely important in culture, from fine art to books written by some renowned French writers or songs by famous French singers. Learning French ameliorates one's critical thinking and may enrich debating abilities since it is the language of great philosophers. French may lead the student to study at some of the most elite French universities and obtain an internationally recognized degree. French is a language from the romance languages branch, and therefore, it may be helpful in further language learning, for instance, Spanish or Italian. (Coordination des Alliances françaises en République tchèque)

English is viewed as a globally dominant language that is still on the rise in popularity, and there are many reasons to gain proficiency in this language. English is often one of the leading requirements if someone wishes to work in an international company, and with local companies, a basic proficiency level is usually expected. English is often an essential language today, as it is the most common second language to acquire, globally speaking. The easiest way to find information is online, and English is the unofficial language of the Internet. There is also the possibility to study abroad in many English-speaking countries. ("Why Should I Learn English?")

2   Methodology

The methodology of this research is to design two types of questionnaires aimed at the different cohorts of high school and university students. Dörnyei (2003) states that questionnaires are an efficient and most used method to collect data in SLA. (Dörnyei, Questionnaires in second language research, 2003). The initial research was undertaken on the commonly accepted thinking regarding motivation in SLA, which is explained in the first chapter, and this learning formed the basis for the design of the questionnaires. The questionnaires were then piloted with both cohorts before being refined for distribution to a wider audience. This was collected electronically, and just under 300 responses were received from each cohort. The data from both cohorts were subjected to an analysis, which is shown in chapter 3.

2.1   Research goal

This thesis aimed to obtain a general representation of the motives of English and French language students at the moment. There is also an intention to explore some major influences on the motivation of these students and to examine the level of language anxiety as a powerful counterpart to motivation. The potential findings may be used to increase the motivation of the students. By identifying the prominent motives of the students, this research may serve to raise awareness on how to stimulate the motivation or even to attract students to linguistically oriented fields. Primarily, the study pursued an answer to the following questions.

1. What kind of motives do these students have?
2. What is the relationship between intrinsic (such as identity, hobbies, or personal goals) and extrinsic motives (outside influences) within these students?
3. What is the extent of the influence of family, friends, and teachers?
4. What is the level of language anxiety and amotivation in these students?

2.2   Data collection

The questionnaires were distributed to schools and their students through an online link via email or social media in several cases, as it seems to be the most common way to reach participants of the target age group (14-29). I used the Google form to

create and distribute the questionnaires. University students from the following institutions were asked to participate – JCU, Charles University, MUNI (Brno), OSU(Ostrava), ZCU (Plzen), UPOL(Olomouc). I received 297 completed university questionnaires in total.

In respect of the high school cohort, the following high schools chose to participate -Gymnázium Josefa Ressela Chrudim, Biskupské gymnázium ČB, Gymnázium Vítězslava Nováka v Jindřichově Hradci, Taneční konzervatoř Brno. (konzervatoř- a specific type of high school, in this case, a type of ballet academy) Several participants did not indicate a specific institution. I stopped accepting responses of high school students after reaching a number equal to that of university participants, which were 297. With university students, there was an intention to target those that major in languages, English, and French in particular. On the other hand, there was no such targeting in high school students as they have not yet chosen their major except for TKB (conservatory), where the languages are limited to our target L2s -English and French.

2.3   Pilot questionnaires

The questionnaires were piloted before sending out the final version to make sure there were no obvious ambiguities, no questions that could be perceived as unclear, and to leave out any questions that would lead to unexpected responses. As Dörnyei (2003) points out, any slight change in wording may result in a different answer, so pilot questionnaires are an essential part of the questionnaire design (Dörnyei, Questionnaires in second language research, 2003). Pilot questionnaires were collected during December 2019.

The high school pilot questionnaire contained 15 questions, and the university pilot questionnaire contained 17 questions. From one class at Biskupské gymnázium, I collected responses from 7 students, and from one class at JCU, I collected responses from 10 students. Both pilot questionnaires and results are in the appendix. The pilot's responses highlighted some unnecessary questions and room for improvement. The pilot also revealed a deficit in questions targeted at certain motivational aspects that the study set out to investigate. Based on the results and feedback from the

participants, I addressed the following changes in the questionnaire before sending out the final version to the students.

2.3.1   Changes in the high school version questionnaire design

Pilot questions 1, 2, 3, 4, 7, 9 were kept since they provided responses that were necessary to set the demographic. Moreover, question 7 displayed an interesting view on the parental influence and question 9 displayed the variety of accessible classes in high school. On the other hand, pilot questions 8, 12, and 14 were left out in the final version of the questionnaire as they led to responses that were not relevant for this research. Several questions were added, to define the group of participants further. "What program are you studying at the moment? /Where?" and "Which one is your favorite?". Pilot number 5 was extended by "I think that languages are important for my further education." because the original question was too dense. Question 13 changed to "I intend to use language in my dream job." I also added, "I learn languages to make new friends." In order to explore the friendship motive. Pilot questions 6 and 15 merged into "Do you want to study other/different languages, if yes please state which ones." Pilot question number 11 was extended by "Language that I am learning now is a part of my identity." To explore the level of integrativeness in a way. Pilot question number 10 was changed to "Did your parents influence your choice of which languages to learn?" and "Did your friends influence your choice of which languages to learn?" "Teachers help me stay motivated." to explore the other external influences on motivation. I also added the following questions: "I like learning languages because thanks to them I get to experiences, I could not reach without languages.", "I prefer learning: in a class, online, individual course, group courses, other."

2.3.2   Changes in the university version questionnaire design

Pilot questions 1, 2, 3, 4, 7, 8, 9, 10, 11, 16, 17 were kept as the responses again set the demographic and provided valuable information on the external influence on motivation and amotivation. Nevertheless, pilot questions 13 and 15 were left out in the final version of the questionnaire as they provided inconclusive responses that were not valuable for this research. In the final version I added "In what program are you studying?" and "Which one do you focus on?" to further specify these students. Pilot question number 11 changed to "I intend to use the language in my dream job."

Pilot questions 5 and 6 were extended into two parts considering the contrast between the importance of the main language and the other languages that the students are learning at the moment. I also added a question to explore the travel motive and a question to explore the friendship motive. I also added "The options or lack of options influenced my choice", "Did your parents/friends influence you in choosing what languages to learn? " pilot question number 14 was extended by a question about identity to attempt to investigate the level of integrativeness. I further added, "I like learning languages because it brings me experiences that I couldn´t reach without speaking the language.", "I prefer learning-in class, at home, in an individual course, in a group course, online, other.", "Sometimes, I get anxious because of my language (I don´t make enough progress, I don´t learn as fast as I would like, I don´t get good grades...)", "Sometimes, I don´t feel motivated and I just want to give up."

2.4 Questionnaire design

In the design of the final version of the questionnaire, and after observing the results in the pilot version, both sections were designed into five areas in order to explore the responses and make them easier to process in terms of the individual motivational factors. Consequently, most of the questions were similar in both cohorts, and several additional questions were either modified or added in the university cohort.

1. The first group of questions was designed to obtain a proper statistical representation of the student's group and properly set their demographic. This first set also contains questions to obtain the number of participants studying English and French and which language is the focus language for the participants.

1) Age
2) Gender
3) Where are you studying, what program?
4) What languages are you studying at the moment?
5) Which one is your favorite? /Which one do you focus on?

2. The second area was designed to obtain the individual motives, which are research questions number 1 and 2 (intrinsic, extrinsic/instrumental motives). To set an outline of the motives to observe which motives are the most common

or prominent and to find any specific motives as well (6), to investigate the instrumental motives: the importance of the career motive (7, 8), the importance of formal education aspect of the knowledge motive (9), the level of travel motive (10) and the friendship motive (11).

6) Why are you studying these languages in particular?

7) I think that languages are important for my career. / I think that my "main language" is important for my career. + I think that other languages that I´m learning at the moment (if that is the case) are important for my career.

8) I intend to use language in my future/dream job.

9) I think that languages are important for my further education. / I think my main language is important for my education. + I think that other languages that I´m learning at the moment are important for my education.

10) I chose a language that I could use for traveling.

11) I learn languages to make new friends.

3. The third area was designed to explore the student's choice of a second language (13, 14) and to observe any potential motives to study French within the students of English (12).

12) Do you want to study other/different languages if yes please state which one? / Before choosing these languages, I wanted to learn different/other languages (if the answer is yes, please say which one and why)

13) The options or the lack of options influenced my choice.

14) + I chose the languages that I am learning now at high school.

4. The fourth area was designed to explore some major influences on the students and their motivation that is research question number 3, level of the parental influence (15, 16), another aspect of the friendship motive (17), signs of integrativeness (19), potential additional motives (20), the level of the influence of teachers on motivation (21) and overall influences of the learning place (22).

15) I felt pressure from parents to study languages.

16) Did your parents influence your choice of which languages to learn?

17) Did your friends influence your choice a language?

18) I felt pressure in high school to learn languages.

19) The language that I am learning now is a part of my identity. / Culture of the target language influenced my choice.

20) I like learning languages because it brings me experiences that I couldn´t reach without speaking the language.

21) My teachers help me stay motivated.

22) I prefer to learn, in class online, individual course, group courses, other.

5. The fifth area was designed to explore the levels of language anxiety (23, 24) and amotivation (25) towards English and French, which is research question number 4.

23) The language of my choice is difficult/hard.

24) Sometimes, learning the language is a problem and brings me anxiety.

25) Sometimes, I don´t feel motivated and I just want to give up learning the language.

The high school questionnaire comprised 24 questions: 16 short open-ended questions, 4 scale style questions, 3 multiple choice questions, and one long open-ended question. The university questionnaire comprised 28 questions: 17 short open-ended questions, 8 scale style questions, 2 multiple choice questions, and one long open-ended question.

While most of the questions were open-ended, they were rather simple, however, I designed them as open in case any participant would like to elaborate. Several questions were in the design of a linear scale, and with a couple of questions, students were presented with a "multi-item" question.

A minority of open questions were followed by several choices, like for example question number 6 from the high school version questionnaire "Why are you learning these languages in particular? (for example: only for school, I like them, because of my parents, because of my career…)" These additions were simple examples to make sure that the participants understood the question, and as the questions were marked as open in the questionnaire program, it was clear that the participants were not only limited to these choices.

Several questions were in the form of a scale since linear scales are a popular way to obtain a response that implicates the attitudes of the respondents or to what extent

they agree with the proposed statement. (Dörnyei, Questionnaires in second language research). Within the questions in forms of scales, four choices were possible: *Definitely yes, rather yes, rather no, and no*. Although some participants expressed a desire for a neutral middle option in the notes below the questionnaire, I avoided these grey options on purpose to obtain a more definitive answer from the respondents.

All the questions were required to be answered, and therefore, there were no incomplete responses. There was a space for possible notes, and a thank you note, at the end of each questionnaire. The questions were designed to be straightforward, and each questionnaire was designed to take the student about ten minutes to answer. The order of the questions was mixed from the original design to ensure a dynamic form of a questionnaire that would encourage the students to participate.

2.5   Data analysis

The response data was generated by the questionnaire program into an Excel file that comprised all the data. I then cleaned the data from any errors, such as impossible or contradicting data points. From this Excel file, I further transformed the data into visual aids in the form of several types of graphs that I will present in the following chapter, along with the analysis. At this moment, I regrouped the questions into the original design into the five areas to prepare the data for analysis. From the data, I intended to present the main motivational tendencies and specific motives within the students. I also attempted to investigate the levels of individual influences on the motivation of these students. These tendencies may serve as a potential aid in supporting and maintaining the students' motivation to learn languages.

3   Data

In this chapter, I present the collected data that I obtained via the questionnaires of high school and university students. The data analysis of the responses is accompanied by a visual representation of every question.

3.1   High School cohort

This part of the questionnaire focused on the students at Czech high schools. I selected about three hundred participants´ answers for the final version as I had the intention of matching the number to the number of university participants. This part of the questionnaire contained 23 questions, and answers were collected from a total of 297 participants.
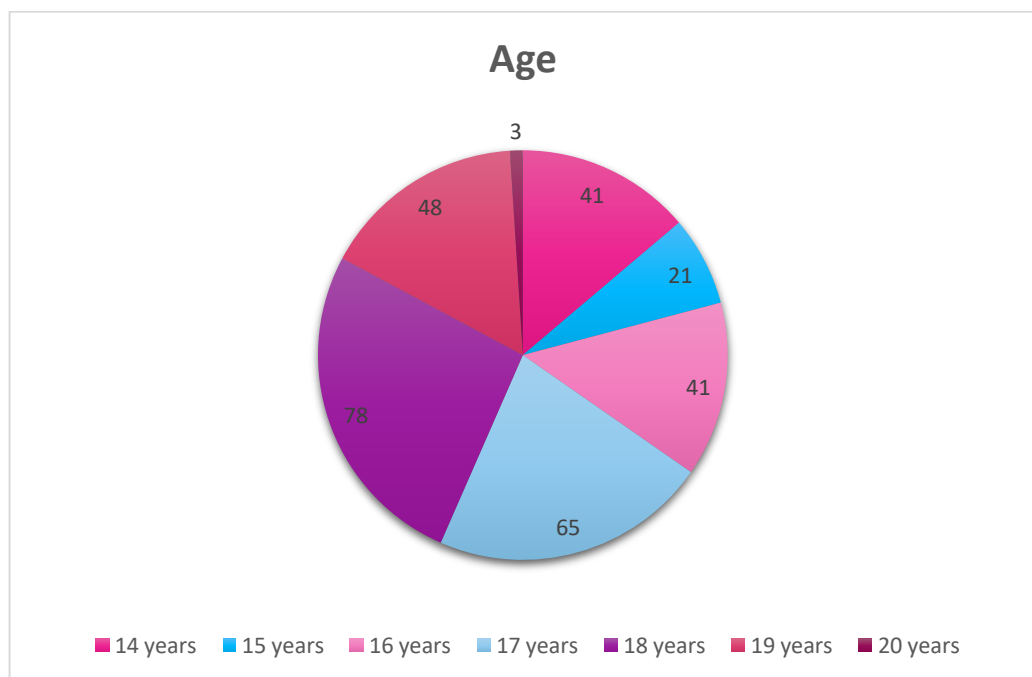
3.1.1   Defining the participants

Figure 2

The age of the participants ranged from 14 to 20 years old. The majority of them were between 17- and 18-years of age. (figure 2)
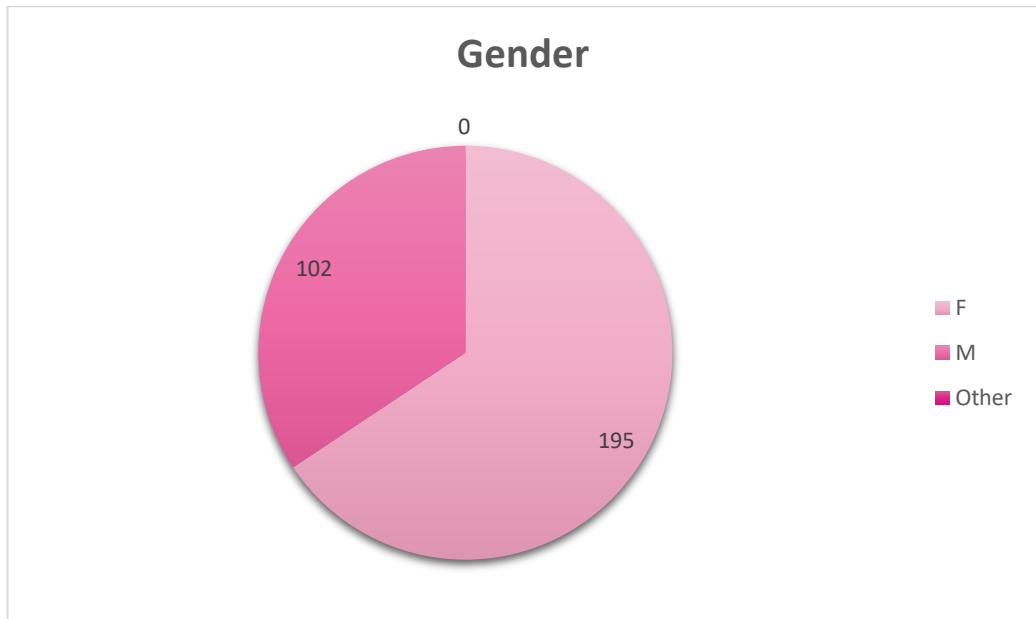

Figure 3

More than half of the participants identified as female and the rest identified as male. (figure 3)
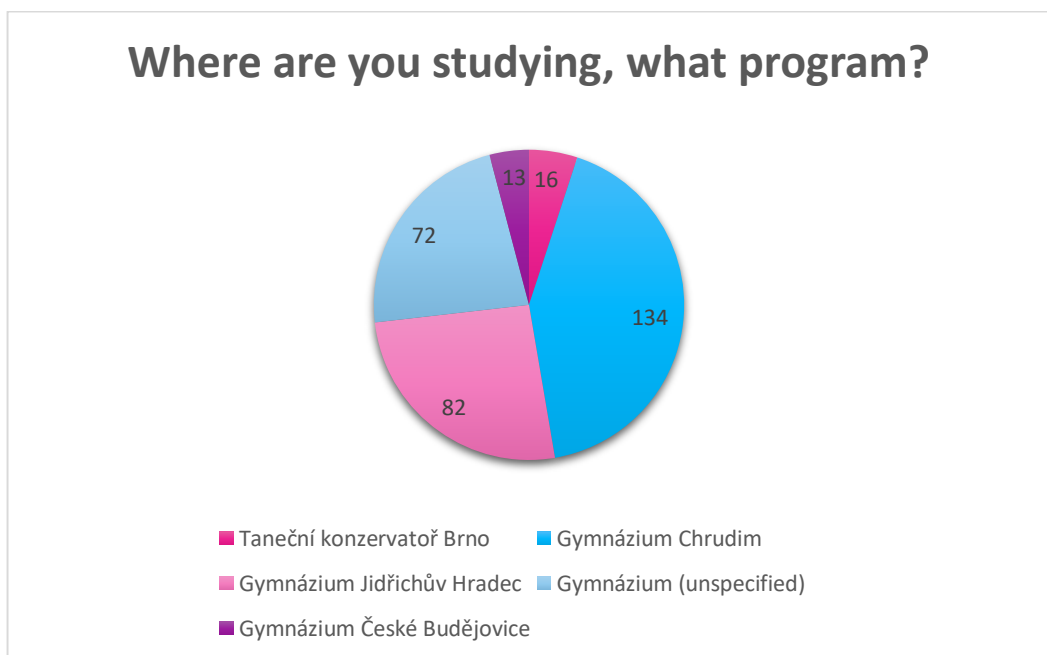

Figure 4

As these were the students at high school, most of them have not chosen their main specialization so far, and languages were only one or two of many classes on their schedules. The participants were attending two types of high school- gymnázium or konzervatoř. (figure 4)
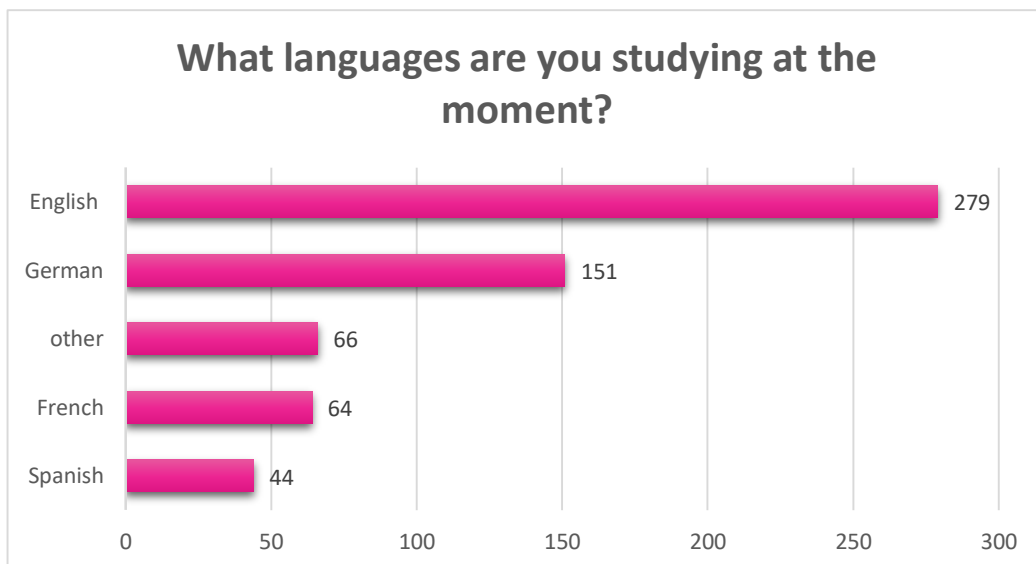
Figure 5

In high schools today, English is ordinarily an obligatory class, and consequently, the students can only choose their second foreign language. The majority of participants then study English in combination with French, Spanish, German, or other less common languages. (figure 5)
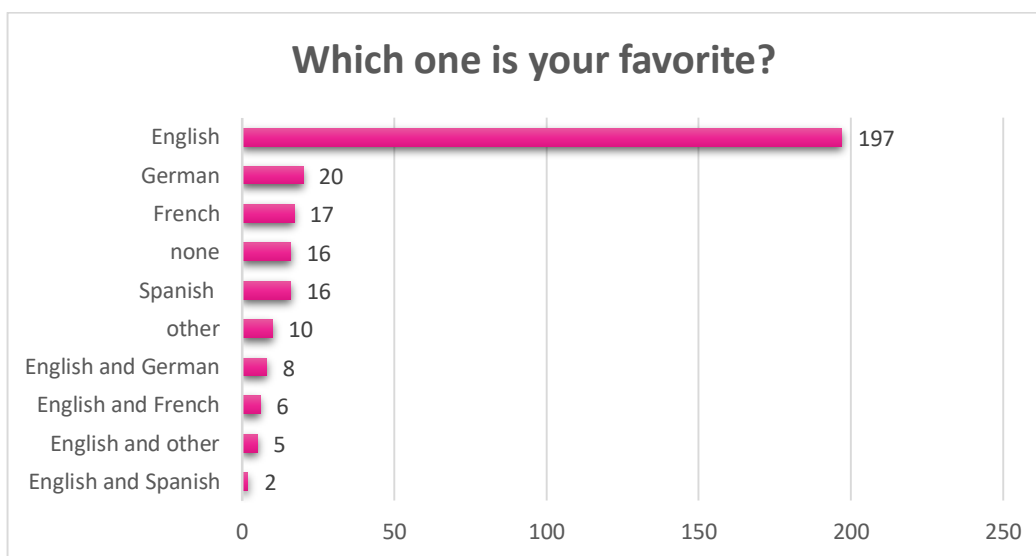

Figure 6

The majority of participants tend to regard English as their favorite or the one they focus on even in cases when it may be compulsory. However, regarding the number of participants who study French, it is a favorite language for many of those who chose to study it. We can already observe that the popularity of the English language is soaring, as is the motivation to learn it. German seems to be quite popular, possibly due to the adjoining borders of Germany and the Czech Republic, which creates opportunities for employment and trade and speaking German would be

perceived as a benefit. Spanish is also often considered as a favorite by the students. Several students have two equally favorite languages, and that is mostly any language in combination with English. Some students do not have a preferred language. The reasons for that are various, for instance the students may regard all the languages that they are learning as equal. (figure 6)

3.1.2   Examining the motives

Why are you learning these languages in particular?

