

Eötvös Loránd Tudományegyetem
Tanító- és Óvóképző Kar

Different situations – different motivation

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Más szituáció – más motiváció

Magyar összefoglaló

I. Szakirodalmi áttekintés

1. A motivációról általánosságban

A motiváció szót nem csak az oktatásban, hanem a mindennapi életben is használjuk. Különböző helyzetek, különböző motivációt igényelnek; egy iskolán kívüli tevékenységben másféle motivációra van szükség, mint egy szokványos tanórán. Dolgozatomban arra keresem a választ, hogy különböző helyzetekben milyen jellegű motiváció hatékony. Ebben a témakörben rengeteg kutatást végeztek már, egészen Maslowtól (1943) a mai YouTube „tudományig”. Több mint 270 millió, sokszor egészen különös weboldalt hozott ki a google a motiváció címszó alatt (mint például egy motiváló hatású agystimuláló software-t), ami bizonyítja, hogy sokakat érdekel a téma.

Higgins (2012) szerint a legnagyobb motiváló faktor a túlélés és a fájdalom elkerülése, de megjelenik a hasznos életre való törekvés is, vagyis ő maga is egy hierarchiát képzel el, mint sok más tudós, aki Maslow (1943) piramis elméletére építette elképzeléseit. De miért lehet az, hogy ennyi kutatás után nem tudjuk az elméletet az iskolákban hasznosítani? Egy iskolán kívüli tevékenység miért köt le egy gyermeket jobban, amikor ott is meg kell tanulni a szolmizációs hangokat, a játékszabályokat? Tényleg csak jobban érdekli őket? Esetleg a tanárnak is van köze hozzá? Netalán látják 7 évesen, hogy amit tanulnak, azt később kamatoztathatják? Mi motiválja a gyerekeket? Miért van szükség rá?

2. Miért van szükségünk motivációra?

Több definíciója található a motivációnak, de legegyszerűbben úgy határozható meg, hogy a motiváció az, ami miatt teszünk valamit. A tanulásban kulcsfontosságú szerepe van, legyen ez belső vagy külső. Alsó tagozaton a külső dominál (matricák, jutalmak), hiszen még nem alakult ki a gyermekekben a belső igény a tanulásra, bár Oroszlány (1997) kétféle tanulási modelljéből (direkt és indirekt), az indirekt tanulás során egy gyermek nem feltétlen igényel külső biztatást.

Van, hogy egy feladat önmagában motivál, de sokszor tudatosan kell egy pedagógusnak motiválnia. A tanulók érdeklődésére kell építenie (s ezzel párhuzamosan az érdeklődési körüket is bővíteni), a kíváncsiságukat kihasználni, és be kell vonni őket (Kauchak és Eggen 2007). Egy osztálykiránduláson, edzésen kötetlenebb a légkör, nagy az érdeklődés (egy darabig), ezért könnyebb motiválni, de mindenben meg lehet találni az érdekeset, az izgalmasat, ha tudja a pedagógus, hogy mi érdekli diákjait, amihez elég jól kell ismernie őket. Kezdetben a pedagógusnak kell biztosítania a motivációt, hogy kitartson a tanuló, és később önmagát motiválhassa. Brown (2001) szerint 1880 óta a nyelvtanárok egy hatékony módszert keresnek, hogy a nyelveket eredményesen taníthassák, de miért

csak ők? A nyelvórák általában mozgalmasak, játékosak, sokkal személyesebbek, mint egy matematika óra, folyamatosan újulnak, alkalmazkodva az igényekhez. De mi a helyzet a többi tantárggyal? Egyáltalán milyen a jó motiváció?

3. Hatékony motiváció

Nem mindegy, hogy tanítani vagy nevelni szeretnénk. Azáltal, hogy jelen van a pedagógus a gyermek mindennapjaiban, hatással van az egész életére. „Neveld a gyermeket a neki megfelelő módon, még ha megöregszik, akkor sem tér el attól” (Példabeszédek könyve 22:6.). 2000 éve is igaz volt a Bibliai idézet és ma is igaz; ahogyan nevelünk egy gyermeket, úgy fog később viselkedni, ezért fontos a pedagógus szerepe.

Az eredményesség elérése érdekében elengedhetetlen a tanító és a diákjai közti együttműködés (Gedeon, Lengyel és Rádai 2002). A tanulónak biztonságban kell éreznie magát, hogy hatékony lehessen, ami ismét Maslow (1954) szükséglet hierarchiáját támasztja alá. Nem tudunk addig önmagunk megvalósításán gondolkodni, amíg éhesek vagyunk, vagy félünk. Nem fog a külső motiváció belsővé válni, ha alapvető szükségleteink nincsenek kielégítve.

4. Motivációs technikák

Gordon (1997) a pedagógus és a diák közti kapcsolatot hangsúlyozza, mint a hatékony tanulás alapját, Savage és Armstrong (1987) a tanító hozzáállását emeli ki, hiszen a tanítók/tanárok gyakran válnak példaképekké. Scharle és Szabó (2000) pedig a pedagógus szerepét próbálják meghatározni a tanításban, miszerint a pedagógus a fő „hatalom”, vagy a feladatok szervezője. A pedagógus hatással van diákjaira, pozitívan vagy negatívan, de hat rájuk, felnéznek rá, és példát vesznek róla.

A tanulókat egyenlően, de egyediként kell kezelni. Különböző dolgok iránt érdeklődnek, másképpen tanulnak, amit Gardner Többszörös Intelligencia elmélete (Multiple Intelligences Theory) is jól jellemez. Valaki egész testével tanul, mások a zenén vagy képeken keresztül. Ha egy pedagógus ismeri diákjait, személyes időt tölt velük, akkor tudja, hogyan éri el őket, hogyan könnyítheti meg számukra a tanulást (Hadfield 2000). Ez könnyebben megvalósítható tanórán kívül, ahol szabadabban van lehetőség az egyénhez igazítani a motivációt. Savage és Armstrong (1987) szerint (lassan 30 éve) egy új tanulási módra lenne szükség, hiszen a technika fejlődésével – az egyéni szükségleteket figyelembe véve –, más módszerekkel lehet eljutni a gyerekekhez. A tanuló-központú oktatásban sokkal aktívabb szerep jut a tanulóknak, s így saját igényeik is jobban kielégíthetők (Hedge és Whitney 1996).

A pozitív megerősítés fontos a gyerekek számára, hogy tudják, hogy amikor jól csinálnak valamit, az jó. Senki sem várhatja el egy diáktól, hogy egyből jól csináljon mindent, hiszen, akkor miért tanulna.

De rossz megoldás esetén is lehet segítő, pozitív visszajelzéseket adni. Az önmagukban motiváló feladatok, mint a verseny, társas/csapatjáték magukban hordozzák a kudarc feldolgozását is. Kauchak és Eggen (2007) az olyan kérdésfeltevést említik, amely ugyan próbára teszi a tanulókat, de sikerélményt nyújt, mint például a nyitott végű, több lehetséges megoldást megengedő kérdések. Számos változatos módszertani ötlet található a szakirodalomban, kezdve a gyermekközpontú tevékenységekkel; a játék, dráma, mozgás, zene: ezeken keresztül egy élmény tanítani. A humor is egy motiváló tényező, amit ugyan kevés kutató említ, de ami vicces, azt könnyű megjegyezni, közel áll a gyerekekhez, és miért ne használhatná egy pedagógus.

Fontos a pedagógus személye, meghatározó a kapcsolata a diákokkal, és alsó tagozaton még (remélhetőleg) mindenféle előítélet nélkül érkeznek az iskolába a gyerekek; vagyis sok múlik a tanítón. Sajnos azonban sok elhivatott pedagógus életében bekövetkezik a kiégés. Ha nincs megfelelő háttér, megerősítés, siker, könnyen belefáradhatnak 20-30 év után a folyamatos tanításba. Egy tanárnak ugyanolyan szüksége van motivációra, mint diákjainak, és ha ő nem motivált, akkor diákjai sem lesznek azok.

II. Kutatás

Kutatásomban arra voltam kíváncsi, hogy különböző szituációkban milyen motiváció hatékony. Triangulációt alkalmaztam: kérdőívek, fókuszcsoporthoz és megfigyelések segítségével. Hipotézisem, hogy bármilyen tanulási helyzetben nem a gyermek érdeklődése, hanem a pedagógus személyisége, hozzáállása az, ami jelentősen motivál.

1. Kérdőíves kikérdezés

A kérdőíveket több mint 100, főleg fiatal felnőtt töltötte ki online az alsó tagozatos általános iskolai élményeikre vonatkozóan. Az első kérdés az iskolához és a különórákhoz való hozzáállásukra vonatkozott. Nem volt számottevő a különbség, csupán 3%-kal több, így 83% mondta, hogy szeretett különórákon részt venni, de az érdeklődés terén már sokkal szembetűnőbb volt a különórák kedvezőbb megítélése. Szinte senki nem adott maximumot arra, hogy érdekelt volna az, amit az iskolában tanultak, míg a kérdezettek 50%-a maximálisra értékelte az iskolán kívüli tevékenységét. Ez lehet az egyik oka annak, hogy miért hatékony egy tanórán kívüli elfoglaltság.

Nagyon változó volt, hogy mennyire szerették a tanulók tanítóikat, de majdnem 40% a lehető legmagasabb értéket jelölte, míg a fordított kérdés, hogy mennyire érezték, hogy tanítójuk szerette őket, érdekes eredményeket hozott. Ötfokú skálán (ahol az 5-ös volt a legjobb) a legtöbb jelölést a 4-es osztályzat kapta, és ehhez képest az 1, 2, 3 aránya csekély volt. Ugyanakkor elkeserítő, hogy egyáltalán

volt olyan, aki úgy érezte, hogy tanítója egyáltalán nem szerette. Ha úgy érezte, hogy nem szerették és nem volt biztonságban, hogy tudott volna jól produkálni bármilyen szituációban?

A következő kérdés inkább a felső tagozatos tanulmányokra vonatkozott; melyik tanár volt a kedvencük, illetve kedvenc tanáruk milyen tantárgyat tanított. Hipotézisemből kiindulva úgy gondoltam, hogy szinte minden esetben meg fog egyezni erre a két kérdésre adott válasz, miszerint a tanár miatt szerették a tantárgyat is, de csak 48%-nál volt egyezés. Ez igazolja, hogy a pedagógus személyisége valóban hat a tantárgy népszerűségére, viszont nem olyan mértékben, mint vártam.

Nem minden esetben lehet fiatal korban megállapítani, hogy hogyan fognak tanulni kamaszként a diákok, de a kérdezettek 2/3-a azt mondta, hogy az alsó tagozatos élményeik befolyásolták valamilyen szinten későbbi tanulmányaikat. Meghatározó szerepe van az első tanulással kapcsolatos élményeknek, ezért fontos, hogy ezek pozitívak legyenek.

