JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ENGLISH LANGUAGE TEACHERS' MOTIVATIONAL STRATEGIES IN HELPING STUDENTS DEVELOP WRITING SKILLS: THE CASE OF SHEBE & SEKA HIGH SCHOOLS

BY

ENDALE KUMSA

A Research Thesis Submitted to the Department of English Language and Literature, Jimma University, in Partial Fulfillment of the Requirement of MA In Teaching English as a Foreign Language (TEFL)

August, 2015

BY

ENDALE KUMSA

A Thesis Submitted in Partial Fulfillment of the Requirements for Master of Arts in Teaching as a Foreign Language (TEFL)

Department of English Language and Literature
College of Social Sciences and Humanities
Jimma University

Advisor: Getachew Syoum (PhD)

Co Advisor: Yemanebirhan Kelemework (PhD)

August, 2015

Declaration, Confirmation, Approval and Evaluation

Research Title: MOTIVATIONAL STRATEGIES ENGLISH LANGUAGE TEACHERS USED TO HELP GRADE 9 STUDENTS DEVELOP WRITING SKILLS

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Endale Kumsa   _____   _____ _____

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor:

_____   _____   _____

    Name

                               Signature   Date

 Co-Advisor:

_____   _____   _____

Thesis Evaluators:

_____   **_____**   **_____**

Principal Advisor   Signature   Date

_____   _____   _____

Co-Advisor   Signature   Date

_____   _____   _____

External Examiner   Signature   Date

_____   _____   _____

Internal Examiner   Signature   Date

_____   _____   _____

  Chair-Person   Signature   Date

_____   _____   _____

Abstract

This study investigated motivational strategies used by English language teachers at Shebe and Seka High Schools so as to help Grade 9 students develop writing skills. The study employed descriptive survey design to obtain data. The study used comprehensive sampling method by taking 11 English language teachers from the two schools and, using Simple Random sampling method drawing 234 samples from the target schools. With the help of questionnaires for teachers and students, interview and classroom observations, the researcher managed to collect data on the problem under investigation. Findings clearly suggested that English language teachers' teaching strategies in the two high schools could not adequately help grade 9 students to develop their writing skills. The frequent use of motivational strategies by English language teachers in the two target schools in their writing classrooms were insignificant, non- comprehensive, not salient and abreast, yet without plan. The existing motivational strategies, by far and large, could not show that the language teachers particularly at doing many different things relevant for the students to practice and develop writing skills for their academic needs. The English language teachers' efforts did not show preparedness compared with the standard yardstick to measure the attributes indispensably created to motivate the students learning writing. They do little to get the students encouraged with positive beliefs about writing; fostered with insufficient and incompatible authentic goals as well as contexts for writing; and creating a positive classroom environment yet lacked persistence to affect students' motivation to write. Their knowledge and experience about motivation and the critical aspects of writing classroom motivational strategies were facile, and at the paltry, having little value, supposed to bring robustness in the teaching – learning process of the writing classrooms at the target schools. Scarcity of experience and paucity of strategy-information were the leading factors that hindered the teachers' efforts and effectiveness in the application of motivational strategies in the writing classrooms.

Acknowledgements

First and for most, I would like to address my heart-felt thanks for my thesis advisors, Dr. Getachew Syoum and Dr. Yemanebirhan Kelemework, for the priceless support they had rendered me in all my efforts.

My thank also goes to the English language teaching staffs of Shebe and Seka High Schools for their valuable supports in the data collection and for their collaborations in coordinating the samples to effectively and efficiently respond to my data query.

I would never forget the commitment and sacrifice my wife, W/ro Aberash Amare, had paid during this study and the days behind.

Table of Contents

Content	page

List of Tables and Figures

Table Title   **Page**

Figure Title   **Page**

CHPTER ONE
INTRODUCTION

1.1   Background of the Study

Investigating English language teachers' motivational strategies which are consistently applied in classrooms in order to help students develop their writing skills is the basic concern of this study. Hence, English teachers motivational strategies and the effectiveness of writing skills are the two important aspects in which this research provides a comprehensive and substantial attention.

Conventionally, the learner, the teacher, and the instructional materials are the most recognizable ingredients in the teaching of a second/foreign language. Nevertheless, there are other important factors which according to Al-Mahrooqi & Asante (2010), and Schacter (1999), normally operate less overtly and sometimes invisibly in the background. These include course administration, teaching methodologies, the objectives of learners, and language exposure. There is, however, one missing ingredient which researchers and practitioners consider so important that all the other factors might be futile without it. This ingredient is motivation–which according to Kimura, Nakata, & Okumura, (2001) is the force that drives learners to make optimal use of the available learning resources and achieve their learning objectives.

From the 1990s onwards research on motivation for second (ESL) and foreign language (EFL) learning has evolved from focusing and describing the composition of students' motivation to a detailed list of practical suggestions in assisting teachers to boost their students' motivation (for instance, Cheng & Dornyei, 2007; Dornyei & Csizer, 1998; Dornyei, 2001; Williams & Burden, 1997). Even so, the amount of research on how to motivate students through the use of specific strategies or the application of theoretical knowledge centered in the real classroom has been relatively small in specific situations (Dornyei & Otto, 1998).

ESL/EFL teachers must be aware of the context of any research of motivation since the findings and the proposed motivational teaching strategies may not be suitable for all ESL/EFL teaching and learning situations. A strategy that is highly effective in one context of teaching and learning may not work at all in another context and vice versa. As Nakata (2006) implies, motivating students is not as easy in practice as in theory. Since human behaviors are complex, these

strategies are not applicable to every individual and in every context of learning. Teachers, therefore, should select the most suitable strategies to be employed in their own classrooms.

Motivation involves the reasons why we want to learn, the strength of our desire to learn, the kind of person we are, and the tasks. In this study, the pursuit of motivation is confined to the potential or ability of the teacher to inspire, influence, and persuade the students to take their writing skills learning seriously and achieve their learning objective.

To date, research has focused on individual differences between students with respect to personality, intelligence, language learning aptitude, language learning strategies, motivation, and cognitive style. The present study focuses on motivation, because many of these and other variables are dependent on motivation for their effects to be realized. For example, language learning strategies probably will not be used if the individual is not motivated to learn the language (Gardner, 1992), and there is little or no reason to take risks using the language if there is little intention to learn it.

The motivational strategies available for teachers to choose from are derived from individual experience or formulated from research findings. Klavas (1994), for example, advocates motivational strategies based on taking the individual learning styles of the students into account. While Schacter (1999) recommends the use of technology-rich environments to motivate students for increased achievement in all subject areas. Dickinson (1995) recommend "proximity" in the interpersonal behavior of the teacher towards students, while Banya & Cheng, (1997), support the use of popular culture in the classroom to enhance student motivation.

In contrast, others have proposed multiple, broad strategies, each of which subsumes a large number of potential micro-strategies. Ultimately, it is the individual teachers' prerogative to adopt the recommended strategies or devise new ones around popular or prescribed themes. According to Dornyei (2001), the range of motivational strategies is so wide in terms of choice and effectiveness that it is virtually inconceivable that at least one or other among them would not be effective in any situation. Positive attitudes to a target language have been associated with a strong impetus for language competence (Dornyei, 2001).

Although instructors may think of errors as part of a language learning process related to linguistic, situational, and psycholinguistic contexts (Carson, 2001), and writing as a skill

developed over time, most L2 learners' writing is judged according to criteria that are static and product-based. That teachers draw conclusions about intellectual ability on the basis of structural and grammatical problems has also been well documented (Sternglass, 1997; Zamel, 1998). Variability in writing, which is typical of a learner's inter-language, is a concern when addressing proficiency issues. Emphasis on proficiency, thus, has consequences for L2 students in high school writing skills classes; as to Sternglass, (1997), it affects their ability to complete writing tasks across various writing contexts, cope with the demands of academic English, and receive recognition as well-informed, critical thinkers.

This research focuses on English teachers' motivational strategies in helping students to develop writing skills: the case of Shebe and Seka High Schools in focus. Therefore, based on the existing literary outputs and data, this researcher attempts to investigate English language teachers' motivational strategies, undertaking the cases of Shebe and Seka High Schools into consideration.

1.2   Statement of the Problem

Writing is a very important skill. It is the primary basis upon which our work, our learning, and our intellect will be judged—in school, in the workplace, and in the community. Nowacek, (2014) stated that writing expresses who we are as a person. It is portable and permanent. It makes our thinking visible. Writing helps us move easily among facts, inferences, and opinions without getting confused. It fosters our ability to explain a complex position to readers, and to ourselves; helps us refine our ideas when we give others feedback. Writing requires that we anticipate our readers' needs; our ability to do so demonstrates our intellectual flexibility and maturity. Writing out our ideas permits us to evaluate the adequacy of our argument; stimulates us to extend a line of thought beyond our first impressions or gut responses; and helps us understand how truth is established in a given discipline.

Regardless of the above facts related to the substantial importance writing skills has, not many students relish writing; instead, they fear it and avoid it. A lack of motivation is supposed to be the prime reason behind their predicament. Students in Shebe and Seka High Schools in Jimma Zone too, are observed to show fear and anxiety when trying to write their own sentence and paragraphs in the English writing classes. Teachers can positively encourage and motivate their

students day-by-day to write effective sentences and paragraphs by employing the most appropriate teaching techniques and materials in the classroom.

Even though issues of motivation have contributed to low standards of achievement in English teaching, little research on motivation and motivational strategies pertinent to writing skills has been conducted in the local context. This study, thus, aims to investigate the strategy of motivation in two high schools' EFL writing classes pertinent to Jimma Zone, Shebe and the neighboring Seka High Schools.

In fact, various researches have been conducted over the issue of classroom motivation around the world, but no research is conducted on the issue of motivation on Jimma Zone, and this research is conducted to fill the gap. In the foreign context there were many studies that deal with motivation, writing and content-based instruction, for example, by Selma (2011); ''Learners' writing errors: suggestions for teaching'' by Upshur and Turner. (1995); ''Saudi EFL teachers' and students' perceptions of motivational strategies'' by Alshehri (2011); and ''Enhancing Motivation through Writing Portfolio;'' a thesis presented by Sanchez (2014) were referred, all of them came up with poor motivational strategies applied in the writing class and all of these past researches differ from this one in research context, in the objective and content, in method, target groups, samples, and in findings perhaps.

Local studies include ''Investigation of EFL Teachers' and Students' Views towards Using Literary Texts in EFL Classrooms: the case of Aboker Preparatory School, Grade 12, Harari Region'' by Alene Ketema (2012); and Geberew Tulu Mekonnen's (2014), ''EFL Classroom Motivation Assessment: Teachers' Practice and Teaching Techniques Adjustment in Ethiopia,'' were referred. Alene's focused on teachers' and students' attitudes towards using literary texts in EFL classrooms while Geberew's focused on the investigation of the practice of classroom assessment in adjusting English language teachers' teaching techniques. The later specifically examined the classroom assessment techniques teachers employed in the classroom, for what purpose they used, the kinds of feedback they obtained while they assess their students using different classroom assessment techniques, and whether they used the feedback to adjust their teaching techniques or not. Both past researches differ from this one in that the objective of this study focuses on English teachers' motivational strategies in helping students to develop writing skills and also in areal variation.

On the other hand, this researcher is not sure whether English teachers spent appropriate time and alternative strategies in a balanced approach to their writing classrooms and wants to identify if the mighty lack of appropriate strategy could be one of the possible reason in that grade 9 students perhaps lack the required motivation in order to develop writing skills in the target schools.

The research also emphasizes on English teachers motivational strategies in developing students' writing skills because of a number of critical reasons: first, as productive skills, writing has substantial importance both in efficiently and effectively mastering all the high school courses and increasing student accuracy and competence for their tertiary education. More importantly, writing skill is a means to maintain confidence to the students' academic needs and to further communicate in the real situation beyond their classroom.

Next, as far as this investigator's personal experience is concerned, writing skills, regardless of its objectives stated in the syllabus material, plus, the critical importance the development of this skill has in the academic situations, it seems a strongly neglected skill both by the teacher and the students in high school English classes due to mainly for lack of exposures and motivational strategies for EFL writers. Practically, the concern and context to high school English language writing skills have been an area of frustration in semi-urban and rural localities like Shebe and Seka High Schools; and seem did not get adequate and appropriate classroom implementation as stated in the high school English language syllabus (Baily, 2002 E.C.), therefore substantial research attention that would improve methodological handicaps is of pivotal attention.

More explicitly, in Baily, (2002E.C.), English for Ethiopia, Teacher Guide, Grade 9, it was suggested that in the writing sections, a variety of skills are developed. Students learn to write for different purposes and to use appropriate register and style. Exercises aim to develop a range of writing types including descriptive, narrative, discursive and expository texts. Students are also taught to take notes and summarize texts in their own words. They are taught to write paragraphs using topic sentences and supportive sentences. In addition, punctuation forms an important component of the writing section and students are encouraged to punctuate their writing correctly. They are also encouraged to revise and edit their work. Suggestions are given to guide students through the writing process from planning a first rough draft to producing a final 'polished' piece of writing. Hence, the research substantiates the gap that may exist between the

syllabus and the classroom writing skill experience together with the appropriateness of the text material to develop writing skills as intended.

Unless the various contents that were stressed above are amplified with the help of diversified motivational strategies and English teachers' enthusiastic efforts to make the skill interesting, the aims and objectives of English writing skills would remain unsuccessful. This researcher, therefore, strongly argues in that high school English teachers have to employ varieties of literally acceptable motivational strategies to assist their students feel writing an enjoyable process with purposes, intended to develop their understanding and use of English mainly for their academic needs and purposes.

Hence, this researcher strongly argues in that high school English language teachers require understanding appropriate motivational strategies; utilizing them in their respective writing classes in order to enhance students' cognitive and motor activities; create strong desire among the learners; and help improve confidence and competence in writing skills. To this end, the study attempts to arrive at sound conclusion using the following research questions as headlights to fully and concretely describe the issue under investigation.

Research Questions:

1) How do High School English language teachers' teaching strategies support the motivation of grade 9 students to develop writing skills?
2) What are frequently employed motivational strategies English language teachers use in their writing classrooms?
3) From teachers' and students' perspectives, how far are the motivational strategies relevant for the students to practice and develop writing skills for their academic needs?
4) What hinder/s the application of motivational strategies in the writing classrooms?
5) To what extent does the text book incorporate motivational strategies that facilitate writing?

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this study is to investigate English language teachers' motivational strategies used in helping their students develop writing skills pertinent to grade 9 English classroom contexts of Shebe and Seka High Schools.

1.3.2 Specific Objectives

The study also has the following specific objectives:

- To investigate English teachers motivational strategies employed to assist Grade 9 students develop writing skills.

- To identify frequently used motivational strategies in the EFL writing classroom contexts of the target schools.

- To analyze how far the motivational strategies, from teachers' and students' perspectives, are relevant for the students to practice and develop writing skills for their academic needs.

- To examine factor/s influencing the application of motivational strategies in the EFL writing classrooms.

1.4 Significance of the Study

The research may have a multitude of significance. First, it may initiate teachers to use different techniques and strategies in the teaching of writing skills that help the students develop the skills and express, at least, academic issues in better ways.

Most importantly, this study is expected to provide methodological insights and information to EFL teachers so that they can implement the principles of teaching writing skills to enhance the students' fluency, confidence, and communicative competence in their writing careers. In this regard, the research may also help English teachers better understand the importance of motivation in relation to the context of developing L2 writing skills in particular, and assists them to look at a variety of motivation tools and strategies in the language classrooms in general.

Next, the findings and recommendations may provide relevant insight for educational managers, planners, supervisors and school principals on the present problems and future improvement perspectives.

Furthermore, since there may appear to be insignificant prior study of motivational strategy

conducted in the local English classroom and writing skills, the present study may well be a timely endeavor. The findings of the study will add to the pool of existing research, offering an insight into the local EFL context and teacher-based motivational practices inside the classroom.

Last but not the least, the study may also help trigger the interest of, and serve as a springboard for, other research practitioners to carry out a system wide assessment in motivational strategies and language teaching relationships in depth and breadth.

1.5 The Scope of the Study

The study, in fact, has certain geographical and conceptual delimitations. Because of time and resource constraints, this study could not make a comprehensive attention to extend its investigation to relatively wider area coverage. The study emphasized only on Shebe and Seka High Schools, problem of English classroom teaching learning process delimited to writing skills and the motivational strategies English teachers may practice to help their students effectively develop this skill. Yet, the study does not embrace all English language skills and sub-skills; all grade levels in the target schools. It emphasizes grade 9 classrooms only on sample basis.

Standard indicators to measure the authenticity of the motivational strategies are borrowed from research and professional literatures. The research used a five point Likert scales to evaluate the degree of relevance of the teachers' strategies perhaps to better develop the students' potential ability pertinent to English language writing skills.

1.6 Limitations of the Study

The sample size of the study is limited to 11 English teachers who have taught in Shebe and Seka High School and the number of students is also limited to 25% of randomly selected among grade 9 population from the two schools. This might not be adequate to make generalization over the study. It would be better to generate data in the climate where a good deal of high schools had been present from which more participants are to be included in the study about to rely on sufficient information for such an M.A. thesis. The study may also suffer from luck of resource mainly financial constraints to effectively handle field data.

1.7 Operational Definitions of some important Terms

Motivation: internal and external factors that stimulate desire and energy in people to be continually interested and committed to a role or subject, or to make an effort to attain a goal. Student motivation to learn is an acquired competence developed through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others (especially parents or teachers). Motivation is considered to be one of the main determining factors in L2 development. It mainly determines the extent of active, personal involvement in L2 that enables learners to develop their potential L2 skills. Without effort, persistence will make little sense and motivation will be greatly weakened; furthermore without persistence, motivation will be terminated and can no longer make any contribution to learning outcomes.

Motivational strategies: are the methods of finding and harnessing your motivation in order to achieve your goals. When you keep the repeating the strategies everyday it increases their effectiveness and their ability to draw strength from them. Motivation strategies make a lot of difference in ones success.

 Feedback can be given by means of praise, by any relevant comment or action, or by silence. External reinforcement in the form of rewards, merit marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners. However, punishments are not only ineffective in bringing about positive changes, but they can often have the opposite effect.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature on motivation and motivational strategies perceived to be

successful strategies employed in a second/foreign language classroom. Discussing the perceptions of student and teachers in a language classroom cannot be done without understanding the concepts of motivation in the broader field in general and in the second/foreign language area in particular. Therefore key issues related to motivational strategies such as general concepts of motivation and the construct of motivation in English language classroom are included.

2.1 Motivation and Relevant Theories

2.1.1 Definition of Motivation

Simply expressed, motivation is a factor determining the extent of people's desire to do an activity. The term motivation is used quite broadly in the field of education. Because motivation is considered to be one of the most influential factors in learning and academic achievement, a number of researchers from diverse field of education studies have tried to define, analyze and conceptualize this term (Brophy, 2010; Dornyei, 2001). Brown defines it as "an inner drive, impulse, emotion or desire that moves one toward a particular action" (1987, p.117). Maehr & Meyer as cited in Brophy state that motivation is an abstract and theoretical construct specifically to refer to " the initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior" (2010, p.3). Keller as cited in Ziahosseini & Salehi (2008) concludes that motivation consists of the choices that people make as to what experiences or goals they will approach or avoid and the degree of effort they exert in that respect.

In various fields of study such as social psychology, educational psychology and language learning, motivation has been well-researched and widely discussed. However, since motivation is a complex construct that appears to be simple on the surface, it has been impossible for theorists to reach consensus on a single definition.

The term "motivation" is a broad concept that cannot be easily condensed into one single definition. The term becomes even more complex when it comes to language learning (Williams & Burden, 1997). The unique features of language also make language learning distinct from the learning of other school subjects.

In relation to second/foreign language learning, Gardner (2001) claims that motivation drives an individual to put in effort to achieve a goal; it makes the individual persistent and attentive.

Gardner also states that a highly motivated individual enjoys striving for a goal and makes use of strategies in reaching that goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class.

Motivation to learn a foreign language is often triggered when the language is seen as valuable to the learner in view of the amount of effort that will be required to be put into learning it. Dornyei & Otto (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes where by initial wishes and desires are selected, prioritized, operationalized and acted out" (p.64). Williams & Burden (1997) explain that motivation is a cognitive and emotional arousal which results in a conscious decision to act, and gives rise to sustain intellectual and physical effort in order to achieve the set goals.

Motivation has been widely accepted as one of the key factors that influence the success of L2 learning. Although it is a term frequently used in both educational and research contexts, there is little agreement as to the exact meaning of this concept. The following are some definitions quoted from different researchers.

As Williams & Burden (1997), motivation is the inner power that pushes you toward taking action and toward achievement. Motivation is powered by desire and ambition, and therefore, if they are absent, motivation is absent too. Motivation is the power that activates the engine of success, and moves you to act and do things. Sometimes, you might have the desire to get something done, or to achieve a certain goal, but if the desire and ambition are not strong enough, you lack the push, the initiative, and the willingness to take the necessary action; in these cases, you lack of motivation and inner drive.

