

**ADDIS ABABA UNIVERSITY**  
**FACULTY OF LANGUAGE STUDIES**  
**DEPARTMENT OF ENGLISH**  
**(GRADUATE PROGRAM)**

AN INVESTIGATION OF TEACHERS' EFFORT TO MOTIVATE AND  
INCREASE STUDENTS' PARTICIPATION IN THE ENGLISH CLASSES:  
TADELECH HAILU SECONDARY SCHOOL IN FOCUS

BY

TESFAY BEYENE



MAY 2011

ADDIS ABABA

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TESFAY BEYENE

APPROVED BY EXAMINING BOARD

Muni Mohammed [Signature]

Advisor

Signature

7 June 2011

Date

Assefa Zeru [Signature]

Examiner

Signature

7 June 2011

Date



June, 2011

Addis Ababa

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## **Abstract**

*The purpose of this study was to investigate the effort of grade ten English teachers to motivate and increase students' participation in the English classes because motivation is believed to be the most important and decisive factor to bring a relatively permanent change on the students' academic performances.*

*In order to collect valid and relevant information about the study, questionnaire for the students, classroom observation and an interview for the English teachers were conducted. Sixty students from eight sections of grade ten in 2003 and four English teachers who have been teaching the sample students were selected as a sample. After the selection, the students and teachers were made to give their responses about the effort of their teachers to motivate and increase students' participation in the English lessons. 21 items of the questionnaire for the students were administered. Moreover, four English teachers were interviewed. Furthermore, each English teacher was observed three times. Finally, quantitative and qualitative techniques were used to analyze the data. The data collected through the actual classroom observation, the interview and the open ended items of the questionnaire were analyzed qualitatively where as the data gathered via the closed-ended items of the students' questionnaire was analyzed quantitatively.*

*The results of the study showed that, having created a good relationship with the students so as to motivate and increase students' participation in the English lessons, the teachers tried to organize and manage the class room in order to enable learners carry out effective teaching learning process. Though they didn't encourage learners to evaluate themselves by using appropriate teaching aids and by giving additional activities and further practices so as to help students who need due attention., they did an undeniable and encouraging job with great effort by providing more opportunities for students to participate actively. As a result, most students were motivated and aroused to learn their lessons properly and in an interesting way. Furthermore, most teachers used rewards such as pen, pencil, exercise books etc and also they used praise words such as excellent, bravo, great, keep it up etc. in order to motivate increase and attract the students' attention towards actively following their lessons. However, some teachers were not in a good position by providing such opportunities to bring a meaningful change on students' participation so as to help students who need due attention. Since their effort to do more was less effective, a number of students' effort to increase their participation towards actively following their lessons so as to achieve the intended goal was minimum. In general, though the teachers' effort in the selected school was some how good and effective, they should cooperatively work hard so as to achieve the desired intended goals because some teachers' effort to teach students in the English lessons so as to achieve the intended goal was not as such effective and satisfactory.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The teaching of English as a foreign language is one of the most important practice in modern school systems. Its implementation varies from place to place. When ever some teachers try to teach the students the language to help them develop the language skills, they use less effective techniques. Due to this, the students' efforts towards actively following their lessons become less. That is the reason why this study is intended to assess the effectiveness of the techniques employed by English teachers so as to motivate and increase students' participation in the English lessons.

Classroom teaching is a process of interaction between the teacher and the students. The teacher and the students are the two main participants of this interaction. Students come to school with various experiences and behaviors, some correct and some not about almost every topic they are likely to encounter. In order to carry out active teaching learning in the class by making the activities in the actual class room setting interesting and convenient for the students to participate actively, English teachers should have to have a good awareness of what motivation is about.

Scholars defined motivation in several ways. These are more or less closely related to English learning situations and teaching contexts. For example, as Little Wood (1984,53) defined motivation, it is a crucial force which determines whether a learner embarks on a task at all, how much energy he/she devotes to it and how long he/she sticks to it. In relation to this, Bomial et al. (1997, 1) as cited in Brewster and Fager (2000, 4) suggest that student motivation refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process. So having understood the importance of motivation in teaching learning, it is essential for teachers to recognize how to inspire students and make the subject matter that they teach exciting. If a teacher goes into a class room and has no intension of making the subject interesting, then he/she is already in problem to motivate his/her students in class room learning activity. Hence in order to engage students, especially in learning the English lessons, it is essential to have an understanding of what motivates students to follow their lessons attentively.

Until recently it has been a tradition among English language teachers to carry out a great deal of the activities in the teaching learning process. This arises from the assumption that teachers are the sources of knowledge. This practice has limited the students' participation a great deal.

The researcher has sixteen years teaching experience. From the researcher's experience, knowingly or unknowingly, teachers particularly in the elementary and high schools, used to pass their time copying the materials from the text books and ordered the students to copy the exercises in their exercise books. Since they were believed to be the sources of information, they were active participants in the classes and they did majority of the activities by themselves orally and in written form. Due to this reason, the students could not get more opportunity to participate actively and with great interest to improve their listening, speaking, reading and writing skills effectively. As a result, they used to be dependent on their teachers instead of developing their own learning style to achieve their goals with great effort.

Many scholars outlined that motivation can play a prominent role in English learning class rooms. For example, Dornyei (2001, 120) outlined that, what ever is done by students, a teacher is a powerful motivational tool for their active involvement in English learning activities. So, in order to carry out active teaching learning process, teachers have to use different motivation techniques so as to motivate and increase their students' participation because with out motivation it is very difficult for teachers to achieve the intended goals. (X)

Dornyei (2001, 116), further strengthens this idea as; teachers' teaching skills and motivating learners should be seen as central to teaching effectiveness. In relation to this issue, Allwright (1996,169) also pointed out that studies in second language learning and teaching revealed that language teaching above all is a matter of getting and keeping the learners' attention and motivation.

Even though how to motivate students in classes poses a challenging task for teachers, it is their use of motivational techniques which matter for the language learning process is to be accomplished successfully. So teachers have to do their best so as to motivate and increase students' participation because it is of a great help for students to learn the language successfully.

Since teachers are important in maintaining students' motivation by intelligent handling of both the learner and the subject, the primary function of teachers' management role should be to

motivate the learners who are do motivated and to nurture those who are already well motivated to the task of learning a foreign language (Wright, 1987:53)

Similarly, as Cook (1996:99) emphasized 'high motivation is one factor that causes the successful learning. So, teachers should give due attention to it because it plays a great role to bring a relatively permanent change on the students' participation.

As the researcher reviewed various literatures like Dornyei (2001, 28), Good and Brophy (1994, 212), and others, motivation has a great impact on the students' success in the English classes. What is more, Mulugeta (1997) conducted a research on motivation in listening classes of college English at Addis Ababa University and Banti's (2003) Orientations and motivations in the learning of English as a foreign language among Admas college students are some of the studies on motivational aspects. Mulgeta's study focused on motivation in listening classes where as Banti's research aimed at Orientations and motivation on college students. Though they have similarity with this research, they are not exactly the same. They are concerned with the issue that students need to be motivated by different ways.

Similarly, Bayush Tibebe (2007) conducted a research on motivational techniques employed by English teachers in primary schools. But she didn't conduct class room observation. On the other hand, her research was conducted in two primary schools. But this research is different from the others because the researcher was not aware of any research attempt in this area in high schools incorporating the three data gathering instruments namely questionnaire, interview and class room observation. Moreover, the researcher believes that conducting observation on the actual room setting when the teaching and learning takes place can give more opportunity for the researcher to get more relevant information about the study than the two data gathering instruments. Furthermore, even though the findings obtained from the above mentioned researchers would seem to suggest that the instructors were doing a good job of motivating the students, their use of motivational strategies were not studied extensively. That is the reason why the researcher focuses on investigating the techniques employed by English teachers and it attempts to find out how English teachers in Ethiopia motivate their students, especially in one high school of Adwa Woreda. This is because the researcher thought that teachers play invaluable roles in motivating language learners in the selected school.

On the other hand, the students were also heard complaining about their teachers' motivational behaviors. This situation inspired the researcher to undertake this study. The researcher was teaching English for grade ten students in the selected school for about three years before joining the MA program in TEFL. So now, this study is intended to investigate the effort of teachers to motivate and increase their customers' participation because motivation plays a great role on the academic achievements of students' participation to improve their lessons.

## **1.2 Statement of the Problem**

Teaching activity involves both teachers and learners. It calls for the interaction between both sides especially in English classes. Its aim is to enhance students' satisfaction with the learning experience by actively involving them to learn the lessons. So, teachers should make their every day practices effective by motivating students to learn the language effectively.

Various researchers have confirmed that, in classes, students need frequent opportunities to perform and receive feedback on their performances. So, teachers could be aware of their help and learning attitudes quite well. Most students respond positively to a well organized course taught by enthusiastic teachers who have genuine interest in students and what they learn. Thus, they activate them to promote learning and also enhance their motivation. They can learn most readily about things that are tangible and directly accessible to their senses if they are provided with appropriate opportunities to do so.

English teachers who are responsible for leading and guiding their students are supposed to give different activities which would involve them to participate actively. The students are also expected to involve in doing many activities individually and in groups through which they would have some meaningful information about their lessons. But whenever some teachers teach their students, they don't motivate them by creating conducive environment in order that effective teaching learning is to take place. Moreover, students' intuition and misconceptions are ignored. However, nowadays, the teacher centered approach is not preferable and acceptable for students as well as for teachers in elementary, high schools and other institutions because this method of teaching is found less effective for the academic achievements of the students.

Many scholars confirmed that, effective learning in the classroom depends on the teachers' ability to maintain the interest that brought students to the course they learn. So, teachers are expected to find creative ways to teach the language and increase students' motivation to learn

the language and to get them eventually to appreciate the language. So in planning instruction, the teachers have to devise mechanisms using effective motivational techniques to guide their customers in a meaning full way so as to improve their language skills appropriately.

Studies in second language acquisition asserted that language teaching above all is a matter of getting and keeping students' attention. This implies that students with goals in learning English are motivated to work hard and attentively towards their goals. . Similarly, Cottrell and Cook (2001) propound that motivation has the power in learning and teaching process.

According to the above scholars, the researcher can deduce that if the students are motivated, they try to learn the language with great effort to achieve the goal because they gain more satisfaction from the tasks and activities. According to many scholars, motivation is a driving force which allows a person to achieve his/her goals and go after what he/she wants in life. If a person perceives a goal and if that goal is sufficiently attractive, he/she will be strongly motivated to do what is necessary to achieve that goal. But when the researcher was teaching in the selected school, most of them used to do majority of the activities by themselves with out giving more opportunity for their students to participate actively. As a result, students remained passive listeners instead of improving independent learning styles to achieve their goals. So, awareness of motivation for teachers is very important because it helps them to be skillful enough to identify and use motives present in students to do more practical activities. But when these motives are ignored, the learners may show resistance to learning. These reactions may directly or indirectly cause psychological lack of involvement so in order to avoid the students' problem in learning English; teachers should know the impact of motivation quite well. .

When ever the researcher came here to fulfill post graduate MA Thesis in Addis Ababa University, the students' complaint made the researcher to guess that either the less effective guidance of grade ten English teachers at Tadelech Hailu secondary school or students' participation could make the students to be less effective in their English lessons. So, the researcher was initiated to investigate the effort of teachers to motivate their students to participate in English classes because the researcher hasn't seen and found any local research conducted in this area.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to investigate the motivational techniques employed by the English teachers so as to motivate the students to learn English.

#### **1.3.2 Specific objectives**

The study has the following specific objectives:

- To find out the mechanisms which English teachers' use to motivate their students in the English classes
- To explore the efforts of grade ten English teachers in motivating students in the English lessons
- To sort out the motivational problems which can really affect the students' participation in the English class rooms
- To determine the longitudinal links between the teacher and the students in meeting healthy class room achievements

More over, the study attempted to answer the following basic research questions

- How effective were the motivational techniques employed by the English teachers in the English lessons?
- How did the English teachers motivate their students in the English classes?
- What were the learners' reactions to their teachers' motivational techniques in the English classes?

What problems did the students face when the English teachers treated them using classroom management techniques?

#### **1.4 Significance of the Study**

This study is intended to investigate the effort of grade ten English teachers to motivate and increase students' participation in the classroom. So, its significance is as follows:

- It helps for teachers/instructors to know how to manage class rooms in a way that encourages their students to engage in activities.
- It also helps for English teachers to make changes when they guide their students.

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- It also helps for English teachers to make changes when they guide their students.

- Readers can also get an insight on how English teachers motivate their students to learn English.
- In connection to this, it supports for both teachers and students to carry out active participation in the English classes.
- And eventually it can serve as a stepping-stone for other researchers who are interested in this area under different contexts.

### **1.5 Delimitation of the Study**

The problem of teaching is seen in all high schools of Tigray. However, we have shortage of enough time and budget to study all the problems of teaching in all places in Tigray in order to find a new solution to it. Due to this reason, the researcher was delimited to conduct this research only on Tadelech Halilu secondary school in Adwa.

### **1.6 Limitation of the Study**

This study can have some important limitations that can affect its generalizability. The samples were taken from the same school in the same context so that comparisons with the other schools were not to be made. Moreover, the study was based on only four teachers who were teaching English in the selected school. Constraints of finance, time and capacity were attributed to these limitations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In this chapter, an attempt was made to investigate issues such as, group work/pair work in cooperative learning, motivational aspects, class room management and other relevant issues in relation to teaching learning so as to get supportive idea and an insight about the study because it is needed to solve students' learning problems in English lessons.

#### 2.1 The Concept of Motivation

Motivation is a broad concept which is difficult to define and measure or specify its contribution to learning. As a result, scholars have defined it in many ways as they are influenced by their particular fields of study and preferences.

Other scholars say that it is difficult to define motivation. For instance Dornyei (2001:7) remarks that motivation is an abstract and hypothetical concept, which is used to explain why people think and behave as they do. Dornyei (2001) further suggests that motivation is thought to be responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.

In relation to this, Williams and Burden (1997,120), tried to define motivation as, a state of cognitive and emotional arousal which leads to a conscious decision to act and which gives to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (goals).

From the above scholars, the researcher can suggest that even though it is every difficult to define as it is an abstract term, it is very important for the students' academic participation and performance because it has a great influence to bring a meaningful change on the students' learning achievements. So teachers should apply it effectively.

→ As to Keller (1983), motivation is commonly thought of as an inner drive, impulse, emotion, or drive that moves one to a particular action. Or in more technical terms, motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.