A következő kérdés a tanári motiváló módszerekre kérdezett rá (több lehetőséget is megjelölhettek a válaszadók). 60% mondta, hogy a külső motiváció volt hangsúlyos, 51% szerint a játékok, 43% számára a versenyek; 25% a humort, 10% a magyarázatot, 6% a fenyegetést nevezte meg, míg 13% állítása szerint „semmi”. Ez igazolja, hogy a külső motivációnak van ugyan a legnagyobb szerepe, de a játékok, versenyek is nagyon fontosak. Ugyanakkor, a negatív válaszok (a fenyegetésre vonatkozó 6%, valamint a semmilyen módon nem motiváló 13%) magas aránya figyelemfelkeltő. Sokat lehetne tenni azért, hogy többet és jobban motiváljunk, hogy ez a szám csökkenjen.

Az utolsó kérdés arra vonatkozott, hogy miért szerették jobban az iskolán kívüli tevékenységeket, miben voltak ezek mások. A válaszadók 46%-a mondta, hogy jobban érdekelte őket, 36% szerint ezekben a helyzetekben több figyelmet kaptak, 23% állította, hogy a pedagógus személye miatt és 29% a pedagógus hozzáállását emelte ki. Ezen kívül, többek szerint, azért élvezték jobban, mert nem volt kötelező, kötetlenebb volt, és jobban ismerték egymást. Akármilyen szituációban is van egy pedagógus, tanórán vagy iskolán kívüli foglalkozás keretében, meg kell tanulnia ezeket a motiváló tényezőket előnyére fordítani, hogy akárhol legyen, mindig hatékony lehessen.

2. Megfigyelés

Kutatásom következő részében három órát/foglalkozást figyeltem meg, egy közismereti tanórát, egy nyelvórát és egy táncórát. A három órán sok különbséget és sok hasonlóságot fedeztem fel, amelyeket a jelen összefoglaló terjedelmi korlátai miatt nincs lehetőségem részletesen kifejtetni. A legszembevetőbb különbség a két iskolai tanóra között az volt, hogy a nyelvórán sokkal többet játszottak a gyerekek, sokkal felszabadultabbak voltak (mertek kérdezni, hibázni), változatos feladatokban vettek részt,

mozgásos feladatokban, játékokban, versenyekben. Mivel a nyelvórán fél csoportban folyt a tanítás, jóval több figyelmet is kaptak a tanulók, több lehetőségük volt szerepelni, aktívan részt venni az órán. A tánctanárok többsége szeret táncolni. A megfigyelt tánctanárok nagy élvezettel tartották az órát, mely lelkesedés átragadt a gyerekekre is. Nem kellett matrica, pecsét, végezték a feladatot, mert élvezték, hogy zenére mozoghatnak, hogy szép, amit csinálnak, ami persze nem garancia a jó magaviseletre, de erre a nehézségre a fókuszcsoportokban kicsit több fény derült.

3. Fókuszcsoportok

Négy csoportot kérdeztem a motiválásról: tanítókat, diákjaikat, táncoktatókat és az ő növendékeiket. Elsőként a kezdő tanítók 20-25 fős csoportjával beszélgettem, akik rengeteg motivációs technikát összegyűjtöttek a kerettörténetektől, az egyszerű szerepjátékokon, versenyeken, rejtélyeken keresztül a matricák gyűjtéséig. A különböző szemléltető eszközök fontosságát is kiemelték, és a humor szerepe is előtérbe került. Az érdekesség az volt, hogy az általuk felsorolt módszerek megegyeztek azokkal, amiket a tanulók mondtak saját fókuszcsoportjukban. A tanulók elsőként a játékokat említették, majd a történeteket, és hangsúlyozták, hogy szeretik megmérettetni magukat és szívesen versengenek. Tehát tudjuk, mivel lehet elérni, motiválni a tanulókat; a kérdés az, hogy befektetünk-e annyi energiát, hogy alkalmazzuk ezeket a technikákat annak érdekében, hogy valóban motiváltak legyenek diákjaink.

A másik két megkérdezett csoport a tánctanárok és az ő növendékeik csoportja volt. Több mint 10 éve táncolok, és két éve már tanítok is. Így belelátok mindkét oldalba világába, ami nagyban segíti munkámat és segít a motiválásban is. A kis táncosok azt mondták, hogy egyszerűen szeretnek táncolni, tetszik nekik a zene, a szép ruha. A nagyobbak úgy nyilatkoztak, hogy szeretik a táncos közösséget, a versenyeket, szeretnek valami mást csinálni, mint általában kortársaik. A tánctanárok ugyan említették a külső motivációt is, de sokszor ez elhanyagolható jelentőséggel bír, hiszen ott a zene, a mozgás, a játék, melyek együtt a siker zálogai.

Nehéz olyan témáról írni, amiben még nincs sok tapasztalata az embernek. Saját élményeimből is tudom, hogy mennyire fontos a motiváció, amiben a szakirodalom és a kutatás is megerősített, sok ötletet adva. Tanulásként azt emelném ki, hogy ebből a sok ötletből minden esetben az egyénre alapozva kell megtalálni azt a megfelelő motivációs módszert, eszközt, ami az adott helyzetben a leghatásosabb. Ehhez ismerni kell a tanulóinkat, és lelkesedésünkkel, valamint a megszerzett gyakorlati tapasztalatok segítségével elérhetjük, hogy bármely helyzetben megtaláljuk a megfelelő motiváló erőt, hogy öröm legyen a tanulás–tanítás; hogy idővel önmagát tudja motiválni a tanuló, hogy igénye legyen tudásának bővítésére, és pozitívan formálódjon személyisége. Ha ezt el tudjuk érni, akkor jól végeztük munkánkat, jó tanítók, jó motiválók voltunk.

Introduction

The word motivation is often used in education, but at the same time it is an essential part of our everyday vocabulary, our everyday lives. If a person would not be motivated, why would he have the need to get out of bed in the morning, to get dressed, to eat, to do anything? Every living creature – humans, animals and even plants – have the instinct to survive, motivation to live, which is the basic drive of life. Even this takes effort, but what about the things that are not essential? Why would someone have the desire to solve problems as great as finding the cure for a disease, or roaming the seas in search of a new land, in fact why would someone even make friends, play sports, and do everyday routines? These all require hard work, so why do we do them? Why do we set goals? And where do we get the willpower to achieve them?

Motivating others has always been something I had to do. Mostly outside of a classroom – so far - to get people to take part in plays, go Christmas caroling, things I was not able to carry out alone, so I needed to get people interested, persuade them to do these activities that they did not always want to do, but end up enjoying. I had to get them motivated. Getting children to try out a new game, or just put on their shoes can be a challenge. These all take effort, therefore they need motivation to do them, like most every task a person does. But being the motivator is not always an appreciated job, and it is hard work.

There are so many stimuli today, so many flashy, shiny things a child has already seen, how can a teacher be more interesting than the avengers saving the whole universe for the tenth time? How can learning how to subtract even compare with the newest singing – talking – walking – patting baby doll? Children may not understand the use of subtraction for example, and if they cannot see why or when they will ever need it, certainly they will spend the vast majority of their time doing things that are seemingly more interesting, that they are surrounded with. In most schools today they do not see the purpose of what they are learning; therefore they do not feel motivated. This is where the teacher comes in the picture. It is not easy to talk about a subject someone has little experience in, but the one thing I learned so far is that to be able to teach - besides being well prepared, knowing your goals, and how you want to achieve them - you need to be able to motivate your students, because if you cannot keep their attention, all your knowledge, all your planning will go to waste. A teacher's job is not only to teach, but to get the students attention, to get them (involved) motivated; whether in the classroom, at a dance class or at home.

A couple of ideas will be unfolded about what some highly qualified, acknowledged researchers thought of motivation; the general idea of motivation, how approach towards it changed over the past decades, and why teachers may not always be able to put all these techniques into action. Also an attempt will be made to find and understand the definition of the word motivation, to see when it can be effective (for example how students with different learning styles are motivated differently, what types of tasks are most effective for them in different environments). The purpose of motivation will be presented in the following discussion along with the goal of teaching itself is; training a child, shaping their personalities, creating internal motivation and what the difference is in motivation in a classroom and outside of classroom and the effect a teacher has on a child, and how determining the child's interests are, and how can teachers shape these interests with attention, time and effort in different areas.

Currently I am on both sides of the learning process, I am still a student, where I feel the need to be motivated, and I already teach, where I feel the need to motivate. I think it is very important for children to like school, to like whatever they might be learning. Let it be the ABCs, how to play a song on the flute, or a move in karate. Children need to be open to learning, because a handful of people may make a fortune on how popular they are on YouTube - while millions of people are laughing at them - sadly, not everyone is this fortunate. The average person needs at least some knowledge to be able to make a living. But families do not always show the proper example in this area, or any area as a matter of fact, and even if they do, for some reason most children do not like to go to school. This means they either hate their friends, playing soccer or having lunch, but I think the problem is often in the classroom, where children are in the teacher's hands. I find it very important to be able to make learning fun, and it greatly depends on the teacher, how the teacher can motivate, let it be in a classroom with chairs and desks or outside, on the bus, anywhere. This is why I want to know more about this topic, so I can be a better teacher, by not only knowing what, but also knowing how to teach. The first few years in school put down the base for the forthcoming years of studying. These are the years their attitude towards school is created. It is a great responsibility to shape their personalities and this is why I find it important for every person who deals with children to be prepared considering this matter, consequently it cannot be neglected in the learning process.

Literature review

1. Motivation in general

1.1. From Maslow to the YouTube “science”

There have been numerous studies about motivation even before the 1980's, from Maslow's pyramid, see figure 1 in section 3.3 that he created in 1943, to Tory Higgins (2012) who still publishes today. If one types the word motivation into Google, he gets more than 270 million results on how to motivate himself to lose weight or quit smoking. I even did a little search on YouTube, to see what the general idea of the public is about this subject. I need not say that a big portion of these results were useless information. Although it was interesting to see how gullible or desperate people are. The first result on YouTube (URL 1) introduced a software that supposedly delivers personalized messages to the subconscious mind, for only so and so hundred dollars, and allows you to control your subconscious mind. People believe all this, and spend a high amount of their salary to be a little motivated, to have a meaningful life, that they are not able to have any other way, but this device could change everything. In the words of Rick Warren, who is a pastor and became well known for his best-selling book: The purpose driven life; your life has purpose if you are living not just existing (URL 2). A gadget bought from a Yin-Yan expert cannot change this, the way one lives his life, this can only be done from the inside, by wanting to have a purposeful life, by having motivation to do so.

