Motivation in language learning and teaching

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ABSTRACT

People have several different reasons to learn a foreign language; people often learn a language for practical reasons while others have a particular love for the language and its people. Language teachers are often very aware of the career benefits that language proficiency can offer, but learning the language is just an abstract undertaking needed for an academic degree to many language learners. Motivation and management of our own behaviour are necessary for effective learning. It is not easy, for example, to lose weight or quit smoking. Nonetheless, many people do well, lose weight and quit smoking because they are motivated to accomplish a particular goal. The purpose of learning is to find and apply the most effective way. If a teacher has a strong methodology and motivation, he will achieve his goal. The primary duty of the teacher is to give his students adequate encouragement. People do not learn a subject with their brains alone; other factors are also involved. Motivational factors make the learner more receptive to new information. Students do not learn in the same way. Different students learn in different ways; some students learn by listening, some by writing and some by actively speaking. If a teacher adopts the same method for all students, then some students will not be able to learn anything. In order to keep students interested in learning, students must be motivated by the teacher.

Keywords: Motivation, motivational theories, language learning and teaching, motivation in learning and teaching.

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INTRODUCTION

Motivation is a central topic in the field of education. At the same time, this is one of the most critical topics. Every teacher must have asked him/herself this question: How can I motivate my students? Motivation is vital in language learning. One of the most difficult aspects of teaching is how to motivate a language student. The secret is identifying the students' motivation then making the lesson relevant and enjoyable. Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it (Anjomshoa and Sadighi, 2015).

Most students learn English because they believe it will benefit them in one way. They want to earn more money to fulfil certain education requirements, to travel abroad or to meet more people with the aid of English. Without strong motivation, students will fail in their attempt and their hopes of learning.

Apart from the role that intellectual capacity and language aptitude play in learning a second or foreign language (Gardner and Lambert, 1972 cited in Xu, 2008), motivation is a major factor in the successful study of language acquisition. It is considered goal directed and is defined as "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (Gardner, 1985: 10). Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing (Gardner, 1985).

With the increasing role of English language as foreign or second language globally today; the role of

motivation as one of the major important factors in learning English language can be regarded as a 'device' used by the learners of English in order to learn English. Researchers have provided empirical evidences pointing to emphasis on learners' motivation as an effective device in improving language of learners (Ali et al., 2017).

MOTIVATION

The definition of motivation has been diversely described as the unquestionable reality of human experience. Most scientists believe that motivation is a hypothetical cause of actions. That means motivation is a mental event that decides the course of action. The Encarta 97 Encyclopaedia defines motivation as "It is the cause of an organism's behaviour or the reason that an organism carries out some activity." According to Webster, to motivate is to provide with an incentive or motive, and the synonyms of motive are cause, purpose, idea, or reason.

Are these definitions appropriate for a teacher to inspire his or her students? Initially, the researcher has to review the historical origins of motivational concepts. As a result, he should be able to discover in the course of this history not only the origins of the general concept of motivation, but also the beginning of such specific concepts as instinct, drive, incentive and reinforcement. Where does the motivation come from? Perhaps, people have always looked for someone or something to motivate themselves from the inside, like a good teacher, friend and parent.

The nature of motivation

The term "motivation" was originally derived from the Latin word movere, which means "to move". However, this one word is obviously an inadequate definition for our purpose here. What is motivation? How do you create, foster and maintain motivation? It is not too straightforward to define motivation, which is why; everyone can make their own definition so that there are several definitions of motivation. According to Scott, motivation is a process of stimulating people to action to accomplish desired results. Motivation has three distinct features:

1) It results from a felt need. Motivation triggers behaviour, impelling a person to action;
2) It is goal directed. Motivation is a driving state that channels behaviour into a specific course that is fulfilment of a felt need;
3) It sustains behaviour in progress. It persists until the satisfaction or reduction of a need state occurs.

Motivation is a personal and internal feeling. The feeling arises from needs and wants. Human needs are unlimited. Fulfilment of one set of needs gives rise to other needs. Therefore, motivation is a continuous process.

