**Introduction**

Digging deeply in history, we find that motivation is a notion that existed centuries ago, and that was and still is at the heart of all human learning. The complexity of this notion made educators see motivation from a rather different perspective than others do. As a result to this, much ink was spilled and many theories have seen the light. In this presentation we touch upon motivation and its kinds in general, the various range of theories that scholars put forward to explain the intricacy of this component and its vital importance in learning.

**1. What is Motivation?**

Scholars, over the globe, showed great deal of interest to understand the complexity of motivation. Myriad definitions were put forward, yet all meet in one point; motivation is:what gets you going, keeps you going, and determines where you’re going to go. (Slavin, 2003)

Gardner and Lambert (1972) define motivation as a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

In other words, motivation is the drive that helps one meet his/her desired goals. Motivation, indeed, is fundamental in learning in the sense that it controls the students’ behaviour; it serves as an evidence for teachers to interpret how much students are willing to learn.

This in turn leads to the question: who is a motivated student?

Being a motivated student does not mean you are always excited to complete your studies, but it does mean you will complete the tasks set for you even when assignments or practices are difficult or not. (Gardner and Lambert, 1972)

Motivation is dependent on the student; therefore a distinction is made between positive and negative motivations. Gardner’s positive motivation is a response which includes enjoyment and optimism about the tasks that you are involved in. He also assumes that negative motivation involves undertaking tasks because there will be undesirable outcomes, e.g. failing a subject, if tasks are not completed.

Almost all students will experience positive and negative motivations at different times during their life at university or wherever.

What seems to work best for most people is to understand that both positive and negative motivations are useful and that sometimes students will need to search for motivation.

Various studies have found that motivation is strongly related to language learning (e.g. Gardner and Lambert, 1972; Gardner, 1980). The question then needs to be asked: does success in language learning breed its own motivation (Burstall et al., 1974; Khan, 1991) or does previous motivation leadto success? Or both? Another question for which there is no conclusive research-based evidence is whether motivation is more, or less, important than a natural aptitude for learning (languages), though at least one well-known study (Naiman et al., 1978) tends towards the claim that motivation is ultimately more important.

The significant message of research in this area for teachers is the sheer importance of the factor of learner motivation in successful language learning. Other questions raised in the above paragraph are arguably academic. The uncertainty as to which comes first, motivation or success, does not entail any particular problems for teaching: it simply means that among other things we do to increase our students' motivation, strategies to increase the likelihood of success in learning activities should have high priority. And as to the question whether motivation is more or less important than language aptitude: motivation is not measurable, and even language aptitude is apparently much more difficult to assess than was once thought, so that the question is probably unanswerable. In any case, perhaps it was not a very helpful one in the first place: our job is to do all we can to encourage the development of ability and enhance motivation, on the understanding that each will contribute to the other.

**2. Characteristics of motivated learners:**

The authors of a classic study of successful language learning (Naiman et al., 1978) came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation. Some of these are:

**2.1**. **Positive task-orientation**: The learner is willing to tackle tasks and challenges, and has confidence in his or her success.

**2.2.Ego-involvement:** The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

**2.3.Need for achievement:** The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

**2.4.High aspirations**: The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

**2.5.Goal orientation:** The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

**2.6.Perseverance:** The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

**2.7.Tolerance of ambiguity**: The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

Various other personality traits have been studied, such as field-dependence or independence, empathy, introversion or extraversion, but results have been less conclusive.

**3. Different kinds of motivation:**

**3.1. Integrative and instrumental motivation:**

A distinction has been made in the literature between 'integrative' and 'instrumental' motivation: the desire to identify with and integrate into the target-language culture, contrasted with the wish to learn the language for purposes of study or career promotion. Gardner and Lambert (1972) introduced these concepts and claimed that integrative motivation was more influential among learners of French in Canada; but research since has cast doubt on the application of this claim to foreign language learners in general. In any case, at least one other study (Burstall et al., 1974) has indicated that it may be impossible in practice to distinguish between the two.

**3.2. Intrinsic and extrinsic motivation:**

Another distinction, perhaps more useful for teachers, is that between 'intrinsic' motivation (the urge to engage in the learning activity for its own sake) and 'extrinsic' (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence. Intrinsic motivation is in its turnassociated with what has been termed 'cognitive drive'- the urge to learn for itsown sake, which is very typical of young children and tends to deteriorate withage.

