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Case Study

**Extrinsic and intrinsic motivation in second language
acquisition**

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1.1 Introduction

Numerous studies on the effect of age on language learning have been undertaken, while a slew of studies on the effect of motivation on second language acquisition have also appeared among second language acquisition theories. The former researchers believe that learning should begin while a person is young, but the latter researchers believe that teenagers and the elderly can learn language through a variety of methods. Even if they are unable to grasp their language and reach a proficient level, they can achieve a certain level that is sufficient for holding conversations and expressing abstract concepts. Some scholars (Edward Deci, Maslow, and Vallerand) believe that intrinsic and extrinsic motivation have a role in teen and adult achievement. The vast majority of youngsters, oblivious to their own drive, begin learning a language in school, putting them at risk of missing their key period. A large percentage of pupils who succeed in their target language begin learning in their teens. I intended to examine the student's language learning process and source of motivation through my small-scale investigation. The majority of academics emphasized the importance of the critical time and the need for motivation, but few studies have looked into what motivates young people after they have missed their crucial period.

2. Literature review

2.1 The significance of the CPH in language learning

The critical period hypothesis (CPH) was accepted by SLA research and applied to second and foreign language learning, yielding a slew of studies. The CPH for SLA asserts that language input 'susceptibility' or 'sensitivity' changes with age, with adult L2 learners being less sensitive to input than child L2 learners. Children learn a language more readily while they are young, according to Singleton and Ryan (2004) and Clark (2003). Others (Singleton & Ryan, 2004; Ioup, 2005; Singleton & Munoz, 2011 quoted in H.D Brown, 2014) believe that bridging CPH

and second language can be advantageous. Curtiss (1977) (quoted in Newport, 1989) offered the example of Genie, a girl who missed key periods and was unable to learn a language. Several pupils, on the other hand, have begun studying a new language and have found success. As a result, I believe it is the most significant component in language learning, but there are other variables to consider.

2.2 Types of motivation (Intrinsic and extrinsic)

“To be motivated means to be moved to do something.” (Ryan & Deci, 2000, p. 54). The difference between intrinsic and extrinsic motivation has been explored in over 800 papers (Vallerand, 1997). In psychology, there are primarily two types of intrinsic and extrinsic motivation definitions. Kruglanski (1975) was the first to establish endogenous-exogenous attribution, which corresponds to means-goal categories. According to the self-determination theory (Deci and Ryan, 1985; 1995), there are two forms of motivation: intrinsic interest in the action itself and extrinsic incentives. These motivations are not mutually exclusive, but rather exist on a spectrum of self-determination. Intrinsic motivation (IM) is the desire to participate in an activity because it is pleasurable and rewarding. Intrinsic motivation, according to Ryan and Deci (1985), stems from fundamental desires for competence and autonomy. A self-determination hypothesis was presented by Deci and Ryan (1985). Extrinsic motivation comes in many forms, some of which are more internalized into the self-concept than others, i.e. more self-determined (Deci & Ryan, 1985). Children who aren't initially motivated to perform, for example, can be progressively encouraged to do so. Internalization, which refers to the process by which organisms change regulation by external events into regulation by internal events (Ryan et al., 1985), is a movement from extrinsic control to self-regulation under specific conditions, according to Ryan, Connell, and Deci (1985). In terms of language learning, intrinsic motivation (Maslow, 1970) is highly appreciated. He believes that a person must have all of their fundamental needs met in

order to have intrinsic drive. He or she can be active in acquiring new items after fundamental needs are fulfilled. Students will be organically driven to study a new language as a result of this.