Even though Higgins (2012) has a different approach to life itself, in a way he does support this train of thought. The main idea in most studies on this topic is based on two main motivational factors: the motivation to survive (biological) and the motivation to increase pleasure, and decrease pain. These ideas almost all derive from Maslow's (1954) hierarchy of needs, authors like Schunk (2008), Gordon (1997), Zimmerman (2008) and some countless others have works related in some way to this hierarchy. For example Higgins goes a little further. He states that people want more than to decrease pain; they want to be effective, and have a productive life, similarly to Warren's suggestion. In my opinion the only way to increase pleasure is by having a purposeful life, therefore even these newer modern ideas come back to Maslow. Therefore if the basis of human nature has not changed in decades, if there have been so many researchers and if the interest is as great as 270 million, why are we not able to put it to use? In spite of all the theoretical knowledge, teachers still experience difficulty in motivating their students to learn.

1.2. Theory vs. action

Children go to school with an open mind, with hardly any expectations, but practitioners are still capable of turning their attitude towards learning sour and negative. Furthermore primary teachers are turning their hunger for knowledge into hatred towards it. It is a fact, that most children do not like school, but enjoy activities with their classmates after or outside of school, even during brake time. In an average elementary or high school class most of the students takes part in some kind of afterschool activity, and a lot these involve studying, just like for a subject at their public schools. So why do they choose to do so in these situations? What motivates them to give up their free time, and why can teachers not use this same motivation in schools, if this is true?

I personally do not think that many children understand the concept of studying now to achieve goals later, and I do not think there is a big difference in learning the letters of the ABC, to be able to read, than learning the notes, to be able to read sheet music to play the piano. Yet for some reason children are able to learn how to play the piano with pleasure, and have fun in the process. Some might argue that a musical instrument gives joy in itself, it can be more exciting than reading, but from my own experience, in the beginning it is torture, and hard work (for the whole family). So why do children learn how to play the flute, or harp at all? Even if the answer is: because their parents make them; most children end up enjoying the after school activities, or at least more than they enjoy school. This may be because of their interests (they like what they are doing, even if this interest changes every two weeks), or because they get to choose what they get to do in some cases, or because of the teacher or some other reason, but before trying to find the differences in motivation in school and outside of school, one must look into the word motivation first, to see where it comes from, and how it can be used. Children need some kind of motivation in both cases, a reason to do any kind of action at all.

1.3. Definitions of motivation

Dörnyei (2001), at the very beginning of his book, Teaching and Researching motivation, faces us with a challenge in defining motivation. He states that motivation is just a word that holds together whatever anyone would like to put under it, like an “obsolete umbrella” (2001:7), and that researchers disagree on most everything about it. This is why it is important not only to define what it actually means, but understand the concept of it to be able to use it.

The Oxford Advanced Learner's Dictionary defines the word motivate as "the reason why somebody does something or behaves in a particular way". According to this explanation motivation is the key factor in influencing one's attitude, simply because it is the reason why someone does something.

A motivational guide (URL 3) selected three definitions of motivation, which can be interesting to explore.

"The concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which all contribute to stimulating students' interest in learning and their intention to engage in particular activities and achieve various goals" (Krause, Bochner and Duchesne, 2003). This first one states, that motivation does not exist alone, and cannot be isolated from the child's interests or goals. The child needs to be the starting point of any kind of effective motivation if a teacher wants to have long term effects.

"The definition of motivation is the force that energizes and directs a behavior towards a goal" (Baron, 1992 and Schunk, 1990). This definition is similar to the dictionary version, but adds to it. The concept of a goal appears. We often have to do things we do not want to, to reach our goals. This approach may be hard for a young learner to grasp, but as time goes, they will learn to do things they do not enjoy to get or achieve something else. This process is something that we learn from experience.

"The concept of motivation as applied when a person is energized to satisfy some need or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire" (Tan, Parsons, Hinson and Brown 2003). This concept is closely linked to Maslow's pyramid. These specialists state that motivation occurs when we want to satisfy our needs and desires, and we will do most anything to satisfy them, and this even gives us energy to do so.

I think all three definitions have truth to them, but cannot be true alone. Motivation is definitely the cause of action, whether it is to fulfill needs or a way to reach goals can be questioned, they can both appear in different cases, but it is definitely our drive to do whatever we do, and that is why it is important in training a child.

2. Motivation and learning

As mentioned above, we do something when we are motivated. A child also needs to be motivated to learn, to be obedient in a classroom, to pay attention, to what the teacher says. Motivation is closely linked to the learning process, and if used well, can make a huge difference.

2.1. Different types of learning, different types of motivation

Oroszlány (1997) differentiates two types of learning; unintentional and intentional learning. In the first case there is no need to motivate, which would be ideal for teachers. The intentional or deliberate learning is not always something we want to do, yet there can be many factors that can motivate us. To do anything, a person needs to move, but to be able to move (this can be physical, or mental “movement”), one needs something that makes him move. The word motivation comes from the Latin word *movere*, which means moving. We tried to define the word motivation previously, but the word itself simply means to make something move, by using whatever method; the goal is to move. These can be extrinsic (like the sticker), but also intrinsic, when we consciously know why we want to do something. But there can also be unconscious factors, when we do something to please someone else, or for them to notice us without thinking of these reasons. These are also reasons of why we do things, but sometime they never come to the surface. We find ourselves doing something, without knowing why. We do not always know why we do things we do, but there is always something that motivates us to do so.

2.2. What makes a task motivational

As teachers it is important for us to find out what motivates a child to do something. Oroszlány (1997) mentions a research what shows that some children have the competence to be excellent students, but still perform poorly, because they do not want to do it. They have no reason to pay attention, to behave, because they do not understand the purpose of their work, they have no motivation. There are some actions that children enjoy, because they simply bring joy to them. Like games, and things they can actively do, and have fun by doing them.

Kauchak and Eggen (2007) list three ways to motivate students. One is to build on their interests, relate to them in some way. For example use Halloween to write poetry, or write a poem to Santa. They enjoy what they are doing, and do not even notice that they learned something on the way. The second idea is to do activities that arouse curiosity. Children love secrets, and love to figure out thing. The third one is

the one corresponding to Oroszlány (1997); to actively involve students. He, unlike Maslow, calls these the primary motivational actions, when the action itself is motivational. Secondary motivation is when we use something as a tool to reach a goal. It is hard for a young learner to understand this second motivation. Children like to do things actively, they want to know everything, and enjoy the process (because what is enjoyable does not make them tired or bored, they want more and more), but teachers sometimes spoil their spontaneous interests by giving too many rules. Instead of closing their horizon, and putting everyone in the same box, primary teachers should broaden their view, because when they are motivated, they can be the most fruitful. Teachers need to open their students' minds to other things they might like, so they will learn to enjoy these other activities as well. The more they get to know something, the more they like it, the more attached they become.

Afterschool activities are fun, because they are involved in them, it is something they get to do, it is a privilege, but other than this, it is the same as school. If we think about it, doing athletics is tiring it takes time to be good at it, and training can get boring, just like any subject at school. And a child's interest changes frequently, so why stick with running, why learn how to play the flute, when the next week the piano sounds so much better? But somehow (not in every case) these teachers are able to make learning fun. It may be a little more rewarding to throw the ball in the basket, but there is something interesting in everything we do, if we look hard enough.

2.3. Motivation in the learning process

According to Schunk and Zimmerman (2008) motivation is essential in the learning process. Highly motivated children are more attentive in the learning process. They are able to sustain attention in the learning process, unlike poorly motivated children, who cannot self-monitor themselves who need one on one attention. Highly motivated children choose to learn in their free time, they may not be the most gifted students, but because of putting a lot of effort in their studies, they know it better than ones who would have the "brains" for physics for example. They are persistent, and have greater satisfaction, thanks to all the work they put into it. But elementary age children do not know the difference between effort and ability. They try something, and if they cannot do it for the first few tries, they do not persist, because they think they cannot do it. This is why it is important for the teacher to motivate them, to try, to give them tasks that are challenging, but still doable.

2.3.1. Motivation in language learning

It is interesting how language-teaching always put an emphasis on motivation, making learning fun. It has always been a bridge between a classical classroom and afternoon class. Maybe because it gives an opportunity for more relaxed atmosphere, but for example in Vince's Advanced Language Practice (2004) there are a lot of grammar related exercises that seem boring, but they are actually interesting. Children need to be motivated to learn their mother tongue's grammar, but most Hungarian grammar books do not have pictures of a raccoon robbing a fridge (2004:70), why are language books able to do this and other books not? Does it mean that students are not learning at the same time? Brown (2001) shares how between 1880 and 1980, during a whole century, the language-teaching profession was in search of a method that would successfully teach students a foreign language. Where were the representatives of other subjects during the past century? And what techniques were proven motivational? How can something motivate?

3. Effective motivation

3.1. Purpose: teaching or training a child

An interesting question Kozéki (1980) suggests before a teacher wants to think about how to motivate, is whether he wants to simply teach something, or train a child in a way that will affect his whole life, that will change him from the core to become a better person. There can be many methods in school, at an after school activity or just while playing in the park, but whatever a teacher, parent, adult does, it will influence children who they are with. Not only as educators, but as human beings, we have to think about what is best for young ones, and it is our job to teach them right from wrong, because we shape their personality, their decisions in life. Even the Bible supports this thought: "Train up a child in the way he should go: and when he is old, he will not depart from it" (Proverbs 22:6, English Standard Version). Once the goal is clear, we are able to talk about the technical issues, which are also important, because it is not easy to achieve these goals, it is not always easy to lead a child in the right direction without being prepared and having the right tools.

3.2. Efficiency in motivation

According to Higgins (2012), there are three ways of effective motivation. The first one is called value effectiveness, where you eat when you are hungry, play a game to win; you do something for a purpose. The second is control effectiveness, having an effect on what happens, how you play the

game, not the result of the game. The last one is a little bit different than the previous ones; truth effectiveness. People will do anything to establish what they believe is true. They will go through pain, sorrow for this purpose. Personally I think this last one is important, even for young children, but in teaching the first two are more tangible.

In a methodology book with 135 ideas for language teachers by Gedeon, Lengyel and Rádai (2002) it is stated that motivation is effective when the motivator and the motivated are able to work together, to cooperate. Hadfield (2000) wrote a whole book about classroom dynamics, about how crucial it is for a classroom of children and their teacher to get along. They basically live together day by day, and the only way they can accomplish something is by not only getting along, but by feeling safe, secure: “Feelings of insecurity play a large part in the build-up of a negative group atmosphere” (Hadfield 2000: 80). And we will see how Maslow (1954) clearly states, that if some basic needs, like feeling safe or having a good atmosphere are not ensured, it is impossible to accomplish any higher goals, such as learning in any kind of a classroom.

3.3. What must precede motivation in school



Figure 1. Maslow's pyramid

Maslow's pyramid seen above (1954, Figure 1: URL 5) is well known in the psychological society, but everyone has experienced how we are unable to reach higher purposes, if our primal needs are not fulfilled.

