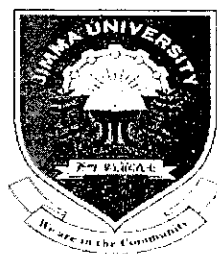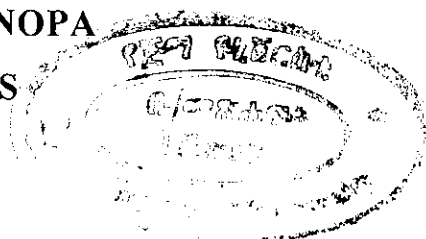JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

A SURVEY OF MOTIVATIONAL STRATEGIES USED BY

EFL TEACHERS IN LISTENING LESSONS:

HURRUMU, ABDI BORI AND NOPA

HIGH SCHOOLS IN FOCUS

BY:

SOLOMON ASRES

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH

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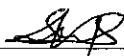
Declaration and Evaluation

Research Title: A survey of Motivational Strategies used by EFL teachers in listening lessons: Hurrumu, Abdi Bori and Nopa High Schools in focus

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.

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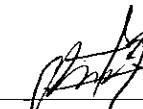
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ABSTRACT

The main purpose of this study was to make a survey of motivational strategies that were used by EFL teachers in enhancing the students' listening skill. The study specifically covered the practice of teachers' use of motivational strategies, how they see the roles and the challenges of applying the methods in the case of Hrurrumu, Abdi Bori, and Nopa High Schools found in three woredas of Ilubabor Zone. As the study employed descriptive research design, both quantitative and qualitative research methods were used. Random sampling technique was used to select sample students respondent; whereas, comprehensive sampling was used for EFL teachers. Questionnaires were administered to 180 students. Both questionnaire and semi-structured interview used to collect data from teachers. Furthermore, the researcher made observations were during the listening lesson. For the analysis of the quantitative data collected from students, frequency, percentage, mean score and standard deviation were used and the qualitative data collected from teachers were analyzed through narration. The results reveal that almost all teachers believed in the role of motivational strategies in the listening skill development. However, there was a considerable mismatch between what they believe and what they practice in the actual classroom. Teachers were not using effective and sustained motivational strategies convenient for the listening skill classroom. Some of the main challenges identified from the students' side include, low interest and poor prior experience of the listening skill, and lack of skill to use the methods. The others are from the side of teachers. From the findings, it is possible to conclude that these motivational strategies help EFL teachers in enhancing students' motivation and encouraging their involvement in the classroom activities of listening skill.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Scholars in the field of language teaching and psychology underline that motivation is one of the decisive factors for successful language learning. Dornyie (2008) emphasizes the importance of motivation to be the basic notion in psychology and this concept has a paramount importance in the success of language learning. Without sustained motivation, it will be hard for students of L2 or foreign language to successfully achieve their goal. This means that motivation gives the primary deriving or initiating power for the students to have an elongated continuous interest of learning. This in turns indicates the necessity of appropriate motivational strategy to be applied in the process of teaching learning activity.

Bahous, Bacha, & Nabhani, (2011) argue that SL and FL learning motivation was first inspired by Gardner, Clement and their coworkers since 1970s. It was then understood as how the learners perceive the target language learning and its L1 speakers; the extent of relation or contact that the learners have with L1 speakers and their self-reliance. Bahours and et al. state that the interest learners have to wards learning a specific language determines the extent to which they become effective and since language is seen as one's identity, it is quite different from learning other courses or a set of rules and grammar. Therefore, it is a type of creating or adjusting an opinion of self-developing a new character of societal and culture. Motivation also determines learners' habit of learning socially (Bahours, et al.).

The researches on motivation of SL and FL have been greatly influenced by the works of Gardner after 1970's (Brown, 2000). It has been recognized as one of the key factors that determine the achievement and attainment of S/FL. Even strong learners are unlikely to achieve their objective in a sustained manner without having enough deriving force or motivation (Cheng and Dornyei, 2007). Other researches in general psychology and educational psychology as well as those in TEFL have given a paramount position on the advantage of motivation. Encouraging learner is a primary part of the activities of

instructors (Fu Xiao, 2013). Thus, the use of motivation in language classroom is one of the major activities of language teacher in general and in listening classes in particular.

