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The three aspects of motivation for better command of language learning: A comparative study

Abstract

This study involves the three aspects of motivation for language learning of the university students as follows; psychological, situational, and pedagogical. The qualitative and comparative approaches were utilized through using secondary data in order to clarify the study overall.

The results demonstrated that the three dimensions of motivation are essential for both motivating the language students and making them reach the fruitful outcome during the learning process of language. Especially, pedagogical aspect was considered as important factor for better command of language. Because, language is functional that is tied up with the university students' careers.

In the present study, the limitation was that just secondary data and personal experiences were used. But the researcher did not make any questionnaires and interviews. For further study, the questionnaires and interviews are likely useful for more reliable results in any possible study.

This study revealed that university students who learn different languages are more motivated, if the lecturer knows the correct pedagogy for language learners at the university. Actually, the university students are influenced directly and/or indirectly of the pedagogical approaches of the lecturers in language learning process.

As a result, lecturers need to know how to use right pedagogy in language teaching with the help of knowing students' expectation from the particular language, for it motivates the students for better command of the language.

Keywords: *Aspect, Motivation, Pedagogy, Pedagogical, Psychological, Situational, Language Learning, University Students*

1-Introduction

Learning requires some important elements such as; self-direction and learning environment that affect considerably the whole learning stages. Also, motivation appears essential for all stages of learning. Learning happens in an organized environment to some extent, if those elements are taken into account thoroughly.

First of all, the enthusiasm plays important role, since the teacher needs to find out effective reasons for teaching the learning materials. He can teach the learning materials, if the students have enthusiasm towards learning items. Therefore, teacher knows how to develop the enthusiasm for learning materials overall.

Secondly, the empowering the enthusiasm plays a significant role, since the teacher needs to feed the enthusiasm with the help of motivation through not only delivering relevant instruction, but also examples relevant to students' interests and needs for their future. Therefore, motivation is necessary during learning process for fruitful outcomes.

Moreover, for continuous motivation in the class, teacher knows how to keep motivation up during learning process with the aid of encouragement, since the encouragement increases the participation of the students for better learning. And, the participation occurs after repeated questions and responses in learning environment. Therefore, the teacher knows the knack of using a bit humor, some relevant stories, and interesting examples for increasing students' motivation in a mediocre fashion.

Later on, the teacher knows that the students are likely to learn the learning materials, if they know how to take responsibility for learning. In case, they do not take responsibilities, they cannot demonstrate continuous motivation. Actually, the responsibility helps them positively in case of failures and difficulties in the learning process.

As a matter of fact, students can develop their self-direction through getting involved in learning activities, for they find a scope for improving their abilities in the learning. For that reason, the teacher creates an environment for the students in order to promote their abilities. Actually, self-direction makes the student more confident and responsible for overall learning process.

As a last, the teacher needs to develop strategies for improving self-direction of the students with the aid of relevance, attention, and

interest in order to make the students get involved in the learning process continuously. Since self-direction appears an important element to overcome any possible difficulties and inabilities in the learning overall. Teacher` role is important for finding due strategies and putting into practice in learning environment.

2- Literature Review

Motivation requires personal goals, because "It should answer the who, what, when, where, why, and how of the expectations of the goal. Specificity and measurability provide an external referent (such as time, space, increment, etc.) to gauge progress, whereas vague "do better" goals are ambiguous and often have little effect on motivation". (Skattebo, J. M. H. A. 2015).

During learning process, the students need continuous motivation for positive outcome. But the student must accept the goal and that is needed to be doable and realistic as well. According to (Skattebo, J. M. H. A. 2015) "before a goal can be motivating to an individual, one must accept the goal. Accepting a goal is the first step in creating motivation". Then, the students ask themselves their whys and their goals in order to head towards their goals to achieve them. Also, they consider the action plan for reaching the aimed goals.

Therefore, the students need exercise of control, since "Students' self-efficacy beliefs are correlated with other motivation constructs and with students' academic performances and achievement" In order to manage and implement their thoughts, feelings, motivation, and actions. (Pajares, F. 1997). Actually, it is necessary for the "students with a sense of agency to motivate their learning through use of such self-regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy." (Zimmerman, B. J. 2000. p.82-89).

Apart from that, some aspects of motivation affect the learning environment as well. First of all "Various conditions of stress and psychological strain can affect individuals' ability to be productive". Since "stress had strong, direct effects on individuals' strain and satisfaction" Also, "psychological stress has been identified as a potential problem for all professions, including students. (Cole, M. S. et., al. 2004, p-64).

Secondly, "Situational motivation refers to the motivation one experiences while engaging in a particular activity, the "here and now"

of motivation" and "individuals need to feel competent, connected, and self-determined within" learning "environments. Motivated behavior within this framework is underpinned by the innate psychological needs of competence, autonomy, and relatedness". (Standage, M., et., al. 2003. P. 20).

Thirdly, "Pedagogy is the science of teaching, of instruction, of training. It answers the question of how people learn effectively". For that reason, "to teach – or train – effectively we must understand how people learn effectively. This understanding then informs the way and ways we present, communicate and offer information, knowledge, concepts, ideas and even practical skills". (Sale, J. 2011). We need to have three aspects of motivation for better understanding of pedagogy in learning environment.

3- Discussion

3.1- Psychological aspects of motivation in learning environment

"Motivation is a psychological feature that induces an organism to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a driving force; a psychological one that compels or reinforces an action toward a desired goal". (Kelechi, N. G. 2011). For instance, thirst is a reason for motivation which causes a desire to drink. Therefore, psychological reason causes an action. Here, the relationship between learning motivation and learning outcomes appear important for better results.