To summarize the hierarchy of needs if someone is hungry, or needs to use the toilet, I do not think they will be thinking of ways of self-realization. The only thing we can think about is where the closest toilet is, our whole brain is occupied by this thought. So how can one expect a hungry, or scared child (who has less self-discipline than adults) to pay attention in a 45 minute class, which is more than twice the time period he can concentrate? This is a well-known fact, taught in child psychology, so why can the system not change? One of the reasons one-one tutoring works better, is because the teacher can immediately see the needs of the child. Unquestionably it is easy to adapt the material to one child's needs, and this makes after school activities more effective, but a teacher needs to be able to tend to all his students in a big classroom, everyone individually.

3.4. Motivation in the development of personality

It is essential to keep the child's personality and interests in perspective during the education process. To be able to help children grow as individuals, teach them in their own way, and most importantly pay attention to them, their needs, fears, and give them space to expand their horizon, by proper motivation that helps them want to know more and more. Barkóczy (1984) supports this thought; she believes that the learning process should be based on the child's interests.

3.4.1. Turning external motivation into internal motivation

But what if a teacher has to teach something that the child cannot relate to, that he's not yet interested in? Here comes motivation in the picture. Motivation can be external, giving rewards, or punishment, or internal, doing something without getting anything for it, and according to Kozéki (1980) teachers are successful if they are able to turn external motivation into internal. There are only so many figures and facts teachers are able to teach in the first 12 years of school, but – if this motivation towards learning is exfoliated into internal motivation – the learning process does not stop here, it continues for a lifetime, and shapes the personality in the process.

The inner motivation results in actions, the pursuit one does to achieve goals, and these actions create the hierarchy of motivation in a person. To help develop this hierarchy one must add to the already interiorized motivation, using these as the base, as stepping stones, yet he does not state how this might be possible. Accordingly this may be the reason why some teachers are not successful in this area. They know the what, but not the how. Without motivation the teaching process is a bad experience for the learner and the teacher. "Only the things a child longs for, what have personal meaning and what motivate them from the inside are able to make a child persistently behave in a certain way" (Kozéki

1980:10). A teacher can be able to force the children to do something, by punishing or rewarding, but it would be so much easier if they could shape the motivation hierarchy while changing the child's attitude. The main goal of teaching should be to train the child, so that he will have the internal motivation to study, to make good choices in life. The question should not be how to motivate, but how to point someone in the right direction.

I do not have a lot of experience in teaching (yet), but one of the first things I learned was that if a child does not want to learn, I can try anything, but I will not be effective. I cannot learn the instead of him, but what I can do is change his attitude, buy using things that he is interested in, that he enjoys, that motivate him. It is hard work, especially if one does not know their "audience", but it is worth it. But how is this possible, how can someone motivate a child, furthermore how can one turn external motivation into internal motivation? We will see a few examples to try to answer this question.

4. Motivation technics

As mentioned above there is a general idea of motivating, which is the same whether one is inside, or outside of a classroom or just trying to reach a goal in life. But for some reason children enjoy non-school related activities more than ones inside the school. For some reason the same type of motivation can be effective in one place and useless in another. Or one day can be effective, and on other days, it does not make any difference in the children's attitude. To understand why, we must first look into a few methods. In his book Brown (2000) presents a series of methods used in language teaching, but first tries to define what methodology is. He simply suggests that it is how to teach.

He based his conclusion on many researchers theories like, Anthony (1963), who rested his concept of teaching on three pillars; approach, method and techniques. Approach means to know the nature of the subject one is teaching. Method is the overall plan of how the language is to be taught, and techniques are the specific activities carried out in a classroom, what a teacher actually does to achieve what he planned. There have been others with different approaches concerning the definition, like Richard and Rogers' approach, design and procedure, but they all derive and are basically the same as Anthony's idea.

Motivation should play an important role on all three levels, and we will see how it can be carried out in different ways, what approaches, methods and techniques help motivate, and what are even more considerable factors than these pillars, like the teacher himself.

4.1. The teacher's personality

4.1.1. The relationship between the student and the teacher

In my opinion one of the main factors in motivation is the relationship between the teacher and the student. Most researches support this theory, moreover the teacher's personality is stressed in almost every motivation related subject. Gordon (1997), who wrote and taught about education, communication, resolving conflicts and many other useful subjects, emphasizes the student-teacher relationship in T.E.T. (Teacher Effectiveness Training). He expresses that the difference between the teaching that works and fails is the quality of the relationship between the ones taking part in the teaching process. Most of the researches in this subject have this as their first point of motivation, and trace all the discipline problems back here as well.

4.1.2. The teacher's attitude

Savage and Armstrong (1987) not only state the relationship, but the teacher's attitude. If the teacher is interested in the subject, if he is enthusiastic, this attitude will be contagious. Children do not have a broad view of the world, they do not know about a lot of things that may interest them, so the teacher needs to open their minds. You cannot motivate them with ways that motivate adults, because children need to actively do things, but if they do not see their teacher having fun, being a good role model, they will not become interested, and that is the point where the discipline problems start. Most teachers claim children are out of hand these days, they are digital natives, their lives are very different than their teacher lives were at their age, but it is the teacher's job to be up to date, to use pictures from this century, to ask what I did that caused this discipline problem, and change my approach. An interesting thing they mentioned was to give the child freedom, invite them into the planning process, and treat them as in some ways equal partners.

Scharle and Szabó (2000) highlight the teacher's role as well in their book; *Learner's Autonomy*. They raise the question whether the teacher is an authority, who decides what to do, or an activity organizer, where the teacher steers the learning activity. We hear a lot about this second idea, which gives the learner a lot of autonomy, but in my opinion it takes time for a child to be able to work alone, with just a little guidance. In the beginning a child needs a teacher to lead him in his work, to tell him what to do, how to do it and give him feed-back, to be with him in every step. Once the learner is confident enough and has a big variety of experience, then and only then is the teacher able to step back, and give the child autonomy, or give him autonomy that will be beneficial for him. It takes time to build up a

trust a partnership, where the child can be effective in learning, and have some responsibility of his own. Without being motivated it is hard to persuade a child to learn, and almost impossible to make him learn when he has independence.

4.1.3. Teachers as role models

A teacher's attitude can have either a positive or a negative effect, but it has an effect on the child. Students look up to their teachers, like models, they share their enthusiasm, and want to live up to their expectations. But even if a teacher works hard on their attitude, or just has a "teacher's personality", motivation cannot be left out of the planning process. Kauchak and Eggen (2007) also emphasise the teacher's role. If an exercise is exciting and fun, there is no need to plan extra motivation, because the task itself will provide the motivation. But not all tasks are fun, and children do not always enjoy the same activities.

4.2. The child's interests

4.2.1. Treating students equally but as individuals

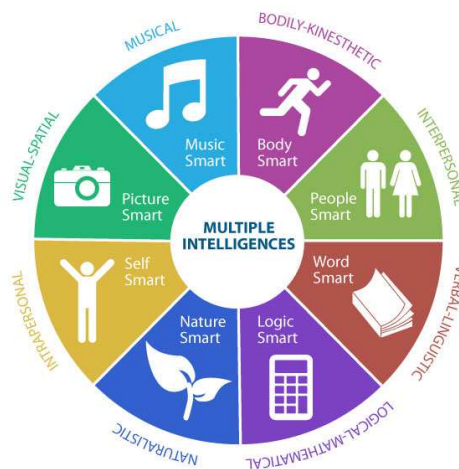


Figure 2. Multiple Intelligences

We are all different, with different interests, needs and we are different in how we acquire knowledge. A teacher has a hard job in treating all his students the same, but still teaching each individual in the most beneficial way for him or her. Gardner's multiple intelligences shown in Figure 2 (URL 6), illustrate the basic learning styles that we use. For some people using their body can help, for others a visual demonstration. It can make a big difference if a teacher knows what skills help a child the most, and is able to build it in the lesson, either as a whole or by differentiating. This is why it is pleasant to have a small classroom, so there can be an opportunity to learn in every style needed.

Furthermore Savage and Armstrong (1987) state that children all together need a different learning style than before. Students are becoming more and more diverse, and it is the teacher's job to make every individual feel welcome. Teachers have to demonstrate that they care about every individual, and treat them equally. While I was asking around in this topic a friend of mine mentioned a girl. She was the worst student in a dance class, but when a new teacher came, she had the opportunity to become someone else, she was no longer treated like the bad one, so she was able to break out of this cycle overnight. This is hard to do in a classroom with only one teacher for four years, but teachers have to try to treat everyone equally. Call on everyone, and help them until they are able to give an acceptable answer. Though it may be easier not to wait, and just ask the next person, but how will this make that child feel? They also state the importance of changing the seating arrangements. This is harder to do in a classroom that is structured in a certain way, but cannot be neglected, because whether the teacher wants it or not, children in the front get more attention, and this is fine while places change every day (for example in a dance class), but takes time in a classroom. Time is a key factor in this question, just as being very observant towards the child.

Hedge and Whitney (1996) describe a learner-centered classroom. A learner-centered classroom can be achieved by organizing the activities in a way that is more relevant for the learners. Students are more involved therefore are more motivated. It also mentions the humanistic perspective of teaching, where understanding, personal assumptions and self-realization are important. While I was reading I asked myself the question what other way is there to teach other than in a humanistic way? Children are humans; the only way to teach them is by treating them as humans, which involves getting to know them and understand their needs.

4.2.2. Having personal time with students, getting to know them

Hadfield (2000) states a method called humanistic activity. This simply means that the teacher takes time to know the child to be able to develop a positive attitude in him. She suggests focusing on the person rather than the problem, and then being able to use "personalized" grammar for example. The grammatical point is there, but the child may not even know that. There are so many opportunities to develop their personalities, just by the practice sentences. Why create a math problem about something irrelevant to the child, when one could teach them morals on the way, which could even bring the exercise closer to them, and therefore motivate them. But to be able to do so, a teacher must know the children.

Having personal talks with students creates a special bond according to Kauchak and Eggen (2007) and many others like Brown (2000). It lets the child see that the teacher cares about him, and this makes him feel loved and safe. The relationship between a student and his teacher cannot be separated from any of the motivation techniques. The more I read in this subject the more I see that there is no real difference in teaching an ordinary classroom, or outside of one. The main difference is the teacher or the method, the time put into it. The goals are almost the same in a dance class or a math class, to teach something the child will be able to use. But if we ask someone what they remember from their elementary years, they will not say the multiplication table, even though they probably still use it, but they will remember the times their teachers did something special. Times when they felt loved and cared for.

4.2.3. Attention to different needs – positive reinforcement

Feedback can also provide motivation to the child, because it can be a link between effort and learning. They do not always see the result immediately; therefore the teacher has to give positive reinforcement when children need a push. Good feedback is immediate, it is specific; for instance telling someone their essay is too vague does not help as much as showing them what parts could have been left out, or what ideas were irrelevant. If the child hears his work, that he put a lot of effort into, is bad, and does not know why, makes him demotivated, and will probably not even think of rewriting his essay. In other words it is important to give corrective information with a positive emotional tone. A child needs to know that he may have made a mistake in his work, but that does not make him any less of a person.