According to Spinsky (1989), as in second language acquisition, learning theories or approaches/strategies which relay largely on language learning motivation, he/she further

outlined that motivated learners get involved more attentively in learning activities and then they can have a better chance of deriving benefit from them where as unmotivated students can be insufficiently involved and so are unable to develop their potential in second language skills.

Many scholars confirmed that motivation is a kind of internal drive that encourages some body to pursue a course of action. If we perceive a goal that we wish to achieve and if that goal is sufficiently attractive, we will be strongly motivated to do what ever is necessary to reach that goal. To put it in a nut shell, motivation is a force that directs some one to action. It is a basic ingredient and primary source of energy that leads to high performance. It is also the most decisive factor in teaching learning process because it has a great effect on the academic achievements of students' performance. Therefore, teachers should apply it effectively in order to motivate both the motivated and unmotivated students so as to solve students' problem in learning English.

## **2.2 The Importance of Motivation**

Many scholars confirmed that motivation has the power to increase the students' academic participation in their lessons. For example, Brown (1994) proposed that in a teaching learning process, motivation plays a great role when teachers teach their students so as to achieve the intended goals. Without sufficient motivation, teaching learning process cannot be carried out effectively. Similarly, many scholars such as Van Lier (1988) confirmed that motivation is the decisive and vital factor in language learning because without it even the clever or intelligent students cannot accomplish their long term goal. That is the reason why a number of second language acquisition and learning theories rely largely on language motivation.

In relation to its importance, Cunnning Worth (1984) claims that motivation is the most important single factor in success or failure at language learning. Many researchers confirmed that it is a powerful tool because it influences one's choice of learning a language to create and sustain intentions and goal-seeking acts. It is important because it determines the extent of the learner's active involvement and attitude toward learning. It is a desire combined with energy to work hard so as to achieve the intended desired goal.

Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement

in L2 learning. (Oxford & Shearin, 1994). In relation to this, Keller (1983), noted that even though language teachers try to apply it by sticking to the language materials so as to guide their unmanageable students by providing conducive environment for teaching their students, they use an ineffective way of applying designs and techniques when they motivate their students. Similarly, with regard to students' learning performances, Bill (2001:314) stated that, a learned behaviour will not occur unless it is energized. Whether motivation is primary or secondary in language teaching and learning, it has a great influence on behaviour.

According to the above scholars, a change in behavior can be slowly changed by using effective way of motivational techniques if teachers apply it effectively so as to bring a relatively permanent change of behavior in learning any subject. So, awareness of effective classroom management techniques which is related to motivation is more relevant.

### **2.3 Types of Motivation**

There seems to be no agreement in defining motivation and its classification because it has been classified in various ways according to different perspectives of psycholinguists. But for the sake of this study, the researcher decided to take the two types of motivation which have been widely used in English classes. In line with this, Brown (1994) and Harmer (1991), with relation to the types of motivation learners' use in teaching learning process are classified into two types: Intrinsic and extrinsic motivation.

#### **2.3.1 Intrinsic Motivation**

This is concerned with what takes place inside the class room and learners who learn for their own self-perceived needs and goals are intrinsically motivated.

Kost (2006) outlined that, intrinsic motivation originates in the individual itself. Concerning learning, it can be said that the drive or stimulation to learn any subject comes from within the students themselves.

Studies confirmed that intrinsic motivation exists when someone works because it is of an inner desire to accomplish a task successfully, whether it has some external value or not. In other words, students are willing to learn the knowledge that is new and interesting in the purpose of fulfilling of their curiosity, the need to know and feeling of competence and growth that cause

intrinsic motivation. Their purpose of learning is also for the enjoyment of the learning process not for praise or rewards.

According to many scholars, students with intrinsic motivation, study English on their own initiative and tend to prefer moderately challenging tasks. This has a great value and importance in learning the language for the inward interest they make for self-starting and self-perpetuating because that activity can be enjoyable and satisfying for them to do.

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

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

As to Kost (2006), intrinsic motivation is a key issue when it comes to learning process. When teachers talk about motivated students, they mostly talk about students who perform an intrinsic motivation. If every student would be intrinsically motivated, the teachers would not have the problem of motivation.

According to the above scholars intrinsic motivation is an inner desire of the students to direct some one to a course of certain action. It influences learners to choose a task, get energized about it, and persist until they accomplish it successfully, regardless of whether it brings an immediate reward. Intrinsic motivation is present when learners actively seek out and participate in activities without having to be rewarded by materials or activities outside the learning tasks. Since it is an inner desire of the students to proceed towards a positive learning out come, students can bring a desire to accomplish an action for learning a language effectively. Therefore, teachers have to apply it effectively in the class room environment.

### **2.3.2 Extrinsic Motivation**

This is concerned with what factors take place outside the class room and learners who pursue a goal only to receive an external reward from someone else are externally oriented.

Many scholars confirmed that 'extrinsic motivation' in contrast to an intrinsic motivation is as an outward force in the form of expectation, praise and rewards which powers students in English

learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. When students work hard to win their parents' favor, gain teachers' praise, or earn rewards such as pocket money, we can rightly conclude that their motivation is primarily extrinsic. Their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards is in order to gain self-esteem. And the outward praise and rewards encourage students to study more actively.

As Burden (2000:3) cited in William (1997) clarifies extrinsic motivation as: "a motivation from out side learners and then to do with external rewards for completion of a task." He also adds that, students' interest towards words of praise from the teacher, a privilege and a higher grade on a paper or on the report card are examples of extrinsic motivation.

From the above scholars, the researcher can deduce that a goal which is related to intrinsic motivation has a positive learning effect that lasts a long time that is to mean that in intrinsic motivation, the desire/interest to learn any subject comes within the students themselves but not for praise/reward where as the goal of an extrinsically motivated students is quite different. In this case, the students' desire/interest to learn any subject depends on the students' external praise/ reward. When individuals are extrinsically motivated, they can have some external desired out come as a goal.

Brown (1994) outlined that extrinsically motivated behaviors are carried out in an anticipation of a reward from out side and beyond the self. Money, praises, grades and even certain types of positive feedback are typical examples of extrinsic rewards.

As to Kost (2006) a certain way of behaving is a practical means for obtaining goal and they make plans to modify their behavior in such a manner that they are likely to experience the desired out come.

In relation to this issue, many scholars such as Nunan and Lamb (1996:21) confirmed that intrinsic motivation is better than extrinsic motivation for students' academic performances in learning English because there are times when the classroom activities become boring. As a result, students become tired and got sleepy. In such a case, it is to the extent that teachers rely only on extrinsic rewards such as providing feedback. Hence, teachers are advised not to use only

one type of motivation. Rather they have to use extrinsic rewards sparingly to help students develop intrinsic motivation.

Therefore when ever teachers teach their students to achieve the intended objectives using effective motivational techniques, they have to take consideration on the effects of both motivation types so as to solve students' problem in learning English.

#### **2.4 Factors Affecting Students' Motivation in Language Learning**

There are many factors which affect students' natural tendencies to learn any subject but the researcher decided to discuss some of them which very commonly related to teaching practices. So, they are as follows.

##### **2.4.1 Student Factors**

Many scholars suggested many factors which affect students towards learning their lessons and the approaches they employ affect their motivation to learn the English language. The following issues are under this category.

###### **2.4.1.1 Self-confidence**

Self-confidence is the most significant in language-learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive for them to acquire the target language, enjoy the learning process, and experience real communication. At the heart of all learning is a person's belief in his or her ability to accomplish the task (Atsuta, 2003).

From the above scholar's explanation it is possible to say that the more students' belief they are capable of success in learning English, the more their attitude is likely to be, including their general willingness to engage with their own learning. However, if they have lack of self confidence, they tend to be unwilling to take risks and to expose what they believe is their ignorance or lack of skill. So the teachers have to do their best in order to make them have self confidence about their own learning.

###### **2.4.1.2 Vagueness about the Objectives of Learning**

If the learning of foreign language is associated with higher purpose, students are likely to be well motivated to keep on more difficult times. Cottrell (2001) makes it clear that structures,

goals (purposes) and significance of learning may not be clear for them as they may not see the relevance of academic conventions either to the course or to life more generally. Students taking English as a foreign language may not have clear idea of roles they are intended to play in the learning process. Further more, some students may not be clear with that they want from the courses except final outcomes such as qualification or a better job. Thus, they lack a frame work for assigning significance to what they learn and the motivation to learn. Therefore the teachers should make clear for the students the reason why they are learning in order to attract their attention to wards their lessons.

#### **2.4.1.3 Inefficient Learning Strategies**

Many studies confirmed that poor students are more dependent on their teachers. Such students may not read or think enough around the subject nor spend time talking through ideas with others. This may be a question of priorities or a lack of initiation to English learning or students may not be aware of what they are expected to do in the course. Such learners could feel the language learning is externally imposed on them. This reinforces de motivation to learn English as a foreign language at their life career. According to Hussin, Maarof, and D'Cruz, (2001), the teachers should find creative ways to teach the language and increase the student's motivation to learn the language. Therefore, in order to avoid the students' inefficient learning strategies, the teachers should flexibly show and tell for their customers how to use the most suitable methods for their learning strategies.

#### **2.4.1.4 Attitudes**

Attitude is the way that you think and feel about something. According to Baker (1988), learners manifest attitudes towards themselves, the foreign language, the learning context, the course and the potential outcomes they have a deep impact up on their motivation to learn the language where as negative attitudes towards these impacts produce very de motivated students.

According to Baker (1988), students who lose interest and those who hardly feel learning English to add something new to their skills and experiences are unlikely to be motivated and succeeded. So teachers should be aware of these impacts quite well so as to avoid students' negative attitudes towards their lessons.

#### **2.4.1.5 Anxiety**

Studies confirmed that anxiety is a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. The effects of foreign language anxiety are particularly evident in the foreign language classroom and it is a strong indicator of academic performance. Anxiety is found to have a detrimental effect on students' confidence, self-esteem and level of participation. Even though facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991). Due to much anxiety; many students may be weak when they enter higher education to take courses such as English as they have the impact of the negative evaluation by their teachers or peers. Such students face failure to speak in front of their teachers and classmates when they are asked to present about some issues in their English classes. So teachers should be aware of the negative impacts of anxiety quite well so as to help students avoid such unnecessary impacts on their performances.

#### **2.4.2 Course Material Factors**

Studies confirmed that if the course material contains too difficult work load, alien vocabulary, vague instructions, irrelevant examples, etc. it can have an impact on students' learning English. On the other hand, students' motivation can weaken when study becomes difficult and if life outside the course presents additional difficulties. So, information in the course has to be presented in manageable and clear way. Tasks need to be progressive. Otherwise, students' attention decreases and their interest could disappear. So the teachers should take great consideration in order to present the materials in their lessons from simple to complex in such a way that it should be presented in a clear and manageable way so as to achieve the desired goal.

#### **2.4.3 Teacher Factors**

As to Harmer (2001), he makes it clear that the major factor in the continuation of students' motivation is the teacher. His/her attitude to the language and the task of leaning will be vital as an obvious enthusiasm for English and English learning would seem to be a pre requisite for a positive class room atmosphere. Bill (2001) also stated that students' motivation to learn a language can be influenced by the way teachers/instructors manage the learning environment. So, both the teachers/instructors and the students have to have some confidence in the way teaching/learning takes place. Whenever one of them loses confidence, motivation can be extremely affected (Harmer, 2001). So having realized the impact of students' motivation, the

teachers should work hard by creating a good learning atmosphere so as to increase the students' learning interest towards their lessons.

## **2.5 Achievement Goals**

In English language teaching and learning, goals are planned and designed in order to teach students in a meaningful way. Accordingly, Elliot (2006) mentioned three goals which are very important for achieving students' academic learning:

- a) Task mastery goals-are those in which students are in need of learning something new. Either to master a task or to improve their competence. These goals value learning or mastery as an end.
- b) Ego-social goals-those in which students have a desire to demonstrate high ability or to please their teachers and
- c) The last but not the least are the work avoidance goals-are those students who seek to complete their work with a minimum effort. From my experience as an elementary, junior and high school teacher, I observed students who work hard to demonstrate their ability and to please their teachers. On the contrary, I also encountered many students who come to class without having done their home work. As a result, they display their exercises either by copying the home works and assignments from their peers or their activities were found having done by their peers (friends). Therefore, taking this idea into an account, teachers who are responsible for guiding and leading their students should be aware of it to solve the students' own problems using boosting and/or other effective motivational techniques so as to create independent and responsible learners for their own learning.

Studies show that motivated students intended to spend more time outside the classroom studying and doing home works. Internally motivated students were also found more active than the instrumentally motivated ones. And since motivation to learn English on students' efforts in and outside classrooms is the prominent and decisive factor in language learning, teachers should work hard by using effective techniques so as to motivate and increase students' attention towards following their lessons.

According to Lile (2002), a student will find it difficult to perform in a stressful environment. He also mentions that the lessons must be very simple, yet fun and interesting, with a lot of changes from a writing exercise, to a speaking, listening, back to writing, and so on. Nunan (1989), states that students need to be able to use the skills taught in the classroom to do things other than those that they had been specifically taught. This implies that in order for language learners to experience success and become satisfied, it is essential for instructors to create a relaxed learning environment so that students can perform successfully. Moreover, a language class needs to contain a variety of materials and activities focusing on all necessary skills. By encouraging students to practice not only one skill but all, the class will become more challenging and effective.

Nunan (1989) further stated that learning tasks/ activities should be designed in such a way that they can be applicable in real life situations

With regard to designing and preparing tasks, Hutchinson (1988), suggested that in order to involve students to participate actively and successfully, group work and pair works should be organized effectively in order to minimize the negative effects of learners' emotional reactions in learning English.

According to the above scholars, good tasks should incorporate activities which promote genuine communicative interaction among students and they should also encourage learners to negotiate meaning. So whenever English teachers design tasks and activities so as to make students engaged (involved) in such tasks actively, the tasks should be designed properly in a way that teaching learning can take place effectively. .

In general, the researcher can realize that in order to bring a relatively permanent change on the students' academic achievements, tasks should be designed in a proper way that they could make students involve and participate attentively so as to improve their communicative competence effectively.

