Bibliographie annotée

Csikszentmihalyi, M. (1990). Literacy and intrinsic motivation. *Daedalus*, *119*, 115-140.

Retrieved from https://msu.edu~dwong/CEP991/CEP991Resources/

Csikszentmihalyi-Lit&Mot.pdf

Mots clefs:

Flow experiences, intrinsic motivation, extrinsic motivation, autotelic state

Objectif de l’article:

In this article Csikszentmihalyi (1990) examines the link between extrinsic and intrinsic motivation and learning. He focusses mostly on intrinsic motivation and the concept of flow experience, and how this can be the key to success for students in learning literacy skills. Csikszentmihalyi advocates for teachers to focus on creating conditions and experiences in which students will find enjoyment and intrinsic motivation. “If educators invested a fraction of the energy they now spend trying to transmit information in trying to stimulate the students’ enjoyment of learning, we could achieve much better results” (Csikszentmihalyi, 1990, p. 115).

Résumé:

After a fascinating history of the development of literacy as a skill necessary for coding and decoding the symbols used to communicate in our world, Csikszentmihalyi explains how learning that begins as extrinsically motivated can lead to a state of flow, and then the motivation to relive that experience becomes intrinsically.

A ‘flow experience’ is a state of consciousness where the individual is completely immersed in their experience and completely unaware of the outside world. When in this state, the individual has a clear goal, and is focused only on the activity and the sensations involved (Csikszentmihalyi, 1990). All of the typical daily brain clutter such as worry, fear, anger, and self-consciousness, disappear. The focus is on achieving the goal, and thoughts of failure do not exist. At the beginning, a learner may participate in a reading or activity because they have to, but if certain conditions are present, they may enter a state of flow and become intrinsically motivated.

There are conditions necessary for this phenomenon. Firstly, there must be a “matching of challenges and skills” (Csikszentmihalyi, 1990, p. 131) so that the goal is achievable, but not so easy as to become boring. Secondly, the role model (teacher) has to display an authentic passion for the activity. Children learn that reading is a worthwhile activity when they see adults enjoying reading. Thirdly, there must be clear goals and immediate feedback. Knowing that literacy skills will help in adult life is not a motivator, as it is too far in the future.

The conditions that work against intrinsic motivation are:

* controlling the child’s work with strict rules, and time limits
* emphasizing evaluation, competition, or rewards
* making the student self-conscious or anxious

**Méthodologie:**

This article describes the theories of intrinsic and extrinsic motivation as they relate to learning literacy skills.

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Pertinence pour les objectifs d’études que vous avez choisis:

This article provides the theoretical framework in which I want to base my study. I am already experiencing success with my female students in my French immersion classroom. I want to discover how to develop techniques, strategies, and approaches so that boys find this same success. Clearly, motivation is the key. Csikszentmihalyi’s explanation of intrinsic and extrinsic motivation and the concept of flow, or an autotelic state is, I believe, the center to my research. Csikszentmihalyi’s examples are aimed at literacy, but these concepts can apply to all areas of the French immersion classroom. I want for my students to find intrinsic motivation to speak, read, and play in French, experiencing a state of flow.

References

Csikszentmihalyi, M. (1990). Literacy and intrinsic motivation. *Daedalus*, *119*, 115-140. Retrieved from https://msu.edu~dwong/CEP991/CEP991Resources/Csikszentmihalyi-Lit&Mot.pdf