Franken (2002) states that “mistakes are a part of being human” (URL 4). We all make mistakes, it is a part of the learning process and yet sometimes teachers want their students to get it right for the first time when they should be encouraging them. However it is also not the best idea to overpraise. In this case there is no challenge, nothing to achieve, which results in the loss of interest rather than having a positive effect on the child. To be able to give feedback, the teacher needs to see how his students are doing. It can be hard to pay close attention to every individual's learning process, especially in a big class. But this cannot be a reason to neglect anyone. There are many ways of assessment to see where the students are standing. And this gives teachers an idea of where the child has lack of knowledge, where the teacher needs to motivate more.

4.3. Motivation in the task itself

4.3.1. Using effective questions: challenging but grant success at the same time

Kauchak and Eggen (2007) state something trivial but essential techniques: to motivate by effective questions, that challenge them, which have purpose, but can also satisfy their need for success. It does not do them a lot of good to memorize answers, because they will forget most everything they learn in a few weeks' time, they should rather learn a higher order of thinking, moreover having the feeling of competence. They need to have self-efficiency, which means that they need to believe that they can do something, what is motivating. In my dance class, if they cannot do something for the first try, they give up, and stop trying. Children need success which results in the increase of motivation. A good way for children to have a little success, are open ended questions, where a variety of possible answers can be correct. The shy ones get the chance to have some self-confidence, seeing that they cannot be wrong, or it is hard to be wrong. This gives the teacher an opportunity to call on the non-volunteers, without putting them on the spot, in an unpleasant situation, and making them nervous. After seeing a few replies they will have the confidence to answer, they will want to answer. In other words taking away fear, stress can be motivational. And also everyone needs to pay close attention at all time, because they can be called on any time.

4.3.2. Guided discoveries

As it was mentioned earlier children are curious and like to figure out new things. The second method stated in effective questioning are guided discoveries. These discoveries are often used in science classes. The starting point is an interesting question, which the students want to find an answer to. They have to actively work, they are not just given the answer to memorize, therefore they understand the material, and it makes sense to them, which makes it an experience that will stay with them for a much longer time than just a few words with maybe some illustrations. They are able to have autonomy, to work in their own paste; they get to choose the order, the tasks. It gives a chance to differentiate, and children enjoy it, because they get to feel like grownups. While these are all important points, making a task applicable in everyday life cannot be forgotten, not in this method, or in any other. If something makes sense, there is a point in doing it.

4.3.3. Child based activities - games, drama

"Children learn best when the content is relevant to them and when they can connect new learning with old" (URL 7), a sentence stated by Baldanza, a principal in a Virginia. The second part, building on the already existing knowledge, is known as the constructivist method by the teaching community, and has recently been reconsidered and put to use. The first half is the harder task, finding ways to relate the material to the child. A child's basic action is playing; let it be games, competitions, role playing. A child always wants to have fun, and what other way is there to have fun than playing games. If teachers are able to teach them through games, it will bring the new content close to what the child already knows. Games make learning familiar, safe and most importantly fun, which equals motivational.

Children love to move, to play, to act, and also to use drama technique without even knowing it. Primary teachers are able to use this to their advantage in teaching. Maley wrote in Wessels' drama book (2003:3), that: "Drama is now readily accepted alongside simulations, information-gap activities, problem-solving, and the like, in a way which would previously have been inconceivable." Teaching methods are changing, and drama can be used in every situation, for example in a math class, children can act out a problem. It gives a good demonstration, lets them move around but still keep their concentration on the task. It takes more effort from the teacher to create costumes for example, and it gives more chance to misbehave, but a class with acting could be a real blessing, if the teacher is up for the challenge.

4.3.4. Humor

During my research I found very little about humor in a classroom, but I could not leave it out of the topic of motivation. Brinder, a school teacher and comedian shares in an interview (URL 8), that humor gives a positive environment, where kids are ready to take chances. He talks with a stay at home mom and book writer, Buckworth, who claims that a joke lets children learn social skills, and most importantly helps them remember. Something funny is always more memorable. Instead of being mad at a child for making a mistake, why not laugh with him. But many children hide behind the class clown role, they want attention so they act up. If a teacher lets them shine for 5 minutes, the class can work for 40, because he will not disturb them, because that way he gets to perform. He argues that as long as the material gets covered, why not have fun. There is a balance that every classroom has to find to be able to do so. A good story that they can also relate to the child, it can bring the students closer to the teacher being able to work together.

4.4. Working as partners – respecting the status quo

Young learners do not know what to expect when they arrive at school for the first time, everything is new to them, and even though they may be curious, they are often scared to try out new things – I know I was scared myself, – and sometimes they do not know why they have to do something, they cannot see the whole picture, because it is not explained to them, and because of these reasons they might seem unmotivated. It is easier to say that children are lazy these days, than to really look into someone, and see how they can be motivated. A big advantage elementary school teachers have is that after they develop a relationship with their students, they want to live up to the teacher's expectations, they want the teacher to praise them, to notice them. They may test their limits, see how far they can go, but they want to be appreciated, and this works both ways. One of the first advice I was told when I started teaching to always have time to create order, to create a routine, and then start teaching. Have the right environment, where everyone knows where they stand, because that is the only way teaching can be effective. But on the contrary it is sorely strange how after school activities are usually liked more than classes at school. The setting is usually a lot looser, but somehow the teachers are able to keep everything in hand, and pay attention to each individual's needs. Vidovszky (1993) mentions a summer camp project they had. During this time students were able to bond with each other, with their teachers. They got to know another side of the person they spent most every day with for the past few years. The surrounding makes a big difference. The emphasis is not on learning something while on a class trip, but getting to know one another in the learning process...

4.5. Motivating the motivator – preventing burnout

A common phrase we hear nowadays is burn out. Being motivated is not only important for the learners, but the teachers as well. There are so many areas a teacher has to pay attention to, so many ways to prepare, which does not always get rewarded. Vandenberghe and Huberman (1999) state that most people who are burned out have unrealistic expectations, they are emotionally exhausted, depersonalized (no response to other people) or do not feel successful in what they achieve. There are many factors that lead to these "symptoms," like not having adequate social support, getting non constructive feedback, having bad working conditions, seeing one's self in a non-realistic way; these all result in unnecessary stress, that lead to breaking down and burning out. And this definitely has an effect on the pupils, because burned out teachers do not or cannot stop teaching.

It is hard to motivate one's self, to have a meaningful and rewarding career after 30 years of doing the same thing. There are small things that can be done to prevent it, like having a positive environment, getting positive feedback, having career-long professional learning, improving the working conditions, knowing exactly what is expected from teachers, having good leadership, and professional relations; but almost all these points depend on the environment, there is not much a teacher can do. *Understanding and preventing teacher burnout* written by Vandenberghe and Huberman (1999) gives an excellent idea of understanding burnout, 303 pages of it, but hardly any on the preventing it, seeing that the book is 315 pages all together. This is an area where all teachers have to be very careful, and I think being motivated can help in a situation getting close to a burnout, but unfortunately teachers do not have a guide book on how to teach, they get course books, ideas from the internet, but everyone has to discover what works for him, how to motivate his students and still have energy to motivate himself to be able to enjoy what he is doing, which will lead to the most honest and most effective motivation.

5. Conclusion

These have been just a couple ideas in the enormous topic of motivation, but the list does not end here. It takes years of practice to see what is effective, and what is not. It takes years to see why something works, and who it works for. The final thought to mention comes from Kauchak & Eggen, (2007), Teachers cannot be successful with every student, because they are so diverse, but they can be able to influence them with a positive approach to motivation. In the following these theories will be put to the test, to see how they work in real life, what can be used, and what is used in pedagogy today; what is effective inside and outside of a classroom.

Research

1. Description

1.1. Description of the research and hypothesis

These studies in the first section provided information on what motivation is, and how it can be carried out effectively, but there is clearly a difference in school and outside of school activities; like sports, music class, one on one tutoring, or Sunday school at church. All techniques listed above can be used in any kind of class, yet there is a notable difference, what I will attempt to diagnose in my research. Why are the after school activities more exciting? How can the same child enjoy the monotone plunking of the guitar and hate learning how to write the letters? What is the motivation that lies in the background?

My hypothesis is that the interest of a child is only a small factor in his motivation, whether the child is in school, at dance or has the most advanced technical gadgets; it all comes down to the teacher, let him be a 3rd grade math teacher or the soccer coach. Most studies could not break away from the teacher's personality, attitude or relationship with his students; it seems to be the most determining factor, but let the research show if the only difference in inside and outside of a school motivation is the teacher.

1.2. Description of the methods

A variety of research technics, qualitative and quantitative will be presented, to have a base for the triangulation method, to get fairly accurate results. First a questionnaire with 14 questions (two yes/no questions, 8 scaling questions and 4 open ended questions, see in App 1.) was designed to find out what teenagers and young adults remember from their elementary years, how it affected their studies, their personalities, what influenced them, motivated them so much that they still remember it. To prove that they were interested in the topic, over a hundred responses came in through the internet in only 60 hours. 103 to be exact.

Observing how teachers motivate today, what they are able to use in their classrooms is the second part of my research. To see the different class types, understanding the source of their difference in what kind of motivation is effective, and getting an interesting turnout considering language classes.

Four focus groups were formed to share their experiences on the topic of motivation with some starting questions shown in App 4. In the first group the participants were young teachers, who were trying out

what motivated their students. A fairly large group of 20-25 young teachers and practiced teachers, teaching through 1st-4th grade got together to see what their students enjoy, how they can motivate them. It was easy to get the teachers to share in small groups to start with, and then share what methods worked for them. Coordination was not really needed, everyone was eager to share and hear new ideas.

The second group consisted of some of their students. I asked a small group of 3rd graders to tell me what they liked most in a lesson. I started out with 4-5 children, and by the end had 7-8 who all wanted to share. It was hard to get them started, but once one was talking, the others opened up as well.

The third group was formed by experienced and just starting out dance teachers. It was the easiest to talk with dance teachers, because I knew all of them since I was a dance student, and I was also a part of the group. The teachers with many years of experience had a big overview of how their work changed over the past 20 years, how their methods had to change. It was also interesting to see how the young teachers were trying out methods that worked for them, for their personalities and their classes. Not every method works for everyone, and this was interesting to see in real life.

The fourth was made up of my dance students, who openly answered all my questions after a class. Most of them did not stay very long, but I could gather information from only a couple of their thoughts. This research gave a wide perspective on the area of differences in motivation in different places and perspectives.

