

**EFFECTS OF INTRINSIC AND EXTRINSIC MOTIVATION ON STUDENTS'
WRITING SKILLS PERFORMANCE IN JUNIOR SECONDARY SCHOOLS OF
KADUNA SOUTH LOCAL GOVERNMENT AREA**

BY

RABIU, Zulai Mohammed
P13EDAS8004

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY**

APRIL, 2018

**EFFECTS OF INTRINSIC AND EXTRINSIC MOTIVATION ON STUDENTS'
WRITING SKILLS PERFORMANCE IN JUNIOR SECONDARY SCHOOLS OF
KADUNA SOUTH LOCAL GOVERNMENT AREA**

BY

RABIU, Zulai Mohammed
P13EDAS8004

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN
PARTIAL FULFILLMENT FOR THE AWARD OF MASTERS DEGREE IN
TEACHING ENGLISH AS SECOND LANGUAGE (TESL).
AHMADU BELLO UNIVERSITY, ZARIA**

APRIL, 2018

DECLARATION

I hereby declare that, this dissertation is as a result of my personal research work. It has not been presented anywhere for the award of higher degree in any form. All sources of information are acknowledged by means of references.

RABIU, Zulai Mohammed
P13EDAS8004

Sign/Date

DEDICATION

To the blessed memory of my late cousin Awwal Baba Ibrahim, whose ambition to become a Professional Lecturer was cut short by the Inevitable, Death (13/04/17). May your gentle soul rest in peace and Aljannat Firdaus be your perfect resting place. Amen

CERTIFICATION

This dissertation titled “*Effects of Intrinsic and Extrinsic Motivation on Students Writing Skills Performance in Junior Secondary Schools of Kaduna South Local Government, Kaduna State*” meets the regulations governing the award of Master Degree in Education (Teaching English as Second Language) Ahmadu Bello University, Zaria-Nigeria is approved for its contribution to Literary presentation and knowledge.

Prof. Sadiq Mohammed
Chairman, Supervisory Committee

Date

Dr. S.T Dan Abdu
Member, Supervisory Committee

Date

Dr Abdullahi Dalhatu
Head, Department of Arts and Social Science Education

Date

Prof A. Z. Abubakar
Dean, School of Postgraduate Studies

Date

ACKNOWLEDGEMENTS

A work of this magnitude would not have been possible without the glory of Almighty Allah, the Creator of all things visible and invisible. I am grateful to Allah (SWA) for the guidance and sustenance from the beginning to the end of this programme and beyond.

I am indebted to Professor Sadiq Mohammed and Prof. Ramlatu Jibir Daura who gave out their time to give meaningful suggestions and advise towards the successful completion of this study. I am also grateful to Dr S.T Dan Abdul for the supervision, guide and advice rendered. I wish to appreciation Professor I. A Olaofe for his guidance and reading the first draft of this research work. The contributions of Dr Aminu Sambo, who played great role in the completion of this work is highly appreciated. I want to recognize and appreciate the contribution of Rabi'u Abubakar Sadiq(Phd). Also the assistance of Malam Abdulazeez, Malam Abdullahi and other staff in the HOD's Office. Thank you all.

My Parents Alhaji Mohammed Rabi'u Ya'u and Hajiya Aishatu Rabi'u, my siblings Amina, Lawal, Hadiza, Hauwa'u, Jamila and Zakari for their support and encouragement during the trying moments of studies. I owe special gratitude to Alhaji Bello Ahmed for the encouragement and belief in my ability to deliver.

I wish to express my appreciation to my friends, Jamila Abdulazeez, Bilkisu Danfulani Umar Danraka and Huwaila Saidu Mailafiya. I remain grateful for their contribution and encouragement during this study.

Finally, my gratitude to the Management, Staff and Students of Kaduna State Public Service Institute for their patience, endurance and assistance in the course of this study. The Zonal Director; Sabon Tasha Educational Division, Principals, Staff, and Students of Government Secondary School Makera, Government Secondary School Kakuri and Queen Amina College. To my cooperative research assistants; Mr Suleiman Bijimi, Mrs Audu and Mrs

Rahila. My friend Comfort Okon Okobo who spared her time and was very patient and understanding in putting this work together. I am indeed also grateful to all family, friends and well wishers too numerous to mention who contributed in one way or the other towards the successful completion of this work. I say thank you and wish us all the best in our various endeavours.

ABSTRACT

The study investigated the effect of Intrinsic and Extrinsic Motivation Strategies on students writing skills performance in junior secondary schools of Kaduna State. Three objectives were raised for the study: to determine the difference between the mean performance scores of students taught writing using Intrinsic Motivation strategies and those not exposed to the strategies, etc. Three research questions and three hypotheses were generated and tested. Quasi – experimental research design was adopted for the study which comprises pre-test and post-test. Junior secondary school students from three government schools made up the population. Purposive and random sampling techniques were used where three schools were selected with a sample of 105 drawn as subjects consisting of treatment and control groups. The instrument used to generate data was the Writing Motivation Ability Test that comprised five essay writing test questions. Instrument for data collection was validated by experts from Language Education Department. Descriptive and Inferential statistics were used to analyse data collected. The statistical tools used were mean, standard deviation, percentages and independent sample t-test analysis. Findings from the study indicated that intrinsic and extrinsic motivational strategies had significant effects on learning and performance towards writing skills. The findings could be useful for researchers and teachers to improve students’ achievement by deriving effective teaching and learning strategies to increase students’ motivation. The study recommends that students should be motivated both internally (intrinsic) and externally (extrinsic) in order to enhance effective learning and acquisition of writing skills.

TABLE OF CONTENTS

Cover Page	-	-	-	-	-	-	-	-	-	-	i
Declaration	-	-	-	-	-	-	-	-	-	-	ii
Dedication	-	-	-	-	-	-	-	-	-	-	iii
Approval/Certification	-	-	-	-	-	-	-	-	-	-	iv
Acknowledgements	-	-	-	-	-	-	-	-	-	-	v
Abstract	-	-	-	-	-	-	-	-	-	-	vi
Table of Contents	-	-	-	-	-	-	-	-	-	-	vii
List of Tables	-	-	-	-	-	-	-	-	-	-	viii
Abbreviations	-	-	-	-	-	-	-	-	-	-	ix
Definition of Operational Terms	-	-	-	-	-	-	-	--	-	-	x

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	-	-	--	-	-	-	-	-	-	1
1.2	Statement of the Problem	-	-	-	-	-	-	-	-	-	4
1.3	Objectives of the Study	-	-	-	-	-	-	-	-	-	5
1.4	Research Questions	-	-	-	-	-	-	-	-	-	6
1.5	Research Hypotheses	-	-	-	-	-	-	-	-	-	6
1.6	Basic Assumptions	-	-	-	-	-	-	-	-	-	7
1.7	Significance of the Study	-	-	-	-	-	-	-	-	-	7

1.8	Scope and Delimitation	-	-	-	-	-	-	-	8
CHAPTER TWO: LITERATURE REVIEW									
2.1	Introduction	-	-	-	-	-	-	-	9
2.2	Concept of Motivation:	-	-	-	-	-	-	-	9
2.3	Theories of Motivation	-	-	-	-	-	-	-	12
2.3.1	Gardner and Lamberts Integrative and Instrumental Theories	-	-						13
2.3.2	Maslow's Theory of Growth Motivation (Self Actualization)	-	-						14
2.3.3	Vroom's Expectancy Theory	-	-	-	-	-	-	-	18
2.3.4	Porter and Lawler's Expectancy Theory	-	-	-	-	-	-	-	19
2.3.5	Theory of Achievement Motivation	-	-	-	-	-	-	-	21
2.3.6	Theory of Intrinsic Motivation	-	-	-	-	-	-	-	22
2.4	Types of Motivation	-	-	-	-	-	-	-	23
2.4.1	Intrinsic Motivation	-	-	-	-	-	-	-	24
2.4.2	Benefit of Intrinsic Motivation	-	-	-	-	-	-	-	24
2.5.	Extrinsic Motivation	-	-	-	-	-	-	-	24
2.5.1	Benefits of Extrinsic Motivation	-	-	-	-	-	-	-	25
2.6	Definition of Writing	-	-	-	-	-	-	-	27
2.6.1	Types of Writing-	-	-	-	-	-	-	-	27
2.6.2	Process of Writing	-	-	-	-	-	-	-	27

2.7	Intrinsic Motivation Strategies and Teaching of Writing	-	-	31
2.8	Extrinsic Motivation Strategies and Teaching of Writing Skills	-	-	33
2.9	Intrinsic Motivation Strategies and Teaching Expression in Writing	-		34
2.10	Extrinsic Motivation Strategies and the Teaching Expression Component of Essay Writing	-		36
2.11	Intrinsic Motivation Strategies and Teaching Content and Organizational in Writing	-		38
2.12	Extrinsic Motivation Strategies and Teaching Content and Organizational in Writing	-		40
2.13	Intrinsic Motivation Strategies and Teaching Content Component in Writing	-	-	44
2.14	Extrinsic Motivation Strategies in Teaching Content Component in Writing	-	-	46
2.15	Intrinsic Motivation Strategies in Teaching Mechanical Accuracy Component of Writing	-		47
2.16	Extrinsic Motivation Strategies in Teaching Mechanical Accuracy Component of Writing	-		47
2.17	Previous Studies	-	-	49
2.18	Motivational Strategies Adopted from Present Review	-	-	50
2.19	Gains from the Review	-	-	51
2.20	Theoretical Framework	-	-	51

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	-	-	55
3.2	Research Design	-	-	55
3.3	Population of the Study	-	-	56
3.4	Sample and Sampling Procedure	--	-	57

3.5	Research Instruments	-	-	-	-	-	-	-	-	58
3.6	Pilot Study	-	-	-	-	-	-	-	-	59
3.7	Validity of Instrument-	-	-	-	-	-	-	-	-	59
3.8	Reliability of Test Instrument -	-	-	-	-	-	-	-	-	59
3.9	Procedure for Data Collection	-	-	-	-	-	-	-	-	59
3.10	Scoring Matrix	-	-	-	-	-	-	-	-	61
3.10.	Data Analysis Technique(s)	-	-	-	-	-	-	-	-	61

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Introduction	-	-	-	-	-	-	-	-	62
4.2	Summary of Pre-Test and Post-Test Scores	-	-	-	-	-	-	-	-	62
4.3	Answering the Research Questions	-	-	-	-	-	-	-	-	63
4.4	Testing the Null Hypothesis	-	-	-	-	-	-	-	-	67
4.5	Summary of Findings	-	-	-	-	-	-	-	-	70
4.6	Discussion of Findings	-	-	-	-	-	-	-	-	71

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	-	-	-	-	-	-	-	-	76
5.2	Summary	-	-	-	-	-	-	-	-	76
5.3	Conclusion	-	-	-	-	-	-	-	-	78
5.4	Recommendations	-	-	-	-	-	-	-	-	78
5.5	Suggestions for Further Studies	-	-	-	-	-	-	-	-	79
	References	-	-	-	-	-	-	-	-	80
	Appendices	-	-	-	-	-	-	-	-	93

LIST OF TABLES

Table 2.1:	Summary of Review of Motivation	-	-	-	-	26
Table 2.2:	Summary of Review on Definition of Writing	-	-	-	-	30
Table 2.3:	Summary of Review of Motivation Strategies, Teaching Writing, Expression and Organization Skills	-	-	-	-	39
Table 2.4:	Summary of Review of Motivation Strategies and Teaching Content, Organization and Mechanical Accuracy Component of Writing-	-	-	-	-	48
Table 2.5:	Summary of Review on Theoretical Framework of the Study	-	-	-	-	54
Table 3.1	Population of the Study	-	-	-	-	56
Table 3.2	Sampled Participants of Study	-	-	-	-	57
Table 4.01	Summary of Pre-Test and Post-Test Score for Experiment and Control Group-	-	-	-	-	62
Table 4.02	Summary of Means and Standard Deviations on Writing Performance for Intrinsic and Conventional Teaching Methods	-	-	-	-	64
Table 4.03	Summary of Means and Standard Deviation on Writing Performance for Extrinsic and Conventional Teaching Methods	-	-	-	-	65
Table 4.04	Summary of Means and Standard Deviation on Performance for Extrinsic and Intrinsic Teaching Methods	-	-	-	-	66
Table 4.05	Summary of Independent Sample t-Test on Writing Performance for Intrinsic and Conventional Teaching Method	-	-	-	-	67
Table 4.06	Summary of Independent Samples t-Test on Writing Performance for Extrinsic and Conventional Teaching Methods	-	-	-	-	68
Table 4.07	Summary of Independent Samples t-Test on Writing Performance for Intrinsic and Extrinsic Teaching Methods-	-	-	-	-	69

ABBREVIATIONS

ANOVA	-	Analysis of Variance
ASSE	-	Arts and Social Science Education
BA	-	Bachelor of Arts
CA	-	Continuous Assessment
CF	-	Corrective Feedback
ESL	-	English as Second Language
L2	-	Second Language
NECO	-	National Examination Council
SMS	-	Short Message Service
TESL	-	Teaching English as a Second Language
WAEC	-	West Africa Examination Council
WMAT	-	Writing Motivation Achievement Test

DEFINATION OF OPERATIONAL TERMS

- Content - the ideas, main theme of writing.
- Expression - Things peoples say, write or do in order to show their feelings, opinion and ideas.
- Extrinsic Motivation - the determination to succeed, to accomplish specific result.
- Intrinsic Motivation - an act of engaging in an activity for its sake, enjoyment or curiosity.
- Mechanical Accuracy- refers to areas of punctuation marks, good tenses, correct spellings etc in writing
- Motivation - a basic component of learning.
- Organization - an important component of essay writing
- Strategy - method or plan chosen to bring about a desired future.
- Writing - the communication of one's idea to others in written forms.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Motivation is seen as a determiner of failure and success which plays crucial role in second language learning process (Vala, and Sanavi, 2015). Motivation is concerned with the factors that influence people to behave in certain ways (Ondabu, 2014). Motivation to learn another language has been a primary research topic recently (Zhang, 2012). Researchers on second language acquisition point out motivation among significant factors which influence individual level of success in any intellectual activity such as language learning (Lifrieri, 2005, as cited in Alqurashi, 2014). Motivation is a basic component for learning. Without sufficient motivation, individuals with the most remarkable abilities cannot accomplish long term goals. Appropriate curricula and good teaching are neither enough on their own to ensure student achievement (Dörnyei, 2005 quoted in Alqurashi, 2014). Thus, there are two types of Motivation i.e Intrinsic and Extrinsic. Intrinsic motivation refers to the act of engaging in an activity for its own sake, for enjoyment, challenge, interest or natural fulfillment of curiosity (Bariy and Kiy, 2000 quoted on Valeno, 2015). This motivation arises from an inherent desire to learn for self fulfillment enjoyment and to achieve mastering. Extrinsic motivation on the other hand is motivation based on external rewards to the given task. This refers to the performance of activity or task in order to attain some separable outcome, to achieve some instrumental ends.

Students' declining academic interest has been tied to a lack of internal desire, or intrinsic motivation. This lack of intrinsic motivation can lead to problems for students (Crow, 2015). The study of motivation has to do with the processes that energize and direct

behavior (Reeve, 2009). A person who is energized or activated in order to pursue a certain goal or engage in an activity is therefore viewed as motivated . But a person who has no interest to act is regarded as unmotivated. This fundamental quality of motivation to move people into action can also be observed in the Latin root of the word *movere*, which means to move or be moved (Ryan, Lynch, Vansteenkiste, and Deci, 2010).

The motivational strategies used in this study are the intrinsic and extrinsic motivation strategies. The former refers to engaging in an activity for its own sake, for enjoyment, challenge, interest or natural fulfillment of curiosity (Barry and King, 2000 quoted in Valerio, 2015). The latter comes from outside the individual, for example, the offering of incentives for successful task performance (Sternberg and Williams, 2002, cited in Valerio, 2015). It is part of teachers' pedagogy to help students develop the desire for new knowledge and understandings, known as intrinsic motivation.

Writing in second language (L2) classrooms creates a challenging atmosphere, especially for beginners and intermediate level students. Students face dilemma of looking at paper without having any idea of how to translate their thoughts into a coherent and carefully articulated essay. Even with a clear prompt, a grasp on the material, and lots of ideas getting started on any paper can be a challenging. The ability to write is considered essential as a means of developing overall L2 capabilities. Writing specially strengthens the vocabulary and grammar skills encountered in reading and listening activities (Reichelt, 2005 in Gülşah, 2014). Moreover, it is an important skill used to reinforce learning of language, content, culture and literacy in a second language. However, writing in second language classrooms is often viewed as a way of completing homework assignment (Lally, 2000). But, far from that, writing usually begins with motivation and awareness. Students hardly get motivated especially in an extra-curricular activities, that is why motivation in

most times does not go beyond homework assignments. Writing in second language is most often ignored. This gap is most visible when students struggle with writing assignments that require them to address content in addition to mechanics and vocabulary.

Writing has been within use for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances (Cambridge university press n.d). Writing has been internationally recognized as a sign of competency. “Good writing is the reflection of good critical thinking which entails the ability to understand key concepts and ideas; distinguish the main ideas and arguments from the subordinate ones; judge their relevance and provide reasons; judge the credibility of sources of information; and be able to paraphrase them and later draw conclusion based on all the justification made (Daud, 2012). Speaking and writing are both regarded as productive language skills requiring learners to ‘produce’ the language they have learned.

Developing writing skills, for many foreign language learners and teachers, is not an easy task nor can it be adequately accomplished in a short period of time (Çakir, 2010). Writing in Second Language (L2) is even more problematic as it demands a certain amount of the language background knowledge. This involves how the language works in a composition, the necessary connectors to link ideas, the appropriate words to direct the author’s indications (Zacharias, 2007 as cited in Dung Pham, 2015). Therefore, there has been lot of research done for years in relation to L2 writing. This is aimed at minimizing the weaknesses as well as promoting students’ motivation in writing. One of such attempts is providing corrective feedback (CF) towards students’ writings. Writing motivation is a major area in second language learning and teaching” (Mohammad, and Hussein, 2013). Writing motivation, like reading motivation, can be intrinsic or extrinsic such as feedback,

reward, positive comments etc. The first comes from inside the student when he/she has the desire to develop the skill of writing. While the second is to be recognized by others as a good writer.

The urge to carry out this study is premised on the fact that most learners in the Junior Secondary School in Kaduna South Local Government Area (LGA) are:

- a. Inability or lack of interest in writing because they are poorly motivated at school and their homes.
- b. Most learners use short message service (sms) to write text messages on cell phones which is extended to academic writing thereby discouraging writing proficiency.
- c. The proliferation of audio-books discourage students and novice writers from writing or practicing writing, in direct opposite of what motivation seeks to address.
- d. Most often English teachers hardly use motivation strategies in the teaching of writing,
- e. The controversies surrounding which type of motivation strategy is more effective are yet unresolved. Therefore the need to use motivation strategies such as intrinsic and extrinsic can arouse learners ability in writing and to help them develop rigorous writing skills.

1.2 **Statement of the Problem**

There has been a growing concern among examiners about the spate of poor writing performance in English examinations in Nigeria. This could be as a result of lack of motivation as well as the learners. The quality of learning engagement in the classroom depends on students' cognitive abilities influenced by complex motivational and affective

factors. There has been a growing interest in recent years in studying English language. The number of students seeking admission to read English BA programs is increasing every year (Mahboob and Elyas, 2014). One of the factors contributing to the rise of admission seekers is the increased recognition of the significance of English as an international language. Consequently, English Language serves as the proverbial “key to many doors” (Tsai, 2012). Speaking second language in a multi-lingual society such as Nigeria, especially English, is considered as an asset. School children come into contact with a variety of written English words. The contact could be on a daily basis in different situations such as for leisure, reading, entertainment and browsing the web. Despite this, most JS 2 students lack the motivation to write simple essay due to weak expressions, poor organization and inability to present meaningful ideas.

The reasons why students cannot progress smoothly in any academic program can be as a result of the perception that school is boring. Some factors may include feeling unmotivated, facing multiple academic challenges and personal situations (Bridgeland, DiIulio, and Morison, 2006). In this research, an attempt was devoted to an aspect of learning English that is often neglected, i.e. intrinsic and extrinsic motivation. Therefore, this study intends to investigate the effects of intrinsic and extrinsic motivation on students’ writing performance junior secondary school students of Kaduna South Local Government Area.

