

Teaching and Learning Motivation

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Abstract

The paper "Teaching and learning motivation" is a professional attempt to communicate to the interested groups/stakeholders and mainly to the teachers the theoretical interpretations, techniques and activities related to the learning motivation. This paper exposes the various forms of motivation. They are considered from different viewpoints like biological ones, instinctive, rationalist, humanist etc. It is aimed to provide a general panorama, carefully selected by west well-known psychologists and pedagogues of the area, who belong to different space and time educational culture. On the other side it is of great importance for this paper the presentation and treatment of principles and techniques of motivation in the classroom closely related to the pupils' learning activities and experiences as well as those related to the specifics of pupils with learning difficulties. This paper conveys the consolidated viewpoint that motivation should be a natural, active and effective process that stimulates learning and provides a comfortable wellbeing to each pupil. The author, by carefully reviewing and processing the respective literature, by the findings collected during his long term educational experience has provided data and observations deriving from various analyses of the teaching periods/hours; from discussions with teachers of the different cycles and profiles, thus concluding to ideas, techniques and best practices on the motivation processes that would really stimulate the class learning.

Key words: viewpoint, learning, pupil with learning difficulties, motivation, motivation techniques.

Theoretical Viewpoint about Motivation

In the contemporary psychological and pedagogical literature and in the daily practice of different European countries we often come across the concept motive, motivation that mostly effect the pupil's learning. Almost everywhere, these concepts are put or being put to the foundations of theory and practice of present day learning and to the technologies and new methodologies. Such a phenomenon has been observed to the new psychology and pedagogy work that have been published and are being published under the overall developments that are made in the field of school education, the structure of the content and the methodology.

It is now a known fact that in different times various countries motives, motivations and motivating are defined, interpreted and evaluated by different theoretical philosophical, scientific, psychological and pedagogical perspectives. Despite the differences in these ways, they basically, everywhere, always and forever are evaluated and treated as basic biological, psychological and social components of human life environment with the positive or negative effects on the formation and the transformation of his behavior.

In this broad sense motives, motivations and motivating incentives have points in common, but both features are also distinguished for their respective peculiarities. Thus, the motives represent the energy, the power of the main inner incentive strength, propulsion, mobilizing and driving force that cause the actions of the individual and govern him to keep attitudes to take concrete action to achieve his goals, objectives / results of certain interests. While motivation is the process of recovery of motives, that increase the intensity of their actions influenced by others through various incentives, motivations represent an entirely separate explanation for the causes of the activity of certain human behaviors. For motivations as well as the motives and motivating incentives there exist views and theories, like the biological, instinct, rational, free will etc..

In the viewpoint of biological theories, whose main representative is William James (1890), the versatile individual activity has to do with its innate biological needs like hunger, thirst, sleep, etc. From the same viewpoint it is treated the human activity and its driving bases by the instinctive views. According to them, the individual's overall activity is reduced only to instinct. Mac Dugali is one of the most renowned representatives of these views calls instincts as the ultimate cause of all human activity. A unique biological explanation gives to the human activity causes the founder of psychoanalysis Sigmund Freud, under which, the instinct in order to preserve the type (Eros), and the instinct of death and destruction (Tanatos), and war between them constitute the deepest source and essence of human activity.

At the core of the above theories views (biological and instinctive) there stay the inner impulses, direction, intensity and their sustainability, as the basis of the birth of the need for promotion of the cultivation of human activity motives and behavior. (Terry Pettyjohn, 1994). For theorists who greatly appreciate the "incentives", all external triggers called "incentives" lead the individual toward the goals. The incentives can be positive or negative. For example, even if we eat a wonderful dessert (incentives), it causes us to eat again. We are motivated to expect positive impulses also motivated to avoid negative incentives. Between impulses and incentives there are differences, they are unaccustomed, biological and cyclical, while the incentives are created by external factors and are learned.

The theories that are based on the "level of incitement", whose main representatives is Donald Heb (1955), claim that in order to understand human behavior, we need to study how he himself regulates the incitement/stimulus level. Incitement/stimulus treats levels from low levels (e.g. while asleep) up to very high levels (over the very strong emotions). Behavior changes when moving the incitement/stimulus level. According to this theory people sometimes increase and sometimes decrease incitement/ incentive/stimulus. When we are upset we seek life and can go to an amusement park or chats with friends. When we are over stimulated/over incited we seek to find peace, tranquility so we try to rest to reduce the level of incitement/ incentive/stimulus.

