

The aim of my research paper was to highlight the role of English teachers in motivating their language learners. In the theoretical section first I explored definitions, and then the most significant aspects of motivation were discussed: motivation theories, the distinction between intrinsic and extrinsic motivation and the relationship between teachers and their students.

In my research I investigated the teachers' role in the process of motivation and the components of EFL (English as a Foreign Language) lessons that determine the way students relate to language learning. I conducted my research based on the principle of triangulation. In a questionnaire I collected data from 90 participants reflecting on their own past personal experiences. During two consecutive terms I observed EFL lessons taught by fellow teacher trainees and designed an observation tool, a system, focusing on the different aspects of classroom motivation. I also carried out eight interviews with the trainees and analysed their mindmaps created on the topic. I also circulated a questionnaire among the young learners observed in order to investigate their perspective. Finally, I made observations in practising teachers' lessons and interviewed three experienced EFL teachers.

Through the analysis of mind maps, interviews and questionnaires I was able to identify the features of the productive, effective and successful teacher, and list the most frequently used motivation techniques. The evidence gained in observations deepened my understanding of the complexity of the issue. The results provided evidence that it is essential to teach in a playful, diverse and exciting way. My conclusion was that teachers' knowledge, confidence, composition of class, interest and rapport with students correlate with learners' motivation. It was also noted that beside the teacher's personality, the positive group atmosphere is also a crucial factor. The teacher's competences, teaching and assessment style and methods contribute highly to learners' motivation. Clear instructions, the variety of activities and teaching aids as well as cooperative work forms increase the motivation. It was proved that positive feedback and supportive relationship between classmates also have a beneficial effect. However, emphasising mistakes and negative group dynamics result in the opposite. Finally, it needs to be stated that the teacher's role has to adapt to the changing age-specific needs of learners.