Background definitions of motivation

Motivation seems so clear to many of us, whether we possess it or not, and often we ascribe actions and outcomes to its immense force. In the Collins Dictionary, motivation is defined as "The act or an instance of motivating desire to do; interest or drive incentive or inducement (and in terms of psychology), the process that arouses, sustains and regulates human and animal behaviour." Similarly, the Oxford Dictionary (1993) describes motivation as "A reason or reasons for acting or behaving in a particular way, or desire or willingness to do something or possess enthusiasm." Clearly, in both accounts, motivation is defined as the condition where a person is induced to act in a certain way, or where a certain subject or activity stimulates a person's desire to participate. According to Brown (1987: 114), "motivation is commonly thought of as an inner drive. Impulse, emotion or desire to that moves one to a particular action". He identifies three types of motivation in the first edition of his book (Brown, 1981: in Ellis, 1985: 117).

For Compell and Pritchard (1976), motivation has to do with a set of independent/dependent variable relationships that explain the direction, amplitude and persistence of on individual's behaviour, holding constant the effects of aptitude, skills and understanding of the task and the constraints operating in the environment.

Keller (1983 in Crookes and Schmidt, 1991) defines what motivation is in current psychology: "motivation refers to the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect."

Gardner and Lambert (1972) posit two main types of motivation: integrative and instrumental. Integrative motivation refers to the extent to which a learner is prepared to adopt the culture of the target community. Instrumental motivation is applied to the situation where a learner may need the target language in order to achieve a specific objective.

According to Gardner and Lambert (1959), motivation is identified primarily with the learner's orientation towards the goal of learning a second language. They are the ones who first made the distinction between integrative motivation and instrumental motivation, which has influenced virtually all second language research in this area. Negative motivation is identified with positive

attitudes towards the target language group and the potential for integrating into that group or at the very least an interest in meeting and integrating with members of the target language group. Instrumental motivation refers to more functional reasons for learning a language: to get a better job or promotion or to pass a required examination. This distinction is similar to that made between "intrinsic" and "extrinsic" motivation in general learning theory. İt is clear that the two kinds of motivation "do not exclude each other: most learners are motivated by a mixture of integrative and instrumental reason" (Littlewood, 1984: 57).

Gardner (1985), on the other hand, proposes that the following equation can be used to represent the components of motivation:

Motivation = Effort + Desire to Achieve a Goal + Altitudes

As Elli (1975: 117) has observed, there has been no general agreement about definitions of motivation and attitudes or their relation to one another. Consequently, the term motivation has been used as "a general cover term-a dustbin-to include a number of possibly distinct concepts, each of which may have different origins and different effects and require different classroom treatment" (McDonough, 1981: 153).

According to Victor Frankl, a well-known psychiatrist and philosopher, "What a person really needs in life is struggling for a goal that is worthy of him. Each man knows in his heart what his assignment in life is. Aim at what your conscience wants you to do and success will follow you." That seems to coincide with the findings that motivation is one of the major characteristics common to individuals who are outstandingly successful in their fields.

Research background

The study of motivation in second language acquisition has been on-going for several years. According to Dornyei (1990), a distinguished research topic after Gardner and Lambert (1972) published a comprehensive summary of the results of a more than ten-year-long research program. Their theory, for Dornyei, generated an enormous amount of research and it is the most extensive research into the role of the attitudes and motivation in second language learning. They have studied mainly English-speaking learners of French in areas of North America. The result arising from these studies shows that learners with a higher integrative orientation are likely to achieve greater proficiency. It is, as Skehan

(1989: 53) puts it, a particularly important source of motivation because it is firmly based on the personality of the learner.

Gardner and Lambert hypothesize that an instrumental motivation is less effective because it is not rooted in the personality of the learner. The results of the Gardner and Lambert studies and Brustal studies harmonize in many respects. Both recognize that there is a positive association between measured learning outcomes and attitudes towards the target group and the language (Stem, 1983: 285).

