

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

**An Investigation of Students' Perception of
Motivational Techniques Teachers Use for Reading
Lesson in *W/Ro Kelemework Tiruneh*
Secondary School**

By

DEREJE WONDIMENEH

**JUNE, 2008
ADDIS ABABA**

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**A Thesis Presented to the
Department of Foreign Languages and Literature
(Graduate Programme)**

**In Partial Fulfillment of
The Requirements for the Degree of Master of Arts in
Teaching English as foreign language (TEFL)**

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Declaration

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

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Acknowledgments

I am especially grateful to my advisor, W/ro Elizabeth Ayalew (Asst. Professor) for her valuable support, guidance and encouragement.

In addition, this research would not have been possible without the cooperation of lots of other individuals. In particular, I owe an immense debt of gratitude to the teachers who are volunteered to take part in the study. I was very fortunate that so many of them invite me into their classrooms. Thanks are also due to Grade ten students of *W/ro Kelemework Tiruneh* Secondary school. Their enthusiasm and cooperation made carrying out this investigation a pleasure.

I would also like to acknowledge the invaluable assistance of teachers, who volunteered as translator for the Amharic version of the questionnaire. I am deeply indebted to them for their help. I am especially grateful to Getachew, Himanot, Tajebe and Lozamariam who have supported me in every possible way, practically and psychologically, throughout the completion of this thesis: And finally, to my Mother, for praying to my peace and success in every situation.

TABLE OF CONTENTS

	Page
Acknowledgements	i
Table of Contents	ii
List of tables.....	iv
Abstract.....	v
CHAPTER ONE: Introduction.....	1
1.1. Background of the study	1
1.2. Statement of the Problem	3
1.3. Significance of the Study	3
1.4. Scope of the Study	3
1.5. Limitation of the study	4
CHAPTER TWO: Review of Related Literature	5
2.1. The Notion of Perception.....	5
2.2. The Notion of Motivation.....	6
2.2.1. Students Motivational Orientation for Reading	7
2.2.1.1. Students with Intrinsic motivation for reading	7
2.2.1.2. Students with Extrinsic Motivation for Reading	9
2.2.2. Motivation for Reading and Students Perception	10
2.3. Motivational Strategies	11
2.3.1 Practical Implication of Motivational Strategies.....	13
2.3.2 Components of Motivational Strategies.....	14
2.3.2.1. Creating Basic Motivational Condition	14
2.3.2.2. Generating Initial Motivation for Reading.....	17
2.3.2.3. Sustaining Reading Motivation	19
2.3.2.4. Encouraging Positive Self Evaluating	22

CHAPTER THREE: Methodology of the Study	25
3.1. Design of the Study.....	25
3.2. Samples and Sampling.....	25
3.3. Data collection instruments	26
3.3.1. Classroom observation	27
3.3.2. Questionnaire	28
CHAPTER FOUR: Presentation and Discussion	29
4.1 Students' Perception of Additional Reading Materials	30
4.2 Students' Perception of Reading Activities	35
4.3 Students' Perception of Teachers' Support.....	40
CHAPTER FIVE: Summary, Conclusion and implications of the Study	45
5.1. Summary.....	45
5.2. Conclusion.....	47
5.3. Implications	49
Bibliography	52
APPENDIX	
A .Classroom observation checklist	
B. frequency Questionnaire	
C .importance Questionnaire	

LIST OF TABLES

	Page
Table 1: Students' Response to the Frequency of use of Additional Reading Materials Teachers use.....	30
Table 2: Students' Response to the Importance of Additional Reading Materials Teachers use.	32
Table 3: Students' Preference of Reading Materials	34
Table 4: Students' Response on Frequency of Reading Activities Teachers use in Reading Lesson.	36
Table 5: Students' Response to the Importance of Reading Activities Teachers use.....	37
Table 6: Students' Response on Frequency of Teachers' Support	41
Table 7: Students' Response to Teachers' Feedback, Praise and Encouragements in Reading Lesson?	43

ABSTRACT

The purpose of this study was to identify activities that need consideration in designing and implementing motivational techniques in reading lesson. For this reason, this investigation is made on students' perception of motivational techniques teachers use for reading lesson. The study was conducted in a sample of 150 purposefully selected grade ten students of W/ro Kelemework Tiruneh Secondary school.

To collect the required data for the study, Classroom observations and questionnaires were used as an instrument. The observable teachers' motivational techniques were mainly derived from Dörnyei's (2001) motivational strategies framework which is designed for foreign language classrooms. Moreover three kinds of questionnaires, which focused on investigating students' perception on the frequency of use of teachers' motivational techniques, degree of importance of teachers' motivational techniques and students' opinion on reading materials, reading activities and also teachers pedagogical caring were administered.

The gathered data indicated that, majority of the students have perceived the relevance of using additional reading materials to the textbook as important to them. However, teachers use them sometimes. In addition to this, most of the students perceive involving in activities that are organized to do through group competitions and doing reading activities individually as activities which are not important to them, rather pre reading and group reading activities are accepted as relevant to the majority of the respondents.

Moreover, with regard to teachers' assistance, more than half percent of the students' reported that, getting opportunities to participate in classroom discussions as important to them. In addition to this, most of them believed that reading engagement could be achieved through efforts that students could employ. In the contrary, teachers' role was perceived by students as inadequate.

Consequently, to minimize the problem and to design motivational techniques in line with students motivational orientation and style of learning the researcher recommends that effort should be made in assessing students reaction to reading materials teachers use and making a link with topics students enjoy reading, providing students with classroom activities they prefer to be involved and also conducting continuous research which help to identify teachers' pedagogical support students need to get.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Reading is a way of communication. It is an interactive process of communication (Yun, 1993). And it is also a means to comprehend the meaning the writer intends to convey. Reading plays crucial role in promoting learning and serving as an instrument by which students could study subjects in the curriculum. In addition to this, students' general educational achievement depends mainly on their ability to read (Wells, 2007)

As it is known, the value society gives to reading has a direct link with the educational system. In Ethiopia, the educational system had tight affiliation with the church system from its earliest days. During those days, memorizing was the only way of learning and reading aloud was practiced by those religious men as a means of teaching. In this case, reading was perceived and used as a means to memorize religious truth. However; the motive behind their reading was highly limited only to carrying out spiritual responsibilities. Likewise, the education system was designed in such a way that the reading skill does not much help to foster reflection and critical thinking.

With the emergence of modern education in Ethiopia, English language got a significant place in the national curriculum. As a result, it has been taught as a subject and used as a medium of instruction at secondary and tertiary level of education (National Report of education of Ethiopia, 2001). Following the fulfillment of these good conditions, situations became suitable to do reading in foreign language. In addition to this, the implementation of the English language improvement programme (ELIP), which is a component of the National Framework for the Teacher Education System Overhaul (TESO) Programme, is believed to have its own role to improve effectiveness of English language teachers' in their teaching.

At present, English language improvement centers have recently been established in most colleges and universities in Ethiopia. Their duty is to design and to implement language training for academic staff, students, and school teachers, and also creating English language materials to make each center a resource point for the surrounding area.

The existence of the above stated goal in the curriculum could be taken as a potential to go forward in realizing intended objectives in language instruction. Moreover, the practices of these aforementioned programs are also fruitful conditions to foster instructional process in general and to build language teachers efficiency in particular. Even though, these are movements and achievements obtained so far, studies indicate that students reading engagement is still low. This may be as a result of the cumulative effect of the past trend in teaching and approaches teachers use in teaching reading. For example Tamene (1992) conducted a survey of A.A.U students' reading interest, Berhe (1989) examined grade 10 students' level of reading comprehension, Abdu (1993) investigated grade 11 students reading preferences.

These research findings attest students' weakness as a result of scarcity of getting reading materials that consist of interesting topic, problems of selecting reading topics based on students' attitude and preference and also be short of getting encouragement or motivational support from teachers were also additional reasons mentioned in these studies.

Hence, investigating how students' perceive classroom activities, reading themes and teachers' feedback is indispensable. As Eccless (1983) states, individual's interpretation of events shapes his/her action more powerfully than the events themselves. In the context of this study, this implies that, students' perception of techniques teachers use to motivate students determines its effectiveness. For example if a students consider a certain reading material important to them, they will be interested to read. In addition, if students think learning would be effective through discussion, they will be interested to be

involved in classroom activities designed to be done in group. So, the importance of assessing reading materials and techniques from students' perspective is undeniable. This is also the ground to investigate students' perception of teachers' motivational techniques in reading lesson.

1.2. Statement of the Problem

The main purpose of this study is to identify activities that need consideration in designing and using motivational techniques to promote students' reading engagement. Therefore this study is designed to answer the following research questions.

1. What motivational techniques do teachers use to promote students reading engagement?
2. How do students perceive the motivational techniques teachers use in reading lesson?

1.3. Significance of the Study

The researcher hopes that the result of the study is thought to be vital for high school English teachers by pinpointing some techniques which are very helpful in promoting students reading engagement.

The results of the study might also create awareness on the issue on the part of English language teachers. Moreover, this research may initiate other individuals to do detail research on similar issues that did not address by this research.

1.4. Scope of the Study

This study confined to W/ro Kelemework Tiruneh high school found in *Arada* sub-city of Addis Ababa town. The first reason to do this is to be able to investigate the nature of classroom instruction in the absence of plasma programme that may have shade in observing techniques teachers use to stimulate students in reading lesson.

The other reason is the staff members are familiar to the researcher, as a result, it is assumed to be suitable to make frequent classroom observations and to get required collaboration for the study.

Moreover, grade ten students are selected because it is a transitional period where students need special support which helps them to familiarize themselves with the next educational environment.

1.5. Limitation of the study

The researcher strongly agrees that the inclusion of additional secondary schools and increasing population size in the study could help to get more relevant and broader information .Furthermore, the researcher believes on the importance of making frequent classroom observations so that it could be possible to observe, identify and come with motivational techniques teachers implement in teaching reading. Therefore, the study would be more reliable and stronger in its evidence.

In this study, teachers included in the observation sample group were observed only five times each. It was impossible to have more observation sessions due to the restriction of time constraints. In addition, as it was the time when students were preparing for exam, samples' shortage of time to participate in the study was also another problem faced during data collection. Despite this restrictions however, the researcher has attempted to make the study as complete as possible.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter an intention is made to review literature on notion of perception, motivation, motivational strategies and how perception affects once motivation for reading and so on.

2.1. The Notion of Perception

The act of knowing involves the complementary process of sensation and perception. Perception is the way of relating what is sensed with what we know. And it is also a process by means of which we receive and interpret information from the world around us. Elliot, et,al (2000) state perception as a practice of defining and giving meaning to any stimuli based on individuals' interpretation. Pajares (1996), as cited in Abiy (2005) uses perception as opinions, attitudes, values, judgments mental conceptual systems and perspectives.

