

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE
(GRADUATE PROGRAMME)**

**AN EXPLORATION OF THE EFL
INSTRUCTORS' USE OF MOTIVATIONAL
STRATEGIES IN COMMUNICATIVE ENGLISH
SKILLS CLASSES: MEKELLE UNIVERSITY
IN FOCUS**

**BY
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**An Exploration of the EFL Instructors' Use of
Motivational Strategies in Communicative
English Skills Classes: Mekelle University
In Focus**

**By
Jemal Mohammed**

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

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ABSTRACT

This study was conducted to explore EFL instructors' use of motivational strategies in Communicative English Skills classes at Mekelle University.

To achieve the objective of the study, the following questions were raised: What is the EFL instructors' perception of using motivational strategies in communicative English skills classes? To what extent are the instructors using motivational strategies in Communicative English Skills classes? How is the instructors' use of motivational strategies, if any, perceived by the learners? To find answers to these questions, data were gathered using observation checklist, interview and questionnaire. Each instructor's sessions were observed twice. The interview was conducted with all the instructors (eight). All of the instructors and one hundred eight students completed the questionnaire.

The data obtained via these tools were analyzed quantitatively and qualitatively. From the analysis of the observation checklist data, a positive result was reported concerning the instructors' motivational behaviour and the students' motivational intensity. The analysis of the two groups' responses to the close-ended items of the questionnaire also revealed positive results, as the average mean scores of the instructors' responses and the students' responses were 4.20 and 4.06 respectively. The results of the open-ended item of the questionnaire and the interview also attested this finding. From this study, it was, therefore, evident that: the instructors had good awareness of the contribution of motivational strategies; they were employing motivational strategies in the Communicative English Skills classes to a fairly good extent; and the students were well aware of the instructors' motivational efforts. The instructors' efforts in promoting learners' positive self-evaluation and the students' feedback seeking behaviour were reported to be minimal, however.

Finally, based on the findings recommendations were made. Instructors should do their level best to promote learners' positive self-evaluation, feedback seeking behaviour, and self-motivating strategies; and should periodically conduct action researches pertaining to motivational teaching practice were among the recommendations made.

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CHAPTER ONE

INTRODUCTION

1.1. Statement of the Problem

In Ethiopia, English has been taught as a separate subject commencing from the primary school level and has been used as a medium of instruction starting from the secondary school level. It was hoped that with the implementation of such a policy, the students' command of the English language would improve significantly. Unfortunately, dozens of studies proved that quite large number of students who have been learning English for a long period of time are hard-pressed to communicate using it. Consequently, the Ministry of Education has launched a programme known as ELIP (English Language Improvement Programme)(Pat, 2007). Through this programme, effort is being made at the national level to provide the English language teachers, particularly to those teaching at secondary and primary school levels, with training that would enable them to improve their students English language skills.

It also seems to be a part of the solution to the widely claimed poor Communicative English Skills of many Ethiopian students that a course entitled "communicative English skills" is designed and being offered to students enrolled in the Faculty of Education of all the universities in the country. The course is offered only to the would-be teachers, i.e. students from the Faculty of Education, as they are either going to use English as a medium of instruction or teach it as a separate discipline in their future career. The course is intended to enable the students to develop their communicative skills in English thereby using it communicatively.

The successful accomplishment of this objective is very much dependent upon several factors among which students' motivation is one. Various researches have confirmed that students who are motivated to learn the language tend to learn more successfully than the unmotivated ones. Concerning this Dornyei (2001:5) states:

--- in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L₂, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language.

Corder, (1983), as cited in Lier (1996:98), also contends "Given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data". Likewise, in the communicative English skills classes motivated students are more likely to learn successfully (Littlewood, 1983).

In bringing about learners' motivation, which is thought to have direct bearing on successful learning, teachers, though not the only factor, play the greatest part. Finocchiaro (1981), as quoted in Ellis (1994:516), claims "Motivation is the feeling nurtured primarily by the classroom teacher in the learning situation." They pave the way for successful language learning by using a number of motivational strategies. Those teachers who make use of motivational strategies tend to arouse their learners desire to be more successful where as those who do not employ motivational strategies fail to arouse their students interest to learn and, hence, results in unsuccessful learning. When teachers fail to incorporate motivational strategies in their lessons, it calls forth such unfavorable responses of the learners to the learning situation as boredom, reluctance and unwillingness to do tasks and activities, to

participate in classroom discussion and to take responsibilities to their own learning.

In sum, it can be said that teachers' use of motivational strategies matters if the language learning process is to be accomplished successfully. Kubanyia's (2006:1) report reflects this

The quality of learning engagement in the classroom does not depend on students' cognitive abilities alone, but is influenced by complex motivational and affective factors. Extensive research in the fields of L₂ motivation and educational psychology has generated two important premises: first, the classroom environment is powerful in activating motivational beliefs of the students, which, in turn, affect their learning outcomes and second, teachers play a crucial role in creating motivating learning environments by employing a number of conscious and proactive motivational strategies....

The current researcher is primarily interested to conduct an exploratory study on the EFL instructors' use of motivational strategies in the Ethiopian context, thus, bearing such invaluable roles teachers have in motivating language learners.

In addition, the voices heard from around the students about their teachers' motivational behaviour inspired the researcher to undertake this study. It was a common phenomenon, while the researcher was teaching Communicative English Skills at Mekelle University before he joined an MA program in TEFL, to see students claiming that they would be interested and happy to be taught by a particular teacher than by another.

What is more, no attempt was made to study EFL instructors' use of motivational strategies at the territory level extensively. It was only in Mulugeta's (1997—) Motivation in Listening classes of College English at

Addis Ababa University—and Banti's (2003)—Orientations and Motivations in the Learning of English as a Foreign Language among Admas College Students—studies that this problem has been treated but solely as a subcomponent. The researcher, therefore, felt that it is worth exploring EFL instructors' use of motivational strategies in Communicative English Skills classes, one of the EFL classes at the territory level.

1.2. Objectives of the Study

The general objective of this study is to explore the EFL instructors' use of motivational strategies in Communicative English Skills classes. More specifically, this study attempts to answer the following questions:

- What is the instructors' perception of using motivational strategies in EFL classes?
- To what extent are the instructors' using motivational strategies in Communicative English Skills classes?
- How is the instructors' use of motivational strategies, if any, perceived by the learners?

1.3. Significance of the Study

The findings of this study is hoped to have both theoretical and practical contribution. Firstly, an insight into the EFL instructors' use of motivational strategies in the Communicative English Skills classes is of paramount significance to the EFL teachers for motivation is of undeniable importance in promoting successful language learning. It helps the EFL teachers to be aware of planning their courses and lessons by incorporating motivational strategies.

Secondly, this study is hoped to give invaluable feedback pertaining to the students' motivational intensity to course and material developers as motivation is an indispensable element to be taken into account in course and material development. Courses and materials catering to the students' motivational intensity are likely to be of far reaching effect.

The study is further hoped to serve as a springboard to any interested researchers in the area.

1.4. Limitation of the Study

Due to financial and time constraints, co-observer was not trained and involved in the observation, further observations were not made, and students' interview was not conducted. Besides, the study was based on only one hundred eight students and eight instructors who were selected from the same university in the same context. Such methodological pitfalls may influence the generalizability of the results. Hence, care should be taken in generalizing the findings of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Nature of Motivation

Although it is not uncommon to hear people claiming somebody is motivated, someone lacks motivation and the like, it is difficult to define the concept of motivation. Owing to its complexity, motivation has been defined in relatively different ways. The following are the definitions provided in the webpage.

Motivation is:

- *The push of the mental forces to accomplish an action.*
- *What makes a character do what he/she does, whether those influences are goals, incentives, or the nature of the character.*
- *Tendency to expend effort to achieve a goal.*
- *Desire to accomplish a goal or participate in an endeavor.*
- *The reason behind a specific character; the inner drive that causes a character to act in a certain way.*
- *The need or desire that determines an individual's effort, behaviours and actions.*

([www. Tandl.vt.edu/doolittle/resources/motivation 1. html](http://www.Tandl.vt.edu/doolittle/resources/motivation.1.html))

Motivation can be, therefore, described as an inner drive that forces a character to achieve set goals by exerting effort and energy and with persistence.

2.2. Approaches to Understanding Motivation

As pointed out in the foregoing section providing a succinct definition for motivation is demanding. The difficulty arises from the complexity of

human behaviour and lack of concrete measures of motivation (Weiner, 1992; Wlodkowski, 1993; and Lier, 1996). In this section, attempt is made to highlight how motivation is viewed by various writers in the fields of psychology and second language learning.

2.2.1. Approaches in psychology

In an attempt to discuss human motivation a number of approaches with an emphasis on different aspects at different periods have been developed. Influential among the approaches developed is the cognitive approach. It is developed with a focus on how the individual's conscious attitudes, thoughts, beliefs, and interpretation of events influence their behaviour (Dornyei, 2001).

There are a number of theories which adhere to this approach but with relatively different emphasis. Some focus on particular motives that influence human motivation. Others emphasize on another motive yet with a profound influence on human motivation. For instance, according to McCormick and Pressley (1997) and Ormrod (2003) *expectancy-value theorists* claim that people will only be motivated to do something provided that they expect success and value the outcome whereas *goal-theorists* contend that the direction and purpose of a particular action is dictated by the goal individuals have.

In sum, the varied motivational theories developed by different theorists reveal the fact that motivation is a multifaceted construct. Each theorist puts emphasis on the motivational construct which they thought is too crucial to describe human motivation. No theorist is able to provide a full fledged discussion on motivation, which of course is demanding. What is worth-mentioning, however, is that all the theorists have come up with

views that give insights into understanding vital points relating to human motivation.

2.2.2. Approaches in Second Language Learning

Theories and Models relating to motivation in second language learning have also been developed by scholars in the field at different periods. Prominent among second language motivation theorists are the social psychologists Robert Gardner and Wallace Lambert, who are claimed to be pioneers of motivation research in second language learning (Stern, 1983; Brown, 1994; Ellis, 1994; and Lier, 1996). These researchers were inspired to conduct study in the field holding the view that second language learning is quite distinct from learning other school subjects as it involves the adoption of new social and cultural behaviours. Having conducted a study that lasts for more than a decade in Canada, several parts of United States and the Philippines, Gardner and Lambert (1972) have found out that the learner's attitude toward the target language and the culture of the target-language speaking community play a crucial role in language learning motivation (Ibid).

Schumann (1978, 1986), according to Abisamra (2002), is the other researcher who examined the effects of such personal variables as attitude, integration, amount of time in the culture of the second language community, size of the learning group and cohesiveness of the group in second language learning. Schumann contends that the level of second language acquisition is dependent on the degree of acculturation. When an individual chooses to acculturate and experiences success, his/her motivation to learn the second language increases.

Gardner (1985) further conducted his study with a particular focus on integrativeness, that is, the tendency to learn a SL/FL to integrate oneself into the target language and the target language community. According to Gardner (1985) the motivational constructs of second language learning comprise: the attitudes toward learning the language, the desire to learn the language and the motivational intensity. He posited that an integratively-oriented learner would likely have a stronger desire to learn the language; have more positive attitude towards the learning situation; and be more likely to expend much effort in learning the language.

In an attempt to describe motivation in second language learning there developed a model that encompasses four levels. It was developed by Graham Crookes and Richard Schmidt (1991). The levels they identified are: *the micro level*, which is related to the cognitive processing of second language input; *the classroom level*, that is related to the techniques and activities employed in the classroom; *the syllabus level*, which is related to the choice of the content; and *a level involving factors from outside the classroom* (Crookes and Schmidt, 1991).

Oxford and Shearin's (1994) study is also one of the influential works in second language learning motivation. They analyzed second language motivational theories and models, and identified six factors that have profound influence on second language learners' motivation. These are:

- *Attitudes* (i.e., sentiments toward the learning community and the target language);
- *Beliefs about self* (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety);
- *Goals* (i.e., perceived clarity and relevance of learning goals as reasons for learning);

- *Involvement* (i.e., extent to which the learner actively and consciously participates in the language learning process);
- *Environmental support* (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experiences ; and
- *Personal attributes* (i.e., aptitude, age, sex, and previous language learning experience).

Dornyei (1994) is the other motivation researcher who has come up with a model that conceptualizes second language learning motivation into three levels:

- *The language level*, the level that focuses on orientations and motives related to various aspects of the target language;
- *The learner level*, the level that gives consideration to the influence of such individual traits of the learners as self-confidence and need for achievement; and
- *The learning situation level*, the level that is concerned with motives that influence the classroom setting such as: course-specific components, teacher-specific components and group-specific components.

A model of second language motivation was also developed by Marion Williams and Bob Burden (1997). In this model, Williams and Burden point out that second language motivation is a complex, multi-dimensional construct. They categorize second language motivational constructs into two as internal and external factors, each factor subsuming several components.

The model developed more recently is the one devised by Zoltan Dornyei and Istavan Otto (1998) and developed by Dornyei (2001). According to

Dornyei (2003) this model is developed on the basis of a ‘ process-oriented approach’. He describes the essence of the approach as follows:

A process model of L₂ motivation breaks down the overall motivational process into several discrete temporal segments organized along the progression that describes how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process.

(Dornyei, 2003:18).