Dornyei (1990) proposes a motivational construct for foreign language learning which consists of both an instrumental motivation subsystem and integrative motivational subsystem, which is a "multifaceted cluster with four dimensions, as well as a need for Achievement and Attributions about past failure." However, this model according to Crookes and Schmidt (1991) needs to be tested in other settings as well in order to establish it generally.

Motivation can, in principle, have several sources. One of these sources might be the learning activity itself (The Intrinsic Hypothesis). İn such cases, the stimulus for motivation would be inherent interest of learning, because classroom or learning situations might be stimulating in themselves. Alternatively, motivation might be influenced by the success experienced by the learners (Resultative Hypothesis).

According to Skehan (1989), the situation with success is a little complicated, since it may be the result of several factors. One such factor may be learner characteristics such as language aptitude. The other could be better teaching with excellent instruction leading to higher achievement for everyone. Brown (1987) mentions a number of instructional, individual and socio-cultural factors, which could enhance or deter motivation. Among learner factors, for example, intelligence, aptitude, learning strategies, interference, and self-evaluation were included.

Porter-Ladousse (1982), in his book called "From needs to wants: motivation and the language learner" mentions the limitations of some of the current theories of motivation in foreign language learning. Motivation is not only to initiate the action but also to maintain it. He also explores increasing the motivation in the learner.

Crookes and Schmidt (1991) and March and Archer (1987) point out some behavioural aspects of motivation:

1. Direction refers to attending to one thing and not the other or engaging in some activity and not others. You study only one activity;
2. Persistence means concentrating attention or

action on the same thing for an extended period;
3. Continuing motivation means returning to previously interrupted action without being obliged to do so by outside pressure;
4. Active level is more or less the same as effort or intensity of application.

Keller (1983), as in Crookes and Schmidt (1991: 482), also identifies four major determinations of motivation:

1. Interest, which is stimuli based on existing cognitive structures such that learners curiosity is aroused and sustained;
2. Relevance, which is a prerequisite for sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation. According to Crookes and Schmidt, "relevance" arises from the way human beings need to learn.
3. Outcomes, reward or punishment;
4. Expectancy draws upon research based on the concepts of expectation for success and attributions concerning success or failure.

Ellis (1985: 119) puts forward his doubts about what Keller says by saying that "we do not know whether it is motivation that produces successful learning or successful learner that enhances motivation", Brustal (1975) has addressed just this issue and reports that through both primary and secondary school, attitudes to learning French are strongly related to success in the language. Successful early learning experiences promote not only successful later learning but also more positive attitudes.

McCleland et al. (1953: in Skehan, 1989: 50) suggest that different levels of the need to achieve are the results of the previous learning experiences. "Achievers", according to Mc Cleland, are those people who, on the basis of the previous learning experiences, "perceive new learning situations and problems outside their present capabilities, but attainable with some effort."

Nuttin (1980) as in Porter-Ladousse (1982: 32, 33) suggests that motivation affects both the selection and conception of specific goals. Motivation is seen here "not as a terminal concept as in the extrinsic or incentive motivation theories but as a process continually revised" (Porter-Ladousse, 1982: 32). What distinguishes it from the intrinsic theory of motivation, according to Porter-Ladousse, is that it does "throw some light on how diffuse needs become channelled into significant wants through behaviour itself' (Ibid: 33). In a sense, it provides the missing link between needs and wants so we can say that motivation is responsible for determining needs, it turns needs into wants. Bearing in mind the strength

of the need for social interaction as a factor influencing human motivation as outlined by Nuttin (1980), any analysis of motivation will draw on the resources of sociology every bit as much as psychology.

Relationships between language learning and the more fundamental personality variables, according to Stern (1983: 387), have been much more difficult to establish than relationships with these variables that are more directly connected with the language and the learning experience itself. He also mentions educational background, previous language learning experience as well as the components of aptitude assessments and learning styles.

