

**ADDIS ABABA UNIVERSITY
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**MOTIVATION TECHNIQUES EMPLOYED BY EFL
TEACHERS (TWO PRIMARY SCHOOLS IN FOCUS)**

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**Motivation Techniques Employed by EFL
Teachers (Two Primary Schools in Focus)**

By

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Declaration

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

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Abstract

The purpose of this study was to find out how English language teachers' use motivation techniques in EFL classroom to motivate their students. Motivation is normally considered as important factors that contribute to initiate learners' English language skills particularly in the primary level.

In order to gather data for the study, two instruments: questionnaires to students and teachers, and interview with English language teachers were used.

Ten grade seven sections from the two schools (Abober and Ediget Behibret) were taken as a sample. After the selection, the students and teachers were made to give their responses about the motivation techniques employed in the ELT classrooms. To get information about what motivation techniques employed by EFL teachers, 21 items of questionnaire were distributed to the students and 20 to the teachers. In addition to this, the four teachers in the selected schools were interviewed. Both quantitative and qualitative techniques were used to analyze the data.

The results of the study showed that there was a good relationship between the classroom teachers and the students. And teachers tried to motivate the learners to participate without fear during classroom interaction. The study, furthermore, revealed that praise words such as "excellent", "good", and "nice", rewards, clapping hands, were the most frequently used motivation techniques by the English language teachers. Moreover, the study indicated that the students have different reactions to these motivation techniques of their teachers: students felt very happy and struggled to participate freely. They also raised their hands up to ask and answer questions. Nevertheless, there were some problems that affected the students' motivations in the classroom and around the school compound.

Some of them were the huge number of the students and lack of teaching materials. That is, due to the immense number of students in a small classroom and inconvenience classroom conditions, it was found quite hard to manage and to motivate every students. These problems hindered the teacher from using different motivational techniques.

Based on these results, conclusions were drawn, and recommendations were made.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The saying, "Don't give a man fish, but teach him how to fish," can be true in language teaching. That is, teachers had better to teach students how to learn the language rather than teaching them about the language. According to Richards (1985) teachers tend to ignore the importance of different factors to the success of language learning. Such factors include, positive self-concept, high self-esteem, and positive attitude and clear understanding of the goals for language learning. Furthermore, they embrace continuous active participation in the language learning process, as well as the relevance of a conducive environment that could contribute to the success of language learning. In most cases, teachers are worried about how to drill the students to obtain high scores in their national examination. The problem of many English language teachers, especially the non-professionals, is how to encourage genuine interest among students to continue learning and use the English language once the examinations are over. The question that needs to be addressed is how teachers create a healthy balance between preparing students for the standardized examinations and for life-long language skills.

It is believed that English language learning can be referred to as an important area in many aspects of education. Our students can benefit from learning a language that can pave the way towards searching for further knowledge. Moreover, to improve their ability to use all language skills and language areas in order to express whatever they want to. This process could be real only if the method of teaching and learning takes place in an environment where students get involved and motivated for the sake of their progress. This is to say that students' success in language learning depends on the conditions they experienced. For this reason, it is necessary for the teachers to be aware of what to do and how to motivate their students. In

relation to this, Ayalew (1991:9) states that, “Schools are expected to provide students with the necessary skills and knowledge that enable them to lead better ways of life in the society in which they live.” To achieve this, it is necessary to have competent teachers who can help and transmit valuable knowledge and skills by using different techniques, which motivate learners.

Moreover, Harmer (1991:334) says:

It is clear that students have to be prepared to take some responsibility for their own learning. But, with that in mind, teachers can do our best to ensure that students view the language and the learning experience in a positive light. We can do this by a positive attitude and motivating the learners to learn the English language and try to be certain that we are supportive and encouraging to our students rather than critical and destructive.

Learning English at the present time is oriented towards the development of the students' English language skills. Several writers for example, Cook (2001) Hedge (2000) and Dornyei (2001) forwarded that those language teachers' use of motivational techniques play prominent roles on the learners' effort to learn foreign language.

Many scholars suggest that there must be a need of motivation to fulfill or reach our goals. Wright (1987), for instance, mentions that the importance of the role of motivation in any learning activity is often undeniable. Successful school learning does not take place without sufficient motivation. Motivation is considered as a powerhouse, which energizes any educational activity. In second or foreign language learning, as in every field of human learning, motivation is a decisive force, which determines whether a learner embarks on different tasks. Consequently, language teachers need to motivate their learners during the process of teaching and learning (ibid).

Concurrent to this, Brown (1994) states that motivation is the most important means of initiating our learners in order to fulfill their goals. Thus teachers of foreign language should have knowledge of techniques or strategies of motivating their learners. Language teachers frequently use the term 'motivation' when they describe successful or unsuccessful learners. This reflects our initiation and it is a correct belief that, during the lengthy and often tedious process of mastering a foreign/second language, the learner's enthusiasm, commitment and persistence are key determinants of success or failure. Indeed, as Dornyei (2001) adds, the vast majority of cases, learners with sufficient motivation can achieve a working knowledge of second/foreign language. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful English language skills.

1.2 Statement of the Problem

Motivating someone to do something can involve many different things, from trying to persuade, directly up to exerting indirect influence on learners by arranging the conditions or circumstances. In this way, the learners are likely to choose the particular course of action. Sometimes simply provision of an opportunity is good enough to motivate the learners in the ELT classroom whatever form it takes, the motivating process is usually long-term.

Dealing with problems related to motivation techniques, Scheidecker and Freeman (1999:117) remark;

The real problem with motivation, of course, is that everyone is looking for a single and simple answer. Teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after-school help, and score well on their tests and report cards. Unfortunately and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process.

Dornyei and Otto (1998) also remark that in classroom contexts, in particular, it is rare to find dramatic motivational events that- like lightening or a revelation-reshape the students' mindsets from one moment to another. Rather, it is typically a series of nuances that might eventually culminate in a long-lasting effect. As foreign language learning is a long-time complex process, which involves various factors for several decades, many researchers have recognized that 'motivation' is one of the most important affective factors that contribute to the success of foreign language learning. Thus, making it easy to assume that 'motivation' plays a role in every kind of learning situation of second/foreign language learning, it can be said that most students' motivation for learning English language can be increased by the teachers' use of motivation techniques in the classroom.

As it can be realized from the above points, motivation is a prominent factor in the ELT classroom. Therefore, teachers have to use different motivation techniques so as to motivate their students in learning the English language. Dornyei (2001:116) strengthens this idea as, "Teachers teaching skills and motivating learners should be seen as central to teaching effectiveness." Allwright (1996) also points out that studies in second language learning and teaching revealed language teaching above all is a matter of getting and keeping the learners' attention and motivation.

As the researcher reviewed various literatures like Dornyei (2001, Good and Brophy (1994) and others, motivation has a great impact on the students' successes in EFL lessons. What is more, local researchers, Ayalew (1991) Mulugeta (1997) and Tewodros (2005), discussed the motivation of the students towards learning the English language. They are concerned with the issue that students need to be motivated by different ways.

This research is different from the others, because it particularly, tried to examine some of the motivation techniques employed by teachers in ELT classroom and attempt to find out how English teachers in Ethiopia motivate their students, specially, in the primary school of Bure Woreda. This is because the researcher thought that there might be lack of

employing motivation techniques in the primary schools of the studied area. Furthermore, the researcher has heard many complaints from teachers and students regarding this issue while she was teaching in this Woreda. Therefore, this study explores the motivation techniques employed by teachers in the EFL classroom and discovers what types of motivation techniques EFL teachers use to motivate their students and to see problems that prevent the classroom teachers from using these techniques.

1.3. Objective of the Study

1.3.1 Main Objective

The main objective of this research was to investigate the motivation techniques employed by English language teachers in the ELT classroom to motivate students to learn English.

1.3.2 Specific Objectives

The study has the following specific objectives:.

- To explore what types of motivation techniques the EFL teachers' use in the classroom of primary level (Grade 7).
- To find out how EFL Learners react to their teachers' motivation techniques.
- To provide sufficient information for the EFL teachers how to motivate their students in the English Language Classroom.

Questions that this study seeks to answer include:

1. Do English language teachers use motivation techniques in ELT classrooms?
2. If so, what types of techniques do the English teachers carry out?
3. What are the learners' reactions/responses to the motivation of the English teachers?
4. Do the motivational techniques used by the ELT teachers help the students to be motivated as they learn English?

1.4. Significance of the Study

The present study can be considered as significant in that it provides useful information for the readers about the motivation techniques employed by teachers in the ELT classroom and to create awareness to English language teachers. Hence, teachers need to employ different motivational techniques at primary level (Grade 7) of Bure Woreda West Gojjam. Thus, the study assumed to be conducted for the following reasons:

1. The result of the investigation may have some relevant contribution to the English language teachers to consider the motivation techniques in the EFL classroom.
2. The finding of this study could be able to have some value for English teachers to share important ideas about motivation techniques used in the ELT classroom.
3. To serve as a reference for curriculum developers in their attempt to improve the English language by motivating students in their learning process.
4. As well as to initiate other researchers to carry out similar further studies.

1.5. The Scope of the Study

Although we know that there are many factors that affected the students' learning English language, this research is focused only on the motivation techniques employed by EFL teachers in the classroom. It has been carried out on two governmental schools in West Gojjam, namely, Abober and Ediget Behibret Primary schools. Grade seven was chosen for the study because the English language begins serving as a medium of instruction at this grade level.

1.6. Limitations of the Study

The researcher encountered the following limitations during the study. As the study area was not well equipped with infrastructures like transportation and technological facilities, it was very hard for the researcher to gather

the necessary information. In addition to this, some of the respondents were not voluntary to be interviewed by the researcher. But by overcoming all this problems the researcher tried to gather the necessary data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definitions of Motivation

Some scholars say that it is difficult to define motivation. For instance, Dornyei (2001:7) remarks, "Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define of course". He keeps on saying that motivation is an abstract and hypothetical concept, which is used to explain why people think and behave as they do. In this sense the term subsumes a whole range of motives: from financial incentives such as a rise in salary to idealistic beliefs like the desire for freedom that have little in common except that they all influence behavior. Thus, 'motivation' is best seen as a broad umbrella term that covers a variety of meanings. Dornyei (2001) further suggests that motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.

Oxford and Young (1993) and Ur (1996), similarly outline that the abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the more 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning activities that are immeasurably easier and more pleasant, as well as more productive. Hence,

the topic of motivation is of importance both for the teachers and their students.

Although it is difficult to define the term 'motivation', different scholars define it according to their views. As to Burleson and Steiner (1984), motivation comes from the Latin word 'mover' that means, "to move". It is an inner state that energizes, activates or moves and directs, channels one's behavior towards goals.

Gardner (1995) as cited in William, (1997), defines the notion of motivation as referring to a combination of efforts plus desires to achieve the goal of learning the language plus favorable attitudes towards the learning of language. Other factors, such as attitude towards the learning situation and integrativeness can influence these attributes. Rosser and Nicholson (1984), Bernard (1992) also define the term like, motivation is a factor in a behavior that initiates and directs activities and sustains it over a period.

To Keller (1983), motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. Or in more technical terms, motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. He further identifies four factors of motivation: Interest -meaning a positive response, relevance-personal needs, expectancy-in terms of success, and outcome.

When we see the above definitions, many of the ideas seem to overlap. In other words, motivation mainly means interest resulting in a positive response to the task and maintaining that motivation. Along with this, the learner sees some relevance to his/her personal needs and makes a particular choice. This choice is further strengthened by the effort the learner puts into the task.

All these categories have good implications to language learning since they will determine how language learners involve and be able to know what is

presented in the language classroom. Especially, in Ethiopian context when language learners seem de-motivated, exploring ways of developing motivation or building on existing motivation seems crucial.

2.2. The Importance of Motivation

Though motivation cannot be observed directly, we can draw inferences about the motives that might be working in different situations. The importance of motivation in any learning activity is vital. Efficient school learning is unlikely to take place in the absence of sufficient motivation to learn. Motivation is one of the most important factors in language learning. This is why teachers of English as a foreign language always try to find new approaches or strategies that introduce practical uses of EFL in the classroom (Brown, 1987).

