Learner Centeredness Based Methodology- A Motivation Enhancer in the Development of Cohesiveness in Emotive Writing at the Undergraduate Level in Pakistani Universities

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Abstract

For non-native learners of a language the most challenging task seems to express themselves powerfully and appropriately both in oral and written forms. This lack of command is often frustrating, hence demotivating. Lowering of motivation level, in turn, hinders the development of communication skills, more so in case of written expressions. This was borne out by personal experience of the researchers while teaching English as a second language at tertiary level in the universities of Pakistan. It is also felt that the teaching methodology used at this level, which is generally teacher-centered, is to partly blame for lack of proficiency in English in Pakistan because it denies the learners opportunity to practice communication skills. Learner-centred approach, instead, does the exactly opposite, providing ample chances to the learners to communicate, which in turn, enhance their motivation level to learn. Thus, the challenge in ELT in Pakistan can be tackled by bring about a paradigm shift in teaching methodology. This paper aims to experiment the learner-centeredness approach as a means of enhancing motivation to see whether the shift in the methodology can offer a solution to the long-standing issue. For the purpose of this study,50 students at FAST-NU Lahore Campus were chosen for experimental study following learner-centered activities. Their feedback was obtained through a questionnaire after the experimental teaching. The study demonstrated clearly that the learner-centered methodology was effective in enhancing the level of motivation for learning English. The learners' opinions showed that their writing improved a great deal and they felt confident in expressing themselves as a consequence of practice they received. The study on the basis of its finding recommends that the learner-centered approach should be applied at large scale to bring about a qualitative change in ELT provision in Pakistan. However, for this purpose the teachers have to be trained to understand the theoretical underpinning of this approach and should be equipped with a repertoire of techniques to implement this rather new paradigm. For this purpose, large scale training program needs to be implemented to achieve fruitful results.

Key Words: Motivation Enhancer, Learner Centeredness, Emotive Writing, Cohesiveness.

1. Introduction

For a non-native speaker of English language, expressing feelings and emotions in English language (EL) is a highly complex task as the lack of linguistic competency in EL can result in inaccurate and sometimes unintended expressions, which make a text in cohesive. To have an effective discourse of the written expression of the non-native speakers of English language poses a great challenge to the researchers.

Over the years, the English teachers have been making strenuous efforts to bring about improvements in the writing skills of Pakistani students, who are non-native speakers of English language, at the undergraduate level. The weak areas that have been identified in their writing skills are lack of grammatical knowledge and cohesiveness in writing composition.(Sarfraz,2010). A number of Basic English courses are offered to our undergraduate students to improve their grammar but cohesiveness in emotive writing has always remained a great challenge. The industry's feedback of the Computer Science graduates has always been very critical when it comes to their writing skills. These graduates are required to have specialized writing skills to prepare projects and develop software. It requires the thorough understanding of the appropriate vocabulary, persuasive in nature, whose usage should bring about the desired results while dealing with their clients. In order to develop the art of persuasion, the basis of the specialized writing skills of these graduates need to be strengthened by equipping them with the knowledge of the appropriate vocabulary which could enable them to reach out to the heart of their audience and appeal to their emotions. In the Pakistani context, having the knowledge of the emotive vocabulary in English language is not sufficient unless it is used to convey a particular intensity which is shared by the linguistic community as a whole. This further calls for the logical connectivity of the multiple emotive expressions with the cohesive connectors to form a cohesive whole.

Maintenance of cohesion in different types of writing e.g. emotive, persuasive, descriptive, narrative etc. is an art and needs to be carefully done because unlike speech, a writer cannot support his text with non-verbal gestures

and the body language. When one is giving a presentation it's easy to know whether there is any cohesiveness in the words that are spoken through non-verbal cues on part of the audience, in writing it's not the case. One needs to exercise an additional care while writing to see whether the entire text is coherent or not, because otherwise the purpose and the mood of the writing is killed. Lack of cohesive connectors and their appropriate usage hinder the overall understanding of the emotive texts.

The cohesiveness in the emotive writing is highly crucial to interpret the emotive expression of the writer. In addition to the emotive vocabulary, paragraph unity and sentence cohesion are said to be two important products to ensure coherence in emotive writing. In order to achieve paragraph unity it is important that the paragraph should present one single idea through a topic sentence no two or more generalizations should be made.