Humanistic views, with their main representatives the psychologist Abraham Maslow say that any motivation theory should see it in the hierarchy of needs, which are closely related to human development from birth to death, according to the stages and levels of the pyramid of needs. In contrast to the views of the various theories of motivation, views and rationalist theories explain human activity based on the rule of human reason, which is opposed to instinctive activity. Individual rational activity makes him subject of the role and power of instincts, not properly assess and blur the role of thinking, and the forms of its activity in the daily routine.

Furthermore, the cognitive views emphasis on perceptual skills and mental qualities of people. Cognitive theory was proposed by psychologist Tolman (1932), stating that certain human behaviors are products of his perception and thinking. They lead to the achievement of certain goals. Thus is the case where we have to choose between studying for an exam or going to the movies. If passing grade is preferable, because it has great value and because maybe you need a good grade exam, then maybe you could do a long learning day to study and not go to the cinema.

So, obviously, there are various understanding, views and different theories about the meaning of the definition of concepts motive, motivating incentives motivations. They have recorded over the decades the experience effects, the excitors, the reasons, the inner human situations and outside ones, which push him to perform and carry out appropriate targets and prepared projects. Meanings, views and theories that we presented above are not mutually exclusive, but, in the process of their implementation they find intertwined and integrated together. In particular it is prominently highlighted in teaching and learning process at different levels of schooling.

What does motivation present in the teaching process?

It is worth mentioning that in the process of teaching and learning motives, motivating incentives and motivations, are fundamental components of pedagogical and psychological activity which includes pupils, teachers, family, their relationship and attitudes to learning, especially with goals, targets and objectives, as well as content, technology and methodologies, without leaving aside the learning environment at all levels of education (JWV Zanden, 1993).

On the other hand, in the learning process, motives, motivating incentives and motivations are directly related to the three elements, such as: *the physical and emotional environment* of the classroom and the school, which means turning it to a "nice house", as stated by the Italian humanist professor Vitorino Feltre, secondly, *by meeting the needs of pupils*, regardless of cultural diversity they represent and thirdly *they are related to instructional time*, where the teacher displays all the "magic" of his motivation. He has really planned an educational format for the development of the class, but inside it has a special psychological composition, which raises significant interest to attract more the pupil's learning.

2. Difficult Pupils

Learning in many ways and interpretations, at times, is presented as a naturally integrated part into the flow of life since the very conception of the human, at birth and its growth until to the end of life. In this sense, learning is facing and will continue to face a whole set of natural difficulties represented by people of different ages and levels of cultures, social

status, economic, social, family and school environments, etc., which in past times and today are conceived in different ways, thus creating professional various opinions and attitudes and sometimes contradictory to each other. It is recognized that the learning process of the individual, no matter how successful it has been, has demonstrated and has faced with various difficulties in the individual life.

The term "difficulty" in this sense has often been used especially during the last two decades, as it relates to the set of difficulties arising in the process of lifelong learning of the human individuals (Mel Levine 1999). This is because for several decades in succession, the physical and mental defects has been treated in such a special way, as the only elements related to the difficulties of people in life, thus isolating this individuals in special environments for further development. Because the school is the main institution, but not the only one, today, the ruling idea that prevails is to stimulate learning of all people who exhibit not only mental and physical difficulties but also normal children who can't read, write or do not achieve the objectives / outcomes of learning, competence, etc., in normal schools.

The idea of including children with mental and physical difficulties together with other normal children has shocked the views and definitions about learning, but this idea is becoming increasingly more accepted and dominant in prospecting.