To show the depth of this subject another idea to elaborate on would be to interview school teachers and two of their students. One who is a good student and the other, from the same class, who is not as motivated, to see the different responses students have to the same motivation.

2. Findings of the Research

2.1. Questionnaire

The questionnaire was an online questionnaire that anyone could fill out, but my target age area was between 10-30- to get a feedback of the fairly recent education system. Most of the participants fell into this category, seeing that I sent it to people I know, but I examined all the forms, that will be discussed in the following along with the results.

2.1.1. Attitude towards school

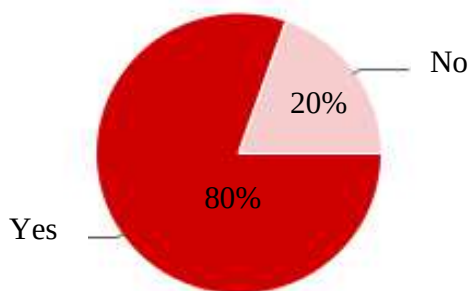


Figure 3.
Children who liked going to school

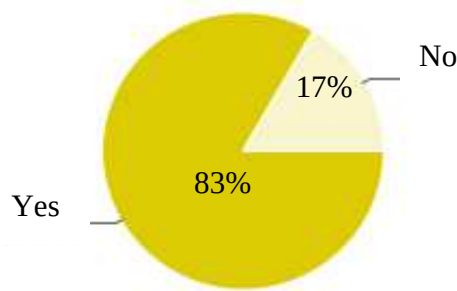


Figure 4.
Who liked doing outside of school activities

The first question was whether the participants liked going to school or not. In Figure 3 80% claimed that they liked going to school. Figure 4 shows the answers to the second question, whether the liked doing out of school activities or not. I would have thought there would have been a little more than 3% difference between the two questions, because judging from my previous assumptions and conversations I thought after school activities would be a lot more fun. However the next point in analysis proves this idea.

The following two charts show the difference between how interesting they found school (Figure 5) and outside of school programs (Figure 6).

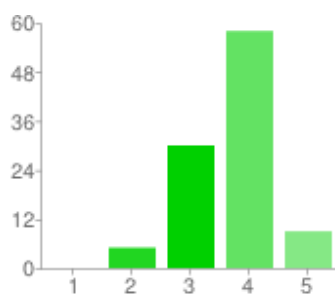


Figure 5.
Interest in school
1-least, 5-most

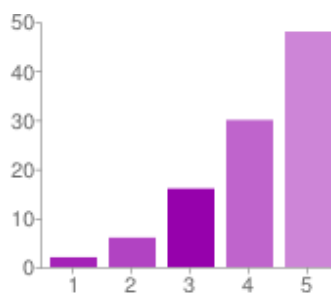


Figure 6.
Interest in outside of school activities
1-least, 5-most

These show that the majority ranked school activities as a 4, which is high considering how often children say they do not like school, but not as high as outside of school activities, where almost 40% gave the maximum ranking, which confirms the original statement that children enjoy afterschool

activities more than inside of school ones. The remaining question is why; because of their interests, their teachers or is there some other reason.

An interesting outcome from this same area, which I would not have predicted, is that no one marked 1 for school, but 5-6 people really hated what they did as an afterschool activity. This could mean their parents made them do it, and nothing, not even the teacher could change their attitude towards it.

2.1.2. Relationship with the teacher

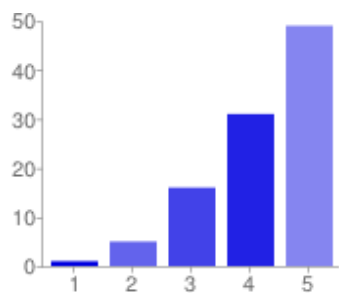


Figure 7.
How much children liked their teachers
1-least, 5-most

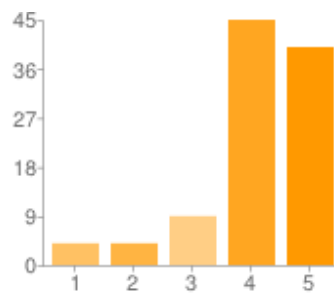


Figure 8.
How much children thought their teachers liked them
1-least, 5-most

The next question considers the relationship between the students and their teachers. Figure 7 shows how much they liked their teachers, and Figure 8 tells us how much they thought their teachers liked them. Most of the results show that the teachers loved them, and the children could see this at the time. Both charts have at least a few people how did not like their teachers at all, and what is even worse is that 5-6 of the questioned felt like their teachers did not like them at all. This would explain why they did not like whatever subject they taught, why they could not motivate them either in a classroom or outside of one.

2.1.3. Favorite class vs. Favorite teacher

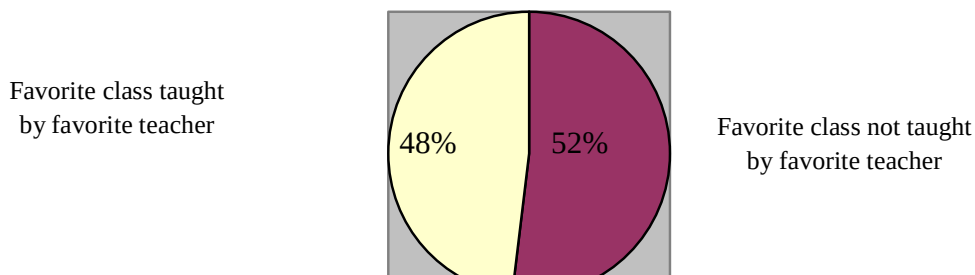


Figure 9.
Favorite class - favorite teacher

This following question caused the biggest disappointment. The first question was what their favorite class was (in their later studies), and then I asked what their favorite teacher taught. These questions after each other were already a little suggestive, and I was sure the responses would support my theory; that the reason children like a subject is because of the teacher, but less than 50% percent, only 48% (shown in figure 9) said their favorite teacher taught their favorite subject. This 48% is not that substantial. It is more than just coincidence, but I did not think that the interests of students are just as important as the teacher. I did a research in a previous year about the student - teacher relationship, and at the time it seemed like the teacher was the most determining factor in the learning process, but according to this questionnaire the teacher's personality seemed less important (less than 50%). Although this question was about middle and high school, elementary teachers probably have a greater influence, but not as much as expected.

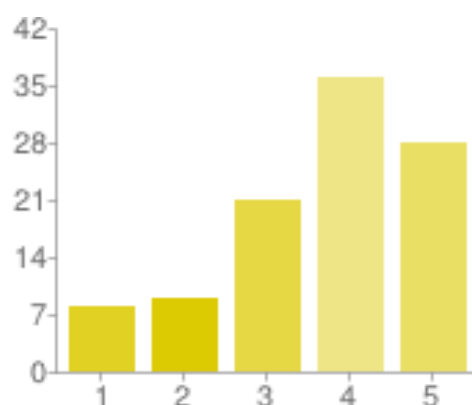


Figure 10.
How much elementary years shaped later studies
1-least, 5-most

Figure 10 shows how much elementary years shaped their attitude towards studies later. This is something that could have been predicted. In most cases the time spent in elementary school does shape the approach of a child, but not in every case. Elementary school shapes a child, but a person's course of life is not set at the age of 10. Children who hated studying at a young age might become adults who love learning new things.

2.1.4. Different motivational technics

The next questions consider the different ways of motivation in different settings. How teachers motivated their students to study, how dance teachers motivated their students to work hard in class.

The interesting thing was that style of motivation was about the same in a school environment and elsewhere, only the degree of motivation was different. Participants could choose more than one motivational technique that their teachers used what was effective. Figure 11 illustrates what the top 6 techniques were, and what percent they got. External motivation got the most votes, 60% of the questioned students said their teacher used rewards or punishment. 51% said their teacher used games as a motivational factor, then came competitions (43%), then humor (25%), which was hardly mentioned in any literature on the topic. Explaining the reason why to do a task got 10%. Most of these were mentioned by the great authors, which shows that these methods work. Seeing a child's perspective is always a more accurate viewpoint, and truly supports the methodology.

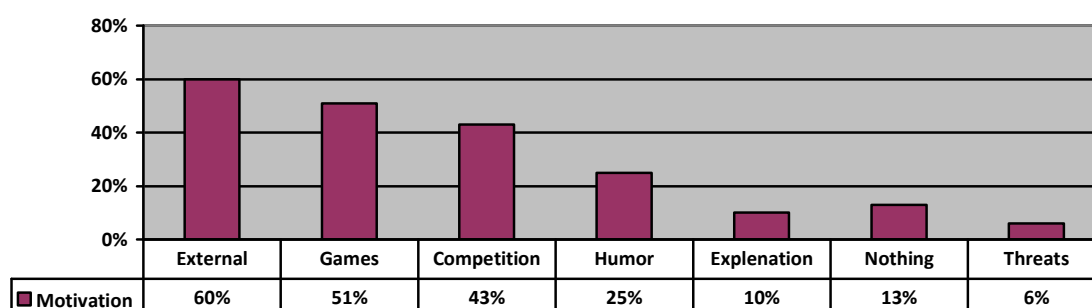


Figure 11.
Effective motivational techniques

External motivation has a significant part at a young age, and needs time to turn internal. Games and competition are also a big portion of a child's life at this age. But 13% gave only one answer to this question and said the teacher did nothing to at all to motivate them. I think this percent is very high. A handful (6%) said their teacher would threaten with tests to get them to do something. I am sure it is hard to be always positive, but the 13% socked me. The only significant difference was in this point, because only 5% said they were not motivated at all during after school activities. The reason for this may be that children did not need to be as motivated, or it was a smaller group, so they got more individual attention, but the last question will provide some explanation for the difference.

2.1.5. Difference in school and outside of school activities

The final question was the difference in school and outside of school activities. In this part as well, answerers were able to choose more than one answer.

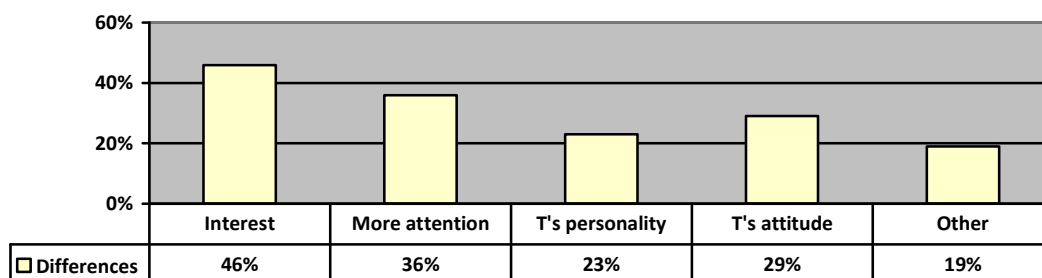


Figure 12.
Differences in school and outside of school activities

The highest number of people said they were more interested in the outside of school activities (46% out of the whole). Although teacher's attention (36%) came out to be second, which proves that learners do get more attention at an afternoon activity, and they need this attention, teacher's personality, with only 23% got the least percent, proving my point wrong; the teacher's personality is not as important as I thought. It does affect children, but not as much as the interest or attention. Even the teacher's attitude (29%) got a higher percentage, which is very important, because young learners see and imitate everything their teacher does.