3. Participant profile

I selected my spouse since he is studying English as a second language. He is 30 years old and has full-time job. He is keen on learning new languages. I also considered his other second languages, which include Russian (advanced level), Turkish (elementary level), and Arabic (elementary level). He speaks Uzbek as his first and primary language. Now he is learning Chinese which he finds very challenging. That can be because of his age. As he had no troubles with learning new languages. But as time passes he is facing difficulties with dealing with his interests. I've been working with him for four years, since our marriage, and I'm still amazed at how far he's progressed from pre-intermediate to advanced. He is currently preparing to take the IELTS exam in order to obtain an immigrant visa. He intends to improve his grades and go to Canada in pursuit of a better life. He is very good learner, intelligent, curious and smart. As a result, I made an effort to examine his learning background, intrinsic and extrinsic motivation.

4. Research design:

I distributed a questionnaire with seventy-three questions. It is a motivation questionnaire used in a 2013 Chinese survey (You & Dörnyei, 2016; You, Dörnyei, Z., & Csizér, K., 2016; You, Dörnyei, Z., & Csizér, K., 2016). The questions include several options from which the subjects can simply choose one. There are six options available:

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

(Example) If you slightly disagree with the following statement, write this:

I like skiing very much.

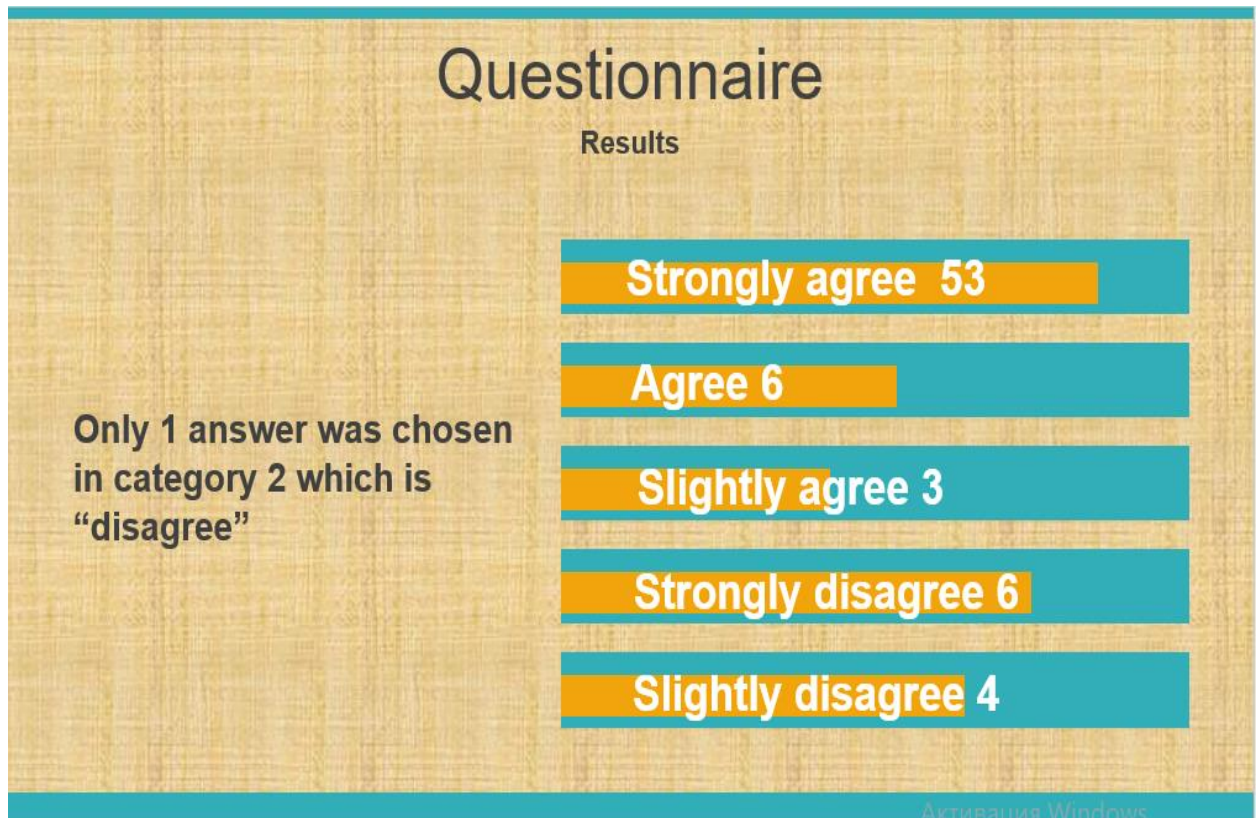
1 2 3 4 5 6

The School of English Studies at the University of Nottingham, UK, undertook a study to better understand the views and opinions of English learners in China. This isn't an exam, therefore there aren't any "correct" or "wrong" answers, and participants aren't even required to sign it. It is based on the author's personal viewpoint. Because the findings of this survey will only be used for research reasons, participants are requested to select alternatives carefully in order to ensure the project's success. The majority of the survey questions were based on the subjects' motivation to learn English. As you can see in the questionnaire below, several items appeared twice or more in the survey. This is done because students are sometimes unable to be honest while answering questions. the individual who is My spouse primarily responded to queries on intrinsic motivation. He participates in the activity because it provides him with a sense of fulfillment on the inside. He could do it because it's nice, pleasurable, and fulfilling to him. The outcomes meet his basic psychological requirements for achieving essential objectives, and the goals originate from inside.

5. Data collection and analysis:

