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**Exploring Teachers' Motivational Techniques Used in EFL
Classroom and its impact on students learning:
Medhanealem Preparatory School in Focus**

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ABSTRACT

The aim of this study was to examine teachers motivational techniques used in EFL classroom at Medhanealem Preparatory school. An attempt has been made to search out motivational techniques that were practical by English teachers. The result of the study was believed to be helpful for English teachers and students of the school.

Participants of the study consisted of 25 English teachers and 126 grade eleven students of this school. The study used a questionnaire survey as the main tool of data collection. There were two questionnaires: one for the teacher and a parallel one for the student. The students' questionnaire was translated to Amharic to reduce ambiguity and teachers and students questionnaire was piloted. After the pilot study, the main study was conducted. The questionnaire was followed-up by interview with teachers and classroom observation for further input. The questionnaire data were analyzed using percentage and the interview and classroom observation data were analyzed using frequencies and qualitative description.

Results from teachers' questionnaire which was about the perception of the importance of motivational techniques to teach EFL classroom indicated that most of the teachers reported that establishing good relationship with the students; showing eagerness for teaching; encouraging the students to use English inside and outside the classroom, making tasks interesting and enjoyable and increasing the students' self-confidence were very important items for teaching EFL. The results of the frequency of using motivational techniques to teach EFL showed that the majority of the teachers tried to apply techniques like helping the students to develop realistic personal goals; encouraging them to use English both inside and outside the classroom; establishing good relationship with their students; showing their eagerness for teaching; creating a supportive classroom atmosphere and making tasks challenging most of the time. The questionnaire data also showed some of the teachers have neglected techniques like letting the students suggest classroom ground rules; monitoring the students progress and giving them written comments; asking for the students interest and building them into a course and making tasks challenging and practical. The reasons might be large class size and orientation problem to apply the techniques.

Besides, to strengthen the questionnaire data, interview and observation were used and the interview result showed that teachers most of the time used techniques like creating supportive atmosphere in the classroom; relating the lesson and the text to students' real life situation; giving positive and descriptive feedback; giving individual and group works; showing them eagerness for teaching and appreciating them orally. In general, the effect of using these motivational techniques was to help the students to participate freely, to help them to successfully achieve their goals and to increase their interest toward the subject. Additionally, the observation result strengthened the questionnaire and interview data.

Based on the findings, relevant conclusions and recommendations have been made.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

English is more of a foreign language than a second language in Ethiopia. The main reason is English is so infrequently used in daily life outside the classroom and students do not have the opportunity to learn the language informally. Thus the main way students have been expected to learn English has been by using it as a medium of instruction.

Based on his field survey Stoddart (1986) cited in Berhanu et al (2009) had suggested about the English language ability of the majority of the students in Ethiopia. Most students' ability to understand their teachers or their text books is not adequate. Besides, they spend most of their class hours copying down notes that the teacher has written on the blackboard. Therefore, to solve problems that face in EFL classroom, motivation is one issue and using adequate motivational techniques is indispensable. Motivational techniques help teachers to create eager students in the classroom.

Students' incentive to learn English differ. Harmer (2001) contends that students with no clear goals fail to know what they really want from learning English. Such students take or learn the language for course fulfillment to final outcomes such as a qualification and a better job. As a result, some become de-motivated. Others focus on their marks sustained by their grades. Such students are confounded by what and why they are supposed to be doing. Thus, they lack a framework for assigning significance to what they learn. Consequently, assisting the students to have clear goals in learning English language and helping them to be motivated is teachers' job and needs their effort.

Motivation is a crucial factor in language learning/teaching. It is a desire to achieve a goal, joint with the force to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning (Oxford & Shearin, 1994).

The reports of the local studies show that using motivational strategies for English classroom is very crucial. The researchers have investigated the experience of English instructors/teachers in using motivational strategies to motivate their students. They reported that understanding and applying motivational strategies in EFL classroom is more or less difficult among several instructors and few instructors use the strategies effectively in EFL classroom. For example, Mulugeta (1997) studied to what extent students are intrinsically motivated to the listening lessons of the College English course. He investigated the intrinsic motivation of Addis Ababa University freshman students' vs. their achievement goals and the motivational roles of the listening tasks, the listening texts and English instructors. His study showed that the students were intrinsically motivated.

Banti (2003) studied college students' orientations and motivation in EFL classroom. He reported that there are misconceptions of employing extrinsic motivational strategies. The instructors' made little attempt to provide periodic feedback and the inadequacy of the course to complement students' goals were found to frustrate students' motivation to learn the language.

Seblewongel (2007) investigated instructors' motivational strategies in EFL classroom among two universities and two colleges. She reported that the instructors believed that motivating students is an essential part of teaching. The instructors believed some of the strategies were found more important, some were less important and some were neglected due to lack of recognition of the value of these strategies or certain constraints related to Ethiopian EFL context.

Jemal (2007) explored one university instructor's use of motivational strategies in communicative English skills course. He concluded that instructors and students of that university have good knowledge of the strategies and instructors use the strategies efficiently in the teaching-learning process.

Dereje (2008) investigated grade 10 students' perception of motivational techniques teachers use for reading lesson and reported that more than fifty percent of the samples said that their

teachers never provided them with constructive feedback and praise for their attempt in reading lessons. In addition, students said that teachers assisted them to make active classroom participation only sometimes.

As can be observed, almost all the research works on motivational strategies in EFL focus on colleges and universities except one research work (by Dereje 2008) which is done on grade 10 students. The present study focused on preparatory level teachers and the frequently used motivational techniques by these teachers, because this area is not addressed by these researchers. Besides,

Motivating students in the English as a foreign language classroom is often a complex and difficult task that involves a diversity of psycho-sociological and linguistic factors with regard to Dornyei and Csizer (1998), but most English teachers will show the important role motivation plays in the teaching/learning process. The first step in tackling the difficulty of using motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. Motivation is one of the key factors for learning a foreign language.

As said by Littlewood (1984), motivation is the critical force which determines whether a learner go aboard on a task at all, how much energy he devotes to it and how long he continues in second language learning. Besides, it includes many elements like the individual's drive, need for achievement and success, interest, desire for incentive and new experience, and so on. These factors play a role in every kind of learning situation.

The above mentioned scholars have discussed motivation and second language learning. It is related to goal of students to learn the language and learners devoted on a task. Teachers should understand the role motivation plays in learning. In relation to foreign language learning, motivation is necessary and using motivational techniques should help the students to have goal and to achieve it.

The current study was conducted in Medhanealem preparatory school which is located in Gullele sub-city of Addis Ababa city. Grade 11 students were the target group of the study as it is base for the university entrance and much more effort is expected from them. The syllabus of the preparatory level requires the students to be equipped with English language skills like speaking, listening, writing, reading and language rules. So, the main purpose of this research is to find out the techniques of motivation used by preparatory level English teachers to motivate their students.

1.2 Statement of the Problem

Teachers' motivational techniques in teaching English are then crucial in engaging students in the classroom. If teachers are more aware of the impact of their teaching techniques on students' motivation, they may be able to identify what techniques their students find interesting and engaging. An English teacher is expected not only to teach English language but also to make the teaching-learning process as interesting as possible to engage the students in the learning process. Engaging with the process influences the students' motivation to learn the language (MOE, 2002).

According to Dornyei (2005) and Dornyei and Cheng (2007), motivation is one among many factors that cause success or failure on students' achievement. Some of the de-motivating factors in students' learning are the teacher's character, commitment, ability and teaching method. With motivation being one of the key factors that determine success in L2 learning, strategies in motivating language learners should be seen as an important aspect of the theoretical analysis of L2 motivation. However, far more research has been conducted on identifying and analyzing various motives and validating motivational theories than on developing techniques to increase motivation.

The recently shift within the field of language learning and teaching greatly focuses more on learner-centered education than teacher-centered. In learner centered approach, there should be adequate motivation to learn the target language. Because of this, using motivational techniques for better teaching/learning process is undeniable.

Most of the local researchers have reported university instructors' experiences of using motivational strategies. The range of motivational techniques employed by English teachers in preparatory level has not been studied. Therefore, without conducting research, it is difficult to know what motivational techniques are used to motivate preparatory level students. These students are expected to join higher education. Thus the primary emphasis of this study was to explore the techniques of motivation used by teachers in EFL classroom. This is because as motivation is the crucial factor for EFL, the above mentioned scholars have suggested that students' success or failure may differ in EFL learning because of the experiences of teachers in using motivational techniques. So the techniques that were used to teach EFL were explored and compared with the theories of motivational strategies.

1.3 Objectives of the Study

1.3.1 General objective: the general objective of this study is to explore motivational techniques that are used by English teachers in EFL classroom.

1.3.2 Specific Objectives

- ✚ To examine the important techniques of motivation used to teach EFL.
- ✚ To identify the frequency of teachers use of motivational techniques in their teaching experience.

1.4 Research Questions

This study is designed to answer the following research questions.

1. What motivational techniques do teachers use in EFL classroom?
2. How important do teachers and students perceive certain motivational techniques?
3. Which motivational techniques do teachers frequently use in their teaching experience?
4. What are the effects of motivational techniques used by English teachers to students learning?

1.5 Scope of the Study

This study was delimited in exploring motivational techniques employed by English teachers to teach English. The desire for exploring the techniques occur to gain good understanding of the teachers' perception on the importance of the motivational techniques and how frequently they really employed motivational techniques to encourage their students.

Gullele sub city is one of the 10 sub cities of Addis Ababa city and it is selected for this study using lottery system. There are 5 Government preparatory and high schools in this sub city. From the two preparatory schools, this study is confined to one school: Medhanealem preparatory school. This study was conducted with two groups; the first was grade 11 students and the second group comprised all English teachers offering the English course.

1.6 Limitation of the Study

In this study, the researcher strongly agrees the inclusion of extra schools and increasing population size may assist to obtain more pertinent and wider information. In addition, the researcher also considers the significance of making repeated classroom observations so that it might be possible to watch, find out and come with motivational techniques teachers employ in teaching English.

This study was conducted at one school and the teachers chosen in the observation sample group were observed two times. Besides, students' interview was not conducted. The abovementioned problems were the limitations of this research work that occurred because of constraints of finance, time and capacity.

1.7 Significance of the Study

The researcher hopes that the result of this study is thought to be crucial for preparatory school English teachers by showing some motivational techniques which are very useful in English language classroom. This study is also believed to help preparatory school students by increasing their understanding on the concept of using motivational techniques. Moreover, this research may initiate other individuals to do detail research on similar issues that did not address by this research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The purpose of this literature review is to examine motivational techniques that work in English classroom. It has six sub sections: the first sub topic is the concept of teaching English as a foreign language; the second is the concept of motivation; the third is language learning motivation; the fourth sub topic is motivational roles of teachers; the fifth is techniques of motivation. Each issue is given sub headings and discussed below.

2.1 The Concept of Teaching English as a Foreign Language

Some languages are used internationally for different purposes like for communication, writing for documentation and entertainment, office work, education, as instructional media etc. Among these languages, English, French and Spanish are some and the major ones. For various reasons, the aforementioned languages, particularly, English and French are widely used in the continent of Africa. However, here, the special focus of the study is on English language used as the medium of instruction and ability for teaching-learning-process in Ethiopian schools. This is the main motivating factor for learning English as a foreign language in high and preparatory schools (Atkins et al, 1996).

Foreign language learners are bounded by their native languages. As a result, they need motivation and input to learn the target language (Oxford & Shearin 1994). English language is fully practiced in the classroom and as it is a foreign language, there is no or very little chance of using the language outside the classroom. So it is difficult to get continuous feedback from their teachers outside the classroom.

In spite of the fact that English language is taught as a subject and at the same time used as instructional media, different research studies indicate that the majority of the students are not good in using English language. For example Stoddart (1986) quoted in Berhanu et al (2009) has reported that most of the students do not use English to speak and write sufficiently, they simply copy notes that their teachers give them. Because of this and other problems facing the

students in English subject, teachers should use motivational techniques and work to make the students effective in the language.

2.2 The Concept of Motivation

The conceptual term motivation on its own is quite difficult to define but different scholars have tried to give different definitions about it. Some of these definitions are:

According to Pintrich and Schunk (2002), the word motivation is derived from the Latin verb 'movere' (to move) and it is a process where by goal-directed activity is started and continued. Goals may not be well devised and may alter with experience, however the main idea is that individuals have something in mind that they are trying to reach or stay away from. Motivation is understood from behaviors like choice of tasks, effort, persistence and expression.

According to Atkins et al (1996), the word motivation is the major significant factor in promoting healthy condition of learning.

Harmer (2001) and Dornyei (2001) defined motivation as one type of internal force which pushes someone to do things in order to achieve something. Besides, motivation is considered to be responsible for people to choose to do something, their eagerness to continue the activity and difficulty to practice it.

Similarly, Wlodkowski (1985 and 1993) explained that motivation as the procedure that can stimulate and initiate behavior, provide reason to behavior, maintain to let behavior to carry on, and lead to decide a particular behavior. Motivation is a notion that gives details about why people behave in a certain way when they do something. It is not only significant because it is essential basic factor of learning but because it settle learning and it is the cause and effect of learning i.e. one is the consequence of the others. Motivation can also be defined as common methods of referring to the precursor that is, the source and the beginning. He also stated that motivation clarifies why people decide to do something, how hard they are going to follow it and how long they are eager to maintain the actions.

Two scholars, William and Burden (1997:120) and Gardner (1985:10) stated that:

Motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. {Motivation is} a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals).

As far as goal is very indispensable for language learning, the above scholars have discussed the issue by giving emphasis to it. Language learners should have goals to learn the target language. Motivation helps students to attain their goals.

Madrid and Canado (2001: 333) quoted in Madrid (2002) stated that motivation is an inner state of the individual influenced by desires, and or attitudes which create an interest and desire to achieve a goal, and moves the individual to attain it with a continued effort.

The scholars have defined motivation directly relating to goals. From the above definitions, one can synthesize an important definition suitable for the purpose of this study: motivation is a psychological trait which leads people to achieve a goal. In addition, it is what forces someone to act in a certain way or to take a particular action. Simply, it can be understood that motivation gives someone answer for the question why.

2.3 Language Learning Motivation

Lambert and Gardner were the two Canadian social psychologists who started the field of foreign language learning (L2) motivation research in 1959. Although they were not linguists, what interested them in second language learning was the coexistence of French and English speaking communities which created somewhat unusual Canadian socio-political environment. The most commonly accepted contribution of their work to the field has been that learning a second language is unlike learning any other subject. Motivation to learn another language is further complex due to the difficult nature of language itself (Guilloteaux, 2007).

The approach of Gardner and his associates dominated language learning motivation research through the 1960s, 70s, and 80s. In this approach, social psychology and individual psychology were incorporated to explain disparity in motivation to master the language of another community. The social constituent of the approach was obvious in the incorporative reason, which proposed that learner' attitude toward the L2 and the L2 group of people would influence their L2 learning behavior (Ibid).

Dornyei, (2003) states that Gardner & Tremblay (1994) has written a lot about the educational shift and the following motivational renaissance that took place in the 1990s. The key belief that leads to this shift is the classroom condition that had a much stronger motivational influence than had been proposed before. Researchers therefore started to examine the motivational impact of the different features of the learning context, for example, course-specific motivational components (e.g., relevance of the teaching materials, interest in the tasks, appropriateness of the teaching method), teacher-specific motivational components (e.g., the motivational impact of the teacher's personality, behavior, and teaching practice), and group-specific motivational components (e.g., various characteristics of the learner group such as cohesiveness, goal-orientedness, and group norms).

According to Dornyei and Cheng (2007), in the field of foreign/second language learning, motivation has long been recognized as one of the key factors that determine L2 achievement and attainment. Motivation serves as the original engine to generate learning and later functions as a continuing driving power that helps to sustain the long and usually difficult journey of obtaining a foreign language. Indeed, it is fair to say that without sufficient motivation even the brightest learners are unlikely to continue long enough to attain any really useful language skill, whereas most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language ability or any undesirable learning conditions. Much of the previous research focused on making a theoretical framework for motivation and concentrated on identifying and defining student motivation, rather than on how to motivate students in the classroom, which, as Dornyei (2001) remarks, possibly the most critical issue associated to motivation.

Motivation is described by cognitive approach which emphasizes the important function of individuals' understanding of relationships, activities and situations to get into action (Dornyei, 2001).

Harmer (2001) and Williams and Burden (1997) defines motivation as a state of cognitive arousal, pushing learners to do things to achieve goals. The latter scholars point out that motivation provokes a 'decision act' in the learner to sustain intellectual effort tilted towards goal attainment.

As to Wlodkowski (1984:3), we know motivation is important because, even without any specific agreement on the concept's definition, we know that if we match two people of the same exact ability and give them the same exact opportunity and conditions to achieve, the motivated person will surpass the unmotivated person in performance and outcome {...}. When there is no motivation to learn, there is no learning ... When motivation to learn is very low, it is generally safe to assume that potential learning achievement will to some extent be diminished.

The scholar has emphasized the significance of motivation. For learning to happen, there must be motivation. Moreover, motivation and learning have a relationship of reciprocity-one is the consequence of the other.

With regard to Brown (1994), learners need to have positive attitude towards the speakers of the language in order to be motivated to learn it. Most of the learners who lack motivation neither participate nor use English in and outside the classroom. Student motivation naturally has to do with students' wish to participate in the learning process. But it also concerns the goals that bring about their participation or non-intervention in academic activities. Although students may be equally motivated to carry out a task, the sources of their motivation may differ.

Motivated learners focus on obtaining abilities and strategies rather than achieving tasks. These learners are also appropriate to be employed in actions they consider will help them learn such as attending carefully to the lessons, mentally arranging and practicing the material to be

learned, taking explanations to facilitate subsequent studying, ensuring their level of understanding and asking for help when they do not understand the material. On the other hand, the unmotivated students do not exhibit the above mentioned behavior Pintrich and Schunk (2002). Besides, Cook (2008) said that one reason for some L2 learners achieving better than others is certainly because they are better motivated.

Motivation is a short term issue, from moment to moment in the classroom; SLA research has as yet paid little attention to it, as Crookers and Schmidt (1991) quoted in Cook (2008) points out. High motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation. The process of creating successful learning which can encourage high motivation may be under the teacher's control, if not the original motivation (Ibid).

According to Mattarima & Hamdan (2011), motivation is one of the most important factors in language learning and is the key determinant of frequency and kind of strategy. So, motivation influences how hard learners are eager to work on a language activity, and how much they will persist when they are challenged.

In general, as the above scholars suggested, motivation and foreign/second language learning are interrelated to each other. The reason behind this is that without motivation, the teacher could not teach the target language. Besides, better motivated learners are successful in their education. Moreover, motivation leads learners to achieve their goals and research indicates that well-established strategies of motivation contribute to academic achievement.

2.4 Motivational Roles of Teachers

The main source/facilitator of knowledge and skills in EFL classroom is the teacher and his/her role is highly significant. The role of the teacher in engaging students in learning is hugely difficult in that it concerns almost all academic and social aspects of the classroom environment (MOE, 2002).

Regarding to Oxford and Shearin (1994), there are ways in which teachers can sustain and increase the motivation of foreign language learners. As a first step, teachers can find out why students chose to study the target language that they chose. Furthermore, teachers can support in creating an attitude of success in language learning by promoting a positive environment, encouraging positive attitudes, and helping individual students set language learning goals. However, as Dornyei (1990) pointed out, teachers must understand the role they play in motivating students. They should discover what motivates students, employ teaching methods and materials that appeal to learners' initial motivation, and perhaps create new motivation to continue learning the language in a classroom setting and on their own.

