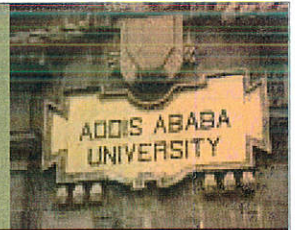


Addis Ababa University
School of Graduate Studies
College of Social Sciences and Humanities
Department of English



MA/TEFL

An Investigation of Motivational Strategies Employed by a Teacher in EFL Classroom

ICS Addis In Focus

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Nov, 2011

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Degree Master of Arts in the Teaching of
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By
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Abstract

This research is an attempt to investigate the motivational strategies employed by the teacher of English as a Foreign Language. Gardner claims motivation to be the primary factor in L2 learning in his socio-educational model (1994: 361). The study, hence, closely examined to what extent motivational strategies are used in EFL classes at the International Community School of Addis Ababa (ICS Addis). The participants are 20 middle school international students and their English Language Teacher. For the investigation, Marzano's work was modified to fit the context of the setting in which the research was carried out. Data triangulation was made by gathering information from students, the teacher and observation, whereas, methodological triangulation was achieved by gathering data through observation, questionnaire and interview.

Having examined the results of the data gathered, the researcher arranged a session with the teacher to discuss the findings. In particular, the discrepancies between the interview and the questionnaire were brought to the teacher's attention and a platform, where the teacher could have a say on it, was facilitated for the teacher. The findings of the study indicated that some motivational techniques are being used by the teacher. However, this should be maximized and varied in order to bring a significant change in students' in-take of the lesson and increase their level of engagement. Results also revealed that some strategies regarded as important have been underutilized in the classroom. Accordingly, possible suggestions of motivational techniques to be put into practice have been forwarded to the teacher.

Thus, during the whole process, awareness has been created and emphasis has been given to the teacher on employing motivational strategies in language teaching. Recommendations have also been made towards the utilization of motivational strategies in English as a Foreign Language Classes. Consequently, the teacher is expected to alter his attitude and give due importance to motivation by designing different engaging and motivating in-class activities and by being more enthusiastic, passionate and motivational during lesson delivery in order to become more effective in the teaching of English as a Foreign Language.

Table of Contents

Contents	Page
Acknowledgments	iii
Abstract	iv
List of Tables	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	4
1.3 Objective of the Study	7
1.4 Significance of the Study	7
1.5 Scope of the Study	8
1.6 Limitations of the Study	8
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Definition of Motivation	9
2.2 Importance of Motivation	11
2.3 Types of Motivation	13
2.3.1 Primary and Secondary Motivation	13
2.3.2 Extrinsic and Intrinsic Motivation	13
2.3.3 Instrumental and Integrative Motivation	15
2.4 Motivation in Foreign Language Learning	17
2.4.1 Student Motivation	18
2.4.2. Characteristics of Motivated Learners	20
2.5 Motivational Cognitive Theories	20
2.6 Factors Affecting Students' Motivation in EFL	25
2.7 Motivation and Instructional Design	28
2.8 Motivation and Foreign Language Teaching	30
2.9 Classroom Motivational Strategies	34
2.10 Designing Motivating In-class Activities	36
2.11 Conclusion	38

Contents	Page
CHAPTER THREE: STUDY METHODOLOGY	41
3.1 Research Design	41
3.2 Sampling	42
3.2.1 Setting	42
3.2.2 Participants	43
3.3 Instruments	44
3.3.1 Observation	44
3.3.2 Questionnaire	45
3.3.3 Interview	45
3.4 Data Collection Procedure	46
3.5 Data Organization	46
3.6 Conclusion	47
CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION	48
4.1 Class Preparation	49
4.2 Beginning Class	51
4.3 During Class	54
4.4 Ending Class	57
4.5 After Class	59
4.6 Outside of Class	62
4.7 Generally	63
4.8 Conclusion	65
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	66
5.1 Conclusions	66
5.2 Recommendations	68
BIBLIOGRAPHY	71
APPENDICES	77
Appendix A - Classroom Observation Checklist	77
Appendix B - Questionnaire	82
Appendix C - Interview	91

List of Tables

Table	Page
1A. Questionnaire results on motivational strategies the teacher employs during class preparation	49
1B. Observation results on motivational strategies the teacher employs during class preparation	77
2A. Questionnaire results on motivational strategies the teacher employs while beginning class	51
2B. Observation results on motivational strategies the teacher employs while beginning class	78
3A. Questionnaire results on motivational strategies the teacher employs during class interaction	54
3B. Observation results on motivational strategies the teacher employs during class interaction	79
4A. Questionnaire results on motivational strategies the teacher employs while ending class	57
4B. Observation results on motivational strategies the teacher employs while ending class	80
5A. Questionnaire results on motivational strategies the teacher employs after class	59
5B. Observation results on motivational strategies the teacher employs after class	81
6. Questionnaire results on motivational strategies the teacher employs outside of class	62
7. Questionnaire results on other general motivational strategies the teacher employs	63

Chapter One: Introduction

1.1 Background of the Study

Education is mainly a two-way process: there is the teaching and there is the learning. For effective education to take place, however, students (and teachers) need to be motivated. By the time students reach middle school, lack of interest in schoolwork becomes increasingly apparent (Gardner, 1985). So far, research has not proved that there is one best method for motivating students. Many factors affect a given student's motivation to work and to learn. Student motivation is influenced by both external and internal factors that can start, sustain, intensify, or discourage behavior (Raffini, 1993).

External factors comprise *home situations, parental background* and *societal needs*. If students come from homes where they are loved and encouraged, they approach classroom work with eagerness and with a willingness to learn. If students do not have a positive home environment or if the home situation does not provide appropriate levels of nutrition and/or sleep, students, because of physical or emotional problems, attend school with a disadvantage and a lack of motivation.

Parents equally motivate their children on learning a particular language depending on the usefulness they attach to such a language. For instance, some parents enroll their children in private schools where English is given more emphasis than the local languages, which thereby stand as a crucial factor in the children learning of English as additional language compared to the attitude put towards the learning of L1. Furthermore, some educated parents, in particular, go as far as disallowing their children to speak any other language at home except English.

On the other hand, school-wide goals, policies, and procedures also interact with classroom climate and practices to affirm or alter students' increasingly complex learning-related attitudes and beliefs. Schools can positively influence student motivation through varied and integrated instructional strategies and resources, through an open and caring school environment, through a wide range of student supports, and through sharing information about student learning among the staff.

Moreover, internal factors include the *individual characteristics* or *dispositions* that students bring to their learning, such as their *interests, responsibility for learning, efforts, values* and *perceived ability* (Ainley, 2004). For example, are students confident or fearful when they approach new learning tasks? Do they attribute success to luck, or do they appreciate the efforts required? Do they feel in control of the factors that lead to success? According to Harmer (2001), this can also be attributed to classroom physical conditions (bad lighting, crowding, visibility of the board, etc.), availability of learning materials and facilities (ranging from textbook to library and language laboratory), and the method by which students are taught. Nonetheless,

"Despite various attempts, there is unfortunately no research which clearly shows the success of one method over another. What one can be sure of, however, is that if the student loses confidence in the method, s/he will become de-motivated. And the student's confidence in the method is largely in the hands of the most important factor affecting intrinsic motivation, the teacher." Harmer (1991)

Teachers are undying voices in students' lives – this would not be an overstatement! If we look within, we will come to realize that lots of our childhood memories may have faded, but astonishingly, memories of our school remain fresh. In fact, people eagerly talk about school and their teachers when they chat with their former schoolmates. In looking at what helps children overcome adversity, Horowitz (1987) shares this conviction in a wider range: "One factor turns out to be the presence in their [children's] lives of a charismatic adult -- a person from whom they gather strength. And in a number of cases, that person turns out to be a teacher."

Memories of school and teachers are indelible; however, it would be very important to note that the influence teachers have on learners could be either positive or negative. A teacher who motivates will most likely bring about a positive outcome in students. On the contrary, some teachers, mainly due to lack of knowledge, hamper learners' endeavors to learn. In class, some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them. "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978: 3 cited in Davis, 1999).

Whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in that classroom. But how do the scholars define motivation? Motivation is an internal drive, stimulating power, wish, or desire. Dornyei and Otto (1998) define motivation as "a state of arousal determining the priority of the wishes and desires of an individual and negatively or positively affecting his/her learning."

Motivation can be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical efforts in order to attain a previously set goal (s) (Williams & Burden, 1997). And according to Brown (2001), motivation determines the goals that one wants to achieve and how much effort one expends to achieve these goals.

A sufficient level of motivation may lead a person to believe that s/he can get over the difficulties and be successful despite the challenges. Mackay (1989) states that factors such as ability to use foreign language, meeting personal expectations during in-class interactions, activities suited to the level of the student, and experiencing success are positive motivations in language learning. And one of the factors that impedes or enhances this motivation, as the researcher tries to find out, is the impact teachers have on students.

1.2 Problem Statement

The beliefs teachers have about teaching and learning and the nature of the expectations they hold for students exert a powerful influence (Raffini, 1993). As Deborah Stipek (1988) notes, "To a very large degree, students expect to learn if their teachers expect them to learn." Whether the teacher likes the student or not may not be very significant. When it comes to the impact a teacher has on student motivation, what can be said, though, is that two teachers using the same method can have vastly different results. In the first place, the teacher's personality matters a lot (and yet this is a difficult area to quantify). But beyond that, it is clear that teachers need to do everything possible to create a good rapport with their students.

Metaphorically speaking, teachers are orchestral conductors who direct conversation and set the pace and tone. They provide knowledge, give trainings, change learners' ideas and show them how to do something. Teachers who have such tremendous responsibilities have different roles in classrooms. They facilitate the teaching-learning process by controlling, organizing, assessing, performing and participating. For all these roles, thus, motivation is an important instrument.

To date, several studies have been conducted on motivation. This shows that motivating students is vital in meeting the educational aims and bring about successful results in students' foreign language learning. In this regard, Ames (1992), Dornyei (2003), and Naiman et. al. (1978) conducted a research on the advantages of motivation in classrooms. Their findings are similar in that high motivation in students is linked to reduced dropout rates and increased levels of student success. There are also other researches made revolving around the issue of motivation in foreign language teaching and learning. Cohen (1990) made a study on the differences and similarities of intrinsic and extrinsic motivations and concluded that intrinsically motivated students are more likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas are removed.

In Ethiopian context, Seblewongel (2007) made a research on motivation ferreting out English instructors' motivational strategies with the focus on Wollega University, Adama University, Nekemte Teachers' Training College and Adama Teachers' Training College. Her research results revealed that the motivational strategies of goal-setting and autonomy-related strategies were found to be the most neglected areas in the instructors' teaching practices.

Earlier, Mulugeta (1997) also conducted a study on the extent of students' intrinsic motivation to the listening course in College English. He measured Addis Ababa University Freshman students' motivation based on their achievement on the listening texts and the listening tasks. The study proved that students' intrinsic motivation was due to their perception of the relevant skill, the tasks and their needs in the academic setting. The research finding also stated that the significant differences in the instructors' motivational power between the social and natural science students seems to be resulting from individual differences between the instructors, which could be true even within the same faculty.

When examining the motivational conditions in public school classrooms in the United States, Brophy (1998) concluded that several factors made motivation difficult. First, school attendance is compulsory, and curriculum and learning activities are pre-selected leaving students without much freedom to choose what they would like to do. Second, classrooms usually have large groups of students, making it difficult to meet students' individual needs. Also because classrooms are social settings, failures often produce personal disappointment and public embarrassment. Finally, there is also the fact that students' work are usually graded, and reports are sent to their parents along with students' rank in class if they follow the norm-referenced evaluation method.

However, the classroom setting the researcher explores in this study is a middle school in an International Community School of Addis Ababa in which the above factors do not apply. It is a school for children of diplomats, ambassadors, and affluent families with foreign nationals. There is school attendance, but not

compulsory. Average class size is 20 or less on most cases. This enables teachers to treat their students individually and work with them closely giving considerable attention. The curriculum the school follows is neither ranking students' achievement on a norm-referenced evaluation nor a pass-fail mechanism; it allows students' choices, for instance, to retake exams indefinitely if they want to improve their grades against the set classroom standards and benchmarks.

Thus, in such contexts of educational philosophy and academic facilities, if a de-motivation occurs in students, one factor may be attributed to the teacher. This is because knowledge of a subject matter is definitely an important quality of a good teacher, but it is not the only one. A teacher should be equipped with both the science and the art of teaching. Motivation technique is crucial in delivering an effective lesson. It triggers students to go for their goals. It is like a springboard; stepping on it takes one to a higher level.

Therefore, the researcher investigated the strategies and methodologies the teacher in the EFL classroom uses to motivate the learners. The study is aimed at awareness raising and bringing attitudinal change towards teachers of EFL in order to seriously consider and apply motivational strategies in their classrooms. Besides, the researcher has not come across studies conducted on motivation in middle school of an international school context. Hence, this research aims to fill this gap by exploring the motivational strategies used by the English Language teacher in an international school and examine the extent in order to help language teachers integrate effective instruction and student motivation in their teaching.

Research Questions

In order to make the study, the following research questions have been set:

1. What motivational teaching strategies does the EFL teacher use?
2. What motivational teaching strategies are underutilized in the classroom?

1.3 Objective of the Study

Main Objective

The main objective of this research was to investigate the motivational strategies employed in English as a Foreign Language classes at International Community School of Addis Ababa.

Specific Objectives

To this effect, the specific objectives to be met were:

- *identifying the frequently used motivational strategies;*
- *identifying the underutilized motivational strategies;*
- *identifying and creating teacher's awareness of varied motivational strategies, and emphasizing its importance by sharing literature-supported motivational strategies.*

1.4 Significance of the Study

Teachers play a major role in students' interest in learning. Except for some dedicated students, many like or dislike language learning (or any other subject) depending on the attitude they have towards the teacher. They have a mindset that a teacher can make or break their desire to learn. What a teacher does knowingly and unknowingly can either promote or hinder learners' motivation to learn.

Hence, provided that they are accessible, the results of the research are expected to:

- indicate that teachers should give importance to incorporating different motivational techniques in the lesson they deliver in order to make it more adaptable and enjoyable to students with different learning styles;
- enable students get the most out of EFL classes by building a positive attitude towards learning, and by making them part of the learning process; and
- help curriculum developers, course writers and educational institutions give due attention to include motivational strategies in the EFL syllabus, and regard the development of teachers' motivational skills.

1.5 Scope of the Study

This study is delimited to investigating the motivational techniques applied by the teacher in middle school classes at International Community School of Addis Ababa. It is also aimed at finding out the emphasis and importance the teacher gives to motivation in frequently using them while teaching English as a Foreign Language. Moreover, the research is delimited to arriving at motivational strategies suggested by scholars in the field and that are missing from the teachers' teaching practices in EFL classes. As the name implies, the school has international students including native English speakers. But the research encompasses only sixth grade students who learn English as a foreign language, and their English teacher.