Other was also an option, to write any differences the participants could think of. The most common answers were that they liked outside of school classes because they were not obligatory, they had to do different tasks, the atmosphere was looser, the expectations were different, they knew each other a lot better. Some said it was the same with less people. These answers give some idea on what the difference is, but it is almost impossible to generalize. Every situation is different, and one cannot state that only one factor influences the child. The teacher is very important, the interests of the children are also important, how a task is presented, how the weather is like, what the peers are like; these all add to or take away from the motivation of the students. A teacher has to try to make all these factors work for his advantage, and by that give a child a lifelong experience in school or outside of school, so that he can and be willing to learn all his life.

2.2. Observations

2.2.1. Everyday class

Every class is different, every teacher has their own style of teaching, every child is different, which makes it hard to compare lessons. Most classes I observed were math, science and reading. It would be

hard to compare these with a physical education, where children are moving, playing but learning about sports, rules and how to become a fair player. Their personalities are shaped, just not sitting behind a desk. During a math class where most of the students stay in their seats for the whole class, there were times when I did not see one child who did not pay attention, who was bored even after 30-35 minutes. The teacher was able to enchant them with a creative story that they could relate to, that was exciting, that made them understand what they were learning. Everything was fun and interesting.

After this particular very successful lesson the teacher told us afterwards that children need some kind of success, just like Schunk and Zimmerman (2008) stated. This teacher put the theory in action, she knew exactly who needed what. She told us what difference it makes if the parents help the child. And told that one can have a lesson all planned out, but the teacher needs to be flexible, and think fast, because children can change the course of the class, and if we do not keep this in mind, teaching it will have no use, but we will feel good, that we did our part somehow or another, but this is not effective teaching. There were a lot of cases where it seemed like the teacher was “teaching”, but nothing got through to the children. They got bored, started misbehaving, and by the end the teacher had to be very strict, because that was the only way the students could be managed. In this case even if a child would be interested, the teacher could ruin their attitude towards that subject. If one factor of motivation is missing, it is hard to make up for it, but a teacher cannot stop trying, he cannot give up on a group.

2.2.2. Language class

A language class is different than any other class inside a classroom. It is a lot looser, even the seating arrangements show the difference. Ideally there are fewer students (almost like in an after school class), so the teacher can pay closer attention to each child. In this class children have the opportunity to talk about their personal lives, their hopes and fears, and this makes the whole atmosphere different than even an after school activity. A private lesson gives a chance to get to know the individual, his studying habits, but not the personality. A sport brings the children closer together (assuming it is a team sport). They have to work together, but it still does not give the time to really get to know the other one. As we read in Vidovszky's (1993) report the best way to bond with each other is during a camp, where there is time, and no bell pushing us to approach the child as an object, who has no feeling, just shove down the information. And as we read earlier the more you know a child, the better you can work together.

A couple of observations I made in English classes support the points in the literature review, and add to them. Naturally not every English class is that interesting, and well put together, but it is possible. As well as using these technics elsewhere. To use the language as a tool, as it's purpose, and have fun doing it. It is possible to play games all class, and not even notice that we are learning something new. To learn the difference between 'is' and 'are' by a game of putting the correct one where it goes when you hear it, not just telling them when to use it. In all four classes I saw the students did not stay in their seats for more than five minutes. They were always active, even while doing the listening, she had them lifting their papers, and acting it out. Yes, sometimes it is fine for them to sit for 20 minutes, and they can enjoy those classes as well as we will see in the next paragraph. She really paid attention to everyone. They were all able to find a sheet of paper. Or just small things in a game for example she let the shy ones go for the second or third try, it does not seem like anything at all, but these all builds the relationship. This set a calm atmosphere, as did the whole classroom. Even in competitions the children did not leave anyone out, and this may be because they are generous and kind to start with, or they learned how to be nice from a role model.

She hardly ever said no, your answer is wrong; she said hmmm, let us think about this a little more. She was loving, and funny. She made mistakes on purpose, and made every task an unforgettable experience, making them so involved that most of them stood up because they were so eager to say something. Some teachers would say sit down and then I will call on you, but this kills the enthusiasm. She introduced the word leg by acting out that they have enormous legs, or tiny ones. Then gave a chance for some children call out crazy things (using the language without even realizing it), putting them in a special spot (I used this is my dance class, and even 4 year old liked it).

The children were able to be themselves ask questions, talk about their dogs, and not related topics, but it is OK in an English class, because whatever we talk about, we are using the language. This got children carried away sometimes (although the competitive games could have had a part in this), but they were smiling and having fun the whole time. They may need more time to learn all the rules of the third person "s", but making it an experience it sticks better, and they have a great time in the process. Having songs in a class is always motivational. The children literally started moving as soon as a song started playing.

The class and the classroom was colorful, but not disturbing. Her visual aids were very useful, and added to the class, because it is much more entertaining to see where Teddy's eyes are than learning eye means "szem", write it down 7 times. They were motivated the whole class. She did give red points, but it did not make much of a difference. They got to create things.

The funniest yet very significant part of the class was when a boy said he knew the song already because his dad listens to Happy Street all the time. Without the parents' support teaching would be much harder. With a background that is helpful and sets a good example for the child, the teacher's job is a lot easier. A teacher needs to win the parents to become even more effective.

2.2.3. Outside of school classes

Another place where teachers need to win the parents are the afternoon activities. There are so many places to choose from, and at a young age, parents are the ones who decide for their children, and usually are able to find something that their children enjoy.

In a dance class children like the activities, they like to move to dance, to listen to the music, and they look for the teacher's approval, guidance. They are so motivated they ask every two seconds if they were doing it right. They respect the teacher, and like her, because she shows them something they like and/or they find amusing. The teacher has to be very kind and loving, because it is easier for a child to find another dance school than a public school.

If the teacher is enthusiastic, so are they. This is true in every situation, but it seems like people who teach a sport or music are a little more enthusiastic about what they teach, because it is something special, something that they like. For example when I teach, my favorite exercise soon becomes theirs. This works with young ones, but as soon as they turn 8, adults became far less interesting than their peers. And if someone with a bad attitude becomes the one they look up to, the teacher has her work cut out for her. However at a young age they look up to the teacher, they can work so hard to please her and she has to take advantage of this. Everyone wants the teacher's attention; therefore, they want to help; they want to be like adults, like their teachers.

2.3. Focus groups

2.3.1. School teachers

The one motivational technique most everyone agreed on was having a frame story to the lesson. This lets the students enjoy learning by being role playing, having an exciting twist to the class. Just naming ordinary objects, a box can be a task bank, a secret box that only gets opened for a few students. All secrets attract them. Or hearing a story about themselves, playing anything and everything, competing with each other, doing a project together in one topic. Collecting stars that can be traded in to a stamp after 10, and after 10 stamps they get a good grade. A teacher had a system where after collecting a certain amount of stars or “whatevers”, the students could get a challenge, like finding out everything about frogs, writing 5 sentences about a holiday. These were usually a lot more difficult than things they did in class, but learners were working so hard to get them, and the teacher could differentiate by giving them ones that suited them, that they could learn from.

The biggest problem that they mentioned was how to deal with was discipline problems. Some gave a little Teddy Bear to the one who behaved the best at the end of the week. Others had discipline cards, and took away one if they misbehaved. There are a lot of other methods, and all of them were externally motivated ones. Teachers with 20-30 years of experience said that learners need something visual, something to see, hold, something to show how they are doing, and these work. A lot of them give out prizes, pages to color, a sticker, something they can take home and show their parents.

A lot of young teachers spend a lot of their time preparing their visual aids, because they can draw children’s attention to whatever they are teaching. Even ICT devices can accomplish this; music, showing a short clip, or having something unusual in the lesson. Evidently if they are used to often, they can lose their initial excitement. But having something new and interesting always attracts attention, such as field trips, just moving around, or standing up in the middle of the class. Talking to them as adults, and treating them like equal partners, being honest with them, giving them tasks like watering, small responsibilities that they have to do. Having a sense of humor, being excited about what they do as teachers.

There are many ways a teacher can motivate; the key element is to see when what is useful, but to do so a teacher needs a wide range of ideas to choose from.

2.3.2. Students

Most young learners said they like playing games in a class. Sometimes they do not even notice that they are learning something if they can play. They said the best part of a reading is when they get to act the story out. So why not satisfy these needs. They have to read the story to know what to act out, they need to work with each other to be able to perform, so they learn to cooperate, they learn how to give speeches, how to stand in front of the class. Some said they love to compete with each other, to show others how much they know. Children like to learn, and it is not that hard to teach them in ways they enjoy. Teachers were not that far what children said. The only question is: are they willing to put a lot of effort in to giving children a good experience at school.

2.3.3. Dance teachers

As it was mentioned earlier, being an afterschool activity teacher, a teacher does not have an opportunity not to be enthusiastic, not to give it all, because children will find another place to go. Five dance teachers shared that a lot has changed in the past 20 years, Children are a lot more disrespectful, they let themselves do a lot more, but as dance teachers they do not have too many ways to keep discipline, which is why they work hard on building on their interests. They use exterior motivation, like collecting stamps, or giving out coloring pages, but letting the children know they will perform on a stage can also be very motivation. With younger ones they often act out animals, to make it fun. Many times his movement has nothing to do with the animal itself, but telling the children to act like a stork is so much more exciting than telling them to stand on one leg.

Sometimes it is worth to just let them leave the class, to keep the group functioning, because even one child can turn the whole group's attitude soar. Obviously most children go there because they want to dance, but with young ones it is hard to keep this interest going, and that is when the teacher has to "wow" them with making every move fun and interesting. Some students get along with some teachers, and can not stand others, even when they are teaching the same thing, even when they are both creative and good teachers. This is true in every student- teacher relationship, but can be a lot stronger at an after school activity, because the child usually chooses to stay, and this helps the teacher work with the group.

2.3.4. Dance students

My young dancers said they simply like to dance, they like the music, they like their teacher, some even said they were told by their parents, they would get new and shiny leotards if they paid attention and behaved themselves. A little bit older group said they liked it when they could use ribbons or balls, they loved the games they got to play at the end, and they also said they really liked their teacher.

Even older dance students also said they like to dance, they like the group of people they dance with, they said while they dance they can get away from their everyday routine, do something different, something that is “cool”, that they may even be good at, that others see as something unique and special. Also they like the feeling of winning, if they get to go to a competition where they can show off their talent.