Mattarima & Hamdan (2011) suggested that being aware of how teacher-student interaction can promote motivation may provide implications in a variety of areas for educators. Teachers can likely reorganize the teaching and learning environment by providing different strategies to students, finding ways to motivate student to learn and engage them in active learning, and understanding their students' learning strategies. Without knowing and understanding how teacher-student interaction influences motivation, teacher may limit their abilities to improving instruction. Students engage in learning through behaviors and motivation, and those learners who are highly motivated remain engaged, enthusiastic and are more likely to participate in learning activities. On the contrary, the less motivated students are, the less they remain engaged in learning.

Harmer (2001), Dornyei (2001) and Finacchiaro (1981) quoted in Ellis (1994) assert that the teacher is the main cause in the continuance of a student's motivation and teachers' skills in motivating learners need to be seen as central to teaching effectiveness. It is teachers' responsibilities to motivate learners in a foreign language classroom.

2.5 Techniques of Motivation

Learner's motivation is one of the key factors that determine success in learning a foreign language. Motivation researchers found that motivational techniques that teachers use can effectively influence learners' motivation toward learning a foreign language. Motivational

techniques according to Dornyei (2001) are motivational influences that are consciously applied to achieve some systematic and continuing positive effect.

In 2001, Dornyei presented more than 100 motivational techniques in his book that are practical in English language classroom. These motivational conditions could be categorized into four groups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self evaluation. The concept of all these techniques is based on the idea that teacher motivational techniques significantly affect students' motivation for learning a foreign language. For this reason, techniques in motivating language learners should be seen as an important aspect of motivation toward learning a foreign language. He also suggested that motivational techniques which are the most reliable might not work in all groups. Some techniques might be used effectively in one groups than others and may work better today than tomorrow. He has also mentioned to give consideration for varied language learning situation in the world.

Dornyei (2001) has as well proposed a new model that is the process-oriented approach. This means that this model takes a dynamic view of motivation, trying to account for the changes of motivation over time. The process-oriented approach to motivation research has created a research viewpoint that is similar to the general approach of SLA research. Therefore, for presenting the review literature part, it is grouped in to four. The researcher's main focus is not on the strategies in general but the techniques which should be applied in EFL.

2.5.1 Creating the Basic Motivational Conditions

Dornyei (2001) said that there are definite requirements to be met prior to any effort to create motivation can be effective. Some of these requirements proposed by him are appropriate teacher behavior, a pleasant and supportive classroom atmosphere and a cohesive learner group characterized by appropriate group norms. Each is discussed below.

2.5.1.1 Appropriate teacher behavior

According to Dornyei (2001), teacher behavior is an influential motivational instrument. Teachers can influence various things in the teaching learning process, for example, their relationship with the students, their behavior that can attract students to engage in tasks. For Alison (1993) cited in Dornyei (2001), a key factor is to create good relationship with the learners by means of discussing with them on a personal level. This could lead to mutual trust and then to enthusiasm. In any case, enthusiastic teachers impart a sense of commitment and interest in the subject matter. Teachers' enthusiasm is a crucial factor in student motivation. If the teachers become uninterested in the subject, students will too. Obviously, teachers' enthusiasm comes from self-confidence, excitement about the content and real enjoyment in teaching. As the teacher is a group leader, he/she should show loyalty towards the students. If students can sense that the teacher is careless, this will undermine their motivation. Teachers' carelessness influences everybody even the most devoted ones are likely to become demoralized.

Increasing a personal relationship with the students is a gradual process build on a basis. Dornyei (2001) has discussed three components of this issue. The first is the teacher's acceptance of the students. It has been very influential in the development of student centered teaching. It involves a lenient positive attitude, something like the way someone may feel towards a relative. The second is teacher's ability to listen and pay attention to students. Wlodkowski (1986) said that listening to a person is the only most influential issue that happens between one person and another person. The method teachers pay attention to students informs them more than anything else how much consideration teachers are actually giving them. Furthermore, if teachers take care of their students as if they already are enthusiastic learners, they definitely become to be enthusiastic learners (Brophy 1998 cited in Dornyei, 2001).

Certainly, it is difficult to spend the whole time with individual students, but there are different techniques teachers can employ in the classroom that do not need much time. These techniques can express individual attention and can touch the lives of every student. Burden (1995) and

Raffini (1996) cited in Dornyei (2001: 38) suggested methods that are necessary for teachers.

For example:

- Greet students and remember their names
- Smile at the students
- Ask them about their lives outside school
- Show interest in their hobbies
- Express about their individual effort is recognized,
- Move around in class
- Include personal topics and examples about students in discussing content matter...

The third issue is availability for personal contact. Since most teachers are overloaded, this is a hard issue. There is no doubt that personal contact with the students can perform wonder to teachers' relationship with the students.

2.5.1.2 A pleasant and supportive atmosphere in the classroom

According to Pintrich and Schunk (2002), classroom climate refers to the atmosphere of the classroom, its social, mental and emotional characteristics. The value of classroom climate as it relates to motivation derives from the notion that teaching is guidance planned to influence classroom behavior, the climate in the classroom is mainly created through teacher-student interaction.

Learner motivation will reach its climax in a secure classroom climate in which students can express their views and sense that they do not run the danger of being ridiculed. To be motivated to learn, students need both sufficient chances to learn and stable encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a disordered classroom, it is important that the teacher organize and manage the classroom as an effective learning environment. Furthermore, because anxious students are unlikely to develop motivation to learn, it is important that learning happen within a relaxed and supportive atmosphere (Good and Brophy, 1994: 215 cited in Dornyei, 2001). Additionally, Young (1999) cited in Dornyei and Cheng (2007) suggested that it has been well known that language learning anxiety created by a stressed classroom climate is an influential negative issue that obstructs students' learning motivation and attainment.

Harris (2010) suggested that students who are feeling frightened or uncomfortable in the classroom are much less likely to participate, take chances or go out of their way to learn anything. The teacher should make the classroom comfortable where students feel they can learn.

2.5.1.3 A cohesive learner group with appropriate group norms

According to Dornyei (2001: 42), “a cohesive learner group is one which is ‘together’ in which there is a strong ‘we’ feeling; and which students are happy to belong to.” It refers to the members’ commitment to the group and to each other. Student motivation tends to increase in cohesive class groups. This is due to the fact that in such groups’ students share an increased responsibility for achieving the group goals and the positive relationships among them make the learning process more enjoyable.

Teachers have to set norms together with the students. In every classroom there is a range of slight and less slight rules that determine what students can and cannot do. The interesting thing about these ‘group norms’ is that only some of them have been mandated by the teacher, others have suddenly developed during the course of the group’s development and are not even openly stated. In many modern classrooms, one can find the secret ‘norm of unevenness’, which results in learners suffering social consequences for academic success. In such contexts, a student’s lack of motivation can often be traced back to a real fear of being adopts effective learning-oriented norms; this can be a major contribution to group motivation.

Nevertheless, teachers and students would agree that there need to be certain ‘rules of conduct’ in the classroom to make joint learning possible. The consequences for violating any formally agreed norm should also be specified, and it is a good idea to put the established class rules (and the consequences for violating them) on display on a wall chart (Ibid).

2.5.2 Generating Initial Motivation

In this motivational condition, Dornyei (2001) proposed five techniques which are about enhancing the learners’ L2 related values and attitudes, increasing the learners’ expectancy of success, making the teaching material relevant, increasing the learners’ goal-orientedness and creating realistic learner beliefs. Each of them is discussed below.

2.5.2.1 Enhancing the learners' L2 related values and attitudes

From the very beginning, everyone has a quite well-established value system consisting of a collection of attitudes, beliefs and feelings related to the world. This value system is the result of upbringing and past experiences, and it plays a powerful role in one's life: it largely determines the basic preferences and approaches to activities. Therefore the most far-reaching consequences in motivating learners can be achieved by promoting positive language-related values and attitudes.

The inherent value of language learning is associated with the learners' interest in and expected enjoyment of the language learning activity. The key issue in generating interest is to arouse the students' curiosity and attention and to create an attractive image for the course (Dornyei, 2001).

2.5.2.2 Increasing the learners' expectancy of success

Regarding this issue, Dornyei (2001) said that motivational psychologists have been studying the idea of 'expectancy of success' as one of the most studied issues for the past 4 decades, which is due to the undeniable fact that people do things best if they believe they can achieve something. Similarly, they learn best when they expect success.

In addition, a possibly productive area of motivating learners is to increase their expectancies by deliberately arranging the conditions in a way that they place the learner in a more positive or hopeful frame of mind. There are numerous methods for achieving heightened success expectations: provide sufficient preparation, offer assistance, let students help each other, make the success criteria as clear as possible, model success, and consider and take away possible obstacles to learning.

2.5.2.3 Making the teaching material relevant

One of the most de-motivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives. After all, as Brophy (1998) cited in Dornyei 2001 argue, most school students' curricular topics and learning activities are chosen mainly on the basis of what society believes students need to learn, not on the basis of what students would choose if given the opportunity to do so.

A lot of students do their homework and engage in all types of learning activities, even when a subject is not very interesting. Clearly, these students share the belief of the syllabus producers that what they are being taught will come in useful. In order to motivate learners to concern themselves with most learning activities, one should discover their goals and the topics they want to learn, and try to incorporate them into the curriculum. According to Chambers (1999) quoted in Dornyei, (2001:63):

If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities. If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them. ... if pupils do not see the relevance of a subject, the teacher has from the outset a major challenge.

The writer discussed that the material should be prepared based on students goals. The students should choose the topics they need to learn and ought to be included in the curriculum.

Further, presenting the material in a logical order is necessary. Many students will have a hard time following along if the teachers' present information in a way that they do not feel is logical. The teachers should do their best to create lessons that follow a logical sequence so students do not get discouraged (Harris, 2010). On the other hand, Dornyei and Cheng (2007) suggested that only following the textbooks is far less intellect-taxing and labor-intensive than adopting a variety of task-based activities, and many L2 teachers would be likely to find it domineering to develop supplementary materials and teaching aids in their already busy teaching program in order to make the language classes more attractive.

2.5.2.4 Increasing the learners' goal-orientedness

Goal orientation theory has become more and more dominant over the past 2 decades and now emerges to be one of the most famous viewpoints of motivation. There are different types of goals that relate to highly specific or more general outcomes. Thus Pintrich (2003) quoted in Elliot et al (2005) contrasts target or task specific goals (e.g. obtaining a pass mark in a particular examination) with purpose goals or goal orientation.

As maintained by Dornyei (2003), goals are essential features of L2 motivation research, even though the influence of various scholars may have been veiled by the fact that language learning 'goals' have been usually referred to as 'orientations.' According to Pintrich and Schunk (2002), goal orientation theory have lately concluded as possibly the most lively area of research on student motivation in classrooms and it has direct implications for students and teachers. This theory suggests that tasks provide most excellent level of challenge for students. Tasks that can be mastered with challenge but are neither easy enough to create repetitiveness nor hard enough to produce anxiety can facilitate a mastery goal orientation.

As stated by Dornyei (2001), in an ordinary class, many students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (i.e., the teacher or the curriculum) is far from being accepted by the group members. Thus, it would seem helpful to increase the group's goal-orientedness. This could be achieved by allowing students to define their own individual measures for what should be a group goal. Lastly because of the natural interaction of academic and social goals in the classroom, the most motivating activities and experiences for the students are likely to be those that involve the concurrent pursuit and achievement of both types of goals.

According to Madrid (2002:393), the success or failure of the individual in attaining the goal, that is, L2 learning is conditioned by various factors:

- a) The attention the subject pays to classroom explanations and tasks.
- b) His/her effort, constancy, persistence, and dedication.
- c) The individuals' responsibility, commitment, and identification with the teaching-learning process.
- d) The self-regulation of behavior and learning, degree of commitment with autonomous learning, etc.

2.5.2.5 Creating realistic learner beliefs

Dornyei (2001) states that most learners will have certain beliefs about language learning and most of these beliefs are likely to be wrong. The greatest thing is to sort out some of the most incredible beliefs and mistaken assumptions at the beginning of the course.

The teachers should exactly discuss about some of the key issues with the students. It is very important to emphasize that at the moment we do not know of a ‘perfect’ method for learning foreign languages; the mastery of a language can be achieved in a number of different ways, using varied strategies and therefore a key factor in achieving success is for learners to find out for themselves the methods by which they learn best (Ibid).

2.5.3 Maintaining and Protecting Motivation

This part reviews the most influential motivational areas. Dornyei (2001) has discussed eight techniques in this condition. But, from the eight techniques, four of them: making learning stimulating and enjoyable, presenting tasks in a motivating way, protecting the learners’ self-esteem and increasing their self-confidence and creating learner autonomy are presented below.

2.5.3.1 Making learning stimulating and enjoyable

According to Dornyei (2001), making the learning process more interesting and enjoyable would greatly contribute to continued learner participation. People are typically quite eager to use a great deal of time thinking and learning while following activities they enjoy. Generally speaking, there are two main types of techniques:

The first one is breaking the repetitiveness of learning. Even in classes characterized by a mixture of interesting teaching approaches, there is a danger that as the school year progress, both teachers and students can easily settle in to recognizable custom. In order to break repetitiveness, one needs to vary as many aspects of the learning process as possible. First and for most the language tasks and then other aspects of the teaching-learning process such as: presentation style, learning materials, the classroom’s spatial organization etc. the final aspect of how to break the monotony of classroom teaching concerns the general rhythm and sequence of events.

The second is making the tasks more interesting. Varying the tasks is important but not even the richest variety will motivate if the content of the tasks is not attractive to the students. The problem is that in real life, most of the tasks used are prescribed by the official course book and teachers usually have little time to introduce new activities. Some of the most motivating

features of task content are making tasks challenging, make task content attractive by adapting it to the students' natural interest (Ibid).

2.5.3.2 Presenting tasks in a motivating way

As indicated by Pintrich and Schunk (2002), tasks and learning activities are important influences on student motivation. The amount of variety and diversity in tasks can help sustain student interest.

Tasks has created attention in SLA researchers because by focusing on the tasks, they can discontinue working the process of complex and prolonged L2 learning in to separate sections with definite limits thereby making observable behavioral components. Hence, this implies that classroom learning lies in tasks, and so, motivation can be looked at within a task-based structure sooner than in a more situated manner. Besides, it is able to identify the importance of tasks in shaping learners' attention and eagerness in agreement with practicing classroom teachers' perceptions that the quality of the activities used in language classes and the way these activities are presented and administered make a huge difference in students' attitude toward learning (Dornyei, (2002 and 2003).

Dornyei (2001) proposed that some topics we teach are unlikely to interest students even though it is in their interest to learn them. This is when motivational techniques related to how to present and administer tasks come in particularly useful. It is found that the way we present tasks can make a huge difference in how students perceive and approach them. The motivational introduction of an activity fulfils at least three further functions: explaining the purpose and the utility of the task, arousing the students' eagerness i.e. good task introduction increase the students' expectations of something interesting and finally providing proper techniques to do the task. The best way to demonstrate the necessary skills is to model the students when presenting the task.

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

As the language classroom is an essentially face-threatening situation, it is important to find out how to maintain and increase the learners' self-confidence. In order for students to be able to focus on learning with determination, they need to have a healthy self-respect and need to believe in themselves as learners (Dornyei, (2001).

Dornyei (2001:89) has also proposed five approaches:

1. Teachers can foster the belief that capability is a changeable aspect of development.
2. Favorable self-conceptions of L2 competence can be promoted by providing regular experiences of success.
3. Everyone is more interested in a task if they feel that they make a contribution.
4. A small personal word of encouragement is sufficient.
5. Teachers can reduce classroom anxiety by making the learning context less stressful.

2.5.3.4 Creating learner autonomy

The key issue in this technique is that to share responsibility with the learners about their learning process. They need to feel that they are in control of what is happening to them. In order to allow increased learner independence, the teacher should use non-traditional teaching style. Benson (2001) found in Dornyei 2001:107) differentiates between five types of practice increasing the development of autonomy:

1. resource-based approaches, which emphasize independent interaction with learning materials
2. technology-based approaches, which emphasize independent interaction with educational technologies
3. learner-based approaches, which emphasize the direct production of behavioral and psychological changes in the learner
4. classroom-based approaches, which emphasize changes in the relationship between learners and teachers in the classroom
5. curriculum-based approaches, which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole

In addition, Ushioda (1997) cited in Dornyei (2001) comments that for self-motivation, one should think effectively and meaningfully about learning goals. It needs to apply positive idea and belief so as to optimize and maintain one's involvement in learning.

2.5.4 Encouraging Positive Self-evaluation

In this condition, Dornyei (2001) has discussed three techniques of motivation. These are promoting motivational attributions, providing motivational feedback and increasing learner satisfaction. Each point is discussed below.

2.5.4.1 Promoting motivational attributions

This technique can be put in short words like: it is encouraging students' effort ascriptions. This means that one should underplay the importance of ability. Referring to ability over is a risky practice, because in the classroom, this creates some students to appear poorly in this respect. Highlighting the role of effort, conversely, is secure: it makes easy future achievement and everyone has an equal chance to it. If one can create students believe that higher levels of effort on the whole offer a possibility for success, they will continue in spite of the predictable failure that goes together with learning (Dornyei, 2001).

James Raffini (1993) cited in Dornyei (2001) stated that learners should never be allowed to be unsuccessful at tasks until they have a reasonable possibility to be successful. If learners perform they have no option but to attribute their failure to lack of ability and will as a result stop trying. However, as Gardner rightly points out, effort is not enough if it is not accompanied by the desire to learn and by favorable attitudes:

Effort alone does not signify motivation ... Many attributes of the individual, such as compulsiveness, desire to please a teacher,... might produce effort ... When the desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism (1985:10-11).

In this technique, Dornyei and Gardner proposed that effort is very crucial to language learning and teachers have to give emphasis to effort than ability. Effort should be incorporated with need to attain an objective and good thinking toward objective. Learners should be encouraged even if they are ineffective in their work.

2.5.4.2 Providing motivational feedback

Harris (2010) contended that using feedback and discussion with the students to increase their confidence will encourage them that they can do what they put their minds to and also make them less frightened to try new things.

Dornyei (2001) asserted that feedback is a critical part of learning. People cannot carry on making development toward their individual goals in the absence of pertinent feedback information. Effective feedback initially can have a pleasing purpose, i.e. by offering praise it can raise learner satisfaction and increase the learning spirit. Next, feedback can encourage a positive self confidence in the student. Lastly, it should prompt the learner to reflect fruitfully on areas that need progress and recognize things that he/she can do to raise the efficiency of learning. In addition, optimistic information feedback' involves positive, descriptive feedback concerning student strengths, attainments, development and attitudes.

2.5.4.3 Increasing learner satisfaction

According to Dornyei (2001), satisfaction is a vital motivational element because it confirms effort, assert the whole learning process, strengthen the value of the experience and in general give the vivid marks along the street towards the final goal.

The majority of the students accept public recognitions; writing comments on their written papers gives a good and unobtrusive opportunity; these personal remarks are typically extremely valued by the students. As well, teachers should take time to celebrate success in the classroom that can often involve giving praise. Other important techniques are like regularly following students progress, comprising tasks which entail the public performance of the result, making progress concrete and providing a strengthening incident for positive conclusion at the last part of important units of learning (Ibid).

As indicated by Madrid (2002), to increase students' satisfaction, rewards are very crucial. If this is applied, it will help to achieve the first objectives. Positive experiences in this issue help to satisfy feelings and exert a helpful influence on the first stage. On the contrary, if the experiences are unsatisfactory, frustration and misery will happen and this will lead to fail the first motivational conditions.

Research indicates that there are effective ways to praise students if it is used as encouragement. Whereas praise is used to express approval and admiration, encouragement refers to a positive acknowledgment response that focuses on student efforts to specific attributes of work completed. Hitz & Driscoll (1989) quoted in Madrid (2002:395) pointed out that encouragement presents the following characteristics:

1. Offers specific feedback rather than general comments.
2. Is teacher-initiated and private.
3. Focuses on improvement and efforts rather than evaluation of a finished product.
4. Uses sincere, direct comments
5. Helps students develop an appreciation of their behaviors and achievements
6. Avoids competition or comparison with others.
7. Works toward self-satisfaction.