II.1. Learning difficulties, their types and classification

Almost all the literature of tradition, but especially in the contemporary one, we find similar definitions (A. Pollard & S. Tann, 1993), related to specific aspects of basic learning difficulties. Their first classification relates to the origin of the difficulties identified during the observation and study of children in the first steps of learning. As such this classification is:

1. Born mental and physical difficulties.
2. The difficulties encountered in the process of learning to life.

Pupils, in their efforts to cope with the load, and to achieve the objectives of the curriculum, so naturally face with **problems**, **delays** in the process, **blocks** and occasional **setbacks**, which are conditioned by the difficulties of the conception and implementation of the curriculum (Anderman & Midgley, 1998), as well as the functioning of the school as a whole, which originates from the following:

- *Curricular load set on curricular areas of different subjects.*
- *Learning objectives/high results, sometimes unattainable by most pupils.*
- *Lack of a constant motivation to engage pupils in learning willingly.*
- *Use of an inappropriate methodology consistent with the psychological age peculiarities.*
- *Using an inhibiting evaluation, which determines only levels and results, but that does not stimulate and encourage pupils to create sustainable capabilities.*
- *Lack of proper assistance in this process provided by parents or other interested parties to contribute to teaching.*

What difficulties do children naturally exhibit while in the learning process?

Generally speaking they are vast, but we can classify as difficulties related to:

- a) Memorizing
- b) Verbal use of language
- c) Written language
- d) Attention
- e) Motor skills of children (motile)
- f) Other difficulties arising and created by coping with the load and the pressure of school subjects
- g) Deficiency of styles and methodologies and techniques to learn concepts, to solve tasks and other demands of the curriculum

If you ask the teachers of different levels and subjects, about the biggest difficulties they face in teaching and pupil learning most would answer: "To try to teach uninterested pupils, or to try to draw their attention to learn". On the other hand, if you ask pupils about the learning process, many of them responded that: "The lesson is boring, tedious, the books often are loaded with theory that they are not able to put into practice the knowledge taken, that teachers underestimate, do not

understand, do not have confidence in their abilities", etc. All these opinions seem to have symptoms of the methods of teaching used by teachers, motivating little or no learning at all.

Both, teachers and parents appreciate the motivation as an important factor of teaching; especially for long-term contribution it has regard to the learning process of the child and his own evaluation (Stipek, 1988). In schools, children who have a high level of motivation are easy to identify, but unfortunately, hard to find. These pupils are enthusiastic, interested, involved and curious. They try hard, are persistent, and actively cope with the challenges of learning offers. These children stay in school and willingly learn more, have high appreciation of themselves and more likely to continue their education at higher levels (Skinner & Belmont, 1993).

3. How are Pupils Motivated?

Motivating pupils to learn is one of the daily challenges for teachers, whether beginners or experienced in teaching. Pupils come to school, may or may not be prepared, and expect the teacher to teach them and learn new knowledge and insights. But without motivation, learning is an unattainable goal (Newby, 1991). Without motivation, learning becomes just a painstaking amount of time and tedious not only for pupils but also for the teacher. In contrast, when they are motivated, the teacher listens to pupils to say "he is their favorite teacher, and that they like teaching with him." To motivate pupils to learn, for a teacher, means to work in a stimulating environment, comfortable, rewarding and not a consuming one. (Newby, 1991)

• What is motivation to learn?

Motivation can be defined as an inner impulse that guides the pupil or his behavior towards learning. Pupils learn with more desire, longer, more, when they are motivated (Stipek, 1988, Ainley, 2004). Pupil motivation is influenced by external and internal factors, which begin, support, intensify or discourage behavior towards learning (Reeve, 1996). External motivation can be influenced by the school, the terms and conditions of learning which stimulate, support or change the level of motivation of pupils. Different types of educational practices, such as physical characteristics of the organization of the class, the methodological efforts of pupil involvement in learning tasks during the learning process can promote or hinder motivation (Ainley, 2004). Facts identified in cultures of classes, indicated that if the teacher encourages creative and critical thinking of pupils in the class, then this is an opportunity for motivation and serves to the pupil to involve willingly in learning.

External motivation comes in the form of bonuses, marks, prizes, or other positive treatments. It can also come from fines, penalties or other negative treatment. External motivation focuses on what is given or denied to pupils at the end of a behavior or activity of learning. It is short in time and over the passing of time, not only affects learning, but significantly reduces the level of achievement, because the pupil is inclined to transfer the emphasis on motivating factor and not on learning (Kohn, 1993; Dev, 1997)

Internal motivation is part of the individual. It is exactly that desire that pushes him to give his best, despite the reward or punishment. This motivation includes individual characteristics or the pupil willingness to learn, such as interests, responsibility and effort, values and perceived ability to learn (Ainley, 2004). Frequently asked questions and conjectures arise if pupils have confidence in themselves or are afraid to face the new information, if they attribute the success to fate, or assess individual efforts they made, which may not always have the right answers.