Perception could be affected by several factors and there are sources from which perception is derived. As Sinclair (2006) states individual' attitudes, motives, interest, experience and expectations shape their perception. In instructional context, classroom reading activities, nature of reading material and teachers' behavior influence students' perception too. Students' perception emanates from schema or background experience inside them. Everything students observe and hear is processed through the schema they already have acquired. In this case, as far as each student has different experiences, they process information differently. As a result of this, their response to a given stimuli will not be one and the same. Besides to this, students' behavior also serves as a source which determines how students perceive, interact with and respond to the learning situation (Lockhart and Richards, 1996). Lockhart and Richards (1996) further indicate the existence of variation in ways students interpret reading lesson and techniques which are implemented by teachers as a result of styles of learning students have.

For example, in a reading lesson, some students give more value for independent work and they are not comfortable with discussion. There are also others who are excited by classroom interactions in role plays and similar activities and perceive it as the most appropriate one. Oxford (2003) classifies these students as having extrovert personality and she further states, students' strong desire to have many friends as the reason for their preference to be engaged in role plays and similar activities. Moreover, there are students who like lots of movements and enjoy working with tangible objects, flash cards, and so on .For instance, students may perceive reading from different point of views. They may recognize it as saying words correctly, a school work, and a source of status, a way to learn things, a private pleasure and a social activity (Lockhart and Richads, 1996). Such various learners' interpretations of reading determine the extent of enhancement of their motivation and reading engagement.

This brief account or explanation of perception has implication for learning. Learning is not always receiving something new, it requires testing and interpretation. (Sotto, 1994) In the context of this study, the notion of perception refers to students' interpretation of their teachers' motivational techniques.

2.2. The Notion of Motivation

Little wood (1984) defines motivation as 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 sticks to it. Bomial et al (1997), as cited in Brewster & Fager (2000) suggest that motivation refers to a student's readiness, need, longing and compulsion to involve or participate in, and be successful in the learning processes.

Motivation is also a complex and multidimensional construct influenced by internal and external factors. Internal factors are factors such as intrinsic interest of activity, perceived value of activity, attitude and self concept. Where

as, significant others such as teachers and learners, the nature of interaction with them and the learning environment are categorized as external factors (Williams and Burden 1997). In addition, modern theories of motivation specifically focus on the relationship of beliefs, values, and goals with action (Wigfield and Eccles, 2002).

As Dornyei, motivation is characterized by cognitive approach which emphasizes the decisive role of individuals' interpretation of relationships, activities and situations to get into action (Dornyei, 2001). In the context of this study, the main focus lays on factors related with students' perceived value of reading activities, reading materials, and teachers pedagogical caring as sources of motivation.

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 classroom and has no intention of making the subject interesting, then he/she is already in problem to motivate his/her students in classroom learning activity. So, in order to engage students, especially in reading lesson, it is essential to have an understanding of what motivates them.

As scholars suggest, perception has strong relationship with emotional and behavioral reactions we have. Whites (1995), Weiner (1972), Decharm, (1984) Gasser (1986) as cited in Oldfather (1994) locate perception as central to students' motivation. Hence, the following are points on how students' perception affects their inspiration to engage in reading task.

2.2.1. Students' Motivational Orientation for Reading

Students have different motivational orientation. Some students are motivated intrinsically while others are extrinsically.

2.2.1.1. Students with Intrinsic motivation for reading

Cognitive theorists stress on individuals desire to find solutions for a problem as a reason for their inspiration. They state that, arranging a mechanism for

students to experience a personal desire to find information or solutions is an intrinsic form of motivation thereby learning occurs for its own sake. By the same token, students who are intrinsically motivated will do reading for intrinsic reason/internal desire to engaged in a reading activity and their learning is self initiated/ spontaneous and natural (Rigby, Deci, Patrick and Ryan, 1992 as cited by Bastidas, 2006).

Such students are willing to read a wide range of topics and consider themselves as more competent individuals in their reading. Thus, they will persist in reading difficult texts and exert effort to integrate texts with the prior knowledge they already acquired. This implies that, to enhance students reading interest, using various topics is advisable rather than sticking only to textbooks. Using only the textbooks is too much tedious especially for these students. Moreover intrinsically motivated students are self regulated. They do not need their teachers' strict follow up. According to Zimmerman (2000 cited in Wigfield and Eccles 2002), such students have three important characteristics: they use a variety of self-regulated strategies, they believe they can perform efficaciously; and they set numerous and varied goals for themselves. Furthermore, they engage in three important processes: self-observation; self-judgment (evaluation of how well one's own performance compares to a standard); and self-reactions (reactions to performance outcomes).

As it has been mentioned above, since such students' engagement in their reading results from internal motive, trying to use external motivators such as rewards and incentives may probably be perceived as joking to them.

Intrinsically motivated behaviors do not depend on reinforcement, that is, involving in an activity by itself is intrinsically rewarding (Deci and Ryan, 2000)

2.2.1.2. Students with Extrinsic Motivation for Reading

Extrinsic motivation is the other type of orientation or reason to engage in an activity. It is based on theories that state there is learning when there is presence of external incentives and rewards.

In a reading lesson, students who are extrinsically motivated for reading are those who are doing reading for extrinsic reason (Arteaga, 2006). For example, games, songs and puzzles can be used in reading lesson and it is supposed to have positive impact in promoting students motivation.

This assumption is also true in Ethiopian reality where parents brought up their children by ‘if you do this, I will do that for you’ fashion of rewarding. Accordingly, children obey to get some admiration or material benefit, and they seem extrinsic than intrinsic oriented for academic learning. Teachers also teach students reading lesson, only to assist them to be able to acquire good grades.

Even though extrinsic motivation is important in students’ perspectives, it is not to say that a teacher should offer students rewards for doing reading. These rewards can be as simple as verbal responses to efforts students make. Or it can be creative, such as passing out candy or stickers. In this regard, scholars have given different suggestion on extrinsic and intrinsic type of motivation. For instance, as Little wood (2001) and other scholars affirm, the effect of using extrinsic reward is usually temporary. The outcome will wear off with in short period of time.

On the other hand, Fager and Brewster (2000) state, classifying students as intrinsically motivated or extrinsically motivated is not sensible. Elaborating this idea they further state that, students who are successful in their learning are motivated not only by internal but also by external factors (Fager and Brewster, 2000). Therefore, identifying some students as extrinsically and

others intrinsically motivated would confine or restrict students to perceive themselves only as they are labeled.

As Lefere, (2004) indicates, even the objective of using extrinsic reward is to instill the extrinsic motivator into the students, so that they develop their own intrinsic motivation. Taking this idea into consideration, to make students with various individualities engaged readers, examining how teachers' implementation of different motivational strategies deal with these variations is very essential.

2.2.2. Motivation for Reading and Students Perception

Learning theories indicate that motivation or reasons for inspiration behind students' learning vary widely. For instance, constructivist view states that each individual is motivated differently. And what motivates each student to learn and to sustain his/her stimulation differs from the other (Williams and Burden 1997). Students make their own sense of various classroom interactions and activities. They will have no similar way to interpret a given stimuli.

In teaching reading teachers can observe that, some students are naturally enthusiastic or passionate about reading whereas others expect their teachers to create a mechanism of inspiring, challenging and stimulating them. The source of this variation stems from the perception students have about usefulness of activities and feedbacks teachers use to promote their reading engagement.

Emphasizing on decisive role of students' perception on their motivation, Davis (1999) states that, not all students would be motivated by the same value, there are students who give weight to the acceptance their teachers might give to them. And there are others who are motivated by nature of texts used for reading lesson. Moreover, classroom activities also have different values in students' perspectives. As Williams and Burden (1997) suggest, perceived value

of activities have important role to the individual students performing it in sustaining their motivation. Thus identifying those activities that individuals consider important to them personally will help teachers to create conducive instructional situation which is convenient to promote students reading engagement. Eccles (1983) also states that individuals' interpretation of events shape his/her action more powerfully than the events themselves.

The above statements are consistent with the assumption made in this study that motivational techniques developed and used, by them selves, could not be granted to arose students' interest unless factors related with learners motivational orientation that will trigger reaction do not get appropriate consideration.

Weinstain (1989) states the crucial role of students perception as a missing link in identifying techniques how teachers could motivate them. So, identifying students perception seems to require due attention before trying to motivate them. Thus, in this circumstance, recognizing students' differences in their motivational orientation, their reaction to teachers' classroom behavior and also classroom condition is the most important thing.

2.3 Motivational Strategies

Motivational strategies are techniques which help to promote students goal-related behavior (Dornyei 2001). Although there are many research conducted on motivational theories, there is scarcity in developing techniques relevant to enhance students' motivation (Cheng and Dornyei 2007). In this regard, Dornyei provides a framework of L₂ motivation which is known as a process oriented approach.

The main purposes of this approach is introducing process model as an alternative to product oriented approach and synthesize or combine motivation in an integrated or unified framework (Guilloteaux, 2007).

Process oriented motivational strategy is comprehensive, to date and also convenient to examine motivation in relation to specific students' behavior and instructional process.

With regard to the structure of process oriented motivational strategy, Guilloteaux (2007) reveals that it is composed of three levels. These are the language level, the learner level and the learning situation level. As Guilloteaux further states, the language level refers to such features of L₂ culture and intellectual and realistic values and benefits for the learner.

The learner level includes the personality students bring to the learning process such as self confidence.

The learning situation level, which involves course specific motivational elements, that are related to the techniques, the instructional materials and the learning tasks, teachers behavior, personality and teaching style and group specific motivational components such as goal orientedness, reward system, group cohesiveness and classroom structure (Guilloteaux 2007).

In general, these levels are incorporated in a set of macro strategies which are developed by Csizer and Dornyei (1998) and known as, Ten Commandments for motivating language learners. These are;

1. Set personal examples with your own behavior
2. Create a pleasant, relaxed atmosphere in the classroom
3. Present the tasks properly
4. Develop a good relationship
5. Increase the learners linguistic self –confidence
6. Make the language classes interesting
7. Promote learner autonomy
8. Personalize the learning process
9. Increase the learners goal oriented ness

10. Familiarize learners with the target language culture (Csizer and Dornyei, 1998, 215)

2.3.1 Practical Implication of using Motivational Strategies.

Until now, we have seen the objectives and different levels of process oriented motivational strategies. When we come to its practical implication, Dornyei (2000) states two conditions where process oriented approach could have practical significance. It is when:-

the systematic development of motivational strategies that the teacher can apply to generate and maintain motivation in his/her learner is needed and when the formulation of action control or self motivating strategies that enable learners to take personal control of the affective condition and experiences that shape their subjective involvement in learning is required. (2000;532)

Process oriented approach as stated by Dornyei (2000) is a comprehensive framework; it includes a motivational process that starts from the initial arousal of motivation to the completion and evaluation of the motivated action.

The idea would be of great importance in the process of creating basic motivational condition for reading, generating and maintaining students' reading motivation and introducing students with self motivating strategies. Thus, taking this approach as a frame of reference, conducting classroom observation and identifying students' interpretation of teachers' approaches, motivational reading activities and types of topics that are used in reading lesson would be possible.

