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**Master One Classes TEFL Courses / lecturer: Berkani**

**LESSON SEVEN: MOTIVATION**

*Motivation* is important because it highly contributes to achievement. Teachers have to be certain that their students are being motivated in order to develop a positive outcome.

**1.Motivation: Backgrounds ,Definitions, and Significance**

In psychology, motivation is a force that energizes and directs behavior toward a goal (Eggen, Kauchak, 1994). Wlodkowski (1986) suggested that motivation describes processes that (a) arouse a desire to investigate behavior, (b) give direction and purpose to behavior, (c) continue to allow behavior to persist, or (d) lead to choosing or preferring a particular behavior. In relation to learning, Crump (1995) stated that the act of motivating could be defined as exciting the mind of the student to receive instruction (Brewer, Burgess 2005). In a word, motivation is an inner state  
that arouses individual’s desire for a goal and maintains their efforts in a certain direction and time (Kong,2009)   
 In a learning environment developing motivation is a difficult task for the teacher considering that every student learns differently and every student is diverse in their own ways. But students expect the teacher to guide and encourage them in a constructive manner (Shadlyn, 2004). Teachers’ instructional choices can make a positive impact on student motivation. “In the formal world of the classroom, teachers hold an extreme position of power” (Vialle, 2000). Teachers play a vital role in influencing student’s motivation. “Effective schools and effective teachers are those  
who develop goals, beliefs, and attitudes in students that will sustain a long-term involvement and that will contribute to quality involvement in learning" (Ames,1990).

However, some studies have suggested that teachers have primary responsibility for motivating students to learn. Brophy (1987) suggested that teachers viewed themselves as active socialization agents who were capable of stimulating students' motivation to learn. Wilkenson (1992) stated that a dictionary definition for "teach" was "to cause to know a subject." Wilkenson believed that whereas students were responsible for learning material in a class, the teacher was responsible for causing the student to know the material. In addition, Wilkenson believed that teachers should  
judge their success by the success of their students and that the purpose for teachers was to serve students. Additional studies have supported Wilkenson's strong views on the responsibility of the teacher to motivate students to learn. One of the major findings in a study by Small (1996) was that instructors were perceived by students as having the prime responsibility for learners' interest or boredom. McCutcheon (1986) further reported that a survey indicated students believed that out of 51 possible choices, the main reason they missed a class was their negative perceptions of the  
professor and the course (Brewer,Burgess, 2005)

According to Jere Brophy, a leading researcher on student motivation and effective teaching, “Student motivation to learn is an acquired competence developed through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others (especially parents or teachers).” As Barbara Davis writes in *Tools for Teaching*, “Students respond positively to a well-organized course.” Therefore, it is important to  
be mindful of the fact that how you structure the course and the teaching methodologies you use can greatly affect your students’ motivation to learn. By providing students with a basic framework of expectations and guidelines, students often remark that they feel empowered and are better able to

shape their semester.

Barbara Davis points out that “Research has shown that a teacher’s expectations have  
a powerful effect on a student’s performance” (Callahan 2010). As a teacher, tell your students you expect them to be successful in learning. Provide a framework of sub-goals for steady progress towards mastery of the requirements (Nadler, Lawler,1979). The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence (Raffini, 1993). As Deborah Stipek (1988) noted: “To a very large degree, students expect to learn if their teachers expect them to learn” (Linda, 1994). If teachers have a responsibility to motivate students to attend class and to learn, it is important for teachers to understand specifically how to motivate students. Brewer and Marmon (2000) and Wilson and Cameron (1996) identified three general areas teachers in training used to evaluate themselves: instruction, relationships, and management. Instruction involved teacher skills and competencies. Relationships concerned the attitudes teachers had toward their students (Brewer, Burgess 2005).  
As Barbara McCombs notes, “Motivating learning is largely dependent on helping to bring out and develop students’ natural motivations and tendencies to learn rather than ‘fixing them’ or giving them something they lack.”

# 2. Types of Motivation: The most commonly known types are :

# 2.1. Intrinsic Motivation: It is the internal motives by which people “*participate in an activity for their* *amusement, not for the reward they will get* “ (Feldman, 1997,p.280).

Richards and Schmidt (2002) described it as *“enjoyment of language learning itself”.*

Another definition was given by (Deci & Ryan 1985; Reeve, 1996; Ryan & Deci, 2000, cited in Woolfolk,2004,p.351) who explained that intrinsic motivation is *“* *the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities”.*

From the presented definitions, we could say that intrinsic motivation after all comes from needs, drives, curiosity within students themselves, i.e., their inherent inner interest.