1.6 Limitations of the Study

Firstly, amongst the various socio-economic and socio-cultural motivational factors, the research is limited to studying only one factor: the teacher. Secondly, the study focuses on a restricted context. Even though the diverse nationality of the students was one great advantage, the researcher agrees that including more international schools in the study could have helped obtain more pertinent and useful results. Doing so would also have helped increase the reliability of the study. Besides, the list of strategies used in the study is not exhaustive because motivation is a vast field of study that needs rigorous exploration. Hence, the researcher asserts that this study is not all-inclusive. Furthermore, the fact that the research was conducted under zero financial support led to the absence and shortage of research facilities like updated versions of reference materials, assistant observation checklist raters, etc. However, despite the aforesaid drawbacks, the study can act as an additional reference to researchers who want to pursue in the area of motivation in English as a Foreign Language.

Chapter Two: Literature Review

2.1 Definition of Motivation

According to the Dictionary of Language Teaching and Learning (1997:587), motivation is "the reason or reasons behind one's actions or behavior." The Dictionary of English Etymology (1987) also states that the term motivation is derived from the latin verb, *motus* or *movere* which means to move. The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us moving, and helps us complete tasks. The Longman Dictionary of Applied Linguistics (1985) also define motivation as the factors that determine a person's desire to do something. In the Longman Dictionary of Contemporary English (1978) motivation is stated as a strong reason for doing something. And the example cited for the entry is "The stronger the motivation, the more quickly a person will learn a foreign language."

Moreover, different scholars defined motivation in different ways. Gardner (1985) defined motivation as 'the extent to which the individual works or strives to learn the language because of a desire to do so (p. 10).' And according to Keller (1983), 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. The motivational tendency study was studied by Boekaerts (2002) in that an individual's motivational tendency is directly related to his/her opinions, beliefs, and judgments about objects, events, and subject areas.

Kleinginna and Kleinginna (1981) also reflect the general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. Motivation is also a desire or want that energizes and directs goal-oriented behavior. In line with this, Kleinginna and Kleinginna stated that motivation influences needs and desires on the intensity and direction of behavior because it is the arousal, direction, and persistence of behavior (1981).

Pintrich & Schunk have done a huge study on motivation. In their book entitled *Motivation in Education* (2002), they defined motivation as the process whereby goal-directed activity is instigated and sustained. As they examine the definition in depth, they state that motivation is a *process* rather than a *product*. As a process, motivation is not observed directly. It is inferred from such behaviors as *choice of tasks, effort, persistence, and verbalizations* (e.g. "I really want to work on this").

As to Pintrich & Schunk, motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation are united in their emphasis on the value of goals. Goals may not be well formulated and may change with experience, but the point is that individuals have something in mind that they are trying to attain or avoid. In addition, Pintrich & Schunk explained that motivation requires activity – physical or mental. Physical activity entails effort, persistence, and other overt actions. Mental activity includes such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions solving problems, and assessing progress. Most activities that students engage in are geared toward attaining their goals.

Finally, Pintrich & Schunk stated that starting toward a goal is important and often difficult because it involves making a commitment to change and taking the first step. But motivational processes are critically important to sustain action. Many major goals are long-term, such as earning a college degree, obtaining a good job, and saving money for retirement. Much of what we know about motivation comes from determining how people respond to the difficulties, problems, failures and setbacks they encounter as they pursue long-term goals. Such motivational processes as expectations, and attributions help people surmount difficulties and sustain motivation.

On the whole, motivation can be conceptualized in various ways including inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and values. The term, motivation, will be used in this thesis as a general sense to refer to a person's aroused desire for participation in a learning process.

2.2 Importance of Motivation

Motivation is among the affective factors that can greatly influence students' attitudes. Chomsky clearly identifies the importance of motivation. As described in his words, "The truth of the matter is that about 99 percent of teaching is making the students feel interested in the material' (Chomsky, 1988:181). There's no question about the importance of motivation and how it plays a major part in all areas of our lives. We all have dreams and goals that we want to see become a reality. If you had a never-ending stream of motivation, you can literally do anything. The problem is that most people will never put in the effort that is needed to live a successful life, be it academically or professionally. This is mainly because it is easier to do nothing than to do something.

Motivation is essentially the force that drives one to act. This force can come from within or from an outside source. Regardless of its origin, motivation plays a key role in our decision of what we do and why. As Gardner (1985) stated when a person has no motivation to study, it can be hard to get the grades needed to accomplish the educational goals. Most students are capable of doing very well in school despite what their current grades are showing. Most of the time, it's not lack of ability to learn the material, but lack of interest and motivation to put in the efforts to actually do well (Dörnyei, 1990). If you are the teacher, it's important that you do what you can to teach the material in a way that will interest the students. Any subject that is considered boring can be taught in an interesting way.

Research has shown that language learning is a long process in which the whole person is involved, and without enough motivation students are unlikely to persist in a given task. Motivation is of particular interest in the field of education because of its strong impact on student learning. Motivation in education can have several effects on how students learn and their behavior towards subject matter. According to Ormrod (2003), motivation can provide direction to education and increase energy and overall efforts. It can also increase initiative and drive enhancing cognitive processing abilities. Furthermore, Ormrod mentioned that motivation can highlight reinforcing consequences, and improve overall performance.

Ormrod (2003) also cited some requisites to motivate. First and foremost, Ormrod believed that one has to be motivated in order to motivate others. Motivation also requires a goal. Lack of clarity of endpoint hinders motivation. Besides, it is important to note that motivation once established, does not last if not practiced and varied. Ormrod suggested the occurrence and practice of motivation does not suffice on its own unless it is maintained. Pintrich & Schunk also agree that since many goals may not be completed within a short period of time, motivational processes should be sustaining actions (2002).

Motivation requires recognition. Ormrod (2003) forwarded that pair work, group work and other student-focused activities need to be exercised in class. This is because student-centered activities have a motivating effect by themselves. In addition, when students see themselves progress, they get motivated. For this, students need to be engaged in activities that are challenging. However, it must be underscored that challenge only motivates if one can win. So, teachers ought to be aware that the challenge they bring to class must neither be too low nor too high.

2.3 Types of Motivation

2.3.1 Primary and Secondary Motivation

Motivation involves the basic psychological reasons for a person's actions and behavior. These are the forces or factors that cause a person to act in a certain way or to behave in the manner that they do. There are various types of motivations that can influence a person. They are mainly categorized in two: primary and secondary motivation.

Williams and Burden (1997) state that primary or basic motivation mainly pertains to motives involved with our need for self-preservation. This includes needs such as hunger and thirst, warmth, sex, avoidance of pain, contempt and other primary motives which influence a person's behavior at a very basic level. In contrast, secondary motivation is a type of "drive", more known in psychology as "learned" motivation, which differs from one person to another. In many ways they involve a person's own sense of values and priorities in life. Many of the behaviors derived from secondary motivation are conscious ones. That is, a person consciously desires a particular goal or result, and behaves in a way that brings them closer to that particular goal.

2.3.2 Extrinsic and Intrinsic Motivation

Motivation also falls into two basic types: *extrinsic* and *intrinsic* motivation. Motivation is often labeled extrinsic or intrinsic depending on whether the stimulus for the behavior originated outside or inside the individual. A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Mark Lepper, 1988). An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher approval" (Lepper, 1988).

Extrinsic motivation is like borrowed money, an investment which may eventually pay off, whereas intrinsic motivation is like money we own. Being very highly motivated is like having a lot of money, and like money, motivation can be wasted or well-spent. In education, motivation is energy-capital to be spent in the learning market; we bring some of it with us as a genetic endowment. But we may need to learn how to invest it. And we borrow some of it from adults and peers in the form of extrinsic stimuli and coercion. (Lier, 1996:101-2)

Extrinsic motivation is likely to involve the concept of rewarded behavior. Thus, by engaging in a particular type of activity or behaving in a particular manner, we are "rewarded" by a desired end result. For instance, we are motivated to save money for a vacation. Hence, we resist the urge to make impulsive purchases and in general become more discriminating in how we spend our money. After a time we find that we have a steadily growing amount of savings which we set aside. When we find that we have saved enough for that trip, we utilize our savings for the intended purpose and go on vacation. The external motivation is the vacation, which is also the reward for our act of saving.

A student can be described as extrinsically motivated when s/he engages in learning "purely for the sake of attaining a reward or for avoiding some punishment" (Dornyei, 2003). School practices that seek to motivate students extrinsically include publicly recognizing students for academic achievements; giving out stickers, candy, etc. and conversely, taking away privileges, such as recess, on the basis of students' academic performance (Brophy, 1987).

On the other hand, a student can be described as intrinsically motivated when s/he is motivated from within. Intrinsically motivated students actively engage themselves in learning out of curiosity, interest, enjoyment, or in order to achieve their own intellectual and personal goals. According to Dornyei (2003) "A student who is intrinsically motivated . . . will not need any type of reward or incentive to initiate or complete a task. This type of student is more likely to complete the chosen task and be excited by the challenging nature of an activity" (p. 13).

Such behavior comes with its own rewards. The achievement of these goals by itself is correctly seen as a reward. To be more precise, the end goal is not a visible or external thing, but more internal and psychological. For instance, a student is motivated to get good grades (extrinsic motivation) or simply, s/he desires to know more about a particular subject (intrinsic motivation). Getting good grades is the reward visible to others. And the student's becoming an expert in the subject is also a psychological reward for her/his intrinsic desire to learn.

2.3.3 Instrumental and Integrative Motivation

Gardner and Lambert (1959, 1972) have done pioneering work to explore the nature of motivation specific to language study. Gardner highlights two different types of motivation: *instrumental* and *integrative*.

Instrumental motivation is the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc. Integrative motivation, conversely, is the desire to learn a language in order to communicate with people from another culture that speak that language. The desire is also there to identify closely with the target language group. A distinction has been made in the literature between 'integrative' and 'instrumental' motivation: the desire to identify with and integrate into the target-language culture, contrasted with the wish to learn the language for the purpose of study or career promotion. Gardner and Lambert (1959, 1972) showed that success in a foreign/second language is likely to be lower if the underlying motivational orientation is instrumental rather than integrative.

While any kind of motivation seems preferable to none, there is compelling evidence that students whose motivation is intrinsic than extrinsic and integrative than instrumental fare better (Brophy, 1987; Lucas, 1990). In fact, some research demonstrates that using extrinsic motivators to engage students in learning can both lower achievement and negatively affect student motivation (Dornyei, 2003).

Students who are motivated to complete a task only to avoid consequences or to earn a certain grade rarely exert more than the minimum effort necessary to meet their goal. And, when students are focused on comparing themselves with their classmates, rather than on mastering skills at their own rate, they are more easily discouraged and their intrinsic motivation to learn may actually decrease. Brophy (1987: 26) observe that while external rewards sustain productivity, they "decrease interest in the task, thereby diminishing the likelihood that the task will be continued in the future".

It should be noted here that some researchers object to describing student motivation as either intrinsic or extrinsic. Chambers (1999) for example, argue that this division is too simple to reflect the many complex and interrelated factors that influence students' motivation to succeed in school. They point out that most successful people are motivated by both internal and external factors, and suggest that educators build on both types when working to engage students more fully in school.

Good and effective actions and behavior usually involve the harmonizing of the types of motivation. If one is driven by both intrinsic and extrinsic motivations as well as instrumental and integrative motivations, then inner conflict is reduced and a person is more likely to devote uninterrupted and harmonious actions towards a particular task. The inner and external rewards too are good reinforcing mechanisms. For many people, this is really the means towards success. By choosing goals that one desires - both in its intrinsic and extrinsic rewards - we can harmonize our own actions and devote our energies to our goals. In such instances, the chances of achievement increase greatly. ~

2.4 Motivation in Foreign Language Learning

Oxford & Shearin (1994:122) see motivation as "crucial for L2 learning". Dörnyei & Otto (1998:131) and Lier (1996:106) warn that it is a multifaceted factor and that "no available theory has yet managed to represent it in its total complexity." Thus, researchers need to be careful when conceptualizing and assessing motivational variables, and should be aware of the fact that the aspect of motivation they are focusing on is likely to represent only a part of a more intricate psychological construct. Dörnyei & Otto (1998) sees a need for a process-oriented perception of motivation, with a description of the various stages, which include planning, intention-formulation, appraisal of the situation, generation of concrete tasks, prioritizing the multiple tasks, enactment of intentions, and evaluation of outcomes.

Dörnyei & Otto (1998) found that concepts central to autonomy (learner independence, learner responsibility, learner choice, and critical reflection) are all important in cognitive motivation, and argues that self-instruction leads to increased empathy between teacher and learners and among learners, producing a more cohesive and supportive group of learners, which is motivating in several ways. Research into motivation in education suggests that motivation to learn and learning effectiveness can be increased in learners who take responsibility for their own learning, who understand and accept that their learning success is a result of effort, and that failure can be overtaken with greater effort and better use of strategies (Wang & Lui, 2002). Motivation tends to be higher in learners who are interested in the learning tasks and the learning outcomes for their own sake, and who focus on learning outcomes rather than performance outcomes (Dweck & Leggett, 1998).

Dörnyei (1990:62) showed that instrumental motives significantly contribute to motivation in EFL contexts, and can involve a number of extrinsic motives, resulting in a fairly homogeneous subsystem. Instrumental motives most efficiently promote learning up to the intermediate level, but to go beyond this level, the learner must be integratively motivated (Gardner, 1985). Based on this research, Dörnyei (1994a) proposes a general framework of L2 motivation, consisting of three levels: i) *the Language Level*; ii) *the Learner Level*; and iii) *the Learning Situation Level*. These coincide with the three basic constituents of the L2 learning process (the L2, the L2 learner, and the L2 learning environment) and also reflect the three different aspects of language (the social dimension, the personal dimension, and the educational subject matter dimension). Gardner & Lambert (1972) conclude that socio-cultural context has an overriding effect on all aspects of the L2 learning process, including motivation, and Williams & Burden (1997) point to the perceived value of the activity and a sense of agency as over-riding determinants in motivation.

On the whole the greater the value that individuals attach to the accomplishment of or involvement in the activity, the more highly motivated they will be both to engage in it initially, and later to put sustained effort into succeeding in the activity.

2.4.1 Student Motivation

In general terms, student motivation "refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process" (Crookes & Schmidt, 1991). Dweck & Leggett (1998) develop the definition further, noting that students who are motivated to engage in school "select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest" (p. 3). Less motivated or disengaged students, on the other hand, "are passive, do not try hard, and give up easily in the face of challenges".

In many studies it has been demonstrated that there is an important relationship between motivation and language learning achievement (Dornyei & Cheng 2007). Motivation in foreign language teaching has an affective dimension. Affective learning cannot take the form of information transfer; students cannot learn emotions by studying. Emotions usually emerge as a result of success or failure (Ehrman & Dornyei, 1998).

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with, and make sense of their environment. As Raffini put it, "Rarely does one hear parents complain that their pre-schooler is unmotivated" (1993). Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. According to Raffini (1993), a large number of students - more than one in four - leave school before graduating. Many more are physically present in the classroom but mentally absent; they fail to invest themselves fully in the experience of learning.

Awareness of how students' attitudes and beliefs about learning develop and what facilitates learning for its own sake can assist educators in reducing student apathy. Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. The term motivation to learn has a slightly different meaning. It is defined as the meaningfulness, value, and benefits of academic tasks to the learner regardless of whether or not they are interesting (Ames, 1992). Carole Ames also states that motivation to learn is characterized by long-term quality involvement in learning and commitment to the process of learning.

2.4.2 Characteristics of Motivated Learners

The author of a classic study of successful language learning (Naiman et al, 1978) came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation. These include positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity.