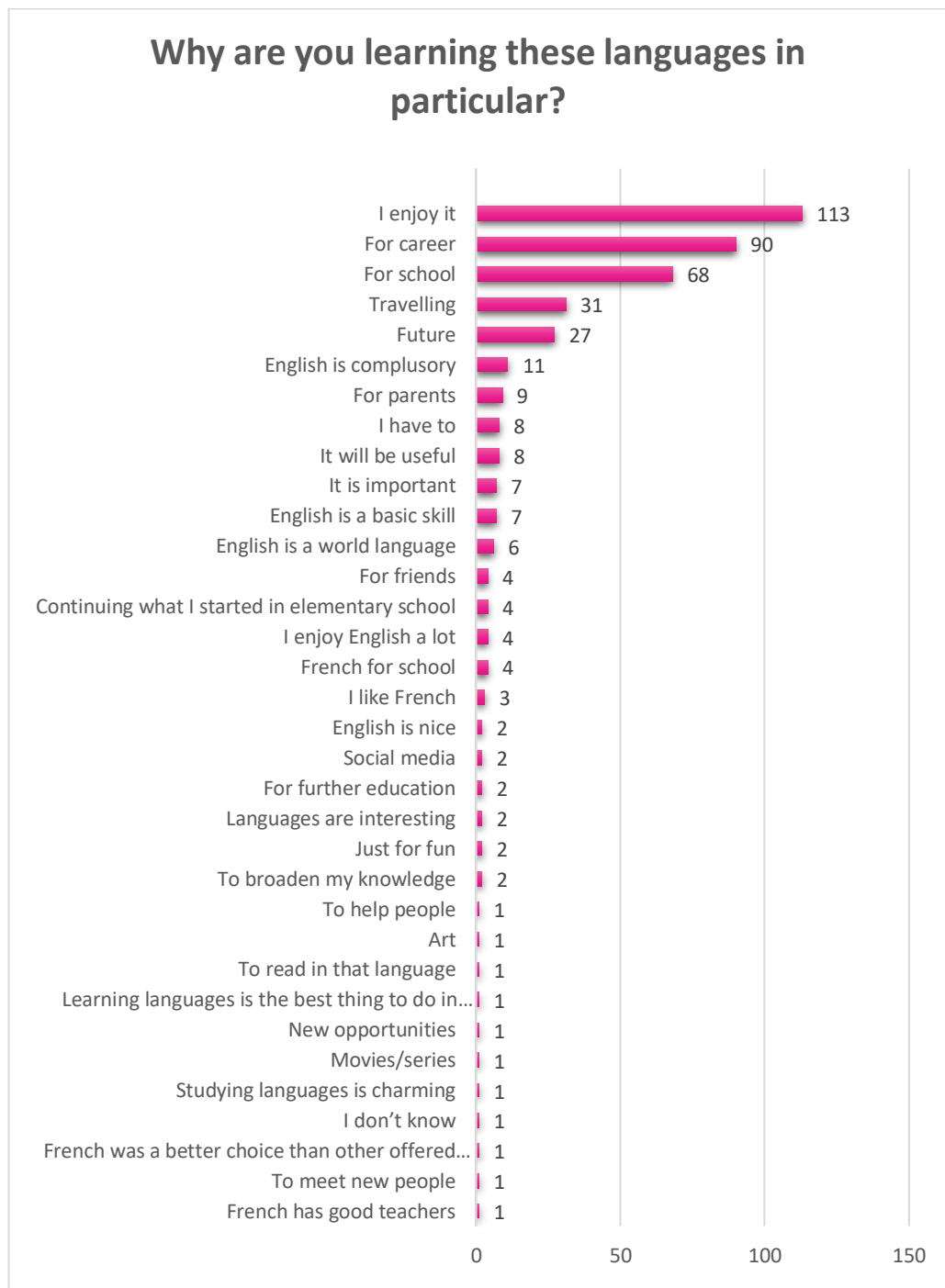| Reason	Value
I enjoy it	113
For career	90
For school	68
Travelling	31
Future	27
English is complusory	11
For parents	9
I have to	8
It will be useful	8
It is important	7
English is a basic skill	7
English is a world language	6
For friends	4
Continuing what I started in elementary school	4
I enjoy English a lot	4
French for school	4
I like French	3
English is nice	2
Social media	2
For further education	2
Languages are interesting	2
Just for fun	2
To broaden my knowledge	2
To help people	1
Art	1
To read in that language	1
Learning languages is the best thing to do in…	1
New opportunities	1
Movies/series	1
Studying languages is charming	1
I don't know	1
French was a better choice than other offered…	1
To meet new people	1
French has good teachers	1

Figure 7

30

This question was open, however, there were several examples of options that the students could choose while answering. These responses demonstrated the basic motives and also several motives that were specific for individual students. While on the top of the figure, there are several clear and more prominent tendencies, many participants chose a more specific motive despite the options presented. These specific motives further illustrate the wide variety of motives within these students. (figure 7)

Intrinsic motives

The intrinsic motivation appears to be the highest among the high school students. About half of the participants study languages for the reason that they enjoy learning them. This finding is meaningful since the language classes are often compulsory, and it is beneficial for motivation that the students perceive the intrinsic motivation. Several participants study the language for fun only, which is a piece of important evidence for intrinsic motivation as well. There were cases of intrinsically motivated students to learn both English and French.

Extrinsic motives

On the other hand, there is a great focus on entirely external motives since, from the main tendencies, career and school responses were the highest. Many stated that it is important for their future in general, or in various ways, for instance, for their future profession or education which demonstrates extrinsic motivation. There is an indication for the knowledge motive as the students state that they learn the language to broaden their knowledge or to study in a foreign university with the help of their language of choice. For some, the initial motive was traveling since English is accepted as the global language. Moreover, some participants decided to learn the language to make new foreign friends or to communicate more naturally with the L2 speaking friends that they already have. Furthermore, some participants stated that their only motivation to learn the language is that they are required to study it, especially for classes.

Influences on the motivation of high school students

Another motive that was mentioned in a few cases was the parental motive, the students may learn the language to please their parents, or because the parents require this from them. Several stated that they only continued studying the language they began the language learning process in elementary school, and it eventually became something that they do naturally.

31

Overall, many participants mentioned that despite not choosing to study English on their own they enjoy it, and many appreciate that it is quite useful. Many participants stated that languages, English in particular, are considered as something so valuable that it is now a basic skill, therefore it is almost inevitable for them to study it and enjoy it as well.

I observed a certain level of teachers' positive influence already, where the student stated that French is the second foreign language that had excellent teachers, which became a motive for that student to start and keep learning French.

We can also observe the influence of social media. The students learn English to access popular platforms online, so this motive is specific for this cohort as it was not presented in the university area.

I think that languages are important for my career.

Response	Count
Definitely yes	179
Rather yes	96
No	17
Rather no	15
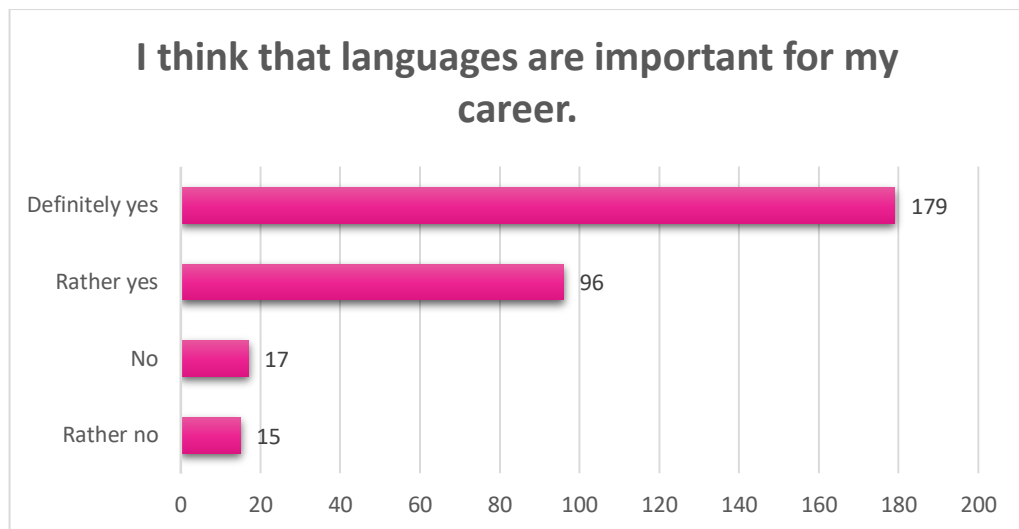
Figure 8

The majority expressed that languages are extremely important for their future career, and only some expressed that language is not too important for their careers. It is evident from these answers that the instrumental work motive is already quite strong for high school students. With only a few cases when students did not feel that languages are important for their future career, most students are aware of the positive impact of languages in the workplace. (figure 8)
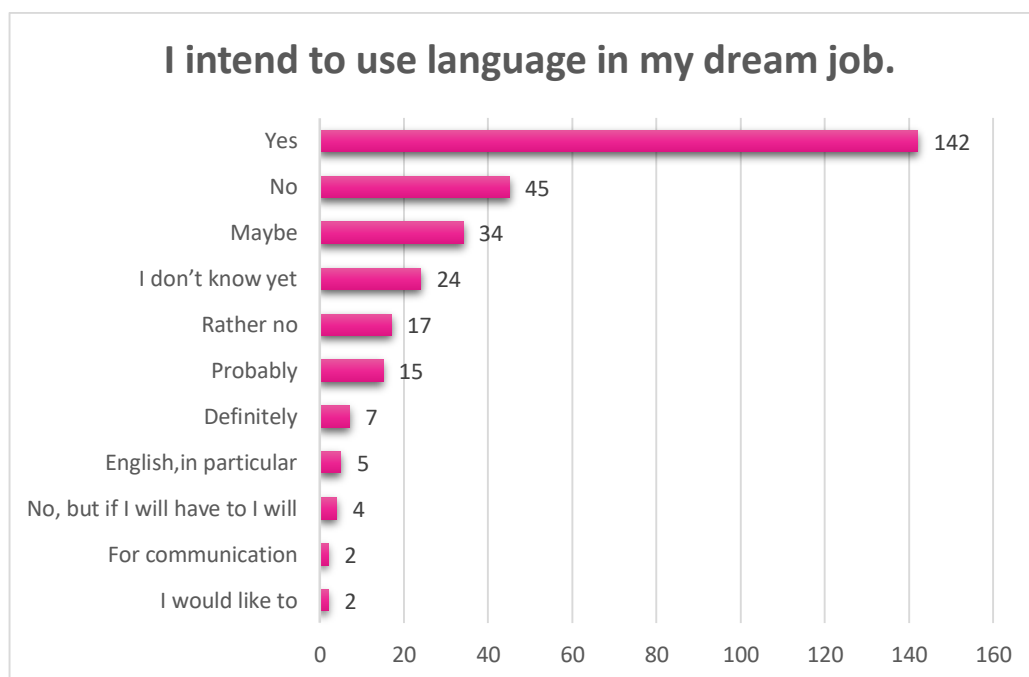

Figure 9

In the previous figure is it clear that students think that language will be important for their future careers. Many participants stated that they already plan to use the language that they are studying at the moment of getting their ideal job. On the other hand, some stated that even though they are aware that they may have to use their language skills to obtain employment, it is not what they would necessarily want to do. Several expressed their hope to use the language in their jobs and there were also several cases of students already planning a specific profession: mostly to be a teacher or a translator. Some participants study the language to be able to study abroad in the future. As these are high school students, some are not yet sure if their plans include using the language in their job. A number of the participants were certain that the language would not be useful for them career-wise. Several participants stated that they plan to use English in particular in their dream job. Considering that these are high school students, the number of students that are certain about the use of the language in their dream job is

exceedingly high. Even in cases where the dream job does not revolve specifically around language, the students are motivated to learn the language as an aid for communication in the job. (figure 9)
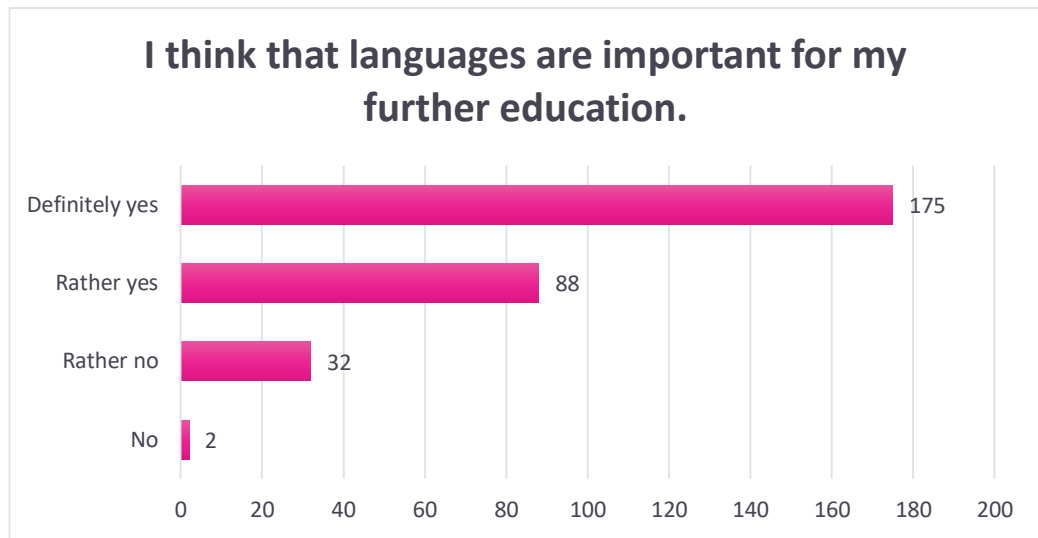
I think that languages are important for my further education.

Response	Value
Definitely yes	175
Rather yes	88
Rather no	32
No	2

Figure 10

The majority of participants displayed the instrumental knowledge motive, and it is evident that they already perceive the value of languages in broadening their general knowledge. A minority of participants expressed that this motive is not too prominent for them. They mostly seem motivated to study languages to achieve their goals in further education, whether it is going to university, or studying the language after finishing high school. (figure 10)
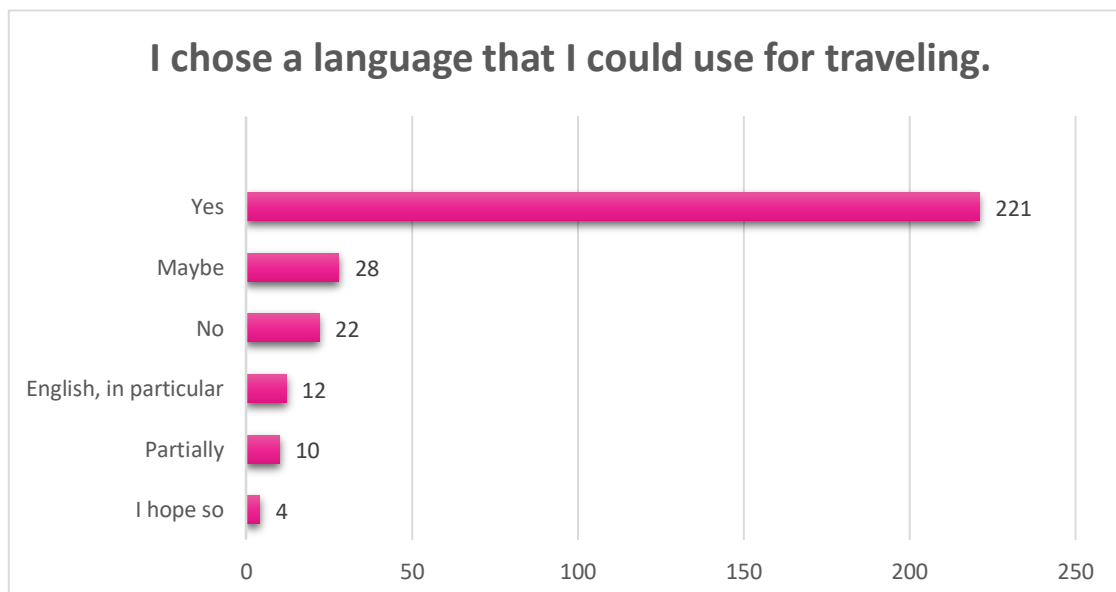
I chose a language that I could use for traveling.

Response	Value
Yes	221
Maybe	28
No	22
English, in particular	12
Partially	10
I hope so	4

Figure 11

These high school students are aware of their possibilities and it is important for them to study a language that they could use for traveling. Several students display the travel motive partially. Only several participants do not plan to use the language for this purpose, but the vast majority are aware of this advantage of language learning. Several participants stated that they are motivated to learn English, in particular, in order to use it for traveling. (figure 11)
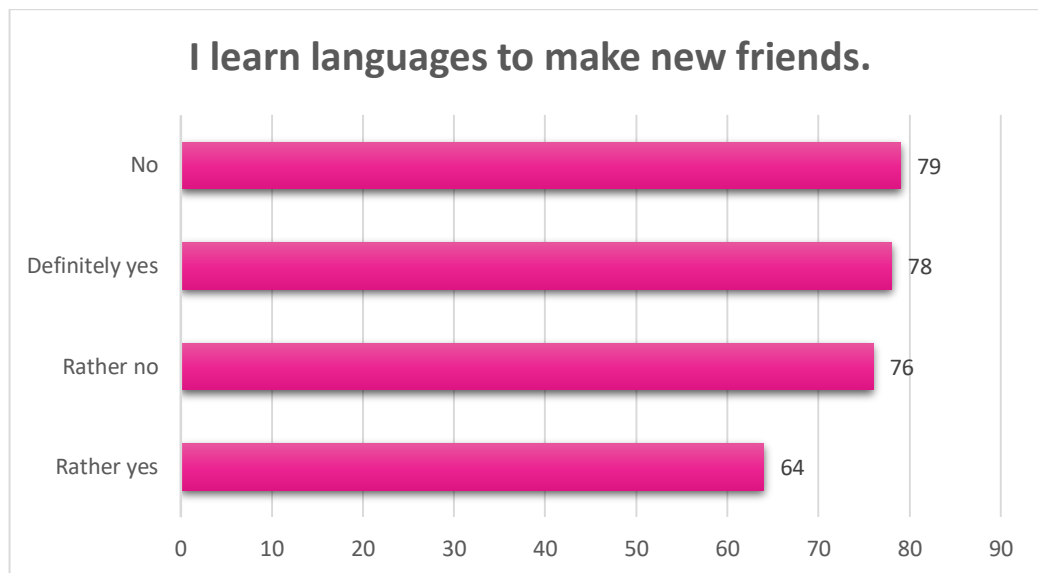

I learn languages to make new friends.

Category	Value
No	79
Definitely yes	78
Rather no	76
Rather yes	64

Figure 12

I did not find any major inclination for either positive or negative perception towards the friendship motive. In one section, the friendship motive is missing completely, while in another one, the friendship motive is more influential. A part is inclined to seeing friendship as a motive, although it may not be the main motive for language learning even if they are not dismissing this motive completely. Considering that I did not observe any major inclination, I suppose that other motives are more important for these students. The friendship motive is not as prominent as other motives and is possibly perceived as an addition to language learning, not the main motive. (figure 12)

3.1.3 Exploring the choices

Do you want to study other/different languages if yes please state which one.

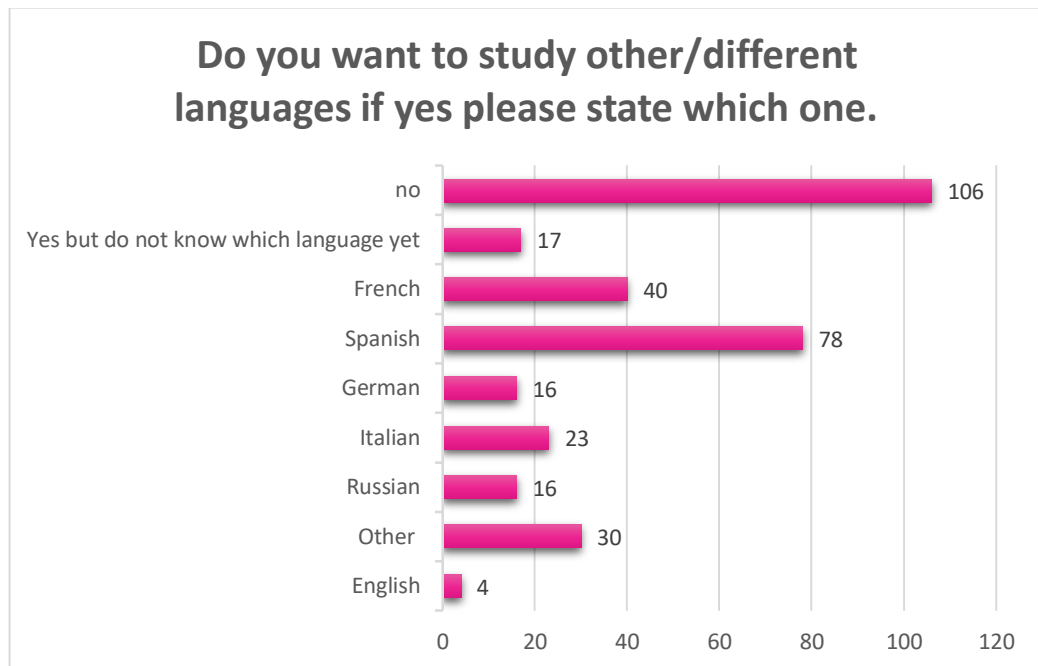| Language	Count
no	106
Yes but do not know which language yet	17
French	40
Spanish	78
German	16
Italian	23
Russian	16
Other	30
English	4

Figure 13

Considering the popularity of English, this question was used primarily to investigate the reach of the second target language of this thesis, that is, if any of the participants are motivated to learn French in the future. Some stated that they were sure of their choice, or that they do not want to study more languages at the moment. As the majority already studied English, the answers principally represented other languages than English. Several instances of students that want to study French for the popular reasons that were mentioned in chapter 1, even if they study different languages at the moment. The reach of French and the motives to acquire this language are quite strong. Spanish is unquestionably a competitor for French in choosing a second foreign language. A number of the participants expressed a desire to study more languages in the future, however, they have not chosen which language they would like to study yet. Between those participants that do not yet study English, a couple of participants plan to study English as well. There are other languages that the participants want to study like German, Italian or Russian, and so on. (figure 13)
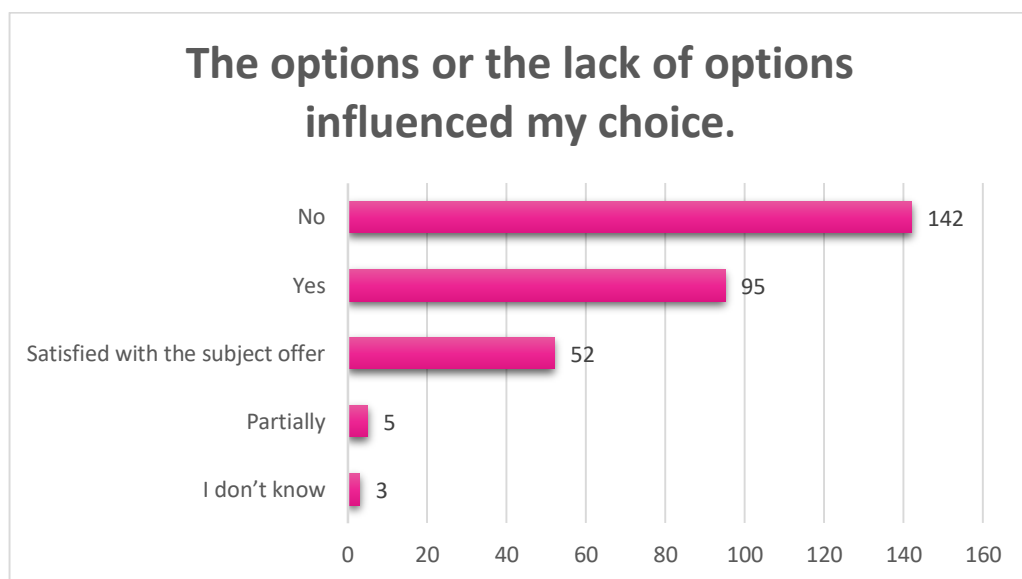
The options or the lack of options influenced my choice.

