

## THE IMPORTANCE OF CLASSROOM MANAGEMENT FOR YOUNG STUDENTS IN ENGLISH TEACHING IN TERMS OF INTRINSIC AND EXTRINSIC MOTIVATION

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**Abstract.** Classroom management is an important concern of every teacher; experienced or inexperienced man or woman, old or young. English Teachers report that being experienced a handful of problems related to Classroom Management (Merç, 2004). According to Luo, Bellows, and Grady (2000), for many teachings, controlling classroom environments could be overwhelming. When the component of a foreign language classroom is added to the setting, the situation becomes even more problematic and uncertain (Fowler & Şaraplı, 2010). In order to cope with the possible already existing and forthcoming Classroom Management problems, teachers from all over the world are employing a number of strategies. Whether these strategies work well for their classrooms, or just failing is the research area for teacher education researchers (Altınel, 2006; Baker, Lang, & Lawson, 2002; Baker & Westrup, 2000; Demir, 2009; Nathan, 1995; Tahir & Qadir, 2012).

**Keywords:** Classroom management, English teaching, Intrinsic motivation, Extrinsic motivation

**To cite this article:** Togay U., Kerkez B. (2022). The importance of classroom management for young students in english teaching in terms of intrinsic and extrinsic motivation. *Journal of Preschool and Primary Education*, Vol. 241, Issue IV, pp. 123-141.

**Article history:** received – 14.11.2022; accepted – 20.12.2022.

## İNGİLİS DİLİNİN TƏDRİSİ ZAMANI SİNFİN İDARƏOLUNMASINDA DAXİLİ VƏ XARİCİ MOTİVASİYA MÜHİTİNİN ƏHƏMİYYƏTİ

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**Annotasiya.** Sınıfın idarə olunması hər bir müəllimin mühüm qayğısıdır. Uzun illik təcrübəyə malik, eləcə də gənc ingilis dili müəllimləri bildirirlər ki, sınıf idarəçiliyi ilə bağlı bir sıra problemlərlə üzləşirlər (Merç, 2004). Tədqiqatçılar Luo, Bellous, Gradya (2000) görə, bir çox müəllimlər üçün sınıf mühitinə nəzarət həddən artıq ağır ola bilər. Xarici dilin tədrisi zamanı isə vəziyyət daha da problemli və qeyri-müəyyən olur (Fowler & Şaraplı, 2010). Artıq mövcud və qarşıda duran mümkün sınıf idarəetmə problemlərinin öhdəsindən gəlmək üçün dünyanın hər yerindən olan müəllimlər bir sıra strategiyalardan istifadə edirlər. Bu strategiyaların sınıf otaqları üçün yaxşı işləməsi və ya uğursuz olması müəllim təhsili tədqiqatçılarının tədqiqat sahəsidir (Altınel, 2006; Baker, Lang, & Lawson, 2002; Baker & Westrup, 2000; Demir, 2009; Nathan, 1995; Tahir & Qədir, 2012).

**Açar sözlər:** sınıf idarəçiliyi, ingilis dili tədrisi, daxili motivasiya, xarici motivasiya

**Məqaləyə istinad:** Uğurcan T., Kerkez B. (2022). İngilis dilinin tədrisi zamanı sınıfın idarəolunmasında daxili və xarici motivasiya mühitinin əhəmiyyəti. «Məktəbəqədər və ibtidai təhsil», № 4 (241), səh. 123-141.

**Məqalə tarixçəsi:** göndərilib – 14.11.2022; qəbul edilib – 20.12.2022.

## 1.INTRODUCTION

**Definition of Classroom Management:** Classroom management refers to the ways in which student behaviour, movement and interaction during a lesson are organized and controlled by the teacher” Richards (1990, 10). ‘**Classroom control**’ and ‘**classroom discipline**’ are the most commonly used concepts to refer to what we call the management of the classroom during teaching. The term ‘classroom management’ has its roots from the idea that the words ‘control’ and ‘discipline’ may offend teachers as they smack of an authoritarian regime which deny students any rights and respect (Robertson, 1996).

**Definition of Discipline;** *To maintain order and to keep the group on task and moving ahead, not to spot and punish those students who are misbehaving.* (Greenwood and Parkay, 1989) The best teachers anticipate when misbehaviours are likely to occur and intervene early to prevent them. The most effective interventions are subtle, brief and almost private. They do not, therefore interfere with classroom activities.