Moreover, motivated students earn higher grades and achievement test scores, on average, than unmotivated students. (Dornyei, 2001a; Dweck & Leggett, 1998). They employ strategies that enable them to process information more deeply (Lucas, 1990). Lucas states that motivated students use more logical information-gathering and decision-making strategies than unmotivated students do. Besides, they are more likely to engage in tasks that are moderately challenging, than tasks that are low in degree of difficulty (Lucas, 1990). Additionally, motivated students are more likely to persist with and complete assigned tasks (Dornyei, 2001a).

2.5 Motivational Cognitive Theories

Below the researcher discusses seven motivational cognitive theories that have been applied in the educational context to affect students' motivation. Probably the most well-known cognitive theory is the *expectancy-value theory* (Eccles & Wigfield, 1995). According to this theory, motivation, or 'achievement behavior', results from the combination of the individual's *expectancy of success* in performing a task with the *value* that the individual attributes to success on that task. The expectancy of success is closely related to achievement and cognitive engagement component and answers the question 'Am I able to do this task?' and is related to the beliefs that individuals have about their future expectancy for success: their self-concept and their perceptions of task difficulty. The value component, in contrast, is closely related to choice behaviors that lead to future achievement and answers the question 'Why should I do this task?' and is related to the individual's goals, interests, and values. (Pintrich & Schunk, 2002).

Both the expectancy and the value constructs operate together and are equally important in determining one's motivation. So if either one is low, motivation is also consequently low. Research on the expectancy and value theory has indicated that students with high expectancies for success obtain higher achievement than those with low expectancies. Thus, one implication of this theory would be that teachers should help student develop appropriate expectancies for success in order to engage them in activities and maximize their achievements (Eggen & Kauchak, 2004).

Another cognitive theory that has been widely adopted in the educational context is the *self-efficacy theory* (Bandura, 1986). Underlying this theory is the belief that motivation depends on the individual's judgments of his/her capabilities. In other words, it is the individual's perceptions of his/her own competence that will or will not lead him/her to perform a given task. This perception is determined by four factors: *past performance* (e.g. successes and failures), *modeling* (e.g. observation of others' modeling), *verbal persuasion* (e.g. encouragement by others), and *psychological state* (e.g. anxiety). At first, the concept of self-efficacy may resemble that of self-concept in the expectancy-value theory. Scholars point out, however, that the former bears more behavioral aspects and is more situation-specific than the latter concept, which is more closely related to personality and stable beliefs (Good & Brophy, 1995; Pintrich & Schunk, 2002).

The two major assumptions of the self-efficacy theory are, firstly, that individuals engage in tasks when they have the competence to perform them, but avoid engaging in tasks that they perceive to be beyond their capabilities; and secondly, that individuals decide on the quantity and quality of effort and willingness to perform the task based on their beliefs of how well they are able to do that. Research in the educational context has corroborated these assumptions (Pintrich & Schunk, 2002). It has shown that students with high self-efficacy usually outperform those with low self-efficacy and that students with low self-efficacy tend to avoid performing tasks which they believe they are not capable of.

The expectancy-value and self-efficacy theories accentuate the role of the individual's beliefs in explaining human motivation. The *attribution theory* (Weiner, 1992), in contrast, focuses on the *causes* of those beliefs. By attribution, it is meant the explanation one gives for one's past experiences (success/failures), which may or may not motivate future action. Attributions may be influenced by *personal factors*, such as ability and interest, and/or *environmental factors*, such as luck and task difficulty. Attributions are categorized into three dimensions: *locus*, the location of the cause (internal/external to the individual); *stability*, the possible change of the cause; and *control*, the extent to which one assumes responsibility for the cause.

Referring to the educational context, Eggen and Kauchak (2004) and Good and Brophy (1995) argue that attributions may influence learners' emotional reactions to success and failure, their expectations of achievement, and future effort. For instance, learners who constantly experience failure may attribute this to lack of ability, an internal, uncontrolled cause, which may eventually lead to *learned helplessness*, the "feeling that no amount of effort can lead to success" (Eggen & Kauchak, 2004: 368). Therefore, teachers must become aware of their own behavior, the behavior of students and of their feedback, for they may influence students' perceptions of failure and success (Pintrich & Schunk, 2002).

Other motivational cognitive theories stress the importance of goals. Two of these theories are *goal-setting* and *goal-orientation theory*. *Goal-setting theory* (Locke & Latham, 1990) contends that it is the setting of goals which leads to action. Regardless of the nature of the goal, whether it is internal or external to the individual, it is the aspects of *goal choice* and *goal commitment* that determine the level of motivation. Goal choice refers to the goals one seeks to attain and the level at which one seeks to attain those goals (e.g. answering all questions on an exam). Goal commitment, on the other hand, refers to one's level of attachment to and enthusiasm about a goal (e.g. the time and effort devoted to studying for an exam).

According to this theory, one's motivation seems to be at its highest when one is strongly committed to a deliberately chosen goal (Pintrich & Schunk, 2002). Although goal-setting theory was primarily developed to explain task performance in business settings, it has been adopted in the education context as well. Some principles for setting goals that can be used by teachers and students involve the selection of specific, immediate, and moderately challenging goals; monitoring goals; using appropriate strategies; and providing feedback that increases self-efficacy (Eggen & Kauchak, 2004; Pintrich & Schunk, 2002).

Contrary to goal-setting theory, *goal-orientation theory* (Ames, 1992; Dweck & Leggett, 1988) is concerned with the *reasons* for setting goals and was developed with the specific purpose of explaining children's achievement behavior in schools. According to this theory, two main orientations guide individuals to engage in achievement behavior: *learning* (or *mastery*) *orientation*, which focuses on the understanding or mastery of a task, and *performance orientation*, which focuses on competence and ability. Thus, for instance, individuals that are learning-oriented are likely to engage in tasks to learn something new and to challenge themselves, whereas performance-oriented individuals are likely to engage in activities to outperform their peers. The distinction between these goal orientations is similar to the distinction between intrinsic and extrinsic motivations (Pintrich & Schunk, 2002). Goal-orientations, however, bear more cognitive aspects, whereas intrinsic/extrinsic orientations are more closely associated with affective factors.

The research on goal orientation has reported that learning-oriented learners have higher self-efficacy, are more persistent, and attribute success to internal causes (e.g. ability). However, it has also been found that learners tend to select the orientation that is encouraged in their classes (Pintrich & Schunk, 2002). So, in order to help students develop more positive self-efficacy and attributions, teachers should highlight the importance of mastery goals, as opposed to performance goals, when assigning tasks, evaluating, and distributing responsibility.

Finally, there are *self-determination* and *self-worth theories*. *Self-determination theory* (Deci & Ryan, 1985) emphasizes *intrinsic motivation* and *autonomy*. The theory asserts that individuals are intrinsically motivated to act on their environment and to exercise their autonomy (e.g. to have choices and make decisions). Three innate psychological needs are responsible for instigating self-determining behavior: the *need for competence* (to function effectively in the environment), the *need for control* (autonomy), and the *need for relatedness* (to connect with others). The application of this theory in the educational context implies that it is important for teachers to allow students to exercise their autonomy by giving them choices and decision-making powers to raise or enhance their motivation (Eggen & Kauchak, 2004).

Self-worth theory, in contrast, highlights the need for self-acceptance (Covington, 1992). The main assumption underlying this theory is that to maintain a positive self-image, individuals make attributions about their competence and performance that do not downgrade their perception of personal value and worth. For instance, a student may attribute his/her low grade to the difficulty of the test instead of admitting that he/she does not know the answers. This suggests that the need for self-worth may influence the attributions one makes in a situation and stresses the importance of affective needs as determining components of motivation (Pintrich & Schunk, 2002). In the learning environment, students' self-worth may be threatened by situations like competition, failure, and negative feedback (Good & Brophy, 1995). Teachers, then, should minimize such situations by, for instance, reducing test anxiety and providing sincere feedback about students' performance.

Whether emphasizing the role of goals or that of attributions, motivational cognitive theories have collectively provided valuable implications for education. Through them, psychologists and educators have been able to understand the complexity of students' motivation, address motivational problems in the learning setting, and build teaching practices that prioritize students' motivation.

2.6 Factors Affecting Students' Motivation in EFL

Dörnyei (1994) proposes a three-level categorization of motivation (Language Level, Learner Level, Situation Level) and Williams & Burden (1997:121) present a three-stage model of interdependent factors acting within the social context (Figure A, below):

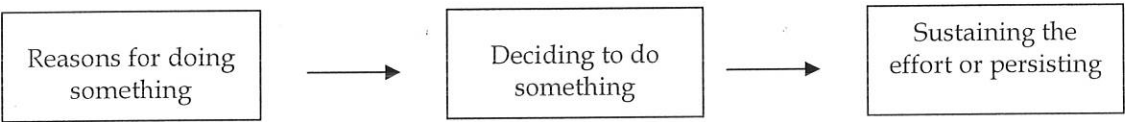


Fig A: Factors acting on motivation within the social context (Williams & Burden 1997: 121)

In this model (above), "decision to act" is central, interacting in a dynamic manner with external factors (significant others, the nature of the interaction with significant others, the learning environment) and internal factors (intrinsic interest of activity, perceived value of activity, mastery, self-concept, attitudes, other affective states, developmental age and stage, gender). Making decisions to act is a central component of motivation. These decisions will be influenced by a number of different causes. If people attach a high value to the outcome of an activity, they will be more likely to be motivated to perform it. People also need to be aroused, often by curiosity or interest, and to sustain their arousal. (Williams & Burden, 1997:136)

Central to this idea of "choice" and affecting future striving for achievement, is the individual's perception of what s/he can/cannot do. Thus Williams & Burden (1997) describe the important roles of self-perception (whether learners see themselves as in control of their actions), belief in their ability to carry out an action (effectiveness motivation), goal-setting, and appropriate feedback (Dörnyei 1994a: 277).

According to Jere Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socializing with peers, parents and teachers." *Children's home environment* shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying. When children are raised in a home that nurtures a sense of self-worth, competence, autonomy and self-efficacy, they will be more apt to accept the risks inherent in learning (Brophy, 1987). Conversely, when children do not view themselves as basically competent, their freedom to engage in academically challenging pursuits and their capacity to tolerate and cope with failure are greatly diminished.

Brophy (1987) further states that once children start school, they begin forming beliefs about their school-related successes and failures. The sources to which children attribute their successes (commonly effort, ability, luck, or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations. Where a learner lives in the environment in which the language is used as major language, aids the quick learning of the language. Where the environment is conducive, the learning of the said L2 will be easier. For instance, a person who is learning English language as an L2 in places such as London or America will quickly learn it than somebody learning it in a non-English speaking country. How the environment upholds the said language can also motivate learner in learning it or create a setback from learning it.

Developmental changes, too, comprise one more strand of the motivational web. For example, although young children tend to maintain high expectations for success even in the face of repeated failure, older students do not. And although younger children tend to see effort as uniformly positive, older children view it as a "double-edged sword" (Ames, 1992). To them, failure following high effort appears to carry more negative implications - especially for their self-concept or ability - than failure that results from minimal or no effort.

In addition, *Success* or *lack of it* plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. To give students very *high challenge* activities (high, because the level of difficulty for the students is extreme) may have a negative effect on motivation. It will also be the case that *low challenge* activities are equally de-motivating (Harmer, 1991). If the students can achieve all the tasks with no difficulty at all, they may lose the motivation they have when faced with the right level of challenge. Harmer believes that much of the teacher's work in the classroom should concern with getting the students to the right level of challenge: this involves the type of tasks set, the speed expected from the students, etc. (1991). Ultimately, the student's success or failure is in their own hands, but the teacher can influence the course of events in the students' favor.

Accordingly, Harmer (1991) confirms that *the teacher* is the other and very important person who can affect students' motivation. Similarly, Dörnyei (1994a) states that the teacher plays a great role in motivating students. This, partly, happens by providing interesting and motivating classes. Partly this comes from such things as treating all the students the same and acting upon their hopes and aspirations paying more attention to the students. Dörnyei (1994a) also stresses the importance of the teacher in developing motivation - "teacher skills in motivating learners should be seen as central to teaching effectiveness." Lastly, teachers clearly need to be able to show that they very well know the subjects they teach. If the teacher doesn't know what s/he is talking about, students soon see through! Teachers need to be able to give clear instructions and examples and as far as possible should have answers to the students' questions.

2.7 Motivation and Instructional Design

Instructional design is the field of education responsible for transforming theoretical conceptualizations and research findings into models of instruction for application in the classroom (Good & Brophy, 1995). One subdivision of instructional design involves motivation. The aim of instructional design of motivation is to develop instructional strategies to arouse, increase and sustain students' motivation. Following, two of the most notable instructional designs of motivation and a more recent instructional framework are described.

Drawing on principles from the expectancy-value theory, Keller (1983) proposes a systematic approach for designing motivating instruction. He suggests that there are four major dimensions of motivation: *interest*, *relevance*, *expectancy* and *satisfaction*. *Interest* refers to the extent to which the students' curiosity is aroused and sustained over time. *Relevance* refers to whether the students' perception about the instruction is related to their personal needs and goals. *Expectancy* concerns the students' likelihood of success through personal control. *Satisfaction* is associated with the students' intrinsic motivation and their responses to external rewards.

Based on this framework, Keller integrates numerous motivational strategies with the purpose of promoting students' motivation. His strategies involve, among many other things, using anecdotes and humor to increase students' curiosity and interest, assigning tasks at a moderate risk to enhance achievement-striving behavior, using techniques that offer personal control over success to increase expectancy, and giving verbal praise and informative feedback to maintain intrinsic satisfaction with instruction.

A more recent instructional model of motivation is offered by Eggen and Kauchak (2004). Based mainly on principles from self-determination, but also on self-efficacy and expectancy-value theories, Eggen and Kauchak propose a learning-oriented framework in which the focus is on learning goals rather than on performance goals. Their model comprises four variables: *self-regulated learners*, *teacher characteristics*, *climate variables*, and *instructional variables*.

The strategies concerning *self-regulated learners* involve, among other things, emphasizing the relationship between responsibility and learning for students so that they can exert more control over their learning. Strategies concerning *teacher characteristics* relate to the teachers' potential motivating qualities, such as caring and enthusiasm. Strategies concerning *climate* refer to establishing order, safety, success, challenge, and task comprehension. Finally, strategies concerning *instruction* refer to the development of interest in learning activities, such as by personalization and appropriate feedback. Eggen and Kauchak argue that these variables are interdependent, meaning that the effective application of one variable depends on that of the others as well.

Works like those described above have inspired several other psychologists, and educators build their own compilations of strategies for stimulating students' motivation to learn. Consequently, the recent literature on the topic offers motivating instructional suggestion for a wide range of situations - for achievement in school (e.g. Alderman, 2004), for classroom management and discipline (e.g. Burden, 1995), for dealing with younger learners (e.g. McInerney, 2000) and in second language classrooms (e.g. Crookes & Schmidt, 1991; Dornyei, 2001a, Dornyei & Csizer, 1998).