Category	Value
No	142
Yes	95
Satisfied with the subject offer	52
Partially	5
I don't know	3

Figure 14

Many expressed that they think that the options are varied enough to make a clear decision in choosing a second language. Lack of available languages did not therefore play a major role in students´ language selection. In the university data presented later, most of the students stay with the choice they make in high school, so it is crucial to be able to choose well during this period. (figure 14)
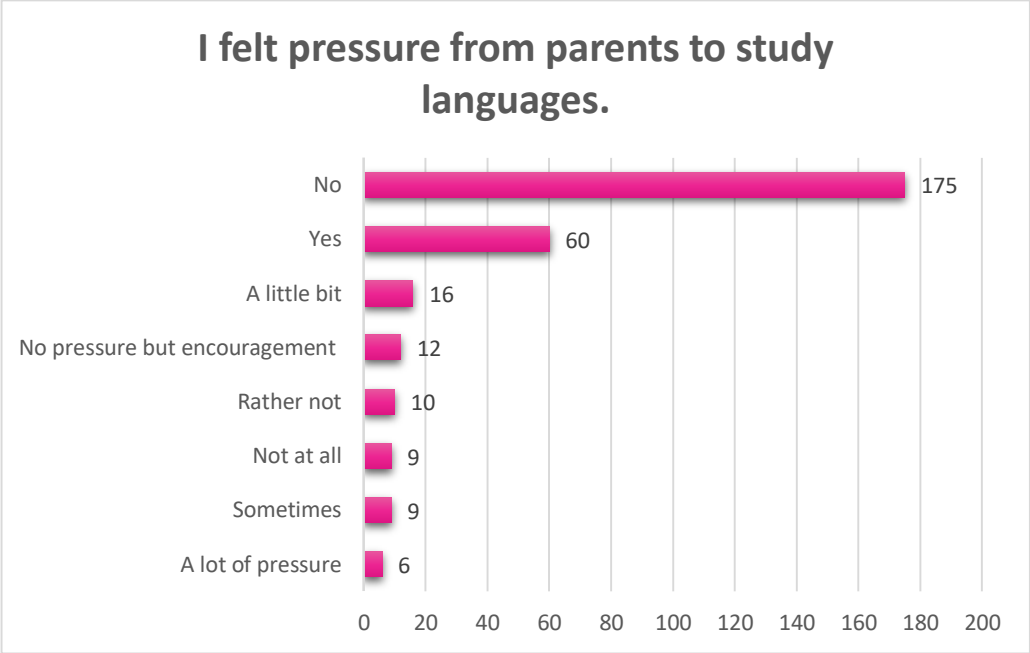
37

3.1.4 Exploring the influences

Figure 15

In chapter one, I presented some of the research on a parental role in motivation. Based on that research, it may seem evident to think that the influence of the family plays a significant role in education. However, there were only some instances where the students felt the pressure from parents to study a language. Anyhow, except for a few participants (6) that stated they feel a considerable pressure and not necessarily a positive one, if there was any pressure coming from the parents, it was perceived as positive. The students mainly perceived it as more of an encouragement than the pressure. Parents were frequently presenting reasons, for example, why it is a good idea to study a language or that one particular language or convincing their child that it was necessary to speak a language to succeed in today's society. The students that were aware of this said that it made them feel grateful for that influence and that they agreed on the importance of the decision. (figure 15)
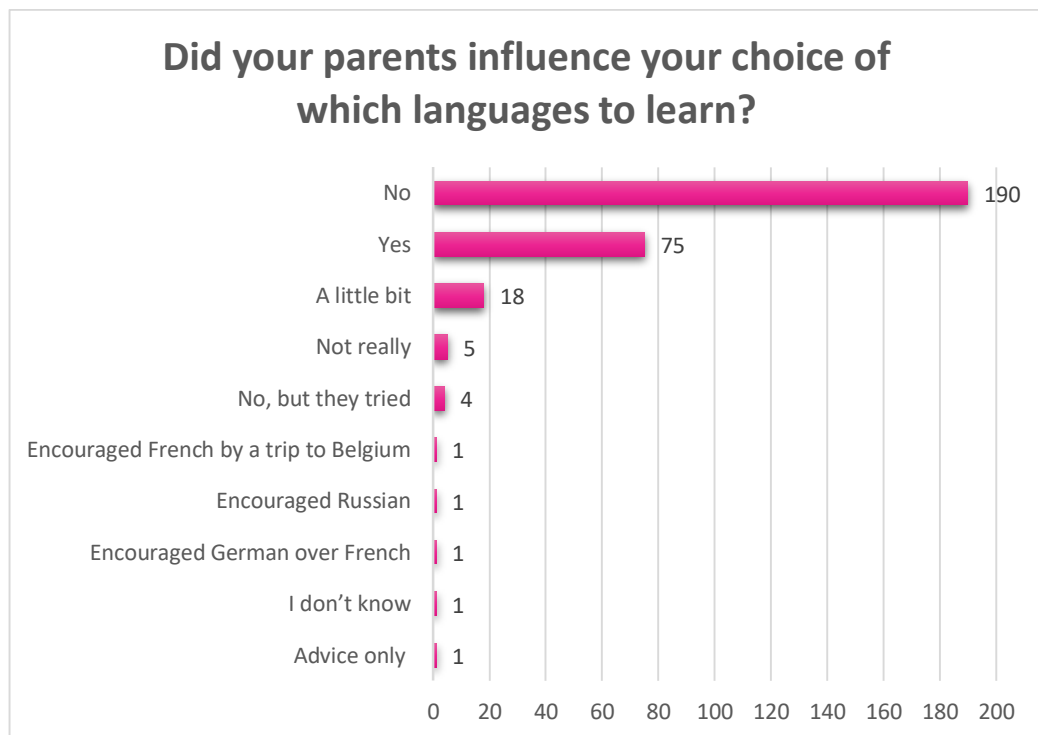

Did your parents influence your choice of which languages to learn?

Response	Count
No	190
Yes	75
A little bit	18
Not really	5
No, but they tried	4
Encouraged French by a trip to Belgium	1
Encouraged Russian	1
Encouraged German over French	1
I don't know	1
Advice only	1

Figure 16

Several responded that they indeed felt this influence or at least partially, on the other hand, some interestingly said that their parents initially tried to choose for them, but eventually, they failed. For most of the participants, the answer was negative, and they stated that it was entirely their choice or that the parents only advised them and let them choose.

Here we can observe two particular examples of different pieces of influences of parents, both active, one positive, and one negative towards French. "Yes, at first I

wanted to choose French as my second foreign language, but my parents told me that in our circumstances I'll be able to use German much more." "My parents took me to Belgium where I heard French for the first time and started to like it so yes, they influenced me." (figure 16)
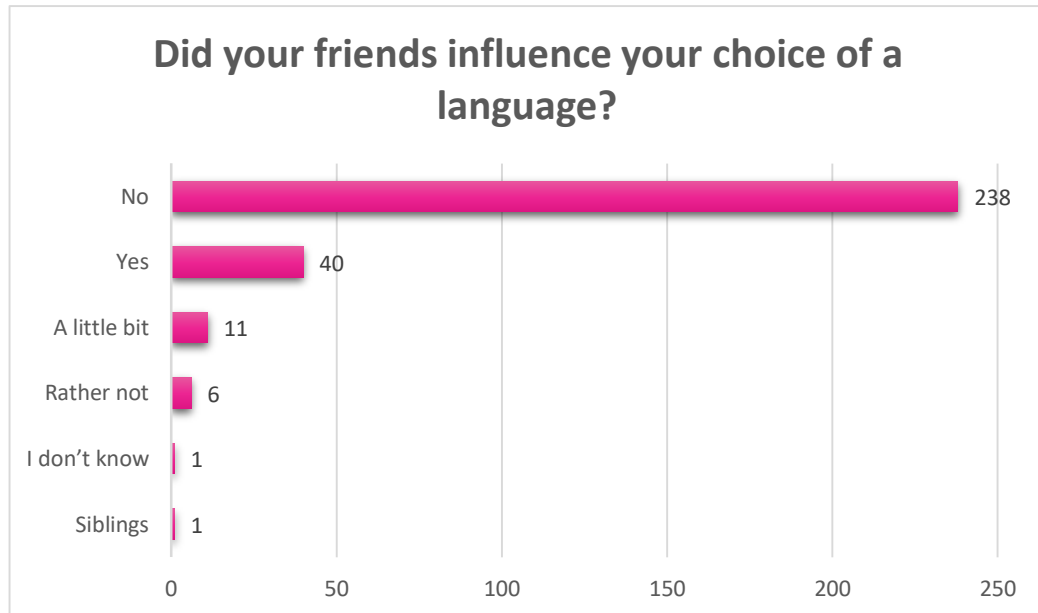

Did your friends influence your choice of a language?

- No — 238
- Yes — 40
- A little bit — 11
- Rather not — 6
- I don't know — 1
- Siblings — 1

Figure 17

Following the influence of parents, one of the major influences on students is their friends, so it was relevant to explore if this influence reaches language learning. The majority was negative, however, while only several responses showed some influence. For example, a student may feel more motivated to attend a language class if they are attending together with friends. This may be an interesting extension of the friendship motive when the student does not learn the language to make friends but to share interests with the friends they already have. (figure 17)

Language that I am studying now is a part of my identity.

No	94
Yes	83
I don't know	49
Rather yes	30
Rather no	17
Partially	9
English, in particular	8
Maybe	5
Definitely	2
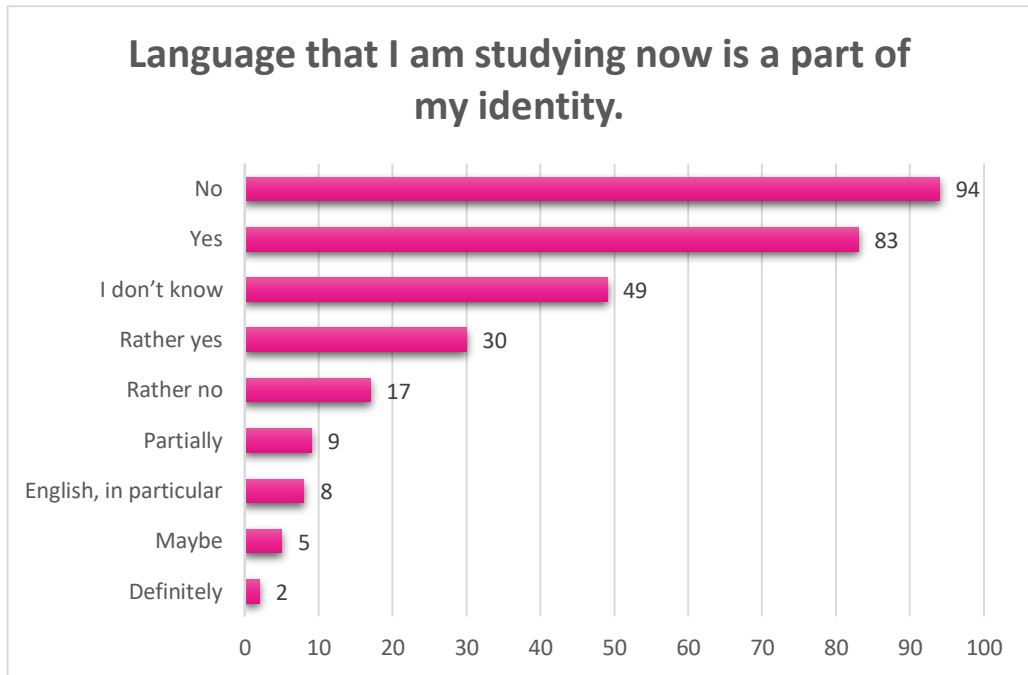
Figure 18

We can observe that the sense of integrativeness is not developed within most of these high school students. While several stated that the language of their choice is a part of their identity (English in particular, not so much with French), the students mostly stated that they do not feel any deeper connection to the language or the community of the L2. (figure 18)

Culture of the target language influenced my choice.

No	113
Yes	111
Partially	26
Definitely	17
Music/Movies	15
Not really	10
I don't know	2
Art	2
Games	1
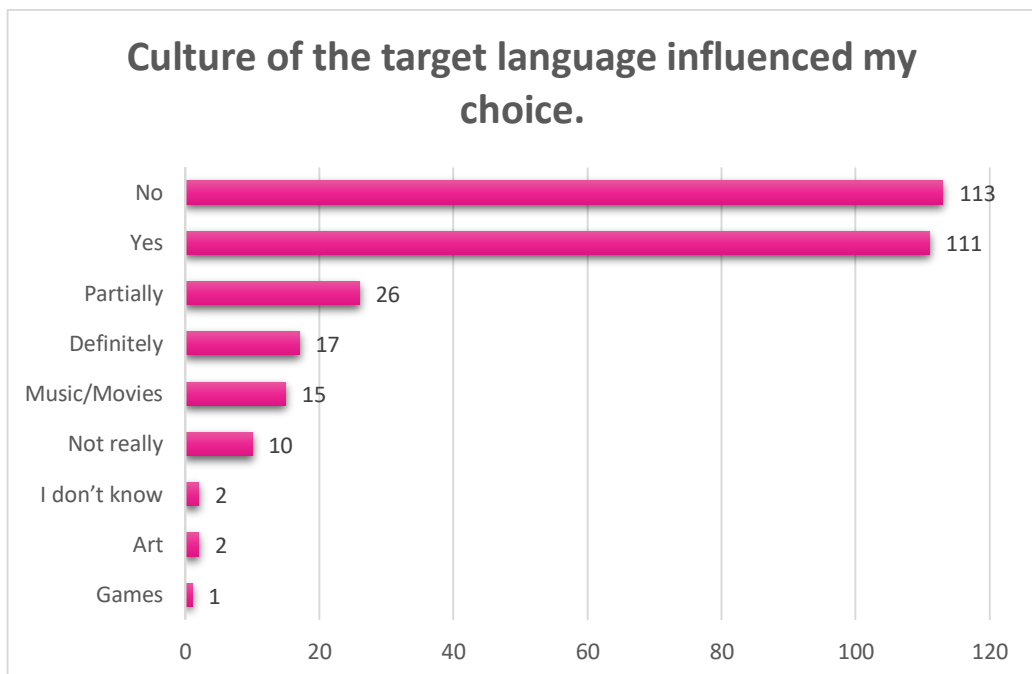
Figure 19

Within about 50 percent of these participants, there is an influence of the culture of the target language, with several instances of students being specifically

41

interested in art, mostly English and French music. However, many students also like learning the language to watch original movies without subtitles or voiceovers. This can also be an important aid in making progress in learning the language by listening to music or watching movies in the target language. There is one unique instance of a student connecting language and culture with games, which reveals how various the motives to learn a language can be. (figure 19)
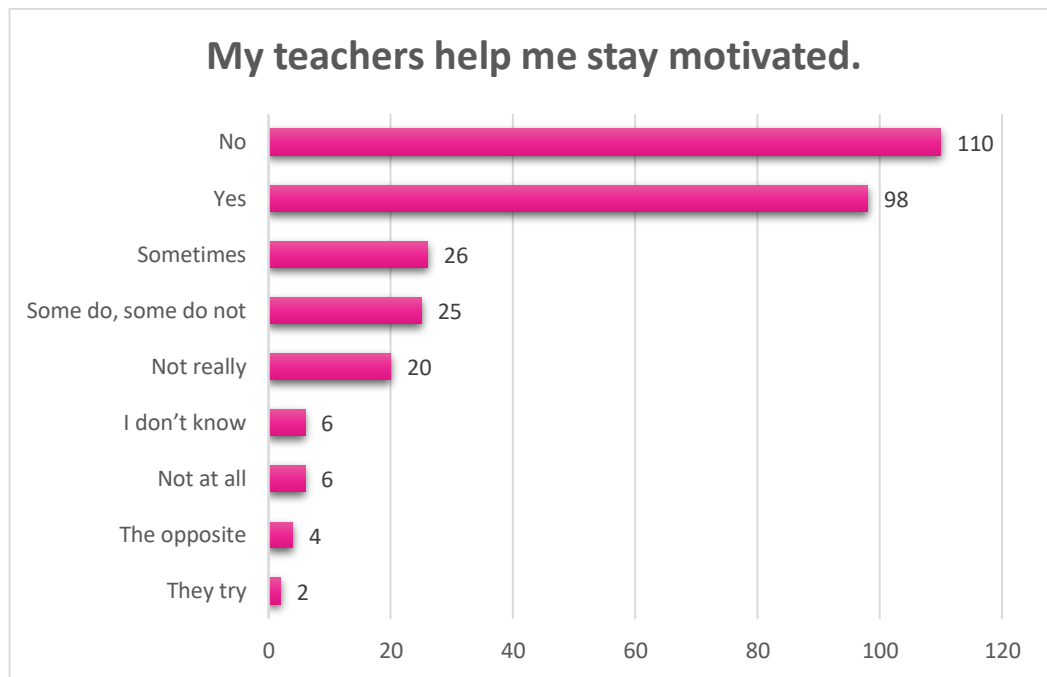

Figure 20

The influence of teachers is essential, especially in the age when students choose their language, and this influence may also determine if they are going to keep learning this language further. Many expressed that their teachers are doing a great job of motivating them. Several students expressed that they do not feel motivated by their teachers and that it is only themselves who keep them motivated. Some expressed a thought that unfortunately, they do not feel motivated by the teacher since the teachers themselves are not motivated enough as it is not their passion. One participant made an interesting point where they think that those who are motivated cannot teach for, they do not have the necessary title. Some stated that the teachers motivate them by giving them good grades. There was a part of the participants that said that it depends on the teacher. For instance, they prefer English class where the teacher is doing a great job at motivating them and on the other hand, they are starting to dislike a certain language when the teacher is not motivating them in any way. (figure 20)

I prefer learning

In class	186
At home	166
Online	126
Individual courses	73
Other	66
Group courses	30
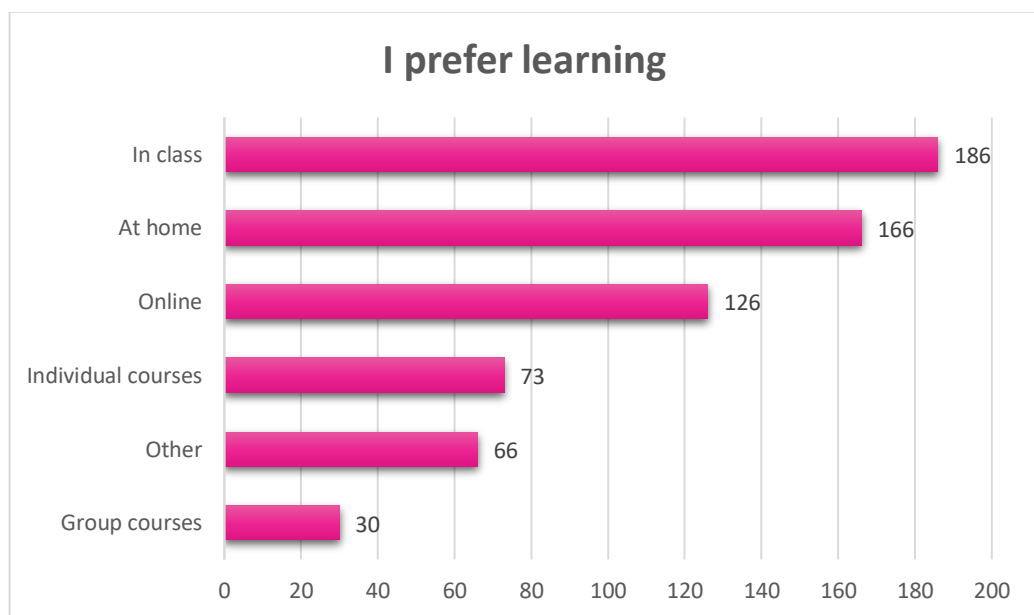
Figure 21

I asked this question to obtain an overall picture of what seems to be the closest influence on the students learning, and consequently, their motivation. Teachers are unquestionably the principal influence as students seem to favor learning in class. Students then mostly like learning at home or online, which can be a sign of intrinsic motivation, meaning they do not only learn a language since they have to in school, but they like learning in their free time. Between individual and group courses, there is a preference for individual courses, which suggests that students prefer the individual approach in language learning and that a more generous amount of

43

feedback motivates them. At home, there is the parental influence that seems to be mostly positive within these participants, and online learning can include useful language learning apps or movies or music, all of which are certainly excellent for motivation. (figure 21)

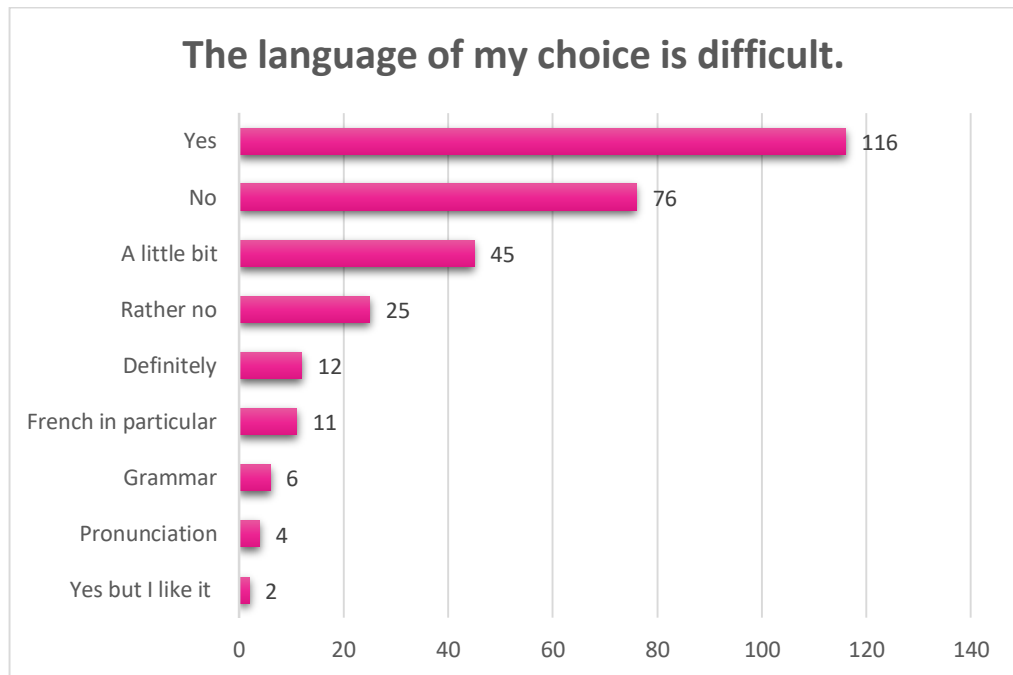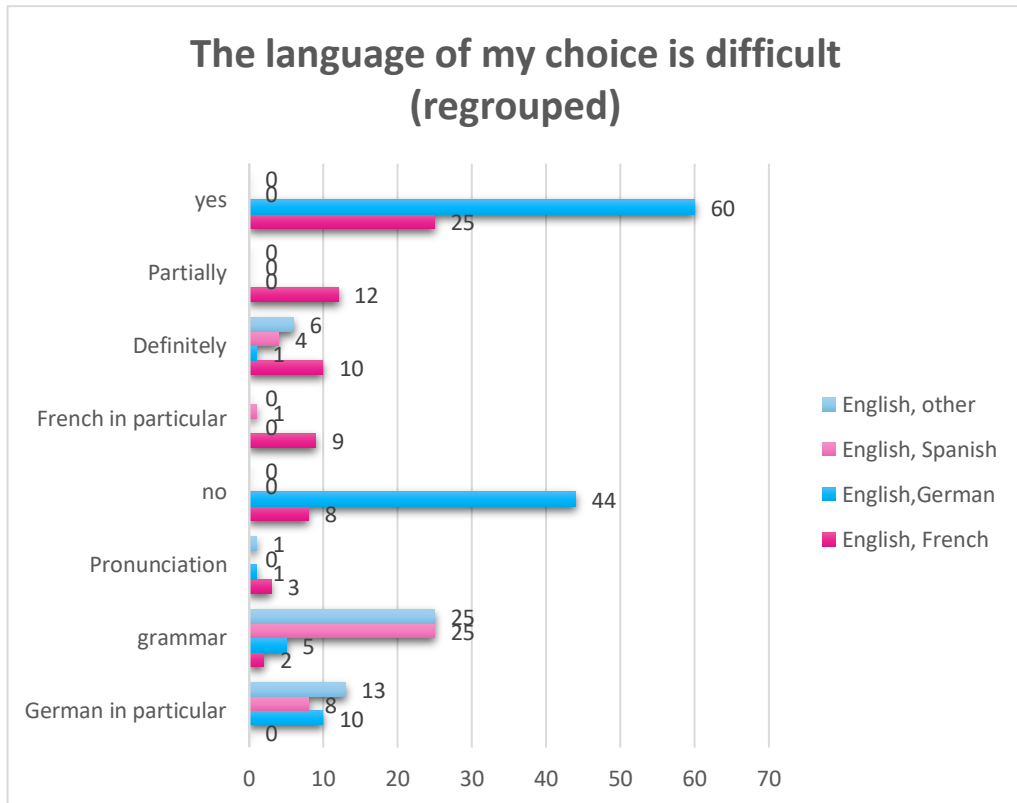### 3.1.5   Examining the level of language anxiety

The language of my choice is difficult.

