Linnæus University
Sweden

On the workings of intrinsic and extrinsic motivation

A study on its cause and effects on the experience of learning a second language

*Author:*Victor Andersson

*Supervisor:*Niklas Salmose

*Examiner:*Anna Greek

Date: January 15, 2016

*Subject:*English Literary Didactics

*Level:*G3

*Course code:*2UV90E

Abstract

The purpose of this study was to focus on the *cause* and *effect* of what has been referred to as *intrinsic* and *extrinsic* motivation when it comes to second language learning through literature, where the novel *To kill a Mockingbird* by Harper Lee served as an example. The study started off by presenting a definition of the so called intrinsic and extrinsic motivation respectively, as well as the three perspectives *psychodynamic, cognitive* and *socio-cultural* by which it was discussed, in order to cement the framework of it and problematize its boundaries accordingly. It later focused on where and how intrinsic and extrinsic motivation respectively came into play, and what possible outcome the two different types might result in when discussing language learning. The applied method was to do a qualitative hermeneutic study by presenting earlier research and having it as a basis when hypothesizing in order to solve the research questions. This study was limited to discussing *intrinsic* and *extrinsic* motivation respectively in order to ascertain how both phenomena manifest themselves and ultimately how they affect learning, and by presenting numerous examples in the analysis it was concluded that: a) extrinsic and intrinsic motivation tend to inescapably *intertwine* during the process of learning and thereby end up being in need of each other, and b) that the order to how one musters extrinsic motivation, when undertaking in the educational enterprise of reading a novel, was opposite from that of the intrinsic motivation as extrinsic motivation is based on an external source of reward and therefore merely in need of an external source rather than an intrinsic curiosity.

Keywords

Table of Contents

1. Introduction

When it comes to what drives us to engage in certain activities or the preference of some goals rather than others in our everyday lives, it could be argued that the key component or indeed the principal framework to our choices is regulated by our sense of motivation.

The purpose of this study is to focus on the cause and effect of what has been referred to as *intrinsic* and *extrinsic* motivation when it comes to second language learning through literature. The novel *To Kill a Mockingbird* authored by Harper Lee will serve as the example when hypothesizing in the analysis chapter. Approached by three different perspectives, namely the *sociocultural, cognitive* as well as the *psychodynamic* which according to Illeris complement each other and encompass the totality of the phenomena that is *learning* through what he calls *the three dimensions of learning,* the representatives of these different perspectives have largely been Lev Vygotski, Jean Piaget and Sigmund Freud (51). The study starts off by presenting a general definition of the so called intrinsic and extrinsic motivation respectively as well as the three perspectives mentioned above, in order to cement the framework of the study and problematize its boundaries accordingly. It later focuses on where and how intrinsic and extrinsic motivation respectively comes into play, and what possible outcome the two different types may result in when discussing language learning.

As argued by Ahl, the phenomenon of motivation can be looked upon as a matter of attitude, being a mental process which can be influenced and changed (79). She sums up the definition by quoting King & McGuinnies who state that attitudes are "predispositions to behave in a characteristic manner with respect to specified social objects or classes of such objects" (8). It could be argued though that this predisposition is merely momentary or preliminary, as we continuously gather more information and are exposed to new situations which shape our attitude towards something. Thus, it is of interest to look into

how motivation effects learning, and more specifically learning a second language through literature such as the novel *To Kill a Mockingbird*, as this study will look into two different aspects of the phenomenon, namely intrinsic and extrinsic motivation as mentioned above.

In connection to language learning, literature's aesthetic value contributes not only to a better understanding of language use, but also the ability to engage in an *aesthetic experience* as argued by Iser (21). This can be seen as the opposite to what is called *efferent reading*, being the anesthetic kind where the goal is simply to find the answers to questions being posed regarding the text by the teacher. Aesthetic experience can be broadly defined as the act of being engulfed by whatever artistic form one is exposed to, be it dance, music, literature or art, resulting in contemplation and appreciation of a certain piece of work.

The phenomenon of motivation is a well studied one, as this particular area of research is a broad and varied one. Thus, it would not be too far-fetched to argue that motivation as a psychological phenomenon can be seen as central and overreaching across all types of activities, which in many ways ultimately describes how we choose to identify ourselves. In the case of personal development and learning by which we acquire attitudes according to Ahl, it is important to stress that attitudes are closely linked to *action,* and thus by influencing attitudes one can change the course of one's action (80). Action can thus be considered a result or product of motivation which can either be influenced by the intrinsic or the extrinsic type, as it will be argued that they can be seen as separate categories which lead to different types of actions.

1.1 Aim and Research Questions

This study aims to discuss the cause and effect of intrinsic and extrinsic motivation from the psychodynamic, cognitive as well as socio-cultural perspective, having fictional literature as reference point when it comes to learning English. More specifically, this study will have Harper Lee's 1960's novel *To Kill a Mockingbird* as an example in the analysis section. The questions this study will look at are:

- Can *intrinsic* and *extrinsic* motivation really be *differentiated* and looked upon as two separate forms of motivation? If so, why?

- What perspective (cognitive, sociocultural or psychodynamic), if any, can be *primarily* attributed to *intrinsic* and *extrinsic* motivation respectively when learning a second language through fictional literature?

2 Method

2.1 Material

The applied method is to do a qualitative hermeneutic study by presenting earlier research and having it as a basis when hypothesizing in order to solve the research questions. By choosing the novel *To Kill a Mockingbird* as the object of motivation, my hope is to present a multifaceted approach to explaining the workings of intrinsic and extrinsic motivation as it will be discussed from the cognitive, socio-cultural as well as psychodynamic perspective when it comes to learning a second language. This study will be limited to discussing *intrinsic* and *extrinsic* motivation respectively in order to ascertain how both phenomena manifest themselves and ultimately how they affect learning.

The books and articles chosen for this study offer a width as well as a depth to the issue at hand. This study's key literature is presented in the previous research chapter, which provides the reader with the main concepts the authors discuss in each book relevant to this study. This study will rest heavily on the works of Jenner, Ahl and Illeris as they to my mind complement each other and provide the reader with a very comprehensible approach to the phenomenon of motivation. The study also has a particular literary piece as its reference point when discussing the phenomena in the analysis section. However I did not perform a case study when attempting to answer the research questions as the very limited amount of data collected would potentially suffocate a multifaceted view on the issue.

2.2 Problems and limitations

As this is not a case study, certain amount of critique can be directed towards the fact that the study merely uses earlier research on the topic and does not point to any gathered empirical data when attempting to solve the research question. This aspect could potentially be looked upon as a weakness when it comes to this particular study.