1.3 Objectives of the Study

This study was an exercise focused to investigate Effects of Intrinsic and Extrinsic Motivation on Student Writing Performance in Junior Schools of Kaduna South LGA. Based on the stated problems of the study, the objectives of the study were to:

1. find out the difference between the performance of students taught essay writing using intrinsic motivation strategies and those who are not exposed to the strategies.
2. find the difference between the performance of students taught essay writing using extrinsic motivation strategies and those who are not taught using the strategies.
3. find the difference between the performance of students taught essay writing using intrinsic and extrinsic motivation strategies.

1.4 Research Questions

This study sets out to answer the following research questions using some selected junior secondary school students in Kaduna South LGA as the research sample:

1. What is the difference between the performance of students taught essay writing using intrinsic motivation strategies, and those taught not using the strategies?
2. What is the difference between the performances of students taught essay writing using extrinsic motivation strategies and those taught not using the strategies?
3. What is the difference between the performance of students taught essay writing using Intrinsic and Extrinsic Motivation strategies?

1.5 Research Hypotheses

The following hypotheses are postulated for this study.

H₀1: There is no significant difference in the performance of students taught essay writing using intrinsic motivation strategies and those taught not using the strategies.

H0₂: There is no significant difference in the performances of students' taught essay writing using extrinsic motivation strategies and those taught not using the strategies.

H0₃: There is no significant difference in the performance of students' taught essay writing using intrinsic and extrinsic motivation strategies.

1.6 Basic Assumptions

The basic assumptions made in respect of this study are as follows:

- i. Motivation as a determiner of failure and success plays crucial role in second language learning process.
- ii. Intrinsic and extrinsic motivation strategies will be used in teaching essay writing which will lead to better writing skills performance of students in Kaduna South LGA.
- iii. Intrinsic and extrinsic motivation teaching strategies will have positive effect on learning. The strategies when used will not only improve writing skills but general written English performance of students in junior secondary schools in Kaduna South LGA.

1.7 Significance of the Study

The study is significant to students, educationists, and curriculum planners because it highlights the types and effects of motivation. In addition, the outcome of this study would avail educators, most especially English language teachers the use and ideas of intrinsic and extrinsic motivation. They could integrate these use and ideas into the teaching of writing in our junior secondary schools by extending practical motivation to students.

To educators and policy makers, analyzing students motivation will enable understanding of students expectation, commitment, success and satisfaction in their language classes. The result of the study is expected to enable educators to review causes

that may have hindered successful learning in the past. Focus will also be made on students perspective regarding the process of learning second language writing.

The outcome of this study would serve as a platform for curriculum planners to integrate intrinsic and extrinsic motivation strategies into the teaching pedagogy of writing. It could be inculcated in our school curriculum by making it part of Continuous Assessment (CA) marks. This will propel student by re-motivating them to develop interest in writing. It will also stimulate and enhance learners' curiosity to learn how to write efficiently.

Students exposed to intrinsic and extrinsic motivation strategy in the teaching and learning of writing were equipped with techniques of writing in complex situations. Students academic preference within language learning process will assist ESL teachers and administrators to promote learning motivation. The study would also serve as a source of literature for researchers planning to study motivation strategies through its suggestions for further studies.

1.8 Scope and Delimitation

The scope of the study comprises the total number of JS II students from all Junior Secondary Schools in Kaduna South LGA. They were chosen based on the assumption that they had already acquired enough skills that would prepare them to undertake academic tasks of this nature. The study adopts the quasi-experimental research design because it is class-based study.

The concern of the study is on Intrinsic and Extrinsic Motivation strategies in the teaching of writing. The aspect of writing this study concentrates on includes content development, expression, organization of essay and mechanical accuracy. These are the key important constituents of writing.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to review literature related to the effect of intrinsic and extrinsic motivation on the performance of student writing skills. The aspect of literature reviewed were stated, discussed and analysed. Attempts were made by the researcher to acknowledge all sources reviewed.

2.2 Concept of Motivation

The word motivation originates from Greek word “inovere” meaning to move. This has not given definite meaning to the term. This makes psychologist studying motivation to give attention to internal and external influences that might move a person into an act. (Ebinga, 2014). A person who is energized or activated in order to pursue a certain goal or engage in an activity is therefore viewed as motivated while a person who has no interest to act is regarded unmotivated.

Motivation is a complex phenomenon which is influenced by multiple variances operating within the individual and the environment. It is part of human psychology and behavior that influences how individuals choose to invest their time. How much energy they exert in any given task, how they think and feel about the task, and how long they persist in the task. Motivation reflects in students’ choices of learning tasks, the time and effort they devote to writing task, their persistence on a learned tasks, and their ability in coping with the weaknesses they encounter in learning to write. “Motivation is a basic component for learning. “Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals. Appropriate curricula and good teaching are neither enough on their own to ensure student achievement” (Dörnyei, 2005, in Dung Pham, 2015).

Motivation is considered “an internal momentum, reason, need, and activator, which causes a person to attain a particular purpose” (Zafarghandi and Jodai, 2012). A strong trend in social psychology looks at motivation as a fundamental constituent. Learning the language of another community cannot be separated from the learners’ social dispositions towards the speech community in question (Moiinvaziri, 2008). According to Kitjaroonchai (2013) “Motivation is the strong desire to learn and the satisfaction experienced in the learning process and the learning outcome”. Motivation also refers to factors that activate, direct and sustain goal directed behavior. Motives are the ‘whys’ of behavior, the needs or wants that drive behavior and explain what we do (Nevid, 2013).

Motivation is also defined as ‘the learner’s orientation with regard to the goal of learning of a second language writing’ (Norris-Holt, 2001). It is important to understand the psychological background of motivation in order to understand its influence on the process of learning. The behavioral, cognitive, and humanist schools are three approaches that investigated the significance of motivation as a key driving force for learning how to write.

The primary focus of the behavioral school is on observable behaviors and does not differentiate between motivation as something different from learning (Gazzaniga, 2010). Behaviorists look at learning as an aspect of conditioning that is affected primarily by consequences. The use of positive and negative reinforcement where the application of reinforcers provides incentives to increase behaviour. Teachers are urged to reinforce students with praise and rewards of various kinds when corrected or desired responses occur. Reinforcement practices as stated can be effective but are extrinsic forms of motivation which may cause learning to be viewed as a means to an end-earning reward. This excessive use of rewards may lead to resentment, limit transfer and cause students to become dependants on teachers.

The application of punishment provides disincentives that result in a decrease in behaviour (Huitt & Hummel, 1997). Accordingly, learning is influenced by external factors while motivation can be a by-product of classroom contexts. Teachers should structure carefully to ensure that learning can proceed in a systematic fashion. For example, students are appropriately rewarded for mastering very specific learning objectives (Brophy, 2010)

The cognitive theory regards learning as an active mental process of acquiring, remembering, and using knowledge. Where information is integrated or internalized into one's cognitive or intellectual structure (Koolfolk, 1998). The school makes a clear distinction between learning and motivation. Learning occurs through the internal processing of information which may lead to a change in knowledge thus, making a change in behaviour possible. Motivation according to this approach is primarily intrinsic; learners need and desire to acquire, store, retrieve and reorganize knowledge that provide them with better understanding (Butler, 1999)

Humanists school of thought believe in human values, interests, capacities and needs emphasize the importance of the inner world of the human being. The individual's thoughts, feelings and emotions are placed at the forefront of all human developments (Wang, 2005). The humanist approach learning as a self-directed and need-motivated process based on human generation of knowledge, meaning and expertise through interpersonal and intrapersonal intelligence (Reese, 2002). Humanists believe that learners are motivated to learn when they feel free to act which provides them with unlimited potential for growth and progress. Here teachers are in key position to satisfy needs and should remain aware that when these needs are not satisfied, students are likely to make safety or bad choices when they make decisions. Pupils can be encouraged to make growth rather than safety choices by

enhancing the attractiveness of learning situations that are beneficial and by minimizing dangers of possible failure.

Intrapersonal intelligence provides learners with self-regard, independence, and self-actualization. This makes them strong and confident to express their feelings and convey their opinions and beliefs. While interpersonal intelligence comprises empathy and social responsibility. They make learners sensitive to others' feelings, concerns needs and able to establish and maintain cooperative and constructive relationship (Esmaeili & Jamkhaneh 2013). Language learning, in particular, is determined by the interaction of a number of student-related and contextual factors. And also the use of humanistic method of teaching to increase students' motivation and class sociability (Ghaith & Dish, 2008).

From these definitions of motivation, we can see that motivation does not have a single definition. Different scholars conceptualized motivation from different perspectives. This may be due to the existence of different contexts of language learning, but the most important issue is that motivation is a key to learning how to write.

The works of Ebinga (2014), Dornyei in Pharm (2015), Zafarghandi and Jodai (2012), Moinvazir i(2008) and Kitjaronchai (2013) are relevant to the present study as they view motivation as significant factor in learning to write. Whereas, the aspect of cooperation and constructive relationship in work of Esmaeli will be used in the present study.

2.3 Theories of Motivation

There are various theories of motivation among which are; Maslow's Theory of Growth Motivation (Self-Actualization), Vroom's Expectancy Theory, Porter and Lawler's Expectancy Theory, Theory of Achievement Motivation, Gardner and Lamberts' Instrumental and Integrative Motivation theories ,Theory of Intrinsic Motivation.

2.3.1 Gardner and Lamberts Integrative and Instrumental Theories

The most important work done in the area of motivation and foreign language learning has been by Robert Gardner and Lambert (1972). They suggested that those people who identify positively in this way would like to resemble the foreign people concerned, to understand their culture, and to be able to participate in it. This pattern of motivation they labeled *an integrative orientation*. It is a particularly important source of motivation because it is firmly based in over an extended period and to sustain learning effort over the time that is necessary to attain language learning success.

Instrumental Theory

Gardner and Lambert (1972) also described a type of motivation based on the advantages that can accrue if a language is known e.g professional advancement, capacity to do one's job well, ability to read useful materials in the target language, potential to exploit members of the foreign culture etc they identified this as instrumental theory. Gardner and Lambert further hypothesized in the personality of the learner and therefore, more dependent on fallible external pressures. As a result, the learner is likely to expend effort to achieve cumulative progress.

These theories are important to this study as they deal with the ability to put considerable effort in order to achieve set out goals. Gardner and Lamberts theories are presented in Fig 1

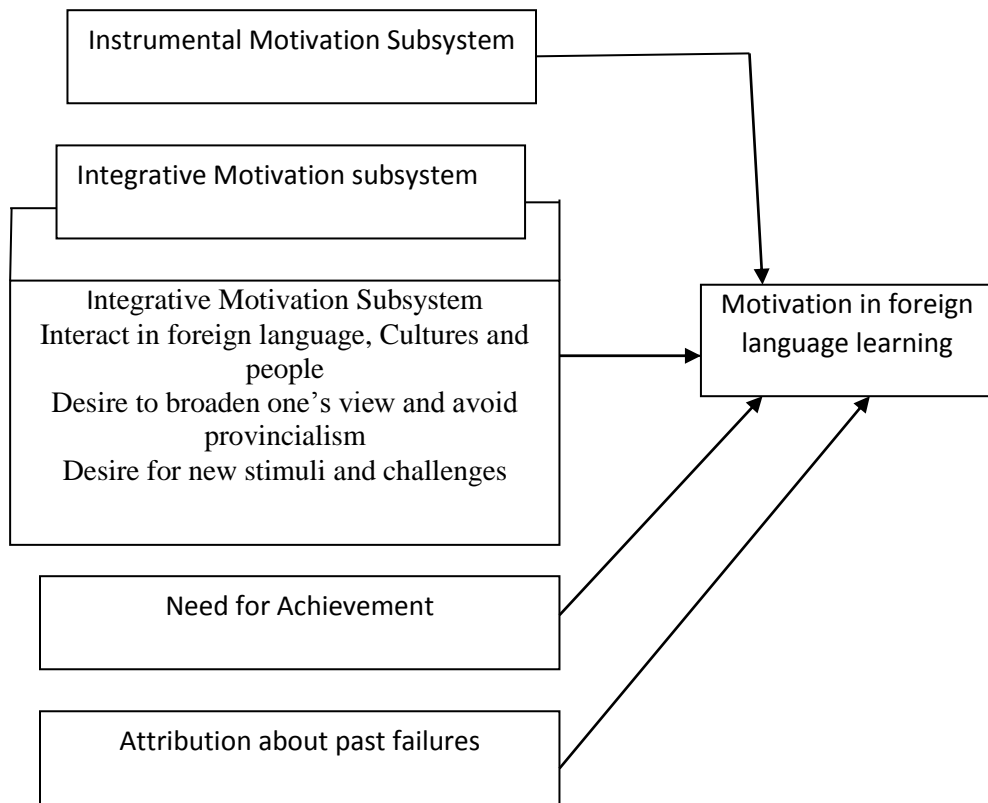


Fig. I Motivation in foreign Language Learning

2.3.2. Maslow’s Theory of Growth Motivation (Self-Actualization)

The theory was developed by Abraham Maslow (1908 – 1970). He was a humanist who believed man can work out a better world for mankind and for himself. Maslow critically examined the traditional approached of pain avoidance pleasure seeking and tension reduction as the major sources of motivation behaviour. He argued that needs are arranged in hierarchical order as when one general type of need is satisfied, another higher order need emerges and becomes operative in life. Maslow elaborated on these principles by developing his own system of needs and categorized them into two divisions: (a) deficiency needs, and (b) growth needs. The needs in the first category include physiological needs such as thirst or hunger. Once an individual satisfies these needs, the person seeks to satisfy

safety needs – love need, belongingness and esteem need. The need in self-actualization, the desire to know and understand, and aesthetic need. Another important aspect of Maslow's concept is that, individuals differ in nature what should be encouraged and supported.

2.3.2.1 Physiological Needs

These are basic needs of human life which relate to their survival and maintenance. They include food, clothing, shelter, water, air etc. Physiological needs exert tremendous influence on human behaviour. When these needs are first met, higher level needs emerge. Maslow proposed the notion of motivational powers of need deprivation and need gratification. When an individual is deprived of basic needs, he is motivated to do something. In order to motivate a child to do some work, certain privileges are deprived. Deprivation he stated applies toward order needs e.g freedom to play, etc. Need gratification operates in different ways and is applicable to higher order needs. it is a better measure to motive children to work.

2.3.2.2 Safety Needs

After satisfying the physiological needs, safety needs become the dominant force in the personality of individual. These needs are many and are mainly concerned with order, security and protection from physical dangers. The need for safety according to Maslow is particularly important for children who are incapable of controlling the environment. The environment he stated should be structured free from physical harm and parents should develop courage in their children to meet environmental event.

2.3.2.3 Belongingness and Love Needs

These needs are dependent on the fulfillment and satisfaction of previous needs. Belongingness and love needs emphasize the basic psychological nature of human beings to identify with the group life. These are needs of making intimate relationship with members

of the society, acceptance as member of an organization group and a familiar environment as family.

2.3.2.4 Esteem Needs

Esteem needs are divided into the categories (i) self-esteem self –respect, self-respond and self-evaluation and (ii) relating to respect from others; reputation, status, social success and fans. Maslow stated that the fulfillment of esteem needs leads to self – confidence, strength and capability of being useful in an environment. However, the inability to fulfill these needs results in feelings like inferiority, weakness and helplessness. This is in line with (Coopersmith (1967 in Sambo 2011), who stated that “failure to gratify need for self respect or reputation from others can produce personality disturbance in the individual. The individual may develop inferiority of being different from others, or of being a misfit in the society.

Maslow further believes that sufficient gratification on the esteem needs lessens their dominating force in a person’s life therefore movement in the direction of self-actualization is enabled.

2.3.2.5 Self – Actualization

This level represents the culmination of all the lower, intermediate and higher needs of human beings. An important aspect of self –actualization is freedom – freedom from cultural and self imposed restraints. The desire to know and understand is also an aspect that leads to self-actualization. Maslow opined self- actualization persons are of radical or against their culture, self actualization he stated is possible when basics needs of a person are met.

Satisfying deficiency needs involves dependent on others and teachers have the primary responsibility for what it takes in the classroom. He believes they can play an important role in need gratification of students.

These speculations could be thought provoking. One may conclude that being aware of this hierarchy of needs could ease or make possible the work of motivating pupils. On the other hand, the teacher may discover he is unable to exactly apply what he has learnt.

Despite Maslow's emphasize on motivation to work as rooted in fulfillment of various categories of needs which ranges from physiological to self actualization. These needs may not follow a definite hierarchical order, there may exist overlapping in the need hierarchy. For instance, if safety need is not satisfied, the social need may emerge, due to the fact that man's behaviour most times is guided by multiplicity of behaviour. Maslow's proposition that one need is satisfied at one time is also doubtfully valid. Moreover, the level of motivation may be permanently lower for some pupils. However, Maslow's hierarchy theory has received wide reception, recognition and is easy to understand because of its instructive logic. The theory is also important to this study because it shows that every person is capable and has desire to move up to the hierarchy towards self- actualization. Maslow's hierarchical order is presented in Figure 2.

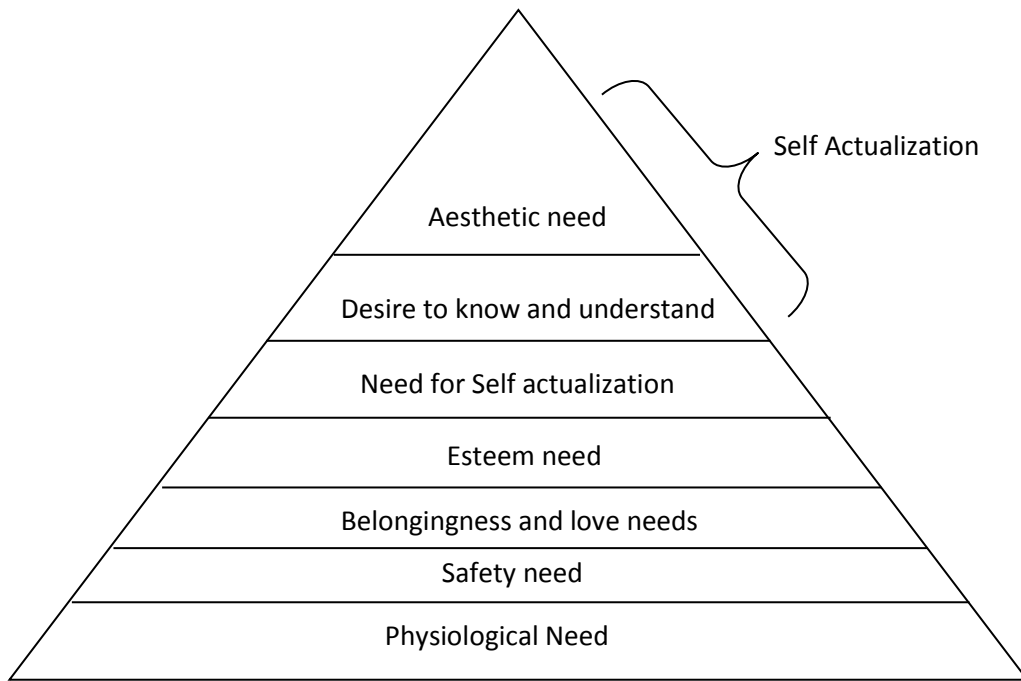


Fig 2: *Maslow's Hierarchy of Needs*

2.3.3. Vroom's Expectancy Theory

Expectancy theory is cognitive process theory of motivation by Vroom. The theory was founded on the basic notion that individuals will be motivated to exert high level effort when they believe there are relationship between the effort they put, performance they achieve and the outcomes/rewards they receive. These relationship are depicted in Figure 2

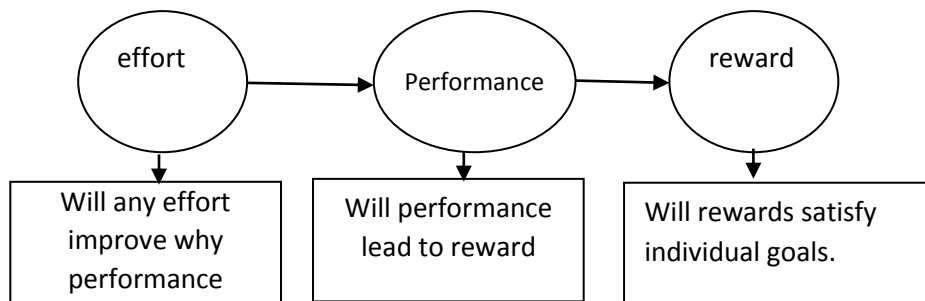


Fig. 3 Vroom's Expectancy Model of Motivation

Vroom identified some key constructs in the expectancy theory of motivation thus:

- i. Valence – this refers to the value or strength one.
- ii. Expectancy – relates effort to performance.

iii. Instrumentality- by instrumentality Vroom means the belief that performance is related to rewards.