Category	Value
Yes	116
No	76
A little bit	45
Rather no	25
Definitely	12
French in particular	11
Grammar	6
Pronunciation	4
Yes but I like it	2

Figure 22

Figure 23

Certain number of participants said that all languages are hard. With students that were learning both French and English, English seemed to be perceived automatically easier by these students. Several participants pointed out that French is difficult in particular, more than other languages they are learning. (figure 22, 23)
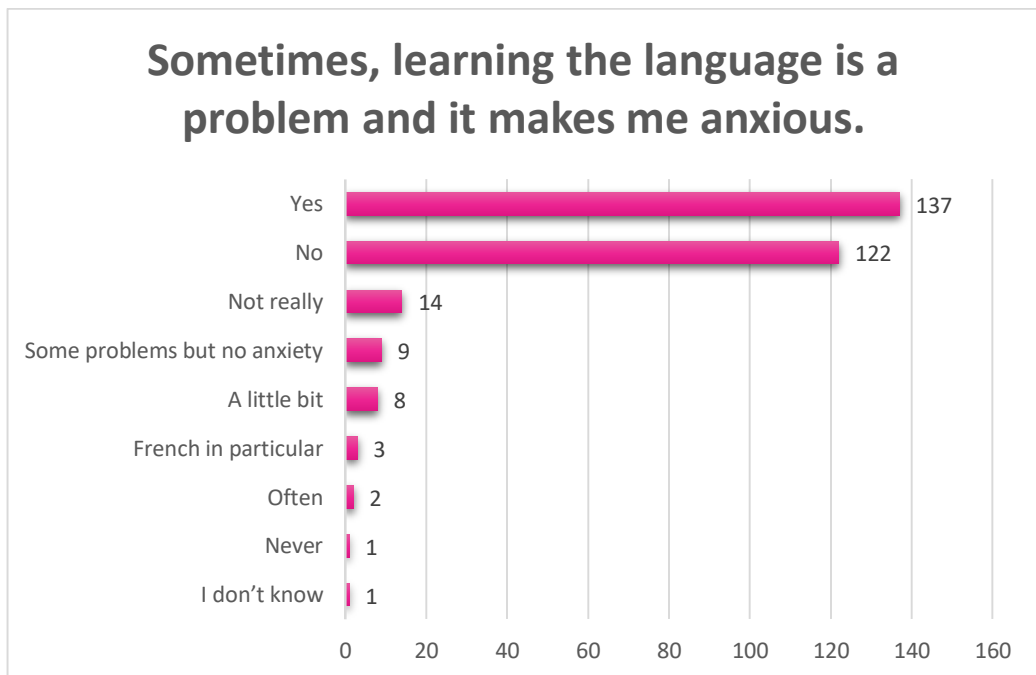
Figure 24

Approximately half of the participants do not feel language anxiety at all, or the level is not high enough for them to consider it. This is most likely because, in high school, language learning is not their focus yet, and therefore, there is much less pressure on succeeding- gaining proficiency or doing well in language learning overall. A couple of participants stated that French, in particular, is sometimes a problem and causes language anxiety, and accordingly, this finding correlates with the research presented in chapter one. Many students, while they answered no, they added that the teachers or the class bring them more anxiety than the language learning itself. Some participants stated that the problem is that they feel like they do not make enough progress. The anxiety around exams and tests is especially common. Many expressed that they may have some problems, however, these never lead to language anxiety. The students then have to disregard these problems in order to reach their goal. (figure 24)

Sometimes, I don´t feel motivated and I just want to give up learning the language.

Yes	155
No	120
A little bit	16
A lot	6
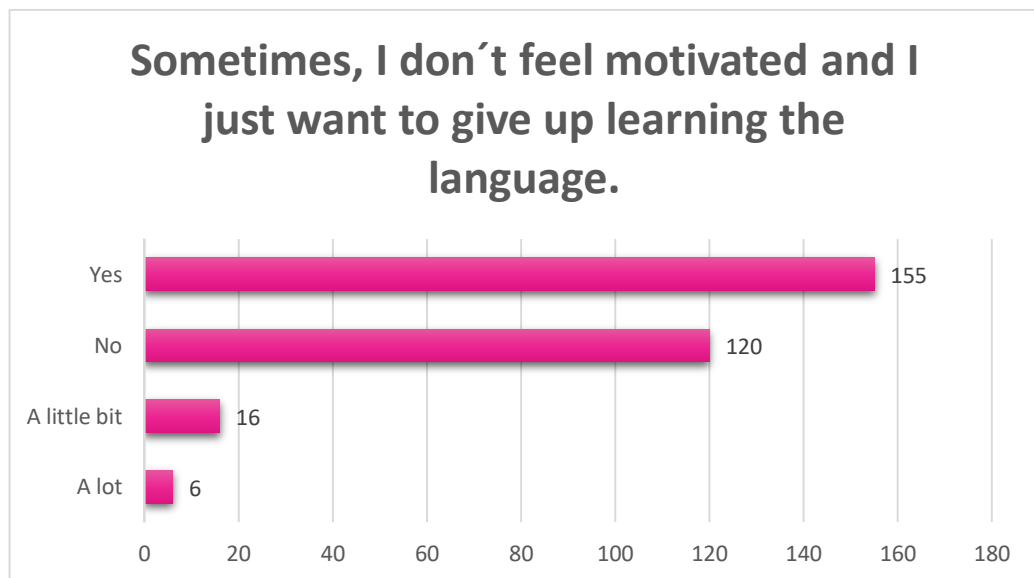
Figure 25

Fortunately, about half of the participants do not seem to experience amotivation in language learning. The majority, while answering yes, stressed the importance of the word sometimes, meaning the state of not feeling amotivated is not permanent or long-lasting. Only 6 participants stated that they experience the state of amotivation strongly, but overall, students seem to be typically motivated to learn their second language of choice. Drawing from these responses, except for a minority, motivation is defeating the state of amotivation within these students. (figure 25)

46

3.2 University cohort

This part of the questionnaire focused on the students at Czech universities not only to explore the motivation of these students but also to observe the change of motivation from that of high school students. I focused mainly on the students of languages in order to be able to study their motivation more closely and find out what motives are specific and most common for these students. This questionnaire contained 27 questions and answers were collected from 297 participants in total. As the focus of this thesis is on English and French languages, there are two main groups of participants in this part- those who study English alone or in combination with another discipline (257) and those who major in French (40). The first group is presented by pink in the bar figures while the second one is presented by blue.

3.2.1 Defining the participants
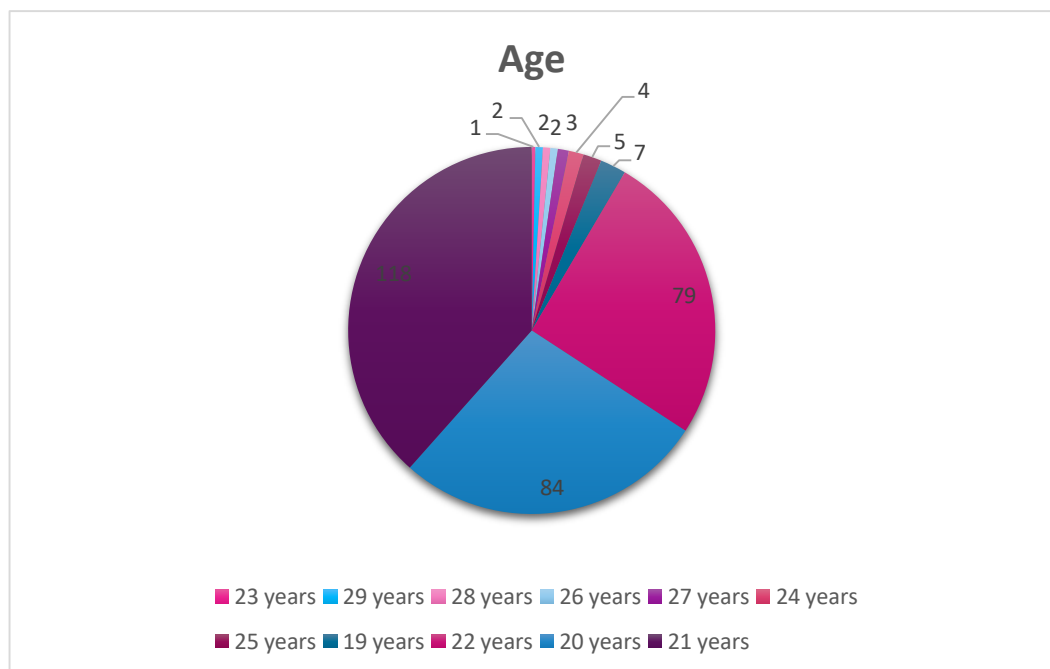
Figure 26

The age of the participants in the university version of the questionnaire differed from 19 to 29, while of these participants were in the age group of 21 to 23, with only several instances outside of this group. (figure 26)
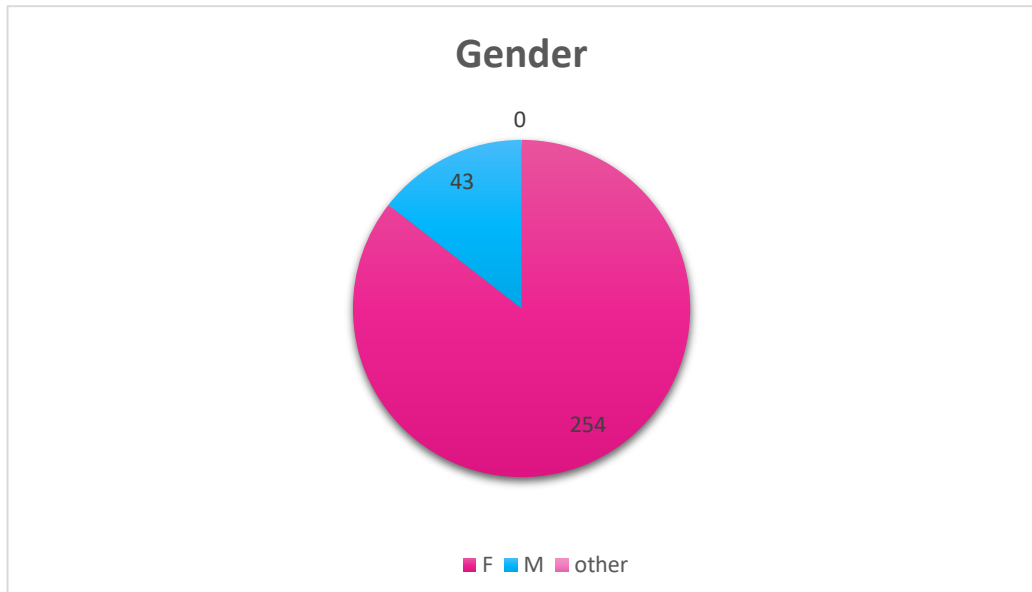
47

Figure 27

The vast majority of the participants stated that they identified as female. Those who identified as male were mostly the students of the English language, with only several occurrences of male students studying the French language. (figure 27)
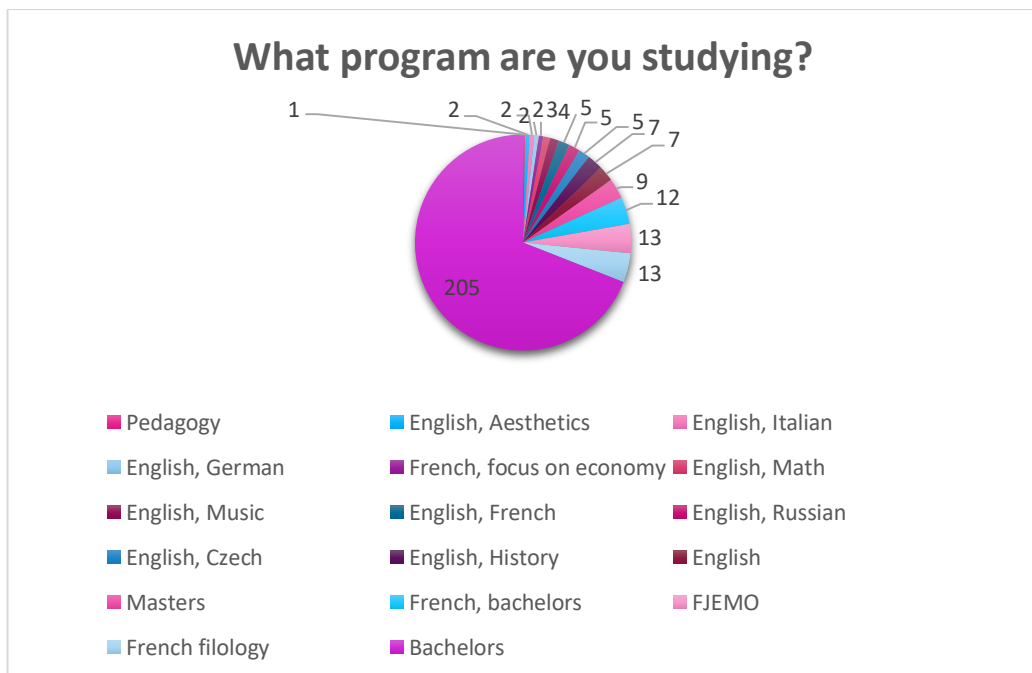

Figure 28

The participants were mostly studying a bachelor program with only a couple of participants in the master's program. Most of the participants study either only English or English combined with various subjects- many in combination with another language- French, Czech Italian or German or Russian or with programs like

aesthetics or music, math, IT, history. A number of participants major in French or study the French language for international commerce. Some students stated that they already specialize in education in the bachelor program. (figure 28)
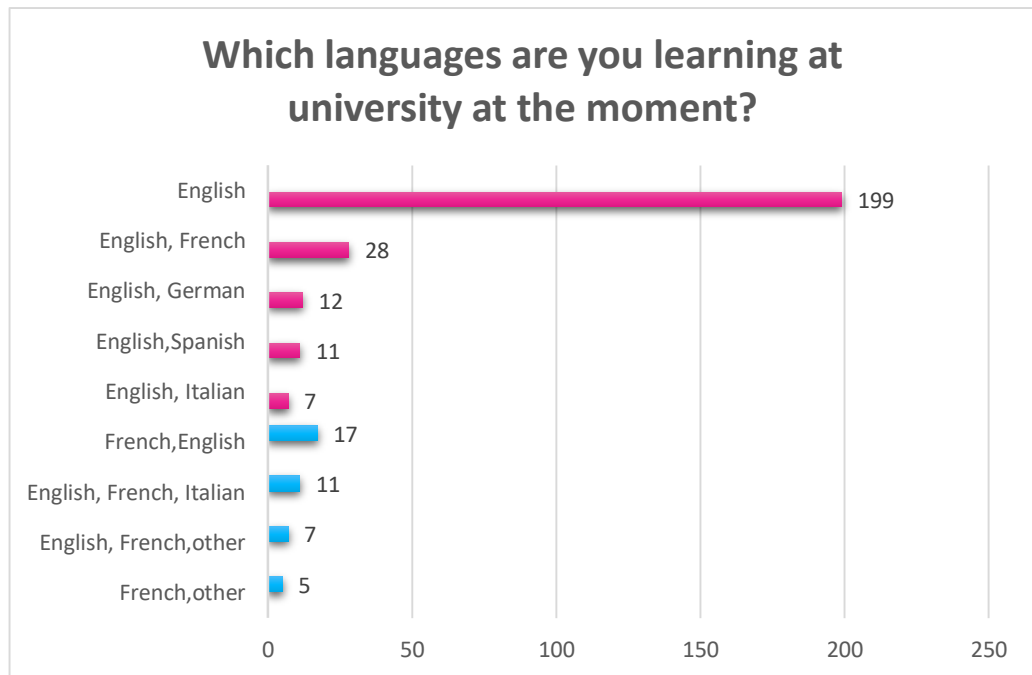

Figure 29

There were students with several combinations of languages. The majority of the participants study English in combination with the French, Spanish, or German or other languages. Forty participants major in French language. (figure 29)
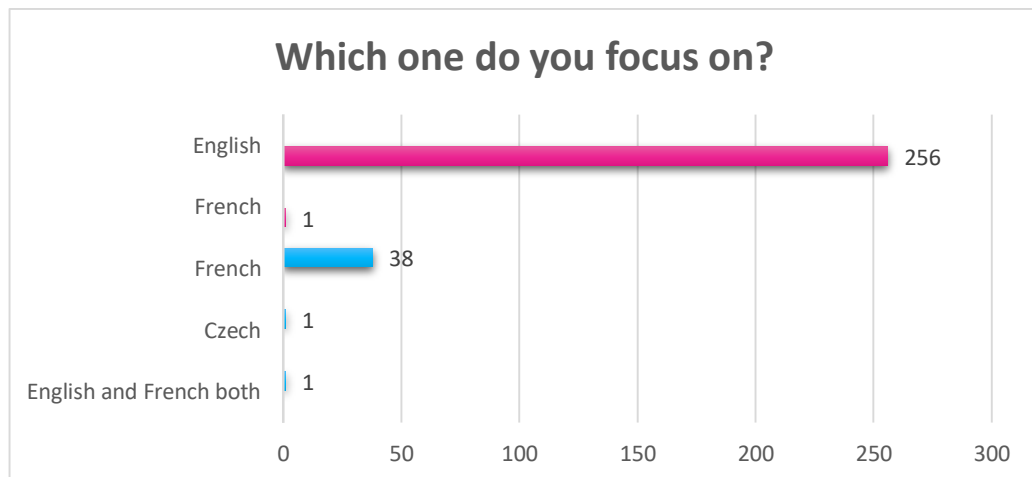

Figure 30

The majority of participants answered that their focus is on English, even in cases where they studied two languages or more. From the participants that study English in combination with French, only one stated a focus on French. The students that majored in French stated that their focus is on French, but when there was a

combination of the two, English usually was the favorite one. There was only one case of a student focusing on French and one focusing on both. This is most likely caused by the wide and current popularity of English. Except for two instances of students favoring French over English and one instance of favoring English and French equally, the English language is the preferred choice within these students. (figure 30)
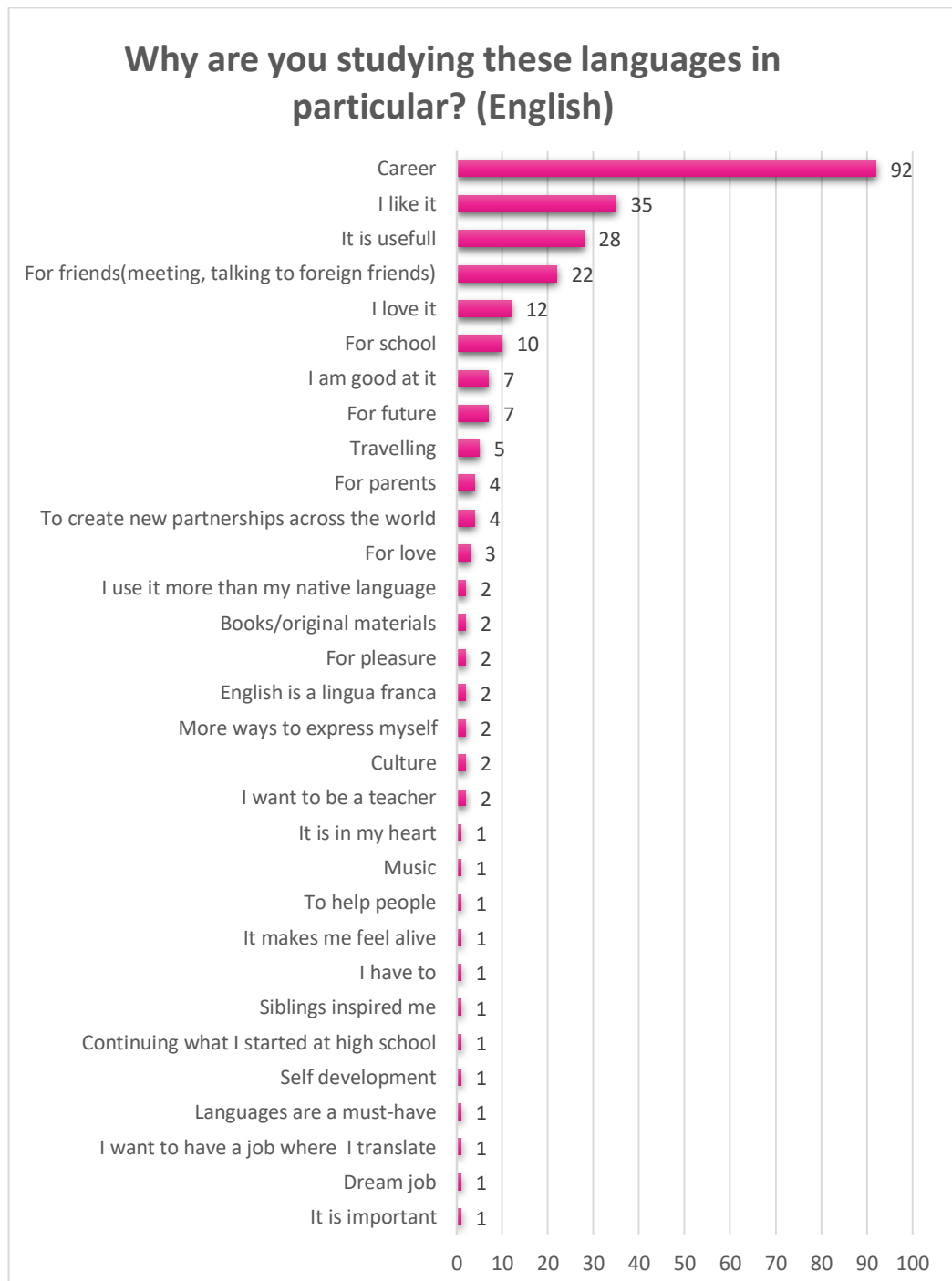
3.2.2   Examining the motives

Why are you studying these languages in particular? (English)

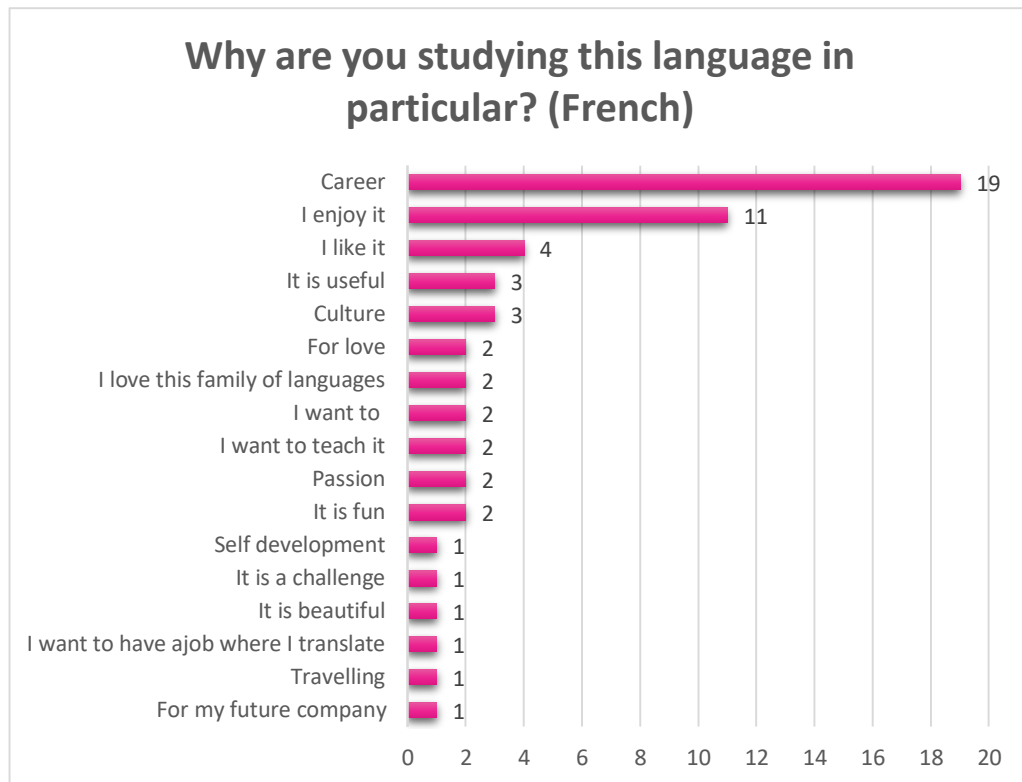| Reason	Value
Career	92
I like it	35
It is usefull	28
For friends(meeting, talking to foreign friends)	22
I love it	12
For school	10
I am good at it	7
For future	7
Travelling	5
For parents	4
To create new partnerships across the world	4
For love	3
I use it more than my native language	2
Books/original materials	2
For pleasure	2
English is a lingua franca	2
More ways to express myself	2
Culture	2
I want to be a teacher	2
It is in my heart	1
Music	1
To help people	1
It makes me feel alive	1
I have to	1
Siblings inspired me	1
Continuing what I started at high school	1
Self development	1
Languages are a must-have	1
I want to have a job where I translate	1
Dream job	1
It is important	1

Figure 31

Figure 32

The responses to this question revealed the basic motives, the most relevant motives, and the most popular motives to learn languages, especially English or/and French. Moreover, most of the motives will be explored in detail later on in this paper. For now, the motives were divided into the types of regulations from self-determination theory. (figure 31, 32)

Integrated regulation (intrinsic motives)

English- Some participants answered that they simply like learning languages. Be it because of how the language sounds, they do it for fun, or simply because it is enjoyable for them to learn languages. Interestingly, there was a group of 12 participants who did not only like it, but they also stated that they love their language of choice. Several others answered in a way that demonstrated how language is an essential part of their lives. They said that it was their passion, their pleasure, or that it was a matter of the heart for them to learn the English language.

