

Analyzing the Effectiveness of Extrinsic Motivation in the Teaching of English Language at BS Level

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ABSTRACT

The study looked into experimental research to analyse the Effectiveness of Extrinsic Motivation in the Teaching of English Language at BS Level. It has defined the aptitude of English language of the learners, inspiration for learning, motivation level and learners' achievements. The main objectives of the study were to recognize the wants apropos of the aptitude of English language of the learners at BS level, inspiration for learning, motivational techniques and to verify the learners' motivational level. The results were drawn by the researcher in the light of the analysis of the data. The achievement level of Control Group, taught by traditional method, improved but the average performance of the Experimental Group, taught by modern methods, was better. The achievement level of Experimental Group, taught with motivational techniques, as shown in Post-test was better than that of Pre-test and the values of Post-test were close to the critical boundary. The learners of Experimental Group, taught with the aid of motivational techniques, performed better than those of Control Group, taught by traditional method, but the result was insignificant due to high level of the respondents.

KEYWORDS: Extrinsic Motivation, English Language, BS Level, inspiration for learning and achievement level of the learner.

INTRODUCTION

Education is recognized as an on-going process to endeavour to civilize and purify human minds. In this modern world of advanced technology, a variety of advancements have been made in the field of education. These developments will save individuals from the baser, corrupting influences in life provided they are being utilized for the enhancement of its objectives, contents, techniques and the roles it plays in the development of the nation.

A nation can attain its required aims if its education system is well developed and compatible with demands of the future. Accordingly, it is required to improve education system by initiating ground-breaking technologies and methodologies. So far various developments have been initiated in the field of education. Various societal alterations, impact of latest technology, scientific approach, vibrant population, socio-economic proviso and the exploitation of media in schooling augmented the current tendencies which as a corollary have altered and developed content, curriculum and evaluation system of education.

This is the age of educational reforms; learning and teaching with a vigorous and encouraging change in the manners of human beings. It enables them to discern what is good and what is bad and to live a contented and decent life; to be in harmony with the immense realm of the society. Hans P. Guth (1973) says: English deals with the student's understanding and use of language. Good English teachers keep alive the students' curiosity in language and build up their control over its resources. They will be encouraged to learn the language used both in class as well as used for practical purposes, with language as self-expression, with language as creative experience. They deal with how language serves business and leisure, individual and society.

To teach English with self-assurance and a sense of direction, we need a coherent view of what English language teaching and learning process is. People who teach and learn English diverge significantly in background, concerns, and viewpoint. But they converge on an essential pledge; they have common responsibilities; such as, new or updated subject matter which provides the content of English, English teachers and learners need to be acquainted with the mechanism of the language; the course of communication and the dynamics of literature; teacher who can make new agenda and new resources effective, the instructor who can develop a positive, modern approach that stresses the resources of language, the rewards for the effective speaker and writer; the role of the student in today's English classroom; the emphasis on the student's potential; playing a large role in how he defines his identity; the role of English in the larger context of the students' lives and society. In our society where round about 60 languages are spoken, the role of motivation in learning these languages can never be underestimated. English language enjoys a prestigious role not only in Pakistan but also

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throughout the world and non-native English speakers almost exceed native English speakers and English has become a *Langue Franca* in multi-lingual country like Pakistan. English is the language of standing and esteem; a social indicator and that is why almost all managerial, intellectual and executive correspondences, in our county, are in English.

Teachers at the BS level do not provide enough motivation to make the teaching and learning environment. But they must be aware of the fact that motivation plays important role to enhance the learning, interest and individual's attitude and to utilize their creative skills. They always show readiness to achieve their goals. Motivation is studied under two types: Intrinsic Motivation and Extrinsic Motivation.

The first one comes from inside while the second one depends on the surrounding environment. Keeping the above role of the teacher and learner in view, the provision of motivation to satisfy their needs is to be sought, investigated and studied for assuring the degree and importance of the psychological impact on the way and style of the learning.

Each learner is privileged and entitled to have freedom in a natural environment but in Pakistan, there is always a problem in the satisfaction of learners' needs in various educational institutions which has created an alarming situation which adversely affects the learners' behavioral ability.

The present study investigated the value of extrinsic motivation in the teaching learning process of English language at BS level. Numerous related factors such as L1 aptitude, degree of semblance between L1 and L2 and motivational features concerning L2 made learning of the latter a complicated procedure. Theorists are of the opinion that the importance of the concept of motivation is multifaceted and it plays key role in enhancing students' achievement level. It provided the main inducement to recruit learning a foreign language and then the will power to protect and maintain this development.

The efficacy of motivation in learning English language was realized only when it enhanced learning ability and as such achievements in the target language though it was not the only factor to achieve the desired goal.

LITERATURE REVIEW

A language is the combination of human behavior, whose drive is to give vent to thoughts and feelings, and specifically to convey them to others. Languages are purely encoding and decoding method of transforming ideas, feelings and wishes by means of a scheme of willingly abridged symbols.