These variables have high positive values to imply motivated performance. Expectancy theory however seen as a cognitive theory of hedonism which propose that individuals cognitively choose a course of action that leads to the greatest of pleasure with smallest degree of power. Moreso, the theory does not describe individual and situational differences but the valence or value people place for various rewards. In spite of these, the theory, explains why individuals significantly exert low level of efforts in carrying out responsibilities.

2.3.4. Porter and Lawler's Expectancy Theory

This theory is an improvement over Vroom's expectancy theory. They posit that motivation is not equal to satisfaction and performance. The model suggested simplistic traditional assumptions made about the positive relationship between satisfaction and performance. a multi-variant model was proposed to explain the complex relationship. The main point of Porter and Lawler's models is that motivation or effort does not lead to performance directly. They believe it is intact, mediated by abilities, traits and role perception. Performance they stated leads to satisfaction. This can be seen in Figure 4

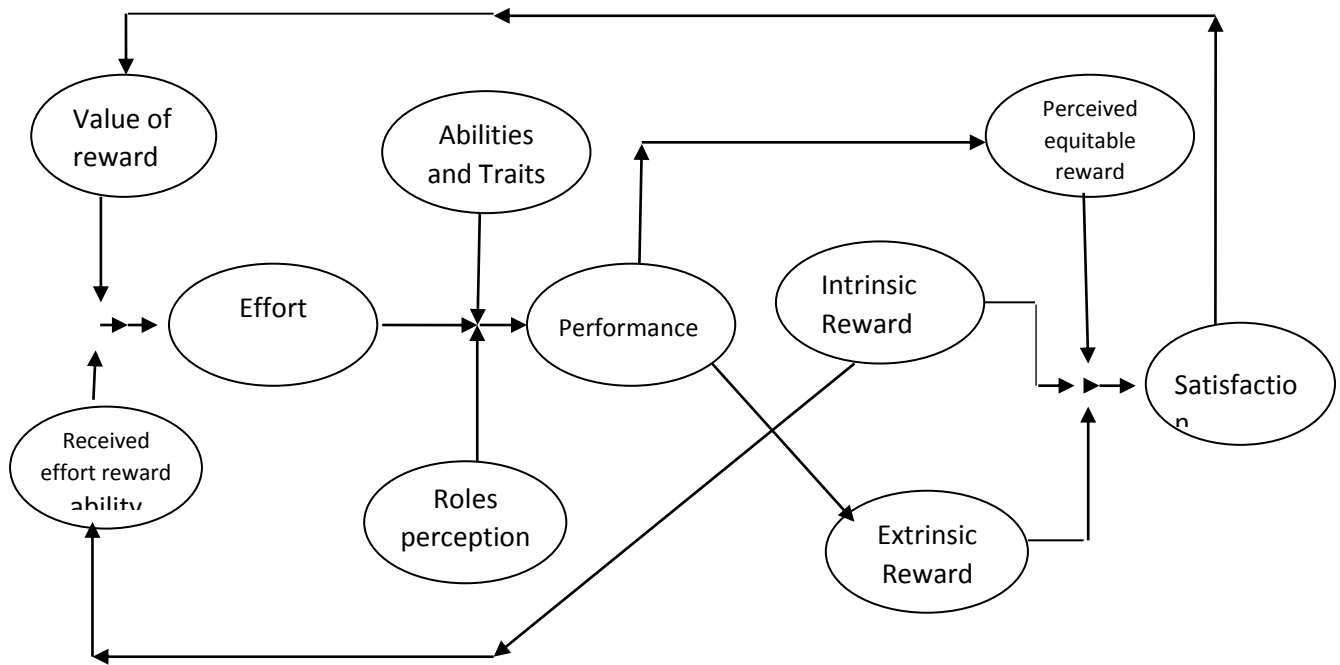


Fig 4. Porter and Lawler's Motivation

There are three main elements in this model which are discussed as follows:

- a. *Effort*: Effort refers to the amount of energy individuals exert on a given task. How much effort put in a task is determined by value of reward and perception of effort made.
- b.. *Performance*: Individual effort leads to performance which may or may not be equal to energy. The amount of performance is determined by the amount of labour, ability and role perception of individuals. Thus, if an individual possesses less ability or makes wrong perception, his/her performance may be low in spite of putting great efforts.
- c. *Satisfaction*: Rewards may either be intrinsic or extrinsic. Intrinsic such as sense of accomplishment and self-actualization. Extrinsic on the other hand may include work or learning condition and status.

Porter and Lawler's motivation model is quite a complex model of motivation than the others. They attempted to measure variables such as the values of possible rewards, perceptions of effort –reward and role perception in deriving satisfaction.

2.3.5. Theory of Achievement Motivation

Achievement motivation theory is a theory that defined motive as “a reintegration of change in a fact by a cue and anticipation of future change in affect contingent upon certain actions. This theory was developed by McClelland (1951). He explained the term reintegration which means reinstatement of psychological process as a result of stimulation by an environment event. And cue which is the cause of affect in arousal of the individual. Thus for motivation, two factor are important; Environmental cue and affective arousal of the individual. According to McClelland, all human motives are learned in the environment irrespective of their nature (cited in Chauhan 2007). Some distinct dimension for development of achievement motivation were postulated, these dimensions include, i. status with experts, ii. acquisitiveness; iii. Achievement via independence, iv. status with peers; v. competitiveness, and concern for excellence. (Jackson et al 1976 cited in Chauhan 2007)

Development of achievement motive could be affected by a number of variables in the home, school and society. These variables includes physiological need of individual, emotion and habits, (Sambo 2011). In early training, the home plays an important role in development of attitude and motive. Parental expectation and guidance develop need for high achievement in the child's life. Similarly, the society also plays some other roles in developing achievement motive. Some societies are achievement oriented while others believe in fate.

Furthermore, crucial role can be played by the teacher in the development of motive by the following method.

- i. The teacher should state clearly the importance of achievement motive in life, giving instances of great men by telling stories of their achievement. When the students are convinced to the develop motives, the effort of the teacher will succeed.
- ii. Proper environment should be provided in and outside of the class. The teachers attitude and enthusiasm will create the necessary environment in achievement of motive.
- iii. The teacher should convince students that developing motive is realistic and reasonable. The new motive when developed will improve their self –image.
- iv. Teacher should make students committed to achieving concrete goals in life related to newly developed motive. Keep records of their progress towards a goal, emphasize self –study and make effort to develop conducive social climate in the class in order to have a sense of belonging to a group.

Extensive research in the field of L2 motivation and educational psychology has generated two important premises: First, the classroom environment is powerful in activating motivational beliefs of the students (Pintrich, Marx, and Boyle, 1993) which in turn affect their learning outcomes. Secondly teachers play a crucial role in creating motivating learning environments by employing a number of conscious proactive motivational strategies (Brochy, 2004; Dornyei, 2001). Thus teachers engage in what Dornyei (2006) terms a “motivational teaching practice”.

2.3.6. Theory of Intrinsic Motivation

Developed by Harlow (1950), he regarded intrinsic motivation as the tendency to act, which arises when the resolution of tension is to be found in mastering the learning task itself (Harlow 1950 cited in Chauhan 2007). He stated that the task learned provides its own

reward. This signifies that motivation is intrinsic because it is satisfying, carries its own reward and useful for learning to write.

2.4 Types of Motivation

Motivation is a basic component for learning “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals. Without motivation appropriate curricula and good teaching are not enough on their own to ensure student achievement’ (Dörnyei, 2005 quoted in Alqurashi, 2014). There are two types of motivation in the context of this study; the intrinsic and the extrinsic.

2.4.1 Intrinsic Motivation

Intrinsic motivation to write refers to engaging in an activity for its own sake, for the enjoyment, challenge, interest or natural fulfillment of curiosity (Barry and King, 2000 quoted in Valerio, 2015). Intrinsic motivation to write arises from an inherent desire to learn for self-fulfillment, enjoyment, and to achieve mastery (Kirk, 2015). According to Ushioda (2008) intrinsically motivated learners are likely to display much higher levels of involvement in learning. They use a wider range of problem solving strategies. Regarding the relationship between motivation and language skills, Lucas (2010) noted that students are intrinsically motivated to learn speaking and reading skills. They are intrinsically motivated via knowledge and accomplishment. Intrinsic motivation refers to motivation to engage in an activity, because it is enjoyable and satisfying to do (Deci and Ryan, 1995; Khodashenas et al, 2013).

From these explanations of intrinsic motivation, it is clear that, motivation is the inner drive that makes an individual to act positively towards achieving a given goal. In this regard, when applied in the teaching and learning of writing, learners will develop interest in developing their writing skills. Students’ declining academic interest however has been tied

to a lack of internal desire, or intrinsic motivation. This lack of intrinsic motivation can lead to problems for students (Crow, 2015). However, excessive external rewards for an already internally rewarding behavior can lead to reduction in intrinsic motivation. This reductive phenomenon is referred to as Over justification effect (Plotnik and Kouyoumjian; 2011).

2.4.2 Benefits of Intrinsic Motivation

The following are some advantages of intrinsic motivation:

- * Intrinsic Motivation is needed for task that require creativity.
- * Intrinsic Motivation helps to overcome multiple task problem.
- * Intrinsic Motivation most importantly enables the generation and transfer of tacit knowledge under condition. In this case, the multiple task problems is combined with the problem of a ‘free riding teams’.
- * Intrinsically motivated individuals are not dependent on consequences external to their behaviour. (Stipek; 1993).
- * Intrinsic motivation owes better conceptual learning although better rote to recall

2.5 Extrinsic Motivation

Extrinsic motivation in writing is the determination to perform and succeed for the sake of accomplishing a specific result or outcome in academic activities, for instance writing (Kirk, 2015). Extrinsic motivation is based on external rewards to the task of writing. It refers to the performance of writing activity in order to attain some separable outcome, or to achieve some instrumental ends.

Extrinsic motivation is divided into four types. The first type, external regulation, refers to behaviors caused by an external demand or reward and is the least autonomous type of extrinsic motivation. The second type, introjected regulation, is action caused by feelings of pressure and is executed to avoid guilt, anxiety, to enhance ego, pride, or self-worth. The

third type, identified regulation, is a more autonomous type of extrinsic motivation, caused when one attaches personal importance to the behavior. The fourth type, integrated regulation, occurs when behaviors based on values are fully assimilated to the self (Ryan and Deci, 2000).

According to Myers,(2010), Extrinsic reward can be used to motivate people to acquire new skills in knowledge. These skills when learnt, makes people become more intrinsically motivated to pursue activities. Reward and punishment can serve as a viable tool to motivate learners to learn how to write.

2.5.1 Benefits of Extrinsic Motivation

Extrinsic motivation drives a person to perform a task even if they are not interested in it. For instance a lot of students don't want writing but will happily do it knowing there is a certain reward at the end. An aspiring writer might work hard at first knowing it will lead to better opportunities.

Secondly, Extrinsic motivation allows a person to set goals having goals gives reason to work hard. Reaching for the goals makes one commute to work because after all sacrifices will be rewarded.

Thirdly, Extrinsic motivation is a way to survive - Extrinsic motivation does stimulate an Individual to perform a certain writing tasks. The individual will consort to playing by the rule to develop persistency towards setting that reward. A summary of works Reviewed on Motivation is provided in Table 2.1:

Table 2.1 Summary of Review on Motivation

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Dornyei (2005)	Motivation	Defines motivation
Dunag Pham (2015) and Zafarghandi and Jodai (2012)	Definition of Motivation	Identifies motivation as a basic component of learning.
Kitjoronchai (2013)		Learning process and outcome.
Dornyei (2005)	Motivation as a basic component of learning	Intrinsic and extrinsic motivation
Alqurashi (2014)		
Barry and King (2000)	Concept of intrinsic motivation	Subject inherent desire to learn
Valerio (2015) and Kirk (2015)	Intrinsic Motivation	Learning to speak and reading skill.
Lucas (2010)	Defines Extrinsic motivation	The determination to perform and succeed, accomplish specific goals based on external rewarding.
Kirk (2015)		Behaviours caused by external demand or reward.
Ryan and Deci (2010)	Types of extrinsic motivation	Actions caused by feelings of pressure executed to avoid guilt , ego and pride.
Stipek(1993)and Myers(2010)	Benefits of Intrinsic and Extrinsic Motivation	Desire to achieve set goals

2.6. Definition of writing

Writing is a complex cognitive activity involving synchronic attention at multiple levels: thematic, paragraph, sentence, grammatical and lexical (Biggs, 1988). It is the communication of one's ideas to other people and the externalization and remaking of thinking (Applebee, 1984, in Buyukyavuz and Cakir, 2014). Writing skill sare considered as the development or practice of the syntactic or lexical aspects of the language.

According to Peacock (2001), for many students learning a second language implies learning a lot of grammar rules and vocabulary. Hedge (2008) noted that writing is the result of employing strategies to manage the composing process that is, gradually developing a text. It involves many activities like setting goals, generating ideas, organizing information, selecting appropriate language, writing a draft, reading and reviewing it and revising and editing. It is a complex process which is neither easy nor natural for many second language learners. Writing is perhaps the most important skill required in learning for the purposes of academic communication.

2.6.1. Types of writing

Horwitz (2008) divides writing in the second language into two categories: structured writing and communicative writing. In structured writing learners write in order to practice grammatical and lexical items they have already learnt. Communicative writing deals mainly with meaning without focusing too much on vocabulary and structure.

2.6.2 Process of writing

Effective integration of writing begins with helping students to build upon what they had already learnt previously or from other sources of "old" information. One of the most adopted teaching models to develop writing skills in the balanced literacy approach is the process writing method (Zampardo, 2008). According to Tomkins (2004), "Writing process

is a road map through which students' thoughts and actions are monitored from the beginning of writing to the production of work". This map offers students a structure about writing (Reimer, 2001).

During the writing process, a stage may be skipped but can be returned to later. There are five (5) stages of the writing process (Tomkins, 2004). In each of the five steps of writing process, motivation strategies (intrinsic and extrinsic motivation) can be introduced for effective teaching and learning of writing.

1. **Pre-Writing-** Prewriting is a planning stage for writing. Planning is an important step of the writing process; it allows the writers to organize their writing before they even begin. Teachers might help students who have difficulty in determining a topic using various strategies such as, graphical editing, free writing, and associative writing (Kapka and Oberman, 2001). In the process, the teacher can motivate the learners by encouraging them to see the long-run benefits of pre-writing. During the pre-writing exercise in the classroom, the teacher can praise students for successfully accomplishing a given task. Motivation strategies such as intrinsic and extrinsic can also be applied into drafting, revisiting, editing, and publishing.
2. **Drafting-** In the draft stage, students are expected to put the arrangement they did in the planning stage in writing. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content (Marchisan and Alber, 2001).
3. **Revising-** This stage consists of the students' review of the written draft, sharing the draft text with a writing group that was formed in the classroom. Rearranging the content according to feedback from friends in the writing group. In this stage,

the students might expand the text with new ideas or remove the parts they think unnecessary. Revising is a difficult stage for students. (Kapka and Oberman, 2001).

4. **Editing-** Until this stage the focus is on the content. In this stage spelling rules and punctuation, which are called the mechanical aspect of writing, are checked. Before sharing what they have written with others, the students review the draft for the last time and make corrections for readability. An editing checklist might be prepared illustrating the spelling errors. The students might benefit from this list for their learning in the future. Different evaluation materials might be used in teaching students about the 3rd and 4th stages. While it is possible to develop evaluation materials together with students, existing evaluation materials might also be used.
5. **Publishing-** This is the last stage of the writing process. In this stage, the students share the text they have written with the readers they determined in the prewriting stage. What is important here is that teacher makes writing meaningful for students. It is stated that sharing what has been written is a good way for students both to recognize writing as an effective communication tool. It also motivates them to write (Lehr, 1995).

Writing activity is likely to be more fun when students work together. This is most effective when the process of working together is structured so each person knows what they are expected to do. Especially productive collaborations occur when students help each other as they plan, draft, revise, edit, and/or publish their work (Graham and Perin, 2007). To illustrate with revising, one student might read a completed work. It is important for students to learn the writing process. This process is a tool used to enable students to efficiently express their feelings,

thoughts and knowledge. The more students learn how to use this process efficiently, the more they can express themselves efficiently (Tompkins, 2004). In this regards, the teacher can motivate the students through the following steps:

Step1- In prewriting stage the teacher ask students' to work in small learning group

Step 2- In drafting stage the teacher encourages students' to see the long term benefits of writing a draft.

Step 3- In revising stage, the teacher explains to students' areas of difficulty

Step 4- In editing stage, the teacher corrects student who made errors and praise students' with no or minimum errors.

Step 5- In publishing stage, the teacher instructs students' to share what they have written.

In Table 2.2 summary of reviewed literature on types and process of writing is presented:

Table 2.2 Summary of review on Definition of Writing

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Biggs (1988), Buyukyavuz and Cakir (2014)	Concept of writing	Writing as a complex activity that involves multiple levels; thematic, paragraph, sentence, grammatical and lexical features. Grammar rules and vocabulary.
Peacock (2001)	Second language learning (L2)	The subjects were made to understand that writing involves a number of activities setting goals, generating ideas, organizing information, etc.
Hedge (2008)	Strategies of developing text	generating ideas, organizing information, etc.

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Horwitz (2008)	Categories of writing	The subjects were made to understand the categories of structured and communicative writing
Zampardo (2008) and Tomkins (2004)	Teaching models	Writing motivation process methods.
Kapka and Oberman (2001)	Improved writing	Students develop problem solving abilities through different strategies.
Tomkins (2004)	Writing process/ stages	Prewriting, drafting, revising, editing, publishing.

2.7 Intrinsic Motivation Strategies and Teaching of Writing

Second language learners need to be motivated enough to write in the different content/setting. An effective method for teaching a writing strategy includes the following (Graham and Perin, 2007; Rogers and Graham, 2008):

- Describe the writing strategy and the purpose for learning it.
- Make it clear when students should use the strategy.
- Show students how to use the strategy.
- Provide students with practice applying the strategy, giving assistance as needed.
- Continue instruction until students can use the strategy independently.
- Encourage students to apply the strategy in appropriate situations once instruction has ended.

- Ask students to evaluate how the strategy improved their writing, Encourage students to apply the strategy in appropriate situations once instruction has ended.

The intrinsic motivation strategies can be incorporated for better understanding of concepts and ideas about writing. According to Lei (2010), Different students bring varying degrees of both intrinsic and extrinsic motivation to the learning arena. Intrinsic motivation attributes found to be at work with most students include involvement (the desire to be involved). This is concerned with the extent to which learners actively and consciously participate in learning process. Curiosity (finding out more about their interests) expectancies about ones attitude to success in writing self efficacy and anxiety. Challenge (figuring out the complexity of a topic), sentiments towards learning community and the target language. Social interaction (creating social bond), as a result of the ability of teacher and peer support. Also integration of cultural and outside of classroom support into learning experience. Thus, learners who are motivated intrinsically tend to develop high regard for learning course without the use of external rewards or reinforcement.

The teacher can intrinsically motivate the students to learn how to write through the following steps:

Step 1- The teacher engages the students' in class activities such as a writing task.

Step 2- The teacher find more about students' interest

Step 3- The teacher finds out areas where students' have learning difficulties

Step 4- The teacher creates small co-operative writing groups in class.

2.8 Extrinsic Motivation Strategies and Teaching Writing Skills

Extrinsic motivation is based on external rewards. It refers to the performance of an activity in order to attain some outcome. To achieve some instrumental ends, extrinsic motivation can be used in the teaching of writing by integrating these strategies into teaching and learning process. In teaching and learning gives corrective feedback, provides valuable rewards such as praise and positive comments for students who successfully accomplish a writing task. Making rewards available are the tasks which increase extrinsic motivation (Sime, 2006). Another important extrinsic motivation strategy that can be used to teach writing skills to learners are the *Satisfaction-Generating Strategies*. These strategies include natural consequences, positive consequences, and equity strategies.

i. The natural consequences strategy- This entails providing learners with as many meaningful opportunities such involvement, social interaction etc as possible to use their newly acquired knowledge / skills. The teacher can do this by providing problems, simulations, or work examples that allow learners to see how they can solve real-world problems e.g providing student with graphic presentation to write on.

ii. The Positive Consequences Strategy- This entails providing timeouts reinforcements to a learner's success through the use of verbal praise, real or symbolic rewards, and incentives. Learners must be made to feel that their efforts are being noticed and valued as this may give them a great deal of satisfaction. (Rudhumbu, 2014).

iii. Equity Strategy- This help learners in anchoring a positive feeling about their accomplishments (Keller, 1987). Teachers need to make performance requirements consistent with stated expectations, and provide consistent measurement standards for all learners' tasks and accomplishment.

The teacher can extrinsically teach writing skills through the following steps:

Step 1- The teacher gives students' writing task; essay writing.