French- many participants stated that they study this language because they enjoy it or they like the language, some study it because it is a beautiful language or for, they simply want to.

51

Identified regulation (integrativeness)

English- Some participants stated that since they have been learning the language for such a long time that they decided to continue to study these languages at university and make the most of it, or they study it since they already use the particular language more than their native language. They did not express any particular motives like career or traveling. Several participants responded that they are quite skilled in studying languages, and they further intend to acquire more.

Both groups had a couple of participants that stated that the language of their choice is a tool for self-development.

French - A couple of participants in this group expressed love for the romance family of languages, which may be a sign of integrativeness.

Introjected regulation and external regulation (extrinsic motives)

English- Many participants stated that these languages are useful in various areas of life overall, from traveling and special opportunities to which languages open doors, meeting new friends, being able to work with materials in multiple languages for instance books or articles, to be able to listen to foreign music and understand the lyrics. Many said that English is essential for global communication. One participant made a point that diverse languages bring us the ability to express our emotions in diverse ways. Many participants mentioned their career as the main motive. There were a couple of instances when the students say they study languages to become teachers of that language. On the other hand, a group of students expressed the desire to become translators.

French - The students that major in French study this language mostly for a career. Some interesting cases besides teaching and translating included work in art, gastronomy, or even planning to use French in their own company in the future.

Influences on the university students

Several instances of students mentioned the influence of their family, where the parents, and in one case even siblings, who either encouraged them to learn languages or the language was L2 of the family and that it was an essential part of the students' everyday life which prompted them to decide to study the language.

Some students only study the language for the university, meaning it is not their main intention to having a career connected to language, or perhaps they did not

yet choose their career and are only focusing on their education at the moment. There were no cases of participants only studying French for school as they were certain in their motives, more so than some participants/students of English. Both groups showed some participants that stated the culture of the target language as their motive.

French - Some students even mentioned learning the language to be able to communicate with their new significant other. Perhaps it could be a relationship motive. I would say that it may be an expansion of the friendship motive where eliminating the language barrier can be quite beneficial in this area of life.

I think my "main" language is important for my career.

Definitely yes	40 / 220
Rather yes	32
Rather no	5
No	0

Figure 33

I think that other languages that I am learning at the moment are important for my career

Definitely yes	48 / 136
Rather yes	20 / 60
Rather no	2 / 46
No	15

Figure 34

53
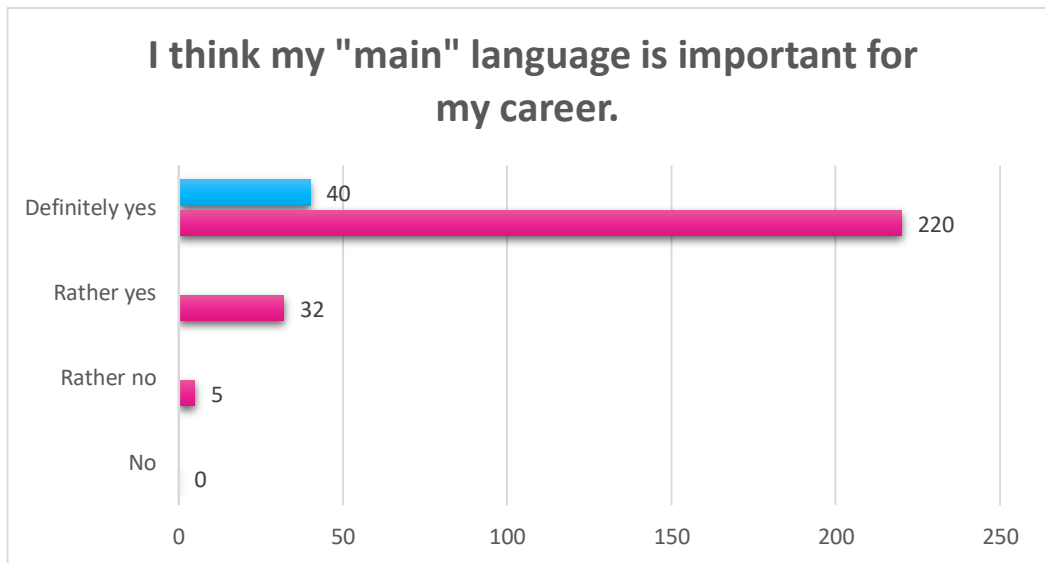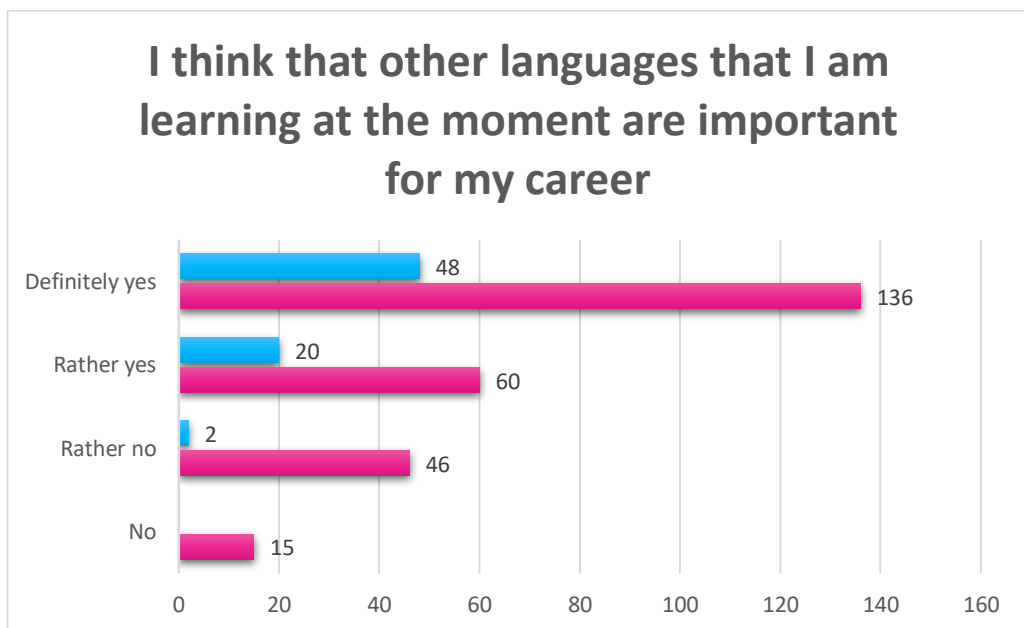
In the previous question, I already presented the evidence for the work motive being an exceedingly powerful one. The majority of our participants stated that the languages that they are studying at the moment are quite important for their careers. Although there were only several concrete examples of what kind of area of work they intend to use the language for, the participants were mostly aware that the languages (in the case of this research mostly English and French) are valuable in many areas of employment. Students of French were sure about the importance of French in their career, while students majoring in English had several cases where they did not feel like the reason that they study English is necessarily connected to their career. Moreover, the participants were still mostly inclined to state that the value for the career of the other languages than their "main" one is quite high, although there was a certain decline. (figure 33, 34)
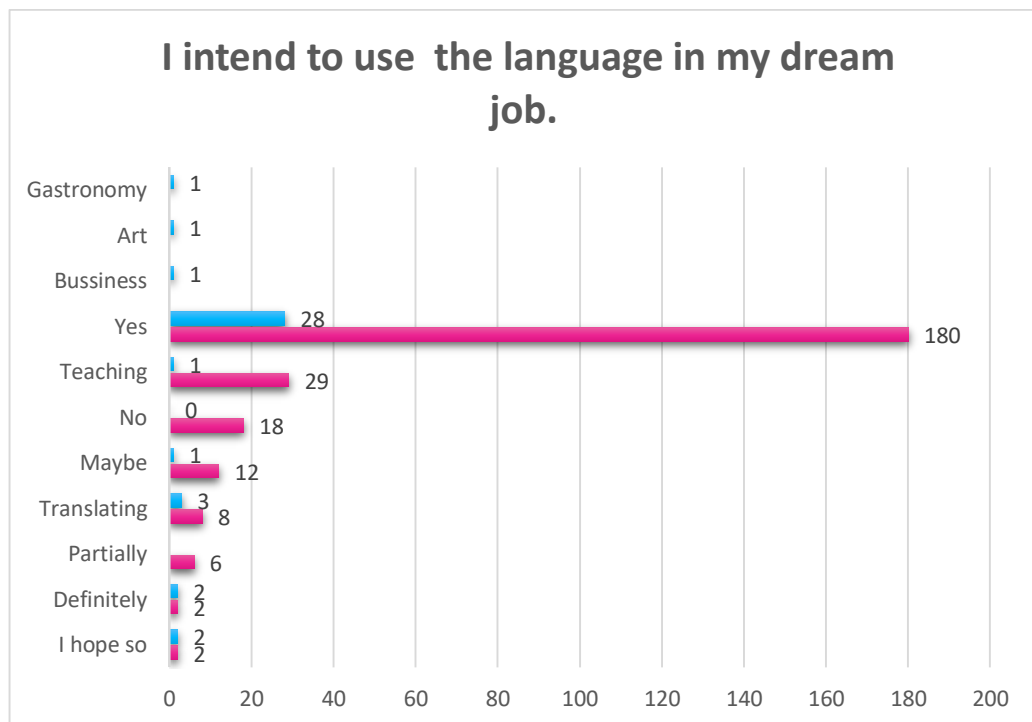
Figure 35

The participants in this cohort study at university, consequently, it is vital to inquire about their perception of the use of the language in their dream job. It is a continuation of the work motive. Several of the participants chose the language specifically to be hired for their specific dream job, which further strengthens the evidence for instrumental motivation. Some stated that they learn the language since they already have their dream job and being proficient in the language is necessary to obtain the job and succeed in the job. Especially with the French language, there were

54

several instances of the motive of wanting to work in gastronomy or art. These instances are exciting demonstrations of the students' conceptions connected to the French culture. (figure 35)
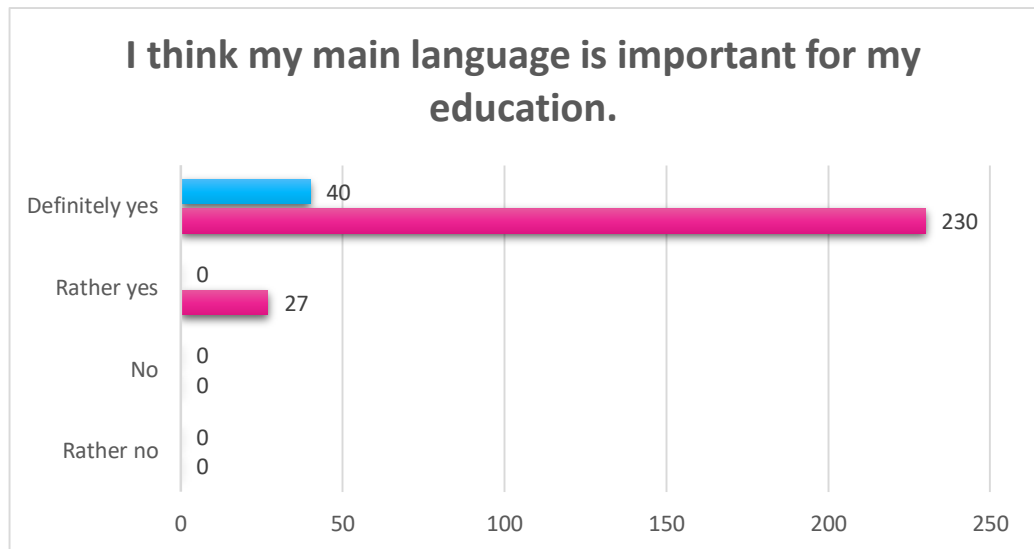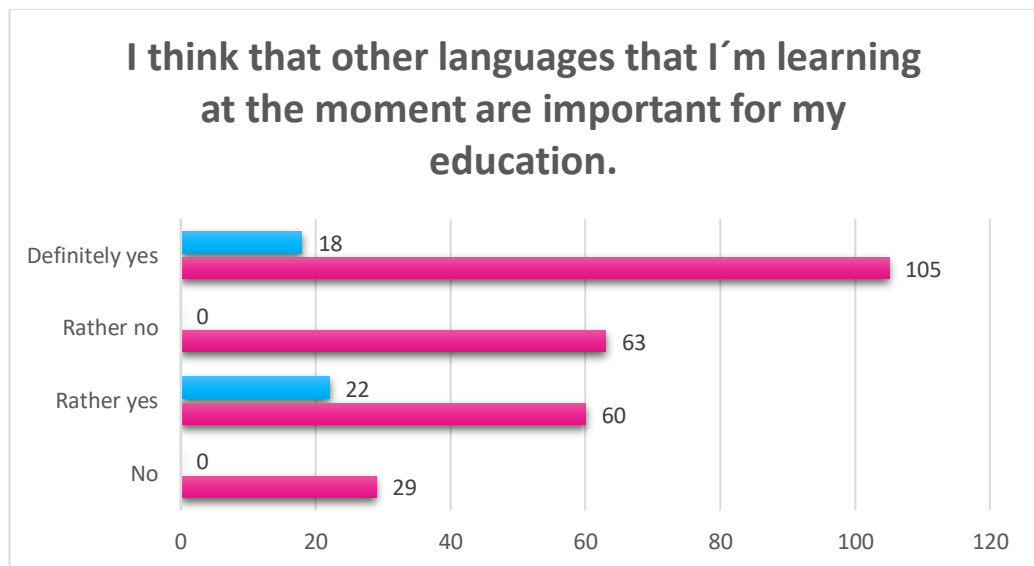

Figure 36

Figure 37

We can observe that not only the students´ main language but also additional languages are significant for their education, either at university or even outside of university or after finishing higher education. Either way, this instrumental knowledge motive is present with the majority of the participants. As we can observe in figure 37, many participants do not find any or almost any value of the other languages for their education and only focus on their main language. With those who major in French, they are more likely to use other languages besides French, which is mostly English for their education. (figure 36, 37)
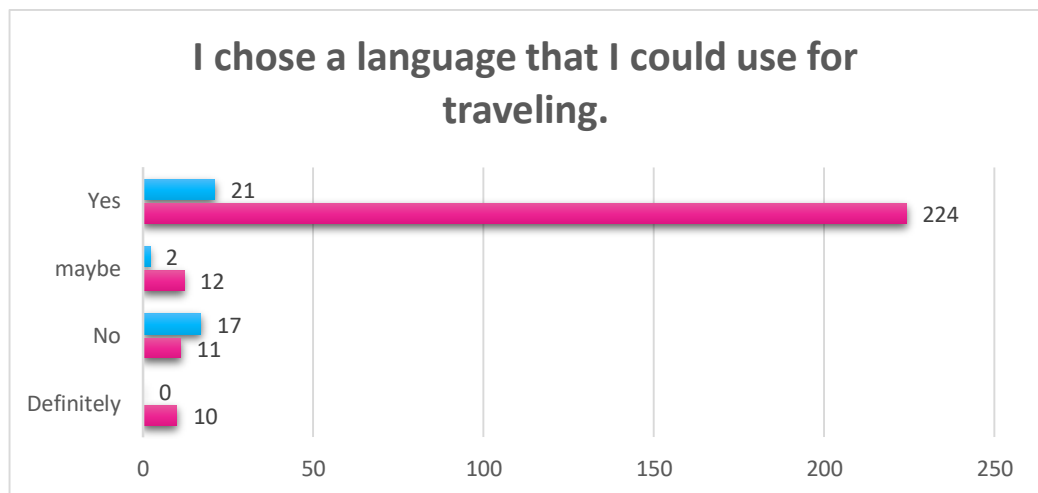
Figure 38

It is apparent from the answers that the instrumental travel motive is one of the most influential motives to learn a language, especially French and English. For many of the participants, the travel motive is prominent. In several cases, it is not the main motive, but it is still important. There were a few occurrences of a complete lack of the travel motive in the students. The reason for that might be that the other motives are more important for these students, or perhaps these students do not plan or desire to travel at all. Except for these rare students, the participants appreciate the usefulness of English of a global language while traveling, and they perceive traveling as one of the most significant motives for learning English. On the other hand, students who major in French are divided on this motive, half of them wish to use French for traveling, and the other half does not. It is evident that nowadays, traveling is an essential part of our lives, and since there are many opportunities to be able to travel anywhere, learning languages is an extraordinarily prominent motive. (figure 38)
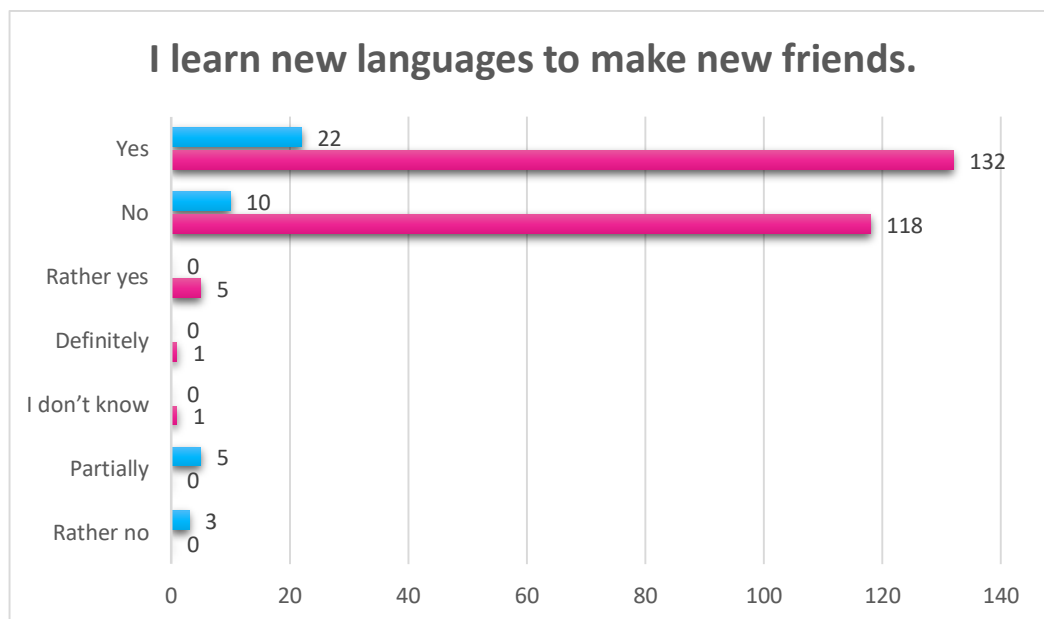

Figure 39

Approximately half of the participants agreed with this statement while stating language is a way to socialize, connect with a higher number of people, and create new partnerships. Although for most of these participants, it was not the main motive, it became one of the reasons later on as they became aware of this advantage, already being in the stage of proficiency in the language. (figure 39)

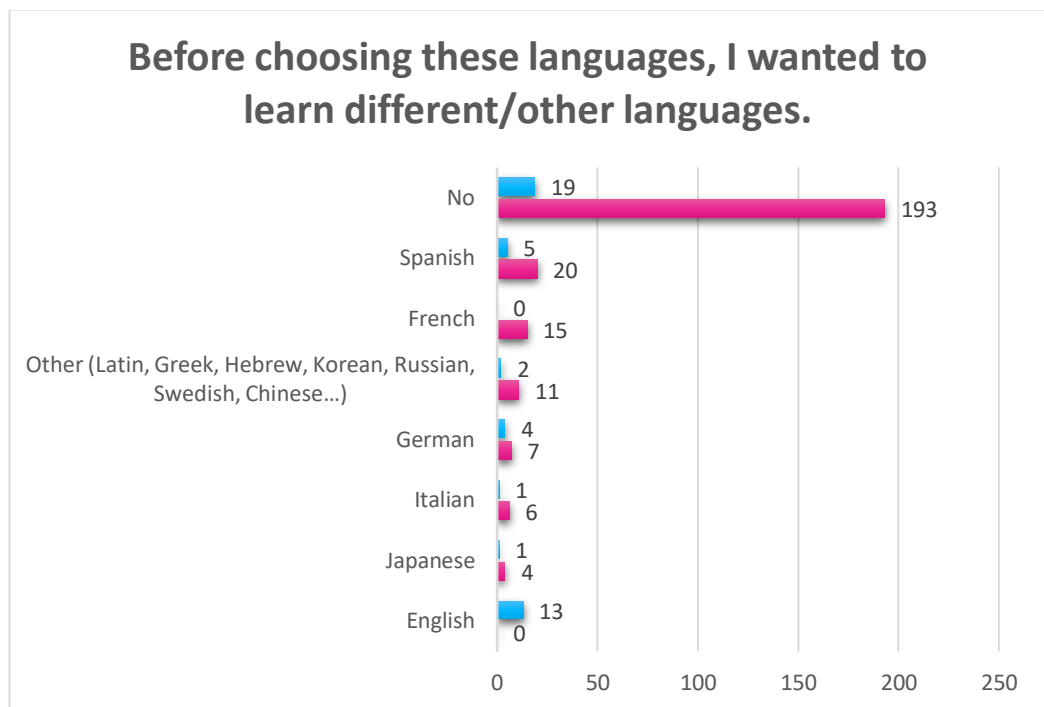### 3.2.3　　　　Exploring the choice of the second language

Before choosing these languages, I wanted to learn different/other languages.

