



POSUDEK VEDOUcíHO BAKALÁŘSKÉ PRÁCE

Studijní obor: **Anglický jazyk a literatura (dvouoborové studium)**

Název práce: **Uncovering the L2 Motivational System: A Pilot Study of Czech and Polish Students**

Autorka práce: **Elena Dacheva**

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

Short description of the thesis

The aim of this bachelor's thesis was to examine the L2 motivational system of Czech and Polish university students of English. To this effect, the author both established an underpinning theoretical framework and undertook a small-scale cross-national research project, classified in the thesis as a pilot study. This pilot developed and administered a learner survey to English philology students at the Jagiellonian University in Krakow (PL) and at the University of South Bohemia in České Budějovice (CZ). Altogether, the researcher managed to collect 61 completed surveys; 30 in Poland and 31 in the Czech Republic. The respondents' answers were analysed using the tools of the SPSS package, including Cronbach's Alpha and correlation analysis.

Overall assessment

Since 1960s the L2 motivation research has been a fast developing field within SLA with numerous books and articles published on the topic. While demonstrating general awareness of the dominant research strands, the author in her own work draws on two studies in particular: 1) Dörnyei's survey study of language attitudes and language learning motivation undertaken in Hungary between 1993-2004; and 2) Taguchi *et al.*'s comparative survey project executed in Japan, China and Iran in 2008-9, testing Dörnyei's concept of L2 Motivational Self System. Considering the robustness of these studies and the significance of Dörnyei's work amongst more recently pursued motivational theories, this research angle is certainly worthy of pursuit.

By replicating the survey methodology adopted in the Taguchi *et al.*'s survey, the author attempted to test the validity of Dörnyei's concept of L2 Motivational Self System in a culturally new educational context. The author claims that "a study of this kind has not been carried out in these two countries" (p. 32). This, however, is not quite true; in the Czech context see, for example, the study completed by Lenka Svobodová, and defended at MUNI in June 2015, "Factors affecting English language learning motivation of students of upper secondary school". While this was an MA dissertation and it did not address the Polish situation, Svobodová draws on the same theoretical constructs and also replicates Taguchi *et al.*'s questionnaire. It would therefore seem to be a more relevant source than, for example, the work by Radana Novotná, which is referred to in the thesis, yet, in my view, fails to provide any revealing insights on the topic at hand.



My additional reservations concern the style in which the thesis is written. While the author is able to formulate her thoughts freely, there are a number of areas in which the principles of academic writing are not observed. Such violations undermine severely the overall impact of the thesis. The problematic areas include:

1) Occasionally making either general claims or bald assertions that lack the necessary underpinning in the surrounding text. For example, p. 7 "The number of living creatures which exist on our planet equals to the number of possible motivation theories"; p. 7-8 "Dörnyei's 'L2 Motivational Self System' has explained many issues connected with 'instrumental' and 'integrative' motivational dimensions, which in general were thought to be applicable in monolingual countries, but the truth is not quite so".

2) Describing the author's own findings as definite and generally applicable without taking the caution of limiting these to the research undertaken, e.g., p. 47 "In Poland, however, there is a high correlation of the intended effort with 'instrumentality'".

3) At places, ambiguous use of (mainly anaphoric) referents, e.g., pp. 43-44 where 'they' is used without distinguishing clearly which nationality is being referred to. Occasional typos and stylistic errors that should have been eliminated in the final proofreading, e.g., p. 48 "they manage to drive through-out their studies. This fact is applies to every motivational dimension"; p. 35 "The items in both part are parted in nine ..."; p. 37 "Table 4 Assortment of items in their motivational dimensions"; "question in the questionnaire were transferred into percentages"; p. 40 " For the correlational analysis I had to make a new variable in SPSS for each motivational dimension" and further " It was done by the function ...".

4) The alphabetical organisation of the bibliographic references is not accurate.

Otherwise, the thesis presents an accomplished piece of work. Its structure is logically organised, with clear formatting and layout. Although the survey design may require some questions to be refined, I appreciate the author's creativity and enterprise in attempting to tailor the survey to the university environment. The Results and Discussion together with the Conclusion form considerably strong sections of the thesis. They demonstrate clearly the candidate's grasp of the subject matter and her understanding of the results obtained.

Area for discussion: In your Conclusion you are indicating ways of improving your research methodology in order for it to arrive at more generalisable results. Specifically, you advocate to increase the reliability of the motivational variables and to incorporate the element of national culture into the survey. It would be interesting to discuss how you would set out to achieve this in greater detail.

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **velmi dobře**

14 August 2016

Datum

Podpis