According to Saif-Ul-Haq, M. (2000, P.12)

Language plays vital role in the life of man which cannot be underestimated. Language and society are interrelated and interdependent. Language is the root of social development. In a nutshell, it is the flesh and blood of human philosophy. Had language not been there, civilization could scarcely have started and surely could never have achieved its advanced forms.

Languages are social phenomenon. Human beings collaborate with one another through significant noises (oral words) and scribes (transcribed words) and we are always involved in the process of communal relations.

The role of language is two-fold; that is, social and non-social. In the former case, it is used for communication and interaction while the latter belongs to an individual personal feelings and thoughts. Searle, J.R. (1969, P.522) states that some educationists are of the opinion that mother tongue should be strictly avoided when the target language is being taught. Classroom should be transformed as if it is a small "Language Island" where purely the target language; English is utilized for all purposes. On the contrary, some experts maintain that mother tongue can be usually employed for teaching a second language like English.

Searle, J.R. (1969, P.242) states that the learning of the mother tongue differs from learning the foreign language in number of ways. Some of these points of difference are that learning of the mother tongue is a natural process; the child has the strongest motivation to learn it; it is because he wants to express his needs and wants; if the child does not learn the mother tongue, he cannot adjust himself in society. On the contrary, the learning of a foreign language is an unnatural course of action. Usually a child is less motivated to learn it. The will to learn foreign language is missing. The child learns the mother tongue in a natural environment. He is surrounded by a number of teachers. His parents and relations coax him to learn the language. He listens to the mother tongue most of his waking hours. The foreign language is taught in an artificial environment. More often than not the child's only contact with the foreign language is the classroom. There are a number of holidays in the school and the time devoted to the teaching of the foreign language is limited.

Many factors are involved in affecting students learning strategies. Learners study by diverse means and their method in a specific course or assignment is affected by its outlook as well as their drives. Regarding facilitating learners effectively and in a good sense, English instructors have to persuade them to appreciate the matter to be taught profoundly.

Ausubel (1963, p. 2) pointed out disparity between significant and rote learning that learners' motivation was a significant feature for stirring up momentous knowledge. The difference seems almost analogous to that of surface and deep learning. Entwistle (1988, p.2) recognizes three likely approaches:

1. a surface approach is when the students' aim is merely to replicate the substance needed for the accomplishment of lessons;
2. a deep approach is when the learners' aim is to arrive at comprehension of the material from their own perspectives.
3. a strategic approach is when the learners' aim is valuable and thriving, no matter what the means are.

Evidently, the above three approaches have a tendency to acquire different learning strategies and consequently unusual results. As for as surface approach is concerned it results in rote learning whereas a deep approach results in developing students' sense of analysis, scrutiny, verification and connecting the same to their thoughts through positive manner. Concerning strategic approach a learner may employ any means just to improve his grades and realize his goals.

The strategies learners observe have an effect on their learning. Learning by heart results in extensive information of facts whereas a deep approach may produce a deep level of thoughtfulness. Rossum and Schenk (1984, p.73) pointed out that deep approach is necessary to develop high quality learning.

Students' previous experiences are key factors which affect learners' approach to learning as disputed by constructivist; that is, the learning mode they have until that time employed, their discernment of their doings and their perspective. According to Ramsden (1988, p.22) says that students' motivation is vital, but it may not essentially agree on whether they make use of a deep or a surface approach.

Objectives

Major objectives of this study were to:

- a. recognize the wants apropos of the aptitude of English language of the learners at BS level,
- b. locate useful means of inspiration for learning English language,
- c. determine the instructors' manners by means of motivational techniques,
- d. evaluate presentations of the learners educated through experimental method,

METHODOLOGY

A pretest and posttest control design was followed to investigate the effectiveness of motivational techniques. The design included both experimental and control groups. Random selection of the population was carried out. They were randomly assigned groups and treatments. Accordingly, among all the group members, the special effects of various considerable extraneous variables were evenly disseminated, anticipating them to be corresponding. Purposive sampling techniques were used for the selection of the Sample. 40 students at BS level out of 120 were randomly selected, divided into two groups of 20 each

Analysis of the Data

Analysis of Data of Pretest of Control and Experimental Groups

Table No. 1

Statistics	Symbols	Result of Pre-Test (Control Group)	Result of Pre-Test (Experimental Group)
No. of Cases	n	20	20
Sum of Scores	Σx	1187	1298
Mean Scores	\bar{X}	59.35	64.9
Sum of Squared Score	Σx^2	75645	87780
$SS = \Sigma x^2 - \frac{(\Sigma x)^2}{n}$	SS	75468.88	87569.4

$H_0 : \mu E = \mu C$
 $H_A = \mu E > \mu C$
 $t_{cal} = 0.26$
 $\alpha = 0.05$
 $t_{\alpha, n_1 + n_2 - 2} = t_{.05 (38)} = 2.021$
 $C.R t_{cal} > t_{tab}$

So, it is not rejected. The result is insignificant. It means that the mean score of both groups is equal. It was found that calculated value of $t = 0.26$ is not greater than table value of $t = 2.021$ at $\alpha = 0.05$ level. H_0 is not rejected and the result is insignificant.