Category	Blue	Pink
No	19	193
Spanish	5	20
French	0	15
Other (Latin, Greek, Hebrew, Korean, Russian, Swedish, Chinese…)	2	11
German	4	7
Italian	1	6
Japanese	1	4
English	13	0

Figure 40

Some were sure of their choice from the beginning of choosing English as an understandable and evident choice. Those who chose French were usually convinced from the beginning. Many were considering Spanish over English or French since it is useful, spoken in many countries, attractive, and is perceived easier than French. In groups of students who did not choose French, they were at least considering it because they liked the sound of it or found the culture is attractive. Consequently, even if they did not end up choosing French as their language of choice, there were many cases where the students were considering it for precisely the previously mentioned popular reasons to learn it. Nevertheless, students were also considering other languages like German, Italian, Japanese, Swedish, Korean, Russian, Hebrew, or Greek. (figure 40)
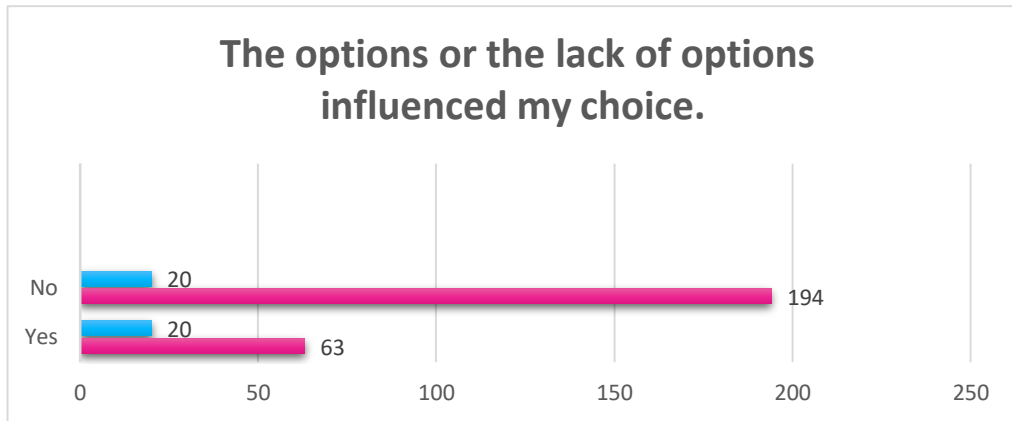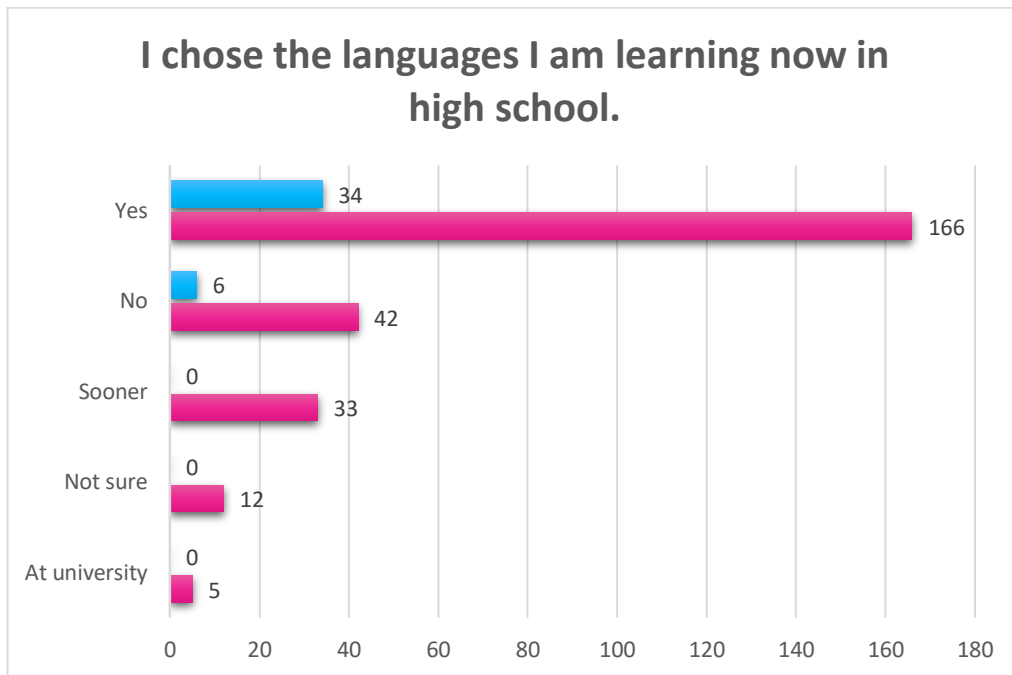
Figure 41

Figure 42

With French, the participants mostly said that they did choose this language at high school. With English, the choice was often made much sooner in many cases, usually in kindergarten already. Moreover, while many were not influenced by the variety of offered classes, several stated that the lack of options influenced their decision. Not being able to choose could be a negative influence on the motives and the motivation of students in general. While it is only one of the factors, the lack of options could potentially decrease the motivation to study languages further. (figure 41, 42)

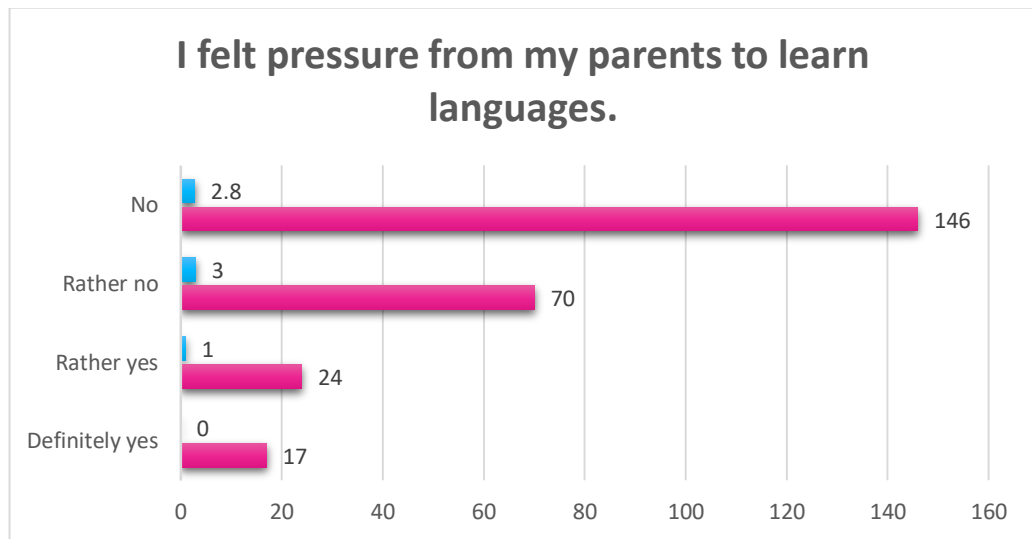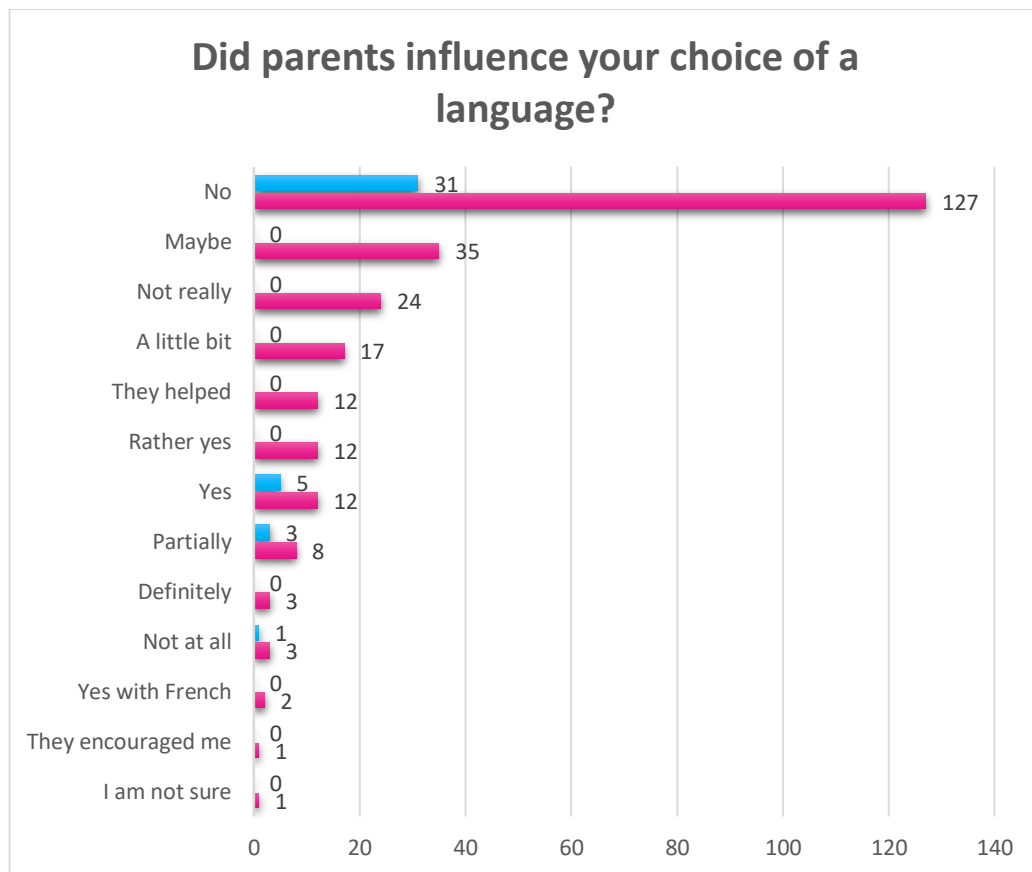### 3.2.4   Exploring the influences

I felt pressure from my parents to learn languages.

No	2.8 / 146
Rather no	3 / 70
Rather yes	1 / 24
Definitely yes	0 / 17

Figure 43

Did parents influence your choice of a language?

No	31 / 127
Maybe	0 / 35
Not really	0 / 24
A little bit	0 / 17
They helped	0 / 12
Rather yes	0 / 12
Yes	5 / 12
Partially	3 / 8
Definitely	0 / 3
Not at all	1 / 3
Yes with French	0 / 2
They encouraged me	0 / 1
I am not sure	0 / 1

Figure 44

Although many students stated that their parents did not influence their choice nor pressured them into learning a language in general, the rest of the participants perceived a certain level of influence coming from their parents. A minority of our participants felt a high level of pressure and influence. Many of the participants were influenced by their parents to choose French in particular. Anyhow, it is important to

emphasize that in all instances, they perceived this influence as positive. They stated that they felt encouraged by their parents to choose a particular language and that their parents kept motivating them to keep learning. Furthermore, the parents often presented valuable arguments as to why learning a particular language is a good choice for the student's future and highlighted the usage of English or French. This positive influence was, therefore, active with all participants that perceived any influence from their parents. (figure 43, 44)
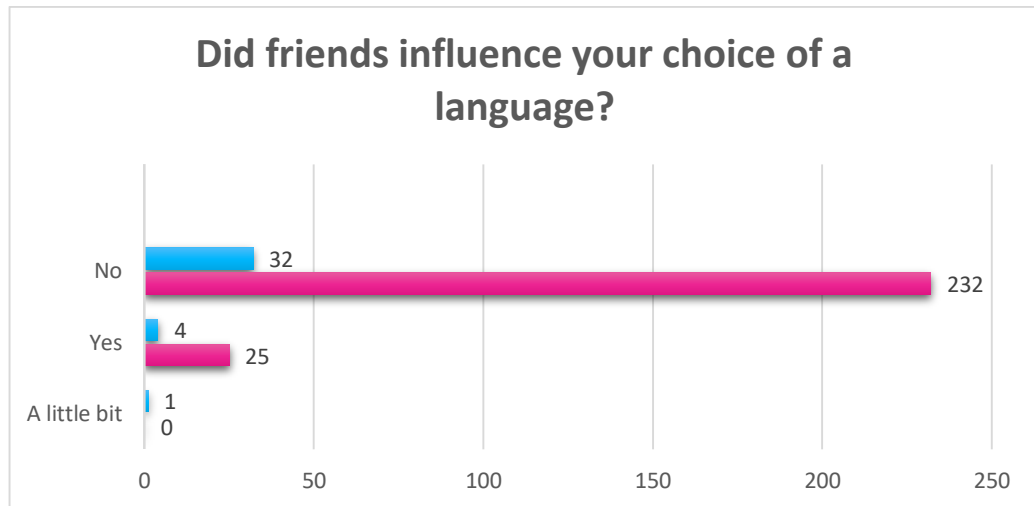
Figure 45

Only a minority thought that their friends influenced their choice, and it was mostly friends who live in foreign countries. The rest of the participants did not perceive any influence of friends on this matter. (figure 45)
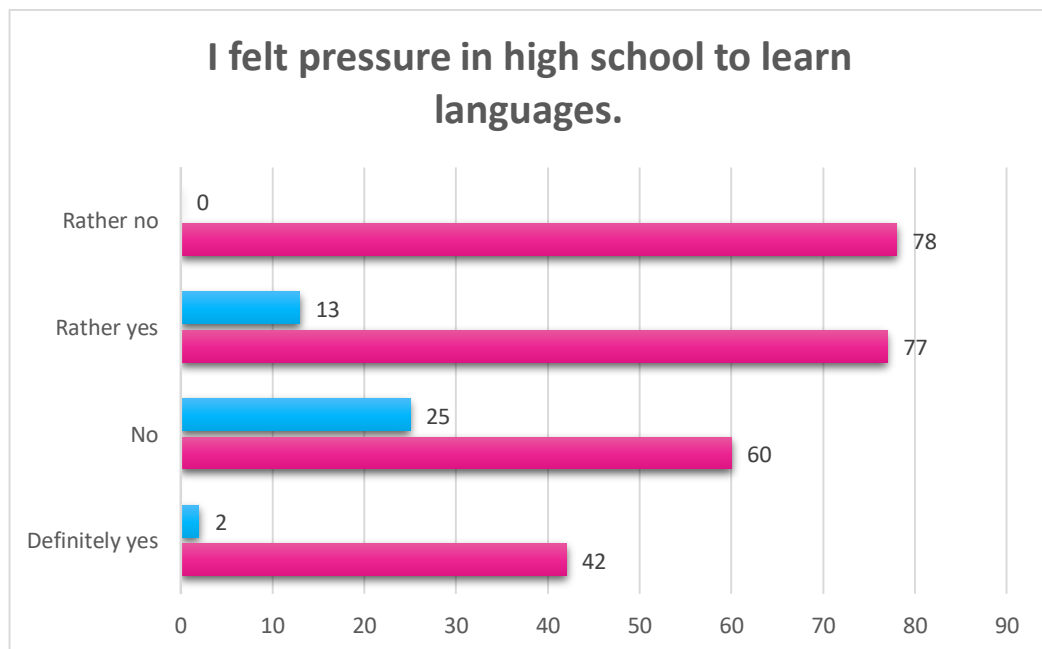

Figure 46

61

Most participants felt no pressure. At least one language is usually compulsory, although most times it is two languages. Most importantly, the pressure was not perceived as negative or as too intense but more like a push to learn something that brings many advantages later on in life. (figure 46)
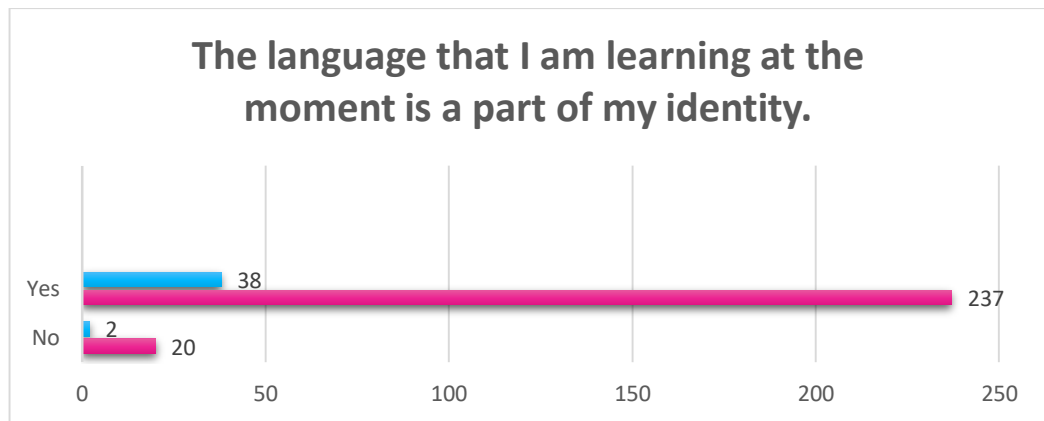
The language that I am learning at the moment is a part of my identity.

Yes	38 / 237
No	2 / 20

Figure 47

The answers of our participants are evidence for integrativeness. (the desire to become a part of the L2 community.) Most participants felt like their language of choice was part of their identity, that they belong to the community of their language, or that they wished to become a part of the L2 community eventually. It is also evident that instrumental motivation and integrativeness coexist when most of the participants that expressed a tendency for the work motive also felt like they wanted to be part of the L2 community. (figure 47)
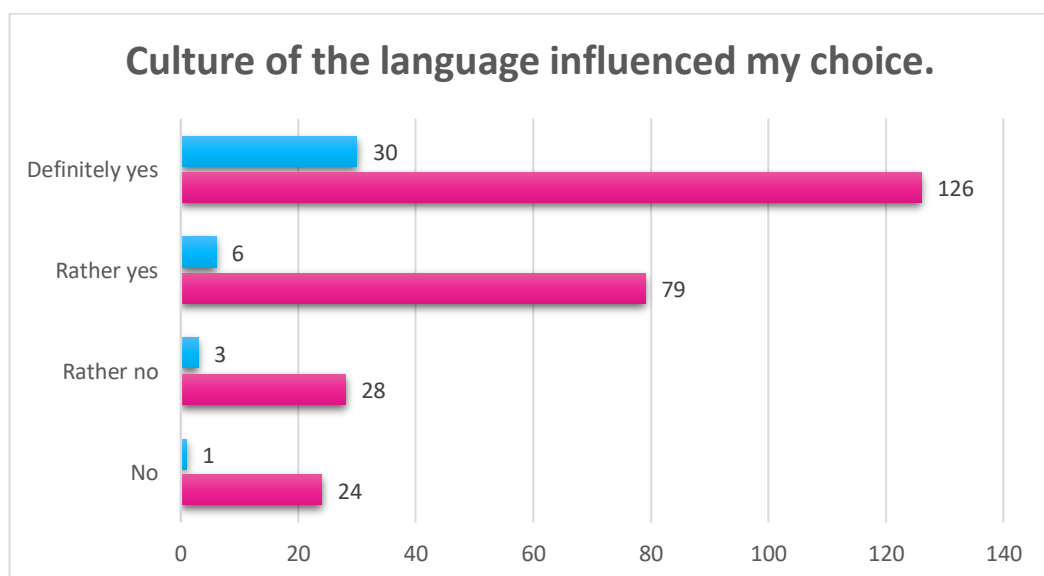
Culture of the language influenced my choice.

Definitely yes	30 / 126
Rather yes	6 / 79
Rather no	3 / 28
No	1 / 24

Figure 48

62

There is a rather strong cultural motive within these students. As I explained in the high school part, culture is an important aspect of language learning, and for the majority of the participants, it is a prominent motive. (figure 48)
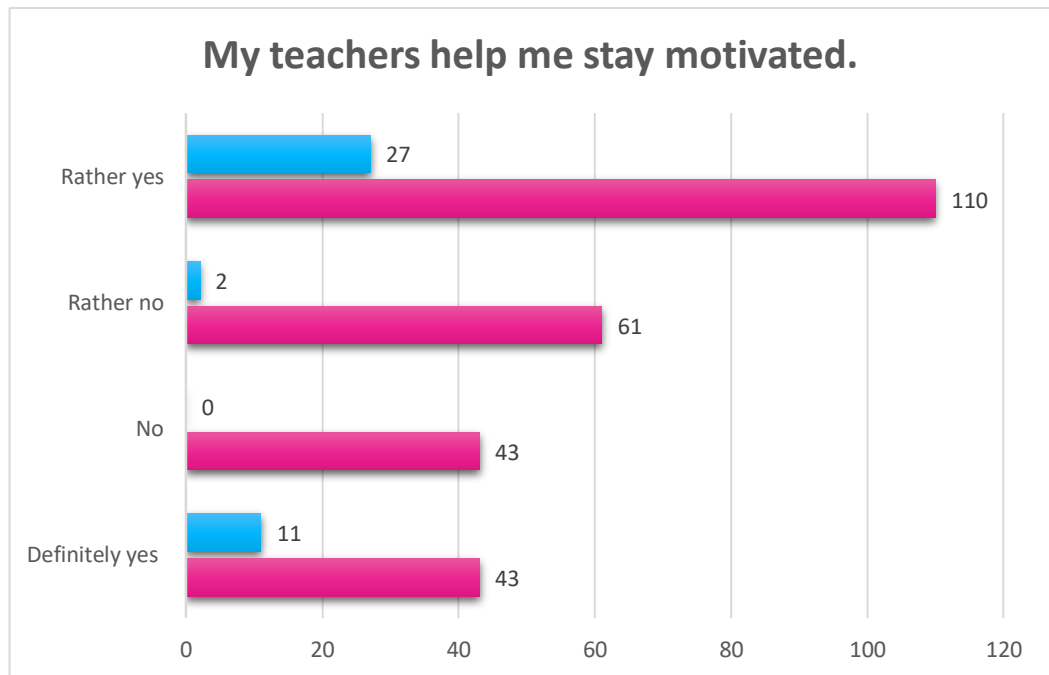
My teachers help me stay motivated.

Response	Blue	Pink
Rather yes	27	110
Rather no	2	61
No	0	43
Definitely yes	11	43

Figure 49

This question was to highlight the importance of teachers in the area of motivation. Interestingly, some stated that teachers motivated them directly and were the only factor of motivation in their acquisition. Only several instances of participants feeling that the teacher did not motivate them at all and that other motives were more efficient or prominent. (figure 49)
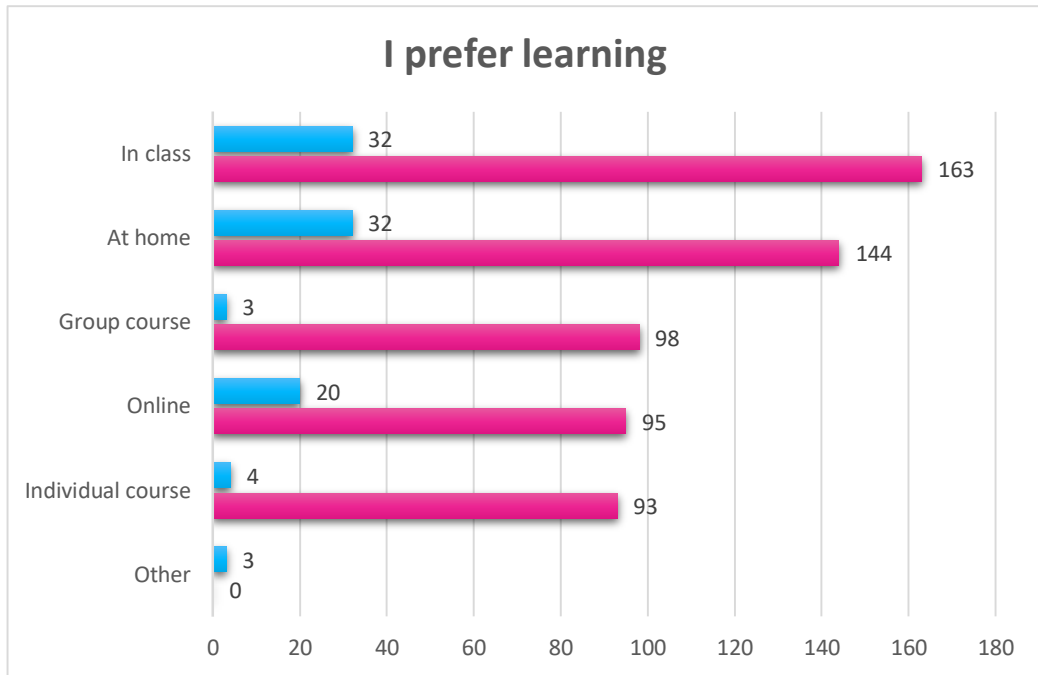
63

Figure 50

Again, I asked this question to find out what the closest influence on these students is. Intrinsic motivation persuades the students to study outside the classroom as well, while extrinsic motivation helps the student mostly in the classroom, so the fact that they study outside the classroom is evidence for intrinsic motivation. The major influence is the teachers, and following this influence, students prefer to learn at home. The preference for individual courses and group courses was nearly equal. Many participants also enjoy learning a language online. (figure 50)

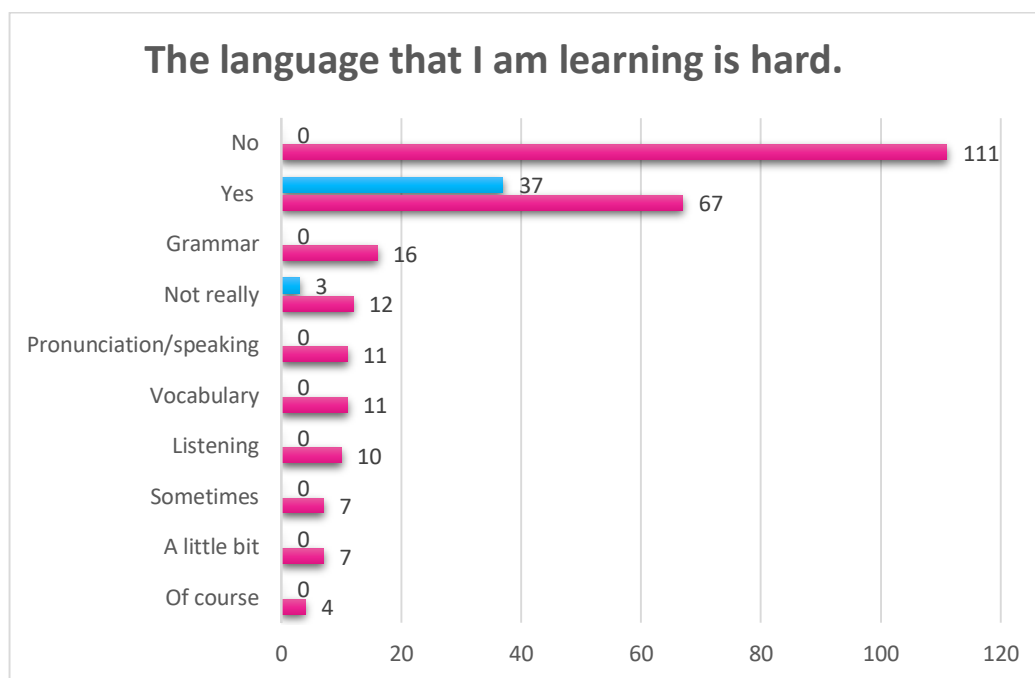### 3.2.5 Examining the level of language anxiety

The language that I am learning is hard.