Step2- Teacher gives students feedback on their written performance. For example, marked scripts, corrections based on written task.

Step 3-The teacher reward students through verbal praise, symbolic reward e.g making them feel their effort is noticed.

2.9 Intrinsic Motivation Strategies and Teaching Expression in Writing

Before the 1970's, writing instruction focused on rules of grammar (Pour-Mohammadi, et al, 2012). Today research shows that it is more important to create an environment that encourages students to take steps in their writing. This means less concentration on conventional rules of writing and more on expression of ideas (Shaughnessy, 1988). To do so, means being less critical at the beginning of the writing process in terms of errors, be it grammatical or otherwise. By not being focused on the errors of a writing piece, students feel permitted to express their thoughts more freely.

Overlooking the grammatical errors and focusing on the ideas is a skill to be acquired. It is a skill that is essential if educators desire a decrease in student frustration and an increased level of actual writing. Furthermore, when creative ideas are not hindered by concerns of using correct form, JS students are more likely to progress (Cole and Feng, 2015). MacGowan-Gilhooly (1991) believes that it is only after students have learned to express themselves that they move towards correction of grammatical errors.

Students who struggle with writing often demonstrate little knowledge of the process involved. Specifically, such students have difficulty with what are called the lower-level skills e.g handwriting , spelling or grammar. Higher-level skills can be idea formulation and

topic selection, planning, producing, or organizing and revising text (Lienemann et al, 2009). To motivate JS students' to express themselves in the expression component of essay writing requires intrinsic motivation strategies. Dörnyei (1999) provided the motivation strategies for generating and initial motivation that teachers can use to teach expression aspects of writing. These strategies include: teacher establishing good rapport with the students, creating a pleasant and safe classroom atmosphere and creating a cohesive learner group. Guthrie and Humerick (2004) add increasing social interactions among students related to writing, supporting student autonomy, and providing interesting texts. The present study used the following steps to intrinsically teach students expression in essay writing.

Step1- The teacher will create an environment that encourages JS students to take practical steps in expressing themselves in a writing task.

Step 2-The teacher to concentrate less on conventional rules of writing and more on expression of ideas.

Step 3- The teacher to create cohesive groups for JS students' to express their thoughts more freely when they are writing.

Step 4- The teacher to increase social interaction among JS students related to expressing themselves in a writing class. This is done through brainstorming, group interaction etc.

Step 5- The teacher to encourage JS students' autonomy by providing interesting texts on how to express themselves.

2.10 Extrinsic Motivation Strategies and Teaching Expression Component of Essay Writing

In section 2.9, intrinsic motivation strategies were used to explain the teaching of expression component of essay writing. Similarly, the extrinsic motivation strategies can be used to effectively teach expression component of easy writing. Green (2002) provided the following extrinsic motivation strategies that can be used to effectively teach expression component of essay writing:

a. Comments- are very important for confirming expectations met or simply for confirming admiration for the accomplishment of a task by the whole class or by an individual. Comments should be spread across the whole lesson for them to have an all- round appealing effect on the students. This implies that lessons on writing should include introductory, process, and concluding comments, as illustrated below.

b. Introductory Motivational Comments- To stimulate learners to want to learn right from the outset, Green (2002) states that comments like the following can be used in lesson introductions. The comment is "Expression component of essay writing is one of my favourite topics in writing," When the teacher is introducing the topic "expression." This is called teacher modeling of enjoyment.

1. Process-Related Motivational Comments- It has been observed that teachers in general favour this phase of teaching, research. According to Green (2002), most of the comments given are just matter-of-fact, or general comments. They do not really inspire improved performance by learners. Green further proposes simple yet effective process- related teacher comments such as " I am impressed with the work that I see". Others include" I like the way you are solving the word problems" and "you guys are good at this, even the hard ones."

2. *Outcome-Related Motivational Comments-* According to Rudhumbu (2014) it is very important for the teacher to give confirmation of good work done during the introductory and process phases of a teaching episode. This could be done by giving inspiring comments that will help to guide learners. The outcome or concluding phase of a lesson acts as a summary of work done. Hence teachers should use encouraging comment during this phase such as, " Everybody did a wonderful job today". "There was a lot of creativity today in the way you solved the given problems" "Some of you still need to look at word problems and practice solving them further" etc.

These ideas are adapted by the researcher because extrinsic motivation strategies are suitable in teaching writing. This is done especially when used appropriately by teachers to motivate the students. Thus, this study will employ three strategies from the above to teach expression component of essay writing, these are:

- a. Introductory motivational comments,
- b. Process-related motivational comments and
- c. Outcome-related motivational comments).

The following steps can be used by teachers to extrinsically motivate JS learners to learn the expression component of essay writing.

Step 1- The teacher makes introductory comment to stimulate JS learners to want to learn right from the beginning of a lesson in writing basically on expression component of essay writing.

Step 2- The teacher concentrates on the expression component of writing and makes comments that will arouse JS students interest.

Step 3- The teacher makes comments that will make JS students' feel permitted to express their thoughts more freely when they are writing.

Step 4- The teacher gives a writing task and make encouraging comments on JS students' who are able to express their ideas and thoughts in the writing task.

2.11 Intrinsic Motivation Strategies and Teaching Content and Organization in Writing

Organization is a very important part of essay writing, as important as the content. Once Information on essay is gathered, organizing it starts to shape the argument intended to be used. Organization involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between divisions of the material. Wilbers (2010) provided the following checkpoints in organisation of writing:

- Introduction orients the writer to the central idea and the line of reasoning.
- Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- Transitions are clear and helpful.
- Conclusion or closing summarizes the idea, emphasizes the central idea, and leaves the reader with a sense of completion.

Intrinsic motivation strategies are introduced into the teaching of Organizational Content of Essays. To intrinsically increase writing motivation and understanding, teachers may first provide stimulating hands-on activity. The need to have cooperative learning groups, generate questions related to writing activities, and have students to write an essay. The study adopts the following steps to intrinsically teach Organizational Content of Essays to students:

Step 1- The teacher creates rapport and stimulating writing activities that orient JS the writer to the central idea and the line of reasoning.

Step 2- The teacher forms small cooperative learning groups and arrange materials for JS Students' in a logical and coherent sequence.

Step 3- The teacher explains to JS students' how to make conclusion and emphasizes the central idea, and leaves the reader with a sense of completion.

Step 4- Teacher encourages JS students to write an essay using organization skills taught them.

Table 2.3 presents summary of review on motivation strategies, teaching expression and organization.

Table 2.3 Summary of Review on Motivation Strategies, Teaching Writing Expression and Organization Skills

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Graham and Perin (2007)	Writing strategy	Motivation of second language
Rogers and Graham (2008)	Motivation	learners to write in target language
Lei (2010)		Intrinsic and Extrinsic motivation
Sime (2006)	Teaching and learning process	Motivation of JS students with valuable rewards, positive
Pour- Mohammadi, et al (2012)	Writing structure	Rules of Grammar
Shaughnessy (1998)		Expression of ideas Intrinsically
Cole and Feng (2015)	Conventional Roles of writing Grammatical Errors	motivate students by focusing on ideas to increase the level of actual writing.

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Dornyei (1999)	Motivation Strategy	Teaching expression aspect of writing
Green 2002	Extrinsic motivation strategies	Teaching expression component of writing
Rudhumbu (2014)	Learning Process	Motivational Comments
Guthrie and Humerick (2004)	Social Interaction	Supporting Students autonomy

2.12 Extrinsic Motivation Strategies and Teaching Content and Organization in Writing

As discussed in section 2.10 above for intrinsic motivation, extrinsic motivation can be used to teach the following components of essay writing:

- 1, Introduction to orient JSS writers to the central idea and the line of reasoning.
- 2, Material to be arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- 3, Transitions to be clear and helpful.
- 4, Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

The strategies to be adopted for teaching of organizational content of essay will be adopted from ‘Valuing of tasks’ (within the expectancy-value theory). Valuing of tasks according to Green (2002) are motivation strategies that include the teacher emphasizing the usefulness of a task, importance of a task. Enjoyment during the task, offering of rewards, modeling of enjoyment. Connecting tasks, mentioning the rationale, and offering choice etc.

a. *Emphasizing the Usefulness of a Task-* The teacher uses comments such as, e.g. “This will help you when you have to write your test in Essays”. “This will help you when you want to pursue a career in Journalism.

b. *Emphasizing the Importance of a Task-* The teacher emphasize the importance of a task according to Green (2002) by using comments such as, “You will be doing this all the time next year in your next grade”. “You need to understand this task because in language learning what you will learn will depend on this task.”

c. *Emphasizing Enjoyment-* Interesting lessons stimulates JS learners to want to learn even more, especially if the learning offers further opportunities for success. Teacher can allow for learner enjoyment during tasks through making interesting comments.

d. *Offering Rewards-* Offering of rewards is a very important strategy of motivating learners and forms one of the tool kits of the value-expectancy theory. Green (2002) believes that rewards are offered for growth, excellence, or for completion of tasks. The rewards are only meaningful as motivational tools if they are made clear before the task. It should be stated whether rewards will be token rewards, or will result in promotion to another group or grade (Green, 2002). Use of praise and rewards are important motivational tool supported by the Skinnerian school of thought as the essence of extrinsic motivation.

The behaviourist school of thought asserts that only when external conditions which include rewards and punishment are put in place, will a pupil respond favourably. Skinnerians believe that learners can only be motivated to work harder by an external system of reward and punishment.

e. Teacher Modeling Enjoyment- Teachers can motivate JS learners to want to learn by modeling enjoyment or enthusiasm for a task, through comments such as “That is one thing I really like about Organizational Content of Essays”. “That is my kind of approach to solving word problems”, Or “I can't wait to solve such a problem using this method”. According to Mwamwenda (1996), if a teacher models enjoyment and has a good rapport with learners, the chances are good that learners will follow suit, and also enjoy the lesson. Mwamwenda added that if a learner has a special regard for a particular teacher, he/she will work hard in that teacher's subject for two reasons. To please and receive the teacher's approval and to identify with the teacher.

f. Connecting Tasks- A motivation-oriented teacher tries to connect learning tasks to learners' knowledge or experience, or even goes beyond that to motivate learners by personalizing tasks (Green, 2002).

g. Mentioning the Rationale for a Task- Green (2002) believes that telling JS students right from the start the reason for a task they will be required to learn stimulates them to want to learn. Green believes that this will give learners focus as well as develop in them a sense of anticipation about what really will be taught. Teachers can use comments such as “Today we will do some fill-in-the-blanks to find out how much you remember about organization contents of essay.

h. Offering Choice- At times learners should be given responsibility for their learning. This, according to Green (2002), can be done by the teacher using statements like, “When doing this task, work either individually, in pairs or in any small groups”. Offering learners choice to solve given problems using their own initiatives and methods is an important motivational tool that helps learners to

demonstrate their competence. This is confirmed by the competence theory. The theory postulates the inherent desire by all people to want to perform competently, demonstrate mastery over their environment or body of knowledge or skills. It is a potent source of motivation for people to put more effort into their work.

Teaching which offers JS learners choice should satisfy the following conditions:

- i. JS Learners must assume responsibility for all their learning;
- ii. JS Learners must be offered opportunities to experiment and gain new insights into different concepts; and
- iii. Feedback and reinforcement must be given continuously (Shultz and Shultz, 1994).

From the above strategies of extrinsic motivation, the study employed the following ideas:

- a. Emphasizing the usefulness of a task,
- b. Emphasizing the importance of a task,
- c. Emphasizing enjoyment and
- d. Offering rewards

The study adopted the following steps to extrinsically teach the Organizational Content of Essays:

Step1- The teacher uses interesting comments to stimulate the JS students at the beginning of lesson. This is done by emphasizing to the JS students the central idea and line of reasoning.

Step 2- The teacher gives the whole class the writing task on how to arrange a written text in a logical and coherent sequence. Attention is drawn on the need for logic presentation.

Step 3- The teacher takes time to praise the JS students' who got their answers correctly.

Step 4- The teacher explains to JS students how to make conclusions, closing summary, argument, central idea and how to leave the reader with the sense of completion.

Step 5- The teacher gives writing on organization of contents.

Step 6- The teacher moves round the class to mark JS student scripts and make good comments on students who did very well in the written ask.

2.13 Intrinsic Motivation Strategies in Teaching Content Component in Writing

Ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop a theme. The ideas are strong when the message is clear. The writer chooses details that are interesting, important, and informative. Often the kinds of details the reader would not normally anticipate or predict. To generate content requires generating ideas. Ideas are generated through brainstorming, free writing, or clustering. Similarly, Bunn (2011) and Ambrose et al (2010) presented strategies that can be used to foster the content and idea generation component of writing .These strategies as well engage JS students in exercises that use writing to shape their ideas.

1) *Brainstorming*- Brainstorming means coming up with ideas of how to approach a topic. Set a time limit and write down in list form every word or phrase that comes

to you about the essay topic. Make a list of things you have done or aspects of your topic. When through with the list, look over the list and look for patterns, clusters of interesting ideas, or one central idea.

2) *Free Writing*- Once you have some ideas, set a time limit and write about each one without stopping. When the time is up, look at what you have written. Look over your writing and determine which idea seems most significant. Much of your writing will be irrelevant or even nonsensical, but you may find important insights and ideas with which to work.

3) *Clustering*- Clustering is a way to generate ideas using a visual scheme or chart. It is useful for understanding the relationships among the parts of a broad topic and for developing sub-topics.

The following steps can be used to teach JS students how to cluster ideas in writing:

- Write down your topic in the middle of a blank piece of paper and circle it.
- In a ring around the topic circle, write down what you see as the main parts of the topic and circle each one.
- In a ring around the main parts, write down examples, facts or details.
- Keep clustering until you list everything you want to say. Clustering should enable you to tell if you need to do more research on your topic.

To intrinsically motivate JS students' to develop contents and ideas, these are used; Involvement, curiosity to (find out more about their interests). Challenge (figuring out the complexity of a topic), and social interaction (creating social bonds)". Thus, learners who are motivated intrinsically tend to develop high regard for learning course information

without the use of external rewards or reinforcement. The following steps can be used by the teacher:

Step1- The teacher tries as much as possible to engage JS students in class activities that will enhance generation of content.

Step2- The teacher creates bond among learners by engaging JS student through social interactions. The interaction would focus on content and idea generation.

Step3- The teacher finds more about JS learners' interest in component taught.

2.14 Extrinsic Motivation Strategies in Teaching Content Component of Writing

The extrinsic motivation strategies and the teaching of content and idea generation component of essays can be achieved through many strategies. Emphasizing enjoyment: (through) interesting comments, offering rewards, comments, praise, Green (2002). Thus, the teacher can use the following steps:

Step1- The teacher emphasizes enjoyment by way of making interesting comments in the lesson about content.

Step2- The teacher offers reward to JS students that accomplishes a given task on content and generation of ideas.

Step3- The teacher makes use of interesting comments to encourage JS students in relation to content development.

Step4- The teacher praises any JS student who completes a given task successfully.

2.15 Intrinsic Motivation Strategies in Teaching Mechanical Accuracy Component of writing

Intrinsic motivation strategies can also be used in teaching mechanical accuracy. Mechanical Accuracy according to Ogwuche (2005), refers to concerns about punctuation marks, good use of tenses, correct spellings etc. It focuses on the right use of eight word classes. Setzler (2010), stated that, mechanical accuracy is an area where candidates exhibit weakness in writing. Students are more interested in passing messages across than in correct spellings. Moreso, Bodomo(2009), opined that the punctuation marks that are occasionally used in writing are full-stop, question marks and comma.

The following steps can be used to teach JS students mechanical accuracy in writing:

Step1-The teacher creates rapport to stimulate writing activity to orient JS students on central idea.

Step2- The teacher gives students autonomy to write short essay on choice topic.

Step3- Teacher finds out areas of interest on component taught.

Step4- Students are made to understand areas of difficulties and necessary corrections are pointed out

2.16 Extrinsic Motivation Strategies in Teaching Mechanical Accuracy Component of Writing

As discussed in section 2.15 for intrinsic motivation, extrinsic motivation can be used to teach mechanical component in the following

1. Introduction to orient JS students on mechanical accuracy
2. Emphasize the need for clear and concise spellings, punctuation marks etc.

The teacher adopts the following steps to extrinsically teach mechanical accuracy in essay writing:

Step1- Teacher uses interesting comments to stimulate JS students at the start of lesson in line of reasoning.

Step2- Teacher gives writing task to students with attention drawn on need for correct spellings, punctuations and tense use.

Step3- Teacher finds out the areas of students lapses in mechanical accuracy and makes necessary corrections.

Step4- Teacher praise students who made good attempt at component taught and encourages others in same direction.

Step5- Teacher concludes by emphasizing the usefulness of task to students.

Summary of literature reviewed on motivation strategies and teaching organization content and mechanical accuracy in writing is presented on Table 2.4.

Table 2.4 Summary of Review on Motivation Strategies and Teaching Content, Organization and Mechanical Accuracy Components of Writing

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Wilbers (2010)	Organization of writing	Logical and coherent sequence in developing writing.
Green (2002)	Valuing of tasks	Emphasizing the usefulness of tasks, importance of task etc.
Mwamwenda (1996)	Teacher model	Teacher-students relationship
Bunn (2011)	Idea generation	Brainstorming, free writing,
Ambrose, et al (2011)	component	clustering etc.

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Green (2002)	Teaching of content and idea generation	Motivate subject extrinsically through interesting comments, offering rewards, praise etc.
Ogwuche(2005), Setzler (2010) and Bodomomo(2009)	Mechanical Accuracy	Punctuation marks, Spellings and tenses in writing.

2.17 Previous Studies

Alqurashi (2014) examined the Effects of Motivation on ESL College Students' Achievement. The study sampled out 48 students. The participants of the study responded to a two-part questionnaire that measured their intrinsic and extrinsic motivation. This is in an attempt to explore the problems that many students encounter during their college life that negatively affect their academic progress. Therefore students motivation be re-examined at different stages during their enrolment. Other aspects related to students' achievement, like language aptitude, cognitive style and memory, and other affective factors, such as attitudes and anxiety be scrutinized. From the findings of the study, students' responses revealed they were highly motivated to learn the target language. The study further recommended that promoting students' motivation is the key toward improving classroom atmosphere and making learning more effective and persistent. It stipulated positive relationship with teachers, positive affirmation, constructive guidance and encouraging words as secure base to enhance self-esteem.

Buyukyavuz and Cakir (2014) investigated Uncovering Motivating Factors behind Writing in English in an ESL Context. The study was to uncover the factors which motivate teacher trainees of English to write English in an ESL context. The study also investigated the differences in the ways teacher trainees are motivated. Training in terms of variables such as gender and the engagement in reading and writing activities in English outside of the classroom. A total of 270 Turkish trainee teachers of English participated in the study. The data obtained through a two-part questionnaire revealed that a great majority of the participants (n=203) read in English. But only half of them (n=108) preferred to write outside the classroom. Based on the findings, the study suggests that prospective English teachers need to be systematically supported. They should be motivated to write in English both in and outside the classroom.

The above studies have relationship with this current study in terms of writing motivation, supporting, encouraging and the students'. But difference in terms of sample size, participant of the study (students and teachers), and instrument for data collection.

2.18 Motivational Strategies Adopted from Present Review

The intrinsic motivation strategies adopted for the present study include Involvement, curiosity which comprises:

- a. Challenge (figuring out the complexity of a topic), and social interaction (creating social bonds).
- b. Teacher establishing good rapport with the JS students, creating a pleasant and safe classroom atmosphere and creating a cohesive learner group.
- c. Increasing social interactions among JS students related to writing, supporting students' autonomy, and providing interesting texts.

- d. Providing stimulating hands-on activity, cooperative learning groups, generate questions related to writing activities, and finally have JS students write an essay.

However, the extrinsic motivation strategies adopted for this study include:

- i. Giving corrective feedback.
- ii. Providing valuable rewards such as praise and positive comments for JS students' who successfully accomplished a writing task. Making rewards available for the tasks also increases extrinsic motivation.
- iii. Satisfaction-generating strategies, natural consequences strategy, positive consequences strategy and the equity strategy. Others include comments, valuing of tasks i.e. Teacher emphasizing the usefulness of a task, importance of a task. Enjoyment during the task, offering of rewards, modeling of enjoyment. Connecting tasks, mentioning the rationale, and offering choice. Others include making interesting comments, offering rewards, and praise.

2.19 Gains from the Review

This study has tremendously benefited from the concept and types of motivation. The gains cover Intrinsic and extrinsic motivation strategies of teaching writing skills. Other areas include expression, organization, content, and mechanical accuracy in essay writing.