2.8 Motivation and Foreign Language Teaching

Undoubtedly, theory, research and instructional design have together provided insightful information about students' motivation. However, many scholars have argued that this information does not directly relate to the field of foreign language (Crookes & Schmidt, 1991; Dörnyei, 2003; Oxford & Shearin, 1994; Williams & Burden, 1997). These scholars contend that L2 learning has a unique culturally-bound nature and for this reason it should be treated apart from other school subjects. Reisener (1992, cited in Chambers, 1999, p.8) points out at least nine aspects in which L2 teaching differs from the teaching of other school subjects. Among these distinctions are, firstly, the channel by which instruction is delivered (classes are taught in the target language). Other differences involve the nature of the course (skill-oriented, intensive practice and process-dependent) and its complexity. How the issue of motivation has been incorporated into the field of L2 research is discussed below by providing descriptions of the most well-known motivational constructs in the field.

It was not until the 1970s' that the first motivational theory was specifically developed to explain students' motivation to learn a second language. After a series of studies involving Canadian learners of French, socio-psychologists' Gardner and Lambert (1972) proposed a theoretical framework called social-psychology theory, which explained motivation in terms of integrative-orientation and instrumental-orientation. As discussed before, integrative-orientation refers to the learners' interest in identifying with, interfacing with, or even becoming a member of a certain L2 community. Instrumental-orientation refers to the learner's interest in the practical uses of a given language. Based on their interpretations of the results, Gardner and Lambert concluded that learners highly interested in the L2 community have more motivation to learn than those concerned with the instrumental use of the language. In other words, they claimed that students' motivation to learn an L2 depends on their identification with the community in which the target language is spoken.

Although Gardner and Lambert's theory has been acknowledged as the most influential L2 motivational theory to the present date, it has received at least two strong criticisms (Brown, 2001; Crookes & Schmidt, 1991; Dornyei, 1994a, 2003; Oxford & Shearin, 1994). First, since the studies were held only in Canada, where two official languages (English and French) are spoken, many researchers believe that attitudes toward a community within the same nation are likely to be more positive than attitudes towards an alien culture or community. In addition, they argue that the emphasis on the social dimension that perfectly explains the Canadian L2 language situation may not apply to other settings, namely in contexts where the L2 is taught as a foreign language. Another criticism refers to the results obtained in Canada. Despite the criticisms, though, socio-psychology theory remained prominent in the field of L2 research for the following twenty years.

In 1991, Crookes and Schmidt proposed a review of the research on L2 motivation and encouraged a shift from the dichotomous integrative/instrumental paradigm towards more multi-faceted classroom-based research. Their suggestion for an L2 motivational framework encompasses four dimensions. First, there is the *micro level*, which concerns the motivational effects on the cognitive processing of L2 stimuli, such as allocation of attention and use of learning strategies. Second, there is the *classroom level*, which deals with techniques and classroom activities to enhance motivation. Drawing on Kellers' (1983) motivational conceptualization (described earlier in this paper), Crookes and Schmidt discuss how preliminaries, activities, feedback, and materials can enhance motivation. The third and fourth levels concern the *syllabus* and *extracurricular activities* and *long-term learning*, respectively.

Crookes and Schmidt's call for reopening the L2 motivation agenda gave rise to a number of constructs and empirical studies that sought to explore aspects of L2 motivation that had been overshadowed by Gardner and Lambert's socio-psychology theory. Whether based on literature or built upon empirical research, these subsequent constructs have not only proposed L2 motivation frameworks comprising factors from different psychological fields but have also suggested numerous instructional strategies to motivate language learners.

One of these motivational constructs has been offered by Oxford and Shearin (1994, 1996). Drawing on motivational principles from different branches of psychology, Oxford and Shearin explore possible implications of such principles in L2 teachers to enhance students' motivation. First, teachers should find out the reasons why students are studying the new language. These may vary considerably, from cultural curiosity to intellectual challenge. Here, Oxford and Shearin argue that the main point is to provide activities that are relevant to students. Second, teachers should help with students' perceptions of failure and success. They draw attention to the important roles of goals, feedback and learning styles since they can negatively affect students' perceptions.

Another implication would be to show the relevance of knowing a second language nowadays. Teachers can do so by demonstrating that L2 learning can enhance their careers or be an exciting mental challenge. Teachers should also provide a motivating classroom atmosphere. Oxford and Shearin postulate that variety, relevant activities, appropriate feedback and a certain degree of autonomy are fundamental to create an atmosphere where students are free from anxiety and other psychological negative factors. Finally, extrinsic motivational methods should be used only to help students develop their own intrinsic motivation. A suggestion to achieve this is by emphasizing mastery of goals.

Intrinsic motivation, in fact, has been the focus of several other L2 motivational frameworks (Brown, 2001). Being one of the main proponents of the importance of L2 intrinsic motivation, Brown proposes a move from extrinsic motivation approaches to intrinsic motivation approaches in various dimensions, such as school curriculum, parental expectations, tests and exams. Included in his approach is a ten-question checklist for teachers for a more practical use of motivational techniques in the classroom. Among other principles, Brown encourages reflection about whether a technique is presented in a positive, enthusiastic manner, and whether students have choice in selecting some aspect of the technique or in determining how they go about fulfilling the goals of the technique.

Instructional strategies to motivate language learners have also been proposed by Dornyei (2001a), who has extensively contributed to the understanding of L2 motivation. In his most recent model, Dornyei proposes a process-oriented approach to motivation. He developed a comprehensive motivational construct that focuses on the different phases of motivational teaching practices. Subsuming a total of 35 motivational teaching strategies, the construct is organized into four motivational stages. *Creating the basic motivational conditions* is the first phase. It involves teacher behavior, classroom atmosphere, group cohesion, and norms.

The second stage, *generating initial motivation*, refers to the learners' L2 related values and attitudes, learners' expectancy of success, learners' goal-orientedness, relevant teaching material, and realistic beliefs. In the third stage, teachers should seek to *maintain and protect motivation*. This phase concerns stimulating learning, presentation of tasks, goal setting, self-esteem and self-confidence protection, learner autonomy, self-motivation, and learner cooperation. The cycle ends by *encouraging positive retrospective self-evaluation*, which is associated with motivational attributions and feedback, learner satisfaction, and rewards.

In a previous study, Dornyei (1994a) identified three motivational levels in L2 classrooms: the *language level*, the *learner level*, and the *learning situation level*. The language level is associated with the culture, community, and usefulness of the L2. The *learner level* focuses on the different individual characteristics that the learner brings into the learning process, such as the need for achievement and self-confidence. The *learning situation level* refers to various aspects of the learning setting. This level encompasses three motivational components: *course-specific* (syllabus, materials, and teaching methods), *teacher-specific* (some teacher-specific motivational components), and *group-specific* (group cohesion and goal-orientedness). Under these three motivational levels, Dornyei subsumed 30 strategies that teachers could use to build and maintain student's motivation to learn. Moreover, each strategy could be broken down into sub-strategies. The result is an extensive list of over 100 motivational instructional techniques.

As can be observed, common to all of the constructs described above is the concern to provide L2 teachers with motivating instructional strategies for actual use in the classroom. Unfortunately, however, there have not been many studies verifying the application of such strategies in L2 classrooms. One of the few studies in the field of L2 that aimed at investigating the use of strategies by teachers was carried out by Dornyei and Csizer (1998). Their research, which is the basis for the present study, consisted of verifying the importance and frequency of use of 51 motivational strategies. The list of strategies was drawn from the authors' experiences as well as previous studies (Dornyei, 1994a, 1994b), which listed strategies from literature on the topic (Brophy, 1987; Keller, 1983; Oxford & Shearin, 1994). The importance and frequency of use of strategies were verified through questionnaires, one on importance and another on frequency. In the importance questionnaires, all strategies were to be rated in a seven-point Likert's scale from 'not important' to 'very important,' whereas in the frequency questionnaire, the same 51 strategies were to be rated in a similar scale from 'hardly ever' to 'very often.'

Studies like that of Dornyei and Csizer's (1998) are of great relevance for the field of L2 motivation for they attempt to investigate whether and to what extent theoretical recommendations apply to real practice. Moreover, Dornyei and Csizer's study sheds some light on the application of motivational techniques in L2; they have shown that even strategies considered important may not be necessarily used in the classroom frequently.

2.9 Classroom Motivational Strategies

Stipek (1988) suggests a variety of reasons why individuals may be lacking in motivation and provides a list of specific behaviors associated with high academic achievement. In addition, teacher efficacy is a powerful input variable related to student achievement (Proctor, 1984). There are a variety of specific actions that teachers can take to increase motivation on classroom tasks. In general, these fall into the two categories discussed below: intrinsic and extrinsic motivation.

Intrinsically, Stipek puts forward that a teacher should explain or show why learning a particular content or skill is important creating and maintaining curiosity. In addition, the teacher needs to provide a variety of activities and sensory stimulations like games and simulations setting goals for learning, relating learning to students' needs and helping students develop a plan of action. Extrinsically, too, the teacher should provide clear expectations, corrective feedback and valuable rewards (Stipek, 1988).

As a general rule, teachers need to use as much of the intrinsic suggestions as possible while recognizing that not all students will be appropriately motivated by them. The extrinsic suggestions will work, but it must be remembered that they do so only as long as the student is under the control of the teacher. When outside of that control, unless the desired goals and behaviors have been internalized, the learner will cease the desired behavior and operate according to his or her internal standards or to other external factors.

Efforts to promote student motivation need not be directed solely at students who have low levels of motivation. All students (and all schools, for that matter) would benefit from higher levels of engagement and motivation to succeed (Alderman, 2004; Lucas, 1990). Following are suggestions for both teachers and administrators seeking to increase students' motivation to learn.

It is advisable to use extrinsic rewards like responding positively to student questions, and praising students verbally for work well done, etc. sparingly (Dornyei, 2001b). If extrinsic motivators are to be used, they are most effective when rewards are closely related to the task accomplished. Also, rewards should only be given when they are clearly deserved. Giving a prize for minimally successful work sends the message that minimum effort is acceptable, and the reward then becomes meaningless (Brophy, 1987).

Ensuring that classroom expectations for performance and behavior are clear and consistent is another strategy (Dweck & Leggett, 1998). The teacher has to help students understand the criteria for individual assignments by giving them examples of high-, average-, and low-level work and then providing an opportunity to discuss how each piece was evaluated (Chambers, 1999). This makes students feel welcome and supported (Lucas, 1990). Elementary school students in particular need to feel that teachers are involved in their lives. Take time to get to know students, talk to them individually, and "express enjoyment in interactions" (Dweck & Leggett, 1998).

The teacher must also break large tasks into a series of smaller goals (Lucas, 1990). Doing so prevents students from becoming overwhelmed by lengthy projects. Besides, the teacher should promote mastery learning. When a student completes an assignment that does not meet the expected criteria, give her or him one or more opportunities to tackle the task again, with guidelines on how to achieve the desired results (Dev, 1997:17). Afterwards, the student work needs to be evaluated based on the task (not in comparison to other students) as soon as possible after project completion, and that feedback must be clear and constructive (Chambers, 1999). Moreover, the teacher ought to work to build quality relationships with students, especially those considered to be at-risk and without other positive adult interaction; this is a critical factor of student engagement that allows children to foster a sense of connection with the school (McKeough, 1995).

2.10 Designing Motivating In-class Activities

It only makes sense that the more interesting an assignment is, the more likely students are to immerse themselves in the task and stick with it through completion. Even highly motivated students need schoolwork that actively engages them by building on their interests and prior knowledge. But what makes a task more interesting? What causes a student to be more engaged by one project than another? How can teachers design work that will keep students' attention and draws them more deeply into the process of learning?

Research tells us that the teachers who are most successful are those who engage students develop activities with students' basic psychological and intellectual needs in mind (Ames, 1992; Alderman, 2004). In general, students need work that develops their competence, allows them to develop connections with others, and gives them some degree of autonomy (Chambers, 1999). The challenge teachers face, then, is to create a learning environment that attends to all or most of these needs. Following is a list of suggestions for designing more engaging in-class activities and increasing the amount of time students spend on task.

1. *Ensure course materials relate to students' lives and highlight ways learning can be applied in real-life situations* (Lucas, 1999; Skinner & Belmont, 1991). Schoolwork should be meaningful to students outside the school building, as well as within. Students are more engaged in activities when they can build on prior knowledge and draw clear connections between what they are learning and the world they live in. They also need to feel that "school work is significant, valuable, and worthy of their efforts" (Alderman, 2004).
2. *Allow students to have some degree of control over learning* (Brooks et al, 1998). This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress (Alderman, 2004). Alderman notes that this doesn't mean teachers must relinquish control of the classroom, but "Even small opportunities for choice, such as whether to work with a partner or independently give students a greater sense of autonomy."
3. *Assign challenging but achievable tasks for all students, including at-risk, remedial, and learning disabled students.* Tasks that seem impossible easily discourage learners, as do those tasks that are rote and repetitive (Dev, 1997) Remedial programs that limit students to repetitive basic skills activities actually "prompt students' lack of engagement in their schoolwork and frequently result in limited achievement" (Alderman, 2004). Students need to feel that they have earned success.

4. *Arouse students' curiosity about the topic being studied.* Chambers (1999) suggests using the "mystery" approach, in which students are presented with fragmentary or contradictory information about a subject and are then asked to examine available evidence to develop their own hypotheses. This kind of activity also builds on students' needs for competence and autonomy, giving students an opportunity to direct inquiry and "discover for themselves."
5. *Design projects that allow students to share new knowledge with others.* Chambers (1999) observes that when students do assignments that only the teacher will read, they enter into a nonreciprocal relationship. Often, the teacher already knows and has no real need for the information the student is providing. Projects are more engaging when students share what they are learning where each student's knowledge is needed by others to complete an assignment.

In addition to instructional practices, seating arrangements will influence how long students remain on task and engaged in their work. Crookes and Schmidt (1991) suggest teachers to consider the goals of activities when determining seating arrangements. In their research into on-task behavior, they found that students remained engaged in learning longer when desks were arranged suitably for the task at hand: U-shaped arrangements for class discussions, rows for test-taking, etc.

2.11 Conclusion

Motivation is a state of cognitive arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (Williams & Burden, 1997). For effective foreign language teaching and learning, motivation is one of the most important factors required. This is because motivation is a drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Motivation in EFL learning does not only mean having a desire to start learning but also includes willingness to make the required efforts.

In general, motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it. It was with the spread of cognitive theories by educational psychology that the role of mental processes and social factors became more prominent in the understanding of motivation. With the need to translate theory into practical application in the classroom, educational psychologists and educators began to design instructional models of motivation. A key feature of these models was the suggestion of strategies that teachers could use in the classroom to motivate students. It did not take much for the field of L2 teaching to import the idea of building motivational constructs including numerous motivating principles.

Teachers, therefore, should never minimize the role they play in influencing students' lives. Hopefully, that role will be positive, possessing the qualities of a "charismatic adult" who not only touches students' minds but also their spirits -- the way they see and feel about themselves for the rest of their lives. Such influence is truly a privilege that should be nurtured. Teachers' attitude also makes a difference in motivating students. Students quickly sense when a teacher is disconnected with what s/he's teaching or when s/he really doesn't care for, or isn't connected with the students, not just as a class, but as individuals. An attitude of criticism or favoritism disrupts good order in the classroom and motivates students to act out in a negative fashion because the students do not believe the teacher cares.

A positive attitude, good methodology and effective class management usually stems from a teacher who loves teaching and cares about students. This translates into student motivation. This teacher constantly encourages rather than criticizes which builds up rather than diminishes the self-esteem and self-confidence of the students. This teacher also provides individualized feedback and encouragement. This motivates students to work hard and take on learning challenges to please the teacher, then themselves.

