

Intrinsic Motivation

4/9/2012

Theories of Motivation

School of thought	Behavioral	Cognitive*	Constructivist
Definition	<u>anticipation of reward</u>	<u>individual's decision</u> , underlying drives, needs or self-control	<u>social context</u>
Explanation	performance of tasks is influenced by external forces	6 drives: exploration, manipulation, activity, stimulation, knowledge, ego	- derived from our interactions with others as well as one's self-determination

*Cognitive definitions

- Drive theory (Ausubel)
- Hierarchy of needs theory (Maslow) : Basic physical needs --> Communal needs --> Self-actualization
- Self-control theory (Hunt): making one's own choices

- the “needs” concept of motivation is common to all three schools of thought (e.g. learning a foreign language- rewards, choices, social context)
- Types of motivation
 1. Global, Situational, Task-oriented motivation
 2. Intrinsic and Extrinsic motivation
 3. Integrative and Instrumental orientation

Instrumental and Integrative Orientations

Instrumental Orient.	Integrative Orient.
to further a career to read technical materials translation...	to integrate into the culture group to be involved in social interchange...

- These are **NOT** types of motivation but orientations - within either orientation (context/purpose for learning), one can have *high or low* motivational intensity

- Studies on the integrative-instrumental show inconclusive, ambiguous results - There is no single means of learning a second language
- The two orientations are not necessarily mutually exclusive & both are important factors accounting for successful language learning
- There may be more than two orientations:
e.g. *Four* orientations: Travel, Friendship, Knowledge, and Instrumental Orientations

Intrinsic and Extrinsic Motivation

Intrinsic motivation	Extrinsic motivation
Intrinsically motivated behaviors aim at bringing about <i>internally rewarding consequences</i> (e.g., <i>feeling of competence, self-determination</i>)	...fueled by anticipation of a reward from outside and beyond the self (e.g. money, prizes, positive feedback, to avoid punishment)

- **Intrinsic orientations may help** achieve long-term retention.
- We view disequilibrium as motivating - Optimal incongruity (=Krashen's "i+1") presents enough possibility of being resolved on one's own.

- Maslow (1970): intrinsic motivation is superior to extrinsic - More recently found in the “Flow theory”
- **Flow theory**: as a result of the intrinsically rewarding experience associated with flow, people push themselves to higher level of performance
- Bruner (1996): praised the “autonomy of self-reward” - weaknesses of extrinsically driven behavior (rewards and punishment)**
- Our ultimate quest: to build intrinsically motivated learners who strive for excellence, autonomy, and self-actualization

- **** Example**

Subjects were asked to solve an intrinsically fascinating complex puzzle with no stated reward. Halfway through the process, the experimenter informed the subjects that there would be a monetary reward for solving the puzzle.

- *Guess what happened next?*

<Motivational Dichotomies (Bailey, 1986)>

	Intrinsic	Extrinsic
Integrat.	L2 learner wishes to integrate with the L2 culture (e.g. for marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons
Instru.	L2 learner wishes to achieve goals utilizing L2	External power wants L2 learner to learn L2

Intrinsic motivation may not always turn out to be integrative and Extrinsic motivation are not always instrumental!

Intrinsic Motivation in Education

- School curriculum
- Parental expectations
- Society's expectations
- Tests and exams
- Immediate gratification
- Make money
- Competition
- Never fail

Discuss

- Brainstorm commonly used techniques in language classrooms that you have observed or taken (e.g. reading aloud, pronunciation drill). Evaluate the technique against the 10 criteria for determining whether a technique is intrinsically motivating. (p. 93)

