

ABSTRACT

The diploma thesis deals with the motivation to learn foreign languages of pupils with a different mother tongue at the level of lower secondary education at the Primary School in Most, namely to teach foreign languages. The aim of the thesis will be to examine the motivation of pupils to learn, including school factors on learning, how they affect pupils' results. The theoretical part deals with motivation and how it is divided. It will also mention school factors influencing motivation for individual subjects, e.g. self-assessment, pupil assessment, needs, interests and I will also focus on emotional wellbeing, where it will describe the feelings of pupils with a different mother tongue at school, satisfaction with the class and teachers, perception of support for the curriculum. In the empirical part, a quantitative method will be used through questionnaires. They will focus on teaching foreign languages using the Likert scale (strongly agrees – agrees – disagrees – strongly disagrees). The questionnaire will be short, clear and understandable, as pupils with a different mother tongue will also work with it. The selection of respondents is made up of pupils of the Most primary school in grades 7 to 9, because there are three classes in each grade. The results from the questionnaires are such that pupils in the 7th grade prefer the exploration of words and games, in the 8th year movements and social interactions, and in the 9th year the practical use of language and global issues.