Psychological approach to motivation

Motivation has been a core theme in psychology over the past twenty years. Indeed, it is safe to say that today it is one of the essential components of the most modern theories of learning, personality and social behaviour. There is one barrier to this remarkable development; however, the particular principle of motivation employed by the majority of psychologists is based on an outmoded paradigm suggested by Cannon 1934) in his classical assertion of local theories of hunger and thirst. Cannon's theories were good in their days, but the new facts available on the physiological basis of motivation demand that we abandon the older conceptualizations and follow new theories, not only in the study of motivation itself, but also in the application of motivational concepts to other areas of psychology.

This argument for a new theory of motivation has been made before by Lashley (1938) and Morgan (1943). Nevertheless, it is more impelling than ever today because so much of the recent evidence is beginning to fit into the general theoretical framework, which the researchers suggested. Both Lashley and Morgan pointed out that the local factors proposed by Cannon are not necessary conditions for the arousal of motivated behaviour. Instead, they offered the more inclusive view that a number of sensory, chemical and neural factors cooperate in a complicated physiological mechanism that regulates motivation. The crux of their theory was described most recently by Morgan as a central motive state built up in the organism by the combined influences of the sensory, humoral and neural factors. Presumably, the amount of motivated behaviour is determined by the level of the central motive state.

Abraham (1908-1970) devised a useful though controversial hierarchy of needs required to satisfy human potential. These needs proceed from low-level physiological needs such as hunger, thirst, sex, and comfort, through such other needs as safety, love, and

esteem, finally reaching the highest level, self-actualization. Carl (1902-1987) traced much psychopathology to conflicts between people's inherent understanding of what they require to move toward self-actualization and society's expectations, which may run counter to individual needs. Most psychological theories of motivation, both early and contemporary, have their roots-at least to same extent-in the principle of hedonism. This principle, briefly defined, states that individuals tend to seek pleasure and avoid pain. Hedonism assumes a certain degree of conscious behaviour on the part of individuals whereby they make intentional decisions or chores concerning future actions. The concept of hedonism dates back to the early Greek philosophers; it later re-emerged as a popular explanation of behaviour in the eighteenth and nineteenth centuries.

MOTIVATION IN A GENERAL TERM

Motivation is a general term that states the individual's positive attitudes in a certain aspect of his environment. As a result, his behaviour is both initiated and directed. We can say that motives have an energizing function and a directing function. We use terms such as "need", "want", "interest", to indicate certain aspects or conditions of motivation. We infer these conditions of motivation in terms of the way an individual is reacting. We infer hunger when he eats or thirst when he drinks. We also infer needs for affection or interest in science, because of individual behaviour. Because all human beings show certain behaviour under certain environmental conditions, we have certain motives because we are the members of the human race. We say such motives are primary motives. These motives include such psychological needs as the need for food and water. Other behaviours are more specific and derived from primary motives for example an interest in science or the love of money. The examples of such motives are called secondary motives. They are learned and very important in accounting for learning.

Purposes or goals

Purpose and goal are almost similar and one could hardly come across any difference between the two at one glance. Purpose and goal are interlinked, which makes it hard to distinguish between the two. One of the main differences that can be seen between the two is in the time factor. People try to reach their goals by setting deadlines. On the other hand, deadlines are not applicable in a purpose.

Just as we mention human behaviour as a state or condition, we also infer that he responds to an object or state of mind. This object is called a goal. It is the reason for an action. Goals can be immediate or long-range. The term "incentive" which encourages one to greater activity, does not have the same meaning with "goal". It is used to specify a goal-object. The accumulation of money is a goal but a specific sum of money is an incentive that is part of the goal.

Transfer of training

Our responses learned in one situation may be appropriate in a new situation. You can learn a subject easily because of previous learning. This condition is called transfer of training. A diagram can be used to illustrate the general model of motivation. Basic blocks of a generalized model of motivation are: (1) Needs or expectations, (2) Goal, (3) Behaviour.