One of the first consideration is related to CM problems that is the source to fail in managing the classroom. According to Matus (1999), CM problems stem from personal factors *such as family problems, home factors, feelings of inadequacy, and financial factors.* Likewise, Sasidher, Vanaja and Parimalavenu (2012) listed four main factors which impede classroom management: *time, socio cultural differences, lack of student motivation, and large size classroom.*

Classroom management is defined as encompassing the decisions teachers make concerning their use of space and time: where teachers stand and who they look at; the way they ask questions and check understanding; the way they use their voice (Prodromou, 1992). So, the goal of effective CM is to provide a positive climate that enhances learning (Qinglan, Junyan, & Shongshan, 2010; Tuncay, 2010). The fruitful outcome of a well-prepared physical environment facilitates the learning and teaching process and fosters the class participation of students. On the contrary, a dull, noisy and ill-prepared classroom environment has negative effects on students’ learning and participating in activities, which in turn, increases classroom management problems (Kayıkcı, 2009).

Teachers’ enthusiasm for teaching is also a key point for managing the class well or not (McKinney et al., 1982). McPhillimy (1996) specifies the issues related to CM as students’ always asking out to the toilet, too-high noise level, being unable to identify the perpetrator of an offence when all deny guilt, a playground dispute which continues in the classroom, a pupil who simply refuses to do what he is told, swearing in the classroom, over-familiarity, pupils who hit others, a

class which enters the room or area in an over-excited way and is difficult to settle, pupils who run about wildly out of their seats, persistent disruption of a lesson by a pupil or pupils, and a physical fight in the classroom.

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**1.1. The Teachers' Role in Classroom Management:** Teachers play a pivotal role in classroom management and therefore they are responsible for creating a well-organized classroom in which students can succeed. However, an effective classroom environment does not appear everywhere. Teachers have to invest a great deal of time and effort in creating it. According to Scrivener (2005, p. 79), "Teachers are required to have certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom." From this definition, we can say that language teachers should be well-trained and skilled professionally to manage the language class effectively and get the better achievement in learning English as a second language. Similarly, the behavior of the teacher also influences the management of the classroom. The teachers' behavior can be both desirable and undesirable but desirable or preferable behaviors are effective and undesirable behaviors are ineffective for the classroom management and teaching learning process.

**1.2. Students' Attitude in Classroom Management:** Teachers and students both are the end-points of the classroom - one does not work without the other. Students' attention and success of teaching depends on the arrangements of the classroom. Some students interrupt teacher's instructions or class discussions because of the lack of proper classroom arrangement. Teaching learning process cannot be separated from students' behavior. So, a variety of techniques is needed to be successful in the classroom management and the teachers have to check constantly that what they are doing is really working. Moreover, it is essential for

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teachers to understand the learners' characteristics, interests and needs in order to develop and maintain good classroom management.

**1.3. Classroom Rules:** The classroom rules are important for the students and teachers in classroom managements, therefore we should establish the rules.

**First of all;**

- We should establish the class rules at the beginning of the school year,
- We could discuss classroom rules with the students and consequences of misbehaviors.

- We should post room rules and consequences of misbehaviors.

**1.4.Students' Seating Rules:** The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction. In many cases the seating has been a crucial element in the success or failure of the lesson. In some cases, the desks are fixed to the ground or the school has strict rules about not moving the furniture.

**Student numbers are also going to be an issue.** Teachers have different preferences for seating arrangements – each group is seated round small tables is often one choice. This is probably the best option for the larger classes. For smaller numbers and with adult or teenage students I think the horseshoe shape, which I find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow centre, students in a semi-circle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind:

Try and maximize eye contact.

Make sure students are seated at a comfortable distance from each other.

Think in advance about how you will organize changing partners or changing groups.

**1.5.Saying Students' Names:** It is necessary to know and say the students names in the classroom, thats why we can apply some strategies for these approaches for the classroom management.