However, the study is primarily a literary one, and thus it seemed fitting to compare literature, covering the issue extensively, in order to present the issue in a multifaceted manner rather than to focus on an extremely limited amount of data. What this study will not look into in the analysis chapter is how motivation manifests itself in a general sense, but rather when one presents the students with a certain educational tool, such as the novel *To Kill a Mockingbird*. The study will discuss possible outcomes looked at from the chosen perspectives (psychodynamic, sociocultural and cognitive) regarding either an efferent or aesthetic reading of it connected to the two forms of motivation, i.e the extrinsic and the intrinsic kind, depending on two differently perceived rewards (intrinsic, extrinsic) of reading it.

2.3 English 7 According to the LGY-11 Curriculum

The relatively new curriculum *Läroplan examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*, formulated by Skolverket, stipulates that the course English 7 at the Swedish Upper Secondary School must stress the ability to discuss and reflect upon living conditions, questions dealing with social issues and cultural occurrences in different contexts as well as parts of the world where English is being used (54).

It can be argued that one can discuss the core content above through novels, and thus the novel *To Kill a Mockingbird*, which will serve as the vantage point when discussing how extrinsic and intrinsic motivation respectively manifest and affect learning, is rather fitting as it, in my view, deals with all of the mandatory aspects according to the curriculum. The book also offers an efferent as well as an aesthetic reading, which is why it is of relevance when it comes to discussing intrinsic and extrinsic motivation regarding second language learning at Upper Secondary School level, and more precisely during the course of English 7.

As this particular study aims at exploring the manifestation of *intrinsic* and *extrinsic* motivation, that is to say explore what causes them and what possible effects they can have on a language learner respectively, exploring in what way a student might consider the act of reading *To Kill a Mocking Bird* and thereby connect the activity to a certain type of motivation will be discussed in the analysis section.

3. Previous Research

3.1 Key Literature

Upon going through some of the literature relevant for this type of study it became apparent that Wolfgang Iser's book *The act of Reading – a theory of aesthetic response*, has been vital

in the process of this study as it very eloquently discusses what happens during the reading process. This is central to the understanding of what type of motivation will be triggered during the reading process, that is to say intrinsic or extrinsic, as the act of reading a book can either be seen as a means to an end, a task in order to get a grade, or a tool for development through the aesthetic experience of reading and interpreting. Arguably, the latter deals with real growth and learning as it in many ways follows the philosophy of education set during the enlightenment, in a lot of ways being education for the sake of personal growth.

The phenomenon of *aesthetic experience* is roughly explained as an act that sets in motion a wide range of interpretations and results in a restructuring of experience, when for instance reading a literary work. Iser is also presenting the phenomena of aesthetic response theory in a comprehensible way by arguing that the structure of the text must fulfill its function by affecting the reader. The reader, who in turn through his/her interaction with the text, draw certain realizations by his/her process of interpretation and thus create the final product of thought being a certain type of meaning restricted to the reader himself/herself.

Iser is also complemented by *The Culture of Reading and the Teaching of English* written by Kathleen McCormac, dealing with the culture of reading concerning classroom practices, which has been of great use to this study as it discusses, amongst other things, cognitive and culturally based approaches to reading.

McCormac points for instance out that reading, being a cognitive activity, is never just a subjective experience, but one that occurs in a specific social context. She stresses that "[a] text is always a site of struggle […]" (69), meaning that all sorts of interpretations might occur based on the innumerable amount of factors, many of them being social, that ultimately influence one's interpretation. Her interactive model has been interesting to look at as it discusses the relation between the text and the reader, and goes into describing what the

literary text brings to the reading situation, encompassing both the implicit and the explicit. This complements Iser's view which he argues is "[…] that the literary work has two poles, which we might call artistic and the aesthetic: the artistic pole is the author's text and the aesthetic is the realization accomplished by the reader" (21). McCormac sums up the approach by stating that "this interactive model, then, stresses that first, both readers and text contribute to the reading process and second, that both text and readers are themselves ideologically situated" (69).

Mark William Roch's book *Why Literature Matters in the 21'st Century* provided some interesting perspectives on the relevance of literary works in the technological renaissance of today's world. He sums up his main argument by stating that "great literature helps us gain a broader perspective on life and enriches our understanding through the stories and the language of others. Literature reveals new worlds, stretches our sensibilities, including our sympathies, and draws our attention to alternative frames." (209). Whilst conducting this study, Roch has largely complemented Jenner's scheme on motivation in her text by presenting interesting thoughts on the value of literary works, which comes into play when assessing whether the goal is desirable or not, and if so why it would be desirable. Roch even complements Iser to a great extent as they are both discussing the aesthetic experience during which learning occurs.

When it comes to the discussions regarding the definitions on intrinsic and extrinsic motivation, Helene Ahl's *Motivation och Vuxnas Lärande – en kunskapsöversikt och problematisering* has been central to the understanding of both forms, as it is a rudimentary text on the phenomena of motivation and its functions within the educational sphere. This text along with Håkan Jenner's *Motivation och Motivationsarbete – i skola och behandling*, have

been the bulk upon which this study's hypothesizing regarding intrinsic and extrinsic motivation connected to learning has rested.

In her text Ahl is not drawing a clear line between motivation theories and education theories as she considers them to be applicable on different forms of education theories (53). Ahl argues that they are intertwined, and motivation theories are thus required for the totality of one's understanding of the process of learning. Jenner on the other hand presents the reader a scheme on how motivation functions by focusing on three key points, namely the *goal* (whether it lies within the realm of possibilities), the *value of achievement* (whether the goal is desirable or not) and the *chance of failure* (whether the individual considers the chances of failing to be considerable or not) (43). He stresses that all of these points are influenced by individual as well as social factors being specific for each and every individual, and are able to give us a rough explanation on the how and why questions regarding one's choices and thoughts.

The PHD-dissertation *Värdepedagogik I skolans vardag – interaktivt regelarbete mellan lärare och elever* authored by Robert Thornberg, is written from a socio constructivist approach in order to explain the process of learning. He puts the process of socialization in the forefront of learning and what motivated learning, such as a sense of belonging, conformity and acceptance, which he points out is an active process rather than a passive one. What is interesting about this perspective is that it presents the individual as not merely a victim of sociocultural circumstances, but rather a highly selective individual able to construct his/her identity by choice. This perspective is arguably of great value when problematizing the aspect of the sociocultural effect on one's choices and thoughts when it comes to what is motivating, and what is not.

In regards to the three approaches, being the psychodynamic, sociocultural and cognitive, through which the phenomena of motivation will be discussed in this study, Illeris' book *Lärande* provides one with a thorough description on how the act of learning can be regarded through them. Illeris illustrates what he calls the *three dimensions of learning,* and argues that all the approaches mentioned above are naturally required in order to fully understand how learning might manifest itself, though his book seems to be largely written from a behaviorist perspective.