Besides, this scholar suggested that certain studies have discovered that motivated L2 learners look for chances in which to practice the language outside the classroom, such as informal situations with natives or other contexts.

2.6 The effect of using motivational techniques

Motivation to learn an EFL/L2 resides on students' efforts in and outside classrooms. Better motivated students look for opportunities to practice the language and become successful. Moreover, teachers' awareness of their students' motivation help them settle problems that they may face. Teachers can manage their ELT classes. They also will be able to make their lesson plans flexible by asking questions about the content or skills involved in their lessons. Besides, teachers should aware the doubts and bias of their students: what they think of the teacher, the course, and L2 users (Cook, 2001).

Research implies that students' unwillingness to participate in the classroom is not only from anxiety, incompetence, low self-confidence and lack of motivation, but can also be caused by a fearful environment that a teacher unknowingly creates Rocca (2001) quoted in Hsu (2007). Tension in the classroom gradually increases the students' fear of losing face; as a result, a unwillingness to participate in the classroom arises.

The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972:3) state that "His [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself." In general, a better understanding of students' motivation and attitudes may help ESL/EFL syllabus and teaching designers to formulate language teaching programs that produce the attitudes and motivation most conducive to the production of more successful ESL/EFL learners (Gardner & Lambert, 1972).

Good results act as a reward and increase motivation, whereas failure reduces the students' expectations, sense of effectiveness, and overall motivation. In this sense, motivation is a consequence and not a cause of the learning outcomes (Ellis, 1994).

According to Madrid (2002), the actions which take place in the classroom are likely to increase, maintain, or decrease the students' motivation. Classroom tasks, the method followed, the type of interaction between teacher and students, possible anxiety situations, and many other factors, all have an important posture on the learners' motivation.

Keller, (1983) quoted in Dornyei (2001) suggested that motivation is the ignored heart of ones understanding of how to propose teaching. A lot of teachers consider that by gluing to the language materials and trying to discipline their noncompliant students, they will manage to create a classroom environment that will be conducive to learning. However, these teachers look to lose view of the fact that, if not they tolerate their students' characters and practice those little particulars that comprise their social and mental structure, they will be unsuccessful to motivate them. Furthermore, they will not be able to form a cohesive group; except they

succeed in revolving most goals set by outsiders into goals accepted by the group members, that is, students.

2.7 Summary of the unit

Learning a foreign language is different to learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to encourage against success. Language is part of one's self and is used to express this self to others. Consequently, foreign language learning has an important impact on the social being of the learner, since it involves the acceptance of new social and cultural behaviors and ways of thinking. Finally, an increased awareness of classroom realities appears to have drawn attention to the motivational characteristics of the language teacher. This is so because teachers' motivation has significant bearings on students' motivational character and, more usually, on their learning achievement (Dornyei, 2005).

Similarly discouraging is the reality that teachers' motivation is still a relatively unfamiliar area in educational psychology. Thus, studies dealing with these issues are looked at as good-looking research target, particularly if one believes the realistic implications of this line of investigation (Ibid).

Linnenbrink & Pintrich (2002) cited in Dr. Dogan (2005) suggested that as a teacher, one has to understand the importance of reaching out to students and teaching them in a way that would encourage them to learn. Language teachers should modify their teaching techniques to increase students' motivation in and outside the classroom and thus improve the learning experience. This would be a more helpful plan, rather than mentioning lack of motivation for a particular student as a reason for lower than predictable academic performance. It will take a great deal of attempt; but motivating students is something that one can and should do unreservedly.

To sum up, the main reason in dealing with this kind of topic is: it is difficult to teach a foreign language without using motivational techniques. Dornyei (2001) and the above mentioned scholars have discussed the motivational techniques in detail. They have emphasized how important the techniques are to students learning. The techniques to be used in EFL context are very broad, so, the researcher has selected some of these techniques that are very crucial and familiar in our context. It is believed that these techniques are found in the classroom directly or indirectly.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The main purpose of this study was to explore motivational techniques used by English teachers in EFL classroom. So, the research tried to answer 4 main research questions that were presented in the research questions section. The researcher has used descriptive method and percent. The reason was many problems in education are best investigated by means of this method and it could enable the researcher to find out the existing motivational techniques used by teachers in EFL classroom.

3.2 Participants

To cope with this study, Medhanealem preparatory school was selected. In this school, there were 29 sections of grade 11 students. From these sections, in order to get 50% of the population, 14 of them were chosen randomly. In each section, there were 50 students and the classes were divided in to 9 groups by the school management. Consequently, one student was chosen from each group for the questionnaire data i.e. 9 students from each 14 sections were selected. By using purposive sampling technique, 126 students were selected as sample population. The age of the students' ranges from 19 to 23 and the gender of the students was 79 male and 42 female. Besides, there were 25 teachers teaching the English language subject and all the teachers were included in the study.

3.3 Data Gathering Instruments

According to Richards (1985), data can be collected through such instruments as questionnaire, interviews as well as participant observation. In the context of exploring the motivational techniques in EFL classroom, both quantitative and qualitative ways of collecting data could be used. Accordingly, to gather adequate data, both quantitative and qualitative ways of collecting data were deployed. The researcher has used questionnaire as the major data gathering tool and the data were validated using interview and observation. The required data were found from Medhanealem preparatory school students and teachers. Thus, teacher and student questionnaire, semi-structured interview for English teachers and classroom observation were made.

3.3.1 Questionnaire

The researcher has used questionnaire as the major tool because, this tool allows the collection of information on a variety of issues in a relatively short time and also questionnaire allows comparisons of answers among respondents.

The instrument was adopted from Dornyei and Cheng (2007), Seblewongel (2007) and Jemal (2007) research papers. Two types of questionnaires i.e. student questionnaire and teacher questionnaire were distributed to the target group of 126 students and 25 English language teachers. The questionnaire has open-ended and closed-ended questions. The 2 types of questionnaires were prepared based on the literature review.

The English version of the students' questionnaire was set first and translated to Amharic. The questionnaire has included three groups: the frequency items, the importance items and open-ended questions. The closed-ended item consisted of 26 techniques of the frequency and importance items. To ask for necessary information from the respondents, open-ended items were added to student and teacher questionnaire.

The teachers' questionnaire has included the same format like the students questionnaire and it consisted of 4 open-ended questions and 26 closed-ended questions of the frequency and importance items to gain adequate information about the techniques of motivation.

3.3.2 Interview

Interview was used to validate the information collected via questionnaires. The researcher used interviews because it could allow flexibility to explore the respondents' responses intensely.

Interview was conducted with six English teachers. The selection was made randomly for the teachers who participated in the questionnaire. All of them were interviewed individually in their break time and the interview was recorded with audio tape. Seven questions were asked and the questions were on the importance of using motivation, the techniques of motivation used in EFL classroom, the most decisive techniques to motivate students and difficult techniques to apply in the classroom and so on.

3.3.3 Observation

To strengthen the data obtained by the above tools, observation was conducted in some of the classes. This classroom observation aims at identifying motivational techniques teachers were implementing in EFL classroom. The observable teachers' motivational techniques were collected using Dornyei's (2001) model of motivational techniques, Dornyei and Cheng (1997) techniques and Jemal (2007) research paper. By using this book, journal and thesis as a guide, classroom observation checklist was prepared. Dornyei's book was chosen because it was designed for foreign language classroom. Besides, the book was a comprehensive model which helps to examine motivational elements related to learning activities, techniques, teaching styles etc. There were twenty one techniques used to check the practical ones in the classroom and behavior of the students. Using the checklist, nine classes were observed two times and the prepared motivational techniques were checked.

3.4 Development of the Instruments

To develop the questionnaire, observation checklist and the interview, Dornyei's book, the works done by Seblewongel (2007), Jemal, (2007), Banti (2003), and Dereje (2008) was consulted. First the English version of the teachers and students questionnaire was designed based on the literature review. Second, the students' questionnaire was translated to Amharic in order to decrease confusion. Following this, in order to make sure the participants of the study fully comprehend the items of the questionnaire, the researcher tried to get comments from two Ph. D students and one MA student in English department for the English version of the questionnaire, observation checklist and the interview questions. The Amharic version was remarked by one teacher from preparatory school and one MA Ethiopian Languages and Literature students. The researcher made a revision based on the comments given. Finally, after the above steps, all the works were commented by the researcher's advisor.

At last, a pilot study was conducted with students and English teachers. The purpose of the pilot study was to assess the content and clarity of the items. The Amharic version was given to twenty grade 11 students who were taking English course and the English version of teachers' questionnaire was given to five English teachers. Based on the results of the pilot study, the wordings of some items and vague expressions were modified. For example;

enthusiasm, arouse the students' curiosity, make tasks challenging and feasible, make tasks interesting and enjoyable by breaking them in to parts, maintain and increase the students' self-confidence to develop a healthy self-respect were some of the items modified.

3.5 Data Collection Procedures

In order to collect data for the study, the researcher first took a letter for the organization and obtained the necessary permission for cooperation from the school and English teachers one week prior to the administration of the instruments. The researcher explained the objectives of the study to both groups and asked their willingness to take part in the study. Most of them were willing to participate. To gather adequate data, qualitative and quantitative ways of data gathering instruments were used.

Regarding the questionnaire, the majority of the students filled in the classroom and returned and few of them took it to their homes. The next day, except five students, the others gave back the questionnaires. Additionally, the researcher distributed the questionnaires to the English teachers making the necessary arrangements about the time they ought to return. Few returned on the same day. The rest, yet, needed extra time. Because of this, the researcher made arrangements with individual teachers to collect the questionnaires. Two teachers did not return even if they were told to return many times. For the interview data, the researcher made necessary arrangements with the teachers and all were available on the agreed days. The interviews were tape-recorded. The classroom observation was also conducted by making the necessary arrangements with the nine teachers.

3.6 Data Analysis

The data that was obtained from questionnaire was tallied and converted in to percentages. On the other hand, data gathered via the open-ended items of the questionnaire, semi-structured interview and classroom observations were qualitatively analyzed. Both quantitative and qualitative data were individually presented and analyzed. Nonetheless, teachers and students answers were cross-referenced with each other to arrive at possible conclusions.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

In this chapter an attempt is made to offer presentation and discussion of the data collected using questionnaire, interview and classroom observation. The presentation and discussion of the data collected are presented under the sub-headings indicated below. In each sub-section, an attempt has been made to present the data first and followed by a general discussion of the results at last.

4.1 Results from the Questionnaire

To gather data on the techniques of motivation used by teachers, two types of questionnaires were designed for both English teachers and grade 11 students. Closed-ended items were included in five scales from very important to do not know and from always to never. To get adequate information, open-ended items were also designed and administered to teachers and students. Out of the one hundred twenty six questionnaires distributed to students, one hundred twenty one were returned and out of the twenty five questionnaires distributed to English teachers, twenty three were returned. The data of the questionnaire is presented below.

4.1.1 Responses from the Closed-ended Items

4.1.1.1 Teachers Responses

The questionnaire was administered to twenty five teachers who were teaching English as a foreign language. Out of these teachers, twenty three of them returned the completed questionnaire. The following table presents the biographical data of the teachers found in the selected school.

Table 1: Profile of English Teachers

		Sex		Total	Qualification		Total
		M	F		BA	MA	
Number of service year	1-5	2	--	2	2	--	2
	6-9	3	1	4	4	--	4
	10-14	4	--	4	3	1	4
	15-20	3	1	4	3	1	4
	20-25	3	--	3	3	--	3
	More than 25	6	2	8	8	--	8
	Total	21	4	25	23	2	25

English teachers' responses to the twenty six closed-ended items of the questionnaire are presented in the following tables. There are four tables presented below containing teachers and students' responses on the issue of the importance of using motivational techniques in EFL classroom and the frequency of employing the techniques in the classroom. The main reason of conducting the frequency item of the questionnaires was to determine how regularly the participating teachers really employed the reviewed motivational techniques. In addition, by comparing the frequency scores to those derived from the importance questionnaires it is easy to identify those techniques that are considered important by teachers, so far which for various reasons are underutilized in their teaching practice.

Table 2: Teachers' responses to the Importance of Motivational Techniques in Classroom (N=23)

Item	Responses										
	Importance items										
	Very Important		Important		Less Important		Not Important		Do not know		Rank
	N	%	N	%	N	%	N	%	N	%	
1.	17	73.91	4	17.39	2	8.69	0		0		1
2.	7	30.43	13	56.52	3	13.04	0		0		4
3.	17	73.91	0		6	26.08	0		0		1
4.	7	30.43	11	47.82	5	21.73	0		0		6
5.	8	34.78	10	43.47	5	21.73	0		0		7
6.	6	26.08	13	56.52	4	17.39	0		0		4
7.	8	34.78	10	43.47	5	21.73	0		0		7
8.	8	34.78	3	13.04	12	52.17	0		0		5
9.	13	56.52	9	39.13	1	4.34	0		0		4
10.	11	47.82	9	39.13	2	8.69	1	4.34	0		6
11.	14	60.86	4	17.39	3	13.04	2	8.69	0		3
12.	3	13.04	3	13.04	13	56.52	4	17.39	0		4
13.	10	43.47	9	39.13	1	4.34	3	13.04	0		7
14.	17	73.91	5	21.73	1	4.34	0		0		1
15.	7	30.43	11	47.82	5	21.73	0		0		6
16.	4	17.39	5	21.73	14	60.86	0		0		3
17.	5	21.73	11	47.82	5	21.73	2	8.69	0		6
18.	2	8.69	8	34.78	13	56.52	0		0		4
19.	5	21.73	2	8.69	16	69.56	0		0		2
20.	5	21.73	5	21.73	13	56.52	0		0		4
21.	8	34.78	12	52.17	3	13.04	0		0		5
22.	16	69.56	5	21.73	2	8.69	0		0		2
23.	12	52.17	8	34.78	3	13.04	0		0		5
24.	11	47.82	8	34.78	4	17.39	0		0		6
25.	16	69.56	5	21.73	2	8.69	0		0		2
26.	8	34.78	11	47.82	4	17.39	0		0		6

Table two presents English teachers perception of the importance of the motivational techniques for EFL classroom. With reference to item 1, 3, and 14, a high percentage of responses were recorded. 73.91% of the respondents responded that establishing good relationship with the students, showing eagerness for teaching and encouraging the students to use English inside and outside the classroom were very important items for EFL. For items 11 22 and 25, the respondents responded that students' suggestion of classroom ground rules;

making tasks interesting and enjoyable and increasing the students' self-confidence were 60.86% and 69.56% respectively also very important to EFL.

More than 50% of the samples responded that items 2, 6 and 21 were important for EFL classroom. As pointed out in the above table, for items 2 and 6, 56.52% and for item 21, 52.17% of the respondents said that creating a supportive classroom atmosphere, telling the students to work towards the same goal and presenting tasks in a motivating way were important techniques in EFL classroom. It is suggested by (Young 1999) cited in Dornyei and Cheng (2007) that it has been well recognized that language learning anxiety created by a harassed classroom climate is an influential negative issue that hinders students' learning motivation and achievement.

For item 16 which was about asking for students' interest and building their interest in to a course, 60.86% and for item 19 which was about helping the students to create group norms, 69.56% of the samples responded that they were less important for English classroom. Besides, for item 8 which was about breaking the routine activity by varying the presentation format, 52.17% of the respondents responded it was less important. For item 12 which was about monitoring the students' progress and giving them written comments, item 18 which was about providing the students positive, descriptive feedback and item 20 which was about choosing interesting topics, 56.52% of the samples responded that these items were also less important for EFL classroom.

For items 10, 11, 12, 13 and 17, encouraging the students to self evaluate; letting the students suggest classroom ground rules; giving them written comments; creating the students' autonomy and making tasks challenging were 4.34%, 8.69%, 17.39%, 13.04% and 8.69% of the respondents respectively responded these items were not important for EFL. (Please see Appendix G for more information).

Table 3: Results of Teachers' Responses for the Frequency of Using Motivational Techniques in EFL Classroom (N=23)

Item	Responses										
	Frequency items										
	Always		Most of the time		Sometimes		Rarely		Never		Rank
	N	%	N	%	N	%	N	%	N	%	
1.	6	26.08	14	60.86	2	8.69	1	4.34	0		5
2.	1	4.34	16	69.56	4	17.39	2	8.69	0		3
3.	5	21.73	14	60.86	3	13.04	1	4.34	0		5
4.	4	17.39	18	78.26	0		1	4.34	0		1
5.	0		8	34.78	5	21.73	8	34.78	2	8.69	10
6.	2	8.69	3	13.04	16	69.56	0		2	8.69	3
7.	4	17.39	2	8.69	0		15	65.21	2	8.69	4
8.	2	8.69	9	39.13	10	43.47	2	8.69	0		9
9.	4	17.39	15	65.21	4	17.39	0		0		4
10.	0		7	30.43	14	60.86	2	8.69	0		5
11.	5	21.73	4	17.39	10	43.47	0		4	17.39	9
12.	0		3	13.04	2	8.69	17	73.91	1	4.34	2
13.	0		8	34.78	10	43.47	3	13.04	2	8.69	9
14.	3	13.04	18	78.26	1	4.34	1	4.34	0		1
15.	0		2	8.69	16	69.56	5	21.73	0		3
16.	1	4.34	6	26.08	2	8.69	10	43.47	4	17.39	9
17.	0		13	56.52	4	17.39	3	13.04	3	13.04	6
18.	3	13.04	6	26.08	11	47.82	3	13.04	0		8
19.	6	26.08	0		12	52.17	5	21.73	0		7
20.	4	17.39	2	8.69	12	52.17	5	21.73	0		7
21.	4	17.39	6	26.08	11	47.82	2	8.69	0		8
22.	7	30.43	3	13.04	11	47.82	2	8.69	0		8
23.	6	26.08	5	21.73	10	43.47	2	8.69	0		9
24.	2	8.69	3	13.04	10	43.47	8	34.78	0		9
25.	5	21.73	12	52.17	6	26.08	0		0		7
26.	4	17.39	12	52.17	6	26.08	1	4.34	0		7

The above table depicts the participants' practice of using motivational techniques in EFL classroom. The majority of the subjects responded to item 4 and 14. Most of the time, 78.26% of the respondents help their students to develop realistic personal goals and encourage them to use English both inside and outside the classroom respectively. For items 1 and 3, 60.86% of the respondents responded that most of the time they establish good relationship with their students and show their eagerness for teaching respectively. Besides, for items 2, 9 and 17, 69.56%, 65.21% and 56.52% of the samples created a supportive classroom atmosphere;

present the teaching material logically and make tasks challenging most of the time respectively. In addition, items 25 and 26 were about maintaining and increasing the students' self-confidence and giving grades and rewards in a motivating manner. 52.17% of the subjects responded that they used these techniques in EFL classroom most of the time.

For item 22 30.43%, items 1, 19 and 23, 26.08% of the respondents responded they used the techniques always. The items were about making the tasks interesting and enjoyable; establishing good rapport with the students; helping the students to create group norms and helping the students to create realistic beliefs for learning respectively.

Items 6 and 15 were concerned with telling students to work towards the same goal and arousing their curiosity and attention to create attractive image for the course. 69.56% of them responded that they used the techniques only sometimes. For item 10, 60.86% of the respondents responded that they encouraged their students to self evaluate and find out mistakes by themselves only sometimes. For items 19 and 20, 52.17% of them selected interesting topics to deliver the course and helped their students to create group norms sometimes.

Item 7 and 12 were about creating strong and various groups that have good feeling about each other and giving written comments. 65.21% and 73.91% of them responded that they used the techniques rarely.