Most research works on language teaching and learning revealed that motivation is a very central factor without which even clever or intelligent students cannot accomplish long-term goal. It is also stated that a number of second language acquisition and learning theories rely largely on language learning motivation (Van Lier, 1988).

In relation to the importance of motivation, Cunningham (1984) claims that motivation is arguably the most important single factor in success or failure at language learning. Because it is one's psychological feeling that affects his/her behavior, motivation should have a great consideration in the teaching and learning process in order to attain the particular objective.

Researches showed that motivation is a powerful tool. It has been proven time and again that whether or not we have great teachers, and whether or not we have the best materials and texts, or just the basic resources, a student will learn only if he or she is motivated enough to do so. One of the factors that influence the choice of learning second or foreign language is 'motivation'. However, it is the 'neglected heart' of our understanding of how to design instruction (Keller, 1983). As Keller further notes, many teachers believe that by sticking to the language materials and trying to discipline

their unmanageable students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate their learners.

Most motivation of theorists assume that motivation is involved in the performance of all learned responses. Supporting this idea, Bill (2001:314) states: "A learned behavior will not occur unless it is energized. Whether motivation is primary or secondary in language teaching and learning, it has a great influence on behavior". That is, change in behavior is better explained by principles of environmental or ecological influences, perception, memory cognitive development that is unique to motivation is more relevant.

To sum up, the importance of motivation in any teaching and learning process, in general, and in ELT classrooms, in particular, is unquestionable and a decisive element.

2.3. Types of Motivation

According to Brown (1994), Harmer (1991), Ur (1996), and Gardner and Lambert (1985), motivation is two in kind. These are intrinsic, which is concerned with what takes place inside the classroom, and extrinsic, which is concerned with factors outside the classroom orientation of learners in second language learning.

With relation to the types of motivation, these scholars classify two types of learners: those who learn for their own self-perceived needs and goals (intrinsically oriented), and those who pursue a goal only to receive an external reward from someone else (extrinsically oriented).

2.3.1 Intrinsic Motivation

According to Kost, (2006), tracing the word "intrinsic" down to its roots, it means "innate" or "within". Thus, intrinsic motivation originates in the individual itself. Concerning learning, it can be said that the drive or

stimulation to learn comes from within the students, hence, the teacher or the instructor does not have to 'manipulate' the student in any way in order to make him/her learn. It is an inner desire of the student to fulfill a positive learning outcome. Intrinsic motivation itself is goal related. Therefore, it is independent from any kind of external value. The goal can be defined as the desire to accomplish an understanding for any circumstances, which originates from one's own curiosity. It follows from this assumption that intrinsic motivators have a long-term effect and reliability, because one is directly involved in the process of motivating whatever derives from one's own motivation is more likely to be remembered than anything else. This makes intrinsic motivation a very effective means for learning process.

Noels et al. (2001) also point out that intrinsic motivation generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. According to Burden (2000), in Tewodros Zeleke (2005), intrinsic motivation is a response to needs that exist within the students such as curiosity, the need to know and feeling of competence or growth. Some scholars suggest that students might find activities involving movement to be intrinsically satisfying. Thus, the internal satisfaction that a student feels about a particular task is another main aspect of intrinsic motivation.

Regarding this type of motivation, Harmer (1991:4) says:

There can be no doubt that intrinsic motivation plays a vital part in most students' success or failure as language learners. Many students bring no extrinsic motivation to the classroom. They may even have negative feelings about language learning. For them what happens in the classroom will be of vital importance in determining their attitude to the language and in supplying motivation, which we have suggested a vital component in successful language learning. He also says, we can consider factors affecting intrinsic motivation under the heading of physical conditions, methods, the teacher and success”.

What is more, Gottfried, (1990) explains academic intrinsic motivation as one that involves enjoyment of school learning characterized by a mastery orientation, curiosity, persistence task bring about, and the learning of challenging difficult and novel tasks. Hunt (1971) also states that intrinsic motivation is considered as an inherent part of information processing.

Intrinsic motivation is a key issue when it comes to learning process. When teachers talk about motivated students, they mostly talk about students who perform an intrinsic motivation. But, if every student would be intrinsically motivated, the teachers would not have the problem of motivation. Therefore, there have to be other types of motivation involved in the classroom environment (Kost, 2006).

2.3.2. Extrinsic Motivation

Burden (2000:3) as cited in William (1997) clarifies extrinsic motivation as, “Motivation from outside the learner and has to do with external rewards for completion of a task.” He adds students’ interest towards words of praise from the teacher, a privilege and a higher grade on a paper or on the report card are examples of extrinsic motivation”. According to Harmer (2000), extrinsic motivation is concerned with factors outside the classroom.

As to Kost (2006), extrinsic motivation can be regarded as the opposite of intrinsic motivation. Though intrinsic motivation is closely goal related, extrinsic motivation has little relationship to a goal or the goal is a different one in extrinsic than with the intrinsic motivation.

As explained above, the goal connected with intrinsic motivation is a positive learning effect that lasts a long time, but the goal of an extrinsically motivated student is completely different. When individuals are extrinsically motivated, they hold some desired outcome as a goal (e.g. getting a good grade or avoiding punishment). They recognize that a certain way of behaving is a practical means for obtaining goal and they make plans to modify their behavior in such a manner that they are likely to experience the desired outcome (Kost, 2006).

Van Lier (1988:1) states, “Extrinsic motivation is like borrowed money, any investment which may eventually pay off.” Brown (1994) remarks, extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards include money, prizes, grades, and even certain types of positive feedback. Haywood, (1971) classifies the reasons as follows: reasons for choice indicating a primary concern with aesthetics, responsibility, challenge, creativity, opportunity to learn and intense psychological satisfaction (self-actualization) are scored as intrinsic motivation; responses indicating a primary concern with money, health safety, security, prior familiarity, ease or practicality are scored as extrinsic motivation.

In the case of Ur (1996), extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Many sources of extrinsic motivation are inaccessible to the influence of the teachers: for example, the desire of the students to please some other authority figures, such as parents, their wish to succeed in an external examination, or peer-group influences. However, other sources are certainly affected by teacher action. Some of the sources of extrinsic motivation of the learners that are influenced by the classroom teachers, according to Ur (1996), are success and its rewards, failure and its penalties, authoritative demands, tests and competition.

2.4 Motivation in Foreign/Second Language Learning

It can be said that both language teaching and learning involves a way that takes participants towards development in the given areas. “Language teaching and learning is a process in which teachers, learners and other supporting groups come together in an interactive environment. As compared to traditional time, nowadays, the concept of learning has been changed from getting something directly from the teacher or waiting for the teacher to do something to the emphasis of the role of the learners. That is to say, “Learners are contributors in the process,” according to Stern

(1983:18). So learning can be referred as an act of trying to find out ways to learn. To do this, students should be motivated and have a great support from their teachers.

Language teaching, on the other hand, deals with providing appropriate conditions to make learners part of it. Brown (1994) relates language teaching to guiding and facilitating situations to enable learners to learn. Language teaching can also be about 'activities', which are intended to bring about language learning (Stern, 1983: 21). In this, case teachers can be considered as the ones who take the responsibility to lead the suitable environment. Regarding this, Brown (1994) points out that the way learners learn will be determined by teachers' teaching method and classroom techniques. For this reason, by identifying the needs and interest of the students, it is important to pave the way for the favorable situation.

In line with this, Cameron, (2001: 11) states, as follows:

The central characteristics of foreign language learning lay in the amount and the type of the exposure to the language. Therefore, teachers need to create opportunities that can develop students' Language abilities by considering the ways in which they can be motivated towards the learning situations.

Consequently, teachers, need to be committed to offering students the opportunity to believe in them and achieve great things. Research has shown that the use of specific teaching and learning techniques and strategies while teaching and studying second or foreign language leads to success. On support of this, the conscious tailored use of such strategies and techniques is related to language achievement and proficiency. Teachers have been concerned with how to motivate their students and keep them motivated (Oxford, 1994).

Comparing language with other courses, Williams and Burden (1997:115) suggest, "Learning a foreign language is different from learning other subjects. This is mainly because of the social status of such a venture.

Language, after all, belongs to a person's whole social beings. It is a part of one's identity and is used to convey this identity to the other people". The learning of a foreign language involves far more than simply learning skills or a system of rules or a grammar. It also embraces an alternation in self-image, the adoption of new social and cultural behaviors and ways of being. Foreign language learning has a significant impact on the social nature of the learner. Therefore, language teachers should take account of a variety of factors that are likely to promote, or even militate against success (Williams and Burden, 1997).

As Corria (1999) claims that, Learning a second or foreign language is ultimately learning to be another social person. Languages are unlike any other subjects taught in a classroom in that they involve the acquisition of skills and behavior patterns, which are characteristic of another community.

Many researchers have studied extensively about motivation in connection With second/foreign language learning. Among these researchers, Gardner and Lambert (1972) are the well-known ones. They believe that language learning is one of all school subjects where attitude towards the target language and the target language community is specifically relevant. According to Gardner (1985), there are four aspects for an individual's motivation for second language learning activity. They are a goal, effortful behavior, a desire to attain the goal, and favorable attitude toward the activity in question. The goal, here, refers to the reason why an individual learns the target language; for example, to acquire knowledge, to gain social or economic power.

Based on the types of reasons, Gardner and Lambert (1972), as cited in Stern (1983), make the distinction between integrative and instrumental motivation. By way of contrast, they introduce the concept of instrumental and integrative motivation. Instrumental motivation indicates, instead of identifying themselves with the target language community, some learners need to learn a second/foreign language for utilitarian purpose. For example,

it may be to improve their job capacity, and to read useful materials in that

language. Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth. It is stated by Gardner (1972): that where learners have stressed the need of learning a foreign language for getting a job, instrumental motivation is seen as a weaker type of motivation by many scholars, because it does not have a change of personality and does not have a long-lasting effect. However, in later studies Gardner has pointed out that a successful learner can be instrumentally motivated. Skehen (1989) called this type of motivation a 'carrot and stick' hypothesis, where external influences and incentives are the motivating factors for the language learners. It is claimed that instrumental motivation is less satisfactory result producing which is seen in the learner who wishes not so much to integrate in any way with speakers of the language, but rather to use the language for a specific purpose.

On the other hand, the target language community or way of life may attract some learners. Thus, these learners who have the desire to achieve proficiencies in the new language in order to participate in the real life of that community are said to be integrative motivated; because they wish to involve with the speaking group. That is, if learners want to be proficient speakers of the language, they are intergratively motivated (Littlewood 1981).

Many scholars like Gardner (1985), Ellis (1994) and Macintyre (1992), as cited in Young (1999), found that integrative motivation correlates with higher achievement in the language, leading to the suggestion that this is a more important form of motivation. Many writers have also interpreted Gardener's work as implying that integrative motivation is more important than instrumental. It may be that while integrative motivation is perhaps more important in second language context such as learning French in Canada or English in the USA An instrumental orientation may be important in other situations such as learning English meaning where English functions more as a foreign language.

In relation to motivation, a recent research done by Grooke and Schmidt (1991) reveal that learners can have both types of motivation. Instrumental motivation seems to be more applicable to foreign language contexts where learning a foreign language either helps in getting a job or continuing one's education. Thus, in the Ethiopian context where English language is the medium of instruction, motivation has a great significance in teaching and learning the language. Therefore, along with instrumental and integrative sorts of motivation there must be a need of teachers' motivation techniques to inspire the students.

2.5 Teachers' Motivational Techniques Used in the ELT Classroom

Teachers, researchers and psychologists support the assumption that motivation and learning are directly related to each other for a long period of time. They point out that motivation could be regarded as the key issue in language learning processes. As a result, students' motivation must be perceived, elaborated or even heightened. In order to achieve this lofty mission, teachers and instructors have to make use of specific techniques and strategies to motivate learners. These strategies must be closely connected to the students' lives and they have to support the students in their learning process. Learning usually takes place in a classroom atmosphere. Thus, motivation has to be involved in this environment to guarantee learning efficiency (Young, 1999).