In sum, like the findings of motivation researchers in the field of psychology (please see section 2.1), second language researchers have come up with important pieces of information regarding motivation. They have attempted to reveal the various constructs embodied in motivation.

2.3. Motivation in FL/SL Learning

Stern (1983), Littlewood (1983), Spolsky (1989), Cook (1991), Ellis (1994), Brown (1994) and Harmer (2001) reveal that motivation is a key factor in FL/SL acquisition. They contend that learners’ motivation is one of the significant factors that warranty successful FL/SL learning. According to these scholars, in a FL/SL classroom, learners who are motivated are likely to learn more successfully than the unmotivated learners.

According to Hotho-Jackson (1995:20) motivation to learn a language is described as:

The sum of wide range of factors which are expressed in the motivated behaviour shown by the learner in the classroom. By motivated behaviour we mean goal-oriented behavirour, a readiness on the learner’s part to engage actively in and to persevere in work which leads to the achievement of a goal, be it the completion of a task as a short-term goal, or the ability to communicate in a target language as a long-term goal.

From this description it can be understood that motivation to learn a language encompasses a number of factors that impact the behaviour of the language learner. A motivated language learner is one who strives to achieve his/her language learning goal(s).

Wright (1987), Brown (1994), Lie (1996), Woods (1996), and Williams and Burdick (1997) argue that FL/SL learners' motivation is an abstraction that cannot be concretely measured. However, they contend that it can only be inferred from the way the learners behave in the classroom. According to these scholars, the learners' tendency to actively engage in accomplishing language learning tasks and activities, in asking questions, in answering questions, in pair or group discussion, and above all, the effort they are exhibiting to learning the target language in the classroom are indicators of FL/SL students' motivation. In contrast, students who lack motivation to learn the SL/FL tend to show reluctance to undertake an assignment or task, to attend a lecture or discussion; and feeling of confusion, anxiety, anger, depression and uncertainty (Ibid).

In short, as motivation is a vital force that determines whether the FL/SL learner embarks on tasks at all, how much energy he/she devotes to it and how long he/she perseveres, without it success in learning a FL/SL is less likely. (Vincent, 1983).

2.4. Taxonomies of Motivation in FL/SL Learning

2.4.1. Integrative and Instrumental Motivation

Motivation in FL/SL learning is classified into two different ways. The first way of classification as integrative and instrumental motivation is originated by Gardner and Lambert (Brown, 1994). According to Brown,

integrative motivation refers to learners' identification with the speakers of the target language, and a desire to integrate with their groups, and *instrumental motivation* refers to learners' motivation to acquire a language for the sake of securing such instrumental goals as getting a job, a promotion, or passing an exam.

It is argued by different researchers that one type of motivation, say integrative is superior to the other; that is, one who is integratively motivated is more successful in learning a FL/SL than the instrumentally motivated (Ellis, 1994 and Lier, 1996). Taking some research findings into consideration, Brown (1994), however, posits that it is not always the case that one who is motivated either integratively or instrumentally would learn the language more successfully.

... some learners in some contexts are more successful in learning a language if they are integratively oriented, and others in different contexts benefit from an instrumental orientation. The findings also suggest that the two types of motivation are not necessarily mutually exclusive. Second language learner is rarely motivated by attitudes that are exclusively instrumental or exclusively integrative. Most situations involve a mixture of each type of motivation.

(Brown, 1994:154)

To sum up, FL/SL learner's motivation is grouped under integrative and instrumental based on the attitudinal orientations of the learner's toward the target language community. Both forms of motivation are of great significance in FL/SL learning.

2.4.2. Intrinsic and Extrinsic Motivation

The second way of classifying learners' motivation, unlike the former one, is based on the general motivational constructs. Motivation is, categorized into intrinsic and extrinsic (Brown, 1994; Lier, 1996; and Noels, et.al., 2000). *Intrinsic motivation* refers to "motivation that is

inherent in the activity and its perceived meaning” where as *extrinsic motivation* refers to “motivation for outcomes separate from and following the activity.” (Ames and Ames, 1985:260). According to Brewster and Fager (2000), a learner can be described as intrinsically motivated when he or she is motivated from within. Intrinsically motivated learners actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals. On the contrary, a learner can be described as extrinsically motivated when he or she engages in learning for the sake of procuring external rewards such as grades and prizes (Ibid).

It is argued that extrinsic motivation hampers the learner’s intrinsic motivation thereby directing their attention of learning toward procuring rewards and encouragements rather than striving to attain the intended goals and values of learning (Good and Brophy, 2003). Due to this reason it is suggested that the extrinsic motivational strategies be used with the purpose of harnessing the learners’ intrinsically motivated behaviour (Brown, 1994 and Good and Brophy, 2003). Relating to this, Lier (1996:112) contends:

In my conception of motivation, externally controlled actions can only be beneficial if they gradually fall in step with intrinsically motivated actions, so that other-regulation can become self-regulation. The most effective way to do this is to stimulate intrinsic motivation, so as to take advantage of natural interests, curiosity, and emergent rewards.

To sum up, both forms of motivation are of paramount significance to learning in general and FL/SL learning in particular. FL/SL instructors can help their students be intrinsically and extrinsically motivated by employing various strategies. By employing extrinsically motivating strategies appropriately they can pave the way for students’ intrinsic motivation (Lier, 1996). Besides, they can maintain the students’

intrinsic motivation by making use of helpful intrinsically motivating strategies. In FL classes, intrinsically motivated students usually take the risk of language learning for themselves more than the extrinsically motivated learners. Hence, the ultimate objective of employing motivational strategies should be to foster learners' intrinsic motivation—a type of motivation that has a long lasting effect in the language learning process.

2.5. Factors Affecting FL/SL Learners' Motivation

Identifying the various factors that influence learners' motivation is of paramount significance. It is when teachers pinpoint the factors that impact the students' motivation that they become in a position to select and employ appropriate motivational strategies. Lier (1996: 101) states, "... if you do not understand the sources, you may not be able to 'arouse' motivation."

From the points discussed under the section "approaches to understanding motivation," it can be learned that the variation that appears among each theorist is due to the variation in emphasis on the motivational constructs (factors). Each theorist has paid attention to relatively different yet influential factors in describing motivation in learning both in the general sense and in language learning.

Included among the factors identified by motivation researchers in second language learning are: goals (i.e., why the learners are learning the language); need (i.e., how much the learners need to study the language); interest (i.e., how interested are the learners in learning the language); attitude (i.e., how the learners view the target language and its native speakers); expectancy (i.e., how much the learners expect to succeed); self-efficacy (i.e., how do learners judge their own ability and

competence); teachers (i.e., their encouragement, expectations, feedback, presentation style, rewards, and teaching strategies); learning environments (i.e., the resource available, the size of the class, etc).

2.6. Motivational Role of the FL Instructors

Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly.
(Stephen R. Covey in Abisamra, 2002:52).

The role FL teachers have in motivating learners is widely acknowledged (Wright, 1987; Prodromou, 1991; Lier, 1996; Woods, 1996; Nunan and Lamb, 1996; Williams and Burden 1997; and Harmer, 2001). Nearly all of these writers direct their suggestion toward the teacher while discussing the varied techniques to motivate learners. This implies how indispensable the role teachers have in keeping the learners motivated in the FL teaching/ learning process.

Several other writers in the field of SL/FL learning have also revealed the teachers' crucial role in motivating the learners. Quoted by Ellis (1994:516), Fincocchiaro (1981) points out "Motivation is the feeling nurtured primarily by the classroom teacher in the learning situation." Stipek (1988), as cited in Abisamra (2002:34), strengthens this view, "To a very large degree, students expect to learn if their teachers expect them to learn." Other scholars also claim that teachers are at the fore front of other external factors in learners' motivation in FL/SL learning. Harmer (2001:52), for instance, contends "Clearly a major factor in the continuance of a student's motivation is the teacher." According to Harmer, enhancing and directing the learner's motivation is one of the FL/SL teachers' responsibilities. FL/SL teachers are often expected to take responsibilities; for example, to make sure that the learners do not develop negative attitude toward learning the language by handling both the subject matter and the learners intelligently. Ur (1996) adds that it is

an important part of the teachers' job to motivate learners. Teachers are expected to do their level best not only by motivating the unmotivated FL/SL learners but also by maintaining (sustaining) the motivation of the already motivated ones.

It would seem considering such invaluable roles of the teachers that Dornyei (2001:116) claims, "teacher skills in motivating learners need to be seen as central to teaching effectiveness." According to Dornyei, FL/SL teachers are important personalities in creating the basic motivational conditions, generating initial learner motivation, maintaining and protecting the learners' motivation, and encouraging positive self-evaluation on the part of the learners. In short, FL/SL teachers play a key role in motivating the learners and thereby foster successful learning of the target language. It is, therefore, bearing such a crucial role of FL/SL instructors that the current researcher has decided to explore EFL instructors' use of motivational strategies in communicative English skills class, a FL class whereby learners attain communicative skills.

2.7. Motivational Strategies in FL Classes

Given learners' motivation is a key factor for a successful FL learning to take place, developing skill in motivating students is of paramount importance.

Motivational strategies, according to Dornyei (2001:28), are "...motivational influences that are consciously exerted to achieve some systematic and enduring positive effect." They are employed in FL/SL situations with an assumption that learners' motivational intensity can be influenced positively.

In the area of second language learning various writers have offered what they deemed as practical suggestions to motivating L₂ learners. Writers such as Keller (1983); Oxford and Shearin (1994); and Dornyei (1994, 1998, 2001, 2003); is a case in point.

All but Dornyei (2001) included in their list few guidelines based on some of the factors that impact learners' motivation in FL/SL learning. Dornyei (2001) provides rich range of motivational strategies which are suggested on the basis of the process-oriented model, a model that divides the L₂ motivational teaching practices into phases. Dornyei's (2001) motivational strategies will be reviewed in the following sub-sections for the current researcher's analysis of the EFL instructors' use of motivational strategies rests much on them. This is because of two reasons. Firstly, the strategies developed based on this model would appear to be of great relevance to foreign language courses that call forth the active involvement of the learners. Communicative English Skills is a case in point. By its very nature, this course requires the active involvement of the students. Allwright (1979:176) describes the extent of learners' active involvement in the communicative English skills classes as:

students kept themselves extremely busy, talking in English and often discussing English, without the inhibitions often created by the standard language teaching strategy that naturally focuses on linguistic accuracy rather than on communicative effectiveness.

Hence, the researcher thinks that the strategies in the model are particularly very much suitable to such kind of FL courses. Secondly, the strategies are developed on the basis of one of the most recent model that the researcher has come to know. The researcher believes that adherence to such a recent model would be of indispensable role in addressing problems pertaining to second language motivational practices.

According to Dornyei (2001) the motivational influences that could be made by FL/SL instructors consist of four main dimensions:

1. Creating the basic motivational conditions;
2. Generating learners' initial motivation;
3. Maintaining and protecting learners' motivation; and
4. Encouraging learners' positive self-evaluation.

2.7.1. Creating the Basic Motivational Conditions

In order to use motivational strategies successfully certain preconditions have to be given due room (Wright, 1987; Allwright and Bailey, 1991; Wlodkowski, 1993; Woods, 1996; Williams and Burden, 1997; and Good and Brophy, 2003;). Holding the view that a far reaching effect cannot be achieved by employing motivational strategies in a 'motivational vacuum', Dornyei (2001:31) enumerates three significant motivational conditions:

- appropriate teacher behaviour;
- a pleasant and supportive classroom atmosphere; and
- a cohesive learner group with appropriate group norms.

Appropriate teacher behaviour

Teacher's behaviour is reported to have a profound impact on the FL/SL learners' learning motivation (Wright, 1987; Prodromou, 1991; Ellis, 1994; Ur, 1996; and Harmer, 2001;). These scholars citing various researches conducted on teachers attest that whatever is done by a teacher has a motivational influence on the students' learning behaviour. Altaha and Babiker (1990) and Dornyei (2001), identify the teacher's enthusiasm, commitment to and expectations for the students' learning; relationship with the students; and relationship with the students' parents as influential factors in creating motivational conditions.

A pleasant and supportive classroom atmosphere

A pleasant and supportive atmosphere in the SL/FL classroom is found to be crucial. Altaha and Babiker (1990) contend that when a pleasant and supportive classroom environment is created, the students will be relaxed and feel at ease, and this ensures real learning, in contrast with the kind in which the student learns to protect himself/herself from failure, from criticism, and possibly from punishment. Learners' motivation will reach its peak in a classroom atmosphere in which they can express their opinions freely and feel that they do not run the risk of being ridiculed. On the contrary, they will be demotivated when learning in a tense classroom environment (Wright, 1987; Allwright and Bailey, 1991; and Harmer, 2001).

A cohesive learner group with appropriate group norms

Dornyei (2001) describes the group with a strong 'we' feeling, and which the learners are happy to belong to as a cohesive learner group. He contends that a feeling of cohesiveness, that is, the group's commitment to the group and one another, fosters learner motivation, which, in turn, warrants successful language learning. To maintain this, trying and promoting interaction, cooperation and sharing of genuine personal information among the learners is suggested to be an invaluable strategy. Establishing appropriate group norms is also found to be vital. (Ibid).