For item 5-7 and 11-13, 16 and 17 which were concerned with encouraging the students to understand and to set achievable group goals; telling them to work towards the same goal; creating strong and various groups that have good feeling about each other; creating the students autonomy to share responsibility; letting them suggest classroom ground rules; monitoring their progress and giving them written comments; asking for their interest and building them into a course and making tasks challenging and practical; 8.69%, 17.39%, 4.34%, 17.39% and 13.04% respectively were never used by these respondents. (Please refer appendix G).

4.1.1.2 Students Responses

A questionnaire was administered to 126 grade 11 students who were learning English in the academic year in Medhanealem preparatory school. The age of the students' ranges from 19 to 23 years. Regarding their sexual category, 79 of them were male and 42 were female. Students' responses to the 26 closed-ended items of the questionnaire are presented in the following table.

Table 4: Students' Responses to the Importance of Motivational Techniques in EFL Classroom (N=121)

Item	Responses										
	Importance items										Rank
	Very Important		Important		Less Important		Not Important		Not known		
No	%	No	%	No	%	No	%	No	%		
1.	69	57.02	34	28.09	18	14.87	0		0		13
2.	76	62.80	29	23.96	16	13.22	0		0		10
3.	90	74.38	9	7.43	14	11.57	4	3.30	4	3.30	2
4.	52	42.97	41	33.88	24	19.83	1	0.82	3	2.47	20
5.	49	40.49	53	43.80	19	15.70	0		0		19
6.	47	38.84	65	53.71	2	1.65	7	5.78	0		15
7.	68	56.19	41	33.88	7	5.78	4	3.30	1	0.82	14
8.	90	74.38	17	14.04	14	11.57	0		0		2
9.	54	44.62	59	48.76	8	6.61	0		0		17
10.	81	66.94	35	28.92	4	3.30	0		0		8
11.	93	76.85	19	15.70	4	3.30	4	3.30	1	0.82	1
12.	86	71.07	21	17.35	9	7.43	3	2.47	2	1.65	5
13.	79	65.28	33	27.27	3	2.47	1	0.82	5	4.13	9
14.	74	61.15	33	27.27	8	6.61	3	2.47	4	3.30	11
15.	88	72.72	26	21.48	7	5.78	0		0		4
16.	56	46.28	51	42.14	9	7.43	3	2.47	2	1.65	18
17.	73	60.33	37	30.57	3	2.47	5	4.13	3	2.47	12
18.	65	53.71	33	27.27	12	9.91	7	5.78	4	3.30	15
19.	85	70.24	25	20.66	1	0.82	2	1.65	8	6.61	6
20.	84	69.42	33	27.27	4	3.30	0		0		7
21.	90	74.38	25	20.66	6	4.95	0		0		2
22.	86	71.07	27	22.31	8	6.61	0		0		5
23.	73	60.33	45	37.19	3	2.47	0		0		12
24.	75	61.98	47	38.84	0		0		0		11
25.	60	49.58	47	38.84	6	4.95	0		8	6.61	16
26.	89	73.55	19	15.70	4	3.30	5	4.13	4	3.30	3

The above table portrays students' responses to the importance of motivational techniques in EFL classroom. For item 11 which was about letting the students suggest classroom ground rules, 76.85% of the subjects reported that this item was very important to EFL classroom. 74.38% of the respondents' responded items 3, 8 and 21 were also very important to EFL. These items were about showing eagerness for teaching; breaking the routine activity by varying the presentation format and presenting tasks in a motivating way respectively. For items 12, 15, 19, 22 and 26, the respondents responded monitoring their progress and giving them written comments; arousing their curiosity and attention to create attractive image for the course; helping them to create group norms; making the tasks interesting and enjoyable and giving grades and rewards in a motivating manner were 71.07%, 72.72%, 70.24%, 71.07% and 73.55% respectively very important to EFL respectively. For items 2, 10, 13, 14, 17, 20, 23 and 24, more than 60% of the subjects said that the items were very important. (Please refer appendix H for these items).

To item 6 which was about encouraging the students to understand and to set achievable group goals, 53.71% of the subjects responded that the item is important to EFL. For items 5, item 9 and 16: 42.14%, 43.80%, 48.76% and 42.14% respectively said that creating strong and various groups that have good feeling about each other; making the teaching material relevant by presenting it in a logical sequence and asking for their interest and building them into a course were important for EFL.

From item 1-5 and item 8, the subjects said that establishing good rapport with them; creating a supportive classroom atmosphere to encourage them to take risks; showing eagerness for teaching; helping them to develop realistic personal goals in learning English; creating strong and various groups that have good feeling about each other and breaking the routine activity by varying the presentation format were 14.87%, 13.22%, 11.57%, 19.83%, 15.70% and 11.57% respectively less important to EFL classroom.

For items 6 and 18, 5.78% of the subjects said that encouraging the students to understand and to set achievable group goals and providing them with positive, descriptive feedback are not important to EFL. In addition, for items 17 and 26, 4.13% of the respondents responded

making tasks challenging and feasible and giving grades and rewards in a motivating manner were not important to EFL classroom. For items 19 and 25, which were about helping the students to create group norms and maintaining and increasing their self-confidence, the same percent i.e. 6.61% of the respondents responded do not know.

Table 5: Students' Responses to the Frequency of Using Motivational Techniques by their Teachers in EFL Classroom (N=121)

Item	Responses										
	Frequency items										
	Always		Most of the time		Sometimes		Rarely		Never		Rank
	No	%	No	%	No	%	No	%	No	%	
1.	20	16.52	56	46.28	39	32.23	0		6	4.95	8
2.	8	6.61	15	12.39	3	2.47	71	58.67	16	13.22	1
3.	4	3.30	44	36.36	62	51.23	11	9.09	0		5
4.	4	3.30	0		34	28.09	65	53.71	18	20.66	3
5.	29	23.96	0		32	26.44	42	34.71	18	14.87	15
6.	0		6	4.95	31	25.16	35	28.92	49	40.49	12
7.	4	3.30	18	14.87	54	44.62	45	37.19	0		9
8.	0		31	25.61	29	23.96	61	50.41	0		6
9.	44	36.36	0		29	23.96	42	34.71	6	4.95	14
10	15	12.39	18	14.87	23	19	39	32.23	26	21.48	17
11	0		23	19	41	33.88	42	25.61	15	12.39	16
12			12	29.75	17	14.04	23	19	69	57.02	2
13	8	8.26	14	11.57	14	11.57	53	43.80	32	26.44	10
14	33	27.27	48	39.66	24	19.83	16	13.22	0		13
15	15	12.39	12	9.91	32	26.44	41	33.88	21	17.35	16
16	0		12	9.91	14	11.57	30	24.79	65	53.71	3
17	20	16.52	0		41	33.88	60	49.58	0		7
18	14	11.57	19	15.70	20	16.52	44	36.36	24	19.83	14
19	12	9.91	13	10.74	34	28.09	22	18.18	40	33.05	16
20	36	29.75	14	11.57	56	46.28	15	12.39	0		8
21	12	9.91	30	24.79	41	33.88	17	14.04	21	17.35	16
22	28	23.14	13	10.74	15	12.39	60	49.58	5	4.13	7
23	9	7.4	16	13.22	45	37.19	51	42.14	0		11
24	0		33	27.27	28	23.14	51	42.14	9	7.43	11
25	26	21.48	13	10.74	28	23.14	36	29.75	18	14.87	18
26	6	4.95	7	5.78	14	11.57	30	24.79	64	52.89	4

As it is shown in table five, students response to the frequency of motivational techniques used by their teachers is presented. Items 9 and 14 have the same percent i.e. 36.36% of the subjects reported that their teachers presented the teaching materials in a logical sequence and encouraged them to use English both inside and outside the classroom always. For item 5, 20, 22, and 25, few of the subjects said that their teachers created strong and various groups that have good feeling about each other; chose interesting topics to deliver the course; made the tasks interesting and enjoyable by breaking them in to parts and increased their self-confidence always. The percent for these items were 23.96%, 29.75%, 23.14% and 21.48% respectively.

From the responses to item 1, 46.28% of the students said that their teachers establish good rapport with them most of the time. In addition, for items 3 36.36%, 14 39.66%, item 12 29.75% and item 24 27.27% respectively, the subjects reported that their teachers showed their eagerness for teaching; encouraged them to use English both inside and outside the classroom; checked their progress and gave them written comments and presented the tasks by using models most of the time.

In response to item 3, 51.23% of the respondents responded their teachers showed eagerness for teaching sometimes. Besides, for item 7 44.62%, 20 46.28%, 23 37.19% reported that their teachers sometimes told them to work towards the same goal; chose interesting topics to deliver the course and helped them to create realistic beliefs for learning. Additionally, for items 11, 17 and 21, the same percent i.e. 33.88% of them said that their teachers allowed them suggest classroom ground rules; made tasks challenging and practical and presented tasks in a motivating way merely sometimes.

Concerning item 2 58.67%, 4 53.71% and 8 50.41% of them responded that rarely their teachers created a supportive classroom atmosphere to encourage them to take risks; helped them to develop realistic personal goals in learning English and break the routine activity by varying the presentation format respectively. For items 25, 5 and 18, 29.75%, 34.71% and 36.36% respectively reported that rarely their teachers increased their self-confidence; created strong and various groups that have good feeling about each other and provided them with positive, descriptive feedback to increase their satisfaction. Moreover, for items 13 43.80%, 17

and 22 49.58%, 23 and 24 42.14% of them said their teachers rarely created their autonomy to share responsibility; made tasks challenging and practical; made the tasks interesting and enjoyable; helped them to create realistic beliefs for learning and presented the tasks by using models from them respectively.

Regarding items 12, 16, 26, 6, 19: 57.02%, 53.71%, 52.89%, 40.49%, 33.05% respectively said that their teachers never used these techniques in English classroom. The items were concerned about monitoring their progress and giving them written comments; asking for their interest and building them into a course; giving grades and rewards in a motivating manner; encouraging them to understand and to set achievable group goals and helping them to create group norms. (Please refer appendix H).

4.1.1.3 Comparing Teachers and Students Response to the Importance and Frequency Item

The major idea of conducting the frequency questionnaires was to determine how often the participating teachers really used the reviewed motivational techniques. As well, by contrasting the teachers answers to those derived from the students questionnaires it is easy to recognize those techniques that are believed important by teachers and students, yet which for different grounds are overlooked in their teaching practice. Below, table 6 and 7 contrast teachers and students responses to the importance of using the reviewed motivational techniques to EFL classroom and the frequency of using these techniques.

Table 6: Comparing Teachers and Students Responses to the Importance item of the Questionnaire (percentage)

R. N	Item	Responses									
		Importance items									
		Very Important		Important		Less Important		Not Important		Not known	
		Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss
1.	Establish good rapport with the students.	73.91	57.02	17.39	28.09	8.69	14.87				
2.	Create a supportive classroom atmosphere to encourage the students so they will take risks.	30.43	62.80	56.52	23.96	13.04	13.22				
3.	Show eagerness for teaching.	73.91	74.38	0	7.43	26.08	11.57		3.30		3.30
4.	Help the students to develop realistic personal goals in learning English.	30.43	42.97	47.82	33.88	21.73	19.83		0.82		2.47
5.	Create strong and various groups that have good feeling about each other.	34.78	40.49	43.47	43.80	21.73	15.70				
6.	Encourage the students to understand and to set achievable group goals.	26.08	38.84	56.52	53.71	17.39	1.65		5.78		
7.	Tell the students to work towards the same goal.	34.78	56.19	43.47	33.88	21.73	5.78		3.30		0.82
8.	Break the routine activity by varying the presentation format.	34.78	74.38	13.04	14.04	52.17	11.57				
9.	Making the teaching material relevant by presenting it in a logical sequence.	56.52	44.62	39.13	48.76	4.34	6.61				
10.	Encourage the students to self evaluate and find out mistakes by themselves.	47.82	66.94	39.13	28.92	8.69	3.30	4.34			
11.	Let the students suggest classroom ground rules.	60.86	76.85	17.39	15.70	13.04	3.30	8.69	3.30		0.82
12.	Monitor the students' progress and give them written comments.	13.04	71.07	13.04	17.35	56.52	7.43	17.39	2.47		1.65
13.	Create the students autonomy to share responsibility.	43.47	65.28	39.13	27.27	4.34	2.47	13.04	0.82		4.13
14.	Encourage the students to use English/the target language both inside and outside the classroom.	73.91	61.15	21.73	27.27	4.34	6.61		2.47		3.30
15.	Arouse the students' curiosity and attention to create attractive image for the course.	30.43	72.72	47.82	21.48	21.73	5.78				

16.	Ask for the students' interest and build them into a course.	17.39	46.28	21.73	42.14	60.86	7.43		2.47		1.65
17.	Make tasks challenging and feasible.	21.73	60.33	47.82	30.57	21.73	2.47	8.69	4.13		2.47
18.	Provide the students with positive, descriptive feedback to increase their satisfaction.	8.69	53.71	34.78	27.27	56.52	9.91		5.78		3.30
19.	Help the students to create group norms.	21.73	70.24	8.69	20.66	69.56	0.82		1.65		6.61
20.	Choose interesting topics to deliver the course.	21.73	69.42	21.73	27.27	56.52	3.30				
21.	Present tasks in a motivating way.	34.78	74.38	52.17	20.66	13.04	4.95				
22.	Make the tasks interesting and enjoyable by breaking them.	69.56	71.07	21.73	22.31	8.69	6.61				
23.	Help the students to create realistic beliefs for learning.	52.17	60.33	34.78	37.19	13.04	2.47				
24.	Present the tasks by using models from the students.	47.82	61.98	34.78	38.84	17.39					
25.	Maintain and increase the students' self-confidence.	69.56	49.58	21.73	38.84	8.69	4.95				6.61
26.	Give grades and rewards in a motivating manner.	34.78	73.55	47.82	15.70	17.39	3.30		4.13		3.30

The above table compares teachers and students responses to the importance of using motivational techniques to teach EFL. High percentage was recorded on both groups of respondents, i.e. 73% of the teachers selected items 1, 3 and 14 to the very important group. On the other hand, more than 70% of the students proposed items 3, 8, 11, 12, 15, 19, 21 and 22 to this group. In some of the items, teachers and students have reflected the same perceptions. For example for items 3, 11, 13, 14, 22, 23, 5 and 6 most of the teachers and students suggested that the items were very important and important to teach EFL. Further, for items 8, 12, 18, 19 and 20, most of the students grouped them to the very important category and on the contrary, the teachers grouped them to the less important category. Low percentage of responses was recorded on both groups of respondents, i.e. few of the teachers said that items 10-13 and 17 were not important to teach EFL. Conversely, few of the teachers suggested that items 3, 6, 7, 11, 12, 14, 16, 19 and 26 were not important to teach EFL.

The researcher's main reason of knowing how the participants perceive the importance of the motivational techniques was without knowing their perception on the techniques, it is difficult to go directly to the frequency of using the techniques. From the table, one can directly

understand the difference in teachers and students responses. The difference in the responses might be because of not having equal understanding on the motivational techniques. Most of them have grouped the difficult techniques in the less important and not important groups.

Table 7: Comparing Teachers and Students Responses to the Frequency items of the Questionnaire (percentage)

R. N	Item	Responses									
		Frequency items									
		Always		Most of the time		Sometimes		Rarely		Never	
		Ts	Ss	Ts	Ss	TS	Ss	Ts	Ss	Ts	Ss
1.	Establishes good rapport with us.	26.08	16.52	60.86	46.28	8.69	32.23	4.34	0	0	4.95
2.	Creates a supportive classroom atmosphere to encourage us so we will take risks.	4.34	6.61	69.56	12.39	17.39	2.47	8.69	58.67	0	13.22
3.	Shows his/her eagerness for teaching.	21.73	3.30	60.86	36.36	13.04	51.23	4.34	9.09	0	0
4.	Helps us to develop realistic personal goals in learning English.	17.39	3.30	78.26	0	0	28.09	4.34	53.71	0	20.66
5.	Creates strong and various groups that have good feeling about each other.	0	23.96	34.78	0	21.73	26.44	34.78	34.71	8.69	14.87
6.	Encourages us to understand and to set achievable group goals.	8.69	0	13.04	4.95	69.56	25.16	0	28.92	8.69	40.49
7.	Tells us to work towards the same goal.	17.39	3.30	8.69	14.87	0	44.62	65.21	37.19	8.69	0
8.	Breaks the routine activity by varying the presentation format.	8.69	0	39.13	25.61	43.47	23.96	8.69	50.41	0	0
9.	Presents the teaching materials logical by breaking it in a logical sequence.	17.39	36.36	65.21	0	17.39	23.96	0	34.71	0	4.95
10	Encourages us to self evaluate and find out mistakes by ourselves.	0	12.39	30.43	14.87	60.86	19	8.69	32.23	0	21.48
11	Lets us suggest classroom ground rules.	21.73	0	17.39	19	43.47	33.88	0	25.61	17.39	12.39

12	Monitors our progress and give us written comments.	0	0	13.04	29.75	8.69	14.04	73.91	19	4.34	57.02
13	Creates our autonomy to share responsibility.	0	8.26	34.78	11.57	43.47	11.57	13.04	43.80	8.69	26.44
14	Encourages us to use English/the target language both inside and outside the classroom.	13.04	36.36	78.26	39.66	4.34	19.83	4.34	4.13	0	0
15	Arouses our curiosity and attention to create attractive image for the course.	0	12.39	8.69	9.91	69.56	26.44	21.73	33.88	0	17.35
16	Asks for our interest and build them into a course.	4.34	0	26.08	9.91	8.69	11.57	43.47	24.79	17.39	53.71
17	Makes tasks challenging and practical.	0	16.52	56.52		17.39	33.88	13.04	49.58	13.04	0
18	Provides us with positive, descriptive feedback to increase our satisfaction.	13.04	11.57	26.08	15.70	47.82	16.52	13.04	36.36	0	19.83
19	Helps us to create group norms.	26.08	9.91	0	10.74	52.17	28.09	21.73	18.18	0	33.05
20	Chooses interesting topics to deliver the course.	17.39	29.75	8.69	11.57	52.17	46.28	21.73	12.39	0	0
21	Presents tasks in a motivating way.	17.39	9.91	26.08	24.79	47.82	33.88	8.69	14.04	0	17.35
22	Makes the tasks interesting and enjoyable by breaking them in to parts.	30.43	23.14	13.04	10.74	47.82	12.39	8.69	49.58	0	4.13
23	Helps us to create realistic beliefs for learning.	26.08	7.4	21.73	13.22	43.47	37.19	8.69	42.14	0	0
24	Presents the tasks by using models from us.	8.69	0	13.04	27.27	43.47	23.14	34.78	42.14	0	7.43
25	Maintains and Increases our self-confidence.	21.73	21.48	52.17	10.74	26.08	23.14	0	29.75	0	14.87
26	Gives grades and rewards in a motivating manner.	17.39	4.95	52.17	5.78	26.08	11.57	4.34	24.79	0	52.89

The above table compares teachers and students' responses to the frequency of using motivational techniques to teach EFL. High percentage is recorded in some items on both sides, i.e. above 60% of the teachers said that they applied items 4, 14, 9, 1, 2 and 3 most of the time. In contrast, more than half percent of the students reported that their teachers rarely or never used items 2, 4, 8, 12, 16 and 26 to motivate them.

Some of the responses contradict, for example, concerning items 2, 4, 5 and 17 most of the teachers reported they used them most of the time. Conversely, the students reported the teachers used the techniques rarely. Besides, most of the teachers said that they used items 6 and 26 most of the time. But most of the students said that the teachers have never used these techniques.

The importance and frequency items generally showed that some items were underused relative to their perceived importance. In some of the techniques as mentioned above, teachers and students responses oppose with each other. This might be because of lack of uniform knowledge about the techniques and teachers different experience of using the techniques.

