



## POSUDEK OPONENTA BAKALÁŘSKÉ PRÁCE

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

Název práce: **Understanding motivation of Czech high school and university students to learn the English and French languages**

Autor/ka práce: **Marie Csevárová**

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

Oponent/ka bakalářské práce: **Mgr. Alena Prošková, Ph.D.**

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### Short characteristics of the thesis

Marie Csevárová's bachelor thesis aims to map and analyze the motivation and motives of two selected cohorts of Czech students to choose and learn foreign languages (English and French). The thesis is divided into a theoretical introductory section (first 15 pages), where the author introduces the basic terminology and briefly presents selected theories of motivation with a focus on those relevant to the domain of second language acquisition (Gardner, Noels, Ryan and Deci, Dörnyei), and a vast analytical part (53 pages) based on a relatively large-scale questionnaire survey (600 respondents).

The thesis comprises 98 pages in total, including the appendices with the actual versions of the questionnaires used and 31 summary pie charts presenting the acquired data.

### Overall assessment

The overall structure of the thesis is clear and logical. The language is readable, appropriate and coherent and the layout meets the formal requirements. The author cites solely English-written theoretical sources, which are selected and presented accordingly to the thesis topic.

In my opinion, the contents of the theoretical part do not provide an entirely sufficient base for the practical research part, even though the author managed to outline the major contemporary theories of motivation. What the theoretical section lacks most is a reference to the actual position and status of the English and French languages within the Czech education environment as set by the official curriculum documents (mainly English being the obligatory "first" foreign language taught at the moment). Also, there is no mention of the socio-cultural and aesthetic criteria influencing the selection of French as the second foreign language in relation to the German and Russian languages that used to dominate the Czech education environment in the past, or in relation to Spanish – which is becoming increasingly popular at the moment.

The analytical part of the thesis is well structured and comprises a very thorough and detailed presentation of both the research methodology and the acquired data. The formal qualities of this section well exceed the standards of an undergraduate dissertation. The extent of the questionnaire survey (with 600 respondents) is also remarkable. On the other hand, there are two substantial deficiencies concerning the questionnaires and the cohort selection which negatively influenced the overall results of the research:



Firstly, as the author seeks to analyse the specific motivation of students to learn different foreign languages, she should have probably limited the first cohort of respondents only to those types of high schools with extended foreign-language study programmes (e.g. to bilingual grammar schools, secondary vocational schools of tourism, schools of hotel and catering industries etc). This would make the results of the survey comparable to the second cohort of respondents studying in foreign-language philology programmes at universities. It would have also helped to eliminate, at least partially, the fact that English is an obligatory first foreign language within the Czech curriculum and that the students cannot choose whether to study it or not.

Secondly, the overall structure and content of the questionnaires is not very good. Some of the questions were too vague to provide any significant answers. In several cases, the form of the question did not correspond well to the type of data which should/could have been acquired (yes/no instead of rating scale questions; rating scale questions instead of an answer pool or open questions).

Despite the mentioned drawbacks, the subsequent interpretation of the data is logical and well organised and the thesis has achieved its objectives. It meets the general requirements posed on BA theses and the author has proved her ability to collect, analyse and interpret a vast sample of authentic data.

Práci **doporučuji** k obhajobě.

Navrhovaná klasifikace: **velmi dobře**

24. 8. 2020

Datum

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Podpis