- *We have to make two sets of name tags – one for the child's table space or desk, and one for the child to wear around the neck to special classes.*

- We have to hang name tags on a hook by the door.
- We should make it private: call to desk, whisper, non-verbal cues.
- We could briefly talk to student/assess penalties.
- We could do time out at desk or another room.
- We could communicate positive expectations to students: convey confi-

dence in students' ability to do well and maintain high expectations.

**1.6. Teacher Talks & Drawing Attentions:** It is necessary to talk and draw attention to the students for the effective classroom.

- We don't speak when children aren't listening and ready. Wait.
- We establish a signal for getting the group's attention:
  1. turn off the lights
  2. clap a pattern with your hands
  3. say "Freeze!" and everyone halts right where they are, like a statue. Then say "Melt!" when you are ready for them to move again.
- We have to practice numbers, in the beginning, even when children are doing well, just so they get the idea of how to respond to your signals. Then praise them.

**Example:** "One, two, three eyes on me"

- We have to establish good listening habits for story time. Sometimes we read and listen, and sometimes we read and discuss, but we always listen.

**1.6.1. Giving Instructions;** It is important to give directions in the classroom management.

- It is better to make your instructions for primary students precise and concise.
- We should use puppets to help with classroom management. Puppets can whisper in the teacher's ear, and they can write messages to the class.
- We should compliment leadership in students. "Oh, I like the way Antonio is ready!" will cause everyone to turn to look at the ready student and to get ready also.
- We should use the same standards for everyone – no favourites!

**1.6.2. Using Pairs and Groupwork**

- One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "**pair work**" or "**Group work**" appropriately.

Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc...

**1.6.3. Setting Time Limits:** 1) You should set time to each activity when you are planning your lesson so that you would know if you would be able to finish your objectives or not.

2) You should tell your students about the time assigned for each activity when you give them a task to do in class.

3) Your students should gradually be aware of the importance of the time issue and respect it.

**1.6.4.Role Play:** It is important to applicate this attitude, because, this is a technique to vary the pace of the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student’s book are followed by a role- play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc...

**1.6.5.Tasks for Early Finishers: 1-**This task especially happens when students finish an assignment while other students are still working on it. That’s why you need to include an “early finisher” activity with every assignment.

**2-**We should think in advance for possible activities, options including extension activities related to the current topic, journal writing, silent reading, and educational games

**1.6.6.Whole Class Feedback:** We should take a look at the following classroom exchange:

**Whole class:** *He bought a sandwich.* (Sea of noise in which the teacher hears the answer)

**Teacher:** *And number 4?*

**Whole class:** *He drank orange juice.* (Sea of noise in which the teacher hears the answer)

- Sound familiar? How many times have you done feedback like this? Probably many. Why do we fall into the pattern of getting feedback in this way? Is it the easiest way? The quickest?

- I begin to realize that generally it is only the stronger or the more confident students who would shout out the answers. When I look at individual student’s work, I see that they don’t always have the correct answer and, more importantly, they don’t know what the correct answer is.

- We should feedback is better checked through each student’s response on a written form paper.

**1.6.7.Using White board:** We should make sure students easily see the board.

We should have your lesson objectives clear for your students. Write them on the board or get the kids to know them at the beginning – by the end of this lesson I will have learned.....

These clear objectives provide a guide to what you want to achieve and can be the basis of the lesson structure. A map on the board can help to show the kids where you are going with the lesson.

## 1. INTRINSIC AND EXTRINSIC MOTIVATION

**Intrinsic motivation (IM)** refers to engagement in behavior that is inherently satisfying or enjoyable. Intrinsic motivation is noninstrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. Rather, the means and end are one and the same. For example, a child may play outdoors – running, skipping, jumping – for no other reason than because it is fun and innately satisfying. Intrinsic motivation is the act of doing something without any obvious external rewards. You do it because it's enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline. An example of intrinsic motivation would be reading a book because you enjoy reading and have an interest in the story or subject, rather than reading because you have to write a report on it to pass a class. Some experts believe that all behavior is driven by external reward, such as money, status, or food. In intrinsically motivated behaviors, the reward is the activity itself. Intrinsic motivation involves doing something because it's personally rewarding to you while extrinsic motivation involves doing something because you want to earn a reward or avoid punishment.

