

UNIVERZITA PALACKÉHO V OLMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků



DIPLOMOVÁ PRÁCE

Bc. Alžběta Vévodová

Obor: Učitelství anglického jazyka pro 2. stupeň základních škol
- Učitelství základů společenských věd a občanské výchovy pro
střední školy a 2. stupeň

**The Effect of Motivation at the beginning of the
lesson on the course of English language learning**

Olomouc 2021

Vedoucí práce: Mgr. Ondřej Duda

Prohlašuji, že jsem tuto diplomovou práci vypracovala samostatně a uvedla jsem úplný seznam použité literatury.

V Olomouci dne

.....

Bc. Alžběta Vévodová

I would like to thank Mgr. Ondřej Duda for his valuable and helpful advice on the style and content of my diploma thesis. I would also like to thank the teachers who took their time and filled in the questionnaire for my research.

ABSTRACT

The aim of this diploma thesis is to evaluate the effects of motivational elements used at the beginning of English lessons at lower secondary school in the Czech Republic. Using motivational elements helps to engage learners into the learning process and therefore enhance the course of the lesson. The theoretical part briefly introduces the studies of classroom management, lesson structure and motivation in order to show the preparation process of English lessons. The research part evaluates teachers' approach to beginning their lessons with motivational elements and the learners' response.

TABLE OF CONTENTS

ABSTRACT	4
I INTRODUCTION	8
II THEORETICAL PART	10
II.1. Classroom Management	10
II.1.1. Forms of address	12
II.2. Stages of a lesson	14
II.3. Lesson Plan	16
II.3.1. Structure of a lesson plan	17
II.3.1.1. The beginning of a lesson	18
II.3.1.2. The middle of a lesson	19
II.3.1.3. The end of a lesson	20
II.3.2. Not using a lesson plan	21
II.4. Classroom English	23
II.5. Motivation	24
II.5.1. Maslow's theory of needs	26
II.5.2. Extrinsic and Intrinsic Motivation	27
II.5.3. Incentive motivation	29
II.5.4. Motivational factors	30
II.5.4.1. Motivational Interview	31
II.5.5. Using authentic materials	31
II.5.6. Atmosphere of the classroom	32
II.5.7. Demotivating factors	34
II.6. Alternative motivational beginnings	35
II.6.1. Authentic materials	36
II.6.1.1. Texts	36

II.6.1.2. Pictures	38
II.6.1.3. Audio recordings	39
II.6.1.4. Videos	39
II.6.2. Student-engaging methods	40
II.6.2.1. Discussion	40
II.6.3. Act it out	41
II.6.4. Brainstorming	42
III RESEARCH PART	45
III.1. Research aim and questions	45
III.2. Research methodology	45
III.3. Individual data results	48
III.3.1. Respondents' sex	49
III.3.2. Schools the respondents' teach at	50
III.3.3. Teaching practice	50
III.3.4. Teachers' approach to lesson beginning	51
III.3.4.1. Individual items	51
III.3.4.2. Sequence of activities	59
III.3.5. Beginning a lesson using motivational elements	61
III.3.5.1 Individual items	64
III.3.6. Learners' reaction to motivational elements	73
III.3.7. Not beginning with motivational elements	74
III.4. Summary of the questionnaire	79
IV CONCLUSION	83
V BIBLIOGRAPHY	85
LIST OF FIGURES	90
LIST OF TABLES	92

LIST OF APPENDICES	94
APPENDICES	95
RESUMÉ	120
ANOTACE	121

I INTRODUCTION

This diploma thesis deals with the assessment of the effects of motivational elements used at the beginning of an English lesson at lower secondary schools in the Czech Republic as opposed to the lessons which do not incorporate motivational elements.

The theoretical part of this diploma thesis concentrates on the study of classroom management and lesson structure to enhance the knowledge of the approaches to teaching used in different stages of a lesson. The main focus is on the factor of motivation since it plays a huge part at the beginning of each lesson on the course of the teaching. If teachers manage to motivate their learners for the lesson, the lesson will carry on smoothly and learners will leave the lesson satisfied that their effort to learn something new was fulfilled.

The aim of the quantitative research of this diploma thesis is to determine the impact of motivation on the course of English language lessons. The research tool used for the purposes of this research was an online questionnaire which was distributed to English teachers at lower secondary schools in the Czech Republic. The research questions my research addresses are:

1. Do English teachers prefer motivational elements over organization at the beginning of their lessons?
2. Are there any routine approaches to beginning of English language lessons at lower secondary schools?
3. Do English teachers at lower secondary schools begin their lessons using motivational elements?
4. Are motivational elements more suitable for the efficient course of the lesson?
5. What are the reasons for teachers to omit using motivational elements at the beginning of their lessons?

6. Do teachers recognize any difference in learners' attitude to lessons with or without motivational elements at the beginning?

The data collected both in the research and the theoretical part create a view on the approach to English lesson beginning teachers' at lower secondary schools currently have and the information gathered will hopefully help in my future teaching practice and to other English teachers as well.

II THEORETICAL PART

In every teaching experience there are certain problems each teacher must pay attention to even before he or she enters the classroom for the first time. It is advised to the teacher to learn the school rules of the school they will be teaching at. Every school creates its own set of 'school rules' that deal with behavioral habits at the school that need to be followed by both learners and the personnel. These rules are generally accessible on the school's official website or in printed form at school. Nevertheless, each teacher has a different approach to classroom management and therefore may choose to introduce a more specific set of rules, 'a code of conduct', in his or her lessons. It is a set of rules that the teacher agrees on with the learners to create an understanding and more friendly climate between them, since they all know what is expected of them and what will happen if they do not follow the preconcerted rules (Harmer, 2001, p. 126 - 128).

The theoretical part of this diploma project deals with the study of classroom management as understanding the organization behind each lesson is important for this thesis. I introduce a brief view at the different stages of a lesson to introduce the various teaching aspects any lesson focuses on. Then, the main focus of the diploma thesis shifts to the very beginning of a lesson, specifically English language lessons, and the influence of motivational elements that are often (or should be) implied at this stage.

II.1. Classroom Management

The study of classroom management concentrates, as stated by Harmer (2009, p. 34 - 35), on the various ways a learning process can be influenced in the classroom. For example, teachers need to pay attention to the proximity they are to their learners and modify it if necessary. One of the reasons teachers might need to modify their

proximity is when they notice that their learners are uncomfortable because the teacher is standing in their personal space. Another focus is on whether the teacher chooses to alternate between standing in front of the class and moving around so that he or she does not bore or distract the learners.

Teacher's voice is also a great asset when it comes to teaching. Teachers need to pay attention to speaking loudly and clearly enough for all the learners to understand, they also need to take care of their voice since they use it all the time. Most importantly, the teacher's job is to constantly study the learners, to notice how they are working and their emotions and if needed, make different arrangements (Harmer, 2009, p. 36 - 39).

As stated in the introduction to the theoretical part, there are various habits or rules that are followed in every school. These are generally accepted across the country, as rules expected to exist in schools in Czech Republic may differ from those in other countries.

According to Underwood (1991) some of the habits are generally observable in any school. For example, the form of greeting. There are two forms of appropriate greeting. The first one being the teacher saying to the learners 'Good morning, class.' The learners will then respond appropriately with 'Good morning, Mr/Mrs.' (for more reference see chapter I.1.1.). The other possibility is for the learners to stand up to greet the teacher as the teacher enters the classroom, who then asks the learners to sit and the lesson can officially begin. The habit of standing up is mostly common among older learners.

Among the rules there can be some which are simply decided by the teacher and the learners. For example, they can agree on an order in which the learners will clean the blackboard; who collects the homework and when (it can be collected either by the teacher or by

one of the learners; at the beginning of the lesson or at the end); whether the learners need to raise their hand before answering a question, whether they need to ask the teacher if they can go to the bathroom, and others.

As different as the rules may be, they always need to be stated precisely and clearly as to not confuse anyone. Every learner needs to follow them just as much as the teacher. There are two situations that need to be understood. First, the rules the class agrees on should not go against the school's policy, against their rules. Second, once you state the rules, the teacher needs to follow them as well and cannot change them however or whenever he or she pleases.

II.1.1. Forms of address

In a society, we can learn a lot about the relations between different groups of people simply by studying their choice of words and their attitudes towards one another expressed in their speech. According to Spolsky (1998), our speech can provide information about the level of politeness we choose to express simply by phrasing or the way we greet someone of a different social status to ours. For example, when greeting a friend we may say 'Hi!', while greeting our boss the appropriate phrase would be 'Good morning, Sir/Madam.' to show our respect and subordination to the boss.

The difference in social status between the speaker and the listener is expressed in many languages by using singular and plural forms of address (so called T/V forms). Válková (2004) divides the social status of people into two categories: intimate (when we use T forms) and non-intimate (when using V forms is more appropriate). In English language, there is no difference between singular and plural forms of address (understand, the pronoun 'you' is used in both cases).

Therefore in English speaking countries, when you address a stranger you should use a title (such as Sir, Madam, Miss J. and others) to show your respect, of course provided that you are aware what the other person's title is). If you do, you can expect to be addressed the same. But as Spolsky explains, there is an uneven balance in using titles among teachers and learners, because *'teachers in many societies receive Title or Title + Last Name, but return first name (or in some schools, last name)'* (1998, p. 21). The diverse forms of address can be confusing at times. The choice to address learners by their first names creates a more friendly atmosphere in the classroom hence the reason many teachers choose to do so, however, it is only on the teachers to decide how they are going to address their learners.

II.2. Stages of a lesson

There are three known types of lessons. According to Beneš (1971), these types are classified by their main focus - one with a focus on a new topic; one which deepens the knowledge of a topic; and one with focus on a revision and understanding the topic in a broader perspective. The understanding that using all three focuses together are very useful in learning a foreign language lead to creating a fourth type of a lesson, so called 'complex'.

Complex lessons combine all three types and they have a very organized structure, as introduced by Beneš (1971, p. 205), that follows these patterns:

1. '*Organizational beginning*' – such as: lesson is in English, greetings, checking the attendance, preparing for the lesson, introducing the aims of the lesson;
2. '*Homework checking*' – can be seen as a form of revision because the homework usually corresponds with what the learners had been studying in their previous lesson;
3. '*Revision*' – functions as a way to test already received knowledge before it is broadened by a new topic;
4. '*Introducing a new topic*' – learners are given the knowledge they will need to understand and learn the aspects of the new topic;
5. '*Drilling the new topic*' – the most important part of any lesson is to practice the new skills and knowledge until they become an automatic practice to the learners, therefore it is the most important part of the lesson;
6. '*Homework assignment*' – serves as a mean to drill the received skill and knowledge at home;

7. *'Ending'* – short revision of what the learners have learned that day. Also if the teacher wants to keep the learners interested, he or she can also express what they will be doing in the following lesson so that the learners can get excited.

In recent years, every lesson is still divided into sequences. These cannot be distinguished by timely matter, but by the fact that each stage is focused on a different aspect of teaching. Therefore, these stages may sometimes interfere and cross over into one another. Maňák defined these stages as follows:

1. Motivation – *'a sum of factors which initiate, orient and maintain a person's behaviour'* (2003, p. 27, author's translation).

2. Exposition – *'a mediator of new information to the learners'* (2003, p. 28, author's translation).

3. Fixation – a process of *'fixating the acquired knowledge and skills'* (2003, p. 29, author's translation).

4. Diagnosis – a phase of teaching when the acquired knowledge is being *'tested, examined, evaluated, marked'* (2003, p. 30, author's translation).

5. Application – a phase in which the knowledge and the skills obtained in previous phases are being used practically (2003, p. 31, author's translation).

As we can see, the second and third stage in Maňák's description correlates with Beneš' fourth and fifth stage, thus indicated that these are the most important stages of the lesson, however, for the purposes of this diploma thesis, the first mentioned stage in Maňák's selection, understand *Motivation*, will be taken as the most important stage of the lesson. Therefore, I will focus on Motivation in more detail in the following chapter (see chapter III). In the next chapter (chapter II. 3.), the focus is on the stages of a lesson in a

timely manner as seen in the Lesson Plan when the stages are divided by minutes to create an order.

II.3. Lesson Plan

Lesson planning is defined by Thornbury (2017, p. 276) as a *'language item that has been selected as the goal of a particular lesson'*. Generally, it means that the lesson has a certain aim (a knowledge or a skill) that is supposed to be transferred or learned by students throughout the course of the lesson using various activities, drilling and revision.

A lesson plan is a structured document that is prepared by an individual teacher for a specific lesson. According to Harmer (2007), it is formed after the teacher, who prepares said plan, has studied the syllabus of the subject, knows the level (beginner, intermediate, advanced, etc.) of his or her learners, is aware of the equipment he or she has available, and most importantly makes *'a decision about which language skills we wish our students to develop'* (Harmer, 2001, p. 309).

Harmer (2009) assures teachers that their learners will view them (teachers) as more professional if they have prepared a well-structured lesson plan, because it brings a structure to the lesson and therefore it does not seem like the teacher is organizing the lesson as he or she needs to at the moment. Blanchard (2017) suggests writing down the lesson plan (and the lesson aims) on a board for the learners to be able to follow the lesson's and their progress and to know what is happening next. Writing down the lesson aims can help learners to understand what will be achieved in the lesson, what skill they will develop.

II.3.1. Structure of a lesson plan

Lesson plans provide many pieces of information about the lesson and learners. Harmer (2009) suggests including the description of the class/learners, list the aims of the lesson,

methods/activities that will be used to fulfill these aims, what problems one can expect, materials that will be used in the lesson or are accessible in the classroom. Having a devised formal lesson plan can be requested to be seen by a school inspector (or by the school's director) when a teacher's lesson is observed, it is also helpful in case a teacher gets ill for the substitute teacher who takes his or her place in the lesson to navigate the lesson and be able to teach.

Each lesson plan will be different. It depends on the teacher's preference as to how he or she will prepare and formulate their lesson plan, how much additional information will he or she include. But generally, any lesson plan will follow the structure as stated by Petty:

'Topic of the lesson aims for the lesson, reference to the topic in the syllabus, equipment, course of the lesson.

It may also include: the date and hour of the lesson, classroom, subject, name of teacher's assistant, etc.' (Petty, 1996, p. 327, author's translation).

Petty (1996) then suggests to teachers to make a feedback after each lesson in order to evaluate if the aims of the lesson were fulfilled, if the activities chosen for the lesson were appropriate or if there need be any adjustments. If the teachers is satisfied with the outcomes of the lesson, he or she can re-use the plan in years to come, only making subtle adjustments.

Petty (1996) also points out that each lesson plan should be logically structured, it should include a variety of teaching methods, the role of learners is to be active in the lesson, and focus on motivation. It should not worry the teacher if he or she spends too much time preparing the lesson plan as they can always revisit the plan in years to come.

II.3.1.1. The beginning of a lesson

Generally, it is believed that the beginning of any activity is the most important to arrive at its successful end. Petty (1996, p. 85, author's translation) even argues that *'the first five minutes are the most crucial to create an efficient atmosphere for learning. If the learners are sleepy and the teacher needs to start very enthusiastically; if they are noisy, the teacher aims to begin calmly.'* If you manage to start the lesson on a good note and create a friendly and calm atmosphere, the rest of the lesson will run smoothly.

During the first five minutes, except for setting the right atmosphere for learning, focus is also set on the teacher's organisation skills. Underwood (1991) advises teachers to prepare their materials properly before even officially beginning the lesson. It will provide a little time for the learners to adjust to the fact that the break is over and that the lesson slowly begins. Not only that, but the teacher will also make sure whether he or she has all the required materials for the lesson and arrange them on a desk efficiently in order to get easy and quick access to the specific piece of material he or she will need for a given activity.

Petty (1996) suggests connecting the lesson with the 'preconceptions' the learners' have about the subject, either from a previous lesson or their own life experience. It will help the learners to put the information into context. At this stage Harmer advises to *'tell the students what they will be doing or (...) discuss with them what they can achieve as a result of what they are going to do'* (Harmer, 2009, p. 40) to get the learners more engaged and focused on the activities at hand so they do not contemplate about what is going to happen in the lesson.

Unlike Beneš (1971) who believed that checking a homework at the beginning of a lesson is a good way to test the learners' understanding of the previous lecture, Gill and Lenočová (2009) argue that it is not good to begin the lesson by checking the homework. They believe it is a rather dreadful activity to begin with. On the other hand, if a teacher begins with a warm-up activity, he or she will be able to get the learners in the right mood to learn English. When checking homework, Gill and Lenočová (2009) suggest giving a chance to the learners to check their homework in pairs to get everyone *'actively involved, rather than just one person who you (the teacher) choose to answer a particular question'* (Gill and Lenočová, 2009, p. 25).

The stage of a lesson, introduced by Maňák (2003), which is mostly applied at the beginning of a lesson is *Motivation* (for detail, see chapter II. 2.).

II.3.1.2. The middle of a lesson

The middle of a lesson works as the main focus of the entire lesson. According to Petty (1996) it is the time for teaching new knowledge and skills. The teacher provides the learners with needed materials and leads them on a way of discovering the new topic, new rules and new skills. In English lessons, the question of the topic is usually introduced in the Student's book (and Teacher's book) which is being studied throughout the course of a school year in the specific classroom. These coursebooks may differ school from school, sometimes there will be even different coursebooks at the same school. It is very individual.

The middle of a lesson takes the longest time and it has multiple layers. After the learners are introduced to the new topic or a new grammatical item, they practise extensively. During this time, it is

also usual for the teacher to examine learners if he or she needs to while the others work on drilling the recently obtained knowledge.

As a second part, once the learner has been introduced to the topic, the learner with help from his or her teacher practises the new skills. The teacher monitors the learners' work and can help them if help is needed. During this time, as Maňák (2003) writes, the stages of Exposition, Fixation, Diagnosis are being applied (for detail, see chapter II. 2.). Learners' understanding of the new material is either being tested by the teacher, who may correct possible errors, or by the judgement of the learner's friend. For example, they may be working in pairs on a problem and before checking with the teacher, learners can give each other advice or feedback on their understanding of the problem or even grammatical errors. This approach of peer feedback is very efficient and helps the learners to feel more comfortable making mistakes around each other.

II.3.1.3. The end of a lesson

The end of a lesson is described by Petty (1996) as a time to reflect on the aims of the lesson, summarise the material with the learners into notes and a time for the learners to write the notes into their notebooks. Underwood (1991) claims that one of the main responsibilities for the teacher at the end of a lesson is to watch the time in order not to find out the time runs out in the middle of an activity. It is better not to start another activity if the learners will not be able to finish in time and instead Harmer (2009) suggests to end the lesson with a quick revision of what they had been doing in the lesson and to help and boost the learners' interest for the future lessons, the teacher can even tell them what they will be doing and what to look forward to in their next lesson.

Underwood (1991) also advises teachers to give homework at the end of the lesson, because if it is given early in the lesson the

learners might start working on it (especially if they happen to finish an activity earlier than their peers). On the other hand, if it is given at the last second, the learners will not have the time they might need to mark it down and will most likely forget about the homework. Therefore, the teacher needs to keep a close eye on the time.