Category	Blue	Pink
No	0	111
Yes	37	67
Grammar	0	16
Not really	3	12
Pronunciation/speaking	0	11
Vocabulary	0	11
Listening	0	10
Sometimes	0	7
A little bit	0	7
Of course	0	4

Figure 51

Between the participants, French is perceived as a much more difficult language than English. The reasons for that are various: Some stated that French is not easily available in terms of movies or series, which is a popular way to learn the language, English in particular. These students perceive oral comprehension as difficult as well, because of the way French speakers link every word together wherever it is possible, or because of other aspects, for instance, oral production, conjugation, and irregularities. A difficulty that these students mentioned notably often was the struggling of Czech speakers with the French subjunctive. Some stated English is hard because it initially appears to be easy, however, it gets harder the more they learn. The nearly infinite vocabulary caused by many sources was perceived as an occasional obstacle, but finally, they also stated that the difficulties in English are easier to overcome thanks to its availability and diversity of information. (figure 51)
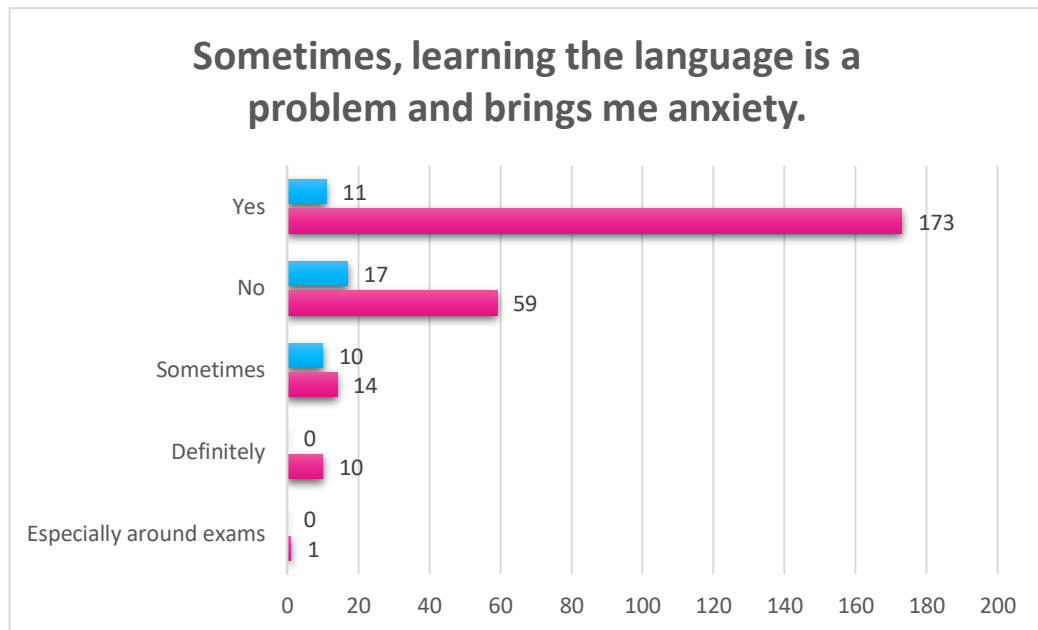
Sometimes, learning the language is a problem and brings me anxiety.

Category	Blue	Pink
Yes	11	173
No	17	59
Sometimes	10	14
Definitely	0	10
Especially around exams	0	1

Figure 52

Several participants said that they do not experience any language anxiety, and in cases they do, it is either insignificant or, they do not let it impair their motivation, and they convince themselves to try harder. These rare cases show how LA can bring motivation, or it is evidence for linguistic self-confidence (students believe in their abilities and that they will be successful in gaining proficiency), which seems to be quite rare, especially between our participants.

Some participants stated that they feel anxious sometimes, while several stated that they always experience LA. The levels of language anxiety differed. Understandably, a high quantity of LA comes from the pressure of speaking the language. Some examples come from being jealous of the progress of others, and several examples were connected to vocabulary (either forgetting words they already knew or feeling that it is not extending enough). Many stated that they did not make enough progress for the amount of material that is left in front of them.

Many tend to be more anxious, because of homework or exams and when they feel overloaded, which may have negative effects on further learning since LA undermines motivation. As I mentioned before, French is one of the languages with a higher risk for language anxiety, especially LA rises in situations where students are required to speak in French. (figure 52)
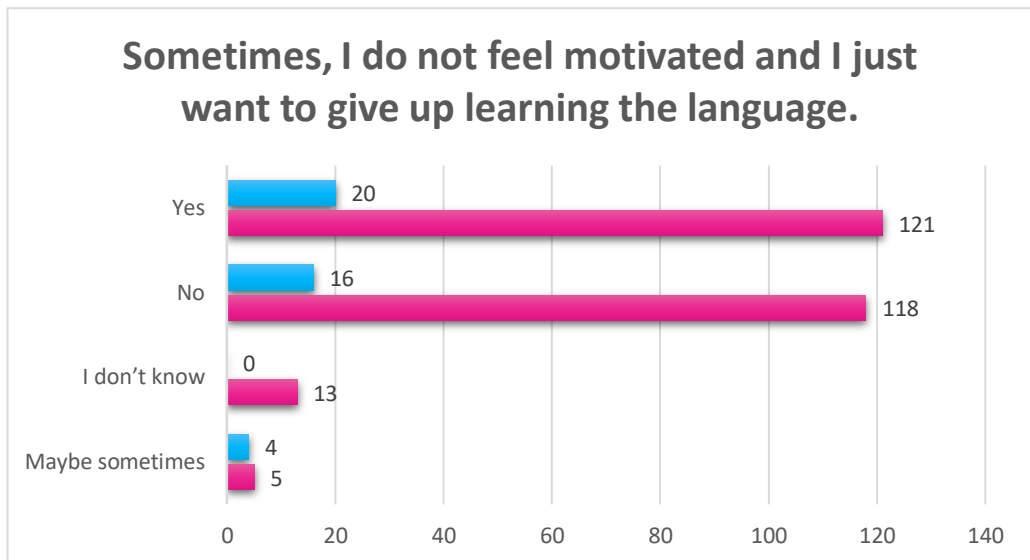
Sometimes, I do not feel motivated and I just want to give up learning the language.

Category	Value 1	Value 2
Yes	20	121
No	16	118
I don't know	0	13
Maybe sometimes	4	5

Figure 53

There was evidence for participants experiencing directed motivational currents, in my opinion. I observe this evidence in the participants who answered that they do not want to give up the learning process. They rarely feel unmotivated, if ever, their goals are their priority, and they are on a path to gain proficiency. DMCs have a clear start and a clear end. This may be mirrored in the time of studying at university. Considering the age of participants in this version, they are more conscious of their choices and goals compared to the students at high school. In the previously mentioned question, whether their choice is difficult, they may answer positively, but many of these do not feel unmotivated. More often, they overcome the difficult sub-goals to get to their vision, which is being proficient in their language of choice. Importantly, there were no participants that felt strongly about amotivation and giving up. (figure 53)

4   Research findings and discussion

4.1   Comparison of the two cohorts

The high school section was of a much younger age than the university section, and in both groups, the female part was more substantial. Except for the conservatory, high school students do not yet have their specialization, in contrast to the university students, where the research intended to focus on those students that study languages and major in English or French language. For both cohorts, English was the principally preferred language.

Concerning the choice of the language, with high school students, I was asking more about their plans, and since university students are older and should be mostly settled, I directed the question on their past decision. Many of the participants seemed certain with their choice, nevertheless, many participants revealed the intention to start learning another language or replace their language of choice with another. Fortunately, we can observe that in most cases, the lack of options did not negatively influence the choice of the language, and consequently, their motivation.

For both groups, the preferred way to learn a language is in class, then at home, then online, but individual and group courses are still common. Since students favor learning in class, where the teacher plays an important role, the teacher also has the most potential to influence the student's motivation. High school students seem to be getting experimental with their ways of learning, which means that we may have unknowingly left out some major influence on their motivation.

4.1.1   Instrumentality and integrativeness, Intrinsic vs extrinsic

While most of these high school students do not show many tendencies of integrativeness, the desire to become a part of the L2 community, there were several cases where they perceived this tendency. Several students of English, in particular, expressed that this language is a part of their identity. Within university students, the level of integrativeness was considerably higher in both French and English majors, but notably, students who major in French.

Culture is connected to language, and the participants mostly tended to be motivated by the culture of the language to become part of the L2 community. Culture is a motive that brings the students of English and French together. Students often aspire to learn the language to access and be able to read original materials and books, and listen

to music, and watch movies, without additional help such as dubbing or subtitles. However, the number of students motivated by the language culture was also higher among university students.

Both categories are aware of the value and seem to like the language and the process of learning it, however, many university students seem to have developed quite a strong relationship with their language of choice. In contrast, high school students often like it, but it is not something they focus on specifically. The intrinsic motive then seems to be more present and more powerful within university students. The university students are more mature, and they have been learning the language for a longer time. Accordingly, it is reasonable that they may feel connected to the language. They may also be more inclined to study the language intensely and to a bigger extent for the reason that it brings them joy.

There is a higher number of high school students that do not recognize the connection between their future career and the languages that they are learning, still, this number is rather low considering that these high school students still have several years of education in front of them. With university students, we can observe the shift in attitude since they principally learn the language with a specific career in their minds. Nevertheless, students majoring in English displayed several cases of participants who do not realize the connection between English and their future career, while the students who major in French were all completely certain about this connection between career and language.

We can see that when I asked about their ideal job, there were several cases of high school students that have a specific career connected to language already planned. Commonly, they learn a language for communication or to add a new skill that could be useful in their dream job, rather than wanting to teach or translate. In the inverted segment, several students learn a specific language, yet they do not yet plan a specific career.

With university students, there is a wider variety of concrete dream jobs present, for instance, several students want to be teachers of English or French or plan to translate or plan to work in major industries. Naturally, university students often aspire to have a profession where they would actively use the language. The difference between the career motive of high school and university students is that university students are closer to finishing their education and choosing a prospective career. Therefore, it is unmistakable

that even though both categories mostly think that language is important for their career, a higher number of university students feel that language is crucial.

4.1.2   External motives

Both high school and university students share several external motives, most importantly: future career and traveling, making friends, or adding new connections in the World. One notable difference between these groups was social media as a motive within high school students. Even though I did not address this motive in my thesis, the younger students seem to be more influenced by social media, and this motive may need additional research.

Knowledge motive

There were high levels of the instrumental knowledge motive in both cohorts, be it for further education and even broadening their general knowledge by learning the language. Considering the potential of their main language, these university students remain motivated, however, about half of these students were furthermore aware of the value of the other languages. On the other hand, within high school students, there was a part of participants that did not plan to use the language in their further education. Nevertheless, the majority stated that the language would be useful for them. That is not only in case they would choose to major in languages but also, for example, for the opportunity to study any other discipline abroad or getting access to foreign material that may not be so easily available in the Czech language.

Travel

When it comes to the travel motive, both groups are highly motivated. Nowadays, the possibilities in this area are wide, and therefore, the majority of participants plan to use their language while traveling. I found the biggest presence of the travel motive in university students who major in English. The travel motive was not remarkably influential within the students of French. The high school students were often only partially convinced about their future use of language in foreign countries.

Friendship motive

Overall, the results of the instrumental friendship motive were fairly equal in both cohorts. Both groups revealed only a minority of students that experienced any kind of friends´ influence while choosing their language. However, about half of the participants from each cohort experienced some level of this motive.

4.1.3   DMC vs amotivation, language anxiety

The level of language anxiety seems to be higher with the students of French than the students of English. Languages are easier for university students since they have already been studying them in high school, and that may be positive for their motivation. Occasionally, both groups experience quite high levels of language anxiety, especially around exams. They are, nevertheless, higher for university students since it is their major. I found no evidence of DMCs in the high school cohort, but fortunately, except for rare cases, there was also no sign of states of amotivation.

4.1.4   Teachers

As I found in my research, the primary influence on the motivation of these students is the teachers. Overall, university students perceive the support of their motivation to learn the language by their teachers slightly more and more often than high school students. In both cohorts, however, there is a prominent number of participants that do not feel motivated by their teachers and feel like they have to keep their motivation up on their own. As I presented in chapter one, the teachers motivate the students and vice versa. Perhaps the lack of motivational support in high school students is not caused by the lack of motivational strategies, but rather since the language is not their major, the motivation cannot reach a high level on either side.

4.1.5   Parents

Parental influence does not seem to be as essential as the research in chapter one implied. The majority of both groups expressed they did not perceive any influence of their parents in terms of language learning, and the participants stated that it was entirely their choice. In any case, when they did perceive any parental influence, it was positive in both groups. The active influence was mostly perceived as positive, as many participants called the influence an encouragement than enforcement. Parents often advised them or had a conversation about the language with the student. There was more influence overall to study a language than instances of parents influencing the particular

choice. On the other hand, a couple of cases showed a significant influence of parents when they were able to change the students' minds about choosing a particular language. Some parents seem to think that other subjects of high school students may be more important for their future overall, so on the contrary, they try to make their child focus on chemistry, for instance. In any case, parental influence proves to be powerful when used. The point is that parents nowadays trust the judgment or tend to trust their children with choosing a language and being motivated to learn languages. Consequently, parental influence on motivation can be lower. Unfortunately, it is not possible to examine the passive role via questionnaires.

Conclusions and research limitations

Several conclusions may be drawn from my research on the motivation of high school and university students in the Czech Republic. First of all, the overall motivation of university students seems to be much higher than the motivation of the high school students in every area and variable researched in this thesis: from integrativeness and intrinsic motivation to extrinsic motivation and instrumental motives. They desire to be a part of the L2 community more, their motives are more intense and defined.

The initial contrast between the groups surveyed is that while high school students are aware of the importance of language for their future, university students are regularly focused on a precise motive to learn a specific language.

What is important to note here is that while this thesis focused on targeting the differences between the individual motives of students to acquire fluency in English or French, the majority of the participants in this study focused mainly on English or regarded English as their favorite language to study. Therefore, it could be potentially interesting to conduct follow-up research with the focus on the students of either language.

Furthermore, within both groups of the participants, there is a wide variety of motives, and while some appear to be more prominent than others in intensity and frequency, there were also several specific motives that were not as common and only stated by a small number of participants and consequently more thought-provoking.

From the additional specific motives, it is vital to mention the following: one motive that this research did not find in the cohort of the university students but only in a couple of high school students was the importance of social media. There was also a motive that was demonstrated only in the university cohort, several of the university students stated that they learn English or French for love, which is another motive that could be a part of the follow-up research.

Moreover, these specific motives, in the same manner as intrinsic and extrinsic motives, were often hand in hand with the other motivations seen in these students. That means that the participants often declared more motives than only one that would be either extrinsic or intrinsic, thus, their motivation is multilayered. The relationship between the extrinsic and intrinsic motives is that even when either is more prominent, they can coexist within the students.

This research discovered that for both groups, the most relevant external motive for language learning is the prospect of a future career. While university students tend to have more certainty in their potential future profession, there are already several cases of high school students who are decided to use French or English in their future jobs. However, high school students often have different perceptions of how exactly they will use the language in their careers. They may learn the languages for their more general advantages, for instance, to communicate in the office rather than build their career in the language.

The most prominent intrinsic motive was that students naturally enjoy learning the language. For high school students, this motive was displayed in the highest number. This was not the case with university students either of English or French, where career was opted for as the most common motive overall.

Certain of the more significant motives that were also revealed in the university students who major in French were: the culture of the language, any kind of self-development, or the perceived beauty of the language. Within the university students who major in English: the creation of new connections with people, the importance of English for their future, its utility and usefulness, or because they love learning it. As for the high school students: learning the English language for its importance in their future as speaking a foreign language is a basic skill, or because speaking any language brings them new experiences and new opportunities in life.

These findings display how the students perceive the language differently and how that influences which motives are more prominent. With French, the focus is mainly on the cultural aspects or the elegance of the language. With English, the focus is on pragmatic use, and even when the students state that they love learning English, it is because it will be useful for their future.

In addition to instrumental motivation, the university students displayed a higher level of integrativeness, especially those who study French. On the contrary: among high school students, the number of participants who displayed any interest to become a part of the language community was considerably lower and those who displayed integrativeness were mostly students of English.

With instrumental motives, this research concentrated principally on knowledge, travel, and friendship motives. The majority of the participants displayed some level of the knowledge motive in several variations. They often feel motivated to study the language to obtain access to a more generous amount of information and materials or to

be able to study abroad in one of the many universities in English and French-speaking countries.

Naturally, the travel motive was more present with the students of English. Within the students of French, other motives were more prominent. The students were almost equally divided on the matter of friendship motive since most of them perceive making new friends or connections as an additional advantage to language learning rather than learning the language mainly for this reason.

This research investigated the extent of the outside influence of family, friends, and teachers on motivation. It is important to note that I examined mainly the active role of parents on motivation and that the overall parental influence on the students may be more significant in reality. Within both groups, the perceived parental influence on the motivation was surprisingly low although fortunately, it appeared to be mostly on the positive side of the spectrum. Consequently, the students are somewhat independent in their choice of language, in their learning, and in keeping up their motivation.

This research implies that the teachers of French at university are active in implementing suitable motivational strategies. University students of French perceive with a higher frequency the positive influence on their SLA motivation than university students of English. Within the university students of English, there was a part of participants who did not perceive any influence of motivation coming from their teachers. Finally, many of the high school students revealed a lack of positive influence of the teachers on their motivation. The high school students demonstrated that they could perceive a positive and negative influence from different teachers, and that affects their motivation towards the different languages. In any case, it may be beneficial for both these groups to bring up the topic of motivation in class for discussion, attempt to implement more motivational strategies, and find what the motives of the individual students are to help their learning process.

Finally, I examined the level of language anxiety and amotivation within these groups of students. This research confirmed that both English and French have several challenges that may produce language anxiety and states of amotivation. While the levels of language anxiety within the participants differed, some situations cause states of amotivation or language anxiety, such as around exams or situations of active use of the language. It is necessary to note that the majority of students expressed no long-lasting states of amotivation or language anxiety.

Research limitations

Since the research was done via questionnaires where the respondents are volunteering to donate their time, there are some disadvantages present. One of the greater disadvantages is the superficiality of the research. Questionnaires are supposed to be quite simple, and therefore, it is difficult to conduct in-depth research this way. Due to anonymity, it was impossible to follow up with the students about their responses (Dörnyei, Questionnaires in second language research, 2003). Three major languages were in play, so the questionnaires were sent out in two languages. High school students and University students, majoring in French, selected the Czech version, while university students majoring in English, selected the English version. Since motivation to learn a language may potentially change throughout the year, this research, while the sample was considerable, still provides limited insight into the motivation of Czech high school and university students.

While working on this thesis, I learned to compile and pilot a questionnaire, conduct research, and to reflect on the collected data. For the follow-up research, it may be valuable to investigate the students of one specific language, or the extent of one specific motive, such as career, travel, or love. I did not properly address the influence of social media as a motive in this thesis, nevertheless, it might be beneficial to research it, and I would be quite intrigued to investigate it further.

Works cited

Bronec, Jiří. "Motivace ve výuce cizích jazyků". *Sborník prací filozofické fakulty brněnské* A 39 (1991): n. pag. Print.

, Coordination des Alliances françaises en République tchèque. "Proč se učit francouzsky". (2010): n. pag. 30 June 2020.

Dörnyei, Zoltán. *Questionnaires in second language research: construction, administration, and processing*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2003. Print.

Dörnyei, Zoltán. *Motivational Strategies in the Language Classroom*. Cambridge University Press. Cambridge: N.p., 2001. Print.

Dörnyei, Zoltán, Sofia Davydenko, and Alastair Henry. "The Anatomy of Directed Motivational Currents: Exploring Intense and Enduring Periods of L2 Motivation". *The modern language journal* (2015): 329-345. Print.

Dörnyei, Zoltán, and Marie J. Guilloteaux. "Motivating Language Learners: A Classroom-Oriented Investigation of the Effects of Motivational Strategies on Student Motivation". *TESOL Quarterly* (2008): 55-77. Print.

Dörnyei, Zoltán, Zana Ibrahim, and Christine Muir. "'Directed Motivational Currents': Regulating Complex Dynamic Systems through Motivational Surges". *Motivational Dynamics in Language Learning*. Bristol: Multilingual Matters, 2015. 95-105. Print.

Gardner, Robert C. "Integrative motivation and second language acquisition". (2005): n. pag. Print.

Gardner, Robert C. *Social psychology and second language learning, The role of attitudes and motivation*. London: Edward Arnold, 1985. Print.

Kruidenier, Bastian G, and Richard Clément. "Orientations on Second Language Acquisition: 1. The Effects of Ethnicity, Milieu, and their Target Language on their emergence". *Language Learning* (1983): 273-91. Print.

MacIntyre, Peter D. "How Does Anxiety Affect Second Language Learning?: A Reply to Sparks and Ganschow". *The Modern Language Journal* (1995): 90-99. Print.

Noels, Kimberly A. "Supporting students' self-determined motivation to learn languages". *Contact* 2015 (2015): 21-32. Print.

Ryan, Richard M., and Edward L. Deci. "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being". *American Psychologist* (2000): 68-78. Print.

""Why Should I Learn English?"". (2020): n. pag. 13 May 2020.