Listening is such a significant language skill that FL students need to develop. Nowadays, English is a key factor to be successful in any kind of spoken interactional function; and a success in any academic activity will be based on the extent to which the listener gained or listened effectively. This is also acquired to the point that the learners are interested to the activity or the learning of listening skill. In other words, leaning listening skill is determined by the extent to which the lesson reached the interest of the listener.

Later on, in 1970s scholars have come to identify the great role of listening skill in the success of learners in their academic career. "The listening abilities of learners could influence learners' achievement in [all] disciplines... where learners are expected to comprehend and take notes from lectures, one's listening ability has a paramount influence on achievement" (Moges, 2003, pp.3-4). He further stated the positive correlation between FL learning success and strategy use. Furthermore, strategy training brought about motivating progress for learners.

Despite the fact that English is a medium of instruction in Ethiopian high schools, in some regions (e.g. SNNP, and Tgray) starting from Grade 5, no specific consideration had been given to assist learner increase their listening skills which in fact allows them to do well in their academic achievement. As far as the teaching experience of the researcher is concerned, it is possible to say that listening skill and its motivation is relatively given little attention by English teachers in the area where the research focuses.

The present educational policy of Ethiopia is also required to promote production of competent learners in academic aspects including listening skill (MoE, 1994). This shows that students are taught English for the purpose communicating efficiently in it. To achieve this, the use of appropriate motivation is unquestionable. Language teaching scholars suggest the use of motivational strategies in listening classrooms (Bahous, Bacha, & Nabhani,. 2011; Dornyei, 2003; Brown, 2006).

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Scholars like Oxford (1990) and Dornyei (2001) have stated what activities have to be carried out to motivate students and make them actively participate in every classroom activities which are performed at every stage the tasks. On the other hand, the absence of applying appropriate motivational strategies may have adverse consequence on the success of the students in developing their listening skill. Thus, here it is necessary to make a survey of teachers' use of motivational strategies in listening skill classes.

Motivating students in the EFL classroom is often a complex and a difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dornyei, 1998; 2001a). Most English teachers attest the important role of motivation in the teaching/learning process.

Motivation has been defined in many ways, Dornyei (2001b) defined motivational strategies as methods and techniques used by EFL teachers to generate and maintain the students' motivation to learn L2 as well as to protect it from potentially distracting actions. In this study, this Dornyei's definition is used by the researcher. This paper attempted to make a survey of motivational strategies used by EFL teachers focusing in the three schools (Abdi Bori, Hurrumu and Bilo Nopa High Schools).

1.2. Statement of the Problem

The schools where this research was conducted are found in three neighbor woredas of Oromia Region, Ilu Abba Bora Zone. The main objective of teaching FL is helping students to communicate in it and use the language for academic purpose by developing their language skills. As opposed to these, currently it has been claimed that the students are not as efficient as they need to be in using the language.

As far as the teaching experience of the researcher is considered, the students were poor in their listening skill and their interest to its activities was very low. Moreover, other teachers also claim the same thing. For many scholars in the field of psychology and educators in the field TEFL difficulties concerning motivating students is the next most serious cause of challenge (following keeping classroom discipline) (Dornyei, 2001). A

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number of instances can demotivate or draw attention of students during the leaning and holding their attention throughout the lesson is a complex task. But use of motivational strategies energizes the students' behavior and determines success. Similarly, success in listening lesson is highly influenced by the students' attention to the lesson and activities (Dornyei, 1998; Brown, 2000).

There are a number of motivational strategies that can be used in EFL classes. Research-based advise have been available for many years (e.g. Alison & Halliwel, 2002; Brown, 2001; Dornyei, 2001b; Williams & Burden, 1997). Researchers, such as Cheng and Dörnyei (2007) and Dörnyei and Csizér (1998), also conducted empirical study to investigate the effectiveness of those strategies in EFL classes. Dornyei (2001) states over hundreds motivational strategies EL teachers can use to enhance the students' EL skill. Moreover, some researches were also conducted around listening skill learning motivation (Mulugeta, 1997; Kassing, 2011).