Intrinsic motivation is the act of doing something without any obvious external rewards. You do it because it's enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline. An example of intrinsic motivation would be reading a book because you enjoy reading and have an interest in the story or subject, rather than reading because you have to write a report on it to pass a class. Intrinsic motivation comes from within, while extrinsic motivation arises from outside. When you're intrinsically motivated, you engage in an activity solely because you enjoy it and get personal satisfaction from it.

**Extrinsic motivation (EM)** refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, EM is instrumental in nature. It is performed in order to attain some other outcome. For instance, a teenager might wash dishes at home in order to receive an allowance. Similarly, a student may study for a test in order to receive an A. Extrinsic motivation is multidimensional and varies from completely external (e.g., washing dishes to get an allowance) to completely internal (e.g., engaging in recycling because one perceives oneself to be an environmentally responsible citizen). Intrinsic motivation comes from within, while extrinsic motivation arises from outside. When you're intrinsically motivated, you engage in an activity solely because you enjoy it and get personal satisfaction from it. When you're extrinsically motivated, you do something in order to gain an external reward. This can mean getting something in return, such as money, or



avoiding getting into trouble, such as losing your job. When you're extrinsically motivated, you do something in order to gain an external reward. This can mean getting something in return, such as money, or avoiding getting into trouble, such as losing your job. Extrinsic motivation is reward-driven behavior. It's a type of operant conditioning. Operant conditioning is a form of behavior modification that uses rewards or punishments to increase or decrease the likelihood that specific behaviors will recur. Extrinsic motivation doesn't always have a tangible reward. It can also be done through abstract rewards, like praise and fame.

**2.1. Influences on Intrinsic and Extrinsic Motivation:** Intrinsic motivation is a natural human tendency – in other words, people will actively strive toward doing the things they find interesting or enjoyable. However, in order for intrinsic motivation to flourish, the social environment must nurture it. Social contexts exert an influence on the experience of intrinsic motivation by affecting perceived autonomy and competence. Intrinsic motivation is doing something for the sake of personal satisfaction. The primary motivator is internal (i.e. you don't expect to get anything in return). You are intrinsically motivated when you do something simply because it makes you feel good, is personally challenging, and/or leads to a sense of accomplishment. For example, a student may be intrinsically motivated to read because it satisfies their curiosity about the world and brings them a sense of calm. Intrinsic motivation is doing something “just because.”

In general, when the social environment supports autonomy by increasing an internal perceived locus of causality (i.e., the behavior stems from personal choice and internal causation rather than external pressure), then intrinsic motivation is enhanced. In contrast, when the social environment neglects or thwarts autonomy by increasing an external perceived locus of causality (e.g., by offering extrinsic rewards or making demands), then intrinsic motivation is undermined. Thus, to the extent that the social environment uses controlling behavioral strategies and external constraints, reinforcers, and punishers, then motivation will become less intrinsic and more extrinsic – because personal autonomy is compromised. For instance, it has been found that threats of punishment (Deci and Cascio 1972), deadlines (Amabile et al. 1976), and surveillance (Plant and Ryan 1985) all work to diminish intrinsic motivation and increase extrinsic motivation.

Extrinsic motivation is doing something to earn a reward or to avoid a punishment. The primary motivator is external (i.e. you expect to get something for completing a certain task, or you want to avoid a consequence for not doing something). For example, a student studies for a test because they want to earn a good grade. Or they mind their behavior because they don't want to lose their recess. Students choose behaviors not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome.

Although **intrinsic motivation** is considered the most optimal form of motivation and is associated with various benefits – including enjoyment, persistence, and psychological well-being (Deci and Ryan 2008), **extrinsic motivators** are sometimes thought to be helpful to promote action for behaviors that are not intrinsically interesting (e.g., recycling, doing homework, obeying traffic laws). In other words, the desire to entice or compel people to comply with standards of socially desirable behavior is sometimes at odds with the preservation and promotion of individual autonomy and intrinsic motivation. After all, the use of incentives and rewards to motivate people decreases the likelihood that genuine interest and self-generated motivation will develop and persist. Perceived competence also affects intrinsic motivation. When the social environment undermines perceived competence, intrinsic motivation decreases; in contrast, when the social environment increases perceived competence in an activity, then intrinsic motivation rises. **For instance**, positive feedback (e.g., verbal praise) tends to fuel perceptions of personal effectance and bolster intrinsic motivation. Interestingly, however, this strengthening effect of positive feedback on intrinsic motivation requires that the individual also experience autonomy in performing the action in addition to feeling competent.