Girard (1977), as cited in Ur, (1996), emphasizes that it is an important part of the teachers' job to motivate learners. In more recent 'learner-centered' approaches to language teaching, however, the teachers' functions are seen mainly as a provider of material and conditions for learning. There, the learners take responsibility for their own motivation and performance. The approaches depend on different teaching situations. For example, Ur (1996), feels that classes composed of highly motivated adult immigrants may learn

the target language for the purpose of survival in a new country. Such learners may only need the teacher as provider and organizer of learning activities and texts. However, school children may only learn a foreign language well if their teacher find a way to activate and encourage their desire to invest effort in the learning activity. Ur (1996) also suggests that most good teachers seem to accept that it is their responsibility to motivate learners, and invest quite a lot of efforts in doing so.

The growing awareness of motivational issues in language classrooms has highlighted the need to translate research results into practical terms: These are language instructors or teachers are less interested in what motivation is than in how they can motivate their students. In a recent summary of the available practical knowledge on motivating language learners, Dornyei (2001), has provided a comprehensive framework of a motivational teaching practice. These motivational elements consist of three main dimensions as will be discussed underneath.

2.5.1. Creating the Basic Motivational Conditions

According to Harris (1991), motivational strategies and techniques cannot be exploited in an empty place. He says that there are certain pre-conditions to be made before any attempt to generate motivation, which can be effective. Some of these conditions are the following:

- A) Appropriate teacher behaviors and a good teacher-student relationship.
- B) A pleasant and supportive classroom atmosphere;
- C) A cohesive learner group characterized by appropriate group norms.

2.5.1.1 Appropriate Teacher Behaviors and a Good

Teacher-Student Rapport or Relationship

According to Dornyei (2001:120), “A teacher does whatever action; it has a motivational, formative influence on students.” In other words, a teacher’s behavior is a powerful, ‘motivational tool’. Furthermore, teacher’s motivation influences upon students are manifold. It ranges from the rapport with the students to teachers behaviors, which ‘prevail upon’ and/or ‘attract’ students to encourage in tasks.

For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them or on a personal level. This mutual trust could lead to enthusiasm. At any rate, enthusiastic teacher, imparts a sense of commitment to and interact in the subject matter, not only verbally but also non-verbally that student take from them (teachers) how to behave. This means teachers who are eager to teach their students willingly are models for the learners.

In contrast, teacher-leader relationship is the right and duties of teachers and learners related to power. For example, many teachers might assert that they have the right to punish their learners who misbehave. In any social encounter involving two or more people, there are certain power relationships, which are almost asymmetrical. Social psychologists distinguish between three different types of power. That is, power-coercive, reward-based and referent (Wright, 1987).

As Wright (1987), the basis of coercive-power is punishment. Some individuals or institutions have the power to reward what they believe appropriate behavior. For example, business organizations reward employees with salary, a bonus, and extra. In this case, individuals or institutions appeal to the commitment and interest of others. The basis of the third type of power is motivation in the view of the third paradigm; it is importance to us, as teachers with fostering learners’ motivation. This is because it is considered to be the most effective and productive power of relationship between teachers and students.

Dornyei and Otto, (1998), conducted a survey among Hungarian Teachers of English to find out what they thought of various motivational techniques and how often they used them in their own teaching practice. In order to sort out the different personal views, they included a relatively large number of practitioners from various contexts. These were ranging from primary school instructors teaching beginners to university lecturers teaching English majors and summarized their responses. The survey revealed that the participants considered the teacher's own behavior to be the single most important motivational tool. Moreover, the results also exposed that this 'tool' was the most under-utilized motivational resources in the teacher's classroom practice. These results, of course, confirm what most experienced teachers already know, namely, that almost everything a teacher does in the classroom has a motivational influence on students. Perrott (1982) says that there are four general points of the teacher's behaviors: enthusiasm and commitment, expectations for the students' learning, relationship with the students and relationships with the students' parents.

In line with the above points, Mihaly (1997:77), as in Dornyei (2001:34), states:

Young people are more intelligent than adults generally give them credit for they can usually discern. For instance, if a teacher does not believe in his job, he does not enjoy the learning he is trying to transmit; the student will sense this and derive the entirely rational conclusion that a particular subject matter is not worth mastering for its own sake.

All the above mentioned points tells us that appropriate teacher behaviors and good teacher-student rapports create the basic motivational conditions for the good process of teaching and learning in the ELT classroom.

2.5.1.2. A Pleasant and Supportive Classroom Atmosphere

Young (1999), asserts that tense classroom climates undermine learning and de-motivate learners. On the other hand, learner's motivation will reach its peak in a safe classroom climate in which students can express their opinion and feel that they also not run the risk of being ridiculed. This again will help them on their effort to improve their English.

To be motivated, students need both ample opportunities to learn and steady encouragement and support of their efforts, as motivation is unlikely to develop in a chaotic classroom. Therefore, it is important that the teachers organize and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere (Good and Brophy, 1994:215).

2.5.1.3. A Cohesive Learner Group Characterized

Appropriate Group Norms

Different scholars' state that fragmented groups, characterized by lack of cooperativeness, can easily become ineffective, thus reducing the individual member's commitment to learn. There are several factors that promote group cohesiveness. These are: the time spent together and shared group history, learning about each other, interaction, inter-group competition, common threat, active presence of the leader, extra. (Dornye and Otto, 1998:142)

As for group norms, they should be discussed and adapted by members in order to be constructive and long- lasting. If a norm mandated by a teacher fails to be accepted as proper by the majority of the class members, it will not become a group norm. Hence, motivational techniques and strategies would not be complete without a consideration of group. As much as there is usually a group of pupils that we, as teachers, are called on to motivate (Argyle, 1969).

Based on the given point, one can say that the group can develop a sort of cohesion. Members of the group begin to support each other and there is co-operation and open exchange of views and feelings about their roles: so, most problems are resolved and there is a great deal of interpersonal activity. All group members are devoted to completing the tasks they have been assigned to.

2.5.2. Generating Students' Motivation

As Brophy (1998), Rosser and Nicholson (1984) recommends, ideally, all learners exhibit an inborn curiosity to explore the world and an inherent desire to learn. So the learning experiences all learners are likely eager to learn and find a constant source of intrinsically pleasant for them. In reality, however, this 'curiosity' is weakened by such unchangeable factors as compulsory school attendance, curriculum content, and grades most importantly the quality placed on them. For most teachers, the real motivational issue is to find ways to encourage their students to accept the goals of the given classroom activities, regardless of whether or not the students enjoy these activities or would choose to engage in them if other alternatives were available. Unless the teachers are singularly fortunate with the composition of their class group, students' motivation will not be automatically there. And the teachers will need to try and actively generate positive students' attitudes towards learning the English language (Brophy, 1998).

Apparently, if teachers do not increase their learners' 'goal-oriented ness' and create realistic learner beliefs, they will come up against a classroom environment burdened (fraught) with lack of cohesiveness and rebellion. Consideration of the following entities can do this.

2.5.2.1 Increasing the Learners' 'Goal-Orientedness'

Research has repeatedly found that in an ordinary class, many, if not most students do not really understand (or accept) why they are involved in a learning activity. It may be the case that the goal set by outsiders (that is, the

teacher or the curriculum) is far from being accepted by the group members. Thus, it would seem beneficial to increase the group's goal-orientedness. That is, the extent to which the group tunes into the quest of its official goal. Allowing students to define their own personal criteria for what should be the groups' goal could achieve this.

In relation to this, Chambers (1999:34), says:

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 activity is unlikely to be comprehensible to them. If pupils do not see the relevance of a subject, the teacher from the beginning has, a major challenge.

Helping students to connect language learning to their personal goals is a great way for teachers to begin addressing the motivation issue in their classrooms. One option is to have students fill out individual plans for success. Kuykendall (1992), as cited in Janet (1997), says that teachers can help students to view language learning within the context of their individual goals and help them map out strategies they can use to overcome their language-learning difficulties. The importance of setting specific goals as opposed to the general goal of 'doing one's best', has been stressed by Tremblay and Gardner (1995), as cited in William and Burden (1997), and other researchers like Oxford et al (1993). These educationalists emphasize the value of selecting classroom activities that students see as leading toward their personal learning goals.

2.5.2.2. Creating Realistic Learner Beliefs

It is widely acknowledged that learner beliefs about how much progress to expect, and at what pace the learners can practice the English language learning lead them to disappointment. Therefore, it is important to help learners to get rid of their pre-conceived notions that are likely to hinder their

attainment. To this end, learners need to develop an understanding of the nature of second/foreign language learning they should also be cognizant (aware) of the fact that the mastery of second/foreign language learning can be achieved in different ways. Using a diversity of techniques holds these and strategies that are a key factor for learners to discover for themselves the most favorable (optimal) methods and techniques (Hedge, .2000).

2.5.3. Maintaining and Protecting Students'

Motivation

Dornyei (2001) says that unless motivation is sustained and protected when action has commenced, the natural tendency to get tired or bored of the task and yield to any attractive distractions will result in de-motivation. Therefore, there should be a motivational range (repertoire) including several motivational maintenance strategies. Dornyei (2001: 71), further says:

There is one thing to initially what the students' appetite with appropriate `motivational techniques, but when action has commenced and is well on the way, a set of new motivational influences (some negative and some positive) come into force, and unless motivation is actively maintained and protected during this phase, the natural tendency to lose sight of the goal, to get tired or bored of the activity and to give way to attractive distractions will result in the initial motivation gradually petering out. In short, motivation needs to be actively nurtured.

Raymond (1986: 144) states, "Any learning activity can become satiation: it happens to everyone, often without any intention on our part. Satiation is what lies behind the 'divine discontent' of human existence." The spectrum of motivation maintenance (or 'executive motivational') strategies is particularly rich. The reason is that since ongoing human behavior can be modified in so many different ways, ranging from the manner we present and administer tasks to teaching the learners how to motivate them.

To strengthen the idea mentioned above, some of the most important powerful motivational areas of the language classroom are presented by Raymond, (1986), as follows:

- Protecting the learners' self-esteem and increasing the student's self-confidence.
- Creating learner autonomy and inculcating the idea that student need the English Language to succeed in academic matters and compete in finding profession.
- Presenting tasks in a motivating way.

2.5.3.1. Protecting the Learners' Self-esteem and Increasing the Learner's Self-confidence

The notion of 'confidence' is closely related to concepts like 'self-esteem', 'self-efficacy', and 'anxiety', which are all complex notions themselves, with whole books written about them. The rationale behind connecting all these issues to classroom motivation is to enable students' focus on learning with vigor and determination. To do this, they need to have a healthy self-respect and need to believe in themselves as learners. Self-esteem and self-confidence are like the foundations of a building; if they are not secure enough, even the best technology will be insufficient to build solid walls over them. Teacher can employ their most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to 'bloom' as learners (Hedge, 2000).

According to Scheidecker and William (1999:122):

People with a low sense of self-efficacy in a given domain perceive difficult tasks personal threats; they dwell on their

own personal deficiencies and the obstacles the encounter rather than concentrating on how to perform the task successfully. Consequently, they easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence, to maintain a task rather than self-diagnostic focus during task-involvement, and to heighten and sustain effort in the face of fail”.

The above scholars also state that the self-issues (self-esteem, self-confidence, self efficacy, self worth) are particularly sensitive areas in primary and secondary school language learning. Because students are often in the developmental age when their self-image is in an ongoing flux, and doubts and worries about oneself are more common feelings than confidence or pride. Of course, looking at these youngsters you would often be unable to tell that behind the confident and ‘cool’ facade (front-elevation) there is shaky ground. Yet, this is the case with most teenagers.