2.20 Theoretical Framework

The theory guiding this study is embedded in the Goal theory authored by Dembo (1994). The goal theory is a cognitive theory premised on the understanding that goals

motivate individual learners by providing them with information about their successes or failures (Dembo,1994). The goal setting theory (Schultz and Schultz, 1994), postulates that people's primary motivation in a work environment or situation is defined in terms of their desire to achieve a particular goal. This line of thinking is also supported by Middleton (2004) who draws our attention to the fact that people's actions are mostly motivated by their desire for success. Above arguments resonate with the assertion by Dembo (1994). He attested that students in classrooms are motivated to participate in an activity by a desire to satisfy personal goals. These include social goals (like desire to gain approval or acceptance of peers), mastery goals (desire to learn and master new knowledge). They also comprise performance goals like desire to demonstrate one's ability to others by getting a good grade or getting a higher mark than peers. According to Dembo (1994), the ability of a goal to be motivating is dependent on the following conditions:

- Specificity- goal is specific and clear on what is to be achieved;
- Proximity- goal is short term; and
- Level of difficulty- goal is attainable.

Harackiewicz et al (2002) identified two broad categories of performance goals namely the performance-approach goals and the performance-avoidance goals. The performance-approach goals refer to a situation where students demonstrate positive ability in comparison with others and are motivated by this positivity. Performance-avoidance goals refer to a situation that shows students focusing on putting in a minimum amount of effort in their work to avoid looking incompetent to others. Summary of areas reviewed on theoretical framework is presented in Table 2.5

A graphic illustration of the theoretical framework for this study is presented in figure 4 as follows;

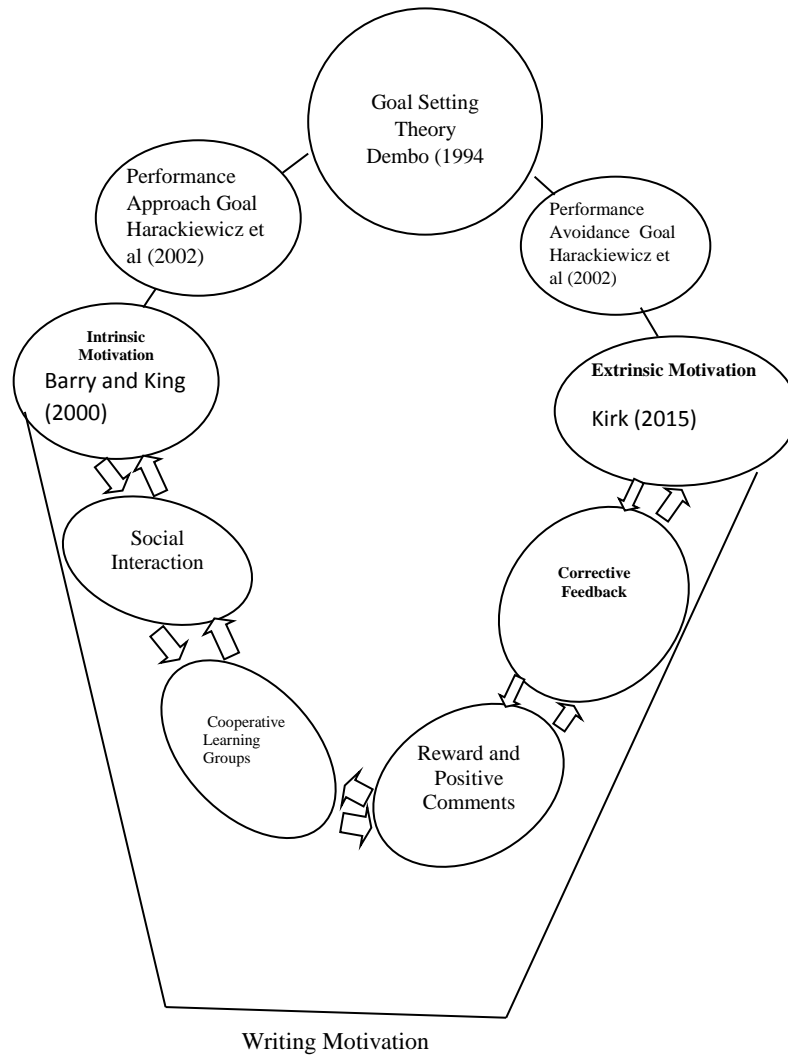


Fig. 4: Illustration of Theoretical Framework for the Current Study

Table 2.5 Summary of Review on Theoretical Framework of the Study

Author Reviewed	Aspects Reviewed	Areas Relevant to the Study
Dembo (1994)	Goal theory	Motivation of learners by providing information about success or failure.
Schultz and Schultz (1994)	Goal setting theory	Motivation desires to achieve particular goals.
Harackiewicz et al (2002)	Categories of performance goal Motivation	Performance approach goal and performance avoidance goals. Desire for success
Middleton (2004)	Extrinsic Motivation	Corrective feedback, reward, positive comments etc
Kirk (2015)	Intrinsic Motivation	Social interaction
Barry and King (2011)		

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology and procedure that were used in carrying out this study. The methodology and procedure comprise research design, population, sample and sampling techniques, instruments for data collection procedure for data collection, and data analysis techniques.

3.2 Research Design

The research design for this study is the Quasi-experimental. The type of Quasi-experimental design adopted is the Pre-test / Post-test Design. According to Cohen et al (2007), the non-equivalent control group design with pre-test and post-test has been described as one of the most commonly used quasi-experimental designs in educational research". Fig 5 illustrates the design chosen for this study:

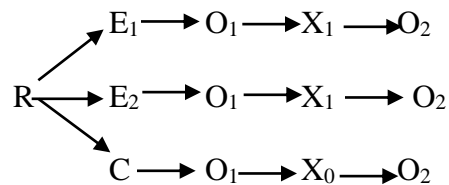


Figure 5 illustration of Research Design

- Where:
- R = Random Assignment
 - C = Control/Convention group
 - E1 = Treatment group A
 - E2 = Treatment Group B
 - O1 = Pre-test
 - O2 = Post-test
 - X1 = Treatment
 - X0 = No Treatment

3.3. Population of the Study

The population of the study comprised the total number of Junior Secondary Schools in Kaduna South. The population of JS students under investigation is five thousand nine hundred and eighty eight (5988) comprising JS students as presented in Table 3.1.

Table 3.1: Population of the Study

S/No	Name of School	No. of Students		
		Male	Female	Total
1	Government Junior Secondary School Kurmin Mashi	480	340	820
2	Government Junior Secondary School Tudun Nupawa	611	526	1137
3	Government Junior Secondary School Kargi Road	480	443	923
4	Government Girls Secondary School Ungwan Mu'azu		627	627
5	Government Girls Secondary School Maimuna Gwarzo		540	540
6	Queen Amina College		390	390
7	Government Secondary School Makera	132	102	234
8	Government Boys Secondary School Barnawa	120		120
9	Government Girls Junior Secondary School Barnawa		344	344
10	Government Secondary School Television	184	242	426
11	Government Junior Secondary School Kakuri	242	185	427
Total		2249	3739	5988

Source: Ministry of Education Kaduna (2016)

3.4. Sample and Sampling Procedure

To sample out the participants of the study, the study adopted the purposive sampling technique. The simple random sampling technique was used to assign participants of the study into their respective groups. Some 35 students were drawn from each research group giving a total of 105 JS students of the entire population. This has met the research requirement of population sampling as Spradley (1979) believes that a smaller sample is required when the population is homogeneous. However Ferguson (1970) “gives 5% as appropriate sample from a population.

The participants were constituted in order to have a controllable class size. This enabled the researcher to effectively carry out the task of implementing writing motivation strategies. The entire population could not be used as it would have adverse effect on the efficiency of the analysis. The sample size of the study is presented in Table 3.2 below from three schools out of eleven:

Table 3.2: Sampled Participants of the Study

S/No	Name of School	Location	Total
1	Government Secondary School (GSS)	Makera	35
2	Government Junior Secondary School (GJSS)	Kakuri	35
3	Queen Amina College (QAC)	Kakuri	35
Total			105

From the Table 3.2, Government Junior Secondary School Kakuri were assigned into experiment group A (Intrinsic motivation), Government Secondary School Makera assigned into experiment group B (Extrinsic motivation), while Queen Amina College Kakuri served as conventional group. However, Government Girls Junior Secondary School Barnawa was

used for pilot study, where the instrument for data collection were pilot-tested using 30 students.

The reason for sampling figures was to adequately meet the demands of quasi-experimental research designed. This implies having a small class size to effectively conduct the study. In all, the main study will use three schools.

3.5 Research Instrument

The instrument for data collection was the Writing Motivation Achievement Test (WMAT). This test is an instrument which consists of four (4) questions that requires JS students to take practical steps in essay writing in not more than 100 words. Respondents were expected to answer two (2) choice questions within an hour(1hr). The instruments were administered to JS students in two experimental groups. JS students of group A were taught using INTRINSIC MOTIVATION strategies. Group B JS students were taught using EXTRINSIC MOTIVATION strategies and one conventional group in an “intact” class. The choice of intact classes was informed by the need to avoid interruption of the academic activities of the schools under investigation. The two experiment and one control groups were administered pre-test before they were taught.

Lesson plan were prepared for intrinsic, extrinsic, and conventional groups of students selected for the study. The lesson topics and objective for all the groups were made the same but with variation in teaching approach as a result of the strategies. The experiment group A were taught writing using intrinsic motivation strategies of teaching as identified in the literature review. A similar method was done to experiment group B (extrinsic motivation strategies). However, the conventional group were taught writing without the use of any motivation strategy.

3.6 Pilot Study

Government Girls Junior Secondary School Barnawa was used for pilot study. The instrument for data collection was pilot tested using 30 students from the pilot school. The students share similar characteristics in all respects with the participants of the study. The test was administered to them twice within a space of two weeks. Their scores were recorded as X and Y in the first and second tests respectively.

3.7 Validity of the Instrument

The research instrument which was designed by the researcher was subjected to face validity by her supervisors. Lecturers of Teaching English as a Second Language (TESL), test and measurement experts made positive inputs. They ensured that the test items were valid and ready for use in the study.

3.8 Reliability of the Instrument

The pilot test involved 30 students who were not part of the main study. These students share similar characteristics in all respects with the participants of the study conducted. The test was administered to them twice within a space of two weeks. The Pearson Product Moment Correlation Test re-test method was used to determine the reliability coefficient since the study was quasi experimental design involving achievement test. The reliability index for the test instrument was .76, which is considered adequate for the main study.

3.9 Procedure for Data Collection

The procedure for data collection for the present study are in stages. First, request for permission to conduct study in selected schools in Kaduna South L. G. A was submitted to the authorities of the selected schools. Secondly, a pre-test was administered to students to ascertain the level in their abilities.

In order to establish the effectiveness of intrinsic and extrinsic motivation strategies in the performance of students in writing skills at JS secondary school level in Kaduna South Local Government, Writing Motivation Ability Test (WMAT) consisting of five (5) essay type questions was conducted at both pre-test and post-test level. Students were instructed to answer choice question within a given period. The researcher taught different topics on writing skills (expression, organization, content and mechanical accuracy) over a period of six weeks to participants of the study. The participants were in three groups (i.e A, B. and C), Groups A and B represent intrinsic and extrinsic motivation strategies treatment groups while C represents conventional non-treatment group. After six weeks in the seventh week, the researcher conducted an achievement test on writing to the three groups to ascertain their level of performance in writing. This enabled the researcher to draw valid conclusion on whether intrinsic and extrinsic motivation strategies (social interact involvement, teachers established rapport with students, supporting students autonomy, providing stimulating hands on activity cooperative learning groups etc) and extrinsic motivation strategies (giving corrective feedback, rewards, praise and positive comments etc), have any effect on students writing skills performance at junior secondary school level in Kaduna South L. G. A. The researcher employed the service of three research assistants (one for each group) who assisted in the course of research.

The procedure in the research groups applied in two firms (a) pre-test (b) post test for the three research groups. After the pretest, treatment groups were exposed to intrinsic and extrinsic motivation strategies (suppose students autonomy, cooperative learning groups, teacher and students report, rewards, positive comments and praise etc) for a period of thirty -five days. The conventional groups were taught writing skills (expression, organization, content etc without exposed to intrinsic and extrinsic motivation strategies listed above.

The second procedures was the post – test administered to all groups. The data obtained in course of research (as stated in next chapter) from the pre-test and post test were compiled, analyzed and discussed.

3.10 Scoring Matrix

The data collected and organized from the students were marked and awarded based on the following criteria:

Content	15marks
Expression	10marks
Mechanical accuracy	10marks
Organization	15marks

The total score for the written test was fifty marks(50).

3.11 Data Analysis Techniques

The researcher used both descriptive and inferential statistical tools to analyze the collected data. Pre-test and Post-test scores were analyzed using frequencies and percentages. The research questions were answered using means and standard deviations. The null hypotheses were tested using independent samples t-test at $p \leq 0.05$ level of significance. The use of t-test was informed by looking for significant difference between two independent groups.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study investigated effect of intrinsic and extrinsic motivation on the performance of students' writing skills. This chapter is presented under the following sub-headings: summary of pre-test and post-test scores, answering the research questions, testing the null hypothesis, summary and discussion of findings.

4.2 Summary of Pretest and Post Test Scores

The treatment was conducted for the three (3) research groups. The summary of the pre-test and post-test depicts the level of students' performance through the period of the research process.

Table 4.01 demonstrates the summary of the computations.

Table 4.01 Summary of Pre-Test and Post-Test Scores for Experimental Groups and Control Group

		Extrinsic				Intrinsic				Conventional			
		Pre		Post		Pre		Post		Pre		Post	
		test	%	test	%	test	%	test	%	test	%	test	%
Excellent	40-50	0	0	1	2.86	0	0	0	0	0	0	0	0
Very Good	30-39	2	5.71	3	8.57	0	0	0	0	0	0	0	0
Good	20-29	9	25.71	9	25.71	0	0	10	28.57	4	11.43	6	17.14
Fair	10-19	14	40	17	48.57	32	91.43	25	71.43	8	22.86	19	54.29
Poor	0-9	10	28.57	5	14.29	3	8.57	0	0	23	65.71	10	28.57
Total		35	100	35	100	35	100	35	100	35	100	35	100

From Table 4.01, it was portrayed that JS students from the three groups were unable to attain excellent scores. Out of the 105 JS students who sat for the pre-test, none (0%) of the JS students from the three groups was able to have an excellent score (40-50). Two (5.71%) out of 105 JS students had a very good score (30-39) at the extrinsic group, while for intrinsic and conventional method the pre-test result was negative. Nine (25.71%), 0(0%), and 4(11.43%) JS students obtained a score of 20-29 for extrinsic, intrinsic and conventional methods of teaching writing skills, respectively. 14 JS students scored (40%), 32(91.43%) and 8(22.86%) respectively, had a fair result. While 10(28.57%), 3(8.57) and 23(65.71%) had a poor result. This showed that the overall result at pre-test was similar in all the three groups.

On the post-test result, Out of 105 JS students who sat for the pre-test, one (2.86%) of the JS students from the three groups were able to have an excellent score (40-50) in the extrinsic group. Three (8.57%) out of 105 JS students had a very good score (30-39) in the extrinsic group, while for intrinsic and conventional method the result was negative. Nine (25.71%), 10 (28.57%), and 6 (17.14%) JS students obtained a score of 20-29 for extrinsic, intrinsic and conventional methods of teaching writing skills, respectively. Some 17 JS students (48.57%), 25 (71.43%) and 19 (54.29%) students respectively, had a fair result for extrinsic, intrinsic and conventional teaching method. While 5 (14.29%), 0 (0%) and 10 (28.57%) had a poor result for extrinsic, intrinsic and conventional teaching methods, respectively. This shows that the overall result at post-test was different in all the three groups in favor of extrinsic teaching method.

4.3 Answering the Research Questions

The descriptive statistics of means and standard deviations were used to answer the research questions. The outcome of the questions are stated below;

4.3.1. Research Question One

What is the difference in the performance of students' taught essay writing using intrinsic motivation strategy and those taught using conventional method? The summary of the computation is displayed in Table 4.03.

Table 4.02 Summary of Means and Standard Deviations on Writing Performance for Intrinsic and Conventional Teaching Methods

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Intrinsic	35	17.37	3.67	.620	
Conventional	35	13.60	6.14	1.037	3.771
Total	70				

Table 4.02 presents the summary of means and standard deviations on writing skills performance for intrinsic motivation strategy and conventional teaching method. The mean performance score of 17.37 (SD=3.67) for the intrinsic motivation strategy group was higher than 13.60 (SD=6.14) for conventional teaching method. The mean difference was 3.771 in favor of intrinsic motivation strategy. This shows that JS students taught writing skills using intrinsic motivation strategy performed better than those taught using conventional teaching method.

For example; from the sampled students scripts on appendix 7(A, B, C), JS students taught writing using intrinsic motivation strategies showed an improvement on the use of the skills taught on writing. These JS students were able to apply the skills of organization and content of writing in line with the questioned that were put forward. Students were able to express themselves and used simple language the best way they could.

On the other hand, JS students of the conventional group though answered the questions in the right order, the area of organization was not written logically. Some of these

JS students were not able to express themselves in the written form. The researcher also observed that JS students in both groups were not able to apply the rule of punctuation in the order of writing.

4.3.2. Research Question Two

What is the difference in the performance of JS students' taught essay writing using extrinsic motivation strategy and those taught using conventional method? The descriptive statistics of means and standard deviations were used to answer this research question. The summary of the computation is displayed in Table 4.02.

Table 4.03 Summary of Means and Standard Deviations on Writing Performance for Extrinsic and Conventional Teaching Methods

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Extrinsic	35	18.63	9.17	1.549	
Conventional	35	13.60	6.14	1.037	5.029
Total	70				

Table 4.03 presents the summary of means and standard deviations on writing skills performance for extrinsic motivation strategy and conventional teaching methods. The mean performance score of 18.63 (SD=9.17) for the extrinsic motivation strategy group was higher than 13.60 (SD=6.14) for conventional teaching method. The mean difference was 5.029 in favor of extrinsic motivation strategy. This shows that JS students taught writing skills using extrinsic motivation strategy performed better than those taught using conventional teaching method.

For example; in appendix 8(A, B, C), JS students taught writing using extrinsic motivation strategies obtained higher scores than the JS students in the conventional group. The skills of expression and organization were employed by the extrinsic group in attempt to

answer the question with exemplified narration of her best food. The conventional group however did not articulate enough reason to convince her friend for the holiday .As stated in research question one, students in both groups attempted the use of punctuations. With more practice, evaluation and adequate corrections, some level of improvement will be achieved.

4.3.3. Research Question Three

What is the difference in the performance of JS students’ taught essay writing using intrinsic motivation strategy and those taught using extrinsic motivation strategies? The descriptive statistics of means and standard deviations were used to answer this research question. The summary of the computation is displayed in Table 4.04.

Table 4.04 Summary of Means and Standard Deviations on Writing Performance for Extrinsic and Intrinsic Teaching Methods

Group	N	Mean	SD	Std. Error Mean	Mean Difference
Extrinsic	35	18.63	9.17	1.549	
Intrinsic	35	17.37	3.67	.620	1.257
Total	70				

Table 4.04 presents the summary of means and standard deviations on writing skills performance for extrinsic and intrinsic motivation strategies. The mean performance score of 18.63 (SD=9.17) for the extrinsic motivation strategy group was higher than 17.37 (SD=3.67) for intrinsic motivation strategy. The mean difference was 1.257 in favor of extrinsic motivation strategy. This shows that JS students taught writing skills using extrinsic motivation strategy performed better than those taught using intrinsic motivation strategy.

Appendix 9(A, B, C), shows some level of performance between JS students taught writing on the experiment; intrinsic and extrinsic groups. The scores of JS students in the

two groups were slightly different in favour of the extrinsic group. JS students of these groups made attempts at using the skills of writing exposed to them. This attempt by the JS students to the researcher is as a result of the strategies used in teaching.

However, intrinsic motivation should be prompted in students as it fosters life-long learning. This could be done through interest arousal, prompting curiosity, helping students to set their goals/choices, demonstrating usefulness of content and learner collaboration. Extrinsic motivation on the other hand is involved when the task is not interesting. Nevertheless, extrinsic motivation tends to lead to developing intrinsic motivation.

4.4 Testing the Null Hypotheses

Overall, three hypotheses were postulated for this study. The hypotheses are explained and presented below:

4.4.1. Null Hypothesis One

There is no significant difference in the performance of JS students taught essay writing using intrinsic motivation strategy and those taught using conventional method. An independent samples t-test was used to test this null hypothesis. The summary of the computation is presented in Table 4.05.