Motivation in school learning

It is no doubt that motivation is an important factor for success in learning. It is the combination of two factors: Learning purpose and attitude; if knowledge is important for the learner, learning occurs without any need to learn it.

Teachers are concerned about developing a particular kind of motivation in their students - the motivation to learn. Many elements make up the motivation to learn. Planning, concentration on the goal, metacognitive awareness of what you intend to learn and how you intend to learn it, the active search for new information, clear perception of feedback, pride and satisfaction in achievement, and no anxiety or fear of failure. Thus, motivation to learn involves more than wanting or intending to learn. It includes the quality of the student's mental efforts.

The biggest issue of the class today is that the teacher has no understanding of effective teaching and motivation. Teachers assume that their students are empty buckets to be filled with knowledge. However, students have total personalities and teachers must understand effective teaching and students' features, otherwise, they will not be successful in teaching. First, the student is a dynamic, living, growing, developing and maturing personality. The teacher is not directly concerned with the hereditary factors in the student. By the time the student starts school, he already has a well-developed personality. This means that he/she is organized while it is the individual that has to be satisfied with any need and want. Second, students are also motivated by unconscious and semiconscious needs and wants. Fortunately, many of these can be redirected by proper motivation in formal education. School programs must consider the dynamic nature of the

student, his/her experience, his total environment and individual differences.

Maturation

Maturation can be defined as the act of maturing. This not only refers to the physical growth that an individual comes across as he ages, but also the ability to behave, act, and react in an appropriate manner. In this sense, the concept of maturation goes beyond physical growth to embrace other aspects such as emotional and mental growth. Psychologists believe that maturity comes with individual growth and development. This is a process that takes place throughout our adult life, preparing the individual for new situations. Each situation prepares the individual for a situation.

Unlike the case of learning that relies on experience and practice to create a change in individual behaviour, maturation does not require such factors. It is acquired through the changes that the individual undergoes, or the individual growth.

We cannot distinguish motivation from maturation. They need to be coordinated. Formal learning can take place only if the learner is physically, mentally, emotionally and culturally mature enough to understand and carry out the assignment. Some teachers give students difficult assignments but these are remote for students' readiness or their maturation. In the schools, students are always classified according to their chronological age. Chronological age is a sort of pattern for maturity. Individual differences are also a problem to the classroom teacher. We all have our own individual ways of getting new information. Some students prefer repetition; others prefer to be given rules; others prefer to discuss things in groups or pairs, so different students learn in different ways. Teachers must consider these factors while they are teaching.

Bringing assignment within student's experience

Experience is the best teacher in learning. There cannot be learning without experience, and every experience can be an education. The quality of the education is determined by the quality of experience on the part of the learner. Experiences are also important for learning. We interpret new experience in the light of the old. Learning is based on past experience and when tied with "the total pattern" it becomes more effective in comprehension and speed of learning.

Assignments also help in the practice; it is like doing the try outs to discover new outcomes. This practice also helps the students to prepare for exams and

similar unseen problems that might come handy. Therefore, it is not restricted to assignments; the students are required to write a good assignment.

Respect for personality of the child, appealing to ego-maximization

The child is also a human being and every human being instinctively loves oneself. He wishes that others recognize his worth and respect him. When others show respect to him he feels proud and thinks that he has been praised. The parents who love their children should show them due consideration and respect. In the training of a child, showing respect to him is considered as a very important element (https://www.al-islam.org).

Ridicule and sarcasm are far from motivation in school learning. Every student has a pride and self-respect. Any attempt to embarrass or humiliate a student is likely to cause undesirable results. Shame and embarrassment are not healthy emotions. They disorganize the personality of the child; produce frustration, hesitation, loss of confidence of students leading to withdrawal from school activities. Students can set up a mental attitude against all learning and would not want to answer any questions or say anything in the school because they have developed hostile attitudes toward the school. On the other hand, appeal to ego-maximization has exactly the opposite effect. It is a bask principle in motivation that makes us feel important to people, objects and situations. The teacher can accomplish a great deal more in motivating school learning by appealing to ego-maximization than by shaming.