The purpose to follow the learner centered based approach to design activities was mainly because of its ability to provide students with freedom to enhance their learning themselves in a given situation. The learner centered approach advocates that the awareness of the learning goal can enable learner to learn more effectively, whereby bringing a shift from a stereotypical learning based on teacher centeredness where the teacher occupies central position and around whom the whole teaching/learning revolves, to the learner as central, around whom the whole teaching/learning revolves. This approach allows the learner to have a control over his/her learning by managing the learning process himself/herself and the role of a teacher in this context is more of a facilitator to facilitate a learning process instead of being the knowledge source as is conceived in the teacher centered approach. The learning process in the learner centeredness takes into account the in-depth analysis of learners' needs and objectives for devising effective activities for implementation and relevant evaluation to achieve intended results .The learner in this situation has a key role to play to reinforce the effectiveness of learner centeredness approach. The teacher's role is to ensure learning freedom by providing with the communicative framework conducive to the implementation of communicative tasks to develop their communication skills.

1.1 Objective

The objective of the study is to determine the teaching methodology effective for the enhancement of motivation in the non native speakers of English language to develop English writing composition skills.

1.2 Research Question

How can Learner Centeredness based teaching methodology enhance motivation in non native speakers of English language to develop cohesiveness in emotive writing skills?

The data for the study is based on 50 undergraduate Pakistani students who are registered in the English Language Writing Composition course of their Computer Science Degree program at FAST National University of Computer and Emerging Sciences. They had previously studied English as a subject in a traditional teacher centered environment in their colleges .The data includes the learner centered communicative activities which are designed to cater to the needs of the students, and the students' feedback of these activities. Results of the study show that the learner centeredness greatly motivates students by making the learning a rewarding experience.

2. Literature Review

Over the years researchers have been attempting to define the term learner centeredness to have a better understating of the approach and its implementation. It is referred to a specific methodology of teaching to achieve specific targets. As a reaction to the traditional approach where the teacher occupies the central position, the basic objective of learner centeredness is to focus on the learner instead of the teacher.

McCombs and Whisler (1997, p.9) define "learner- centered" as:

> The perspective that couples a focus on individual learners (their 21 heredity, experience, perspectives, backgrounds, talents, interests, capacities and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners). This dual focus, then, informs and drives educational decision-making.

Under this view the learner centered approach focuses on 'who' and 'how.' It emphasizes the understanding of the learners, who they are and what kind of learning strategies would be appropriate for their effective learning. Learner's attempt to create a bridge of new information to his/her previous knowledge and creating new combination of previous and new knowledge reflects his/her own perspective; unique in its own way. This view has been supported by Good and Brophy (1997); who claim it to be an effective approach to learning. According to Lambert et al (1998) learner centeredness goes beyond class room environment and brings the knowledge of learner's interest and belief. This process heavily engages learner in learning and makes him aware of his/her responsibility and promotes "self development and interpersonal relationships." The argument further holds a view that learning emerging from this process is more meaningful and relevant, and the process can be seen as more creative as the learner links his/her previous knowledge to the new one and creates a new information out of it.

Moore (1999) suggests that coming to class room with a vast previous knowledge and experience can lead to constructive learning when the information that they have is made meaningful. Activities that can best utilize learners' past knowledge and skills can make the learning process effective by extending understanding and knowledge. Researchers have laid down a great emphasis on linking previous knowledge of a learner to the new one and consider it a key concept in the learner centered approach. Driscoll (2000) argues that to implement this approach a teacher can "cooperative activities, role-playing and simulations that make classroom teaching more student-centered." These activities can make the learning process not only an academic activity but rather a social activity where a lot of social exchange takes place among learners. Hence the learning of the most complex tasks becomes easy to learn.

Gillespie (2002) also supports that acquiring new concepts by using previous knowledge is ideal in having a meaningful learning. Lambert and McCombs (1998) advocate that learner centered is highly an appropriate approach for learners in the twenty-first century. Lambert et al. (1998) suggest that this approach encourages interpersonal relationship and promotes learner's "competence and sense of well being." In the context of Lesotho, this approach requires "learners to be the focal point" of the language being taught (Ministry of Education 2002, p.5).