## **2.6 Presenting Tasks in a Motivating way**

In order to attract the students' attention towards actively following their lessons, varying tasks is very important but not even the richest variety will motivate if the content of the tasks is boring for the students (Dornyei, 2001:75). Similarly, an aspect of tasks in relation to students' motivation is the fact that they should promote or stimulate genuine communication. Another

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

The more students are aware of the goal of the tasks, the more likely they will continue on the activities with a strong interest. Even though the purpose of tasks/instructions in the traditional lesson approach was designed to describe what students would be doing, what they would accomplish and how these accomplishments had been evaluated, they had the problem of using effective motivational techniques so as to solve students' problem in learning English. Hence according to Dornyei (2001:78), the introduction of motivational techniques in an activity should be to fulfill at least three further functions:

- A) it explains the purpose and the utility of the task,
- B) it whets the students' anticipation of the task
- C) it provides appropriate strategies for doing the task

In general, presenting tasks or activities in a motivating way and making it clear for the learners and setting a possible instruction which fulfill students' need and interest while doing activities can play a vital role in bringing a meaningful change in the students' academic participation and performance so as to achieve the intended goals.

## **2.7 Ways to Motivate Students in English Learning**

"You can lead a horse to water, but you can't make him drink," From this idea, many researchers can conclude that motivating students is a little like that. It involves not only leading them to English, but also making them thirsty for knowledge and understanding of English. As a language learning, English learning has its own characteristics that need the learners remember more, practice more and communicate more than other subjects. Students' motivation is critical for English learning. English teachers are organizers or leaders in teaching. They have responsibility to increase their students' inclination to perform willingly and actively on English learning. Yuan Kong (2009) suggested six helpful ways for English teachers in order to motivate and increase students' participation in learning English.

promotes participative learning. In relation to this, bringing contents related to the immediate environment of learners can also increase students' participation towards learning the language.

### **2.7.2.2 Appropriate Teaching Aids**

Teaching aids contribute a lot to the extent of the language instruction in the classroom (Brown, 1994:144). The most commonly used teaching aids in the classroom include visual aids like pictures, charts, posters, flash cards, models, audiovisual, real objects, etc usually add variety and attract students' attention and aid concentration. Such visual aids are helpful and enable teachers to avoid long and confusing explanations. So teachers should sparingly use them so as to motivate and increase students' participation in the English lessons.

### **2.7.3 Involving New and Effective Techniques**

As to Kong (2009), some techniques have been employed in teaching; these are more choices and more methods for teachers to stimulate students' intrinsic motivation such as CALL (computer assisted language learning), multimedia, using Internet and educational software, puzzles and other activities. These methods are innovative, interesting, practical and effective with colorful pictures, vivid voices, and plentiful information. They can create effective interaction in order to arouse students' curiosity and interest as well as to promote their intrinsic motivation. With intrinsic motivation, many students can start self-study in schools or at homes to effectively improve their listening, reading and writing through this method.

In relation to this, as Atkins, M.R. et al. (1996) cited in Wright (1987) outlined several ways/techniques for teachers to apply when ever they motivate their students. Some of them are:

- ❖ Adopting positive attitude towards the learners. For example, a certain language point may take learners time to learn. Praise and encouragement for positive efforts by the learners will help to keep motivation up.
- ❖ Giving pupils' meaningful, relevant and interesting task to do.
- ❖ Being motivated and interested in students as individuals.
- ❖ Involving the learners actively in the classroom process in activities that demand inter-student communication and cooperative effort. Group work activities are generally designed to achieve both interaction and cooperative effort.
- ❖ Giving positive feedback on students' written assignments.

#### **2.7.4 Increasing Learners' Satisfaction and Using Reward Appropriately**

According to Covington (1999:127) motivational strategies aimed at increasing learners' satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success as well as using rewards.

Many scholars suggested that using rewards appropriately are effective methods as an outward power to stimulate students in English learning. Sometimes our expectations about people cause us to treat them in ways that make them respond just as we expected they would.

As to Kong (2009), extrinsically motivated students need to be equipped with outward energy such as teachers' advice, praise and some rewards. Some studies also demonstrate that teachers' effort influence students' achievement. More effort can yield better performance from students. It is known that teachers can solve students' problems if they work effectively and willingly. The teacher's emotional support and confidence for students' abilities and interests which give more opportunity for students who are especially introversive and shy to speak in class are very helpful interactions to overcome the students' problems in learning English. Moreover, during English classes, in order to attract students' attention, teachers can ask students which are helpful and interesting questions by giving enough time so as to do activities willingly and with great interest. After exams, they can give them more advice and positive feedback according to their performance. Meanwhile, as teachers, do not forget to give more effective and appropriate rewards and approval such as Bravo! Excellent!, Keep it up! Etc. because such rewards arouse their morals and interest to involve and participate actively in their lessons.

#### **2.7.5 Creating a Relaxed and Positive Learning Climate**

Richards and Theodore (1989) suggested that Climate is very important because it creates an environment that encourages both achievement and motivation. Moreover, from the view of Maslow's hierarchy theory, the researcher can deduce that motivation and need, a relaxed and positive learning climate are important elements for students to learn English properly. In a friendly atmosphere, students can feel secure and express their feelings freely. Their teachers' approach can help them to increase their sense of learning, and their way of solving challenges/problems can also be promoted.

According to these scholars, in English learning, students need to do a great deal of practice in classes. Thus, implementing some rules to ensure them make sufficient use of the practice time and to make them feel safe and comfortable is worth having.

On the other hand, in my teaching experience, I saw some teachers insulting and degrading their students by saying 'you stone head' for committing minor mistakes. As a result, the students were heard complaining about their teachers' behavior. Since such bad behaviors have a negative feeling on the students' academic achievements, teachers should give due attention to it when they manage their students.

Since students can lose interest on both their teachers and the subject matter to actively follow their lessons, teachers should allow them to discuss freely without any fear of expressing their own thoughts. Similarly as to Kong (2009), when students make some mistakes, teachers should approach them effectively by providing more opportunities for improvement with warm comments. For example, saying "Very good! Very nice!" etc. when they finally get the answers correctly arouses their interest. On the other hand, if the students don't get the answer, the teacher should motivate them by saying, "good, your trial is very interesting, you have improved a lot, this is a good experience for you keep it up, with more smiles and encouragement but the answer is like this etc." Such teachers' motivational encouragement has a great value on the students' academic participation. Afterwards in the next lesson, before starting class and activity, teachers' explanation of what students are supposed to be learning and why they are learning promote a sense of value and make students more interested to participate actively in learning English.

#### **2.7.6 Cooperative Activities**

According to Kong (2009), Cooperative activities are at optimal level to keep students feel safe and can stimulate their arousal. Thus, more and more teachers use cooperative activities in English teaching rather than competition, which is also relatively effective. In cooperative activities, students can decrease fear of failure while communicating and exchanging information effectively and they involve with high emotion and efforts to solve problems. In this case, students who are reluctant and fearful to perform are drawn to participate to share their ideas. This method is suitable for high level of students to communicate in English. For example, group discussion and project work, which are complex and challenging, are good ways to enable students to work cooperatively with peers. And as teachers, it is more effective to provide helps

and comment fairly on their work in time or ask students to make a self-evaluation about their projects. This enables students to focus on their learning process and allows them to see progress. And self-evaluation gives students a sense of accomplishment and responsibility for learning (ibid).

In cooperative activities, the purpose of the group/pair work must be clear to the students. Teachers must plan the group activity in advance and must tell their students the purpose of the activity. In addition to that, the activity must in some way expand the students' thinking and inquiry skills as well as their language skills. Instructions must be very explicit. The teachers must also tell them why and for how long they are doing.

### **2.7.7 Providing Opportunities for Students to Experience Success**

As to Kong (2009), the most important use of learning English is to communicate with people by using the target language, but not all of the learners are active to use English especially when they are frustrated by committing mistakes in English lessons. The more ways we can give our students to use English and to have fun and fruitful efforts so as to get more experience and success in English learning, the more likely we are to keep all our students motivated and successful based on the theory of needs and beliefs.

For instance, teachers can take five minutes out of every class time for students to arouse their interest. As a result, students can be eager to change their roles towards learning English as a sense of success.

Motivation is vital and the ways to motivate students in English learning are more important to learn English. The ways the author mentioned above are relatively effective to motivate and sustain students in English learning (Kong, 2009).

In relation to this, Kripa, (1988), suggested that: "Sometimes, a teacher is rather like a salesman who must convince and persuade his consumers to believe that he/she has what they need and what is useful for them." So as a teacher, it is essentially and useful to acquire more knowledge of educational psychology especially on motivational application and effective methodologies so as to come up with the new techniques to be like a good "salesman" to motivate and sustain students in English learning.

## **2.8 Class Room Management**

If the teacher creates a good rapport with the students using different psychological approaches and techniques, the students can follow the lessons with great interest. As a result, they can be active and creative learners but if the teachers don't create positive relationship with the students, the students couldn't follow the lessons attentively. As a result, they can create a negative impact on the teacher and on the subject matter. There will be a gap between the teacher and the students, so there will not be effective teaching. Therefore, the teacher should be wise enough to create healthy environment so as to solve the students' problem in learning English.

Having realized the importance of motivation in any teaching learning process in general and in English language classroom in particular is unquestionable and a decisive element and also according to Bill (2001), since learning is the result of the cumulative product of all the management undertaken by all the participants in the class room, teachers should act being models for their students using different ways of motivating techniques in order to play their roles in teaching English.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

In this chapter, the data source, the samples of the study and how they would be selected, the research instruments and how they would be administered, the procedures followed to collect the data and how the data would be analyzed is dealt with.

#### **3.1 Data Source**

This study was conducted in Adwa at Tadelch Hailu Secondary School which is situated in the central zone of Tigray Region from February 2011-March 2011. In this study, the researcher's primary sources were English teachers and grade ten students of the selected school.

#### **3.2 Samples of the Study**

As it was difficult to manage conducting the study in all high schools found in Tigray, the researcher decided to conduct the study in Adwa at Tadelech Hailu secondary school. This school was selected hoping that the researcher would get better access in gathering the data as he had been working there for three years.

In the selected school, the total numbers of students were assigned in eight sections and four teachers have been teaching the English language.

And accordingly, the selection of the subjects and the sections as a sample is as follows.

##### **3.2.1 Selection of the Subjects**

The study was conducted with two groups of subjects. The first group consists of sixty students among the total population where as the second group consists of the English teachers who have been teaching the sample students in 2003 E.c. Since the English teachers of grade 10 in the selected school were few in number, all of them were taken as a sample for the purpose of the interview and the class room observation using purposive (non- random sampling) method. On the other hand in order to administer the students' questionnaire, 60 students among the total population were selected using systematic random sampling. The selection of the students was done by taking the lists from each home room teachers of grade ten attendance sheets. To select the samples, the researcher took every seventh student of eight sections based on the attendance

lists of the home room teachers. By so doing, the researcher selected about seven students from each section, and the total number of the sample was sixty.

### **3.2.2 Selection of the Sections**

The researcher selected eight sections deliberately using purposive sampling (non- random sampling method) so as to collect concrete and meaningful information about the study from the actual room settings where the teaching learning process took place.

## **3.3 Data Collecting Instruments**

To elicit data for the study, the researcher employed three different instruments: observation check list, questionnaire and an interview. The intention of employing such varied instruments was to procure more reliable and valid information.

### **3.3.1 Observation**

The researcher intended that conducting observation in the actual room setting when the teaching learning carried out was vital for it would allow the researcher to obtain a good deal of information from the teachers' and the students' real class room behavior. Moreover, the researcher intended that conducting observation would allow him to have a good understanding of teachers' efforts in motivating their students and the students' participation as well.

For this purpose, the researcher used observation checklist that comprises two parts. The first was for assessing the teachers' effort when employing the motivational techniques. And the second part was prepared for finding out the students' participation in the English lessons.

The items in both parts of the checklist were set to include some points addressed in the review of related literature. Besides, during the preparation of the checklist, Banti's (2003) observation checklists were consulted.

### **3.3.2 Questionnaire**

Of the 60 students who responded the students' questionnaire, only 10 students didn't completely answer the open- ended questionnaire. The researcher used such questionnaire as a principal tool of collecting data from the participants for two reasons. First, it helped the researcher to collect information on a variety of issues in a relatively short time. Second, the researcher thought it would allow making comparisons among respondents. As a result, both closed and open-ended

items were designed so as to get valid and reliable information on the motivational techniques employed by English teachers. The concepts are related on the issue of class room activities, teachers and students' relationship in classes and class room atmospheres. The researcher took the items of the Questionnaire from the thesis which was conducted by Bayush Tibebe (1997) and it was modified it in order to get more relevant information about the study.

The questionnaire, which was needed to elicit the necessary information from the students, was intended to decide by the students whether or not they were intrinsically motivated by their English teachers. This type consisted of twenty one items of five-points Likert scale ranging from strongly disagree to strongly agree. So as the questionnaire was to be filled by the students, it was held in Tigrigna so that these subjects could explain their ideas and feelings freely and more effectively. Moreover, in order to triangulate the idea obtained from the questionnaire, the researcher employed an interview.

### **3.3.3 Interview**

To know whether or not English teachers applied the motivational techniques in the English classes appropriately as well as to strengthen and validate the data obtained through the questionnaire, an interview which took an hour was carried out with the English teachers. It was designed based on the questionnaire. This is because it was needed to crosscheck the responses obtained from the subjects. So, the researcher took ten items of the interview from the thesis which was conducted by Bayush Tibebe (1997) and it was modified it in order to get more relevant information about the study. More over, in order to avoid tiredness and time constraints, only ten interview questions were administered for the English teachers in the English language.

### **3.4 Data Collection Procedures**

In order to collect data for the study, first the researcher got permission from the director and the English department of the school. Since the researcher needed the necessary information from both the teachers and students, he explained the objective of the study to both groups and asked their willingness to take part in the study. No one showed any reluctance to participate. With the help of subject teachers, the researcher distributed the students' questionnaire for every seventh student of the eight sections based on the attendance lists of the home room teachers. The students filled the questionnaire with in half an hour and then they returned all the questionnaire papers with out any problem. Meanwhile the researcher arranged time with the English teachers

for the interview. And each of the interviewee was interviewed individually with only the English teachers. The interview was conducted in their free periods with in two days. As the class room observation is concerned, the researcher made the necessary arrangements with the English teachers according to their time table and all the necessary information was available on the arranged programs. Since the teachers were very familiar with the researcher during the interview, they didn't show any reaction during the class room observations. The data collection was completed in the arranged programs effectively.

### **3.5 The Design of Employing the Instruments**

First the researcher read the English version of the questionnaire and the interview items of the thesis conducted by Bayush Tibebe (1997). Second the English version of the students' questionnaire was translated into Tigrigna in order to avoid misunderstanding/misconception and to minimize the probability of collecting untruth information from some of the subjects because the researcher believed that students could have a problem of understanding and using the English language. Then the Tigrigna version of the questionnaire was commented by colleagues who are Tigrigna speakers in the department of TEFL. But the English version of the questionnaire was modified by the researcher.