Table 4.05 Summary of Independent Sample t-Test on Writing Performance for Intrinsic and Conventional Teaching Method

Group	N	Mean	SD	Mean Difference	T	Df	P
Intrinsic	35	18.63	9.17	3.771	2.70	68	.009
Conventional	35	13.60	6.14				
Total	70						

Table 4.05 presents the summary of independent sample t-test on writing skills performance for intrinsic motivation strategy and conventional teaching methods. The mean

performance score of 18.63 (SD=9.17) for the intrinsic motivation strategy group was higher than 13.60 (SD=6.14) for conventional teaching method. The mean difference was 3.771 in favor of intrinsic motivation strategy. This shows that JS students taught writing skills using intrinsic motivation strategy performed better than those taught using conventional teaching method. This is supported by $t(68)=2.70$, $p=0.009$; the null hypothesis which stated no significant difference was rejected. Therefore, there is significant difference in the mean performance scores of JS students' taught essay writing using intrinsic motivation strategy and those taught using conventional method.

4.4.2. Null Hypothesis Two

There is no significant difference in the performance of JS students' taught essay writing using extrinsic motivation strategy and those taught using conventional method. An independent samples t-test was used to test this null hypothesis. The summary of the computation is presented in Table 4.06.

Table 4.06 Summary of Independent Samples t-Test on Writing Performance for Extrinsic and Conventional Teaching Methods

Group	N	Mean	SD	Mean Difference	T	Df	P
Extrinsic	35	17.37	3.671	5.029	3.12	68	.003
Conventional	35	13.60	6.137				
Total	70						

Table 4.06 presents the summary of independent sample t-test on writing skills performance for extrinsic motivation strategy and conventional teaching method. The mean performance score of 17.37 (SD=3.671) for the extrinsic motivation strategy group was higher than 13.60 (SD=6.14) for conventional teaching method. The mean difference was 5.029 in favor of extrinsic motivation strategy. This shows that JS students taught writing

skills using extrinsic motivation strategy performed better than those taught using conventional teaching method. This is supported by $t(68)=3.12$, $p=0.003$; the null hypothesis which stated no significant difference was rejected. Hence, there is significant difference in the mean performance scores of JS students' taught essay writing using extrinsic motivation strategy and those taught using conventional method.

4.4.3. Null Hypothesis Three

There is no significant difference between the performance of JS students' taught essay writing using intrinsic motivation strategy and those taught using extrinsic motivation strategy. An independent samples t-test was used to test this null hypothesis. The summary of the computation is presented in Table 4.07.

Table 4.07 Summary of Independent Samples t-Test on Writing Performance for Extrinsic and Intrinsic Teaching Methods

Group	N	Mean	SD	Mean Difference	T	Df	P
Extrinsic	35	18.63	9.17	1.257	.753	68	.454
Intrinsic	35	17.37	3.67				
Total	70						

Table 4.07 presented the Summary of independent sample t-test on writing skills performance for extrinsic and intrinsic motivation strategies. The mean performance score of 18.63 (SD=9.17) for the extrinsic motivation strategy group was higher than 17.37 (SD=3.67) for intrinsic motivation strategy. The mean difference was 1.257 in favor of extrinsic motivation strategy. This showed that JS students taught writing skills using extrinsic motivation strategy performed slightly better than those taught using intrinsic motivation strategy. This is supported by $t(68)=0.753$, $p=0.454$; the null hypothesis which

stated no significant difference was rejected. The difference in performance could be as a result of variations in strategies used. Also as stated in 4.3.3, extrinsic strategies are applied on task that are not interesting to arouse learners interest. This interest could also lead to intrinsic desire. Therefore, the significant difference in the performance of JS students' taught essay writing using extrinsic motivation strategy and those taught using intrinsic motivation strategy will not affect students ability but stimulate them on need to put more effort to achieve desired goals.

4.5 Summary of Findings

The overall findings indicated the following:

- i. The study found out that after exposure of JS students to intrinsic and extrinsic motivation strategies, there was significant performance in participation, team work and cooperation which resulted to students active performance in writing.
- ii. The performance of JS students in essay writing after exposure to intrinsic and extrinsic motivation strategies showed that the ability to organize their thought sequentially with meaningful idea arranged with good grammatical expression.
- iii. The study also found that the students who were exposed to these strategies (intrinsic and extrinsic) performed better in essay writing. They also responded better in autonomous written task and cooperative learning groups than JS students who were not exposed to the strategies.
- iv. The findings also showed differences in students' written English punctuation and paragraphing.

4.6 Discussion of Findings

From the findings of the study, the three hypotheses that were stated in the study are discussed as follows:

H₀₁ - States that, there is no significant difference in the performance of students, taught essay writing using intrinsic motivation strategies and those taught using conventional method. From Table 4.05, the study shows that students taught using intrinsic motivation strategy had higher scores than those not taught. For instance, the experiment group which showed that there was a difference in the mean performance score of experimental which was 3.771 in favour of experiment; intrinsic motivation strategy groups the significant difference is in favour of the treatment group which suggests an effectiveness of intrinsic motivational strategy on essay writing skill performance of students as was used to teach the students in the experiment's group.

The successful performance of the students in the experiment group could be traced to the fact that the students received training using intrinsic motivational strategies by establishing good rapport with the students, creating pleasant and safe classroom atmosphere, printing stimulating activities and cooperative learning groups. These enabled students express themselves in groups and responded well to the topics given.

Intrinsic motivation strategies in essay writing had positive effect of students written motivation test. Students were able to perform in written expression. They were able to express themselves as a result of the creation of an enabling environment and encouragement by the teacher to take steps in writing. This is in line with Shaughessy, (1988) who stated that "creating an enabling environment and encouraging students to takes

steps in writing means less concentration on conventional rules of writing and more on expression of ideas.”

For example; In appendix 7A, B, the sampled students scripts taught writing using intrinsic motivation strategies shows performance of students in writing. They were able to express themselves, and relate ideas in line with the questioned given. Appendix 11A and B shows a sampled script of students who answered the essay question seeking to invite a friend for holiday. At pre-test, the students made –up was in line with question asked. She expressed herself in the simplest way to convey her message. The students though did not give enough reasons. On appendix 7B, the students again answered the same question at post-test level. The student expression at post test was an improvement of the pre-test. There was opening salutation, the content are similar with improvement in logical arrangement ideas which is as a result of intrinsic strategies.

However appendix 7C presents the scores of students from conventional group. The students were able to write in line with question asked though there were difficulties in expression, spellings, punctuations and the content was not logically presented, motivation strategies were not used for this group. The researcher gave less concentration on conventional rules in order to encourage the students to write more. Students were however encouraged to improve their expressions in writing by engaging in more reading for vocabulary development.

H₀₂- There is no significant differences in the performance of students taught essay writing using extrinsic motivation strategies and these taught using conventional method the Table 4.06, show that students taught essay writing extrinsic motivation strategies had higher performance scores than the conventional group.. The means scores

showed a difference of 5.029 in favour of the extrinsic group. An indication that students taught using extrinsic strategies performed better than the conventional group.

The use of intrinsic motivation strategies of giving feedback, providing valuable reward and punishment accompanied with positive complementing commend has proved to be effective in teaching essay writing skills to students. It is an indication that students learning process can be enhanced using these strategies. These strategies provided opportunities for students to identify the importance and usefulness of task that are given to them.

According to Myers (2010), extrinsic rewards can be used to motivate people to acquire new skills in knowledge. From the study, the researcher was able to find out that some students in the study group were not exposed to essay writing. The researcher therefore emphasized the need to learn the aspects of writing to students. Such student were exposed and taught all aspects of writing and were encouraged to practice. The researcher engaged students within and outside the class environment. The students were given corrective feedback and commended for efforts made. These enabled the students to embark on various types of writing to improve their abilities in the skills acquired. These skills when learned make people become more intrinsically motivated to pursue activities.

For example; Appendix 8 A, B, presents some students' sampled scripts to show the level of performance after exposure to writing using extrinsic motivation strategies. In appendix 8A, At Pre-Test, the students made attempt to answer question on her best food. The essay was short with less expression of ideas, but in Appendix 8B at post-test, the students answered same question as at pre-test. There were differences as the students made progressive improvement in expression. The content of the essay was different from the

previous and the students attempt at organization was commendable. Appendix 8 C is a sample script of students in the conventional group which shows significant difference in performance in favour of extrinsic group. The students attempt was on letter writing. The students response were in line with question asked, but was not able to express herself, the content was not precise. There was difficulty in the use of punctuations and spellings. The difference in performance is attributed to the strategies used in teaching writing.

H₀₃ - The result of testing hypothesis as seen in Table 4.07 had significant different in the performance scores of students taught essay writing using intrinsic and extrinsic motivation strategies. The mean score of extrinsic motivation group was higher than that of the intrinsic with a means difference of 1.257. This shows that students taught writing skills using extrinsic strategies performed slightly better than those of intrinsic group.

Appendix 9A is a sample script of student from the intrinsic group who answered essay in letter writing. The student was able to send here message in the simplest form of expression. The content was on point, but the organization was without paragraphing. Appendix 9 B is the extrinsic group, the student attempt was on her best dish. The student expression was favourable and understood though with grammatical errors. The general attempt of students was commended as ideas were in line with asked questions.

From indications of analysis, the difference between the intrinsic and extrinsic groups cannot be over emphasized. This shows that both motivations of strategies have different role to play in the teaching and learning process. Motivation according to (Vala and Sanavi, 2005) is a determinant of failure and success very crucial role in writing process. The fundamental quality of motivation is to move students to action. Excessive motivation can therefore hinder learning process. As according to (Plotonik and Kouyoumjian 2011),

Excessive external rewards for an already internally rewarding behaviour can lead to redirection in intrinsic motivation known as over justification effect.

In line with Plotomik and Kouyoumjian 2011, excessive external reward can lead to over-justification effect. This means that when reward is given in excess, it can hinder intrinsic motivation. The students will rely on the reward in order to concentrate on achieving a desired goal. In a situation where the reward is not forthcoming, the students become unperturbed to the achievement. Likewise excessive reward and punishment can affect extrinsic motivation.

Intrinsic and extrinsic motivational strategies used for teaching in the experimental group showed exchange of meaningful ideas. This can be related to Donyei et al (2005) who stated that appropriate curricula and good teaching are neither enough on their own to ensure students achievement. In agreement to Donyei et al (2005), the researcher believe that students sent to the best schools, provided with necessary facilities for effective teaching and learning with remarkable achievement also need to be motivated to achieve their goals. Peer pressure, environment, attitudes etc could hinder a students learning process. Also students who are not in the best of schools but are bound to make remarkable achievement can be affected by factors listed above. But with adequate motivation, they are likely to succeed. Motivation is an internal momentum which causes a person to move to reach a particular purpose.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research findings. The implication of findings and recommendation of the study are also stated. It also consists of conclusion and contributions of the present study. Finally, suggestions for further research are given.

5.2 Summary

This chapter consists of summary of research procedures and conclusion of the study. In addition, limitation and suggestions for further research were also highlighted. The study sought to find out Effects of Intrinsic and Extrinsic Motivation on Students' Writing Performance in Junior Secondary Schools of Kaduna South L.G.A, Kaduna State, Nigeria. Some recommendations and scope of the hypotheses were made.. At the beginning of the study, the importance of second language learning and the role of motivation in achieving writing skills in second language acquisition were emphasized. The reasons responsible for poor writing and research in language skills were documented. Included were the objectives of the study, research questions, null hypothesis, significance of the study and scope of the study were elaborated.

In the study, review was made of previous works that were relevant to the present study. It began by explaining review of related literature on the concept of motivation. Motivation as a complex part of human psychology and behaviour influences how individual choose to invest their time. Types of motivation: intrinsic and extrinsic. The study also described the research methodology of the study. Quasi-experimental research design

was used to investigate Effect of Intrinsic and Extrinsic Motivation strategies in writing skills in JSS Students in Kaduna South LGA.

The population of the study consisted of Five thousand nine hundred and eighty-eight (5988). While the sampled population of the study was one hundred and five (105) both male and female students. Thirty five students (35) were drawn from the selected three schools, making a total of one hundred and five (105) using purposive sampling techniques.

The instrument of the study was the test from the school curriculum. The instruments were validated by experts sequel to a pilot study carried out from the school curriculum. Their reliability co-efficient was calculated (using Pearson Product Moment Correlation Co-efficient) as 0.76. The chapter also detailed the procedures for data collection and analysis after scoring. Descriptive and Inferential statistical tools were used after processing data with statistic package for social science (SPSS) in taking decisions. Whenever the values $T\text{-Cal} < t_{\alpha/2, df}$ H_0 was return and when $T\text{-Cal} > t_{\alpha/2, df}$ H_0 was rejected.

The study detailed how data was analysed, presented results and discussed the outcome for the study. Research questions were answered using mean and standard deviation while the hypothesis were tested using T-test at $P < 0.05$ level of significance. The three (3) research question and hypothesis determined the effect of exposure to intrinsic and extrinsic motivation strategies. Summary of result showed that the effect of exposure to intrinsic and extrinsic motivation strategies had effects on the students performance. This is when compared with the conventional group. The study further furnished information based on findings, recommendations, delimitation of the study and suggestion for further studies.

5.3 Conclusion

Consequent upon the findings of the study, the following conclusions were drawn:

- i. Students who were consciously exposed to intrinsic and extrinsic motivation strategies performed better than those who were not exposed to the strategies.
- ii. Effective utilization of different motivational strategies, using daily life examples and other related aspects facilitate students' understanding of writing skill.
- iii. Students who were drilled on writing process tend to perform better than those that were not given the same treatment.
- iv. Students who were extrinsically motivated tend to be better than those that were not motivated in the same direction.

5.4 Recommendations

Based on conclusions of the study, the researcher made the following recommendations:

- i. Reward may be as simple as saying a student's response was good, with an indication of why it was good or mention the names of contributors. According to students performance teacher may reward the students and explain to the class why the performance of this students is good. This will develop motivation of not only good students, but also weak students of the class.
- ii. Classroom activities should be planned according to students level. Arrangement of different co-curricular activities will motivate students to learn and improve their

writing performance. Teacher may play the role of instructor by giving students autonomy to do their work themselves.

- iii. Classroom teaching should include various activities such as cooperate learning groups, brainstorm sessions, reward awarding and receiving process etc, that will help to provide students with more relaxed socio-emotional environment that will arouse the desire to learn writing.
- iv. Intrinsic and Extrinsic motivation strategies such as positive teacher-students relationship, positive affirmation, constructive guidance, encouraging words etc are very helpful and should be considered to relieve students from stress, possible anxiety in order to raise students confidence and encourage performance in learning.

5.5 Suggestions for Further Studies

Intrinsic and extrinsic motivation strategies are not the only strategies that can be used to improve the performance of students in writing skills. In the course of the study, other aspect such as attitude, interest, environment, teacher and student factor could not be exempted. Therefore, research areas for further studies include:

- i. The effects of motivational strategies on the teaching performance of second language teachers.
- ii. Effect of feedback on students performance in writing.

REFERENCES

- Akinbode, J. O (2006) "Reasons for Mass Failure in Senior Secondary Certificate
- Alqurashi, F (2014). *The Effects of Motivation on EFL College Students' Achievement*. Studies in English Language Teaching. 2(4). 385-400. Accessed June, 02, 2015 from www.scholink.org/ojs/index.php/selt
- Al-Hammadi, F., and Sidek, H. M. (2015). An Analytical Framework for Analysis Secondary EFL writing curriculum: Approaches for writing and preparation for higher education. International Education Studies, (8(1) retrieved from <http://dx.doi.org/10.5539/ies.v8n1p59>
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Mayer, R. E., and Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Wiley.
- Banya, K., and Cheng, M.H. (1997, March). *Beliefs about foreign language learning – A study of beliefs of teachers' and students' cross cultural settings*. Paper presented at the Annual Meeting of Teachers of English to speakers of other Languages, Orland, FL.
- Bagheri, M.S. (2011). The impact of practicing autonomy on the writing proficiency of Iranian intermediate EFL learners. *Journal of Pan-Pacific Association of Applied Linguistics*, 15: 1-13.
- Bakar, R (2014). *The effect of learning motivation on student's productive competencies in vocational high school, West Sumatra*. International Journal of Asian Social Science, 2014, 4(6): 722-732
- Bayraktar, A. (2013). Nature of interaction and Interests during teacher-student writing conferences: Revisiting the potential effects of self-efficacy beliefs. *Egitim Arastirmalari-Eurasian Journal of Educational Research* 50: 63-86.
- Beck, I. and M. McKeown. (1991). Conditions of vocabulary acquisition in R. Barr, ML Kami, P B Mosenthal, and PD Pearson (Eds), *Handbook of reading research 2*, 789-814, Hillsdale, NJ; Lawrence E. Ibaun Associates.
- Berthoff, A (1981), *the making of meaning*. Upper Montclair, NJ; Boynton Cook
- Bester, G, and Brand, L (2013). The Effect of Technology on Leaners attention and achievement in classroom, *Afr.J. Educ.* 33(2). 1-15
- Best, J., and Kahn J. (2006). *Research in education*. Boston: Pearson Education, Inc.
- Biggs J.B (1988). *Approaches to learning and essay writing*. In: RR Schmeck (Ed.): *Learning Strategies and Learning Styles*. New York: Plenum, (185-226). NEW YORK, NY: Plenum
- Black. A. E., and E.L. Deci (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education*, 84: 740–756.

- Bridgeland, J. M., DiIulio, J. J., and Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Washington: Civic Enterprises, LLC. Retrieved, June, 09, 2015 from civic-enterprises. <http://www.net/pdfs/thesilentepidemic3-06.pdf>
- Brophy, J. E. (2004); *Motivating students to Learn* Mahwah, NJ Lawrence Erlbaum.
- Brown, H.D. (1994). *Teaching by principles*. New Jersey, NJ: Prentice
- Browne, A.(1998). *A practical guide to teaching writing in the early years*. London: Paul Chapman.
- Bunn, M. (2011). How to read like a writer. In C. Lowe & P. Zemliansky (Eds.), *Writing spaces: readings on writing*, 2: 71-86. Anderson, SC: Parlor Press.
- Butler, R. (1999). Information seeking and achievement motivation in middle childhood and adolescence: The role of conceptions of ability. *Development Psychology*, 35,146-163.
- Buyukyavuz, O and Cakir, I (2014). Uncovering the Motivating Factors behind Writing in English in an EFL Context. *Anthropologist*, 18(1): 153-163 (2014)
- Cakir I (2010). *Why is writing skill difficult to gain in foreign language teaching?* Erciyes University Journal of Social Sciences, 1: 165-176.
- Cambridge University Press (n.d). *Writing Systems: An Introduction to their Linguistic Analysis* retrieved May, 05, 2015 from <http://www.cambridgeuniversitypress.org>
- Chauhan S.S. (2007). *Advanced Educational Psychology*. Jangpura, New Delhi: Vikas Publishing House PVT LTD.
- Chen, Z (2012). *Expression of Epistemic Stance in EFL Chinese University Students' Writing*. *English Language Teaching*; 5: No. 173-179
- City and Guilds (2014). Chief examiners report. *Functional Skills English: Writing Level 1*.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research methods in education*. New York: Routledge. *Contemporary Social Problems: Stakeholders' Views*. *Humanity & Social Sciences Journal* 7 (1): 58-66,
- Cole, J and Feng, J (2015). *Effective Strategies for Improving Writing Skills of Elementary English Language Learners*. Chinese American Educational Research and Development Association Annual Conference April 15-16, 2015 in Chicago,
- Corden, R. (2000). *Literacy and learning through talk: Strategies for the primary classroom*. Buckingham: Ope University Press
- Couper, M.P., Singer, E., and Tourangeau, R.(2003). *Understanding the effects of Audio- CASI on self-reports of sensitive behavior*. *Public Opinon Quarterly*, 67,385-395.