On the one hand, we cannot forget the pressures in academic outcomes and learning motivation for many language learners, also hardiness from the particular students is required for obtaining positive learning outcomes. On the other hand, "students' hardiness is expected to moderate the relationships between motivation to learn" "and students' reactions to the classroom and instructor". Therefore, "learning motivation and hardiness will interact to predict students' affective reactions". (Cole, M. S. et., al. 2004, p. 65-67).

Apart from that if the particular students have poor academic performance, it contributes to depression among those language learners and naturally those depressed students demonstrate less capability for obtaining positive outcomes "and managing the resources that promote effective learning, including the management of their time, and their motivation and effort expended on tasks", also

language learners "are not equally motivated, and, therefore, less-motivated students are likely to view academic demands and the associated tasks of learning class material as stressful events", and "motivated and psychologically hardy students could be expected to evaluate their learning experiences more positively than other students". (Cole, M. S. et., al. 2004, p-69).

3.2- Situational aspects of motivation in learning environment

In learning process, "the most self-determined type of motivation is termed intrinsic motivation and refers to behaviors engaged in for the pleasure and satisfaction one derives from direct participation" and "self-determined type of motivation is called a motivation and can occur when an individual does not perceive contingencies between his or her behavior and subsequent outcomes (e.g., "I participate in sport but I'm not sure it's worth it"), lacks competence, or places no value on an activity", on the other hand, "autonomous behaviors that occur when individuals come to value a certain activity as important to their personal goals (e.g., "I participate in exercise for my own good)". (Standage, M., et., al. 2003. P. 20-22).

On the one hand, the "intrinsic motivation refers to fully self-regulated behaviors that are performed for the activity's sake without external contingencies (e.g., interest or pleasure)" and in relation to it, "individuals must feel that their basic psychological needs for autonomy, competence and relatedness are satisfied to become intrinsically motivated". Because, the "self-determined, or intrinsic, motivation can be affected by factors in the context that may influence satisfaction of competence, autonomy, and relatedness needs". Therefore, "students' perceptions of an autonomy-supportive learning climate positively predicted autonomy, competence and relatedness need satisfaction, which in turn related to more self-determined motivation for participation in" learning activity. (Erwin, H. E., et., al. 2013. P. 322-323).

Moreover; the "participation in activities that an individual chooses to freely engage in (e.g., intrinsic motivation and identified regulation) relates to positive behavioral, cognitive, and affective experiences" and also, "the intrinsic, or self-determined, motivation of students increases in autonomy-supportive environments, particularly those where individuals are given choices in selecting specific learning activities". (Erwin, H. E., et., al. 2013. P. 323).

3.3- Pedagogical aspects of motivation in learning environment

Firstly, "some motivators, those relating to control, wealth and expertise, are predominantly about thinking. And this is obvious (if you think about it!): exercising control, creating wealth and developing expertise all have in common a planning element to them". (Sale, J. 2011). We observe them in learning environment.

Secondly, "three other motivators are highly geared to feeling. These reflect the needs for security, belonging and recognition. Security is something that fundamentally we can only achieve through relationships; belonging is equally about relationships with others", and recognition is related to other people and positive relationships with those people. (Sale, J. 2011).

Thirdly, "three motivators are related to knowing, which is intuitive and direct, rather than being logical and considered like thinking. These motivators are creativity, freedom and meaning. These motivators are at the peak of Maslow's Hierarchy - they are self-actualization motivators".

(Sale, J. 2011). Therefore, "thus classroom strategies need to reflect on how a balance of all three can be achieved; and better still, if the classroom and individuals can be profiled, then to weight the balance towards the dominant one or two tendencies", it is definitely clear that "an appropriate pedagogy for classroom strategies is essential" as well. (Sale, J. 2011).

4- Methodology

In this study, descriptive qualitative research method was used to identify and clarify the importance of three aspects of motivation for better command of language learning in order to better understand those aspects in motivation.

5- Conclusion

As a matter of fact, the motivation of the students does not go on constantly, for the external drives seem to be insufficient and then the particular students can get bored accordingly. Thus, for constant achievement and better performance of the students in learning a particular foreign language, each of the aspect of motivation is needed for positive outcomes.

The three aspects of motivation are psychological, situational and pedagogical. They play a significant role for making the particular students show higher performance in terms of learning a foreign language. When three of them are compared, it is required to make a suitable distribution of motivation. Therefore, we need to know which motivational aspect comes first and directs the other aspects, since continuous motivation and performance seem to be a must for positive outcomes.

Eventually, an appropriate pedagogy might direct all the aspects of the motivation in learning process, because, firstly, "an appropriate pedagogy for classroom strategies is essential" (Sale, J. 2011). It can be said that, pedagogy directs situational aspects. Secondly, communicative pedagogy might affect one after another, since "motivation in communicative approaches satisfies students' psychological needs." as well. (Luo. L. 2013. P. 31). It shows that, pedagogical aspect takes the consolidative role for all the aspects of motivation.

Lastly, as (Coskun, L. 2014. P.151) states that motivation is related to interactions that occur between teachers and students. In this regard a communicative pedagogy functions in order to: "encourage students to speak their own thoughts in control of their actions", "foster students' sense of autonomy", "feel confident in their abilities", "promote students' sense of competence", "spur students to work as a team to complete a task" and "give students a sense of relatedness." (Luo. L. 2013. P. 30). That's why; a communicative pedagogy might be a functional option for teaching a particular foreign language.

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