Bligh (1971) state that interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence have impacts on students' motivation. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some students will be motivated by the approval of others, some by overcoming challenges. Research has also shown that good everyday teaching practices can do more to counter student apathy (Ericksen, 1978). Students are more engaged in learning when they are active and have some choice and control over the learning process, and when the curriculum is authentic, and related to their interests (Alderman, 2004). Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus, activities a teacher undertakes to promote learning enhance students' motivation.

Chapter Three: Study Methodology

3.1 Research Design

The main purpose of the study was to investigate the strategies implemented by the teacher in order to motivate students in their language learning classes. To this end, both qualitative and quantitative descriptive method was used. The method enabled the researcher to identify the existing motivational techniques the teacher uses in teaching English as a Foreign Language. By using observation, questionnaire and interview, the method also helped triangulate and analyze students' responses. And this gives answer to the type and amount of the motivational strategies employed by the teacher. Moreover, since descriptive study helps understand a situation and make causal analysis, the researcher found the method to be appropriate for conducting the study which leads to analyzing students' responses.

3.2 Sampling

The sampling technique the researcher used is purposive sampling. This is because the sample needs to be students who lack motivation. The population is 39 students in sixth grade, 21 students in section A and 18 in section B. Out of these, 13 are native English speakers. Of the 26 remaining students who learn English as a Foreign Language, the researcher excluded six students whom the teacher labeled to be active participants and highly motivated. In other words, the teacher, the methodology used or other de-motivating factors listed in the literature review did not affect them. This leaves the purposive sampling size, therefore, to be 20 students in the sixth grade who relatively seem to be less motivated in class.

3.2.1 Setting

The research was carried out in the International Community School of Addis Ababa (ICS Addis). There are three reasons why the school was selected. Firstly, it is a one-of-its-kind school in Addis. There is no other international school in Addis. Secondly, the researcher didn't find a study conducted at ICS especially related with motivation. And lastly, the researcher is a current employee of ICS which enables him to get an easy access to the information resources and the required collaboration for the study.

The school was founded in 1964 as the American Community School, but later changed to its current name in 1978. The school is located on a 15-acre hillside tract in the southern part of Addis Ababa, Ethiopia. ICS Addis is an independent, co-educational day school that teaches students of all nationalities in pre-kindergarten through grade 12. The Middle States Association of Colleges and Schools accredits the school. The International Baccalaureate Organization has also authorized ICS Addis to offer the IB Diploma Programme since 1982. The professional staff includes 70 full time teachers and 40 teaching assistants.

School facilities include elementary/secondary libraries, a cafeteria, two computer labs, and several sets of laptop computers, outdoor basketball court, four clay tennis courts, 80-m soccer pitch, outdoor amphitheater and the only all-weather track in Ethiopia. The libraries now include over 30,000 volumes. The Gym (named after Abebe Bikila) is still used daily for volleyball, basketball and other indoor sports, games and assemblies. It includes a fitness center as well. A new classroom block built at the bottom of the campus in 2005 has modern middle/high school science labs and classrooms. Internet access is available throughout the campus for students, staff and parents' use. In 2010, the school began implementing a 1-to-1 laptop program in the middle and high school. Currently, ICS Addis serves nearly 700 students from over 70 nationalities.

3.2.2 Participants

The research was conducted at the International Community School of Addis Ababa. The participants are 20 international students in sixth grade in the academic year 2011/12 including their English Language Teacher. The 20 students are from 14 nationalities: Ethiopia (5), India (2), South Africa (2), Botswana (1), Kenya (1), Rwanda (1), Sri Lanka (1), China (1), Japan (1), Finland (1), Norway (1), Holland (1), Germany (1), and Dominican Rep. (1). They are children of diplomats and well-to-do families and few are the staff's children. Out of these, 5 are female students. The students' average age is 12. Their English Language Teacher has his first degree in Elementary Education, and expects to have his MA in Education in 2012.

Distribution of Participants

Participants' Country of Origin	Age of Participants	Number of Male Students	Number of Female Students	Total number of Students
Ethiopia	12	4	1	5
India	12, 11	1	1	2
South Africa	12	2	0	2
Botswana	12	1	0	1
Kenya	12	0	1	1
Rwanda	12	1	0	1
Sri Lanka	12	0	1	1
China	12	0	1	1
Japan	12	1	0	1
Finland	12	1	0	1
Norway	12	1	0	1
Holland	12	0	1	1
Germany	13	1	0	1
Dominican Rep.	12	1	0	1
TOTAL	-	15	5	20

3.3 Instruments

To obtain the necessary data, observation, questionnaire and interview were used.

3.3.1 Observation

Prior to issuing the questionnaire, the researcher made a classroom observation. The objective of the observation is triangulating the data gathered by serving as an additional research instrument. Furthermore, the classroom observation helped the researcher get a first hand picture of the classroom atmosphere. It also helped the researcher observe the teacher-student interactions, and students' individual, pair as well as group work activities. The observations were non-interventional; during the actual teaching of the classes, there was no intervention of any kind on the part of the observer.

On the whole, 15 classes were observed in a four-week period. Core classes at International Community School last a period of 90 minutes. A checklist having all the items in the questionnaire and interview was used for the purpose of observation (the checklist is attached in the appendix section, see appendix A). Observing the class, the rater marked on the checklist the strategies that had been used before, during, and after the class time. Moreover, some classes where students were doing team work, a demonstration/skit performance was video-recorded in a way in which the video camera was neither inhibiting nor intruding.

3.3.2 Questionnaire

The study aimed at investigating the motivational teaching strategies employed by English teachers and the importance given to using them frequently in the teaching of English as a Foreign Language. Hence, for the purpose of eliciting the relevant data a questionnaire was designed. Above and beyond, since a questionnaire can be used for collecting data from a large number of participants within a short period of time, the researcher decided to use this tool.

The questionnaire was divided in seven parts. The parts designate different stages of the teaching process starting from planning to the implementation stage. In other words, the questions mainly targeted towards motivational strategies a teacher should follow during class preparation, while beginning class, during class, while ending class, after class, outside of class, and other general strategies the teacher needs to apply to motivate the students. Some parts of the questions are modified versions of the questionnaire used by Marzano et al (1992). The majority of the questions are survey type (close-ended) requiring a Yes or No response. But in some cases, there are sets of questions that are open-ended requiring further explanation.

3.3.3 Interview

This tool was used in order to validate the information gathered through the questionnaire. The questionnaire was issued to the students and the interview was conducted with the teacher. Hence, the contents of both the questionnaire and the interview were similar. However, besides validating the questionnaire, the interview was used to gather more information and strengthen the data obtained through the questionnaire. Additionally, it helped bring the issue straight to the main cause of the study, the teacher, thereby raising awareness and ultimately bringing an attitudinal change.

3.4 Data Collection Procedure

For the purpose of ascertaining the clarity of the questions, a pilot study was carried out on 30 sixth grade students of St. Joseph School who learn English as a Foreign Language and their English Language Teacher. The school was selected because it is a school of wide experience and the greater part of the students have a good command of the English Language and have exposure to foreign countries and technology which makes them bear resemblance to the actual research participants, students of International Community School. As stated above, the objective of the study was to assess the content, coherence, relevance and appropriateness of the items. Consequently, based on the comments forwarded from the respondents, necessary amendments were made on the wording and the logical flow.

Afterwards, the researcher made a classroom observation using a checklist. Having given orientation about the purpose of the study and familiarizing them with seemingly vague terms, the questionnaire was issued to the students. The data gathering was conducted during the students' elective classes, without disrupting the core lessons. Some of the students finished and returned the questionnaire the same day, but most of them took longer time. Subsequently, making the necessary arrangements, an interview was held with the teacher. The teacher agreed to be video recorded and was cooperative during the whole process.

3.5 Data Organization

The items in the data gathering instruments the researcher used i.e., the observation, questionnaire and interview are similar. The instruments were varied in order to help crosscheck and get reliable data. Thus, all the instruments were classified in seven parts. These are the motivational strategies the teacher employs during class preparation, while beginning class, during class, and while ending class. The remaining three parts of the instruments comprise the motivational strategies the teacher employs after class, outside of class, and other general motivational strategies the employed by the teacher.

Accordingly, having gathered the relevant data, the researcher analyzed, interpreted and discussed them in the next chapter. In doing so, the following procedures have been used. First, the responses obtained through the close-ended questions were collated, tabulated and interpreted quantitatively. In the instruments, the open-ended questions were set to strengthen the response; otherwise, the study is based on the responses to the close-ended questions. Next, the non-numerical data gathered from the observation was analyzed qualitatively using descriptive statements and explanations. The researcher has video recorded the interview and played it repeatedly not just to get the meaning clearly, but to get the complete picture as well by interpreting the tone, facial expressions and body language.

The interpretation was made in comparison with and in contrast to the results of the data gathering instruments. The discrepancies between the questionnaire and the classroom observation were also weighed against the findings of the interview. Then the discussion was made in relation to the theories formulated and suggestions made by the scholars, which were exhaustively discussed in the review of related literature. Following the analysis of the data, and interpretation and discussion of the results, conclusions have been drawn and recommendations have been made.

3.6 Conclusion

The study drew both quantitative and qualitative data. Data triangulation was made by gathering information from students, the teacher and observation, whereas, methodological triangulation was achieved by gathering data through observation, questionnaire and interview. Integrating a diversified methodology yields more concrete evidence. Nonetheless, the limited context in which the research was conducted is the limitation of the methodology. In addition, having multiple raters would have increased the reliability of the research, but due to lack of financial support, the researcher couldn't include additional data collectors. In any case, the interpretation of the results was substantiated by the fact that the researcher fully described the context, and that the findings did not rely on only one source of data.

Chapter Four: Data Analysis, Interpretation and Discussion

In this chapter, the analysis, interpretation and discussion of the data gathered are presented.

After conducting a classroom observation, the questionnaires were distributed to the students and the teacher was interviewed. The questionnaire results of the study were processed and presented using tabulation. Each table was followed by a descriptive analysis. The mismatches between the teacher's interview and the students' questionnaire were also discussed, along with the observation results. The items of both the questionnaire and the interview are similar to the observation checklist. Some of the questions are modified versions of Marzano et al's (1992) work on pupil motivation. They are divided in seven parts.

Part I aims at finding out information about what the teacher does regarding motivation during class preparation. Part II, III and IV are concerned with class interaction. They are designed to gather relevant information about the teacher's motivational techniques while beginning, ending and during class. Part V and VI deal with what the teacher does to motivate the students after class and outside of class. The questions in the last part (VII) focus on other general motivational strategies the teacher is engaged in. Thus, the students' responses for the questionnaire are stated in the respective tables and interpreted. Discrepancies between the results of the teacher's interview and the students' responses are also described in conjunction with the observation results. Furthermore, the implications of the findings are discussed.

4.1 Class Preparation

The items in Table 1A refer to motivational strategies the teacher employs during class preparation.

ITEMS	RESPONSES	
	YES	NO
1. Are there clear rules in the classroom about: (a) beginning class? (b) use of classroom areas? (c) ending class? (d) work requirements? Does your teacher let you suggest rules?	20 15 16 20 1	0 5 4 0 19
2. Has your teacher discussed the rationale behind these rules with you?	7	13
3. Does your teacher enforce these rules consistently?	18	2
4. Has your teacher ever changed a rule? <i>*If YES, please state what and why.</i>	13	7
5. Does your teacher post motivational class slogans? <i>*If YES, mention three.</i>	11	9

Table 1A: Questionnaire Results on Motivational Strategies the Teacher Employs During Class Preparation

As is indicated in Table 1A, all of the students responded that the teacher has clear rules in the classroom about beginning class and work requirements. Regarding rules about use of classroom areas three quarters, and about ending class more than three quarters affirmed that there are class rules. The teacher also enforces these rules consistently as is agreed by nearly all of the students. 13 of them also stated that he changes rules, but the same number of students stated that the teacher doesn't discuss the rationale behind these class rules. Moreover, almost all of them confirmed that he doesn't let students suggest rules.

As can also be seen from the Table, for the question about posting motivational class slogans, a little more than half of the students responded that the teacher does, whereas, the remaining said otherwise. The teacher, however, replied in the interview that he doesn't do this much and even if he does, he doesn't change them often.

The observation results on Table 1B (see appendix A, pp. 77) also show that students abide by certain rules and classroom procedures like getting seat numbers which shuffle everyday, bringing a pass slip for tardiness, pushing in their chairs before they leave the classroom, not to use their laptops for games during class hours, etc. The researcher also observed that the teacher enforces his rules consistently. But students were not allowed to suggest rules. Besides, as the research was conducted in the middle of the school year, it was not possible for the observer to check whether the teacher has discussed the rationale behind setting such classroom rules for the students. Hence, this information can only be obtained from the interview and questionnaire results. There are some motivational slogans posted in the classroom, but during the observation period, they were not changed.

These results reveal that the teacher sets class rules and expectations which guide students. Nonetheless, it would be more effective if the students are aware and convinced of the underlying reasons. The teacher also needs to invite his students in the setting of class rules in order to avoid top-down management. Dornyei & (2003) suggests that teachers should involve their students in designing and running the English course. And according to the time and condition, rules should be flexible. More to the point, motivational slogans should be posted more and updated often.

4.2 Beginning Class

The items in Table 2A refer to motivational strategies the teacher employs while beginning class.

ITEMS	RESPONSES	
	YES	NO
1. Does your teacher warmly greet you often calling you by your first name as you enter class?	16	4
2. At the start of the lesson, does your teacher use some strategies to make you fully concentrate on your lesson when coming from an exciting/depressing previous lesson?	8	12
3. Does your teacher strive to create a pleasant classroom environment for you? <i>*If YES, give details.</i>	15	5
4. Does your teacher briefly revise what students learnt in the previous class?	16	4
5. Does your teacher use different types of warm up activities? <i>*If YES, mention some.</i>	7	13
6. Does your teacher clearly write the topics for the day and explain objectives, requirements and expectations?	19	1
7. Does your teacher ask you what you know and hope to learn about the topic before you start the lesson?	11	9
8. Does your teacher let you know what you will gain from the lesson, why the information being given is important, and how you can utilize or incorporate the information into your school, home and future life?	15	5
9. Does your teacher begin the day with a fun activity which initiates you to want to attend and be on time for class?	5	15
10. Does your teacher relate the lesson to global issues using current world events, etc.?	7	13

Table 2A: Questionnaire Results on Motivational Strategies the Teacher Employs While Beginning Class

Table 2A shows 16 of the students responded that the teacher warmly greets them often calling them by their first names as they enter the class. Three quarters of the students responded the teacher strives to create a pleasant classroom environment for them. On the interview, however, the teacher revealed that he does not make much effort to make the classroom environment pleasant, as he mostly expects students to be intrinsically motivated. And, although the figure on the table shows 16 of the students believe so, the teacher responded that he does not revise what students learned in the previous class.

As can be depicted from the Table, virtually all of the respondents agreed that the teacher clearly writes the topics for the day and explains objectives, requirements and expectations. Again, three quarters of the students responded that the teacher lets them know what they will gain from the lesson, why the information being given is important, and how they can utilize or incorporate the information into their school, home and future life. Additionally, 11 of them responded that the teacher asks them what they know and hope to learn about the topic before they start the lesson.