On the other hand, pupils learn more and retain more information if they are internally motivated (Dev, 1997). Thus, the teacher can create in the classroom a stimulating and motivating environment and to practice techniques and practical activities, which increase the internal motivation of pupils.

• Principles of motivation

Motivation has its principles, which are essentially psychological, sociological, communicative and teaching processes, such as: security; physical well-being; trust; optimism; interaction; achievements; (Lumsden, 1994). The pupil should feel safe, not to be concerned about his physical or emotional well-being. Adhering to the above principles in the classroom makes the pupil feel comfortable to stay in the classroom and be active in learning, be observant and try the maximum to have good results. If we analyze the concept of Spitzer (1996) for super or over motivation, he put more emphasis on the activity and not on the individual. He compares learning to sport, and identifies the reasons why the latter is so pleasurable for children and youth. According to him (Spitzer, 1996), the motivational factors of the game are:

- Action,
- Entertainment,
- Choice,
- Social interaction,
- Tolerance of mistakes,
- Measurement,
- Feedback,
- Challenges and approval.

If these factors apply in a learning environment, the learning process becomes motivating for pupils, as the game.

Let us treat these factors on, to see how they can be applied in the classroom:

To create action means to include pupils actively in the learning process, both from a physical, mental and emotional aspect. (Fontana, 1995, Breen & Littlejohn, 2000)

- Recreation helps pupils gain energy and fun, be active and enables teachers to develop different teaching formats in which includes pupils (Hayes, 2004). In computer games, practical projects, competitions, etc., are a good example of how to combine learning with fun activities.
- The choice should function as a natural element that respects the freedom of pupils to exercise the right of choice over what he / she wants to learn. It has to do with giving pupils opportunities to control or somehow choose the method of learning, but also the materials necessary to learn or activities and groups in which he / she wants to be part of the class (Breen & Littlejohn 2000).
- Social interaction, according Maslow (1943) is a high-level need in the pyramid of needs. Learning should provide the opportunity to meet such a need, through focus group discussions, peer support, group problem solving and decision making (Black & William, 1998). In another sense, the interaction involves important aspects of the relationship, such as: an integral part of the knowledge, the conscious and unconscious (resistors, conflicts or affective agreements, prejudice or bias) the totality of the complex dynamics of social relations (hierarchy, dominance, equality, discrimination, etc.) and all the problems and difficulties of the processes of change in behavior (understanding and misunderstanding, obstacles in communication, loss and distortion of information) (Pound Linda, 2006).
- Tolerance towards errors is usually low on school premises. Pupils should feel smooth and even coaches, if they make mistakes, not criticized and given an opportunity to draw lessons from them (Gardner, 1985).
- Measurement is a summary evaluation form and as such it should be used with caution. While measuring activity as calculator, it can serve as an impetus for learning, such as keeping for e.g. points during the game, making it a motivating factor (Black & William, 1998). Measurement is one of the ways to assess progress and suggested to be used as a force that facilitates evaluation of pupils by the teacher, but also as a help for self-discipline.
- Feedback in sport is always immediate and the most positive one. In the process of learning, it means getting reactions and expectations of what is handled in such a teaching hour. As such, this activity would need to encourage curiosity and provide reflections on learning, but there are times that it is discouraging, so the teacher must realize immediate and positive feedback, stressing the fact how learning can be improved in the future (Brewster & Fager, 2000).
- Challenges can be especially motivating if pupils respond to them, set targets (Dev, 1997; Brophy, 2004). However odd it seems, objectives or results of class are more ambitious and more accessible at the same time, if set by themselves and not by others.
- Finally, the approval must be given by the teacher for the small achievements, as well as for the larger ones (Gardner, 1985). It is important to highlight the positive elements to the pupil, the efforts or progress, however small they are carried out by the pupils, in terms of learning.