For the first time, Dornyei and Csizers used this process oriented model to conduct large empirical survey focusing on Hungary teachers' use of motivational strategies (Chenz and Dornyei, 2007). In continuation to this, modifying the Dornyei and Csizers study, Chenz and Dornyei (2007) used it to investigate what motivational strategies Taiwanese teachers use most

frequently in their teaching and how much value do these teachers give to motivational strategies they are using.

In their study, Chenz and Dornyei (1998) indicate the similarity of motivational strategies with a list generated by Dornyei and Csizers survey amongst Hungarians English teachers. This implies how far proposed motivational strategies are relevant across different nations.

In the following part I will try to discuss the application of motivational techniques by classifying them in four components.

2.3.2 Components of Motivational Strategies

According to process oriented approach, there are four major components of motivational strategies. These are creating basic motivational condition, generating initial motivation, sustaining motivation and encouraging positive self evaluation (Dornyei, 2003).

2.3.2.1. Creating Basic Motivational Condition

Teachers' behavior has an important role in the process of creating fundamental motivation for reading. The teacher whose personality helps to create and maintain a classroom in which students feel comfortable to learn is said to have a desirable teaching behavior, (Callahan, 1966; as cited in LEW, 1997). For example, being committed to his/her work, using interesting topic considering students reading preference, approaching them with humor and game like activities are some of teachers expected behaviors through which basic motivational conditions for reading can be achieved. As Davis (1993) states "most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn" (Davis 1993; 1)

Everything a teacher does in a classroom has a motivational influence on students' engagement in their learning and the type of influences is also

different. Students' perception of teachers' behaviors determines the type of the fourth coming influence on their motivation. For example, when students perceive teachers to be interested in their progress and supportive (providing some control of learning), they will be motivated and engaged in their learning (Skinner and Belmont, 1993 as cited in Guilloteaux, 2007). In similar manner, when students feel the presence of teachers' consideration for their reading, their classroom participation will be enhanced, and they will also be active participants in different classroom reading activities.

Students' perception of teacher support and involvement contributes significantly to increase students' effort, attentiveness, interest and completion of class work, increase happiness and interest, and decreased anxiety and anger in class, increase self-regulation of learning and decreased disruptive behavior. (Ainley and Russell 2002)

As far as teachers' behavior has such types of influence on students' motivational state, teachers commitment towards teaching reading, good expectation and also accepting efforts to what students show in their reading is vital. Because responding properly to students attempt has its own cumulative effect on students' motivation. In addition to this, caring about each student's reading and holding realistic positive goals for students' effort is very important. If not, and if students sense that their teacher has given no emphasis for the lesson, students' motivation will be undermined. As Dornyei states, "The spiritual absence of the teacher sends such a powerful message of 'It doesn't matter!' to the students, that everybody, even the most dedicated one, is likely to be affected and become demoralized" (Dornyei, 2001:34)

In addition, Pintrich and Shunk (1996) as cited in Csizer and Dornyei (1998), point out that models are influential on students' motivation. In this regard, as teachers are expected to be most prominent models for their students, providing special care for students' psychological makeup and strength is indispensable.

Besides teachers' behavior, the classroom condition has also significant role in students reading motivation. It affects students reading engagement (Kubanyiova, 2006). Pleasant classroom atmosphere is a prerequisite for reading engagement. It is the place where fundamental motivational conditions are situated and in which students reading commitment could be promoted.

Ames & Archer (1988), Ames (1992), and Archer & Scevak, (1998) as cited in Beveridge and Archer (2002) admit the critical role that classroom structure play in influencing student stimulation. They further state classroom conditions that hold up mastery of goals are challenging tasks, gain a high degree of student preference, focus on individual students' improvement, give appropriate and useful feedback, individual evaluation and a chance for students to work together on assignments and reading activities .(Alex Beveridge Jennifer Archer,2002)

Such classes create basic motivational conditions and promote students' engagement in their reading than competitively structured classes emphasis comparisons and discourage collaboration.

In a classroom, where emphasis is on individual reading improvement, the classroom atmosphere is relaxed and as a result of it, students would have an opportunity to express opinions and feelings they have about what they read. On the other hand, the reverse is true in the classroom where emphasis is given to competition (Kubanyiova, 2006).

To provide a classroom environment that is conducive for reading, Wells (2007) advises on the importance of using different motivational techniques; such as, putting posters up, sayings about reading, pictures of authors and of people reading. According to him, these are some of the techniques through which students can see the act of reading as something people like to do and are motivated. In addition to this, by using the interest questionnaire, teachers can provide a variety of magazines for browsing and so on (Wells, 2007).Moreover as the quality of the classroom environment is significantly determinant of student

learning, students will learn better when they perceive the classroom environment positively.

2.3.2.2. Generating Initial Motivation for Reading

Increasing Students' goal-orientedness is a way by means of which students' initial motivation for reading could be enhanced. To create initial motivation for reading, first, deciding on a purpose for students reading is very important and crucial task to be done. For example, students may want reading to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts, identify models for own writing and so on.

In this regard, Nicholls, et al. (1990) as cited in Wigfield and Eccles, (2002) state two major kinds of motivationally relevant goal orientations. These are ego-involved or performance involved goals and task-involved goals. They further state that, individuals with performance involved goals seek to make best use of constructive evaluations of their capability and minimize negative evaluations of competence.

“Questions like ‘Will I look smart?’ and ‘Can I out perform others?’ reflect performance-involved goals. On the contrary, with task-involved goals, individuals focus on mastering tasks and increasing their competence. Questions such as ‘How can I do this task?’ and ‘What will I learn?’ reflect task-involved goals” (Wigfield and Eccles, 2002, p,1).

As it is known, reading with no objective is a tedious and meaningless task. Having a purpose for reading is advantageous.

Demonstrating the effect of having purposes for reading, researchers' state that purposes students might have for their reading affect their choice of activities. For example, in reading lesson, those students, who are task concerned goals, are more likely to be motivated in increasing their reading competency and understanding what is there in a certain text more than those with a performance goal orientation who read only to complete the reading task given

to them (Dweck, 1985). In line with this idea, Wentzel (1991) proposes that students have multiple achievement goals; academic and social goals. According to him, high and low achievers differ in their goal orientations. While high achievers tended to combine academic and social goals, low achievers tended to focus on social goals only.

In short, the above suggestions confirm that, students are not similar in their goal orientation. As a result, the emphasis a student may give for a certain task will be different from others. Consequently, they will attempt to attain goals they value and perceive as achievable. This situation (that is being different in their perspectives) makes students not to be motivated in the same manner.

From this concept we can infer that, as being goal orientedness contributes a lot to foster students' initial motivation, to improve students' motivation for reading, identifying students' goal orientations will be important. In addition to this, to make students purposeful and more conscious in their reading, teachers support and guide is also a very important building block. For example, formulating specific, short term and somewhat difficult goals are some of the techniques that could be used. In addition to this, giving students the opportunity to set their own personal goals helps them invest in learning and is a step towards creating a learner-centered classroom. Defining and practicing how to set goals will also help students distinguish between long- and short-term goals. Whereas long-term goals provide motivation for learning, short-term goals help them feel a growing sense of accomplishment. In this case, one useful activity is to have students brainstorm their personal goals and set realistic goals. But, if students purpose of reading is not clearly identified, and if the objectives for students reading is set only by their teachers (with out taking students contribution into consideration), the goal will not be realistic. It rather leads students to perceive it as they have given no appropriate consideration and failure to attain such goals can disappoint and frustrate students. As a result of this, their motivation for reading will be decreased.

Being purposeful in reading is very much important equally well, using relevant reading materials is also another essential technique through which initial motivation for reading could be generated. When reading materials have some sort of relation to students' real life, they would be more meaningful and will arouse students' motivation for reading. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom. Because, students are engaged more in reading activities when they can build up on prior knowledge and make clear connections between what they read and the world they live in. They also need to feel their reading as significant, valuable and worthy of their efforts.

Nuttall (1982) states that, selection and use of reading text that could stimulate personal involvement is the most fundamental decision for the teacher to make in reading lesson. He further advises against the risks of selecting a text that is too difficult. Nuttall (1982: 33)

2.3.2.3. Sustaining students Reading Motivation

Students reading motivation could be persistent through making reading stimulating and enjoyable. And there are mechanisms to do this. Providing praise and rewards are some among the many. It is through these enforcers teachers can encourage and sustain students' effort for reading. In providing praise and rewards, students' perception of significance of it needs appropriate consideration. It is to indicate that students' perception of praise and rewards determines its effectiveness. In addition, students' perception affects enjoyable and stimulating nature of reading lesson. As Eccles and Wigfield (1995) cited in Mori, (2002), the individual's perception of importance of success in a given task is determined by the individual with reference to their self-schema or identity. Therefore scholars suggest that, praise and reward are likely to be sincere, specific, sufficient, and properly given for individuals praiseworthy success (Wolodkowsk, 1985 cited in Guthri, 2000). But, do teachers in reading

lesson provide praise and reward considering students preference? Are teachers' attempts (praises) always successful? These questions seem to require attention in the process of making sustainable student motivation for reading. For example, as a result of motivational orientation and past experience students had, if students' interpret praise provided to them as manipulative, their motivation or initiation for reading will not be encouraged. It will rather turn down because they feel they are treated as objects (Flint, Barrett & Katz 1992). On the other hand, as Guthrie and Wigfield (2000) state, when praise is sincerely given and interpreted as recognition of achievement, it would increase students' self perceived competence and motivation.

As Davis (1993) suggests capitalizing students needs also helps to sustain their motivation;

students may come to class with the need to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in it self, and such rewards sustain learning (Davis 1993.)

Another alternative to sustain students' motivation for reading is presenting the reading tasks in proper and in motivating way. Students will engage with tasks they find interesting, challenging and important. Through students' perspective a reading task is;

- interesting when it catches attention, when it presents something not completely predictable, or not fully known, something more to find out, to be explored or to discover,
- challenging when there is a goal or end to work towards, to achieve, and reasonable confidence of being successful, and
- Important when it offers something, or leads to something of value. (Ainley and Russell 2002)

In addition to this, scholars suggest different mechanisms to sustain students' motivation. For instance, Wells (2007) states that, sometimes, read aloud to

students, can be a useful technique in getting students interested in reading activities. And he further states that, reading aloud a few good topics and then telling other reading materials that are similar in type can help to guide students to read more. In addition to this, it creates feeling of excitement in even students who are less interested in reading. With regard to the effect of presenting a reading task in the above way, Karlin (1972) cited in Wells states that, "If a student realizes that his classmates are captured by the 'magic' of a story, he may feel that he is really missing something and he will join the crowd."(Wells 2007).

As well as, reading the first few paragraphs in one book and offering it to student, is an excellent technique of facilitating the reading lesson in motivated way. Moreover, Wells (2007) states the advantage of using topics close to students' choice, and replacing usual textbooks with news papers and magazines as the other option to present reading lesson properly and reading tasks in an interesting way.

The other option to maintain and protect reading motivation is autonomy support. Autonomy represents an inner endorsement or approval of one's actions (Deci & Ryan, 1987 cited in Reeve and Jang, 2006). It is the capacity to have one's motivation emerging from internal sources of motivation rather than from an external source.