A simple definition is provided by Keller (1983), in current psychology: "motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect" (cited in Crookes & Schmidt, 1991:481). Kanfer &

Ackerman (1989) cited in Dornyei, & Otto (1998) develop the definition of motivation further by saying that motivation refers to the direction of intentional effort, the proportion of total intentional effort directed to the task (intensity), and the extent to which intentional effort toward the task is maintained over time (persistence).

Similarly, Dornyei (1998) defines motivation as a process whereby certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action or until the planned outcome has been reached.

Williams & burden (1997) have attempted to achieve a synthesis of conception of motivation by defining it as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (goals).

To make the three stages of motivation clearer, in 1997 they proposed the following model of motivation:

Reason for doing something ⟶ deciding to do something ⟶ sustaining the effort, or persisting

We think that by manipulating and controlling the students' motivation in the classroom, the teacher is helping to shape the child's personality. The teacher's behavior as well as his/her way of organizing the class causes changes in the student's motivation (Williams & burden (1997). We can deduce that an individual is motivated in a certain way when (s)he pays attention to something and spends a considerable period of time with it .So, choice and persistence are indicators of motivation.

According to Maehr, Mayer & Heather (1997); motivation is also indicated as a theoretical construct, used to explain behavior. It is the scientific word used to represent the reasons for our actions, our desires, our needs, etc. Motives are hypothetical constructs, used to explain why people do what they do. A motive is what prompts a person to act in a certain way or at least develop an inclination for specific behavior. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because they want a good grade. Both show a similar connection between what we do and why we do it.

Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in   the   class. It is thus the act or process of giving someone a reason for doing something, the act or process of motivating someone, the condition of being eager to act or work, a force or influence that causes someone to do something.

In the literature on motivation, very rarely is one single, integrated definition of motivation included. Instead, the focus is what specific factors work together to create motivation. Ellis (1994), in an overview of research on motivation, simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement. Wlodwoski (1985, p. 2) explained motivation as "the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior". The models of motivation discussed in this literature review also concentrate on specific factors that influence motivation.

Motivating: using incentives, persuasion, and mental or physical stimulants to influence the way people think or behave individually or in groups, (http://www.businessdictionary. com/definition/ motivating.html#ixzz). Therefore, what incentives, persuasion, and mental or physical stimulants English teachers in the target schools use to enhance the students' motivation for them to develop writing skills requires a closer investigation.

From reviewing various definitions proposed by different researchers, it is concluded that there has been no general agreement on definitions of motivation. In addition, motivation research is an area of ongoing debate and, therefore, definitions are continuing to mature as more discussion takes place. Although there has been no consensus on definitions of motivation, it can be seen from the above review that most studies agree that it concerns the direction and magnitude of human behavior, that is: 1) the choice of a particular action; 2) the effort made towards

accomplishing that action; and 3) the persistence towards accomplishing the action.

The three elements of motivation are interrelated to one another. Motivation starts with the learner's choice of a particular action. Without a choice in the first place, there will be no motivation at all. Does having choice guarantee a high level of performance? The answer is obviously no and motivation behavior needs other elements: effort and persistence. This is more likely to happen in an EFL setting, and the researcher has chosen English teachers' motivational strategies-with an emphasis on choice of a particular action, teachers' effort to accomplishing the chosen action(s) and persistence made to cultivate those chosen action(s) in order to help the students develop writing skills in their English classes.

Without effort, persistence will make little sense and motivation will be greatly weakened; furthermore without persistence, motivation will be terminated and can no longer make any contribution to learning outcomes. Therefore, both effort and persistence are meaningful elements of motivation and should receive as much attention as reasons for action. In the particular setting mentioned above, effort and persistence play a more important role.

Motivating students in the English as a foreign language (EFL) classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dornyei, 2010), but most English teachers will attest to the important role motivation plays in the teaching/learning process. While motivation has been defined in many ways in this study it is simply used by the researcher to refer to effective strategies that could help the learners develop their English language writing skills.

Research on the psychological aspects of writing commenced a few decades ago, giving away to the motivational reasoning of writing. Encouraging students' positive beliefs about writing, fostering authentic goals as well as contexts for writing and creating a positive classroom environment are some elements that affect students' motivation to write (Bruning & Horn, 2000). According to Jones (1988) "an important challenge for the ESL/EFL writing teacher is to interest and challenge students enough with the course curriculum for them to want to learn to write well" (p. 340). Assigning students appropriate writing topics, therefore, increases learner motivation and leads to an exciting writing classroom experience.

Valuable insights from research in second language acquisition and writing development can

assist in developing instructional techniques linking the two processes--acquiring a second language and developing writing skills, especially for academic purposes. Both Flower (1994) and Bereiter & Scardamalia (1997) have stressed the benefits of process approaches to writing instruction and the need for more knowledge-transforming tasks. Taking the concept of "knowledge transformation" further, Wells (2000) argues that writing approached in this way is also an opportunity for knowledge building, "as the writer both tries to anticipate the likely response of the envisaged audience and carries on a dialogue with the text being composed" (p. 77). However, if students have not developed learning strategies to monitor their writing errors, and if they do not receive enough conceptual feedback at the discourse level, then the positive effects of the instruction may backfire. Instructional approaches that can be used effectively with L2 writers show us what is at stake for L2 instructors and students alike.

According to Banya & Cheng, (1997), introducing various interesting topics, giving clear instructions by modeling, designing tasks that are within the students ability, encouraging students to use English outside the classroom, recognizing students effort and achievement, providing students with positive feedback, making the learning task stimulating, and promoting learners' self confidence were among the macro strategies that could support EFL classrooms and enhance good writing skills. English teachers, therefore, require to effectively managing flexible, feasible, active and interactive strategies, together with inputs and resources that should enhance motivation and build confidence for the students, step-by-step, develop writing skills, and gradually become a good writers. This research, then, provides a considerable attention to the appropriateness of motivational strategies that English teachers adopt for encouraging their students to develop writing skills.

2.1.2 What are Motivational Strategies?

Herrel (2004) stated that Motivational strategies are the methods of finding and harnessing your students' motivation in order to achieve the learning goals. Student motivation, especially intrinsic motivation (the motivation that comes from within one's self), is a critical part of the education process.

In second language study, the very best known construct concerning motivation for second language learning is that of integrative and instrumental motivation, based on the pioneer work of Gardner in 1959 and 1985 (Gardner as cited in Gonzales, 2010). Although this construct has been criticized as an oversimplification of a highly complex issue, and possibly relevant only to Canada or similar socio-linguistic situations, the idea of the two orientations in learning English has inspired a considerable amount of research of language learning.

Gardner and Lambert as cited in Jacques (2001) distinguish two classes of goals (orientations) in language learning: (a) the integrative orientation, in which one desires to learn L2 in order to interact with members of the L2 community or integrate themselves within the culture of the second language, and (b) instrumental orientation, which refers to a desire to learn the L2 to achieve some practical goals such as furthering a career, getting a better job (employment opportunities), or gaining a higher salary. Language learners with integrative orientation learn the target language to communicate with other groups of people and know more about the life of the native language speakers whilst learners with instrumental orientation are learning the language for some "pragmatic goals" (Gardner & Lambert as cited in Jacques, 2001). Subsequently, studies to find out what motives students' possess that enable them to be persistent in learning a second/foreign language have also been conducted by a number of language teachers and researchers in various contexts (for instance Liando et al., 2005; Sayadian & Lashkarian, 2010).

Martin & Escabias (2007) argue that students learning a second language tend to develop integrative motivation, as opposed to the learners of a foreign language, who tend to feel more motivated by instrumental reasons, as they do not have opportunities to have contact with the speakers of the target language. However, this argument has been rejected by a number of empirical studies. Two studies conducted in Indonesia by Liando et al., (2005), for instance, revealed that the participants' motivation in studying English as a foreign language in two Indonesian high schools was more integrative than instrumental. This could indicate that the primary reason for studying English in these study contexts was to be able to have opportunities in a conversation with English speaking people, rather than pragmatic goals like in assisting in the pursuit of a career (Liando et al., 2005).

There is a common belief that integrative motivation is stronger than instrumental motivation (Schmidt et al., 1996) as learners who are instrumentally motivated may not actually like the target language being learned; yet the superiority of integrative motivation over the instrumental is debatable, as research results have varied in different study contexts.

In recent years, several second language scholars have identified other reasons or motives for learning a second/foreign language that seemingly do not belong to Gardner and Lambert's two classes of motives, and may be also deserving of attention (Crookes & Schmidt, 1991). Brown (2000) suggests that both integrative and instrumental motivations are not necessarily mutually exclusive and static. They might exist simultaneously in the second/foreign language context. A language learner can simultaneously maintain integrative, instrumental or other reasons for learning a second/foreign language.

For instance, Crookes and Schmidt (1991) list the following motivators that learners often possess in learning a second/foreign language: interest to learn the target language (one's desire to know), relevancy of students' goals (the connection between the individual's personal goals, needs and values and the course instruction), expectancy and satisfaction. In another example, Oxford & Shearin (1994), in their study of language learning motivation among American high school students, found that one third of responses from participants in their study did not fit into either the integrative or the instrumental category. Among twenty different motive categories that they identified, these four main motivators of language learning were dominant: intellectual stimulation, personal challenge, showing off to friends and fascination with aspects of the language.

Language learning motivation research has also been influenced by developments in the area of educational psychology. In the 1980s, Ryan & Deci introduced two classifications for motivation; they are intrinsic and extrinsic motivation (Ryan & Deci, 2000). The former is generally believed to relate to long-term success and the latter to short-term success in learning (Yuanfang, 2009). Intrinsic motivators tend to affect learners for a longer period than extrinsic motivators. Intrinsic motivation is the desire to engage in activities for internally rewarding consequences (Ryan & Deci, 2000).

People who are intrinsically motivated feel that they are doing an activity because the activity presents a challenge to their abilities and competencies (Ryan & Deci, 2000). People who are extrinsically motivated are doing an activity to obtain an external reward with examples including recognition from teachers, materials rewards (money or other prizes) and good examination scores. According to Schmidt, et al., (1996) however, this distinction between intrinsic and extrinsic motivation does not mirror that of integrative and instrumental motivation. Rather, the integrative-instrumental distinction is a subtype of extrinsic motivation, as goals and outcomes are the driving focus of both types (Shaaban & Ghaith, 2000).

Unlike a few decades ago, recent literature is replete with theories of motivation in education in general and language learning motivation in particular. However, these different theories enable us to look at different aspects of motivation. The complexity and importance of motivation in learning continue to challenge researchers in the field of second and foreign language learning.

2.2 The Relationship of Teaching Strategies and Learners' Motivation

Since motivation is acknowledged as a key factor in determining success in foreign or second language learning academic attainment, strategies that maintain language learners' motivation are of interest to educators. A number of studies have been conducted by educational researchers in order to gain a better understanding of how language learners' motivation can be positively affected during the language learning process (Dornyei & Otto, 1998).

Yuanfang (2009) states that unlike aptitude, which cannot be changed since it is innate, motivation can fluctuate factor over time. Brophy (2010) and Dornyei (2001) contend that the fluctuation of motivation, academic achievement and the amount of the effort exerted may be affected by two main factors; internal and external factors (teachers, parents, peers, and community). This means motivation of students is something a teacher can influence.

As described earlier, motivation can be developed by interactions between the learner and external factors, including teachers, parents, and peers (Bernaus & Gardner, 2008; Brophy, 2010; Dornyei, 2001). Among those external factors that influence students' motivation in learning a foreign language, the teachers' teaching strategies and practices play a more significant role than the rest (Cheng & Dornyei, 2007; Dornyei, 1998; Dornyei, 2001). These studies highlight the fact that "the teacher's level of enthusiasm and commitment is one of the most important factors

that affect the learners' motivation" (Dornyei, 1998, p.130) and teachers' choices of strategies in the classroom affect students' motivation to learn.

Students' levels of foreign language proficiency are influenced by attitudes, motivation, teachers and classroom experiences. Nikolov (1999) found that students' motivation and proficiency in the development of their foreign language skills were strongly related to experiences they gained in the classroom. Being a significant part of the classroom environment, teachers obviously affect both students' motivation in learning and their academic attainment. Students may be motivated to learn if the teacher provides the students with the appropriate conditions in the classroom and utilizes motivational teaching strategies (Dornyei, 2001).

2.3 Strategies for Increasing Student Motivation

The Inductive Teaching Strategy: Inductive teaching begins with the presentation of examples and proceeds in a guided manner to the realization of the point of the lesson. The inductive teaching approach maximizes student participation. It's a great way to motivate students and get them focused on the goal for instruction. It also provides opportunities for incidental learning. Additionally, this method is probably best suited for teaching concepts or generalizations.

The Concept Attainment Teaching Strategy: this method is a more focused inductive strategy. Teachers should use this strategy only when teaching a concept in a process-oriented manner. Through the process of analyzing data and making inferences that forms the core of this strategy, students become more proficient at processing information.

The Deductive Teaching Strategy: deductive teaching begins with a definition of the concept to be taught and moves toward the examples. The deductive teaching approach is usually a quicker way to teach concepts. However, the trade-off for this efficiency is that not as many students will have opportunities to participate. As a result, the possibilities for incidental learning are minimized. If you are more content-oriented or have a limited amount of time to teach a concept, you may prefer to use the deductive teaching approach.

The Cooperative Unit Teaching Strategy: the cooperative unit strategy is an inductive approach that is suitable for teaching generalizations. Additionally, it is ideally suited for research-oriented tasks such as units of study. When using this strategy, the teacher guides students through a series of phases including listing, grouping, labeling, collecting, generalizing, comparing,

explaining, and predicting. Upon closure, students develop a deeper understanding of the generalization that they are studying.

The Mind Mapping Teaching Strategy: this deductive strategy is designed to provide structural organization for interrelated bodies of content in the minds of learners. It begins with broad ideas and works toward smaller, more focused ideas that are related. In so doing, students map connections between the material to be learned and what they already know. This mind mapping strategy is interactive and sequential. Because of its deductive nature, students proceed from general content, to more specific content, and conclude by generating very specific examples that illustrate that content. Throughout this process, teachers and students use graphic organizers to structure each lesson.

The Inquiry Teaching Strategy: this teaching approach is both deductive and inductive in nature. The teacher poses a problem that is purposefully designed to be intriguing and motivating for the young learners. Students hypothesize possible solutions to the problem. Then, through a process of researching and questioning, students test their hypotheses. This process continues until a hypothesis that accounts for all of the data is found (Davis, 2002).

In conclusion, we would all agree that teaching is not an easy enterprise. And, it's certainly not going to get any easier as the years go by. With so many distractions readily at hand for learners, it's just harder to get their attention these days. But, the strategies listed on this page can help. And, these strategies are appropriate for any subject area at any grade level. Varying teaching techniques can help students become more engaged and motivated, increasing our effectiveness as a teacher.

Given the insight gleamed from motivation theories such as the expectancy-value theory discussed above, we should consider what steps English teachers, in their writing classes, can take to maximize student engagement and success in the classroom. As instructors, we can create an optimal classroom environment that is conducive to learning, and research suggests this is most effectively achieved through instructional behaviors and course design (Angelo & Cross, 1993).

Instructor Behavior:

In Angelo & Cross (1993) it was stated that the role of the instructor is to facilitate learning, and it is often a formidable and time consuming task to find ways to motivate students that will achieve the academic goals you've established for the course. Of all the variables in the motivation equation, your behavior is the one for which you have the greatest control, takes the least amount of time, and can have an immediate and visible impact on student motivation. In order to enhance your students' learning and motivation to learn, consider the following as it relates to your actions in the classroom.

Show enthusiasm: as the instructor, you are a major source of stimulation for the course content and the overall tone of your classroom. Therefore, it is important for you to model the behavior you want to see your students display. If you appear bored and uninterested in the course, your students will most likely respond to that negative energy and apathetic attitude by duplicating it. Being excited about the content, presenting the information and activities in an organized and interesting way, and showing a genuine interest in teaching will go a long way in maintaining student attention (Angelo & Cross, 1993).

Avoid excessive competition: While students need opportunities to interact with their peers, and many students claim to be inspired by competition, you don't want to create an environment that is conducive to comparison, divisions, or derisive dialogue among students. These intense and extremely competitive types of classroom settings can induce performance anxiety which can interfere with student learning, thereby counteracting your goal of motivation (Angelo & Cross, 1993).

Communicate an expectation of success: students will rise to the instructor's expectations which are communicated by your level of engagement and interaction with your students. This can be something as informal as using students' names in class to a formal evaluation of their work. Subtle forms of behavior, even if unintentional, can be a powerful influence on student performance (Angelo & Cross, 1993).

Provide constructive, timely feedback: students want to be recognized for the hard work and effort they put into their classes, and whether we like it or not, many view grades as a primary incentive for their scholastic efforts. By returning assignments quickly and by constructively communicating positive and negative feedback, you are able to acknowledge the students' hard

work while still encouraging them to strive for more. If students don't receive feedback on their work, it is often difficult for them to know whether or not they are fully meeting your expectations and learning the material. In addition, if you neglect to explain why something was wrong or point the student in the right direction by further articulating your expectations, the student may not make any additional effort to succeed as he/she doesn't know what direction to take. Since your ultimate goal is for students to learn the course material, consider underscoring or deemphasizing the grade earned by prioritizing and shifting the focus from the grade to the detailed comments and feedback you provided on their work (Angelo & Cross, 1993).

In conclusion, while it is unlikely that one single agent or event will dramatically alter a student's motivation to learn, or will positively impact all of our students; it is important to acknowledge that student motivation is dynamic. Through our own behavior, course design and teaching practices, we can create classroom conditions that encourage engagement and motivation to learn on a variety of levels. By implementing an array of strategies that fit our teaching style and classroom environment, we can greatly stimulate and sustain students' motivation to learn both in our classroom and within our overall subject matter.

2.4 Thinking about Personal Learning Goals

As to Davis (2002), Instructors who have taught in their discipline for many years sometimes assume that the importance of a course and the rationale for the structure of knowledge in that discipline are transparent to their students—and thus that the preliminary rigors of getting the necessary basics under control will also naturally appear to have meaning. But we know that this is far from the truth, and that students in basic introductory courses often feel over-whelmed by memorization or what can seem like disconnected rote work. This can be especially the case in introductory courses or in required 'general education courses.

Davis (2002) further suggests that helping students understand why the course is important, how it is structured, and how they can successfully complete it can be as simple as taking time in the early part of a quarter to provide students with a context for information and to outline how and why certain kinds of basic knowledge are necessary for specific applications in other courses, in future employment, or in everyday life all are important prerequisites. According to Davis, an outline of the objectives of a course in the syllabus and a discussion of course goals in the first

meetings of the class will go a long way toward helping students reflect on their personal goals for the course. Your explanation of goals for the course can include not only a summary of the knowledge you expect students to master, but expectations for their own participation.

As Davis further points out, research has shown that a teacher's expectations have a powerful effect on a student's performance, so that demonstrating enthusiasm, setting realistic content goals, and clarifying expectations about the degree of commitment the course will require help students plan for their participation and measure their progress. Let students know what specific steps they can take to succeed in the course.

It is important to recognize that student motivation can be maintained if learning goals are challenging but not overwhelming; both course goals and personal goals must be set at an appropriate level. Students' interest will remain high if the challenge seems realistic and the path to success is made clear to them. Getting early feedback, through homework and informal assessment can help you judge the appropriateness of challenges and, if necessary, provide extra support for students.

As Forsyth & McMillan (2000) point out, when you include help sessions, study sheets, review sessions, and workshops on study skills in your teaching, students are more likely to feel that even moderately difficult goals can be achieved.

2.5 Making Use of Students' Interests and Background Knowledge

We know that students enter our classes with differing degrees of knowledge in the discipline and with different interests. To capitalize on what exists in our students, we must take time to discover what students are actually bringing to the course. One technique used by instructors is simply asking, at the start of the quarter, for information from their students—information on their level of preparation, the kinds of courses they have already taken in the field, and why they are taking the course. A slightly more sophisticated version of this is a form of classroom assessment, called a 'background knowledge probe,' or a series of specific questions about the content of the course. As Angelo and Cross explain, the questionnaire focuses on specific information or concepts the students will need to know to succeed in subsequent assignments, rather than on personal histories or general knowledge (Forsyth & McMillan, 2000).

The advantages of getting such information at the outset are that it can provide useful data not only about students' knowledge of the topic but also about their skills in communicating what they know and that by building on specific background knowledge the teacher can give students a familiar starting point. By so doing, the teacher can help students become reflective about their interests and knowledge, and ask them to relate or adapt course information to their concerns in their assignments and in the classroom.

Schiefele (1991) explains that without relevant student engagement, new material cannot be learned or mastered. In his own classes he always invites students to make the material their own and he tries to enable them to adapt new material to personal contexts and interests: He said; "Many students take my French classes for very different reasons, and so I try to be aware of their diverse interests and gear my presentations accordingly. Their motivation to learn and ultimate mastery of the language depend largely on their ability (and mine) to try to make the French language their own while studying it." As to him, engaging students' interests is fundamental to learning in that "Interest is a directive force. It is able to explain students' choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation" (Schiefele, 1991:26).