	<b>Motivation</b>	<b>Goals</b>
<b>Intrinsic</b>	You do the activity because it's internally rewarding. You may do it because it's fun, enjoyable, and satisfying.	Goals come from within and the outcomes satisfy your basic psychological needs for autonomy, competence, and relatedness.
<b>Extrinsic</b>	You do the activity in order to get an external reward in return.	Goals are focused on an outcome and don't satisfy your basic psychological needs. Goals involve external gains, such as money, fame, power, or avoiding consequences.

2. **Does extrinsic motivation work?** As educators, we have heard a lot about the downside of extrinsic motivation. Studies have shown that extrinsic motivation produces only short-term effects, at best. One study out of Princeton University goes so far as to say, “External incentives are weak reinforcers in the short run, and negative reinforcers in the long run.”

**2.1. Does extrinsic motivation create dependencies?** Another criticism is that sometimes kids get hooked on the rewards that come with extrinsic motivation. According to Monica Frank, PhD, “The more children are provided rewards for activities that have natural reward, the more they will expect reward and be unable to set or achieve goals without that extrinsic motivation.” We’ve all had students that demand to know “What are we doing this for?” or “What do we get

if we complete this task?" If we provide the "why" for our students too frequently, we stand in the way of them becoming independent learners.

**2.2. Does extrinsic motivation affect a student's self-esteem?** When children rely too much on external motivation, they learn to compare themselves to others and may give too much weight to other people's opinions. Do I have as many stickers as Mary? Is my teacher happy with me because I did the assignment the right way? If students are always looking outside of themselves for validation, they will be unhappy and unproductive when that validation is not readily available, and their self-esteem can suffer.

**2.3. Is there room for both?** Common sense shows us that extrinsic motivation is not always a bad thing, particularly when it comes to teaching children. In fact, it can sometimes be extremely beneficial, particularly in situations where students need to complete a task that they find unpleasant. In the classroom, just as in real life, there are many things we have to do that, if given the choice, we would not. Sometimes the right incentive serves as the hook that gets students invested in learning. And, we can't forget: Kids are still developing and building up their bank account of experiences that provide the basis for intrinsic motivation. So if they need a little external motivation to master a new skill or tread into unfamiliar territory, that's okay.

**3. Intrinsic Motivation Examples:** We have likely experienced examples of intrinsic motivation throughout our entire life without giving it much thought. **Some examples of intrinsic motivation are:**

- Participating in a sport because it's fun and you enjoy it rather than doing it to win an award
- Learning a new language because you like experiencing new things, not because your job requires it
- Spending time with someone because you enjoy their company and not because they can further your social standing
- Cleaning because you enjoy a tidy space rather than doing it to avoid making your spouse angry
- Playing cards because you enjoy the challenge instead of playing to win money
- Exercising because you enjoy physically challenging your body instead of doing it to lose weight or fit into an outfit
- Volunteering because you feel content and fulfilled rather than needing it to meet a school or work requirement
- Going for a run because you find it relaxing or are trying to beat a personal record, not to win a competition
- Taking on more responsibility at work because you enjoy being chal-

lenged and feeling accomplished, rather than to get a raise or promotion

- Painting a picture because you feel calm and happy when you paint rather than selling your art to make money

**2.1.3.Examples of Extrinsic Motivation:** Extrinsic motivation can be used to motivate you to do various different things. If there's a known reward tied to the task or outcome, you may be extrinsically motivated to complete the task.

*Examples of external extrinsic rewards include:*

- Competing in sports for trophies
- Completing work for money
- Customer loyalty discounts
- Buy one, get one free sales
- Frequent flyer rewards

**Examples of psychological extrinsic rewards include:**

- Helping people for praise from friends or family
- Doing work for attention, either positive or negative
- Doing tasks for public acclaim or fame
- Doing tasks to avoid judgment
- Completing coursework for grades

**2.2. Intrinsic Motivation Factors:** Everyone's different and that includes what motivates us and our perspectives of rewards. Some people are more intrinsically motivated by a task while another person sees the same activity extrinsically. Both can be effective, but research suggests that extrinsic rewards should be used sparingly because of the overjustification effect. Extrinsic rewards can undermine intrinsic motivation when used in certain situations or used too often. The rewards may lose their value when you reward behavior that was already intrinsically motivating. Some people also perceive extrinsic reinforcement as coercion or bribery.