However, it is worthwhile to consider that, the above researchers assessed out the motivational strategies that EFL teachers could implement to improve learners' initiation in their classes supported by the practical data collected from EFL classes, they conducted it in different contexts, in foreign countries and some other areas of Ethiopia (e.g. Mulugeta 1997, on Addis Ababa University Students). The findings might be valid in contexts where the researches were conducted. Cheng and Dornyei (2007) underlined that no motivational strategy is absolute in every context. This is because of the dynamic characteristics of learning situations and different personalities of teachers and learners. In fact, motivational strategies which are highly effective in one EFL class, may not be successful in some other situation; since each classes of language learning has its own features in many ways. Every setting has its own challenges and specific facts of different learning atmosphere like the teaching learning materials, available resources which have determining impact on the attitude and practice of motivational strategies at both the teachers and learners. The researcher did not find any research conducted in similar topic in the schools.

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Accordingly, this study focused in identifying the motivational strategies that EFL teachers used in listening classes to motivate learners, in a specific context of Hurrumu, Abdi Bori and Nopa High Schools' grade 10 students. By gaining deep understanding of the teachers' practice of motivational strategies in listening skill classes, how they see its role and challenges they face in promoting the listening skill, the researcher tried find out the extent to which teachers use motivational strategies, their view of its importance in enhancing the students' listening skill and the hindering factors to apply the strategies in listening class.

1.3.   Research Questions

This study tried to address the following questions,

☞   How do English teachers see the role of motivational strategies in promoting listening skill?

☞   What motivational strategies are frequently used in ELT listening classes?

☞   What are the challenges of teachers' practicing motivational strategies in ELT listening classes?

1.4.   Objectives of the Study

1.4.1. Main Objective

The General objective of this study was to make a survey of teachers' use of motivational strategies in EFL listening classes in Hurrumu, Nopa and Abdi Boru High Schools. In order to attain this general objective the following specific objectives were addressed.

1.4.2. Specific Objectives

The specific objectives of this study were:

☞   to assess how English teachers see the role of motivational strategies in promoting listening skill?

☞   to identify the motivational strategies used in listening classes.

☞ to find out the challenges that teachers face to use motivational strategies in listening classes.

1.5. Significance of the Study

The researcher expected that this study would have significance. It would be significant to EFL teachers in Hurrumu, Abdi-Bori, and Nopa High schools for it would provide them with a better understanding of the role of motivational strategies to have effective and active listening classroom. Moreover, by studying the view of EFL teachers of the strategies used in teaching, teachers in similar contexts would be able to build their knowledge of possible ways to implement more effective motivational strategies in English classrooms particularly in listening. Furthermore, the study may also initiate EFL teachers to conduct similar or further studies and serve as an initial work on this area.

1.6. Delimitation of the Study

This study was restricted in three high schools found in three neighbor wordas found in Ilubabor Zone, Oromia Region: (Mettu Woreda, Bilo Nopa Woreda and Hurrumu Woreda), namely Abdi Bori, Nopa and Hurrumu High School. These schools were chosen by the researcher due to their convenience. Motivational strategies used in grade 10 listening classrooms of EFL classes were focused on in the study.

1.7. Limitation of the Study

The fact that the researcher needed to conduct the data collection activity during the participants' busy schedules put pressures on his and limited the time he had. Moreover, the comprehensiveness of the study would have been increased if it had entertained more schools. But time and finance limited the researcher to three teachers and 180 grade 10 students from three high schools in three Woredas of Ilu Abba Bora Zone.

1.8. Acronym

EAP= English for Academic Purpose

EFL = English as a Foreign Language

EL = English Language

L2 = Second Language

SL = Second Language

SNNP= South Nations, Nationalities and People

TEFL = Teaching English as Foreign language

ESP = English for secondary and preparatory

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. What is Motivation?

Motivation is literally defined as "what causes you to do something" Collins English Dictionary (p.1004). Dornyei (1998) argues that despite a number of researches carried out focusing on human motivation and extensive use of the term there is no common definition given for motivation. He further explained that, this will be very multifaceted and special when it becomes to L2 Motivation. This is due to the complex nature of language and the value that language has. Defining motivation in light of language leaning must consider what to be incorporated in the process of L2 learning. Gardner cited in Babaee (2012) and describes that the process of L2 learning includes, adoption of L2 identity and integration with the background or ways of life in the target language. The definition of motivation in case of foreign/second language also has to consider the different magnitudes like group and individual factors.