**3.3. Global, situational and task motivation:**

A third distinction which has been made (Brown, 1987) is that between 'global', 'situational' and 'task' motivation: the first is the overall orientation of the learner towards the learning of the foreign language; the second has to do with the context of learning (classroom, total environment); and the third with the way the learner approaches the specific task in hand. As regards situation:for our purposes, we assume it is the classroom, but the other two may vary and be influenced by teacher’s action. Global motivation may seem mainly determined by previous education and a multitude of social factors, but it is also affected by the teacher's own attitudes conveyed either unconsciously or through explicit information and persuasion. And the third is probably where most of our effort is invested in practice: in making the task in hand as attractive as possible, and in encouraging our students to engage in it, invest effort and succeed.

**5. How can motivation be enhanced?**

**5.1. Extrinsic motivation:**

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Many sources of extrinsic motivation are inaccessible to the influenceof the teacher: for example, the desire of students to please some other authority figure such as parents, their wish to succeed in an external exam, or peer-group influences. However, other sources are certainly affected by teacher action. Here are some of them.

**5.1.1. Success and its rewards:**

This is perhaps the single most important feature in raising extrinsic motivation.Learners who have succeeded in past tasks will be more willing to engage withthe next one, more confident in their chances of succeeding, and more likely topersevere in their efforts.It is important to note that 'success' in this context is not necessarily the same as 'getting the answers right'- though sometimes it may be. Further criteria may be the sheer amount of language produced or understood, the investment of effort and care, the degree of progress since a previous performance. All these need to be recognized by the teacher as 'successes' for which the learner can and should take credit.

The teacher's most important function here is simply to make sure that learners are aware of their own success: the message can be conveyed by a nod, a tick, even significant lack of response. But a sense of pride and satisfaction may of course be enhanced by explicit praise or approval, or by its expression in quantitative grades -particularly for young, inexperienced or unconfident learners. The only potential problem with these explicit markers of success is the danger that if over-used learners may become dependent on them: they may lose confidence in their ability to recognize success on their own, and see lack of teacher approval as casting doubt on it, or even as disapproval.

The key, then, is the learners' own awareness of successful performance, however this is attained: the more confident they become and the more able torecognize such success on their own, the less they will need explicit support from someone else.

**5.1.2. Failure and its penalties:**

Failure, too, is not just a matter of wrong answers; learners should be aware that they are failing if they have done significantly less than they could have, if they are making unsatisfactory progress, or not taking care.

Failure in any sense is generally regarded as something to be avoided, just as success is something to be sought. But this should not be taken too far. For one thing, success loses its sweetness if it is too easily attained and if there is no realpossibility or experience of failure. For another, it is inevitable that there will beoccasional failures in any normal learning experience, and they are nothing tobe ashamed of; good learners recognize this, take setbacks in their stride, andlook for ways to exploit them in order to succeed next time.

As with success, it is in principle part of the teacher's job to make learners aware of when they are failing. Having said this, however, there is certainly a danger that constant awareness of shortcomings may lower learners' motivation and demoralize them, particularly those whose self-image and confidence are shaky to start with. There may be cases where you may prefer to ignore or play down a failure; and success can be made more likely by judicious selection of tasks, and by setting the (minimum) standard of success at a clearly achievable level.

**5.1.3. Authoritative demands:**

Learners are often motivated by teacher pressure: they may be willing to invest effort in tasks simply because you have told them to, recognizing your authorityand right to make this demand, and trusting your judgement. Younger learnerson the whole need the exercise of such authority more, adults less: but even adults prefer to be faced with a clear demand such as 'I want you to do this assignment by Friday' than a low-key request like: 'Do what you can, and giveit to me whenever you finish.'

Authoritative demands can be, of course, over-used or misused: if learners only do things because they are obeying commands, without any awareness of objectives and results or involvement in decisions, they are unlikely to developpersonal responsibility for their own learning or long-term motivation to continue. On the other hand an over-emphasis on learner freedom and autonomy and corresponding lack of authoritative demand by the teacher can lead to noticeable lowering of effort and achievement, and often, paradoxically, to learner dissatisfaction. Teachers have, surely, a duty to use their authority to 'push' their students- particularly the younger ones - beyond what they might be willing to do on their own, towards what Vygotsky (1962) called their 'zone of proximal development' - the next stage in achievement - which can only be attained by a learner with the support and help of a teacher.

**5.1.4. Tests**

The motivating power of tests appears clear: learners who know they are goingto be tested on specific material next week will normally be more motivated tostudy it carefully than if they had simply been told to learn it. Again, this is a useful incentive, provided there is not too much stress attached, and provided itis not used too often.

**5.1.5. Competition**

Learners will often be motivated to give of their best not for the sake of thelearning itself but in order to beat their opponents in a competition.