In relation to this, the observation checklist which was prepared by Banti (2003) was consulted. Based on the comments they had, an attempt was made to revise the items. Eventually, each item in the three instruments was checked and commented by the advisor. Before administering the students' questionnaire, the researcher conducted a pilot study on ten students in the selected area in order to assess the logical flaws and clarity of the items in the questionnaire. And finally based up on the comments found, the items in each tool were corrected and checked by the researcher so as to be conducted in the actual area.

### **3.6 Data Analyses Method**

In order to analyze the data gathered from the teachers and students, qualitative and quantitative analyses have been employed.

#### **3.6.1 Qualitative analysis**

Qualitative analysis has been conducted to analyze the data gathered through the class room observation, open- ended items of the questionnaire and the interview. The data gathered using

the observation checklists was analyzed using the total observed behavior. First, the total frequency of the observed behavior in the three observations were counted, then, the occurrence of the total observed behavior to each item was discussed using the observed behavior. And to analyze the open-ended item of the questionnaire, the researcher attempted to organize the comments or opinions stated by the respondents. Then, frequency was used to analyze this data. Besides, qualitative analysis was used to this type of questionnaire. And finally to analyze the interview data, the researcher transcribed the interviewees' responses and then he used description.

### **3.6.2 Quantitative Analyses**

The descriptive statistics has been employed in this study for the proper analyses of the quantitative data. And to analyze the data gathered via the closed-ended items of the questionnaire, first, the responses of the students were tailed, and then they would be converted into frequency distribution and percentage. This was done because the researcher believed that frequency and percentage would be enough to make comparison of responses to items in a convenient way.

In general the data collected through students' questionnaire was calculated and presented in tables. For reporting and analyzing data, percentages and frequency items were employed. And the transcribed teachers' interview, the results obtained from the open-ended questionnaire and the class room observations were described qualitatively. And finally the collected data was grouped, analyzed and interpreted to arrive at conclusions and recommendations. In the next chapter an attempt was made to present and analyze the data collected from the subjects.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF THE RESULTS

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

#### 4.1 Presentation of the Results

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

##### 4.1.1 Results from the Observation Checklist Data

The researcher selected eight sections using purposive sampling method so as to collect concrete and meaningful information about the study from the actual room settings where teaching learning process took place.

The observation checklist has two parts. The first part was the motivational use of the English teachers in the English classes whereas the second part was about the motivational intensity of the students.

#### Part I Teachers' Use of Motivational Techniques

Table 4.1: Teachers' Use of Motivational Techniques

No.	Item	Responses	1 <sup>st</sup> Observa tion.	2 <sup>nd</sup> Observat ion.	3 <sup>rd</sup> Observ ation.	Total
1	Promotes interaction and cooperation among learners	Yes	2	3	2	7
		No	1	2	2	5
2	Demonstrate enthusiasm	Yes	3	2	2	7
		No	3	1	1	5
3	Creates a pleasant and supportive atmosphere	Yes	1	3	3	7
		No	2	1	2	5
4	Mentions information or skills the students will learn in the lesson/task	Yes	3	2	3	8
		No	1	2	1	4
5	Assigns tasks with meaningful learning objectives	Yes	2	3	3	8
		No	1	2	1	4
6	Helps the students build confidence by providing good encouragement	Yes	3	2	2	7
		No	1	2	2	5
7	Promotes learners autonomy	Yes	2	2	3	7
		No	1	1	3	5

8	Provides opportunities for students to ask, respond and get feedback	Yes	2	2	3	7
		No	3	1	1	5
9	Didn't provide students with positive information feedback	Yes	1	2	2	5
		No	3	1	3	7
10	Didn't encourage learners to attribute failure to lack of effort and appropriate strategies than to lack of ability	Yes	2	2	1	5
		No	2	2	3	7
11	Focuses on mastery in monitoring performances and giving feedback	Yes	2	3	2	7
		No	2	1	2	5
12	Demonstrates moderation and variation in use of motivational techniques	Yes	3	2	2	7
		No	2	2	1	5
13	Focuses only on lesson/task proper	Yes	2	2	3	7
		No	3	-	2	5
14	Makes use of discouraging rebuffs for poor attention/work	Yes	1	3	1	5
		No	3	2	2	7
15	Warns what a test will be used as a punitive measure for poor attention and involvement, and misbehaves	Yes	2	2	1	5
		No	2	2	3	7

According to the data given on the table, an attempt was made to analyze the result of the classroom observations based on the checklists given above about the teachers' motivational techniques. And accordingly, their analysis is as follows.

#### 4.1.1.1 Analysis of Classroom Observation

In addition to questionnaire and interview, the researcher used classroom observation to get first hand information. Accordingly, the researcher conducted observation for the four English teachers of the school. Each teacher was observed three times for the sake of collecting appropriate data which helps for the successful accomplishment of the study.

According to the observation conducted, many of the teachers promote interaction and cooperation among learners. They gave more opportunities to have an exciting interaction among one another. Furthermore, they let their students perform various tasks and activities in pairs and groups to cooperate among themselves. However, some teachers were not in a position to promote interaction and cooperation among learners. They didn't initiate the learners to have

strong interaction as well as cooperation by assigning them to do activities in pairs and groups. Similar number of teachers were observed demonstrating enthusiasm. As a result, many of the students were observed with a strong feeling of excitement and interest in completing activities provided to them. Nevertheless, there were some teachers who did not demonstrate enthusiasm which lets students tired of the lesson because of the less interest they had. Moreover, many teachers were observed creating a pleasant and supportive atmosphere. To realize this, they initiated students to have active involvement in the lessons and motivate them by providing a lot of activities and helping them as much as possible though there were some teachers still who did not create pleasant and supportive atmosphere which hinder effective teaching-learning process. Frankly speaking, there were some teachers who did not create conducive environment for the effective demonstration of the lesson though most of them were on the right track.

The researcher also observed that a lot of teachers mentioned information or skills the students would learn in the lesson/task. Before the tasks were given to the students, the teachers clearly mentioned the intended information/skills the students were required to capture. This, in fact, invited the students to give more attention for the lessons to be delivered. But some teachers were observed teaching their students without clear description of the information or skills the students would learn in the lesson which resulted in confusion of the students with the lesson. In the same way, many of the teachers assigned tasks with meaningful learning objectives which were highly desired for the success of teaching learning process. On the other hand, some of the teachers were unable to assign tasks with meaningful learning objectives. This was in fact a serious problem for nothing was achieved if the tasks were not assigned with meaningful learning objectives. This observation therefore shows that, there were still some teachers who did not introduce their lessons by mentioning the intended learning out comes and did not match the tasks with the objectives in spite of the fact that many of them applied it successfully.

Based on the observation conducted, most of the teachers helped the students build confidence by providing good encouragement. They provided opportunities for students to ask, respond and get feedback with relaxation and no anxiety. They also provided the students with positive information feedback. Hence, it is possible to say that they highly promoted learners autonomy as they provided them with a great opportunity in playing their role in the teaching-learning process. In addition to this, the teachers encouraged learners to attribute failure to lack of effort and appropriate strategies than to lack of ability. The teachers, therefore, initiated the students to

make a strong effort and use appropriate techniques to have successful achievement towards the English language. On the other hand, it was observed that some teachers did not encourage students build confidence by providing good encouragement. As they did not let the students ask, respond and get feedback, they didn't promote learner autonomy. In addition to this, they didn't provide the students with positive information feedback. Hence, these teachers did not motivate their students to learn the English language in a successful manner. From this observation, it can be deduced that there were students who did not benefit from their teachers because of the poor encouragement and autonomy they got during the English lessons.

The researcher also observed that many of the teachers focused on mastery in monitoring performance and giving feedback. They supervised students' performance in each activities provided to the students and gave them appropriate feedback as soon as possible. To realize their learning objectives, they focused only on the lesson /task proper/. This is to mean that they didn't go around the bush because they wanted to teach to the point. They delivered their lessons by demonstrating moderation and variation in use of motivational techniques such as praising (excellent, great, v.good, nice, splendid, etc) and giving autonomy (pair work and group work). Nevertheless, the researcher also observed that some teachers did not focus on mastery in monitoring performances and giving feedback. They didn't check whether the students were doing the activities or not. And they were not good enough at giving appropriate feedback which, infact, let the students to be less motivated towards the English language. Moreover, these teachers did not focus only on the lessons as they went beyond it which didn't match with the intended learning outcomes. What is the worst thing the researcher observed was that these teachers were unable to demonstrate moderation and variation in use of motivational techniques which hinder high achievement of the students in the English language.

Generally speaking, what the researcher observed was that although many of the teachers were trying to teach the English language using appropriate motivational techniques, some of them were less successful in doing so in which its result was low achievement.

According to the researcher's classroom observation, most of the teachers did not make use of discouraging rebuffs for poor attention/work. Hence, they didn't warn that a test would be used as a punitive measure for poor attention and involvement, and misbehave. They rather tried their best to attract their students' attention by applying various techniques of motivation. On the other

hand, some teachers were observed that they made use of discouraging rebuffs for poor attention/work. As a result, they tried to warn their students that a test could be used as a punitive measure for poor attention and misbehaves. Here, these kinds of teachers couldn't be successful because they looked down on their students rather than motivating them to divert their attention towards the right track. Thus, it can be concluded that, there were still some teachers who did not apply the appropriate methodology in teaching the English language which results in failure.

Generally speaking, the researcher observed that there were some teachers who did not deliver their lessons in a successful manner because of various problems, especially lack of motivational techniques for teaching the English language though most of them taught their students successfully.

**Table 4.2: Motivational intensity of Students**

No	Item	Responses	1 <sup>st</sup> Observation.	2 <sup>nd</sup> Observation.	3 <sup>rd</sup> Observation.	Total
1	Attend the lessons enthusiastically	All	-	-	-	-
		Many	2	3	2	7
		Fair	-	1	1	2
		Few	1	1	1	3
		None	-	-	-	-
2	Actively take part in class/group discussion	All	-	-	-	-
		Many	3	2	2	7
		Fair	1	1	-	2
		Few	-	2	1	3
		None	-	-	-	-
3	Ask questions	All	-	-	-	-
		Many	2	1	1	4
		Fair	1	-	1	2
		Few	2	2	2	6
		None	-	-	-	-
4	Answer questions	All	-	-	-	-
		Many	2	3	2	7
		Fair	-	-	1	1
		Few	1	2	1	4
		None	-	-	-	-
5	Didn't seek feed back from the teachers	All	-	-	-	-
		Many	2	2	2	6
		Fair	-	-	-	-
		Few	2	2	2	6
		None	-	-	-	-
6	Are passive (Little or no participation)	All	-	-	-	-
		Many	1	1	1	3
		Fair	1	1	-	2
		Few	2	3	2	7
		None	-	-	-	-

hand, some teachers were observed that they made use of discouraging rebuffs for poor attention/work. As a result, they tried to warn their students that a test could be used as a punitive measure for poor attention and misbehaves. Here, these kinds of teachers couldn't be successful because they looked down on their students rather than motivating them to divert their attention towards the right track. Thus, it can be concluded that, there were still some teachers who did not apply the appropriate methodology in teaching the English language which results in failure.

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		Many	2	3	2	7
		Fair	-	1	1	2
		Few	1	1	1	3
		None	-	-	-	-
2	Actively take part in class/group discussion	All	-	-	-	-
		Many	3	2	2	7
		Fair	1	1	-	2
		Few	-	2	1	3
		None	-	-	-	-
3	Ask questions	All	-	-	-	-
		Many	2	1	1	4
		Fair	1	-	1	2
		Few	2	2	2	6
		None	-	-	-	-
4	Answer questions	All	-	-	-	-
		Many	2	3	2	7
		Fair	-	-	1	1
		Few	1	2	1	4
		None	-	-	-	-
5	Didn't seek feed back from the teachers	All	-	-	-	-
		Many	2	2	2	6
		Fair	-	-	-	-
		Few	2	2	2	6
		None	-	-	-	-
6	Are passive (Little or no participation)	All	-	-	-	-
		Many	1	1	1	3
		Fair	1	1	-	2
		Few	2	3	2	7
		None	-	-	-	-

7	Show reluctance to accomplish classroom tasks and activities	All	-	-	-	-
		Many	1	1	1	3
		Fair	1	-	1	2
		Few	3	2	2	7
		None	-	-	-	-
8	Take advantages of sitting in pairs/groups for improper classroom practices	<del>None</del> All	-	-	-	-
		Many	2	3	2	7
		Fair	1	1	-	2
		Few	1	2	-	3
		None	-	-	-	-

According to the data given above, an attempt was made to analyze the results of the observation obtained from the actual room settings based on the checklists given above about the motivational intensity of the students. And accordingly, their analysis is as follows.

#### 4.1.1.2 Part II. Motivational Intensity of the Students

While observing the teachers, the researcher also observed motivational intensity of the students. Accordingly, many of the students attended the lessons enthusiastically. They showed high degree of interest to involve in the various kinds of tasks provided to them. However, some of the students did not attend the lessons enthusiastically as they were forced by their teachers for active involvement of activities given to them. Hence, these students who attended the lessons enthusiastically actively took part in pair and group discussion. However, the students who did not attend the lessons enthusiastically were not in a position to actively take part in pair and group discussion. This shows that students do not have active role in pair and group discussion unless they attend the lessons enthusiastically.

The observation also indicates that few students asked questions though many of them answered questions when their teachers asked them. The researcher observed that only in a few teachers were many students which asked and answered questions with great effort. This implies that the teachers did not motivate the students to attend the lessons bravely and ask questions as much as possible. Following this reason, the researcher observed that some of the students did not seek feedback from the teachers. Only the other some students were eager to get feedback from their teachers. This is, of course, a serious problem which hinders the effective way of teaching the English language for without motivation nothing can be done.

The researcher also observed that almost half of the students were passive participants during the lesson though some of them were active participants. When the teachers delivered the lessons, the students did not give attention and showed less involvement in pair and group discussion. Thus,

they showed reluctance to accomplish classroom tasks and activities. Hence, some teachers were forced to apply teacher-centered method which was not effective to teach English using motivational techniques.

Based on the classroom observations conducted, the researcher realized that most of the students took advantages of sitting in pairs/ groups for improper classroom practices. Even though there were a few students who did not take this advantage, most of them were able to apply the required sitting which, in fact, paves the way for the application of motivational techniques to teach the English language.

