



M'sila University
faculty of Humanities and Social Sciences Language
Department of Psychology



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Lecture 2:
Learning motivation

PREPARED BY:

Pr. Khatout Ramdhane

ramdane.khatout@univ-msila.dz

Introduction

Motivating the learner to learn is pertinent to curriculum implementation. This is because motivation is an influential factor in the teaching-learning situations.

The success of learning depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals. It is important to recognize the fact that motivating learning is a central element of good teaching. This implies that learners' motivation is probably the single most important element of learning.

Introduction

Motivation is a complex part of human psychology and behavior that influences:

- ✓ **How individuals choose to invest their time?**
- ✓ **How much energy they exert in any given task?**
- ✓ **How they think and feel about the task?**
- ✓ **How long they persist in the task?**

(Bakar, 2014).

1- CONCEPT OF MOTIVATION:

There are several definitions (variety) of motivation.

Motivation has been related to the amount of intellectual energy typically used in learning activities, and this led to a belief that motivation could be seen as a stable characteristic of the individual, on a par with personality.

The existence of this variety of definitions shows the difficulty in describing motivation and its role in the process of learning.

➤ **Motivation:** Is an individual state that is influenced by different factors such as beliefs, interests, goals, and wishes that demand an effort from students. (Madrid, 1999)

1- CONCEPT OF MOTIVATION:

Motivation: based on behaviouristic and cognitive point of view. In the behaviouristic perspective, Brown defines **motivation** as anticipation of reinforcement which is a powerful concept for the classroom. Based on cognitive perspective, Brown classified **motivation** definition into three categories. The first definition is hinged on the drive theory, which means that motivation stems from basic innate drives; **this definition shows that motivation have been in existence within us since we are born**. This shows that motivation is an internal state that **activates, guides, and maintains behavior**. The second definition is based on hierarchy of needs, meaning that **motivation** is something that comes from individual's needs. Third, based on self control theory, **motivation** is something that appear if there is opportunity to make someone to make own choices about what to pursue and what not to pursue (self-control). **(Brown, 2000)**

2- Types of Motivation:

Based on Self-determination Theory (SDT), learners may be driven to learn by two sources: Internal and External.

Generally, there are **two types of motivation**; Intrinsic and Extrinsic motivation:

1- Intrinsic motivation: Here, stimulus is internal to the person; it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges.

2- Types of Motivation:

2- Extrinsic motivation: Here stimulus is outside the person, it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation.

➤ **Extrinsic motivation** is caused by any number of outside factors that might include the hope of financial reward; need to pass an exam or the possibility of the future level. (Harmer, 1996)

3- Some other types of motivation:

3- Instrumental motivation: It is extrinsic in nature where students perform an activity in order to obtain tangible rewards.

4- Social motivation: Students perform a task in order to earn praise from those they respect or admire e.g. teachers, parents.

5- Amotivation: This is the situation in which the learner lacks the intention to engage in the learning activity—not feeling worthwhile to make any effort in the study—as a result of being externally controlled.

3- Some other types of motivation:

6- Achievement motivation: Learners learn the hope of success.

There are three elements in this type of motivation:

- ✓ **Cognitive drive:** Students tries to satisfy his/her need 'to know'.
- ✓ **Self-enhancement:** Students tries to satisfy his/her self-esteem.
- ✓ **Affiliation motivation:** Students wants to earn (gain) approval from thers.

4- Motives as Goals:

One way motives vary is by the kind of goals that students set for themselves, and by how the goals support students' academic achievement. Some goals encourage academic achievement more than others, but even motives that do not concern academics explicitly tend to affect learning indirectly. **Seifert** and **Sutton(2004)** classified students' achievement goals into four categories:

- ✓ Mastery goals.
- ✓ Performance goals.
- ✓ Failure-avoidance goals.
- ✓ Social goals.