Appendices

High school questionnaire

Ahojky, ráda bych vás poprosila o vyplnění dotazníku, vše je anonymní a nemělo by to zabrat více než pár minut. :)
Věk-open question
Pohlaví-multiple choice
Kde, co studuješ? open question
Které jazyky momentálně studuješ? multiple choice
Který je tvůj oblíbený? Open question
Proč se učíš právě tyto jazyky? (například, jen do školy, kvůli rodičům, líbí se mi, kvůli kariéře atd.) open question
Myslím, že jazyky jsou důležité pro moji kariéru. scale
Myslím, že jazyky jsou důležité pro moje další vzdělání. scale
Chceš se učit i jiné, další jazyky? Jestli ano, uveď, které prosím. Open question
Cítila(a) jsem nátlak od rodičů k učení se jazyků. Open question
Ovlivnili rodiče tvoji volbu jazyka? Open question
Ovlivnili přátelé tvoji volbu jazyka? Open question
Zvolil(a) jsem si jazyk, který se mi bude hodit při cestování. Open question
Rád(a) se učím jazyky, protože díky nim se dostanu k zážitkům, ke kterým bych se jen s češtinou nedostal(a). scale (left out of the analysis)
Učím se jazyk(y) abych si udělal(a) nové kamarády. scale
Nabídka nebo omezená nabídka předmětů ovlivnila moji volbu jazyků. Open question
Jazyk plánuji využít v budoucí práci. Open question
Jazyk, který se momentálně učím je součástí mé identity. Open question
Kultura jazyka ovlivnila moji volbu (umění, filmy...) Open question
Jazyk, který se učím je těžký (gramatika, výslovnost…) Open question
Občas mi učení jazyka dělá problém a přivádí mi úzkost. Open question
Občas necítím žádnou motivaci k učení se jazyka. Open question
Učitelé mi pomáhají udržet motivaci.   Open question
Rád(a) se učím-multiple choice

Připomínky?
Děkuji moc za vyplnění, kdyby vás zajímaly výsledky můžete sem napsat email a já se ozvu :)

Questionnaire 1

University questionnaires

English version

hi, I´d like to ask you to take a few minutes to fill out this form. everything is anonymous. thank you :)
Age- Open question
Gender- multiple choice
What program are you studying? Open question
Which languages are you studying at the moment? Open question
Which one do you focus on? (which one is your major, which is your favorite...) Open question
Why are you studying these languages in particular? (for example: career, dream job, just for school, because of parents...) Open question
I think my main language is important for my career. scale
I think that other languages that I´m learning at the moment are important for my career. scale
I think my main language is important for my education. scale
I think that other languages that I´m learning at the moment are important for my education. scale
Before choosing the languages that I am learning at the moment I wanted to learn different/other languages. (if the answer is yes, please state which ones and why) Open question
I felt pressure from my parents to learn languages. scale
Did parents influence your choice of a language? Open question
Did friends influence your choice of a language? Open question
I felt pressure in high school to learn languages. scale
I chose a language that I could use for travelling. Open question

I like learning languages because it brings me experiences that I couldn´t reach without speaking the language. Open question (left out of the analysis)
I learn languages to make new friends. Open question
I chose the languages that I am learning now at high school.　　Open question
The option of the lack of option influenced my choice. Open question
I intend to use the language in my dream job. (translating, teaching...) Open question
The language that I am learning at the moment is a part of my identity. scale
Culture of the language influenced my choice. (movies, art etc.) Open question
The language that I am learning is hard. (grammar, pronunciation...) Open question
Sometimes, learning the language is a problem and brings me anxiety. (don´t make enough progress, don´t learn as fast as I would like, I don´t get good grades...) Open question
Sometimes, I don´t feel motivated to learn the language and I just want to give up learning the language. Open question
My teachers help me stay motivated. scale
I prefer learning- multiple choice-in class, at home, in an individual course, in a group course, online, other.
Any notes? Thank you for filling this out, if you are interested in the results, write down your email and I will get back to you :)

Questionnaire 2

Czech version

Ahojky, ráda bych vás poprosila o vyplnění dotazníku, vše je anonymní a nemělo by to zabrat více než pár minut. :)
Věk Open question
Pohlaví multiple choice
Jaký program studuješ? Open question
Které jazyky momentálně studuješ?

Na který z nich se zaměřuješ? (hlavní obor, oblíbenost...) Open question
Proč se učíš zrovna tyto jazyky? (například: kariéra, vysněná práce, jen do školy, kvůli rodičům...) Open question
Myslím, že můj hlavní jazyk je důležitý pro moji kariéru. scale
Myslím, že ostatní jazyky, které se učím jsou důležité pro moji kariéru. scale
Myslím, že můj hlavní jazyk je důležitý pro moje vzdělávání. scale
Myslím, že ostatní jazyky, které se učím jsou důležité pro moje vzdělání. scale
Před výběrem jazyků, které se momentálně učím jsem uvažoval(a) nad jinými. (pokud je odpověď ano, prosím uveď, které a proč) Open question
Cítil(a) jsem nátlak od rodičů k učení jazyků. scale
Ovlivnili rodiče volbu tvého jazyka? Open question
Ovlivnili přátelé volbu tvého jazyka? Open question
Na střední škole jsem cítil(a) nátlak k učení se jazyků. Open question
Zvolil(a) jsem si jazyk, který se mi bude hodit při cestování. Open question
Rád(a) se učím jazyky, protože díky nim se dostanu k zážitkům, ke kterým bych se jen s češtinou nedostal(a). Open question
Učím se jazyk(y) abych si udělal(a) nové kamarády. Open question
Jazyky, které se učím teď jsem si vybral(a) na střední škole. Open question
Nabídka nebo omezená nabídka ovlivnila moji volbu. Open question
Jazyk plánuji využít v budoucí práci. (překládání, učitelství...) Open question
Jazyk, který se momentálně učím je součástí mé identity. scale
Kultura jazyka ovlivnila moji volbu (umění, filmy…) Open question
Jazyk, který se učím je těžký (gramatika, výslovnost...) Open question
Občas mi učení jazyka dělá problém a přivádí mi úzkost. Open question
Občas necítím žádnou motivaci k učení se jazyka a chci to vzdát. Open question
Učitelé mi pomáhají udržet motivaci. scale
Rád(a) se učím multiple choice – doma, ve škole, online, individuální kurzy, skupinové kurzy, jinak.
Připomínky? Děkuji moc za vyplnění, kdyby vás zajímaly výsledky můžete sem napsat email a já se ozvu :)

Questionnaire 3

Translation of Czech versions of questionnaires to English

High school version

Věk/ Age
Pohlaví/ Gender
Kde, co studuješ? / Where are you studying, what program?
Které jazyky momentálně studuješ? / What languages are you studying at the moment?
Který je tvůj oblíbený? / Which one is your favorite?
Proč se učíš právě tyto jazyky? (například, jen do školy, kvůli rodičům, líbí se mi, kvůli kariéře atd.) / Why are you learning these languages in particular? (for example, only for school, I like them, because of my parents, because of my career…)
Myslím, že jazyky jsou důležité pro moji kariéru. /I think that languages are important for my career.
Myslím, že jazyky jsou důležité pro moje další vzdělání. / I think that languages are important for my further education.
Chceš se učit i jiné, další jazyky? Jestli ano, uveď, které prosím. / Do you want to study other different languages? If yes, please state which one.
Cítila(a) jsem nátlak od rodičů k učení se jazyků. / I felt pressure from parents to study languages.
Ovlivnili rodiče tvoji volbu jazyka? / Did your parents influence your choice of which language to learn?
Ovlivnili přátelé tvoji volbu jazyka? / Did your friends influence your choice of a language?
Zvolil(a) jsem si jazyk, který se mi bude hodit při cestování. / I chose a language that I could use for traveling.
Rád(a) se učím jazyky, protože díky nim se dostanu k zážitkům, ke kterým bych se jen s češtinou nedostal(a). / I like learning languages because it brings me experiences that I couldn´t reach without speaking the language.
Učím se jazyk(y) abych si udělal(a) nové kamarády. / I learn languages to make new friends.
Nabídka nebo omezená nabídka předmětů ovlivnila moji volbu jazyků. / The options or the lack of options influenced my choice.

Jazyk plánuji využít v budoucí práci. /I intend to use the language in my future job.
Jazyk, který se momentálně učím je součástí mé identity. / Language that I am studying now is a part of my identity.
Kultura jazyka ovlivnila moji volbu (umění, filmy.) / Culture of the target language influenced my choice (art, movies…)
Jazyk, který se učím je těžký (gramatika, výslovnost.) / The language of my choice is difficult.
Občas mi učení jazyka dělá problém a přivádí mi úzkost. /Sometimes learning a language is a problem and it makes me anxious.
Občas necítím žádnou motivaci k učení se jazyka. / Sometimes I do not feel motivated and I just want to give up learning the language.
Učitelé mi pomáhají udržet motivaci./ My teachers help me stay motivated.
Rád(a) se učím-/ I like to learn-.

Questionnaire 4

University versions

Věk/Age
Pohlaví/Gender
Jaký program studuješ? / What program are you studying?
Které jazyky momentálně studuješ? /Which languages are you studying at the moment?
Na který z nich se zaměřuješ? (hlavní obor, oblíbenost...) / Which one do you focus on? (which one is your major, which is your favorite...)
Proč se učíš zrovna tyto jazyky? (například: kariéra, vysněná práce, jen do školy, kvůli rodičům...) / Why are you studying these languages in particular? (for example: career, dream job, just for school, because of parents...)
Myslím, že můj hlavní jazyk je důležitý pro moji kariéru. / I think my main language is important for my career.
Myslím, že ostatní jazyky, které se učím jsou důležité pro moji kariéru. / I think that other languages that I´m learning at the moment are important for my career.

Myslím, že můj hlavní jazyk je důležitý pro moje vzdělávání. / I think my main language is important for my education.
Myslím, že ostatní jazyky, které se učím jsou důležité pro moje vzdělání. / I think that other languages that I´m learning at the moment are important for my education.
Před výběrem jazyků, které se momentálně učím jsem uvažoval(a) nad jinými. (pokud je odpověď ano, prosím uveď, které a proč) / Before choosing the languages that I am learning at the moment I wanted to learn different/other languages. (if the answer is yes, please state which ones and why)
Cítil(a) jsem nátlak od rodičů k učení jazyků. / I felt pressure from my parents to learn languages.
Ovlivnili rodiče volbu tvého jazyka? / Did parents influence your choice of a language?
Ovlivnili přátelé volbu tvého jazyka?/ Did friends influence your choice of a language?
Na střední škole jsem cítil(a) nátlak k učení se jazyků. / I felt pressure in high school to learn languages.
Zvolil(a) jsem si jazyk, který se mi bude hodit při cestování. / I chose a language that I could use for travelling.
Rád(a) se učím jazyky, protože díky nim se dostanu k zážitkům, ke kterým bych se jen s češtinou nedostal(a). / I like learning languages because it brings me experiences that I couldn´t reach without speaking the language.
Učím se jazyk(y) abych si udělal(a) nové kamarády./ I learn languages to make new friends.
Jazyky, které se učím teď jsem si vybral(a) na střední škole./ I chose the languages that I am learning now at high school.
Nabídka nebo omezená nabídka ovlivnila moji volbu. / The option of the lack of option influenced my choice.
Jazyk plánuji využít v budoucí práci. (překládání, učitelství...) / I intend to use the language in my dream job. (translating, teaching...)
Jazyk, který se momentálně učím je součástí mé identity. / The language that I am learning at the moment is a part of my identity.

Kultura jazyka ovlivnila moji volbu (umění, filmy…) / Culture of the language influenced my choice. (movies, art etc.)
Jazyk, který se učím je těžký (gramatika, výslovnost...) / The language that I am learning is hard. (grammar, pronunciation...)
Občas mi učení jazyka dělá problém a přivádí mi úzkost. / Sometimes, learning the language is a problem and brings me anxiety. (don´t make enough progress, don´t learn as fast as I would like, I don´t get good grades...)
Občas necítím žádnou motivaci k učení se jazyka a chci to vzdát. / Sometimes, I don´t feel motivated to learn the language and I just want to give up learning the language.
Učitelé mi pomáhají udržet motivaci./ My teachers help me stay motivated.
Rád(a) se učím/ I prefer learning.

Questionnaire 5

Pilot questionnaires

High school version

Age
Gender
What languages are you studying at the moment?
Why are you learning these languages?
I think that learning a language is important for my future career.
Before choosing the languages that I am learning at the moment I wanted to learn other/different ones.
I felt pressure from parents to learn languages.
I felt pressure in school to learn languages
Choice or lack of choice influenced my choice
Languages I learn I chose myself
Culture of my target language influenced my choice
Culture is connected to language.
Choice was influenced by my dream career
Social media tv online course and such influenced me.
I plan to study other languages in the future.

Questionnaire 6

University version

Age
Gender
What languages are you learning at the moment?
Why are you learning these languages in particular?
I think these languages are important for my career.
I think these languages are important for my education. Scale
Before choosing these languages, I wanted to learn different/other languages (if the answer is yes, please saying which one)
I felt pressure from my parents to learn languages.
I felt pressure in high school to learn languages.
I chose the languages I am learning now in high school.
The options or lack of options influenced my choice.
The choice was influenced by my dream career.
The availability of the language influenced my choice (radio, videos, songs, courses, social media...)
Culture of the language influenced my choice. (movies, songs, art etc.)
Social media, availability of videos, course, songs, and friends speaking my second language helped me to learn the language.
My language of choice is difficult. (yes, no, why)
My teachers help me stay motivated.

Questionnaire 7

Pilot questionnaire results figures (high school)

pilot figure 1

Gender

3 | 4

■ F ■ M ■ ■

pilot figure 2

What languages are you studying at the moment?

2 | 2 | 2 | 7

■ English ■ French ■ German ■ Spanish

pilot figure 3

Why are you learning these languages?

I have to and want to	1
I have to but also it could be useful	1
Wider horizon, ability to communicate	1
I study English ofcourse but I prefer…	1
They are compulsory in school	1
I want to be educated	1
Languages open doors	1

0   0.2   0.4   0.6   0.8   1   1.2

pilot figure 4

I think that learning a foreign language is important for my future career or education.

Important for career	4
Important for education	3
Rather important for career	3
Rather important for education	1
Not important for education or career	0

pilot figure 5

Before choosing the languages that I am learning at the moment I wanted to learn other/different...

7

n...

pilot figure 6

I felt pressure from parents to learn languages

3

2

8.2

yes · rather yes · no ·

pilot figure 7

I felt pressure in school to learn languages

yes ■ rather yes ■ no ■

pilot figure 8

Choice or lack of choice influenced my choice

■ choice ■ lack of choice ■ neither

pilot figure 9

Languages I learn I chose myself

■ Yes ■ rather yes ■ rather no

pilot figure 10

Culture of my target language influenced my choice

Pie chart: Yes 3, rather yes 2, rather no 2

Legend: ■ Yes ■ rather yes ■ rather no

pilot figure 11

Culture is connected to language

Pie chart: Yes 5, rather yes 2, rather no 0

Legend: ■ Yes ■ rather yes ■ rather no

pilot figure 12

Choice was influenced by my dream career

Pie chart: Yes 0, rather yes 4, rather no 2

Legend: ■ Yes ■ rather yes ■ rather no

pilot figure 13

pilot figure 14
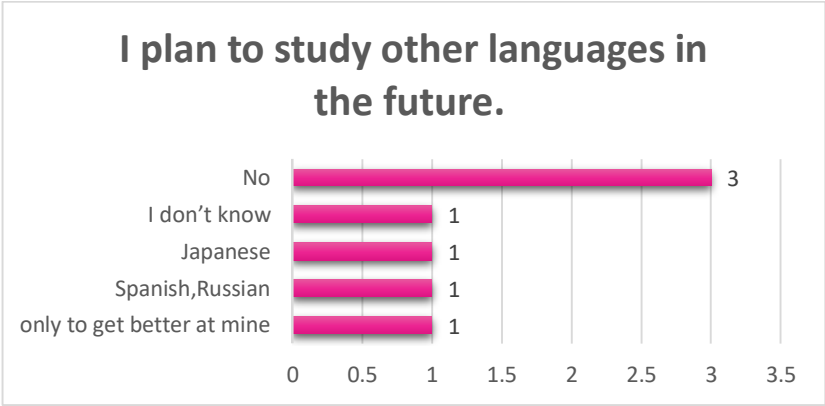
pilot figure 15

Pilot questionnaire results figures (university)
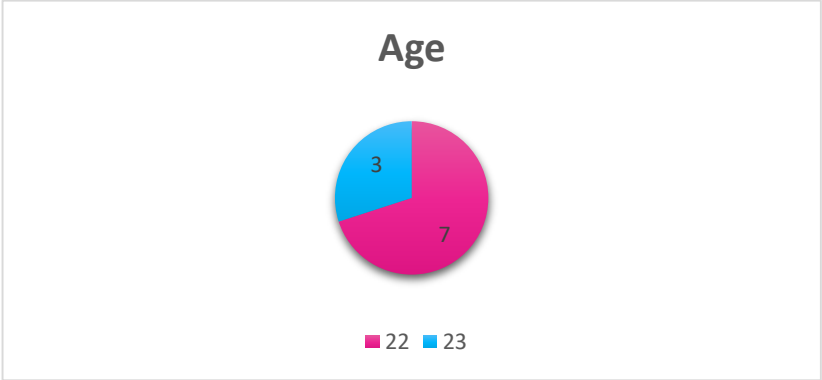
pilot figure 16
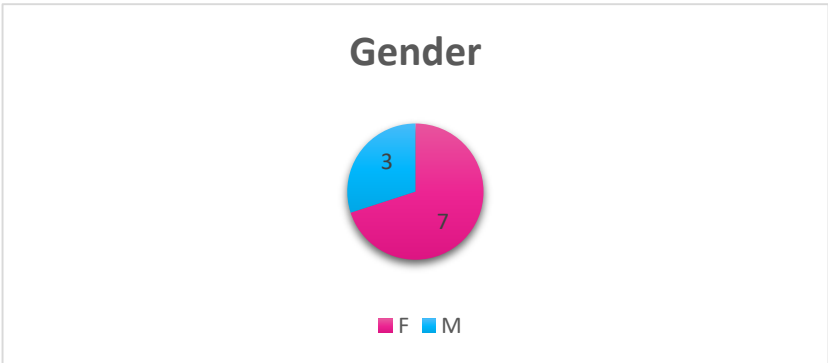
pilot figure 17
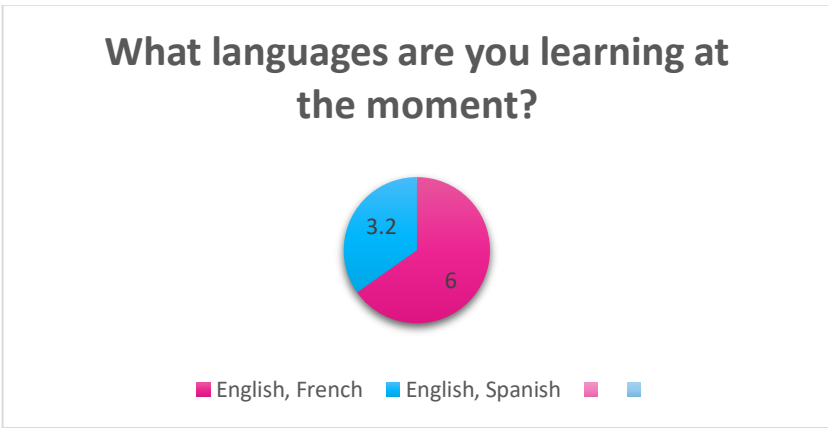
pilot figure 18
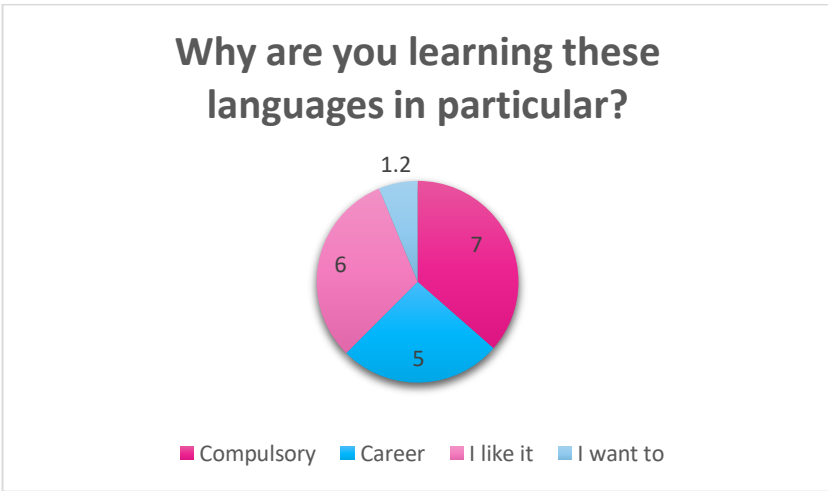
pilot figure 19

I think these languages are important for my career.
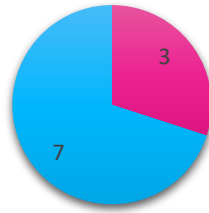
■ Definitely	■ Yes

pilot figure 20

I think these languages are important for my education
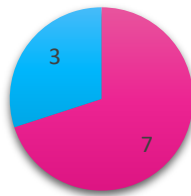
■ Yes	■ Rather yes

pilot figure 21

Before choosing these languages, I wanted to learn different/other languages
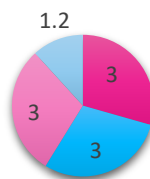
■ Spanish	■ French	■ German	■ no

pilot figure 22

I felt pressure from my parents to learn languages.

2, 2, 3, 3

Yes · rather yes · rather no · no
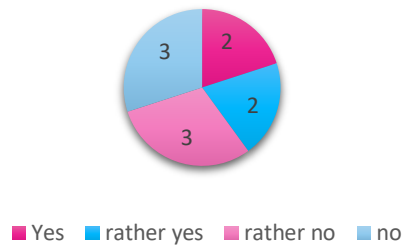
pilot figure 23

I felt pressure in high school to learn languages.

2, 1.4, 6

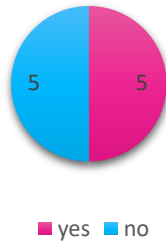Yes · rather yes · rather no
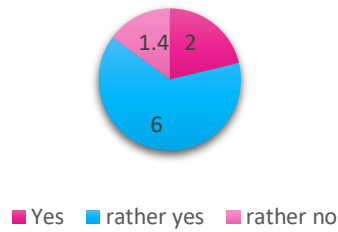
pilot figure 24

I chose the languages I am learning now in high school.

3, 7

yes · sooner
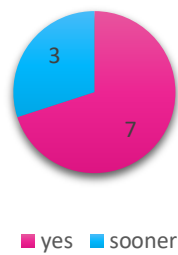
pilot figure 25

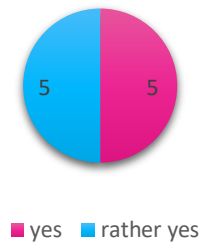**The options or lack of options influenced my choice.**

5   5

yes ▪ no

pilot figure 26

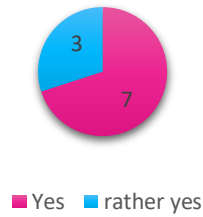**The choice was influenced by my dream career**

3
7

yes ▪ no

pilot figure 27

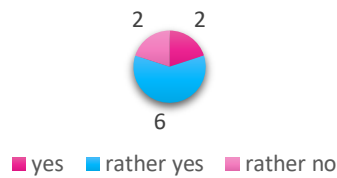**The availability of the language influenced my choice**

5   5

yes ▪ rather yes

pilot figure 28

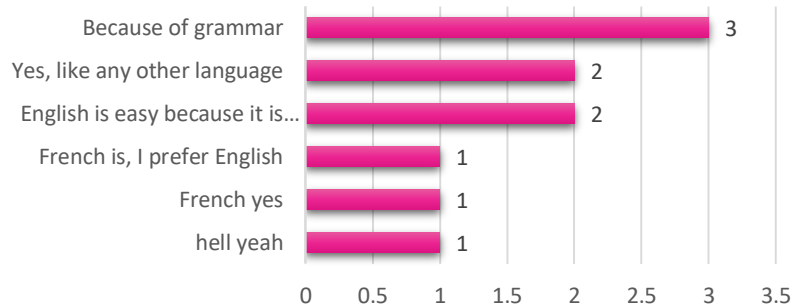**Culture of the language influenced my choice.**

3

7

■ Yes ■ rather yes

pilot figure 29

Social media, availability of videos, course, songs, and friends speaking my second language helped me to learn the language
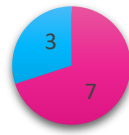
2   2

6

■ yes ■ rather yes ■ rather no

pilot figure 30

My language of choice is difficult.

Because of grammar — 3
Yes, like any other language — 2
English is easy because it is... — 2
French is, I prefer English — 1
French yes — 1
hell yeah — 1

0   0.5   1   1.5   2   2.5   3   3.5

pilot figure 31

My teachers help me stay motivated.

3
7

■ yes ■ rather yes

pilot figure 32