Reward and punishment

Reward and punishment are two sides of the same coin. They are both forms of extrinsic motivation, which can be rather pernicious in the way it appears to work at the time. In conditioning, punishment stops action while reward encourages it. Yet many use punishments with the intent of persuading people to do what is expected of them. This is one reason why punishment can be ineffective. It can also cause reaction or other forms of coping that easily becomes dysfunctional.

Intrinsic motivation, on the other hand, seeks to build deep personal motivation through inspiration and other more difficult forms of motivating people. The main problem for many leaders is that intrinsic motivation is harder, requiring more time and skill. Yet, if properly applied, it is far more powerful (https://changingminds.org).

Rewards and punishment cover a wide area in

motivation. Reward seeks to influence conduct favourably by associating a pleasant feeling with the desired act. Punishment seeks to deter or prevent an-undesirable act by associating unpleasant feeling with it. Rewards and punishment have advantages and disadvantages in school learning. In terms of motivating learning, the advantages of rewards over punishments are: (1) they create pleasurable associating to repeat the desired act. (2) They generate interest and enthusiasm. (3) They appeal to ego-maximization and develop high morale.

Some of the disadvantages of rewards in motivating school learning are: (1) they encourage the wrong attitude. (2) They are extrinsic in motivating the pupil toward winning a prize instead of cultivating a taste for the thing itself. Disadvantages of punishments in motivation learning are: (1) They depend on fear and not a healthy emotion. (2) They lose effectiveness if the child is no longer afraid or is willing to face the consequences. (3) They create negative feelings. (4) The results are not always permanent.

Advantages of the punishments are: (1) They serve as a form of discipline. (2) They are especially useful if they appear as natural consequences for the undesirable act.

Success and failure

Success and failure are human-built and subjective concepts that are changeable to the point of being retroactively altered due to a change in perception. An analysis shows that success and failure are created by humans and are defined by human experience, emotions, decisions and judgment. The "human" element, when it comes to the definition of success and failure, is the reason why success and failure do not have standard parameters or set rules that apply to all people and all circumstances (https://www.scholaradvisor.com).

In school, learning success and failure can be useful within limitations. The success-failure motive runs all through life and it is the chief determiner of morale. Every effort is conditioned by trial and error or trial and success. It is determined in the mind of the learner. Success and failure should be balanced so that the student does not lose his perspective. In the classroom, the teacher can manipulate the situation so that every child will get a taste of success to temper the ill effects of failure. Experimental studies show that learning with positive guidance is superior to negative guidance. The positive is related to failure.

Significance of attitude in motivation

Attention and interest are related to attitude. Attitude

is one's set to react in a given way in a particular situation. It is relatively permanent and wider than interest. It limits and channels motives. It is a habitual response to identical and near-identical total situations. Attitude is not only a readiness for new experiences; it also creates the contours of the new experience and sets boundaries.

Motivation is a very significant and effective element in the realm of learning language. Thus, the language teachers should discover, realize and pay attention to the personality of their learners. However, they should be aware of motivation, its high importance, and its types. They should also realize and be aware of the character as well as the personality of each learner. According to that specific personality type, teachers should identify and recognize the form of motivation that relates to that personality and highlight it in their teaching process. They can have practical, productive, and effective teaching in the ESL classroom, in addition to a positive outcome in their teaching setting. When the learners are motivated, the teacher could and would discharge their responsibilities in the best way possible (Kondal, 2015: 76).

MOTIVATION AND TEACHING

When a number of teachers are observed in action, those who are most effective in connecting with students are from poor cultural and economic backgrounds. Effective teachers know and love their subjects, and their enthusiasm is contagious. They love Learning, and they are not afraid to admit they do not know all the answers. They encourage students to question constantly, to search for answers, and to learn for the pure joy of learning.