2.3.5. Conclusion

There are many similarities in the 2-2 groups. In some ways a school teacher has an advantage, because the student does not have a choice, he has to be in the classroom. In some ways being a dance teacher, or being any other outside of school teacher can be easier, because children like what they are doing to start with, but both teachers have difficulties, and need to be creative and flexible. Discipline is hard in any environment. A child probably does not love everything he is being taught, which is why being either an inside or an outside of school teacher is difficult, involves a lot of work, but is the most rewarding job in the long-term.

Summary and Conclusion

It is hard to talk about something with little experience. I have not been on the teacher's side for long, but as a student I know how important motivation is inside a structured classroom and outside of one. This is why when I teach; I want my students to be motivated, to like what they are doing, and to make the external motivation internal. For them to be motivated in everything they do, so they will learn to like school, to like their lives and make the most of it. My research shows that the first few years of school are determining; they influence children. It is important for teachers to create a positive experience for their students. A part of this is the teacher's personality, although my hypothesis was proven wrong; the personality of the teacher is not as important as, for example the interest of the child. Personality is not why children enjoy outside of school activities more. My research shows that children liked them because they were not obligated to go there, they were more interested in them, and they got more attention. At the end of the list the personality of the teacher did appear, but not as significantly as I thought. However a teacher can form the child's interests, by paying attention to every individual's needs, taking time to see what technique works the best. I learned that I cannot please everyone, but that does not mean one can just give up on a student.

A lot depends on the teacher's personality, but despite all my preconceptions, there is a little difference between inside and outside of a classroom teaching, motivating, and it does not all come down to the teacher. It is a lot easier to motivate children who want to learn, whose parents support their learning process. There are a lot of factors that can be motivational, and the teacher does influence the child, and shapes his personality. The difference in the English class and the other, "average" class did not mean that either one was better than the other. The students were motivated differently, just like in a dance class, where they are already motivated to dance. There is a difference, but if a teacher is well prepared he can find something interesting in anything, and make every subject likable with games, good questions, with his relationship with the child, adjusting a task to each individual's needs.

The four focus groups proved that teachers know what their students are motivated by, seeing that most of their answers were the same. It is clear that the questioned teachers (inside and outside of school ones) were devoted and eager to motivate their students, but we could also see that there is not a big difference in the two areas. They have their advantages and disadvantages, but a good teacher is able to work through the problems, build on whatever he can build on and focus on the child. The question is

not what we teach, it's how we teach. To put theory in action, action that is effective, and brings joy to the student and the teacher.

These researches were only a small piece of what could be done to become more and more effective. For example an interview could be done along this line, asking a teacher how she motivates and two of her students, a “good” and a “bad” student, to see what works on which student, and why it works. Why can one student acquire a lot, when another can hardly pay attention to the same teacher? It would be definitely beneficial to see how the same tasks, the same treatment affects different students, to see both sides, and find out what is effective.

A teacher can have many goals, but there cannot be a goal that goes before the child as a person. It is more important to shape his personality than putting more and more factual knowledge in his brain (that he will most definitely forget). It is more important for them to enjoy what they are doing, not just as children, but later in life. This is why it is crucial for them to learn to like learning, let it be learning how to read, play the piano or swim in any possible way, whatever works. And the only way to find out what works with a group is by trying out as many methods as possible, and always having a loving attitude towards the children. Learning may be closely linked to the teacher, but will gradually turn into the child's own needs, desires. If we were able to achieve this, we were effective motivators, effective teachers, and our work did not go in vain, but hopefully positively added to a child's personality.

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Webography

URL 1:

<http://www.youtube.com/watch?v=sFNrlPs4pug&feature=pyv&ad=4670997104&kw=motivation>
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URL 2: <http://www.youtube.com/watch?v=640BQNxB5mc> (2014. 04. 21.)

URL 3: http://peoplelearn.homestead.com/beduc/chapter_8.pdf (2014. 04. 21.)

URL 4: <http://www.quotationspage.com/subjects/mistakes/> (2014. 04. 21.)

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http://www.google.hu/URL?sa=i&rct=j&q=&esrc=s&source=images&cd=&docid=3SMyxEqArFhJM&tbid=uwQj07ZqppeJKM:&ved=0CAEQjxw&URL=http%3A%2F%2Fwww.connectionsacademy.com%2Fblog%2Fposts%2F2013-01-18%2FUnderstanding-Your-Student-s-Learning-Style-The-Theory-of-Multiple-Intelligences.aspx&ei=QwAfU82lOYSjtAbQ6YGQDg&bvm=bv.62788935,d.bGQ&psig=AFQjCNEhC_XIj-l2ypwNLU30VGc5LRt5Xw&ust=1394626022335555 (2014. 03. 14.)

URL 7: http://www.educationworld.com/a_curr/strategy/strategy065.shtml (2014.04.21)

URL 8: <http://www.youtube.com/watch?v=XaG678AzVs4> (2014.04.21)

Appendices

Appendix 1

Questionnaire

Nem: Életkor:

1. Szeretted alsóban iskolába járni?
2. Ha jártál vmi különóra, oda szeretted járni?
3. Mennyire voltak számodra izgalmasak, érdekesek az iskolai órák? 1-5
4. Mennyire voltak számodra izgalmasak, érdekesek a különórák? 1-5
5. Mennyire szeretted a tanítót? 1-5
6. Mennyire szeretted téged a tanító? 1-5
7. Felsőben vagy gimiben mi volt a kedvenc tantárgyad?
8. Felsőben vagy gimiben a kedvenc tanárod mit tanított?
9. Alsóban mennyire szeretted tanulni? 1-5
10. Mennyire alapozták meg az iskolához való hozzáállásodat az ALSÓS tapasztalatok? 1-5
11. Hogyan vett rá a tanító a tanulásra? játékos feladatokkal, versenyekkel, kihívással, humorral, dolgozattal, intővel fenyegetéssel, elmagyarázta, hogy miért fontos, jutalommal, büntetéssel (pirospon, matrica...), nem vett rá a tanulásra, egyéb
12. Hogyan vett rá a külön tanárod a tanulásra? játékos feladatokkal, versenyekkel, kihívással, humorral, dolgozattal, intővel fenyegetéssel, elmagyarázta, hogy miért fontos, jutalommal, büntetéssel (pirospon, matrica...), nem vett rá a tanulásra, egyéb
13. Hogyan tartotta fenn a figyelmet?
14. Miben volt más egy különóra egy tanótól? A pedagógus hozzáállása volt más, a pedagógus személyisége volt teljesen más, jobban érdekelt (vagy kevésbé), jobban odafigyeltek rám, egyéb

Appendix 2

8 of the filled out questionnaires

Timestamp	Nem	Életkor	Szeretnél alsóban iskolába járni?	Ha jártál vmi különóra, oda szeretnél járni?	Mennyire voltak számodra izgalmasak, érdekesek az iskolai órák?	Mennyire voltak számodra izgalmasak, érdekesek a különórák?	Mennyire szeretted a tanítódát?	Mennyire szeretted téged a tanítód?
2/13/2013 13:00:56	nő	21-30	igen	igen	4	5	5	5
2/13/2013 13:29:51	férfi	11-20	igen	igen	4	2	5	5
2/13/2013 13:30:53	nő	11-20	igen	igen	5	5	5	4
2/13/2013 13:31:32	nő	11-20	nem	nem	2	3	4	5
2/13/2013 13:32:30	férfi	11-20	igen	nem	4	1	5	5
2/13/2013 13:33:00	nő	21-30	igen	igen	4	4	4	4
2/13/2013 13:36:27	férfi	21-30	igen	igen	3	2	2	3
2/13/2013 13:37:33	nő	11-20	nem	igen	3	4	3	5
Felsőben vagy gimiben mi volt a kedvenc tantárgyad?		Felsőben vagy gimiben a kedvenc tanárod mit tanított?		Alsóban mennyire szeretted tanulni?	Mennyire alapozták meg az iskolához való hozzáállásodat az ALSÓS tapasztalatok?	Hogyan vett rá a tanítód a tanulásra?	Hogyan tartotta fenn a figyelmet?	Miben volt más egy különóra egy tanórától?
matek		matek		3	5	játékos feladatokkal, elmagyarázta, h miért fontos, jutalommal, büntetéssel (pirospont, matrica...)	játékos feladatokkal, versenyekkel, jutalmazással, büntetéssel	a pedagógus személyisége volt teljesen más, jobban érdekelt (vagy kevésbé)
testnevelés		angol.nyelvet		3	5	versenyekkel, kihívással	jutalmazással, büntetéssel	jobban érdekelt (vagy kevésbé)
biológia		angol, történelem		5	5	játékos feladatokkal, humorral, elmagyarázta, h miért fontos, jutalommal, büntetéssel (pirospont, matrica...)	játékos feladatokkal, néha, ha már nagyon kókadoztunk, kicsit megtornáztatott minket	a pedagógus személyisége volt teljesen más
földrajz		foldrajz-töri		1	1	versenyekkel, kihívással	versenyekkel	jobban odafigyeltek rám
matek		matek		3	4	versenyekkel,	játékos	nem volt különóra,

				kihívással, jutalommal, büntetéssel (pirospon, matrica...)	feladatokkal, versenyekkel, humorral	ezeket a különórás kérdéseket így nehéz megválaszolni/nem válaszolni
angol	angol	5	4	játékos feladatokkal, humorral	játékos feladatokkal, humorral	a pedagógus hozzáállása volt más, a pedagógus személyisége volt teljesen más, jobban odafigyelték rám
fizika	angol	4	1	játékos feladatokkal	játékos feladatokkal	semmiben
tesi	tesiii	3	4	jutalommal, büntetéssel (pirospon, matrica...), jutalom de nem buntii	humorral	a pedagógus hozzáállása volt más, jobban érdekelt (vagy kevésbé), jobban odafigyelték rám

Appendix 3

Focus Group Starting Questions

Teachers

1. Milyen feladatok motiválják a diákjaitokat?
2. Milyen feladatokat csinálnak szívesen diákjaitok?
3. Milyen feladat típusok válnak be a legkisebbeknél/legnagyobbaknál?
4. Mit tanítotok szívesen?
5. Mit csináltok a rosszkodó diákokkal?

Students

1. Mi az, amit szívesen csináltok egy órán?
2. Melyik a kedvenc órátok?
3. Miért szeretitek ezt az órát?
4. Mi a kedvenc részetek egy órában?
5. Miért az a kedvenc részetek?

Dance teachers

1. Milyen feladatok motiválják a diákjaitokat/tanítványaitokat?
2. Milyen feladatokat csinálnak szívesen diákjaitok?
3. Mit tanítotok szívesen?
4. Hogyan motiváltok egy oda nem figyelő diákot?
5. Mit csináltok ha egy gyerek nagyon rombolóan viselkedik?

Dance students

1. Miért jártok tornázni?
2. Miért szeretitek?
3. Mi a kedvenc részetek egy órában?
4. Meddig fogtok még tornázni?