The goal of this study was to determine if participants were motivated by intrinsic or extrinsic factors. As a researcher, I utilized a questionnaire with seventy-three items to collect data. Extrinsic motivation was addressed in 22 questions, whereas intrinsic motivation was addressed in 51. After reviewing the poll data, I discovered that the Strongly Agree choice was the most popular, with over 70% of respondent's choosing this option. They were queries about inherent motives, to be sure. I purposefully took this test twice so that I could double-check my responses to the questions. Because my spouse is a participant, I am already familiar with his motivation

for learning new languages. Because I spend the majority of my time with my family, my spouse has a better chance than others to improve his English.



As shown in the bar chart, strongly agreeing alternatives take precedence over others. The majority of the concerns concerned how learning may be enjoyable and interesting. The majority of the responses were along the lines of: Learning English is essential to me because I want to travel worldwide. Alternatively, I enjoy watching TV shows produced in English-speaking nations. As a result, I'm expecting them to have a lot of alternatives. Because the participant is unaware of others' perspectives on learning a second language, he prioritizes his own interests and opinions over those of others. They were simple to comprehend when it came to queries concerning extrinsic incentive. Some examples: I believe it is critical for me to study English in order to win the acceptance of my classmates. Alternatively, learning English is vital to me in order to obtain societal acceptance. Some of the questions had the same topic as others. However, certain results revealed that participant

was mixing or becoming confused regarding extrinsic motivation in some questions, although being primarily on the intrinsic motivation side. For example, Studying English is important to me in order to gain the approval of the society which is extrinsic motivation in learning language was answered by participant in category 4 which is “slightly agree”. However, when the question was: Studying English is important to me in order to gain the approval of my peers, the answer turned out to be “Disagree”. It demonstrates that learners can have both forms of motivation at times, but one takes precedence over the other. The next result is that intrinsically motivated students can be heavily influenced by their professors. His motivation to learn a language is fueled by his teacher's criticism. The only possible definition is that intrinsic motivation may push him to spend more time with teachers and to follow their instructions. Finally, the participant is devoting as much time as possible to learning something new. It is general known that perfecting abilities requires a lot of practice. However, we must keep in mind that the participant is married and has a full-time job, both of which will affect his language acquisition. In his case, though, he is ambitious and constantly finds time to learn more about everything around him.