4.1.2 Responses from the open-ended Items

The aim of comprising open-ended items in the questionnaire was to strengthen the data found from closed-ended items. The researcher believes that the open-ended item might help to gain adequate information on the given issues. In this section, the teachers were asked 4 questions and the students 3 questions. Out of 23 teachers, 17 of them have given answers for the open-ended items and out of 121 students, 79 of them have tried to give answers. The analysis of these questions is presented below.

4.1.2.1 Teachers responses

For the first question which was about the techniques of motivation frequently used by English teachers in EFL classroom, out of 17 teachers, 3 of them used initiating the students in question and answer activities and giving them brain storming questions. 3 teachers mentioned using group activities and individual works, making tasks demanding and practical, giving grades and rewards in an encouraging way, calling the students by their names and giving them oral praise for e.g. good, right, very good, excellent. 4 of them mentioned telling relevant jokes, creating conducive environment, showing eagerness for teaching etc. 6 teachers used greeting the students with smile, giving them clear introduction of the lesson, presenting the teaching materials logically, encouraged their students to use English both inside and outside the classroom...

For question number 2, which was about how long they were using the above-mentioned motivational techniques in EFL classroom, 16 of the respondents responded that they had been using the mentioned techniques through out their teaching experience.

For question 3, which was about the method of knowing whether the techniques of motivation were working or not, 7 of them reported that they knew when their students were busy in doing their class work and when their participation is high, by the students eagerness to answer questions, when they gave their attention and attend the lesson actively. 3 of the teachers said when the students have good confidence in using the language and try to show progress in their grades.

The last question was concerned with the effects of using the motivational techniques in EFL classroom. Most of the respondents responded that using the techniques created interest to use the language, helped the students to follow the lesson attentively, created initiation to work actively in groups in pairs and individually, used to make the learners eager to ask and answer questions freely, decrease anxiety and helped the students to be goal oriented and work for good result. (Please refer appendix I for additional information).

4.1.2.2 Students Responses

Question 1 was about the motivational techniques which were frequently used by their teachers in order to motivate them. From the respondents, 18 of them said that the teachers created supportive atmosphere in the classroom; 21 of them said that their teachers encouraged them to use English language freely and used question and answer method to motivate them. 13 of the respondents responded that the teachers showed eagerness for teaching and helped them to have good image for the course and 3 of them said that the teachers tried to present the teaching material logically. 4 of them said that their teachers used group activities and gave them positive comments; 8 of the respondents responded that their teachers make the tasks demanding and practical and use clear language to present tasks. 7 of the respondents reported that the teachers raise entertaining issues related to the subject to encourage them and tell them relevant jokes to the lesson.

Question 2 was about how the techniques that the teachers used help the students to be effective in learning English language. 10 of them reported that by using the techniques, the teachers helped them to get good knowledge about how to use the language and 11 of them said the techniques that the teachers used helped them greatly to communicate with others using the language. 8 of them said that the techniques helped them to have moderate change to use the language; 5 of them reported that their teachers helped them to practice the language to be perfect.

The last question was about explaining the positive or negative effect of motivational techniques in the day today practice of the language. 27 of the students responded that the positive effect of the motivational techniques was it helped them to express their ideas freely using the language, to love the subject and practice the language regularly, to develop self-respect about themselves, to take risks by themselves and use the language as much as possible. Concerning the negative effect, 21 of the samples reported that there was no technique of motivation used by their teachers. (Refer appendix I for more information).

4.2 Results from the Classroom Observation

The questionnaire survey was followed up by a classroom observation and interview with selected English teachers. The observation scale tried to seek the English teachers' attempts to motivate their students and the students' behavior. The analysis is made via frequencies of behavioral categories observed.

4.2.1 Observation of Teachers Techniques

In this observation checklist, 14 techniques were included. Using the checklist, 9 English teachers were observed 2 times using the 14 techniques and table 8 below shows the result.

Table 8: Observation Results of Teachers Motivational Techniques used in EFL classroom (N=9)

No.	Item	Responses	Observation		Total	Percentage
			1 st day	2 nd day		
1.	Creates supportive classroom atmosphere.	Yes	3	4	7	77.78%
		No	1	1	2	22%
2.	Uses a short and interesting opening activity to start each class.	Yes	5	3	8	88.89%
		No	1	0	1	11%
3.	Establishes good relationship with students.	Yes	4	4	8	88.89%
		No	0	1	1	11.11%
4.	Provides students with positive feedback.	Yes	2	3	5	55.56%
		No	1	1	2	44%
5.	Uses eye contact.	Yes	3	4	7	77.78%
		No	1	1	2	22%
6.	Uses examples effectively.	Yes	6	2	8	88.89%
		No	1	0	1	11%
7.	Manages and guides the class.	Yes	2	3	5	55.56%
		No	2	2	4	44%
8.	Makes tasks challenging and practical.	Yes	1	4	5	55.56%
		No	3	1	4	44%
9.	Increases the amount of English he/she uses in the class.	Yes	4	5	9	100%
		No	0	0	0	0
10.	Encourages students to use English inside the classroom.	Yes	3	5	8	88.89%
		No	0	1	1	11%
11.	Builds the students self confidence	Yes	3	1	4	44%
		No	2	3	5	55.56%
12.	Adopts the role of a facilitator.	Yes	0	3	3	33%
		No	2	4	6	66%
13.	Give pair and group work activities.	Yes	0	5	5	55.56%
		No	1	3	4	44%
14.	Displays classroom rules on the wall.	Yes	4	5	9	100%
		No	0	0	0	0

The above table describes some of the motivational techniques used by the teachers in EFL classroom. It can be observed from the checklist that, from 9 teachers observed, in items 2, 3, 6 and 10, almost all of them i.e. 88.89% tried to apply techniques like using short opening activity to start the lesson, creating good rapport with their students, giving clear examples regarding the lesson and helping the students to practice English in the classroom. Besides, in items 1 and 5, 77.78% had tried to create good atmosphere in the classroom. For example, they

used techniques like greeting the students, calling the names of some students, trying to tell relevant jokes etc. Since the classes were large, they used eye contact to control the whole groups. This was necessary to create good atmosphere in the classroom.

Regarding items 4, 7, 8 and 13, 55.56% of the teachers tried to give positive feedback to the students, manage the class, give relatively difficult tasks and tried to help the students by giving group activities. In addition, the teachers tried to help the groups to be active in discussion and presentation. They were giving tasks and calling the group names and individual students to be active in answering questions. In items 9 and 14, all the observed teachers i.e. 100% tried to speak English language as much as possible to talk with their students and all had displayed classroom rules on the wall.

On the other hand, some of the teachers had limitations in items 11 44% and 12 33%. They failed to help the students to develop confidence and to play the role of a facilitator. Even if the students were encouraged to use the language in the classroom, few of the teachers were giving comments continuously by interrupting the students' speech and they did not give chance to self evaluation. 66% of the teachers did not perform the role of a facilitator, and they talked a lot trying to explain everything to the students. When the students were asked to work in groups, few of them were quiet or did some other things.

Generally, the report showed that the majority of the teachers' attempt to encourage their students by asking different questions, helping to participate in groups and initiating them to use English. The result also showed that most of the teachers tried to apply some of the motivational techniques and present the classroom activities in a good manner because they were eager on the subject they taught.

4.2.2 Observation of Students Behavior

The following table shows the motivational behavior of the students and the checklist includes 7 points related to students' behavior. In each 9 classes, there were averages of 50 students and they were observed two times.

The data presentation is made in a five scale rating with ‘most’ above 80%, ‘many’ above 70%, ‘some’ between 60% to 40%, ‘few’ below 40% and ‘none’ no student.

Most many

Table 9: Results of students’ behavior in EFL classroom

No.	Item	Responses	Observation		Total	Percentage
			1 st day	2 nd day		
1.	Pay special attention to the lesson and involved in the activity.	Most	1	1	2	22.22%
		Many	3	2	5	55.55%
		Some	1	1	2	22.22%
		Few	0	0	0	0%
		None	0	0	0	0%
2.	Ask questions.	Most	1	0	1	11.11%
		Many	2	1	3	33.33%
		Some	2	2	4	44.44%
		Few	1	0	1	11.11%
		None	0	0	0	0%
3.	Answer questions.	Most	1	0	1	11.11%
		Many	2	1	3	33.33%
		Some	2	2	4	44.44%
		Few	1	0	1	11.11%
		None	0	0	0	0%
4.	Seek feedback from the teacher.	Most	0	0	0	0%
		Many	0	0	0	0%
		Some	2	1	3	33.33%
		Few	1	3	4	44.44%
		None	0	2	2	22.22%
5.	Take advantage of sitting in groups for discussion and participation	Most	2	2	4	44.44%
		Many	2	1	3	33.33%
		Some	1	0	1	11.11%
		Few	0	1	1	11.11%
		None	0	0	0	0%
6.	Use English/the target language in the classroom.	Most	4	3	7	77.77%
		Many	1	1	2	22.22%
		Some	0	0	0	0%
		Few	0	0	0	0%
		None	0	0	0	0%
7.	Show willingness to do classroom activities	Most	1	3	4	44.44%
		Many	1	1	2	22.22%
		Some	1	0	1	11.11%
		Few	2	0	2	22.22%
		None	0	0	0	0%

The above table depicts how the students interacted with their English teachers and with each other during the observation days.

Concerning item 1, which was about giving attention to the lesson and involving in the classroom activity, from the 9 observation sessions, it was in 2 teachers sessions 22% that 'most' of the students gave attention to the lesson and involved in the activity; in 5 teachers sessions 55% that 'many' students show the behavior; and in 2 teachers sessions 22% that 'some' students show the behavior. The data implies that in these 5 classrooms, many students were attending the lesson and were active participants.

Regarding items 2 and 3, which was about asking and answering questions respectively, in 9 observation sessions, it was in 1 teacher session 11% that 'most' students were asking or answering questions; it was in 3 teachers sessions 33% that 'many' students showed the behavior; it was in 4 sessions 44% that 'some' students were observed asking or answering questions and it was in 1 teacher session 11% that 'few' students show the behavior.

With regard to item 4, it was in 3 sessions, 33% that 'some' students seek feedback from their teachers and in 4 sessions 44% that 'few' students showed the behavior. To item 5, from the 9 observation sessions, it was in 4 sessions 44%, in 3 sessions 33%, in 1 session 11% and in 1 session 11% that 'most' students, 'many' students, 'some' students and 'few' students respectively were observed taking advantage of sitting in groups for discussion and participation. This data showed that from the observed sessions, most students tried to discuss in groups and participate actively.

With reference to item 6, which was about using English language in the classroom, from 9 observation sessions, it was in 7 teachers' sessions 77% that 'most' students were trying to speak English to talk with their teachers and with other students. It was in 2 sessions 22% that the students showed the behavior. Lastly, in relation to item 7, it was in 4 sessions 44% that 'most' students showed willingness to do classroom activities. It was in 2 sessions 22% that 'many' students showed the behavior; in 1 session 11% and in 2 sessions 22% that 'some' and 'few' students respectively showed the behavior.

Generally, the observation result showed that the students' motivational behavior was found to be significant. Besides, most of them tried to interact with each other and with their teachers using English language and their involvement in group works and classroom participation was seen to be important in most cases. On the contrary, as it is shown in the data, few of the students were showing limitations to participate in group works.

4.3 Results from the Teachers Interview

The post-questionnaire interview with six English teachers tried to assess the techniques of motivation used by teachers in EFL classroom. The teachers were interviewed and recorded individually. The analysis falls under 7 issues given below.

Regarding the first question, which inquired about the importance of using motivation in EFL classroom; all the six interviewees responded that without using motivation, it is difficult to teach English as a foreign language. Besides, teaching the language needs active interaction between teachers and students, as a result it is difficult to arouse students' interest without motivation.

The second question which was meant for eliciting the techniques of motivation the teachers usually use to teach the language; the first and six interviewees have reported that most of the time, they tried to create supportive atmosphere in the classroom, show smile and initiate the students to communicate using English language. The second, fourth and fifth interviewees reported that they used calling the students by their names; trying to relate the lesson and the text to students' real life most of the time; they sometimes used to tell interesting stories to initiate the students; used to give positive and descriptive feedback; used to reward the students in every achievement; appreciate them orally by saying very good, nice, go on, continue... gave them tasks to perform better in the class and advice the students to use English in the classroom and outside the classroom. The third interviewee reported that even if there were many techniques to be used, he frequently tried to use asking questions to check whether the students were following the lesson or not; giving them individual and group works; giving them brain storming questions; showing them eagerness for teaching and so on. (Please refer appendix F for extra information).

Regarding the third question which asked about describing the motivational technique/s they used in their classroom; all of them have said that the techniques were very helpful and necessary and they encourage and support the students to be with them.

The fourth issue was about the ways they recognize whether their students were motivated or not; almost all the interviewees reported that they know by the students' facial expression, from their participation, from their results in the exam, from their initiation to ask and answer questions and from the students' engagement in the given task.

The fifth question which inquired suggestion about the most decisive techniques in motivating the students; the first and third interviewees said that creating supportive classroom atmosphere, recognizing their names, showing them smile; letting them to work in groups and asking them questions were the most decisive techniques. The second interviewee said that telling the students to work towards the same goal, presenting the teaching material logically and creating the students autonomy to share responsibility were very decisive techniques. The rest three teachers reported that giving oral praise, creating students eagerness to learn the language, creating ground rules, encouraging them to practice English inside and outside the classroom and using question and answer method were very important and decisive techniques in motivating the students.

Regarding the six question which was meant for eliciting suggestions on the difficult techniques to apply in the classroom, almost all the interviewees reported that monitoring the students' progress and giving them written comments, promote learner autonomy, encouraging the students to understand and to set achievable group goals, create strong and various groups that have good feeling about each other and choosing interesting topics to deliver the course were difficult to apply for them because of large class size and they were using the given syllabus.

The last question was about the effect of using these motivational techniques to students' achievement. They have reported that the techniques enhance the students learning, help them to participate freely and achieve their individual goals and increase their interest over the subject.

In general, the interview data showed that the teachers have good knowledge about the term motivation and they said that without using motivation, it is difficult to teach foreign language. Using the techniques assist the students to have good result and to attain their individual goals.

4.4 Discussion of the Results

The purpose of this study was to find out the significance of some of motivational techniques to EFL and the incidence of using the techniques in EFL classroom. Besides, the impact of using motivational techniques on students learning was also addressed by this study. In order to accomplish this objective, the following 4 research questions were raised: What motivational techniques do teachers use to teach EFL? How important do teachers and students perceive certain motivational techniques in EFL classroom? Which motivational techniques do teachers frequently use in their teaching experience? What is the effect of using motivational techniques to students learning?

To answer these 4 questions, three data gathering tools that is, questionnaire, interview and classroom observation were used. The measure in the questionnaire used five point scales. The scales used in both questionnaires were adapted from scales used by Dornyei and Cheng (2007) and Jemal (2007). Open-ended items were also included in the questionnaire to strengthen the data found from closed-ended items. The student questionnaire was translated into Amharic to guarantee sufficient understanding of the items.

The questionnaire survey was followed up by interview with the teachers and classroom observation. The post-questionnaire semi-structured interview with teachers assessed the importance of motivation to EFL, the motivational techniques used in EFL classroom, the decisive techniques to EFL classroom, difficult techniques to apply and so on. The classroom observation scale was used to view the motivational techniques used by teachers and students' motivational behavior to learn English language. The presentation style and most of the items,

however, were adapted from Dornyei (2001) motivational techniques and from Jemal (2007) observation format.

In the questionnaire, the teachers have tried to give their comments on the importance of motivational techniques to teach EFL. The result of the study would imply that the teachers have different attitudes about the importance of each motivational technique. Some of the techniques were very important, important and less important and few were not important to them. For example techniques like establishing good relationship with the students; showing eagerness for teaching and encouraging the students to use English inside and outside the classroom were accepted as very significant items for EFL classroom. Besides creating a supportive classroom atmosphere; telling the students to work towards the same goal and presenting tasks in a motivating way were also significant items for them to EFL classroom. Additionally, some of the teachers have recommended that encouraging the students to self evaluate; letting them suggest classroom ground rules; giving them written comments; creating the students' autonomy and making tasks challenging were less important for EFL classroom. This implies that these techniques were not easy to apply in the classroom.

The frequency item of the teachers' questionnaire depict that the participants have different experiences of using the motivational techniques in EFL classroom. The majority of the respondents said that they used these techniques most of the time. The techniques were:

- help their students to develop realistic personal goals
- encourage them to use English both inside and outside the classroom most of the time.
- create strong and various groups that have good feeling about each other
- give written comments rarely.

The result also show that few of the teachers do not use techniques like encourage the students to understand and to set achievable group goals; tell them to work towards the same goal; create strong and various groups that have good feeling about each other; let them suggest classroom ground rules; ask for their interest and build them into a course and make tasks challenging and practical. This showed that some techniques were ignored in EFL classroom by the teachers. The reasons behind this would imply that they were using the given syllabus only, large class size. This report was found from the questionnaire and interview.

The students' questionnaire for the importance item depict that showing eagerness for teaching; breaking the routine activity by varying the presentation format and presenting tasks in a motivating way; monitoring their progress and giving them written comments; arousing their curiosity and attention to create attractive image for the course; helping them to create group norms; making the tasks interesting and enjoyable and giving grades and rewards in a motivating manner were very important techniques to EFL. On the contrary, few of the students have suggested that establishing good rapport with them; creating a supportive classroom atmosphere to encourage them to take risks; showing eagerness for teaching; helping them to develop realistic personal goals in learning English; creating strong and various groups that have good feeling about each other and breaking the routine activity by varying the presentation format were less important techniques to EFL.

The analysis of the frequency and open-ended items of the questionnaire showed that some of the techniques as making the tasks interesting and enjoyable; establishing good relationship with the students; helping the students to create group norms and helping the students to create realistic beliefs for learning were used always by these teachers and creating strong and various groups that have good feeling about each other and giving written comments were used sometimes. The result showed that the students' wish to learn the language was found to be high. The learners wanted to lean the language, as they were aware of its importance. Most of the students tended to show high interest and behavioral involvement in the learning process when they were observed and they were offering important comments how their teachers should motivate them in the open-ended item of the questionnaire.

The data obtained from the classroom observation showed that the classes were divided in to groups and the teachers were trying to use some of the techniques to teach the language. Most of the teachers mentioned smile as one technique to improve the student-teacher relationship. This technique is also mentioned in the review of related literature section by Burden (1995) and Raffini (1996) cited in Dornyei (2001: 38). A smile is the best bridge to communicate with students. Students tend to be more relaxed in the process of learning when teachers carry a smile on their face. This seems so simple, but often is neglected. The findings raise the connection between teachers' facial expression and how this influences student motivation for

learning English. Generally, the use of motivational techniques is associated with the experience of the teachers in the field. This is because most experienced teachers have mentioned more than five techniques that they were applying in their classroom. The questionnaire would suggest that teachers would seem to help their students to identify the link between effort and goal attainment through performance control, and feedback as mentioned in the literature section. However, the teachers attempt towards this role by paying due attention to the students' individual effort was not as important as the others.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The study was conducted in a government school (Medhanealem preparatory school) which is found in Gullele sub city. The sources of the data were English teachers and grade eleven students. A questionnaire addressed to the teachers and students included almost the same items; teachers and students perception of the importance of motivational techniques and the frequency of using motivational techniques in EFL classroom.