That is not to say that nullifies its use. On the contrary, *Lärande* has served not only as the basis for the discussion on the different approaches applied but serves also as a great complement to the reader response theory discussed by McCormic and Iser. Illeris stresses the aspect of *transformative learning*, which is a type of insight a student gets after having received information that drastically changes his/her understanding of a certain subject matter, when discussing learning from a cognitive perspective, where *assimilation* and *accommodation* are the two factors which regulate what type of *scheme* one constructs (62).

4 Theoretical Background

In this section, the theoretical background of this study will be presented in order to provide a solid base before approaching the analysis chapter.

4.1 The Presumed Dichotomy of Motivation

As suggested by Ahl the term *motivation* hails from the latin term *movere*, which roughly translates *to move.* Motivation later adopted the meaning *that which causes movement* which can be argued is more indicative of its motivational factors rather than the process itself, if one is able to do justice to such a differentiation (18). If it indeed is possible to make such a differentiation at all will be argued throughout the text.

Ahl offers a more specific translation related to the modern way of interpreting the term as well, which can be found in the Swedish National Encyclopedia. *Motivation* in this case is looked upon as a psychological term concerning the processes triggering, upholding and directing a certain type of behavior connected to our inner needs. In her text Ahl (21) presents different views on the issue of motivation and it seems that the one argued by Björklund is the closest one to the definition of the National Encyclopedia by stating "[...] when we discuss motivation, we are primarily concerned with: 1) what energizes human behaviors 2) what directs or channels such behavior 3) how this behavior is maintained or sustained" (4). Furthermore, motivational factors such as salary, social status, participation and responsibility, are shaping in what kind of form our motivation will manifest.

This is not to be confused with the term *motive*, which Ahl interprets as any other reason connected to a deed which does not hail from an inner need (21). A good example, if not an extreme one, of this differentiation would be the act of hurting someone as a police officer, sincerely for the sake of public order rather than an inner wish or drive towards violent behavior. Public order would in this case be the motive of your deed, rather than a demonstration of a violent act connected to self fulfillment.

Jenner stresses that the phenomenon of motivation has its roots in the principle of hedonism, first introduced in ancient Greece and later used to a great extent by philosophers such as John Lock when discussing human behavior throughout the 1700s (38). In short, the principle of hedonism is the strife for enjoyment and well-being whilst avoiding pain and suffering, which naturally manifests in numerous ways. Certain religious groups such as the Puritans are for instance excluding indulgence and pleasure, which paradoxically is a form of pleasure itself. Although hedonism is a good place to start when it comes to

shedding light on the phenomenon of motivation Jenner argues that it clearly is insufficient in order to fully grasp the phenomenon (40).

What is important to keep in mind when discussing motivation is the apparent differentiation Ahl makes between *intrinsic* and *extrinsic* motivation, regulated by motivational factors encompassing every cause that leads to an effect when discussing behavior. One might also argue that this aspect seems to, at least to a certain degree, superficially explain why we do certain things rather than other. What is apparent though is that it can be seen as something one can either have or not, get or lose, providing the term more substance in terms of how it can be used as a tool when it comes to learning and teaching respectively. In her text Ahl (22) even provides a definition of the term *motivation* as the result, or the product, of the school experience as argued by Lumsden "[...] motivation is the ultimate product of many aspects of the school experience: significant relationships between teachers and students and among students; a meaningful, well-taught curriculum: teachers who maintain high expectations and look for ways to help each student connect to the curriculum; opportunities for choice and self evaluation that foster student's ownership of learning" (9).

This is arguably a very interesting perspective indeed. One might say so not only because it uses learning and the educational arena as a reference point when looking upon the process of motivation, but also because it puts the student, teacher and the subject in a formula that might or might not result in what we call *motivation.* However, before we look into the workings of intrinsic and extrinsic motivation and how they are connected to the process of learning a second language having literature studies as its vessel throughout the process, we must first define what is meant by intrinsic and extrinsic motivation respectively.

Problematizing the issue, whether they can be seen as separate parts of the phenomenon that is motivation, will be done in the analysis section.

4.2 Extrinsic Motivation

Dealing with the aspect of *efferent* reading Jenner suggests that there are major components who, when covered adequately and in a balanced way, might establish e*xtrinsic* motivation (44). The first one according to the author is the conception of a *goal*, which has to be made in a fairly realistic way as it must be looked upon as something that actually seems plausible to achieve. If it does not seem plausible, one looses the drive of actually realizing that particular goal and instead just look upon it as an object of daydream. In other words, it does not start any type of activity if it seems to be an enterprise beyond the horizon of one's reality, and thus remains a passive act.

The second component necessary for the formula of extrinsic motivation is the *value of the realization* of a particular goal. This aspect measures the value of a particular goal by questioning its practical usefulness, which naturally is a highly subjective process. If the goal indeed has a practical value attached to it, according to the individual who concocted it, it becomes more desirable as the time and effort he/she puts into trying to achieve it seems more worthwhile. According to Jenner, when it comes to learning, this particular part of the puzzle deals with answering the age-old question arguably posed by every student at some point, namely "Why should I learn this?" If extrinsic motivation leads to a certain behavior where one seems to be preoccupied with looking upon goals from a pragmatic point of view, questions like the one above might arguably arise more frequently (46). The aesthetic

experience of learning might be pushed aside and considered abstract, compared to a more concrete goal such as good grades.

The last component is the *probability of failure*. As stressed by Jenner, the probability of failure is not measured from an objective point of view, but that of the estimation of the individual (49). The author stresses that one estimates his/her probability of success in any given situation when undertaking any type of enterprise. This estimation might for instance result in a retreat from the enterprise, not because one does not wish to see it realized, but rather because one wants to protect him/her self from disappointment. That is to say, the probability of failure has to do with how one views the aspects of failure and success. This connects to the phenomena of hedonism, as the chance of experiencing success and avoiding failure is sought after and lays the seedbed from which extrinsic motivation springs.