All in all, both Underwood (1991) and Kalhous (1998) agree that after creating their lesson plan, teachers tend to turn their lesson into habitual practice. They built their plans on the same structure and rituals and tend to stick with them. According to Kalhous (1998, p. 106), there is a beginning, middle and end, and all the lessons seem the same which is viewed by the learners as boring and routine-like. On the other hand, Underwood (1991) believes that creating a 'routine' lesson plan is better, because both the teacher and the learners will know their role at a specific point of the lesson and therefore will manage to create a secure environment where the learners can study both purposefully and enjoyably in a less stressful environment. As we can see, from both of the views, the perceptions of a routine or non-routine lesson plan vary very individually and one can never please everybody.

II.3.2. Not using a lesson plan

There are occasions when even the best prepared lesson plan is not fit for the specific occasion at hand. According to Harmer (2007) the lesson plan is not always something to be followed strictly. Although inexperienced teachers rely on their perfectly prepared lesson plans, those teachers who have more teaching practise in their life may be more present in the lesson and therefore more available for improvisation that can sometimes be needed.

Harmer (2007, p. 366) explains that, firstly, there might be some '*magical moments*' when for example a discussion takes over the

class and the learners are so interested and invested in certain topic, the teacher simply needs to decide whether to continue with the discussion or if to break it and continue with the planned lesson. The teacher is in danger of losing the respect of his or her learners as the teacher might be seen as if he or she is not really interested in learners' attitudes and their opinions.

Secondly, according to Harmer (2001, p. 318) a lesson plan is a 'proposal of action', therefore teachers do not have to follow it step by step. For example, learners' might find a phrase in a text that contains a grammar item that was not in the lesson plan and the teacher may decide to accept such a diversion and talk about the requested topic.

And lastly, there can be problems that were not anticipated. For example, a technical difficulty can change the plan, because the teacher is no longer able to play a recording for a listening exercise. Or it can happen that learners are finished with an activity earlier than the teacher has anticipated and therefore has to improvise and create a new activity at spot (Harmer, 2001).

In summary, there are some scenarios that either can or cannot be anticipated by the teacher and it is up to the teachers' ability to adjust to the circumstances to assure the teaching process will run smoothly and there won't be any diversions. But such ability does not come easily and is only obtainable with time and practice. Therefore, young, inexperienced teachers are very often advised to be patient and prepare more activities for each lesson. If they do not get used in one lesson, they can always keep them for the next.

II.4. Classroom English

As previously stated in chapter II.1., it is required to begin a lesson with a proper greeting. By choosing the right greeting, the teacher already shows that he or she is aware of their learners' language level (understand beginner, advanced, intermediate, etc.) and also sets the mood of the lesson from the very beginning.

When learning about greeting forms, Czech learners may notice some differences between Czech greetings and English greetings. For example, according to Gill and Lenochová (2009), while Czech learners may address their teacher 'Mrs Teacher' (which is a literal translation of the Czech greeting), English students are advised to use the teachers' surname. Therefore, the greeting would look like 'Good morning, Mr. Kopecký'. Válková also introduces *'power semantics (...), power is a non-reciprocal relationship (i.e. both participants of communication cannot have power in the same area of behaviour), the superior says T and receives V'* (2004, p. 63). This means that while the learners greet their teachers using their title (Mr. Kopecký), their teacher simply calls them by their first names. There are of course exceptions to this, for example the teacher might be too familiar and let the learners call him or her by the first name as well (using T form), which does not happen very often, or the teacher might be more professional and formal and call the learners using their titles as well (or in Czech language use the V form).

Not only the spoken language is crucial to the setting of the mood, Gill and Lenochová (2009) also mention the opportunity to use gestures and movements to present the new vocabulary, verbs, or highlight a speech part. Especially, if as a teacher, you are not sure that your class fully understands the expression.

Williamson also suggests that teachers' gestures and body language have a great importance on how they are perceived by their learners. Unlike some bosses whose body language needs to express power, teachers need to create warmth while remaining confident. She indicates several aspects of teachers' body language that they can pay attention to. First one is to retain eye contact with the learners. Second way is to be expressive to help the learners to engage in the lesson. Next teachers can create a welcoming atmosphere when they do not shield their bodies with their hands and keep their bodies in an open position.

The most basic rules for speaking to Czech learners in English as described by Harmer (2009) are to speak slowly, coherently, and loud enough for every learner in the class to understand. In their example phrases, Gill and Lenochová (2009) present the possibility of asking a specific student to answer their question, because it makes the lesson more personal and shows interest in the learners. It also enables the teacher to be aware of who he or she already asked and gives them a chance to actively involve everyone in the lesson.

II.5. Motivation

Studium psychologie (2020) defines the word 'motivation' through its latin origin 'motus', which means 'movement, motion'. Which means that the most simplistic definition of motivation is a force that moves an individual to do something, to achieve a goal, usually to satisfy a certain motif, such as physiological, psychological and sociological need.

One of the definitions of motivation as introduced by Harmer is that it is *'an internal drive which pushes someone to do things in order to achieve something. (...) The strength of that motivation will depend on how much value the individual places on the outcome he or she wishes to achieve'* (2007, p. 98).

Motivation, in the educational sphere of one's life, is understood as a *'tool to increase the effectiveness of one's learning activity. (...) It is also one of the more significant aims of the educational aspect of a teaching process implied by a school'* (Hrabal, Man, Pavelková, 1989, p. 24). Human activity is according to Rozsypalová, Mellanová and Čechová (2003) determined by our motivation to fulfil a goal. These goals are divided into three categories:

1. *'Short term – (...) can be understood as human desire to obtain food, go to the cinema, arrange a meeting with friends.*
2. *Medium term – (...) can be for example the desire to graduate High School.*
3. *Long term – (...), starting a family, building a family house, raising one's children.*

If we manage to reach these goals, it brings us happiness and satisfaction. Our failure to achieve the goals we set for ourselves

leads to disappointment and dissatisfaction' (Rozsypalová, Mellanová and Čechová, 2003, p. 45).

In the process of teaching a foreign language, motivation is also very important. According to Renandya (2013, p. 34), motivation has a huge impact on learners. If the learners are motivated, they become '*more enthusiastic, goal-oriented, committed, persistent and confident in their learning*', which makes the lessons more enjoyable and efficient for learners and teachers both. Choděra believes that '*the higher the motivation is the better the learners' grades are; the better the grades are the higher the learners' motivation to learn is*' (2006, p. 143).

Beneš (1971) also agrees that motivation is a very important tool in learning a foreign language. He explains that if the learners realise how much they are going to need to know English for their personal and professional life, their motivation and attitude towards studying English language increases, and therefore it is important to organize the lessons with the learners' perspective in mind. On the other hand, Millin (2012) warns that learners can sometimes get stuck in a certain level of English language knowledge, when they start to believe that they do not need to learn anything more because they can get by using the knowledge they already have. Shaking this opinion is very difficult, but it is important to do, otherwise the learners might never progress and learn more.

II.5.1. Maslow's theory of needs

According to Venugopalan, there are many theories of motivation, however, the majority of these is based on the work of Abraham Maslow and his 'theory of needs' (Venugopalan, 2007). The only difference is in terminology. Maslow's theory is built on one's need to satisfy the five levels of need progressing from the most basic, first level of 'physiological need', through the second

level of ‘need for security’, third level of ‘need for social belonging’ and fourth level of ‘need for esteem’, to the highest level, ‘the need for self-actualization’ (Venugopalan, 2007). These levels are usually distributed to form a pyramid, therefore Maslow’s theory of need is also referred to as Maslow’s pyramid of needs (Studium psychologie, 2020). Maslow’s theory has been studied and contributed to throughout the years, but it is still a very valid and important theory.

Neto connects Maslow’s highest level, the need for self-actualization, with academic motivation and claims that *‘if an individual is engaged in academic activities, they are engaged in higher needs of self-actualisation’* (Neto, 2015, p. 23). If an individual is taking part in an educational process, their need for self-improvement is being satisfied and their fifth level of Maslow’s pyramid is fulfilled.

Motivation, however, has many different studies and theories that look at motivation from different angles. The other possible angle to study motivation from is the division of ‘extrinsic’ and ‘intrinsic’ motivation.

II.5.2. Extrinsic and Intrinsic Motivation

Zhang et al (2017, p. 59) provide a description of Deci and Ryan’s self-determination theory. It is a theory that defines motivation as *‘the degree of autonomy that individuals exhibit during learning activity.’* It comes from two different sources of motivation. They are called extrinsic and intrinsic motivation, where extrinsic motivation is fuelled by some external forces, whereas its intrinsic counterpart comes from within an individual.

Among external forces that influence extrinsic motivation Harmer (2007) lists *‘the goal, the society we live in, the people around us and curiosity’*. The goal is viewed as an explanation of

what learners tend to study for. It can be a desire to succeed at an upcoming test, or their personal goal to gain more knowledge and skills. Learners also receive their extrinsic motivation from the society and its perception of language teaching. If they are expected to be good at a foreign language, usually in order to get a better job position or to be able to travel to foreign countries, learners may form their attitude towards learning English according to the society's point of view. It is even more strongly cultivated by people in our immediate circle, such as our parents, friends, colleagues. Learners who are supported in studying foreign language are more likely to be successful at it as opposed to those learners who are discouraged by their immediate circle of friends and family. Learners' natural curiosity also plays a huge part in their motivation to learn English. They do not have to be only interested in English as a language alone, but they also may be curious about their teacher's character and his or her methods of teaching and therefore they might pay more attention to him or her, regardless whether they like the teacher's subject or not.

Intrinsic motivation is more difficult to grasp as the internal motives are different to every individual. Harmer (2007, p. 100 - 104) suggests that the possible summarizing features of internal motivation can be divided into five categories:

1. *Affect* – also understood as students' feelings. As long as learners can see that their teacher is interested in them and their achievements, the learners are likely to stay motivated and focused on what is happening in the lessons and therefore they manage to keep on growing as individuals.

2. *Achievement* – one of the greatest motives. Success. It has many layers. It is not only the final success itself, but also all the effort that led to the finish line. If it is not too easy to achieve the goal, learners will stay motivated. It is up to the teacher to set the

right level of difficulty for his or her learners. The worst that can happen to learners is the continuous lack of success. If failure keeps on piling up, learners will be less and less interested in the subject.

3. *Attitude* – towards a specific teacher. The second a teacher walks into a classroom, he or she is judged by learners. Not only on their physical appearance and posture, but more importantly on their knowledge and professional abilities. The attitude of learners depends on the teachers' charisma. The more charismatic teacher, the more engaged learners there will be.

4. *Activities* – learners' motivation also depends on the activities they do in the classroom. If they enjoy doing an activity, they will be engaged in the learning process. Very often the learners may ask why they are doing certain activity, or why they need to know some grammatical item, unless teacher manages to explain the purpose of an activity or a practical usage of some aspect of what they are learning, learners will be less motivated to pay attention to the teaching as they will see no point in it. And the entire lesson will be a waste of time for all participants.

5. *Agency* – by this term Harmer explains the motivation behind learners being the active participants in the lessons they may take bigger responsibility and interest in their learning. Let's say that learners are given the option to decide on some aspect of the lesson, such as if they want to prepare a group project or a presentation, they will take responsibility for the outcome of the work, therefore they will be motivated to do great just because it was something they decided on.

According to Berkowitz (1964) it is also good when a learner is motivated by his or her own achievements. It means that the learners who are aware of their achievements, they want to be successful even more, and they become confident and easily challenged and

they have even greater trust in their own abilities. Dvořák (2005) confirms that learners are more likely to stay internally motivated if they consider the new skill they are learning useful for them and their lives outside the classroom.

II.5.3. Incentive motivation

According to Anselme and Robinson (2018), there are two different sources of motivation, so called ‘drive motivation’ and ‘incentive motivation’. They introduce ‘drive motivation’ as a person’s need to satisfy their physiological needs (such as food, sex), similarly to Maslow’s first level of the theory of needs. While ‘incentive motivation’ is seen as a *‘psychological process that makes specific stimuli (e. g., food, sex, money, games) attractive, approached and physically contacted’* (Anselme and Robinson, 2018, p. 163). This means that ‘incentive motivation’ goes further than ‘drive motivation’ and explains why certain rewards need to be satisfied and that only ‘drive motivation’ is insufficient.

Anselme and Robinson (2018) explain that ‘drive motivation’ should be reduced once the physiological needs are satisfied. For example, if an individual is hungry and they satisfy their hunger and eat, they should no longer feel the ‘drive’ to eat, however, Anselme and Robinson (2018) point out that this is not always the truth and that the appetite still persists. This may be due to one’s want for a specific food or want for a bigger amount. Therefore, ‘drive motivation’ is not enough and an individual’s persistent desire to achieve a goal or a reward comes from their ‘incentive motivation’.

II.5.4. Motivational factors

Petty (1996, p. 48) presents various possibilities to enhance learners’ motivation in the classroom. According to him, it is good for the teacher to be truly invested in his or her field of interest, as it

will be easier to interest the learners as well. Teachers can inform learners about the practical usage of their subject or work with their learners' own creativity and their interests outside the schools' property. Also, the diversity of activities is very suitable for raising the involvement of learners in the teaching process since learners, especially young one, get bored and distracted very easily.

To motivate learners to study English, we may use 'cooperative teaching'. Dvořák (2005, p. 50) explains that *'cooperative teaching bears benefits in the affective and social area of teaching, for example (...) it helps social interaction and attitude towards learners of different gender, racial or ethnical origin.'* He then also suggests that it is important to highlight the difference between remembering an information and understanding it. Firstly, if a learner simply memorizes something for a test, he or she will not retain the information for too long. On the other hand, if the learner studies in order to understand the piece of information, they will be able to use that knowledge in practical situations as well for a very long time (Dvořák, 2005).

II.5.4.1. Motivational Interview

Motivational interview is a form of dialogue between teacher and a learner, which concentrates on a change. It is up to the student to form arguments suggesting the change, for example the student needs to improve his or her grades. Then, according to Rollnick, Kaplan and Rutschman (2017, p. 21) *'motivational interview is successful in a discussion during which a learner actively participates, and the improvement of motivation is visible in the expression on the learner's face.'*

Motivational interview requires the student to realize that he or she needs to find motivation on his own, internally. It is not the teachers' job to motivate him. Teacher should just guide the student

to the realization. Motivational interview helps the student to realize why and how he or she could change the aspect they need to (Rollnick, Kaplan and Rutschman, 2017).

The success of a motivational interview depends on the experience of the teacher with such practise and on the active involvement of the student. If neither of the demands meet, the discussion has very little purpose.

II.5.5. Using authentic materials

Using authentic materials (such as poems, songs, menus, etc.) is a great way to motivate learners to get in contact with true English form as it is used on a daily basis in English speaking countries. Rivers rather disappointingly mentions that *'teachers, (...), tend to tell students about a country and its people instead of letting them find out for themselves. (...) Because their experience of the culture is mediated by the teacher, students do not interact directly with authentic materials but rather with someone else's summary or analysis of them'* (1996, p. 44).

Rivers (1996) then continues and suggests two possibilities to use authentic language and materials in English lessons. Firstly, so called 'culture capsules/day', when the teachers have the opportunity, they invite people of different cultures to the school and prepare a fair, where learners would have the possibility to ask the presenters questions and discover the culture for themselves.

Secondly, Rivers (1996) introduces an activity called 'Discover a city' where learners need to seek out specific information from reliable authentic sources about a city of their choice as if they were to plan a four day trip to the city. It is an exercise to show the learners that they do not always need to understand the full language structure to convey the meaning of the information. At the end of the exercise they share their findings with their classmates learning

even more about other cities and countries. Therefore, they will practice communication as well as working with authentic materials and strengthen their own abilities.

The usage of authentic materials, however, depends on the materials and methods the teachers chooses to use. Sometimes modified versions of authentic materials are needed to ensure that they are appropriate to be used in such and such class.

II.5.6. Atmosphere of the classroom

Dörnyei argues that *'language learning is one of the most face-threatening school subjects because of the pressure of having to operate using a rather limited language code'* (2001, p. 40). Because it is a face-threatening subject, the lack of knowledge or possible embarrassment may cause harm to an individual's public image and others' perception of the individual (Yule, 1996), it is important to create such an atmosphere in the class that everyone feels secure enough to participate in the lessons actively.

According to Dörnyei (2001), it is easy to describe a satisfactory and pleasant classroom atmosphere. The classroom is filled with respect and understanding among classmates. The learners will not ridicule one another for making an error. They would rather help each other than make fun of the 'weaker' classmate. In order to set the right atmosphere in the class, we need the cooperation of the relationships between the teacher and the learners, learners and the learners. Yes, the efficient teaching also depends on the relationship between classmates and their 'circle of trust'. Learners must feel supported, accepted, and tolerated to feel secure enough to speak in the classroom. They need to trust that they will not be judged or criticised over making a mistake.

Another way, as Dörnyei (2001) suggests, to create a pleasant classroom atmosphere is through humour. To explain, Dörnyei does

not suggest that the teacher needs to make a joke every five minutes. Humour helps to create a relaxed atmosphere and can show the learners a more humanlike side of their teacher. On the other hand, not every person is equipped with witty humour that fits everyone, or not every teacher is naturally funny. That is alright. But Dörnyei (2001) challenges teachers to not take themselves too seriously and to allow a certain degree of self-mockery.

And lastly, the room itself plays a role in the atmosphere in the classroom. If the classroom is filled with posters, the students' projects, pictures, the walls are painted funny colours, maps, bulletins, the classroom itself is more welcoming and more pleasant to work in compared to clean, boring, white walls and empty rooms (Dörnyei, 2001). Dvořák (2005) also suggests decorating the classroom with visuals portraying different cultures and various experiences the diverse classmates provide.

II.5.7. Demotivating factors

There are many ways to create and enhance learners' motivation which we have learned about in previous parts of chapter II. There are also factors which can lead to demotivating the learners to study. As we already know (reference: chapter II. 5.2. Extrinsic and Intrinsic motivation), Harmer (2007) mentions the negative aspects of motivation such as: the fear of failure, negative attitude towards the teacher, the disinterest among learners, repetitive activities, and the lack of involvement of learners into the teaching process. Dvořák (2005) is convinced that learners may see their continuing failure as a reflection of their own abilities, they will begin to only concentrate on being wrong or right. Dvořák then suggests to twist their thinking and to show the learners that the final result is not always the most important aspect of learning, but it is more important to understand the solution procedure (Dvořák, 2005, p. 60).

Petty argues that there are other negative elements. For example, *'depression and anxiety (...), class environment, physiological aspects (such as cold, noise, or hunger). It is also possible to be over-motivated. If there is a big test coming up, learners might be stressed, overworked, and exhausted, so that their performance is unsatisfactory'* (1996, p. 53). Dörnyei (2001) also adds the anxiety of having to focus on too many aspects of a foreign language, such as *'pronunciation, intonation, grammar and content at the same time'* (2001, p. 40).