But building on this natural motivation is crucial for another reason, Schiefele added. As to his justification, "interest is an important motivator for the use of learning strategies that facilitate deep processing (p.9)." For students to go beyond surface knowledge, or the memorization of information without a conceptual understanding of its significance or application, connecting course work to students' interests is essential. Hence, instructors can highlight their own interest in a topic and, through their own enthusiasm or fascination, generate heightened interest in their students.

2.6 Showing the Relevance of Material

According to Ushioda (1996), Students usually take a required course simply because they know it is necessary for their learning--without taking time to consider specific ways in which the course content is relevant to their educational goals. In pointing out the broader significance of course content and skills the course develops, or in finding real-world examples to illustrate concepts or

theories, teachers can capture students' attention and help them begin to connect course material to their interests.

Ushioda says, making material relevant can also mean using real-world examples to illustrate the application of principles and theory. He decided to ask students to find, in magazines or newspapers, everyday examples to illustrate modeling techniques for probabilistic situations. Having to find and analyze examples provides students with an immediate sense that principles learned in the course call into question intuitive solutions and help deepen students' understanding of problem design and problem solving

2.7 Teaching Students Skills for Independent Learning

As many discussions of motivation point out, maintaining motivation depends on a feeling of control over challenges in order to progressively master required skills. This feeling of control is more likely to occur if skills are introduced gradually, if timely feedback on the use of skills is offered, and if students are encouraged to apply their skills in active problem solving. The teacher's role can be to provide training not just in what to acquire, but in how to find and master knowledge outside the class-room in independent projects (Blanton, 1999).

By offering students opportunities to develop learning skills through application of course content to research projects or papers, instructors can encourage students to examine their goals, motivational methods, and learning methods. In assigning projects, instructors should provide clear guidelines and suggestions about how to proceed and what the outcome should consist of. As one group of researchers in the field of project-based learning notes, "teachers should scaffold instruction by breaking down tasks; use modeling, prompting, and coaching to teach strategies for thinking and problem solving; and gradually release responsibility to the learner. The result of such an approach to teaching is that learners are motivated to persist at authentic problems, meld prior knowledge and experience with new learning, and develop rich domain-specific knowledge and thinking strategies to apply to real-world problems" (Blumenfeld, et al. 1991).

2.8 Giving Helpful and Frequent Feedback

The effort students put into their work outside of class needs to be acknowledged with sufficient feedback to make them feel that the effort was worthwhile in moving them toward their goals. The more immediate the response to homework and examinations, the more likely it is to help students reflect not only on their knowledge of the material, but on their learning strategies. And while grades can be highly motivational, it is the commentary on work which assists students most in improving their skills; this means that instructors who mark what is wrong should also suggest specific ways in which students can improve their performance in the future. Such feedback need not, of course, be limited to comments on problem sets, papers, or exams (Williams, & Burden, 1997).

By helping students to appreciate the satisfaction of having mastered material, instructors can help them focus on learning as a goal, rather than simply on the grade at the end of the course. And finally, asking for feedback from students about the course, especially in the early or middle weeks of the quarter, demonstrates to them your interest in their learning, and often generates renewed enthusiasm because students feel that they can help shape the course in ways that also help them achieve their goals, Williams, & Burden added.

2.9 Student Teams and Cooperative learning in the Writing Classroom

The characteristics of effective student teams have been widely studied, and there is ample research on what makes student teams succeed. Johnson, Johnson, & Smith (2007), for example, define five traits of effective student teams, and they note that each one is critical for success. The first trait is positive interdependence: students work together to accomplish a shared learning goal, and each student can achieve his or her learning goal if and only if the other team members achieve theirs. The sense of accomplishment must come from the knowledge that every person on the team succeeded.

According to Johnson, Johnson, & Smith (2007), individual accountability is the second trait each member should be accountable for his or her learning, and every person must do a fair share of work. This can improve student motivation and improve the overall energy level of the team. The third trait, face-to-face interaction, is crucial for building interpersonal skills, as teams work best when members are physically present to interact with the others on the team. Fourth, team members should learn interpersonal and small-group skills and should use these skills as the

team works together. Last, but not least, the team should periodically assess its performance as a team, reflecting on what has been useful or problematic in ensuring effective working relationships and making decisions about what behaviors should continue and which ones should change.

Well-planned team assignments are, therefore, crucial to using student teams in the writing class well. The framework, thus, consists of four related components: designing good team assignments, constructing student teams carefully, teaching teamwork skills, and assessing student teams, which in the subsequent report the research wants to reveal result on the effectiveness of student team strategy in the writing class. Cooperative learning, on the other edge, involves having students work together to maximize their own and one another's learning (Johnson, Johnson & Smith, 1991).

2.10 The Benefits of Peer Evaluation

When effectively facilitated, the benefits of peer evaluation are many. Soliciting students' perspectives of their peers can help an instructor identify "free riders" who fail to contribute to the team and rely on others to get the work done. Students are challenged to think more critically about the process of teamwork, they reflect on the goals and objectives of a course (Cestone, Levine, & Lane, 2008), and they are more motivated to produce high-quality work when their peers evaluate them than when their instructor does (Searby & Ewers, 1997).

Research also shows that students who participate in peer evaluation have an increased awareness of the quality of their own work and increased confidence in their abilities. On the whole, students find peer evaluation to be a fair method of assessment and are generally very satisfied with the process (Cestone, et al., 2008).

Peer evaluation can be useful both to provide feedback to improve team interactions while the teamwork is in progress and to measure individual accountability in students' course grades. To accomplish the first objective, instructors should distribute peer evaluations at multiple points during the term so students can learn how to score their teammates and get used to sharing their (anonymous) ratings with teammates. And at the end of the term, the instructor can factor the students' ratings into the overall grade or adjust each student's team score by a multiplier based on the ratings to reflect their team contributions (Kaufman, Felder, & Fuller, 2000). Though it is

important to make peer ratings count, if the course becomes overly dependent on them, students may start to feel as if they have not received appropriate credit for their individual efforts, and the peer feedback may become counterproductive.

In general, motivation is a necessity in team method and cooperative learning; it becomes an interesting and hopefully enjoyable and improving process. When we keep the repetition of alternative peer strategies every day, it increases their effectiveness and their ability to draw strength from their interactions; the responsibilities they share in the classroom for their own learning also believed to grow. Peer way learning and evaluation motivational strategies, then, can help the ability of the students to keep trying even when faced with difficulties.

2.11 Motivation and Classroom Dynamics

Students' motivation to exert effort in a course or persist in a major is affected by classroom climate: the combined intellectual, social, emotional, and physical environments in which students learn. If students perceive the environment as supportive and feel included and heard, their motivation will likely be enhanced. On the other hand, if students perceive the environment as unsupportive or feel marginalized by the classroom climate or the course content, it may erode their motivation to engage with the material or even continue in the field. Although we as instructors cannot control all the factors that contribute to classroom climate, we do have a significant influence on how classroom dynamics develop, especially early in the course, and can use that opportunity to enhance and sustain motivation.

2.12 Strategies for Increasing Student Motivation

According to Nilson (2010), teacher's persona, course material, way of teaching and method of test and assessment were identified for the substantial importance these strategies have to enhance motivation.

Your Persona:

- Deliver your presentations with enthusiasm and energy.
- Explain your reasons for being so interested in the material, and make it relevant to your students' concerns.
- Get to know your students.
- Foster good lines of communication in both directions.

- Use humor where appropriate.

- Maintain classroom order and civility to earn your students' respect as well as to create a positive learning environment.

Your Course:

- Design, structure, and develop your course with care, and explain its organization and your rationale for it to your students

- Allow students some voice in determining the course content, policies, conduct rules, and assignments.

- Highlight the occupational potential of your subject matter.

Your Teaching:

- Explain to your class why you have chosen the teaching methods, readings, assignments, in-class activities, policies, and assessment strategies that you are using.

- Help students realize that they can transfer skills they have learned in other courses into yours and vice versa.

- Make the material and learning activities meaningful and worthwhile to students by connecting them to their futures and the real world.

- Use examples, anecdotes, and realistic case studies freely.

- Teach by inquiry when possible.

- Use a variety of student-active teaching formats and methods, such as discussion, debates, press conferences, symposia, role playing, simulations, academic games, problem-based learning, the case method, problem solving, writing exercise, and so on.

- Share strategies and tips for them to learn your material including reading, studying, and thinking about it.

- Use cooperative learning formats.

- Hold students to high expectations.

Assignments and Tests:

- Reinforce the idea that all students can improve their cognitive and other abilities with practice and are in control of their academic fates.

- Provide many and varied opportunities for graded assessment so that no single assessment counts too much toward the final grade.
- Give students plenty of opportunity to practice performing your learning outcomes before you grade them on the quality of their performance.
- Sequence your learning outcomes and assessments to foster student success (Adapted from Teaching at Its Best, Nilson, 2010, p.33).

2.13 Creating Student Motivation in the Classroom

On the other hand, Walsh (2010) stated that there are so many ways for us to develop student motivation:

1. As mentioned above (but worth repeating), encouraging them to set goals.

2. Giving students more control - a chance to create their own personal choices. Establishing their own rights is a very resourceful motivational technique. I'm talking about students choosing their own ways (with your agreement of course) of completing assignments, learning new or complex tasks, etc.

3. As much as possible relate assignments and class projects to real life situations.

4. Practice the assertive discipline (positive discipline) techniques.

5. Of course most teachers will come across students who will be very difficult to motivate and who will not care about what happens in school. You have to create incentives. There are ways to motivate students such as these. Doing unique activities, creating situations where they can work in small groups, creating a reward system are just a few ideas. But please keep in mind that the reward system should be treated as a reward for finishing a task not for just participating.

6. Having students help with some of the many jobs that need to be done in the classroom, will not only make your life as a teacher easier but classroom jobs are also a great student motivational tool.

7. Games are fabulous classroom team building activities which are great for creating motivation in the classroom. It's amazing how it does wonders for students' self esteem and camaraderie. Read about a few of the motivational classroom games that I found successful.

8. Another of my favorite classroom activities for team building was a classroom meeting that I called Special Talk and Student of the Week . My students loved it! This is another excellent student motivational tool.

9. Always remember that humor in the classroom is a great way to motivate students.

10. One great motivational tool and an excellent educational experience are field trips. Be sure to maintain school field trip ideas to get some effective field trip planning strategies.

11. Another great motivational tool is using the smart board to deliver your lessons. It's great for encouraging student participation and interaction.

12. Praise in the classroom can be a wonderful motivational tool, if done correctly (p.106).

From Walsh (2010) we can generate at least three important thoughts to keep in mind: (1) Always displaying care, concern and encouragement for our students; (2) Never giving up on any unmotivated students or they will give up on themselves; and (3) Going hand in hand with building student motivation is building student self esteem. Incorporating building self esteem within our daily lesson plans is therefore crucial.

2.14 Achieving Success with Learning Strategies

According to NCLRC (2007), Students learning a language have two kinds of knowledge working for them: Their knowledge of their first language and their awareness of learning strategies, the mechanisms they use, consciously or unconsciously, to manage the absorption of new material. NCLRC (2007) further stated that students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using "how to learn" techniques, that is, learning strategies. Classroom research demonstrates the role of learning strategies in effective language learning:

- Good learners are able to identify the best strategy for a specific task; poor learners have difficulty choosing the best strategy for a specific task;

- Good learners are flexible in their approach and adopt a different strategy if the first one doesn't work; poor learners have a limited variety of strategies in their repertoires and stay with the first strategy they have chosen even when it doesn't work;

- Good learners have confidence in their learning ability; poor learners lack confidence in their learning ability;

- Good learners expect to succeed, fulfill their expectation, and become more motivated; poor learners: expect to do poorly, fulfill their expectation, and lose motivation (p.19).

Learning strategies instruction shows students that their success or lack of it in the language classroom is due to the way they go about learning rather than to forces beyond their control. Most students can learn how to use strategies more effectively; when they do so, they become more self reliant and better able to learn independently. They begin to take more responsibility for their own learning, and their motivation increases because they have increased confidence in their learning ability and specific techniques for successful language learning.

Instructors, therefore, can tap into students' knowledge about how languages work and how learning happens to help them direct and monitor the language learning process in two ways. These according to NCLRC (2007) are effectively implemented:

- By encouraging them to recognize their own thinking processes, developing self-knowledge that leads to self-regulation: planning how to proceed with a learning task, monitoring one's own performance on an ongoing basis, and evaluating learning and self as learner upon task completion. Students with greater Meta cognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing how to learn.

- By describing specific learning strategies, demonstrating their application to designated learning tasks, and having students practice using them. In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their

success and recognize the value of using them again. By devoting class time to learning strategies, teachers reiterate their importance and value (p.32).

To teach language learning strategies effectively, instructors should do several things:

- Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates.
- Integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities.
- Be explicit: name the strategy, tell students why and how it will help them, and demonstrate its use.
- Provide choice by letting students decide which strategies work best for them.
- Guide students in transferring a familiar strategy to new problems.
- Plan continuous instruction in language learning strategies throughout the course.
- Use the target language as much as possible for strategies instruction (NCLRC, 2007).

Thus, the research on the subsequent pages attempt to investigate and report the extent the English teachers' strategies are made by the clear awareness of the students about the range of strategies, integrated with regular writing lessons and by providing choice to letting the students decide which strategies work best for them.

2.15 Low-Achieving Writers: Scope of the Problem

Recent reports by the National Commission on Writing (2004, 2005) have helped to bring the importance of writing proficiency forward into the public consciousness. These reports provide a jumping-off point for thinking about how to improve writing instruction for all young people, with a special focus on struggling readers. Reading Next (Biancarosa & Snow,2004), commissioned by Carnegie Corporation of New York, used up-to-date research to highlight a number of key elements seen as essential to improving reading instruction for adolescents (defined as grades 4–12).Writing Next sets out to provide guidance for improving writing instruction for adolescents, a topic that has previously not received enough attention from researchers or educators.

Writing is sometimes seen as the "flip side" of reading. It is often assumed that adolescents who are proficient readers must be proficient writers, too. If this were the case, then helping students learn to read better would naturally lead to the same students writing well. However, although reading and writing are complementary skills whose development runs a roughly parallel course, they do not necessarily go hand in hand. Many adolescents are able to handle average reading demands but have severe difficulties with writing. Moreover, the nature of the relationship between reading and writing skills changes over time (Fitzgerald & Shanahan, 2000).

Researchers know that reading and writing often draw from the same pool of background knowledge—for example, a general understanding of the attributes of texts. At the same time, however, writing differs from reading. While readers form a mental representation of thoughts written by someone else, writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar.

Therefore, although writing and reading are both vital aspects of literacy, each requires its own dedicated instruction. What improves reading does not always improve writing. This report responds to the strong need for information about how to improve classroom writing instruction to address the serious problem of adolescent writing difficulty.

A wide range of jobs require employees to produce written documentation, visual/text presentations, memoranda, technical reports, and electronic messages. The explosion of electronic and wireless communication in everyday life brings writing skills into play as never before. Recent reports by the National Commission on Writing (2004, 2005) reveal that the majority of both public and private employers say that writing proficiency has now become critical in the workplace and that it directly affects hiring and promotion decisions.

Writing plays two distinct roles in school. First, it is a skill that draws on sub-skills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies (such as planning, evaluating, and revising text). All are necessary for the production of coherently organized essays containing well-developed and pertinent ideas, supporting examples, and appropriate detail (Needels & Knapp, 1994).

This role can be characterized as "learning to write." Second, writing is a means to extend and

deepen students' knowledge; it acts as a tool for learning subject matter (Sperling & Freedman, 2001).This role is called "writing to learn." In fact, the roles of learning to write and of writing to learn are interdependent. It was for this reason that Biancarosa & Snow (2004) recommended that language arts teachers use content-area texts to teach reading and writing skills and that content-area teachers provide instruction and practice in discipline-specific reading and writing. Using writing tasks to learn content offers students opportunities to expand their knowledge of vocabulary; to strengthen the planning, evaluating, and revising process; and to practice grammar, spelling, punctuation, modes of argumentation, and technical writing (Yore, 2003).

Effective writing instruction acknowledges that the smooth deployment of the higher-level writing strategies needed to plan, generate, and revise text depends on easy use of lower-level skills such as handwriting, spelling, grammar and punctuation, and access to appropriate vocabulary. It will be harder for students to utilize strategies to write a coherent summary or persuasive essay if they are not fluent in the lower-level skills. At the same time, students who have difficulty with either lower-level writing skills or writing strategies will find it difficult to write to learn.

2.16 Reasons to Question the writing Problems

There are many reasons to think that the "crisis" in writing is more a function of our attitudes and expectations than it is a result of how our students actually write. For one thing, we need to remember that, indeed, there are no national norms or standards to help us determine what students at various ages should be able to accomplish in writing, with or without schooling. As a result, we have little basis other than our own expectations for deciding how well our students write.

In addition, writing is extremely complex, so we have no common standard for what we mean when we say that our students do not write well. Depending on circumstances, we may mean 1) that our students' writing is not well thought out, 2) that it is not clearly organized, 3) that it is not well documented or that it needs more detail or evidence, 4) that it needs to be better edited, 5) that it needs a more appropriate tone, 6) that it needs to be better adapted to the situation for which it was written, or simply 7) that it needs to be "clearer," whatever that may mean (Biancarosa & Snow, 2004).

2.17 How to Strengthen Motivation

When there is motivation, there is initiative and direction, courage, energy, and the persistence to follow your goals. A motivated person takes action and does whatever it needs to achieve his or her goals. Motivation becomes strong, when you have a vision, a clear mental image of what you want to achieve, and also a strong desire to manifest it. In such a situation, motivation awakens inner strength and power, and pushes you forward, toward making your vision a reality. Motivation can be applied to every action and goal. There can be motivation to study a foreign language, to get good grades at school, write a poem, […] or become a writer, a doctor or a lawyer (Oxford & Shearin, 1994). Therefore, motivation is present whenever there is a clear vision, precise knowledge of what we want to do, a strong desire, and faith in our abilities.

Motivation is one of the most important keys to success. When there is lack of motivation, you either get no results, or only mediocre ones, whereas, when there is motivation, you attain greater and better results and achievements (Oxford & Shearin, 1994). Compare a student who lacks motivation and who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies. Each student will get absolutely different grades. Lack of motivation means lack of enthusiasm, zest (strong desire) and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do, Oxford & Shearin add. Therefore, a motivated person is a happier person, more energetic, and sees the positive end result in his or her mind.

2.18 Common Problems in High School Writing

Writing is a big part of every high school learners' life. In fact, students write more than ever before–from school research papers to essays on standardized tests to texting their friends. According to the 2007 results of the National Assessment of Educational Progress (NAEP), only 24% of twelfth-graders are at or above the proficient level in writing and only 1% writes at an advanced level. While these results are disappointing, the overall effect on student achievement is a larger concern: writing problems can greatly hinder college and career success. The good news is that with hard work, patience, and targeted help, high school writing problems can be overcome (Yore, 2003).

2.18.1 What is Proficient High School Writing?

By understanding high school writing proficiency standards, parents can be more effective in helping their children meet grade level expectations. At the proficient level or above, high school students are able to plan, draft, and complete error-free essays of upwards of 1,500 words or more. High school students should know how to select the appropriate form of writing for various audiences and purposes, including narrative, expository, persuasive, descriptive, business, and literary forms. Students in ninth to twelfth grade should exhibit an increasing facility with complex sentence structures, more sophisticated vocabulary, and an evolving individual writing style. When revising selected drafts, students are expected to improve the development of a central theme, the logical organization of content, and the creation of meaningful relationships among ideas. In addition, students must edit their essays for the correct use of standard American English.

2.19 What Can You Do to Strengthen Your Students Motivation?

1. Set a goal. If you have a major goal, it would be a good idea if you split it into several minor goals, each small goal leading to your major goal. By dividing your goal into several, smaller goals, you will find it easier to motivate yourself and the learners, since you will not feel overwhelmed by the size of your goal and the things you have to do. This will also help you feel that the goal is more feasible, and easier to accomplish.

2. Understand that finishing what you start is important. Hammer into your mind that whatever you start you have to finish. Develop the habit of going to the finish line.

3. Socialize with achievers and people with similar interests or goals, since motivation and positive attitude are contagious. Associate with motivated people, who share your interests.

4. Never procrastinate anything. Procrastination leads to laziness, and laziness leads to lack of motivation.

5. Persistence, patience and not giving up, despite failure and difficulties, keep the flame of motivation burning.

6. Read about the subjects of your interest. This will keep your enthusiasm and ambition alive.

7. Constantly, affirm to yourself that you can, and will succeed.

8. Look at photos of things you want to get, achieve or do. This will strengthen your desire and make your subconscious mind work with you.

9. Visualize your goals as achieved, adding a feeling of happiness and joy. Remember, if a certain goal is really important, going through the above steps will strengthen your motivation, and keep you going forward **(**Pintrich, David & Smith, 1991).

As stated by Pintrich, David & Smith (1991); motivation is usually made up of a combination of motives, which may also be called drives, incentives, or interests, drives usually activate an individual to satisfy a physiological need, such as effective writing communication in authentic situation in the real world. Incentives and interests are usually said to stimulate action that satisfies emotional and mental needs or desires.