Individual competition can be stressful for people who find losing humiliating, or are not very good at the language and therefore likely consistently to lose in contests based on (linguistic) knowledge; and if overused, it eventually affects negatively learners' willingness to cooperate and help each other. If, however, the competition is taken not too seriously, and if scores are at least partly a result of chance, so that anyone might win, positive motivational aspects are enhanced and stress lowered. Group contests tend on the whole to get better results than individual ones, in my experience: they are more enjoyable, less tense and equally motivating.

**5.2. Intrinsic motivation and interest**

Global intrinsic motivation - the generalized desire to invest effort in the learning for its own sake - is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and its cultural, political and ethnic associations. However, you can certainly help to foster these attitudes by making it clear that you share them, orby giving further interesting and attractive information about the language andits background.

Such global motivation is important when the course is beginning, and as general underlying orientation during it; but for real-time classroom learning amore significant factor is whether the task in hand is seen as interesting. It is inthe arousing of interest, perhaps, that teachers invest most effort, and get mostimmediate and noticeable pay-off in terms of learner motivation.

**WAYS OF AROUSING INTEREST IN TASKS**

**5.2.1. Clear goals**

Learners should be aware of the objectives of the task- both language-learning and content. For example, a guessing-game may have the language-learning goal of practising questions, and the content goal of guessing answers.

**5.2.2. Varied topics and tasks**

Topics and tasks should be selected carefully to be as interesting as possible; but few single types can interest everyone, so there should be a wide range of different ones over time.

**5.2.3. Visuals**

It is important for learners to have something to look at that is eye-catching andrelevant to the task in hand (see Wright and Haleem, 1991).

**5.2.4. Tension and challenge: games**

Game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules. The introduction of such rules (an arbitrary time limit, for example) can add spice to almost any goal-oriented task.

**5.2.5. Entertainment**

Entertainment produces enjoyment, which in its turn adds motivation. Entertainment can be teacher-produced (jokes, stories, perhaps songs, dramatic presentations) or recorded (movies, video clips, television documentaries).

**5.2.6. Play-acting**

Role play and simulations that use the imagination and take learners out of themselves can be excellent; though some people are inhibited and may find such activities intimidating at first.

**5.2.7. Information gap**

A particularly interesting type of task is that based on the need to understand or transmit information- finding out what is in a partner's picture, for example. Avariation on this is the opinion gap where participants exchange views on a given issue.

**5.2.8. Personalization**

Learners are more likely to be interested in tasks that have to do with them themselves: their own or each other's opinions, tastes, experiences, suggestions.

**5.2.9. Open-ended cues**

A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer: participants' contributions areunpredictable, and are more likely to be interesting, original or humorous.

* **Motivation from Different PsychologicalPrespectives**

Motivation is viewed differently among different perspectives.

* **The Behavioral Perspective**

For behaviorists, motivation is simply a product of effective contingent reinforcement. So, they emphasize the use of extrinsic reinforcement to stimulate students’ task engagement. The reinforcement can take the form of praise, or a smile…etc.

According to Brody:

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* **The Cognitive Perspective**

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* **Social Learning Perspective**
* ***1-Self-efficacy:*(**Bandura, 1986, 1997) it highlights the belief that a particular action is possible and that the individual can accomplish it. =>judging one's own ability and competence.
* ***2- Self-regulation:* (**Bandura, 1986,1997) it highlights the establishment of goals, the development of a plan to attain those goals, the commitment to implement that plan, the actual implementation of the plan, and subsequent actions of reflection and modification or redirection.
* Thus, Krausearguedthat:

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* **Humanistic Perspective**

The humanist theory of motivation is interesting because it is not only linked to achievement and education, but also has implications for students’ welfare and well-being through its concern with basic needs. It stresses on students’ capacity for personal growth, freedom to choose their destiny and positive qualities.

**Conclusion:**

The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant. As well as more productive: hence the importance of the topic for teachers. This presentation reviewed, necessarily briefly, various interesting theoretical aspects of the topic of learner motivation.

It has been also explained that motivation can take two forms; intrinsic motivation (the desire to achieve comes from within) and extrinsic motivation (individuals perform some tasks anticipating for an external reward). In addition to that, we shed some light on the distinction made between instrumental orientations (individuals‟ desire for achieving academic goals) and integrative orientations (the individuals‟ desire to integrate into the second language culture) and global, situational and task motivation.

In a few words, it has been hinted, in this presentation, at the different theories of motivation in relation to the various schools of thought; the behaviourists who viewed motivation in terms of reinforcement, the cognitivists who believed that motivation has to do with decisions that individuals make about their own deeds, and the humanists who perceived motivation in terms of needs to be satisfied. Not surprisingly, all the theories are different from one another, yet they all agree that motivation is the heart of all human learning.

We ended with some examples of implementations in language classes; teachers should enhance intrinsic motivation through arousing interest in learners. Teachers should, also, maintain extrinsic motivation.