Hrabal, Man and Pavelková (1989) also identified boredom as one of the negative influences on one's learning motivation. It is a result of frustration and lack of stimuli on a student. Another especially important negative motive is fear. The fear may be caused by the student individually, who may be scared of disappointing his or her parents, failing a test; or it may be caused by the learner being scared of his or her surroundings, such as a bullying classmate, or a very strict teacher. If the student arrives at school feeling like it is going to be a battle for survival, the atmosphere or the student's state of mind allows for an efficient learning experience.

On the other hand, a degree of uncertainty is required to motivate a learner to achieve what they want. Hunter (1999) suggests that uncertainty to some extent fuels the learner to make an effort. Sometimes the learner needs to worry about the outcome of his or her studying to ensure that they will not lose interest, because if they do, they might stop studying completely.

There are aspects that teachers can and cannot influence. For the teacher it is important to recognize which is which so that he or she does not waste time and their energy with something they won't be able to change.

II.6. Alternative motivational beginnings

According to Maňák and Švec (2003), we recognize three models of a teaching practise as followed:

1. Teacher-centred model – the teacher is the leader of all activity, the student is just a passive attribute to the lesson, who just perceives what the teacher is demonstrating and explaining.

2. Student-centred model – shifted the position. The focus is on the student, his or her interests and activity in the lesson. The teachers' role changes into a guide.

3. Interactive (communicative) model – with the arrival of new and advanced technologies, the roles of both the teacher and the learners now stand on a simple demand. To cooperate. The students are still actively involved in the process of teaching only this time as a teacher's partner who helps them with their efforts to gain knowledge.

Since the introduction of the third model, the previously established method of lecture-like lessons known from the teacher-centred model needed to be replaced by new methods. It is no longer enough for the learners to sit in a class and make notes. They want to participate. They also need to, because they are no longer used to patiently sitting behind their desks for 45 minutes. Their attention span has shortened to at most 15 minutes on a single activity. Therefore, it became time for the teachers to adjust and become more creative to justify their students' needs and demands.

For the purposes of this diploma thesis, I will focus on those motivational activities and methods that are suitable to be used at the beginning of a lesson. And although I will use Maňák and Švec's (2003) classification of teaching methods, I will not be including the classification table. I will only briefly introduce the individual

methods which are also the focus of the research part of this diploma thesis and used in quantitative research.

II.6.1. Authentic materials

We have already mentioned the meaning of authentic materials and the importance of their usage in English lessons (for details, see chapter II.5.5). In the following part of this chapter, I will introduce possible activities that incorporate using various authentic materials.

II.6.1.1. Texts

One example of authentic text being used in English lessons was already mentioned, an activity called ‘Discover a city’ (see chapter II.5.5.). Another commonly used activity is to give the learners a short story which they read and at the end have to either answer questions, or there are missing words that they need to fill in as for example the teacher reads out the story.

Maňák and Švec (2003) suggest the method ‘4R’ (Read – Reflect – Recite – Review). This method depends on a thorough reading of the text, learners make notes and write down questions they had as they were reading. At the end, with the teacher’s help they summarise the text. Due to the extensive work on a thorough reading, I do not advise to use this as a warm-up activity, but more likely as a method throughout the middle part of the lesson (as part of the ‘Exposition’ and ‘Fixation’, see chapter II.2.).

Silberman and Lawson (1997, p. 104) mention a quick activity on working with written words that can be used at the beginning of a lesson. In pairs, learners have to write a sentence with as many grammatical mistakes as they can think of. Then they will say the sentence to the rest of the class out loud, who need to identify and correct all the mistakes. Since they will be working as a group it is important for the teacher to pay attention and, if needed, include

some learners to the activity who might not want to participate if they do not want to.

The choice of a text material is difficult. As Choděra states, one of the problems is ‘*adequacy*’, the teacher needs to find a text that fulfills their purpose (for which the teacher chooses to use it, the aims of the lesson and method the teacher decided to use) and still be adequate enough to be used in the lesson. To fulfill this demand, the text needs to be grammatically and linguistically suitable for the learners’ and their level of English. The subject of the text also needs to be considered when choosing a text (Choděra, 2006, p. 144 - 145), since teachers may come across a text that is not suitable for learners’ of certain age.

II.6.1.2. Pictures

Working with pictures is very well welcomed in English lessons. Harmer (2001) warns about three aspects that teachers should think about when using visual aids. Firstly, when preparing the pictures the teacher must pay attention to making them large enough for all the learners to see. Secondly, the teacher must realise that he or she can re-use these visuals and therefore may try to make them durable. And lastly, *‘they need to be appropriate not only for the purposes in hand but also for the classes they are being used for. If they are too childish students may not like them, and if they are culturally inappropriate they can offend people* (Harmer, 2001, p. 136)

Maňák and Švec (2003, p. 85) recommend using ‘mind maps.’ The learners need to create a diagram and figure out connections between various notions. Harmer (2001) also suggests giving a pair of learners a picture and a blank paper. The learner who was given the picture then describes what is on it to his partner who follows the description recreating the image on the blank paper. After they finish, they may switch places and take turns describing and

recreating various pictures. If they are very advanced, they may go through more pictures while other, less advanced, learners might get stuck on one or two pictures. Teachers need to be prepared for this possibility and have more pictures prepared or give a specific time limit.

Silberman and Lawson (1997, p. 54) suggests searching for pictures in magazines which correspond with the topic of a lesson and using them as a lead into a discussion about the topic. For example, if the topic is equality, the possible pictures would be of people of different race, ethnicity, gender, age. The learners will try to identify the lifestyle of individual people and will have to justify their opinions. It is a good way to discover the ‘preconceptions’ the learners have.

Another activity with visual aids is ‘Creating posters.’ Learners will have to create posters in small groups. The posters might include quotes of famous people about the current topic of a lesson. They will also serve as a great decoration of the classroom.

II.6.1.3. Audio recordings

According to Nikolić (2017) there are many ways to use audio nowadays. Teachers may for example use the CD’s that are generally included in the course books that are used in the classroom. Since the advancement of technology and its use in the classroom, teachers can simply use computers to, for example, Harmer (2001) suggests using song lyrics with blank spaces. These are handed out to learners who listen to the song and fill in the blank spots with words from the song. It is a very enjoyable way to do a listening exercise.

Nikolić (2017) in her paper introduces an activity where the learners incorporate their own devices (such as phones/computers/cameras) into the lesson. In this activity, the

learners were divided into pairs. They were given a text and were told to record each other reading the text out loud. Then they would play the recording and give each other a short feedback on the pronunciation, intonations and other aspects. This activity can be very motivational for the learners because they can see how much their pronunciation has evolved and they can spark a conversation with their classmates, however, it can be tricky to do in a classroom environment since there is not much space and the recordings might not be clear.

II.6.1.4. Videos

Using video footage can have multiple advantages. Harmer (2001) introduces the possibility of having a short clip to introduce a topic in a more vivid way. Or, for example, when talking about different cultures, we can present a documentary about the culture and show sequences from the video to introduce different aspects specific to the culture.. We do not need to learn just from written sources. According to Harmer (2001), video materials also help the learners to study language in more detail through connecting the spoken language and the undertone of the message shown in gestures., thus showing them more clearly the language in practical use.

The activity introduced by Nikolić (2017) in chapter II.6.1.3. can be also applied using video footage. Having recorded a video, learners can not only listen to how they speak but also watch their mimic and body language. She also suggested that it can be given as homework to record a ‘video essay’ about a place which would be more spontaneous. This task, however, also represents a couple difficulties. Learners might not feel confident enough to participate in front of their classmates, or they might not have needed equipment.

II.6.2. Student-engaging methods

Student-engaging methods are described by Maňák and Švec as *'methods that lead the learning process to achieving the aims of a lesson through learners' own active work, especially through thinking and solving problems'* (Maňák and Švec, 2003, p. 105). Discussion is one of the student-engaging methods. There are various forms a discussion can take place in the classroom. In the following subchapters I list just several specific activities that can be used at the beginning of a lesson.

II.6.2.1. Discussion

For example 'a discussion in smaller groups', when the teacher needs to divide the class into smaller groups of 3-5 people. To give the discussion some structure, it is good to prepare a topic and follow up questions for the learners to answer. Then after the individual discussion, the teacher asks one of the learners one of the questions that they have discussed. This way, he or she goes through all the questions (Silberman and Lawson, 1997).

Second discussion method is 'a discussion in an aquarium'. The class is divided into two circles – inner and a bigger outer one. The inner circle discusses a topic, while the outer circle listens to them. After a while, they swap places and the discussion continues (Silberman and Lawson, 1997).

Silberman and Lawson (1997) also introduce an activity called 'Ask another student'. During this activity the teacher starts a topic for a discussion and asks a question of one of the students. The student answers the question and gives a question to one of his or her classmates. The activity is repeated until everyone takes turns on the discussion.

As the last example, I introduce an activity called ‘swapping opinions’. Firstly, the learners will create name tags. Then in pairs, they will exchange ideas about a given topic (or answers to a question). After a while they swap their name tags. And the same way they swapped name tags they know have the opinions of the other. The pairs now switch. And the learners now have to respond to the question the same way the person on their new name tag did in their previous conversation. It is a good activity to practise discussion and listening (Silberman and Lawson, 1997).

II.6.3. Act it out

In an activity called ‘dramatical reading’, learners are given a script. They find out who the characters are. First, they need to decide who is going to read whose lines. Then they will read out aloud the script as if they were in a school play. It is possible to divide the class into smaller groups if needed (Silberman and Lawson, 1997).

Or learners can for example take place in ‘partially prepared scripts’, where the learners are presented with a situation and the characters. But they do not know how the situation was resolved. They need to work with what they know and create a scenario of the solution of the situation. After a couple of minutes, they will act the scene out in front of the class (Silberman and Lawson, 1997).

II.6.4. Brainstorming

The aim of a brainstorming according to Maňák and Švec (2003) is to produce as many ideas as group can (usually a forms of solution to a problem) and in the second phase to analyse which of the ideas is actually useful and practical enough to solve the problem. All the ideas in the brainstorming in the first phase count and have the same value. The teacher writes all on the blackboard

for the rest of the class to see. Brainstorming should lead to a single solution to the problem.

Košťálová (2003, p. 5) states that there is one main problem that needs to be eliminated when it comes to brainstorming. It is the number one rule when it comes to brainstorming. There is no judgement. The participants need to feel included and not be afraid that their idea is not good enough. Maňák and Švec also agree with this rule and they say that the focus of brainstorming is on producing as many ideas as possible. It is also advised to create new ideas from already mentioned ones (Maňák and Švec, 2003, p. 164).

In her article, Košťálová (2003, p. 5) introduces five different methods of brainstorming. First one is ‘unstructured brainstorming’ when during the given time learners write down every single idea without any corrections. Second one is ‘free writing’ when participants have five and more minutes and they are simply told to write throughout these minutes any thoughts they have about a given topic. Third type is also called ‘mind-mapping’. During this activity the ideas are put in order and they create a map that shows connection between the ideas. The fourth type introduced by Košťálová (2003, p. 6) are ‘cooperative methods of brainstorming’. These are more complex and have different variations as to how they take place. The last type is also called ‘Five-leaf clover’ and its main focus is to find the essential elements of the topic the participants are discussing.

Rutová (2010), unlike Košťálová, labels the ‘Five-leaf method’ under critical thinking. Nevertheless, the method is still the same. To use this method, the teacher needs to create a diagram (most likely on a board) into which the learners will give their answer according to the rules of the method. The diagram of ‘Five-leaf clover’ goes as followed:

TOPIC (one noun)

DESCRIPTION OF THE TOPIC (two adjectives)

ACTION OF THE TOPIC (what does it do) (three verbs)

ONE SENTENCE (verb can be missing) (four words)

SYNONYM (to sum up the topic, one word)

Rutová (2010) also suggests that the ‘Five-leaf clover method’ is best used at the end of a lesson to revise what they have learned, however it can be used at the beginning as well. If we use it at the beginning, it is good if the learners are already acquainted with the topic. This way the teacher can learn what their learners' misconceptions about the topic are.

Even though, Rutová and Košťálová do not agree on where to place the ‘Five-leaf clover’, they agree that it is a very useful method that can be used to introduce a new topic (provided that learners have a little knowledge of the topic) at the beginning of a lesson or to revise what the learners have learned. The diagram that is shown in this chapter is the most original one, however, teachers may modify it to fit their own needs. If they do, they need to clarify what learners need to put in each line.

The theoretical part briefly introduced various elements that influence the learning process in English language lessons at lower secondary schools, such as classroom management, lesson planning and motivation. Several different methods that can be used to motivate learners at the beginning of English lessons were introduced. In the following part of the thesis, I offer a closer look at the approaches lower secondary English teachers incorporate in their lessons and their learners' response to such methods.

III RESEARCH PART

III.1. Research aim and questions

This chapter introduces the aim of this research and the research questions. The research aim is to evaluate the lower secondary school teachers' approach to beginning their English language lessons. The data collected will be compared based on the lessons when teachers begin their lessons with motivational elements as opposed to the lesson when they omit these elements. The following six research questions will be addressed:

1. Do English teachers prefer motivational elements over organization at the beginning of their lessons?
2. Are there any routine approaches to beginning of English language lessons at lower secondary schools?
3. Do English teachers at lower secondary schools begin their lessons using motivational elements?
4. Are motivational elements more suitable for the efficient course of the lesson?
5. What are the reasons for teachers to omit using motivational elements at the beginning of their lessons?
6. Do teachers recognize any difference in learners' attitude to lessons with or without motivational elements at the beginning?

III.2. Research methodology

The focus of this chapter is on the research methodology. I have originally scheduled observations in classes as part of my research but due to the outburst of the COVID-19 virus and the switch from traditional lessons to distance education, the possibility of observations in the classroom environment was cancelled.

Therefore, in order to obtain data for this research, I have created an online questionnaire (see Appendix 1 for an example of a filled questionnaire) and posted it on social media. Due to the lack of response from the Internet post, I have then sent out the questionnaire through email to the teachers whose email addresses are publicly available on their official schools' web. This possibility offered me the opportunity to send the questionnaire to teachers of every region in the Czech Republic and consequently gain data from a broader perspective of teachers at lower secondary schools. Nevertheless, since I did not demand to know what region they teach at, I cannot clarify if it was filled by teachers from across the Czech Republic, even though they have been reached out to.

I have used Google Forms to create the questionnaire and the data which was collected was then processed through MS Excel to convert the data into percentage which enabled me to create tables and figures that have been used to analyse the information I have received. The questionnaire was written in the Czech language and its completion took from five to fifteen minutes.

The reason why it was created in Czech is rather simple. A year ago I created another questionnaire in English that I sent out to English teachers and I have received only single word responses. In the hopes of receiving more complex data, I decided to create my second questionnaire in Czech. The information I obtained through my first questionnaire has not been used in the research of this diploma thesis, however it influenced the way I created my second questionnaire.

The questionnaire contained a total of fourteen questions. The questions were both closed and open, however, the respondents were given the option to add information even to the closed questions if they chose to do so. The questions can be divided into four sections.

The first section of the questionnaire gathered general information about the respondents, such as their sex, the school they teach at, and for how many years have they been teaching English. The second section asked questions about the teachers general approach to lesson beginning and the sequence of activities that take place at the beginning of English lessons.

The third section concentrated on the respondents' approach to using motivational elements at the beginning of their lesson. It also includes the respondents' reflection of the effects motivational elements have on their learners. To add an oppositional view on the matter, the last section of the questionnaire provides a look at respondents' attitude to teaching in case they choose not to use motivational elements at the beginning of their lesson.

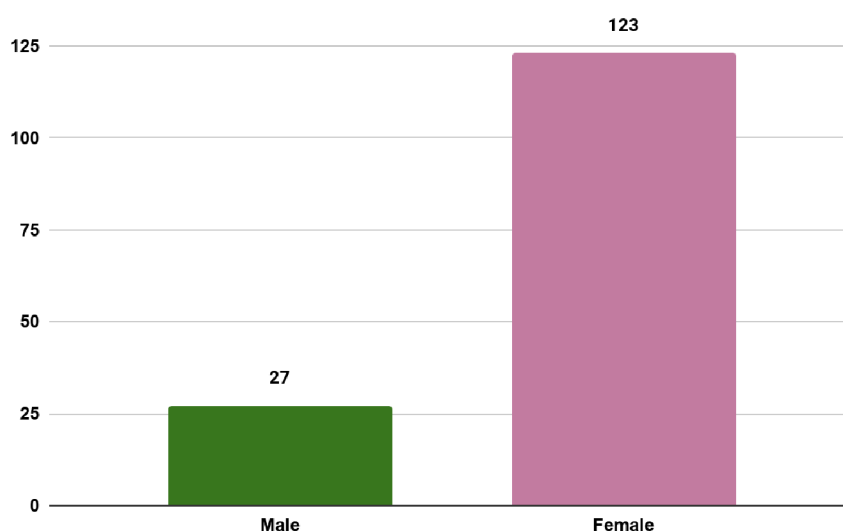
The questionnaire was distributed to teachers at lower secondary schools across the regions of the Czech Republic. It was sent to over ten schools per region using email to teachers whose schools' official web pages provide the public with contact information and also posted on social media. Due to the fact that the research was not concentrating on geographical division of the data, the respondents' were not asked where specifically they teach.

The questionnaire was created and distributed in February and March of 2021 and it was filled by a total of 150 respondents (see Tables 0a and 0b). These respondents, however, were not all lower secondary school teachers, and therefore those who teach different levels were separated from the research group. Thus in the chapters III.3.1 to III.3.7. I only analysed the selected group of 110 English teachers.

III.3. Individual data results

The following chapter deals with analysing the individual data obtained by the questionnaire. It loosely follows the structure of the online questionnaire (see Appendix 1). And since some of the questions were additional questions to previous ones, the response given to those was added to the main questions (for example question 8 in the questionnaire asked for additional information to question 7, the answers given were included in Tables 12 - 20). The questions were originally written in Czech, in the hopes that teachers' would provide more detailed information, and were then translated into English for the purposes of this thesis.

Figure 0a: Respondets' sex (see also Table 0a in Appendix 2).



As we can see in Figure 0a, the majority of teachers in the Czech Republic are female. This finding corresponds with the conclusion from research provided by European Commission (Education and Training Monitor, 2019, p. 13) which indicates that 85% of the teachers at lower secondary schools in the Czech Republic are female.

In the questionnaire (see Question 1 in Appendix 1), there was also the option 'Other', but as Figure 0a (and Table 0a in Appendix

2) shows, it was not chosen by any of the respondents. Nevertheless, some of the respondents emailed me their appreciation for including this option in my questionnaire.

Figure 0b: Schools the respondents teach at (see also Table 0b in Appendix 2).

Question: What school do you teach at?