One dimension of learner centered approach is that it engages learner to develop daily life skills as well. World Health Organization (WHO), (1993) defines life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." Problem solving, decision making, thinking creatively and critically, communicating effectively, feeling empathy, handling of emotions, tension and stress, knowing of one's self and maintaining interpersonal relationship are the core life skills. The United Nations Children's Fund (UNICEF), (1997) and The United Nations Population Fund (UNFPA) (2000), a body responsible for population growth also reinforced the relevance of life skills. Highlighting the importance of these skills, Mridula (2000), while presenting a paper to UNFPA maintained the view that the participants must not remain passive and need to be involved in real life situations and need to use "experiential, participatory methods."

According to Weimer (2002) learner-centered focuses more on the needs of students and the learning process; by emphasizing what the learners are doing in the process so as to develop sense of responsibility. Learner-Centered Work Group of the American Psychological Association's Board of Education Affairs introduced Learner – Centered Psychological Principles: A Framework for School Reform in November, 1997.These principles address to instructors for designing a curriculum and assessment system to achieve the educational objectives. They focus more on active and effective learning on the part of students and giving education a dimension to make learner its primary goal. The motivational factor in the principles emphasizes that motivation among learners is influenced by their beliefs and the nature of learning and takes into account the way learner thinks and perform. Positive emotions and curiosity play a vital role in the enhancement of motivation.

Weimer (2002) observes that "According to theories of radical and feminist pedagogy, and theories and research related to self-regulated learners, students 'motivation, confidence, and enthusiasm for learning are all adversely affected when teachers control the processes through and by which they learn. Do we control those processes? Yes, but teacher authority is so taken for granted that most of us are no longer aware of the extent to which we direct student learning."

Discussing the radical and feminist pedagogy theories and research with regard to learners' self regulatory learning, Weimer (2002) maintains that the motivation, confidence, and enthusiasm for learning are all "adversely affected when teachers control the processes through and by which they learn." This dimension calls for assessing the control and power exercise by the teachers in the classroom. The learner-centered approach, to some extent does advocate power sharing in the learning process. Though key decisions about learning are be made by the teachers but they have to take into account the students' input. This kind of involvement also generates enthusiasm among teachers and make their role more dynamic; crucial to make teaching and learning a more meaningful and purposeful process.

Learner autonomy encourages active participation which leads to motivation among learners. Learners come from diversified backgrounds and their level of enthusiasm varies. Although general enthusiasm is seen in their learning but some learners do need inspiring, challenging and stimulating instructions from the teacher to raise their motivation. "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Class room environment greatly influence in increasing or decreasing learners' motivation.

There is no single factor that can motivate learning. Researchers over the years have been involved in determining the factors that can lead to enhancement of motivation among learners. Sass (1989) identified the following eight characteristics as key factors to develop learner's motivation:

- Instructor's enthusiasm
- Relevance of the material

- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

In addition, given below are the other contributing factors to enhance the level of motivation in the learners as argued by Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

A very little or no attention is paid to enhance the appropriate level of motivation in the teaching and learning of English language at the undergraduate level in Pakistani universities. There is a strong need to apply learner centered approach in the current context as a means of enhancing motivation and determine if the approach is effective in developing the English language communication skills.

3. Methodology

For the purpose of the study, the participants being the students of Computer Science degree program, needed the practicing resources which could facilitate the e-learning independently through the specific methodology whereby limiting the role of the teacher to be the facilitator only. The participants' assertive participation required the high level of motivation for achievement of the desired results. The activities were so designed to enhance the motivation among the participants. At the end of each activity, the participants gave their feedback about the activity that if it has enhanced their motivation level in the learning or not. The results show that the learner centeredness is a motivation enhancer in the development of cohesiveness in the emotive writing.

3.1. Participants

The study was conducted in the Spring2012Semester. 50 participants from the four-year undergraduate program in Computer Sciences Degree Program at FAST National University of Computer and Emerging Sciences were selected for investigation in the enhancement of motivation in their learning and developing of cohesiveness in the Emotive writing module of the English Writing Composition course. All the participants had completed 12 years of school, and had studied English as a Subject. The two sessions of the course, duration of 90 minutes each, were conducted on a weekly basis in the audio visual aided environment.

3.2. Instrument

The instrument of the study was 12activities specific to improving cohesiveness in emotive writing. Each activity was specifically designed by the English language teacher and followed the learner centered approach. Activities were based on the objectives of motivation enhancement among students to involve them in the learning and developing the emotive writing skills of English writing composition. At the end of each activity, the participants were asked to provide their feedback of the particular activity based on the following two questions:

1. Did the activity enhance your motivation for learning? (*Tick only one option*)
   Yes   No
2. Give 3 reasons for your response.