- Crow, S.R (2015). The Information-Seeking Behavior of Intrinsically Motivated Elementary of School Children of a Collectivist Culture. 18:1-31. Accessed, June 22, 2015 at www.ala.org/aasl/slr
- Dabaghi, A. and Basturkmen, H. (2009).The effectiveness of implicit and explicit error correction on learners' performance. *System*, 37: 82-98.
- Daud, M. (2012). Developing Critical Thinking Skills in Tertiary Academic Writing through the Use of an Instructional Rubric for Peer Evaluation. Doctor- ate Thesis, Unpublished. New Zealand: The Uni- versity of Canterbury
- Deci, E. L, and Ryan, R. M, (1995), Intrinsic and Extrinsic motivation: Classic definitions and New directions. *Contemporary Educational Psychology*, 25, 54-67.
- Dechant, E. (1993), *Whole Language reading; A comprehensive reaching guide* Lancaster, PA; Technomic.
- Dembo, M.H (1994). *Applying educational psychology*. 5th edition. London: Longman
- Dörnyei, Z. (1999). *Motivational strategies in the Foreign language Learning*. London GLT.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2006). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.). *The handbook of English language teaching*. Dordrecht: Kluwer
- Dörnyei, Z., and Guilloteaux, M. J. (2008). *Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation*. *TESOL Quarterly*, 42, 55-77.
- Dung Pham, T.K (2015). *Different forms of corrective feedback and their effects on l2 Students' writing accuracy: a case study*. *Asian journal of educational research*. Accessed June 11, 2015 at www.multidicipinaryjournals.com
- Ebinga, D.E. (2014). *Impact of Mcgregor's X and Y Motivation Theory on the Job Performance of Staff in Ebonyi State University, Abakaliki*. *International Journal of Basic, Applied and Innovative Research IJBAIR*, 2014, 3(2): 41 – 44. Accesses, May, 03, 2015 at www.antrescentpub.com
- Edilian, L. (2009). *A study of attitudes toward grammar instruction in an academic English program*. Saar- bücken: VDM Verlag.
- Ehang, B. (2012), Student Motivation for Learning chinese as a second Lanaguage in Hong Kong International Secondary Schools *US-China Foreign Langauge* 19(2), 921-932.
- Ellis, R.(2003). *Task-based language and teaching*. OXFORD: Oxford University Press.

- Ellis, R., and Barkhuizen, G.(2005). *Analyzing learner language through interaction on interest*. Oxford: Oxford University Press.
- Esmaeili, N and Jamkhaneh, E. B (2013), The relationship between Emotional Intelligence and mental health in Hamanism college students at IAU, Qaemshehr Branch, Iran, *Journal of Basic and Applied Science Research*, 3(2), 68-76)
- Farrell, T. S. C., and Lim, P. C. P. (2005). *Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices*. *TESL-EJ*, 9(2), 1–13.
- Ferguson, G. A (1970); *Statistical Analysis in Psychology and Education* New York N Y, US; McGraw Hill.
- Fredericks, E.J (2013). *Exploring Grade 3 teachers' strategies in the teaching of writing literacy*. Unpublished master's dissertation. Cape Peninsula University of Technology
- Fuchs, L.S and Fuchs, D. (n.d). Using Cbm For Progress Monitoring In Written Expression And Spelling. Studentprogree.org
- Gardner RC. (1985). *Social Psychology and Second Language Learning: The role of Attitudes and Motivation*. London: Edward Arnold
- Gardner RC. (2007). *Motivation and Second Language Acquisition*. *Porta Linguarum*, 8, 9-20.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. New York. Peter Lang Publishing, Inc.
- Gardner R. C and Lambert W. E (1972) *Attitudes and Motivation in Second Lanaguage* , Rowley and Mass; Newbury House.
- Ghaith, G.M., and Diab, H. (2008). Determinants of EFL Achievement among Arab College-Bound Learners. *Education, Business and Society Contemporary Middle Eastern Issues*, 1(4),278-286.
- Graham, S., and Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. A report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellence in Education
- Graham, S., and Perin, D. (2007b). What we know, what we still need to know: Teaching adolescents to write. *Scientific Studies in Reading*, 11, 313–336.
- Gazzaniga, M. (2010), *Psychological Science* New York; Morton& company.
- Green, S. K., (2002). Using an expectancy-value approach to examine teachers' motivational strategies. *Teaching and Teacher Education*, 18: 989–1005
- Guthrie J. T. and Humenick (2004) Modeling the Effects of Intrinsic Motivation Extrinsic Motivation, Amount of reading and Past reading Achievement on text Comprehension between U.S and Chinese Students 39(2), 16 2-186.

- Gülşah, G (2014). *Pre-writing Techniques in the Writing Process for the L2 Classroom*. International Journal of English Language & Translation Studies. 2(3), 77-84 Retrieved February, 17. 2016 from <http://www.eltjournal.org>
- Hadidi, N. and Birjandi, P. (2011). Fostering learner autonomy through self-and peer assessment. International journal of academic research, 3: 245-252.
- Harackiewicz, J. M., K.E. Barron, J.M. Tauer, and A.J. Elliot., (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshman year through graduation. Journal of Educational Psychology, 94: 562–575
- Hedge T (2008). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Horning, A. S. (2007). Reading across the curriculum as the key to student success. Across the Disciplines, 4. Retrieved February 12, 2016, from <http://wac.colostate.edu/atd/articles/horning2007.cfm>
- Horwitz, E.K (2008). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. USA: Pearson
- Huitt W. (2001). *Motivation to Learn: An Overview*. Retrieved April 10, 2015 from <http://chironvaldosta.edu/whuitt/col/motivation/motivate.htm/>
- Huitt W. & Hummel, J. (1997), An Introduction to operant (instrumental) conditioning.. *Educational Psychology Intereactive*, Valdosta, GA;Valdosta University. Retrieved from <http://www.edpsycinteractive.org/topicsbehaviour/operant.htm/>
- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press
- Jia, X. (2013). The application of classroom interaction and interest in English Lesson. International Conference on Education Technology and information system (ICETIS) (pp. 209-212)
- Javed, M, Juan, W.X, and Nazli, S (2013). *A Study of Students' Assessment in Writing Skills of the English Language*. International Journal of Instruction. Vol.6(2). 1308-1470 accessed, May, 22, 2015, at www.e-iji.net
- Johnson,T.(2004). How to Write an Essay. The American University Cairo. Accessed September 15, 2015 from www1.aucegypt.edu/...home.htm.
- Kapka, D and Oberman, D. A. (2001). *Improving student writing skills through the modeling of the writing process*. Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.

- Keller, J.M., (1987). Strategies for stimulating the motivation to learn. *Performance and Instruction*, 26 (8):1-7.
- Kellogg, R.T., and Raulerson, B.A.(2007). Improving the writing skills of college students. *Psychonomic Bulletin and Review*, 14, 237-242.
- Kendra R, Joseph, T., Torgesen, K and Wagner, R.K (2006). Relationships between Word Knowledge and Reading Comprehension in Third-Grade Children. *Scientific Studies of Reading*, 10(4), 381–398 Lawrence Erlbaum Associates, Inc.
- Kennedy, E., Dunpay, E., Duyer, B., hayes, G. McPrillips T., Barsh, J. O’Connor, M. and Shiel, G. (2012). Literacy in early childhood and primary education (3-8 years), national council for Curriculum and Assessment (NCCA) Reseach Report (15). Dublin.
- Killen, R.(2011). *Teaching strategies for quality teaching and learning*. Cape Town: Juta
- Khodashenas, M.R, Amouzegar, E, Farahani,S.K, Hasheminasab, S,F and Kazemian, V. (2013). *Role of Motivation in Language Learning*. *International Research Journal of Applied and Basic Sciences*. 6 (6): 766-773 accessed May, 29, 2015 at www.irjabs.com
- Kirk, K (2015). *How to Light that Fire of Drive and Motivation in Students and Yourself*. Thesnowpros.Org. 32 Degrees, Winter 2015.
- Kitjaroonchai, N (2013). *Motivation Toward English Language Learning of Students in Secondary and High Schools in Education Service Area Office 4, Saraburi Province, Thailand* . *International Journal of Language and Linguistics*. Vol. 1, No.1. 22-33. Retrieved June, 05, 2015 from <http://www.sciencepublishinggroup.com/j/ijll>
- Lally C. G., (2000), Writing Across English and French, An Examination of Strategy use. *The French Review* 73(3) 525 – 538.
- Latif, L.A., Fadzil, M., Bahroom, R., Mohammed, w., and San, N.M.(2011).The role of motivation, attitude, anxiety and instrumental orientation in influencing learners performance in English as a second language in OUM.Global Conference on Learning and Technology. Melborne, Australia: Global learn Asia Pacific. Retrieved from <http://eprint.oum.edu.my/56>
- Laufer, B., (1990). *Ease and difficulty in vocabulary learning: Some teaching implications*. *Foreign Language Annals*.147-156.
- Lawson, R.J. (2012). The Effect of Viva Assessment on Students’ Approaches to Learning and Motivation. *International Review of Social Sciences and Humanities*; 2:2, 120-132 accessed, may, 10, 2015, at www.irssh.com
- Lehr, F. (1995). *Revision in the writing process*. *ERIC Clearinghouse on Reading English and Communication*. Bloomington.
- Lei, S. A. (2010). Intrinsic and Extrinsic Motivation: Evaluating Benefits and Drawbacks from College Instructors’ Perspectives. *Journal of Instructional Psychology*, 37(2), 153-160.

- Lepper, M.R., Iyengar, S.S. and Corpus, J.H. (2005). 'Intrinsic and extrinsic motivational orientations in the classroom: Age differences and academic correlates'. *Journal of Educational Psychology*, 97 (2), 184–196
- Lienemann, T., Reid, R., and the IRIS Center. (2009). *Written expression: Grades 2–5*. Retrieved February, 11, 2016] from http://iris.peabody.vanderbilt.edu/wpcontent/uploads/pdf_case_studies/ics_writex.pdf
- Literacy Education Online, (2005). *Strategies for Writing a Conclusion*. St. Cloud State University. Retrieved May, 10 2015 <http://leo.stcloudstate.edu/acadwrite/conclude.html>
- Louis, K. S., Leithwood, K. Wahlstrom, K. L., and Anderson, S. E (2010), *Investigating the links to improved student learning; Final report of research findings*. Twin Cities; University of Minnesota, Center for Applied Research and Educational Improvement.
- Lucas RI. (2010). *A Study on Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students*. *The Philippine ESL Journal*, 4, 6-23.
- Ly, J., Zhou, Q., Chu, K., and Chen, S. H. (2012). Teacher-child interaction quality and academic achievement of Chinese – American Student in immigrant families *Journal of School Psychology* . 50, 535-553.
- MacGowan-Gilhooly, A. (1991) Fluency before correctness: a whole-language experiment in College ESL. *College ESL*, 1, 37-47
- Mahboob, A, and Elyas, T. (2014), English in the kingdom of Saudi Arabia, *World English*, 33(1) 128-142.
- Marchisan, M. L. and Alber, S. R. (2001). *The write way: Tips for teaching the writing process to resistant writers*. *Intervention in School and Clinic*, 3(36), 154- 162.
- Masgoret A, and Gardner RC. (2003). *Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates*. *Language Learning*, 53(1), 123-164.
- McDonough, S. (2007). *Motivation in ELT*. *ELT Journal*, 61, 369-371.
- Melka, F. (1997). Receptive vs. productive aspects of vocabulary. In Schmitt, N. and M. McCarthy (Eds.). *ion*. In Barr, R. et al
- Middleton, M., (2004). Motivating through challenge: Promoting a positive press for learning. In P. R. Pintrich and M. L. Maehr (Eds.), *Advances in motivation and achievement*, Volume 13,
- Mohammad, M.F and Hussein, A.A (2013). *Enhancing Students' Motivation to Write Essays through Brainstorming: A Comparative Study*. *International Journal of humanities and social science*. 3: 9, 191-197

- Moiinvaziri, M. (2008). *Motivational orientation in English language learning: A study of Iranian undergraduate students*. In A. Shafaei, and M. Nejati (Eds.), *Global practices of language teaching: Proceedings of the 2008 International Online Language Conference* (126-136). Boca Raton, FL: Universal-Publishers.
- Muranoi, H. (2007). Output practice in the L2 classroom. In R. Dekeyser, *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (5184). New York: Cambridge University Press.
- Murray, D. (1982). *Learning by Teaching: Selected Articles on writing and teaching*. Toronto, Canada; Ontario Institute for Studies in Education.
- Myers, D.G.(2010). *Psychology: Eight Edition in Modules*. New York; Worth Publishers.
- Mwamwenda T. S and Mwamwand B. B (1996) African's Cognitive Development and Schooling international Journal of Educational Development; 11, 129 – 134.
- National Business and Technical Examination Board (NABTEB, 2012). Chief Examiners' Report on the 2012 May/June Nbc/Ntc Examinations National business and technical examination board (NABTEB). P. M. B.1747, Ikpoba. Hill, Benin City Edo State.
- Nassaji, H. and Fotos, S. (2004). *Current Developments in research on the teaching of grammar*. Annual Review of Applied Linguistics 24: 126-145.
- Nation, P. and R. Waring. 1997. Vocabulary size, text coverage and word lists. In Schmitt, N. and M. McCarthy (Eds.)
- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
- Nazari, N. (2014). *The Impact of Implicit Tasks on Improving the Learners' Writing in Terms of Autonomy and Grammatical Accuracy*. International Journal of instruction. Vol.7, No.1. 121-134. accessed Oct, 10, 2015 at www.e-iji.net
- Nevid, J. (2013). *Psychology: Concept and application*. Blmont C.A: Wadsworth
- Ng, E. K. J., and Farrell, T. S. C. (2003). *Do teachers' beliefs of grammar teaching match their classroom practices?* A Singapore case study. In D. Deterding, A. Brown & E. L. Low (Eds.), *English in Singapore: Research on grammar* (128–137). Singapore: McGraw Hill.
- Noris-Holt, J. (2001) Motivation as a contributing factor in second language acquisition. *The Internet TESL Journal*, 7(6). Retrieved from <http://iteslj.org/Articles/Morris-Motivation.html>
- Ochoma, M. U (2015). Classroom Processes Students Learning and Development. International Journal of Scientific Research in Education 8(1), 27-36, Retrieved from <http://www.ij sre.com>

- Ogwuche G. (2005); Language and Communication Skills; Kano Sabon Gari printing Press, Nigeria.
- Ogwuche,O.O, Umar.M.S and Yusuf,S.A (2006), Element of Language Study; Onosco Prints,Kano.
- Oluwole, A.J. (n.d). Challenges Associated with Teaching and Learning of English Grammar in Nigerian Secondary Schools.
- Ondabu, I.T (2014). *A Theory of Human Motivation: The Tirimba Grouping Theory of Motivation*. Sop Transactions on Economic Research. 1:1, 16-21
- Orth, U., Robins, R. W., and Widaman, K. F (2012). Life-span development of self-esteem and its effects on important life outcomes Journal of personality and social psychology 102(6), 1271.
- Palmer, D. H (2004). Situational interest and the attitudes towards science of primary teacher education students. International Journal of Science Education, 26: 895–908.
- Peacock M (2001). *Pre-service ESL teachers' beliefs about second language learning: A longitudinal study*. System, 29. 177-195.
- Pintrich P. R. et al (1993), An Achievement goal theory perspective on issues in Motivation terminology, Theory and Research Contemporary educational Psychology, 92-104.
- Plotnik, R. and Kouyoumjian H. (2011). Introduction to Psychology. Belmont, C.A.Wadsworth.
- Pour-Mohammadi, M., Zainol Abidin, M., and Cheong Lai, F. (2012). The effect of process writing practice on the writing quality of form one students: A Case Study. Asian Social Science, 8(3), 88-99.
- Prior, S. V. (2012). An exploration of changes in first-year college students' writing skills between High School and the conclusion of the composition course (Doctoral Dissertation). Retrieved from <http://scholar.ortomseduceld/1033>
- Read, J. (1993). The development of a new measure of L2 vocabulary knowledge. Language Testing 10, 3: 355-37
- Reese, S. (2002), Understanding our differences. Techniques, 70, 20-23.
- Reeve, J. (2009). *Understanding motivation and emotion (5th ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.
- Robert F.B. and Jack S. (1986). Psychology Applied to Teaching. Southern Illinois University, Boston.
- Rodgers, W. and Loitz, C. (2009), The role of Motivation in behaviour Change.
- Rogers, L., and Graham, S. (2008). *A meta-analysis of single subject design writing intervention research*. Journal of Educational Psychology, 100, 879–906.

- Rosenburg, A.D.(2007),*Resume Handbook; How to write outstanding Resumes and cover Letters for Every Situation*. 5th ed. Cincinnati.OH; Adams Media.
- Rudhumbu, N (2014). Motivational Strategies in the Teaching of Primary School English in Zimbabwe. *International Journal of Education Learning and Development UK*. Vol.2, No.2, 76-103. Accessed, February, 14, 2016 at www.ea-journals.org
- Russilo M, and Arias P. (2004). *Gender Differences in Academic Motivation of Secondary School Students*. *Electronic Journal of Research in Educational Psychology*, 2(1), 97-112.
- Ryan, R. M., and Deci. E.L (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*. *Contemporary Educational Psychology* 25: 54–67. Accessed May, 27, 2015. At www.selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_IntExtDefs.pdf
- Ryan, R. M., Lynch, M. F., Vansteenkiste, M., and Deci, E. L. (2010). *Motivation and autonomy in counseling, psychotherapy, and behavior change: A look at theory and practice*. *The Counseling Psychologist*, 39, 193-260.
- Sambo, A. (2011). Relationship among Casual Attributions, Self-concept, Personality and Academic Attainment of Colleges of Education in North-Western Nigeria. Unpublished Doctoral Dissertation Zaria, Ahmadu Bello University, Zaria.
- Schunk, D.H (2012). *Learning theories: An educational perspective*. Boston: Pearson publishing.
- Scott, D. (2012). “*A quasi Experimental study After-Event Review*”. *Journal of applied psychology* 97 (5): 681-689
- Shaughnessy, M.P. (1988). Diving in: An introduction to basic writing. In G. Tate and E.P.J. Corbett. *The Writing Teacher’s Sourcebook* 297-302. New York: Oxford.
- Smart, J. B. and Marshall, J. C. (2012) Interaction and Interest between classrooms discourse teacher questioning, and student cognitive engagement in middle school science. *Journal of Science Teacher Education* 1-19. Springer. Doic 10. 007/s10972-9297-9.
- Shultz, D.P and Shultz., (1994). *Psychology and work today*. 64h edition. Toronto: MacMillian
- Sime C. (2006). *Intrinsic and Extrinsic Motivation*. Retrieved April, 13, 2015 from http://www.excel.org.uk/content/index.php/main/teaching_and_learning.
- Snow, C. (2002). *Oral language development and demographic change*. Presentation at the Institute for Statewide Literacy Initiatives, Harvard Graduate School of Education, Cambridge, MA
- Son, J. B. (2007). *Learner experiences in web-based language learning*. *Computer Assisted Language Learning*, 20(1), 21-36.
- Spradley, J. P (1979), *The Ethnographic interview*, New York, Holt, Rinehart and Winston.

- Stipek, D (1993). *Motivation to learn: Integrating theory and practice* (2nd Ed.) Needham and Bacon.
- Stipek, D (2002). *Motivation to learn: Integrating theory and practice* (4th Ed.) Boston, MA: Allyn and Bacon.
- Subasini, M and .Kokilavani. B (2013). *Significance of grammar in technical English*. International Journal of English Literature and Culture. Vol. 1(3), 56-58. Retrieved Oct, 20, 2015 from <http://www.academicresearchjournals.org/IJELC/Index.htm>
- Swain, M. (1995), Three Functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds), *Principle and practice in applied linguistics. Studies in honor of H. G. Widdowson* (pp. 125-144), Oxford, UK; Oxford University Press.
- Taiwo, O.(1975), *Writing Essay and Letter*; Thomas Nelson and Son Ltd.,Ikeja, Lagos.
- Tompkins, G. E. (2004). *Teaching writing: balancing product and process*. (4. baski). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Tsai, Y (2012), The Effects of Intercultural Learning on English Learning Motivation among students studying abroad. *New Horizons in Education*, (60(1), 23-34.
- Ushioda E. (2008). *Motivation from within, Motivation from Without*. University of Warwick.
- Vala, N.G and Sanavi, R.V (2015). *Analyzing the Use of Motivational Strategies among Iranian In-Service EFL Teachers*. *J. Educ. Manage. Stud.*, 5(1): 80-84. Accessed May, 20, 2015 from www.science-line.com
- Valerio, K.N (2015). *Intrinsic motivation in the classroom*. *Journal of Student Engagement: Education matters* 2012, 2 (1), 30–35
- Vanderbilt university: Center for Teacher 2011. *Motivating students* retrieved from <http://oft.vanderbilt.edu/teachingguides/interactive/motratp-students>.
- Wang G (2005). Humanistic approach and affective factors in foreign language teaching. *Sino-US English Teaching*, 2(5), 1-5.
- Wang, P. J. (2009). *A study of teacher and student perceptions concerning grammar-translation method and communicative language teaching*. *Nanya Journal*, 28, 135–152.
- Walsh, S. (2012). *Conceptualizing classroom interaction and interestal competence novitas – Royal Research on youth and language*, 6(1), 1-14.
- Warschauer, M. (2010), Invited Commentary; new tools for teaching writing *Learning & Technology*; 14(1), 3-8. Retrieved from <http://ilt.msu.edu/vol14num1/commentary.pdf>.
- West African Examinations Council (WAEC; 1992) Chief Examiners' Report on English Language.