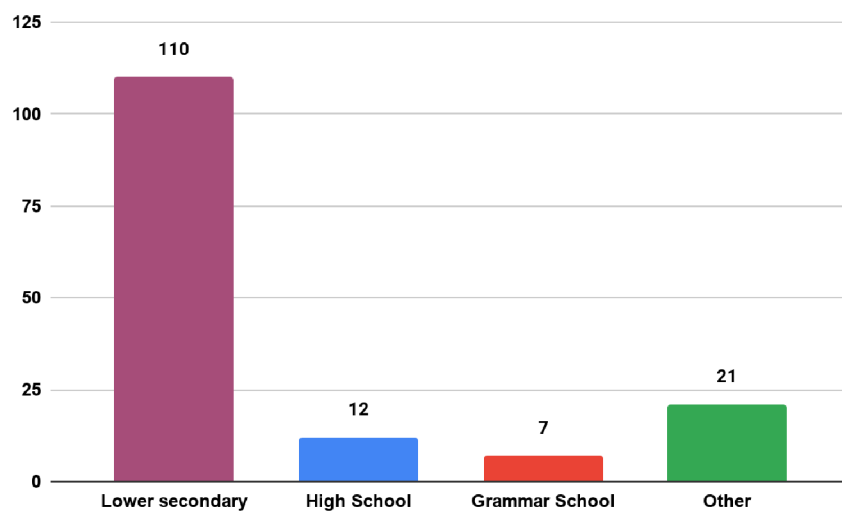
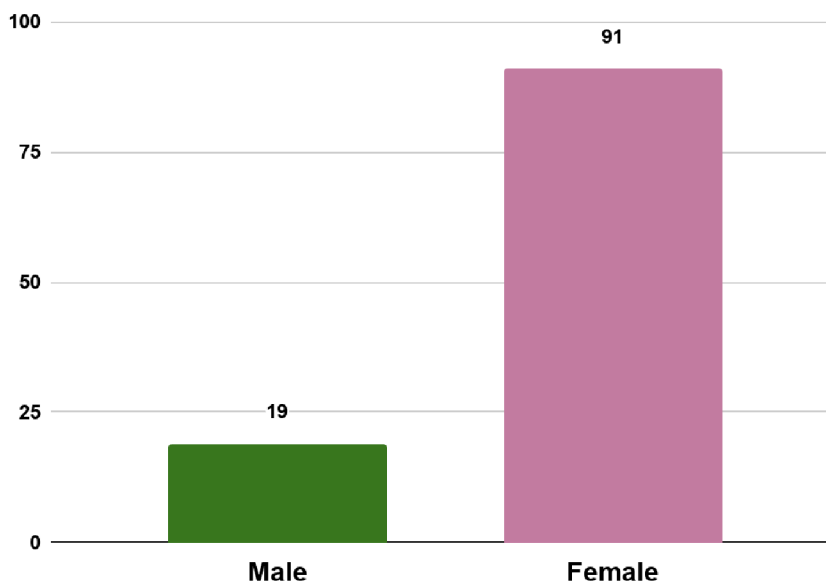


Figure 0b shows that the majority of the respondents teach at lower secondary schools. Since 26,67% (a sum of forty ‘non-lower secondary school teachers’, for reference see Table 0b in Appendix 2) of all the respondents replied that they either do not teach at lower secondary schools or that they do but also teach somewhere else, their answers were omitted from further research.

As aforementioned, for the purposes of this research, all the further analysis and individual data comes from the group of 110 teachers who teach primarily at lower secondary schools and were the target group of this research.

III.3.1. Respondents' sex

Figure 1: Respondents' sex (see also Table 1 in Appendix 2).



As we can see in Figure 1, ninety-one respondents that teach at lower secondary schools in the Czech Republic are female, while only nineteen respondents' are men. As mentioned in the analysis of results in Figure 0a, the results of this research agree with the data provided by European Commission (Education and Training, 2019, p. 13) and show that the majority (91%, which is a little higher number than the results of the European Commission research) of English language teachers at lower secondary schools in the Czech Republic are female.

III.3.2. Schools the respondents' teach at

As aforementioned (see chapter III.3.), the 110 respondents of the questionnaire that are assessed by this research are all teachers of lower secondary schools (see Table 0b in Appendix 2).

III.3.3. Teaching practice

Question: For how many years have you been teaching English?

This item of the questionnaire was created as an open question. Teachers typed in their answers individually and I have divided their answers into six categories (0-5 years, 6-10 years, 11-15 years, 16-20 years, over 21 years) for statistical reasons as seen in Figure 2.

Figure 2: Teaching practice (see also Table 2 in Appendix 2).

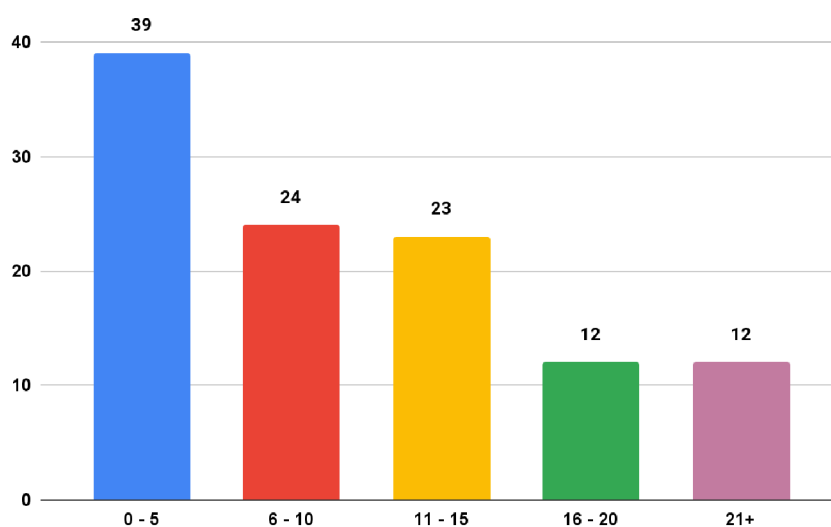


Figure 2 determines that thirty-nine respondents have been teaching for five years at most. Then there are twenty-four respondents who have been teaching for 6-10 years, twenty-three have been teaching for 11-15 years and the categories of 16-20 years and 21+ years both reached twelve respondents.

The newest teacher has been teaching for half a year and the oldest has a thirty years long practice of teaching English. It is also possible that the respondents' teaching practice took place at different schools (not just at lower secondary schools), since that was not specified in the question.

III.3.4. Teachers' approach to lesson beginning

The following item on the questionnaire contained a list of activities that often take place at the beginning of a lesson. Each

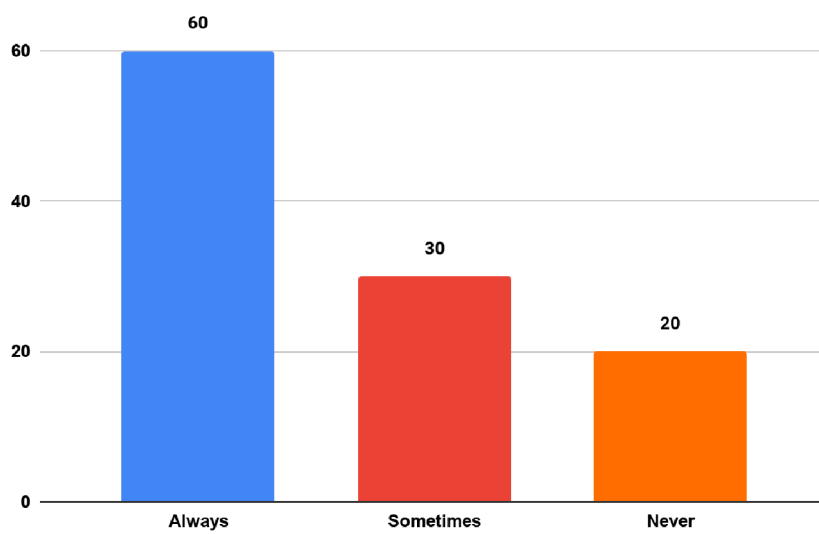
activity is assessed individually according to the respondents' frequency of using individual activity in their lessons.

Question: How do you begin your English language lesson?

III.3.4.1. Individual items

Item: Organization

Figure 3: Beginning with organization (see also Table 3 in



Appendix 2)

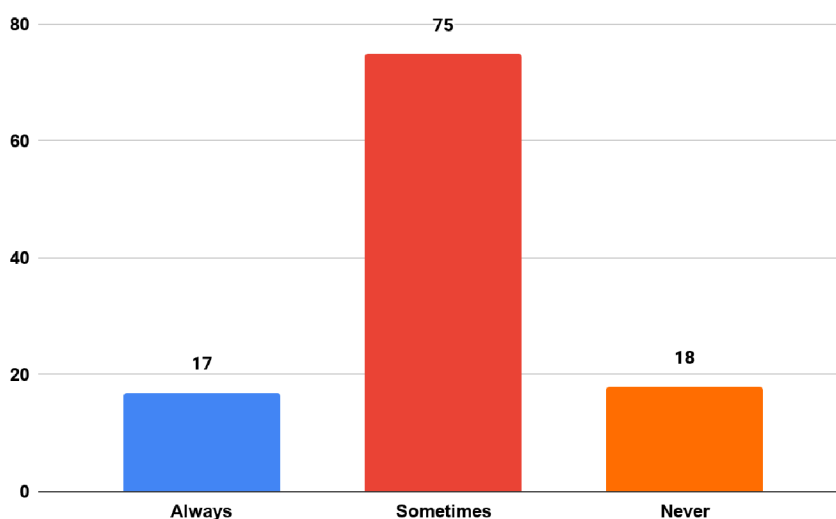
In Figure 3, I find that sixty respondents 'always' begin their English lessons with organizational arrangements, such as making an entry into the classbook, checking the attendance, and preparing teaching aids. The next group of thirty respondents admitted including the organizational part of the lesson only 'sometimes' and remaining twenty respondents 'never' do.

This information indicates that there are some teachers who might prefer to set a task for the learners first and then take care of the paperwork, even though most didactics books suggest it to be done in the first part of the lesson. The other reason respondents do not always begin with administration is that many teachers may not

be able to fill in the classbook since some classes are divided into two groups and the classbook can be in the other half. Therefore, they would sometimes omit starting with administration and do it later in the lesson after they receive the classbook. This reason I learned through answers to question 5 of the questionnaire.

Item: Checking homework

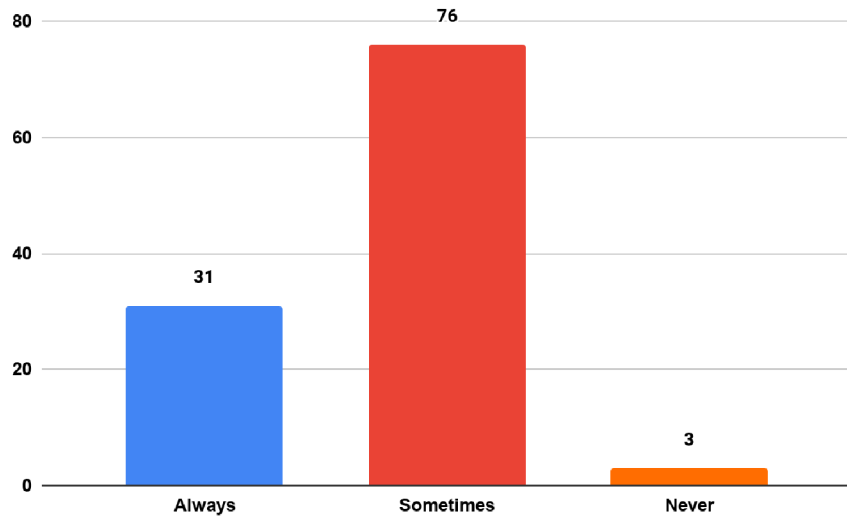
Figure 4: Beginning by checking the homework (see also Table 4 in Appendix 2)



The majority of respondents (seventy-five out of 110) indicated that they only ‘sometimes’ check the homework at the beginning of their lessons. This could be due to a couple reasons, for example they do not set a homework for each lesson or they check it when the subject of the homework is dealt with in the lesson. The other highest score was eighteen teachers with the response of ‘never’ checking the homework at the beginning of a lesson and the remaining seventeen respondents ticked the option ‘always’ in the questionnaire.

Item: Revision

Figure 5: Beginning with revision (see also Table 5 in Appendix



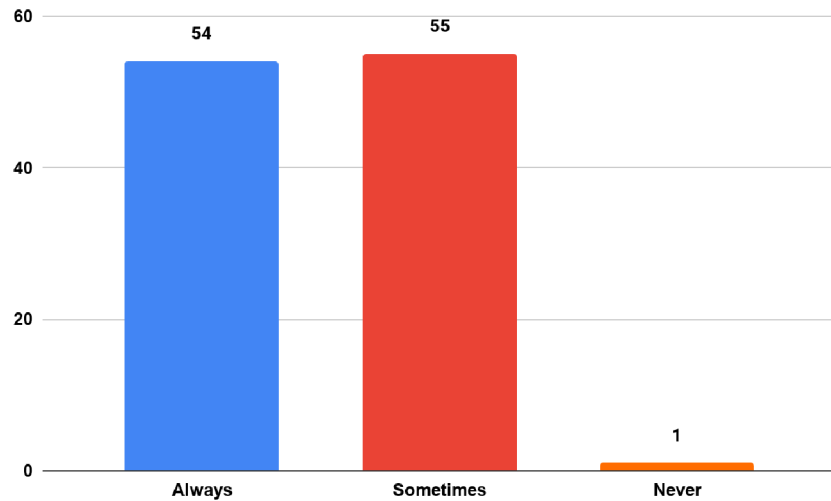
2)

As we can see in Figure 5, the majority of respondents (seventy-six) ‘sometimes’ focus on revision at the beginning of their English language lessons. The next largest group of respondents belongs to the ‘always’ category with thirty-one respondents, which means that the remaining three fall under those who ‘never’ use revision at the beginning of their lessons.

According to the responses to question 5 of the questionnaire, teachers approach revision through different forms, for example they check what the learners remember through checking their homework, or they would play a game practising the previous’ lesson subject. Or they simple revise through discussion.

Item: Motivational activity

Figure 6: Beginning with motivational activity (see also Table 6 in Appendix 2)



Thanks to Figure 6, I learned that there was only one respondent who ‘never’ uses any motivational activity at the beginning of the lesson. The remaining respondents are almost equally divided into two groups of fifty four respondents who ‘always’ include motivational activity at the beginning of their lessons and fifty-five respondents who use it ‘sometimes’.

Item: Introducing the lesson plan

Figure 7: Beginning by introducing the lesson plan (see also Table 7 in Appendix 2)

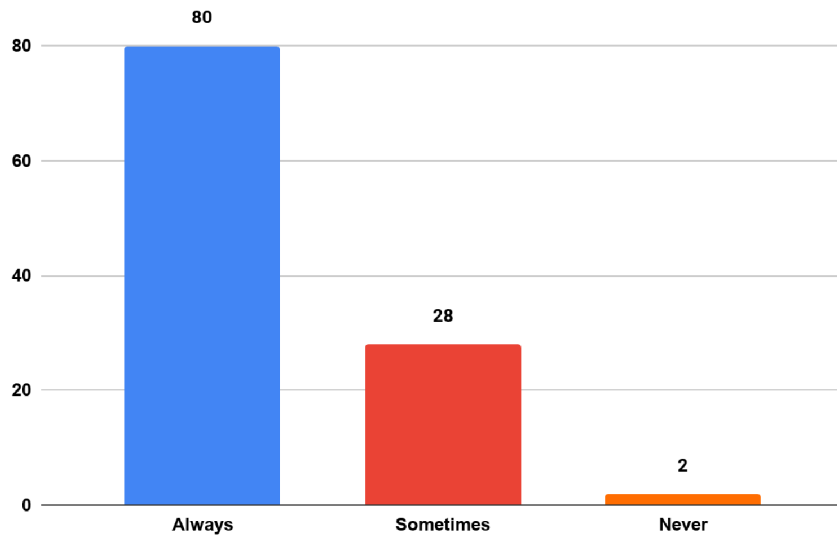
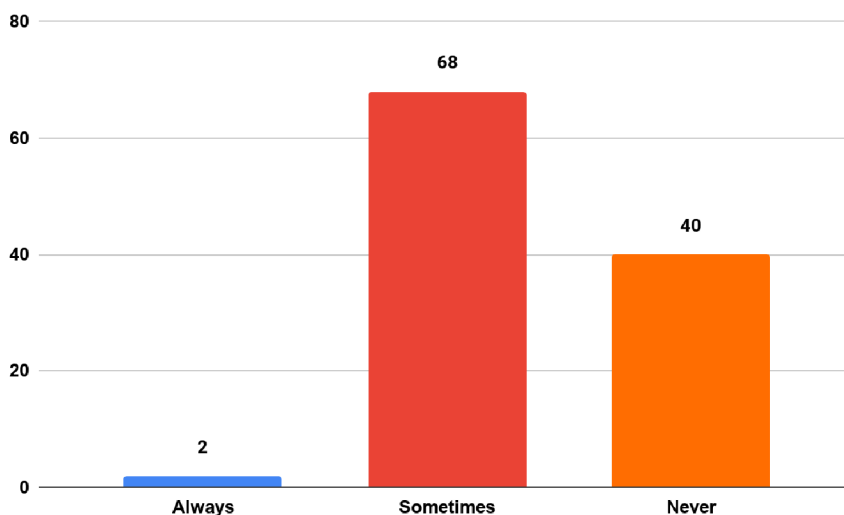


Figure 7 provides the information that eighty respondents ‘always’ inform their learners about the lesson plan for each lesson. There are twenty-eight respondents who ‘sometimes’ implement this habit into their lessons and only two respondents who never do.

The habit of informing the learners about the lesson plan is a practice that helps to ease the learners’ minds, since it informs them about what to expect from the lesson and therefore they do not need to stress about not knowing.

Item: Exam

Figure 8: Beginning with an exam (see also Table 8 in Appendix



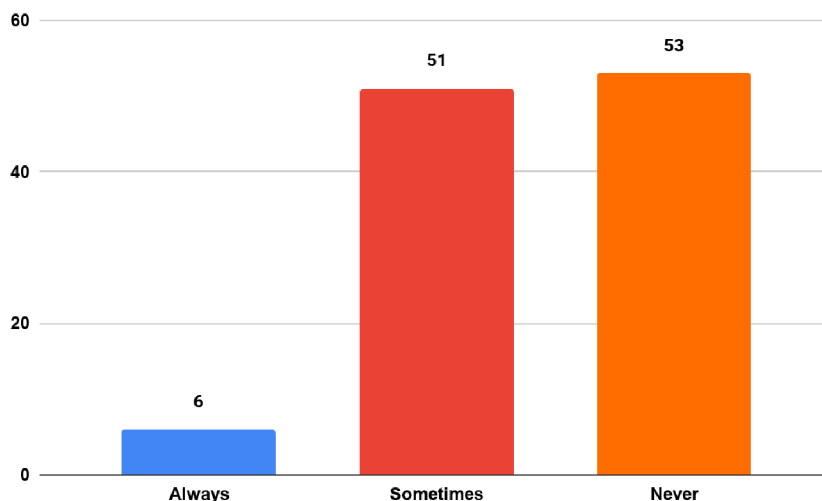
2)

Figure 8 provides expected results. With only two respondents who 'always' begin their lessons with some kind of an exam, we learn that forty respondents choose to always begin their lessons more stress-free and more enjoyable for the learners (and therefore 'never' begin with an exam). It is logical though, that the majority of the respondents (sixty-eight respondents) 'sometimes' begin with an exam.

