

# Intrinsic and extrinsic motivation



The reasons behind the choice to study English may vary from person to person but the motivation of the learners are most commonly divided into two camps: intrinsic and extrinsic motivation. The first refers to the type of motivation that is driven by a personal interest and enjoyment in the task itself, it does not rely on external pressure or a desire for reward. All intrinsic learners share a common interest to integrate within the target language community.

Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. From recent research in Mathematics Education; “ James Middleton, Joan Littlefield, and Rich Lehrer have proposed the following model of intrinsic academic motivation: First, given the opportunity to engage in a learning activity, a student determines if the activity is one that is known to be interesting. If so, the student engages in the activity.

If not, then the student evaluates the activity on two factors—the stimulation (e. g. challenge, curiosity, fantasy) it provides and the personal control (e. g. free choice, not too difficult) it affords. If the student perceives the activity as stimulating and controllable, then the student tentatively labels the activity as interesting and engages in it. If either condition becomes insufficient, then the student disengages from the activity—unless some extrinsic motivator influences the student to continue.

If the activity is repeatedly deemed stimulating and controllable, then the student may deem the activity interesting. Then the student will be more likely to engage in the activity in the future. If over time activities that are

deemed interesting provide little stimulation or control, then the student will remove the activity from his or her mental list of interesting activities. The challenge, then, is to provide teaching and learning activities that are both stimulating and offer students a degree of personal control. “

On the other side extrinsic learners are motivated by some of the following external pressures: having to learn English in order to obtain a job or promotion; or the need to gain a qualification in the language or simply a parent has sent a learner to class. One of the major disadvantages with extrinsic motivators are that they can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors.

Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation. It is most common to believe that the most successful language learners are the most motivated. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material.

Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. On the other hand, extrinsically motivated students may have to be bribed to perform the same tasks because they have no natural inspiration to reach that goal. I would initially perform a needs analysis to know more about my students' motivation, know more about their prior learning experiences, where their English will be used and

which language skills they need to work on, therefore you can select and create the appropriate learning materials and exercises.

General suggestions on how to motivate students could be: Give frequent, early, positive feedback that supports students' beliefs that they can do well. As well as to ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult. Help students find personal meaning and value in the material. Create an atmosphere that is familiar, open and positive. And most importantly Help students feel that they are valued members of a learning community.

After browsing a few websites I came across the Vanderbilt Center for Teaching website(<http://cft.vanderbilt.edu>)and would recommend to any teacher that it is best to try build some intrinsic motivation within the extrinsic learners maybe by adapting their teaching style to incorporate the following topics: Make it real; try to create learning activities that are based on relevant topics to your students' lives(news, pop culture technology, sports, celebrities). You are connecting the subject to the students outside world.

Provide choices; motivation rises when students feel they have autonomy within the learning process and it declines when they feel they have no voice in the class structure. Balance the challenge; Students perform best when the level of difficulty is slightly above their ability level. If the task is too easy it may breed boredom within the students, on the other hand if it is too difficult it may be seen as unattainable and may undermine self-efficacy. Use peer models; students can learn by watching a peer succeed at a task.

In this context, a peer means someone who the student identifies with, not necessarily any other student. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age. For example many sports and movie stars are very popular with students these days. Concluding I would say it is best to use all your tools and skills as a teacher to awake the motivation and interest within the student and then guide them along the way, where the final learning goal will become their personal goal.