According to the above citation, setting a goal, understanding to the need of persistence in one's action, the need of socialization with the learners, avoidance of delaying what is needed to doing, and with endurance and patience as well as supporting oneself with alternative tools and materials are the set of techniques strengthening motivation. Since motivation is often based on acquired social values, adequate motivation is one of the important conditions for efficient learning. In general, the stronger the motivation, the more effectively the student will learn. Thus, greater emphasis should be placed on discovering the learner's hidden, or unconscious, motives.

2.20 Situational Strategies to Develop Writing Skills

Sentence fragments, run-on sentences, lack of subject-verb agreement, incorrect noun plurals, incorrect plural and possessive nouns, wrong end punctuation, not forming compound sentences, sentence variety and paragraph focus, paragraph basics such as: topic sentence, unity, coherence, development, language and mechanics all are among the perturbing problems of students' writing (Yore, 2003). Thus, the students' writing skills motivational problems are to be cognizant in terms of Yore's assertions in the above citation.

Self-directed learning strategy is an important because it can be strongly bound with the notion of student-centered methodology and the recent 1-to-5 peer-strategy that have been practiced in many Ethiopian schools currently. In line with theories of self-directed learning and learner

autonomy, self-assessment is assuming a larger role in language teaching nowadays. The procedure involves students in making judgments about their own learning, particularly about their achievements and learning outcomes. Many researchers and practitioners assume self-assessment as a vital part of learner autonomy and argue that teachers should provide the opportunity for students to assess their language level so as to help them focus on their own learning (Cohen, 1998; Davis, 2002; Donovan, 2000; Gonzales, 2010. Gruber (2002) even claims that without learner self-evaluation and self-assessment, there can be no real autonomy. Forsyth & McMillan (2000) mentions six advantages of using self-assessment in the language classroom: promotion of learning, raised level of awareness, improved goal-orientation, expansion of range of assessment, shared assessment burden, and beneficial post-course effects. Davis (2002) also identifies benefits such as encouraging more efforts, boosting self-confidence, and facilitating awareness of the distinction between competence and performance as well as self-consciousness of learning strengths and weaknesses.

Formative assessments are used for monitoring the success and failure of instructional techniques in bringing about the required writing achievements. It serves as a means of evaluating the teaching and learning process so as to modifying instructional techniques in the way students could be benefitted. According to Black et al. (2000), as cited in Marzano (2004)'s formative assessment as opposed to summative assessment, that primarily targets ranking and certification of students' competencies, focuses on facilitating students' learning. English teachers are required to use formative assessments for facilitating students' learning through engaging the students in writing tasks and activities. According to Upshur & Turner (1995), formative assessments involving students in adapting sample paragraphs, simple texts, producing written discourses and experimenting languages in expressing and exchanging ideas could make students motivated and attain high level learning.

Teaching material designed to teach various types of paragraph development, showing topic sentences, unity, coherence, language use, and applications of mechanics need to be used in genre-based approach because these help students build an awareness of rhetoric, content, and linguistics (Gruber, 2002). In designing the material, English language teachers may be required to use variety of reading texts. Reading activities should be designed to enable the students observe different writers' dictions, language resources, point of views on the basis of the text,

were to mention few but more situational strategies are required to help the students develop writing skills.

English language teachers, therefore, should create classroom environments that provide students with opportunities to engage in interesting, personally relevant, challenging activities. Students bring a variety of experiences and interests to the classroom, and learning becomes personally meaningful when students' prior knowledge and diverse experiences are connected with their present learning experiences. And it is the teacher's methods that should be appropriately integrated with the objectives and the contents of English writing skills, and maze with feasible strategies and easier steps that could strongly and sustainably inculcate motivation in the mind of the students to love writing skills and gradually adopt as a writer.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, methods and procedures used to carry out the study and other methodological issues that are followed to conduct the research; these are population of the study, the sampling techniques and sample size, data collection tools and procedures and method of data analysis.

3.1 Research Design and Method

This research employs descriptive survey research design because the main purpose of the researcher is to describe the current motivational strategies that English teachers are used in their writing classrooms to develop the students' writing skills. Good description provokes the `why' questions of explanatory research. Surveys gather data at a particular point in time with the intension of describing the nature of the existing conditions, or identifying standards against which the existing conditions can be compared.

Both quantitative and qualitative research approaches are used in the study in order to compensate the disadvantage that may intrude on using a single method. It could be difficult and often unmanageable to reach and gather research data from the entire population at a time. Quantitative method, therefore, is convenient to rely on precision of obtainable data in a cost effective and timely way, balancing reasonable composition of different respondents.

On the other hand, the reason behind using qualitative method is that it helps to discover in-depth idea and information by the help of semi-structured interview. It serves as a mechanism that could help the researcher to add relevant pieces of information which may be missed by the mere dependency of the former, quantitative, method; and helps to maintain relevant information which might be undermined by the researcher. Cross-checking the reliability of data with triangulation is the major significance of combining these methods in the research process.

3.2 Population of the Study

The target population of this study is grade 9 students and English language teachers of Shebe and Seka High Schools. The study made a deliberate intention on grade 9 students due the fact that grade 10 students were assumed to be prepared for national assessment, therefore, the situation may not get convenient for this researcher to handle over the case of a particular skill. According to 2014/15 enrolment statistics of the two schools, the number of grade 9 students in the academic year has been:

- Shebe High School comprises of 424 students and 5 English teaching staff members;

- Seka High School constitutes 512 students and 6 English teaching staff members respectively.

The two schools are selected for the location they are near for the the researcher to take the required data at his convenience.

Therefore, the total number of grade 9 students in the two high schools summed up to the total of 936; and the total number of English teachers was 11.

3.3 Sampling Techniques

The total numbers of students who were learning in grade 9 at Shebe and Seka High Schools in 2014/15 academic year are 936 & teachers, 11. The number of grade 9 students in Shebe High School comprised of 424 students and Seka High School constituted 512 students and English language teachers are 5 and 6 respectively. The researcher took 25% of the total student samples. In order to get the samples in a representative and sound way, this researcher used s*imple random sampling method* for selecting the student samples, thus, 936 x 25% = 234 students were drawn to support relevant data; whereas *comprehensive sampling method* was applied to obtain the whole, 11, English language teachers involved in the study. Since data was obtained from two schools students' population, 25% was considered as the basis to draw a minimum number of representative samples. Thus, from 424 students of Shebe High School, the researcher, using *Simple Random Sampling method* had drawn 106 samples, and from Seka High School, 128 samples which combined to 234 samples exactly. Shebe High School has 9 classes and Seka High School have 10 classes. Thus, by using the attendance list of each class, 234 samples were randomly obtained from 19 classes using random numbers 0 to 9.

3.4 Data Collection Instruments

To obtain information from the samples about the motivational strategies applied by English teachers for their students about to develop writing skills, various techniques were employed. First separate questionnaires were developed for teachers and students. Classroom observation was made to assess teachers' motivational strategies and the students' engagements and activities in the process of acquiring and developing writing skills. In addition, the appropriateness and relevance of the teaching method was observed in 4 writing classrooms divided to Shebe and

Seka. The purpose was to investigate the relevance of the motivational strategies to arose students' interest in the class.

3.4.1 Questionnaires

Two sets of questionnaires, one for the students, and the other, for the teachers' respondents, were prepared. (Adapted from Teaching at its   Best, Nilson,2010; Pintrich & DeGroot, 1990). The students' questionnaire constituted much of closed-ended questions for them to get easily and quickly answered to one best alternative from the given alternatives that fitted their situation throughout; and it was translated into their vernacular for ease of communication. Teachers' questionnaire, on the other hand, consisted of close-ended and open-ended questions. In this case, much of close-ended questions were displayed for them to quickly respond to one alternative among the possible alternative choices.

The questionnaires, in both cases, were designed to investigate teachers and students' perception and attitude on motivation related to writing classrooms; and all the questions were prepared using a five-point Likert summative scales ranging from 5 (strongly agree) to 1 (strongly disagree). The Likert scale is a balanced rating scale with an odd number of categories and a neutral point. The Likert scale has several advantages. It is easy for the researcher to construct and administer this scale, and it is easy for the respondent to understand. Translating the information needed into clearly worded questions that are easily understood is the most important aspect of questionnaire development in which the researcher provides greater concern. Questions would be asked in a logical order, organized around topic area. Reliability of the instruments was checked by using the questionnaires at *Angacha* Secondary School for both teacher and student questionnaires' confirmation.

3.4.2 Classroom Observation

The other data gathering tool the researcher used in the study was observing 4 (two from each schools) writing classroom settings and practices. The purpose of classroom observation was to cross check the responses provided by the teachers and the students in the questionnaires. The blending of the questionnaire and the observation was believed to enrich the data gathered. To obtain the observation data, check-list was prepared and used accordingly.

3.4.3 Teacher Interviews

The researcher, in addition, conducted semi-structured interviews with 11 English teachers in the target schools. Availability sampling was used to draw sample teachers from the two target schools. Appropriate interview guide-lines were prepared and utilized to conduct the interviews. All English language teachers were involved in the sampling.

3.5 Method of Data Analysis

The data obtained through various tools were organized in logical way to help answer the basic research questions. The quantitative data was analyzed using SPSS software to calculate means, standard deviations, percentage and frequencies in order to describe personal information and teachers and students' attitudes and perceptions toward the current trend and problems of English teaching strategies used to develop students' writing skills in the target schools.

For simplicity of analysis and interpretation, the researcher used 3.0 as expected mean value; thus, English language teachers' intervention to maintain motivational strategies helping the students develop writing skills to effectiveness level with obtainable mean value of: 0.05-1.49 was considered as very low; 1.50-2.49 as low , 2.50-3.49 (mid value) as satisfactory; 3.50-4.49, high; and 4.50-5.00, very high effectiveness practice respectively. The frame of reference for this analysis was borrowed from Albaum (1997).

Analysis and interpretation of the table based quantitative data was followed by the interpretation of qualitative data based on the association of the response items to generate conclusions. Unlike the quantitative data, in which data collection was generally compiled in figures, the qualitative data analysis was presented in a descriptive fashion. The qualitative data, obtained with the means of interview and observation, was analyzed using certain preliminary procedures such as: data reduction, data display, and verification with summary tables. Data reduction was made to scrutinize about the relevant information from irrelevant amongst the crude nature of the data; data display, to make precision of research related information for the audience; and verification, to materialize the relationship of the qualitative data properly answering the research questions. Hence, data from interview source was reviewed line by line in detail as the concept of

investigation becomes clearly understood. Triangulation in this process was believed to offer benefit of cross-validation of findings across research components.

3.6 Ethical Considerations

The following ethical principles were anticipated in conducting this research. The researcher withholds information about the purpose and procedures of the study from the participants who were volunteers to involve in the data provision. Informed consent was considered in all the procedures in which participants were provided with as much information as possible about the research project before deciding to participate in the study. Confidentiality was kept in ensuring that any information provided by participants should not be exposed to others.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter has two parts. The first part reports the characteristics of the respondents, which includes personal and professional characteristics. The second part presents analysis and interpretation of data on English language teachers' motivational strategies in helping grade 9 students at Shebe and Seka High Schools to develop writing skills.

One advantage of this study is that a pilot study, for reliability of the questionnaires, was tested in *Angacha* Secondary School for both teacher and student questionnaires' confirmation. Confusing and unclear parts concerning the teachers' and the students' questionnaires were thus

deleted or clarified. Balanced sets of items were confirmed before the actual content in the responses was used in samples. Translation made into Afan-Oromo medium on the whole information of the students' questionnaire before the pilot brought to the required level of clarity, thus, applied without any alteration.

4.1 Analysis of Personal Information

The importance of this part is to provide some basic background information about the sample respondents with the assumption that this might have some kind of relationship in some way with the basic issue under investigation. Certain characteristics of teachers' respondents were classified, analyzed and interpreted in terms of their qualification, teaching experience, and grade level assignments, whereas students personal information was classified and analyzed only for sample proportion between the two target schools. Almost all personal data were illustrated using table and pie-chart in the following two pages.

As was mentioned in the earlier chapter, the number of samples which methodologically and statistically determined were 11English language teachers (5, from Shebe High School and 6, from Seka High School) all of them were successfully engaged in supplying both questionnaire and interview data.

Regarding their qualification, all of the teachers (100%) were qualified to their first degree; in their teaching experience, 3 out of 11 teachers have total teaching experience about for 16- 20 years, 1 out of 11 teacher have experienced for 11 to 15 years, 2 out of 11 of the teachers have experience from 6 to 10 years, and 5 out of 11 teachers have experienced for 1 to 5 years. Regarding the grade level the teachers are assigned for, 5 out of 11 teachers were teaching in grade 9 exclusively, 2 out of 11 teachers, grade 10, and the remaining 4 out of 11 teachers were assigned for both grade 9 and 10 respectively. In terms of their participation in any seminar, panel or workshop, 4 out of 11 of the English language teachers have ever got the opportunities while the remaining 7 out of 11 have never got a seminar or workshop in maintaining motivational strategies or in achieving success with teaching strategy. The following table (Table 1) summarizes the respondent teachers' personal information.

Table 1: Summary of Teachers' Personal Information

Qualification Level	No	%	Teaching Experience	No	%	Teaching Assignment	No	%	Workshop Opportunity	No	%
			In Years			Grade Level					
Certificate	-	-	1-5	5	45.4%	9$9^{th}$ only	5	45.4%	Yes	4	36.4%
Diploma	-	-	6-10	2	18.2%	10th only	2	18.2%	No	7	63.6%
First Degree	11	100%	11-15	1	9.1%	100%	4	36.4%	Abstains	-	-
Other	-	-	16-20	3	27.3%	Total	11	100%	Total	11	100%
Total	11	100%	Total	11	100%						

The above data, in the qualification aspect, reveals indifference among the respondent teachers since they all were qualified to their first degree. But in terms of their teaching experience, many of the teachers 5 out of 11 have in their beginning stage of experience in teaching English in high schools, and only 3 out of 11 of the department members get more experienced than the rest. Yet only 4 out of 11 of the staff have ever got workshop or seminar opportunities in achieving success with teaching strategy while the remaining 7 out of 11 have never participated in any workshop or seminar to be better refreshed in the professional magnitude.

These two aspects, teaching experience and workshop or seminar opportunity are assumed to be very important for the analysis and interpretation of the problem in the later data stage because ''the dynamism in changing cumulative arousal in the students to initiate, direct and coordinate'' (Dornyei & Otto, 1998) the students' motivation may be highly dependent on the teaching experience and professional growth.

Regarding teaching assignment, the relatively increasing number 5 out of 11 of the respondents were teachers who have been assigned to teach in Grade 9 and the other considerable group 4 out of 11 of the respondents were teachers who have been assigned to teach in Grade 9 and 10. Hence, 9 out of 11 of the respondent teachers are believed to have got sufficient class room

experience and exposure to the issue of motivational strategies in helping grade 9 students develop writing skills; therefore, this makes the data to be direct and truly reliant.

On the other hand, since data was obtained from two schools students' population, 25% of samples were considered as the basis to draw a minimum number of representative samples. Thus, from 424 students of Shebe High School, the researcher, using *Simple Random Sampling method* had drawn 106 samples, and from Seka High School, 128 samples which combined to 234 samples exactly.
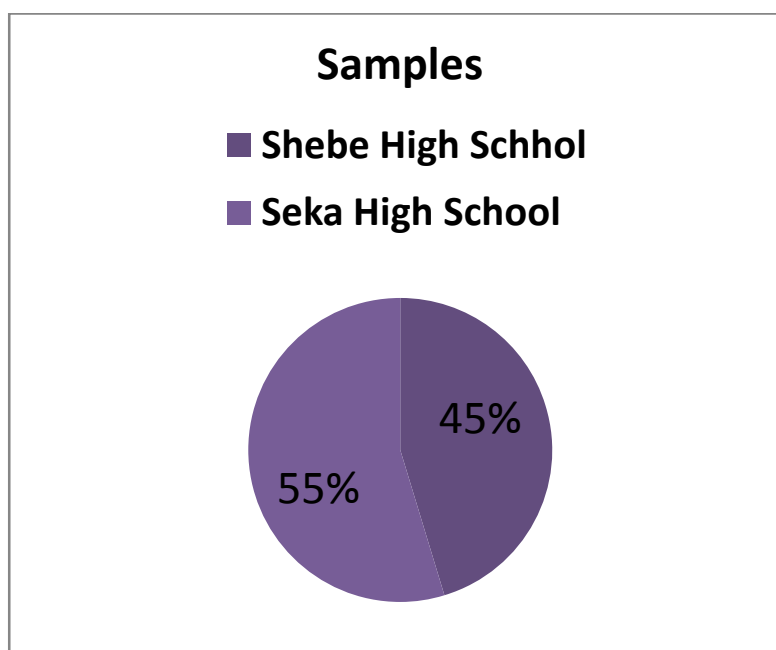
Figure 1: Pie-chart Showing the Combination of Samples of the Two Target Schools

Among 234 sample students, data was collected from 226 ones. Eight students' questionnaires were screened out for response error. Hence, the analysis was relied on 96% of the students' responses.

4.2 Findings

This study focused on surveying the practice of motivational strategies used by English language teachers to help Grade 9 students in Shebe and Seka High Schools develop writing skills. In order to achieve the objectives of the study and seek answers to the research questions raised in the first chapter of this thesis, necessary data were gathered using three methods: questionnaire,

interviewing and classroom observation. The data collected in this way were analyzed using percentage, mean scores, SD and qualitative descriptions. In the next sections, the data generated through each method were treated separately and interpretations were made with the intention to reach possible conclusions that will lead to workable recommendations.

Basic information relates directly to the core of the research problem, all contained Likert Items. The purpose of using Likert scale is because of its convenience to detect the intensity of feelings and attitudes that the respondents have about the problem under investigation. Since English language teachers' motivational strategies in helping students developing writing skills is the very concern of this study, the respondent may like or dislike the situation and may hold this attitude with a varying degree of strength or intensity - interpreted as confidence, certainty, or conviction. Scholars such as Berger & Alwin (1996) propose that conviction is a subjective component of an attitude which gauges the extent to which the attitude is 'owned' or firmly held and reflects the functions the attitude serves.

When a Likert scale is used to measure attitude, its usual or standard format consists of a series of statements to which a respondent is to indicate a degree of agreement or disagreement using the following options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. As such the scale purports to measure direction (by 'agree/disagree') and intensity (by 'strongly' or not) of attitude. Then, our concern in this paper is with the extent to which respondents' attitude is firmly held towards the existing motivational strategies English language teachers use in the writing classes.

For simplicity of analysis and interpretation, the researcher used 3.0 as expected mean value; thus, English language teachers' intervention to maintain motivational strategies helping the students develop writing skills to effectiveness level with obtainable mean value of: 0.05-1.49 was considered as very low; 1.50-2.49 as low , 2.50-3.49 (mid value) as satisfactory; 3.50-4.49, high; and 4.50-5.00, very high effectiveness practice respectively. The frame of reference for this analysis was borrowed from Albaum (1997).

The analysis mainly focuses on four basic research components, namely: (1) How high School English language teachers' teaching strategies support the motivation of grade 9 students to develop writing skills; (2) What are frequently employed motivational strategies English

language teachers use in their writing classrooms; (3) From teachers' and students' perspectives, how far the motivational strategies are relevant for the students to practice and develop writing skills for their academic needs; and (4) What are factor/s hinder/s the application of motivational strategies in the writing classrooms.

4.2.1 High School English Language Teachers' Teaching Strategies Support the Motivation of Grade 9 Students to Develop Writing Skills

Motivation involves the reason why the students want to learn, the strength of their desire to learn and the tasks. English language teachers, therefore, as Dornyei & Otto (1998) said, should keep the dynamically changing cumulative arousal in the student in order to initiate, direct and coordinate and evaluate the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and successfully acted out. Hence, in the following few pages and with the help of presumed indicators, this researcher attempted to investigate the extent English language teachers in Shebe and Seka High Schools show enthusiasm to create, maintain and sustain effective motivational strategies in helping Grade 9 students develop writing skills. Table 2 and 3, below, show the obtained results (teachers' and students' responses) on the bases of mean, standard deviation and variance.