- Wong, C. Y. (2010). *Second language teachers' perceptions and implementations of communicative language teaching* (Doctoral dissertation). Texas Tech University, Lubbock, Texas
- Woolfolk, A. E. (1998), *Educational Psychology*. Toronto, ON: Allyn and Bacon.
- Yim, L. W. (1993). *Relating teachers' perceptions of the place of grammar to their teaching practices* (Master's thesis). National University of Singapore, Singapore.
- Yin-Wong, C.C and Barrea-Marlys, M (2012). *The Role of Grammar in Communicative Language Teaching: An Exploration of Second Language Teachers' Perceptions and Classroom Practices*. *Electronic Journal of Foreign Language Teaching* Vol. 9, No. 1. 61–75. Retrieved June, 20, 2015 from <http://e-flt.nus.edu.sg/>
- Yuan-bing, D (2011). *How to Motivate Students in Second Language Writing*. *Sino-US English Teaching*. 8(4), 235-240
- Zafarghandi, A. M., and Jodai, H. (2012). *Attitudes toward English & English learning at an Iranian Military University: A preliminary survey*. *International Journal of Social Sciences and Education*, 2(1), 102-123.
- Zainol Abidin MJ, Pour-Mohammadi M. and Alzwari H. (2012). *EFL Students Attitude towards Learning: The Case of Libyan Secondary School Students*. *Asian Social Science*. 8(2):119-134
- Zampardo, K.M. (2008). *An examination of the impact of teacher modeling on young children's writing*. Unpublished doctoral thesis. Oakland University, Michigan.

APPENDIX 1

RESEARCH ESSAY TEST

Instruction: In not more than 100 words, write on any two (2) of the questions listed below.

Class: J. S. 2

Time allowed: 1 hours

1. My Favourite dish.
2. Give a good narrative account of a football match you have watched.
3. How is a famous festival in your community celebrated?
4. Write a letter to your friend and give enough reasons why he/she should come and spend holidays with you.

APPENDIX 2

TREATMENT GROUP ONE

LESSON PLAN ON WRITING SKILLS (INTRINSIC MOTIVATION STRATEGIES)

Class taught:	J. S. 2
Subject:	English Language
Topic:	Writing skills using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to <ol style="list-style-type: none">(a) Identify the various skills in writing i.e<ol style="list-style-type: none">i. Expressionii. Organizationiii. Content and idea generationb. Use writing for inquiry, learning, thinking and communication.c. Develop skills in planning writing and completing task.
Instructional Materials:	Course books, Chalk Board, Relevant Passages
Previous Knowledge:	The teacher highlights student on previous knowledge of writing.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge eg.(a) what is letter writer <ol style="list-style-type: none">(b)Mention the types of letter known to you.(c)State the features of a letter.
Step 1:	The teacher explains writing skills to students e.g writing skills are processes used in developing a tool i.e expression, content organization, etc
Step 2:	The teacher engages students in class activity with a written task from a topic of their choice.
Step 3:	The students activities are articulated and put together to present a completed task.
Step 4:	Students are encouraged to great small cooperative writing groups in the class.
Step 5:	Teacher evaluates the lesson by asking students relevant areas of differently in wiring.
Conclusion:	The teacher gives task home assignment. The student from the learning groups to write essays of chosen choice topics.

APPENDIX 2(A)

TREATMENT GROUP ONE

LESSON PLAN ON EXPRESSION IN WRITING INTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Expression in writing using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to (a) Express ideas in simple understandable form. (b) Communicate effectively in writing as tool for learning, thinking. (c) Appropriately apply conventions of writing
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays
Previous Knowledge:	The teacher highlights students on previous knowledge of writing skills.
Introduction:	The teacher introduces the lesson by asking students question based on previous knowledge. e.g (a)What is writing skill.(b) List the writing skills known to you.
Step 1:	The teacher explain the topic expression in writing to students e.g expression, ability to explain feeling, emotion facts and thought in meaningful and complete sense.
Step 2:	The students are encouraged to express themselves e.g the teacher concentrates on student expression skills less on conventional rules and more on ideas.
Step 3:	Students create small learning groups, choose their essay topics and express themselves by brainstorming.
Step 4:	Teacher encourages student autonomy by asking student to provide, read and explain what they have written as group.
Conclusion:	Teacher encourages student to express themselves in most understandable simple ways and provides them with text to improve on their activities.

APPENDIX 2(B)

TREATMENT GROUP ONE

LESSON PLAN ON ORGANIZATION OF CONTENT INTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	organization of content in writing using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to (a) Develop skills in planning writing and complex task e.g introduction body, principle and conclusion. (b) Pay attention to coherence writing sentence. (c) Write with appropriate means of documenting task.
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, Text Books
Previous Knowledge:	The teacher highlights students on previous knowledge of expression in writing.
Introduction:	The teacher introduces the lesson by asking students question on previous knowledge e.g (a)what is expression in writing.(b) Express yourself on a choice topic in three simple sentences.
Step 1:	The teacher explains organization as writing skills to students e.g organization is the ability to write, or arrange thoughts/ideas in logical sequence/ order.
Step 2:	The teacher ask students to select a topic in writing. The topic chosen is brainstormed on using writing process with ideas written on the chalkboard..
Step 3:	The teacher supervises the students to arrange their ideas in logical and coherent order.
Step 4:	The teacher explains to students how to make conclusion and emphasizes on central idea of text.
Evaluation:	Students are asked to write according to their learning group on organization from choice topic.
Conclusion:	Teacher encourages students to see by long term benefits of organization in writing

APPENDIX 2(C)

TREATMENT GROUP ONE

LESSON PLAN ON CONTENT AND IDEA GENERATION PACKAGING INTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Content and idea generation writing using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to (a) Integrate their ideas and those of others. (b) State ideas in coherent and chronological order (c) Apply conventions of writing appropriately.
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, Text Books
Previous Knowledge:	The teacher highlights students on previous knowledge of organization of content.
Introduction:	The lesson is introduced based on previous knowledge of students. Teacher ask students questions e.g (a)explain organization in essay. (b)Why is organization important in writing?
Step 1:	The teacher explains content and idea generation in writing. E.g content are the main ideas of writing.
Step 2:	The teacher engages the students in groups to select topics to generate content and ideas in writing.
Step 3:	The students are given autonomy to brainstorm on the topic chosen.
Step 4:	Students are asked to articulate their writing to produce a whole piece.
Evaluation;	Teacher encourages student by engaging them in social interaction.
Conclusion;	Teacher encourages generation of meaningful ideas in writing.

APPENDIX 2(D)
TREATMENT GROUP ONE
LESSON PLAN ON MECHANICAL ACCURACY IN WRITING INTRINSIC
MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Mechanical Accuracy in writing using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Female
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of this lesson, students should be able to (a) Understand the component of mechanical Accuracy. (b) appropriate apply mechanical skills in writing
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays
Previous Knowledge:	The teacher highlights students on previous knowledge of writing skills.
Introduction:	The teacher introduces the lesson by writing students questions on previous knowledge e.g (a) what is expression? (b) What do you understand by organization?
Step 1:	The teacher explains the topic mechanical Accuracy in writing to students e.g cocoins about punctuations, spellings, tenses etc.
Step 2:	The teacher gives students autonomy to write on a choice topic.
Step 3:	The Teacher finds out students areas of interest on component taught.
Step 4:	Student are made to make necessary corrections on identified areas.

APPENDIX 3

TREATMENT GROUP TWO

LESSON PLAN ON EXPRESSION IN WRITING EXTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Expression on writing using Extrinsic motivation Strategies
Average Age:	13 years
Sex:	female
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to (a) Identify the various skills in writing i.e i. Expression ii. Organization iii. Content and idea generation b. Use writing for inquiring, learning, thinking and communication. c. Develop skills in planning writing and completing task.
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, Text Books
Previous Knowledge:	The teacher highlights student on previous knowledge of writing.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge.
Step 1:	The teacher explains writing skills to student.
Step 2:	The teacher gives students writing task..
Step 3:	The teacher gives students feedback or written performance.
Step 4:	The teacher concludes by rewarding students through verbal praise, symbolic reward and making them feel their effort is noticed.

APPENDIX 3(A)

TREATMENT GROUP TWO

LESSON PLAN ON EXPRESSION IN WRITING EXTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Expression on writing using extrinsic motivation Strategies
Average Age:	13 years
Sex:	Female
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to (a) Express ideas in simple understandable forms. (b) Communicate effectively in writing as tool for learning, thinking. (c) Appropriately apply conventions of writing
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, Text Books
Previous Knowledge:	The teacher highlights students on previous knowledge of writing skills.
Introduction:	The teacher introduces the lesson by asking students questions on previous knowledge.
Step 1:	The teacher explains the concept of expression in writing.
Step 2:	The teacher makes comments to stimulate learners to want to learn right from beginning of a lesson in writing.
Step 3:	The Teacher concentrates on expression component of writing and arouses students' interest.
Evaluation:	The teacher encourages students to write freely by giving them a writing task.
Conclusion:	The teacher concludes the lesson by checking the written task and commends students who are able to express their ideas and thought in the task.

APPENDIX 3(B)

TREATMENT GROUP TWO

LESSON PLAN ON ORGANIZATION OF CONTENT OF WRITING EXTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Organization of content in writing using extrinsic motivation Strategies
Average Age:	13 years
Sex:	Female
No of Students:	35
Duration:	40 minutes
Specific Objectives:	By the end of the lesson students should be able to (a) Develop skills in planning writing and complex task e.g introduction body, paragraph and conclusion. (b) Pay attention to coherence writing sentence. (c) Write with appropriate means of documenting task.
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, Text Books
Previous Knowledge:	The teacher highlights students on previous knowledge of expression in writing.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge of expression in writing.
Step 1:	The teacher explains organization of content as component of writing
Step 2:	The teacher uses interesting comment to stimulate the students at the beginning of the lesson and orients them to the central idea and line of reasoning.
Step 3:	The teacher gives the class writing task on how to arrange a written text in logical and coherent sequence.
Step 4:	The teacher praises the students who got their answer correctly.
Step 5:	The teacher explains to students how to make conclusion, closing summary, argument, central ideas and how to learn the reader with sense of completion.
Evaluation.	The Teacher gives students writing task on organization of content.
Conclusion	The teacher reviews the lesson and answers question from students.

APPENDIX 3(C)

TREATMENT GROUP TWO

LESSON PLAN ON CONTENT AND IDEA GENERATION PACKAGING EXTRINSIC MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Content and idea generation using extrinsic motivation Strategies
Average Age:	13 years
Sex:	Female
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of the lesson students should be able to (a) Integrate their ideas and those of others. (b) State ideas in coherent and chronological order (c) Apply appropriately means of documenting task..
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, Text Books
Previous Knowledge:	The teacher highlights students on previous knowledge of organization of content in writing.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge.
Step 1:	The teacher explains to the student the idea of content and idea in packaging in writing.
Step 2:	The teacher gives students written task.
Step 3:	The Teacher makes interesting comment to encourage students on given task.
Evaluation:	The teacher praises students who accomplished the given task successfully and offer them reward.
Conclusion:	The teacher encourages students by pointing out the important of content and idea packaging in writing and also encourages them to practice written task continuously.

APPENDIX 3(D)
TREATMENT GROUP TWO
LESSON PLAN ON MECHANICAL ACCURACY IN WRITING EXTRINSIC
MOTIVATION STRATEGIES

Class taught:	J. S. 2
Subject:	English Language
Topic:	Mechanical Accuracy in writing using extrinsic motivation Strategies
Average Age:	13 years
Sex:	mixed
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of this lesson, students should be able to (a) Understand the component of mechanical Accuracy. (b) appropriately applying mechanical accuracy skills in writings.
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays
Previous Knowledge:	The teacher highlights students on previous knowledge of writing skills.
Introduction:	The teacher introduces the lesson by asking students questions on previous knowledge e.g (a) what is expression? (b) Explain organization as component of essay.
Step 1:	The teacher uses interesting comments to stimulate JS students of the start of lesson emphasizing the line of reasoning.
Step 2:	The teacher gives students writing test with attention drawn on the need for correct spellings, punctuations and tense used.
Step 3:	The Teacher finds out students ability on mechanical accuracy used and made necessary corrections.
Step 4:	Teacher praises students who made god attempt at mechanical skills and encourages others in same respect.
Step 5:	The Teacher concluded by emphasizing the usefulness of task to students.

APPENDIX 4
CONVENTIONAL GROUP THREE
(Lesson Plan On Writing Skills) CONVENTIONAL GROUP

Name:	
School:	
Date:	
Class Taught:	JS2
Subject:	English Language
Topic:	Writing skills using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No. of Students:	35
Duration:	40 minutes
Specific Objectives:	By the end of the lesson students should be able to a. Identify the various skills in writing i.e i. Expression ii. Organization iii. Content and idea generation. b. Use writing for inquiry, learning, thinking and communication c. Develop skills in planning writing and competing task.
Instructional materials:	Course books, Chalk. Board, Relevant passages.
Previous Knowledge:	The teacher highlights students on previous knowledge of writing.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge.
Step 1:	The teacher explains writing skills to students.
Step 2:	The teacher engages students in class activities.
Step 3:	The teacher finds more about students' interest by giving writing task.
Step 4:	The teacher finds out areas where students have writing or learning difficult in spelling.
Step 5:	The teacher concludes the lesson by giving take home assignment on writing task.

APPENDIX 4(A)
CONVENTIONAL GROUP THREE
(Lesson Plan on Expression Writing) CONVENTIONAL GROUP

Name:	
School:	
Date:	
Class Taught:	JS2
Subject:	English Language
Topic:	Writing skills using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No. of Students:	35
Duration:	40 minutes
Specific Objectives:	By the end of the lesson students should be able to a. Express idea in simple understandable form. b. Communicate effectively in writing as tool for leasing thinking, c. Appropriately apply conventions of writing.
Instructional materials:	Course books, Chalk. Board, Relevant passages Model Essays.
Previous Knowledge:	The teacher highlights students on previous knowledge of writing skills.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge.
Step 1:	The teacher explains the topic expression in writing to students.
Step 2:	The teacher create environment that encourages students to express themselves in writing skills
Step 3:	The teacher allows students to freely express their thought when writing.
Step 4:	The teacher increases social interaction among students related to expressing themselves in writing class.
Step 5:	The teacher conclude the lesson by encouraging students by providing interesting text on how to express themselves.

APPENDIX 4(B)
CONVENTIONAL GROUP THREE
(Lesson Plan on organization of Content) CONVENTIONAL GROUP

Name:	
School:	
Date:	
Class Taught:	JS2
Subject:	English Language
Topic:	Writing skills using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No. of Students:	35
Duration:	40 minutes
Specific Objectives:	By the end of the lesson students should be able to a. Develop skills in planning writing and complex task e.g introduction body, principle and conclusion. b. Pay attention to coherence writing sentence. c. Writ with appropriate means of documenting task.
Instructional materials:	Course books, Chalk. Board, Relevant passages, Model Essays, text books.
Previous Knowledge:	The teacher highlights students on previous knowledge of expression in writing..
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge.
Step 1:	The teacher provides stimulating writing activities and orients the writer to the central idea and line of reasoning.
Step 2:	The teacher explain to students how to make conclusion and emphasize on the central idea and leaves the reader with a sense of completion. .
Step 3:	The teacher encourages students to see the benefits of organization in writing.

APPENDIX 4(C)
CONVENTIONAL GROUP THREE

(Lesson Plan on Content and Idea Generation packaging) CONVENTIONAL GROUP

Name:	
School:	
Date:	
Class Taught:	JS2
Subject:	English Language
Topic:	Writing skills using intrinsic motivation Strategies
Average Age:	13 years
Sex:	Mixed
No. of Students:	35
Duration:	40 minutes
Specific Objectives:	By the end of the lesson students should be able to a. Integrate their idea and those of others. b. State ideas in coherent and chronological order. c. apply conventions of writing appropriately.
Instructional materials:	Course books, Chalk. Board, Relevant passages, Model Essays.
Previous Knowledge: organization of content.	The teacher highlights students on previous knowledge of organization of content.
Introduction:	The teacher introduces the lesson by asking students questions to reflect on previous knowledge.
Step 1:	The teacher explains content and idea generation to students.
Step 2:	The teacher engages students in class activities.
Step 3:	The teacher finds more about students interest areas of difficulty
Step 4:	The teacher conclude by giving take home assignment.

APPENDIX 4(D)
CONVENTIONAL GROUP THREE
LESSON PLAN ON MECHANICAL ACCURACY IN WRITING (CONVENTIONAL GROUP)

Class taught:	J. S. 2
Subject:	English Language
Topic:	Mechanical Accuracy in writing
Average Age:	13 years
Sex:	mixed
No of Students:	35
Duration:	40 minutes
Specific objectives:	By the end of this lesson, students should be able to (a) Understand the component of mechanical Accuracy in writing. (b) Appropriate apply mechanical accuracy in writing
Instructional Materials:	Course books, Chalk Board, Relevant Passages, Model Essays, etc
Previous Knowledge:	The teacher highlights students on previous knowledge of writing skills.
Introduction:	The teacher introduces the lesson by asking students questions on previous knowledge e.g (a) what is expression. (b) explain organization component of essay.
Step 1:	The teacher explains to students mechanical accuracy in writing.
Step 2:	The teacher gives students written talk on importance of component taught.
Step 3:	The Teacher concludes the lesson by encouraging students to practice written task continually.

APPENDIX 5 (A)

WRITING RELIABILITY TESTS USING PRE-TEST AND POST-TEST RELIABILITY USING PPMC

Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X²	Y²	XY
1	20	24	400	576	480
2	18	25	324	625	450
3	14	16	196	256	224
4	15	17	225	289	255
5	18	21	324	441	378
6	21	23	441	529	483
7	24	25	576	625	600
8	23	25	529	625	575
9	24	23	576	529	552
10	26	27	676	729	702
11	25	26	625	676	650
12	27	28	729	784	756
13	25	25	625	625	625
14	26	27	676	729	702
15	24	30	576	900	720
16	25	26	625	676	650
17	18	22	324	484	396
18	19	20	361	400	380
19	11	13	121	169	143
20	11	14	121	196	154
21	21	23	44	529	483
22	28	29	784	841	812

23	26	25	676	625	650
24	24	25	576	625	600
25	18	19	324	361	342
26	11	14	121	196	154
27	12	16	144	256	192
28	13	14	169	196	182
29	15	15	225	225	225
30	18	19	324	361	342
N=30	$\sum X=600$	$\sum Y=656$	$\sum X^2=12834$	$\sum Y^2=15078$	$\sum XY= 13857$

Note: x and y are first and second tests scores

APPENDIX 5 (B)

STATISTICS FOR FINDING RELIABILITY

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (\sum x)(\sum Y)}{((N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2))^{1/2}}$$

N=Number of respondents

X is test scores at pre test

Y is test scores at post test

$\sum x$ is scores at pretest is summed

$\sum y$ is scores at Post test is summed

$\sum x^2$ is scores at pre-test is squared and summed

$\sum Y^2$ is scores at post test is squared and summed

$(\sum x)^2$ is scores at pre-test is summed and squared

$(\sum Y)^2$ is scores at post test is summed and squared

Where:

$$\sum X=600 \quad \sum Y=656 \quad \sum X^2=12834 \quad \sum Y^2=15078 \quad \sum XY= 13857$$

N=30

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - (\sum x)(\sum Y)}{((N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2))^{1/2}}$$

$$= \frac{30*12834 - 600*656}{30*(12834)^2 - 30*15078 - (656)^2}$$

=.757

r=.76

APPENDIX 6

T-TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest_scores_in_writng	20.1481	27	2.24814	.43265
	posttest_scores_in_writing	26.1111	27	3.44555	.66310

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest_scores_in_writing & posttest_scores_in_writing	27	.236	.236

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pretest_scores_in_English - posttest_scores_in_English	-5.96296	3.64250	.70100	7.40389	4.52204	8.506	26	.000

Differences between pre test and post test

Variables	N	Mean	Std dev	Std.edd	Df	T calculated	T critical	P value
Pretest	27	20.1481	2.24814	.43265	26	8.506	1.96	0.000
Post test	27	26.1111	3.44555	.66310				

P calculated < 0.05, t calculated > 1.96

The paired sample t test showed that significant differences exist between pre-test and post-test. The calculated p value of 0.000 is lower than 0.05 and the t calculated t -value of 8.506 is greater than 1.96 their level of writing performance is 20.1481 and 26.1111 in their pre-test and post-test respectively.