2.7.2. Generating Learners' Initial Motivation

Good and Brophy (2003) make the point that learners are likely to find the learning experience per se intrinsically pleasant for they are 'curious' to explore the world. In reality, however, this 'curiosity' is impeded by a number of factors (Ibid). In language learning too, multifaceted factors hinder the learners by intervening in their efforts to learn successfully.

Dornyei (2001) posits that learners' initial motivation can be generated by:

- Enhancing their L₂ related values and attitudes;
- Increasing their expectancy of success;
- Increasing their goal-orientedness;
- Making the teaching materials relevant for them; and
- Creating realistic learner beliefs.

Enhancing the learners L₂ related values and attitudes

Learners' FL/SL related values and attitudes are found to have direct bearing on learning the second language. It is, as pointed out by Gardner and Lambert (1972), quoted by Abisamra (2002), when the learners have a favourable attitude towards the target language and its native speakers; and when they have either instrumental or integrative, or both motivational orientations that they tend to learn more successfully. FL/SL instruction, in this respect, play a pivotal role by orienting the learners about the kind of benefits they will be procuring in learning the FL/SL, namely the integrative values and the instrumental values.

Increasing the learners' expectancy of success

Helping the students tend to grow in a belief that they can succeed if they do things to their level best is one of the things an instructor is expected to do. According to Dornyei (2001) it is when the learners are well informed regarding the fact that success can be secured provided that they exert tremendous effort in the FL/SL learning process.

Increasing the learners' goal-orientedness

Most of the time students do not have a clear understanding of why they are involved in an activity. This may be due to the reason that the goals

are set by outsiders (i.e., the teacher or the curriculum) and are far from being accepted by the students (Woods 1996; Williams and Burden, 1997; Dornyei, 2001; and Good and Brophy, 2003). To maintain motivation on the part of the learners, these scholars underscore on the importance of enhancing goal-orientedness. Parrott (1993) states that learners' goal-orientedness can be enhanced by establishing the aims and goals of the course and making these aims and goals clear well in advance and drawing the students' attention to the achievement of these aims and goals.

Making the teaching materials relevant for the learners.

The role of teaching materials in motivating language learners have been discussed by many scholars. Learners tend to be motivated when they are taught using materials that are relevant to their goals, needs, interests and emotions (Wright, 1987; Nunan, 1989; Allwright and Bailey, 1991; Cunningsworth, 1995; Harmer, 2001; and Abisamra, 2002).

Creating realistic learner beliefs

Learners are claimed to have their own beliefs relating to second language, second language learning difficulties and communication strategies, which in many cases are incorrect. They need to develop an understanding of the fact that second language learning can be successfully accomplished using several strategies (Oxford and Shearin, 1994; Woods, 1996; Williams and Burden, 1997; and Dornyei, 2001). They suggest that in order to motivate the learners, raising their general awareness about the different ways languages are learnt and the number of factors that contribute to success have to be given emphasis.

2.7.3. Maintaining and Protecting Learners' Motivation

Having made an effort to generate the learners' motivation, the teacher's equally important task is to maintain and protect it. Initiating learners' motivation solely is not an end in itself. FL/SL teachers need to do a good job in sustaining the motivation of the already motivated ones. According to Dornyei (2001) in maintaining and protecting learners' motivation, the following strategies are of paramount importance:

- Making learning stimulating and enjoyable.
- Presenting tasks in a motivating way.
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image.
- Creating learner autonomy.
- Promoting self-motivating strategies.

Making learning stimulating and enjoyable

Wright (1987), Allwright and Bailey (1991), Nunan and Lamb (1996), Williams and Burden (1997), Dornyei (2001), and Harmer (2001) argue that making the learning process more stimulating and enjoyable contributes to a sustained learner involvement. Wlodkowski (1993) also points out that the process of stimulation in the classroom appears to be the most effective antidote to boredom. It is when FL/SL instructors are making their utmost effort in breaking the monotony of learning, making the tasks more interesting, and increasing the involvement of the students that learners' motivation is sustained (Dornyei, 2001).

Presenting tasks in a motivating way

The way tasks are presented and administered in the FL/SL classes matters in the learners' motivation. When the tasks fail to include, for instance, such things as description of what the students will be doing, how they will be doing, and how is their accomplishment going to be evaluated, learners' motivation will be hampered. It is, thus, advisable to promote learners' motivation by explaining the purpose and utility of the task, and by providing appropriate strategies to carry out the task (Dornyei, 2001).

Protecting the learners' self-esteem and increasing their self-confidence

As Wlodkowski (1993), McCormick and Pressely (1997), Williams and Burden (1997), Dornyei (2001) Abisamra (2002), Nicholls (2002), and Good and Brophy (2003) point out learners' self-confidence is one of the most influential factors that determines their motivation. They contend that when learners are with a low sense of self-efficacy, they easily lose faith in their capabilities and are likely to give up. In contrast, learners' with a strong sense of self-efficacy tend to sustain effort and approach learning threats with confidence. Instructors' limitless effort in protecting learners' self-esteem and enhancing their self-confidence is, therefore, crucial if learners are to keep motivated. According to Dornyei (2001), FL/SL instructors can build their learners confidence by providing regular encouragement; by removing or reducing anxiety-provoking elements in the learning environment, for example, the use of discouraging rebuffs; and by teaching them various learners' strategies.

Allowing learners to maintain a positive social image

One of the factors with a profound influence on the learners' motivational intensity is the people surrounding them. Learners' motivation, according to Nunan and Lamb (1996), Williams and Burden, (1997), and Good and Brophy (2003), is highly influenced by their peers, teachers, and parents. Raffini (1996), quoted by Dornyei (2001:98), claims, "There are few influences in a student's life more powerful than the feeling of being rejected by others." Dornyei (2001:100) suggests two ways of allowing learners to maintain a positive social image while engaging in the learning tasks:

- Select activities that contain 'good' roles for the participants, and
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

Creating learners' autonomy

The self-determination theorists make it clear that learners prefer to do things out of their will than doing based on others will. Good and Brophy (2003) note that it is possible to capitalize on learners' intrinsic motivation by providing them with opportunities to exercise autonomy and make choices. Dornyei (2001) posits that learners' autonomy can be created and thereby motivation is fostered by:

- allowing learners real choices about as many aspects of the learning process as possible;
- handing over as much as you can of the various leadership/teaching roles and functions to the learners; and
- adopting the role of a facilitator in the second language learning classroom.

Promoting self-motivating strategies

Wlodkowski (1993) notes that self-motivating strategies have more far reaching effect in sustaining learners' motivation than do others. Teachers' use of motivational strategies would tend to be more effective when they are backed up with the learners' self-motivating strategies. In an endeavor to foster learners' self-motivating capacity teachers need to encourage their students to adopt, develop and apply self-motivating strategies (Dornyei, 2001).

2.7.4. Encouraging Positive Self-evaluation

According to Dornyei (2001) the motivational strategies to be employed at this stage depend on the learners' feeling about their accomplishments and the amount of satisfaction they experience following task completion. He notes that teachers can help the students to evaluate themselves in a positive light, encouraging them to take credit for their advances. In this regard, he found the following strategies vital:

- Promoting motivational attributions;
- Providing motivational feedback; and
- Increasing learner satisfaction.

Promoting motivational attributions

In section 2.1 it has been stated that students' current and future behavior of learning is very much dependent upon the way they interpret their past successes and failures. Many students who experience difficulties in learning attribute their failures to ability factors and, consequently, are not motivated to exert their effort. Learners should, therefore, be convinced that their academic failures are due to their own lack of effort and appropriate strategies employed rather than to insufficient ability.

Providing motivational feedback

The feedback provided for the students following the accomplishment of a certain task, according to Dornyei (2001), has the most significant role in bringing about changes in their learning behaviour. To have a motivational impact the feedback should indicate the particular area of strength, or achievement, or progress of the learner and be given promptly (Wright, 1987; Wlodkowski, 1993; Ur, 1996; Harmer, 2001; Nicholls, 2002; and Good and Brophy, 2003).

Increasing learner satisfaction

The feeling of satisfaction is a crucial factor in reinforcing the learners' motivation. FL/SL teachers who tend to enhance their learners' satisfaction using such strategies as the production of visual records and the public display of the students' skills are more likely to sustain their students' motivation than do others (Dornyei, 2001).

In sum, there are a wide range of motivational strategies in FL/SL classes. It will be of wrong thought to attempt to provide a complete list of motivational strategies to be employed by every instructor in every FL/SL classrooms. This is because motivational strategy selection and application is dependent upon several factors among which the context is one. The strategies reviewed so far are believed to be of significant help to many EFL learning contexts, if not to all. The researcher, hence, is interested to explore Mekelle University EFL instructors' use of motivational strategies giving due emphasis to these strategies.

2.8. Local Works on EFL Instructors' Motivational Strategies

Although its importance is widely acknowledged, the studies conducted relating to motivation in EFL classes are not that much adequate in

Ethiopian context. The case becomes worsened when it comes particularly to exploring motivational practices of EFL instructors at the tertiary setting. The current researcher has come to read the works of only two local researchers: Mulugeta's (1997) and Banti's (2003).

Mulugeta (1997) has conducted a study on 'Motivation in Listening Classes of College English at Addis Ababa University' for his MA thesis work. His purpose was to find out the degree of the students' intrinsic motivation for studying listening and the motivational role of the listening tasks, listening texts and the instructors and the contribution of these motivational variables to students' achievement in listening tests. He gathered data from the two groups (i.e. the students and the instructors) via questionnaire and interview to find out the students' intrinsic motivation for studying listening and the motivational roles of the variables mentioned. He also administered tests to see the students' achievement and relate it to the aforementioned variables.

His findings showed that the students' were intrinsically motivated for studying listening and all the motivational variables given regard were found to have positive impacts. In the study, the mean scores of the students' and the instructors' responses to one of the variables, the motivational role of the instructors, were found to be 60.95% and 63.79% respectively.

Banti (2003) has conducted a study on "Orientations and Motivations in Learning of English as a Foreign Language among Admas College Students". He was interested in finding out the emergence of students' orientations and motivations in learning English as a foreign language, the motivational intensity of the students and the roles and nature of affective factors involved in learning English as a foreign language among Admas college students. To achieve his objectives, he collected data from

the students and the instructors using questionnaire, classroom observation scales and interview.

In his report, the target students were found to have general and specific orientations to learning English as a foreign language, with the integrative goal emerging more important. Besides, he found out that various orientations were revealed in the students' awareness of the importance of learning English; their perceived abilities and confidence; their motivational intensity; desire to learn English; positive attitude towards English native speakers and the learning situation. Most important, the instructors' use of motivational strategies, which was treated as the sub-component of the study, were reported to have a positive impact on the students' motivational intensity.

To wind up, although EFL instructors' uses of motivational strategies were not studied extensively, the findings obtained would seem to suggest that the instructors were doing a good job of motivating the students.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Sources of Data

The study was conducted on two groups of subjects: 720 students and 8 instructors who were taking and teaching “Communicative English Skills” at Mekelle University respectively.

3.2. Samples of the Study

As it was difficult to manage conducting the study in all the universities found in Ethiopia, the researcher decided to conduct the study at Mekele University. This university was selected hoping that the researcher would have better access in gathering the data as he had been working there for a couple of years.

The researcher, then, went to Mekelle University and inquired information from the scheduling and programming office of the Faculty of Education, as the course was being offered only to the students enrolled in this faculty. The researcher was informed by the officer that there were seven hundred twenty students assigned in eighteen sections and eight instructors in charge of the course.

Having gathered such pieces of information, the researcher decided to include all of the instructors, using available sampling method, and one hundred eight students, fifteen percent of the total population, using systematic random sampling method. The selection of the students was done after taking their list from each instructor’s attendance sheet. The

total number of students per section was forty on average. To select the samples, the researcher underlined the name of the first student and then the names of every seventh student in the attendance list. By so doing, the researcher selected about six samples from each section. The total number of the samples, therefore, was one hundred eight.

3.3. Data Collecting Instruments

To elicit data for this study, the researcher employed three different instruments: observation checklist, questionnaire and interview. The rationale for employing such varied instruments was to procure more reliable and valid information.

3.3.1. Observation Checklist

The researcher found conducting observation vital for it would allow him to procure a good deal of information on the instructors' and the students' real classroom behavior. More specifically, the researcher thought that conducting observation would allow him to have a good grasp of the instructors' efforts in motivating their students and the motivational intensity of the students on the spot.

For this purpose, the researcher prepared observation checklist that comprises two parts (Please see appendix A). The first part was meant for assessing the instructors' use of motivational strategies. The second part was prepared for finding out the motivational intensity of the students. The items in both parts of the checklist were set to include points addressed in the review of related literature. Besides, during the preparation of the checklist, Banti's (2003), Good and Brophys' (2003) and Weunschik's (2003) observation checklists were consulted.

3.3.2. Questionnaire

To strengthen the data procured via observation, the researcher employed questionnaire. The questionnaire was particularly found helpful by the researcher for it would provide with a better opportunity of comparing the respondents' responses. To elicit the subjects' responses, two similar types of questionnaire items were prepared. The slightest difference between the two types stems merely from the differences in the addresses' of the questionnaire.

To both groups of respondents, nineteen close-ended items with a five scale response options were included in the questionnaire following the part meant for eliciting background information about the subjects. Besides, to give the respondents a chance to reveal their comments or opinions freely, an open-ended item was incorporated following the close-ended items in the questionnaire (Please see appendix B).