The reasons for beginning with an exam are that they might be having an Unit test which takes a long time, or a vocabulary test, in which case it is better for the learners not to stress about the test and let them take it when they are still fresh and focused at the beginning of the lesson. If they begin a lesson with a shorter test, for example vocabulary test, two respondents clarified in their answers to item 5 on the questionnaire, that they then take a little time to help their learners' to get their minds of the test and start focusing on the rest of the lesson.

Item: New topic

Figure 9: Beginning with a new topic (see also Table 9 in



Appendix 2)

In Figure 9, we can see that fifty-three respondents choose to ‘never’ begin with a new topic, being closely followed by fifty-one respondents who ‘sometimes’ do. The remaining six respondents ‘always’ begin with a new topic.

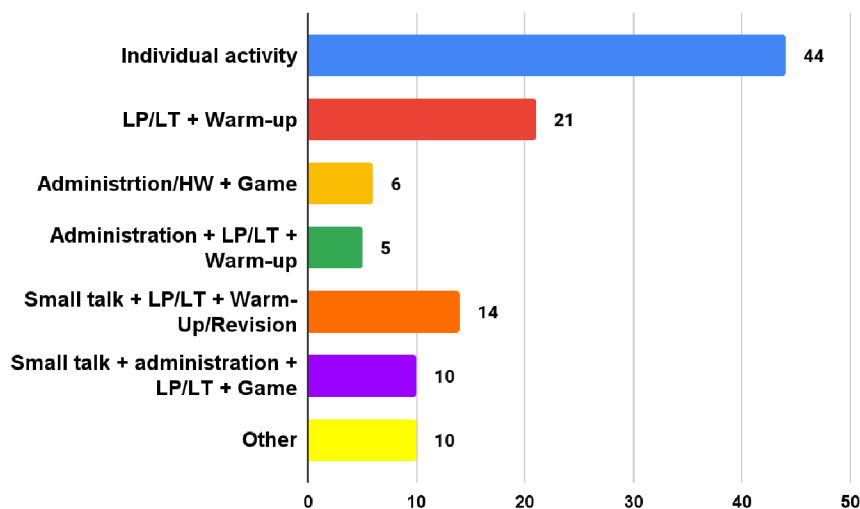
Seeing the majority of responses in the negative spectrum means that the respondents prefer to begin with some kind of an introduction to the lesson, which helps teachers to prepare their learners’ for the lesson.

III.3.4.2. Sequence of activities

Every teacher has his or her own approach to their teaching techniques and the way they plan their lessons. In the first 3-5 minutes there are different activities usually taking place (see chapter II.3.1.1.), and every teacher has different preferences for putting these activities in order. In the following part of the research, I explored the respondents’ approach in the way they organize their lessons and have six common patterns.

Question: What is the sequence of activities at the beginning of your lessons?

Figure 10: Sequence of activities (see also Table 10 in Appendix 2)



As we can see in Figure 10, there were forty-four respondents who only mentioned one activity they do at the beginning of their lessons. Out of these forty-four respondents, twenty-eight begin with small talk, fourteen include motivational activity or a game, and two respondents concentrate on revision.

The second highest score was twenty-one respondents who begin their lesson by informing their learners about the lesson plan and lesson topic (in the Figure written as LP/LT) and then have a warm-up game.

Fourteen respondents start with small talk, then proceed to introducing the lesson plan and topic (LP/LT). Out of these fourteen respondents, nine continue with warm-up activity and five continue with revision.

Ten respondents also start with small talk, but then they deal with administration (such as checking the attendance and filling in the

Classbook) and then they introduce the lesson plan and topic (LP/LT) and play a game.

Six respondents would either start with administration or checking homework and then they would play a game. Five respondents begin with administration, then introduce the lesson plan and topic (LP/LT) and then would include warm-up activity. Remaining ten respondents had completely different responses (see Table 10 in Appendix 2) that could not be incorporated into the created categories.

One respondent, in the category ‘other’, stated that her primary focus at the beginning of her lessons is to determine what is the mood among the learners. She claims that she won’t begin any activity unless her learners’ are mentally prepared for it. The idea of ‘setting the right mood’ was agreed on by multiple respondents.

Forty-nine respondents out of the total 110 also said that the very first thing they do is they greet their learners. But since ‘greeting’ could be classified as ‘small talk’ or might just not be seen as a separate activity, I have not included it as part of the categories.

III.3.5. Beginning a lesson using motivational elements

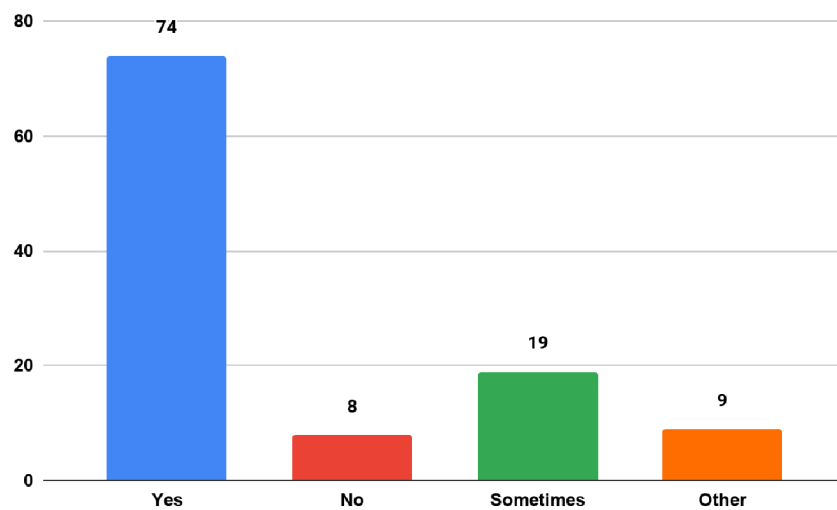
The following chapter concentrates on specific motivational elements. Firstly, the research targets the question, whether teachers use motivational elements in their lessons. And secondly, individual activities that can be seen as motivational are introduced and questioned based on the frequency the respondents use them in their lessons.

In the questionnaire, question 8 asked whether the respondents use any other motivational elements that were not mentioned in the questionnaire. This question was optional and only answered by a small group of respondents, so it was not possible to use

individually, however, the answers were added underneath the individual tables (Tables 12 - 20 in Appendix 2).

Figure 11: Using motivational aspects (see also Table 11 in Appendix 2)

Question: Do you begin your lessons using motivational



elements?

Figure 11 shows that seventy-four respondents, a clear majority, choose to begin their lessons using motivational elements. While only eight respondents would ‘not’ focus on using motivational elements in their lessons, leaving nineteen respondents who would ‘sometimes’ pay attention to actively use motivational elements at the beginning of their lessons. There were nine respondents who provided different and more detailed responses to this item in the questionnaire, which can be seen in its entirety in Table 11 in Appendix 2.

There are many ways, as seen in chapter II.6., to begin an English lesson using motivational elements. The teachers’ attitude to using these methods was questioned in the following part of the research.

Question: What form of motivation do you use in your English lessons?

There are different methods teachers use to activate and motivate their learners. Some of the respondents specified their choice of motivational elements in their lessons (see notes in Tables 12 - 20 in Appendix 2). Among those specified options there were some that did not fit any of the categories mentioned in the questionnaire.

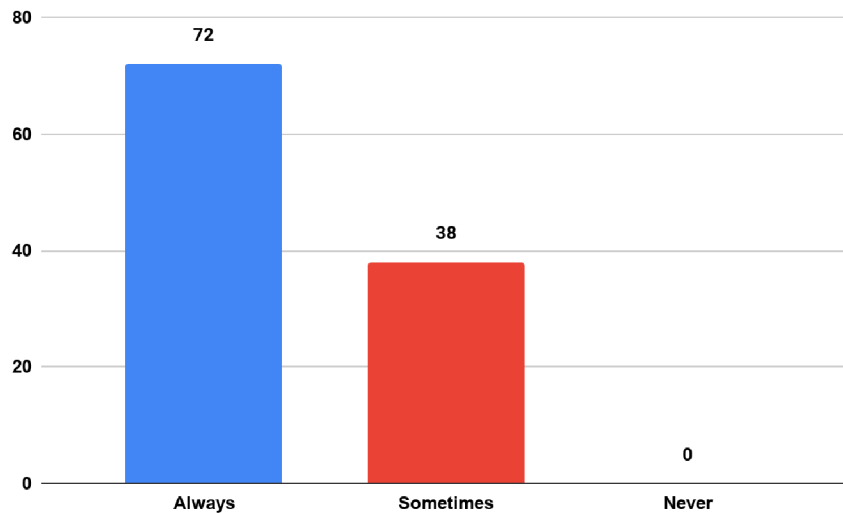
Four respondents have mentioned evaluation, when the teacher would evaluate the learners' progress, or giving the learners little pluses for their preparation or cooperation and then giving them an A; or learner's self-evaluation. One respondent also uses negative evaluation by introducing threats, for example when learners do not do their homework they would get downgraded.

Two respondents mentioned the process of working with a mistake when it should not be considered wrong to make a mistake, but to view the mistake as a progress.

III.3.5.1 Individual items

Item: Speaking English

Figure 12: Speaking English (also see Table 12 in Appendix 2)

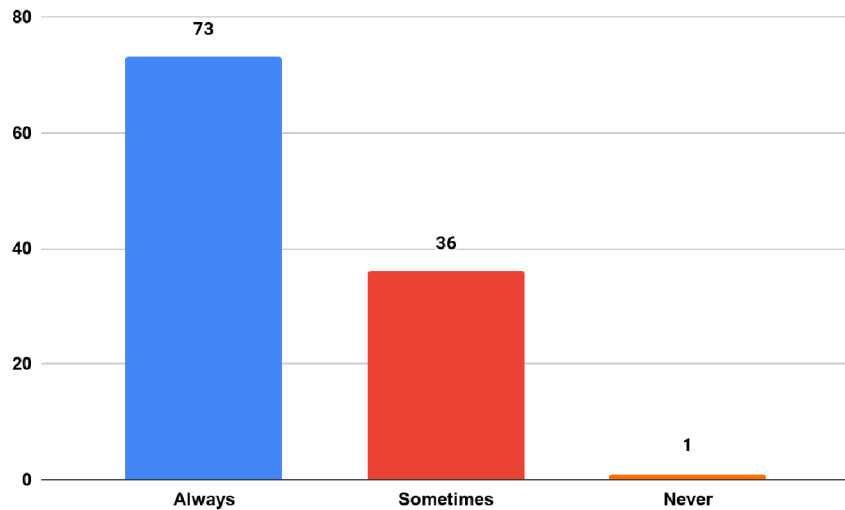


As we can see in Figure 12, the majority of teachers, seventy-two respondents out of 110 (which makes 65,45%) who ‘always’ speak English from the moment they step in the classroom. There are thirty-eight respondents who acknowledge the possibility of having to ‘sometimes’ switch into Czech to, for example, make sure that their learners understood the instructions or to find whether they have some other problems. One respondent also clarified that it is better to speak Czech when dealing with a disciplinary problem for better clarity for everyone involved.

Though speaking fluently in English should be the main aim of English language lessons all together, understanding the importance of translation also plays a huge component in the learning process. According to Calis and Dikilitas (2012) translation is a way a learner can put into connections their knowledge of their mother tongue and their targeted language by comparing them, putting their grammar rules into contrast, and understanding the structure of the language.

Item: Lesson topic

Figure 13: Informing about the lesson topic (also see Table 13 in Appendix 2)



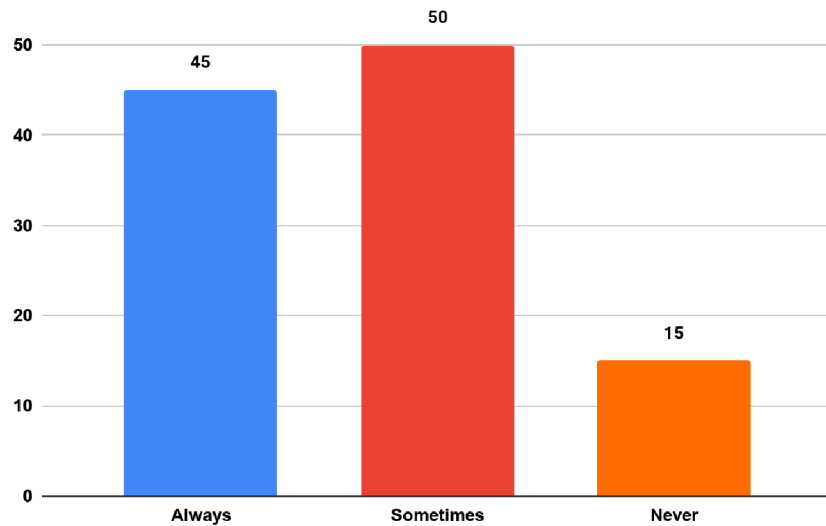
Informing the learners about the topic of the lesson is useful, because the learners will know what they will be studying that day and how it can be useful to them.

Out of the 110 respondents, seventy-three include the practice of informing their learners about the lesson topic clearly in every lesson. There are thirty-six respondents who do it 'sometimes' and only one 'never' does. This could have different reasons, such as they might be continuing with a topic from a previous lesson or the teacher gets distracted by different responsibilities.

Teachers often prepare a thorough list of lesson objectives (topics) and often end up disappointed by the learners' lack of interest once they are presented with the information. Bryan (2014) suggests creating an overlapping objective (created through connecting all the separate ones) and then personalizing this objective to the learners. This will help you not to 'lose' your learners before you even begin the lesson.

Item: Lesson plan

Figure 14: Informing about the lesson plan (also see Table 14 in Appendix 2)

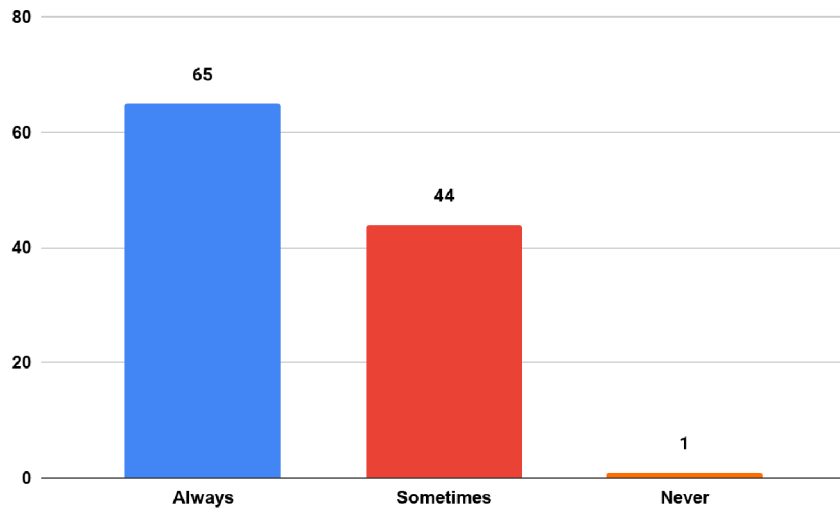


The majority, fifty respondents, tend to ‘sometimes’ inform their learners about the lesson plan. Second largest group was formed of forty-five respondents who ‘always’ include telling their learners what they will be doing during the lesson. The remaining fifteen respondents ‘never’ use this practice in their lessons.

As mentioned in the theoretical part, Blanchard (2017) also writes down the lesson plan on a board so the learners can follow and be motivated by their progress. This practice was also mentioned by three respondents, when they were answering item 5 on the questionnaire.

Item: Warm-Up activity

Figure 15: Using warm-up activity (also see Table 15 in



Appendix 2)

The information provided by Figure 15 shows that the majority of the respondents choose to begin their lessons with a warm-up activity. Warm-up activity is among the respondents seen as a quick and entertaining way to help the students to switch from break time to English lesson.

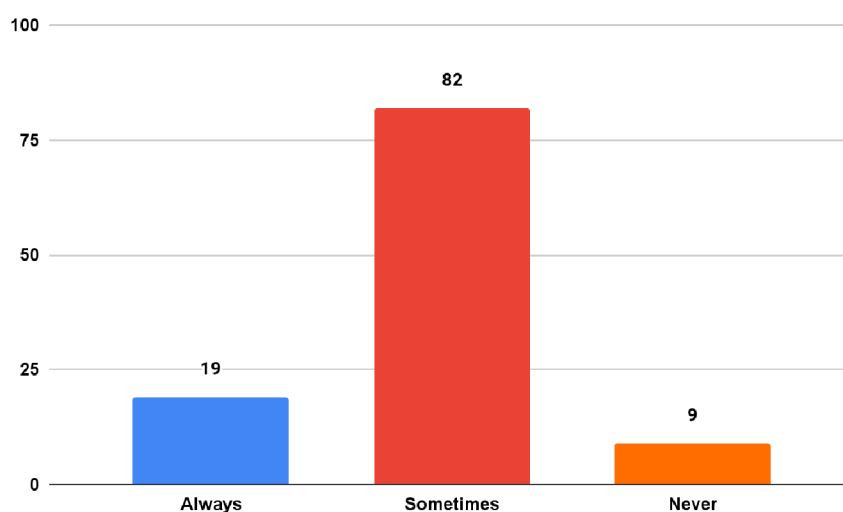
Therefore, as we can see, sixty-five respondents 'always' begin with a warm-up activity, and forty-four respondents 'sometimes' use it. The one respondent who 'never' uses warm-up activity in her lessons admitted it is because she puts more focus on the new topic of the lesson and drilling the new information with her learners.

One respondent also suggested competing games at the beginning of the lesson (in an answer to item 8 on the questionnaire). Competition in the classroom, however, introduces two opposing theories. According to Verhoeff (1997, p. 5) the first view is that competition is good for the learners' because everything in life is a competition and they should get used to it. On the other hand,

competition in the classroom is seen as if it is against collaboration. An individual (or a team, depending on the specific competition) needs to be better than their classmate in order to win, as opposed to the whole group working together.

Item: Discussion

Figure 16: Discussion (also see Table 16 in Appendix 2)



In Figure 16, we see that the category ‘sometimes’ received eighty-two answers. Followed by ‘always’ with nineteen respondents and the remaining nine would ‘never’ start with discussion.