4- Motives as Goals:

- **Mastery goals:** are a form of intrinsic motivation, tend to be associated with the enjoyment of learning the material at hand.
- **Performance goals:** Performance goals imply extrinsic motivation, by focusing on gaining recognition as the best among peers, encourages competition among peers.
- **Failure-avoidance goals:** By nature, they undermine academic achievement. Often they are the negative by-product of the competitiveness of performance goals.
- **Social goals:** Most students need and value relationships, both with classmates and with teachers, and often (though not always) they get a good deal of positive support from the relationships.

5- Dimensions of Students' Motivation:

Researchers generally agree on four major dimensions that contribute to students' motivation (Bandura,). At least one of these dimensions must be satisfied for a student to be motivated.

- + **Competence:** The student believes he /she has the ability to complete the task.
- + **Control / autonomy:** The student feels in control by seeing a direct link between his/her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task.
- + **Interest / value:** The student has some interest in the task or sees the value of completing it.
- + **Relatedness:** Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.

6-Factors that influence learner's motivation:

Skehan, 1989) lists **four (4)** motivating factors as the most significant:

- **The activities in the teaching/learning process:** This factor is important because a great part of the learner's interest in the subject will depend on the types of activities developed in class.
- **The final results:** Good results are understood as a reward for the learner, whereas bad results are similar to a punishment. Students with good final results are going to be more motivated than students with bad results.
- **Internal motivation:** This is connected to the student's inner drive about the subject as a consequence of previous experiences and the use of the subject to their daily lives.
- **Extrinsic motivation:** The influence of external stimuli such as rewards or punishments.

6-Factors that influence learner's motivation:

Dörnyei (2003) presents **three (3)** main types of motivational sources:

- **Course-specific components:** The syllabus, teaching material, teaching method, and learning tasks.
- **Teacher-specific components:** The teacher's behaviour, personality, and teaching style.
- **Group-specific components:** The dynamics of the learner group.

7-IMPORTANCE OF MOTIVATION IN LEARNING:

- **Motivation stimulates learners to think, concentrate, learn effectively, and increases the performance of learning.**
- **Motivation increases the speed of work that a learner is putting to achieve a goal.**
- **Motivation is a significantly important factor for academic learning and achievement across childhood through adolescence.**
- **The motivation of learning helps the learner to concentrate on what he/she is doing, and thereby gain satisfaction.**

7-IMPORTANCE OF MOTIVATION IN LEARNING:

- **Motivation increases the initiation and persistence of learning activities.**
- **Motivation directs learners' behavior toward particular goals.**
- **Motivation enhances cognitive processing. It actually affects what and how information is processed.**
- **Motivation determines what consequences are reinforcing and punishing.**

8-STRATEGIES FOR MOTIVATING THE LEARNERS:

Dewandini (2010) note that the final process of motivation is completing an action that can provide satisfaction, the following are techniques that the teacher can employ to motivate learners:

- **Set Clear Goals.**
- **Show the Need for the Lesson.**
- **Arouse and Maintain Students' Interest.**
- **Increase Chances of Early Success.**
- **Be Free with Praise and Constructive in Criticism.**
- **Avoid Emotional Responses.**
- **Be a Professional or a Role Model.**
- **Provide Necessary Facilities/Resources.**
- **Assign Responsibilities.**
- **Treat Learners as Special Individuals.**

9-How teacher increase learner's motivation?

- **Give Correct Guidance.**
- **Use Teaching Methods and Aids that are interesting and Stimulating.**
- **Provide Incentives.**
- **Challenge the Students.**
- **Provide a Conducive Learning Environment.**
- **Encourage Healthy Competition among Students.**
- **Place Appropriate Emphasis on Testing and Grading.**

9-CONCLUSION:

Students' motivation is a critical part of success in education and later life. Understanding of how each of the motivational goals, types, and dimensions influences learning will place teachers in a better position to help and support students. It is recommended that teachers should create an active learning environment that enhances students' perceived autonomy and competence, providing students with choices and opportunities for self-directed learning, and planning learning activities that might increase their feeling of mastery. Finally, teachers are encouraged to employ all the motivation strategies earlier discussed. This will enhance students' learning and improve their academic achievement.

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**Thanks for your
attention**