# 2.2. Extrinsic Motivation

It is driven by external factors as “*parental pressure, societal expectations, or academic requirements”* (Richards & Schmidt,ibid.).In this type , language is not learnt for itself, but for other outside forces. It relies heavily on “*incentives (positive reinforcement) or punishment (negative reinforcement)”* (Erwin,op.cit,p.6).Hence, compared to the first type, this one is characterized by a tangible reward.

# 2.3. Instrumental Motivation

It speaks for itself. It is defined as the desire to learn and use language as an instrument (a means) to reach certain goals, for example, having a job, reading foreign newspapers, or passing exams. Instrumental motivation mirrors learners' determination and zeal to satisfy some useful purposes. It is therefore oriented to more practical concerns.

# 2.4. Integrative Motivation.

This type is characterised by the willingness to be like a valued members of the language community (Richards & Schmidt, ibid.). Integrative motivation imparts learners' desire to identify themselves through particular socio-cultural features of the language being learnt, i.e., within this kind, learners aim at language in order to communicate with people of other communities (cultures).For instance, those who live in foreign countries hope to be integrated in these societies. That is, their learning language is moved by integrative reasons.

**3.Motivation and Planning Courses**

The following are some strategies by Mekiva Callahan (2010) to consider when planning  
your course and creating lessons which are important in student motivation.

* ***Set the tone early in the semester.*** Your syllabus should clearly state your  
  learning objectives, course goals, and student expectations for the course. Explicitly  
  communicate to your students what they need to do to be successful in the class and  
  achieve their personal goals. You want to capitalize on your students’ initial curiosity  
  with an enthusiastic introduction of the course. This can easily be done by conducting  
  class surveys or administering diagnostic tests to get a sense of what the students  
  already know or believe about the course. These strategies can be used on first day of  
  class and also when introducing a new topic (Callahan, 2010). Communicate your  
  enthusiasm for your subject. Tell your students how you became interested in your  
  subject and how your research interests developed (Wlodkowski, 1999).
* ***Vary your teaching methods*.** Instead of the traditional lecture, you can  
  incorporate academic activities that get students to actively participate in the class and  
  allow for more immediate feedback. Incorporating problem-based learning,  
  collaborative learning, experiments, and the use of technology such as clickers,  
  allows for greater student interaction and the opportunity for students to practice  
  newly acquired skills and knowledge. Supplementing your lecture with guest lectures,  
  a panel discussion, or student presentations can break the monotony and minimize  
  passive observation used on first day of class and also when introducing a new topic  
  (Callahan, 2010).
* Bonwell and Sutherland (1997) claimed that evidence of the effectiveness of  
  active learning approaches as a way to facilitate learning was too compelling to  
  ignore. Brewer (1997) confirmed this, stating that lectures could be too long, could  
  fail to encourage reflective thinking, provided limited feedback, and were not  
  appropriate for hands-on training. Small (1996) reported that color instruction that  
  incorporated a variety of attention-gaining and maintaining strategies appeared to be  
  the best way to promote interest and prevent boredom (Brewer, Burgess 2005).
* ***Give students options in the classroom****.* Empower students by giving them a  
  sense of autonomy and helping them develop skills for self-directed learning.  
  Whether it’s allowing students to select a research topic or getting their input when  
  designing an evaluative rubric, students’ motivation is increased if they feel that they  
  have control of their learning outcomes (Callahan, 2010). Because students will have  
  to be autonomous throughout their adult lives, autonomy is an important thing forstudents to experience (Hackney, 2010).

The theoretical concept of the need for *autonomy* has been repeatedly  
misinterpreted and used synonymously with independence. In accordance with the  
SDT (Self-determination theory), autonomy has to be considered as a perceived  
consistency between inner values, what one wants, and the perceived environment.  
The opposite of autonomy, therefore, is not dependence, but heteronymous control,  
i.e. an inner conflict between goals and experiences between interests as well as  
between personal values. Following the SDT, a person is autonomous “when his or  
her behavior is experienced as willingly enacted and when he or she fully endorses  
the actions in which he or she is engaged and/or the values expressed by them”  
(Chirkov, Ryan, Kim, & Kaplan, 2003). This means, it is quite possible that a person  
is highly dependent (the opposite of independence) on others, yet still perceives  
him/herself as autonomous in the sense of the SDT. In this case, the reason is that the  
person experiences the norms and values of societies or groups as congruent with  
his/her self ( Muller, Palekcic, 2005).