Discussion takes place in various ways. In the response to item 8 on the questionnaire, the majority of the respondents state that they would ask their learners about their weekend or their plans for the day, and have small talk. Three respondents also said they would ask them an unrelated question (to the topic of the lesson) trying to spark a conversation about anything. Having a conversation with the learners is a good approach to make them switch from Czech language into English and get them focused on the lesson ahead.

Item: Authentic materials

Figure 17: Using authentic materials (also see Table 17 in Appendix 2)

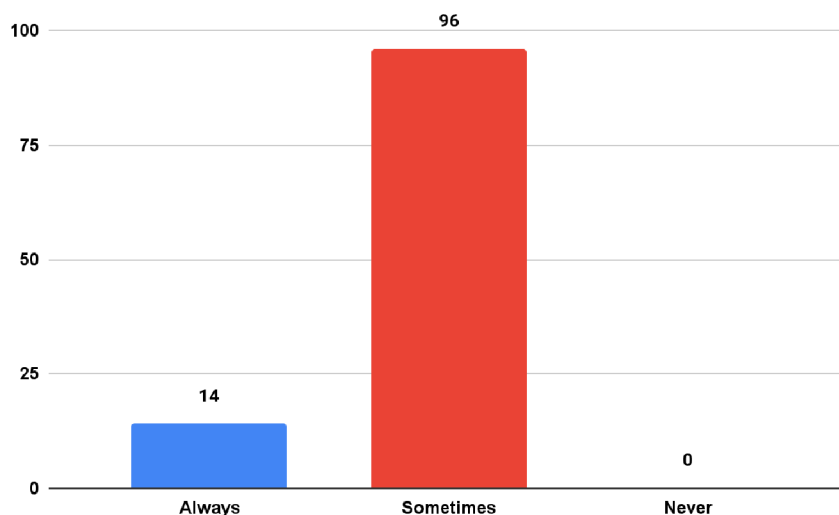


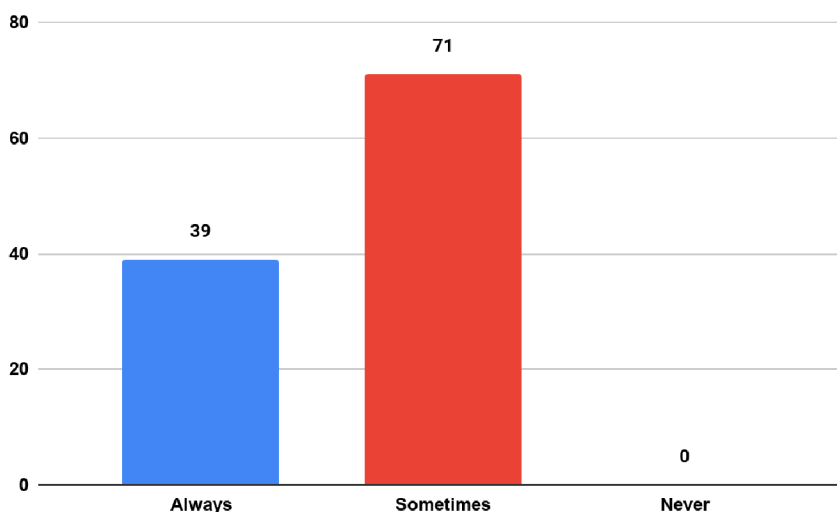
Figure 17 indicates that every respondent uses authentic materials in their lesson. Those can be in the form of a song lyric video recordings, reading English written books and many other options. Ninety-six respondents admit to ‘sometimes’ using authentic materials at the beginning of their lessons and fourteen use them ‘always’.

There are authentic texts that can have motivational elements in them. These work as means to spark one’s curiosity (Choděra, 2006, p. 145, author’s own translation). Using authentic materials also works as a way to show the learners how useful the knowledge of English will be to them in their personal lives as well.

Some of the respondents clarified in their response to item 8, that their choice of authentic materials usually are videos and songs. One respondent also likes to have ‘special’ lessons with her learners. For example, before Christmas they wrote letters to soldiers in Afghanistan and another year, they cooked typical English meals.

Item: Revision

Figure 18: Revision (also see Table 18 in Appendix 2)



There are seventy-one respondents who ‘sometimes’ include revision in their lessons at the beginning. A great number of these respondents added that they marked the option ‘sometimes’, because they usually tend to revise their learners’ knowledge as part of, for example, a warm-up activity or discussion. They do not restrict a specific part of the lesson just for revision. The remaining thirty-nine respondents ‘always’ concentrate on revision.

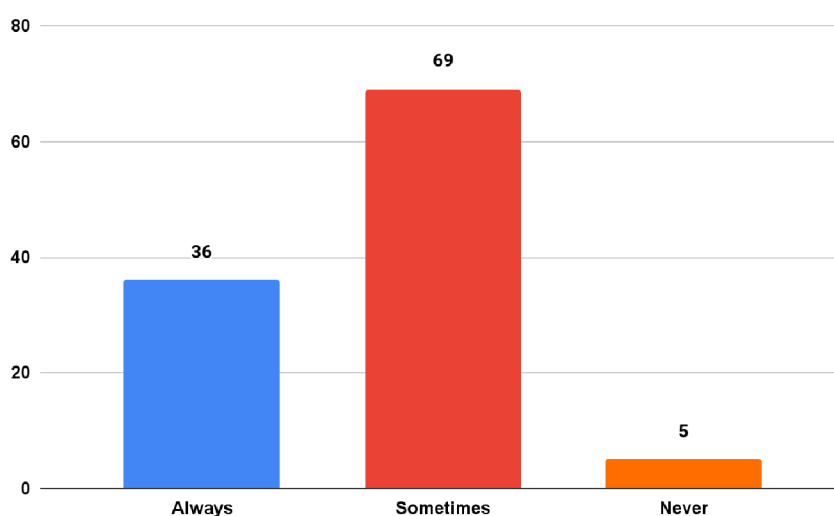
Five of the teachers specified that they use project work as a form of revision. After they finish working on a Unit in their Student’s books, the teacher would set a project on which the learners’ work together. The results of the project work as a way for the teacher to find out how much the learners’ understood the topic (see Table 18 in Appendix 2).

In additional information provided in response to question 8 of the questionnaire, two respondents mentioned they use project work as a revision. They would divide the learners’ into groups who would then work on a project specific to the Unit they just finished

in their course books, and then they would present it. This way the teacher could find out whether their learners understood the Unit's subject focus. One of them also mentioned using eTwinning projects.

Item: Activity to introduce new topic

Figure 19: Activity to introduce new topic (also see Table 19 in Appendix 2)



The category of 'sometimes' beginning a lesson by introducing a new topic also received the greatest response with sixty-nine respondents. The second spot takes the option of 'always' with thirty-six respondents, leaving five respondents who 'never' focus on that aspect.

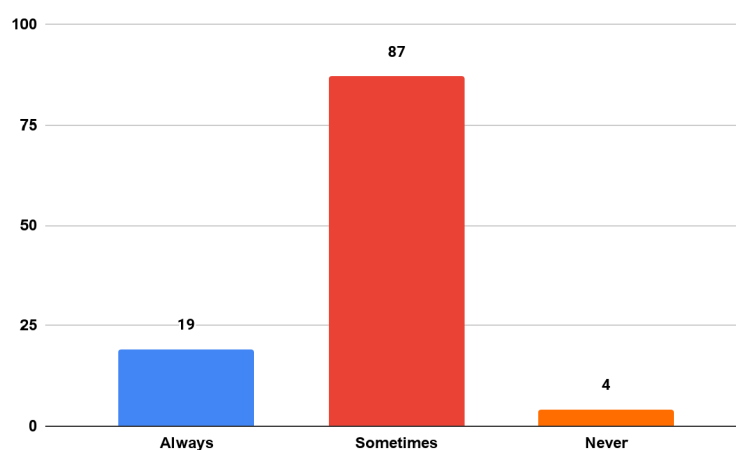
Introduction of a new topic takes different forms. Four respondents specified their approach. One of them would let the learners' guess the new topic through identification of a picture. Two respondents use the 'brainstorming' method to introduce a new topic.

Interestingly, one respondent specified that when teaching, she lets her learners' to discover what the grammar rules are on their

own and she just corrects them to make sure they understand correctly. This method is also known as ‘inductive (or discovery) learning’, which is *‘the process of working out rules on the basis of examples’* (Thornbury, 2017, p. 128).

Item: Didactic game

Figure 20: Didactic game (also see Table 20 in Appendix 2)



Maňák and Švec (2003, p. 126 - 127) describe a didactic game as a game which helps to achieve the educational aim of the lesson. The ‘game’ side cannot overshadow the teaching side.

In Figure 20, we see that eighty-seven respondents ‘sometimes’ use didactic games at the beginning of their lessons. Nineteen respondents ‘always’ use didactic games and only four ‘never’ use this method.

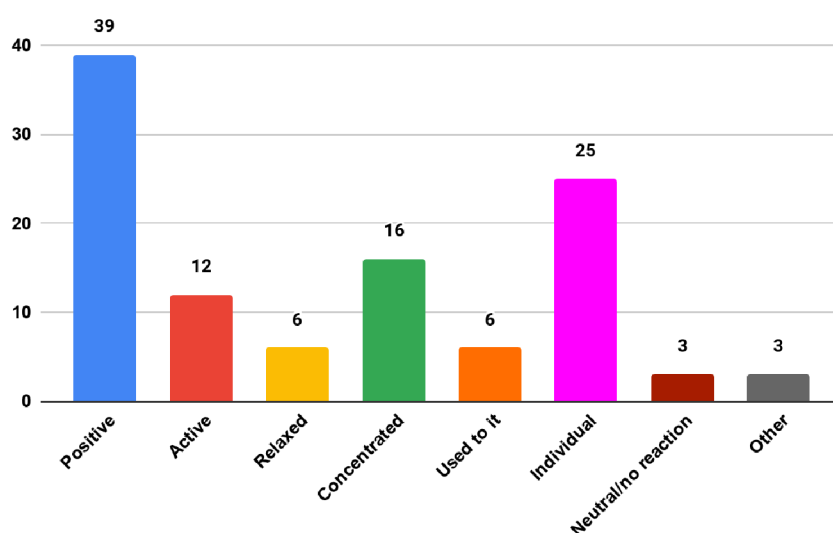
Some teachers specified (in their response to question 8 in the questionnaire) that one of their most favorite activities is role playing. One teacher also recommended using the WocaBee app when learning vocabulary.

III.3.6. Learners' reaction to motivational elements

The following item of the questionnaire concentrated on the respondents' perception of their learners' attitude towards learning in the lessons which included motivational elements at the beginning. The item was created as an open question in order to allow the respondents to fully express their thoughts. Their answers were then distributed by relevance and quantity into eight categories of learners' reactions: positive, active, relaxed, concentrated (better), used to it, individual, neutral/no reaction, other. As it is apparent from the list of categories, the general reaction to motivational elements at the beginning of a lesson is rather positive. Some of the specific responses (if they provide more information than just the name of the category) to each category can be seen in Table 21 in Appendix 2.

Question: In your own opinion, how do your learners' react to the motivational elements at the beginning of your lessons?

Figure 21: Learners' reaction to motivational elements (see also Table 21 in Appendix 2)



As we can see in Figure 21, statistically the overall reaction of the learners' to motivational elements is perceived in very positive

matters. There are only three respondents who admitted that they did ‘not notice any reaction’ in their learners to the motivational elements.

There was a large group of respondents (twenty-five) who highlighted the fact that the learners’ reaction is very ‘individual’ and dependent on many other aspects, such as the time of day, the activity itself, the learners’ attitude, their relationship with the teacher and each other, and more (see Table 21 in Appendix 2).

Thirty-nine of the respondents claim that when motivating their learners they tend to be very ‘positive’ and in a good mood throughout the lesson. Sixteen respondents stated that having a motivational beginning helps the learners to switch from Czech to English and to ‘concentrate’ on the lesson better.

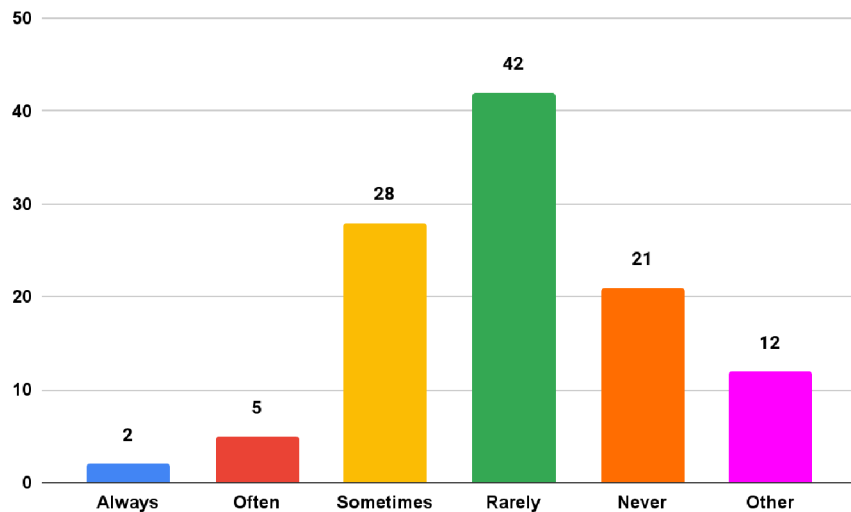
Twelve respondents classified their learners’ reaction as ‘active’. The learners would join in an activity more enthusiastically and stated that their learners’ become more willing to participate and speak up throughout the lesson. Six respondents, however, claimed that the learners’ become more relaxed. Six teachers admitted that they have an entertaining beginning out of habit and that the learners do not react much since they are ‘used to it’ (to see more specific answers check Table 21 in Appendix 2).

III.3.7. Not beginning with motivational elements

The following part of the questionnaire focused on the occasions when the respondents were not able to use motivational elements at the beginning of their lessons. Firstly, I asked how often that happens. Then I asked why that situation occurred. And lastly, how did the learners react to a lesson beginning without motivational elements.

Question: How often do you not include motivational elements at the beginning of a lesson?

Figure 22: Not using motivational elements (see also Table 22 in Appendix 2)

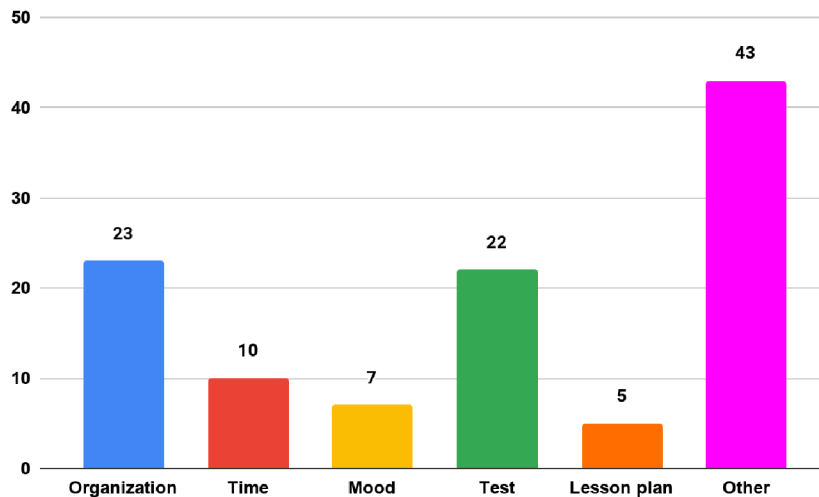


As we can see in Figure 22, the largest group of respondents (forty-two) do not use motivational elements very ‘rarely’. This group was followed by twenty-eight respondents who have to ‘sometimes’ omit using motivational elements. Closely followed by a group of twenty-one teachers who would not ‘never’ use motivational elements, understand, they always use (or at least try) some form of motivation.

Five respondents ‘often’ do not use motivation. One of the respondents specified that she does not use motivational elements in distance learning since her learners do not want to cooperate with her. Only two respondents admitted they ‘always’ omit using motivational elements in their lessons. Lastly, the remaining twelve respondents in the category ‘other’ did not include the information of time in their answers, therefore they could not have been distributed into any category.

Question: What are the reasons you do not use motivational elements at the beginning of your lessons?

Figure 23: Why omit using motivational elements (see also Table 23 in Appendix 2)

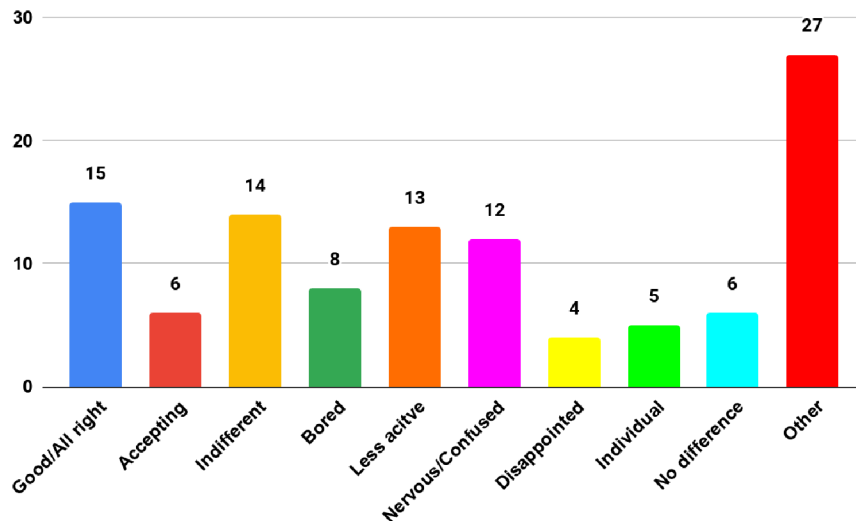


In Figure 23 we learn the main reasons the respondents would need to omit using motivational elements in their lessons. The reasons are: Organizational problems (twenty-three respondents), the lack of time (ten respondents), mood (seven respondents), writing a test (twenty-two respondents), it does not fit the given lesson plan or lesson aim (five respondents).

The remaining, and largest group of respondents, forty-three teachers, could not agree on a reason or chose to not fill in the item on the questionnaire at all. Therefore they created an ‘other’ group. Some of these respondents never omit using motivational elements or they focus on a different aspect of the lesson (see Table 23 in Appendix 2).

Question: How do you think your learners react to lessons without motivational elements?

Figure 24: Learners’ reaction to lesson without motivational elements (see also Table 24 in Appendix 2)



As Figure 24 shows, there are various reactions of the learners as perceived by their teachers. The majority of the emotions are very negative. There were only two clearly positive outcomes, when fifteen respondents described their learners as being ‘good/all right’ with a beginning without motivational elements and six respondents thought their learners are ‘accepting’ of the situation, because they understand the reasons for not having a motivational aspect at the beginning.