4.3 Intrinsic Motivation

When it comes to *intrinsic motivation* one thing has to be made clear. It has nothing to do with extrinsic rewards, that is to say gifts of one kind or another, as well as any form of punishment as viewed by Ahl (46). What it deals with is largely the need of *comprehension* as well as a sense of *joy,* acquired through a certain degree of challenge. When looking upon the issue from a psychodynamic perspective, for instance through Maslow's pyramid of needs structured in a hierarchical order top to bottom, one can easily notice what Ahl (35) has come to call *intrinsic* motivation in its purest form, that is to say self fulfillment where material rewards are excluded, is present only at the highest levels (see picture 1).
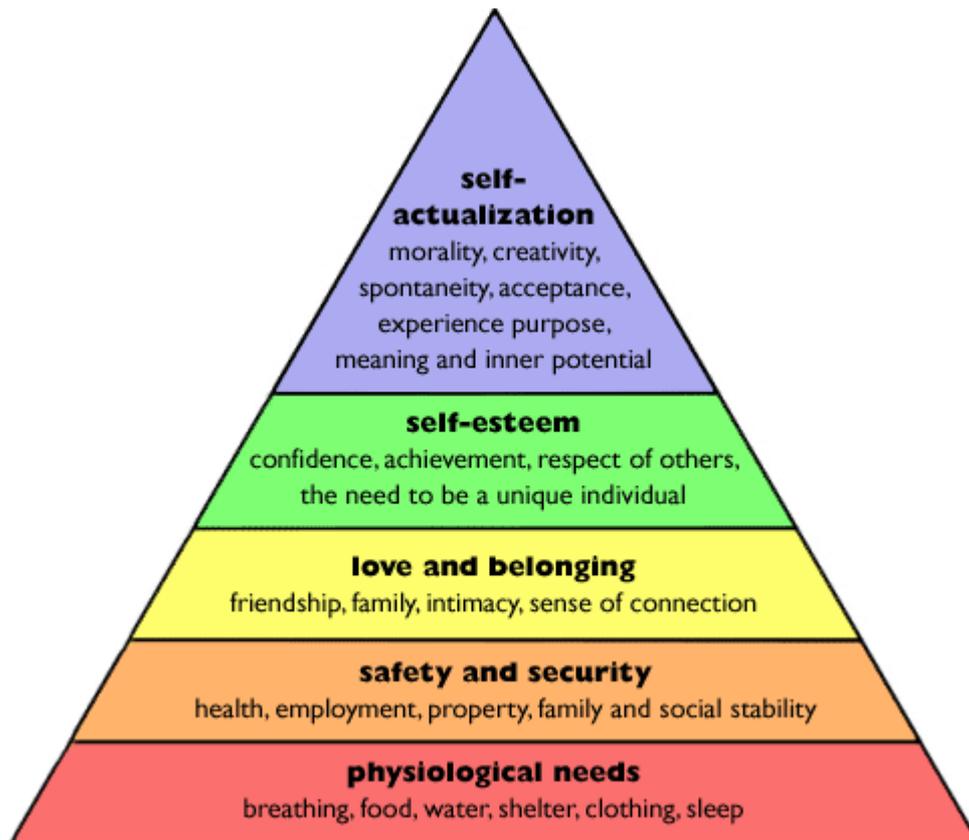
Picture 1. Maslow's pyramid of needs (hierarchically structured).

One could therefore argue that according to this perspective extrinsic motivation takes precedence, to a large extent, in case of low socio economical standing of a student, and greatly hinders growth and learning oriented towards the intrinsic motivational spectra. It could be argued that this sadly is a common feature when it comes to high school dropouts or underachieving students who simply cannot reach the top levels of Maslow's pyramid for one reason or another. A case can be made that they see no point in wasting time on education that deals with these types of rewards when there are more pressing matters to attend to, rendering them more pragmatic in their choices when it comes to what is important and what is not. It also can be argued that these students are acting accordingly as they are merely satisfying stronger needs at the time of their decisions, being *extrinsic*, than the *intrinsic* which seem farther away and largely unsatisfying as it can be argued that each level presents a certain perception of reality.

This is connected to, according to Ahl to the cognitive perspective on intrinsic motivation as it is argued that cognition deals with how one acquires knowledge, organizes it and processes it in order to ultimately shape a perception of reality which in turn shapes ones behavior (31). From this perspective one is not without certain perceived ideas on how something works or ought to be, which through the processes of *assimilation* and *accommodation* modifies one's understanding of the world and shapes new perceptions through what is called *cognitive schemes*, as argued by Illeris (58). Therefore, from this perspective, two students can have different interpretations of one and the same material when it comes to learning as their schemes differ. This is related to the aspect of *aesthetic* reading which will be assessed in the analysis chapter through certain hypothetical scenarios in order to provide insight on how it could manifest.

4.4 Zone of Proximal Development

The so called *zone of proximal development*, henceforth referred to as ZPD, is a concept conceived through Vygotsky's descriptions of developmental methods, mainly regarding children but also applied to young adults, when it comes to learning. As argued by Clapper the ZPD "[…] describes the difference between (a) what the learners can learn on their own and (b) what they can learn under the guidance of a facilitator or others in the learning environment" (150). It is worth mentioning that there also is a zone that is beyond the ZPD, as the learner is yet to acquire the necessary knowledge in order to incorporate it gradually within the ZPD. This zone never vanishes though, as it is overwhelming and envelops all else the learner does not know.

Though the learning process begins initially within the learner, Clapper stresses that the learner in this case lags behind when it comes to the internal developmental process, as the ZPD is largely created in the learning process including others. Clapper sums it up by

stating: "When learners face a challenge, and this may include disequilibrium that develops from learners' conflicts with their current frames of reference, or where they cannot organize the frames to address the problem, (e.g. development), they turn to the facilitator or other learners" (150). Learners may use different kinds of tools in cooperation with others, methods like imitation, discussion, demonstration etcetera, in order to solve a problem. The pie chart below represents the totality of a learners' development and presents the three specific zones during the learning process.

Can't do
even if guided

Can do
if guided

Can do
independently

Zone of Proximal
Development
(ZPD)
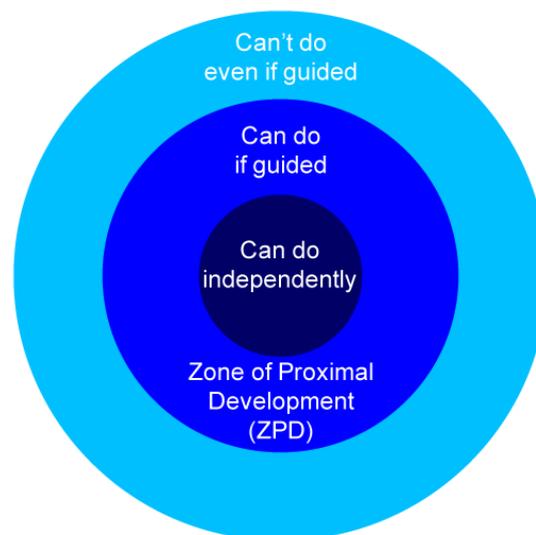
Picture 2. A pie-chart representation of Vygotsky's theory of ZPD.