3.3. Procedure

The data of the study was collected from:

a) Learner Centered Based Activities
b) Students' feedback.

In a session of 90 minutes, the teachers introduced the activity and the specific guidelines about its conduction in 10-15 minutes followed by participants' independent participation and performance in 60-65 minutes. At the end of each activity the participants gave their feedback (Table-1) about the increase/decrease in the level of their motivation based on their performance in a particular activity.

4. Results

Results of the participants' feedback (Appendix-2) show that they found the learner centered activities (Appendix-1) effective in enhancing motivation among them in developing cohesiveness in their emotive writing skills.

The results show that the participants' motivation for learning was richly enhanced. Motivation among the students was positively affected by their active and deliberate participation in the activities. Taking charge of the

learning process provided participants with confidence and generated sense of responsibility among them, which reinforced their strong involvement in the process. In carrying out these activities, the participants were aware of their learning needs and made deliberate efforts to become active participants. The learner centered activities helped them to overcome their shyness as they were performing in free environment and there was no fear of teacher controlling or punishing them for their mistakes. They found the learning process more of allowing them to construct knowledge from the given material and this creativity greatly enhanced their motivation. The positive performance of the participants supported the suggestion of Moor (1999) that the activities that can enable the learners to utilize the previous knowledge and skills can contribute richly in the learning process by extending understanding and knowledge.

Results further show that students made conscious learning efforts because of the incentives the learning process provided them for satisfying their needs. The activities were so designed as to cater to the multiple needs such as encourage participation, make learning a living experience, seek new experience, develop language competency, overcome challenges of complex tasks, to interact with people effectively in different context, become confident. Since the objective of the activities was to enhance motivation therefore, realistic goals were set and students found the tasks challenging but doable. They believed that they could achieve the goals and this eliminated frustration from the learning. In performing the activities the sense of achievement was high. The participants felt relaxed in carrying out their tasks as there was no competition among them. This self regulated learning reinforces the views of Weimer (2002) that teacher's control adversely affects students' motivation and enthusiasm for learning.

The results indicate that competition in developing second language skills is counterproductive if it creates anxiety, which results into demotivation in learning. One of the contributing factors to enhance the level of motivation in the learners as argued by Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 197, is creating an atmosphere that is open and positive. The participants responded that they found those activities more motivation enhancing where they were working in groups and were having healthy interaction with each other. The process enabled them to perform tasks cooperatively instead of competing with each other which could severely affect their learning.

As advocated by Sass (1989) that one of the key factors in enhancing motivation in learners is the appropriate difficulty level of the material, the results also demonstrated that the activities which did not generate motivation were the ones where the material used was unfamiliar to the majority. It affected the participants' performance. Although they did complete their assigned tasks in the activities as the evaluations of the activities show, but their motivation did not enhance in those particular contexts. Appropriate level of difficult material

Conclusion and Implications

Motivation is the key factor in facilitating efforts in learning. Teachers need to go beyond their teaching pedagogy to determine the factors that can generate interest among learners. Relevant activities need to be designed which are not only meaningful but address the diversified needs of learners to involve them completely in the learning process. In this context, Learner centeredness positively changes students' attitude towards learning and make it more meaningful and relevant by providing the learners with the the platform to be creative. The study has shown that the learner centered approach provides the learners with the freedom to control their learning process and make them active participants in the process. Motivation is a key to the development of any skill. The successful application of this approach was facilitated through learner based activities and indicates that in the absence of motivation, a learner's role becomes more of passive participant whose learning is highly dependent on teacher's instructions with no reciprocation from him/her.

The effective implementation of the learner-centered approach relies heavily on the small size of learners in a classroom, where a teacher can conduct meaningful activities and provide hands on feedback. Learning resources are the key factors in developing motivation among learners. These factors take into account teachers training as crucial to facilitate learners to be independent and focused in their learning process. The learner centeredness approach in practice has provided ideal opportunities to students and teachers to enhance motivation by engaging in a communicative process of teaching and learning. The major shift in the role of a teacher as a facilitator has laid down a great responsibility on teachers to design activities which can enhance motivation to facilitate learning. Through following learner centered approach, the teachers have shown a clear understanding of their appropriate intervention in the learning process of the students when required. The study has established that the learner centeredness, if followed successfully, not only enhances motivation among students of English language communication skills but also makes the teachers more enthusiastic to perform the role of a facilitator.