6. Conclusion

After conducting the study, I discovered that the participant was primarily motivated by intrinsic factors to learn English. Intrinsic motivation is a form of motivation that originates from inside a person or from within a group of people. He or she, for example, learns English because he or she like the resources provided. Extrinsic motivation, on the other hand, is a form of motivation that originates from outside sources such as parents, friends, or even society. Extrinsic motivation is 5 times larger than intrinsic motivation, according to the data given in the research findings. As a result of this finding, it may be concluded that

the respondent's intrinsic desire for learning English was greater than his extrinsic incentive.

In other words, the participant's internal motivation was greater than the external drive.

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1. Learning English is important to me because I would like to travel internationally.	1	2	3	4	5	6 ✓
2. I like English films.	1	2	3	4	5	6 ✓
3. My parents/family believe that I must study English to be an educated person.	1	2	3	4	5	6 ✓
4. Studying English is important to me in order to gain the approval of the society.	1	2	3	4 ✓	5	6
5. Studying English can be important to me because I think I'll need it for further studies.	1	2	3	4	5	6 ✓
6. I always look forward to English classes.	1	2	3	4	5	6 ✓
7. I think learning English is important in order to learn more about the culture and art of its speakers.	1	2	3	4	5	6 ✓
8. Studying English is important to me because I am planning to study abroad.	1	2	3	4	5	6 ✓
9. I can imagine myself speaking English in the future with foreign friends at parties.	1	2	3	4	5	6 ✓
10. I have to study English, because, otherwise, I think my parents will be disappointed with me.	1	2	3	4 ✓	5	6
11. Studying English is important to me because without English I won't be able to travel a lot.	1	2	3	4	5 ✓	6
12. Studying English is important to me in order to gain the approval of my peers.	1	2 ✓	3	4	5	6
13. Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3 ✓	4	5	6
14. I like TV programmes made in English-speaking countries.	1	2	3	4	5	6 ✓
15. I study English because close friends of mine think it is important.	1 ✓	2	3	4	5	6
16. Studying English is important to me in order to gain the approval of my family.	1	2	3 ✓	4	5	6
17. I like to travel to English-speaking countries.	1	2	3	4	5	6 ✓
18. I can imagine myself in the future giving an English speech successfully to the public in the future.	1	2	3	4	5	6 ✓
19. Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5 ✓	6
20. I really like the actual process of learning English.	1	2	3	4	5	6 ✓
21. Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship).	1	2	3	4	5	6 ✓
22. I will study English harder when thinking of not becoming a successful user of English in the future.	1	2	3	4	5	6 ✓
23. Studying English is important to me in order to gain the approval of my teachers.	1	2	3	4 ✓	5	6
24. Studying English is important to me because my life will change if I acquire good command of English.	1	2	3	4	5	6 ✓
25. My dreams of how I want to use English in the future are the same as those of my parents'.	1	2	3 ✓	4	5	6
26. I really like the music of English-speaking countries (e.g., pop music).	1 ✓	2	3	4	5	6 ✓
27. I find learning English really interesting.	1	2	3	4	5	6 ✓
28. I can imagine a situation where I am doing business with foreigners by speaking English.	1	2	3	4	5	6 ✓
29. I study English because with English I can enjoy travelling abroad.	1	2	3	4	5	6 ✓
30. Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET, MET, IELTS,...).	1	2	3	4	5	6 ✓
31. I think time passes faster while studying English.	1	2	3	4	5	6 ✓
32. I consider learning English important because the people I respect think that I should do it.	1	2	3 ✓	4	5	6
33. I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee.	1	2	3	4	5	6 ✓
34. When thinking of not becoming a successful user of English in the future, I feel scared.	1	2	3	4 ✓	5	6
35. I can feel a lot of pressure from my parents when I'm learning English.	1 ✓	2	3	4	5	6
36. Learning English is important to me because I plan to travel to English-speaking countries in the future.	1	2	3	4	5	6 ✓

37. I like English-language magazines, newspapers, and books.	1	2	3	4	5	6	✓
38. I really enjoy learning English.	1	2	3	4	5	6	✓
39. I have to learn English because I don't want to fail the English course.	1	2	3	4	5	6	✓
40. I can imagine myself in the future having a discussion with foreign friends in English.	1	2	3	4	5	6	✓
41. Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6	✓
42. My image of how I want to use English in the future is mainly influenced by my parents.	1	2	3	4	5	6	✓

Thank you very much so far. You are doing fine. Now you are more than half way through. Would you mind doing some more items? You are helping us so much, which we appreciate so much!