Analysis of Data of Posttest (Control & Experimental Groups)**Table No. 2**

Statistics	Symbols	Result of Post-Test (Control Group)	Result of Post-Test (Experimental Group)
No. of Cases	N	20	20
Mean Score	\bar{X}	64.1	77.35
$SS = \frac{\sum x^2 - (\sum x)^2}{n}$	SS	86426	122713

$H_0: \mu E = \mu C$
 $H_A: \mu E > \mu C$
 $t_{cal} = 0.33$
 $t_{tab} = 2.021$

The result is again insignificant but the t value is close to critical boundary as compared to the value of tin Pre-Test. It was found that calculated value of $t = 0.33$ is not greater than table value of $t = 2.021$ at $\alpha = 0.05$ level and the result again is insignificant but the calculated value of $t = 0.33$ is greater than calculated value of $t = 0.26$ in Pre-Test and is close to the critical boundary/region. It means that the students of Experimental Group achieved higher score than that of Pre-Test.

DISCUSSION

Motivational techniques play key role in the learning- teaching process of a language. It is a designed and methodical attempt on the part of a teacher for setting up order concerning teaching. The learners may perhaps discover similarities in learning between foreign language and their mother tongue. Whereas through traditional method, a child learns foreign language, word by word, with the help of first language. Keeping in view the magnitude of English language in the world around and its application in our daily life and as such to improve its standard, the researcher deemed it necessary to do a research work regarding motivational techniques in the teaching-learning process. Hence this study was conducted on the role of motivation in the English language at BS level. The data obtained was analyzed statistically, discussed and construed, conclusions were drawn and recommendations at the end were made.

Both the groups were compared based on pretest and posttest. The analyses showed that there is no significant dissimilarity between the results of the control and the experimental groups' pretests. Consequently the null hypothesis, "there is no significance of difference between the mean scores of experimental and control groups on pretest and posttest" was accepted at 0.05 level. Thus, there is significant similarity between the two groups.

In view of the result of posttest, the experimental group performed significantly better vis-a-vis the control group. The difference between the two means was significant at 0.05 levels. Therefore, the null hypothesis that, "there is no significance of difference between means scores of the experimental and control groups in posttest," was rejected at 0.05 levels which showed considerable improvement in the result of the posttest of the experimental group. These findings supported the idea that motivational techniques play a vital role in augmenting learning.

The overall results of the study indicated that instruction with the help of motivational techniques improved the learners' accomplishment. These results support the Nihalani's (1979) observations that an individual by birth is endowed with distinct potentials. All stakeholders ranging from parents to society and teachers are responsible in molding these potentials in right direction.

The students taught with motivational techniques performed better than those who were taught with traditional method.

Recommendations

On the basis of the findings of the research work and the conclusion drawn, the following recommendations were made:

A multiplicity of motivational techniques may well be used so that curiosity for English language learning is stimulated at various levels. The English teachers may use well-organized lectures and they should ensure students' involvement in the same. Group activities may well be set by the instructor to expose the latent qualities of learners. To generate curiosity and to make learners obtain good results, a variety of A.V aids may be used. At the start of the lesson as a warm up activity, core questions should be asked from the class to develop their curiosity. For obtaining better results, sense of competition among students should be built by the instructor in the class. Question answer session may offer occasions in English language teaching to engage learners in accommodating communications. To encourage the learners, they may be given rewards. Students' outcomes should be frequently reviewed and feedback be recurrently communicated to the learners.

The following practices may be followed while teaching English language: to display on a video in English language class; make available reading interventions; to develop lexis building; to teach academic English and plan peer learning.

Although these strategies can benefit all young learners, the use of motivational techniques is mostly helpful to English Language teachers and learners alike.

A teacher is a central bridge between students and their learning; he can effect smooth transition of knowledge. Motivational techniques may cause effective change in students' learning so the teachers must use them.

Undergraduate and Graduate teaching and research ought to be seriously reinforced. For this purpose, universities should develop centers of excellence in English Language Teaching and Learning. It is proposed to institute a national research fellowships scheme and to create funds to finance research by individual scholars as well as teams and for this purpose, M.Phil, Ph.D. Programmes should be instituted. It is also proposed to initiate a plan of nationwide professorships which may be financed by the Centre. Need-based reforms in syllabi and curricula should be initiated. Up to date method of English language teaching may be taken up in all language departments. To revise pay scales and service structure of the teaching staff may be a vital step in elevating the value of education. Central Bank should finance research schemes in the shape of advancing loans to students on merit basis. An expert committee drawn from pertinent fields should be assigned the duty of raising students' language proficiency at higher level. Appropriate provision may be made to ensure enough supply of English Language books. Learning by rote without developing critical thinking among English language learners should be discouraged.

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