As it can be argued that we live in a fast paced competitive as well as a complex cooperative society, where much of our success is based on learning from each other whether it be at school or at a workplace, this particular theory could possibly afford an explanation on the workings of cooperative learning. Thus the understanding of this aspect is of value to the study as it deals with how intrinsic and extrinsic motivation works in regards to external factors.

4.5 The Sociocultural Perspective

When discussing learning from a *sociocultural* perspective, *situated learning*, that is to say learning where the situation in which it takes place is not merely affecting it but is in fact a part of it, is arguably in the forefront according to Illeris (125). This approach is focusing on the relation between the learner and the outside world, and thereby it differentiates greatly from the *psychodynamic* perspective which puts the inner appropriation process based on psychological drives in focus. This approach stresses that the human being is a social creature and all learning must therefore come from the interaction with others in different kinds of scenarios.

Generally, one might argue that the variations regarding the different forms of learning, looked upon from the sociocultural perspective, are numerous as one experiences/perceives the outside world in multiple ways. In order to present the reader with a rudimentary approach to understanding the sociocultural perspective, Illeris stresses six key factors encompassing the notion of learning in relation to the outside world being *perception, conveyance, experience, imitation, goal oriented activity, participation* (129).

Perception is the passive form of learning through non-conveyed impressions. It is however an influence the learner registers and is affected by. *Conveyance* is the typical form of learning, where someone else has a certain interest in conveying information to the learner. The effect of this approach is governed by the receivers/learners interest or motivation to partake actively in that particular process. *Experience* encompasses both of the factors above. Moreover, it requires a momentum of active participation, as both of the factors above can be passive, where the learner in not merely a receiver but a participant in the cooperation between one self and the outside world, in order to make the connection meaningful and thus get an experience. *Imitation*, being a crucial factor of learning especially

in kindergarten, prep-school and the lower grades of primary school, is also an active form of learning based on mimicking certain activities performed by an instructor. The full effect of this activity is reached when the learner is able to regurgitate the process and instruct others. *Goal-oriented activity* is when the learner actively searches for the kind of knowledge or influence he/she can put to good use in a certain context. This is also one of the more typical forms of active learning. Lastly, the aspect of *participation* pervades all of the aspects above apart from *perception* and is an active, collegial goal-oriented activity in which the learner has a clear position and influence (129).

All of these aspects are socially embedded in regards to their form as well as function, and the appropriation processes, namely the *cumulative, accommodative, assimilative* and the *transformative* represented in the cognitive perspective on learning, are all governed by the totality of the aspects presented above.

4.6 The Cognitive Perspective

This perspective on learning, having Piaget as its main representative, deals with the intellectual sphere of learning and looks upon it as something of a mechanical process where *cumulative, accommodative, assimilative* and the *transformative* aspect of learning all cooperate and structure what has come to be referred to as *scheme* by Piaget. A key point in understanding the cognitive perspective is by grasping the process of *adaptation,* as argued by Illeris (58).

In this process the learner strives mainly to uphold an intellectual balance in the sense that the individual is adapting to the world around him/her, whilst at the same time adapting the surroundings to his/her own needs. This is done through the *assimilative* and the *accommodative* functions in one's brain. These two functions are intertwined. The

assimilative stands for the incorporation of new forms of influences to the already established knowledge structure, i.e. the existing *scheme.* The accommodative on the other hand stands for the restructuring of the already established scheme in a way which conforms to the influence provided, according to Illeris (62). According to this theory provided by Piaget, structuring of knowledge is practically a mechanical process where everything an individual has appropriated falls within a certain framework which cannot be unorganized.

The *cumulative* stage of learning is often representing the basis of knowledge where the learner simply gathers as much fact as possible regarding different kinds of phenomena. The knowledge one gathers at this stage has little or no connection to previous knowledge, and is thus establishing new mental schemes. This type of learning is sometimes called *mechanical learning,* as it is based on learning something by heart such as remembering a pin code, which can more or less be connected to already existing knowledge but it does not need to be. The combination of digits in the pin code does for instance not need to be connected to a previous identical combination of the same digits, other than the fact that one is able to count up to that number and thereby already is familiar with it. This however does not count as identical previous knowledge according to Illeris (61).

One's *scheme* determines one's view of the world and if so called *transformative* learning is to take place, the processes of assimilation and accommodation have to reach a crucial point where the knowledge one has gathered and processed leads to a higher revolutionizing insight. Illeris uses a Freudian term, namely *catharsis*, when attempting to describe the intellectual breakthrough one gets from this type of learning (67).

4.7 The Psychodynamic Perspective

This perspective deals with the mobilization of psychic energy which acts as the most fundamental necessity when it comes to learning. Before a *scheme* can be triggered to fulfill the function of solving a problem or expanding in terms of knowledge input, there must be an affective force, i.e. *drive*, that triggers prior to the *scheme.* The principle is that a learner will never solve a problem unless it is of interest to solve it.

Freud can be seen as one of the pioneers when it comes to this perspective which aims to explain what drives are affecting an individual and what possible results manifest themselves in regards to these drives. In his text, Illeris stresses that the two most fundamental drives in Freud's *drive theory* are the so called *Eros*, being the life supporting drive regulating food lust & sex for instance, and *Thantos*, being the death drive regulating for instance aggression and hate (104).

Discussing learning from this perspective offers a possible insight into the incredible trait that is learning by having inner drives, established by our biological make-up, as reference points to explaining our longing for understanding as one of the most rudimentary methods of survival. This perspective can for instance be particularly valuable when discussing why learners learn certain things against their will that are desirable in a world where one is put under pressure to learn a variety of things. Arguably, the reason for this, according to Illeris, is simply in order to function as well as have a place within the knowledge based market of today (106). Thus it can be argued that different drives affect our *intrinsic* as well as *extrinsic* motivation for various reasons.

Illeris points out that the aspect of *disjuncture*, that is to say a disturbance in motivation and lack of context leading to a motivational unbalance, in fact is a necessity when

it comes to learning (118). The author explains this aspect as one that leads to what he calls *intellectual arousal. Disjuncture* is created when the learner experiences something from the outside world that conflicts with his existing scheme which creates an intellectual gap, and does so in a challenging rather than overwhelming way, which leads up to an intellectual arousal rather than a retreat from curiosity. Arguably, all of this is governed by our drive or affective force which, as mentioned above, is the basis for our inquisitive nature.