Scheidecker and William (1999), cited in Dornyei (2001:87), mention:

Teenagers are the most insecure people in the world, their lives vulnerable to host of different pressures: pressures about dating, pressures about drugs, and the pressure about gangs, pressures about parents, pressures about clothing, pressure about race, pressures about grades....

It is important to find out how to maintain and increase the learners' self-confidence in second/foreign language classroom. It is also important to give the learners an impetus for their extra effort to improve their English. According to Dornyei, (2001:130), there are five approaches that assert to help this end:

- ✓ Teacher can foster the belief that competence is a changeable aspect of development;
- ✓ Favorable self-conceptions of second language competence can be promoted by providing regular experience of success;
- ✓ Everyone is more interested in a task if they feel that they make a contribution;
- ✓ A small personal word of encouragement is sufficient;
- ✓ Teacher can reduce classroom anxiety by making the learning context less stressful.

2.5.3.2 Creating Learner Autonomy

Many educationalists and researches like Benson (2000), Little (1991), Wenden (1991), argue that taking charge of one's learning; that is, becoming an autonomous learner, can prove beneficial to learning. This assumption is premised on humanistic psychology, namely, the only kind of learning which significantly affects behavior.

Rogers, (1961) and Benson, (2000), distinguishes between five types of practice fostering the development of autonomy:

- ✓ **Resource-based approaches**, which emphasize independent interaction with learning material;
- ✓ **Technology-based approaches**, which emphasize independent interaction with educational technologies;
- ✓ **Learner-based approaches**, which emphasize the direct production of behavioral and psychological changes in the learner;
- ✓ **Classroom-based approaches**, which emphasize change in the relationship between learners and teachers in the classroom;
- ✓ **Curriculum-based approaches**, which extend the idea of the learner over the planning and evaluation of learning to the curriculum.

Good and Brophy (1994:228) note that the simplest way to ensure that people value what they are doing is to maximize their free choice and

autonomy. This sentiment is also shared by Ushioda (1997:41), who remarks: “Self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive patterns and belief structures, so as to optimize and sustain one’s involvement in learning.”

2.5.3.3 Increasing Learner Satisfaction and the Question of Rewards and Grades

Covington, (1999: 127) writes:

The feeling of satisfaction is a significant factor in reinforcing achievement behavior, which renders satisfaction as the major component of motivation. Teachers’ motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work. Encouraging them to be proud of themselves and celebrate success, as well as using rewards are the focus. The latter, though, do not work properly within a system where grades are the ultimate embodiment of school rewards, providing a single index for overall success and failure in school.

In other words, grades focus on performance outcomes, rather than on the process of learning itself. Consequently, many students are grade-driven, and this preoccupation begins surprisingly early in life (Covington, 1999).

In relation to this, Harris (1991), suggests that extrinsic motivators in the form of rewards can help students who did not yet have powerful intrinsic motivation to learn. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers are the best. In addition to this, the rewards can be small and configured to the level of the students’. For example, small children can be given a balloon, a piece of gum or a set of crayons. Harris also states that even at the colleges level, many professors have given books, certificates, and verbal praises and so on for good performance.

The important point is that extrinsic motivation can over a brief period of time, produce intrinsic motivation. Everyone like the feeling of accomplishment and recognition, rewards for good work produce those good feelings.

2.5.3.4 Presenting Tasks in a Motivating Way

Good and Brophy (1987), quoted in Day (1990), have prepared a check, list for the motivational analysis of tasks and activities which can be used whenever particular classroom tasks or activities are observed to identify the motivational elements built into them. They classify the intrinsic and extrinsic motivational features of tasks.

One aspect of tasks in relation to students' motivation is the fact that they should promote or stimulate genuine communication. Nunan (1989), also affirms that good tasks should be consisted of activities promoting genuine communicative interaction among students and encouraging learners to negotiate meaning. In this regard, Parrot (1993), writes that we have to choose activities not only for reasons of language learning but also to foster positive communal feelings. Hutchinson (1988), also suggests that pair and group work should be usefully employed to minimize the negative effects of the learners' emotional reaction to learning and instead, boost the positive emotions.

Another aspect of tasks in the students' motivation is the clarity of their objectives of the tasks. In order to ensure the maximum participation of the learners, task designers should make the objectives of the tasks clear both to the learners and the teachers (Nunan, 1989).

The more students are aware of the goal of the tasks, the more likely they will embark on the activities with a strong interest. Good and Brophy (1987), quoted in Day (1990), also suggest that good tasks call attention to the instrumental value of the knowledge or skills developed in the activities. That is, the tasks should have some applications of the skills to present and future life outside that particular class. Harvey (1986) and Nunan (1989)

also say that learning tasks or activities should be not only closely related but also applicable to real life situations.

Tasks should also be success-oriented. Harmer (1991) suggests that the teacher should not set tasks that should be neither of very high nor of very low challenge because both complete failure and complete success may be demotivating. According to what he terms “regulative hypothesis”, Skehan (1989), also argues that those learners who well experience reward and are encouraged to try harder. Nevertheless, learners who do not do so well are discouraged by their lack of success and, as a result, lack persistence.

The traditional purpose of task instructions, namely, to describe what students will be doing, what they will have accomplished when they are finished, and how these accomplishments will be evaluated. The motivational introduction of an activity fulfils at least three further functions: A) it explains the purpose and the utility of the task, B) it whets the students’ anticipation of the task, C) provides appropriate strategies for doing the task. Every new unit and every setting of instruction should be preceded by a justification of its presence. Informed clients are much more likely to join the successful completion of the project voluntarily than disembarked students who have been asked to trust the system (Cunningworth, 1984).

Generally, presenting tasks or activities in motivating way and making it clear for the learners and setting a possible instruction will fulfill the students’ need while doing activities.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the samples of the study and how they were selected, the research instruments and how they were administrated, the procedures followed to collect the data are dealt with.

3.1 Respondents of the Study

The schools where this study was conducted are situated in Region Three in Bure Wereda, West Gojjam. There were twelve primary schools in this woreda. Of these total, two Primary Schools were chosen; namely Abober and Ediget Behibret. The study involved Grade 7 students and English language teachers of these schools.

According to the statistics obtained from each school, 658 Grade 7 students were admitted during the 1999 E.C. academic year. There were 4 teachers who teach these students in each school. From these totals, the study

involved randomly selected 100 Grade 7 students, and 4 English language teachers. Since the total number of teachers was small, all of the teachers were included in the study. From the total number of students, the researcher selected 100 students (10 students from ten sections in the two schools) by using lottery method.

The reason that Grade 7 students and teachers were selected as the subjects of the study was that this grade level is the beginning of the students' to use English as a medium of instruction in the region. Due to this, the researcher thought that there might be problems to teach students at this level. Therefore, teachers must be responsible to motivate their students towards learning English language in order to bring the attention of the students to use English language in everyday activities.

3.2 Instruments of Data Collection

To gather data for the study, two different instruments were employed. These were questionnaires and an interview. That is, the necessary information about the study was obtained by distributing questionnaires to both English teachers and students. Interviewing the English language teachers who teach in the two primary schools also did it.

3.2.1 The Questionnaires

In order to get information on the motivational techniques used by classroom teachers, both close and open-ended questions were designed and distributed to the students and teachers.

The questionnaire to the students had 21 items. Of these, 19 of them were provided with Likert Scaling technique (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). This scaling type was used to know the students' responses towards the motivational techniques employed by their teachers. Two of these questions were open ended.

The questionnaire to the teachers consists of 20 items. From this total, 19 of

them were offered with measured degrees of frequency: Very Frequently, Frequently, Sometimes, Rarely and Never. This was used to identify how often of motivational techniques are used by the classroom teachers. One of the questions is open ended.

The students' questionnaire was initially prepared in English. Then, as it was assumed that the students are more proficient in Amharic than they are in English, the questionnaires were translated into Amharic. This was deliberately done to avoid the problem of language barriers, which might interfere in obtaining the necessary information. The teachers' questionnaire, of course, was prepared and offered in English language.

Before administrating the students' questionnaire, it was piloted on a small group of students in the selected area. After the pilot had been completed, Questionnaire was modified and then distributed to 100 students and four teachers of the two schools. The researcher in collaboration with the subject teachers and unit leaders of the schools did the distribution of the questionnaire. During the administration of the questionnaire, the subjects were advised to carefully go through the items in the questionnaires and to ask for clarification on points they might not be clear with. From the distributed questionnaire to the learners, 10 were discarded because they were not completely filled by the respondents. Therefore, a total of 90 students' responses were used in analyzing and discussing the data.

3.2.2 The Interview

To know whether or not classroom teachers apply the motivational techniques in the EFL classroom appropriately during the English lessons, and in order to strengthen and validate the data obtained through the questionnaires, an interview which took 30 minutes was carried out by the researcher. The interview was designed based on the questionnaires. The reason of this is to crosscheck the responses obtained from the subjects.

The number of items in the interview was limited to 9. This was because to

avoid boredom and time constraint. Four English language teachers of the mentioned grade level (two teachers from each school) were interviewed in English language.

3.3 Data Organizations and Analysis of the Study

The data collected through students and teachers' questionnaires were calculated and presented in tables. For reporting and analyzing the data, percentages and frequency counts were carried out. On the other hand, the teachers' interviews were transcribed and analyzed qualitatively. That is, both qualitative and quantitative techniques were used.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSIONS

4.1 Analysis of Students' Responses

In the students' questionnaire, to get information about the motivation techniques employed by the English language teachers, students in Abober and Ediget Behibret Primary schools were asked. In this section the results obtained from the students are presented in tables (4.1 - 4.10) and analyzed.

Table 4.1: Responses of the students concerning teachers' classroom activities

Item No.	Details	Responses Obtained from the two schools											
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	The teacher praises and encourages my	30	33.3	44	48.9	7	7.8	6	6.7	3	3.3	90	100

	effort when I do the activities												
2	The teacher does not encourage me to evaluate myself in the given activities.	38	42.2	38	42.2	6	6.7	6	6.7	2	1.1	90	100
3	The teacher tries to sustain my motivation when I do activities	36	40	30	33.3	9	10	9	10	6	6.7	90	100
4	The teacher encourages me Even when I make mistakes while I do different activities	7	7.8	9	10	4	4.4	45	50	25	27.8	90	100

As Table 4.1 indicates, the majority of the respondents mentioned that their teachers praised and encouraged them when they did different activities in their English lessons. That is, 33.3% and 48.9% of the respondents strongly agreed and agreed respectively towards this idea. However, 42.2% of the subjects said their teachers did not encourage them to evaluate themselves in the given activities. Additionally, though classroom teachers tried to sustain the students' motivation while doing activities (40%), they demotivated the students when they made mistakes (50%).

From these replies, it can be deduced that English language teachers were not accustomed to motivating learners to evaluate themselves in doing activities. And they discouraged their learners when they committed mistakes.

As it was outlined in the review of literature part, a good relationship of teachers and students has a great impact on the students' participation and success in language learning. Towards this assertion, Perrott, (1982), stated that it is important to remember that teaching and learning are two different functions. One person carries out the process of teaching, while another carries out the process of learning. If the teaching-learning processes are to

work effectively, there must be some connections or bridge between the teachers and the learners. The students' responses in relation to this are presented in the table below:

**Table 4.2: The students' responses concerning the appropriate
Relationship between teachers and students in the classrooms**

Item No.	Details	Responses Obtained from the two schools											
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
5	The teacher Provides opportunities for me to respond freely in the class.	65	72.2	19	21.1	2	2.2	2	2.2	2	2.2	90	100
6	The teacher has good relationship with the Students in the Classroom.	48	53.3	32	35.6	3	3.3	3	3.3	4	4.4	90	100
7	The teacher encourages me to participate Without fear in	53	58.9	27	30	7	7.8	2	2.2	1	1.1	90	100

	the classroom.												
8	The teacher takes responsibility for developing my Language skills.	34	37.8	37	41.1	9	10	6	6.7	4	4.4	90	100

The responses to item 5 in Table 4.2 show agreements of 93.3% of the subjects that teachers provided opportunities for the students to give their answers freely in class. What is more, the majority of the responses of the students (53.3% and 35.6%) revealed that their teachers had good relationships with them in classrooms. Also, most of the respondents replied, as their English language teacher took responsibility in developing their language skills. That is, 37.8% and 41.1% of the respondents strongly agreed and agreed respectively at this thought. As 88.9% of the students' responded, their teachers encouraged them to participate without fear in their lessons.