3.1. Motivation techniques

Motivating pupils is one of the most important tasks of teaching and learning and its application in the classroom is the responsibility of teachers and pupils.

In reality, there is no magic formula to motivate pupils. There are defined many factors that affect pupils' motivation to learn, such as interest on a particular subject; perception of its usefulness or value; the climate in the classroom; professional competence of teachers; the personality of pupils and teachers; the relationship between the two; the desire to learn; level of confidence and self-esteem; having patience and perseverance on the part of pupils and teachers (Brophy, 2004).

Moreover, not all pupils are motivated by the same values, the needs or desires. Some of them are motivated by approval or identification with their peers; others by overcoming possible obstacles during the learning process. (Bligh 1971; Sass 1989)

Numerous studies have shown that school practices can affect the level and motivation of the pupils, however, we have said that these practices do not always have positive impact if they are not studied carefully and in accordance with the level of mental and emotional preparation of pupils for learning (Skinner & Belmont 1991; Lumsden 1994)

It is noticed that the more you perceive as interesting the task that gives the teacher, the greater is the chance for pupils to successfully solve it in time. This fact is true even for pupils who have low levels of internal motivation. Even for them, the task is simple, if it coincides with the interest or previous knowledge. According to studies, in order to motivate pupils, the teachers, who recognize and exploit the basic psychological and intellectual needs of pupils, are more successful in their involvement in the teaching process (Ames, 1992; Anderman & Midgley, 1998)

In general, pupils need assignments that have the scope to develop their sense of competence, to help establish relationships with peers and teachers that give certain independence and provide opportunities for originality and expression of themselves (Anderman & Midgely, 1998). Problems faced by teachers to motivate pupils in teaching are to create an environment of learning that meets all or most of these needs. The following techniques help teachers develop and apply motivational strategies, such as:

- Establish observable applicable, achievable and measurable learning objectives / learning outcomes (Dev, 1997). The teacher should involve pupils in the decision making of the objectives / results. Their involvement helps them to be independent in the learning process and reflect on what they have learned and achieved.
- To ensure and maintain high, as well as realistic expectations for his pupils. Studies have shown that expectations of teachers have a powerful effect on the performance of pupils in the class (Skinner & Belmont, 1991). If his behavior shows clearly that he expects pupils to be motivated, work hard and be interested, it is most likely for pupils to behave exactly like that. The teacher should set realistic expectations when planning and providing tasks, introduces new information, directs discussions or designs and evaluates pupils' exams. Pupils need to feel that they can perform teaching duties, so the teacher must continually offer real opportunities for success.
- To develop an interesting way of the learning content (Mc Inerney, 2000). A monotonous presentation of the subject perturbs pupils, makes them nervous and uncooperative. Therefore, it can happen that bored and not motivated pupils create conflicts or problems in terms of discipline and respect for the rules in the classroom. The lack of a response by pupils adversely affects the quality of learning. As a result, teachers can lose their confidence and enthusiasm. To enhance and maintain the interest of pupils, the teacher should use a variety of methods, techniques, materials and tools, adapting them to the age of the pupils and the character of the case, as well as the difficulties that have different pupils (McCombs & Whisler, 1997). Pupils learn by doing, draw, create, solve. Passivity significantly reduces their motivation and curiosity. If the work group will discuss topics of personal life, the life or preferable hobbies or situations, also what bothers or entertains more, etc., then these activities are desirable and motivating for all pupils, especially for those who have low motivation or those with learning difficulties.
- Use open questions that provide a critical and creative thinking (Fisher, 1990). The teacher should ask questions, encouraging pupils to suggest different ways of answers or solutions to a problem, or to find the results of an experiment. One of the positive features and much appreciated by the pupils is that this type of question has not only one right and correct answer. Thus they have the opportunity to express their opinions, instead of memorize or repeat knowledge.
- To provide informative feedback, while trying to fulfill the defined objectives / results. The teacher should give immediate clear and individual feedback, in the written or oral form and assess the behavior, results and progress of each of them (Dev, 1997). In addition, he needs to identify errors or shortcomings of pupils and should determine how to correct them.