The closed-ended item of teachers and students' questionnaire and some of the interview and open-ended items of the questionnaire have answered research question 1, 2 and 3. Question number 1 was about the motivational techniques used by teachers. Question number 2 was planned to get answer about the subjects' perception of the importance of motivational techniques to teach EFL. The participants have listed motivational techniques that were used in EFL classroom and have also grouped the techniques starting from very important to do not know. Question number 3 was about the repeatedly used motivational techniques to EFL classroom. The subjects have listed the regularly used techniques in the classroom. Open-ended question 4, Interview questions 7 answered research question 4. This question was intended to gain answer for the effect of motivation to students learning. The participants have mentioned the outcome of using motivation to students learning. The other findings from observation checklist, the rest open-ended items and the rest interview items gave supplementary information to the study.

Quantitative and qualitative analysis was made on the gathered data and discovered the following main findings.

- From the teachers' interview data, all teachers accepted the idea of using motivation in EFL classroom. From the questionnaire data, the majority of the teachers and students believed that most of the motivational techniques were very important techniques in EFL classroom, some of the mentioned techniques are:
 - establishing good relationship with the students,

- showing eagerness for teaching,
 - encouraging the students to use English inside and outside the classroom,
 - students' suggestion of classroom ground rules,
 - presenting tasks in a motivating way,
 - helping the students to create group norms and
 - increasing the students' self-confidence.
- In the literature review section, it is mentioned that these techniques are very crucial to motivate students in EFL classroom. Because as English is a foreign language, it is difficult to teach the language without motivational techniques. The reasons behind this seem to be that for most of the teachers, these techniques were difficult to fully apply.
 - Additionally, in the literature review section, regarding the issue of goal orientation, researchers adopted a broader and more education-specific notion of goals, emphasizing their potentially powerful influence on student motivation in classroom settings (e.g. Dornyei (1994) and Oxford & Shearin (1994)). Most teachers believed in the importance of goals, and some of them, as mentioned earlier, tried to apply them. The students' findings suggested that the goal theories were important to them; on the contrary most of the students reported that some teachers tried to apply the techniques rarely and few teachers never apply them. This might imply that English teachers are either not totally certain about the value of setting learner goals or they have difficulty in putting these techniques into practice in their teaching context.
 - More than 15% of the teachers showed the neglected techniques like letting the students suggest classroom ground rules, monitoring the students' progress and giving written comments, asking for their interest and building them into a course and making tasks challenging and practical. Opposite to teachers reply, the surprising finding from the students' questionnaire was that half of them i.e. 50% reported that some of their teachers overlooked techniques like:
 - monitoring the students progress and giving them written comments,
 - asking for the students interest and building their interests into a course,
 - giving grades and rewards in a motivating manner,
 - encouraging the students to understand and to set achievable group goals and
 - helping the students to create group norms.

- In the related literature section, it is discussed by Dornyei (2001) that these techniques are very decisive for EFL classroom, but the result contradicts with the literature. These students reported that some of their teachers lack the experience of using all motivational techniques: the reason might be the teachers' lack of orientation in some of these techniques. The teachers also have reported that they used some of the techniques redundantly, because they have different understanding about the techniques.
- Most English teachers' responsibility of maintaining and sustaining their students' motivation to learn the language was very important. Besides, the motivational behavior of some of the students in the observation was reported high. Interview data obtained from the teachers showed that most students make significant efforts to learn the language inside and outside the classroom and some of the teachers also said that their students have individual goals to learn the language and tried to attain good grades in exams. But as mentioned earlier, there is difficulty in applying group goals.
- The finding from the open-ended item of the questionnaire showed the effect of using motivational techniques to EFL classroom. The participants reported that by using motivational techniques teachers; can reduce anxiety, can help the students to actively work in groups, in pairs and individually, be able to develop self-confidence. The techniques help students to achieve their goal of learning, allow the students to use English language wherever and help the students to participate in the classroom and become problem solvers. (see appendix I). Most of these issues were discussed in the literature review by Cook (2001), Ellis (1994) Hsu (2007) and so on. Therefore the idea agreed with the scholars.

5.2 Conclusions

It is stated in the review of related literature section that many research findings indicated the different techniques of motivation that should be applied in EFL classroom. Based on the findings of this study, the researcher has arrived at the following conclusions.

- The findings obtained from students and teachers showed that there was no doubt in understanding how motivation was important to teach EFL; but there were limitations in applying the motivational techniques mentioned in the literature review. As indicated in the summary section, the majority of the subjects reported that most of the techniques were very important to EFL, however, opposite to that, as shown in the summary section, all the important techniques were not used to teach EFL.
- Emphasizing problems that are related with the selection of teaching materials, Brophy (1998), cited in Dornyei (2001) stated that topics are always selected and used mostly on the basis of what others believe students need to learn, not on the basis of what students would choose, if given the opportunity to do so. Additionally, many students do their homework and engage in all kinds of learning activities, even when a subject is not very interesting. This reveals the occurrence of the problem regarding the techniques mentioned in the literature review like asking for the students interest and building them into a course, choosing interesting topics to deliver the course and making tasks interesting and enjoyable were not given emphasis because the teachers were teaching the given textbook and there was very little chance to apply the mentioned techniques. But, the abovementioned scholar has suggested that students must not be discouraged, they should participate in the arrangement of the classroom activities. In addition, Dornyei (2001) said that the essential value of language learning is associated with the learners' interest in and expected enjoyment of the language learning activity.
- The findings from the teachers interview also revealed that techniques like encouraging the students to self evaluate and find out mistakes, creating strong and various groups that have good feeling about each other and arousing the students' curiosity and attention to create attractive image for the course were believed to be very important and important techniques in principle but applied only sometimes and rarely.

In the literature review section, Dornyei (2001) stated that there might be differences in using the techniques; one technique might be effectively used by some groups and not by others. Because of this, differences appeared in understanding the importance of motivational techniques and applying them in classroom.

- Additionally, student responses showed techniques that were supposed to be very important in principle but rarely applied or never put into practice in the classroom by their teachers:
 - breaking the routine activity by varying the presentation format,
 - encouraging the students to self evaluate and find out mistakes by themselves,
 - monitoring the students progress and giving them written comments,
 - creating the students autonomy to share responsibility,
 - asking for the students interest and building them into a course,
 - making tasks challenging and practical,
 - providing the students with positive feedback,
 - helping the students to create group norms,
 - making the tasks interesting by breaking them in to parts and
 - giving grades and rewards in a motivating manner.

- According to Dornyei (2001) and other scholars that are mentioned in the literature review section, the above techniques were very important motivational techniques that should be applied in English classroom. But, the result showed that the teachers have given little emphasis on the techniques. This implies that some of the teachers were less devoted to use suitable motivational techniques. This might have created disappointment on the side of the students. The underutilization of some of these techniques might be related to certain constraints of knowledge on the specific techniques. The teachers reported that there could be also difficulty to employ some techniques like giving the students written comments, encouraging the students to understand and to set achievable group goals, helping the students to create group norm, creating the students autonomy to share responsibility with large class size.

- In the observation sections, some of the teachers were observed giving feedback to the students responses. Most of the time, they tried to encourage their students to ask questions, to evaluate other students responses. The students were rarely promoted to provide

- comments, to self evaluate and so on. Because of this, it might be possible to conclude that neglecting some of the motivational techniques mentioned earlier made few students not to be motivated. In the related literature, it is mentioned that using motivational techniques is crucial to English language classroom and encourage the students, thus ineffective using of some of the techniques has made some students to be uninterested to learn the language.
- The results obtained from the teachers' interview showed that the most crucial motivational techniques to teach EFL, according to the teachers' perception were the following:
 - creating supportive classroom atmosphere,
 - recognizing the students names,
 - showing smile to students,
 - letting the students work in groups,
 - giving the students oral praise,
 - creating students eagerness to learn the language,
 - encouraging the students to practice English inside and outside the classroom and
 - using question and answer method.
 - Most of these methods were mentioned in the literature review section as necessary techniques for EFL classroom by Burden (1995) and Raffini (1996) cited in Dornyei (2001: 38). Therefore, this issue agrees with the literature review section.
 - The results also showed that the difficult motivational techniques to apply in the classroom are the following: monitoring the students' progress and giving them written comments, monitoring group works, choosing interesting topics were sometimes difficult to apply because of large class size and also they have reported that they were using the given textbook. In the literature review, Dornyei (2001) proposed that in real life situation, most of the tasks used are prescribed by the official course book and teachers usually have little time to introduce new activities. Some of the most motivating features of task content are making tasks challenging, make task content attractive by adapting it to the students' natural interest. Consequently, these issues do not agree with the literature review section.
 - The role of teachers to motivate their students was mentioned by Oxford and Shearin (1994), Dornyei (2001), Harmer (2001) and so on in the related literature section. The findings suggested that it is teachers' everyday job to motivate their students in a foreign

language classroom. Besides, the concept of accepting the teachers' role in motivating the students was unambiguous, but difference was shown in applying the necessary techniques. The core foundation of this study was that using motivational techniques to teach English was the major determinants for students' motivation to learn the language.

- This study focused on the techniques of motivation but other local studies examined motivational strategies by grouping them into 4. For example, Seblewongel and Jemal (2007) have indicated the motivational strategies that are used by English instructors. Both showed limitations in applying creating learners autonomy, encouraging positive self-evaluation increasing the learners self confidence and so on. Their focus was in universities and colleges. From four strategies, Jemal (2007) reported that 3 of them were applied by the instructors and limitation was observed only in one strategy and the other 3 were properly applied by the instructors. This study has also explored the repeatedly used motivational techniques and the ignored motivational techniques. In some cases, similarity was shown in the previous studies and the current study. For example, limitation was observed in increasing the students' self-confidence, creating learners autonomy encouraging self-evaluation and so on.
- Finally, from the researcher's view, as English is a foreign language in our country, foreign language classroom needs motivational techniques as much as possible. This is because as the language is taught formally, there might be anxiety to use the language freely. Therefore, as the teacher is a leader, very active interaction among teachers and students is needed. Besides, teachers can apply more than one technique at the same time in one classroom. For example, he/she can establish good rapport with the students, create a supportive classroom atmosphere, break the routine activity, present the teaching materials logically, encourage the students to use English language inside the classroom and so on. On the other hand, in our context in which more than 50 students learn the language in one class, there is difficulty to treat students individually, give continuous written comments, encourage them to self-evaluate and find out mistakes by themselves and so on. The techniques that are used in this study are suggested to be very necessary to teach EFL by different scholars therefore, it is better to apply them by making them suitable to classroom use.

5.3 Recommendations

Based on the findings of the study, here are some recommendations.

- English teachers seem to have better knowledge about their motivational roles but there have been limitations in applying all the necessary motivational techniques that are suggested in the review of related literature section. Therefore, giving trainings on how to use motivational techniques in the classroom might be an important technical concern. Dornyei (2001) motivational strategies have included more than 100 techniques that are necessary to EFL and this book may be significant source for preparing training material. Besides, English course designers should work hand-in-hand with English teachers and schools, because when designing courses, motivational techniques should be included in the courses and teachers should obtain good awareness how to apply the techniques.
- As far as schools are concerned, some motivational techniques are neglected in classroom practices for different reasons. Thus, the school should consider how to support teacher' effort to increase students motivation.
- Teachers should play the active role as facilitators to encourage their students in learning process to sustain long term motivation. The teachers' attitudes are of great importance in increasing students' motivation. The teachers' sense of friendliness as well as the interest will attract students' during the whole lesson.
- Since students are concerned, they should discuss with their teachers how to get help and be effective in their learning.
- The teachers were observed implementing some of the techniques that are mentioned in the discussion section, however some of the techniques mentioned in the summary section showed sign of neglected. Many scholars have indicated the significance of all of the motivational techniques to teach EFL. Because of this, it might be advisable that teachers should give emphasis to the ignored motivational techniques.

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APPENDIX A

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

QUESTIONNAIRE for TEACHERS

Dear English Teachers:

This questionnaire is designed to gather relevant data for a study on the topic ‘Exploring Teachers’ Motivational Techniques in EFL Classroom and its Impact on Students Learning in Medhanealem Preparatory School. The findings of the study are hoped to contribute to the improvement of the motivation of learning English for various goal-oriented purposes. You are, therefore, kindly requested to provide accurate information in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept confidential. It will be used only for this study. It is not necessary to write your name in the questionnaire.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

March 2012

BACKGROUND INFORMATION

Instructions: 1

Please put the right mark inside the box like this or fill in the blank space regarding your personal information.

1. Sex: M F
2. Number of service year:
 - 1-5 - 6-9
 - 10-14 - 15-20
 - 20-25
 - More than 25
3. Qualifications: BA MA
4. Number of sections you teach -----

Part: 1 Closed-ended Questions

INSTRUCTIONS: 2

Please express your opinions about how **important** each technique is for increasing your students motivation by checking the proper response. Please circle your answer.

- 5 = Very Important
- 4 = Important
- 3 = Less Important
- 2 = Not Important
- 1 = Do not know

R. N	Techniques of motivation	Response items				
		5.	4.	3.	2.	1.
27.	Establish good rapport with the students.	5.	4.	3.	2.	1.
28.	Create a supportive classroom atmosphere to encourage the students so they will take risks.	5.	4.	3.	2.	1.
29.	Show eagerness for teaching.	5.	4.	3.	2.	1.
30.	Help the students to develop realistic personal goals in learning English.	5.	4.	3.	2.	1.
31.	Encourage the students to understand and to set achievable	5.	4.	3.	2.	1.

	group goals.					
32.	Tell the students to work towards the same goal.	5.	4.	3.	2.	1.
33.	Create strong and various groups that have good feeling about each other.	5.	4.	3.	2.	1.
34.	Break the routine activity by varying the presentation format.	5.	4.	3.	2.	1.
35.	Present the teaching materials logically.	5.	4.	3.	2.	1.
36.	Encourage the students to self evaluate and find out mistakes by themselves.	5.	4.	3.	2.	1.
37.	Let the students suggest classroom ground rules.	5.	4.	3.	2.	1.
38.	Monitor the students' progress and give them written comments.	5.	4.	3.	2.	1.
39.	Create the students' autonomy to share responsibility.	5.	4.	3.	2.	1.
40.	Encourage the students to use English/the target language both inside and outside the classroom.	5.	4.	3.	2.	1.
41.	Arouse the students' curiosity and attention to create attractive image for the course.	5.	4.	3.	2.	1.
42.	Ask for the students' interest and build them into a course.	5.	4.	3.	2.	1.
43.	Make tasks challenging and feasible.	5.	4.	3.	2.	1.
44.	Provide the students with positive, descriptive feedback to increase their satisfaction.	5.	4.	3.	2.	1.
45.	Help the students to create group norms.	5.	4.	3.	2.	1.
46.	Choose interesting topics to deliver the course.	5.	4.	3.	2.	1.
47.	Present tasks in a motivating way.	5.	4.	3.	2.	1.
48.	Make the tasks interesting and enjoyable by breaking them in to parts.	5.	4.	3.	2.	1.
49.	Help the students to create realistic beliefs for learning.	5.	4.	3.	2.	1.
50.	Present the tasks by using models from the students.	5.	4.	3.	2.	1.
51.	Maintain and increase the students' self-confidence to develop a healthy self-respect.	5.	4.	3.	2.	1.
52.	Give grades and rewards in a motivating manner.	5.	4.	3.	2.	1.

INSTRUCTIONS: 3

Please express your idea on how frequently you as a teacher use each technique/s of motivation listed below by putting the right (√) for the proper response.

R. N	As English language teacher I:	Always	Most of the time	Sometimes	Rarely	Never
27.	establish good rapport with my students.					
28.	create a supportive classroom atmosphere to encourage my students so they will take risks.					
29.	show my eagerness for teaching.					
30.	help my students to develop realistic personal goals in learning English.					
31.	encourage my students to understand and to set achievable group goals.					
32.	tell my students to work towards the same goal.					
33.	create strong and various groups that have good feeling about each other.					
34.	break the routine activity by varying the presentation format.					
35.	present the teaching materials logically.					
36.	encourage my students to self evaluate and find out mistakes by themselves.					
37.	let my students suggest classroom ground rules.					
38.	monitor my students' progress and give them written comments.					
39.	create my students autonomy to share responsibility.					
40.	encourage my students to use English/the target language both inside and outside the classroom.					
41.	arouse my students' curiosity and attention to create attractive image for the course.					
42.	ask for my students' interest and build them into a course.					
43.	make tasks challenging and practical.					
44.	provide my students with positive, descriptive feedback to increase their satisfaction.					

45.	help my students to create group norms.					
46.	choose interesting topics to deliver the course.					
47.	present tasks in a motivating way.					
48.	make the tasks interesting and enjoyable by breaking them.					
49.	help my students to create realistic beliefs for learning.					
50.	present the tasks by using models from my students.					
51.	maintain and increase my students' self-confidence to develop a healthy self-respect.					
52.	give grades and rewards in a motivating manner.					

Other Comments

INSTRUCTIONS: 4

Part: 2 Open-Ended Questions

1. What technique/s of motivation do you usually use in your English classroom? Please mention the frequently used technique/s.

2. How long have you been using these types of techniques? (see item 1 above).

3. At what point in the lesson do you know whether or not your technique/s of motivation is/are working?

4. What is the effect of using the technique/s on students learning of the English language?

Other Comments:

APPENDIX B

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

QUESTIONNAIRE for STUDENTS (English Version)

Dear Students:

This questionnaire has been designed to gather relevant data for a study on the topic ‘Techniques of Motivations Used by Teachers and its Impact on Students Learning of English as a Foreign Language’. The findings of the study are hoped to contribute to the improvement of the motivation of learning English for various goal-oriented purposes. You are, therefore, kindly requested to provide true information in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept secretly. It will be used only for this study. It is not necessary to write your name in the questionnaire.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

March 2012

6.	Encourage the students to understand and to set achievable group goals.	5.	4.	3.	2.	1.
7.	Tell the students to work towards the same goal.	5.	4.	3.	2.	1.
8.	Break the routine activity by varying the presentation format.	5.	4.	3.	2.	1.
9.	Making the teaching material relevant by presenting it in a logical sequence.	5.	4.	3.	2.	1.
10.	Encourage the students to self evaluate and find out mistakes by themselves.	5.	4.	3.	2.	1.
11.	Let the students suggest classroom ground rules.	5.	4.	3.	2.	1.
12.	Monitor the students' progress and give them written comments.	5.	4.	3.	2.	1.
13.	Create the students autonomy to share responsibility.	5.	4.	3.	2.	1.
14.	Encourage the students to use English/the target language both inside and outside the classroom.	5.	4.	3.	2.	1.
15.	Arouse the students' curiosity and attention to create attractive image for the course.	5.	4.	3.	2.	1.
16.	Ask for the students' interest and build them into a course.	5.	4.	3.	2.	1.
17.	Make tasks challenging and feasible.	5.	4.	3.	2.	1.
18.	Provide the students with positive, descriptive feedback to increase their satisfaction.	5.	4.	3.	2.	1.
19.	Help the students to create group norms.	5.	4.	3.	2.	1.
20.	Choose interesting topics to deliver the course.	5.	4.	3.	2.	1.
21.	Present tasks in a motivating way.	5.	4.	3.	2.	1.
22.	Make the tasks interesting and enjoyable by breaking them.	5.	4.	3.	2.	1.
23.	Help the students to create realistic beliefs for learning.	5.	4.	3.	2.	1.
24.	Present the tasks by using models from the students.	5.	4.	3.	2.	1.
25.	Maintain and increase the students' self-confidence.	5.	4.	3.	2.	1.
26.	Give grades and rewards in a motivating manner.	5.	4.	3.	2.	1.

INSTRUCTION: 3

Please express your idea on how frequently the teacher uses each technique/s of motivation in the classroom listed below by putting the right (√) for the proper response.