Pahlavanpoorfard, & Soori, (2014) described motivation as an aspiration, initiating power and a number of other thoughts concerning the second/foreign language society. Rosser and Nicholson, cited in Mulugeta (2005) defined that motivation is a cause in a behavior that initiate and direct actions and maintain it over a long time. It is also defined by many scholars as a process, a goal directed activity, a motivated activity both initiated and sustained. Brown (2000) defined it as inner drive, impulse, emotion, or desire moves to a particular action. Harmer similarly conveyed it as an internal derives to perform an activity to get something. For him, it is a cognitive arousal to reach upon decision to perform due to continuous mental and physical forces (2001). Similarly Dornyei (2008, p.55) sates motivation as "one of the key factors that determines foreign language achievement and serves as an impetus to generate learning initially and later as a sustaining force to the tedious process of acquiring a target language". Others also defined it an effort and longing to learn and gave a rewarding result. For Oxford and Shearin (1994) it is a desire to achieve a goal combined with the energy to work towards that goal. From the context SL, Oxford (cited in Babaee, 2012) further defined it as an attempt and desire to learn language and positive attitude towards learning. Still, Dornyei

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(1994, p. 274) underlines the role of "Motivation [as] one of the main determinants of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process". Furthermore, Dornyei (1998) explained that researchers seem to agree that motivation is responsible for determining human behavior by energizing and giving its direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher.

Pintrich and Schunk (cited in Dornyei 1998) have also defined that motivation is the method through which goal-directed activity is activated and maintained. It is also defined as a process whereby a 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 achieved.

2.2. Motivational Strategies

Motivational strategies that teachers use to motivate their students are seen as the backbone of the teaching learning process. Dornyie (2001a) states that motivational strategies are methods that encourage the students' goal-related performance. Considering this, in the past decades several researches have been carried techniques of motivational strategies. Dornyei, cited in Dornyei and Cheng (2007) listed about 100 motivational strategies. Furthermore, Dornyei & Csizer cited in Dornyei (1998, p. 131) set the following Ten Commandments for motivating language learners

1. Set a personal example with your own behavior.

2. Create a pleasant, relaxed atmosphere in the classroom.

3. Present the tasks properly.

4. Develop a good relationship with the learners.

5. Increase the learner's linguistic self-confidence.

6. Make the language classes interesting

7. Promote learner autonomy.

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8. Personalize the learning process

9. Increase the learners' goal-orientedness.

10. Familiarize learners with the target language culture

Chang & Dornyei (2007) state that these 10 commandments are the top ranking out of the 18 clustered motivational strategies which are identified based on the study carried out in Hungary form data filled by ELF teachers. But in the study carried out by these scholars in Taiwanese students learning EFL have still totally identified motivational strategies classified in to 10 though there is some differences seen due to some cultural differences, the result of these two studies are similar in most of the motivational strategies Chang & Dornyei (2007).

Furthermore, Brown (2007, p.181) has suggested the following in order to have intrinsically motivated classroom activities.

1. *Does the activity appeal to the genuine interests of your students? Is it relevant to their lives?*

2. *Do you present the activity in appositive, enthusiastic manner?*

3. *Are students clearly aware of the purpose of the activity?*

4. *Do the students have some choice in*
   (a) Choosing some aspects of the activity? And/or
   (b) Determining how they go about fulfilling the goals of activities

5. *Does the activity encourage students to discover for themselves certain principles or rules (rather than simply being "told"?*

6. *Does it encourage students in some way to develop or use effective strategies of learning communication?*

7. *Does it contribute __ at list in some extent__ to students' ultimate autonomy and independence (from you)?*

8. *Does it foster cooperative negotiation with other students in class? Is it a truly interactive activity?*

9. *Does the activity present a "reasonable challenge"?*

10. Do students receive sufficient feedback on their performance (from each or from you)?

On the other hand, Dornyei (2001) Stated a process based motivational strategies to motivate learners learn language actively. It has procedurally categorized in to creating the basic motivational conditions phase, generating the initial motivation phase, maintaining and protecting motivation phase and the last one is the encouraging positive retrospective self-evaluation stage. All stages have some micro strategies.