From the above results, it can be said that the classroom teachers had a nice relationship with their learners. And they motivated the students as it is necessitated. Furthermore, they were responsible to promote the students' language skills. The teachers' responses in the interview was also strengthened this. That means teachers uttered that they encouraged the students to use the language freely and they were friendly for the students in ELT classrooms. Moreover, the teacher took the responsibility to promote the students' language ability.

Table 4.3: Students' Reactions to the ELT Classroom Atmospheres

Item No.	Details	Responses Obtained from the two schools											
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
9	The teacher Creates a good conducive atmosphere in the classroom.	35	38.9	36	40	9	10	6	6.7	4	4.4	90	100
10	The teacher allows me helping one another in group/pair discussion in the classroom.	74	82.2	15	16.7	-	-	-	-	1	1.1	90	100
11	The teacher tries to increase my interest and motivate me to use English in the classroom.	37	41.1	40	44.4	5	5.6	5	5.6	3	3.3	90	100
12	The teacher does not organize and manage the class room to make effective learning and teaching	34	37.8	43	47.8	5	5.6	6	6.7	2	2.2	90	100
13	The teacher uses English language supplementary activities and teaching aids to help the me in EFL Classroom	11	12.2	14	26.7	11	12.2	24	15.6	30	33.3	90	100

As shown in Table 4.3, classroom teachers created favorable atmosphere in ELT classrooms. This is a credited by 38.9% and 40% of the students who

strongly agreed and agreed respectively towards this. Teachers also tried to increase students' interest and motivate them to use English in the classroom. In other words, the majority of the students (85.5%) had a positive reply to this. Nevertheless, the subjects mentioned as their English teachers did not use supplementary activities and motivating teaching aids to help the learners in English class, that is, 48.9% of them disagreed at this fact. In the same Table, the point 82.2% of the respondents strongly agreed on the fact that teachers allowed them to help one another in group/pair discussion in the classroom. Only 1.1% of them were against this issue. On the other hand, teachers were not able to organize and manage the classroom to make effective learning and teaching (37.8% and 47.8% of the students strongly agreed and agreed respectively). This was because large number of students learnt in small size of classroom. From the above responses, we can deduce that teachers motivated the students to maximize their language skills. However, unlike 48.9% of them said that their teachers did not use teaching aids and other instructional media, which have a great role to motivate the students.

Perrott (1982) stated that the purpose of motivation techniques is to arouse the students' attention and to focus upon the content of the lesson. Perrott further says that teachers have to use the most effective ways of making lessons interesting. Otherwise, an interesting subject can be made tedious by the manner in which it is presented. Concerning this fact the learners were asked. The subsequent responses were obtained.

Table 4.4: The students' responses about motivation techniques used by teachers

Item No.	Details	Responses Obtained from the two schools											
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
14	The teacher provides enough time and gives attention by motivating us to use the English language	32	35.6	30	33.3	7	7.8	15	16.6	6	6.7	90	100
15	The teacher uses different ways (like rewards, praises) to motivate me toward English language learning	44	48.9	17	18.9	10	11.1	17	18.9	2	2.2	90	100
16	The teacher raises my intrinsic interest to learn English language.	45	50	30	33.3	5	5.6	4	4.4	6	6.7	90	100
17	My teacher has an awareness of motivation techniques	41	45.6	29	32.2	11	12.2	5	5.6	4	4.4	90	100

As the responses of the learners' in Table 4.4 revealed, teachers employed different motivation techniques in English language lessons. That is, 48.9% of the students answered that their teachers used different ways of motivation techniques such as rewards, praise and different expressions

that initiate the students to have great interest in learning English language and also to use it in their everyday activities. Furthermore, half of the student respondents' remarked English teachers rise the students' internal motives while they were teaching the English language (50%). Also, they provided the sufficient time and gave attention in inspiring the learners, (in relation to this, 35.6% and 33.3% of the respondents strongly agreed and agreed respectively). The majority of the subjects reacted that their teachers had awareness of motivation techniques.

From the above results, it can be said that teachers employed different motivation techniques, such as rewards to promote the students' different language skills and to increase the learners' ability in using the language.

Table 4.5: Students' Response Concerning Teachers Encouragement to Use the Language

Item No.	Details	Responses Obtained from the two schools											
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
18	The teacher advises and motivates me to develop self-confidence in participating in the English lesson	61	67.8	15	17.7	7	7.8	4	4.4	3	3.3	90	100
19	The teacher encourages me to apply my English language proficiency in real-life situation	16	17.8	40	44.4	14	15.6	11	12.2	9	10	90	100

In item 18, the majority of the students (67.8%) strongly agreed that their teachers advised and motivated them to develop self-confidence to participate in the English lesson. What is more 44.4% of the students responded that their teachers encourage them to apply their English language proficiency in the real-life situation. These results depicted that classroom teachers motivated the students to use the language inside and outside the class.

Meanwhile, in addition to the above close-ended questions, students were provided with some open-ended questions, that is, items 20 and 21, (Please, see Appendix A). The respondents were asked to mention some of the problems towards students' motivation in their ELT classrooms and if their teachers discouraged them. The subsequent results were obtained.

The respondents said that there were so many problems or factors that affect the students' motivation in the classrooms and around the school compound. Some of the factors were the huge number of the students. That is, as they were plenty in number, it was very hard for the teachers to manage them. The other problem that occurred in the process of teaching and learning was that students were not provided with the necessary teaching materials such as, reference books, teaching aids and others. They were obliged to fix themselves only on their textbooks. In addition to this, in the school there were no sufficient textbooks. As a result of this, teachers were forced to collect the books from one section and carry to another during the English periods. Due to this the learners became de-motivated in learning the language since they were not able to practice the English language without the necessary materials.

The students further outlined that when they participated in given classroom activities, some students committed mistakes. In this case teachers discouraged them instead of giving feedback and correction and motivate them to try it again. Even, some of them used awful words or phrases. Such negative reactions can surely make the learners to become de-moralized.

The students also mentioned that some of their teachers had bad manner or uncomfortable behaviors. For instance, if he/she quarreled with one or two students, they were not interested to teach the class. Moreover, they listed that there were no language clubs that initiate the students to use the English language and lack of supplementary materials to improve their skills were also reported. The other problems were living conditions of the students were of the factors that affect the students' motivation to learn the language. In brief, most of the students were from poor families. As a result of this, they were not motivated to learn the language. Some of the respondents, on the other hand, chewed the fact that the classroom teachers used different motivation techniques for instance, by saying good, clever, keep it up, and continue in this way, extra, to motivate their students.

The foregoing students' responses indicate us that the huge number of the students, insufficient teaching materials, awful words uttered by some of the teachers, and the living conditions of the students were of the factors that affect the students' motivation inside and outside their classrooms. Praise words or phrases like good, clever, keep it up, and continue in this way, etc were the frequently motivation techniques employed by their teachers.

4.2 Analyses and Discussion of Teachers' Responses to Questionnaire

similar to the students, teachers were provided with the questionnaires. The purpose of the questionnaire to the teachers was to see whether the classroom teachers use motivation techniques in their ELT classroom and to consolidate what the students' responses. The respondents were of the teachers who have been teaching the sample students (Grade 7) in each school. The following are analysis of their replies.

Table 4.6: The Teachers' responses to their classroom activities

Item No.	Details	Very Frequent-ly	Frequent-ly	Sometimes	Rarely	Never	Total
1	I provide my students different opportunities to practice English language with various activities	2	1	1	-	-	4
2	I present different activities depending on the learners' interests	2	-	1	1	-	4
3	I select activities that contain good roles for the learners and think about motivating students toward the English lesson	1	1	2	-	-	4
4	I try to give clear instruction when I present different activities during the English lesson	1	2	1	-	-	4
5	I try to provide some particular enjoyable tasks in the class	-	1	1	2	-	4

Table 4.6 shows that the majority of the teachers very frequently provided their students different opportunity to practice English language with various activities. Meaning, (2) of the respondents did it frequently. (2) of them also said that they very frequently presented different activities

depending on the learners' interests. However, (2) of them did not always select activities that contain good roles for the learners and motivating students toward the English lesson, they sometimes performed this. Teachers reply that they frequently tried to give clear instruction when they presented different activities during their lessons (2) of the respondents said they frequently did this action. Sadly, they answered that they did not provide some particular enjoyable tasks in the class. That is, (2) of them rarely did this.

Table 4.7: Teachers' responses about the ELT classrooms atmosphere

Item No.	Details	Very Frequent-ly	frequent-ly	Sometimes	Rarely	Never	Total
6	I motivate my students to evaluate themselves in group and pair discussion in the classroom	1	3	-	-	-	4
7	I try to manage and organize the classroom with a good learning environment	3	1	-	-	-	4
8	I try to create a pleasant and supportive classroom with good atmosphere	3	1	-	-	-	4

As it is illustrated in Table 4.7, (3) of the teachers said that they frequently motivated their students to evaluate themselves in-group and/or in pair discussion in class. Further more, (3) of the teachers answered that they

very frequently tried to manage and organize the classroom with a good learning environment. Also, (3) tried to create a pleasant and supportive classroom atmosphere to motivate the students.

The responses of the teachers in Tables 4.6 and 4.7 revealed that classroom teachers provided their students with different opportunities to practice the language. Additionally, they frequently tried to manage and organize the classroom with a good learning environment. They also attempted to create a pleasant and supportive classroom atmosphere to motivate the students. In opposition, the students were not provided with different enjoyable tasks in the ELT classroom.

Table 4.8: The teachers' response regarding motivation techniques they employed in ELT classes

Item No.	Details	Very Frequent-ly	Frequent-ly	Sometimes	Rarely	Never	Total
9	During my English lesson I know the importance of motivation techniques to motivate the students in the ELT classroom.	1	2	1	-	-	4
10	I use different motivation techniques such as praise, making the lesson interesting, and energizing the student in the classroom.	1	2	1	-	-	4
11	I try to arouse the learners' intrinsic interest in the EFL lesson.	1	3	-	-	-	4
12	I use motivation techniques or strategies to motivate the learners in my lessons.	-	3	1	-	-	4

As it is indicated in the above Table, the majority of the respondents knew the importance of motivation in language learning (3) of responses of the subjects showed that they frequently and very frequently considered the importance of motivation in language learning. They also replied that they frequently made the lesson interesting, and energized the student in the classroom to motivate the learners towards English language learning (2) of the respondents said they frequently did this issue. While (3) said that they very frequently and frequently tried to arouse the learners' intrinsic motivation in the English lessons. Moreover (3) of the respondents said that

they regularly tried to arouse the learners' internal motivation in English lessons and (1) also did it very frequently. Moreover, (3) of the teachers' respondents often used different motivation techniques to motivate the students in the classroom. Whereas (1) of subjects did these issues sometimes.

Table 4.9: Teachers' reactions to the questionnaires concerning Students-teachers relationships

Item No.	Details	Very Frequent	Frequently	Sometimes	Rarely	Never	Total
13	I have a friendly relationship with my students in the classroom.	-	4	-	-	-	4
14	I am very disappointed when my students ask me any question that is not clear for them.	-	4	-	-	-	4
15	I try to understand my students problems and pay due attention to them.	3	1	-	-	-	4
16	I try to involve the learners in order to share the responsibility of their learning process.	1	2	-	1	-	4

Table 4.9 shows the relationship between the teachers and the students in English language classroom. Regarding this, all teachers answered that they frequently had a friendly relationship with their students in the classroom (4) of them frequently did this). In addition, (3) of them outlined as they very regularly tried to understand the students problems and paid due attention to them. Moreover, they always tried to involve the learners in order to share the responsibility of their learning process (2). But 1 said that they rarely tried to do so. On the other hand, teachers said that they were frequently

very disappointed when their students asked them any question that was not clear for them (4).