R. N	As English language students the teacher:	Always	Most of the time	Sometimes	Rarely	Never
1.	Establishes good rapport with us.					
2.	Creates a supportive classroom atmosphere to encourage us so we will take risks.					
3.	Shows his/her enthusiasm for teaching.					
4.	Helps us to develop realistic personal goals in learning English.					
5.	Creates strong and various groups that have good feeling about each other.					
6.	Encourages us to understand and to set achievable group goals.					
7.	Tells us to work towards the same goal.					
8.	Breaks the routine activity by varying the presentation format.					
9.	Presents the teaching materials logical by presenting it in a logical sequence..					
10.	Encourages us to self evaluate and find out mistakes by ourselves.					
11.	Lets us suggest classroom ground rules.					
12.	Monitors our progress and give us written comments.					
13.	Creates our autonomy to share responsibility.					
14.	Encourages us to use English/the target language both inside and outside the classroom.					
15.	Arouses our curiosity and attention to create attractive image for the course.					
16.	Asks for our interest and build them into a course.					

17.	Makes tasks challenging and practical.					
18.	Provides us with positive, descriptive feedback to increase our satisfaction.					
19.	Helps us to create group norms.					
20.	Chooses interesting topics to deliver the course.					
21.	Presents tasks in a motivating way.					
22.	Makes the tasks interesting and enjoyable by breaking them.					
23.	Helps us to create realistic beliefs for learning.					
24.	Presents the tasks by using models from us.					
25.	Maintains and Increases our self-confidence.					
26.	Gives grades and rewards in a motivating manner.					

Other Comments

INSTRUCTION: 4

Part: 2

Open-ended Questions

1. What motivational technique/s does your English teacher frequently uses to motivate you?

2. How does the technique/s that the teacher uses help you to be effective in learning and be good at English language?

3. What is the positive or negative effect of motivational techniques in your day today practice of the language?

Other comments

APPENDIX C

አዲስ አበባ ዩኒቨርሲቲ የቋንቋዎች ጥናትና ምርምር ተቋም የእንግሊዝኛ ቋንቋ ትምህርት ክፍል

ለተማሪዎች የቀረበ መጠይቅ (Amharic Version)

ውድ ተማሪዎች፤

ይህ መጠይቅ የተዘጋጀው መምህራን በእንግሊዝኛ ትምህርት ክፍል ጊዜ ተማሪዎችን ለማነሳሳት የሚጠቀሙባቸውን ስልቶች እና በተማሪዎች የመማር ሂደት ላይ የሚያስከትለውን ውጤት መረጃ ለመሰብሰብ ነው። ከጥናቱ የሚገኝ ውጤት ለተለያዩ ግብ ይጠቅማል ተብሎ ይገመታል። የመልሶቹ እውነተኛ መሆን ለጥናቱ ትክክለኛነት ይጠቅማል። ስለዚህ፤ አንተ/አንቺ ትክክለኛውን መረጃ እንድትሰጥ/ጭ በትህትና ተጠይቀህል/ሻል።

እንድታውቀው/ቁው የምፈልገው ነገር ቢኖር አንተ/ቺ በዚህ መጠይቅ የምትሰጠው/ጩው የትኛውም መረጃ እጅግ በሚስጥርና በጥንቃቄ እንደሚያዝና ለዚህ ጥናት ብቻ እንደሚያገለግል ነው። በመጠይቁ ላይ ስም መፃፍ አያስፈልግም።

መጠይቁን ለመሙላት ውድ ሰአት-ህን/ሽን በመሰዋት ጥረት ስላደረግህ/ሽ እጅግ በጣም አመሰግናለሁ።

የካቲት 2004 ዓ.ም.

አጠቃላይ መረጃ

መመርያ 1.

ለቀረቡት ነጥቦች ክስር በሳጥኑ ውስጥ የምታየውን/የምታዩውን አይነት ምልክት በማድረግ ትክክለኛውን መልስ ስጥ/ጫ።



- 1. ጾታ፤ M F
- 2. እድሜ፤ - 14-17
- 18-22
- ከ22 በላይ
- 3. ክፍል -----

ክፍል 1.

የምርጫ ጥያቄዎች

መመርያ 2.

ክስር ተዘርዝረው የምትመለከተውን/ቺውን መምህሩ/ርትዋ ተማሪዎችን ለማነሳሳት ስለሚጠቀምባቸው/ ስለምትጠቀምባቸው ስልቶች አስፈላጊነትና አንተን/ቺን ለማነሳሳት ምን ያህል እንደሚጠቅሙ ያለህን/ሽን ሀሳብ በቁጥር ከተሰጡት አማራጮች መካከል በመምረጥና ቁጥሩን በማክበብ ትክክለኛውን ሀሳብ ግለፅ/ጭ።

- 5 = በጣም አስፈላጊ
- 4 = አስፈላጊ
- 3 = ብዙም የማያስፈልግ
- 2 = የማያስፈልግ
- 1 = አይታወቅም

ተ. ቁ	የማነሳሻ ስልቶች/Motivational techniques	አማራጭ መልሶች				
		5.	4.	3.	2.	1.
1.	ከተማሪ ጋር ጥሩ ግንኙነት መፍጠር።	5.	4.	3.	2.	1.
2.	ተማሪዎች ሃላፊነት ወስደው እንዲሰሩ ክፍሉን ምቹ ማድረግ።	5.	4.	3.	2.	1.
3.	ለማስተማር ፍላጎት ማሳየት።	5.	4.	3.	2.	1.
4.	ተማሪዎች እንግሊዝኛ ስለመማር የራሳቸውን ተጨባጭ ግቦች እንዲያዘጋጁ ማድረግ።	5.	4.	3.	2.	1.
5.	ጠንካራና የጋራ መግባባት ያላቸውን ቡድኖች በክፍል ውስጥ መፍጠር።	5.	4.	3.	2.	1.
6.	የሚተገበሩ የጋራ ግቦችን ተማሪዎች ተረድተው እንዲያዘጋጁ ማበረታታት።	5.	4.	3.	2.	1.

7.	ተማሪዎች ለተመሳሳይ ግብ እንዲሰሩ ማድረግ።	5.	4.	3.	2.	1.
8.	የትምህርት አቀራረብ ዘዴን በመለዋወጥ ከተደጋጋሚ አቀራረብ ማሻሻል።	5.	4.	3.	2.	1.
9.	የመማርያ መዕሀፉን ሊተገበር በሚችል መልክ በቅደም ተከተል ማቅረብ።	5.	4.	3.	2.	1.
10.	የራሳቸውን ስህተት ተማሪዎች እራሳቸው ተረድተው እንዲያርሙ ማበረታታት።	5.	4.	3.	2.	1.
11.	ተማሪዎች የክፍል ውስጥ ህጎች ላይ አስተያየት እንዲሰጡ ማድረግ።	5.	4.	3.	2.	1.
12.	ተማሪዎች በየጊዜው ያሳዩትን ለውጥ በመቆጣጠር ገንቢ ጽሁፋዊ አስተያየቶችን መስጠት።	5.	4.	3.	2.	1.
13.	ተማሪዎች በመማር ማስተማር ሂደት ላይ የባለቤትነት ሰሜት እንዲያዳብሩና ሀላፊነት እንዲወስዱ ማገዝ።	5.	4.	3.	2.	1.
14.	ተማሪዎች እንግሊዝኛ ቋንቋን በክፍል ውስጥና ከክፍል ውጪ እንዲጠቀሙ ማበረታታት።	5.	4.	3.	2.	1.
15.	የተማሪዎችን የመማር ፍላጎት በማነሳሳትና ለትምህርቱ ትኩረት እንዲሰጡ በማገዝ ጥሩ ስልል እንዲኖራቸው ማድረግ።	5.	4.	3.	2.	1.
16.	የተማሪዎችን ፍላጎት በመጠየቅ ወደ ትምህርት መቀየር።	5.	4.	3.	2.	1.
17.	የመማርያ ተግባራትን (tasks) ከበድ ያለና ሊሰሩ የሚችል ማድረግ።	5.	4.	3.	2.	1.
18.	አዎንታዊና ገላጭ ግብረ-መልስ በመስጠት የተማሪዎችን እርካታ መጨመር።	5.	4.	3.	2.	1.
19.	በክፍል ውስጥ የጋራ መግባብያ ህጎች እንዲፈጠሩ ማድረግ።	5.	4.	3.	2.	1.
20.	ትምህርቱን ለማቅረብ ማራኪ ርእሶችን መምረጥ።	5.	4.	3.	2.	1.
21.	የመማርያ ተግባራትን (tasks) ተማሪዎችን በሚያነሳሳ ሁኔታ ማቅረብ።	5.	4.	3.	2.	1.
22.	የመማርያ ተግባራትን (tasks) በመከፋፈል የማስተማር ዘዴን ማራኪና አስደሳች ማድረግ።	5.	4.	3.	2.	1.
23.	ተማሪዎች በትምህርቱ ላይ ተጨባጭ አመኔታ እንዲፈጥሩ ማድረግ።	5.	4.	3.	2.	1.
24.	ተማሪዎች የክፍል ስራዎችን በተግባር በማሳየት እንዲያቀርቡ ማድረግ።	5.	4.	3.	2.	1.
25.	በመማር ማስተማር ሂደት ተማሪዎች በራስ መተማመንን እንዲያዳብሩ መርዳት።	5.	4.	3.	2.	1.
26.	ውጤቶችንና ስጦታዎችን ተማሪዎችን በሚያነሳሳ መልክ መስጠት።	5.	4.	3.	2.	1.

መመርያ 3.

ከስር በዝርዝር ተገልፀው የምትመለከተውን/ቺውን ተማሪዎችን የማነሳሻ ስልቶች መምህራ/ርትዋ እያንዳንዱን ምን ያህል ጊዜ በክፍል ውስጥ ደጋግሞ/ማ እንደሚጠቀምባቸው/ እንደምትጠቀምባቸው ከተሰጡት አማራጮች መካከል በትክክለኛው ምርጫ ትይዩ የ(✓) ምልክት በማድረግ ግለፅ/ጭ።

ተ. ቁ	እንደ እንግሊዝኛ ተማሪዎች መምህራ/ርትዋ፤	ሁልጊዜ	አብዛኛውን ጊዜ	አንዳንድ ጊዜ	እምብዛም	በጭራሽ
1.	ከእኛ ጋር ጥሩ ግንኙነት አለው/አላት።					
2.	እራሳችን ሃላፊነት ወስደን እንድንሰራ ክፍሉን ምቹ በማድረግ ያበረታታናል/ታበረታታናለች።					
3.	ለማስተማር ያለውን/ያላትን ፍላጎት ያሳያል/ታሳያለች።					
4.	እንግሊዝኛ ስለመማር የራሳችንን ተጨባጭ ግቦች እንድናዘጋጅ ይረዳናል/ትረዳናለች።					
5.	ጠንካራና የጋራ መግባባት ያላቸውን ቡድኖች በክፍል ውስጥ ይፈጥራል/ትፈጥራለች					
6.	የሚተገበር የጋራ ግቦችን ተረድተን እንድናዘጋጅ ያበረታታናል/ታበረታታናለች።					
7.	ለተመሳሳይ ግብ እንድንሰራ ያደርገናል/ ታደርገናለች።					
8.	የትምህርት አቀራረብ ዘዴን በመለዋወጥ ከተደጋጋሚ አቀራረብ ያሻሽለዋል/ ታሻሽለዋለች።					
9.	የመማር መፅሀፉን ሊተገበር በሚችል መልኩ በቅደም ተከተል ያቀርባል/ ታቀርባለች።					
10.	የራሳችንን ስህተት እራሳችን ተረድተን እንድናርም ያበረታታናል/ታበረታታናለች።					
11.	የክፍል ውስጥ ህጎች ላይ አስተያየት እንድንሰጥ ያደርገናል/ታደርገናለች።					
12.	በየጊዜው ያሳየነውን ለውጥ በመቆጣጠር ገንቢ ጽሁፋዊ አስተያየቶችን ይሰጠናል/ ትሰጠናለች።					
13.	በመማር ማስተምር ሂደት ላይ የባለቤትነት ሰሜትን እንድናዳብርና ሀላፊነት እንድንወስድ ያግዘናል/ታግዘናለች።					
14.	እንግሊዝኛ ቋንቋን በክፍል ውስጥና ከክፍል ውጪ እንድንጠቀም ያበረታታናል/ ታበረታታናለች።					

15.	የእኛን የመማር ፍላጎት በማነሳሳትና ትኩረት እንድንሰጥ በማድረግ ስለ ትምህርቱ ጥሩ ስእል እንዲኖረን ያደርጋል/ታደርጋለች።					
16.	ፍላጎታችንን በመጠየቅ ወደ ትምህርት ይቀይረዋል/ትቀይረዋለች።					
17.	የመማርያ ተግባራትን (tasks) ከበድ ያለና ሊሰራ የሚችል ያደርገዋል/ታደርገዋለች።					
18.	አዎንታዊና ገላጭ ግብረ-መልስ በመስጠት እርካታችን እንዲጨምር ያደርጋል/ታደርጋለች።					
19.	በክፍል ውስጥ የጋራ መግባቢያ ህጎችን እንድንፈጥር ይረዳናል/ትረዳናለች።					
20.	ትምህርቱን ለማቅረብ ማራኪ ርእሶችን ይመርጣል/ትመርጣለች።					
21.	የመማርያ ተግባራትን (tasks) ተማሪዎችን በሚያነሳሳ ሁኔታ ያቀርባል/ታቀርባለች።					
22.	የመማርያ ተግባራትን (tasks) በመከፋፈል የማስተማር ዘዴን ማራኪና አስደሳች ያደርገዋል/ታደርገዋለች።					
23.	በትምህርቱ ላይ ተጨባጭ አመኔታ እንድንፈጥር ይረዳናል/ትረዳናለች።					
24.	የክፍል ስራዎችን እኛ እራሳችን በተግባር በማሳየት እንድናቀርብ ያደርገናል/ታደርገናለች።					
25.	በመማር ማስተማር ሂደት በራስ መተማመንን እንድናዳበር ይረዳናል/ትረዳናለች።					
26.	ውጤቶችንና ስጦታዎችን እኛን በሚያነሳሳ መልክ ይሰጠናል/ትሰጠናለች።					

ሌሎች አስተያየቶች ካሉ

መመርያ 4.

ክፍል 2.

የአንተን/ቺን ግላዊ አስተያየቶች የሚፈልጉ ጥያቄዎች

1. መምህሩ/ርትዎ አንተን/ቺን ለማነሳሳት ምን አይነት ስልቶችን በተደጋጋሚ ይጠቀማል/ትጠቀማለች?

2. መምህሩ/ርትዎ የሚጠቀመው/የምትጠቀመው የማነሳሻ ዘዴ አንተ/ቺ በትምህርትህ/ሽ ውጤታማ እንድትሆን/ኚ እና በእንግሊዝኛ ቋንቋ ጥሩ እውቀት እንዲኖርህ/ሽ ምን ያህል አግዞላል/ሻል?

3. መምህሩ የሚጠቀምበት/የምትጠቀምበት የማነሳሻ ዘዴ በየቀኑ በምታደርገው/ገደው የክፍል ውስጥ ልምምድ ላይ ያለው አዎንታዊ ወይም አሉታዊ አስተዋፅኦ ካለ ግለፅ/ጭ።

ሌሎች አስተያየቶች ካሉ

APPENDIX D

Classroom Observation Checklist

Name of the school -----

Date of observation -----

Time -----

Room -----

Name of the teacher observed -----

Name of observer-----

Purposes:

1. to explore technique/s of motivation and
2. to investigate the effect of using motivational techniques on students motivation

Part 1: Teacher's Motivational Practice

R. N	Behavior Category	Yes	No
	The teacher:		
1.	Creates supportive classroom atmosphere.		
2.	Uses a short and interesting opening activity to start each class.		
3.	Establishes good relationship with students.		
4.	Provides students with positive feedback.		
5.	Moves round class and uses eye contact.		
6.	Uses examples effectively.		
7.	Manages and guides the class.		
8.	Makes tasks challenging and practical.		
9.	Increases the amount of English he/she uses in the class.		
10.	Encourages students to use English inside the classroom.		
11.	Builds the students self confidence		
12.	Adopts the role of a facilitator.		
13.	Encourages pair and group work presentation.		
14.	Displays classroom rules on the wall.		

APPENDIX E

AN INTERVIEW FOR ENGLISH TEACHERS

1. General information

- Name of the school -----
- Date of interview -----
- Time -----
- Name of the interviewee -----
- Sex -----
- Qualification -----
- Number of service year -----

2. Interview questions

1. Is it important to use motivation in English language classroom?
2. What are the motivational techniques used to teach English?
3. In what way do you describe the motivational technique/s you use in your classroom?
4. How do you recognize whether your students are motivated or not?
5. Which motivational technique/s do you suggest the most decisive in motivating the students?
6. Which motivational technique/s do you think difficult to apply in the classroom?
7. What is the effect of using these motivational techniques to students' achievement?

Thank you

February 2012

APPENDIX F

Teachers Responses for the Interview Questions

1. Is it important to use motivation in English language classroom?

- A.** Since the students are not learning the language naturally, they need motivation. Without motivation, it is impossible to teach foreign language, so it is important.
- B.** Actually it is good to motivate students in order to get good grades or results. Motivation is important for me.
- C.** I think it is very important to use motivation in EFL classroom otherwise students may face difficulties to follow the lesson. So when I motivate them, I will keep them to follow the lesson attentively. Motivation is essential in EFL classroom.
- D.** What I feel is motivation is very important in the English classroom, because it arouses the interest of the students to learn the language.
- E.** Yes, motivation is very important for English language classroom, because without it I cannot teach English. When I use motivation, the outcome is better. So motivation is mandatory.
- F.** Of course yes, it is must to use motivation in English classroom.

2. What motivational techniques do you use in EFL?

- A.** There are various techniques used in the classroom for example I most of the time use creating supportive atmosphere in the classroom, giving smile and so on.
- A.** The motivational techniques I use in English classroom are calling my students by their name, I relate the lesson and the text to students' real life and sometimes I tell them stories to initiate them. In every aspect I accept students' questions. I reward the students in every achievement. If they make mistakes, I give them positive and descriptive feedback
- B.** Actually there are many motivational techniques, but I found myself frequently using some techniques for instance asking questions suddenly to check whether the students are following the lesson or not, giving group works, I sometimes give them brain storming questions, I show them my eagerness for teaching etc.

- C. The techniques which I mostly use in the class are calling the name of the students, I use oral praise like very good, nice, go on continue... I give them tasks to perform better in the class and they feel that they are responsible...
- D. There are so many techniques used to teach English language in the classroom. For example; giving positive comments. I show my eagerness for teaching... I always tell my students that not to bother about mistakes, to practice the language now and then. They always try to talk with me using English.
- E. I frequently use creating supportive classroom atmosphere, encourage the students to use English inside and outside the classroom

3. In what way do you describe the motivational technique/s you use in your classroom?

- B. They are very useful in the teaching learning process because there is no learning without motivation. It is difficult to learn the language without motivation, students need motivation.
- C. They are very nice.
- D. Actually I describe them as techniques that are helpful to students, encourage the students to be with me,
- E. They are very helpful to students learning.
- F. They are very helpful to create eagerness.
- G. They are useful and support the students to learn the language.

4. How do you recognize whether your students are motivated or not?

- A. I understand by the students' facial expression, from their participation.
- B. There are different mechanisms that enable me to identify their motivation, some of them are I know from their smile, when the majority of the students participate.
- C. There are many ways to see that in the classroom, the first is whether they are engaged in the task or not, for example is they are busy in pair or group work that I give them. Secondly their participation in classroom discussion. Thirdly by watching them whether they are following or not. These are some of them...
- D. I recognize from their faces, participation and I know this from the students result in continuous assessment.

- E. The most important way for knowing whether my students are motivated or not is by looking the face of my students, their eagerness to participate in the classroom, their initiation to ask and answer questions...
- F. When they have good participation.