The first one is creating the basic motivational conditions. These in turn has three macro strategies. There are appropriate teacher behaviors and good relationship with students, creating a supportive classroom climate that promotes risk-taking and accepting of mistakes and formulating and explaining the class rules explicitly. The second phase is generating initial motivation which has five micro strategies as to the framework of Dornyei (2001). These are: enhancing learners' language sense and attitude; increasing the learners' expectancy of success; increasing the learners' goal orientation; making the teaching material be relevant to the learners; and creating realistic learners' beliefs. The third one is the maintaining and protecting motivation phase. Similar to that of the creating basic motivational conditions and the generating initial motivation, this phase has some macro strategies. These are These are: making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learner self-esteem and increasing their confidence, allowing maintain learners to a positive social image, creating learners' autonomy, promoting self-motivating strategies avoiding promoting cooperation among the learners.

Finally, he stated that in order to foster the current motivation in a useful way to promote to the next stage encouraging positive retrospective self-evaluation should be done. This phase has about four micro-strategies which include: promoting motivational attributions, providing motivational feedback, increasing learner satisfaction and offering rewards and grades in a motivating manner. Furthermore, Dornyei argue that though there is no best strategy to motivate students, these strategies may be valuable for one group or the other

or may be more effective tomorrow than today. The macro strategies can be amended based on the context in which the teaching learning process takes place.

2.3. Factors Enhancing Learners' Motivation in Listening Classes

What happens in the classroom setting is believed to construct learners' motivation. Specifically in the listening classes, the listening, the listening tasks and teachers' activities often have direct bearing on the learners' motivation.

2.3.1. Listening Texts/Passages

It is broadly believed that listening texts should be attractive to hold the students' attention. Ur (1984) stresses that there might be some types of listening texts /passages which do give efficient practice without the help of tasks. When the material itself is so interesting or pleasure-giving that it holds the students' attention and demands their understanding for its own sake, the setting of a task becomes superfluous or even harmful. Underwood (1989) suggests a variety of sources for texts for the purpose of teaching listening. However, these are widely applicable to teaching listening in general English. Yet, the idea should be borne in mind when we select listening texts for English for academic purposes (EAP) learners.

In the area of teaching of EAP, either subject specific or common-course approach may be followed (Hutchinson, 1988). The justification for the subject-specific approach is the assumption that relevance to target situation needs enhances motivation to learn English. In practice, this has been taken to mean specialist texts, say biology texts should be used to teach English to Biology students and Physics texts for physics students (Hutchinson). However, this approach seems to encounter problems in terms of language content, student motivation and pragmatic problems associated with a particular situation in which a language program is to operate.

In terms of language content, the variation is not so much significant as the earlier approach underlying register and theoretical analysis assumed. In this connection, Hutchinson, 1998) argue that, there is no grammatical function or discourse structure that can be identified specifically with Biology or any particular subject.

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In terms of students' motivation, Widdowson (1983) cited in Mulugeta (2005) stresses the justification for this approach might arise from the consideration of familiarity or face validity on the part of the learner. He does not agree to the argument that valid texts are relevant at all times. Robinson (1990) also mentions the failure of English in Focus approach because of students' boredom as a result of its dealing with what they know already.

As far as the ease or difficulty of comprehension is concerned, Anderson and Lynch (1988) have identified four principal features of language input that have been found to be influential. These are: (a) the way in which information is organized, (b) the learners' familiarity with the topic, (c) the explicitness of the information given, and (d) the type of input.

2.3.2. Tasks or Activities

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

☞ opportunities for active response (beyond just watching and listening),
☞ opportunities to answer divergent questions or work on higher level of objectives,
☞ game-like features,
☞ task completion involving creating a finished product for display or use, and
☞ task providing opportunities for students to interact with their peers.

One aspect of tasks in relation to students' motivation is the fact that they should promote or stimulate genuine communication. Good tasks should consist of activities promoting genuine communicative interaction among students and encouraging learners to negotiate meaning. Emphasizing that time and attention must be devoted to group dynamics, Parrott (1993) writes that we have to choose activities not only for reasons of language learning but also because they may foster positive communal feelings.