In reading lesson, to maintain students' motivation for reading, teachers provide autonomy support. It is a process of identifying a student's psychological needs; such as, interests, preferences, and values by asking students what they want (e.g., asking for their favorite topic).It is in this fashion that the teacher could integrate students need into the reading lesson. In addition to this, giving students time to do reading on a topic of their preferences is an autonomy support. In general, autonomy support revolves around finding ways to cultivate, and increase students' inner approval of their

classroom reading activity (Reeve, 2006; Reeve, Deci, & Ryan, 2004; cited in Reeve and Jang, 2006).

2.3.2.4 .Encouraging Positive Self Evaluation

To promote Positive self evaluation or to assist students to be able to evaluate themselves in a positive light, Dornyei (2001) suggests three points that need consideration. These are, promoting attributions to effort rather than to ability, providing motivational feedback and increasing students' satisfaction and the question of rewards and grades. (Dornyei 2000)

Attribution theorists highlight that individuals' interpretations of their achievement outcomes, determine the following achievement strivings or efforts (Reeve and Jang, 2006). Williams and Burdens, (1997) Identified, ability, effort, task difficulty, and luck as the most important achievement attributions. These can be classified into three causal or fundamental dimensions: "locus of control, stability, and controllability." (Reeve and Jang 2006; 3). They further sate that the locus of control dimension has two extremities .These are, internal versus external locus of control. The stability dimension indicates if causes change over time or not. For instance, in the context of this study ability to read will be classified as a stable, internal cause, and effort to read is classified as unstable and external cause for reading.

Therefore, the likely future success of students who are attributing their reading engagement to a stable cause such as ability or skill will be too much limited than students who are attributing their engagement to an unstable cause such as effort.

The third dimension refers to causes one can control, such as efficacy, and causes one cannot control, such as aptitude, mood, others' actions, and luck. (Reeve and Jang 2006)

In general, as far as each of these causal dimensions has unique influences on students' reading engagement, having awareness on such crucial constructs helps EFL teachers to promote students attribution to effort and there by positive self evaluation will be brought.

To sum up, in the review of related literature part, an intention is made to define and discuss the notion of perception and motivation. Furthermore, the significant role of individual students' perceptions of classroom environment, teachers' behavior, the types of reading materials and reading activities teachers use to promote student motivation are also discussed.

As theories of learning indicate, perceived task value is also mentioned as one of the determinants factors to enhance engagement in a certain task. It is to stress that students perform better when they feel they can do. Their motivation is strongly influenced by their own expectation of success or failure at a given task; more over, the "value" or relative attractiveness students place on the task is also the other factor which determines their motivation on a given task.

The above explanation indicates that, in instructional process, trying to teach based on teachers own idealistic expectations (not considering what the students feel) will bring no fruitful result. It is only when we start learning from our students that we would become better teacher.

Every student values motivational reading activities, feedbacks and teachers approaches in reading lesson from their own perspectives not from their teachers' point of view, not even from their friends. Hence motivational techniques teachers use would bring no similar effect on each students' inspiration for reading. Taking this idea into consideration, to demonstrate how students' differing viewpoints affect their motivation, an intention is also made to describe students' motivational orientation by classifying it into intrinsic and extrinsic category.

The other thing included in the literature is elaboration of components of motivational strategies and demonstration of what is to be done in the process of creating basic motivational condition for reading, generating initial motivation for reading, sustaining reading motivation and encouraging students' positive self evaluation.

As it has been mentioned in the review of related literature part, research conducted previously on reading motivation mainly highlight students' reading interest, attitude towards reading, preference of reading materials, students' level of reading comprehension, and so on.

For example, Wallace (1992) as cited in Tamene (1982) conducted a survey to assess students reading interests and preference, Skiotic (1981) made a study aimed at surveying the reading habits and preference of secondary school students in Greece; Tamene (1982) conducted survey of the leisure reading interest of Addis Ababa university students. In addition to this, Martz (1983) also surveyed the reading interests of secondary school students in Addis Ababa. Moreover, Barbara Morris (1983) studied the reading interest of A.A.U students.

Findings of these researches are confined only to indicating the need of selecting and using the reading materials in which students are interested and prefer to read rather than examining motivational techniques (for example, types of reading activities used in the classroom, teachers feedback, teachers pedagogical carrying, topic selections for reading lesson etc.) that teachers implement in reading lesson in students point of view.

Therefore, this is the main reason that motivates the researcher to conduct this research and investigate implementation of teachers' motivational techniques during creating, generating and sustaining reading engagement from students' perspectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The main purpose of this study was to identify the activities that need consideration in designing and using motivational techniques which help to promote students' engagement in their reading. To this end, percent and descriptive method was used. This descriptive method could enable the researcher to find out the existing motivational techniques teachers are implementing in reading lesson and analyze students' perception of these motivational techniques observed. So that activities that need attention in preparing and applying motivational techniques would be identified. More over, since descriptive study is concerned with the development of generalizations, extending its conclusions beyond the samples observed, the researcher assumed the method to be appropriate for the analysis of the issue under investigation. Thus, the researcher has selected this method.

3.2. Samples and Sampling

In order to conduct this study, *W/ro Kelemework Tiruneh* school grade ten students were selected purposely. The first reason to select *W/ro Kelemework Tiruneh* Secondary school was to be able to investigate the nature of classroom reading which is different from teaching/learning in the absence of plasma programme that would probably be unsuitable to observe techniques teachers use to stimulate students in reading lessons. Because, as plasma programme covers more of class time, the researcher thought that it would not be suitable to observe different motivational techniques teachers may utilize. The other reason was that the staff members are familiar to the researcher, as a result of which, it is assumed to be suitable to make frequent classroom observations and get the required collaboration for the study. As it is a transition period

where students need special support to help them familiarizing themselves with the next educational environment, grade ten students are selected as the population of the study. Because of these reasons, the target population was *W/ro Kelemework Tiruneh* high school grade ten students in academic year 2000, E.C.

In *W/ro Kelemework Tiruneh* high school, there are ten sections of grade ten students. For this study, three sections (thirty percent of them) were selected as sample population by using purposive sampling technique. It is to get sample of students who are taught by several teachers. As a result, investigating students' perception of various motivational techniques that may be used by different teacher (who have 4-6 years experience of teaching English language in secondary schools) was possible.

Teachers	Sex	qualification	Teaching Experience
1	Male	BA degree	6 years
2	Male	BA degree	4 years
3	Male	BA degree	5 years

Accordingly, Section A, section C and section E students were selected because they taught by these teachers. Then, the name list of students found in these sections was obtained from their home room teachers. Amount of students in each selected sections reads as follow.

Section	Male	Female	Total
A	28	22	50
C	26	24	50
E	27	23	50
Total	81	69	150

3.3. Data collection instruments

Since this research is descriptive in its nature, observation and questionnaires were used as an instrument to gather the required information for the study. Even though every instrument has weak sides besides its strength, in this

study, the researcher found using classroom observation suitable technique to collect the data about teachers' motivational techniques rather than asking them about what motivational techniques they are going to use in teaching reading. In addition to classroom observation, questionnaire was also found to be one of the appropriate instruments to collect data about students' perception of motivational techniques teachers used in the reading lesson.

3.2.1 Classroom observation;

The classroom observation aims at identifying motivational techniques teachers are implementing in teaching reading. The researcher found the Dornyei's (2001) model of motivational strategy and literature as the basis to prepare classroom observation checklist. It is chosen because it is comprehensive model which helps to examine motivational elements that are related with instructional materials, learning activities, techniques ,teaching styles and so on (guilloteaux 2007). In addition, the model is preferred to be used in EFL context. For instance, Dornyei and Cheng (2007) used this model to investigate the value English language teachers give and the frequency of using motivational techniques. Their research mainly focused on identifying teachers' opinion of motivational strategies. The model consists of motivational activities which help to promote students' motivation in language learning. It includes list of classroom motivational activities that teachers could employ to inspire their students' motivation for reading (see Appendix H). Using these activities as initial items to make classroom observation and to identify motivational activities that are practical was assumed as appropriate by the researcher. After classroom observation was made in three sections for two weeks following this procedure, motivational techniques teachers use in reading lesson were identified. And all the motivational technique teachers' use are listed down without making any discrepancy between them as a result of their frequency. The researcher believed that those motivational techniques observed frequently during classroom observation time (two weeks), may not be practiced frequently and even sometimes in the other day. In addition to this, the other techniques

that were rarely used while observation was undertaken may have a probability to be used very frequently in the following day. Hence, it would be better to take all observed motivational techniques for the study and provide to students.

Moreover, to substantiate students' response for items in the questionnaires, an intention was also made to observe topics of reading passages and types of reading activities included in the textbook.

3.2.2. Questionnaire:

Three separate questionnaires were prepared which were used to obtain information from students. The first questionnaire aims at gathering data about how often teachers give emphasis to students' preference of reading materials, how often teachers use motivational reading activities that are observed during classroom observation and also how often teachers' support consider students' learning style in the process of promoting students reading engagement. This scale has thirteen items of five points likert scale ranging from very frequently to never.

The second questionnaire was aimed at gathering data about the samples interpretation of the importance of reading materials, classroom reading activities, and teachers' approaches. This scale comprised of sixteen items of four Likert scale ranging from very true to not at all true.

The third questionnaire was designed to identify students' opinion of topics of reading materials to be included in the reading lesson, reading activities and teachers' support in reading lesson. This questionnaire has three open ended items. The questionnaires were first designed in English and after necessary improvements were made based on advisory comments, they were translated into Amharic in order to help respondents fill out them with ease. In the translation stage, three Amharic high school teachers were participated made necessary amendments in the phrasing of certain items.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

This section focus on presenting and discussing the data collected using observation and questionnaires as an instrument.

Observation results about teachers' motivational techniques from 12 classrooms and questionnaire results from 150 respondents were processed and presented in the form of tables. Each table is followed by description, analysis and interpretation in line with the basic questions the study aimed to answer. The observation results show motivational techniques teachers used in reading lesson. According to the observation, teachers were observed while

1. Comparing students' group performance in reading activities./finding main idea, summarizing and presenting/
2. Using additional reading materials.(extracts from different written texts)
3. Helping students relate ideas in the passage to their prior knowledge.(pre reading activities)
4. Helping students feel that they are good at reading.
5. Teaching students reading techniques
6. Assigning students to do reading activities in group.
7. Using magazine and newspapers for reading
8. Including novel and fantasy elements in reading activities.
9. Providing students with constructive feedback and praise to their reading attempts /good, very good, excellent, you are write, thank you/
10. Encouraging students' classroom activities in the reading lesson.
11. Emphasizing the usefulness of effort to promote reading motivation.
(Advising students to be hard workers)
12. Show their interest and commitment in teaching reading

These observed motivational techniques were presented to the sample respondents in the form of questionnaire. Then, with the belief that students are objective evaluators of their teachers' daily classroom activities from different angles, sample students were asked to indicate how often their teachers use these techniques. In addition, additional questionnaire items which help to know how students perceive the importance of these techniques were used. Finally, the analyses of the study were reported from the three

sections. This chapter shows the findings in the following order; students' perceptions of additional reading materials, reading activities and teachers pedagogical caring or support.