Table 2: Teachers' Response Data on Classroom Motivational Strategies that Could Help the Students Develop Writing Skills

Writing Classroom Motivational Strategies		Mean	S. D.
1	Highlight the future occupational potential of writing to the students?	3.59	.870
2	Maintain a writing classroom order to earn your students' respect on writing practices?	3.47	1.179
3	Increase the amount of English you use in the writing class?	3.35	1.115

4	Do you design your course with care and explain your rationale for it to your students?	3.00	1.033
5	Do you let students assess themselves on peer assessment basis, for e.g., in their sentence structures, paragraph development, spelling, capitalization, punctuations?	2.94	.966
6	Do you give students constant feedback on their writing performance errors?	2.94	.748
7	Are you sensitive to difficulties your students may have in their writing performance?	2.88	.781
8	Do you often apply cooperative learning formats in the writing class?	2.82	.809
9	Do your writing tests and assignments focus on the students' conceptual ability for them to practice the writing task?	2.76	.752
10	Do you usually Promote effort attributions e.g., encourage risk-taking?	2.71	.985
11	Do you often explain to your class why you have chosen the teaching methods?	2.71	1.263
12	Do you often share tips for the students to learn the writing material, for instance, by reading from sources?	2.53	1.125
13	Make the materials/ learning activities meaningful to students by connecting them to the real world?	2.41	1.176
14	Allow students some voice in in determining the course contents?	2.41	1.278
15	Foster good lines of communication in both directions in your writing classroom?	2.35	1.057
16	Do you reinforce the idea that all students can improve their cognitive abilities with the process of practicing?	1.94	1.435
	Overall Mean	2.80	1.036

(Adapted from   Teaching at its Best,Nilson,2010; Pintrich & DeGroot, 1990)

According to the descending order of the obtained mean values and the corresponding standard deviations, relatively better writing classroom motivational techniques English teachers employed were related to highlighting the future occupational potential of writing to the students with obtained mean value 3.59 and a corresponding S.D. O.87. The second important value was registered for maintaining a writing classroom order to earn the students' respect on writing practices, with a mean value 3.47 and a corresponding S.D. 1.179 and a variance, 1.39. Yet the increasing (greater than 1.0) nature of the S.D. here could be an indicator for the relatively greater individuals response deviation characteristic from the obtained mean score.

Other important variables were registered for increasing the amount of English language teachers use in the writing class and in designing their course with care and explain the rationale for it to the students with mean values 3.35 and 3.00 and corresponding S.Ds to these were 1.115 and 1.033, and variances, 1.243 and 1.067 respectively. In these two data too, there existed an increasing S.D., with greater than 1, which could indicate the greater deviation characteristics of the individual response from that of the obtained mean score.

English language teachers were letting the students assess themselves on peer assessment basis, and giving students constant feedback on their writing performance errors with equally important obtained mean values 2.94 and the corresponding S.Ds = 0.966 and 0.748 and variances 0.934 and 0.559 respectively. Though the deviation characteristics of the individual response from that of the obtained mean scores is relatively reduced, the mean scores, 2.94, for each of the two indicators, are found lower compared to the expected mean value, 3.0.

Other mean values, for instance, sensitiveness of English language teachers to difficulties their students may have in their writing performance (mean= 2.88 and S.D. = 0.781); in terms of applying cooperative learning formats in the writing class (mean= 2.82 and S.D. = 0.809); in maintaining writing tests and assignments focusing on the students' conceptual ability for them to practice the writing task (mean= 2.76 and S.D. = 0.752); in promoting effort attributions in encouraging the students towards risk-taking (mean= 2.71 and S.D. = 0.985); and in explaining the class why teachers have chosen the particular teaching methods (similar mean= 2.71 and S.D. = 1.263) all could show the potentially lowered nature of the English language teachers motivational strategies mainstreamed to assist their students effectively and sustainably develop writing skills.

The mean values of the remaining indicators are insignificant, from 2.53 to 1.94, below the expected mean score; and the last in the result chain was registered for reinforcing the idea that all students can improve their cognitive abilities with the process of practicing (mean= 1.94 and S.D. = 1.435) with a variance = 2.059. Here, with the last list of the mean value, one could also recognize the most deviation of individuals' response from the mean score (2.059) and a variance altitude (2.059) which were greatest among other statistical values within the same list.

Generally, the aggregate mean value for measuring teachers' classroom strategies and efforts in their writing classes was 2.80 with the corresponding average S.D. value 1.036, which also indicates the greater individuals' response deviation characteristic from the aggregate mean score. The above analysis could clearly show that English language teachers motivational strategies in Shebe and Seka High Schools in terms of helping their students develop writing skills was below the expected mean value (3.0) and remained only in a ''satisfactory'' range in reference to the standard variables which were set by Nelson (2010) ; Pintrich & DeGroot, (1990).

In the next table, table 3, too, we observe if the students' responses are indifference or unique compared to the given indicators provided to investigate the extent English language teachers in Shebe and Seka High Schools show enthusiasm to create, maintain and sustain effective motivational strategies in helping Grade 9 students develop writing skills.

Table 3: Students' Response Data on their Motivation Level Resulting from the Existing Classroom Strategies

	Students' Motivation Level Resulting from the Existing Classroom Strategies (n=226-1)	Mean	S. D.
1	I think that what I am learning in the writing class is useful for me in the future.	3.07	1.141
2	I see the importance for me to learn what is being taught in the writing class.	2.86	.864
3	I think I will be able to use what I learn in the writing class in other classes.	2.64	1.216
4	I often write also after the class study.	2.64	1.008
5	When I study for writing, I put important ideas into my own words.	2.57	1.016
6	Compared with other students in this class, I expect to do well in writing.	2.50	1.401
7	When I do a written homework, I try to remember what the teacher said in class so I can answer the questions correctly.	2.50	1.019
8	Before I begin writing, I think about the things I will need to do	2.43	1.016
9	Even when I do poorly on a test I try to learn from my mistakes.	2.36	.929
10	I like what I am learning in the writing class.	2.36	1.008
11	I write effective sentences keeping with the rules of spelling, capitalization and punctuation marks.	2.29	1.267
12	When writing, I try to connect the things I am writing about with what I already know.	2.26	.825

13	When I am writing on a given topic, I try to make everything fit together.	2.21	1.122
14	For me, learning English through writing is fun.	2.07	.829
	Overall Mean	2.48	1.047

 The students' response on the nature of English teachers' motivational strategies helping Grade 9 students in Shebe and Seka High Schools showed that the degree of the teachers efforts were shallow and couldn't insist the learners to gain significant benefit from the existing relationship. This can be vividly observed from the above data summary table. A relatively significant response was obtained for that the students clearly differentiate what they do in the writing class is useful for them in the future; confirmed with the students' priority consent with mean 3.07, and a corresponding S.D. value and variance calculated for 1.141 and 1.302 respectively, which could reveal a considerably large deviational characteristic nature and the gap of individuals' response from the mean score. When compared to the expected mean score (3.0, bench-mark), the only value a little bit greater than the bench-mark, ''satisfactory'' value was obtained only with the indicator mentioned above.

For the rest of the indicators, the students' responses were incompatible and showed under estimate. This could be clearly observed from the data, for instance, seeing the importance for them to learn what is being taught in the writing class (with mean = 2.86, a corresponding S.D. value = 0.864 and a Variance = 0.747); using what they learn in the writing class in other classes (with mean = 2.64, a corresponding higher S.D. value = 1.216 and a higher Variance = 1.478); practicing writing also after the class study (with limited and similar mean value = 2.64, a corresponding still higher S.D. value = 1.008 and higher Variance = 1.016); putting important ideas into my own words when studying for writing corresponding with similar lower mean value (2.57), larger S.D. value, 1.016 and Variance, 1.033. Other almost equally significant and relatively important values were registered for two variables. One says; compared with other students in the class, I expect to do well in writing (mean = 2.50, with corresponding greater S.D. =1.401 and largest Variance (1.962). The other says; when I do a written homework, I try to remember what the teacher said in class so I can answer the questions correctly, with mean = 2.50, and a corresponding S.D. value = 1.019, and yet the Variance was 1.038.

This researcher didn't want to overcrowd pages with insignificant but redundant response values, the remaining values in the score list (no 8 to 14) correlated with lower mean value, between 2.43 and 2.21. *(Bench mark reference, 1.50-2.49 is considered as low).*

Generally, the obtained aggregate/average mean score and a corresponding average S.D. were calculated for 2.48 and 1.047. The aggregate mean shows low with the standard comparison, and the greater the average S.D. value (>1.0) still indicates the increased response characteristic deviation of individuals from the aggregate mean score. This can help one to determine the existing motivational strategies and effectiveness level in the writing class has little to do to enhance the she students' classroom motivation perhaps to acquaint grade 9 students in the target schools to perform better with and develop as a good writer.

4.2.2 Frequently Employed Motivational Strategies English Language Teachers Use in their Writing Classrooms

The previous data, in tables 2 and 3 were maintained to observe the teachers' and the students' attitudes on the existing English classroom motivational strategies and the effectiveness level to enhance the students' interest in the writing skills so as to help them develop as good writers. The obtained results show the lowered trend of the teachers to maximize learners' classroom efforts to adapt the writing skill.

Motivation is not a onetime effort. Since motivational strategies are the methods of finding and harnessing the students' motivation in order to achieve the learning goals, and yet, writing is a relatively complex skill that requires a continuous manipulation of different tasks and activities at various stages of writing, motivation then remains as the center of English classroom strategy to allow the students maintain a relaxed, interesting and encouraging efforts to maximize their gains as desired in the syllabus and text materials. Hence, the following analysis part is dedicated to answer the Basic Question number 2, and enquired to analyze the frequently employed motivational strategies supposed English language teachers use in their writing classrooms. Table 4, below, shows summarized data on the teachers' responses.

Table 4: Frequently Used Motivational Strategies

Motivational Strategies (11-1)	Mean	S. D.

1	Because of time constraints, I couldn't able to correct the students' writing errors frequently.	4.55	.565
2	I often remind students of the benefits of mastering English writing.	3.74	.845
3	I allow students to know and help each other.	3.63	.837
4	I design English writing tasks that are within the students' ability.	3.56	.700
5	I give good reasons to students as to why a particular task is meaningful.	3.50	.761
6	I encourage peer teaching in the writing class.	3.25	.718
7	I show my own enthusiasm for teaching writing.	3.09	.847
8	I use a short and interesting opening activity to start each class.	3.01	.533
9	I explain the importance of the class rules for effective writing.	2.94	.496
10	I usually familiarize students with the cultural background of the target language.	2.90	.724
11	I show students care towards their writing effects.	2.89	.613
12	I encourage students to set learning goals for English writing classes.	2.79	.741
13	I monitor students' progress and celebrate their victory.	2.68	.869
14	I always give attention to all students	2.64	.793
15	I teach self-motivating strategies, for e.g., remembering inspiring stories, etc	2.62	.898
16	I bring in and encourage humor.	2.41	.842
17	I create a supportive classroom climate that promotes risk-taking.	2.28	.818
18	I try to make sure grades reflect students' effort and hard work that includes writing.	2.02	.830
19	I help arranging English writing competitions in the class or in the school.	1.21	.554
	Overall Mean	2.93	0.736

The above table depicts that the frequency of motivational strategies employed by English language teachers at Shebe and Seka High Schools were below the expected mean score. This could be clearly observed from the obtained overall, aggregate mean = 2.93 and the corresponding S.D. value = 0.73. Compared to the S.Ds and variances in the data retained in the preceding sub-chapter, the S.D. scores and the variances all here were lower, below 1.0. This demonstrates the consistency nature and confidence of the respondent-teachers' in their attitude over the variables indicated under the Frequently Employed Motivational Strategies as a whole.

More explicitly, for the particular variable read as; because of time constraints, I was not able to correct the students' writing errors frequently, a very high mean score, 4.55 with a corresponding S.D. = 0.565 was registered. *(Note that the bench-mark for very high mean score =4.50--5.00).*

This mean value is particularly significant because the respondents asserted their attitude negatively against the requirement; therefore, meaning is negatively associated with classroom motivational strategies to maintain and sustain students' interest and to improve their writing skills.

Second among the list, English language teachers often remind students of the benefits of mastering English writing, is considered for high mean score, 3.74 with a corresponding S.D 0.845. (*Note that the reference for high mean score = 3.50-4.49*). Thus, English language teachers' classroom effort was considerable for its relative importance to motivate the students to do well in their writing performances. English language teachers frequently allow students to know and help each other was the next value with relative significance (m = 3.63 and a corresponding S.D. = 0.837) followed by designing English writing tasks that are within the students' ability (m = 3.56 and a corresponding S.D. = 0.7). According to the order of importance, giving good reasons to students as to why a particular task is meaningful (m = 3.50 and a corresponding S.D. = 0.761). Up to this point, the results could be categorized in similar mean ranges patterned under *high mean score.*

Obtained results for instance for encouraging peer teaching in the writing class (m = 3.25 and a corresponding S.D. = 0.718); showing owns enthusiasm for teaching writing (m = 3.09 and a corresponding S.D. = 0.847); and using a short and interesting opening activity to start each class (m = 3.01 and a corresponding S.D. = 0.553) were English teachers' motivational strategies supposed to be frequently used in their classes. These results are significant because they are commonly categorized above the expected mean value (3.0).

The remaining values such as: explaining the importance of the class rules for effective writing (m = 2.94 and a corresponding S.D. = 0.496); familiarizing students with the cultural background of the target language (m = 2.90 and a corresponding S.D. = 0.724); showing students care towards their writing effects (m = 2.89 and a corresponding S.D. = 0.613); encouraging students to set learning goals for English writing classes (m = 2.79 and a corresponding S.D. = 0.741); monitoring the students' progress and celebrating their victory (m = 2.68 and a corresponding S.D. = 0.869); sustainably giving attention to all students (m = 2.64 and a corresponding S.D. = 0.793); teaching self-motivating strategies, for e.g., remembering inspiring stories, etc (m = 2.62

and a corresponding S.D. = 0.898); bringing in and encouraging humor (m = 2.41 and a corresponding S.D. = 0.842); creating a supportive classroom climate that promotes risk-taking (m = 2.28 and a corresponding S.D. = 0.818); and trying to make sure grades reflect students' effort and hard work that includes writing (m = 2.02 and a corresponding S.D. = 0.83), all were with values which demonstrate a relatively common attitudes of teachers, below the expected mean score, insignificant to create, maintain and sustain motivation in the English writing class. The least frequently employed motivational strategy was registered for arranging English writing competitions in the class or in the school with a mean score 1.21 and a corresponding S.D. 0.554.

To generalize the most significant points under the frequency of motivational strategies employed by English language teachers at Shebe and Seka High Schools, the aggregate mean, with a correspondingly reduced average S.D. value registered for it, one can easily see that the result was below expectation. Among others:

- Because of time constraints, English language teachers couldn't able to correct the students' writing errors frequently;
- English language teachers often remind students of the benefits of mastering English writing;
- English language teachers frequently allow students to know and help each other;
- They design English writing tasks that are within the students' ability; and
- They give good reasons to students as to why a particular task is meaningful.

Without effort, persistence will make little sense and motivation will be greatly weakened; furthermore without persistence, motivation will be terminated and can no longer make any contribution to learning outcomes. Therefore, both effort and persistence are meaningful elements of motivation and should receive as much attention as reasons for action.

4.2.3   The Extent Motivational Strategies are Relevant for the Students to Practice and Develop Writing Skills for their Academic Needs

Simply expressed, motivation is a factor determining the extent of people's desire to do an activity. Research suggests that students display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. This can integrate the relevance of motivational strategies with the students' behavior to develop writing skills for their

academic needs. By connecting the material to students' real-world experiences or their educational goals, either through examples or in-class activities, we will deepen their understanding of the material and allow the students to see the value of what they are learning. We think that by manipulating and controlling the students' motivation in the classroom, the teacher is helping to shape the student's personality. In cognizant with this and other facts related to relevance of classroom motivational strategies to the students' writing needs, this researcher forwarded some important questions for the teachers and the students. The following two tables, table 5 and 6 summarize the data obtained from teachers and students in the target schools.

Table 5: Teachers' Response on the Relevance of Motivational Strategies

Indicators for Checking the Relevance of the Existing Motivational Strategies to the Students (n = 11-1)		Mean	S. D.
1	I am usually interested to provide the students writing assignment because the students always show anxiety for it.	4.09	.701
2	As I personally see it, my students are able to use some of their writing experiences learnt in the writing class into other courses.	2.64	.505
3	In the writing class, I prefer course material that really challenges the students so they can learn new things.	2.18	.751
4	The students' understanding about the purpose of English writing is genuine.	2.00	.775
5	Getting a good grade in the writing class is the most satisfying thing for my students.	1.82	.751
6	Majority of the students respond in a well-organized manner in assignments and assessments.	1.73	.647
7	Most of the students like what they are learning in the writing class.	1.64	.505
8	I am very interested with my students' progress in the writing area.	1.55	.688
9	The students display greater enthusiasm and interest for writing so as to relate the writing activities to their daily lives.	1.30	.483
10	I choose writing assignments so that the students usually perform themselves effectively.	1.27	.467
11	The majority of the students try to build short paragraphs with fluency and confidence.	1.18	.405
12	As I see the behavior most of the students display, they view their writing error as learning opportunities.	1.18	.405

Indicators for Checking the Relevance of the Existing Motivational Strategies to the Students (n = 11-1)		Mean	S. D.
1	I am usually interested to provide the students writing assignment because the students always show anxiety for it.	4.09	.701
2	As I personally see it, my students are able to use some of their writing experiences learnt in the writing class into other courses.	2.64	.505
3	In the writing class, I prefer course material that really challenges the students so they can learn new things.	2.18	.751
4	The students' understanding about the purpose of English writing is genuine.	2.00	.775
5	Getting a good grade in the writing class is the most satisfying thing for my students.	1.82	.751
6	Majority of the students respond in a well-organized manner in assignments and assessments.	1.73	.647
7	Most of the students like what they are learning in the writing class.	1.64	.505
8	I am very interested with my students' progress in the writing area.	1.55	.688
9	The students display greater enthusiasm and interest for writing so as to relate the writing activities to their daily lives.	1.30	.483
10	I choose writing assignments so that the students usually perform themselves effectively.	1.27	.467
11	The majority of the students try to build short paragraphs with fluency and confidence.	1.18	.405
12	As I see the behavior most of the students display, they view their writing error as learning opportunities.	1.18	.405
	Overall Mean	**1.88**	**0.59**

As observed in the above teachers' response data, the obtained aggregate, overall mean value (1.88) with its corresponding S.D. (0.59) shows the relevance of English classroom motivational strategies remained low. Compared to the previous two analysis parts, the mean score was the least significant one. More explicitly, for one and only one reason the result among the sub-set list is significant in that English language teachers are not usually interested to provide the students writing assignment because the students always show anxiety for it. This issue was supported by overwhelming majority (m = 4.09 and a corresponding lower S.D. = 0.701, and with lower variance = 0.491. While the greater the mean score is counter related to the mere absence of writing assignments and tasks taken by the students to individually or in group

practice the writing skills, the lowered values in terms of S.D. and Variance could also assert the greater consistency (low deviation characteristic) of the respondents' view against the measurement.

Other values observed in indicators such as: As I personally see it, my students are able to use some of their writing experiences learnt in the writing class into other courses (m = 2.64 and a corresponding S.D. = 0.505 with Variance = 0.255); In the writing class, I prefer course material that really challenges the students so they can learn new things (m = 2.18 and a corresponding S.D. = 0.751 with Variance = 0.564); The students' understanding about the purpose of English writing is genuine (m = 2.00 and a corresponding S.D. = 0.775 with Variance = 0.600) were rested in satisfactory level of the relevance of the motivational strategies.

The remaining mean values for the rest of the indicators were irrelevant (m scores between 1.82 and 1.18) which range from low to very low in accordance with the order of importance in the list.

Table 6: Students' Response Data on the Relevance of the Existing Motivational Strategies to the Students

Indicators for Relevance of Classroom Strategies (n = 224-1)		Mean	S. D.
1	The teacher allows students to assess themselves.	4.18	.677
2	The teacher never involves students in designing the English writing activities.	4.02	.861
3	The teacher less recognizes students' effort and achievement.	3.25	.909
4	Writing performances in our exercise books have never checked by the teacher for us to get timely feedback.	3.21	.775
5	The teacher shares with students the value of English writing as a meaningful experience.	2.85	.854
6	I recognize the use of writing is a good way of learning English.	2.35	.874
7	The teacher usually introduces us authentic cultural materials.	2.32	.775
8	The teacher always reminds us to work toward the same goal.	2.20	.812
9	The teacher teaches us (students) to learn writing techniques.	2.10	.834

10	The teacher frequently encourages us to try harder in our writing	2.09	.719
11	The teacher encourages us to use English outside the classroom.	2.06	.769
12	The teacher encourages students to share personal experience?	1.86	.655
	Overall Mean	2.71	0.79

The above table helps to compare the aggregate mean result obtained from the students' response data (Overall mean = 2.71) was relatively better from that of the aggregate mean value obtained from the teachers' data (1.88) on the same topic, relevance of classroom strategies. The average S.D. corresponding to the students' aggregate mean score was relatively higher (0.79) which indirectly reveals the individuals' deviation characteristic in their views as compared to the preceding teachers' data (S.D. = 0.59). Regardless of the relatively increased deviational characteristic observed in the students' response data, the grand mean gap between the two respondent groups was considerable. Despite the dissimilarities of the indicators provided for the two groups (this was done deliberately to differentiate and include teacher-oriented and student-oriented point of views on the question of relevance of motivational strategies), one can recognize almost varying attitude hold between the students' and the teachers' amendments on the meaning of relevance of the motivational strategies.

More explicitly, the students best viewed the relevance of motivational strategies from two important perspectives; The teacher allows students to assess themselves (mean = 4.18 and a corresponding S.D. = 0.677 with Variance = 0.459). This would be a positive feedback of the students. The next important aspect of the students' response correlated in negative way; says, The teacher never involves students in designing the English writing activities (mean = 4.02 and a corresponding S.D. = 0.861 with Variance = 0.741). The later response depicts us with the negative attitude held by majority of the students against the measurement.