In the preparation of the questionnaire items the review of the related literature was consulted. Besides, adaptation was made from Wlodkowski's (1993) and Dornyei's (2001) questionnaires prepared for assisting instructors to self-check their use of motivational strategies. Moreover, Mulugeta's (1997) and Banti's (2003) questionnaires for soliciting information relating to instructors' motivational roles were paid attention.

3.3.3. Interview

To be able to validate the information obtained using the preceding two data gathering instruments, the researcher found conducting interview helpful. The interview was set in an unstructured way. The researcher thought that the interview set in such a way would provide him with

good opportunity of soliciting information in depth (Please see appendix E).

The researcher was of the intention of conducting interview with both groups. However, during the time the researcher scheduled to conduct the interview, the students were badly busy preparing themselves for and taking mid semester examination. The situation, thus, persuaded the researcher to leave conducting interview with the students aside and solely run it with the instructors.

3.4. Development of the Instruments

The development of the instruments underwent the following process. Firstly, the researcher prepared the English version of the questionnaire items on the basis of the literature reviewed and the works of the researchers cited in 3.3.2. Secondly, the English version of the students' questionnaire was translated into Amharic. This was done for reducing the probability of gathering untruth information from some of the subjects, if not all, due to their poor command of English.

Following this, while the Amharic version of the questionnaire was passed to and commented by colleagues in the Department of Ethiopian Languages and Literature; the English version was seen and commented by graduate students of TEFL. Then, the researcher conducted a pilot study on twenty eight students and four instructors at Addis Ababa University. This was done to assess the content, logical flaws and clarity of the items in the questionnaire.

The drafted items in the observation checklist and the interview were also seen by colleagues. Based on the comments obtained, attempt was made to revise the items. Finally, each item in the three instruments was

gone through and commented by the advisor. Based upon the feedback procured, the items in each tool were amended once again.

3.5. Data Collection Procedure

After selecting the university at which the research was going to be conducted, the researcher went there and carried out the data gathering task in the following order. The researcher:

1. contacted all instructors that were teaching the course; took the lists of students each instructor was teaching; and arranged time for classroom observation sessions.
2. conducted observations as per the class schedule arranged with each instructor. (Each instructor was observed twice).
3. administered the students' questionnaire to the selected students (samples). The students' questionnaire was administered by requesting every instructor who was teaching in the sample students' sections to allow the researcher administer the questionnaire by leaving some duration of time either towards the end of his/her session or before starting his/her session. The questionnaire was administered and collected by the researcher himself for two reasons: i) to avoid the students' fear of being threatened if their instructors happened to see what they were filling in the questionnaire, or to let them respond to the questionnaire items freely, and ii) to offer help at times of difficulty in understanding and giving responses, if any.
4. requested each instructor to let the researcher know their convenient time for conducting interview with them.
5. conducted the interview as per the already arranged time with only six instructors. Two of the interviewees were not able to avail themselves on the time arranged. Hence, another appointment was made with both. During the second arranged time, the remaining

interviewees avail themselves and the interviewing was successfully accomplished.

6. collected the instructors' questionnaire from each instructor's office. Note that the instructors' questionnaire was handed to each instructor immediately after the interview session informing them that the researcher would be collecting it the following day from their offices.

3.6. Data Analyses Methods

The methods employed for the analyses of the collected data were of quantitative and qualitative types. Data gathered via the questionnaire items and the observation checklist were analyzed quantitatively where as data collected using the open-ended item of the questionnaire and the interview were analyzed qualitatively.

The data gathered using the observation checklists were analyzed using percentage. First, the total of the occurrence of the behavior in each item for the two observations was calculated. Then, the occurrence of the total observed behaviour to each item was discussed using percentage.

To analyze the open-ended item of the questionnaire, the researcher attempted to organize the comments and/or opinions stated by the respondents in groups based upon their commonalities. Then, frequency was used to analyze these data. Besides, a qualitative analysis was made to this type of the questionnaire.

The analysis of the data gathered via the close-ended items of the questionnaire underwent the following process. Firstly, the responses of both groups (i.e. the students and the instructors) were tallied; secondly, they were converted into frequency distribution and percentage. This was

done hoping that frequency and percentage would allow comparison of responses to items in a convenient way. Next, the mean and standard deviation of the respondents' responses to each item were computed. This was done with the view that the mean score indicates a compact distribution of responses to an item or items and the standard deviation depicts the scatter of items about the mean score.

To analyse the interview data, the researcher transcribed the interviewees' responses. Then, he used description.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESULTS

In this chapter, attempt is made to present the results of the data gathered and discuss the results.

4.1. Presentation of the Results

In this section, the results of the data gathered via the observation checklist, the questionnaire and the interview are presented respectively.

4.1.1. Results From the Observation Checklist Data

The observation checklist has two parts. In part one, while the first twelve items reflect the motivating strategies, the last three indicate the demotivating ones. In part two, while the first five items contain behaviours that show good motivational intensity of the students, the last three indicate behaviours of the students with poor motivational intensity. (Please see appendix A). The results obtained using the first part of the observation checklist are presented in the following table.

Table 1: Instructors' use of motivational strategies
(N =16)

Item	Reponses	Observation		Total	Percentage
		1 st	2 nd		
1	Yes	7	8	15	93.75
	No	1	0	1	6.25
2	Yes	7	7	14	87.5
	No	1	1	2	12.5
3	Yes	7	7	14	87.5
	No	1	1	2	12.5
4	Yes	8	8	16	100
	No	0	0	0	0
5	Yes	8	8	16	100
	No	0	0	0	0
6	Yes	5	5	10	62.5
	No	3	3	6	37.5
7	Yes	5	5	10	62.5
	No	3	3	6	37.5
8	Yes	7	8	15	93.75
	No	1	0	1	6.25
9	Yes	3	4	7	43.75
	No	5	4	9	56.25
10	Yes	2	3	5	31.25
	No	6	5	11	68.75
11	Yes	2	2	4	25
	No	6	6	12	75
12	Yes	5	5	10	62.5
	No	3	3	6	37.5
Total	Yes	66	70	136	70.83
	No	30	26	56	29.17
13	Yes	1	1	2	12.5
	No	7	7	14	87.5
14	Yes	3	3	6	37.5
	No	5	5	10	62.5
15	Yes	2	2	4	25
	No	6	6	12	75
Total	Yes	6	6	12	25
	No	18	18	36	75

As can be seen in the table, to item one, which is concerned with promoting interaction and cooperation among the learners, and to item eight, which is about providing the students with opportunities to ask,

respond and get feedback, a 93.75% positive behaviour was observed. To items two and three, which are concerned with demonstrating enthusiasm and creating a supportive learning atmosphere respectively, an 87.5% positive behaviour, which is smaller than the result obtained to items one and eight, was observed. To items four and five, which are respectively about mentioning the information or skills the students will be learning and assigning tasks with meaningful learning objectives, a 100% positive behaviour was observed. To items six, seven and twelve, a 62.5% positive behaviour was observed. These items were about providing the students with regular encouragement, promoting learner autonomy and demonstrating variation in the use of motivational strategies respectively. In contrast, the percentages of the positive behaviours in items nine, which is about providing motivational feedback; item ten, which is concerned with encouraging motivational attributions; and item eleven, which is about motivational evaluation and feedback, were 43.75%, 31.25% and 25% respectively. To items thirteen to fifteen, which are about the demotivating behaviour of the instructors, a positive behaviour with the percentages of 87.5%, 62.5% and 75% respectively was observed.

As can be seen in the total of the two groups of items in the table, the instructors' attempts of motivating their students were found to be positive, as the percentages reported were well above average.

The following table shows the observation result of the instructors' motivational strategy use for grouped items.

Table 2: Comparison of the instructors' use of motivational strategies to grouped items by percentage.

No	Concern of the items	Items	Response categories	Observations	
				<i>Total</i>	<i>Percentage</i>
1	Creating basic motivational condition	1,2 and 3	Yes	43	89.58
			No	5	10.42
2	Generating learners' initial motivation	4 and 5	Yes	32	100
			No	0	0
3	Maintaining and protecting learners' motivation	6,7,8 and 12	Yes	45	70.31
			No	19	29.69
4	Encouraging positive self-evaluation	9,10 and 11	Yes	16	33.33
			No	32	66.67

As can be seen in the table, positive results, i.e. results well above average (50%), were observed for the three concerns: creating basic motivational conditions (89.58%), generating learners' initial motivation (100%) and maintaining and protecting learners' motivation (70.31%). This implies that the observed instructors were good in these motivational concerns and particularly were successful in generating learners' initial motivation. In contrast, a poor result, a result below average, was found for the fourth motivational concern, encouraging a positive- self evaluation (33.33%). This suggests that the instructors were not doing a good job relating to this motivational concern.

The following table depicts the motivational intensity of the students in a five scale rating: with 'all' representing every student in the class; 'many' representing above 60% of the students; 'fair' representing between 40% and 60% of the students; 'few' representing below 40% of the students, and 'none' representing no student in the class. It should be interpreted in such a way that in item one, for instance, from the sixteen observation sessions, it was in two instructors' sessions (12.5%) that 'all' students displayed the behaviour; it was in twelve instructors' sessions (75%) that

‘many’ students displayed the behaviour; it was in only one instructor’s (6.25%) session that a ‘fair’ number of students showed the behaviour; and it was in only one instructor’s (6.25%) session that ‘few’ students displayed the behaviour in the item.

Table 3: Motivational Intensity of the Students

Item	Response categories	Observation		Total	percentage
		1 st	2 nd		
1	All	2	0	2	12.5
	Many	5	7	12	75
	Fair	1	0	1	6.25
	Few	0	1	1	6.25
	None	0	0	0	0
2	All	3	2	5	31.25
	Many	4	5	9	56.25
	Fair	1	1	2	12.5
	Few	0	0	0	0
	None	0	0	0	0
3	All	0	0	0	0
	Many	5	6	11	68.75
	Fair	2	1	3	18.75
	Few	1	1	2	12.5
	None	0	0	0	0
4	All	0	0	0	0
	Many	5	6	11	68.75
	Fair	3	2	5	31.25
	Few	0	0	0	0
	None	0	0	0	0
5	All	0	0	0	0
	Many	1	3	4	25
	Fair	6	3	9	56.25
	Few	1	1	2	12.5
	None	0	1	1	6.25
Total	All	5	2	7	8.75
	Many	20	27	47	58.75
	Fair	13	7	20	25
	Few	2	3	5	6.25
	None	0	1	1	1.25
6	All	0	0	0	0
	Many	0	1	1	6.25
	Fair	1	0	1	6.25
	Few	4	3	7	43.75
	None	3	4	7	43.75
7	All	0	0	0	0
	Many	0	0	0	0
	Fair	0	0	0	0
	Few	3	5	8	50
	None	5	3	8	50
8	All	0	0	0	0
	Many	0	0	0	0
	Fair	1	0	1	6.25
	Few	3	3	6	37.5
	None	4	5	9	56.25
Total	All	0	0	0	0

	Many	0	1	1	2.08
	Fair	2	0	2	4.17
	Few	10	11	21	43.75
	None	12	12	24	50

As shown in the table, in item two, which is concerned with the students' active involvement in class/group discussions, of the sixteen observation sessions, it was in five (31.25%), in nine (56.25%); and in two (12.5%) instructors' sessions that 'all', 'many', and a 'fair' number of students respectively displayed the behaviour. In items three and four, which are about asking and answering questions respectively, in eleven observation sessions (68.75%) 'many' students were observed asking and answering questions. There, however, prevails disparity in the result found in the response categories 'fair' and 'few' to these items as 18.75% and 12.5% to item three and 31.25% and 0% to item four were reported respectively. In item five, which is related to the feedback seeking behaviour of the students, in four observation sessions (25%) 'many' students showed good tendency of seeking feedback from their instructors; in nine sessions (56.25%) a 'fair' number of students displayed the behaviour; in two sessions (12.5%) 'few' students showed the behaviour; and in one session (6.25%) 'none' of the students displayed the behaviour.

Items six through eight were concerned with poor learning behaviour of the students (Please see appendix A). To item six, of the sixteen observation sessions, in seven sessions (43.75%) 'few' students displayed the behaviour. In a similar number of observation sessions (43.75%), 'none' of the students showed the behaviour in the item. To item seven, in eight sessions (50%), 'few' students displayed the behaviour where as in another eight sessions (50%), 'none' of the students was observed showing the behaviour. To item eight, of the sixteen observation sessions, it was in one (6.25%), in six (37.5%), and in nine (56.25%) sessions that a 'fair' number of students, 'few' students, and 'none' of the students

respectively were observed displaying the poor learning behaviour in the item.

As the total of the first group of items in the table depicts, in 67.5% of the total observations, at least 'many' students were observed showing a good motivational intensity. Of the behaviour categories meant for checking the students motivational intensity in items one through five, the majority of the students have shown better tendency of attending the lessons, actively taking part in class/group discussions than of asking, answering and seeking feedback from the instructors, seeking feedback from the instructors being the least practiced one. As the total of the second group of items shows, in 50% of the observation sessions, 'none' of the students was observed misbehaving; and in 43.75% of the observation sessions, only 'few' students were observed displaying poor motivational tendency.