Part II

These are new questions but please answer them the same way as you did before.

43. When the teacher tells me the instructions I understand better.	1	2	3	4	5	6	✓
44. I am prepared to expend a lot of effort in learning English.	1	2	3	4	5	6	✓

45. When I'm imagining myself using English skillfully in the future, I can usually have both specific mental pictures and vivid sounds of the situations.	1	2	3	4	5	6	✓
46. I use colour coding (e.g. highlighter pen) to help me as I learn.	1	2	3	4	5	6	✓

	极不赞同	不太赞同	基本赞同	非常赞同			
47. I can usually have several vivid mental pictures and/or sounds of situations when I'm imagining myself using English skillfully in the future.	1	2	3	4	5	6	✓
48. I remember things I have heard in class better than things I have read.	1	2	3	4	5	6	✓
49. I would like to spend lots of time studying English.	1	2	3	4	5	6	✓
50. If I wish, I can imagine how I could successfully use English in the future so vividly that the images and/or sounds hold my attention as a good movie or story does.	1	2	3	4	5	6	✓
51. I learn better by reading what the teacher writes on the chalkboard.	1	2	3	4	5	6	✓
52. I learn better in class when the teacher gives a lecture.	1	2	3	4	5	6	✓
53. I would like to concentrate on studying English more than any other topic.	1	2	3	4	5	6	✓
54. Charts, diagrams, and maps help me understand what someone says.	1	2	3	4	5	6	✓
55. When I listen to a teacher, I imagine pictures, numbers or words.	1	2	3	4	5	6	✓
56. When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene.	1	2	3	4	5	6	✓
57. I like for someone to give me the instructions out loud.	1	2	3	4	5	6	✓
58. Even if I failed in my English learning, I would still learn English very hard.	1	2	3	4	5	6	✓
59. I highlight the text in different colours when I study English.	1	2	3	4	5	6	✓
60. I remember things better if I discuss them with someone.	1	2	3	4	5	6	✓
61. English would be still important to me in the future even if I failed in my English course.	1	2	3	4	5	6	✓
62. My dreams of myself using English successfully in the future are sometimes so vivid I feel as though I actually experience the situations.	1	2	3	4	5	6	✓

Do you sometimes imagine yourself using English in the future when you have learnt it?

If yes, please answer the next few questions. If not, please go to **Part III**.

63. Sometimes images of myself using English successfully in the future come to me without the slightest effort.	1	2	3	4	5	6	✓
64. My image or dream of myself using English has changed over the past year.	1	2	3	4	5	6	✓
65. I find it easy to “play” imagined scenes and/or conversations in my mind.	1	2	3	4	5	6	✓
66. My image or dream of myself using English used to be simple, but it has now become more specific.	1	2	3	4	5	6	✓
67. It is easy for me to imagine how I could successfully use English in the future.	1	2	3	4	5	6	✓
68. My image or dream of myself using English has now become more vivid than it used to be.	1	2	3	4	5	6	✓
69. I think I have a natural ability to visualize myself using English successfully in the future.	1	2	3	4	5	6	✓
70. In the past I couldn't imagine of myself using English in the future, but now I do imagine it.	1	2	3	4	5	6	✓
71. I have always found it easy to visualize imagined situations.	1	2	3	4	5	6	✓
72. I used to have rich imaginations of myself using English in the future, but now I don't.	1	2	3	4	5	6	✓
73. My Image of myself using English has become less vivid.	1	2	3	4	5	6	✓