* ***Create assignments that are appropriately challenging***. It’s important to  
  consider your students interests, background knowledge, and abilities when designing  
  coursework. You want to provide students with the opportunity for early success and  
  gradually increase the degree of difficulty with the assignments and exams as the  
  semester progresses. The key is to strike a balance so that every student feels that  
  he/she, with reasonable effort, has the capability to succeed while still being  
  challenged to stretch his/her limits (Callahan, 2010).  
  The more immediate the response to homework and examinations, the more likely  
  it is to help students reflect not only on their knowledge of the material, but on their  
  learning strategies. And while grades can be highly motivational, it is the commentary  
  on work which assists students most in improving their skills; this means that  
  instructors who mark what is wrong should also suggest specific ways in which  
  students can improve their performance in the future (James, 1998).
* ***Make your lessons relevant****.* Research suggests that students display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. Relate learning goals to the student’s experience. Ask students to state learning objectives in terms of their own life goals (Wlodkowski, Ginsberg, 1995). By connecting the material to real-world experiences or their educational goals, either through examples or in-class activities, you will deepen their understanding of the material and allow the students to see the value of what they are learning (Callahan, 2010). Relevance promotes motivation ;i.e., helping students to see how skills can be applied in the real world (Linda, 1994).  
  • What they can do in one subject is relevant to other subjects they study  
  • What they can do in one lesson is related to what they do in the next or a later lesson  
  • What they do at school is relevant to their lives now- either in their part time job, at home, or in their hobby

• What they do at school is relevant to their lives further down the track either at university, in their apprenticeship, or in the job they want when they leave school  
 • What they do at school is relevant to the world as a whole  
 • What they do at school develops their thinking and analysis skills which help in other parts of their life such as at work with friends

• What they do at school gives variety so they can select what subjects to focus on in senior school, at college, or at university

• School develops their people skills and that this is useful beyond their school years   
(Martin, 2010).

An instructor can help students become reflective about their interests and knowledge, and ask them to relate or adapt course information to their concerns in their assignments and in the classroom. Nelee Langmuir, instructor in French, explains that “without relevant students’ engagement, new material cannot be learned or mastered. “In her own classes she always invites students to “make the material their own” and she tries to enable them to adapt new material to personal contexts and interests: “Many students take my French classes for every different reason, and so I try to be aware of their diverse interests and gear my presentations accordingly. Their motivation to learn and ultimate mastery of the language depend largely on their ability (and mine) to try to make the French language their own while studying it” (James, 1998).

**4. Sustaining Motivation in Classroom**

Jeremy Harmer has some thoughts on how to sustain motivation in the classroom.  
According to him, it’s a mixture of **5 A’s**:

* ***Activity:*** Students need to have a lot of activities. Moving around, role-plays, hands-on experiences.
* ***Agency***: Students are more motivated when they are the doers, when they are agents, so give them some power to decide things when you can.
* ***Affect:***  How they feel. They need to know you care about them, you need to know their names.
* ***Adaptation:*** Teachers’ ability to respond to the unexpected. You have to be flexible when things break down.
* ***Attitude:*** The teacher’s attitude. What are you like when you come into the classroom? It can’t be you, it has to be the professional teacher in you (Harmer, 2008)  
  “It is effective and functional to apply various and interesting activities with moderate challenge to attract students to arouse their curiosity … Various and interesting activities encourage students involve as much of the time and effort as possible and as well as enhance learning motivation” (Kong, 2009).

A teacher’s attitude and personality may influence a student’s motivation. “If you admired or had a crush on an elementary school teacher, you were probably eager to learn that teachers’ approval by performing well in class. If you disliked or feared a teacher you may have lost all interest in learning and simply endured school until the end of the year” (Shadlyn, 2004). Brewer, DeJonge, and Stout (2001) and Karsenti and Thilbert (1994) suggested that highly structured, well-organized, and outcomes oriented teachers seemed to maintain student motivation. Though class structure and  
organization were important, balancing the classroom environment with flexibility and student empowerment could be just as important. Friday (1990) believed that an authoritarian teaching style was less satisfying for students than was a democratic teaching style.

Luechauer and Shulman (1992) argued that college business classes that were bureaucratic and teacher-focused created feelings of powerlessness among students. Instead, he recommended a class environment that empowered students to form an open and creative team environment. Hancock (2001) concurs that students achieve more poorly in highly evaluative situations, in which instructors exert significant control over classroom procedures and competition among students is  
emphasized. Students who are test anxious are particularly more sensitive to situations that they perceive to be highly evaluative (Brewer, Burgess 2005).