The responses of the teachers in the table 4.8 and 4.9 imply that teachers had good relationship with the students while teaching the language. They tried to use different kinds of motivation techniques to motivate the students. But sadly there was the disappointment of the classroom teacher when the students asked him/her to explain some of the points, which is not clear for the learners.

Table 4.10: Teachers' Responses towards Motivating the Students to use English Language.

Item No.	Details	Very Frequent	Frequently	Sometimes	Rarely	Never	Total
17	I advise my students to develop self-confidence and to use English language in speaking, writing, listening, vocabulary and grammar	3	1	-	-	-	4
18	I praise and encourage my students to practice English language all in skills	3	1	-	-	-	4
19	I encourage students to take risks and to accept mistakes as a natural part of Learning.	3	-	-	-	1	4

As illustrated in the table above, teachers advised the students to develop self-confidence and to use English language in different sessions. Those

include speaking, writing, listening, vocabulary and grammar. That is, (3) of the respondents said very frequently did this as the other did frequently. They, moreover, praised and encouraged their students to practice English language in all skills. What is more, English language teachers encouraged risk-taking and accepted mistakes as a natural part of learning. That is, (3) of the teachers very frequently did them. But only (1) did not perform these issues. From these replies, it can be said that teachers praised and encouraged their students to use the English language in the ELT classroom.

4.3. Analysis and Discussion of Teachers' Interviews

The other instrument used in this study was interview. The purpose of the interview was to consolidate the results obtained from the questionnaires. The items of the interview to classroom teachers were basically similar to the questionnaires to the students and classroom teachers (see Appendix C). The researcher herself interviewed the sample teachers, recorded their response, and transcribed the results. The interviewees were conducted to the teachers who have been taught the sample students (Grade 7) in each school. The following are analysis of the interviews about motivation technique employed by English language teachers in the ELT classroom.

The first question in the interview was intended to know teacher's awareness of motivation techniques. The respondents replied that they had awareness of motivation techniques and they tried to employ them in their ELT classrooms.

In the second question of the interview, teachers were interviewed to share their experiences of the importance of motivation in teaching the English language. One of the respondents pointed out that motivating students is a very important, especially at the beginning and middle of the lessons. The other also said motivation is one of the most important factors in ELT classrooms. The remaining respondent, furthermore, shared this thought. He mentioned that when students are motivated, they become interested in

learning English. That is, unless teachers motivate their students, the learner will not be active participant in the ELT lessons.

The third question forwarded to the subjects enquired whether an appropriate teacher-student relationship is very important in the classroom to learn English. The respondents said that there must be a good relationship between the teacher and the students in a given classroom. They added that if there was no good contact (relationship) between students and teachers, there students would not have positive attitudes towards the English language. In short, students might hate the language if there was no positive teachers-students relationship in the classroom.

In the fourth item, teachers were asked how they generate the students' motivation in their English lessons. The interviewees uttered that they generated the students' motivation using different techniques.

For instance, they articulated the following:

In my class when the students feel tired and bored, I usually give energizers like telling story, riddle, puzzle, make the student to discuss in group or pair and so on based on the lesson... When I began the lesson, I tried to arouse the students' motivation and do the task again and again until it becomes clear to the students.

The researcher also interviewed the teachers if they encouraged and created positive self-evaluation in the English language classrooms. As the results of the interview shows, they encouraged and assisted their learners to create positive self-evaluation. In doing so, they never say, "you are wrong," when students committed mistakes. Instead they encouraged them and led them to the right track.

The other question raised by the researcher was on the importance of rewards in motivating students. The majority of the respondents' responded that giving rewards have a great impact on the motivation of the students. Regarding to this only one interviewee mentioned, as rewards are not

necessary. He reasoned out that if the rewards are not given continuously, the students might be de-motivated.

The interviewees were also asked to give their ideas on the reactions of their students when they motivate them. The subsequent responses were given:

When the students are motivated in the given activity, their reaction is that they become very happy and try to participate freely. They seem they understand everything... when the students are motivated, I can see different reactions, example, they raise their hand to participate, they seem happy and interested, they try to answer and ask questions. But if they are not motivated, they keep silent.

During the interview, teachers were interviewed to mention some of the motivation techniques they employed while they were teaching. Moreover, they were asked to cite the motivation techniques, which are highly preferred by the students. They replied that they used praise words like excellent, good, and nice. They also employed some rewards to motivate the students. Group works and pair works were also the other techniques used by them. In addition, they use handclap to motivate their students.

Finally, the researcher gave chances to the interviewees to suggest things should be done to create English language teachers' awareness' towards motivation techniques. They suggested the following points.

Teachers should be given trainings about how to motivate students... In addition to this every time or every summer there must be a meeting and every teacher should have a discussion period in order to share experience about the teaching process...teachers should be satisfied by their job.... The other thing is that the place of the school, it is necessary to build the school by fulfilling different needs of the learners that attract them to learn. In addition to the above points, the interviewees suggested that the materials that is, textbooks should be provided sufficiently in every school.

The above responses show that teachers had awareness of motivation techniques. They also believed the importance of motivation in language learning. Moreover, they thought that a good relationship between the teacher and the students creates a good atmosphere of language learning.

The response of the interviewees also indicated that praise words are phrases such as excellent, very good, good, hand clap and group and/or pair works were some of the motivation techniques employed by the English language teachers. To promote the awareness of the teachers and to use wisely motivation techniques, the respondent suggested refreshment trainings and experience sharing could be the most important way to give an awareness of motivation techniques to the teachers.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The aim of this paper was to create awareness of motivation techniques inside the classroom and outside of it. As it was pointed out previously, the study concentrated on the motivation techniques employed by English language teachers in ELT classrooms. The investigation was conducted in two primary schools of grade seven of West Gojjam, Bure woreda. In order to gather the necessary information, students and their English language teachers were asked to fill in questionnaires. The classroom teachers were also interviewed during the study.

Wright (1987) says that the role of motivation in language learning activity is vital for it facilitates the acquisition of the language thereby making communication smooth among students. Hence, motivation is a powerhouse for creating force in the course of learning.

The study revealed that English language teachers had a good relationship with the students. And they motivated the students, as far as it was necessary. Furthermore, they were trying to encourage the learners to participate without fear during classroom interaction. They were also taking the responsibility to make appropriate conditions of the classroom atmosphere and attempt to promote the language skills of the students. The research also showed that teachers employed motivation techniques such as praise words like “excellent”, “good”, and “nice”, by clapping hands. They also used some rewards. Group works and pair works were also the other techniques used by the classroom teachers during the process of teaching learning to motivate their students to use English language. The teachers are also found to advise the students to have self-confidence when they tried to participate in the classroom. Moreover, the interview of the teachers depicted that the students have different reactions to the motivation

techniques of their teachers. When the teachers motivate students, they show many responses. Some of these are: they feel very happy and struggle to participate freely. They also raised their hands up to ask and answer questions.

On the other hand, as it was indicated in the open-ended items responses of the students' questionnaire, the findings of the study further indicated that there were some problems or factors that affect the students' motivation in the classroom and around the school compound. Some of them are, the huge number of the students. That is, due to the immense number of students in a small classroom and inconvenience classroom conditions, it was found quite hard to manage and to motivate every student.

The other problem that occurred in the process of teaching and learning was that students were not provided with the necessary teaching materials such as, reference books, motivating teaching aids and others. Students were obliged to fix themselves only their textbooks. These problems hindered the teacher from using different motivational techniques. Due to these drawbacks, the teacher might not be able to assess the students' progress appropriately during the process of teaching and learning in the ELT classroom. Therefore, the students were demotivated in learning the language. What is more, when they participated in given classroom activities, some students committed mistakes. At this time, teachers discouraged them instead of giving the correct answer and motivate them to try it again. Even, some of them used awful words or phrases.

As Keller, (1983) says, many teachers believe that by sticking to the language materials and trying to discipline their refractory (unmanageable) students, they attempt to manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem insight of the fact that unless they accept their students personalities and work on those minute details that constitute their social and psychological make-up; they will fail to motivate them. What is more, they will not be able to form cohesive and coherent group, unless they succeed in turning

most “curriculum goals” (goals set by Designers) into “groups’ goals” (goals accepted by the group members, that is students).

All in all, the huge number of the students felt that insufficient teaching materials, awful words uttered by some of the teachers, and the living conditions of the students were among the factors that affect the students’ motivation inside and outside their classrooms. Praise words or phrases like good, clever, keep it up, and continue in this way, etc were the frequently used motivation techniques employed by English language teachers.

Finally, awareness of the persistent nature of motivation and goals is a primary step for teachers and they must be skillful and distinctive and use motives present in students’. Because when the students’ motives are ignored, the language learner may show resistance to learning. Further, motivational techniques aimed at increasing learner satisfaction usually focus on allowing students to display their skill, encouraging them to be proud of themselves and celebrate success, as well as using rewards plays a significant role in reinforcing achievement behavior in a foreign language classroom (Dornyei, 2001).

5.2 Recommendations

Exploring the motivation techniques used in the teaching process of Grade Seven English language classes is of paramount importance to see the way in which the kids are handled. This is because of the improvement the teachers make in the use of the techniques of motivation is an impetus to the improvement of English language. Since Grade Seven is the grade in which all subjects are given in English, proper input is highly needed to upgrade the language skill of the students, which is again so important to the understanding and study of all subject matters.

As this paper is not an end by itself and does not bring about an absolute remedy for the problem of motivation in techniques employed by teachers in

the English language classroom. So, the researcher hopes that it will add some enlightenment (explanation).

From the results found and the conclusion drawn from this piece of work, the researcher would like to recommend the following for the teachers who try to use motivation techniques in the ELT classrooms in order to improve the learners' English language ability in all skills. These are:

- Teachers are required to allow students to appraise themselves in given activities in the teaching and learning process.
- Teachers have to use motivating and enjoyable teaching aids in order to facilitate the understanding of the learners' language.
- The number of students per class should be small and manageable so that the teachers could assess the students and to develop the learners' interest to use all skills in the ELT classroom.
- There must be a good supply of teaching materials that is, textbooks for teachers and students and a provision of supplementary materials that initiate learners to use English in everyday activities.
- Teachers ought to encourage their students even if students make mistakes during classroom participations.
- All English language teachers should get the opportunity of participating in the refreshment courses to promote their awareness of motivation techniques.
- It is interesting that the teachers tried to direct the learners' internal interest to use English language both inside and outside the classroom. It is advisable for all the teachers to use this way of energizing their learners at any time, so as to improve the ability of the students in all skills.

Finally, the researcher would like to suggest that the future researchers have to see a detailed and comprehensive type of study in this area.

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Appendix A

Ababa University

School of Graduate Studies
Institute of Language studies
Department of foreign Language & Literature

Questionnaire to Students

Name of the school _____

Sex _____ **Age** _____ **Section** _____

Dear Students,

This questionnaire aims at the motivational techniques employed by your English teachers in the ELT classroom. You are kindly requested to complete the questionnaire. Because the information you give in the questionnaire has a great value in the study.

Thank you very much for your co-operation

Instruction: Read the following statements about your teachers' use of motivation techniques and strategies in the English language classroom and circle the number (5, 4, 3, 2, and 1) that describes your own feeling.