On the other hand, the Table shows that 12 of the 20 students agreed that the teacher does not use strategies to make students fully concentrate on the lesson when coming from an exciting or a depressing previous lesson. According to the questionnaire results 13 students responded that the teacher does not use different types of warm up activities to begin class. Additionally, three quarters of them responded that the teacher does not begin the day with a fun activity which makes them want to attend or be in time for class. Moreover, 13 of the students confirmed that the teacher does not relate the lesson to global issues using current world events, etc.

As can be seen from the observation on Table 2B (Appendix A, pp. 78), the teacher uses strategies to make students fully concentrate on their lesson when coming from an exciting/depressing previous lesson by writing the class agendas and thoroughly and clearly explaining what the day's lesson is about, its objectives & expectations. He also strives to create a pleasant classroom environment for the students by varying his lesson and the class activities. Besides, he lets students know what they will gain from the lesson, and how they can utilize or incorporate the information into their school, home and future life.

Nonetheless, the teacher doesn't make much effort to make students feel at home, for instance, by warmly greeting them. Warm up activities are techniques that should be used at the beginning of every class/session to reduce tension and anxiety, to break down barriers, and also to immediately involve the class in the course (Web, 2009). However, warm up activities aren't practiced in the classes observed nor does the teacher begin the class with a fun activity which encourages students to want to attend and be on time for class. Based on the observation results, the teacher goes straight to the day's lesson without revising what students learned in the previous class. Moreover, the teacher is not seen relating the lesson to global issues using current world events where appropriate.

The motivational strategies observed to be missing from class are vital in making students become engaged and interested in the class. First of all, students need a warm welcome as they enter the class. This gives them a sense of belongingness. Warm up activities also help pave the way to the lesson, thus, these and other fun activities which inspire students to attend classes regularly and be on time for class should be employed more often. Afterwards, revising the previous class enables students to bond the different pieces of knowledge they get from day to day (Web, 2009). Moreover, while beginning class, instead of just telling them, it is advisable to ask students themselves what they know about and hope to learn about the topic, for it gives them direction and expectation about the lesson. Lastly, as the school is a community of international students, relating the lesson to global issues using current world events, etc. would bring the lesson closer to home.

4.3 During Class

The items in Table 3A refer to motivational strategies the teacher employs during class.

ITEMS	RESPONSES	
	YES	NO
1. Does your teacher smile while teaching?	10	10
2. Does your teacher use humor in the lessons?	7	13
3. Does your teacher provide opportunities for cooperative learning? <i>*If YES, mention how your teacher does this.</i>	17	3
4. Does your teacher use games, debates, etc. to motivate you for the lesson and increase your level of understanding?	15	5
5. Does your teacher inquire into your problems to find out anything annoying you? <i>*If YES, cite an example and state what your teacher did to solve the problem.</i>	3	17
6. Does your teacher encourage you to generate your own tasks?	14	6
7. Does your teacher often change seating arrangement in one session?	16	4
8. Does your teacher break complex tasks into smaller steps?	16	4
9. Does your teacher keep class interesting and allow for fun in the classroom? <i>*If YES, mention how your teacher manages to do this.</i>	7	13
10. Does your teacher involve you by assigning different tasks and leadership responsibilities, like taking attendance, writing down/ answering class questions on the board, reporting events, making speeches, etc.	3	17

Table 3A: Questionnaire Results on Motivational Strategies the Teacher Employs During Class

In Table 3A above, half the respondents said that the teacher smiles while teaching, but 13 of them responded saying that he doesn't use humor in the classes. However, as was agreed by most of the students the teacher provides opportunities for cooperative learning. The teacher also uses games, debates, etc. to motivate students for the lesson and increase their level of understanding. This was confirmed by the majority of the students. Nonetheless, the teacher stated that he does not often do this in spite of the fact that he believes he should do so.

It is indicated in the Table that 14 of the students responded saying that the teacher encourages them to generate their own tasks. But the teacher amended this saying that this has been done so far with pre-structured framework. This means students have different choices to make within a framework. Concerning seating arrangements, it was agreed by 16 students that the teacher often changes the seating arrangement in one session. And the same number of students confirmed that the teacher breaks complex tasks into smaller steps.

Conversely, the Table points out that the teacher does not inquire into students' problems to find out anything annoying them. This was verified by the greater part of the students. In addition, 13 of them responded that the teacher does not keep the class interesting and allow for fun in the classroom. Furthermore, most of the students believe that the teacher does not involve students by assigning different tasks and leadership responsibilities each day, like taking attendance, writing down/answering class questions on the board, handing out papers, reporting events, making speeches, etc.

Table 3B (Appendix A, pp. 79) shows the results of the observation on motivational strategies the teacher employs during class interaction. Accordingly, the teacher does provide opportunities for cooperative learning and encourages students to generate their own tasks, even though this is mainly done in a pre-arranged framework. The teacher also tries different mechanisms in order to break complex tasks into smaller steps. The students benefit from this practice, for it clarifies the whole concept. Additionally, the teacher ensures that seating arrangement is changed time and again as per the activity to be carried out.

Some motivational qualities seem to be missing from the teacher, however. To cite some examples, the teacher almost never smiles. This could be out of the teacher's personal principle or a need to maintain class discipline. The teacher does not use humor in the class, either. Also, apart from teaching, the teacher does not inquire into students' problems to find out anything annoying them. Moreover, the teacher does not do much to allow for fun in the classroom. Last, but not least in this part, the teacher is not observed involving students by assigning different tasks and leadership responsibilities, like taking attendance, writing down/answering class questions on the board, reporting, making speeches, etc.

The above listed motivational techniques are underutilized in the classroom. And in order to get better results in the teaching-learning, the teacher needs to work on areas that need improvements. A smile, for instance, is a trait that costs nothing, but gives much. As Shakespeare put it, "You are never fully dressed until you wear a smile." Humor is the other ingredient that makes a class go lively. So adding that from time to time is beneficial. Using games, debates, etc. frequently to motivate students for the lesson and increase their level of understanding keeps a class interesting and allows for fun. Inquiring into students' problems to find out anything annoying them assures students that the teacher cares, and facilitating for students to be involved in leadership activities enables them to shoulder responsibilities. Hence, it is wise for the teacher to incorporate these motivational strategies for a better effect.

4.4 Ending Class

The items in Table 4A refer to motivational strategies the teacher employs while ending class.

ITEMS	RESPONSES	
	YES	NO
1. Does your teacher ask you to respond orally about what you have learnt from the lesson?	8	12
2. From time to time, does your teacher ask you to write down what you have learnt out of the lesson, for example, on a sticky paper, and post it on a flip chart/bulletin board?	7	13
3. Does your teacher regularly ask for your feedback regarding the lesson?	10	10
4. Does your teacher recognize specific students who have performed well either individually, in pairs or in groups? <i>*IF YES, explain how your teacher does this.</i>	7	13
5. Does your teacher announce what you should expect in the upcoming class?	12	8

Table 4A: Questionnaire Results on Motivational Strategies the Teacher Employs While Ending Class

On the interview, the teacher responded that he asks what students have learned from the class by the end of the lesson even though he tended to do that more often through written form than orally. Nevertheless, as is put in Table 4A, it is only eight and seven of the students respectively who agreed that the teacher checks in with them orally and through written form on what they have learned.

For the question that asks whether the teacher asks for students' feedback regarding the lesson, half the participants answered YES. The teacher stated that he does this quarterly. Nevertheless, more than half the participants said that the teacher doesn't recognize specific students who have performed well either individually, in pairs or in groups. And although 12 of the respondents claim that the teacher announces what students should expect in the upcoming lessons, the teacher disregards this with a definite NO!

Regarding motivational strategies the teacher employs while ending class, as is indicated in Table 4B (see Appendix A, pp. 80) the teacher is observed asking students to respond orally about what they have learnt from the lesson. From time to time, the teacher also asks students to write down what they have learnt out of the lesson. He often does this on what he calls exit card. Exit card is the paper the teacher hands his students to write on their reflections and return before they leave the class.

However, the teacher didn't ask for students' feedback regarding the lesson during the observation period. But in order to make quick amendments, this should be done more often (Dornyei, 2003). Recognizing specific students who have performed well either individually, in pairs or in groups is the other area the teacher needs to work on. The school should also work in close collaboration with the teachers to facilitate a platform for student recognition. In contrast to the questionnaire finding, but similar to the interview results, the teacher fails to announce what students should expect in the upcoming class. Since this gives students direction and expectation (Dornyei, 2003), it is very useful that the teacher employs this trend.

4.5 After Class

The items in Table 5A refer to motivational strategies the teacher employs after class.

ITEMS	RESPONSES	
	YES	NO
1. Does your teacher mark and return your work on time? <i>IF YES, does your teacher acknowledge your strengths in the work and comment on it?</i>	15 15	5 5
2. Does your teacher find out what you want to learn and make note of your responses? <i>IF YES, do you think your teacher implements teaching strategies based on your responses and input?</i> <i>*IF YES, mention instances.</i>	4 1	16 19
3. Does your teacher pay due attention to individual differences?	15	5
4. Is your teacher flexible in his/her expectations? For example, does your teacher discretely give you additional time to do an assignment making the task a little bit easier when you do not consistently turn in work and show up to tell him/her you haven't completed it? <i>*IF YES, state what your teacher did in the last three months.</i>	12	8
5. Based on her/his observation and students' feedback, does your teacher take note of what s/he found interesting, less interesting and uninteresting, and work towards keeping, improving and changing her/his teaching methodology? <i>*IF YES, mention some instances.</i>	2	18

Table 5A: Questionnaire Results on Motivational Strategies the Teacher Employs After Class

As can be depicted from Table 5A, three quarters of the students replied that the teacher checks and returns their work on time, and acknowledges their strengths in the work and comments on it. But this is not the case with the teacher's interview. He clearly indicated that he doesn't check and return students' work on time. The students' response could be because they don't have a common understanding of what returning work 'on time' means.

The same number of students (15) believe that the teacher pays due attention to individual differences. And 12 of them stated that the teacher is flexible in his expectations. But only 4 of the students answered that the teacher finds out what they want to learn and takes note of their responses, and nearly no student believes that the teacher implements teaching strategies based on students' responses and input. The teacher also agrees and states that this lies heavy on his mind, and that he wants to change.

Furthermore, the Table illustrates that only 2 students affirm that the teacher, based on students' feedback and his observation, takes note of what they find interesting, less interesting and uninteresting, and works towards keeping, improving or changing his teaching methodology.

However, this last response is not true when it comes to the teacher's interview. He pointed out that part of the reason he doesn't present the same lesson twice is because he works on maintaining students' interest. He stated that he daily prepares for the next day's lesson. He is not the type of teacher who has monthly or weekly plans. One of the advantages he considers doing this has is that if he had such long term plans, he would find it difficult to make adjustments based on his observations. But because it isn't so, he almost impulsively takes what happened one day to help him plan his next day from his 'body of resources'.

As observation results show on Table 5B (Appendix A, pp. 81), the teacher pays due attention to individual differences. For example, if there are students who find it difficult to write, the teacher lets them respond orally. He also facilitates for students to get additional support in accordance with their weaknesses, which could range from spelling help up to getting separate reading enrichment strategies.

On the other hand, however, the teacher doesn't mark and return students' work on time. When he returns their homework or assignment the teacher does not acknowledge students' strengths in the work and comment on it. This could be due to the school's system of grading, which is computerized and allows for pre-set standards and evaluation traits. Neither, did the researcher come to see the teacher trying to find out what students want to learn rather than always giving them what he thinks they should learn. The teacher is not that flexible in his expectations as well, especially when it comes to assignment deadlines not met recurrently by students.

The teacher should, therefore, take these shortcomings into consideration and work towards improving them. For example, he needs to make it a habit to make note of students' responses and implement teaching strategies based on their input and reflections. Identifying what students find interesting, less interesting and uninteresting, the teacher should work towards keeping, improving and changing his teaching methodology. He should also try to discretely give students additional time to do an assignment making the task a little bit easier when they do not consistently turn in work and show up to tell him they haven't completed it again. Plus, when students submit their homework and assignment, the teacher should strive to respond promptly by marking and returning their work. More importantly, he should recognize students' strength and efforts they make in the work by making comments and adding compliments, sometimes openly and other times privately.

4.6 Outside of Class

The items in Table 6 refer to motivational strategies the teacher employs outside of class.

ITEMS	RESPONSES	
	YES	NO
1. Does your teacher greet you outside of class?	18	2
2. For mentoring, etc. purposes, does your teacher sometimes informally communicate with you by phone or e-mail?	10	10
3. Does your teacher single you out at school locations (outside the classroom) and talk to you about your difficulties? <i>*If YES, mention what your teacher recently did and how often s/he does this.</i>	1	19
4. Other than field trip, does your teacher organize any fun activity like social gathering outside of a class? <i>*If YES, mention what and how often.</i>	9	11

Table 6: Questionnaire Results on Motivational Strategies the Teacher Employs Outside of Class

In Table 6, there are four questions. The questionnaire results, thus, show that almost all of students confirmed that the teacher greets them outside of class. Half the respondents mentioned that the teacher sometimes communicates with them informally by phone or email for mentoring, etc. purposes. Students who said that the teacher, other than field trips, organizes any fun activity outside of class like social gathering amount to less than half the respondents. Besides, it's only 1 of them who replied that the teacher singles them out at school locations (outside of class) and talks to them about things they find difficult or hard to cope with.

The teacher was asked if he discusses students' lack of interest in class with other colleagues and work towards achieving a remedy to the problem. He responded that he does this once in a while (especially if something particular happened to students). However, the teacher claims that he enjoys talking to people outside of class about how to teach. He always looks for advice based on people's experience in teaching in order to become a better teacher.

Teachers should build strong ties with their students outside of class as well in order to motivate them to learn. This helps get to know students (their talents, inclinations, etc.) in a wider range and build a community. And one of the strategies to

accomplish this is by giving time to talk to and more importantly listen to students both in and outside of class through various means and in different events (Marzano et. al., 1992). Hence, the teacher should practise these techniques more often.

4.7 Generally

The items in Table 7 refer to other general motivational strategies the teacher employs.

ITEMS	RESPONSES	
	YES	NO
1. Does your teacher sometimes talk informally with you about your interests: (a) before lessons? (b) during lessons? (c) after lessons?	3 7 4	17 13 16
2. Has your teacher asked you and found out your interests and goals relating to the lesson?	7	13
3. Is your teacher aware of important events in your lives (like your birthdays) and does s/he comment on them?	3	17
4. Does your teacher discuss with your parents when s/he notices you being constantly unmotivated?	10	10
5. Does your teacher deliver the lessons passionately? Does s/he display a sense of enthusiasm and love for the subject in her/his tone of voice, gestures, etc.? <i>*If YES, describe how your teacher does this.</i>	2	18
6. When you fail to do the work on time, does your teacher call you after class and go through the entire assignment with you?	7	13
7. Does your teacher encourage you to have a positive attitude towards tests and evaluations?	17	3
8. Does your teacher sometimes invite guest speakers to your class?	3	17
9. Does your teacher involve you in extra curricular (after school) activities?	2	18
10. Does your teacher go the extra mile for you? <i>*If YES, talk about what your teacher did in the last three months.</i>	2	18

Table 7: Questionnaire Results on Other General Motivational Strategies the Teacher Employs

Table 7 indicates that a greater part of the students replied that the teacher encourages them to have a positive attitude towards tests and evaluations. And half of them stated he discusses with their parents when he notices them being unmotivated. But more than half of the respondents confirmed that the teacher has not asked them and found out their interests and goals relating to the lesson. The same number of students (13) responded that when students fail to do the work on time, the teacher does not call them after class and go through the entire assignment with them. Again the same number of students (13) affirmed that the teacher doesn't invite guest speakers to class.