Other values such as:
- The teacher less recognizes students' effort and achievement;
- Writing performances in our exercise books have never checked by the teacher for us to get timely feedback;
- The teacher shares with students the value of English writing as a meaningful experience;

according to their order of importance, were relevance issues maintained by considerable group of respondents to be compared as to satisfactory level of the values. List wise, the remaining indicators were valued as low and very low for the relevance of the motivational strategies to help the students learn more and better in the writing class.

4.2.4 Factor/s Hinder/s the Application of Motivational Strategies in the Writing Classrooms

Learning strategies instruction shows students that their success or lack of it in the language classroom is due to the way they go about learning rather than to forces beyond their control. Most students can learn how to use strategies more effectively; when they do so, they become more self reliant and better able to learn independently. They begin to take more responsibility for their own learning, and their motivation increases because they have increased confidence in their learning ability and specific techniques for successful language learning.

There are a number of possible factors that may hinder the application of motivational strategies in the EFL writing classroom. The following table summarizes the data obtained from the English language teachers regarding the factors that hinder the effectiveness of motivational strategies in the English writing classrooms.

Table 7: Data on Motivational Factors

	Some factors of Effectiveness (n= 11-1)	Mean	S. D.
1	The students do not usually show commitment to take responsibility for their own learning through writing.	4.91	.302
2	Learner's readiness or attitude to the target language is almost poor to maintain classroom motivation.	4.82	.405
3	Students' background experiences within the classes varied and had different effects on their interest in writing with foreign language.	4.82	.418
4	I believe that the method of teaching writing at my department is traditional.	4.64	.505
5	Motivating students in the English as a foreign language (EFL) classroom is often a complex task.	4.64	.505
6	It is often impossible to sustainably enhance the students' attitudes by the teacher in the writing classroom environment because of the learners' inadequate linguistic background.	4.55	.522

7	To me, the curriculum seems neglected to link the writing tasks with the authentic life of the students.	4.27	.786
8	When the students study for a test, they hardly try to put together the information from the writing class and from the text-material.	4.21	.467
9	Some English language teachers lack commitments to use various effective strategies enhance motivation for writing class.	3.45	.522
10	The writing activities in the English textbook are selected by the English teaching staff for ease of writing tasks to the students need.	2.00	.816
	Overall Mean	4.23	0.52

This is the last table, containing a summary data on factors influencing the effectiveness motivational strategies used in English writing classes of the two target schools. The data among all the previous data is very important because it demonstrates the greatest overall mean value (4.03) with a corresponding lesser S.D. (0.52). The data generally revealed the existence of some perturbing problems that hinder the effectiveness of motivational strategies in the target schools English writing classrooms.

According to the teachers' response, first and for most, the students do not usually show commitment to take responsibility for their own learning through writing. This was proved from the mean score = 4.91 (which was the most significant value in the overall data) corresponding to a lower S.D. = 0. 405 and Variance = 0.91, followed by the second significant value registered for; Learner's readiness or attitude to the target language is almost poor to maintain classroom motivation (mean = 4.82, with a corresponding S.D. = 0.405 and Variance = 0.164). Other equally important factor mentioned by the teachers was that students' background experiences within the classes varied and had different effects on their interest in writing with foreign language (mean = 4.82, with a corresponding S.D. = 0.418 and Variance = 0.171).

Teachers also provided higher ranks for problems such as: I believe that the method of teaching writing at my department is traditional (m = 4.64, with a corresponding S.D. = 0.505 and Variance = 0.255). An identical value was obtained for the factor; Motivating students in the EFL classroom is often a complex task. Another comparable result was obtained on the issue that it is often impossible to sustainably enhance the students' attitudes by the teacher in the writing classroom environment because of the learners' inadequate linguistic background (m = 4.55,

with a corresponding S.D. = 0.522 and Variance = 0.273) followed by curriculum seems neglected to link the writing tasks with the authentic life of the students (m = 4.27, with a corresponding S.D. = 0.786 and Variance = 0.618). In the last data it was visible that the S.D. and Variance are relatively higher (>0.5) compared to all the previous ones. This may indicate the deviation characteristic of the respondents views from the adjacent mean score.

Other significant scores were registered for the factors; When the students study for a test, they hardly try to put together the information from the writing class and from the text-material (m = 4.21, with a corresponding S.D. = 0.467 and Variance = 0.218) and Some English language teachers lack commitments to use various effective strategies enhance motivation for writing class (m = 3.45, with a corresponding S.D. = 0.522 and Variance = 0.273).

Generally, the majority of the factors were perceived by the English teachers as their perturbing problems in effectively applying motivational strategies in English writing classrooms. To sum up the important factors:

- The students do not usually show commitment to take responsibility for their own learning through writing.
- Learner's readiness or attitude to the target language is almost poor to maintain classroom motivation.
- The students' background experiences within the class varied and had different effects on their interest in writing with foreign language.
- Teachers believe that the method of teaching writing at the department is traditional;
- Motivating students in the EFL classroom is often a complex task.
- It is often impossible to sustainably enhance the students' attitudes by the teacher in the writing classroom environment because of the learners' inadequate linguistic background.
- The curriculum seems neglected to link the writing tasks with the authentic life of the students.
- When the students study for a test, they hardly try to put together the information from the writing class and from the text-material and
- Some English language teachers lack commitments to use various effective strategies enhance motivation for writing class.
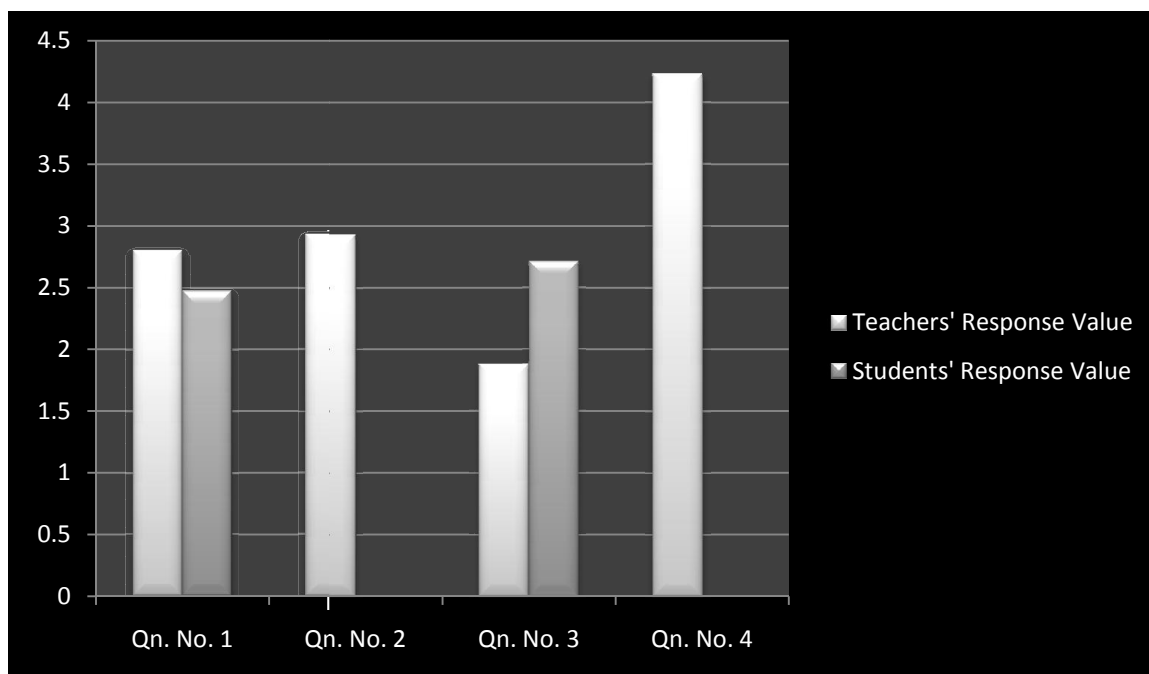
Figure 2: comparison between teachers' and students values based on basic research questions

The above figure compares the summary data obtained from the teachers and the students' respondents. For Qn. No.1,, the mean value of the teachers' response show a relative increase, while in Qn. No. 3, the vice versa. Qn. No. 4 optionally show an increase, which could inform the amendment of the respondents on the vast nature of the factors related to classroom motivational strategy.

4.2.5 Analysis of Data from Interview

Interview was one of the instruments used to collect data. The interview was conducted with EFL teachers. It was used to obtain further information about the perception and practices of EFL learners and teachers towards the problem under investigation. In addition, the interview was useful as a cross reference and clarification to the responses obtained from statistical analysis and classroom observation. Participants in the interview included 11 teachers. The teachers were asked four questions in order to obtain their views regarding the motivational strategies used by them to help Grade 9 students develop writing. The beginning interview question was saying; do you often use some motivational strategies helping Grade 9 students become effective in the writing skills? If yes, would you mention the teaching techniques you employ in the writing class? If no, what is/are the reason(s)?

For this question, all the interviewees did not have any complaint on its relevance. All English language teachers perceive the positive attribute that motivation and motivational strategies had to enhance students' engagement in the learning process and interactions on learning material. But a number of teachers were new for the profession; less understood the effective motivational strategies. A few teachers said that they were motivating their students by highlight the significance writing have in their future, creating classroom orders that the students respect, showing how text X or Y was written, and explaining the rationale for a specific learning task. In fact, such experiences are good to encourage the students, at least to love writing. But lack of comprehensibility was one problem to this effect.

Teachers' attitude towards peer learning and self-assessment, encouraging risk taking, consistently looking for performance errors and giving constant feedback, teachers' sensitiveness to area of students' difficulties, connecting and providing writing assignments and assessments with reading sources and fostering good lines of communication in both directions in the writing classroom, and not least, reinforcing the idea that all students could improve their cognitive abilities with the process of practicing, had been some of the major strategies with significance relevance but missed by most of the teachers to apply them in their writing class.

As was recognized from the common consents of majority of the interviewees, realizing the overall incompatibility of the students' performance with poor knowledge and lack of students' self-responsibility for their own learning, teachers had little to do to provide the students with sustainable writing assessments, and often use product approach than process approach of writing. Many of the students even demonstrate undesirable behavior (anxious syndrome) with a shift into their vernacular. Hence, returning many students to sufficient writing exposure and fixing them with the target language for producing written work of their own was the very classroom challenge for many of the teachers.

I, from the observation of many writing classrooms, too, assumed that the product-oriented approaches and the teacher's traditional treatment of writing, lack of cooperative learning, pair and group activities, to some extent, have now been disproved, discouraging students from writing in English in writing classrooms. Due to the fact that students are passive in the classroom, they naturally feel uncomfortable with cooperative interaction that requires them to take an active role. As observed, most students are likely to think that writing in English is individual work, not a collaborative effort. They were rarely accustomed to pair work or group work when they do the writing. They never share their written texts

with their peers in order to get feedback as well as to learn from their friends' written products. Consequently, the teacher-led assessment makes writing meaningless and unproductive; student creativity and activeness are hindered, and thus motivation and proficiency in writing remained low.

Research has shown that for students to be optimally motivated to learn, they must see goal setting as personally relevant to their interests and desired outcomes; and they should possess writing skills and competencies to successfully accomplish the learning goals. So how often do you encourage the students see themselves as responsible agents in the definition and accomplishment of writing goals, this was the second interview question forwarded for the teachers.

To this end, goal setting by the students, for majority of the respondents, was referred to a five-to-one / one-to-five classroom combination. In fact, this would be a positive attribute, but perceived from a more general school wide demand to combine the students in small peer groups that every school nowadays set to improve students' disciplines and results via collaborative learning. Learning goals in relation to writing class could be perceived to an enhanced level of the students' attitudes by the teacher in the writing classroom environment stretched to improve the learners' inadequate linguistic background. Recognizing the students' abilities, effort and achievement; sharing with the students the value of English writing as a meaningful experience; and reflective habits of mind which were essential to their ongoing capacities to do good work and to progressively improve their independent and group works over time.

Some scholars argue in that students' attitudes are influenced by the teacher and the classroom environment. How is your experience towards creating, maintaining the students' with positive interest in English writing, was the next interview question forwarded for the teachers. Most of them said that the English writing classroom was not as such impressing. Lack of confidence and poor standards in writing were common challenges most of the students exhibit. As it was also observed during the classroom visits, some of the English teachers mainly concentrate on the correction of grammar and spelling mistakes. They assumed that such errors need to be eradicated immediately, and that the best way to help students was correcting all the errors in their writing in order to help students make progress. However, this traditional treatment is said to have no significant influence on students. From my observations, some good students do not like such a way. They feel discouraged and humiliated when having their writing papers marked with a lot of suggested correction. In some cases, some

students just take a glance at what the teacher has corrected, while many others may not even look at the corrections. The teachers' expectation on fluency, risk-taking and feedback was masked under a mere focus on grammar (accuracy).

It was also found that Shebe and Seka Secondary School students' are never asked to revise their work for improvements based on the teacher's feedback. As observed from many classroom experiences, the first drafts were always the final ones (product-focused). It is simply because there were too many students in a class, revision might become a burden to the teachers as marking and correcting was time-consuming. They could not manage it when they had only 40 minutes allocated for each writing lesson. Some teachers sometimes felt guilty because they were unable to correct all errors for students or to work through all their written work. This results in a mentality in which students fail to think carefully and deeply about their errors.

Another area of disagreement was that of rewards. From the discussion made with the teachers and from classroom observation, rewarding the students' efforts in writing didn't yet get the required attention. Therefore, what English writing teachers in Shebe and Seka Secondary Schools need to do is to improve the quality of students' pieces of writing, to give them a more cooperative learning environment, and to encourage them to share their written products with their peers and also to initiate rewards for best classroom practices.

Three interviewees explained that there was no practice of constructing composition tests in teams. For example, the first interviewee said, "There was no such point at the department level. We didn't have set standards or common standing on how writing tests should be prepared and marked." The second interviewee also supported this claim saying: "Well...to be honest with you, although I had a chance to teach the writing course repeatedly, I quite don't remember the department having had any team to construct such tests of writing proficiency. What we did was constructing and marking writing exams, mid and final exams on our own."

The third teacher also gave a response that was essentially related to the responses presented above. This interviewee elaborated that the Department of English had not attempted to coordinate team construction of free writing tests. So, the three interviewees' responses particularly showed that composition tests were not constructed by a formal team of instructors. Instead, it appears that such tests are prepared by

individual teachers in an uncoordinated manner. The rest of the teachers rather used objective items to evaluate the students' writing performances adjusted to punctuation/ mechanics of English.

To have learning a long-lasting effect on the academic quality of students, teachers must be able to help students understand and incorporate principles of cooperative learning into their academic work. This involves active/ collaborative efforts, and motivation for academic tasks by an individual student. How do you incorporate such principles in your classroom writing process, assessment and feedback contexts? This was the final interview question presented for the interviewees.

Students' 'quality' of EFL writing was usually evaluated on the basis of the final product and grammatical and linguistic accuracy. Furthermore, as observed too, due to this product focus, students pay little attention to the whole process of writing and they knew very little about writing strategies. And to make the matter worse, the interaction between a teacher and students or between students themselves did not exist.

Some of the challenges of implementing effective writing and assessment in the classroom were mentioned by the interviewees. Eight interviewees responded that students have poor background of language in general and writing skill in particular. They explained that students do not have the necessary skill to do well in controlled or free writing, yet, to assess their writings. Only two teachers, however, argued that they implement self-assessment in writing classrooms by repeatedly engaging students in the controlled activities.

The interviewee teachers were also asked about whether their students perceive self-assessment is helpful or not. Among 11 teachers interviewed, only 4 teachers revealed that students were aware that self-assessment in the classroom is helpful. Furthermore, some of these teachers stated that self-assessment encourages students to describe their strengths and weaknesses of what they produced. However, majority of teachers (7) expressed that they do not actually know whether the students notice that self assessment is helpful or not.

Moreover, the interviewee respondents were asked about their experience of implementing self-assessment in the classroom. The majority (8) of the respondents confirmed that they do not have any experience of using self-assessment in the classroom even though they are familiar with the theoretical

aspects. On the contrary, some of the interviewees (2) reported that they are not currently using self-assessment in their writing classrooms.

According to Pintrich & DeGroot (1990), one of the aims of self-assessment was to compare the extent of student over and under marking of each of the marking criteria with the previously reported work on teachers' assessment. The respondents said that the majority of students evaluated themselves as if they always make errors and feel that they are always doing imperfect work and got into anxiety with themselves and disagreement with their peer and the teacher.

The researcher, as an observer, assessed the students' motivational behavior in the classroom. Many teacher didn't show the relevance of the writing material, define course goals and help the students think about personal learning goals, make little effort to drive the students' interests and background knowledge, specific actions rarely taken by the learners to make learning easier, faster, more enjoyable, more self-directed and more effective and teachers rarely provide helpful and frequent feedback.

Uncertainty about the real gains of written interactions in the class; little or lack of opportunities to apply the experiences of writing classes toward the real life situations; teachers method that did not create an interest and motivation; short of periods, usually insufficient to get equal class room chances to reflect the students' trials and errors to the class, and inability to maintain sufficient and supportive feedback, were major constraints. ''As critical barriers, one powerful source of influence was that the students' lack of linguistic background and experience to use as inputs to the writing classroom periphery to make motivational strategies really interactive,'' one interviewee concluded.

4.3 Discussion

This research focused on English language teachers' motivational strategies which they persistently and consistently applied in their classrooms in order to help their students develop writing skills.

Generally, the aggregate mean value for measuring teachers' classroom strategies and efforts in their writing classes was insignificant. This could be clearly observed from that of the aggregate mean lied below the expected (population) mean value (3.0), and that remained only in the lower margin of ''satisfactory'' in the statistical graph. The nature of English teachers' motivational strategies helping Grade 9 students in Shebe and Seka High Schools showed that the magnitude of the teachers efforts were shallow and couldn't insist the learners to gain significant benefit from the existing relationship. This demonstrates

that the existing motivational strategies and effectiveness level in the writing class had little to do to enhance the she students' classroom motivation to help grade 9 students in the target schools to perform better with and develop as a good writer.

Students must be clear about the expectations, performance requirements and the benefits they can gain from the given writing tasks. Secondly, the learners did not strongly convince with the purpose and relevance of the assessments. More devotion of time and careful explanations and discussions of why students need to work on group writing and assignment activities would solve problems of misunderstanding and reluctance from students.

Encouraging peer teaching in the writing class; showing own's enthusiasm for teaching writing and using a short and interesting opening activity to start each class were the only more frequently used motivational strategies by the English teachers in the two target schools. These results are significant because they are commonly categorized above the expected mean value. But the very notion of focusing on process approach over product was recognized with scanty attention.

Among others: English language teachers couldn't able to correct the students' writing errors frequently because of time constraints, and heterogeneity and poor performance and competence background seen between the majority of the learners in the writing classes. Without effort, persistence will make little sense and motivation will be greatly weakened; furthermore without persistence, motivation will be terminated and can no longer make any contribution to learning outcomes (Dornyei, 2010). Therefore, both effort and persistence are meaningful elements of motivation and should receive as much attention as reasons for action.

Research suggests that students display greater enthusiasm and interest for learning writing if they could relate the contents and course activities to their daily lives. This can integrate the relevance of motivational strategies with the students' behavior to develop writing skills for their academic needs. Teachers' response data on the relevance of the existing motivational strategies was suggestive in that they were not usually interested to provide the students writing assignment because the students always show anxiety for it. This shows the mere absence of writing assignments and tasks taken by the students to individually or in group practice the writing skills. Getting a good grade in the writing class was not satisfying thing for the students. The majority of the students respond in a less-organized manner in

assignments and assessments. Most of the students did not like what they were learning in the writing class and teachers were   little interested with their students' progress in the writing area. The students displayed the least enthusiasm and interest for writing so as to relate the writing activities to their daily lives. The majority of the students hardly try to build short paragraphs with fluency and confidence.

As English language teachers personally see it, their students were unable to use some of their   writing experiences learnt in the writing class into other; In the writing class, teachers did not prefer course material that really challenging the students so they could scarcely learn new things and the students' understanding about the purpose of English writing was not genuine. Motivation to learn a foreign language is often triggered when the language is seen as valuable to the learner in view of the amount of effort that will be required to be put into learning it. The teacher's behavior as well as his/her way of organizing the class causes changes in the student's motivation (Williams & burden (1997). Hence, writing instructors are advised to take time for preparing strategies for creating, maintaining and sustaining enjoyable writing classroom experiences, adopt supportive materials help the writing process a fun; and follow up individual students' contribution and energy for implementing the appropriate progress check strategies.

An interesting aspect of all these findings mix over the perturbing nature of a number of factors that inhibit the choice, application and effectiveness of all motivational strategies, might be employed by English teachers in the two schools. These were: lack of learners' commitment to take responsibility for their own learning through writing; almost poor learners' readiness or attitude to the target language to maintain classroom motivation; incompatible students' background within the class that had different effects on their interest in writing with foreign language were to mention the major factors connected to the learners; while traditional method of teaching writing at the department level; teachers' perception and preoccupation in that motivating students in the EFL classroom was often a complex task; poor testing procedures, and lack commitments to use various effective strategies enhance motivation for writing class were factors related to English language teachers; whereas, for some teachers, the curriculum seemed neglected to link the writing tasks with the local situation and authentic life of the students.