5. Which motivational technique/s do you suggest the most decisive in motivating the students?

- A. I believe some are very important in English classroom. These are creating supportive classroom, calling students by their names, giving them smile and letting the students to work in groups are the most important techniques in EFL classroom.
- B. First telling the students to work towards the same goal, present the teaching material logically, create students autonomy to share responsibility and their eagerness to answer questions.
- C. From my experience, students are motivated when I call their names and ask them questions. Nowadays students are sitting in groups, when I call the group name they are motivated.
- D. Oral praise is the most decisive one, creating good relationship with me and with each other, eagerness of the students to learn the language, creating ground rules, I always advise them that English needs practice and I tell them to use the language inside and outside the class.
- E. Ok, the most decisive motivational technique is using English language inside and outside the classroom
- F. Using question and answer.

6. Which motivational technique/s do you think difficult to apply in the classroom?

- A. Letting the students to speak as much as possible is the most difficult technique.
- B. For me grouping the students is difficult because of large class size.
- C. Some of the techniques are difficult to apply in the classroom for e.g. monitoring the students' progress and giving them written comments. It is sometimes difficult to give written comments because of the size of the class.
- D. Of course written comments are a bit difficult to apply in the classroom except writing on their group assignment ... As we are using the given syllabus; it is difficult to choose interesting topics in the class so we follow the book.

- E. Ok, as I think the most difficult technique to me is giving written comments.
- F. Monitor the students' progress and give them written comments, choose interesting topics to deliver the course

7. What is the effect of using these motivational techniques to students' achievement?

- A. Its effect is it increases students learning, no learning without motivation.
- B. It helps some students achieve their goal.
- C. Obviously the techniques help the students to follow the lesson attentively, increase the students' interest to the lesson, and help the students to be free to ask and answer questions and to learn from each other.
- D. Allow the students to use English language wherever.
- E. Help the students to participate in the classroom and become problem solvers.
- F. Encourage them to develop self confidence and participate actively in the classroom.

APPENDIX G

Results from the Teachers Questionnaire for the Importance and Frequency Items

Table: 1 Results of teachers' responses for the Importance items of the questionnaire (N=23)

R. N	Items	Responses										
		Importance items										
		Very Important		Important		Less Important		Not Important		Do not know		Rank
		N	%	N	%	N	%	N	%	N	%	
1.	Establish good rapport with the students.	17	73.91	4	17.39	2	8.69	0		0		1
2.	Create a supportive classroom atmosphere to encourage the students so they will take risks.	7	30.43	13	56.52	3	13.04	0		0		4
3.	Show eagerness for teaching.	17	73.91	0		6	26.08	0		0		1
4.	Help the students to develop realistic personal goals in learning English.	7	30.43	11	47.82	5	21.73	0		0		6
5.	Encourage the students to understand and to set achievable group goals.	8	34.78	10	43.47	5	21.73	0		0		7
6.	Tell the students to work towards the same goal.	6	26.08	13	56.52	4	17.39	0		0		4
7.	Create strong and various groups that have good feeling about each other.	8	34.78	10	43.47	5	21.73	0		0		7
8.	Break the routine activity by varying the presentation format.	8	34.78	3	13.04	1 2	52.17	0		0		5
9.	Present the teaching materials logically.	13	56.52	9	39.13	1	4.34	0		0		4
10.	Encourage the students to self evaluate and find out mistakes by themselves.	11	47.82	9	39.13	2	8.69	1	4.34	0		6
11.	Let the students suggest classroom ground rules.	14	60.86	4	17.39	3	13.04	2	8.69	0		3
12.	Monitor the students' progress and give them written comments.	3	13.04	3	13.04	1 3	56.52	4	17.39	0		4
13.	Create the students' autonomy to share responsibility.	10	43.47	9	39.13	1	4.34	3	13.04	0		7
14.	Encourage the students to use English/the target language both inside and outside the classroom.	17	73.91	5	21.73	1	4.34	0		0		1
15.	Arouse the students' curiosity and attention to create attractive	7	30.43	11	47.82	5	21.73	0		0		6

	image for the course.											
16.	Ask for the students' interest and build them into a course.	4	17.39	5	21.73	1 4	60.86	0		0		3
17.	Make tasks challenging and feasible.	5	21.73	11	47.82	5	21.73	2	8.69	0		6
18.	Provide the students with positive, descriptive feedback to increase their satisfaction.	2	8.69	8	34.78	1 3	56.52	0		0		4
19.	Help the students to create group norms.	5	21.73	2	8.69	1 6	69.56	0		0		2
20.	Choose interesting topics to deliver the course.	5	21.73	5	21.73	1 3	56.52	0		0		4
21.	Present tasks in a motivating way.	8	34.78	12	52.17	3	13.04	0		0		5
22.	Make the tasks interesting and enjoyable by breaking them in to parts.	16	69.56	5	21.73	2	8.69	0		0		2
23.	Help the students to create realistic beliefs for learning.	12	52.17	8	34.78	3	13.04	0		0		5
24.	Present the tasks by using models from the students.	11	47.82	8	34.78	4	17.39	0		0		6
25.	Maintain and increase the students' self-confidence to develop a healthy self-respect.	16	69.56	5	21.73	2	8.69	0		0		2
26.	Give grades and rewards in a motivating manner.	8	34.78	11	47.82	4	17.39	0		0		6

Table: 2 Results of teachers' responses for the Frequency items of the questionnaire (N=23)

R. N	Items	Responses										
		Frequency items										
		Always		Most of the time		Some-times		Rarely		Never		
		N	%	N	%	N	%	N	%	N	%	Rank
1.	establish good rapport with my students.	6	26.08	14	60.86	2	8.69	1	4.34	0		4
2.	create a supportive classroom atmosphere to encourage my students so they will take risks.	1	4.34	16	69.56	4	17.39	2	8.69	0		3
3.	show my eagerness for teaching.	5	21.73	14	60.86	3	13.04	1	4.34	0		4
4.	help my students to develop realistic personal goals in learning English.	4	17.39	18	78.26	0		1	4.34	0		1
5.	encourage my students to understand and to set achievable group goals.	0		8	34.78	5	21.73	8	34.78	2	8.69	
6.	tell my students to work towards the same goal.	2	8.69	3	13.04	16	69.56	0		2	8.69	3
7.	create strong and various groups that have good feeling about each other.	4	17.39	2	8.69	0		15	65.21	2	8.69	4
8.	break the routine activity by varying the presentation format.	2	8.69	9	39.13	10	43.47	2	8.69	0		8
9.	present the teaching materials logically.	4	17.39	15	65.21	4	17.39	0		0		4
10.	encourage my students to self evaluate and find out mistakes by themselves.	0		7	30.43	14	60.86	2	8.69	0		4
11.	let my students suggest classroom ground rules.	5	21.73	4	17.39	10	43.47	0		4	17.39	8
12.	monitor my students' progress and give them written comments.	0		3	13.04	2	8.69	17	73.91	1	4.34	2
13.	create my students autonomy to share responsibility.	0		8	34.78	10	43.47	3	13.04	2	8.69	8
14.	encourage my students to use English/the target language both inside and outside the classroom.	3	13.04	18	78.26	1	4.34	1	4.34	0		1
15.	arouse my students' curiosity and attention to create	0		2	8.69	16	69.56	5	21.73	0		3

	attractive image for the course.											
16.	ask for my students' interest and build them into a course.	1	4.34	6	26.08	2	8.69	10	43.47	4	17.39	8
17.	make tasks challenging and practical.	0		13	56.52	4	17.39	3	13.04	3	13.04	5
18.	provide my students with positive, descriptive feedback to increase their satisfaction.	3	13.04	6	26.08	11	47.82	3	13.04	0		7
19.	help my students to create group norms.	6	26.08	0		12	52.17	5	21.73	0		6
20.	choose interesting topics to deliver the course.	4	17.39	2	8.69	12	52.17	5	21.73	0		6
21.	present tasks in a motivating way.	4	17.39	6	26.08	11	47.82	2	8.69	0		7
22.	make the tasks interesting and enjoyable by breaking them in to parts.	7	30.43	3	13.04	11	47.82	2	8.69	0		7
23.	help my students to create realistic beliefs for learning.	6	26.08	5	21.73	10	43.47	2	8.69	0		8
24.	present the tasks by using models from my students.	2	8.69	3	13.04	10	43.47	8	34.78	0		8
25.	maintain and increase my students' self-confidence to develop a healthy self-respect.	5	21.73	12	52.17	6	26.08	0		0		6
26.	give grades and rewards in a motivating manner.	4	17.39	12	52.17	6	26.08	1	4.34	0		6

APPENDIX H

Results from the Students Questionnaire for the Importance and Frequency Items

**Table: 3 Results of students' responses for the Importance items
(N=121)**

R. N	Item	Responses									
		Importance items									
		Very Important		Important		Less Important		Not Important		Not known	
		No	%	No	%	No	%	No	%	No	%
27.	Establish good rapport with the students.	69	57.02	34	28.09	18	14.87	0		0	
28.	Create a supportive classroom atmosphere to encourage the students so they will take risks.	76	62.80	29	23.96	16	13.22	0		0	
29.	Show eagerness for teaching.	90	74.38	9	7.43	14	11.57	4	3.30	4	3.30
30.	Help the students to develop realistic personal goals in learning English.	52	42.97	41	33.88	24	19.83	1	0.82	3	2.47
31.	Create strong and various groups that have good feeling about each other.	49	40.49	53	43.80	19	15.70	0		0	
32.	Encourage the students to understand and to set achievable group goals.	47	38.84	65	53.71	2	1.65	7	5.78	0	
33.	Tell the students to work towards the same goal.	68	56.19	41	33.88	7	5.78	4	3.30	1	0.82
34.	Break the routine activity by varying the presentation format.	90	74.38	17	14.04	14	11.57	0		0	
35.	Making the teaching material relevant by presenting it in a logical sequence.	54	44.62	59	48.76	8	6.61	0		0	
36.	Encourage the students to self evaluate and find out mistakes by themselves.	81	66.94	35	28.92	4	3.30	0		0	
37.	Let the students suggest classroom ground rules.	93	76.85	19	15.70	4	3.30	4	3.30	1	0.82
38.	Monitor the students' progress and give them written comments.	86	71.07	21	17.35	9	7.43	3	2.47	2	1.65
39.	Create the students autonomy to share responsibility.	79	65.28	33	27.27	3	2.47	1	0.82	5	4.13
40.	Encourage the students to use English/the target language both inside and outside the classroom.	74	61.15	33	27.27	8	6.61	3	2.47	4	3.30

41.	Arouse the students' curiosity and attention to create attractive image for the course.	88	72.72	26	21.48	7	5.78	0		0	
42.	Ask for the students' interest and build them into a course.	56	46.28	51	42.14	9	7.43	3	2.47	2	1.65
43.	Make tasks challenging and feasible.	73	60.33	37	30.57	3	2.47	5	4.13	3	2.47
44.	Provide the students with positive, descriptive feedback to increase their satisfaction.	65	53.71	33	27.27	12	9.91	7	5.78	4	3.30
45.	Help the students to create group norms.	85	70.24	25	20.66	1	0.82	2	1.65	8	6.61
46.	Choose interesting topics to deliver the course.	84	69.42	33	27.27	4	3.30	0		0	
47.	Present tasks in a motivating way.	90	74.38	25	20.66	6	4.95	0		0	
48.	Make the tasks interesting and enjoyable by breaking them.	86	71.07	27	22.31	8	6.61	0		0	
49.	Help the students to create realistic beliefs for learning.	73	60.33	45	37.19	3	2.47	0		0	
50.	Present the tasks by using models from the students.	75	61.98	47	38.84	0		0		0	
51.	Maintain and increase the students' self-confidence.	60	49.58	47	38.84	6	4.95	0		8	6.61
52.	Give grades and rewards in a motivating manner.	89	73.55	19	15.70	4	3.30	5	4.13	4	3.30

Table: 4 Results of students' responses for the Frequency items (N=121)

R. N	Item	Responses									
		Frequency items									
		Always		Most of the time		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1.	Establishes good rapport with us.	20	16.52	56	46.28	39	32.23	0		6	4.95
2.	Creates a supportive classroom atmosphere to encourage us so we will take risks.	8	6.61	15	12.39	3	2.47	71	58.67	16	13.22
3.	Shows his/her eagerness for teaching.	4	3.30	44	36.36	62	51.23	11	9.09	0	
4.	Helps us to develop realistic personal goals in learning English.	4	3.30	0		34	28.09	65	53.71	18	20.66
5.	Creates strong and various groups that have good feeling about each other.	29	23.96	0		32	26.44	42	34.71	18	14.87
6.	Encourages us to understand and to set achievable group goals.	0		6	4.95	31	25.16	35	28.92	49	40.49
7.	Tells us to work towards the same goal.	4	3.30	18	14.87	54	44.62	45	37.19	0	
8.	Breaks the routine activity by varying the presentation format.	0		31	25.61	29	23.96	61	50.41	0	
9.	Presents the teaching materials logical by breaking it in a logical sequence.	44	36.36	0		29	23.96	42	34.71	6	4.95
10	Encourages us to self evaluate and find out mistakes by ourselves.	15	12.39	18	14.87	23	19	39	32.23	26	21.48
11	Lets us suggest classroom ground rules.	0		23	19	41	33.88	42	25.61	15	12.39
12	Monitors our progress and give us written comments.			12	29.75	17	14.04	23	19	69	57.02
13	Creates our autonomy to share responsibility.	8	8.26	14	11.57	14	11.57	53	43.80	32	26.44
14	Encourages us to use English/the target language both inside and outside the classroom.	44	36.36	48	39.66	24	19.83	5	4.13	0	

15	Arouses our curiosity and attention to create attractive image for the course.	15	12.39	12	9.91	32	26.44	41	33.88	21	17.35
16	Asks for our interest and build them into a course.	0		12	9.91	14	11.57	30	24.79	65	53.71
17	Makes tasks challenging and practical.	20	16.52	0		41	33.88	60	49.58	0	
18	Provides us with positive, descriptive feedback to increase our satisfaction.	14	11.57	19	15.70	20	16.52	44	36.36	24	19.83
19	Helps us to create group norms.	12	9.91	13	10.74	34	28.09	22	18.18	40	33.05
20	Chooses interesting topics to deliver the course.	36	29.75	14	11.57	56	46.28	15	12.39	0	
21	Presents tasks in a motivating way.	12	9.91	30	24.79	41	33.88	17	14.04	21	17.35
22	Makes the tasks interesting and enjoyable by breaking them in to parts.	28	23.14	13	10.74	15	12.39	60	49.58	5	4.13
23	Helps us to create realistic beliefs for learning.	9	7.4	16	13.22	45	37,19	51	42.14	0	
24	Presents the tasks by using models from us.	0		33	27.27	28	23.14	51	42.14	9	7.43
25	Maintains and Increases our self-confidence.	26	21.48	13	10.74	28	23.14	36	29.75	18	14.87
26	Gives grades and rewards in a motivating manner.	6	4.95	7	5.78	14	11.57	30	24.79	64	52.89

APPENDIX I

Teachers and students Responses to the open-ended Items

Table: 5 Summary of teachers' responses to open-ended items

No.	Question one was about the techniques of motivation they frequently use in their English classroom.	Number of respondents
Responses for question 1.		
1.	initiating them in question and answer activities and giving them brain storming questions	3
2.	using group activities and individual works, calling the students by their names and giving oral praise for e.g. good, right, very good, excellent,	2
3.	making tasks challenging and practical and giving grades and rewards in a motivating way	1
4.	telling relevant Jokes from the teachers or the students and create conducive environment	2
5.	show my eagerness for teaching and encouraging them to talk new things	2
6.	greeting them with smile, giving them clear introduction of the lesson, present the teaching materials logically and making the lesson interesting and selecting interesting topics	3
7.	encourage my students to use English both inside and outside the classroom	3
8.	encourage my students to self evaluate and find out mistakes by themselves	1
Total		17
Question two was about using the above-mentioned techniques of motivational techniques in EFL classroom.		
Responses for question 2.		
1.	through out their teaching experience	13
2.	for the last 3 and 4 years	3
Total		16
Question three was about knowing whether the techniques of motivation were working or not.		
Responses for question 3.		

1.	When they are busy in doing their class work and when their participation is high	3
2.	Their eagerness to answer questions	2
3.	When they give me their attention and actively attend the lesson	2
4.	When they try to show progress in their grades	1
5.	When they have good confidence in using the language	2
Total		10
The last question contended with the effects of using the techniques of motivation on students learning of the English language.		
Responses for question 4.		
1.	Anxiety is reduced to speak using the language	1
2.	The techniques help them to follow the lesson attentively	2
3.	Create initiation to work actively in groups, in pairs and individually	2
4.	Make them eager to ask and answer questions freely	2
5.	Self-confidence is developed	1
6.	Interest over the language is created	3
7.	Help them to be goal oriented and work for good result	1
Total		12

Table: 6 Summary of students' responses to open-ended items

No.	Question one was about the frequently used motivational techniques used by English teachers to motivate the students.	Number of respondents
	Responses for question 1.	
1.	Create supportive atmosphere in the classroom	18
2.	Encourage them to use English language freely	13
3.	Use question and answer activity to motivate them	8
4.	Show eagerness for teaching and help them to have good image for the course	13
5.	Present the teaching material logically and give them written comments	3
6.	Use group presentation activities and give them positive comments	4
7.	Make the tasks challenging and practical	3
8.	Encourage them to develop self-confidence	3
9.	Choosing interesting topics to present the course	4
10.	Use clear language to present tasks and give them additional activities	5

11	Raise entertaining issues related to the subject and tell them relevant jokes to the lesson	5
Total		79
<p>Question two was about how the techniques that the teachers used help them to be effective in learning English and be good at English language.</p>		
<p>Responses for question 2.</p>		
1.	By using the techniques, the teachers helped them to get good knowledge about how to use the language.	22
2.	They have moderate change to use the language	16
3.	The techniques greatly helped them to communicate with others using the language	15
4.	The teachers told them to practice the language freely to be perfect 'practice makes perfect'.	8
6.	The techniques helped them 90% to be effective.	6
Total		67
<p>Question three was to explain the positive or negative effect of motivational techniques in their day today practice of the language.</p>		
<p>Responses for question 3.</p>		
Positive		
1.	To express their ideas freely using the language.	18
2.	To have interested to the subject and practice the language regularly	13
3.	To develop self-respect about themselves	9
4.	To take risks by themselves and use the language as much as possible	8
Negative		
1.	There is no technique used at all by their teachers	11
2.	No help was made from their teachers	14
Total		73

APPENDIX J

Table: 7 Observation Checklist

R. N	Category	Results (%)				
	Criteria	Yes		No		
	Part 1: teachers techniques					
1.	Creates supportive classroom atmosphere.					
2.	Uses a short and interesting opening activity to start each class.					
3.	Establishes good relationship with students.					
4.	Provides students with positive feedback.					
5.	Uses eye contact.					
6.	Uses examples effectively.					
7.	Manages and guides the class.					
8.	Makes tasks challenging and practical.					
9.	Increases the amount of English he/she uses in the class.					
10.	Encourages students to use English inside the classroom.					
11.	Builds the students self confidence					
12.	Adopts the role of a facilitator.					
13.	Encourages pair and group work presentation.					
14.	Displays classroom rules on the wall.					
	Part 2: students behavior	Most	Many	Some	Few	None
15.	Attentive and involved in the activity.					
16.	Ask questions.					
17.	Answer questions.					
18.	Seek feedback from the teacher.					
19.	Take advantage of sitting in groups for discussion					
20.	Use English/the target language in the classroom.					
21.	Show willingness to do classroom activities					

Declaration

This thesis is my original work and has not been presented for a degree in any other Universities and that all sources of information used for the thesis have been fully acknowledged.

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Signature _____

Place Addis Ababa University

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