Analysis

5.1 On the Workings of Intrinsic Motivation

If one indeed accepts the theory presented by Maslow where most of the fundamental needs such as safety, the sense of being cared for, or in fact most of the necessities presented in the four levels (bottom to top) of the pyramid, portrayed on picture 1 in the theoretical background of the study, one might engage in the process of self-actualization through certain types of activities. One of these types of activities could be self-fulfillment through studies, and as the novel *To Kill a Mockingbird* is this study's vantage point when it comes to hypothesizing on a student's choice of an either *efferent* or *aesthetic* reading and how it relates to either intrinsic or extrinsic motivation, a certain quotation from the book will serve as an example in this chapter.

In order to hypothesize on the cause and effect of intrinsic motivation specifically, one must first problematize the notion of the two different forms of motivation being mutually exclusive. One of the research questions of this study deals with the apparent polarization of intrinsic and extrinsic motivation and goes as follows: Can intrinsic and extrinsic motivation really be differentiated and looked upon as two separate forms of motivation? If so, why?

Throughout particularly both Ahl's as well as Jenner's views on extrinsic and intrinsic motivation in their discussion, it could be argued that it is apparent that the two forms can initially be regarded as being different from each other. They, for the most part, tend to inescapably *intertwine* during the process of learning, and thereby end up being in need of each other. In other words, if one is particularly moved by a novel, for instance *To Kill a Mockingbird,* one might be inclined to pursue an education within the field of literature studies which no doubt would result in satisfying the intrinsic need of self-actualization through *transformative learning*, as argued by Illeris (62-67). However, if done ambitiously it would also result in concrete rewards such as attaining a degree and perhaps being employed teaching literature at a university, which would be an example of an extrinsically motivated goal.

Take for instance Lee's quotation dealing with the novel's main idea that in a sense can be read both *aesthetically* and *efferently*, namely: "'Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird." (94). In the theoretical chapter of this study it was argued that students who have not acquired all the necessary levels of Maslow's pyramid of needs will in all probability not be susceptible to a self-fulfilling educational venture. The reason was that the low socio economical standing of these particular students greatly hinders growth and learning oriented towards the intrinsic motivational spectra. This was largely due to the extrinsic goals taking precedence and a case was made that they see no point in wasting time on education that deals with these types of rewards when there are more pressing matters to attend to. Arguably, this would ultimately render them more pragmatic in their choices when it comes to what is important and what is not, potentially resulting in an inability to engage in an aesthetic

reading as it is not considered to be fulfilling because they are merely satisfying stronger needs at the time of their decisions, being of the *extrinsic* kind.

Looked upon from a *psychodynamic* perspective, this would in all probability be correct as the drive towards fixing the most rudimentary needs takes precedence. However, I wonder if a crucial aspect, namely the need and drive for selective learning connected to the students search for identity at their particular age, being late puberty (18-19 years of age), can somehow override that tendency as the search for identity, congruent to one's education, becomes central in terms of learning during this period, as Illeris also stresses in his text (255-256) along with Thornberg in his discussion on the aspect of *socialization* (17). This could potentially mean that students who do not normally possess the luxury of spending enough time on self-realization are exposed to an arena where they are free to do so. By doing so they take an active part in identifying with the material through an aesthetic reading, as it is in their interest to explore during this period in life, which in turn leads to a boost of intrinsic motivation making possible the tremendous experience that is learning. Looked upon from a psychodynamic perspective, the drive of curiosity is by all means rather difficult to suppress if it is congruent with the search for identity. Moreover, the endeavor of reading the novel and reflecting for instance upon the quote mentioned earlier, the aesthetic reading of it needs to take place within the student's *zone of proximal development*, which can be argued is a prerequisite to the success in uplifting the intrinsic motivation and proceeding with the enterprise of language learning which in this case focuses on reading between the lines and grasping the arbitrary nature of language. This, in my opinion, is by far the greatest use and value of the in-depth studying of a second language, in this case English, through novels.

As I would like to argue that intrinsic motivation is intertwined with the extrinsic kind in most cases of learning, the student would also solve the problem of passing

the course. In other words, one could argue that the *cause* of intrinsic motivation, in this case, has to do with the *drive* of a student's search for identity as it can be argued that it is of interest to them to do so, naturally rendering them selective in their choices of interest, and the *effect* of this undertaking could potentially be *transformative* or life-changing both intrinsically, dealing with identity, and extrinsically, dealing with external rewards as a degree or job for instance, as presented with the example above.

What I mean by *intertwined* could also be explained by another example that rests upon a behaviorist perspective tied to the *cognitive* perspective on motivation. If for instance one plays football, or soccer, and it imbues one with a feeling of joy, one might be inclined to pursue that activity as an active goal for the sake of inner self-fulfillment at first. If then however one ends up being a football superstar, one has automatically fulfilled a perhaps inescapable extrinsic goal which now is intertwined with the intrinsic as one gets fulfillment out of playing for large sums of money. If one then was to be told that one needs to continue playing football with no more money attached to it, one might be inclined to stop even though one loves playing football as the mental *scheme*, that is to say your way of perceiving the enterprise, considering football is now changed. In other words, if the reward system connects one goal to another, that is to say intrinsic to extrinsic, one might solidify the overall motivation brought on by either one of the two forms as they are now intertwined and dependent on each other. Therefore, they can be looked upon as different forms of *triggers* that ultimately come together and compose motivation as the same result can manifest looking at it from reverse. If you engage in a certain activity whereby you only gain an extrinsic reward, for instance lots of money and no particular inner fulfillment, one might be inclined to surrender that particular activity if not presented by some sort of a challenge awakening a form of intrinsic motivation towards dealing with it. By this rational it is rather hard to view them as separate types of motivation in an *absolute* sense as, in my view, the totality of the

result tends to point at both kinds being more or less influent in the outcome of one's enterprise. This, naturally, is only one way of viewing the problematical nature of polarizing the phenomenon of motivation into two distinctly different parts.

When hypothesizing on the aspect of intrinsic motivation in regards to learning a second language through literature, and more specifically the Harper Lee novel *To Kill a Mockingbird*, seen from a *sociocultural* perspective it can be argued that the more interaction the students are having in relation to the reading, putting *social constructivism* as a teaching method in focus, the more intrinsic motivation they will be able to muster in order to have an aesthetic reading of it. Illeris also points out (125) in his discussion on *situated learning* that one cannot isolate him/herself from others as well as the outside world when it, in this case, comes to interpreting a literary piece in the process of learning. As, from this perspective, the process of aesthetic reading arguably rests on the capability of the students being able to come together and create a form of *meaning* through discussions on the intricate nature of the literary piece and collectively deciphering what is conveyed in the text, by which true learning and understanding overseen by the teacher, covering the core content of English 7 no less, can take place.