Nevertheless, the remaining motivational practices presented in the Table seem to be non-existent with the teacher. 18 of the 20 students stated that the teacher does not involve them in extra curricular (after school) activities. Additionally, as can be seen from the Table, the teacher doesn't sometimes talk informally with students about their interest before lessons (as confirmed by 17 students), during lessons (as confirmed by 13 students) and after lessons (as confirmed by 16 students). The number going up to 17 validated that the teacher is not aware of and doesn't comment on important events in students' lives (like their birthdays). Moreover, close to all of the students verified that the teacher doesn't deliver the lessons passionately; he doesn't display a sense of enthusiasm and love for the subject in his facial expression, tone of voice, gesture, etc. Furthermore, a great majority of the students do not believe the teacher goes the extra mile for them.

The teacher, however, has a different say on this. Even though he doesn't do much outside class activities, he spends a good amount of time making sure that his in-class time is very productive and engaging as much as possible. He says that he goes the extra mile for his students by carefully and thoroughly planning and preparing for his class so there won't be any wasted or 'I-don't-know-what-to-do' time in his class. He does not just fill up time; every minute in his class has a purpose. So he believes he does go the extra mile for his students, but he does it in his own way.

Even though half of the respondents agreed that the teacher holds a discussion with their parents when he sees them being unmotivated, the teacher, in collaboration with the school leadership, should try his best to address more parents whose children seem to exhibit lack of motivation in class. The teacher should also be concerned greatly about students' interests and goals relating to the course. This can be made by doing research to identify the importance students attach to the lesson. Moreover, the teacher ought to give value to inviting guest speakers to class.

Involving students in extra curricular/after school activities gives students opportunities to acquire more skills and apply their knowledge in real life situations. Since interest and motivation are causes of great achievement, the teacher should give this due consideration. Additionally, the teacher needs to be aware that asking students about important days and events in their lives and showing interest to engage in dialogues increases students' motivation to learn. Furthermore, the teacher ought to underscore that one of the reasons that brings about good learning is passionate teaching. Hence, the teacher should show more enthusiasm and eagerness in his teaching, and exhibit readiness to go the extra mile for his students, for instance, by privately mentoring students who fail to do their work on time.

4.8 Conclusion

The teacher should allow students to suggest classroom rules and needs to explain to them the rationales behind the set rules. The teacher is also expected to make students feel at home by wearing a smile, starting classes with warm up activities and adding some humor to his lessons. Games, debates, skits, etc. can as well be incorporated into the lessons in order to motivate students. In addition, there should be some student jobs where students can voluntarily take on responsibilities in order to practice leadership qualities. As constructive feedback is vital in molding students, students' works ought to be marked, commented on and returned on time. Furthermore, inviting senior students and educational experts to class can have a motivational effect. Finally, the motivational strategies the teacher employs in classroom must be changed from time to time so they won't turn into a routine.

Chapter Five: Conclusions and Recommendations

5.1 Conclusions

On the basis of the data collected, and the findings discussed in the preceding chapter, the following conclusions can be drawn, thereby answering the research questions the study was conducted upon.

- ✓ The results revealed that some motivational strategies like presenting tasks properly are exercised in the classroom. The teacher endeavors to increase students' goal-orientedness by clearly writing the class agendas, by giving good reasons as to why a particular task is meaningful, and by engaging in a deeper dialogue with students in order to give students a sense of direction as to where the lesson is headed. In addition, he makes students write their goals in their notebooks, so they can refer to them anytime they have the urge to, and more prominently they can measure their progress accordingly.
- ✓ Promoting group-cohesiveness is the other area the teacher is very good at. He strongly encourages learners to work towards the same goal by assigning various pair work and group activities in class. He also changes the group members constantly. This enables students to effectively work in different situations and conditions, and appreciate individual differences by identifying and recognizing group members' strengths and accommodating weaknesses.
- ✓ The teacher also strives to make the learning task stimulating by spending a lot of time in class preparation to vary his methodology and the lesson format so it would not become a routine. He also introduces several interesting topics. Moreover, he considers students' learning styles and makes tasks attractive by including various audiovisual teaching aids. Additionally, he makes tasks challenging and encourages students to create products in diversified ways: posters, comic strips, animation, video recordings, etc.

Some strategies, however, that could motivate students if employed consistently are underutilized by the teacher. Based on the research findings:

- ✓ The teacher does not exhibit manners which Dornyei & Cheng (2007) describe as proper teacher behavior. This, in other words, means the teacher does not show students that he cares about them nor does he establish good rapport with them. Furthermore, he does not show enthusiasm for teaching. In addition, the teacher does not frequently recognize students' efforts and achievements. The study reveals that students' victory is not given proper importance and not celebrated constantly. This has a negative impact on students' motivation.
- ✓ The teacher does not invite guests to class. The guests to be invited could be senior students to share their English learning experience, English speaking foreigners (native or otherwise) who have some relevant significance with the lesson and/or language experts who can have some input to the English as a Foreign Language Learning.
- ✓ The EFL class in which the study was conducted upon does not promote creating a pleasant classroom climate. The teacher does not bring in and encourage humor nor does he wear a smile which could have an immense impact in lifting the barrier to students' interest in the language learning, and helped reduce students' affective factors. Moreover, the teacher does not use short interesting warm up activities to start each class. Hence, students' motivation is affected.
- ✓ Building learners' confidence and promoting learner autonomy are less focused in the classroom. Students' self-autonomy and their engagement in the activities provide better ground for their achievements. The teacher is not seen encouraging peer feedback and individual presentation. Speech delivery, debates and the like are not often practiced, either. In addition, students do not regularly have a say in decision-makings. If attempted, this would make students more accountable and increase their interest.
- ✓ The results also showed that the teacher though often fails to apply the necessary motivational techniques, he strongly believes in the impact the teacher has in motivating students.

5.2 Recommendations

In light of the results found and the conclusions drawn, the following recommendations have been made.

- ❖ The teacher should create an atmosphere that is open and positive by helping students feel that they are valued members of a learning community, and by helping students find personal meaning and value in the material. The teacher should ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult, and by giving frequent, timely, positive feedback that supports students' beliefs that they can do well.
- ❖ The teacher needs to work on setting a personal example with his own behavior by developing a good relationship with the learners. He should also try to create a pleasant, relaxed atmosphere and develop a good relationship with the learners by making the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum. This can also be achieved by making language classes interesting, by increasing the learner's linguistic self-confidence, and by promoting learner autonomy. Moreover, the teacher should try to personalize the learning process, and familiarize learners with the target language culture.
- ❖ A teacher is not a 'know-it-all'; he is a facilitator not just information-provider. Good teachers do not talk-and-chalk; they do not just come to the class, give lectures and walk out. An ideal teacher is someone who seeks the participation of all the students, takes student's opinions into account, uses different teaching media and makes learning a fun activity by using puzzles, games, debates, bulletin-board displays, etc. A good teacher teaches from the heart and not from the book. So, to take up a job as a teacher, one must have passion for the subject he is teaching so that he can pass the same passion to the students. Plus, the teacher must always be open to learn new things. Apart from dealing with students, the teacher needs to maintain a dialogue with parents in order that they nurture their kids in the right direction.

- ❖ The teacher should have empathy. A good teacher has the ability to bond with his students, to understand and resonate with their feelings and emotions, to communicate on their level, to be compassionate with them when they are down, and to celebrate with them when they feel exhilarated. Information cannot be transferred without a solid connection, and neither can knowledge. So the teacher needs to form a connection with each and every student. Technically speaking, the knowledge has to form a connection with the student, but the teacher is the representation and medium of that knowledge. He should find out what students' passions are, and show them how the knowledge connects to them. To do this well, the teacher himself must be interested, wear a smile, and bring in humor to reduce barriers and lighten the atmosphere. Additionally, the teacher ought to realize that learning is not static and he can't be either. So if students fail to do a task, he should consider simplifying it and being flexible.
- ❖ In addition, it must be noted that teachers are like actors who are always on stage. And these "actors", teachers, in order for them to enhance their role as student motivators, they need to be given trainings and workshops that enable them update their techniques and be equipped with motivational strategies. Thus, curriculum developers should play a major role in organizing workshops, seminars, forums, etc. to share experience, forward ideas, guide ways, instruct techniques, and teach motivational strategies.
- ❖ The researcher suggests that academic institutions should give prior importance to motivation in English as a Foreign Language Classes. It is advisable that they make it their objective to assess the employment of motivational strategies in EFL classes and support teachers' efforts to increase student motivation, student-centered learning and outcome-based instructions by discussing with them and guiding them on how to implement the knowledge they have about motivational strategies in their teaching practices. One way this can be attained and sustained is by holding professional development meetings, by providing trainings on a regular basis that deal with motivation, effective use of homework and student engagement, and by recognizing teachers' individual learning needs and be supportive of their continuing education and involvement in research.

Teachers are role models. They are the windows through which many young people see their future. So they must do their utmost to upgrade and enrich themselves in order to become fine role models. In other words, good teachers should always strive to become better teachers.

Teachers have great responsibilities to motivate their students in order that they will exert immense efforts in language learning. The emphasis should not be in identifying achievers; it is rather in making achievers out of the "apparently ordinary" learners. This study underlines that teaching must never be taken for a mere transfer of knowledge; instead it must create maximum opportunities for class input, thereby increasing intake and in due course, enhancing production and construction. However, motivation in foreign language learning presents a rich field for research. There is much that we have yet to learn about the role of motivational factors in learning. The processes involved are vastly more complex than this research is able to shed light on.

Hence, this research is not a comprehensive study on motivation. It is only a modest attempt to highlight the importance of motivation in EFL learning. Therefore, further research needs to be conducted in the area to reinforce the significance of motivation in the teaching of English as a Foreign Language.

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Appendices

APPENDIX A - OBSERVATION

Addis Ababa University
 School of Graduate Studies
 College of Social Sciences and Humanities
 Department of English
 MA/TEFL

CLASSROOM OBSERVATION CHECKLIST

PART I - CLASS PREPARATION

Table 1B: Observation Results on Motivational Strategies the Teacher Employs During Class Preparation

ITEMS	RESPONSES		
	YES	NO	Not Observed
1. Are there clear rules in the classroom about:			
(a) beginning class?	✓		
(b) use of classroom areas?	✓		
(c) ending class?	✓		
(d) work requirements?	✓		
Does the teacher let students suggest rules?		✓	
2. Has the teacher discussed the rationale behind these rules with the students?			✓
3. Does the teacher enforce these rules consistently?	✓		
4. Has the teacher ever changed a rule?		✓	
<i>*If YES, please state what and why:</i>			
5. Does the teacher post motivational class slogans?	✓		

PART II - BEGINNING CLASS

Table 2B: Observation Results on Motivational Strategies the Teacher Employs While Beginning Class

ITEMS	RESPONSES		
	YES	NO	Not Observed
1. Does the teacher warmly greet students often calling them by their first name as they enter class?		✓	
2. At the start of the lesson, does the teacher use some strategies to make students fully concentrate on their lesson when coming from an exciting/depressing previous lesson?	✓		
3. Does the teacher strive to create a pleasant classroom environment for the students?	✓		
4. Does the teacher briefly revise what students learnt in the previous class?		✓	
5. Does the teacher use different types of warm up activities? <i>*If YES, mention some.</i>		✓	
6. Does the teacher clearly write the topics for the day and explain objectives, requirements and expectations?	✓		
7. Does the teacher ask students what they know and hope to learn about the topic before he starts the lesson?		✓	
8. Does the teacher let students know what they will gain from the lesson, why the information being given is important, and how they can utilize or incorporate the information into their school, home and future life?	✓		
9. Does the teacher begin the day with a fun activity which initiates students to want to attend and be on time for class?		✓	
10. Does the teacher relate the lesson to global issues using current world events, etc.?		✓	

PART III - DURING CLASS

Table 3B: Observation Results on Motivational Strategies the Teacher Employs During Class Interaction

ITEMS	RESPONSES		
	YES	NO	Not Observed
1. Does the teacher smile while teaching?		✓	
2. Does the teacher use humor in the lessons?		✓	
3. Does the teacher provide opportunities for cooperative learning?	✓		
4. Does the teacher use games, debates, etc. to motivate students for the lesson and increase their level of understanding?		✓	
5. Does the teacher inquire into students' problems to find out anything annoying them?		✓	
6. Does the teacher encourage students to generate their own tasks?	✓		
7. Does the teacher often change seating arrangements in one session?	✓		
8. Does the teacher ever break complex tasks into smaller steps?	✓		
9. Does the teacher keep class interesting and allow for fun in the classroom?		✓	
10. Does the teacher involve students by assigning different tasks and leadership responsibilities, like taking attendance, writing down/ answering class questions on the board, reporting events, making speeches, etc.		✓	

PART IV - ENDING CLASS

Table 4B: Observation Results on Motivational Strategies the Teacher Employs While Ending Class

ITEMS	RESPONSES		
	YES	NO	Not Observed
1. Does the teacher ask students to respond orally about what they have learnt from the lesson?	✓		
2. From time to time, does the teacher ask students to write down what they have learned out of the lesson, for example on a sticky paper, and post it on a bulletin board?	✓		
3. Does the teacher regularly ask for students' feedback regarding the lesson?		✓	
4. Does the teacher recognize specific students who have performed well either individually, in pairs or in groups?		✓	
5. Does the teacher announce what students should expect in the upcoming class?		✓	

PART V - AFTER CLASS

Table 5B: Observation Results on Motivational Strategies the Teacher Employs After Class

ITEMS	RESPONSES		
	YES	NO	Not Observed
1. Does the teacher mark and return students' work on time? <i>IF YES, does the teacher acknowledge students' strength in the work and comment on it?</i>		✓	
2. Does the teacher find out what students want to learn and make note of their responses? <i>IF YES, does the teacher implement teaching strategies based on students' responses and input?</i>		✓	
3. Does the teacher pay due attention to individual differences?	✓		
4. Is the teacher flexible in his/her expectations? For example, does the teacher discretely give students additional time to do an assignment making the task a little bit easier when they do not consistently turn in work and show up to tell him/her they haven't completed it again?		✓	
5. Based on her/his observation and students' feedback, does the teacher take note of what s/he found interesting, less interesting and uninteresting, and work towards keeping, improving and changing her/his teaching methodology? <i>*IF YES, mention some instances.</i>			✓

APPENDIX B - QUESTIONNAIRE

Addis Ababa University
School of Graduate Studies
College of Social Sciences and Humanities
Department of English
MA/TEFL

A QUESTIONNAIRE TO BE FILLED BY STUDENTS

Dear Students

This questionnaire is designed to gather relevant data for a study thesis on the *Impact of Teachers on Students' Foreign Language Learning Motivation*. The findings are hoped to identify the motivational techniques used by the English as a Foreign Language (EFL) teacher. In addition, the thesis investigates the extent to which an individual teacher displays motivational behaviors both in and out of class. Consequently, other effective literature supported strategies that would motivate EFL Learners to learn would be recommended.

Your responses determine the research findings and the reliability of the study. Sincerity and accuracy are, therefore, kindly requested and highly valued while providing the information. Rest assured anonymity is respected and that apart from using it for the study, all information you provide will be kept strictly confidential.