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Appendix -1: Learner Centeredness Based Activities

Activity	Description	Objective
Cohesive Connectors' Understanding.	Students use list of cohesive connectors from the Activities data base to develop their understanding of the appropriate usage of the connectors. Students identify and underline the connectors used in the paragraphs of their previous session. Students determine the most commonly used cohesive connectors.	1. To enable students utilize their prior knowledge of connectors by making them develop the understanding of specific cohesive connectors. 2. To provide students with options of different cohesive connectors to connect expressions in the text. 3. To enable students avoid redundancy of cohesive connectors to ensure cohesiveness in the text.
Free Emotive Writing	Students choose any one mood category and its synonyms (with their respective intensities) from the Activities data base and do the free writing.	1. To familiarize the students with the emotive vocabulary. 2. To introduce students to the mood intensities as expressed contextually in our day to day life. 3. To enable students avoid repetition of a single mood word and encourage them to use appropriate synonyms where required.
Practicing Emotive writing techniques.	Students were free to choose any topic and list the emotive words that they already know to best express themselves accordingly.	1. To assess students' existing knowledge of the emotive vocabulary. 2. To make students generate emotive vocabulary. 3. To enable students develop understanding of dealing with the specific type of expression and avoid deviation.
Emotive Paragraph Writing with the Basic Structure: i)beginning with the emotive thesis statement, ii)discussion and iii)conclusion (correct sentence structure and punctuation are emphasized)	Students choose any one mood category and its synonyms (with their respective intensities) from the Activities data base and prepare a thesis statement and develop it into a paragraph of 50-80 words. Students have the prior knowledge of paragraph format.	1. To enable students prepare emotive thesis statement and focus on its development into a paragraph. 2. To enable students to use emotive synonyms relevant to the thesis statements in the discussion. 3.To assist students to form relevant conclusion 4. To assist students to use correct sentence structure; simple, compound, complex etc. with appropriate punctuation.
Emotive Paragraph Writing with variation of **more than one** mood category	Students choose **more than one** mood category and its synonyms (with their respective intensities) from the Activities data base, prepare a thesis statement and develop it into a paragraph of 100-120 words.	1. To enable students write an emotive paragraph with more than one mood category. 2. To enable students develop understanding of the usage of more than one mood category with relevant synonyms. 3. To assist students to use correct sentence structure; simple, compound, complex etc. with appropriate punctuation.
Follow Up Activity of Emotive words: Oral narration with expression.	Students narrated their essays to each other exchanged their emotive vocabulary.	1. To make students feel their own expressions while narrating. 2. To make students determine the emotional impact of the emotive words used by them. 3. To break the monotony of the activities by adding a brief oral activity.
Reinforcing correct Punctuation and cohesive connectors.	Students review their essays and insert correct punctuation where required.	1. To enable students use correct punctuation as punctuation play crucial role in forming the overall cohesion of the text.

Emotive Thesis Statement with 3 Sub-Points.	Students choose one or more than one mood categories and make a thesis statement which has 3 emotive sub-points and practice writing an introductory paragraph of the	1. To make students form an emotive thesis statement with 3 sub-points for an introductory paragraph of an essay. 2. To make students focus on the specific sub-points so that their essay will not deviate from the thesis statement. 3. To enable students
Writing short passages with emotive words and reinforcing cohesive connectors.	Before writing an essay, this activity is introduced so that the students can practice using emotive words (multiple) and their synonyms. The logical connectivity of the emotive expression is reinforced by the cohesive connectors.	1. To make students practice emotive writing style. 2. To make students experiment with the emotive words and their synonyms to select appropriate emotive vocabulary. 3. To enable students reinforce the correct usage of cohesive connectors.
5 Paragraphs Emotive Essay Writing. Basic Structure: introduction, main body and conclusion, is followed.	Firstly, students choose multiple mood categories and their synonyms. Secondly, students form a thesis statement with 3 emotive sub-points. Thirdly, students develop each emotive sub-point into a particular paragraph of the main body. Finally, students sum up the whole emotive discussion in the concluding paragraph	1. To enable students develop the understanding of writing an emotive essay. 2. To enable students focus on the development of 3 sub-points with the relevant mood vocabulary. 3. To enable students form a logical conclusion.
Re-writing after error identification and reinforcing cohesive connectors.	Students identified their errors themselves based on the instructions and did the self correcting of the errors. Cohesive connectors were revised accordingly.	1. To make students take charge of their learning. 2. To make students feel that making errors is not condemned rather considered as a part of the learning process. 3. To give students confidence to re write after corrections
Reinforcing correct sentence structure and cohesive connectors.	With mood shift and mood intensities evaluations, students edit the sentences and determine the appropriateness of simple, compound and complex sentences where required.	1. To enable students edit sentences as per the cohesiveness requirements of the text. 2. To enable students keep track of their multiple expression and do not write unnecessarily long sentences. To enable students to keep the emotive expressions well connected with correct sentence structure.