4.1.2. Results from the Questionnaire Data

To elicit information regarding EFL instructors' use of motivational strategies at Mekelle University, questionnaire, comprising two types of items, was administered to the two groups of subjects. The following section presents the results of the responses of the instructors and the students to the close-ended and open-ended items of the questionnaire respectively.

4.1.2.1. Responses to the close-ended items

4.1.2.1.1. Instructors' responses

The questionnaire was administered to all instructors who were teaching communicative English skills. The following table shows the biographical data of the subjects.

Table 4: Biographical data of the instructors (N = 8)

		Sex		Total
		M	F	
Service year	1-5	3	2	5
	6-10	-	1	1
	11-15	-	0	0
	16-20	-	-	0
	above 20	-	2	2
Qualification	BA	3	2	5
	MA	-	3	3
	Ph.D	-	-	0
Nationality	Ethiopian	3	2	5
	Non-Ethiopian	-	3	3

Instructors' responses to the nineteen close-ended items of the questionnaire are presented in the following table.

Table 5: Frequency, mean and standard deviation of the instructors' responses to the close-ended items (N = 8)

Item	Frequency of Responses					Mean	Standard deviation
	5	4	3	2	1		
1	6 (75%)	2 (25%)	0	0	0	4.75	0.42
2	6 (75%)	2 (25%)	0	0	0	4.75	0.42
3	6 (75%)	2 (25%)	0	0	0	4.75	0.42
4	4 (50%)	4 (50%)	0	0	0	4.5	0.50
5	3 (37.5%)	3 (37.5%)	2 (25%)	0	0	4.12	0.78
6	2 (25%)	5 (62.5%)	1 (12.5%)	0	0	4.12	0.60
7	1 (12.5%)	3 (37.5%)	4 (50%)	0	0	3.62	0.69
8	1 (12.5%)	6 (75%)	1 (12.5%)	0	0	4	0.50
9	2 (25%)	5 (62.5%)	1 (12.5%)	0	0	4.12	0.59
10	2 (25%)	4 (50%)	1 (12.5%)	0	1 (12.5%)	3.45	1.20
11	4 (50%)	3 (37.5%)	1 (12.5%)	0	0	4.37	0.69
12	4 (50%)	4 (50%)	0	0	0	4.5	0.50
13	1 (12.5%)	6 (75%)	1 (12.5%)	0	0	4	0.50
14	5 (62.5%)	3 (37.5%)	0	0	0	4.62	0.48
15	4 (50%)	3 (37.5%)	0	1 (12.5%)	0	4.25	0.96
16	2 (25%)	3 (37.5%)	3 (37.5%)	0	0	3.87	0.78
17	1 (12.5%)	5 (62.5%)	1 (12.5%)	1 (12.5%)	0	3.75	0.82
18	0	5 (62.5%)	2 (25%)	1 (12.5%)	0	3.62	0.71
19	4 (50%)	4 (50%)	0	0	0	4.5	0.50
Total	58 (38.16%)	72 (47.37%)	18 (11.84%)	3 (1.97%)	1 (0.66%)	4.20	0.77

Key: 5= Always 4 = Most of the time 3 = Sometimes
2 = Rarely 1= Never

As can be seen in the table, 75% of the instructors responded that they employed the motivational strategies stated in items one, two and three, which are concerned with creating basic motivational condition, 'always' while the remaining 25% responded that they used these strategies 'most' of the time' in their communicative English skills classes. An average number of instructors (50%) stated that they employed the motivational strategies in items four, eleven, twelve, fifteen and nineteen, which are about raising learners' interest; making learning more stimulating and enjoyable; presenting tasks in motivating way; varying motivational techniques; and providing motivational feedback respectively 'always' in their communicative English skills classes.

The table depicts that more than 50% of the instructors employed the motivational strategies stated in items six, eight, nine, thirteen, seventeen and eighteen, which are about increasing students' expectation of success; making use of relevant teaching materials; raising learners' general awareness about the different ways languages are learnt; adjusting the difficulty level of task; increasing the students' self-motivating capacity; and providing motivational feedback respectively 'most of the time' in their communicative English skills classes. 50% of the instructors were also found employing the motivational strategies enumerated in items four, twelve, and nineteen 'most of the time' in their classes.

It can also be seen from the table that more than 60% of the respondents reported that they were making use of all the motivational strategies but the one found in item seven, increasing the learners' goal-orientedness, at least 'most of the time'. About three fourth and above of the total respondents responded that they were employing all the strategies except for those in items seven, sixteen and eighteen at least 'most of the time'.

A very encouraging result is that all of the instructors were employing seven strategies out of the nineteen at least ‘most of the time’ in their classes.

In contrast, 12.5% of the instructors ‘never’ employed the motivational strategy in item ten, which is about raising learners’ awareness about the number of factors contributing to success in language learning. Instructors of the same figure pointed out that they ‘rarely’ employed the strategies in items fifteen, seventeen and eighteen in their classes.

When we see the mean scores of the instructors’ responses in table 5, the greatest mean score (4.75) was reported to items one, two and three. The mean score to items seven and eighteen (3.62) was found to be the lowest. Except for items seven, ten and sixteen, the mean scores of the instructors’ responses to each item ranges from 4.0 to 4.75. The average mean score of the instructors’ responses was 4.20. The instructors’ responses to item ten was found to be the one with the highest standard deviation. It suggests that the instructors’ responses to this item was highly scattered than the others.

The total of the instructors’ responses depict that 38.16%, 47.37%, 11.84% and 1.97% of the instructors were employing the motivational strategies enumerated in the close-ended items of the questionnaire ‘always’, ‘most of the time’, ‘sometimes’ and ‘rarely’ while 0.66% of the instructors were not employing these strategies at all in their communicative English skills classes.

4.1.2.1.2. Students’ responses

Of the one hundred eight sample students who were requested to solicit their information via the questionnaire, two did not return the

questionnaire at all and four returned the items in the questionnaire unanswered. Hence, it was the responses of one hundred two students that were analyzed. The numbers of male and female students were fifty nine and forty three respectively. The subjects' age ranges from 19 to 23. These students' response to the nineteen close-ended items of the questionnaire is presented in the following table.

Table 6: Frequency, mean and standard deviation of the students' responses to the close-ended items (N = 102)

Item	Frequency of Responses					Mean	Standard deviation
	5	4	3	2	1		
1	57 (55.88%)	21 (20.58%)	21 (20.58%)	2 (1.96%)	1 (0.98%)	4.28	0.92
2	53 (51.96%)	27 (26.47%)	12 (11.76%)	5 (4.9%)	5 (4.9%)	4.11	1.16
3	53 (51.96%)	22 (21.56%)	14 (13.72%)	8 (7.84%)	5 (4.9%)	4.07	1.18
4	62 (60.78%)	25 (24.5%)	9 (8.82%)	6 (5.88%)	0	4.40	0.77
5	48 (47.05%)	25 (24.5%)	19 (18.62%)	5 (4.9%)	5 (4.9%)	4.09	1.13
6	45 (44.11%)	28 (27.45%)	21 (20.58%)	7 (6.86%)	1 (0.98%)	4.07	1.00
7	42 (41.17%)	33 (32.35%)	17 (16.66%)	6 (5.88%)	4 (3.92%)	4	1.17
8	31 (30.39%)	26 (25.49%)	20 (19.6%)	16 (15.68%)	9 (8.82%)	3.49	1.70
9	51 (50%)	21 (20.58%)	24 (23.52%)	3 (2.49%)	3 (2.94%)	4.09	1.05
10	47 (46.07%)	34 (33.33%)	13 (12.74%)	5 (4.9%)	3 (2.94%)	4.14	1.01
11	58 (56.86%)	30 (29.41%)	8 (7.84%)	4 (3.92%)	2 (1.96%)	4.36	0.92
12	48 (47.05%)	31 (30.39%)	13 (12.74%)	7 (6.86%)	3 (2.94%)	4.13	1.05
13	33 (32.35%)	39 (38.23%)	17 (16.66%)	11 (10.78%)	2 (1.96%)	3.90	1.04
14	43 (42.15%)	33 (32.35%)	12 (11.76%)	11 (10.78%)	3 (2.94%)	3.98	1.10
15	47 (46.07%)	25 (24.5%)	20 (19.6%)	4 (3.92%)	6 (5.88%)	4.01	1.15
16	42 (41.17%)	31 (30.39%)	14 (13.72%)	6 (5.88%)	9 (8.82%)	3.88	1.24
17	49 (48.03%)	28 (27.45%)	10 (9.8%)	13 (12.74%)	2 (1.96%)	4.05	1.12
18	34 (33.33%)	34 (33.33%)	18 (17.64%)	8 (7.84%)	8 (7.84%)	3.84	1.16
19	51 (50%)	29 (28.43%)	13 (12.74%)	3 (2.94%)	6 (5.88%)	4.14	1.11
Total	894 (46.13%)	542 (27.97%)	295 (15.22%)	130 (6.71%)	77 (3.97%)	4.06	1.11

Key: 5= Always 3 = Sometimes 1= Never
4 = Most of the time 2 = Rarely

As depicted in the table, more than 50% of the sample students responded that their instructors were making use of the motivational strategies listed in items one, two, three, four and eleven, which are related to creating basic motivational learning conditions (items one to three);

increasing their interest to learn the language; and making learning more stimulating and enjoyable respectively ‘always’ in the communicative English skills classes. In addition, 50% of the respondents reported that their instructors’ were ‘always’ making use of the motivational strategies found in items nine, which is about raising their general awareness about the different ways languages are learnt, and nineteen, which is concerned with providing motivational feedback.

As shown in the table, more than 60% of the respondents pointed out that with the exception of the motivational strategy in item eight, which is about making use of relevant teaching materials, their instructors were employing all the strategies enumerated in the questionnaire at least ‘most of the time’. Above 75% of the respondents also reported that their instructors were employing the strategies in items one, two, four, ten, eleven, twelve, seventeen and nineteen (Please see these items in appendix D) at least ‘most of the time’.

On the contrary, students ranging from 0.98% to 8.82% responded that with the exception of the motivational strategy stated in item four, which is about increasing their language learning interest, there were times where their instructors were not employing the motivational strategies at all in their communicative English skills classes.

As can be seen in the table, the mean score of the students’ responses to each item ranges from 3.49 to 4.40, which is smaller than the range of the mean scores to the instructors’ responses, i.e. 3.62 to 4.75. There also prevails disparity in the type of items where the lowest and the highest mean scores were obtained for the two groups. The lowest and highest mean scores to the students’ responses were reported in items eight and four respectively but to the instructors’, the lowest were reported in items seven and eighteen and the highest in the first three

items in the questionnaire. Unlike the responses of the instructors', the students' responses to some items were highly scattered. This can, for example, be seen in the standard deviations of items eight and sixteen, which were 1.70 and 1.24 respectively. Such disparity might be accounted for the variation in the samples' sizes as the sample instructors were only eight while the sample students were one hundred two.

As can be seen from the total results in the table, while 46.13% and 27.97% of the respondents responded that their instructors were employing the stated motivational strategies 'always' and 'most of the time' respectively, 15.22% of the sample students responded that their instructors were using the strategies only 'sometimes'. 6.71% of the respondents reported that their instructors were employing the motivational strategies 'rarely' while 3.97% of the respondents pointed out that their instructors were not making use of these strategies at all.

The following table shows the comparison of instructors' and students' responses to grouped items by mean scores.

Table 7: Comparison of instructors' and students' responses to grouped items by mean scores

<i>No</i>	<i>Concern of the items</i>	<i>Items in the questionnaire</i>	<i>Mean score of instructors' responses</i>	<i>Mean score of students' responses</i>
1	Creating basic motivational condition	1,2 and 3	4.75	4.15
2	Generating learners' initial motivation	4,5,6,7,8,9, and 10	4.03	4.04
3	Maintaining and protecting learners' motivation	11,12,13,14, 15,16 and 17	4.19	4.04
4	Encouraging learners' positive self-evaluation	18 and 19	4.06	3.99

As it is depicted in the table, the mean scores of the instructors' responses and the students' responses for the first motivational concern were 4.75 and 4.15 respectively. The mean scores of the instructors' and the students' responses to the second concern, generating learners' initial motivation, were 4.03 and 4.04, which are almost the same but are smaller than the mean scores of the first concern. The mean scores of the instructors' responses and the students' responses to the third concern, maintaining and protecting learners' motivation, were 4.19 and 4.04 respectively. To the fourth concern, encouraging learners' positive self-evaluation, while the mean score of the instructors' responses was 4.06, the mean score of the students' responses was 3.99. Except for the second concern, the mean scores of the instructors' and the students' responses were relatively different in the other motivational concerns. Also, the mean scores of the instructors' responses exceed the mean scores of the students' in the three motivational concerns. The highest mean scores of the instructors' and the students' responses were obtained in the first concern. The lowest mean score of the instructors' responses was reported in the second concern, but the lowest mean score of the students' responses was found in the fourth motivational concern.

4.1.2.2. Responses to the open-ended item

4.1.2.2.1. Instructors' responses

Of the eight instructors who were requested to respond to the questionnaire items, only four gave their responses to the open-ended item. The item asked the respondents to comment on the issue related to their students' motivational intensity and their own motivational strategy use in communicative English skills classes (Please see appendix B).