As it is illustrated in the table, none and all students never at all did their best in all items.

In short in order to arouse the motivational intensity of the students, what the teachers did in the class room observation was as follows.

First and foremost, the teachers aroused the learners' learning interest using interesting puzzles and proverbs before they proceeded to the next session of the lesson. They told them that if students made more practice, they could gradually improve their speaking, listening, reading and writing skills effectively because practice makes perfect. Then they created an opportunity by making the lesson attractive and interesting for the students to participate actively. As a result, the students' interest towards learning the lesson became high. Due to this reason, they started to participate actively by raising their hands. Since they were very happy, they were very eager to answer questions. They were also heard saying 'teacher, teacher, let me try'. The teachers' effort to motivate and increase students' participation by presenting the lessons in a meaningful way was maximum so that students' attention towards following their lessons became high. Even though the researcher hasn't seen any teacher using visual aids properly at that time, they could have used it properly as it helps teachers to make the lesson interesting and easily understandable. And also it could decrease teachers' effort from much talk and further explanations. However some teachers didn't create such opportunities for the students like the other teachers with great effort to do so. This was really an obstacle for the students in order not to carry out effective and successful teaching learning process. Due to the teachers' less effort to motivate and increase students' participation, a few students were active participants during the class room observations of some teachers. Therefore the teachers of the school in general were in need of much effort to attract students' intrinsic interest towards learning the English language effectively because as

Dornyei (2001,120), pointed it out the teacher is the powerful motivational tool to attract the students' attention towards following their lessons so as to achieve the intended goals effectively.

#### 4.2 Analysis of the Respondents' Responses to the Students' Close-ended Questionnaire.

Of the 60 students who completely all in all responded the students' close- ended items of the questionnaire, an attempt was made to analyze their responses based on the table accordingly.

**Table 4.3: Students' Responses to Classroom Activities**

No	Responses	List of Items							
		The teacher both praises and encourages students when they do the activities		The teacher doesn't encourage students to evaluate themselves in the given activities		The teacher tries to sustain students' motivation when doing activities		The teacher encourages students even they make mistakes while doing different activities.	
		F	%	F	%	F	%	F	%
1	Strongly agree	26	43.3	20	33.3	24	40	15	25
2	Agree	14	23.3	11	18.3	9	15	15	25
3	Undecided	12	20	12	20	10	16.7	7	11.7
4	Disagree	6	10	13	21.7	9	15	16	26.7
5	Strongly disagree	2	3.4	4	6.7	8	13.3	7	11.7
Total		60	100	60	100	60	100	60	100

As can be seen in the above table, 43.3% and 33.3% of the respondents said that they strongly agree and agree respectively on the praises and encouragements given to them by their teacher when they did various activities. However, 20% of them said that they couldn't make decision whether praises and encouragements were provided to them or not. The rest 10% and 34% also replied that they disagree and strongly disagree respectively with regard to the praises and encouragements provided to them. This indicates that there were teachers who did not provide appropriate praises and encouragements for their students though most of them provide in a satisfactory manner. Thus, a lot of students became passive participants because of lack of praises and encouragements from their teachers. This implies that teachers were expected to do their best by both praising and encouraging their students when they did the given activities.

The above table also shows that many teachers did not encourage students to evaluate themselves in the given activities. Accordingly, 33.3% and 18.3% of the respondents responded that they strongly agree and agree respectively in the teachers' encouragement that they didn't encourage for students to evaluate themselves in the given activities. Nevertheless, 21.7% and 6.66% of

them said that they disagree and strongly disagree respectively on the teachers' encouragements that they didn't encourage for students to conduct self-evaluation. Furthermore, 20% of them responded that it was impossible for them to give their own decisions on this point. This data illustrates that most teachers were not in a position to invite their students to evaluate themselves in the given activities. It's obvious that students should be given great opportunity to evaluate themselves so that teachers can check their comprehension level towards the activities provided to them. However, teachers of Tadelech Hailu secondary school do the reverse which can really result in the failures of academic achievements.

As it can be understood from the table, 40% of the students said that they strongly agree on their teachers' trial to sustain their motivation when doing activities. Another 15% of them also said that they agree with the idea. On the other hand, 16.7% of them gave no decision about it. 15% of them, however, responded that they disagree with the idea which says teachers try to sustain students' motivation when doing activities. The rest 13.3% also said that they strongly disagree with it. Based on the students' responses, some teachers did not sustain students' motivation in spite of the fact that most of them tried their best to motivate their students when doing activities. Hence, the students did not have enough opportunity to do activities successfully due to the shortage of teachers' effective motivation.

Green (1993:30), advises teachers to use contents which are motivating for students and in line with students' interest. Because a rich content not only sustains learners' motivation but also promotes participative learning.

According to the above scholar, the purpose of motivational techniques is to arouse the students' learning interest and to focus upon the lesson so that the teachers of the school should use the most effective ways of making the lessons interesting otherwise an interesting subject can be made tedious by the manner it is presented.

According to the data provided in the table, the same 25% of the students responded that they strongly agree and agree on teachers' encouragement for students even when they made mistakes while doing different activities respectively. However, 26.7% and 11.7% of them replied that they disagree and strongly disagree on it. The rest 11.7% of them, however, didn't decide on the given idea. From this data, it is clear that many of the students were unsuccessful because they

them said that they disagree and strongly disagree respectively on the teachers' encouragements that they didn't encourage for students to conduct self-evaluation. Furthermore, 20% of them responded that it was impossible for them to give their own decisions on this point. This data illustrates that most teachers were not in a position to invite their students to evaluate themselves in the given activities. It's obvious that students should be given great opportunity to evaluate themselves so that teachers can check their comprehension level towards the activities provided to them. However, teachers of Tadelech Hailu secondary school do the reverse which can really result in the failures of academic achievements.

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According to the data provided in the table, the same 25% of the students responded that they strongly agree and agree on teachers' encouragement for students even when they made mistakes while doing different activities respectively. However, 26.7% and 11.7% of them replied that they disagree and strongly disagree on it. The rest 11.7% of them, however, didn't decide on the given idea. From this data, it is clear that many of the students were unsuccessful because they

were not encouraged by their teachers when they made mistakes. Logically, students should be encouraged even when they made mistakes as mistakes are signs of learning.

**Table 4.4 The Students' Responses Concerning Relationships between Teachers and Students in the Classroom.**

No	Responses	List of Items							
		The teacher provides more opportunities for students to respond freely in the class.		The teacher has a good relationship with the students in the classrooms		The teacher encourages students to participate without fear in the classroom.		The teacher feels responsibility for developing students' language skills	
		F	%	F	%	F	%	F	%
1	Strongly agree	23	38.33	20	33.3	23	38.3	24	40
2	Agree	10	16.7	14	23.3	11	18.3	9	15
3	Undecided	5	8.3	5	8.3	8	13.3	8	13.3
4	Disagree	9	15	15	25	18	30	10	16.7
5	Strongly disagree	13	21.66	6	10	-	-	9	15
Total		60	100	60	100	60	100	60	100

According to the data presented in the table above, 38.33% of the respondents strongly agreed that their teacher provided more opportunities for them to respond freely in the class. Another 16.7% of them also replied that they agreed with the given idea. However, 15% and 23.21% of the respondents disagreed and strongly disagreed respectively with mention idea. The rest 8.3% of the respondents replied that they couldn't make decision whether their teachers provide them with more opportunities to respond freely in the class. Hence, it is clearly indicated that most of the teachers give more opportunities for the students to say what they want to say freely which is necessarily important for their academic achievements. It is un doubtful that, students can have better performance if they get conducive environment to speak freely in the class. Nevertheless, there were some teachers who did not give this freedom as can be deduced from responses given.

Based on the above table, 33.3% of the respondents replied that they strongly agreed on the teachers' good relationship with the students in classroom. 23.3% of them also agreed with the idea. Although 8.3% of the respondents didn't decide about the idea, 25% of them said that they disagreed with the idea. Another 10 also replied that they strongly disagreed with it. Pedagogically, it is obvious that there should be strong relationship between the teacher and the students so that there can be smooth going of teaching learning process. If the teacher has good rapport with the students, they feel freedom and are eager to attend the lesson attentively and interestingly. Nevertheless, this data indicates that there were teachers who did not have good

relationship with their students which were really an obstacle for the success of teaching-learning process.

The above table also shows that 38.3% of the respondents strongly agreed with their teacher's encouragement to participate without fear in the classroom. 18.3% of them also agreed with the mentioned point though 13.3% of them didn't give their decision. On the other hand, 30% of them disagreed with the idea. Here, it is unquestionable that students should be given free space to participate actively and without fear in the classroom if they are intended to be successful enough. The data, therefore, indicates that many teachers were in a position to encourage their students to participate without fear in the classroom. In spite of this fact, there were some teachers who did not give such encouragement which results in failure as the students could do nothing when they were frightened.

The data provided in the above table also clearly indicates that a lot of teachers felt responsibility for developing students' language skills which really helps for the increment of students' motivation in learning the language. Accordingly, 40% and 15% of the respondents said that they strongly agreed and agreed with the mentioned idea respectively. However, 16.7% and 15% of them said that they disagreed and strongly disagreed respectively. Furthermore, 13.3% of them replied that they couldn't decide whether their teachers felt responsibility for developing their language skills or not. Despite the fact that most of the teachers felt responsibility for developing students' language skills, there were a few teachers who didn't care about it. As a result some students couldn't develop their language skills to the intended one.

**Table 4.5: Students' Responses to English Language Teaching Classroom Atmospheres**

No	Responses	List of Items									
		The teacher creates conducive environment for the students to participate actively		The teacher allows students to help each other in pair or group discussion in the classroom		The teacher tries to increase students' interest and manage the classroom to make effective teaching-learning environment		The teacher doesn't organize and manage the classroom to make effective teaching-learning environment.		The teacher uses other additional activities and appropriate teaching aids to help students in the English classroom	
		F	%	F	%	F	%	F	%	F	%
1	Strongly agree	13	21.7	27	45	25	41.7	11	18.3	9	15
2	Agree	18	30	11	18.3	7	11.7	12	20	11	18.3
3	Undecided	6	10	5	8.4	2	3.3	5	8.3	12	20
4	Disagree	23	38.3	8	13.3	14	23.3	17	28.4	20	33.4
5	Strongly disagree	-	-	9	15	12	20	15	25	8	13.3
<b>Total</b>		<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>

As can be observed from the above table, 21.7% of the respondents replied that they strongly agreed on their teacher's ability in creating conducive environment for them to participate actively. In addition to this, 30% of them responded that they agreed with the mentioned point. On the other hand, 10% of them couldn't specify their decision on the idea. The rest 38.3%; however, said that they disagreed with the explained idea. It's unquestionable that students can participate actively if the teacher creates conducive environment as much as possible. In spite of this fact, some teachers of this school did not create conducive environment for their students which resulted in decreasing active participation of the students.

The data of the above table also indicates that there were teachers who did not allow students to help each other in pair or group discussion though most of them allowed them to do so.

Accordingly, 45% and 18.3% of the respondents replied that they strongly agreed and agreed respectively on the idea which says that teacher allows students to help each other in pair or group discussion in the classroom. On the other hand, 13.3% and 15% of them said that they

disagreed and strongly disagreed on the idea respectively. The rest 8.4%, however, couldn't arrive at decision on the idea. Hence, it is clearly indicated that some students were not benefited from the teaching learning process as their teachers didn't give them opportunity to help each other in pair as well as group discussion.

Based on the data provided in the above table, 41.7% of the respondents replied that they strongly agreed on their teacher's effort to increase students' interest and manage the classroom to make effective teaching-learning environment. Moreover, 11.7% of them said that they agreed on the point. Nevertheless, 3.3% of them couldn't reach any decision. Furthermore, 23.3% and 20% of them responded that they disagreed and strongly disagreed on the indicated point. From this, it can be deduced that there were some teachers still who did not try to increase students' interest and manage the classroom which really results in having ineffective teaching learning environment.

This table also provided data on the teachers' ability in organizing and managing the classroom to make effective teaching-learning process. Thus, 18.3% of the respondents replied that they strongly agreed on their teacher's inability to organize and manage the classroom to make effective teaching-learning environment. Furthermore, 20 % of them indicated that they agreed on the idea. In contrast 28% and 25% of them said that they disagreed and strongly disagreed on the pointed idea. And, the rest 8.3% of them didn't give any decision. From this, it is clearly understood that inability to organize and manage the classroom was the problem of some teachers, especially in this school which hinders the existence of effective teaching-learning environment.

Having realized the importance of motivation in any teaching learning process in general and in English language classroom in particular is unquestionable and a decisive element and also according to Bill (2001), since learning is the result of the cumulative product of all the management undertaken by all the participants in the class room, the teachers of the school should act being models for their students using different ways of motivating techniques in order to play their roles in teaching English

Moreover, 15% and 18.3% of the respondents replied that they strongly agreed and agreed respectively on their teachers' ability to use other additional activities and appropriate teaching aids to help students in the English classroom. Nevertheless, 20% of them couldn't decide. On

the other hand, 33.4% and 13.3% of them disagreed and strongly disagreed respectively. Here, it is clear that most teachers did not use additional activities and appropriate teaching-aids properly.

**Table 4.6: The Students' Response about Motivation Techniques Employed by the English Teachers**

No	Responses	List of Items							
		The teacher provides enough time and gives attention by motivating students to use the English language.		The teacher uses different ways such as rewards and praises to motivate students towards English language learning		The teacher raises students' intrinsic interest to learn English		The teacher has an awareness of motivational techniques	
		F	%	F	%	F	%	F	%
1	Strongly agree	21	34.9	24	40	20	33.4	16	26.7
2	Agree	10	16.7	6	10	14	23.3	14	23.3
3	Undecided	2	3.4	6	10	4	6.6	6	10
4	Disagree	14	23.3	9	15	10	16.7	16	26.7
5	Strongly disagree	13	21.7	15	25	12	20	18	30
<b>Total</b>		<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>60</b>	<b>100</b>

According to the above table, 34.9% of the respondents strongly agreed that their teachers provided enough time and gave attention by motivating students to use the English language. Another 16.7% of them also agreed with the idea, but 3.4 of them didn't decide at all. In contrast, 23.3% of them disagreed with the idea, and another 21.7% of them strongly disagreed with it. Based on the respondents' reply, it is possible to deduce that there were many students who were with less interest towards the English language because their teachers did not provide enough time and attention by motivating them to use the language in a successful manner. This, in fact, de motivated them and hindered their improvement of the English language as they gave less care to the language.