More contextually, in English for Ethiopia, Teacher Guide, Grade 9, it was suggested that '' in the writing sections, a variety of skills are developed. Students learn to write for different purposes and to

use appropriate register and style. Exercises aim to develop a range of writing including descriptive, narrative, discursive and expository texts (Baily, 2002E.C.).

From the qualitative data dimension, a number of teachers, whom some of them were new for the profession, had less understood the effective motivational strategies. Teachers' attitude towards peer learning and self-assessment, encouraging risk taking, consistently looking for performance errors and giving constant feedback, teachers' sensitiveness to area of students' difficulties, connecting and providing writing assignments and assessments with reading sources and fostering good lines of communication in both directions in the writing classroom, and not least, reinforcing the idea that all students could improve their cognitive abilities with the process of practicing, had been some of the major strategies with significance relevance but missed by most of the teachers to apply them in their writing class. Realizing the overall incompatibility of the students' performance with poor knowledge and lack of students' self-responsibility for their own learning, teachers had little to do to provide the students with sustainable writing assessments, and often use product approach than process approach of writing. As observed from many classroom experiences, the first drafts were always the final ones (product-focused).

Valuable insights from research in second language acquisition and writing development can assist in developing instructional techniques linking the two processes--acquiring a second language and developing writing skills, especially for academic purposes. Both Flower (1994) and Bereiter & Scardamalia (1997) have stressed the benefits of process approaches to writing instruction and the need for more knowledge-transforming tasks.

From the researcher's observation of many writing classrooms, too, assumed that the product-oriented approaches and the teacher's traditional treatment of writing, lack of cooperative learning, pair and group activities have now been disproved, discouraging students from writing in English in writing classrooms. Due to the fact that students are passive in the classroom, they naturally feel uncomfortable with cooperative interaction that requires them to take an indispensably active role. Goal setting by the students was referred to a five-to-one classroom combination which was common to all schools and classrooms to call it 'writing classroom strategy'. From the discussion made with the teachers and from classroom observation, rewarding the students' efforts in writing didn't yet get the required attention. ''Encouraging students' positive beliefs about writing, fostering authentic goals as well as contexts for

writing and creating a positive classroom environment are some elements that affect students' motivation to write'' (Bruning & Horn, 2000).

For most of the teachers, the English writing classroom was not as such impressing. Lack of confidence and poor standards in writing were common challenges most of the students exhibit. The teachers' expectation on fluency, risk-taking was masked under a mere focus on grammar (accuracy). Self-assessment and feedback issues were neglected from many of the writing classroom peripheries. ''Individual participation and contribution to the given assignments and tasks determines the success of group writing projects and more attention is required on the proper follow up, feedback and evaluation of each group member's involvement in the assignment (Martin & Escabias, 2007).

To have learning a long-lasting effect on the academic quality of students, teachers must be able to help students understand and incorporate principles of cooperative learning into their academic work with a mere approach of process than product. This involves active/ collaborative efforts, and motivation for academic tasks by an individual student. Nikolov (1999) found that students' motivation and proficiency in the development of their foreign language skills were strongly related to experiences they gained in the classroom.

From the point of the classroom observation, many teacher didn't show the relevance of the writing material, define course goals and help the students think about personal learning goals, make little effort to use the students' interests and background knowledge, specific actions rarely taken by the learners to make learning easier, faster, more enjoyable, more self-directed and more effective and teachers rarely provide helpful and frequent feedback.

Conventionally, in the teaching of EFL the classroom relationship between the teacher and the students on the teaching is the most recognizable ingredient. Teaching methodologies are always there to help the students meet the learning objectives. All other classroom factors might be futile with the absence of classroom motivation, which according to Kimura, et al. (2001); the force that derives learners to make optimal use of the available learning resources and achieve their learning objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research focused on English teachers' motivational strategies in Shebe and Seka High Schools that helped Grade 9 students develop writing skills. In order to arrive to a sound and meaningful conclusion, the researcher, by using simple random sampling method for selecting 234 student samples from the two high schools, and Availability sampling method was applied to undertake the whole, 11, English language teachers involved in the study. Separate questionnaires for teachers and students, teachers' interview and classroom observations were used to collect relevant data. By using the leading research questions, (1) how do High School English language teachers' teaching strategies support the motivation of grade 9 students to develop writing skills? (2) what are frequently employed motivational strategies English language teachers use in their writing classrooms? (3) from teachers' and students' perspectives, how far the motivational strategies are relevant for the students to practice and develop writing skills for their academic needs? And (4) what are factor/s hinder/s the application of motivational strategies in the writing classrooms, the gathered data were analyzed and synthesized adequately and results were put accordingly. Findings clearly suggest that English language teachers' teaching strategies in the two high schools could not adequately help to install them to enhance the motivation of grade 9 students to develop writing skills.

Their knowledge and experience about motivation and the critical aspects of writing classroom motivational strategies were facile, and at the paltry, having little value, supposed to bring robustness in the teaching – learning process of the writing classrooms at the target schools. Scarcity of experience and paucity of strategy-information are the leading factors that hindered the teachers' efforts and effectiveness in the application of motivational strategies in the writing classrooms.

5.2 Conclusions

In fact, motivating students in the EFL classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dornyei, 2010) and the students' readiness, shared responsibility for own learning and linguistic background are decisive for choosing and effectively implementing motivational strategies that encourage them to learn more and satisfy better. The present study suggests what writing teachers in the writing classes

do to get their students involved in their classes effectively and develop the writing skills. Based on the researcher's observations, questionnaires for the teachers and students, and classroom observations administered, the results of this study conclude the following points on the basis of the leading research questions.

Findings clearly suggest that English language teachers' teaching strategies in the two high schools couldn't adequately help to install their supports that had been incredible to enhance the motivation of grade 9 students to develop writing skills. English language teachers in the two target schools used motivational strategies in their writing classrooms were insignificant, non- comprehensive, not salient and abreast, yet without plan.

From teachers' and students' perspectives, the motivational strategies, by far and large, couldn't show versatility (interestedness and cleverness) particularly of the English language teachers at doing many different things relevant for the students to practice and develop writing skills for their academic needs. They do little to get the students encouraged with positive beliefs about writing, fostered with insufficient and incompatible authentic goals as well as contexts for writing and creating a positive classroom environment, yet lacked persistence to affect students' motivation to write.

Motivating students was the greatest challenge English language teachers faced in the two target schools. Teachers had little control over factors that influence their students' behavior and engagement (eg. Students' poor background or prior linguistic knowledge, lack of readiness over taking their responsibility for their own learning advantage). They didn't play a vital role in shaping what occurs in their writing classroom.

A number of studies have been conducted by educational researchers in order to gain a better understanding of how language learners' motivation can be positively affected during the language learning process (Dornyei & Otto, 1998). To have learning a long-lasting effect on the academic quality of students, teachers must be able to help students understand and incorporate principles of cooperative learning into their academic work. Lack of confidence and poor standards in writing were common challenges most of the students exhibit due the fact that English teachers much concentration on the correction of grammar and spelling mistakes only (product-focused than process).

As instructors, they could create an optimal classroom environment that is conducive to learning, and research suggests this is the most effectively achieved through instructional behaviors and course design. Instead of the traditional lecture, they could incorporate academic activities that get students to actively participate in the class and allow for more immediate feedback. Incorporating problem-based learning, collaborative learning, experiments, and the use of technology (satellite plasma, computer and internet), allows for greater student interaction and the opportunity for students to practice newly acquired skills and knowledge. Supplementing their lecture with classroom discussion, student presentations and peer corrections could break the monotony and minimize passive observation. But in a mere inexperienced nature of English staffs, the trend seemed lacked proper application.

While it is unlikely that one single agent or event will dramatically alter a student's motivation to learn, or will positively impact all of the students, it is important to acknowledge that student motivation is dynamic. Through teachers' own behavior, course design and teaching practices, they can create classroom conditions that encourage engagement and motivation to learn on a variety of levels. By implementing an array of strategies that fit their teaching style and classroom environment, they can greatly stimulate and sustain students' motivation to learn both in their writing classroom and within the overall subject matter.

A motivating classroom is characterized by clear purposes and is based on what the teacher knows about his/her particular students and about human learning and motivation. Active teachers modify instruction based on learners' reactions and mastery of information and manage their classes to maximize student success.

Since motivation to learn a second language is not a static state but an on-going process, research which focuses on how similar programs impact on students' engagement and motivation to write over a longer period would be very valuable.

5.3 Recommendations

The above findings and the conclusions derived from the situational problems of the study schools led to the recommendations presented below.

5.3.1   Enhancing Teachers' efforts and enthusiasm:

As instructor, English teachers need to be courageous. They are the major source of stimulation for the course content and the overall tone of their classroom. Therefore, it is important for them to model the behavior they want to see their students display. If they appear bored and uninterested in the course, their students will most likely respond to that negative energy and apathetic attitude by duplicating it. Being excited about the content, presenting the information and activities in an organized and interesting way, and showing a genuine interest in teaching will go a long way in maintaining student attention. Mechanisms that foster them with salient teaching methodologies and motivational strategies need the attention of the school leadership. Workshops, seminars, couching and mentoring strategies can merit such teachers' inadequacies in strategy information.

5.3.2   Applying inductive teaching strategy and process approach over product orientation:

 Inductive teaching begins with the presentation of examples and proceeds in a guided manner to the realization of the point of the lesson. The inductive teaching approach maximizes student participation. It's a great way to motivate students and get them focused on the goal for instruction. It also provides opportunities for incidental learning (Dornyei, 2001). On the other hand, the very notion of focusing on process approach over product was recognized with scanty attention. Teachers require learning and implementing process approach of learning writing than product approach.

5.3.3   Giving students options in the classroom:

We know that students enter our classes with differing degrees of knowledge in the discipline and with different interests. To capitalize on what exists in our students, we must take time to discover what students are actually bringing to the course (Forsyth & McMillan, 2000). Empowering students by giving them a sense of autonomy and helping them develop writing skills for self-directed learning needs an indispensible attention of English teachers. Whether it's allowing students to select a writing topic or getting their input when designing an evaluative rubric, students' motivation is increased if they feel that they have control of their learning outcomes.

5.3.4   Making writing lessons relevant:

Research suggests that students display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. By connecting the material to real-world experiences or their educational goals, either through examples or in-class activities, teacher will deepen their understanding of the material and allow the students to see the value of what they are learning (Ushioda, 1996). In the same perspective, providing students with language for writing, e.g., useful expressions, sentence structures, and vocabulary related to each writing task, was reported to be helpful. This can be done by first inviting students to share with their friends the vocabulary related to the given topic they already know and then the teacher adding more to the students' vocabulary list. Helping students with language for writing before they write on their own also reflects students' high expectations of their teachers. Teachers are expected to be better than their students and they are supposed to offer the help (the language) the students need for each writing task.

5.3.5   Communicate an expectation of success:

Students will rise to the teacher's expectations which are communicated by the teacher's level of engagement and interaction with the students. This can be something as informal as using students' names in class to a formal evaluation of their work. Subtle forms of behavior, even if unintentional, can be a powerful influence on student performance.

5.3.6   Facilitating student teams and cooperative learning in the Writing Classroom:

The characteristics of effective student teams have been widely studied. This can improve student motivation and improve the overall energy level for them. Well-planned team assignments are crucial to using student teams in the writing class well. The framework, thus, consists of four related components: designing good team assignments, constructing student teams carefully, teaching teamwork skills, and assessing student teams. Cooperative learning, on the other edge, involves having students work together to maximize their own and one another's learning (Johnson, Johnson & Smith, 1991).

5.3.7   Creating assignments that are appropriately challenging:

It's important to consider the students interests, background knowledge, and abilities when designing coursework. Teachers need to provide students with the opportunity for early success (avoidance anxiety and risk aversion) and gradually increase the degree of difficulty with the assignments, assessments and

exams as the semester progresses. The key is to strike a balance so that every student feels that he/she, with reasonable effort, has the capability to succeed while still being challenged to stretch his/her limits. It is important to recognize that student motivation can be maintained if learning goals are challenging but not overwhelming; both course goals and personal goals must be set at an appropriate level.

5.3.8   Provide constructive, timely feedback:

Students want to be recognized for the hard work and effort they put into their classes, and whether we like it or not, many view grades as a primary incentive for their scholastic efforts. By returning assignments quickly and by constructively communicating positive and negative feedback, English teachers can be able to acknowledge the students' hard work while still encouraging them to strive for more. If students don't receive feedback on their written works, it is often difficult for them to know whether or not they are fully meeting the writing classroom expectations and learning the material. In addition, if teachers neglect to explain why something was wrong or point the student in the right direction by further articulating their expectations, the student may not make any additional effort to succeed as he/she doesn't know what direction to take. Since our ultimate goal is for students to learn the course material, consider underscoring or deemphasizing the grade (mark) earned by prioritizing and shifting the focus from the grade to the detailed comments and feedback we provided on their work (Angelo & Cross, 1993).

5.3.9   Peer evaluation

Research also shows that students who participate in peer evaluation have an increased awareness of the quality of their own work and increased confidence in their abilities. On the whole, students find peer evaluation to be a fair method of assessment and are generally very satisfied with the process (Cestone, et al., 2008). Peer evaluation can be useful both to provide feedback to improve team interactions while the teamwork is in progress and to measure individual accountability in students' course grades.

REFERENCES

Albaum, F. (1997). Vocabulary learning processes in cooperative, competitive and individualistic learning situations. *Research on motivation in education* (2), 249-286. New   York: Academic Press.

Alene Ketema (2012). *Teachers' and Students' Views Towards Using Literary Texts in EFL Classrooms*: the case of Aboker Preparatory School, Grade 12, Harari Region.

Al-Mahrooqi, R., & Asante, C. (2010). Analyzing the Use of Motivational Strategies by EFL Teachers in Oman. *Malaysian Journal of ELT Research*, 8 (1), 36-76.

Alshehri, E. (2011). *Saudi EFL teachers' and students' perceptions of motivational strategies*, Saudi: University of Salford.

Baily, D. (2002E.C.), *English for Ethiopia Teacher Guide, Grade* 10. AddisAbaba: Federal Democratic Republic of Ethiopia, MoE.

Banya & Cheng, (1997). Performing expository texts in the foreign language classroom. In C.Kramsch & S. McConnell-Ginet (Eds.), Text and context: *Cross-disciplinary perspectives on language study* (pp. 67-78). Lexington, MA: D.C.Heath and Company.

Banya, D. & Cheng, M. (1997). *Content-based second language instruction*. Rowley, MA: Newbury House.

Bereiter, C. & Scardamalia, M. (1997). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Berger, A. & Alwin, K. (1996). A Synthesis of Approaches to Assessing Language Learning Strategies. In R. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (Technical Report No.13) (pp. 89-106). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.

Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, students perceptions, student motivation, and English achievement. *The Modern Language Journal*, 08, 387-401.

Biancarosa, G., & Snow, C. E. (2004). *Reading next*: A vision for action and research in middle and high school literacy: *A report from the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Black, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., and Palincsar, A. (2000). "Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning." *Educational Psychologist*, 26 (3 & 4), 369-398.

Blanton, L. (1999). Classroom instruction and language minority students: On teaching to "Smarter" readers and writers. In L. Harklau, K. Losey & M. Siegal (Eds.), *Generation 1.5 meets college composition* (pp. 119-142). Mahwah, NJ: Lawrence Erlbaum Associates.

Brown, H.D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Longman.

Bruning, R. , and Horn, C. (2000). Developing motivation to write. *Educational Psychologist*, 35, 25- 37.

Carson, J. (2001). Second language writing and second language acquisition. *In T. Silva and P.Matsuda (Eds.), On second language writing* (pp. 191-200). Mahwah, NJ: Lawrence Erlbaum Associates.

Cestone, C., Levine, R., & Lane, D. (2008). Peer assessment and evaluation of team-based learning. In L. K. Michaelsen, M. Sweet, & D. X. Parmelee (Eds.),*Team-based learning: Small group learning's next big step* (pp. 69-78). New Directions for Teaching and Learning, No. 116. San Francisco, CA: Jossey-Bass

Cheung & Dornyei, (2007). Current issues and challenges for foreign language education in Korean secondary schools. *Annual Conference of Foreign Language Education Research Institute,Seoul:* Seoul National University, 23-25.

Cohen, A. (1998). *Strategies in Learning and Using a Second Language*. New York: Addison Wesley Longman.

Crookes, G. & Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41,469-512.375-397). Norwood, NJ: Ablex Publishing Co.

Davis, B. (2002). *Helping students write better in all courses*. San Francisco: Jossey-Bass

Dickinson, J. (1995). Motivation and Motivating In The Foreign Language Classroom. *Modern*

Language Journal, 78, 273-284.

Donovan, M. (2000). How to Develop Better Writing Habits. Expanding the theoretical framework. *The Modern Language Journal*, 78, 12-28.

Dornyei, Z & Otto, I. 1998, '*Motivation in action*: *A process model of L2 motivation'*, CILT Research Forum- MotivationinLanguageLearning, http://www.cilt.org.uk/research/resfor3/dornyei.htm>,(retrieved on   Mar . 28,2005)

Dörnyei, Z. & Otto, A. (1998). *Moving language learning motivation to a larger platform for theory and practice.* In R. Oxford (Ed.),Language learning motivation: Pathways to the   new   century (Technical Report No. 11) (pp. 71-80). Honolulu: University of Hawai'i, Second LanguageTeaching and Curriculum Center.

Dörnyei, Z. (1998). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40,(1), 45-78.

Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135.

Dornyei, Z. (2010). 'Motivation and motivating in the foreign language classroom', *Modern Language Journal* 78:74-80.

Dornyei, Z. 2001, *Teaching and Researching Motivation*, London:Longman

Ellis, R. (1994). *The study of second language acquisition*. New York: Oxford University Press.

Fitzgerald, J., & Shanhan, L. (2000).Teaching children about revision in writing. *Cognition and Instruction*, 4,3–24.

Flower, L. (1994). *The construction of negotiated meaning: A social cognitive theory of writing. Carbondale:*   Southern Illinois University Press.

Forsyth, D., and McMillan, J.(2000). *Practical Proposals for Motivating Students*. Sanfransisco: Menges and M.D.

Gardner, R. (1992). *Attitudes and Motivation in Second Language Learning*, Rowley,   MA: Newbury House.

Gardner, R. (2001). *Social Psychology and Second Language Learning: The role of attitudes   and motivation.* London: Edward Arnold.

Geberew Tulu Mekonnen (2014), EFL classroom Assessment: *Teachers' Practice and Teaching Techniques   Adjustment   in   Ethiopia,*   9(20),1071-1089,   October   2014,   DOI: 10.5897/ERR2014.1857, retrieved on   28/ 01/2015

Gonzales, R. (2010). Motivational orientation in foreign language learning: The case of Filipino foreign language learners. *TESOL Journal*, 3, 3-28.

Gruber, T. (2002). Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Application*'. Language Learning* 20:3-32

Herrel. A. (2004). Fifty strategies for teaching English language learners. An ESL teacher's, Washington, D.C: Georgetown University Press.

Jacques, R. S. (2001). Preferences for instructional activities and motivation: A comparison of student and teacher perspectives. *In Z. Dornyei & R. Schmidt (Eds.), Motivation and second language acquisition* (185-199). Honolulu: University of Hawai'i Press.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*, 19(1), 15-29

Johnson, K. Johnson, R. & Smith, S. (1991). Students' goal orientation and cognitive engagement in classroom activities. *Journal of Educational Psychology*, 80, 514-523.

Jones, N. (1998). Comments on Tony Silva's "On the ethical treatment of ESL writers": a defense of using themes   and topics to teach ESL/EFL writing. *TESOL Quarterly*, 32 (2). 338- 342.

Kaufman, D. B., Felder, R. M., & Fuller, H. (2000). Accounting for individual effort in cooperative learning teams*. Journal of Engineering Education*, 89(2), 133-140.

Kimura, S., Nakata, T. & Okumura, R. (2001). *Content-Based Instruction in Foreign Language Education: models and methods*. Washington, D.C: Georgetown University Press.

Klavas, Y. (1994). Feedback on feedback: Assessing learner perceptivity to teacher response in   L2

composing. *Journal of Second Language Writing*, 3, (2), 141- 63.

Liando, N. V. F., Moni, K. B., & Baldauf, R. B. (2005). Student motivation in learning English as a foreign language in an Indonesian context. In J. Yamanashi & I. Milojevic (Eds.), Researching identity, diversity and education. Brisbane: Post Pressed.

Martin, J. L. O., & Escabias, E. R. (2007). Motivating factors in the students of FLL (English) at the Faculty of Education University of Granada. *International Journal of Learning*, 13(9), 1-15.

Marzano, R.J. (2004). Building background knowledge for academic achievement. Alexandria, VA: Association for Supervision and Curriculum Development. Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development. McCombs, B. *"Motivation and Lifelong Learning." Educational Psychologist*, 1991,26(3 & 4), 117-127.