Of the four instructors who gave their comments/suggestions, one reported that it was challenging for him to make use of as varied motivational strategies as possible due to poor facilities and large class size in the university. He, however, did not question the role of employing various motivational strategies in fostering successful learning.

Another instructor pointed out that encouraging the students to break their timid and inferior feeling, above all, should be paid due attention. Still another instructor commented that students' motivation could be increased by sharing personal experience of learning English.

Of the four instructors, the remaining instructor wrote some of the strategies enumerated in the close-ended items of the questionnaire. Building a good rapport with the students; giving a positive feedback; and encouraging the students to build confidence were among the strategies she noted down. Most important, all the four instructors underscored on the view that employing different motivational strategies in communicative English skills classes is of indispensable role in letting the students learn more successfully.

Students' responses

Of the one hundred two students who responded to the questionnaire items, only seventy three gave their responses to the open-ended item. The open-ended item inquired the respondents to comment on their motivational intensity and their instructors' use of motivational strategies in communicative English skills classes (Please see appendix D). To this item the respondents gave various responses.

Although the responses of the subjects to the open-ended item were of various types, attempt is made to organize and summarize the students' comments/opinions into two groups: behaviour the students found as

motivating and behaviour the students found demotivating. Behaviour found (regarded) as motivating are further grouped into five. These are concerned with: a) creating basic motivational learning condition; b) generating learners' initial motivation; c) maintaining and protecting learners' motivation; d) encouraging positive self-evaluation; and e) general motivating behaviour. The following table shows the summary of the respondents' response to the open-ended item.

Table 8: Summary of the students' comments about the motivating and demotivating behaviour of their instructors (N = 73)

No	I. Motivating behaviour	Number of respondents
	C. Creating basic motivational learning condition Our instructor:	
1	treats us politely	8
2	is punctual	2
3	considers us as his friends, brothers and sisters (has good rapport with us)	4
4	is cooperative when we seek help and advice	5
	Total	19
	B. Generating the students' initial motivation Our instructor:	
1	provides us with list of helpful materials	1
2	gives us brief introduction of the lesson/task and its objectives	3
3	provides us with good insights into the way FL is learned	5
4	advises us that if we exert our vehement effort in practicing using the language, success can be secured	5
5	tells us the benefits of learning cooperatively	4
6	attempts to increase our learning interest right at the beginning of the lesson	4
	Total	22
	C. Maintaining and protecting learners' motivation Our instructor:	
1	presents the learning tasks and activities in a motivating way	2
2	makes use of various motivational strategies to let us learn enthusiastically	7
3	brings us such materials as photographs, posters, articles, handouts that are relevant to the lesson	2
4	uses encouraging remarks to let us build confidence in learning and using the language	3
5	endeavors to make the class less boring by telling us jokes,	4

	anecdotes, and stories which are of pedagogical values	
6	attempts to reduce our fear of making mistakes while involving in speaking activities (such as debates, presentations, and story telling)	3
	Total	21
No	I. Motivating behaviour	Number of respondents
	D. Encouraging positive self-evaluation	
1	Our instructor encourages us to learn more by providing positive feedback on areas that we attained success	6
	Total	6
	E. General motivating behaviour	
	Our instructor:	
1	teaches us in a good way	6
2	is a motivating instructor	5
3	always attempts his/her best to motivate us	3
	Total	14
	II. Demotivating Behaviour	
	Our instructor:	
1	uses discouraging remarks frequently	2
2	intimidates us for grades (marks)	2
3	pronounces words in a way that is not audible for us	3
4	does not use as varied helpful materials as possible	2
5	does not vary his/her motivational strategies	2
6	discriminates in favour of few students	2
7	does not give regard to our needs and interests	2
8	makes most of the time the session boring by running teacher-dominated discussion for two consecutive hours	1
	Total	16

As can be seen in the table, of the seventy three students who wrote comments and/or opinions in the open-ended item of the questionnaire, nineteen students stated that their instructors employed motivational strategies that are concerned with creating basic motivational learning condition. The number of students who reported that their instructors used motivational strategies that could be grouped under the motivational facet 'generating the students' initial motivation' were twenty-two. The number of students who pointed out that their instructors employed motivational strategies that are concerned with

maintaining and protecting their motivation, and encouraging positive self-evaluation were twenty one and six respectively. More over, fourteen students stated that their instructors were endowed with good motivational behaviour. Nevertheless, sixteen students noted down that their instructors displayed demotivating behaviour in their communicative English skills classes.

In the students' responses to the open-ended item of the questionnaire, there also were views reflected but are not included in the summary. Some students were found criticizing themselves by attributing their motivation loss to their own poor background in English than to the instructors' failure of employing motivational strategies. What is more, in the instructors' use of motivational strategies, contradictory comments were provided by the students. This was particularly due to the background difference among the instructors, as some were Ethiopians and others were non-Ethiopians. While some of the students were found appreciating the motivational efforts shown by the expatriate instructors, others were found criticizing these instructors' endeavors. A student's comment praising the expatriate instructor's efforts, "Because she is a foreigner, she employs various motivational strategies," and another student's statement praising the Ethiopian instructor but despising the non-Ethiopian instructor's efforts, "... uses various motivational strategies unlike the foreigner who taught us last semester," is a case in point.

4.1.3. Results from the Interview Data

As pointed out in 3.3.3., the interview was conducted only with the instructors. Each of the interviewee was interviewed individually. The responses of each interviewee were recorded in audio cassettes. Nine questions were used in the interview. These questions were meant for

finding out the instructors' perception of motivation and their use of motivational strategies in communicative English skills classes (please see appendix E).

Regarding the first question, which inquired the interviewees to tell the whatness of motivation, relatively varied responses, which remind the researcher of the views reflected in 2.1., were provided. Most important, each instructor's description of the term motivation revealed the point that all of them have good awareness of its whatness (please see appendix F for the interviewees' responses to each question).

Regarding the second question, which was meant for eliciting the interviewees' responses about the importance of motivation in EFL classes, all of the subjects unanimously expressed that motivation is very important in EFL classes.

To the third question, which inquired the interviewees to point out whether it is possible to learn if the students are motivated or not, except for one interviewee all replied that it was possible for them to learn whether their students were motivated or not. Consistent with the views held by Lier (1996), Woods (1996), and Williams and Burden (1997), these interviewees responded that such observable manifestations as: active involvement in asking and answering questions, in expressing (sharing) ideas in class or group discussions; facial expressions that signify positive response to what was going on; and following the lesson being delivered attentively and enthusiastically would enable (allow) them to learn that their students were motivated. One of the interviewees, however, reported that he found understanding whether his students were really motivated or not quite demanding. He said that the only thing he could do was employing as varied motivational strategies as possible.

Regarding item four, which inquired the instructors to point out whether it is possible for them to initiate and enhance the students' motivation, all of the interviewees responded positively. Nevertheless, they did not have the same view concerning the responsible body in initiating and enhancing the learners' motivation, which was the concern of the fifth item in the interview. While three interviewees (37.5%) stated that it was solely the teachers' responsibility, another three interviewees (37.5%) claimed that it was the responsibility of both the students and the teachers, with the teachers taking the lion's share to the two respondents. Of the remaining two interviewees (25%), one (12.5%) contended that it was the responsibility of the teachers and curriculum developers where as the other (12.5%) pointed out that the students along with the teachers and the curriculum developers were responsible in initiating and enhancing the learners' motivation.

To item six, which inquired the interviewees to describe their use of motivational strategies in communicative English skills classes, nearly all the subjects replied that their use of motivational strategies were very much dependent upon the kind and purpose of the lesson. They said that they were varying their motivational strategies in accordance with the nature of the lesson and its purpose. Three of the interviewees (37.5%) added that the learners' interest was at the heart of their decision regarding strategy choice.

Regarding item seven, which asked the interviewees to pin point the motivational strategy they found most valuable in their classes, creating a conducive learning environment was reported by all the respondents as the most valuable strategy. They revealed that getting well-prepared; showing such things as enthusiasm, interest in the learners' efforts, cooperative behaviour; and avoiding mistreatment of the students were of significant contribution in motivating their students. In addition,

strategies such as: relying on the communicative, interactive and collaborative approach to learning by one interviewee (12.5%) and making use of stories, songs and poems that have moral lessons by another interviewee (12.5%) were found to be invaluable motivational strategies. What is more, one of the interviewees found employing exhibition teaching method (Please see appendix F for detail) as most useful strategy in his classes.

To the last item in the interview, which inquired the subjects to point out whether they were relying on the same motivational strategy all the time, six (75%) of the interviewees said 'no', one (12.5%) said 'yes' and one (12.5%) replied that she had never been curious of it.

4.2. Discussion of the Results

In this section, attempt is made to discuss the results of the data presented in the foregoing section.

EFL instructors' indispensable role in motivating the learners has been discussed in 2.6. They can motivate their students by making use of varied motivational strategies. This, however, is dependent upon the instructors' awareness concerning the role of motivational strategies in fostering the learning of the language. Those who have good perception tend to do their level best in selecting and employing motivational strategies and thereby contribute to successful learning. But those who do not perceive the crucial contribution of motivation and motivational strategies tend to show little or no attempt of incorporating motivational strategies in their teaching practices.

The positive result observed in the observation report would suggest that the instructors are aware of motivating their students. In the report, it

would appear that the target instructors have done an excellent job in generating their students' initial motivation; a very good job in creating basic motivational condition to their students; and a good job in maintaining and protecting the motivation of the already motivated students in their communicative English skills classes. Nevertheless, the finding would imply that the instructors have not done a good job in encouraging their students' positive self-evaluation, which is claimed by Dornyei (2001 & 2003) as one of the main motivational concern that determines the learners' future efforts, as the percentage of the result is far below average. According to Dornyei (2001) teachers need to help the students to deal with their past in a way that will foster rather than impede future efforts.

Concerning the motivational intensity of the target students, the finding would seem to suggest that the students have shown good motivational intensity, as the percentage of the majority of the students that have displayed good learning behaviour was well above average. It is also found out that the majority of the students were not involved in improper classroom practices. This would also indicate that the students have displayed good motivational intensity. The finding would tend to be consistent with the characteristics of motivated learners suggested by such scholars as Brown (1994), Lier (1996), Woods (1996), and Williams and Burden (1997), in 2.3. However, it would appear that the students have poor feedback seeking behaviour. It could be argued here that the instructors' lack of proper attention to provide the students with motivational feedback, a means of encouraging positive self-evaluation, might account for the students' poor feedback seeking behaviour.

The results in the questionnaire report would seem to suggest that the instructors were doing a good job in motivating their students as the aggregate mean scores of the instructors' and the students' responses

were 4.20 and 4.06 respectively, which seemed to have no marked variation from the possible maximum mean score (5). The relative resemblance in the mean scores of the two groups' responses to many close-ended items would seem to add to the validity of the finding. The relatively greater mean scores reported for one of the motivational dimension, creating basic motivational condition, would tend to suggest that the instructors are well aware of the importance of emphasizing on what Dornyei (2001) dubs the threshold of the 'good enough motivators'.

The instructors' responses to the open-ended item of the questionnaire would also seem to imply that they are well aware of the role of employing motivational strategies as they were using as varied motivational strategies as they could in their classes. The reports of the students' responses to the open-end item of the questionnaire would also tend to suggest the point that the instructors are making use of several motivational strategies in the communicative English skills classes. In the students' comments pertaining their instructors' use of motivational strategies, it would appear that they have a fairly good perception of their instructors' motivational efforts. However, a few students have revealed that some of the instructors were not doing a good job of motivating.

The findings gleaned from the interview report would seem to strengthen the results procured via the two tools. The instructors' perception of the importance of motivation in FL classes would appear to be encouraging as a strikingly resembling view was reflected by nearly all the interviewees. Their positive response regarding the teachers' decisive role in bringing about learners' motivation would seem to suggest that the subjects are well aware of the widely acknowledged view in 2.6. The difference, though not a marked one, among the interviewees concerning the motivational strategy choice and use in their classes would seem to reveal the fact that no two individuals would employ the same

motivational strategies (Woldkowski,1993). The contention of the majority of the interviewees that they do not always rely on the same motivational strategy would also seem to suggest that they are of good awareness of motivating the learners as employing varied motivational strategies would enable the students learn in motivated way (Dornyei, 2001).

To sum up, the instructors' use of motivational strategies in their Communicative English Skills classes to a fairly considerable extent, as it is evident in the results of the data in 4.1, would suggest that they have good awareness concerning the role of motivational strategies in EFL classes. The positive results obtained from the students' responses would also seem to hint at this claim. What is more, the students' perception of their instructors' endeavors to motivate them would appear to be good as a positive result is obtained from their responses. Their fairly good motivational intensity in the Communicative English Skills classes would also tend to reveal the point that the students perceive their instructors' motivational practices positively. Nevertheless, the instructors' efforts to provide motivational feedback and promote motivational attributions were reported to be minimal. Similarly, the students' feedback seeking behaviour was found to be minimal. Concerning the motivational roles of the instructors, the findings of this study confirms the findings of the two local researchers in 2.8.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of the study, the conclusions drawn based upon the findings and recommendations are provided.

5.1. Summary

The study attempted to explore the EFL instructors' use of motivational strategies in Communicative English Skills classes at Mekelle University.