One of the best characteristics of the teacher is to create or increase motivation in students in order to teach, especially the English language. What makes students lack motivation? Is it apathy, or bad attitudes, or crowded classrooms, or no parental support, or poor academic skill? Some psychologists say or believe these; (1) When students are bound to fail or be ridiculed for making mistakes. (2) When their good behaviour goes unnoticed and unrewarded. (3) When they are tired of being compared to other people of their age and are found lacking. (4) When all their energy is focused on personal problems that they cannot handle. Teachers can do something about the four reasons stated above. It may not be easy but it can be done, if teachers give themselves and the students the time they both need. The students need time to see that teachers sincerely care about them, that they have something valuable to teach them and will not embarrass them when they make mistakes. The teachers need time to get to know the students' personalities and maturity level, as well as their

intellectual abilities and academic needs. It also takes time to create an environment in their classrooms that is comfortable and secure, so students can relax and concentrate on their lessons. You may be the best teacher in the world, but if your students cannot concentrate, they cannot learn.

Expect your students to succeed

Education is important because students must know and learn things that have occurred from the past to date. This helps to create new ideas for students to put into practice in the future. After graduating high school, students must think and know the next step to take. Most students want to continue to have further education in their professions and want to be above their dreams, to show others that it is possible. Others give up their education, maybe because it is not affordable to get in and do not want to risk falling into debt; it could also be because they were not accepted in any school. Getting to a university is a struggle for most students because they need transportation, living, and work as they will now be independent and will have to experience adulthood life (https://englishgroup729205584.wordpress.com).

A teacher should expect his students to succeed. Surely, we make mistakes in our life and learn from some of them. Why not assume that the students might have learned something from their past mistakes, as well? If a teacher wants his students to perform as they have done in the past, they would most likely do so if their post results have been bad or half-hearted. Statistics show that student performance depends more on teacher expectation than on IQ scores, past performance or natural abilities.

Prepare your student to advance

Preparing students for advance is a significant part of teaching, but it is often the bane of a teacher's life. It can be a very stressful time for both teacher and class, and getting the most out of the students can be tough. A few considerations can help a lot, though, turning many courses into a constructive and worthwhile process (https://www.theeducator.com).

Preparing students in advance may help with the different lessons. During the conversations with the students, the teacher can refer to the more complicated tasks they will be asked to perform later during the year. Teaching students how to learn may also help them to master the difficult subject.

Make mistakes: Okay

Learning something and making mistakes is part of

the process. More than that; mistakes are a good thing! This is a key concept of education: 'productive failure', making mistakes and learning from them, is one of the most effective ways to learn something.

In recent years, Manu Kapur, currently a professor of Psychological Studies at The Education University of Hong Kong, conceptualized the notion of productive failure, the learning process based on learning from mistakes. According to Kapur, research illustrates that it is very effective to let students fail around with unfamiliar concepts, even when they are still lacking the knowledge and skills to solve all problems correctly (https://www.chessity.com).

The students who sit in the back of the classroom and refuse to try a new assignment usually are afraid they cannot do the work and they cannot risk their "hard-care" reputations by making mistakes in public. The students who claim that they are bored that the lesson is too easy are quite often afraid that they cannot do the work either. Perhaps, a few of those students are self-destructive. Students try when they believe they can succeed. On the other hand, if they believe they will fail, they will refuse to try. You can help your students develop self-confidence and faith in their ability to learn by allowing them to make mistakes. Von Oceh explains: "Most people consider success and failure as opposites but they are actually both products of the same process. The same energy which generates good creative ideas also produces errors." He goes on to discuss ways to use errors as stepping stones to success and how to use negative feedback in a positive manner.

Treat students as individual learners

The idea of learning styles emerged from a desire to see each student as an individual. The irony is that learning style theories lump people into categories (that are not even real!) and remove their individuality.

A good teacher embraces the idea that each student is an individual with various experiences, different levels of knowledge about the topic, and a unique perspective of the world (http://greatonlineteaching.com).