Mayer, T. & Heather, T. (1997). Learning through writing: A rationale for writing across the curriculum. In A.D. Pellegini & T.D. Yawkey (Eds.), *The development of oral and written language in social contexts* (pp. 183- 198). Norwood, NJ: Ablex.

Nakata, C. (2006). *What teachers need to know about language*. McHenry, IL: The Clearing National Commission on Writing. (2005, July).*Writing: A powerful message from state government*. Retrieved July 31, 2006, from http://www.writingcommission.org/report/html

National Commission on Writing.(2004,September).Writing: A ticket to work… or a ticket out: A survey of business leaders .Retrieved July 31, 2006, from http://www.writingcommission. org/report/htmlNCLRC (The National Capital Language Resource Center), (2007). *The Essentials of Language Teaching*, Washington, DC:

Needels, M., & Knapp, M. (1994). Teaching writing to children who are underserved. *Journal of Educational Psychology*, 86,339–349.

Nikolov, M. (1999). 'Why do you learn English?''Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3(1), 33.

Nilson (2010). *Strategies for Increasing Student Motivation*. Washington, D.C: Georgetown University Press.

Noels et al., (1999). Personality, Motivation, Anxiety, Strategies, and Language Proficiency of Japanese Students. *University of Hawai'i Working Papers in ESL*, 15, 1, 33-72.

Nowacek, R. Associate Professor of English, Director of the Ott Memorial Writing Center, www.marquette.edu/…hatMakesWritingSoImportant.shtml, retrived on Octover, 2014.

Omaggio Hadley, A. (1993). Teaching language in context. Boston: Heinle & Heinle
Oxford, R. & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework,Modern *Language Journal*,78:12-28

Oxford, R. L.& Shearin, J. (1996). Language Learning Motivation in a New Key. In R. Oxford (Ed.), Language learning motivation: Pathways to the new century (Technical Report #11) (pp. 121- 141). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.

Pintrich, R., & DeGroot, E. (1990). Motivational and self-regulated learning components of classroom academic performance, *Journal of Educational Psychology*, 82, 33 -40.

Ryan, R. & Deci, E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.

Sanchez, A. (2014). *Enhancing Motivation through Writing Portfolio*. Medellin: Universidad de Antioquia.

Sayadian, S., & Lashkarian, A. (2010). Investigating attitude and motivation of Iranian University learners toward English as a foreign language. *Contemporary Issues in Education Research*, 3(1), 137-147.

Schacter, J. (1999). The impact of educational technology on student achievement: What the most

current research has to say. Milken Exchange on Educational Technology, Santa Monica, CA. (ERIC Document Reproduction Service No. ED 430 537).

Schiefele, U. (1991). *"Interest, Learning, and Motivation." Educational Psychologist*, 26(3 & 4), 299-323

Schmidt, R., Boraie, D., & Kassagby, O. (1996). *Foreign language motivaton: Internal structure and external connections*. In R. L. Oxford (Ed.), Language learning motivation: Pathway to the new century(pp. 9- 70). Honolulu: University of Hawai'i Press.

Searby, M., & Ewers, T. (1997). An evaluation of the use of peer assessment in higher education: A case study in the School of Music, Kingston University. *Assessment and Evaluation in Higher Education*, 22(4), 371- 383.

Selma, (2011); Theory and Practice in Language Studies: Motivation, writing and content-based instruction, 1, (7) 785-788.

Shaaban, K. & Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals,* 33(6), 632-644.

Sperling, M., & Freedman, S. (2001). Review of writing research. In V. Richardson (Ed.),*Handbook of research on teaching*(4th ed., pp. 370–389).Washington, DC: American Educational Research Association.

Sternglass, J. (1997). *Genre analysis: English in academic and research settings*. Cambridge, England: Cambridge University Press.

Taylor, L. (1999). *Teaching and learning vocabulary*. Herefordshire, UK: Prentice Hall international.toolkit. 2nd ed. Winnipeg. Canada. Penguin Publishers.University Press.

Upshur, J and Turner, C.. (1995). Constructing rating scales for second language tests. *ELT Journal*, 49, 3-12.

Ushioda, M. (1996). What the "Good Language Learner" can teach us. *TESOL Quarterly*, 9,41- 51.

Walsh, K. (2010). The Importance of Writing Skills: Online Tools to Encourage Success. free online writing tools for students, importance of writing for students, web based writing tools to help students learn improve writing skills, retrieved on 28 October, 2014

Wells, G. (2000). *Dialogic inquiry in education: Building on the legacy of Vygotsky*. In C. Lee &P. Smagorinsky (Eds.), Vygotskian perspectives on literary research (pp. 51-85). New York: Cambridge University Press.

Williams, M. & Burden, R. (1997). *Psychology for Language Teachers*, Cambridge University Press, London

Williams, W. & Burden, Z. (1997). Understanding L2 motivation: On with the challenge! Modern *Language Journal,* 78,515-523.

Wlodwoski, R. (1985). Enhancing adult motivation to learn. San Francisco: Jossey-Bass.

Yore, L. (2003). Examining the literacy component of science literacy: 25 years of language arts and science research. *International Journal of Science Education*,25,689–725.

Yuanfang, Y. (2009). A study of foreign language learning motivation and achievement: From a perspective of socio-cultural theory. *CELEA Journal*, 32(3), 87-97.

Zamel .J. (1998). *Building academic language*. Newark International Reading Association.

Zamel, V. (1998). Strangers in academia: The experiences of faculty and ESL students across the curriculum. In V. Zamel & R. Spack (Eds.), Negotiating academic literacies: *Teaching and learning across languages and cultures* (pp. 249-264). Mahwah, NJ: Lawrence Erlbaum Associates.

Ziahosseini, S. & Salehi, M. (2008). An investigation of the relationship between motivation and language learning strategies. *Special Issue English*, 41, 85-107.

APPENDICIES

Part-1: TEACHERS' QUESTIONNAIRE

Dear teacher,

The purpose of this questionnaire is to assess how English language teachers' motivational strategies in Shebe and Seka High Schools are helping Grade 9 students develop writing skills. I assure you that the data purely serves an educational research purpose and remain confidential. I hope the genuine information you provide me with the questions you get here under is much valuable and reliant to come to meaningful conclusions.

Thank you in advance!

I PERSONAL INFORMATION

(NO NEED TO WRITE YOUR NAME)

1. Qualification: a) Certificate_____ b) Diploma_____ c) First Degree_____ d) Other (specify):_____

2. Teaching experience in years: a) 1-5_____ b) 6-10_____ c) 11-15_____ d) 16-20_____ e) >20_____

3. Grade Level(s) you are currently teaching: a) Grade 9 only___ b) Grade 9&10___ c) Grade 10 ____

4. Have you ever participated in any workshop/ seminar/ panel arranged on classroom motivational strategies?

a) yes_____ b) no_____ c) can't say _____

5. How do you rank teaching writing in your EFL classroom in general?

a) It is highly challenging. ____ b) It is difficult. ____ c) It is normal to my experience.____

d) It is enjoyable to my situation.____ e) It is very interesting to my situation.____

II SPECIFIC INFORMATION

DIRECTIONS: The survey scale on the next four pages uses a 5-point scale, ranging from "*strongly disagree*" to "*strongly agree*." Think about your school as you read each of the statements below. Then tick (√) under the number that best describes how much you agree with that statement. If you have no knowledge to make an accurate selection, mark (√) under N, which means, NEUTRAL or ''no basis to judge".

Rating scale: STRONGLY DISAGREE (SD) =1; DISAGREE (D)=2; NEUTRAL (N)=3; AGREE (A)=4; and STRONGLY AGREE (SA)=5.

Section 1: Classroom Motivation-Related Strategies that can Help Students Developing Writing Skills

Writing Classroom Motivational Strategies	Response Options

	(Adapted from Teaching at its Best, Nilson, 2010; Pintrich & DeGroot, 1990).	SA	A	N	D	SD
1	Do you design your course with care and explain your rationale for it to your students?					
2	Allow students some voice in determining the course contents?					
3	Foster good lines of communication in both directions in your writing classroom?					
4	Maintain a writing classroom order to earn your students' respect on writing practices?					
5	Highlight the future occupational potential of writing to the students?					
6	Do you often explain to your class why you have chosen the teaching methods?					
7	Make the materials/ learning activities meaningful to students by connecting them to the real world?					
8	Do you usually Promote effort attributions e.g., encourage risk-taking?					
9	Are you sensitive to difficulties your students may have in their writing performance?					
10	Increase the amount of English you use in the writing class?					
11	Do you often share tips for the students to learn the writing material, for instance, by reading from sources?					
12	Do you often apply cooperative learning formats in the writing class?					
13	Do you reinforce the idea that all students can improve their cognitive abilities with the process of practicing?					
14	Do your writing tests and assignments focus on the students' conceptual ability for them to practice the writing task?					
15	Do you let students assess themselves on peer assessment basis, for e.g., in their sentence structures, paragraph development, spelling, capitalization, punctuations?					
16	Do you give students constant feedback on their writing performance errors?					

Section 2: Motivational Strategies May be Frequently Employed by English Teachers

No	Frequently Employed Motivational Strategies	Response Options				
		SA	A	N	D	S.D.
1	I bring in and encourage humor.					
2	I show my own enthusiasm for teaching writing.					
3	I allow students to know and help each other.					
4	I often remind students of the benefits of mastering English writing.					
5	I usually familiarize students with the cultural background of the target language					
6	I explain the importance of the class rules for effective writing.					

7	I encourage students to set learning goals for English writing classes.					
8	I design English writing tasks that are within the students' ability.					
9	I always give attention to all students as equally as possible.					
10	I monitor students' progress and celebrate their victory.					
11	I teach self-motivating strategies, for e.g., remembering inspiring stories, etc					
12	I give good reasons to students as to why a particular task is meaningful.					
13	I use a short and interesting opening activity to start each class.					
14	I show students care towards their writing effects.					
15	I encourage peer teaching in the writing class.					
16	I create a supportive classroom climate that promotes risk-taking.					
17	Because of time constraints, I couldn't able to correct the students' writing errors frequently.					
18	I try to make sure grades reflect students' effort and hard work that includes writing.					
19	I help arranging English writing competitions in the class or in the school.					

Section 3: Relevance of the Existing Motivational Strategies to the Students

No	Some Indicators of Relevance	Response Options				
		SA	A	N	D	SD
1	In the writing class, I prefer course material that really challenges the students so they can learn new things.					
2	I choose writing assignments so that the students usually perform themselves effectively.					
3	I am not usually interested to provide the students writing assignment because the students always show anxiety for it.					
4	Getting a good grade in the writing class is the most satisfying thing for my students.					
5	As I personally see it, my students are able to use some of their writing experiences learnt in the writing class into other courses.					
6	I am very interested with my students' progress in the writing area.					
7	The students' understanding about the purpose of English writing is genuine.					
8	Most of the students like what they are learning in the writing class.					
9	Majority of the students respond in a well-organized manner in assignments and assessments.					
10	As I see the behavior most of the students display, they view their writing error as learning opportunities.					

No	Some factors of Effectiveness				
11	Majority of the students try to build short paragraphs with fluency and confidence.				
12	The students display greater enthusiasm and interest for writing so as to relate the writing activities to their daily lives.				

Section 4: Some Motivational Factors

No	Some factors of Effectiveness	SD	D	N	A	SA
1	Motivating students in the English as a foreign language (EFL) classroom is often a complex task.					
2	Learner's readiness or attitude to the target language is almost poor to maintain classroom motivation.					
3	It is often impossible to sustainably enhance the students' attitudes by the teacher in the writing classroom environment because of the learners' inadequate linguistic background.					
4	Students' background experiences within the classes varied and had different effects on their interest in writing with foreign language.					
5	The students do not usually show commitment to take responsibility for their own learning through writing.					
6	When the students study for a test, they hardly try to put together the information from the writing class and from the text-material.					
7	Some English language teachers lack commitments to use various effective strategies enhance motivation for writing class.					
8	I believe that the method of teaching writing at my department is traditional.					
9	To me, the curriculum seems neglected to link the writing tasks with the authentic life of the students.					
10	The writing activities in the English textbook are selected by the English teaching staff for ease of writing tasks to the students need.					

Part -2: SUDENTS' QUESTIONNAIRE

Dear students,

The purpose of this questionnaire is to assess how English language teachers' motivational strategies in Shebe and Seka High Schools are helping Grade 9 students develop writing skills. The genuine information you provide me with the questions you get here under is highly reliable to come to meaningful conclusions. For ease of communication, each question is translated to your vernacular when you fill, then, you indicate your response from the 5 options by making a tick (√) mark in the box under the number that best describes how much you agree with that statement. If you need to change your mind, make ''X'' in your former choice-box before you go to fix new ''√'' mark in another box. Please, never use more than **ONE** tick mark for every question.

Thank you in advance!

- **(NO NEED TO WRITE YOUR NAME)**
- Age_____ Sex_____

Section 1: Students' Motivation Level Resulting from the Existing Classroom Strategies

No.	Indicators	Response Options				
	(Adapted from Pintrich & DeGroot, (1990).	SA	A	N	D	SD
1	For me, learning English through writing is fun.					
2	Compared with other students in this class, I expect to do well in writing.					
3	I like what I am learning in the writing class.					
4	I see the importance for me to learn what is being taught in the writing class.					
5	I think that what I am learning in the writing class is useful for me in the future.					
6	When I do a written homework, I try to remember what the teacher said in class so I can answer the questions correctly.					
7	I often write also after the class study.					
8	I think I will be able to use what I learn in the writing class in other classes.					
9	Even when I do poorly on a test I try to learn from my mistakes.					
10	When I study for writing, I put important ideas into my own words.					
11	Before I begin writing, I think about the things I will need to do to write my best.					

12	When I am writing on a given topic, I try to make everything fit together.				
13	When writing, I try to connect the things I am writing about with what I already know.				
14	I write effective sentences keeping with the rules of spelling, capitalization and punctuation marks.				

Section 2: Relevance of Classroom Strategies for Developing Writing Skills

No	Indicators for Relevance of Classroom Strategies	Response Options				
		S	A	N	D	SD
1	I recognize the use of writing is a good way of learning English.					
2	The teacher always reminds us to work toward the same goal.					
3	The teacher shares with students the value of English writing as a meaningful experience.					
4	The teacher encourages students to share personal experiences and thoughts.					
5	The teacher less recognizes students' effort and achievement.					
6	The teacher never involves students in designing the English writing activities.					
7	The teacher usually introduces us authentic cultural materials.					
8	The teacher teaches us (students) to learn writing techniques.					
9	The teacher frequently encourages us to try harder in our writing					
10	The teacher encourages us to use English outside the classroom.					
11	The teacher allows students to assess themselves.					
12	Writing performances in our exercise books have never checked by the teacher for us to get timely feedback.					

GAAFANNOO BARATTOOTAAF DHIHAATE

Kabajamoobarattootafaayedaangaaffileen kun mala yookiinakkaataamannibarumsasadarkaa

2ffaa Shabee fi Saqqaakutaa 9ffaa dandeetti barreessu barattootaasisi `eessuu fistiraatee

jiibarsiisaanittiin barattoota barsiisuirratti qorannoon kun kangaggeefamudha. Odeeffannoo kanisinirraaargachuunkooqorannookanaafbay`eewaannafayyaduufamantummaannaafguutaa,yero oguuttanfilannooshanwaanqabuufkanittiwaliigaltanmallattookan (√) sanduuqa tokko keessaa ltokko qofakaa`aa.

Waannagargaartaniifgalatoomaa!

T/L	Gaaffileewwandhihaatan
	[Adapted from Pintrich&DeGroot,(1990)]
	K U T A A T O K K O
1	Daandeettibarreessuuningiliffaannagamachiisa
2	Ingilifaanbarreessuuttiittingamada
3	Dandeettiibarattootadareetokkooyookanbiraawaliinwalorgomanakkawaangaariitokkohojadheettanfudha
4	Anidandeettiibarreessuukeessattinanjaaladha.
5	Aniwantandareekeessattibaradhuakkawaannafayyaduuttanilaala.
6	Barnootadareekeessattibarannusirritanhubadha
7	Yeroonbattalleefuhusalphiseenyaada.
8	Akkayaadamataakoottidareebarreessuukeessattiqabxiigaariingalmeessa.
9	Akkkayaadamataakoottidandeettiibarreessuudareekeessattibaradhugarafuuladuraattinafayyada.
10	Akkayaadamataakoottikanindareekeessattibaradhunaafbarbaachisaadha
11	Yeroonhojiimanaahojjadhuwantandareekeessattibaradhu nan yaadaha, kanaafuugaafiinaaafkennamu nan hojjadha.
12	Dareebarnootaanalaaltokkotokko nan barreessa.
13	Akkayaadamataakoottiwaandareekeessattibarreessinufuundurattiittinfayyadama.

14	Yoon battalleeirrattilleeqabxiigadaanafideyyuudogongorakoo nan baradha.
15	Gaafiinani of gaafadhukeessatokkomaateeriyaaliimaaldubbisuuakkanqabuqulqulleefachuudha.
16	Yeroonbarreessuubarbaaduyaadaijoota`anjechootamataakootiinkaa`uudha.
17	Barreessuusosoonhineegalindurawantanbarressusanawaangaariihojjachuufhaalagaariitanyaaa.
18	Yeroonmatadureetokkoirrattibarreessuwaahundaaakkanhojjadhubeekuunqaba.
19	Yeroonbarreessuwantanbarreesusanabeekumsanduraqabuwaliinwalqabsiisuunqaba.
20	Yeroonhimagaariitokkobarreesuseerasirnatuqaaleeeegeeni.

K U T A A   L A M M A F F A A

Gaafilee mala kennabarnootaadareekeessaaandeettiibarreessuuwalqabatu		
1	Barreeffamnibarumsaingiliffaakeessattiakkagaariita`enmirkaneessa.
2	Barsiisaanyeroohundakanhojjatuufgalmatokkoofi.
3	Barsiisaanmuuxannoogaariiqabuingiliffabarressuuirratimuuxannooisaabarattootaisaafnikenna.
4	Barsiisaanmuuxannoomataaisaabarumsairrattiqabubarattootaisaanisisi`eessu.
5	Barsiisaan mala arga-dhageettidareekeessattiniyaalu.
6	Barsiisaanbeekamtii,daneetti fi gahumsabarattootaairrattinilaafisa.
7	Barsiisaangochaingiliffaabarreessuuaddaaddaakeessattibarattootahinhirmaachisu.
8	Barsiisaanyeroohudanmaateriyaaliijirenyadhugoowaliinwalqabatuttiittifayyadama
9	Barsiisaanbarattootaisaatooftaabarreessuunibarsiisa.
10	Barsiisaanaltokkotokkogilgaalaofittinamaharkisankanakkaoduuduriinifayyaama.

11	Barsiisaankeenyayeroonubarsiisuyeroohundabarreesamootaciccimoota`anakkabarreessinunujajjabeessu.
12	Barsiisaanshaakalabarreefamaakeenyailaaleeakkanutiofsirreesinuhinyaalan.

HUB: mallattooleenarmaanolittifayyaamneakkaataaarmaangadiinhikkata;

BW – baayeenwalii gala, **W** – waliingala,**MHD** – murteessuuhindanda`u,**WG** – waliihingalu,

CWG – cirumawaliihingalunbakkabu`a.

Part-3: Interview Guideline

(With English language teachers)

1. Do you often use some motivational strategies helping Grade 9 students become effective in the writing skills? If yes, would you mention the teaching techniques you employ in the writing class? If no, the reason, please?_____

_____

_____

_____

2. Research has shown that for students to be optimally motivated to learn, they must see schooling and education as personally relevant to their interests and goals; and they should possess writing skills and competencies to successfully accomplish the learning goals. So how often do you encourage the students see themselves as responsible agents in the definition and accomplishment of writing goals?_____

_____

_____

_____

3. Some scholars argue in that students' attitudes are influenced by the teacher and the classroom environment. How is your experience towards creating, maintaining the students' with positive interest in English writing?

_____

_____

_____

_____

4. To have learning a long-lasting effect on the academic quality of students, teachers must be able to help students understand and incorporate principles of cooperative learning into their academic work. This involves active/ collaborative efforts, and motivation for academic tasks by an individual student. How do you incorporate such principles in your classroom writing process, assessment and feedback contexts?

_____

_____

_____

_____

Part-4: Observation Check-List

Name of the School:-_____

Date of observation:-_____

Classroom observed:- 9_____

Total No of students:_____

No	Issue to be observed	Result	
		yes	no
1	Does the teacher show the relevance of the writing material?		
2	Does the teacher define course goals and help the students think about personal learning goals?		
3	Makes use of students' interests and background knowledge?		
4	Do the students possess the skills and competencies to successfully accomplish the writing goals?		
5	In the writing class, specific actions are taken by the learners to make learning easier, faster, more enjoyable, more self-directed and more effective?		
6	Makes the writing class interesting, for instance, by Personalizing the learning process; promoting learners' autonomy; and trying to use a variety of activity types?		
7	Do the students get opportunity for peer learning and correction?		
8	Does the teacher give helpful and frequent feedback?		