4.1. Students' Perceptions of Additional Reading Materials

Using reading materials based on students' preference is one of the means through which teachers can create basic motivational conditions in reading lesson. One of the intentions of this study was to investigate how students perceive the frequency and importance of additional reading materials teachers are selected and observed while using. Thus, students' response is reported in table no 1 and 2 as follows.

Table 1: Students' Response to the Frequency of use of Additional Reading Materials Teachers use

No	Item	Respondents									
		Very frequently		Frequently		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
2	The teacher uses additional reading materials based on your preference	7	4.6	10	6.6	93	62	30	20	10	6.6
7	The teacher use magazine and newspapers	13	8.6	14	9.3	18	12	80	53.3	25	16.6

As indicated in table No1, only 4.6% and 6.6% of the samples' responded to item No 2 that teachers use additional reading materials "very frequently" and "frequently" respectively, where as, 62% of them answered "sometimes". Reading materials have a crucial role of facilitating a reading lesson and to achieve the intended objectives. In this regard, to promote students motivation for reading, materials should be selected and used based on students interest (Nuttal 1982). As it is known, one of the most complex task facing English language teachers is the selection of appropriate reading passages (Day 1994). Day further states that, teachers should use reading materials that students

are interested in, including materials self-selected by the student. Nuttall(1982) as cited in Day (1994) claims that having texts that interest learners is more critical than either the linguistic level of the text or its exploitability (Day 1994). But as the data in the above table indicates, only few students responded by saying that their teachers use additional reading materials based on their preference and more than half of the students responded that their teacher use reading materials sometimes.

Regarding this idea, Dirribsa (2005) states that Ethiopian teachers, (most of them) complained of the bulkiness of the textbook that are prepared to certain class levels. And many teachers felt responsibility to cover the textbook. Besides, the researcher also realized this fact while discussing on the issue with secondary school English teachers. They declared that the textbook is too much to cover within the time limited to it. Therefore, this may be a probable cause for teachers not to consider supplementary reading materials.

Next to this, a question was provided to samples to identify reading materials students desire to read. Because of its relation to motivation, identifying students reading interest was important. For example, when the topic of a passage is not of interest to students, their motivation to read is significantly lessened. Devoid of this motivation, it is exceedingly difficult to help get the learners to read by their own outside the classroom. In this regard, 94 % (almost all) of them indicated that, they prefer to read magazine and newspapers. But, when we come to its implementation, as it is indicated in table No 1, 53% of the samples responded that their teachers “rarely” use magazine and newspapers as reading materials while only 8.66% and 9.33% of them said “very frequently” and “frequently” respectively. This shows that, in addition to students’ response to item No 2, (teachers sometimes use additional reading materials), their response to item No 7 points out how teachers are distant from students’ preference and from providing them with reading materials they like better.

Table 2: Students' Response to the Importance of Additional Reading Materials Teachers use.

No	Item	Responses							
		Very True		True		somewhat true		Not at all true	
		N	%	N	%	N	%	N	%
III	Additional reading Passages the teachers use help me to broaden my knowledge	30	20	78	52	50	33	27	18
II	Additional reading passages the teacher uses contain things I want to know.	80	53.33	54	36	10	15	6	4
IV	The length of additional reading passages teachers use are neither too long nor too short	12	8	22	14.66	27	18	89	59.33
XI	Reading magazine and newspapers help me to introduce myself with new vocabulary items useful to me	83	55.33	51	34	10	15	6	4

In table number 2, 53.33% of the samples responded “very true” that reading materials teachers use contain things students want to read. In addition to this, 52% of the samples responded “TRUE” that they perceive the advantage of additional reading materials in broadening their general knowledge.

As it is indicated in the literature, reading materials that are perceived as important from students' point of view have significant value to stimulate students' interest for reading. Students read for pleasure, for general knowledge, and they read about what they do not already know, they read materials to help them understand the way other people feel or think, introduce them to new and relevant ideas, make them think about things they have not thought about before and also make them want to read for themselves (Day 1994)

Students' response for item No III which states the importance of reading passages the teachers use to students attests this fact that their reason to read additional reading materials is derived from longing to broaden their general knowledge. In addition to this, samples responded to (item No II) the question designed to know if additional reading materials included things students want to know, they said "very true" that those supplementary reading materials the teachers use are full of information students desire to know.

From this one could infer that, if teachers used these supplementary reading materials frequently, fruitful motivational conditions for reading would occur. As scholars state, it is students' preference and interpretation of reading materials that determines importance of the materials to them. Following this, the second question provided to students aimed to know how students value length of the additional reading materials teachers use in a reading lesson. One of the common mistakes teachers make is selecting a passage that is too long and above the reading abilities of their students. As a result, if students are unable to finish the reading passage, they will be frustrated and often blame themselves, feeling that they are poor readers. In this study, samples were asked if the length of reading passages teachers use are neither too long nor too short. Then, 59% of the samples responded by saying "not at all true" that they perceived the length of additional reading passages as not equivalent to their level. Such a perception may result from lack of getting attention to their reading ability preference and also their motivational orientation which is crucial in stimulating students' motivation. As Rigny, Deci, Patric and Ryans, 1992 cited in Bastidas 2006) state, intrinsically motivated students are willing to read a wide range of topics and also persist in reading difficult texts. Moreover, as samples response depicted, teachers often do not use additional reading materials in line with students' preference. If so and if students are not interested in the reading material used, students will perceive the material as bulky which has no value to attract them. Therefore, they would rather be reluctant to be engaged in their reading.

With regard to the importance of using additional reading materials such as magazine and newspapers, 55.33% and 34% of them said “very true” and “true” respectively is showing that they consider using magazine and newspapers as significant to introduce themselves with new vocabularies. This show how big the gap is between what students believe about the importance of such reading materials and what teachers did. It may also indicate lack of teachers’ awareness on how great students’ interest was to magazine and newspapers. Besides, samples were also asked to list down topics of reading materials they prefer to be included and used in the reading lesson. Their replies are summarized as follows.

Table 3: Students’ Preference of Reading Materials

Item	Response	N	%
Topics of reading materials you prefer to be used in read lesson.	Love stories	47	31.33
	New research findings	3	2
	Detective stories	30	20
	Short stories	36	24
	Politics	18	12
	Sports	13	8.66
	Education	3	2

As samples response shows, 31.33% of them prefer love stories, 24% of them short stories and 20% of the samples prefer detective stories to be included as a text in their reading lesson. This indicates how far students are interested to read additional reading materials specially love stories, which may be preferred as a result of their age. Besides, from samples response we can attest that their reason to prefer and to read magazine and newspapers (As indicated in table No 2, item No 11) may not be only as a result of believing that reading magazine and newspapers would help them to acquaint themselves with new vocabularies but, it is also by assuming that topics students prefer in table No 3 (love stories, short stories etc.) may be found in magazine and newspapers.

As it stated, as far as teachers are tending to use the textbook more than additional reading materials and felt accountability to cover the textbook (Dirribsa 2005), analyzing contents of the textbook is found to be essential .In this case, the analysis result indicates that there are some topics (e.g. ‘the computer network’ and ‘keeping in touch’ and so on) in the textbook which seem to be important to satisfy students need of having skill of communication.

In addition, topics about health and gender such as ‘women and HIV/AIDS’ and ‘challenging gender stereotypes’ are some of them which are students’ burden issue in their age level .So that it would help to elevate students’ motivation for reading.

On the contrary, topics such as ‘natural disasters’, ‘save our trees’ and ‘rivers’ are not found to be in line with subject matters students prefer to read. Such, topics would not help to facilitate the reading lesson and to promote students motivation for reading.

4.2. Students’ Perceptions of Reading Activities

Reading activities have different values for different students’ perspectives. Some students prefer to learn through peer competition and give more value for independent works. And some others are interested in group, pair work and are motivated by classroom interactions .As far as their perception of reading activities organized for group and for individuals affects students motivation, the following question were forwarded to identify students’ perception of involving in competitions like, group and individual reading activities .Their response is reported in table No 4 and 5.

Table 4 : Students' Response on Frequency of Reading Activities Teachers use in Reading Lesson.

No	Item	Response									
		Very frequently		Frequently		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
1	The teacher uses group competitions among students by their performance in reading activities	15	10	15	10	85	56.66	25	16.6	10	6.6
3	The teacher helps students to relate ideas in the passage to their prior knowledge	50	33.3	78	52	5	10	5	3.33	2	1.33
6	The teacher assigns students to do reading activities together	5	3.33	10	6.66	41	27.33	83	55.33	11	7.33
8	The teacher includes novel and fantasy elements in reading activities	5	3.33	12	8	22	14.66	30	20	81	54

As indicated in table No 4, more than half of the samples' response for item No 1 indicated that sometimes, their teachers' compare each other on basis of their performance in reading activities. Following this, the second question presented to samples was to know how frequently teachers use pre reading activities. 52% and 33.3% of the samples responses indicate that teachers use pre reading activities "very frequently" and "frequently" respectively.

Then, in order to detect how frequently teachers assign students to perform group reading activities, the third question was forwarded to students. Hence, 55.33% of samples response to item No 6 indicates that their teachers rarely assign them to do reading activities together. 27.33% of them responded "sometimes".

As it has been indicated, the emphasis teachers give to competition like reading activities is limited .More than half of the samples respond that it is only sometimes that teachers used small group competition among students with

their reading performance. But as Dornyei (2001) states, it was through group competition that group cohesiveness or strong relationship between students can be achieved. Thereby, initiations to participate in different reading activities and to work together with the students in the group will increase.

Table 5: Students' Response to the Importance of Reading Activities

Teachers use.

No	Item	Responses							
		Very True		True		somewhat true		Not at all true	
		N	%	N	%	N	%	N	%
I	Group competition in reading activities helps to do better in reading.	10	6.66	75	50	45	30	20	13.33
VII	Trying to relate ideas I came across in other topic to what I read assist me in comprehending the reading material easily.	76	50.66	60	40	7	4.66	7	4.66
X	Doing reading activities in group encourages active participation in reading activities.	87	58	35	23	10	6.66	8	5.33
IV	Working individually gives me a chance to perform reading assignments in a better way	10	6.66	27	18	45	30	77	51.33
VI	Using novel and fantasy elements makes reading activities attractive.	102	68	38	25	6	4	4	2.66

In the above table, it is indicated that only 6.66%, 50% and 30% of the samples responded by saying “very true”, “true” and “sometimes true” respectively to the question that asked if they believe the usefulness of competing with others. On the contrary, only 14% percent of them responded by saying “not at all true” to show that reading competition hardly helps them to do better in their reading. This shows how students respond differently to different techniques. As one

could infer from students response, no motivational technique is perfect by itself and fits with all students' interest and style of learning. It requires adaptation in line with students' perception. Then it would be possible to address majorities' style of learning at least. In continuation of this, a question was forwarded to students to identify how they value pre reading activities. Answering to this question, 50.66% and 40% of the samples responded by saying "very true" and "true" respectively showing that they believe in the importance of associating ideas they knew in other topics with what they read. As far as pre reading activities are the most practical part of teaching reading, observed relationships between what teachers do and what the students feel about pre reading activities shows that there is a potentials to facilitate the reading lesson and promoting students' motivation. Moreover, samples were also asked about the importance of doing reading activities in group. Responding to this, 41.33 and 28% of them responded by saying "very true" and "true" respectively shows that group reading activities help them to be successful in their reading.