Treating students as individual learners instead of comparing them to others may stimulate their motivation toward education in a positive way. People may learn in different ways, at different rates of speed, and everyone has the ability to learn. Many parents may compare their own children with their friends', without giving room for differences in mental and physical development, individual interest and varying levels of natural ability. By treating students as individual learners, a teacher's perception of a student as a talented individual may become a lifeline that may help him survive the difficulties during the school years as well as throughout the life.

Vary your teaching style

Every teacher has his/her own style of teaching. In addition, as traditional teaching styles evolve with the advent of differentiated instruction, more and more teachers are adjusting their approach depending on their students' learning needs.

The use of different teaching styles started in the beginning of the twentieth century. This was due to the amount of research being poured into different learning methods. Once we understood that everybody learns differently, it became obvious that there need to be different teaching styles to accommodate the learning styles.

Different teaching styles are necessary because the students need to be able to learn what the teacher is teaching. However, the choice of teaching styles used can also depend on the school mission statement, the classroom demographics, the educational philosophy of the teacher, and most importantly, the subject area (https://blog.cognifit.com).

Varying the teaching style may help students and change the monotonous atmosphere in the classroom. Each student may have an individual learning preference. Therefore, one of the teaching methods may coincide with some students. Visual aids may help students who are kinaesthetic learners or visual learners. A teacher should find a new way to explain the concept or skill instead of simply repeating the previous instruction. Asking students for suggestions may help the teacher find a new method of explaining the concept. Changing teaching methods or using concrete maps or graphs or examples may help the conscientious students when they cannot grasp new concepts.

Self-motivation

Self-motivation is defined as staying motivated by one's own interest. One should be a self-motivated person, as self-motivation is the key to living a satisfying life. Self-motivation plays a vital role in one's own life, as it enables one to make self-assessment as often as one can. The process of self-assessment discloses one's strengths and weakness by which one can increase strength and strive to overcome weakness. In this way, self-motivation leads to the desired success in life.

Self-motivation states a will to learn. All effective learning is a desire on the part of the learner for knowledge and understanding. The speed and efficiency in learning are closely related with the aspiration and the will to learn. Knowledge of results, high aspiration and clear goals are important especially if the student is encouraged to set his own goals and seek superior remote goals.

Steps to self-motivation: (1) Write down your goals and focus on those goals; (2) Motivate yourself to reach those goals; (3) Identify and measure specific behaviours needed to reach your goals; (4) Arrange your environment to facilitate study, find a quiet place to study; (5) Monitor your self-messages, when you hear a negative self-statement, try telling yourself to stop. Never say, "There is no way that İ can pass this exam;" (6) Accept responsibility for your behaviour; (7) Avoid extreme anxiety, it is irrational. Of course, the anxiety is not really avoided. It may also reinforce your success if you want it to. You are much more likely to succeed if you tell yourself that you can.

CONCLUSION

All these suggestions may or should create motivation in the classroom. If a student has the desire to learn, it may imply at some point in time that the student is receptive to learning. A student may be motivated to learn by an idea, emotion or physical need. If a student does not want to learn, it is unlikely that learning will occur. Sometimes physical motives may stimulate a person or student to learn. Student's beliefs and behaviours might be major target of teaching and at the same time, they affect the probability that change will occur. İt is common sense that motivation is largely a product of learners' learning experiences. Learner's belief can be powerful motivators and they may be influenced by families and teachers. A student should believe that whoever studies hard can succeed. However, motivation may be the only key to obtain good grades and to prevent failure. İn this work we made different definitions appear generally to have three common dominators that may be said to characterize the phenomenon of motivation. That is, when we discuss motivation we are primarily concerned with: (1) What energizes human behaviour. (2) What directs or channels such behaviour. (3) How this behaviour is maintained or sustained. We are also concerned with motivation in teaching and self-motivation. Each of the term represents an important factor in our understanding of motivation. Education may often involve changing attitudes and values that are not altered by simple teaching of facts. Therefore, the teacher should give attention to ideas or beliefs that motivate a person to learn and should apply the motivation factor to the teaching plan.

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