The overjustification effect has inspired an entire field of study that focuses on students and how to help them reach their full potential. Though experts are divided on whether extrinsic rewards have a beneficial or negative effect on intrinsic motivation, a recent study showed that rewards may actually encourage intrinsic motivation when given early in a task. Researchers examined how reward timing influenced intrinsic motivation. They found that giving an immediate bonus for working on a task, rather than waiting until the task was completed, increased interest and enjoyment in it. Getting an earlier bonus increased motivation and persistence in the activity that continued even after the award was removed. Understanding the factors that promote intrinsic motivation can help you see how it works and why it can be beneficial. **These factors include:**

- **Curiosity.** Curiosity pushes us to explore and learn for the sole pleasure

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of learning and mastering.

- **Challenge.** Being challenged helps us work at a continuously optimal level work toward meaningful goals.
- **Control.** This comes from our basic desire to control what happens and make decisions that affect the outcome.
- **Recognition.** We have an innate need to be appreciated and satisfaction when our efforts are recognized and appreciated by others.
- **Cooperation.** Cooperating with others satisfies our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a shared goal.
- **Competition.** Competition poses a challenge and increases the importance we place on doing well.
- **Fantasy.** Fantasy involves using mental or virtual images to stimulate your behavior. An example is a virtual game that requires you to answer a question or solve a problem to move to the next level. Some motivation apps use a similar approach.

**2.3. Is The Extrinsic Motivation Effective?** Extrinsic motivation may be more effective for some people than it is for others. Certain situations may also be better suited for this form of motivation. For some people, the benefits of external rewards are enough to motivate high-quality continuous work. For others, value-based benefits are more motivating.

Extrinsic motivation is best used in circumstances when the reward is used sparingly enough so it doesn't lose its impact. The value of the reward can decrease if the reward is given too much. This is sometimes referred to as the overjustification effect.

The overjustification effect happens when an activity you already enjoy is rewarded so often that you lose interest. In one study, researchers looked at the way 20-month-olds responded to material rewards compared to their response to social praise or no reward. Researchers found that the group that received material rewards was less likely to engage in the same helpful behaviors in the future. This suggests that the overjustification effect can start at an early age.

There's some evidence that an excessive amount of extrinsic rewards can lead to a decrease in intrinsic motivation. Not all researchers agree, however. The idea was first explored in a study published in 1973.

During the study, some children were rewarded for playing with felt-tip pens. This was an activity they already enjoyed. Other children weren't rewarded for this activity. After continued reward, the reward group no longer wanted to play with the pens. The study participants who weren't rewarded continued to enjoy playing with the pens.

A meta-analysis from 1994 found little evidence to support the conclusions from the 1973 study. Instead, they determined that extrinsic motivation didn't affect long-term enjoyment of activities. However, a follow-up meta-analysis published in 2001 found evidence to support the original theory from 1973.

Finally, a more recent meta-analysis from 2014 determined that extrinsic motivation only has negative outcomes in very specific situations. But for the most part, it can be an effective form of motivation.

Depending on how it's used, it's possible that extrinsic motivation could have negative long-term effects. It's likely an effective method when used in addition to other forms of motivation

**2.4. Various Forms of Intrinsic and Extrinsic Motivation:** Intrinsic motivation characterizes behaviors that are fun, interesting, and optimally challenging. When activities are void of these qualities, there will be little motivation to engage in them – unless incentives are available or external/social contingencies are made salient, that is, unless there exists extrinsic motivation. Not all extrinsic motivation is the same, however, and some forms of extrinsic motivation feel more self-endorsed and self-concordant than others. Rather than being a one-dimensional construct, extrinsic motivation is a broad class of motivations that range in the extent to which they are autonomous, that is, the extent to which they stem from an internal perceived locus of causality and sense of personal volition. Therefore, even if an activity is not fun or enjoyable (and thus not intrinsically motivated), it may nonetheless be internally regulated as opposed to externally controlled.