Thank you for your time and cooperation in filling this questionnaire.

Dereselign Hailu
MA/TEFL Student

Background Information

Date: _____ Sex: _____ Age: _____ School: _____ Grade: _____

GENERAL DIRECTIONS: Respond by circling YES or NO.

*In general, describe what your teacher does to motivate you to love learning?

PART I – CLASS PREPARATION

1. Are there clear rules in the classroom about:

- | | | | |
|-----|-------------------------|-----|----|
| (a) | beginning class? | YES | NO |
| (b) | use of classroom areas? | YES | NO |
| (c) | ending class? | YES | NO |
| (d) | work requirements? | YES | NO |

Does your teacher let you suggest rules? If YES, cite examples of rules you suggested for the above.

(a) _____

(b) _____

(c) _____

(d) _____

- | | | | |
|----|---|-----|----|
| 2. | Has your teacher discussed the rationale behind these rules with you? | YES | NO |
| 3. | Does your teacher enforce these rules consistently? | YES | NO |
| 4. | Has your teacher ever changed a rule? | YES | NO |

If YES, please state what and why:

- | | | | |
|----|--|-----|----|
| 5. | Does your teacher post motivational class slogans? | YES | NO |
| | If YES, mention three. | YES | NO |

PART II – BEGINNING CLASS

1. Does your teacher warmly greet you often calling you by your first name as you enter class?

YES NO
2. At the start of the lesson, does your teacher use some strategies to make you fully concentrate on your lesson when coming from an exciting or depressing previous lesson? *If Yes, explain.*

YES NO
3. Does your teacher strive to create a pleasant classroom environment for you? *If YES, give details.*

YES NO
4. Does your teacher briefly revise what students learnt in the previous class?

YES NO
5. Does your teacher use different types of warm up activities? *If YES, mention some.*

YES NO
6. Does your teacher clearly write the topics for the day and explain objectives, requirements and expectations?

YES NO
7. Does your teacher ask you what you know and hope to learn about the topic before you start the lesson?

YES NO
8. Does your teacher let you know what you will gain from the lesson, why the information being given is important, and how you can utilize or incorporate the information into your school, home and future life?

YES NO
9. Does your teacher begin the day with a fun activity which initiates you to want to attend and be on time for class?

YES NO
10. Does your teacher relate the lesson to global issues using current world events, etc.?

YES NO

PART III - DURING CLASS

1. Does your teacher smile while teaching? YES NO

2. Does your teacher use humor in the lessons? YES NO

3. Does your teacher provide opportunities for cooperative learning? YES NO

If YES, mention how your teacher does this:

4. Does your teacher use games, debates, etc. to motivate you for the lesson and increase your level of understanding? YES NO

If YES, does your teacher ask for your reflection and opinion afterwards?

5. Does your teacher inquire into your problems to find out anything annoying you? *If YES, cite an example and state what your teacher did to solve the problem. YES NO

6. Does your teacher encourage you to generate your own tasks? YES NO

7. Does your teacher often change seating arrangements in one session? YES NO

8. Does your teacher ever break complex tasks into smaller steps? YES NO

9. Does your teacher keep class interesting and allow for fun in the classroom? YES NO

If YES, mention how your teacher manages to do this:

10. Does your teacher involve you by assigning different tasks and leadership responsibilities, like taking attendance, writing down/ answering class questions on the board, reporting events, making speeches, etc. YES NO

If YES, mention what your teacher does with this regard:

PART IV - ENDING CLASS

1. Does your teacher ask you to respond orally what you have learnt from the lesson? YES NO

2. From time to time, does your teacher ask you to write down what you have learnt out of the lesson, for example on a sticky paper, and post it on a flip chart/bulletin board? YES NO

3. Does your teacher regularly ask for your feedback regarding the lesson? YES NO

4. Does your teacher recognize specific students who have performed well either individually, in pairs or in groups? YES NO

IF YES, explain how your teacher does this.

5. Does your teacher announce what you should expect in the upcoming class? YES NO

PART V – AFTER CLASS

1. Does your teacher check and return your work on time? YES NO
IF YES, does your teacher acknowledge your strength in the work and comment on it? YES NO

2. Does your teacher find out what you want to learn and make note of your responses? YES NO
IF YES, do you think your teacher implements teaching strategies based on your responses and input? YES NO
IF YES, mention instances.

3. Does your teacher pay due attention to individual differences? YES NO
4. Is your teacher flexible in his/her expectations? For example, does your teacher discretely give you additional time to do an assignment making the task a little bit easier when you do not consistently turn in work and show up to tell him/her you haven't completed it again? YES NO
IF YES, state what your teacher did in the last three months.

5. Based on her/his observation and students' feedback, does your teacher take note of what s/he found interesting, less interesting and uninteresting, and work towards keeping, improving and changing her/his teaching methodology? YES NO
IF YES, mention some instances.

PART VI - OUTSIDE OF CLASS

1. Does your teacher greet you outside of class? YES NO

2. For mentoring, etc. purposes, does your teacher sometimes informally communicate with you by phone or e-mail? YES NO

3. Does your teacher single you out at school locations (outside the classroom) and talk to you about your difficulties? YES NO

If YES, mention what your teacher recently did and how often s/he does this.

4. Other than field trip, does your teacher organize any fun activity like social gathering outside of a class? YES NO

If YES, mention what and how often.

PART VII- GENERALLY

1. Does your teacher sometimes talk informally with you about your interests:
(a) before lessons? YES NO
(b) during lessons? YES NO
(c) after lessons? YES NO
2. Has your teacher asked you and found out your interests and goals relating to the lesson? YES NO
3. Is your teacher aware of important events in your lives (like your birthdays) and does s/he comment on them? YES NO
4. Does your teacher discuss with your parents when s/he notices you being constantly unmotivated? YES NO
5. Does your teacher deliver the lessons passionately? Does s/he display a sense of enthusiasm and love for the subject in her/his tone of voice, gestures, etc. ? YES NO

If YES, describe how your teacher does this?

6. When you fail to do the work on time, does your teacher call you after class and go through the entire assignment with you? YES NO
7. Does your teacher encourage you to have a positive attitude towards tests and evaluations? YES NO
8. Does your teacher sometimes invite guest speakers to your class? YES NO
9. Does your teacher involve you in extra curricular (after school) activities? YES NO
10. Does your teacher go the extra mile for you? YES NO

If YES, talk about what your teacher did in the last three months?

By signing this, I ascertain that all the information I have provided is true and accurate.

DATE: _____

SIGNATURE: _____

**For all questions you answered NO in this section, was your motivation to learn affected by it? If YES...*

YES NO

(a) Please mention in what ways.

(b) What do you suggest your teacher do in future?

APPENDIX C – INTERVIEW

Addis Ababa University
School of Graduate Studies
College of Social Sciences and Humanities
Department of English
MA/TEFL

TEACHER SEMI-STRUCTURED INTERVIEW

Dear Teacher

This interview is designed to gather relevant data for a graduate study thesis on the *Impact of Teachers on Students' Foreign Language Learning Motivation*. The findings are hoped to identify the motivational techniques used by the English as a Foreign Language (EFL) teacher. In addition, the thesis investigates the extent to which an individual teacher displays motivational behaviors both in and out of class. Consequently, other effective literature supported strategies that would motivate EFL Learners to learn would be recommended.

Your responses determine the research findings and the reliability of the study. Sincerity and accuracy are, therefore, kindly requested and highly valued while providing the information. Rest assured anonymity is respected and that apart from using it for the study, all information you provide will be kept strictly confidential.

Thank you for your time and cooperation for this interview.

Dereselign Hailu
MA/TEFL Student



A. Work Experience: *In reverse order*

- (a) PERIOD: FROM _____ TO DATE _____
EMPLOYER: _____ POSITION: _____
- (b) PERIOD: FROM _____ TO _____
EMPLOYER: _____ POSITION: _____
- (c) PERIOD: FROM _____ TO _____
EMPLOYER: _____ POSITION: _____

B. Educational Background: *Put a hyphen (-) when not applicable*

- (a) GRADUATE STUDIES: _____ YEAR OF COMPLETION: _____
UNIVERSITY: _____ DEP'T: _____
- (b) UNDER GRADUATE: _____ YEAR OF COMPLETION: _____
UNIVERSITY: _____ DEP'T: _____
- (c) DIPLOMA: _____ YEAR OF COMPLETION: _____
COLLEGE _____ DEP'T: _____
- (d) CERTIFICATE: _____ YEAR OF COMPLETION: _____
INSTITUTION: _____ FIELD: _____
- (e) OTHERS (*Awards, etc.*): _____ YEAR: _____
INSTITUTION: _____ FIELD: _____

C. Personal Details

DATE OF BIRTH: _____ PLACE OF BIRTH: _____

SEX: _____ NATIONALITY: _____ MARITAL STATUS: _____

LANGUAGES (*able to read and write*): _____

SKILLS: _____

OTHERS: _____

GENERAL DIRECTIONS: Respond by circling YES or NO.

*In general, describe what you do to motivate your students to love learning?

PART I - CLASS PREPARATION

1. Are there clear rules in the classroom about:

- | | | | |
|-----|-------------------------|-----|----|
| (a) | beginning class? | YES | NO |
| (b) | use of classroom areas? | YES | NO |
| (c) | ending class? | YES | NO |
| (d) | work requirements? | YES | NO |

Do you also let students suggest rules? If YES, cite examples of student-suggested rules for each.

(a) _____

(b) _____

(c) _____

(d) _____

2. Have you discussed the rationale behind these rules with students? YES NO

3. Do you enforce these rules consistently? YES NO

4. Have you ever changed a rule? YES NO

(If YES, please state what and why):

5. Do you post motivational class slogans? YES NO

If YES, mention three. YES NO

Do you change them from time to time? YES NO

PART II – BEGINNING CLASS

1. Do you warmly greet students often calling them by first names
as they enter class?

YES NO
2. At the start of the lesson, do you use some strategies to make your students
fully concentrate on your lesson when coming from an exciting or
depressing previous lesson? *If Yes, explain.*

YES NO
3. Do you strive to create a pleasant classroom environment for your students?
If YES, give details.

YES NO
4. Do you briefly revise what students learnt in the previous class?

YES NO
5. Do you use different types of warm up activities?
If YES, mention some.

YES NO
6. Do you clearly write the topics for the day and explain objectives,
requirements and expectations?

YES NO
7. Do you ask students what they know about the topic and hope to
learn before you start the lesson?

YES NO
8. Do you let students know what they will gain from the lesson, why
the information being given is important, and how they can utilize or
incorporate the information into their school, home and future life?

YES NO
9. In order to avoid unexcused tardiness (and absences), do you begin the day with
a fun activity which initiates the student to want to attend and be on time for class?

YES NO
10. Do you relate your lesson to global issues using current world events, etc.?

YES NO

PART III - DURING CLASS

1. Do you smile while teaching? YES NO

2. Do you use humor in your lessons? YES NO

3. Do you provide opportunities for cooperative learning? YES NO

If YES, mention how you do this:

4. Do you use games, debates, etc. to motivate students for the lesson and increase their level of understanding? YES NO

If YES, do you ask for their reflection and opinion afterwards?

5. Does your teacher inquire into your problems to find out anything annoying you? *If YES, cite an example and state what your teacher did to solve the problem. YES NO

6. Do you encourage students to generate their own tasks? YES NO

7. Do you often change seating arrangements in one session? YES NO

8. Do you break complex tasks into smaller steps? YES NO

9. Do you keep class interesting and allow for fun in the classroom? YES NO

If YES, mention how you manage to do this:

10. Do you involve students by assigning different tasks and leadership responsibilities, like taking attendance, writing down/answering class questions, reporting, making speeches before the class, etc. YES NO

If YES, mention what you do with this regard:

PART IV - ENDING CLASS

1. Do you ask students to respond orally about what they have learnt from the lesson?

YES NO
2. From time to time, do you ask students to write down what they have learnt out of the lesson, for example on a sticky paper, and post it on a flip chart/bulletin board?

YES NO
3. Do you regularly ask for students' feedback regarding the lesson?

YES NO
4. Do you recognize specific students who have performed well either individually, in pairs or in groups?

YES NO

IF YES, explain how you do this.

5. Do you announce what students should expect in the upcoming class?

YES NO

PART V - AFTER CLASS

1. Do you check and return students' work on time? YES NO

IF YES, do you acknowledge students' strengths in the work and comment on it? YES NO

2. Do you find out what students (especially the unmotivated) want to learn and make note of their responses? YES NO

IF YES, do you plan and implement teaching strategies based on their responses and input (in a way that don't disrupt your lesson plan)? YES NO

IF YES, mention instances.

3. Do you pay due attention to individual differences and plan your next session accordingly? YES NO

4. Are you flexible in your expectations? For example, do you discretely give students additional time to do an assignment making the task a little bit easier when they do not consistently turn in work and show up to tell you they haven't completed it again? YES NO

IF YES, state what you did in the last three months.

5. Based on your observation and feedback, do you take note of what students found interesting, less interesting and uninteresting, and work towards, keeping improving and changing your methodology? YES NO

IF YES, mention some instances.

PART VI - OUTSIDE OF CLASS

1. Do you greet students outside of class? YES NO

2. For mentoring, etc. purposes, do you sometimes informally communicate with your students by phone or e-mail.? YES NO

3. Do you single out students at school locations (outside the classroom) and talk to them about their difficulties? YES NO

If YES, mention what you recently did and how often you do this.

4. Do you discuss students' lack of interest in class with other colleagues and work towards achieving a remedy to the problem? YES NO

If YES, mention some instances.

5. Other than field trip, do you organize any fun activity like social gathering outside of a class? YES NO

If YES, mention what and how often.

PART VII- GENERALLY

1. Do you sometimes talk informally with students about their interests:
- | | | |
|---------------------|-----|----|
| (a) before lessons? | YES | NO |
| (b) during lessons? | YES | NO |
| (c) after lessons? | YES | NO |
2. Have you found out your students' interests and goals relating to the lesson?
- YES NO
3. Are you aware of important events in students' lives (like their birthdays) and do you comment on them?
- YES NO
4. Do you discuss with parents when you notice unmotivated students?
- YES NO
5. Do you deliver your lessons passionately? Do you display a sense of enthusiasm and love for the subject in your tone of voice, etc. ?
- YES NO
- If YES, describe how you do this?*
- _____
- _____
- _____
6. When students fail to do the work on time, do you call them after class and go through the entire assignment with them?
- YES NO
7. Do you encourage students to have a positive attitude towards tests and evaluations?
- YES NO
8. Do you sometimes invite guest speakers to your class?
- YES NO
9. Do you involve students in extra curricular activities?
- YES NO
10. Do you go the extra mile for your students?
- YES NO
- If YES, talk about what you did in the last three months?*
- _____
- _____
- _____

By signing this, I ascertain that all the information I have provided is true and accurate.

DATE: _____

SIGNATURE: _____

DECLARATION

MASTER OF ARTS, TEACHING OF ENGLISH AS A FOREIGN LANGUAGE, TEFL

I, the undersigned, declare that this thesis is my work and that all the sources of materials used for the thesis have been dually acknowledged.

Place: Department of English, Addis Ababa University

Date of Submission: 1 November 2011

Name: Dereselign Hailu, GSE 0307/02

Signature: Dereselign H.