As can be seen in the table, 40% of the respondents strongly agreed that their teachers tried to use different ways such as rewards and praises to motivate students towards English language learning, and 10% of them agreed with the idea. On the other hand, 15% the respondents disagreed with the idea and 25% of them strongly disagreed with it. The rest 10% however, couldn't give decision on the idea. It is obvious that teachers should use rewards as well as

praises so as to motivate their students. Nevertheless almost half of the teachers of this school did not use these techniques which hinder the improvement of the English language of the students.

The table also provides data on the teacher's ability to raise students' intrinsic interest to learn English. Accordingly, 33.4% and 23.3% of the respondents strongly agreed and agreed that their teachers raised their intrinsic interest to learn English respectively. On the other side, 16.7 % and 20 % of the respondents disagreed and strongly disagreed on the idea respectively. The other 6.6% of the respondents were unable to decide whether their teacher raises their intrinsic interest to learn English or not. It is undoubtful that students who have intrinsic interest are more successful than students who have extrinsic interest in learning the English language. However, students of this school didn't have more opportunity to have intrinsic interest because of the less motivation provided to them by their teachers as can be observed from their responses.

This table also shows that 26.7% of the respondents replied that they strongly agreed with their teachers' awareness of motivational techniques, 23.3% of them also responded that they agreed with the idea though 10% of them didn't give any decision. In contrast 26.7% of the respondents disagreed on the idea, and the rest 13.3% of them strongly disagreed on it. It's true that any teacher should have an awareness of motivational techniques in order to teach the English language by entertaining the students in a successful manner. It is because of lack of awareness of motivational techniques in which many teachers are unsuccessful in teaching the English language. Teachers of this high school were also victims of this factor as can be understood from the respondents' responses though it doesn't described to all of them.

**Table 4.7 Students' Response concerning Teachers' Encouragement to use English in the Classroom.**

No	Responses	List of Items			
		The teacher encourages students to apply their English language proficiency in real life situations		The teacher advises and motivates students to develop their self-confidence by participating in the English lessons	
		F	%	F	%
1	Strongly agree	17	28.3	20	33.3
2	Agree	15	25	12	20
3	Undecided	5	8.3	2	3.4
4	Disagree	14	23.3	20	33.3
5	Strongly disagree	9	15	6	10
Total		60	100	60	100

As can be understood from the above table, 28.3% of the respondents strongly agreed that their teachers encourage them to apply their English language proficiency in real-life situations and 25% of them agreed on the idea in spite of the fact that 8.3 of them didn't decide on it. On the contrary, 23.33% and 15% of the respondents agreed and strongly disagreed on their teachers' encouragement to apply their language proficiency in real life situation. It is commonly understood that students can improve their English language if they are in a position to apply their proficiency in real life situation confidentially and effectively. However, some of the teachers of this school do not encourage the students by doing so as can be easily identified from the respondents' responses.

Based on the data provided in the above table 33.3% respondents said that they strongly agree on their teacher's and motivation to develop their self-confidences by participating in the English lesson. Moreover, 20% of them said that they agree on the idea although 3.4% of them couldn't decide on it. Nevertheless, 33.3% of the respondents replied that they disagree on the idea, and the rest 10% of them said that they strongly disagree on it. Here, it is obvious that teachers should advise and motivate their students so that they can participate confidently in the English lesson. Teachers of this school are therefore, trying their best to apply this principle though a few of them are not applying them successfully.

#### 4.2.1 Students' Responses to Open-ended Questionnaire

Of the sixty students who responded to the questionnaire items, only ten didn't give their responses to the open-ended items. The open-ended items inquired the respondents to comment on the effort of their teachers to motivate and increase students' participation in the English classes.

As classroom management is concerned, most respondents said that their teachers had no problem in class room management techniques but some students suggested that some teachers use less effective management techniques when they guided their students. That is they didn't take appropriate measurement for those students who disturb, degrade and demoralize at those who tried to answer questions with great effort. Similarly, they pointed out that they used less appropriate teaching method and effective techniques to motivate and increase students' participation towards learning the language.

With regard to providing help, some students said that their teachers tried to help and guide their students who need due attention. So, they taught them on their free time but as most students' replies indicate, their teachers didn't give tutorial classes for those who need support and due attention. More over, as it is suggested, since such teachers felt very tired to teach the lessons, they didn't always create an opportunity for students to promote and arouse their interest towards actively following their lessons.

As teaching learning is concerned, most students said that their teachers had confident enough knowledge to teach the students effectively. On the contrary, some students suggested that their teacher lack subject matter knowledge. Due to this reason, he had lack of more confidence to explain, clarify and teach the lessons in meaningful and in an interesting way using appropriate teaching aids.

Generally speaking, most teachers sometimes used teacher centered approach so that they did majority of the activities by themselves with out giving more opportunity for the students to participate actively. Due to this reason, the teachers felt very tired to teach the lessons effectively but this is less effective method for the active involvement of the students to improve their lessons attentively.

In relation to this, most respondents reported that their teachers were in a good position and they had good interest to teach the students but as some students' reply indicate, some teachers had

less interest to teach the students so that they showed carelessness and inability to use their time effectively. On the one hand, they showed negative outlook at students. Due to this, they wasted the time on teaching irrelevant issues. On the other hand, they missed either five or ten minutes per period.

As de motivation is concerned, most respondents replied that they had no problem because their teachers didn't de motivate them. However, as a few respondents' replies indicate, they had some problems. The reason they mentioned was that when some students frequently disturbed in the class, the teacher insulted them .Furthermore, their teacher degraded the passive listeners if they didn't answer correctly and if they didn't participate actively. However, it is known that teachers should not de motivate such kind of students, they should rather advise and initiate them to attract their attention to wards the lessons.

In general as it is deduced from the respondents' response, even though most respondents replied that their teachers didn't have any problems in motivating and increasing their students' participation in the English lessons, some respondents clearly pointed out the problems of their teachers in motivating and increasing their participation in the English lessons.

Having realized the importance of motivation in any teaching learning process in general and in English language classroom in particular is unquestionable and a decisive element and also according to Bill (2001), since learning is the result of the cumulative product of all the management undertaken by all the participants in the class room, the teachers of the school should act being models for their students using different ways of motivating techniques in order to play their roles in teaching English.

#### **4.3 Analyses and Discussion of Teachers' Interview**

An interview was conducted in order consolidate the results obtained from questionnaire and classroom observations. The items of the given interview were basically similar to the items of questionnaire and classroom observations (see Appendix D). The researcher interviewed for the sample teachers who were teaching English for grade ten in 2003 E.C, recorded their responses and transcribed the results.

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And accordingly here are the analyses of the interview conducted in the selected school.

Regarding the first question which inquired the interviewees to tell their awareness about motivation and they said they were aware of motivational techniques.

Regarding the second question which meant for eliciting the interviewees' responses about the significance of motivation, motivating students is significant in teaching English because motivation plays a great role to bring a relatively permanent change students' academic participation and performances by arousing their interest so as to learn the lessons with great effort effectively.

As Cook (1996:99) emphasized 'high motivation is one factor that causes the successful learning. So, teachers of the school should give due attention to it because it plays a great role to bring a relatively permanent change on the students' participation so as to achieve the intended goal.

To the third question which inquired the interviewees to tell about the relation ship between teachers and students, an appropriate teacher – student relationship is very important in the classroom to learn English. In relation to this as one respondent pointed it out unless there is a healthy relation ship between teachers and students inside and outside the classroom teaching learning process cannot be carried out effectively and successfully. English needs all rounded participation. Since students learn for the sake of communication, the relationship between teachers and students should be like sisters and brothers or as father and mother so as to enable learners to learn English effectively.

Similarly, as the other interviewee mentioned it, this relationship is vital for students to help each other because students feel confident enough to express their ideas freely and willingly and to complete the activities provided to them independently.

Dornyei (2001,120) outlined that, what ever is done by students, a teacher is a powerful motivational tool for their active involvement in English learning activities, so there should be a good relation ship between the teacher and the students, as it can be deduced from the interviewees' responses. Therefore, the teachers of the selected school should be wise enough in order to create a good relation ship between the teachers and the students in order to attract the students' attention towards their lessons.

Regarding the fourth question which meant for eliciting the interviewees' responses about motivational techniques, they generated the students' motivational techniques using praise words such as good, very good, nice, very nice, excellent, thank you, you are well come etc. rather than saying it is wrong. In stead, they encouraged students by saying it is good trial proceed, keep it up etc. Similarly, as the other respondent mentioned it he tried to generate students' motivation in classrooms when they did activities so as to go beyond their level of actively participating. He further elaborated that he gave some properties as rewards such as pen, pencil and exercise books for those active participants who answered questions which need great effort and more critical thinking. In this regard, as it is pointed out by the other respondent, he tried to generate students' motivation in the English lessons in different ways. Among these ways, Praising students by saying bravo, fantastic, your trial is in nice and interesting, keep it up, you have got a good improvement, go ahead, carry on etc. following their reply is the decisive factor so as to achieve the desired goal. He also provided them a good opportunity for hot participation because he tried to let them have active involvement in different activities that need more practice. Furthermore, he tried his best to associate and relate the activities with the students' background and their interests as well. As it is clearly indicated in the students' response, employing motivational techniques such praise words are the basic factors for increasing and arousing the students' intrinsic interest towards the lessons so the teachers should use them effectively.

To the fifth question which inquired the interviewees to elicit about encouragement, they tried their best to encourage and create positive self evaluation in the English language classrooms by writing the answers on the blackboard and they made them look for their mistakes either by repeating the answers for the mistakes made by the students to make them a ware and correct by themselves or by asking them to correct each other either by peer or in groups and then exchange their exercise books for correction.

In relation to this as it is mentioned by the second respondent, he encouraged and created positive self evaluation in the English lesson by creating a good relationship with his students in the classroom due to this, the students could participate freely because they got a good and full freedom to participate freely with the help of their teacher being the teacher as a facilitator and co-worker to give more opportunity for students so as to listen, speak, read and write freely while they were doing the activities, students could know their capacity. And as a result of their

participation, students could judge (evaluate) their potential how much they know and how much they don't know.

In this regard, as it is pointed out by the third respondent he tried to encourage and create positive self-evaluation in the English lessons by giving them pair and group work to share their experiences and then giving them feedback.

First he made them correct themselves in pairs and then in small groups meanwhile he took one representative among the groups to reflect and present the groups idea to the whole class and at the end the whole class would discuss about it with the help of their teacher.

As this item is concerned, the last respondent tried to encourage and create positive self evaluation in the English language classrooms by providing selected questions from the lessons delivered to check their comprehension (understanding). In addition to this, he asked them general questions to prove their conceptual know ledge towards the language. Further more, he made them provide oral presentations based on the lessons provided to them so that he could know how much they were effective based on their feedback and their results they scored on class works, home works, quizzes and other activities.

As it can be understood from the interviewees' reply, though the teachers were in a good position in providing such opportunities to do so, they should do more to solve the students' problem in learning English.

Regarding the sixth question which meant for eliciting the interviewees' responses about rewards, even though rewards were good enough to motivate students in the English classes, it is very difficult to give rewards for every student because it asks financial expense. As a result, the students would be reward oriented. That means if students lack the usual reward, they could be de motivated and decrease their attention to wards following their lessons attentively.

Similarly as it is pointed out by second interviewee giving rewards for students could play a great role in the English lesson to carry out a hot classroom participation using local and cheap materials such as pen, pencil and exercise book which is relevant with his budget, such rewards were given for those who show great success and effort in their English performances. In this regard, giving such rewards is aimed at students to have high competition among themselves as well as to motivate and increase their participation to wards leaning the language. As it is clearly

indicated in the students' response, since rewards bring a relatively permanent change on the students' academic achievements, the teachers of the school should use them effectively.

According to Covington (1999:127) motivational strategies aimed at increasing learners' satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success as well as using rewards. More over, many scholars suggested that using rewards appropriately are effective methods as an outward power to stimulate students in English learning. Therefore, the teachers of the school should do not forget to give more effective and appropriate rewards and approval such as Bravo! Excellent!, Keep it up! Etc. because such rewards and techniques arouse their morals and interest to involve and participate actively in their lessons.

To the seventh question which inquired the interviewees to elicit about the students' reactions was that when they were motivated, the class became hot participant. Since the students became happy, they were very eager to ask and answer questions freely and with great interest. Mean while they raised their hands hopefully by saying teacher, teacher, please give me chance, since the students felt very happy, they showed good manifestation to learn the lessons effectively.

The relationship between the teacher and students would be very high. As a result of such interaction, their classroom participation would be meaningful and satisfactory. More over, since they were aroused to increase their interest towards learning the lessons with great confidence, they tried their best to give feedback for the questions they were asked and they completed the activities successfully. As it is understood from the interviewees' reply, in order to carry out the teaching learning process effectively, the relationship between the teacher and students should be high.

If the teacher creates a good rapport with the students using different psychological approaches and techniques, the students can follow the lessons with great interest. As a result, they can be active and creative learners but if the teachers don't create positive relationship with the students, the students couldn't follow the lessons attentively because they can create a negative impact on the teacher and on the subject matter. There will be a gap between the teacher and the students; as a result, there will not be effective teaching. As Dornyei (2001, 120) outlined it, what ever is done by students, a teacher is a powerful motivational tool for their active involvement in English

learning activities. Therefore, the teachers of the school should be wise enough by creating healthy environment for the students so as to achieve the desired intended objectives.

Regarding the eighth question which inquired the interviewees to tell about motivational techniques to motivate and increase students' participation towards learning the language were praising words such as excellent splendid, bravo, remarkable, exciting, good trial, you have improved a lot, keep it up, nice to see you etc.

Similarly allowing students to discuss in pairs and groups, giving appropriate feed back for the questions they ask and initiating them to do activities and asking them questions which need critical thinking were also some of the techniques employed by the English teachers. Among these techniques which were highly preferred by the students were providing them with word praises such as excellent, very good, very interesting idea, keep it up ,bravo, great etc and giving appropriate feedback for their questions as well.

In relation to this, as one interviewee elaborated it he gave them rewards such as pen, pencil and exercise book for those who participate actively in the English lessons. These were also highly preferred by the students too because they gave high emphasis for such expense.

As it is understood from the interviewees' reply, since rewards play a great role in teaching learning process ,teachers of the school should use them sparingly when they teach their lessons effectively.

To the ninth question which inquired the interviewees to tell about the government, he should provide more opportunities for English teachers to help them get more access from continuous seminars, work shops, trainings, inter high school competitions, panel discussions, teachers' up grading, sharing of experience with the other woredas and regions and other necessary trainings so as to motivate and increase teachers' teaching styles.