Had question number six been distributed among the teachers, it would have been possible to see their reason why they fail to assign students for group reading activities. But unfortunately, this study is more concerned with students' perception of motivational techniques teachers use while teaching reading. As we can see from sample response, more than half of them believed that group reading activities will help them perform better in their reading. From this we can understand how disappointed students would be and what a big loss it would be to miss this chance (involving in group reading activities). Short (1991) stated the importance of involving in group reading activities that, paired and group activities promote student interaction and decrease the anxiety many students feel when they must perform alone in front of the class. It is important for each student in the group to have a task which he or she may accomplish and thus contribute to the activity. (Short 1991)

We can see students' perception to other similar questions that are related with relevance of doing reading activities in group. 58% and 23% of them said "very true" and "true" respectively that it promotes students active involvement in reading activities. This shows a big difference between students' perception of importance of doing reading activities together and teachers' consideration to it (As indicated in table No 4, teachers assign group reading activities rarely).

To verify students' response to the above question, samples were also provided with questions that states whether working individually gives them a chance to perform reading assignments in a better way or not. According to their response, 51.33% of the samples responded by saying "not at all true". This implies that doing reading assignments individually do not help them to perform better in reading lesson. On the contrary only 6.66% and 18% of them said "very true" and "true" respectively. Their response proves students' preference of being involved or preferring to be involved in reading activities organized for a group than individual.

The next question aimed to know students perception of contents of reading activities. In table No 4, 54% of the samples response indicated that their teacher do not use novel and fantasy elements in the reading activities. Whereas, only 3.33% and 8% of them use those elements very frequently and frequently respectively. When we come to see students' perception of importance of these elements, 48 and 30% of samples responded by saying "very true" and "true" respectively thinking that including such elements in reading lesson will make reading activities attractive. This shows the existence of big gap between students' perception of importance of reading activities that consist of fictitious elements in it and the emphasis teachers have given to such elements. In addition, to verify students' response, an intention was made to observe contents of the reading activities found in the textbook. The observation result indicated that pre reading activities were presented in each fourteen passages in the textbook properly, thereby, students would be able to associate the reading passage with their back ground knowledge and comprehending the

essence of the text will not be difficult. Moreover, regarding to activities to be done in group, there are many probabilities in the textbook which help to exercise group discussion and to share ideas. In this regard, topics by themselves are also suitable (e.g. gender, HIV/AIDS, problems of life in town and so on). Regard to this idea, students' response indicated that they prefer to be involved in reading activities designed to be done in group. They believed that doing reading activities individually will not help them to perform better in reading lesson however their teachers use group work only sometimes. From this we can infer that, there are limitations in practical application. Therefore, students lose advantages that might be gain in exercising group reading activities.

4.3 Students Perception of Teachers' Support

Teachers have great role to play in the process of creating the basic conditions for students' reading motivation. Their dedication for teaching reading, their feedback and also the treatment they give to students have significant place in facilitating the total instructional process in general and students' reading engagement in particular. Regarding teachers' support, Ainley and Russell (2002) state that, students' perception of teachers' support contributes a lot to increase students' attentiveness in their learning. Here, one of the purposes of this study is to investigate how students perceive supports and treatments their teachers may provide to them. And students' response is reported in table 6 as follows.

Table 6: Students' Response on Frequency of Teachers' Support

No	Item	Response									
		Very frequently		frequently		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
4	The teacher tells me I'm good at reading	19	12.6	41	27.3	60	40	18	12	12	8
9	The teacher provides students with constructive feedback, praise and grades to their reading attempt	19	12.66	25	16.66	20	13.33	35	23.3	51	34
10	The teacher encourages questions and active participations in discussion from students	7	4.66	23	15.33	76	50.66	38	25.33	6	4
11	The teacher emphasizes the usefulness of effort to promote reading motivation	21	14	12	8	17	11.33	90	60	10	6.66
5	Teacher helps students to develop individual reading skills	15	10	30	20	80	53.3	15	10	10	6.66
12	The teacher is interesting in teaching reading	12	8	18	12	85	56.6	20	13.33	15	10

As it indicated in Table No 6, 40% of samples responded that it is only sometimes that teachers help them to feel they are good at reading. As Kubanyiova (2006) states, it is in the classroom where appropriate emphasis is given to individual students that teachers can promote students reading engagement. In addition to this, 34% of the samples responded by saying “never” that their teacher did not provide them with feedbacks, praise and grades for their reading efforts. But it would have been very important to sustain students' motivation for reading if teachers had implemented it. In continuation of this, samples were also asked to rate degree of emphasis their teachers give to their active involvement in classroom reading activities. As it

indicated in the above table, 50.66% of them responded to question No 10 that, it was only sometimes that their teachers encourage them to be able to ask questions and participate in classroom reading activities. In addition to this 25.33% of them responded that teachers promote students' classroom participation rarely.

This illustrates how far students did not get psychological and material assistance which was very much important to them. And furthermore, students did not get a chance to participate in the classroom reading activities actively. In line with teachers' support, the next question was provided to students to know how often teachers hold up students to be able to develop their reading skill. As it is indicated in table No 6, more than half of the samples responded that their teachers occasionally teach them how to develop their reading skill and 20% of them said that they do it regularly. Besides, according to response given for the question that asks if the teacher is interesting in teaching reading (question No 12), most of the samples perceived that sometimes their teachers show interest in teaching reading.

With regard to the question of developing students self efficacy, students' perception of teachers' effort was asked. According to the data in table No six, 60% of the samples said "rarely". That means, their teachers do not emphasize or stress the usefulness of working hard to promote reading motivation. Moreover, questions were provided to samples to know how they perceive importance of the teachers support mentioned in the above table .Their response is presented as follows.

Table NO 7: Students' Response to Teachers' Feedback, Praise and Encouragements in Reading Lesson?

No	Item	Responses							
		Very True		True		somewhat true		Not at all true	
		N	%	N	%	N	%	N	%
I	Getting appreciation praise and grade from teachers encourage me to do better.	20	13.33	78	52	42	28	10	15
XIV	Getting an opportunity to explain what I understand helps to share others idea.	88	58.66	52	34.66	6	4	4	2.66
XV	Being engaged in reading could be achieved highly by one's effort than nature.	85	56.66	32	21.33	20	13.33	13	8.66
VIII	Having skill of silent reading helps to take note and comprehend the material easily	58	38.66	37	24.66	35	23.33	20	13.33
XVII	Reading motivation could be achieved highly by teachers who have interest to teach	34	22.66	61	40.66	41	27.33	14	9.33

As indicated in the above table No 7, samples' response for the question that aimed to identify how students perceive the importance getting teachers' feedbacks, praise and grades shows that, 52% of samples responded "true" that feedbacks, praise and grades help them to be encouraged and perform better in their reading lesson. Even though they prefer to getting backing for efforts they show, samples' responses in table no 6 indicated that teachers' reaction was found to be passive. More than half percent of the samples responded that their teachers never give constructive feedbacks, praise and grades to students. This is an indicator of great damage on students overall academic well being ness.

Moreover, item No XIV was provided to samples to know how they perceive importance of getting a chance to brief their friends about what they read. According to samples response, 56.66% of them responded "very true" and 34.66% of them "true" that explaining materials they read to others helps them

to share ideas. This proves that students' have strong belief in the importance of involving in discussions that are practiced in the classroom. But, the data in table No 6 indicated that, teachers' role in encouraging students' involvement in reading activities is highly limited and used only sometimes.

The next question was provided to students intending to know students perception of teachers' intention in promoting students' effort attribution. 57% of them answered saying "very true" that they strongly believe in the indispensable value of endeavor to be engaged and motivated reader. Students' response shows that the emphasis teachers give to prop up students' effort attribution seems to balance students' perception of the importance of effort to be engaged in reading.

As the same time, samples were also asked to give their comment on the statement that states the importance of reading skill in the process of comprehending and taking notes. Thus, 38.66% of them responded by saying that the stated importance is very true. The rest 24.66% and 23.33% of them perceived it as "true" and "somewhat true" respectively. Their response depicts how much students recognize and give attention to the importance of having individual reading skill. But as most samples response in table No six indicated that it is only sometimes teachers support them to develop their reading skills. This indicates that teachers do not give appropriate emphasis to introducing students to techniques of reading.

The other question provided to students was intended to identify their opinion of teachers' interest of teaching reading on students' motivation.

The result indicated that 40.66% of samples perceive it as "true" and 27.33% of them as "somewhat true" respectively. It is to mean that motivation for reading could be achieved through teachers who are perceived by students as interested in teaching reading. However, more than half percent of the samples perceived that it is only sometimes teachers are interested in teaching reading.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1. Summary of the Findings

The purpose of this study was to identify activities that need consideration in designing and using motivational techniques in reading lesson. In order to attain these objectives, the following research questions were raised.

1. What motivational techniques do teachers use to promote students' reading engagement?
2. How do students perceive the motivational techniques teachers use in reading lesson?

This study was conducted in a government secondary school (*W/ro Kelemwork Tiruneh Secondary School*) of *Arada* sub city of Addis Ababa. As the study is more concerned with students' perception, the sources of the data in the study were students. The study employed observation checklist and questionnaires as a means of collecting data. Quantitative and qualitative analysis was made on the gathered data and revealed the following major findings.

- Majority of the students believed in the importance of using additional reading materials in reading lesson even though, their teachers did not give due emphasis to using supplementary reading materials. Such as magazine and newspapers.
- Most of the samples perceived pre reading activities, which is practiced frequently by their teachers, as relevant to them.
- More than half of the samples believed that doing reading activities in group encourages active participation in reading lessons whereas most of them said that their teacher assigns them to do reading activities in groups rarely.

- More than fifty percent of the samples said that their teachers never provided them with constructive feedback and praise for their attempt in reading lessons .In addition, students said that teachers assisted them to make active classroom participation only sometimes. However, most of them believed that getting teachers' appreciation and praise encourages them do better. Additionally, students thought that getting an opportunity to explain what they understand to others is very important to share ideas.
- More than fifty percent of the respondents' indicated that teachers hardly ever emphasize on the usefulness of effort in promoting students reading skill and engagement. On the contrary, 78% of them believed that being engaged in reading could be achieved highly by their effort.
- Half of the respondents said that their teachers sometimes help them to develop their reading skill and majority of the students perceived that having the skill of reading helps them to take note and comprehend the reading material easily.
- Half of the samples said that sometimes their teacher show interest in teaching reading and 62% of them believed that their reading motivation could be achieved highly by teachers who are interested in teaching reading.