I would like to argue that it is indeed difficult to ascertain which one of the approaches (cognitive, sociocultural or psychodynamic) can be *primarily* attributed to the phenomena of *intrinsic motivation* as they all seem to complement one another by filling the gaps each perspective tends to leave behind. One could roughly say that there is a certain *order* as to how we muster intrinsic motivation that sparks an interest to an educational undertaking, such as aesthetically reading a novel and acquiring a certain meaning by doing so. The order would arguably in this case be that the *inner drive* composed by inert curiosity dealing with the search for identity sparks an interest by which certain cooperation through

the *interaction* of others and the outside world starts to form, which in turn creates certain *schemes* that regulate our understanding of what is being thought. In this order all three perspectives complement each other and work towards describing the process of intrinsic motivation.

5.2 On the Workings of Extrinsic Motivation

If one is to follow the three major components to what establishes, or causes, extrinsic motivation as argued by Jenner, then one could argue that the conception of a challenging *goal* in this case would be to complete the reading of the novel *To Kill a Mockingbird* and attain as high a grade as possible on the assignment connected to the reading (44-49). As argued earlier in the text, the goal has to be something that actually seems plausible to achieve, as it would otherwise not be of any interest to the student to fulfill it. Keeping the theory of the *zone of proximal development* in mind is crucial when it comes to this first step as it makes learning possible with the help of a teacher and through the interaction with another student(s), which is a method of learning called *social constructivism*. This method of teaching and learning basically holds that learning occurs through interaction between students which has to be moderated by the teacher as he/she helps by correcting potential errors made by the students and applies rules to exercises through problematized learning, which is based on dialogues. All of this falls under the *sociocultural* perspective on language learning. Moreover, it can be argued that this particular method is the most optimal when working with literature in an upper secondary school classroom at the level of English 7, as the students have not yet acquired the level of knowledge necessary for thorough individual analysis of literary works, which for instance is required when it comes to higher education.

The *value of realizing* this particular goal also has to be considered worthwhile by the student and if the goal indeed has a practical value attached to it, it becomes more

desirable as the time and effort he/she puts into trying to achieve it seems more worthwhile. In other words, it could be argued that this pragmatic view could thus hold passing the course and getting good grades as the true value of the enterprise, and therefore the aesthetic experience of learning might be pushed aside and considered abstract compared to a more concrete goal such as good grades. Lastly, the *probability* of failure, which is not measured from an objective point of view but that of the estimation of the individual according to Ahl, has to be taken into account as, seen from the *psychodynamic* perspective, one wants to protect him/her self from disappointment when undertaking any enterprise as the chance of experiencing success and avoiding failure is sought after and lays the seedbed from which extrinsic motivation springs as argued in the theory chapter of this study (49).

However, it could be argued that the last point, namely the *fear of failure*, could inevitably lead to a motivational reinforcement by the intrinsic type as the student could come to realize that an interest in the subject is necessary as the extrinsic motivation alone would not suffice when it comes to understanding the content of the novel in order to perform to his/her outmost capacity. As argued earlier, the two types could be seen as *intertwined triggers* and not mutually exclusive in an absolute sense, resulting in one type alone, in most educational as well as work related settings, not being able to uphold the overall motivation of an activity and reassure its success to a degree that is acceptable to the person performing the activity. The two forms must therefore blend together to ensure the continuity of an enterprise and even though the extrinsic form in this case is considered the main trigger of an activity, it could be argued that further partaking in the enterprise requires an increase of intrinsic motivation in order to complete the venture.

Looking at this particular scenario from a *psycho dynamic* as well as a *cognitive* perspective, this could lead up to what Illeris calls *disjuncture*, that is to say a disturbance in

motivation and lack of context leading to a motivational unbalance, which leads to *intellectual arousal* brought on by the newfound interest in the subject as a particular aspect of the venture collides with an existing *scheme*, which creates an intellectual gap (118). In other words, during the process the student might change his/her mind considering the previous goal of the venture and thus begin to consider a more arbitrary and *aesthetic* rather than a pragmatic and *efferent* reading of the novel. Generally speaking, this tends to occur quite frequently in educational settings and if it does so in a challenging rather than overwhelming way, chances are that a process of transformational education is under way and that the triggers at this point become intertwined. This could be paralleled to the example with the soccer player who might be inclined to stop playing if one cuts out the *extrinsically* motivated reward, being money, as the student now also has the need to solve an intellectual problem caused by his/her increasing *intrinsic* motivation which now is incorporated in the totality of his/her motivational goal.

Keeping in mind McCormic's *interactive theory* which basically falls under the *sociocultural* perspective on learning as she argues that all reading is a *cognitive* activity which occurs in a specific social context, the student might even come to the conclusion that the aesthetic reading indeed offers a intellectual goal which can be applied practically and thus considered of value and complementary to the extrinsic goal. As the novel focuses on moral issues it arguably affords a practical goal during the assessment of the text. Roth for instance points out that "we do not change our behavior if the immediate consequences of our action are not visible; therefore, literature has an educative role to play" (239). A case can even be made that one get's more out of its practical value, i.e. moral teaching, if one applies a more *aesthetic* reading of the text as the most important parts of the novel are implicit rather than explicit.

What this could arguably lead to, looking at the presented scenario of extrinsic motivation from a *cognitive* perspective, is a reshaping of schemes brought on by the processes of *assimilation* and *accommodation* as the earlier notions regarding the goal of the venture, i.e. reading the novel in order to pass the course and get good grades, are reformed with the apparent inevitability of a certain amount of intrinsic motivation coming into play during the process in order to succeed with the venture of attainting good grades. As extrinsic motivation is based on an external source of reward, it is fair to say that it indeed can be difficult to ascertain whether or not an inner spark of motivation, comparable to the workings of the intrinsic kind, is required. However, as the initial extrinsic type, or trigger, of motivation is arguably of a different kind and thus is merely in need of an external source, one could argue that the *cause* consists of an external factor, good grades in this case, which affects the individual and thus leads to an action, the act of trying to achieve them, which would be the *effect* of the motivational source. This arguably differentiates from the order of how intrinsic motivation spawns as the notion of curiosity is not present at first, the goal in this case is very clear and initially all else is set aside, but might come into play during the process of fulfilling the extrinsic goal as presented in the scenario above.