The government should also equip and supply different and updated reference materials. They further said that, there should be English rooms where by teachers and students could share their experiences with the help of cassettes, CD and other necessary materials.

In addition to these items listed above, there should be laboratories and other broadcasting services in order to help learners practice on pronunciations and other practical tasks.

Further more, as the other respondents' reply illustrates, giving meaningful rewards for English teachers, providing facilities and opportunities for them to upgrade their potential by giving more chances to join MAS and PhD programs in many and different places could ware and motivate teachers' interest to wards using motivational techniques so as to motivate and increase students' participation using appropriate teaching methods which are necessarily important for the teaching learning process of the English language. As it is pointed out by the interviewees, the government should do and supply what is expected from him so as to solve teachers' problem in teaching English. There fore, in order to solve the students' learning problems, the government should fulfill the above mentioned relevant issues in order to achieve the desired outcomes.

To the last item of the interview which inquired the subjects to point out some possible solutions to motivate and increase students' participation in the English classes were: there should be communication halls, English laboratories, different reference books which are related to spoken class and other relevant materials.

In relation to this, in order to arouse students' interest towards learning English, teachers should present the lessons in a motivating and an interesting way by paying attention to the lessons by using warmers such as riddles, songs, puzzles and games relating it with their cultures. Moreover, teachers should present the lessons using appropriate teaching styles from simple to complex, from near to far, from explicit to implicit and from concrete to abstract with the help of attractive, meaningful and appropriate teaching aids.

In connection to this issue, as it is pointed out by one interviewee, creating an opportunity for students to conduct panel and debating inside and outside the classrooms, arranging programs for questioning and answering computational clubs inside and out side the school, arranging program for the students to have an English day in the school so as to convey their messages in English through mini-media. More over, making students write some meaningful concepts in cartoons and leaf letters, arranging programs to have a field trip where students can get an opportunity to make more practice in English could refresh and recreate their mind and eventually by letting students report all what they did to all students in the flag ceremony, teachers can motivate and increase students' participation to learn English.

In line with this as it is pointed out by the last interviewee, letting students practice and give focus for role play activities, assigning students to prepare and present dialogues, conversations

and other activities on stages, assigning students to present drama inside and outside the classroom, allowing students to write poems, tales puzzles, games, songs and other interesting creativities and giving an opportunity for students to make language practice inside and outside classes could help and motivate them to improve the four language skills.

Students should also be provided with some especial expressions such as proverbs and idioms so as to arouse, motivate and increase their interests and participations towards learning English. Therefore in order to create a conducive environment for the students so as to enable them carry out effective teaching learning process, the teachers of the school should act being models using the above important issues so as to achieve the desired intended goals.

#### **4.4 The Relationship between the Results Obtained from the Respondents through the Observation, Questionnaire, and the Interview**

An attempt was made to summarize the results obtained from the three data gathering instruments namely class room observation, students' questionnaire and teachers' interview. And accordingly, having understood the importance of motivational techniques, the English teachers were in a good position to motivate and increase the students' participation in the English lessons because they believed that motivation plays a great (significant) role to bring a relatively permanent change on the students' participation so as to achieve the intended goals. Since most teachers tried to create a conducive environment to present the lessons in an attractive and motivating ways, the students felt confident enough to discuss and do the activities in pairs /groups enthusiastically and with great interest. Most teachers rapport with their students was so good that most students were very eager to get chance so as to ask and answer questions with great interest. Since they were very happy, they showed good manifestation and their classroom participation was meaningful and satisfactory as it was deduced from the students' responses, the interviewees' responses and during the actual class room observations. Similarly, an appropriate teacher-student relationship was very important in the English lessons because such relation ship helped the students to express their ideas freely and willingly.

Similarly the teachers' good position to organize and manage the class room with a good learning environment enabled the students to carry out effective teaching learning process .They did an encouraging job to help students who need due attention. Since such teachers did an undeniable job with great effort by providing more opportunities for students to participate actively, most

Furthermore, in the teachers' interview, some possible solutions and what the government should do to motivate and increase students' participation in their English lessons were suggested though such issues were not with in the other tools.

In general, though the teachers' effort in the selected school was some how good and effective, they should cooperatively work hard so as to achieve the desired intended goals because some teachers' effort to teach students in the English lessons was not as such effective and satisfactory as it understood from the respondents' responses of the questionnaire and in the observable behavior of the students' participation in the actual class room observations.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

#### 5.1 Summary

The study attempted to investigate the effort of grade ten English teachers to motivate and increase students' participation in the English classes at Tadelech Hailu Secondary School.

The subjects of the study were the students and the teachers who were teaching the sample students in 2003 E.C. The data were gathered via classroom observation, closed and open-ended items of the questionnaire and an interview.

The questionnaire was administered for the sample students who were learning in the selected school where as the interview was conducted only with the English teachers.

The data gathered using the three instruments were analyzed qualitatively and quantitatively.

An attempt was made to summarize the respondents' response collected through the interview, the open-ended items of the questionnaire and the classroom observation. An effort was also made to organize and summarize the closed ended items of the students' questionnaire in groups and put the frequency and the percentages according to the respondents' response in each group.

The results obtained from the three tools indicate that most teachers' use of motivational techniques to arouse and increase learners' intrinsic interest to learn English in the selected school was some how good and effective. Their effort towards language teaching was a matter of getting and keeping the learners' attention so that most students got an opportunity to increase their participation to speak freely and with out fear.

Most teachers were in a good position to feel responsibility for developing students' language skills. As a result, many students' reactions towards following their lessons were that they were very happy and with strong feeling of excitement and interest in completing activities provided to them. Since they had a good rapport with the students, most students got good freedom and confidence to attend their lessons attentively and interestingly.

The students' observable behavior in the successive classroom observations and the students' responses in the questionnaire indicated that the teachers in the school were in a good position to employ motivational techniques so as to motivate and increase students' participation towards actively following their lessons though they didn't encourage learners to evaluate themselves by using appropriate teaching aids and by giving additional activities and further practices so as to help learners who need due attention. Moreover, more than 50% of the students' response in the questionnaire would also strengthen this finding. However, some teachers' use of motivational techniques in the school was less effective.

Similarly since some teachers didn't create a conducive environment by providing a good opportunity for students to learn and teach by themselves independently, a number of students were passive and less participants during the three classroom observations. Since their effort to motivate and increase students' participation was minimum, the observed behavior of the students' participation in the actual room setting was less. More over, below 50% of the students' result in the questionnaire would also strengthen this finding.

In relation to this, the students' response in the open ended items of the questionnaire indicates that some teachers' effort to help and guide their students effectively was less. On the one hand, some teachers spit awful words at those who showed poor attention and misbehave which could really resulted in decreasing active participation to their lessons. On the other hand, since some teachers didn't have good relationship with some students; they were not very interested to present the lessons in an attractive and motivating ways. As a result of such problems, only some students were participating actively and effectively in the English classrooms. Therefore, since some teachers' effort in the selected school was minimum, they should cooperatively work hard in order to satisfy the learners' needs and interests

## 5.2 Conclusions

The teachers' effort to use motivational techniques in order to motivate and increase students' participation in the English classes was found significant and decisive factor to bring a relatively permanent change on the students' academic performance because they pave the way for the successful learning of the language.

Having understood the importance of motivating ways, the teachers tried with great effort to promote and increase students' participation in the English lessons. Since they presented the lessons in an attractive and motivating ways by providing more opportunity for the students to carry out an exiting relation ship among them selves, more students got an opportunity to discuss and do activities in pairs and group work discussion. As a result, many students felt confident enough to follow their lessons enthusiastically and effectively.

More over, the teachers sometimes gave rewards such as pen, pencil exercise book for some students and also they frequently used praise words such as good, bravo, excellent etc so as to encourage and increase the students' learning interest towards the lessons.

However, since some teachers didn't present their lessons in an attractive and motivating ways, students' effort towards actively following their lessons was less. Due to their less effective use of motivating ways, they couldn't do an effective and encouraging job to promote high interaction and cooperation among students. On the other hand, they didn't bring an effective change in initiating and arousing learners' intrinsic interest to carry out effective teaching learning process.

Since their effort to motivate and increase students' participation to the right track was minimal, a lot of students were fewer participants during their lessons. It is fair to conclude that since the effort of such teachers to attract students' attention towards actively following their lessons was less, the teachers of the school should cooperatively work hard with great effort and creativity so as to achieve the desired intended goals.

### 5.3 Recommendations

Based on the basis of the findings obtained, the following recommendations are made.

1. English teachers should make experience sharing to share their experience, ideas and views relating to motivational teaching practices.
2. The teachers should give due attention to classroom management techniques so as to organize and manage the class room with a good learning environment because some classes are hard and difficult to manage and control them.
3. The teachers should sparingly use decorative and appropriate teaching aids.
4. The teachers should create an opportunity for the students to carry out debating and questioning and answering competitions both inside and outside the classrooms.
5. The teachers should organize programs for the students to have an English day in the school so as to enable them convey their messages in English through mini- media
6. The teachers should encourage learners to evaluate themselves by giving additional activities and further practices so as to help learners who need due attention.
7. The teachers should stop spitting awful words and giving tests as punitive measure for poor attention and misbehave. Instead they should advise and encourage them so as to attract their attention towards the lessons.
- 8 The teachers should use proverbs, puzzles etc during the introductory part of their daily lessons as these techniques play a great role in order to attract the students' attention towards actively following their lessons.
9. The teachers should assign tasks with meaningful learning objectives to provide more opportunity for students to ask, respond and get feedback properly.
10. The teachers should encourage learners to attribute failure to lack of effort and appropriate strategies than to lack of ability so that they should make strong effort and use appropriate learning styles to have successful achievement towards their lessons.

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## Appendices

### Appendix A

#### **Class room Observation Checklist**

Date of Observation \_\_\_\_\_

Room \_\_\_\_\_

Teacher observed \_\_\_\_\_

Time \_\_\_\_\_

Purpose of the observation

- To see the teachers' use of motivational techniques in English classes
- To see students' participation in the English lessons

Part I Teachers' use of motivational technique

No	Behavior Categories	Yes	No
1	Promotes interaction and cooperation among learners		
2	Demonstrates enthusiasm		
3	Creates a pleasant and supportive atmosphere		
4	Mentions information or skills the students will learn in the lesson/task		
5	Assigns tasks with meaningful learning objectives		
6	Helps the students build confidence by providing good encouragement		
7	Promotes learner autonomy		
8	Provides opportunities for students to ask, respond & get feedback		
9	Didn't provide students with positive information feedback		
10	Didn't encourage learners to attribute failure to lack of effort and appropriate strategies than to lack of ability		
11	Focuses on mastery in monitoring performances and giving feed back		
12	Demonstrates moderation and variation in use of motivational techniques		
13	Focuses only on the lesson/task proper		
14	Makes use of discouraging rebuffs for poor attention/work		
15	Warns that a test will be used as a punitive measure for poor attention and involvement, and misbehaves		

**Appendix B**  
**Students' Questionnaire**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English**

Name of the school \_\_\_\_\_

Sex \_\_\_\_\_

Age \_\_\_\_\_

Section \_\_\_\_\_

Dear Students,

This questionnaire aims at investigating teachers' effort to motivate and increase students' participation in the English classes. So you are kindly requested to complete the questionnaire. Because the information you give in the questionnaire has a great value in they study.

Thank you very much for your cooperation.

**Instruction:**

Read the following statements about your teachers' effort to motivate and increase students' participation in the English language class rooms and circle the numbers (5, 4, 3, 2 and 1) describes your own feeling.

Key to the numbers:

5=Strongly agree

4=Agree

3=Undecided

2=Disagree

1=Strongly disagree

No	Item	1	2	3	4	5
1	The teacher both students when they do the activities.					
2	The teacher does not encourage students to evaluate themselves in the given activities.					
3	The teacher tries to sustain students' motivation when doing activities.					
4	The teacher encourages students even when they make mistakes while doing different activities.					
5	The teacher provides more opportunities for students to respond freely in class.					
6	The teacher has a good relationship with the students in the classroom.					
7	the teacher encourage students to participate without					
8	The teacher feels responsibility for developing students' language skills.					
9	The teacher creates a good conducive environment for the students to participate actively					
10	The teacher allows students to help each other in pair/group discussion in the classroom.					
11	The teacher tries to increase students' interest & manage the classroom to make effective learning teaching environment					
12	The teacher does not organize & manage the classroom to make effective learning teaching environment.					
13	The teacher uses other additional activities and appropriate teaching aids to help students in the English class rooms					
14	The teacher provides enough time and gives attention by motivating students to use the English language					
15	The teacher uses different ways (like rewards, praise)					

	to motivate students towards English language learning.					
16	The teacher raises students' intrinsic interest to learn English.					
17	The teacher has an awareness of motivation techniques.					
18	The teacher advises & motivates students to develop their self confidence in participating in the English lesson.					
19	The teacher encourages students to apply their English language proficiency in real-life situations.					

20. Does your English teacher do motivate you in your English language lessons?

A) Yes    B) No, if your answer is 'yes' when and why?

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21. If you want to mention some of your English teacher's problems to motivate and increase students' participation in the English classes, list them down, please.