- Make connection of information provided with real life (Skinner & Belmont, 1991; Lumsden, 1994). The teacher must help pupils understand how the knowledge they learn in school can be applied to value life abroad. Pupils need to understand that they are spending their time in a useful way. To this end pupil would appreciate a lot if used information technology such as video, Internet, IP program, which can be easily understood by pupils.
- Use external motivation, e.g. rewards or praise (Kohn, 1993; Brewster, & Fager, 2000). The teacher must be aware that reward has a positive effect on pupils, but it should reward them carefully. Pupils, who are motivated only to avoid failure or to get a good grade, rarely attempt to achieve the results and goals set.
- To encourage open models and cooperative behavior in a group rather frequent competition among pupils (McCombs, & Pope, 1994). Competition may increase or reduce the level of incentives depending on how used or encouraged by the teacher. For some pupils it is positive, but can often result in a few winners and many losers. Pupils with low motivation and those who have problems with learning may encounter difficulties if faced with the competition. The teacher should stimulate pupils to take and understand new knowledge, to improve them with their own individual pace, but not to be compared with others.
- To trust, encourage and work with positive potentials of pupils (Mc Inerney, 2000). This means to give them a real opportunity to recognize and use the talents pupils have to achieve success. So while pupils engage to successfully perform the tasks given to them, the teacher can also help improve other skills being careful to create a classroom atmosphere where all pupils are interested in successfully performing their tasks. On the contrary, if emphasis is placed on the pupil's weaknesses, he will spend most of the time trying to perform difficult tasks, which most likely, will not succeed. This practice reduces the level of self-esteem and motivation. If pupils understand the reasons for their success and are given the opportunity to develop self-confidence and competence, then success is motivating and lasts in time.
- To establish and maintain a strong teacher-pupil relationship, telling them that he cares about them and that has interest in acquiring knowledge or skills applied (McCombs & Pope, 1994). If the teacher shows respect, love, care, and builds a climate of trust in a positive learning environment, most likely the pupils will respect him and the subject he provides.
- To show respect for pupils, means to give them more control over what they do and how do they (Dev, 1997; Anderman & Midgley, 1998; Breen & Littlejohn, 2000). So, they should be allowed to take some decisions and make personal choices, even if the teacher thinks his way is the best and that pupils can make mistakes. His role is to check that their choices are reasonable. This motivation method is very effective and helps pupils to build their character, feeling responsible for the choices they make (McCombs & Pope, 1994) (Stipek, 1988; Theobald, 2005).
- To turn the class into a warm environment favorable to learning (Lumsden, 1994), where children feel they belong to the class and become more cooperative in the learning process. The teacher should do everything since the very beginning of the learning process, to make the class a friendly environment, psychologically and physically safe.
- To stimulate the active participation of pupils in the learning process (Newby, 1991). The teacher must be open and encouraging regard to the contribution / input and the opinions of pupils in the classroom. Each of them brings different characters and experiences, which should be recognized and used to stimulate their interest and increase diversity in teaching practices. The teacher can motivate pupils to learn in different ways, taking into account first, the individual differences in ability, background, interests and attitudes. Afterwards, he should try to satisfy their psychological needs, safety, belonging and appreciation. (Maslow, 1943). Most children and young people like to show their peers, teachers and parents about the talents, knowledge and skills learned (Stipek, 1988; Mc Inerney, 2000). The teacher must present their work to the class, so they will feel an active part of the class, evaluated and motivated for the work done and the results achieved. Moreover, the introduction of pupil affairs is a stimulant and a strong rewarding for each of them, in creating an open atmosphere, where it can be learned and taught.
- To develop effective ways to involve parents in motivating children. The teacher must make frequent meetings with parents to discuss with them issues of motivation and ways to include them in his efforts to increase school motivation (McCombs & Whisler, 1997). Efficient forms of communication with parents are direct meetings, communication through written letters, and in recent years have significantly developed on-line communications.

3.2. Application of motivation techniques in teaching and learning

Motivation techniques can be applied to any teaching classes, regardless of teaching model the teacher applies. Usually every hour has its start, has the realization of understanding, finishing with reflection for learning acquired. In all these three general stages the teacher applies the respective motivation techniques for learning.

