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The Importance of Intrinsic Motivation for Young Learners to Enhance Reading Ability at Secondary Schools

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Abstract:

this article discusses the main role of intrinsic and extrinsic motivation for young learners to enhance reading ability at secondary schools. When students read a passage or a book, they usually have a reason for doing it. The most prominent reason for recreational reading is "I enjoy it." This reason refers to interest or intrinsic motivation, which means doing something for its own sake, and these motivations are internal to the student. Intrinsic motivation is a crucial aspect for young elementary level school learners to improve reading ability that all researchers and teachers admitted it. Intrinsic motivation is an important theory in any education field. Among the English young learners who need exact distinctive ways to motivate them to learn English well. This reason indicates to interest or intrinsic motivation, which means doing something for its enjoyment and these motivations are internal to the young level learners. Elementary learners who regularly read for their own willing are often quite proficient and are usually extremely obtaining readers.

Key words: Motivation, intrinsic motivation, extrinsic motivation, young learners, inspiration, Elementary level learners, enjoyment, English videos.

Introduction

Intrinsic motivation is willing to do something or learn something (language) because he or she would like to do thing for own pleasure and enjoyment for doing something. When any learners are intrinsically motivated to read he or she read for enjoyment, pleasure to create new knowledge or for some certain results, Teachers can teach practices in the classroom that either support or help young pupils' intrinsic motivation. Mariank and Gambrell (2008) stated that Young learners could not acquire reading skills without intrinsic motivation. Wigfield and Guthrie (1997), mentioned that according to statistic, elementary young level learners who are intrinsically motivated spend 300% more time reading than pupils who have low intrinsic motivation for reading. Compared to 10 other important motivations, intrinsic motivation for reading was most extremely combined with whether or not learners read broadly and repeatedly on their own enjoyment. In beginner level learners' intrinsic motivations are usually not negatively combined with reading ability, but in secondary school the intrinsic reasons for reading become negatively related to accomplishment. By secondary school, young learners who read only for the reason of get rid of problems, or only to avoid sense of being unsuccessful and present low and refusing progress. (Otis, Frederick, & Pelletier, 2005). The current article

intended to present the importance of intrinsic motivation for young elementary level learners to enhance reading skill at school. This article will involve the literature review, the learners' profile, the research design, data collection along with consequences and conclusions with additional suggestions. [1:9]

Gottfried (1990) mentioned that intrinsic motivation for reading could be represented as the amusement of reading activities for their pleasure, which is clear with the establishment in self-confidence belief. Intrinsically motivated reading consists of text communication for enjoyment, to inspire interests and take the gifts or creating new knowledge that may be disputable for young level learners. Intrinsic motivation was compared to reading growth depends on certain tests by many investigators for elementary young level school learners. (Baker and Wigfield, 1999) . According to Desi, Koestner, Ryan, (1999) teachers who use a lot of outside components to encourage young learners to read which could extremely devastate learners' intrinsic motivation. Scientists contradicted intrinsic motivation with extrinsic motivation, which is motivation managed by encouragement. Commonly teachers studied intrinsic motivation to be more helpful and the outcome will be much better than extrinsic motivation. In elementary school external motivations are usually not negatively correlated with reading competence, but in secondary school the external reasons for reading become negatively related to achievement. By secondary school, students who read only for the reason of avoiding getting in trouble, or only to avoid feeling ashamed for failing, show low and declining achievement (Otis, Frederick, & Pelletier, 2005). Students who read for the sheer enjoyment of reading are intrinsically motivated. They are not reading for the external rewards sometimes offered by teachers, such as toys, food, candy, or grades. These students also choose to read during their free time both in and out of school, initiating reading without promises of either reward or punishment. Teachers can implement practices in the classroom that either support or undermine student intrinsic motivation. [2:525]

Intrinsically motivated elementary learners participated in classes very energetically which is important for long lasting willing to reading for young school learners. (Metsala, Sweet, Guthrie, 1996). However, Marianak (2006) mentioned that school learners couldn't be long lasting learners in reading tasks needing reading exercises without intrinsic motivation to read. In addition Broussard and Garrison (2004) stated that the role of intrinsic motivation is important early in educational setting of learners because it creates the development of intrinsic motivation is crucial for successful learners their reading skills during the life. Intrinsic motivated young beginners wants read and will go on doing the reading tasks or activities from their pleasure (Rasinski, 2011). According to Froiland (2012), school elementary learners are deprived from the intrinsic motivation to read from year to year, and the outcomes in teachers is difficulty in motivating their learners. In order to become lifelong readers, teachers should invent and develop their learners' reading. Ability. Young learners will not make progress if they are not inspired to read. (Brewster and Fager 2000). If any instructors want their learners to become successful learners as well as effective readers, they must have the skill as well as the intrinsic motivation to read various books and to do reading tasks. (Brewster Fager, 1996, Wigfield, 1996). [3:67]

According to Matt DeLong (2002), there are certain advantages and disadvantages of intrinsic motivation for enhancing reading capacity. He said that intrinsic motivation could be lengthy and maintainable. It is important to build this motivation from external by teachers and such learners will be evaluated not on the prizes or marks however on the learned subjects in general. The disadvantage side of this intrinsic motivation is that it could be difficult to improve intrinsic motivation by some young learners as each learner is unique and needs distinctive methods to overcome learning reading skills or psychological obstacles. For this reason, it is advisable to take into considerations of learner's interests and combine with reading tasks or activities in

teaching reading. Corcoran and Mamalikis (2009) asserted that teachers must certainly devoted their time to read aloud, discuss and give books with fourth and fifth grade students in order to motivate them to the books of interest and motivate them as great readers. [4:90]

Scheilfe (2002) depicted specific intrinsic motivation as a specific communication between an individual and an object. This mean that a particular thing such as, a book, can lead the activities of motivation. This means the young child is encouraged to read because of particular book, there can be a relation between the two. Gambrell (2011) stated intrinsic motivation is an impressive tool for children to process. Teachers should support learners to understand the importance of reading and help children find meaning in their reading. Intrinsic motivation is something that happens within a person. Making reading personal can help to increase reading intrinsic motivation. In addition, he said that by supplying children with the certain methods to be successful we could give a hand to enhance reading intrinsic motivation. According to Maslow (1970), intrinsic motivation is up to pleasure and this information influence the effectiveness of intrinsic motivation in general. Logan (2011) stated that 11-12 year old poor readers in general have slightly lower intrinsic motivation than their peers with better reading skill do intrinsic motivation was a more important factor for the poor reader in their study. The pupil who are intrinsically motivated to read and to do reading tasks, will eventually present better result and have a certain outcomes in their academic studying. [5:427].

Conclusion, it is known that an intrinsic motivation is one of the most crucial aspects that direct impact on the development of reading ability for elementary young learners. As we know every elementary level learner has differently motivated. Students are interested in reading materials that with enjoyment and pleasure. This means that they prefer reading for entertainment purposes. In fact, teachers are the real models and motivators in arousing students' motivation. They should specify much time to reading materials in order to teach their learners' from reading skills effectively. In order to ensure the literacy success of pupils, teachers need to implement reading techniques that will intrinsic motivate pupils to read. These strategies include giving students the opportunities to choose their own reading material, providing books related to student interest and their cultural identity.

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