5.2. Conclusions

As it is stated in the review of related literature part, a number of research findings indicated that the decisive role that students' perception plays in affecting their motivation for learning in general and for reading in particular. Based on the findings of this study, the researcher has arrived at the following conclusions.

- As it is known, students will not be motivated to read unless they regard the material they are using for learning worthy of learning. As the findings of this study show, there is lack of providing due emphasis to students' preference in selecting and using additional reading materials for reading lesson. Majority of the samples prefer to read magazine and newspaper. But their teachers use such materials only sometimes. Therefore, it is possible to say that students' motivation for reading is at risk. In addition, it could be possible to conclude that students are disappointed as a result of not being able to use the reading materials that they prefer.

Emphasizing problems that are related with selection of reading materials, Brophy (1998), as cited in Dornyei (2001) also states that topics are always selected and used mostly on the basis of what society believes students need to learn, not on the basis of what students would choose if given the opportunity to do so. This reveals the prevalence of the problem regarding topic selection. Tamene's (1982) finding on the reading interest of AAU students and Martz's (1971) finding on survey of the reading interests of secondary school students in Addis Ababa also confirm the findings of this study that students' have strong interest in reading materials additional to the textbook. So that, such perceived lack of prioritizing students' preference and lack of evaluating reading materials from students' point of view, made students demotivated.

- The research findings also indicated the occurrence of lack of using reading activities that take students' interest into consideration. In this study, the findings indicated that most of the students consider doing reading activities in groups as relevant to them. As it is known, running varieties of activities together could be taken as a good condition in which students tend to like each other, share common goals which intern create a feeling of supportiveness and enhance their initiation to win over others. But, on the contrary, teachers apply group reading activities rarely. As Dornyei (2001) indicated, exercising small game like group reading activities help to promote strong interaction among students. Therefore, it is possible to conclude that, in designing reading activities, undermining students' first choice and learning styles by teachers may contribute for feeling of dissatisfaction, discouragement and passiveness on students' engagement in reading activities. There is a need to know that students' motivation will not be determined by the reading activities which they are assigned to perform by their teachers, but rather by students' interpretations of those reading activities to be exercises in group or individually. In line with this, Lockhart and Richards (1996) also suggested that the central question in planning learning activities is deciding whether students will complete activities individually, in pairs, in groups, or as a whole-class activity.

- The findings revealed that teachers hardly accommodated students' learning style and motivational orientations. More than half of the respondents indicated that, teachers' support and initiation in teaching reading was very much limited and applied only sometimes in students' perspectives. This also created dissatisfaction in students' part. This implies that teachers who teach at grade ten in *W/ro Kelemework Tiruneh* secondary school were less dedicated to use appropriate reading materials, to design reading activities and also to provide students with motivational feedback to attempts they made in the reading lesson.

5.3. Pedagogical Implications of the Study

The results of this study have important practical pedagogical implications in the process of promoting students motivation for learning in general and reading in particular. This study pointed out a big gap between students' perception of importance of motivational techniques teachers use and frequency of implementation of the motivational activities. Besides, the study also depicted that the probability of using students opinion as a good reference in designing and implementing motivational techniques. Why students decide to be involved in a certain activity, how hard students are going to pursue in a certain activities is determined by the value students give to those activity provide to them as a motivator.

In this context, as far as the purpose of using different motivators is to arouse students' interest for reading, the study implies that considering how students value, judge or interpret motivational techniques teachers use is the most important building block. Without this essential element, realizing the expected objectives or promoting students' motivation for reading is impractical.

The other implication of this research shows the need of providing teachers with training that help them to teach reading in a motivating way. It dose not mean merely providing them with a set of activities to be undertaken by teachers in reading lesson, but showing these in a more general approach in which students' desire for reading materials, students preference of reading activities and students need of teachers assistance could be taken into consideration.

Moreover, the result of this study implies that since reading activities are carefully designed and implemented, students motivation could be enhanced and they would be interested to complete activities with their full effort accordingly. In addition, reading materials can play a supportive role if they contain motivating features, and assisted with practical motivating examples.

(For instance including issues on which students interested to know and talk about) is important. Furthermore, finding ways to raise teachers' awareness of motivating practices and to train them in using skills that can help them to motivate learners should be a major methodological concern.

Teachers' awareness in selecting and implementing motivational practices could be raised through.

- Conducting continuous research which helps to identify teachers' reason of implementing and emphasizing on some motivational techniques over others. Thereby sharing experience of knowledgeable others would be possible.
- Conducting continuous assessments of students' reaction to reading materials provided to them and trying to make a good connection between topics of reading materials teachers use in the classroom and subject matter students enjoy reading.
- Assigning students with classroom activities in which students prefer to be involved,
- Providing school and classroom conditions that allow students satisfaction of their reading and identifying pedagogical support students require from their teacher.

In general, by investigating and disclosing a gap between motivational techniques teachers use and students' perception of it, this study provides a step toward putting motivational issues on the teacher education agenda. It does not seem unreasonable to speculate that this beginning might be further amplified if teachers were to apply motivational strategies systematically and in a context-appropriate manner.

Finally, to verify the present study as a whole regarding the relationship of teachers' motivational techniques with students' perception of it, future

research is required. For this to happen, improving the inadequacy of the present instruments, employing other additional measures and including the report of knowledgeable others are essential. Moreover, the assessment of variables was also limited to students' self report of their own opinion. Therefore, bearing in mind to include variables other than the present study for instance, teachers' perception of reading, motivational techniques, style of teaching reading is important.

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APPENDIX-A

Addis Ababa University
Institutes of Language Studies
Department of Foreign Languages And Literature
Classroom observation check list

Name of the school.....
 Section..... Topic.....
 Date..... Time begins.....time ended.....

Direction

This observation checklist is designed to evaluate motivational techniques teachers use in reading lesson. Put a mark (✓) observing while teachers are using them

Items	T1		T2		T3	
	Yes	No	Yes	No	Yes	No
1. Proper teacher behaviors						
Teacher shows students he/she cares about them						
Teacher establishes good rapport with students						
Teacher shows his/her enthusiasm for teaching reading						
Teacher shares with students that he/she values reading as a Meaningful experience						
2. Recognize students' effort						
Teacher recognizes students' effort and achievement in reading lesson						
Teacher monitors students' reading progress and celebrate their victory						
Teacher promotes effort attributions						
3. Promote learners' self-confidence						
Teacher provides students with positive feedback						
Teach students reading techniques						
Teacher encourages students to try harder						
Teacher designs reading tasks that are within the students' Ability						
4. Creating a pleasant classroom climate						
Teacher creates a supportive classroom climate that promotes reading motivation						
Teacher brings in and encourages humor						
Teacher compares students reading activity						
Teacher uses a short and interesting opening reading activity to start the class						

5. Present tasks properly						
Teacher gives clear instructions for reading tasks						
Teacher gives good reasons to students as to why a Particular task is meaningful						
6. Increase learners' goal orientedness						
Teacher helps students develop realistic beliefs about reading						
Teacher finds out students' needs and include them into reading activities						
Teacher encourages students to set reading goals						
Teacher displays the class goal in a wall chart and review it regularly						
7. Make the learning tasks stimulating						
Teacher introduces various interesting topics						
Teacher makes reading tasks attractive by including novel and fantasy element						
Teacher encourages students to create products						
Teacher makes tasks challenging						
8. Familiarize learners with L2- related values						
Teacher encourages students to do reading outside the classroom						
Teacher reminds students of the benefits of engaged in reading						
Teacher invites senior students to share their English reading experiences						
Teacher invites English-speaking foreigners to class						
9. Promote learner autonomy						
Teacher encourages group presentation						
Teacher teaches self-motivating strategies						
Teacher allows students to assess themselves						
Teacher gives students choices in deciding how and when they will be assessed						
Teacher involves students in designing and running the reading tasks						

If any other motivational techniques are used-----

APPENDX-B

Addis Ababa University

Institutes of Language Studies

Department of Foreign Languages and Literature

This questionnaire is designed to identify motivational techniques teachers use in reading lesson.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research

The researcher assures you that the information you provide will be used only for the purpose of academic research please respond to each item.

Thank you very much for your co-operation.

Direction; Read each of the following statements about your teacher motivational techniques and decide how often he or she implement the following motivational techniques.

- 5) Very frequently 4) frequently 3) Sometimes
2) Rarely 1) Never

Indicate your response by putting a ✓ in the appropriate box against each statement

No	Items					
		5	4	3	2	1
1	The teacher compares students group reading activities					
2	The teacher uses reading topics based on your preference					
3	The teacher helps students to relate ideas in the passage to their prior knowledge					
4	The teacher helps you to feel that you are good at reading					
5	The teacher helps students to develop individual reading skills					
6	The teacher assigns students to do reading activities together.					
7	The teacher uses magazine and newspapers					
8	The teacher includes novel and fantasy elements in a reading task.					
9	The teacher provides students with constructive feedback, praise and grade to students reading attempts.					
10	The teacher encourages questions and other contributions from students.					
11	The teacher emphasizes the usefulness of effort to promote reading motivation.					
13	The teacher is interesting in teaching reading					

APPENDIX-C

Addis Ababa University

Institutes of Language Studies

Department of Foreign Languages and Literature

This questionnaire is designed to identify motivational techniques teachers use in reading lesson.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research

The researcher assures you that the information you provide will be used only for the purpose of academic research please respond to each item.

Thank you very much for your co-operation.

Direction; Read each of the following statements about your teachers' motivational techniques and indicate your response by putting a ✓ in the appropriate box against each statement

4) Very true 3) True 2) somewhat true 1) not at all true

No	Items	4	3	2	1
1	Participating in group competition in reading activities helps to do better in reading				
2	Additional reading passages the teacher uses contain things I want to know.				
3	Additional reading passages the teacher uses help me to widen my experience and knowledge				
4	The length of additional reading passages the teacher uses are neither too long nor too short				
5	Additional reading passages the teacher uses are interesting enough to make group discussion.				
6	Trying to relate ideas I came across in other topic to what I read				

	assist me in comprehending the reading material easily.				
7	Having skill of silent reading helps to take note and comprehend the material easily.				
8	Working individually gives me a chance to perform reading assignments in better way				
9	Doing reading activities in group encourages active participation in the reading activities.				
10	Reading magazine and news papers helps to get introduced with new vocabulary items useful to me				
11	Using novel and fantasy elements makes reading activities attractive.				
12	Getting appreciation praise and grade from teachers encourage me to do better.				
13	Getting an opportunity to explain what I understand helps me to share others' idea.				
14	Reading lesson will be interesting through discussion and presentation				
15	Being engaged in reading could be achieved highly by one's effort than nature.				
16	Reading motivation could be achieved highly by teachers who have interest to teach				

APPENDIX-D

Addis Ababa University

Institutes of Language Studies

Department of Foreign Languages and Literature

This questionnaire is designed to identify motivational techniques teachers use in reading lesson.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research

The researcher assures you that the information you provide will be used only for the purpose of academic research please respond to each item.

Thank you very much for your co-operation.