Since the beginning of the lesson, the teacher should encourage pupils with the presentation of the material, stimulating interest and their curiosity (Theo Bald, 2005), as well as the introduction of the objectives / results to be achieved, which are set in cooperation with the pupils. The teacher, in turn, makes the connection between past learning and new knowledge, explaining also why this information was worth to them to be applied in life. To reinforce their desire to learn, the teacher can show them with specific examples of how this information relates to plans or dreams for the future. In most of the teaching methods, the beginning of learning can be facilitated by means of visual images or sound effects. The teacher should be clear on what and how to present and what belongs to the pupils themselves to discover. The pupils understand better and retain more if they know since the very beginning of the learning process which is their role and responsibility (Skinner & Belmont, 1993). The purpose of entry phase is to motivate pupils to learn through hearing of the information that will be presented during the class.

Teacher, in order to attract the attention of pupils, should focus on the importance of the topic or issue which he will address. He can do this by using startling statistics, quotes, rhetorical question, etc. A striking citation will awaken the interest of pupils, especially if it is said by a well known man. The teacher can make open questions that may arouse interest and discussion of the entire class. Telling a story is an interesting way to introduce a concept or knowledge, especially if linked to the experiences that the pupils may have passed (Smith, 2001). Use of humor may be appropriate to start learning, but not story telling jokes or making unrelated humor to the topic, which can divert attention to learning and cause chaos. Although these techniques, which are of interest, are useful, it belongs to the teachers to determine which one to use for the subject matter, theme or characteristics of the pupils. Start of learning, regardless of what form is performed, should provide the goals, such as: to awaken the interest of pupils; define learning objectives and their significance; to guide pupils to think critically and creatively; to show them the value of the topic addressed; explain the methods / techniques to be used by the teacher to provide the information; to inform pupils about what the teacher expects of them (Bligh, 1971).

The teacher, in order to maintain the interest of pupils during the learning, may not strictly adhere to the syllabus, but he must be fully familiar with the material that he will present. To meet the learning objectives the teacher, needs to know exactly what knowledge will provide and how that will be implemented (Dev, 1997). Moreover, he must be careful not to overdo giving very crowded information just because he has deep knowledge of the subject or topic. During the construction of knowledge, the teacher should focus on familiar information for the pupils and then to the new topic (Newby, 1991). Although, to maintain pupils' interest may be necessary to vary or deviate from the main lines of the plan, it would be better that these deviations were laid at a minimum. One motivating factor during the presentation of learning is the use of audiovisual equipment.

Teacher considers the conclusion of the teaching class as an important stage. He, through recent summaries of all concepts / key points that were developed or reflections on learning, once again draws the attention of pupils and preserves the motivating climate of the teaching class (Theobald, 2005). This can serve to remind pupils once again the main issues and thus maintain better understand the information. Closure of the class is the teacher's last opportunity to emphasize how important it is for pupils to build new knowledge to them. The ultimate goal of teaching and learning is that children-pupils again be motivated to learn. (Theobald 2005)

4. Conclusions

The teacher should motivate pupils consistently and with all the opportunities in order to learn. He should clearly identify which methods, techniques or tools are most appropriate for his pupils in certain situations. Since the beginning of the process of learning the teacher should assess the level of learning for each pupil, his style of learning, difficulties he faces to learn, his motivational techniques to determine if and how much is he willing to learn. According to humanists, teachers should be sensitive to their needs and offer pupils a stimulating environment of learning. (Maslow, 1943)

The teacher must take into account the fact that the pupil is a human being who has the desire and need to learn. He is not an empty vessel, which the teacher can fill in with knowledge, but to consider it as a partner in the learning process and lead him towards a free learning, towards independent and critical thinking, able to cope and solve problems inside and outside the school. The teacher must always express care, love and encourage the unmotivated pupils, or those who have learning difficulties, otherwise the latter will lose confidence in themselves. This is a long-term relationship where pupils and teachers are ever earning. One of the most important responsibilities of teachers is to motivate pupils to explore and learn. Teachers should try to build their pupils with the concept that learning is a lifelong adventure, that can and should be a fun entertainment experience and that provides development. If pupils are treated well, respected, encouraged and if information received or tasks that have to do have meaning for them, motivation will increase automatically.

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