**2.5. How Do Intrinsic Motivation and Extrinsic Motivation Influence Learning?** Both extrinsic and intrinsic motivation play a significant role in learning. Experts have argued that education's traditional emphasis on external rewards (such as grades, report cards, and gold stars) undermines any existing intrinsic motivation that students might have.

Others have suggested that extrinsic motivators help students feel more competent in the classroom, which in turn enhances their intrinsic motivation.<sup>8</sup>

“A person's interest often survives when a reward is used neither to bribe nor to control but to signal a job well done, as in a “most improved player” award. If a reward boosts your feeling of competence after doing good work, your enjoyment of the task may increase.

Rewards, rightly administered, can motivate high performance and creativity. And extrinsic rewards (such as scholarships, admissions, and jobs that often follow good grades) are here to stay”.

**2.5.1. Extrinsic vs. Intrinsic Motivation: Which Is Best?** Extrinsic motivation arises from outside of the individual while intrinsic motivation comes

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from within. Research has shown that each type has a different effect on human behavior.

Studies have demonstrated that offering excessive external rewards for an already internally rewarding behavior can reduce intrinsic motivation - a phenomenon known as the overjustification effect.

For example, in a 2008 study, children who were rewarded for playing with a toy they had already expressed interest in playing with became less interested in the item after being externally rewarded. This is not to suggest that extrinsic motivation is a bad thing-it can be beneficial in some situations. For example, extrinsic motivation can be particularly helpful when a person needs to complete a task that they find unpleasant.

**Additionally, external rewards can:** Be a source of feedback to let people know when their performance has achieved a standard that is deserving of reinforcement

Induce interest and participation in an activity an individual was not initially interested in

Motivate people to acquire new skills or knowledge (once these early skills have been learned, people might become more intrinsically motivated to pursue an activity)

Extrinsic motivators should be avoided in situations where:

An individual already finds the activity intrinsically rewarding

Offering a reward might make a “play” activity seem more like “work”

**When to Use External Rewards**

- Motivate a person to learn something new
- Make a person more interested in an activity that they are not interested in
- Provide feedback to people to let them know their performance is worthy of recognition

**When Not to Use External Rewards**

- A person is already interested in the topic, task, or activity
- Offering a reward would make the activity feel like “work” instead of “play”

**2.5.2. When to Use Extrinsic Motivation:** Most people assume that intrinsic motivation is best, but it is not always possible in every situation. Sometimes a person simply has no internal desire to engage in an activity. Offering excessive rewards can be problematic as well.

However, when they are used appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can get people to complete a work task or school assignment that they are not interested in.

Researchers have arrived at three primary conclusions regarding extrinsic rewards and their influence on intrinsic motivation:

Intrinsic motivation will decrease when external rewards are given for completing a particular task or only doing minimal work.<sup>5</sup> If parents heap lavish praise on their child every time they complete a simple task, the child will become less intrinsically motivated to perform that task in the future.

Praise can increase internal motivation. Researchers have found that offering positive praise and feedback when people do something better than others can improve intrinsic motivation.<sup>6</sup>

Unexpected external rewards do not decrease intrinsic motivation.<sup>7</sup> If you get a good grade on a test because you enjoy learning about a subject and the teacher decides to reward you with a gift card to your favorite pizza place, your underlying motivation for learning about the subject will not be affected. However, rewarding in this situation needs to be done with caution because people will sometimes come to expect rewards.

### **3.HOW CAN TEACHERS SPARK THEIR STUDENTS' INTRINSIC MOTIVATION?**

The word intrinsic means to come from inside, so it seems counterintuitive to imply that we can train a student to be intrinsically motivated. While we cannot change who a student is as an individual, we can create the optimum environment to encourage students to develop their own motivation muscles. Here are a few suggestions to get you started.

**3.1. Know your students:** Get to know your kids as individuals and discover what they're interested in and how they learn best. Then design your instruction around these motivating factors. Change up your instruction to keep kids engaged and interested. Provide a mix of independent, partner, and group work. Use technology. Incorporate art. Keep your finger on the pulse of your students and adjust as necessary.

**3.2. Give them ownership of their environment:** Involve your students in creating the guiding principles of your classroom community. Work together to establish the optimal learning environment for that particular group of individuals. Like all humans, your students are more likely to take care of something they helped to create.