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# Appendix C

## አዲስ አበባ ዩኒቨርሲቲ

### ናይ ቋንቋ ፅንፍት ፋካሊቲ

### ናይ ቋንቋ እንግሊዝኛ ዲፓርትመንት

#### ናይ ተምሃሮ መሕትት (Questionnaire)

#### ብተምሃሮ 10ይ ክፍለ ዝምላእ ናይ ፅሑፍ መሕትት (Students' Questionnaire)

#### ክብራት ተምሃሮ!

ብመጀመርያ ከመይ ኣለኹም/ኸን! ብምቕፃል ዕላማ እዚ ናይ ፅሑፍ መጠይቕ ንናይ 10ይ ክፍለ ናይ እንግሊዝኛ መምህራን ታደላች ኃይሉ 2ይ ብርኪቤት ትምህርቲ ኣብ ትምህርቲ ዘለዎም ግንዛብ ብምርዳእ ንተምሃሮ ንምልዕፃልን ንምብርትታዕን ዝገብርዎ ፃዕሪ ክንደየናይ ዝኣክል ብቁዕ ምኻኑ ንምፍላጥ ዝገብር ፅንፍት ዘናዲ ስለዝኮነ ናሃታትኩም ምትሕብባር ኣይፈለየኒ እናበልኩ ነቲ መጠይቕ ሸለል እንተይበልኩም ኣቀኛታት ብምኳን ብትክክል ንክትምልሱለይን ንክትመልኡለይን ይላቡ። ሚስጥር መልስኩም ዝተሓለወ እዩ። ስም ምፅሓፍ ኣየድልን።

ንእትገብሩለይ ምትሕብባር ኣቀዲመ የመስግን።

ተስፋይ በየን

ፆታ \_\_\_\_\_

ዕድመ \_\_\_\_\_

ሽም ቤት ትምህርቲ: \_\_\_\_\_

መምርሒ 1፡ ነዘም ስዒቦም ዝቀርቡ ሓሳባት ብዛዕባ ናይ 10 ክፍለ እንግሊዝኛ መምህራን ተምሃሮኦም ንምትብባዕን ተሳትፎ ተምሃሮኦም ንምውሳኽ ዝገብርዎ ፃዕርን ተበግሶን ምስ ኣንባብኩም ናይቶም ዘርዘርሓሳባት ግንዛብ ዝግቦኦም ዋጋ በቲ ኣብ ታሕቲ ዝተቀመጠ ናይ መብርሂ ዋጋ ነጥቢ መሠረት ናይ X ምልክት ብምግባር ኣብቶም ዝርዘርሓሳባት ዋጋ ብትክክል ኣስፍር/ሪ። ናይ እቶም ዘርዘር ነጥብታት ዋጋ ከምዝሰዕብ ይኸውን።

5 ኣዝየ ይስማዕማዕ

4 ይስማዕማዕ

3 ኣይወሰንኩን

2 ኣይስማዕማዕን

1 ኣዝየ ኣይስማዕማዕን

ራጋ	ዝርዝር ሓሳባት	5	4	3	2	1
1	መምህር አብ ውሽጢ ክፍሊ ተምሃሮኡ እኩል ዝኾነ ተሳትፎ ንክገብሩ ንተምሃሮ መለገጻልትን መነቓቓሕትን ቃላት ይጥቀም/ትጥቀም።					
2	መምህር ተምሃሮኡ ንምምሃር አብ ዝገብሮ ምንቅስቃስ እቲ ተምሃራይ ትምህርቲ ክንደየናይ ከምዝተረደኦ ንምፍላጥ ተምሃሮ ዓርሶም ንክምዘኑን ንክፍትሹን ኣይገብርን/ኣይትገብርን።					
3	መምህር! ተምሃሮኡ እቲ ቀላይ ትምህርቲ ብሃረርታ ንክፅበይዎን ብወነናይ ምምሃር ድሌት ንክህልዎምን አብ ተምሃሮ ዝለገሉ ምልዕዓላትን ምብርባራትን ይገብር/ትገብር።					
4	መምህር ተምሃሮኡ ንምምሃር አብ ዝገብሮ ምንቅስቃስ ተምሃሮ ጌጋ እንትፍፅሙ/እንትጋዥ ንተምሃሮ የተባብዕ እምበር ኣይነቅፍን/ኣይትነቅፍን።					
5	መምህርአብ ከይዱ ምምሃር ምስትምሃር ሕቶን መልስን አብ ዘካይደሉ እዋን ተምሃሮ ሓሳቦም ነፃ ኾይናም ንክገልፁ ይገብር/ትገብር።					
6	መምህር አብ ክፍሊ ምስ ተምሃሮ ፅቡቕ ረኽቢ ኣለዎ/ኣለዎ።					
7	መምህር አብ ክፍሊ ከይ ፈራሕና ንክንሳተፍ የበራታተዐና/ተበረታተዐና።					
8	መምህር አብ ክፍሊ ተምሃሮ ናይ ቋንቋ ክዕለቶም ንክማዕብሉ ዓብዪ ሓላፍነት ይስምዖ/ይስማዓ።					
9	መምህር ተምሃሮ አብ ክፍሊ ፅቡቕ ተሳትፎ ንክገብሩ ጥጡሕ ባይታ የመቻቹ/ተመቻቹ።					
10	መምህር አብ ክፍሊ ተምሃሮ ብዕምድንብጉጀለን ምይይጥ ንክካይዱ ይፈቅድ/ትፈቅድ።					
11	መምህር አብ ክፍሊ ተምሃሮ ብእንግሊዝኛ ንክጥቀሙን ብእንግሊዝኛ ናይ ምምሃር ድሌቶም ንክውስኹን ይገብር/ትገብር።					
12	መምህር ተምሃሮ አብ ክፍሊ ትምህርቶም ብፅቡቕ ደረጃ ንክማሃሩ ብምውዳብን ብምልዕዓልን ዕውት ምምሃር ምስትምሃር ንክካየድ ኣይገብርን/ኣይትገብርን።					
13	እቲ መምህር ነቶም ተምሃሮ ንምምሃርን ንምሕጋዝን አብ					

	ክፍሊ.ተወሰክቲ ንጥፈታትን ብቀጥ መምህራ ሓገዝን ተጠቐሙ የምህር/ ተምህር።					
14	እቲ መምህር እኹል ጊዜ ብምምዳብ ተምህር ብምልዕዓልን ትኩረት ብምህብን ተምህር እንግሊዝኛ ንክጥቀሙ ይገብር/ትገብር።					
15	መምህር ዝተፈላለዩ ናይ መነቓቓሕቲ ሜላታት ብምጥቃም ተምህር ቀልጥም ናብ ትምህርቲ ንክድህቡ ይገብር/ትገብር።					
16	መምህር ናይ ተምህር ውሽጣዊ ድሌት ብምልዕዓል ቀልጥም ናብ ትምህርቲ ንክድህቡ ይገብር/ትገብር።					
17	እቲ መምህር በዛዕባ መለዓዓልቲ መይላታት ኣፍልጦ ኣለዎ/ኣለዎ።					
18	መምህር ተምህር ናይ ቋንቋ ክእለት ብቐጥቶም ኣብ ጭቡጥ ውድዓዊ ዓለም ብተግባር ንክጥቀሙሉ የበረታትዕ/ተበረታትዕ።					
19	መምህር ኣብ ክፍሊ ተምህር ዓርሰ እምነት ኣሕዲሮም እቲ ትምህርቲ ብወነን ብወነን ንክመሃርዎ ንተምህር ብምምካር የለዓዕል/ተለዓዕል።					

20. ናይ እንግሊዝኛ መምህርኩም ኣብ ክፍሊ ተምህር እንተምህር ንተምህር ሞራል ዝትንክፍን ዝድህልን ነገር ዶ ኣሎ? ሀ. እወ ለ. የለን መልሰኹም እወ እተኾይኑ፤ እቲ ሽግር መኣዝን ንምንታይን ይፍጠር?

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21. መምህር ተምህር ብፅብቐ ተሳትፎ ንክመሃሩ ኣብ ዝገብሮ ዓዕሪ ኣብ እቲ መምህር ዝረኣዩ ፀገማት/ሸግራት ዘርዝር/ዘርዝሪ።

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## Appendix D

### Teachers' Interview

The following items and samples of interview are prepared for grade ten English teachers of Tadelech Hailu Secondary School. Therefore, the researcher kindly requests you to respond to questions in the interview genuinely and frankly.

Thank you very much for your cooperation

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

participation in the English lessons. These are also highly preferred by students because they give high emphasis for such expenses.”

9. In order to create English teachers’ awareness towards motivational techniques, what should be done by the government?

The teacher: “The government should provide more available materials such as different reference books, cassettes, radios, televisions and other necessary materials. Moreover, the government should provide more opportunity for English teachers to get more access from different work shops, seminars, inter high school competitions and other necessary trainings so as to motivate and increase teachers’ teaching styles?”

10. Could you suggest some other not mentioned possible solutions to motivate and increase students’ participation in learning English?

The Teacher: “Yes, in order to motivate and increase students’ participation to wards learning English, there should be communication halls, English laboratories, different English texts which are highly related to spoken classes.”

### **The Responses of Teacher “C”**

1. Are you aware of motivational techniques, if not, why?

The teacher: “Yes I am aware of motivational techniques.”

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

The teacher: “Yes, because motivating student is significant in teaching English in order to improve their skills.”

3. Do you think an appropriate teacher student relationship is very important in the classroom to learn English? A) If no why B) if yes in what way (s)?

The teacher: “yes, an appropriate teacher- student relationship is very important in the classroom to learn English because this relationship can help students to express their ideas freely and willingly.”

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

The teacher: “I generate students’ motivation by giving praise words such as good, V. good, nice, very nice, and excellent, keep it up, bravo etc.”

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

The teacher: "Yes, I do encourage students to create self positive evaluation by giving pair and group work and then I make them share their experiences and giving them feed backs as well. First I try to make them correct themselves in pairs and in small groups and then I take one representative among the groups to reflect and present the groups idea to the whole class and at the end, the whole class will discuss about it with the help of their teacher."

6. Some people say that rewards are good enough to motivate students in English lessons.  
How do you see this?

The teacher: "of course rewards are good enough to motivate students in English classes. But since this asks financial expense the teacher gives rewards which are cheap and relevant with his economical affairs such as pencil, pen, and exercise book and textbook for those who show great success and effort in their English performances. In this regard, giving rewards is aimed at students to have high completion among themselves as well as to motivate and increase students' participation in English lessons."

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

The teacher: "some of students reactions when they are motivated are students feel happy, they show good manifestation. The relationship between the teacher and the students become high so that they are eager to get chance to ask and answer questions because they try to be critical thinkers. As the result of such interaction, the result of their classroom' participation becomes meaningful and satisfactory."

8. Could you mention some of the motivational techniques you employ while you are teaching English? Among these techniques, which of them are highly preferred by your students?

The teacher: "among of the motivational techniques I employ and which are highly preferred by the students are praise words such as good, very good, nice, very nice, excellent, great, bravo, your trial is good and interesting, you have improved a lot, keep it up etc."

9. To create the English teachers' awareness towards motivational techniques, what should be done by the government?

The teacher: "in order to create the English teachers' awareness towards motivational techniques, the governments should provide an opportunity for English teachers to get more access from different work shops; seminars enter competition among English teachers. More over giving meaningful rewards for English teachers ,providing facilities and opportunities for teachers to upgrade their potential by giving more chances to join MAS and PhD. Programs in many and different places can aware and motivate English teachers towards using motivational techniques so as to motivate and increase students' participation using appropriate teaching styles."

10. Could you suggest some other not mentioned possible solutions to motivate and increase students' participation in learning English?

The teacher: " some possible solutions for motivating and increasing students participation in learning English are presenting the lessons in a motivating way paying particular attention towards the lessons , by using warmers such as riddles, songs, puzzles, games, presenting the lessons in an interesting way and relating it with their culture, using appropriate teaching styles from simple to complex, from near to far, from explicit to explicit and using appropriate (attractive and meaningful) teaching aids as well."

### **The Response of Teacher "D"**

1. Are you aware of motivational techniques, it not, why?

The teacher: "Yes, I am aware of motivational techniques in order to motivate and increase students' participation in the English lessons."

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

The teacher: "yes, it s so significant to teach English in a successful way."

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

The teacher: "Yes, if there is a strong relationship between the teacher and the students, the students are very interested so as to express their ideas and feelings freely and

willingly. Moreover, they feel confident enough in completing activities provided to them independently.”

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

The teacher: “I generate students' motivation in the English lessons in different ways. Among these ways praising students by saying good, very good, nice, very nice, excellent, bravo, fantastic, your trial is nice and interesting ,keep it up, you have got a good improvement go-ahead, carry on etc. following their reply. In addition to these issues, I create a conducive environment that helps them to have active participation or I provide them a good opportunity for hot participation and also I let them have active involvement in different activities that need more practice. Furthermore, I try my best to associate and relate the activities with the students' backgrounds and their interests” as well.

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

The teachers: “yes, I encourage and create positive self-evaluation in the English language classrooms by providing questions selected from the lesson delivered to check their comprehension (understanding).More over, I ask students general questions to prove their conceptual knowledge towards the language. Additionally, I make them provide oral presentations based on the lessons provided to them so that I can know how they are effective based on their feedback and their results they scored on class works, home works, quizzes and other activities.”

6. Some people say that rewards are good enough to motivate students in English lessons. How do you see this?

The teacher: “Yes, it is good to give rewards to motivate students who participate actively. However, it is very difficult to give rewards for each and every student who participate actively in the English lessons because of the limited economy we have.”

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

The teacher: “some of the students' reactions when they are motivated towards the given activities are being interested in giving feedback (response) for the questions they are

asked, completing the activities willingly and successfully, increasing their interest towards the lessons and they are observed being eager to give their responses by raising their hands in every questions and activities with great confidence.”

8. Could you mention some of the motivational techniques you employ while you are teaching English? Among these techniques, which of them are highly preferred by your students?

The teacher: “some of the motivational techniques I employ to motivate and increase students’ participation in my English lessons are praising words such as excellent, very good, splendid, bravo, remarkable, exciting etc. allowing students to discuss in pairs and groups, giving appropriate feedback for the questions they ask and initiating them to do activities and asking questions which need critical thinking. Among these techniques which are highly preferred by the students are, providing them with word praises such as excellent, very good, very interesting, great, bravo etc and giving appropriate feedbacks for their questions as well.”

9. To create the English teachers’ awareness towards motivational techniques, what should be done by the government?

The teachers: “In order to create the English teachers’ awareness towards motivational techniques, the government should provide continuous trainings for teachers, workshops, panel discussions and upgrading them in different higher institutions. Moreover, the government should provide adequate facilities which are necessarily important for the teaching learning process of the English language.”

10. Could you suggest some other not mentioned possible solutions to motivate and increase students’ participation in learning English?

The teacher: “some possible solutions to motivate and increase students’ participation in learning English are:

- Providing students with special expressions such as proverbs and idioms
- Letting students practice debating both inside and outside classrooms
- Assigning students to present drama inside and out side classrooms.
- Giving opportunity for students to use language laboratory so that they can improve the four language skills.

- Presenting the lessons by organizing it from simple to complex, from explicit to implicit, from near to far and from concrete to abstract.
- Allowing students to write poems, tales, puzzles, games, songs and other interesting creativities.
- Assigning students to prepare and present dialogues, conversations etc on stages.
- Arranging questioning and answering competitions inside and outside the school.
- Letting students give focus for role play activities.
- Using decorative and appropriate teaching aids and other creativities as well.”

## Declaration

The thesis is my original work; it has not been presented for degree in any other university and all sources of material used for the thesis that has been duly acknowledged.

Name TESFAY BEYENE

Signature 

Place A.A.U

Date of submission 1/10/2003 E.C