In this case I would like to argue that the order when it comes to the workings of extrinsic motivation is reverse from the intrinsic type as one follows an already perceived idea of why and what the venture is supposed to lead to, as opposed to the self-fulfilling intrinsic venture where the outcome arguably could be considered more shrouded and abstract. Thus one could argue that extrinsic motivation starts with a certain *scheme* that regulates the understanding of what is to be done, and through the interaction with others and the material might in all probability spark an interest to certain aspects of exploration in connection to the process at hand. How the balance of the two forms manifests itself is off course more or less governed by an innumerable number of factors foreboding its effect, however the most

prominent examples of what aspects affect the probability of engaging in acquiring an intrinsic as well as an extrinsic goal are presented by Maslow's pyramid. Though a lot of critic could be directed towards this rather simple way of looking at self-fulfillment, however one chooses to define the notion of self-fulfillment, being the ultimate step on top of the pyramid, generally speaking it largely puts the discussion on extrinsic and intrinsic motivation in perspective. One could easily wonder how for instance people such as mother Theresa or Mahatma Ghandi, who largely sacrificed or ignored most of the levels of the pyramid dealing with the most fundamental parts of our well-being, could experience an immense feeling of self-fulfillment. This would in practicality go against the notion Maslow presents with his pyramid as to what prerequisites are necessary if one is to reach the top level.

5.3 Conclusion

Upon hypothesizing, arguably adapting a rather humanistic Maslowian approach, by the use of certain scenarios on the question whether *intrinsic* and *extrinsic* motivation indeed can be differentiated, as well as what particular perspective can be primarily attributed to understanding their *cause* and *effect*, the purpose was to present in what possible ways both the intrinsic and the extrinsic type could manifest by looking at the issue from the perspectives, *three dimensions of learning*, by which arguably the totality of the learning experience can be described, as argued by Illeris (51).

As it was argued that one type of motivation, or trigger, in educational settings could not be the sole motivational pull during the course of an enterprise, the first argument concerning the differentiation was that, as the two forms can initially be regarded as being different from each other, they, for the most part, tend to inescapably *intertwine* during the process of learning and thereby end up being in need of each other. This was based on the argument that there must be, more or less, a balance between the two if the venture is to be

successful even though one is of them is initially left out depending on what certain goal one has. Jenner also stresses that there must be a correlation between the two types of motivations and that the goal of a venture often results in a reinforcement of the intrinsic type, whether one succeeds with the enterprise or not (42). Secondly, it was argued that the order to how one musters extrinsic motivation, when undertaking in the educational enterprise of reading a novel, was in reverse from that of the intrinsic motivation as extrinsic motivation is based on an external source of reward and therefore merely in need of an external source rather than an intrinsic curiosity. The issue of whether a particular perspective can be primarily attributed to the understanding of the *cause* and *effect* when it comes to intrinsic and extrinsic motivation respectively, is hard to assess and therefore the example of the two different orders might provide an insight on how one may look at the manifestation of the two different types, or triggers, of motivation.

As argued earlier, motivation can be seen as something one can either have or not, get or lose, providing the term more substance in terms of how it can be used as a tool when it comes to learning and teaching respectively as it puts the student, teacher and the subject in a formula that might or might not result in an successful activity or a certain type of behavior. In her text Ahl (44) presents a study made by Herzberg, where over 200 well paid engineers and accountants were interviewed on what makes them content regarding their work, and his results show that in order to have a successful enterprise one must keep in mind that a certain amount of the time spent on performing a task must be oriented towards learning and understanding new things through creativity (78). It was argued that one type of motivation could not be seen as the opposite from the other. Both had to be satiated if one was to uphold an activity in the long term, and there was an evident chance failing if one did not manage to find this balance. The monotonous activity of merely doing your job in order to get the extrinsic reward, in the case of Herzberg's study being money, was not nearly enough in

order to have a continuous interest in fulfilling the tasks they were supposed to do. In other words, they did not want more money but rather required more creativity and growth when acquiring their extrinsic goal, which can be paralleled to the scenarios presented in this study's analysis.

The ability of knowing how to generate, uphold and direct motivation, intrinsic as well as extrinsic, on relevant educational goals is of value to any teacher and pedagogue alike, whether it be a sports coach or a youth recreation leader. One could even argue that this particular aspect is at the forefront of teaching nowadays, thus studying how intrinsic and extrinsic motivation comes about and correlates with one another and ultimately how this can be molded and used as a tool when it comes to learning and teaching respectively, should be of interest to further studies regarding the phenomena.

References

Ahl, Helene. *Motivation och Vuxnas Lärande – en kunskapsöversikt och problematisering*. Stockholm: Myndigheten för skolutveckling, Liber distribution, 2004. Electronic.

Björklund, Christina. *Work motivation: Studies of its determinants and outcomes*. Stockholm: Stockholm School of Economics. EFI The Economic Research Institution, 2001. Print.

Clapper, Timothy C. "Cooperative-based Learning and the Zone of Proximal Development". Simulation & Gaming, Vol. 46, (April 2015): 148-158. Electronic.

Encyclopedia Brittanica Online, http://www.britannica.com/topic/motivation Web. 16 November 2015.

Hertzberg, Fredric. *Work and the nature of man*. New York: World Publishing, 1966. Print.

Illeris, Knud. *Lärande*. Lund: Studentlitteratur, 2015. Print.

Jenner, Håkan. *Motivation och motivationsarbete – i skola och behandling*. Stockholm: Myndigheten för skolutveckling, Liber distribution, 2004. Electronic.

King Bert T. & McGuinnies Elliot (eds). *Attitudes, conflict, and social change*. New York and London: Academic Press, 1972. Print.

Lee, Harper. *To Kill a Mockingbird.* Philadelphia: J.B Lippincott Company, 1960. Print.

Lumsden, Linda. *Student motivation: cultivating a love of learning*. Eugene, OR: ERIC Clearinghouse on Educational Management, 1999. Print.

Lundgren, Ulf P., Säljö Roger and Lindberg Caroline (eds). *Lärande, Skola, Bildning - Grundbok För Lärande*. 2nd ed. Stockholm: Bokförlaget Natur & Kultur, 2012. Print.

McCormic, Kathleen. *The Culture of Reading and the Teaching of English.* Manchester: Manchester University Press, 1994. Print.

Nationalencyklopedin, http://www.ne.se/ Web. 16 November 2015.

Roch, Mark William. *Why Literature Matters in the 21'st Century.* New Haven, CT: Yale University Press, 2004. Print.

Skolverket. *Curriculum for the Upper Secondary School. Stockholm*: Fritzes, 2013. Electronic.

Skolverket. *Läroplan, Examensmål och Gymnasiegemensamma Ämnen För Gymnasieskola 2011*. Stockholm: Fritzes, 2011. Electronic.

Thornberg, Robert. *Värdepedagogik I skolans vardag – interaktivt regelarbete mellan lärare och elever.* Linköping: Institutionen för beteendevetenskap, Linköpings universitet, 2006. Electronic.

Wolfgang, Iser. *The Act of Reading - A Theory of Aesthetic Response*. Baltimore: The Johns Hopkins University Press, 1978. Print.