Key to the numbers:

5= Strongly agree, 4= Agree, 3= undecided, 2= Disagree, 1= Strongly Disagree

No	Item	5	4	3	2	1
1	The teacher praises and encourages my effort when I do the activities.					
2	The teacher does not encourage me to evaluate myself in the given activities.					
3	The teacher tries to sustain my motivation when doing activities.					
4	The teacher encourages me even when I make mistakes while doing different activities.					
5	The teacher provides opportunities for me to respond freely in the class.					
6	The teacher has a good relationship with the students in the classroom.					
7	The teacher encourages me to participate without fear in the classroom.					
8	The teacher takes responsibility for developing my language skills.					
9	The teacher creates a good conducive atmosphere in the classroom.					
10	The teacher allows me to help one another in group/pair discussion in the classroom.					
11	The teacher tries to increase my interest and motivate us to use English in the classroom.					
12	The teacher does not organize and manage the classroom to make effective Learning and teaching environment.					
13	The teacher uses language supplementary activities and motivating teaching Aids to help me in English classroom					
14	The teacher provides enough time and gives attention by motivating to use the English language.					
15	The teacher uses different ways (like rewards, praise) to motivate me toward English language learning.					
16	The teacher rises my intrinsic interest to learn English language.					
17	My teacher has an awareness of motivation techniques.					
18	The teacher advises and motivates me to develop self-confidence in participating in the English lesson.					
19	The teacher encourages me to apply our English language proficiency in real-life situations.					

20. Have your classroom teachers ever discouraged you in your English language lessons? A) Yes, B) No, if your answer is “yes”, When and why?

21. If you want to mention some of the problems towards students' motivation in their ELT classrooms, list them down, please.

Appendix B

አዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ቤት የቋንቋዎች ጥናት ተቋም የውጭ ቋንቋዎችና ስነፁሁፍ ክፍል ትምህርት

በተማሪዎች የሚሞላ መጠይቅ

የትምህርት ቤቱ ስም _____
ፆታ _____ ዕድሜ _____ ክፍል _____

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው ከእናንተ መረጃ ለመሰብሰብ ታስቦ ነው። ይህ የጽሁፍ መጠይቅ ፈተና አይደለም። የምትሰጡት ምላሽ በምንም አይነት መልኩ እጅንተን የክፍል ውጤት የሚጎዳ ወይም የሚጠቅም አይደለም።

የዚህ መጠይቅ ዋና አላማ የመጀመሪያ ደረጃ ተማሪዎቻችን ለቋንቋ ትምህርት ተነሣሽነት እንዲኖራቸውና የእንግሊዝኛ ቋንቋ አንዲማሩ መምህሩ የሚጠቀምበትን የማነቃቂያ /የተነሣሽነት/ ስልት ለመረዳት የሚያስችሉ መረጃዎችን ለመሰብሰብ ብቻ ነው።

በተለይም የእናንተ በመጠይቁ ላይ የተዘረዘሩትን ጥያቄዎች አስተውሎ በቅንነት መመለስ ለሚደረገው ጥናት ከፍተኛ አስተዋፅኦ አለው። በአጠቃላይ በሚሠጡት ትዕዛዞች መሠረት ለጥያቄዎቹ ሁሉ መልስ ነው ያላችሁትንና ዝርዝር ሃሳብ የሚጠይቁትን ጥያቄዎች በአንክሮ ተረድታችሁ መልሦቻችሁን ትሠጡ ዘንድ በትህትና እጠይቃለሁ።

ለምታደርጉት ትብብር ሁሉ በቅድሚያ ልባዊ ምስጋና አቀርባለሁ።

ማሳሰቢያ: ከዚህ ፁዕን የተዘረዘሩት ሃሳቦች መምህራንን ሲያስተምሩ ለተማሪዎች እንግሊዝኛ ቋንቋ መማር ተነሣሽነት ያግዛል ተብሎ የሚታመኑባቸው ጉዳዮች ናቸው። እያንዳንዱን በትኩረት ካነበቡ በኋላ ምላሽዎን (✓) ምልክት በማኖር ያሳዩ።

መግለጫ:

5. በጣም እስማማለሁ
4. እስማማለሁ
3. ውሳኔ የለኝም
2. አልስማማም
1. በጣም አልስማማም

5 4 3 2 1

1. በክፍል ውስጥ በምትሳተፍበት (በምትሳተፈበት) ወቅት መምህሩ

የማነቃቂያ ቃላት ይጠቀማል? ለምሳሌ ማሞገስ። ☐ ☐ ☐ ☐ ☐

2. መምህሩ በክፍል ውስጥ በሚደረገው እንቅስቃሴ እራሴን እንድለካ

(እንድመዝን) ያደርጉኛል።

☐ ☐ ☐ ☐ ☐

3. መምህሩ እንግሊዝኛ የመማር ፍለጎቴ ቀጣይነት እንዲኖረው ከፍተኛ

መነቃቃት ያደርጋል።

☐ ☐ ☐ ☐ ☐

4. መምህሩ የእንግሊዝኛ ቋንቋን ለመናገር ስህተት በምፈጠርበት ጊዜ

አይነቅፋኝም።

☐ ☐ ☐ ☐ ☐

5. በክፍል ውስጥ ጥያቄና መልስ በሚደረግበት ጊዜ መምህሩ ነፃ ሆኜ

አንድሳተፍ ያደርጉኛል።

☐ ☐ ☐ ☐ ☐

6. መምህሩ በክፍል ውስጥ ከተማሪዎቻቸው ጋር መልካም ግንኙነት

አላቸው።

☐ ☐ ☐ ☐ ☐

7. መምህሩ በክፍል ውስጥ ያለፍርሃት እንድሳተፍ ያበረታቱ ኛል። ☐ ☐

☐ ☐ ☐

8. መምህሩ የእንግሊዝኛ ችሎታዬን እንዳዳብር ከፍተኛ ሃላፊነት ይሠማቸዋል። ☐

☐ ☐ ☐ ☐

9. መምህሩ በክፍል ውስጥ የተመቻቸ የእንግሊዝኛ ትምህርት የመማር ፍላጎት እንዲኖረኝ ያደርገሉ። ☐ ☐

☐ ☐ ☐

10. መምህሩ በክፍል ውስጥ ተማሪዎች በቡድንና በጥንድ ሆነን እንድንወያይ ያደርጉናል። ☐

☐ ☐ ☐ ☐

11. መምህሩ እንግሊዝኛ ቋንቋ በክፍል ውስጥ አንድጠቀም እና ፍላጎቴ እንዲጨምር ያደርጉኛል። ☐ ☐ ☐

☐ ☐

12. መምህሩ ተማሪዎችን በጥሩ ሁኔታ ለመምራትና ለማደራጀት ከፍተኛ ጥረት አያደርጉም። ☐ ☐

☐ ☐ ☐

13. መምህሩ የእንግሊዝኛ ቋንቋ እገዛ የሚያደርጉ ተጨማሪ የትምህርት መሣሪያዎችና አነሳሽ የሆኑ የመርጃ መሣሪያዎችን ይጠቀማሉ። ☐ ☐ ☐

☐ ☐

14. መምህሩ ከፍተኛ ትኩረትና በቂ የሆነ ሠዓት በመስጠት የመማር ፍላጎቴን በማነሣሣት ያስተምሩኛል። ☐ ☐

☐ ☐ ☐

15. መምህሩ ተማሪዎችን ለማነቃቃት የተለያዩ የማነቃቂያ ዘዴዎች ይጠቀማሉ። ☐

☐ ☐ ☐ ☐

16. የእንግሊዝኛ ትምህርት ለመማር መምህሩ ውስጣዊ ፍላጎቴን ለማነሳሳት

ጥረት ያደርጋሉ።

☐ ☐☐ ☐ ☐

17. መምህሩ የእንግሊዝኛ ቋንቋን ለማስተማር በቂ የሆነ እውቀት አላቸው። ☐ ☐ ☐

☐ ☐

18. መምህሩ በራሱ እንድትማመንና እንግሊዝኛ ቋንቋውን እንዳይበር ብሎም

በክፍል ውስጥ እንድሳተፍ ይመክሩኛል።

☐ ☐ ☐ ☐☐

19. መምህሩ የእንግሊዝኛ ቋንቋን በተግባር እንድትጠቀምና ችሎታውን እንዳይበር

በማንኛውም ጊዜ ያነሳሱኛል።

☐ ☐ ☐ ☐ ☐

20. የእንግሊዝኛ መምህርህ/ሽ በክፍል ውስጥ የእንግሊዝኛ ቋንቋ

በሚያስተምርበት/በምታስተምርበት ጊዜ የሚያደርገው/የምታደርገው የማያበረታቱ(ተስፋ የሚያስቆርጡ) ነገሮች፡-

ሀ. አሉ? ለ. የሉም? መልስህ/ሽ አሉ ከሆነ መቼና ለምን? _____

21. በእንግሊዝኛ ቋንቋ መማር/ማስተማር ጊዜ ለተማሪው መነሣሣት

እንቅፋት የሚሆኑ ችግሮች ካሉ በአጭሩ ዘርዘር/ሪ _____

Appendix C

Addis Ababa University

School of Graduate Studies

Institute of Language Studies

Department of foreign Language and Literature

Questionnaire to English Language Teachers

Name of School _____ **Respondent's**
Sex _____
Qualification _____

Directions:

This questionnaire is designed to obtain information on the motivational techniques used by classroom teachers. The responses for each item in the questionnaire could be of great help for the intended purpose. Therefore, the researcher kindly requests you to respond to questions in the questionnaire genuinely and frankly.

Thank You in Advance!

Instructions:

Read the following statements and put a tick mark in the box, which can be appropriate to your impression.

Key to the numbers: 5 =Very frequently 4= Frequently 3=Sometimes
2 =Rarely 1= Never

No	Items	1	2	3	4	5
1	I provide my students different opportunities to practice English language with various activities.					
2	I present different activities depending on the learners' interests.					
3	I Select activities that contain 'good 'roles for the learners and think about motivating students towards the English lesson.					
4	I try to give clear instruction when I present different activities during the English lesson					
5	I try to provide some particular enjoyable tasks in the class.					
6	I motivate my students to evaluate themselves In-group and/or pair discussion in the class.					
7	I try to manage and organize the classroom with a good learning environment.					
8	I try to create a pleasant and supportive classroom with good atmosphere.					
9	During my English lesson I know the importance of motivation techniques to motivate my students in the ELT classroom.					
10	I use different motivation techniques such as praise, making the lesson interesting and energizing the students in the ELT Classroom.					
11	I try to arouse the learners' intrinsic interest in the EFL lesson.					
12	I use motivation techniques or strategies to motivate the learners in my lessons					
13	I have a friendly relationship with my students in the classroom.					
14	I am very disappointed when my students ask me any question that is not clear for them.					
15	I try to understand my students' problems and pay due attention to them.					
16	I try to involve the learners in order to share the responsibility of their learning process					
17	I advise my students to develop self- confidence and to use English language in speaking, reading, writing, listening, vocabulary, and grammar.					
18	I praise and encourage my students to practice English language in all skills.					
19	I encourage students to take risks and to accepted mistakes as a natural part of learning.					

20. If you employed motivations techniques in your English lessons which are not mentioned in the above table, please list them down.

Appendix D

The interview items and samples of the teachers' interview responses

I. The interview items

1. Are you aware of motivation techniques? If not, why?
2. From your experience of teaching English, do you think motivating students is significant in teaching English language?
3. Do you think an appropriate teacher-student relationship is very important in the classroom to learn English? A) If no why? B) If Yes, in what way(s)?
4. How do you generate the students' motivation in your English lessons?
5. Do you encourage and create positive self-evaluation in the English language classroom? If yes, how?
6. Some people say that rewards are good enough to motivate students in ELT classrooms. How do you see this?
7. What are the reactions of your students when you motivate them towards the given activities? Please mention some of the reactions of your students when they are motivated.
8. Could you mention some of the motivation techniques you employed while you are teaching? Of these techniques, which of them is/are highly preferred by your students?
9. To create the English teachers' awareness towards motivation techniques, what should be done by the government?

II. Samples of the Transcribed Teachers' Responses to the Interview

This interview was conducted from April 30, 2007. All the two grade seven English teachers from school one and two more from the other school totally four teachers were interviewed. Their responses were numbered according to the questions. (See appendix c1).

The following responses are obtained at the time of interviewing teachers' in the two primary schools of Bure Wereda namely, Abober and Edget Behbret primary schools.

The Response of Teacher "A"

1. Are you aware of motivation techniques? If 'No', Why?

The teacher: "Yes, I try to use different motivation techniques during presenting the lesson based on the activity I try to vary my techniques especially when the students feel tired."