Direction; Read each of the following statements and write your answer in the space provided

1. What do you suggest your teachers support to be for you in order to promote your motivation for reading? -----
2. What do you comment topics of reading materials to be used in reading lesson in order to promote your motivation for reading? -----
3. What type of classroom reading activities are interesting to you? Why? ---
4. What kinds of reading materials you prefer to read?

A. Magazine

B. Journal

C. Book

D. Magazine and Journal **E.** Magazine and book **F.** Others

APPENDIX-E

Amharic version of the questionnaire

በአዲስ አበባ ዩንቨርሲቲ

የውጭ ቋንቋ ትምህርት ክፍል

ዉድ ተማሪዎች

ይህ መጠይቅ ተማሪዎች የእንግሊዝኛ ምንባብ ሲማሩ መምህሩ የሚሰጠውን እገዛ እና ለእገዛው ተማሪዎች ያላቸውን እምነት ለማወቅ ታስቦ የተዘጋጀ ነው። በዚህ መጠይቅ የሚሰበሰቡ መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚዉል ነው ። መጠይቁ ላይ ስም መጻፍ አያስፈልግም።

እናመሰግናለን።

መመሪያ 1:- ከዚህ በታች እንግሊዝኛ መምህር/ሽ ሲያስተምር የሚያከናውናቸው ተግባራት ተዘርዘረዋል። መምህሩ ምንባብን ሲያስተምር ተግባራቱን ምን ያህል ጊዜ እንደሚጠቀም ከእያንዳንዱ ዓረፍተ ነገር ፊት ለፊት በተሰጠው ሰንጠረዥ ላይ በአንዱ የ «✓» ምልክት በማድረግ አመልክት/ች።

መመሪያ 2:- ከዚህ በታች የቀረቡልህን ዓረፍተ ነገሮች ከነቡብህ በኋላ ያለህን እምነት ከእያንዳንዱ ዓረፍተ ነገር ፊት ለፊት በተሰጠው ሰንጠረዥ ላይ በአንዱ የ «✓» ምልክት በማድረግ አመልክት/ች።

ተ.ቁ	ተግባራት	ሁልጊዜ	አብዛኛውን ጊዜ	አንዳንድ ጊዜ	በባም ወሳኝ ጊዜ	ምንም አይከናውንም
1	በንባብ ትምህርት በሚያደርጉት እንቅስቃሴ ተማሪዎችን ያወዳድራል					
2	ምርጫዎን መሠረት ያደረጉ ምንባቦችን ለንባብ ማስተመሪያነት ይጠቀማል					
3	የማነበዉን ከማዉቀዉ ነገር ጋር እያዛመድሁ እንዳነብ ያሳስበኛል					
4	የንባብ ችሎታዬ ጥሩ ደረጃ ላይ መሆኑን ይገልፅልኛል					
5	የግል የንባብ ችሎታዬን እንዴት እንደምገመግም ያሳየኛል					
6	የንባብ መልመጃዎችን በቡድን እንድንሠራ ያደርጋል					
7	መጽሔቶችንና ጋዜጦችን ለንባብ ማስተማሪያነት ይጠቀማል					
8	ልቦለድ ላይ የተመሰረቱ መልመጃዎችን ያሰራናል					
9	ማነቃቂያ ሽልማቶችን ይሠጠኛል					
10	ጥያቄ እንድጠይቅና ከሌሎች ተማሪዎች ጋር እንድወያይ ያበረታታኛል					
11	የማንበብ ፍላጎትን ለማዳበር ጥረት ወሳኝ መሆኑን ይገልጻል					
12	የንባብ ትምህርትን ለማስተማር ፍላጎት አለው/አላት					

APPENDIX-F

**በአዲስ አበባ ዩንቨርሲቲ
የውጭ ቋንቋ ትምህርት ክፍል**

ወደ ተማሪዎች

ይህ መጠይቅ ተማሪዎች የእንግሊዝኛ ምንባብ ሲማሩ መምህሩ የሚሰጠውን እገዛ እና ለእገዛው ተማሪዎች ያላቸውን እምነት ለማወቅ ታስቦ የተዘጋጀ ነው። በዚህ መጠይቅ የሚሰበሰብ መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚወልድ ነው ። መጠይቁ ላይ ስም መጻፍ አያስፈልግም።

እናመሰግናለን።

መመሪያ 2:- ከዚህ በታች የቀረቡልህን ዓረፍተ ነገሮች ከነበብህ በኋላ ያለህን እምነት ከእያንዳንዱ ዓረፍተ ነገር ፊት ለፊት በተሰጠው ስንጠረዥ ላይ በአንዱ የ “✓” ምልክት በማድረግ አመልክት/ች።

ተ.ቁ	ተግባራት	በጣም እውነት	እውነት	በመጠኑ እውነት	ፈፅሞ ውሸት
1	ምንባብ ትምህርት ጊዜ ክፍል ውስጥ የሚደረጉ ውድድሮች ያስደስታሉ				
2	መምህሩ የሚመርጣቸው ምንባቦች ማወቅ የምፈልጋቸውን ጉዳዮች የያዙ ናቸው				
3	መምህሩ የሚጠቀሙባቸው የንባብ ማስተማሪያዎች ዕውቀቴን ለማስፋት ያግዙኛል				
4	መምህሩ የሚጠቀሙባቸው ተጨማሪ ምንባቦች የተመጡ ናቸው				
5	መምህሩ የሚጠቀሙባቸው ተጨማሪ ምንባቦች የትምህርት ደረጃዎን የመጠኑ ናቸው				
6	መምህሩ የሚጠቀሙባቸው ተጨማሪ ምንባቦች ለውውይት የሚጋብዙ ናቸው				
7	አንድን ምንባብ ከማውቀው ጉዳይ ጋር በማገናዘብ ሳነብብ ፍሬ ሐሳቡን በቀላሉ ለመገንዘብ እችላለሁ				
8	በግል የማንበብ ችሎታ ዋና ዋና ጉዳዮችን በማስታወሻ ለመያዝና የንባቡን ፍሬ ሐሳብ ለመረዳት ይጠቅማል				
9	የንባብ መልመጃዎችን በግል ስራ የተሻለ ውጤታማ እሆናለሁ				
10	የንባብ መልመጃዎችን ከሌሎች ተማሪዎች ጋር መስራት ውጤታማ ለመሆን ይረዳል				
11	መጽሔቶችና ጋዜጦችን ማንበብ አዳዲስ ቃላትን ለማወቅ ይረዳል				
12	ልቦለድ ነክ ጉዳዮችን ያካተቱ መልመጃዎችን መስራት ያስደስተኛል				
13	ከመምህር አድናቆትና ሽልማት ማግኘት ያበረታታኛል				
14	አንብቤ የተረዳሁትን ለተማሪዎች መግለፅ ልምድ ለመለዋወጥ እድል ይሠጠኛል				
15	የንባብ ትምህርት በውይይት የታዘዘ ሲሆን አስደሳች ይሆናል				
16	በማደርገው ትጋት የንባብ ፍላጎትን ማጎልበት እችላለሁ				
17	መምህሩ ለማስተማር ያለው ጉጉት የንባብ ትምህርት ፍላጎትን ይወስነዋል				

APPENDIX-G

**በአዲስ አበባ ዩንቨርሲቲ
የውጭ ቋንቋ ትምህርት ክፍል**

ወደ ተማሪዎች

ይህ መጠይቅ ተማሪዎች የእንግሊዝኛ ምንባብ ሲማሩ መምህሩ የሚሰጠውን እገዛ እና ለእገዛው ተማሪዎች ያላቸውን እምነት ለማወቅ ታስቦ የተዘጋጀ ነው። በዚህ መጠይቅ የሚሰበሰብ መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚወልድ ነው ። መጠይቁ ላይ ስም መጻፍ አያስፈልግም።

እናመሰግናለን።

መመሪያ ፩- ከዚህ በታች የቀረቡልህን ጥያቄዎች ከአነብህ/ህ በኋላ ተገቢውን ምላሽ ስጥ/ስጭ

1. የንባብ ፍላጎትህ/ሽን ለማሳደግ ከመምህሩ ምን ምን አይነት ድጋፎች እንዲደረግ ትፈልጋለህ/ሽ?-----
2. የንባብ ፍላጎትህ/ትሽ እንዲጎለብት መምህሩ የሚጠቀምባቸው ምንባቦች በምን ርዕስ ዙሪያ የተፃፉ ቢሆኑ ትመርጣለህ /ትመርጫለሽ?-----
3. ምን አይነት የክፍልና የቤት ሥራዎች ናቸው የንባብ ፍላጎትህ/ሽን ለማጎልበት የሚረዱ (ለምሳሌ የቡድን፣ የጥንድ፣ የግል. . .)

ለምን?-----

4. የንባብ ምርጫህን/ሽን አመልክት/ች

- መፅሔት
- ጋዜጣ
- መፅሀፍ
- መፅሔት እና ጋዜጣ
- መፅሔት እና መፅሀፍ
- ሌሎች-----

APPENDIX-H

Original Classroom observation check list taken from Dornyei and Cheng, (2007)

items
1. Proper teacher behaviors
show students you care about them
Establish good rapport with students
Show your enthusiasm for teaching
Share with students that you value English as a meaningful experience
Be yourself in front of students
2. Recognize students' effort
Recognize students' effort and achievement
Monitor students' progress and celebrate their victory
Make sure grades reflect students' effort and hard work
Promote effort attributions
3. Promote learners' self-confidence
Provide students with positive feedback
Teach students learning techniques
Encourage students to try harder
Design tasks that are within the students' ability
Make clear to students that communicating meaning effectively is more important than being grammatically correct
4. Creating a pleasant classroom climate
create a supportive classroom climate that promotes risk- taking
Bring in and encourage humor

Avoid social comparison
Use a short and interesting opening activity to start each class
5. Present tasks properly
Give clear instructions by modeling
Give good reasons to students as to why a particular task is meaningful
6. Increase learners' goal orientedness
Help students develop realistic beliefs about English learning
Find out students' needs and build them into curriculum
Encourage students to set learning goals
Display the class goal in a wall chart and review it regularly
7. Make the learning tasks stimulating
Break the routine by varying the presentation format
Introduce various interesting topics
Present various auditory and visual teaching aids
Make tasks attractive by including novel and fantasy element
Encourage students to create products
Make tasks challenging
8. Familiarize learners with L2- related values
Increase the amount of English you use in the class
Encourage students to use English outside the classroom
Familiarize students with the cultural background of the target language
Introduce authentic cultural materials
Remind students of the benefits of mastering English
Invite senior students to share their English learning experiences

Invite English-speaking foreigners to class
9. Promote group cohesiveness and group norms
Explain the importance of the class rules
Encourage students to share personal experiences and thoughts
Allow students to get to know each other
Ask students to work toward the same goal
Let students suggest class rules
10. Promote learner autonomy
Adopt the role of a facilitator
encourage peer teaching and group presentation
Teach self-motivating strategies
Allow students to assess themselves
Give students choices in deciding how and when they will be assessed
Involve students in designing and running the English course

(Dornyei and Cheng, 2007)