In the more negative range of emotions, we can see that fourteen respondents believe their learners are ‘indifferent’ to the teachers’ choice of method, they simply do not care about it. Eight respondents would describe their learners as ‘bored’ at the beginning. Thirteen respondents noticed that their learners were ‘less active’ throughout the lesson. Twelve teachers would say that the learners seemed ‘nervous/confused’, but they believe it might correspond with the fact they had scheduled a test for those lessons. Four teachers have noticed that their learners were ‘disappointed’ by the fact that there was no game at the beginning of a lesson.

Five respondents admitted that the reactions are very 'individual' and that they differ learner from learner, lesson from lesson. Six respondents spotted that there was 'no difference' in their learners' approach to the learning. Meaning that they behave or work in the lessons in the same manner, with or without motivational elements.

And lastly, the majority of answers created the 'other' category, with twenty-seven respondents, who either choose to not answer this question at all, or gave too diverse answers (see also Table 24 in Appendix 2). For example the respondents mentioned it depends on the time of day or week. Four respondents specified that motivation takes place throughout the entire lesson or that deliberate motivation is more important with younger learners- Two respondents clarified that they always use motivational elements, therefore they did not have an answer for this item on the questionnaire.

III.4. Summary of the questionnaire

The data collected from the questionnaire on teachers' attitude towards using motivational elements show rather satisfying results. It appears that the great majority of teachers have a very positive attitude towards using motivational elements in their lessons. Nevertheless, analysing the data of this research has to be approached very carefully since the data is rather informative and could not have been verified or analysed in more detail due to the Covid-19 pandemic's restrictions.

This chapter answers the research questions introduced in chapter III.3.1. as following:

1. Do English teachers prefer motivational elements over organization at the beginning of their lessons? Comparing Figure 3 and Figure 6, the results show that more teachers (60 to be exact) begin their lessons with the organizational aspect of the lesson as opposed to motivational activity (with 54 respondents), however, it is good to point out that most teachers prefer to use combination of both elements in their lessons.
2. Are there any routine approaches to beginning of English language lessons at lower secondary schools? Yes. There are four most common activities among the respondents taking place in the first five minutes of English language lesson. These are: Administration, informing about the lesson plan or topic, small talk, and warm-up or a game. The only difference is that individual teachers prefer to use these activities in different order or sometimes omit or use different activities than those aforementioned.
3. Do English teachers at lower secondary schools begin their lessons using motivational elements? Yes. There were 74 respondents who clearly stated that they use motivational elements in every lesson and 19 teachers use them from time to

time. What clearly shows that teachers choose to use motivational elements in their lessons, with only nine teachers who admitted that their choice depends on many different aspects and therefore they decide individually lesson to lesson. And only nine teachers do not pay attention to motivation.

4. Are motivational elements more suitable for the efficient course of the lesson? Yes. Out of the total of 110 respondents, 73 teachers admit that their learners are more active, concentrated, relaxed and altogether in a positive mood in the lessons with motivational elements at the beginning.
5. What are the reasons for teachers to omit using motivational elements at the beginning of their lessons? The answers varied. The most commonly given answer was due to administrative issues (23 respondents), followed by 'test' (with 22 respondents). The other reasons were lack of time, the mood among the learners', or it did not fit the lesson plan requirements.
6. Do teachers recognize any difference in learners' attitude to lessons with or without motivational elements at the beginning? Yes. The respondents were able to clarify that learners' are more active and focused in the lessons with motivational elements (see Figure and Table 21) as opposed to bored, less active, indifferent and disappointed learners' in the lessons without motivational elements (see Figure and Table 24). Nevertheless, Figure 24 also indicates that some respondents identified their learners' reaction as 'accepting' or 'good'.

The information collected in the research shows that although motivational elements help to improve the learners' teaching experience, if these elements are sometimes not included, the learners' understand it and still take part in the lessons. It is important to highlight the importance of it happening 'sometimes'. If all the lessons are the same, monotone lessons the learners'

interest in the lessons and probably even language itself will be significantly lower.

The results of the research cannot be taken generally, since it was only provided by a group of 110 teachers across the Czech Republic and many of the responses were simply their own opinions. Especially when considering the learners' response and attitude toward the motivational elements, a research which would be distributed among the learners themselves would be more suitable to learn their true attitude.

One of the most common opinions among the teachers was that it is very individual. There are learners' who prefer to be actively motivated and those who you cannot make to work with you at all. Many teachers also admitted that their learners' level of motivation depends on many different aspects they (teachers) cannot influence (such as the time the lesson takes place, the mood the learners bring to the lesson).

Having created the questionnaire in Czech has proved very efficient, since I have received sometimes very detailed and easy to understand data, as opposed to my first attempt at this research. Still my unfortunate and unclear formulation of the question 10 (*What does the work with your learners' lesson look like for the rest of your lesson?*) in the questionnaire led to two different answers from the respondents. First line of answers was the one I was aiming for and that I was interested to know how the learners' work during the rest of the lesson. While the second line of responses I received was a list of activities the teachers do next. I noticed the confusion in the answers too late, however both lines of answers were very useful and still provided valid information that was used in the research. Just not the one I was hoping for.

The title of this diploma thesis is *The Effect of Motivation at the beginning of the lesson on the course of English language learning*. The phrasing of the title itself already suggests that motivation does have an effect on the course of the lesson and that it influences how smoothly it goes. The research proves that the effect motivational elements have is rather positive and therefore should be welcomed to be used, however, there were still plenty responses from the teachers that motivational elements or no motivational elements at the beginning have no impact since they will still teach according to their pre-planned lesson plans and the learners will learn to process it.

All in all, the research as it was done in this diploma thesis was efficient enough to provide results for this research, but still it was not sufficient enough to confirm such a hypothesis and various elements that influence motivation and learning were not taken into consideration, such as the learners' own point of view, and therefore this topic should still be researched in more detail to confirm it properly.

IV CONCLUSION

As stated in the introduction, the aim of this diploma thesis was to assess the effects of motivational elements used at the beginning of an English language lesson at lower secondary schools in the Czech Republic.

The theoretical part of this diploma project introduces the studies of classroom management, lesson planning and motivation. Understanding the theoretical background of these disciplines is important for the evaluation of the research part.

The research part consists of analysis of data received to an online questionnaire with focus on the teachers' approach to beginning their lessons and their learners' response to different beginnings (either with or without motivational elements). The data was analysed individually and together in the research part with regards to the research questions stated for this thesis (see Chapter III.4.).

In general, the results of the research were satisfactory, showing that English language teachers at lower secondary schools in the Czech Republic concentrate on using motivational elements in their lessons. Even though the learners' response to these elements could not have been studied in more detail due to the Covid-19 pandemic, the teachers' subjective view on their learners' attitude in lessons with motivational beginning show that their learners' have an overall positive reaction to these elements and they work more efficiently and actively throughout the lesson.

All things considered, some of the teachers showed an opinion that motivational elements are just games or warm-up activities, to make the lessons more fun. Which means there are still aspects that could be improved. For example, teachers need to learn that motivation is not only about fun. But also about understanding the

factors that motivate their learners. One of the main factors of motivation are goals. Learners need to know what they will achieve. The guidelines Motivation - De-motivation in Youth Work specify that when creating a goal for a lesson, teachers need to pay attention to the goals being 'specific, measurable, attainable, relevant, timely'. This means that teachers need to state exactly what will be achieved; they need to know how they will measure the learners' progress; the goals need to be set in a way they can be achieved; the goal needs to be challenging enough to engage the learners; and it needs to be achieved within the time frame of a lesson (Motivation - De-motivation in Youth Work, 2013, p. 24). Using motivational elements is good for increasing learners' intrinsic motivation to study English, and therefore it is recommended for the teachers' to pay attention to their goals and approach to lesson beginning, since they have the power to influence their learners and help them on their way of discovering English language.

V BIBLIOGRAPHY

BENEŠ, Eduard. *Metodika cizích jazyků: angličtiny, francouzštiny, němčiny : vysokoškolská učebnice*. Praha: Státní pedagogické nakladatelství, 1971. Učebnice pro vysoké školy (Státní pedagogické nakladatelství).

BERKOWITZ, Leonard. *The Development of motives and values in the child*. New York: Basic Books, 1964, vi, 114 s. ISBN (Váz.)

CHODĚRA, Radomír. *Didaktika cizích jazyků: úvod do vědního oboru*. Praha: Academia, 2006. ISBN 80-200-1213-3.

DÖRNYEI, Zoltán. *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press, 2001. Cambridge language teaching library. ISBN 0-521-79377-7.

DVOŘÁK, Dominik (překladatel; autor neznámí). *Efektivní učení ve škole*. Praha: Portál, 2005. Pedagogická praxe. ISBN 80-7178-556-3.

GILL, Simon and Alena LENOCHOVÁ. *Classroom English*. 2. vyd. Olomouc: Univerzita Palackého v Olomouc, 2009, 108 s. Skripta. ISBN 978-80-244-2291-6.

HARMER, Jeremy. *How to teach English*. New ed., 4th impression. Harlow: Pearson, 2009. How to. ISBN 978-1-4058-4774-2.

HARMER, Jeremy. *The practice of English language teaching*. 3rd ed. Harlow: Longman, 2001. ISBN 0-582-40385-5.

HARMER, Jeremy. *The Practice of English Language Teaching*. Fourth Edition. Book with DVD. Fourth edition. Harlow: Longman, 2007. ISBN 9781405853118.

HRABAL, Vladimír, František MAN and Isabella PAVELKOVÁ. *Psychologické otázky motivace ve škole*. 2. upr. vyd. Praha: Státní pedagogické nakladatelství, 1989. Knižnice psychologické literatury. ISBN 80-04-23487-9.

HUNTER, Madeline C. *Účinné vyučování v kostce*. Praha: Portál, 1999. Pedagogická praxe. ISBN 80-7178-220-3.

KALHOUS, Zdeněk. *Školní didaktika*. Olomouc: Vydavatelství Univerzity Palackého, 1998. ISBN 80-7067-920-4.

MAŇÁK, Josef. *Nárys didaktiky*. 3. vyd. Brno: Masarykova univerzita, 2003. ISBN 80-210-3123-9.

MAŇÁK, Josef and Vlastimil ŠVEC. *Výukové metody*. Brno: Paido, 2003. ISBN 80-7315-039-5,

PETTY, Geoffrey. *Moderní vyučování: [praktická příručka]*. Praha: Portál, 1996. ISBN 80-7178-070-7.

RIVERS, Wilga M., ed. *Interactive language teaching*. Cambridge: Cambridge University Press, 1996. Cambridge language teaching library. ISBN 0521322162.

ROLLNICK, Stephen, Sebastian G. KAPLAN a Richard RUTSCHMAN. *Motivační rozhovory ve škole*. Přeložila Hana ANTONÍNOVÁ. Praha: Portál, 2017. ISBN 978-80.-262-1274-4.

ROZSYPALOVÁ, Marie, Alena MELLANOVÁ and Věra ČECHOVÁ. *Psychologie a pedagogika I: pro střední zdravotnické školy*. Praha: Informatorium, 2003. ISBN 80-7333-014-8.

SILBERMAN, Melvin L. and Karen LAWSON. *101 metod pro aktivní výcvik a vyučování: osvědčení způsoby efektivního vyučování*. Praha: Portál, 1997. Pedagogická praxe. ISBN 80-7178-124-X.

SPOLSKY, Bernard, WIDDOWSON, H. G., ed. *Sociolinguistics*. Oxford: Oxford University Press, 1998, 128 p, pbk. ISBN 0194372111.

THORNBURY, Scott. *The new A-Z of ELT: a dictionary of terms and concepts*. London: Macmillan, 2017. Macmillan books for teachers. ISBN 978-1-786-32788-8.

UNDERWOOD, Mary. *Effective class management: a practical approach*. London, 1991. Longman keys to language teaching. ISBN 0-582-74622-1.

VÁLKOVÁ, Silvie. *Politeness as a communicative strategy and language manifestation: (a cross-cultural perspective)*. Olomouc: Palacký University, 2004. ISBN 80-244-0961-5.

YULE, George. *Pragmatics*. Oxford. Oxford introductions to language study. ISBN 0-19-437207-3.

ONLINE SOURCES

BRYAN, Tara. Quick Tips to Inform Learners of Objectives without Bullets. *TLS learning - Uplevel Your eLearning Blog* [online]. 2014 [cit. 2021-06-01]. Dostupné z: <https://tlslearning.com/blog/basics-informing-the-learner-of-the-learning-objectives>

CALIS, Eda a Kenan DIKILITAS. The use of translation in EFL classes as L2 learning practice. *Procedia - Social and Behavioral Sciences* [online]. 2012, 46(2), 5079-5084 [cit. 2021-06-01]. ISSN 1877-0428. Dostupné z: <https://doi.org/10.1016/j.sbspro.2012.06.389>

ANSLEME, Patrick a Mike J.F. ROBINSON. Incentive motivation: The missing piece between learning and behavior. In RENNINGER, K. A. a S. HIDI, ed. *Cambridge Handbook of*

Motivation and Learning [online]. Cambridge. Cambridge University Press, 2018. s. 163/182 [cit. 2021-05-20]. Dostupné z: <https://www.semanticscholar.org/paper/Incentive-Motivation%3A-The-Missing-Piece-between-and-Anselme-Robinson/00585cbe4d0db88f96500970e9cc9e6d4af33a7e>

BLANCHARD, Amy a Sandy MILLIN. Boardwork (guest post). *Technologically and linguistically adventurous EFL teacher, trainer, writer and manager* [online]. [cit. 2021-5-20]. Dostupné z: <https://sandymillin.wordpress.com/2017/05/21/boardwork-guest-post/>

Education and Training Monitor 2019 - Czech Republic [online]. 2019. Directorate-General for Education, Youth, Sport, and Culture, 2019 [cit. 2021-04-18]. ISSN 2466-9997. Dostupné z: https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-czech-republic_en.pdf

KOŠŤÁLOVÁ, Hana. *Kritické listy: Brainstorming aneb Dovedeme rozpoutat bouři nápadů v mozcích našich žáků?* [online] 2003, 4(12), 52 s. [cit. 2021-05-30]. Dostupné z: https://kritickemysleni.cz/wp-content/uploads/2020/05/KL12_web.pdf

MILLIN, S. Motivation Stations. *Sandy Millin: Technologically and linguistically adventurous EFL teacher, trainer, writer and manager* [online]. 2012 [cit. 2021-05-20]. Dostupné z: <https://sandymillin.wordpress.com/2012/01/27/motivation-stations/>

Motivation - De-motivation in youth work: Guidelines [online]. Cesis, Latvia, 2013, 29 p. [cit. 2021-5-21]. Dostupné z: <https://vdocuments.site/guidelines-motivation-de-motivation-in-youth-work.html>

NETO, Michaela. Educational motivation meets Maslow: Self-actualisation as contextual driver, *Journal of Student Engagement: Education Matters* [online]. 5(1), 2015, 18-27. [cit. 2021.05.20] Dostupné z: <https://ro.uow.edu.au/jseem/vol5/iss1/4>

NIKOLIĆ, Milena. The use of audio and video recordings in English language teaching. *ZBORNIK RADOVA UNIVERZITETA SINERGIJA* [online]. 2019, 8(3) [cit. 2021-6-4]. ISSN 2490-3825. Dostupné z: doi:10.7251/ZRSNG1708120N

RENANDYA, W. A. (2013) Essential factors affecting EFL learning outcomes. *English Teaching*, 68(4), 23-41. Retrieved in http://journal.kate.or.kr/wp-content/uploads/2015/01/kate_68_4_2.pdf

RUTOVÁ, Nina. Pětilístek. *Respekt neboli*. [online]. 2010 [cit. 2021-06-01]. Dostupné z: <http://www.respektneboli.eu/pedagogove/archiv-metod/petilistek>

VENUGOPALAN, O. Theories of motivation. *Academia.edu* [online]. 2007 [cit. 2021-05-20]. Dostupné z: https://www.academia.edu/33931545/THEORIES_OF_MOTIVATION

VERHOEFF, Tom. *The role of competitions in education*. [online] 1997, 1-10. [cit. 2021-05-21]. Dostupné z: https://www.researchgate.net/publication/228714944_The_role_of_competitions_in_education

WILLIAMSON, Brittany. The Importance of Body Language in Teaching. *Everfi*. [online] [cit. 2021-06-01]. Dostupné z: <https://everfi.com/blog/k-12/the-importance-of-body-language-in-teaching/>

ZHANG, Y., C. H. LIN, D. ZHANG a Y. CHOI. Motivation, strategy, and English as a foreign language vocabulary learning: A

structural equation modelling study. *The British journal of educational psychology* [online]. 2017, 87(1), 57-74 [cit. 2021-04-21]. ISSN 20448279. Dostupné z: <https://doi.org/10.1111/bjep.12135>

LIST OF FIGURES

Figure 0a: Respondents' sex

Figure 0b: Schools the respondents teach at

Figure 1: Respondents' sex

Figure 2: Teaching practice

Figure 3: Beginning with organization

Figure 4: Beginning by checking the homework

Figure 5: Beginning with revision

Figure 6: Beginning with motivational activity

Figure 7: Beginning by introducing the lesson plan

Figure 8: Beginning with an exam

Figure 9: Beginning with a new topic

Figure 10: Sequence of activities

Figure 11: Using motivational aspects

Figure 12: Speaking English

Figure 13: Informing about the lesson topic

Figure 14: Informing about the lesson plan

Figure 15: Using warm-up activity

Figure 16: Discussion

Figure 17: Using authentic materials

Figure 18: Revision

Figure 19: Activity to introduce new topic

Figure 20: Didactic game

Figure 21: Learners' reaction to motivational elements

Figure 22: Not using motivational elements

Figure 23: Why omit using motivational elements

Figure 24: Learners' reaction to lesson without motivational elements

LIST OF TABLES

Table 0a: Respondents' sex

Table 0b: The schools the respondents' teach at

Table 1: Respondents' sex

Table 2: Teaching practice

Table 3: Beginning with organization

Table 4: Beginning by checking the homework

Table 5: Beginning by revision

Table 6: Beginning with motivational activity

Table 7: Beginning by introducing the lesson plan

Table 8: Beginning with an exam

Table 9: Beginning with a new topic

Table 10: Sequence of activities

Table 11: Using motivational aspects

Table 12: Speaking English

Table 13: Informing about the lesson topic

Table 14: Informing about the lesson plan

Table 15: Warm-Up activity

Table 16: Discussion

Table 17: Using authentic materials

Table 18: Revision

Table 19: Activity to introduce new topic

Table 20: Didactic game

Table 21: Learners' reaction to motivational elements

Table 22: Not using motivational elements

Table 23: Why omit using motivational elements

Table 24: Learners' reaction to not having motivational elements

LIST OF APPENDICES

Appendix 1: An example of a filled questionnaire

Appendix 2: List of tables

APPENDICES

Appendix 1: An example of a filled questionnaire

Vliv motivace na průběh hodiny anglického jazyka na 2.stupni Základních škol v České republice

The effects of motivation on the course of English language lessons at lower secondary schools in the Czech Republic

Questions:

1) You are: Male / Female / Other

1) Jste: *

Muž

Žena

Jiné: _____

2) What school do you teach at?