**3.3. Make sure they have a solid foundation:** Explicitly teach basic skills so that students have a solid foundation of knowledge to build upon. Intrinsic motivation will come from being able to tackle complex tasks. Build up students' confidence and make sure they have the resources they need before they begin.

**3.4. Practice setting goals:** Tap into the power of setting goals with—not for—your students. According to literacy consultant Lindsey Barrett, “Research spanning decades shows that setting student goals improves both motivation and



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achievement, encourages a growth mindset, and also supports the development of skills students need to be prepared for their future careers.”

**3.5. Give specific feedback:** Give students feedback that focuses on their strengths instead of their weaknesses and be as specific as you possibly can. Instead of saying “great job!” or “you’re so smart,” tie your comments directly to the student’s effort. For example, “Your essay turned out so well because you created an excellent outline to work from,” or “Your conclusion from the science lab was so insightful because you made very keen observations.”

**3.6. Tap into their innate curiosity:** Encourage students to take on assignments simply because they want to know more, instead of feeling required to do so just to receive a grade. Establish a Genius Hour as part of your curriculum to give students the opportunity to direct their own learning.

**3.7. As much as possible, allow students choice in their work:** In his book *The Highly Engaged Classroom*, Dr. Robert Marzano touts the importance of student choice. He states that when students are given choices, they perceive classroom activities as more important. This increases their intrinsic motivation for putting in effort and going deeper with their learning.

**3.8. Make the connection between classroom activities and real-world situations:** Maybe one of your students wants to be an engineer when they grow up. If so, they need to have a solid understanding of math concepts. Knowing that what they’re studying will help them meet their goals in the future will boost your students’ intrinsic motivation.

**3.9. Get out of the way:** Trust your students to find their own way as often as possible. Your work as a teacher is to lay the groundwork and provide a framework for the work to be done. Michael Linsin shares this gentle but powerful way to increase students’ learning, motivation and independence: “Prepare them for success with spot-on instruction, to be sure,” he advises. “But then fade into the background. Independent practice is critical to learning, and offering too much help is often more problematic than not giving enough.”

#### **4.METHODOLOGY**

**Empirical Study;** Classroom management is very much important for effective teaching learning process. Proper classroom management helps to achieve the determined objectives of curriculum. Teaching is an art. However, we know well that teaching is a very complex task. A teacher has a lot of challenges. One of the biggest challenges that a teacher faces is classroom management. Classroom management is difficult for teachers, particularly unexperinced ones.

#### **Research Questions:**

**1.** Does the successful teaching often depends on the ability of the teacher to manage the classroom?

2. Can occurrence of the disciplinary problems and poor infrastructure of the classroom have a considerable effect on the effectiveness of teaching & learning in intrinsic motivation and extrinsic motivation?

3. Do the intrinsic motivation and extrinsic motivation can be increased through engaging learning experiences?

4. Is the motivation often enhanced through curiosity in intrinsic and extrinsic motivation?

### **5.CONCLUSION**

Whereas intrinsic motivation denotes the performance of an action out of interest or enjoyment, extrinsic motivation arises from an externally or socially created reason to perform an action. Extrinsic motivators such as money or other rewards can produce extrinsic motivation due to the fact that they generate desire for the consequence of the activity; they do not produce desire to engage in the activity for its own sake. When people engage in activities for extrinsic rewards, their motivation is entrenched in the environment rather than within themselves. We could see that the extrinsic motivation helps students become driven and competitive, while intrinsic motivation supports seeking knowledge for its own sake. Ultimately, fostering both types of motivation helps students develop good study habits and an investment in learning.

To be extrinsically motivated means to complete a task in order to earn a reward or avoid punishment. Intrinsically motivated students work on tasks because they find them enjoyable, whereas extrinsically motivated students engage in learning tasks as a means to an end. An example of intrinsic motivation is a student learning new vocabulary words because they love to read. Extrinsic motivation, however, is learning because of external factors. Students may be motivated to learn to pass a test, to gain a reward, or to avoid a punishment. Many researches has found that conditions extrinsic to the task, such as reward, evaluation, being watched, and restricted choice, all have detrimental effects on creativity. Intrinsic motivation is important for task persistence, for seeing a project through, and for ensuring exploration of solutions.

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