Shiang-Kwei and Seungyeon Han (2001) suggested six strategies to sustain student motivation:

* ***Choice*** :“Choice of tasks or activities is viewed as fostering belief in personal control and

increasing interest and involvement in learning” (Ames, 1990).Encourage students to make choices and become *self-determining*. Ask them to identify new interests and challenges as they meet course goals (Deci, Ryan, 1985). Malone and Lepper (1983) suggest that providing explicit choices among alternatives can enhance intrinsic motivation. Schiefele (1991) identified two components of interest: feeling-related and value-related valences. Feeling-related valences are feelings attached to a topic. Value-related valences relate to the importance of the topic to an individual. Value-related valences are associated with "constructing meaning". Feeling-related valences are the degree of enjoyment that an individual has toward a topic or object. If students are allowed to select a task that they personally enjoy doing, their motivation to learn increases (Kwei and Han, 2001). Allowing some student choice enhances intrinsic interest in school tasks, and it teaches self management skills that are essential for success in higher grades and the workplace. It is impossible for children to develop autonomy and a sense of responsibility if they are always told what to do, and how, and when to do it (Stipek, 1984).

* ***Challenge*** : “It is important to recognize that student motivation can be maintained if

learning goals are challenging but not overwhelming; both course goals and personal goals must be set at an appropriate level. Students’ interest will remain high if the challenge seems realistic and the path to success is made clear to them” (James, 1998). Providing or operating tasks just beyond the skill level of the students is a good approach to challenge learners. In the motivation chapter, the Flow Theory is presented (Csikszentmihalyi, 1985). Teachers should present tasks with challenging in the principle of neither too easy nor too difficult that beyond the student’s capacity, because tasks that are too difficult discourage them from trying; tasks that are too easy produce boredom and decreased feelings of competence and self-efficacy (Chundiao, 1990). Students may experience flow if the challenge of assignments matches their skills. Work that is too difficult raises anxiety, whereas tasks that are too easy contribute to boredom; both situations decrease motivation toward learning. In order to ensure that goals remain challenging, teachers should continue giving students the opportunity to provide feedback. Helping students search for more information to improve and revise their tasks plays an integral part in the learning process (Kwei, Han, 2001).

* ***Control*** : If students are involved in the process of classroom control, they will be more

responsible, independent, and self-regulated learners. To share the classroom control with students means involving them in the process of decision-making, organization of content, and choosing team members. However, too many choices may lead to increased anxiety, so providing assistance at appropriate times is essential when the teacher shares the classroom control with students (Kwei, Han, 2001).

* ***Collaboration*** : Vygotsky (1978) theorized that communication and collaborative group

work can enhance individuals’ thinking and learning. Students can share learning strategies and perspectives with each other through social interaction. Collaboration seems to work best when students depend on each other to reach a desired goal, when there are rewards for group performance, and when students know how to work together effectively (Driscoll, 1994).  
One way to offer *variety* in the classroom is to use cooperative learning groups. With this approach, the teacher facilitates groups or teams of students working together to solve practical problems. One study found that achievement and motivational gains were significantly higher for students in a cooperative learning classroom in comparison with a traditional lecture classroom (Nichols, Miller, 1993). McGonigal (1994) reported that cooperative groups and a varied teaching approach  
aimed at maintaining student interest helped increase student motivation and performance in a Spanish class. Richardson, Kring and Davis (1997) found that students with the highest grade point averages preferred professor-assisted discussions over lectures. Based on these findings, it appeared that offering a variety of creative activities, including cooperative groups, instead of teaching solely by lecture, could motivate students. Brewer (1997) offered the following 12 teaching methods in addition to the lecture: small-group discussions, role-playing, case studies, demonstrations, panels, inquiry methods, buzz groups, programmed instruction, directed study, experiments, brainstorming, and questioning (Brewer, Burgess 2005).

* ***Constructed Meaning*** : Value-related valences are associated with the construction of

meaning. If students perceive the value of knowledge, their motivation to learn will be increased .Setting a meaningful goal for students is an important factor to promote motivation. Students should be given the opportunity to construct meaning in text as well as to build a rationale for the meaningfulness of literacy activities (Turner & Paris, 1995).

* ***Consequences*** - People enjoy having their work and learning achievement appreciated and

recognized by others (Malone & Lepper, 1983). When students are provided channels to display their work, motivation will increase. There are various strategies for displaying students’ work, such as hanging their posters on the wall, presenting their work at a science fair, publishing their work on web sites, and providing links to other students. There is no “correct” way to complete a project, and students can compare their creativity, integrating articles and presentation ability with  
other teams. This strategy creates a positive feeling about effort, ownership, achievement, and responsibility (Turner & Paris, 1995). “Praising students’ effort may actually convey to them a sense of confidence in their ability” (Ames, 1990).

\*\*A teacher affects eternity; he can never tell where his influence stops\*\*. (Henry Brooks Adams)