2. From your experience of teaching English, do you think motivating students is significant in teaching English language?

"Yes, motivating students is very important especially at the beginning and at the middle of the lesson. We, teachers have to use motivation techniques because at the beginning we have to arouse the interest of the learners towards learning the subject in the given period. In the middle of the lesson when the students feel bored of the given lesson in the classroom at this time motivating them is very necessary. For example, by telling stories related to the lesson and asking students different activities and to present by standing in front of his/her friends. Based on this I try to divert their attention towards the activity.

3. Do you think an appropriate teacher-student relationship is very important in the classroom to learn English? A) If 'No', why? B) If 'Yes', in what way(s)?

For third question of the interview the teachers says that their must be good relationship between the teacher and the students in the given classroom if there is no a good contact between the students and the teachers their will be problem because the students will not have positive attitude and motivated towards the English language learning. Generally, students will hate the English language if there is no positive relationship in the classroom between the teachers and the students. The interviewee says that he approaches his students as fathers.

3. How do you generate the students' motivation in your English lesson?

The teacher; I try to generate my students' motivation to learning English by using different approaches. For example, in the beginning of the lesson I would like to ask what the previous lesson was and try to relate today's lesson. I try to form pair and group discussion because during this time the students will share ideas with one another in addition to this the weak students will benefit and have strong interest to learn the English language by getting important information from the group discussion.

5. Do you encourage and create positive self-evaluation in the English language classroom? If yes, how?

The teacher: Yes, while I am teaching the students will make mistake when they try to participate, during this time I usually motivate them to correct themselves and try to study later on. I advise them to share ideas from their partner and finally I appreciate them and say thank you for your trial the answer and interaction during the given period.

6. Some people say that rewards are good enough to motivate students I ELT classrooms. How do you see this?

The teacher: if possible giving reward is very important and necessary, but the teacher does not have an ability to give reward to each and every student. So giving reward in material is difficult. In my own way, I just invite the whole student to clap their hand to motivate the students who are participating actively.

7. What are the reactions of your students when you motivate them towards the given activities? Please mention some of the reactions of your students when they are motivated.

The teacher: when my students are motivated, I can see many reactions. Some of these reactions are first, all the students' attempts to answer the given exercise. Second, I can see a happy and bright face looking. Third, all the students show a good effort and they express their idea by saying 'Teacher! Teacher! Let me try to answer this question.' They try to say something whether their responses are wrong or right.

8. Could you mention some of the motivation techniques you employed while you are teaching? Of these techniques, which of them is/are highly preferred by your students?

The teacher: most of the time I asked questions and if they try to speak, read, write or any other activity by standing in front of their partner then I appreciate them by saying good, excellent, very good, or any other phrases such as if you continue in this way you will join to the higher education when you grow up. I advice them to refer different supplementary materials from the school library. If I have any special material that is used to improve their English language, I will lend him /her if he wants. In addition to the above point, I usually invite the students to clap so as to motivate the participant students. Particularly when I became very happy about the active participation of my student I try to reward my pen or my pencil.

9. To create the English teachers' awareness towards motivation techniques, what do you the government should do think?

The teacher: the government should give the teacher the training activity about how to motivate students, those who learn English as a foreign language. In the process of teaching EFL the teacher may not use different techniques specially those who are not experienced so when the government trained those teachers who will teach or become teacher, as a foreign language must be able to know different motivation techniques. In addition to this every time or every summer there must be a meeting and every teacher should have a discussion period in order to share experience about the teaching process. If our government or regional office gives this kind of activity every time at the end of each year, many teachers will not have any problem in the process of motivating their students in the EFL classroom. Otherwise the students will be de-motivated by the different negative activity of their teachers.

The Response of Teacher "B"

1. Are you aware of motivation techniques? If no, why?

The teacher: Yes, I have an awareness of motivation techniques. I try to motivate my students whenever it's necessary.

2. From your experience of teaching English, do you think motivating students is significant in teaching English language?

The teacher: Yes, motivating students is very significance in the process of teaching English language. Unless teachers motivate their students, the learner will not be active participant in the ELT classroom, so motivation is one of the most important factors in the ELT classroom.

3. Do you think an appropriate teacher - student relationship is very important in the classroom to learn English?

A. If no, why?

B. If yes, in what way(s)?

The teacher: Yes, the appropriate relationship between students and teacher is very important. There must be positive relationship acting as father or mother. The teacher should share their experience and other social life activities with their students. If teachers approach their students in a proper way, the student will try to learn the English language and participate freely in the given classroom activities. The interviewee says the appropriate relationship is important not only with the teachers but also with the students' parent. If the students have problem with their teacher and parents they will not follow their lesson actively. Therefore, in the process of teaching and learning positive relationship is very important in the ELT classroom. So teachers should create normal relationship between their students and themselves.

3. How do you generate the students' motivation in your English lessons?

The teacher: In my class when the students feel tired and bored, I usually give energizers like telling story, riddle, puzzle, make the student to discuss in group or pair and so on based on the lesson.

4. Do you encourage and create positive self-evaluation in the English language classroom? If yes, how?

The teacher: Yes, in my experience of teaching English are usually try to evaluate and advice the learners to evaluate themselves positively. I never say negative statements such as you are wrong, not good answer and so on. if I say this, the students will be de-motivated and stopped to participate in the classroom. Instead, I usually say good, try to check your answer again, after that I will try to correct his/her mistake or error by giving the correct answer of the given activity.

5. Some people say that rewards are good enough to motivate students ELT classrooms. How do you see this?

The teacher: in my opinion giving reward in material I don't think it's necessary because the teacher's economy is very low. If he/she stopped that reward in material the students will be de-motivated. Instead I use positive expression such as good, excellent etc and advise to exchange ideas with their partner.

6. What are the reactions of your students when you motivate them towards the given activities? Please mention some of the reactions of your students when they are motivated.

The teacher: when the students are motivated in the given activity, their reaction is that they become very happy and try to participate freely. They seem that they understand every thing. Some time express their feeling by having smiling or bring face.

7. Could you mention some of the motivation techniques you employed while you are teaching? Of these techniques, which of them is/are highly preferred by your students?

The teacher: most of the time I use group work, pair work, individual answering question by standing in front of the students. From all the others motivation techniques the students prefer group work or discussion. This is because the most possible techniques to relax the students, to share ideas from their partner to get knowledge from the better students, due to all this reason the students prefer to use group work.

8. To create the English teachers' awareness towards motivation techniques, what do you think should be done by the government?

The teacher: The government should give training every summer about motivation techniques. Teachers in their working place should meet and share their experience. In addition to this the textbooks should be updated, we have no books in our school. The interviewee also says students will not be motivated with out having textbooks. Because they can't follow the lesson, can't do their homework, can't participate actively in the class activity due to all this reason the learners become de-motivated. So the responsible person should develop and distribute textbooks for each student according to their level.

The Response of Teacher "C"

1. Are you aware of motivation techniques? If no, why?

The teacher: Yes, I have an awareness of motivation techniques. I use it according to the given activity or task. For example, if the activity is reading first of all before the students read the passage I will invite them who is voluntary to read the passage. Then all the students raised their hand but if they do not want, they keep silent. During this time I will ask them why they keep silent and try to give some energizing ideas related to the topic. After that I call students by name and ask to read the first paragraph. When I do this some of them will ran away out of the class due to their shyness. During this time I will not be angry instead I advice him or her not to do this action. I try to give tutorial class for those who are not confident to learn and participate in the EFL classroom.

2. From your experience of teaching English, do you think motivating students is significant in teaching English language?

The teacher: Yes motivation is very important in order to teach English language. Unless students are motivated towards the English language it will be difficult for them as it is their second language teachers should have to motivate their learner in the process of teaching English.

3. Do you think an appropriate teacher - student relationship is very important in the classroom to learn English?

A. If no, why?

B. If yes, in what way(s)?

The Teacher: Yes appropriate relationship between teachers' and students is very necessary in the process of teaching and learning English language if there is no good relationship the teachers will not be interested to teach and the students do the same. For example, even when I enter to the class if I don't greet, the students warmly by saying "good morning student", they will ask me what happened to you. In the same way when I say good morning when I enter to the class if the students keep silent I will ask them "what happened to you?" didn't you eat your break fast? Lunch? etc

4. How do you generate the students' motivation in your English lessons?

The Teacher: When I begin the lesson, I try to arouse the students motivation and repeat the task again and again until it becomes clear to the students. The other method that I use to generate students motivation is by giving pair or group work and allow them to discuss. For a long time finally I will ask the questions about the given activity whether they undertook the tasks or not.

5. Do you encourage and create positive self-evaluation in the English language classroom? If yes, how?

The teacher: I encourage self-evaluation by asking the same question again and again until the students correct his mistake. When the students make mistake, I never say you are wrong. Instead, I say good trial then I will give the correct answer and ask the students who make mistake to repeat the right answer again and again.

6. Some people say that rewards are good enough to motivate students ELT classrooms. How do you see this?

The Teacher: Yes it's good especially in expression such as good, excellent, etc. if I have an ability to give rewards I will do it but I don't because my economy is very low.

6. What are the reactions of your students when you motivate them towards the given activities? Please mention some of the reactions of your students when they are motivated.

The teacher: when the students are motivated I can see different reactions e.g. they raise their hand to participate, they seem happy and interested, they try to answer and ask questions etc but if they are not motivated, they keep silent.

7. Could you mention some of the motivation techniques you employed while you are teaching? Of these techniques, which of them is/are highly preferred by your students?

I use motivation technique based on the activity of the lesson. For example, reading, writing, if the lesson is this I try to use based on the activity and the text instruction also lead me to do the technique. I don't use any other technique more than this.

8. To create the English teachers' awareness towards motivation techniques, what do you think should be done by the government?

The teacher says the first thing to teach and motivate the students in the ELT classroom is the interest to the teacher. Teacher should be satisfied by their job. They must be given different supportive activity such as training, increasing salary and different advantage from the concerned body. The other thing is that the place of the school, it is necessary to build the school by fulfilling different needs of the learners that attract them to learn. The

other thing is training the teachers by how to motivate their student is the most important one.

The Response of Teacher "D"

1. Are you aware of motivation techniques? If no, why?

The Teacher: Yes I am ready to motivate my students towards the English lesson.

2. From your experience of teaching English, do you think motivating students is significant in teaching English language?

The Teacher: Yes it is very significant because when we motivate the students they will be interested to learn English.

3. Do you think an appropriate teacher - student relationship is very important in the classroom to learn English?

A. If no, why?

B. If yes, in what way(s)?

The teacher: appropriate relationship between teachers and students is very important to motivate the learners to learn English. If the behavior of the teacher is difficult to understand, students will not have freedom to learn or participate in the classroom.

4. How do you generate the students' motivation in your English lessons?

The Teacher: I try to generate student motivating by giving pair work and group work and advice them to use English.

4. Do you encourage and crate positive self-evaluation in the English language classroom? If yes, how?

The Teacher: In my part I practice to evaluate students positively. I ask them to correct themselves when they make mistake.

5. Some people say that rewards are good enough to motivate students ELT class rooms. How do you see this?

Yes it's good but I don't do it always.

6. What are the reactions of your students when you motivate them towards the given activities? Please mention some of the reactions of your students when they are motivated.

They seem happy and try to participate freely in the class.

7. Could you mention some of the motivation techniques you employed while you are teaching? Of these techniques, which of them is/are highly preferred by your students?

The Teacher: I do not employ different motivation techniques but based on the activity I try to motivate the student. Most of the time group work and pair work is interesting to the students.

8. To create the English teachers' awareness towards motivation techniques, what do the government should do think?

The teachers to know motivation techniques and how to motivate our students there must be a meeting and every teacher should have a discussion period in order to share experience about the teaching process. If our government or concerned body or regional office give this kind of activity every time at the end of each year, maybe teachers will not have any problem in the process of motivating their students in the EFL classroom.