The subjects of the study were the instructors and the students who were teaching and learning Communicative English Skills in the academic year 2006/7 respectively. The data were gathered via observation checklist, the close and open-ended items of the questionnaire and interview. The questionnaire was administered to both groups of subjects where as the interview was conducted only with the instructors.

The data gathered using the three tools were analyzed quantitatively and qualitatively. The data collected via observation checklist and the close-ended items of the questionnaire were analyzed quantitatively. The data gathered using the interview was analyzed qualitatively. To the data collected via the open-ended item of the questionnaire, attempt was made to summarize the subjects' responses. Concerning the students' responses, effort was made to organize and summarize their responses in groups and put the frequency of the respondents to each group.

From the results of the data gleaned via the three tools, it would appear that the target instructors have good awareness concerning the role of motivational strategies and are using them in the Communicative English Skills classes to a fairly good extent. The positive result in the observation report (above 70% positive behaviour) would suggest that the instructors have made good attempt in motivating their students. The positive result concerning the motivational intensity of the students in the observation report would also attest this finding. What is more, the instructors' (M = 4.20) and the students' (M = 4.06) positive responses to the questionnaire items would strengthen the finding. The instructors' good perception would also be evident in the interview response as all of the interviewees revealed that motivation is one of the most decisive factors in EFL classes, and instructors' use of motivational strategies in EFL classes is of undeniable significance. More over, from the results obtained, it would appear that the students have perceived their instructors' motivational strategies positively as the majority of the students displayed good learning behaviour and responded positively to the questionnaire items. However, it would not be sounding to claim that the instructors were fully successful as their effort to encourage the learners' positive self-evaluation and the students' feedback seeking behaviour were reported to be minimal.

5.2. Conclusions

EFL instructors' adherence to motivational strategies would call forth considerable motivational intensity on the part of the students and thereby pave the way for the successful learning of the language.

The instructors in this study are doing an encouraging job in creating basic motivational learning condition; initiating learners' motivation; and maintaining the learners' motivation although their effort in promoting

learners' positive self-evaluation tends to be minimal. The students display considerable motivational tendency except for their poor feedback seeking behaviour.

It is, therefore, fair to conclude that the Communicative English Skills instructors at Mekelle University are cognizant of considering motivational factors, one of the affective factors with a profound impact on learning FL, in their teaching practices as they are making use of motivational strategies to a fairly good extent.

5.3. Recommendations

On the basis of the findings obtained, the following recommendations are made.

1. Instructors should do their level best to promote learners' positive self-evaluation as it plays decisive role in maximizing learners' motivational intensity.
2. Instructors should endeavor to promote the learners' feedback seeking behaviour.
3. Instructors should exert their utmost effort to promote the learners' self-motivating strategies.
4. EFL instructors should periodically conduct action researches concerning motivational teaching practice so that they would rely on the findings in order to select and employ valuable motivational strategies. Conducting action research periodically is of great merit as motivating learners is not an easy task that could be brought about by relying merely on suggested strategies. Relating to this, Dornyei (2001) contends that motivational strategies that work well with one teacher or group may not work with the other; and motivational strategies that work well today may not have the same effect tomorrow.

5. Efforts should be made to allow the EFL instructors share experiences and views relating to motivational teaching practice.
6. Learners should be enlisted in some language learning decisions in the classroom, for example, in the selection of classroom tasks and activities, so that they would tend to regard themselves as responsible body to the learning process.

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APPENDICES

APPENDIX A

OBSERVATION CHECKLIST

Date of Observation _____

Room _____

Instructor Observed _____

Time _____

Purpose of Observation

- √ To see the instructors' use of motivational strategies in communicative English skills classes
- √ To see the motivational intensity of the students in the communicative English skills classes.

Part I. Instructors' use of motivational strategies

No	Behavior Categories	Yes	No
1	Promotes interaction and cooperation among the learners		
2	Demonstrates enthusiasm		
3	Creates a pleasant and supportive atmosphere		
4	Mentions information or skills the students will learn in the lesson/task		
5	Assigns tasks with meaningful learning objectives		
6	Helps the students build confidence by providing regular encouragement		
7	Promote learner autonomy		
8	Provides opportunities for students to ask, respond and get feedback		
9	Provides students with positive information feedback		
10	Encourages learners to attribute failure to lack of effort and appropriate strategies than to lack of ability		
11	Focuses on mastery in monitoring performances and giving feedback		
12	Demonstrates moderation and variation in use of motivational strategies		
13	Focuses only on the lesson/task proper		
14	Makes use of discouraging rebuffs for poor attention or work		
15	Warns that a test will be used as a punitive measure for poor attention and involvement, and misbehaves		

Notes:

Part II. Motivational Intensity of the Students

No	Behavior Categories	Response Categories				
		All	Many	Fair	Few	None
1	Attend the lesson enthusiastically					
2	Actively take part in class/group discussions					
3	Ask questions					
4	Answer questions					
5	Seek feedback from the instructor					
6	Are passive (little or no participation)					
7	Show reluctance to accomplish classroom tasks and activities					
8	Take advantage of sitting in pairs/groups for improper classroom practices					

Notes:

APPENDIX B
INSTRUCTORS' QUESTIONNAIRE
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE
(GRADUATE PROGRAM)

Dear Instructor:

This questionnaire is designed to collect helpful data for a postgraduate study on “An exploration of the EFL instructors’ use of motivational strategies in communicative English skills classes at Mekelle University”. The findings of the study are hoped to have contributions to teaching institutions, teachers, material developers and researchers on the area in focus. The truthfulness of your responses are of paramount importance to the validity of the study. You are, hence, kindly requested to be genuine in your responses.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidential. It will be used only for this study.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Jemal Mohammed
MA TEFL Student

I. Background Information

1. Sex: M _____ F _____
 2. Number of service years: 1-5 ☐ 11-15 ☐ above 20 ☐
 6-10 ☐ 16-20 ☐
 3. Qualification: BA _____ MA ☐ Ph.D. ☐
 4. Nationality: Ethiopian ☐ Non Ethiopian: ☐

II. Please encircle your responses for each question on the basis of the key below

- 5 = Always
 4 = Most of the time
 3 = Sometimes
 2 = Rarely
 1 = Never

No	MOTIVATIONAL STRATEGIES	RESPONSE CATEGORIES				
	As an Instructor, I:					
1	try to develop a good rapport with my students	5	4	3	2	1
2	try to create a pleasant and supportive atmosphere in the classroom	5	4	3	2	1
3	try to promote interaction, cooperation and sharing of genuine personal information among the learners	5	4	3	2	1
4	attempt to raise the learners' interest in the language learning process	5	4	3	2	1
5	promote the students' awareness of integrative and instrumental values associated with the knowledge of the language.	5	4	3	2	1
6	try to increase the students' expectation of success in learning the language.	5	4	3	2	1
7	attempt to increase the students' goal-orientedness by formulating explicit goals accepted by them	5	4	3	2	1
8	make use of the teaching materials relevant to the students' goals, needs and interests	5	4	3	2	1
9	try to raise the learners' general awareness about the different ways languages are learnt	5	4	3	2	1

10	try to raise the learners' awareness about the number of factors that can contribute to success in language learning.	5	4	3	2	1
11	try to make learning more stimulating and enjoyable by breaking the monotony of classroom events	5	4	3	2	1
12	present and administer tasks in a motivating way	5	4	3	2	1
13	adjust the difficulty level of tasks to the students abilities	5	4	3	2	1
14	attempt to build the students' confidence by providing regular encouragement	5	4	3	2	1
15	employ various techniques to motivate the learners.	5	4	3	2	1
16	try to enhance learners' motivation by actively promoting learner autonomy.	5	4	3	2	1
17	attempt to increase the students' self-motivating capacity	5	4	3	2	1
18	encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability	5	4	3	2	1
19	provide students with positive information feedback	5	4	3	2	1

- Please feel free to add your comments and suggestions concerning your students' motivational intensity and your motivational strategy use in communicative English skills classes.

APPENDIX C
STUDENTS' QUESTIONNAIRE
(ENGLISH VERSION)

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE
(GRADUATE PROGRAM)

Dear Students:

This questionnaire is designed to collect helpful data for a postgraduate study on “An exploration of the EFL instructors’ use of motivational strategies in communicative English skills classes at Mekelle University”. The findings of the study are hoped to have contributions to teaching institutions, teachers, material developers and researchers on the area in focus. The truthfulness of your responses are of paramount importance to the validity of the study. You are, hence, kindly requested to be genuine in your responses.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially. It will be used only for this study.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Jemal Mohammed
MA TEFL Student

I. Background Information

1. Department: _____
Sex: M _____ F _____ Age: _____
2. Program: Degree: _____ Diploma: _____
Regular: _____ Extension: _____

II. Please encircle your responses for each question on the basis of the key below.

- 5 = Always
4 = Most of the time
3 = Sometimes
2 = Rarely
1 = Never

No	MOTIVATIONAL STRATEGIES	RESPONSE CATEGORIES				
	Our Instructor:					
1	tries to develop a good rapport with us	5	4	3	2	1
2	tries to create a pleasant and supportive atmosphere in the classroom	5	4	3	2	1
3	tries and promotes interaction, cooperation and sharing of genuine personal information among us.	5	4	3	2	1
4	attempts to raise our interest in the language learning process.	5	4	3	2	1
5	promotes our awareness of integrative and instrumental values associated with the knowledge of the course	5	4	3	2	1
6	tries to increase our expectancy of success in learning language	5	4	3	2	1
7	attempts to increase our goal-orientedness by formulating explicit goals accepted by us.	5	4	3	2	1
8	makes use of the teaching materials relevant to our goals, needs and interests	5	4	3	2	1
9	tries to raise our general awareness about the different ways language are learnt	5	4	3	2	1

10	tries to raise our awareness about the number of factors that can contribute to success	5	4	3	2	1
11	tries to make learning more stimulating and enjoyable by breaking the monotony of classroom events	5	4	3	2	1
12	presents and administers tasks in a motivating way	5	4	3	2	1
13	adjusts the difficulty level of tasks to our abilities	5	4	3	2	1
14	attempts to build our confidence by providing regular encouragement	5	4	3	2	1
15	employs various techniques to motivate us	5	4	3	2	1
16	tries to enhance our motivation by actively promoting “learner autonomy”.	5	4	3	2	1
17	attempts to increase our self-motivating capacity	5	4	3	2	1
18	encourages us to explain our failures by the lack of effort and appropriate strategies applied rather than by our insufficient ability.	5	4	3	2	1
19	provides us with positive information feedback	5	4	3	2	1

- Please feel free to add your comments and suggestions regarding your instructors’ use of motivational strategies and your motivational intensity to learn communicative English skills

APPENDIX D

Students' Questionnaire

(AMHARIC VERSION)

አዲስ አበባ ዩኒቨርሲቲ
የቋንቋዎች ጥናት ተቋም
የውጭ ቋንቋዎች እና ስነ-ጽሑፍ ትምህርት ክፍል
(ድህረ-ምረቃ መርሃ ግብር)
የተማሪዎች መጠይቅ

ውድ ተማሪዎች፤

ይህ መጠይቅ የተዘጋጀው የመቀሌ ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ መምህራንን በ «Communicative English Skills» ክፍል ውስጥ የሚጠቀሙአቸውን የማነሳሻ ስልቶች /Motivational strategies/ በተመለከተ ለድህረ ምረቃ ማሟያ ዕሁድ የሚጠቅም መረጃ ለመሰብሰብ ነው። የጥናቱ ውጤቶች ለኢንስቲትዩቶች፣ ለመምህራን፣ ለማስተማሪያ መዕሀፍ አዘጋጆች እንዲሁም በዚህ ጉዳይ ላይ ጥናት ለሚያደርጉ አካላት አስተዋፅኦ እንደሚኖረው ይገመታል። ለጥናቱ ውጤታማነት እናንተ የምትሰጧቸው መልሶች የኃላ ድርሻ አላቸው። በመሆኑም በናንተ እምነት ለጥያቄዎቹ ተገቢ ናቸው የምትሏቸውን መልሶች እንድትሰጡ በትህትና እጠይቃለሁ።

በዚህ መጠይቅ ላይ የምትሰጧቸው መልሶች ለዚህ ጥናት ብቻ የሚውሉ መሆናቸውንና በዚህ መጠይቅ የሚሰበሰቡ መረጃዎች ከዚህ ጥናት ባሻገር ለሌላ አገልግሎት እንደማይውሉ አረጋግጣለሁ።

ይህን መጠይቅ ለመሙላት ውዱን ጊዜያችሁን ሰውታችሁ ላደረጋችሁልኝ ልዩ ትብብር ምስጋናዬን አቀርባለሁ።

ጀማል መሐመድ
የ “MA TEFL” ተማሪ

I. አጠቃላይ መረጃ

1. ትምህርት ክፍል _____

የጽሑፍ ቁጥር ቀን ወር ሰዓት ሰከንድ

2. መርሃ ግብር፣ ዲግሪ ዲፕሎማ

መደበኛ የማታ

11. ለእያንዳንዱ ጥያቄ አመላካች ከዚህ ቀጥሎ የቀረበውን መፍቻ መሰረት በማድረግ መልስህን/ሾን አክብብ/አክብረ::