Appendix-2   **Participants' Feedback**

Activity	Question	Yes	Reasons for Positive Response	NO	Reasons for Negative Response
			Summary of Responses		
Cohesive Connectors' Understanding (group work)	Did the activity enhance your motivation for learning?	47	Motivation due to the prior knowledge of the connectors. Learning facilitation by the activities. Experimenting with cohesive connectors in the text to form cohesion.	3	Demotivation due to incohesiveness because of over usage of cohesive connectors.
Free Emotive Writing (group work)	Did the activity enhance your motivation for learning?	47	Motivation enhanced as the activities provided not only the resource of emotive vocabulary but their cultural specific intensities too. Participants felt facilitated as the wide range of emotive synonyms were available in the activities.	3	Demotivation due to unfamiliarity of the appropriate usage of the synonyms.
Practicing Emotive writing techniques (group work)	Did the activity enhance your motivation for learning?	47	Served as a practicing exercise. Helped experimenting different emotive styles. Helped improving style and tone in the writing	3	Activity too specific. Demotivation due to lack of emotive vocabulary.
Emotive Paragraph Writing with the Basic Structure. (50-80 words)	Did the activity enhance your motivation for learning?	47	Motivation was high due to the familiarity of the Paragraph basis structure. Previous practice facilitated the activity. Word limit was easy to follow.	3	Demotivation due to the inability to limiting the expression within the defined word limits.
Emotive Paragraph Writing with variation of **more than one** mood category. (pair work)	Did the activity enhance your motivation for learning?	46	Motivation enhanced due to creativity of emotive writing. Developing new understanding was engaging. Integrating multiple tasks in writing, e.g. Correction of sentence structure & punctuation.	4	Demotivation due to inability to handle more than one mood category
Follow Up Activity of Emotive words: Oral narration with expression. (pair work)	Did the activity enhance your motivation for learning?	46	Oral Emotive expression enhanced motivation. Helped develop the art of narration. Helped participants overcome shyness	4	Demotivation due to shyness
Reinforcing correct Punctuation and cohesive connectors. (group work)	Did the activity enhance your motivation for learning?	48	Motivation due to the simplicity of the task. Prior knowledge helped. Revision was facilitated.	4	Demotivation as the text was longer and required efforts to ensure correct punctuation.
Emotive Thesis Statement with 3 Sub-Points. (group work)	Did the activity enhance your motivation for learning?	48	Motivation due to the focused task. Activities facilitation in selection of emotive words and their intensities. Previous practice helped.	2	Demotivation due to inability to avoid deviation and remain focused.
Writing short passages with emotive words and reinforcing cohesive connectors. (group work)	Did the activity enhance your motivation for learning?	47	Motivation enhanced due to creativity of the task. Using appropriate emotive words for accurate expression was a new and exciting task.	3	Demotivation due to complexity of the task.
5 Paragraphs Emotive Essay Writing. Basic Structure: introduction, main body conclusion, followed. (group work)	Did the activity enhance your motivation for learning?	47	Motivation enhanced due to the challenging nature of the task. Extending writing from paragraph to essay developed the wide range of emotive vocabulary. Opportunity provided to develop the structure of the essay.	3	Demotivation due to the challenging nature of the task.
Re-writing after error identification and reinforcing cohesive connectors.(pair work)	Did the activity enhance your motivation for learning?	46	Motivation greatly increased due to self learning process.Cohesive connectors further reinforced. Committing errors not considered a negative act. Made re- writing a less complex task.	4	Demotivation due to lack of correct replacement of errors.
Reinforcing correct sentence structure and cohesive connectors (group work)	Did the activity enhance your motivation for learning?	48	Motivation increased due to the previous thorough practice of the tasks. Confidence level increased due to the appropriate integration of the tasks in the final output of the essay	2	Demotivation due to the improper placement of cohesive connectors in the complex sentence.

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