Lower secondary school / High school / Grammar school / Other

2) Na jaké škole vyučujete? *

Základní škola - 2.stupeň

Střední škola

Gymnázium

Jiné: _____

3) *For how many years have you been teaching?*

3) Kolik let již vyučujete anglický jazyk? *

22

4) *How do you begin your English language lessons?*

Administration, Homework checking, Revision, Motivational activity, Lesson topic, Exam, New topic

4) Jakým způsobem zahajujete hodinu anglického jazyka? *

	Vždy	Občas	Nikdy
Organizace (zápis do třídní knihy, kontrola docházky...)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kontrola úkolů	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Opakování předešlého učiva	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Motivační aktivita	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sdělením náplně hodiny	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test / zkoušení	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Nové učivo	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5) *What does the beginning of your lessons look like? (think about the first 3-5 minutes)*

5) Jak probíhá úvod ve Vašich hodinách anglického jazyka? *

* (zamyslete se nad prvními 3-5 minutami hodiny)

Warm-ups (fast talking activities)

6) *Do you begin your lessons with motivational aspects?*

Yes / No / Other

6) Zahajujete hodiny anglického jazyka motivací? *

Ano

Ne

Jiné: většinou ano

7) *What form of motivation do you use in your English language lessons?*

I speak English I tell my learners the lesson topic, I tell them my lesson plan, Warm-up activity, Discussion, I use authentic materials, Revision, An activity to introduce a new topic, Didactic game

7) Jakou formu motivace používáte v hodinách anglického jazyka? *

	Vždy	Občas	Nikdy
Mluvím anglicky	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sdělením tématu hodiny	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Sdělením učebního plánu hodiny	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Warm-Up	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diskuzí	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Využívám autentické materiály	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Opakování	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Aktivita na uvedení nového tématu	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Didaktická hra	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8) *Do you use any other motivational aspect (other than mentioned in q.7)?*

8) Využíváte nějakou jinou formu motivace kromě možností zmíněných v otázce č.7?

Asking questions about their weekend/previous day....during the lessons short projects, reading magazines, watching parts of film, lyrics tasks and so on

9) *In your own opinion, how do your learners' react to the motivational elements at the beginning of your lessons?*

9) Dle Vašeho názoru, jak si myslíte, že žáci reagují na motivační úvod? *

they are usually more involved in the topics, lesson

10) *What does the work with your learners' lesson look like for the rest of your lesson?*

10) Jak probíhá práce s žáky po zbytek Vaší hodiny? *

I change the activities every 10min - working with texts in books, listenings, reading, pair work, group work, drills for grammatical rules ...the lessons are very various. I am using a lot of different approaches and activities

11) *How often do you not include motivational elements at the beginning of a lesson?*

11) Jak často se vám stává, že nezačínáte hodinu anglického jazyka s využitím motivačních elementů? *

5%

12) *What are the reasons you do not use motivational elements at the beginning of your lessons?*

12) Z jakého důvodu nezačínáte hodiny anglického jazyka s využitím motivačních elementů? *

* (můžete uvést i více důvodů)

just in some specific situations - sometimes there are more important things to solve, to do

13) What does the beginning of these lessons look like? (think about the first 3-5 minutes)

13) Jakým způsobem probíhá zahájení výuky v těchto hodinách? *

* (zamyslete se nad prvními 3-5 minutami hodiny)

giving them some important info about the school rules, school system

14) How do you think your learners react to lessons without motivational elements?

14) Jak dle Vašeho názoru reagují žáci na úvod hodiny bez motivačních elementů? *

They are ok with that cause this is really rare

Appendix 2: List of tables

Table 0a: Respondents' sex

Sex	Sum	%
Male	27	18,00%
Female	123	82,00%

Table 0b: The schools the respondents teach at

School level	Sum	%
Low secondary	110	73,33%
High	12	8,00%
Grammar	7	4,67%
Other	21	14,00%

Table 1: Respondents' sex

Sex	Sum	%
Male	19	17,27%
Female	91	82,73%

Table 2: Teaching practice

Years	Sum	%
0 - 5	39	35,45%
6 - 10	24	21,82%
11 - 15	23	20,91%
16 - 20	12	10,91%
21+	12	10,91%

Table 3: Beginning with organization

Organization	Sum	%
Always	60	54,55%
Sometimes	30	27,27%
Never	20	18,18%

Table 4: Beginning by checking the homework

Homework	Sum	%
Always	17	15,45%
Sometimes	75	68,18%
Never	18	16,36%

Table 5: Beginning with revision

Revision	Sum	%
Always	31	28,18%
Sometimes	76	69,09%
Never	3	2,73%

Table 6: Beginning with motivational activity

Motivation	Sum	%
Always	54	49,09%
Sometimes	55	50,00%
Never	1	0,91%

Table 7: Beginning by introducing the lesson plan

Lesson plan	Sum	%
Always	80	72,73%
Sometimes	28	25,45%
Never	2	1,82%

Table 8: Beginning with an exam

Exam	Sum	%
Always	2	1,82%
Sometimes	68	61,82%
Never	40	36,36%

Table 9: Beginning with a new topic

New topic	Sum	%
Always	6	5,45%
Sometimes	51	46,36%
Never	53	48,18%

Table 10: Sequence of activities

Sequence	Sum	%
Individual activity	44	40,00%
LP/LT* + Warm-Up	21	19,09%
Administration/HW + Game	6	5,45%
Administration + LP/LT* + Warm-Up	5	4,55%
Small talk + LP/LT* + Warm-Up/Revision	14	12,73%
Small talk + Administration + LP/LT* + Game	10	9,09%
Other**	10	9,09%

* LP/LT - lesson plan and lesson topic

Item: Other

** Administration + Revision/Test + New topic (2 respondents)

** I foremost concentrate on finding out what is the mood in the class, whether they are dealing with some problem or if they are mentally prepared to participate. If not, we deal with the problem first for as long as we need to. Then I try to light the mood with

something funny. After I succeed at it, I tell my students what we will be doing that day and why we will be learning it - what they can use the skill for.

** First I always greet them. On Mondays I ask them what they were doing on the weekend. The other days I tell them what we will be doing, motivate them.

** I do not stick to any rituals. Just very roughly inform them about what we will be doing.

** Nothing specific. I just always try to set an enjoyable and appropriate atmosphere, however I need to.

Table 11: Using motivational aspects

Using motivational aspects	Sum	%
Yes	74	67,27%
No	8	7,27%
Sometimes	19	17,27%
Other*	9	8,18%

* I would like for my learners' to be motivated by my approach all together. Unfortunately, most of the learners' at lower secondary schools are motivated only by their grades in our school system. It's a flaw of the system that I hope will change with the teachers' approach - hopefully everyone will understand that you do not need constant stress and testing to teach and that learners' are more productive in these cases (for example: School system in Finland)

* Ideally, motivating learners takes part throughout the lesson.

* I believe I do use motivation, but what motivates one does not necessarily motivate another. It is difficult to determine how my effort is perceived, I also do not believe it is in my abilities to control.

* Motivation is not always meant to be used at the beginning of the lesson.

* I talk with the learners' about the weather, current events...

* Sometimes I try to explain to my learner's why they should study English, why it is important for their lives and not just for the grades.

* I usually inform them about the most interesting aspect of the lesson that they can look forward to, what they will enjoy the most.

* I do not know. (2 respondents)

Table 12: Speaking English

Speaking English	Sum	%
Always	72	65,45%
Sometimes	38	34,55%
Never	0	0,00%

- I try to include colloquial English

- I guide my learners to apologize in English, whenever they forget something. Or whether they can go to the bathroom, open the videos. Same goes for phrases such as ‘thank you, you are welcome, cheers...’

- Describing realities; experiences from UK/USA; personal stories

Table 13: Informing about the lesson topic

Lesson topic	Sum	%
Always	73	66,36%
Sometimes	36	32,73%
Never	1	0,91%

Table 14: Informing about the lesson plan

Lesson plan	Sum	%
Always	45	40,91%
Sometimes	50	45,45%
Never	15	13,64%

Table 15: Warm-up activity

Warm-up	Sum	%
Always	65	59,09%
Sometimes	44	40,00%
Never	1	0,91%

- Hangman; spelling dictation; vocabulary games

- Competing games; competing in teams

- Jigsaw games

Table 16: Discussion

Discussion	Sum	%
Always	19	17,27%
Sometimes	82	74,55%
Never	9	8,18%

* 'Survey question' - random question that has nothing to do with the topic - to get ready for English

* Conversation with a native speaker

* Talking with the learner - his/her emotions, mood, feelings, experience...

* Sometimes we discuss what and why we should know something; what we could use it for

* I got my learners to also ask questions of one another (it is not just me asking them questions).

Table 17: Using authentic materials

Authentic materials	Sum	%
Always	14	12,73%
Sometimes	96	87,27%
Never	0	0,00%

- Guiding videos; motivational videos by Dhar Mann; clips from movies, youtube clips

- Songs; lyrics tasks - fill in a word

- Reading magazines; jokes; short stories; controversial memes

- We had a lesson when we cooked typical English meals (using recipes)

- I let them use their phones or tablets for some activities

Table 18: Revision

Revision	Sum	%
Always	39	35,45%
Sometimes	71	65,55%
Never	0	0,00

- Vocabulary revision games

- Discussing the homework

- Mind maps...

- Group projects, eTwinning projects

Table 19: Activity to introduce new topic

New topic	Sum	%
Always	36	32,73%
Sometimes	69	62,73%
Never	5	4,55%

- In grammar lessons, my learners discover the learners on their own. I just guide them and correct their activity.

- I sometimes let my learners guess what the new topic is by a picture/illustration...

- Brainstorming

Table 20: Didactic game

Didactic game	Sum	%
Always	19	17,27%
Sometimes	87	79,09%
Never	4	3,64%

- WocaBee app

- Problem solving activities

- Play it out; theatre play

- Role swapping - I let my learners to take over a lesson, become teachers (usually at the end of a school year)

Table 21: Learners' reaction to motivational elements

Reaction	Sum	%
Positive	39	35,45%
Active	12	10,91%
Relaxed	6	5,45%
Concentrated	16	14,55%
Used to it	6	5,45%
Individual	25	22,73%
Neutral/No response	3	2,73%
Other	3	2,73%

Item 21a: Positive

* They are interested to see how they can use it in practice.

* Every minute of some games is more entertaining for them than some 'boring lectures'.

* They react positively since they know what they will be doing in the lesson and what they will learn.

* In distance learning it is a must, without motivating the learners they would leave their computers.

Item 21b: Active

* They tend to be more active and interested if I do not bore them with grammar right at the beginning.

* They tune on learning English and then they are more active and bold (they are not afraid to speak up or to make mistakes).

* They are usually more involved in the topics, lesson.

* It wakes them up.

Item 21c: Relaxed

* It sparks a good mood. They get interested in what will be happening next. They are relaxed.

* They relax and prepare for the lesson.

Item 21d: Concentrated

* It helps them to concentrate on a foreign language. I see motivation as a switch between Czech and English (sometimes I think they translate everything in their heads into their mother tongue), it should also get them ready to work.

* It is a better way to get their attention.

Item 21e: Used to it

* It is very natural for them to have motivational elements included in the lessons. I showed them what a lesson without it would look like (without introduction, without warm-up activity; I just greeted them and then we worked in their Student's book). It was unimaginable for them.

* I believe we turned it into a habit, my learners tend to demand it even at times I had not put it in the lesson plan.

Item 21f: Individual

* It depends on many elements (the number learners, their age, their interest in the subject/topic, the time of day/week, teacher's approach,

* Some learners enjoy games, some do not. Some enjoy everything, others enjoy nothing. The relationship between the learners and their teachers is the most important aspect of learning.

If it is a good relationship, everything works and it does not matter what method you use.

* Some are glad when they get to do things. But others seem to be bored and annoyed that I want to make them work. From time to time I feel like they'd prefer if they could just sit at their desks, listen and make notes.

* It takes too much time and it is difficult to start. But it also depends on the class. Sometimes the learners get too loud and wild and it takes a while to calm them down.

* Those who like English react very positively, those who are average at English are half-hearted and those whose English is very poor are too shy to speak up.

* Some learners understand the notion behind motivational elements and they work more. Others do not care. So it really has no effect. I include these games just to make the lessons more interesting.

* There are always some learners you cannot activate/motivate completely.

Item 21g: Neutral/No response

* I think that the majority of learners does not really care or notice the efforts.

* Learners at lower secondary schools do not express their emotions that obviously. I only care for them to understand what they have learned that day. The choice of method depends on the class.

Item 21h: Other

* In distance learning: It is very boring. We just sit and talk.

* There were two answers left empty (the respondents filled in '...').

Table 22: Not using motivational elements

How often?	Sum	%
Always	2	1,82%
Often	5	4,55%
Sometimes	28	25,45%
Exceptionally	42	38,18%
Never	21	19,09%
Other	12	10,91%

Item: Often

* I often do not include motivational elements during distance learning. Learners do not cooperate with me.

Item: Sometimes

* I might experience some technical difficulties or the learners might need my help with a problem.

* It is more difficult during online teaching. But there is always a way.

* Sometimes I forget. I do not always feel like inventing/including these elements.

Item: Exceptionally

* When we are writing a test, I do not know, maybe 10 times a year.

* When there are unforeseen circumstances, such as a problem, substitution, a quarterly test.

Item: Never

* I always at least try to include motivation.

* You always need to start with something that will grab the learners interest. It helps them to work better.

Item: Other

* Respondents did not fill in a question (they put in 'xxx') or did not include a time in their answer.

Table 23: Why omit using motivational elements

Reason	Sum	%
Organization	23	20,91%
Time	10	9,09%
Mood	7	6,36%
Test	22	20,00%
Lesson plan	5	4,55%
Other	43	39,09%

Item: Organization

* I have to deal with some organizational issues (10 respondents)

* I am also the class teacher and need to deal with problems concerning my class. (3 respondents)

* There was a problem that happened during break and I need to resolve it./Or my learners need my advice on their problem. (10 respondents)

Item: Time

* Lack of time. (9 respondents)

* Motivational activity/game takes too much time and it takes time for my learners to start to focus again. (1 respondent)

Item: Mood

* I am not (or my learners are not) in a mood for a game. (5 respondents)

* I am too tired. (2 respondents)

Item: Lesson plan

* The structure of my lesson does not allow for motivational elements to be used. (4 respondents)

* Motivational elements are sometimes more useful at a different stage of the lesson. (1 respondent).

Item: Other

* 'No comment' or '...' (30 respondents)

* I always use motivational elements. (8 respondents)

* I put more focus on a different aspect of a lesson (for example revision) (5 respondents)

Table 24: Learners' reaction to not having motivational elements

Reaction	Sum	%
Good/All right	15	13,64%
Accepting	6	5,45%
Indifferent	14	12,73%
Bored	8	7,27%
Less active	13	11,82%
Nervous/Confused	12	10,91%
Disappointed	4	3,64%
Individual	5	4,55%
No difference	6	5,45%
Other	27	24,55%

Item: Good/All right

* They are all right with the situation because it is very rare. (3 respondents)

* They know me and they understand. They know I will make it up to them. (1 respondent)

* I have not had any negative experiences so far. (1 respondents)

* They are glad they can take their tests at the beginning, they are not that stressed. (1 respondent)

Item: Accepting

* They accept it. They understand there is a reason for it. (3 respondents)

Item: Indifferent

* They are bored. (4 respondents)

* They are not interested in the lesson. (2 respondents)

* They are not paying attention because they might be concentrating on something else. (1 respondent)

Item: Less active

* Slow (5 respondents)

* Tired, less active, they have to force themselves to cooperate (3 respondents)

* They are not as focused. (2 respondents)

Item: Nervous/Confused

* Since not using motivational elements is usually due to taking a test, they are very nervous. (5 respondents)

* They are confused because they do not know what to expect/they are not used to it. (3 respondents)

* They miss games. (2 respondents)

Item: Individual

* It depends. Sometimes they are okay, other times they struggle to focus on our work. (2 respondents)

* Some learners do not mind it and they patiently wait. Others get distracted. (1 respondent)

Item: No difference

* There is no big difference because even tests can be motivating. (1 respondent)

Item: Other

* I do not know./ '...' (15 respondents)

* Motivation takes place through the entire lesson. (2 respondents)

* It does not happen / I always use some form of motivation. (2 respondents)

* Motivation is more important with younger learners. (2 respondents)

* It depends on the time schedule/lesson plan. (2 respondents)

* The lesson merges with other lessons. They do not remember as much. (1 respondent)

RESUMÉ

Cílem této diplomové práce je zhodnotit jaké mají motivační vlivy použité na začátku hodiny anglického jazyka na 2.stupni základních škol v České republice vliv na průběh výuky v těchto hodinách. Využívání motivačních prvků napomáhá zaujmout žáky do průběhu výuky, a tudíž přispívá samotnému průběhu vyučovacího procesu. Teoretická část této práce krátce představuje principy řízení výuky, fáze výuky a motivace, Výzkumná část této práce se zaměřuje na přístup učitelé k zahájení vyučovací hodiny anglického jazyka pomocí motivačních prvků a vlivem těchto prvků na přístup žáků. Z analýzy dat výzkumu vychází, že učitelé využívají různých motivačních prvků ve svých hodinách a dle jejich názoru žáci tyto prvky vítají a ochotně se zapojují do procesu výuky.

ANOTACE

Jméno a příjmení:	Bc. Alžběta Vévodová
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Ondřej Duda
Rok obhajoby:	2021

Název práce:	Vliv motivace v úvodu hodiny na průběh výuky anglického jazyka
Název práce v angličtině:	The effect of motivation at the beginning of the lesson on the course of English language learning
Anotace práce:	Diplomová práce se zaměřuje na vliv motivačních prvků na průběh výuky v hodinách anglického jazyka na 2. stupni základních škol v České republice. Teoretická část uvádí principy řízení výuky, přípravy hodiny a začlenění motivačních elementů do výuky. Výzkumné otázky jsou zaměřeny na používání motivačních prvků ve výuce anglického jazyka a na jejich vliv na žáky. Výstupy výzkumu jsou uvedeny a analyzovány v závěru práce.
Klíčová slova:	Řízené třídy, plán hodiny, motivace, motivační prvky, učitelé, žáci, 2. stupeň, anglický jazyk
Anotace práce v angličtině:	The aim of this diploma thesis is to evaluate the effects of motivational elements on the course of English language learning at lower secondary schools in the Czech Republic. The theoretical part briefly introduces the elements of classroom management, lesson planning and motivation. The research questions are targeted at using motivational elements in

	English language lessons and their effect on the learners. The outcomes of the research are analysed in the conclusion.
Klíčová slova v angličtině:	Classroom management, lesson plan, motivation, motivational elements, teachers, learners, lower secondary school, English
Přílohy vázané v práci:	Tabulky a dotazník
Rozsah práce:	123 s.
Jazyk práce:	Anglický