5 ԿԱՂԻԾ

4 አብዛኛውን ጊዜ

3 ኦንዳንድ ጊዜ

2 እምብዛም

1 በጭራሽ

ተ.ቁ	የማኅላሻ ስልቶች	አማራጮች				
	መምህራችን					
1	በእኛና በእርሱ/በእርሷ መካከል መልካም ግንኙነት እንዲመሰረት ይጥራል/ትጥራለች።	5	4	3	2	1
2	ለመማር ምቹና አበረታች የሆኑ ነገሮች በክፍል ውስጥ እንዲኖሩ ይጥራል/ትጥራለች	5	4	3	2	1
3	በእኛ መካከል የሚደረጉ ውይይቶችን በታማኝነትና በተባባሪነት መንፈስ እንዲከናወኑ ያበረታታል/ታበረታታለች።	5	4	3	2	1
4	ቋንቋውን በመማር ሂደት ላይ ፍላጎታችን እንዲጨምር ይጥራል/ትጥራለች።	5	4	3	2	1
5	ኮርሱን በማወቃችን የምናገኛቸውን ጠቀሜታዎች በወል እንድንገነዘብ ያበረታታል/ታበረታታለች።	5	4	3	2	1
6	ኮርሱን ስንማር ውጤታማነትን ታሳቢ በማድረግ የመማር ባህላችን እንዲጨምር ይጥራል/ትጥራለች።	5	4	3	2	1
7	በእኛ ዘንድ ተቀባይነት ያለው ዓላማ በመንደፍ ዓላማ ተኮርነትን እንድናዳብር ጥረት ያደርጋል/ታደርጋለች።	5	4	3	2	1
8	ከእኛ ዓላማና ፍላጎት ጋር ተዛማጅነት ያላቸውን የማስተማሪያ መሳሪያዎች ይጠቀማል/ትጠቀማለች።	5	4	3	2	1
9	የተለያዩ መንገዶችን በመጠቀም ቋንቋን መማር የሚቻል መሆኑን ለማስገነዘብ ጥረት ያደርጋል/ታደርጋለች።	5	4	3	2	1
10	ቋንቋን በመማር ሂደት ውስጥ ለውጤታማነት አስተዋጽኦ	5	4	3	2	1

	ያላቸው ነገሮች ላይ ጥሩ ግንዛቤ እንዲኖረን ጥረት ያደርጋል/ታደርጋለች።					
11	አስልቺነት ያላቸው ነገሮችን በማስወገድ በሚያነሳሳ እና በተሻለ መንፈስ እንድንማር ጥረት ያደርጋል/ታደርጋለች።	5	4	3	2	1
12	የመማሪያ ተግባራትን /tasks/ በሚያነሳሳ መንገድ ያቀርባል/ታቀርባለች።	5	4	3	2	1
13	የመማሪያ ተግባራትን /tasks/ የኛን ችሎታ ባማከለ መልኩ ያቀርባል/ታቀርባለች።	5	4	3	2	1
14	ማበረታቻዎችን ዘለቄታነት ባለው መልኩ በመጠቀም ብቃታችንን እንድናሳድግ ጥረት ያደርጋል/ታደርጋለች።	5	4	3	2	1
15	እኛን ለትምህርቱ ለማነሳሳት የተለያዩ ስልቶችን ይጠቀማል/ትጠቀማለች።	5	4	3	2	1
16	በራሳችን መንገድ ለመማር የሚያስችለንን የመነሳሳት ባህል እንድናዳብር ያልተቆጠበ ጥረት ያደርጋል/ታደርጋለች	5	4	3	2	1
17	ራሳችንን የማነሳሳት አቅማችን እንዲጎለብት ጥረት ያደርጋል/ታደርጋለች።	5	4	3	2	1
18	ለውድቀታችን መንስኤው የበቂ ችሎታ አለመኖር ሳይሆን አስፈላጊውን ጥረት አለማድረግና ለውጤታማነት የሚያበቃን ተገቢ ስልት አለመተግበር መሆኑን በውል እንድንረዳ ያበረታታል/ታበረታታለች።	5	4	3	2	1
19	አበረታችና አስተምህሮታዊ ይዘት ያለው ሀሳብ /መረጃ/ ይለግሰናል/ትለግሰናለች።	5	4	3	2	1

እባክህ/ሽ ስለራስህ/ሽ ለመማር የመነሳሳት ሁኔታና የመምህሩ የማነሳሻ ስልቶች አጠቃቀም ላይ ያተኮረ ሀሳብ ወይም አስተያየት ካለህ/ሽ ብትገልፅልኝ/ጭልኝ።

APPENDIX E

INSTRUCTORS' INTERVIEW

1. What does motivation really mean to you?
2. Is motivation important in EFL classes? If yes, how important is it?
3. How do you understand whether your students are motivated or not? (can you cite some observable behaviors that signify the students' motivation?)
4. What factors do you think influence learners' motivation in communicative English skills classes?
5. Is it possible to initiate and enhance learners' motivation?
6. If yes, who is responsible in doing so? How?
7. How do you describe your use of motivational strategies in communicative English skills classes?
8. From your experience, what motivational strategies have you found as valuable in enhancing your students' motivation in communicative English skills classes?
9. Do you always make use of the same technique(s) to motivate your students?

APPENDIX F

INTERVIEWEES' RESPONSES

1. A: It is something that triggers individual's mind to do something in a better and determined way. It is a psychological concept that depends upon individual's perception.

B: Motivation means reinforcing someone to do something.

C: Motivation means mind setting the students on the learning situation that they are going to encounter.

D: It is a kind of inspiration, or initiating the students to attend the class in a very good mood, or arising their interest, or helping them to stay focused from the beginning of the lesson to the end.

E: It is drawing the students' efforts to be fruitful.

F: It is the initiation of students to learn, especially from their need or interest to learn; and it is something that can be attained by external pressure.

G: Motivation is the teacher's way to get the interest of the students. It is setting up the classroom for a conducive learning situation.

H: It is igniting the interest of the learners to learn. It is a way of waking the students up, and making the students participative.

2. A: Yes, no question about that. It is decisive in EFL classes too. Unless one is motivated, it remains mess.

B: Very. Absolutely.

C: Yes, of course. It is very important in any teaching/learning situations because through motivation, you will be able to get the interest and attention of your students.

D: Exactly, I believe that it is very important in EFL classes too.

- E: Yes, Language classes by their very nature need interest. And interest can be drawn by using motivational techniques. More than any other course in language classes, motivation is too crucial.
- F: Very much. Very much. When there is motivation in EFL classes, there is peaceful environment for learning.
- G: Of course, it is really really very important.
- H: It is very very important with out motivation, it is difficult to transfer the knowledge to the students. It is certainly important in EFL classes.
3. A: Quite challenging for me to see whether my students are really motivated or not because at times, they may show active participation, which is artificial. The only important thing is to try my best to motivate them.
- B: I can understand from their hands to answer questions; involvement in asking and answering; and facial expressions.
- C: In their actions, in their faces, form the way they are acting (reacting) to the learning situation. Motivated students intently listen to you; try to grasp everything you are telling them; and ask questions when facing difficulties or problems.
- D: When they ask me questions repeatedly, and from their well preparation and concern for presentations, role plays etc, I can understand that the students are happy with the time they are spending with me.
- E: There are many clues, but in my case, when they are actively participating and when they are not yawning, I can understand that they are motivated.
- F: Active participation following my lesson delivery (activity level); facial expression; willingness to ask and answer. Sometimes, when you ask even a simple question they may keep reluctant to answer, if not motivated.

- G: When participating in classroom activities actively, then they are really motivated.
- H: There are obvious manifestations: pay attention, focuses on you, excited to do the task. On the contrary, low interest, not paying attention, jotting down something on their chairs while you are teaching, and asking excuses in order to go out.
4. A: There are so many factors: the very approach the instructor uses, the materials we have, emm...everything matters.
- B: The way the teacher delivers the course (When it is not a communicative may and is rather a teacher dominated), and lack of knowledge (poor background on the part of the students).
- C: It is difficult to mention all the factors but I think things such as; using pictures and posters; giving them stories and personal experience that have relationship to the lesson are helpful to motivate the students.
- D: Class size and poor background of the students
- E: Many factors can be enumerated here: preparation before the class (readiness on the part of the teacher); other factors such as sitting arrangement, environmental factors and temperature.
- F: Background of the students; initiation of the students to learn; and time factors. When the session is in the morning the students motivation is by far good.
- G: I am not well aware of the factors. I simply use strategies that are motivating to the students.
- H: Teacher's personality, knowledge of the subject matter and preparation for teaching. If teachers are not prepared and show little interest, the students will not be motivated.

5. A: Why not. There are many possibilities of doing that. For instance, I am currently attending HDP. In this program we are exposed to the different ways we can make learning suitable to our learners.
- B: Definitely.
- C: Yes.
- D: Yes, exactly.
- E: Definitely.
- F: Of course, it is possible.
- G: Yes.
- H: Yes, it is possible by considering the different factors that affect the students' interest.
6. A: It lies on both parties. Both the instructor and the students are responsible.
- B: I think the teacher is the influential one. If he makes his class active, he can handle their motivation. Course designers are also responsible.
- C: The teachers'. The teacher can do this by giving them situations of their interest. is always attempt to bring jokes, stories related with the subject (lesson) to be studied.
- D: It don't know exactly, but I feel that the curriculum designers, the teachers and the students are all responsible. The teacher can do this by giving advice and spending some additional time with the less motivated students.
- E: It works both ways: the students' readiness to learn and the instructors' efforts. The instructor, however, takes the lion's share. He can do this by using several strategies.
- F: To the extreme degree the students are the responsible body in this regard. Their initial motivation or interest to learn matters to a great extent. The teacher also has a great role, especially when the students lack initial motivation. He can motivate them

by keeping them active in the class using a good delivery method and by creating a conducive learning atmosphere.

G: It is the responsibility of the teacher. By relating the lesson to the real life of the students; using poem, songs and stories. The teacher do not have to just inject the lesson.

H: The teacher. By using varied techniques of motivating the students.

7. A: It depends upon the objectives you have. For some purposes you may use some helpful strategies and for another, you may use other helpful strategies.

B: I can't say I'm perfect on motivating my students to be honest. But sometimes, I tell them that English is not their mother tongue; that nobody is perfect; tell them not to worry about mistakes; and use dialogues, stories and presentations.

C: My class is more of student-centered. I'm the facilitator of learning. I just present in the way they would understand.

D: I usually ask them questions and every one will be participating and that time, I usually give marks and this makes the students to actively participate. I also use encouraging words. I never use any discouraging words.

E: I am not well aware of what I'm doing in the class, but my students gave me comments which imply that I act like an actor in a theatre hall.

F: I most of the time use different kinds of delivery methods. The very first thing I do is to group the students. I also use different lesson delivery methods. There is one that I like most. It is exhibition teaching. I like it very much because I've been successful in motivating the students through this method. I group them to a group of three or four. I give them markers, charts and the like. They will spend time doing activities on different topics and then are asked to post it on the wall of the

classroom. Finally, each group visits the chart of the other, one person discussing the issues incorporated on the chart for others.

G: I use strategies in accordance with the interest of the students and the relevance of the lesson to the students.

H: I usually use anecdotes and stories in my presentation (delivery) so that the students' attention is grabbed. I also encourage them to actively participate in the class as it is quite difficult to learn the language without involving them to use the language.

8. A: Creating a conducive atmosphere is one of the most helpful strategies for me as it helps my students to be free.

B: To be transparent. I speak to them frankly, no boarder between me and them so that they become free in the class. So, to me letting them feel free is the most valuable strategy.

C: I'm not very much aware of what is being used in Ethiopia, but in my classes, I am always making use of the communicative, interactive and collaborative approach of giving motivation.

D: The teacher shall be prepared all the time. He/she shall take sufficient time and ask himself or herself how am I going to handle my students? How am I going to win their attention? I particularly found grading every activity; letting them involve and share their ideas in groups; and above all, patience valuable in my classes.

E: Although I'm not an experienced teacher, I can say that letting the students feel free or avoiding an imposing appearance is very vital.

F: Showing the students a very good face; showing them that I am interested in what is going on; giving them the very important information about the lesson; asking them to check if they are

clearly attending the lesson; and relating what is being taught to their every day life.

G: Using songs, short stories and poems which have moral lessons.

H: Showing enthusiasm... I go to class well prepared. I share my experiences. I give them examples that are recent and interesting to the students. I talk to them as my friends. Above all, letting the students feel at ease is vital to motivate them.

9. A: No. Not at all: We couldn't have the same objectives every day. Hence, the motivational strategies should also vary for different objectives. Otherwise, if we rely on the same strategy, it will bring about boredom on the part of the students.

B: I use different techniques. For example, I use stories, and dialogues. I also ask them to tell me the way I should present lessons (what is suitable for them).

C: I should say yes, here in Ethiopia. I'm using almost the same type of motivational techniques. But given the resources, I can use a number of techniques.

D: What do I do? I don't. Know I have never been curious about this.

E: Definitely no. If there is redundancy in the way you present your lesson, it will be the cause for demotivation.

F: I don't use the same technique except for showing a good face all the time. I use different ones.

G: No. a teacher should use varied techniques. Otherwise, it will be monotonous to the learners.

H: No.