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Hutchinson (1988) also suggests that pair and group work should be usefully employed to minimize the negative effects of the learner's emotional reaction to learning and, instead, boost the positive emotions.

Another aspect of tasks in the students' motivation is the clarity of the objectives of the tasks. In order to ensure the maximum participation of the learners, task designers should make the objectives of the tasks clear. The more students are aware of the goals of the tasks, the more likely they will embark on the activities with a strong interest. Day (1990) also suggest that good tasks call attention to the instrumental value of the knowledge or skills developed in the activities. Learning tasks or activities should be not only closely related, but also applicable to real life situations.

Tasks should also be success-oriented. In connection to this, Harmer (1991) suggests that the teacher should set tasks that should be neither of very high nor of very low challenge because both complete failure and complete success may be demotivating. Ur (1984), with particular reference to listening tasks, emphasizes that tasks which are success-oriented not only improve motivation but also ensure the effectiveness of the listening practice given.

Teaching listening should essentially be different from testing listening (Sheerin, 1987). Tasks that call for a 100% correct comprehension are more tests of memory. These tasks often make the students panic the moment they fail to recognize a word or expression, and overall such tasks have little true motivational value and may be perceived by students as a boring activity and simply as another vehicle for studying grammar and vocabulary.

2.3.3. Instructor's Motivational Roles

Teachers are often expected to take special pains to make sure that their students do not dislike the subjects. They are important in maintaining students' motivation by intelligent handling of both the learner and the subject. A primary function of teachers' management role is "to motivate the learners who are demotivated and to nurture those who are already well motivated to the task of learning FL" (Wright, 1987 p.53).

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Awareness of the pervasive nature of motives and goals is the first step for teachers must be skilled enough to identify and use motives present in students because when these motives are ignored, the learner may show resistance to learning. This reaction may evidence itself directly as aggression, or indirectly as psychological detachment.

There are several ways in which teachers enhance or stimulate the learners' motivation to learn. One way is by projecting intensity which means communicating that the material is important and deserves attention. This is often done by stating the learning objectives and providing advance organizers (Parrott, 1993). He also mentioned it as short and long-term measures, refers to establishing the aims of the lesson and the objectives within it, and making the aims and goals of the course clear well in advance and drawing the students' attention to the achievement of these. Harvey's cited in Parrott general model of learning motivation which has four stages in ESP teaching shows where teacher intervention is required to support students' motivation. In this model, the first stage, "Needs and Expectations", is not a problem for the teacher because most ESP students do not have to be awakened to the usefulness of knowing English or developing the specified skills as they are motivated instrumentally towards the language as a means to other ends. But in Stages Two and Three, "Motivation" and "Learning Activity", the teacher must work to direct students' energies into constructive channels and to keep them on a productive course. This means, it is useful to induce task interest and appreciation.

Another way is by showing interest in the students' opinion or experience and relating the content of the lessons to this (Parrott). The teachers' role is essential in helping students select the most effective type of learning activity which has the most direct relationship to their eventual goal in ESP program.

Yet another way is by adopting a positive attitude towards the learner. For example, a certain language point may take the learners some time to absorb. In this case, Wright (1987) says praise and encouragement for positive effort by the learners will help to keep up motivation. In addition, he believes that teachers themselves should be motivated and interested.

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Still another way is by devoting time and attention to group dynamics. This means, teachers should involve the learners more actively in the classroom process in the activities that demand inter-student communication and cooperative efforts on their part (Wright). This opportunity may also provide another opportunity of self-appraisal and self-evaluation through discussions. To carry out these duties particularly in an ESP setting, teachers should have a command of appropriate communicative methodologies and be skilled in the art of classroom management, small group dynamics, decision-making, and the recognition of individual differences in learning styles.

2.4. Effective Teaching of Listening

Language comprehension is generally seen as part of an interactive procedure takes place from the complex interplay of the three main dimensions of interaction; the social, the cognitive and the linguistic (Brumfit et al., 1996). As to these scholars, the social side considers the reality that interaction involving people is the main way of keeping contact and exchanging information. The cognitive side refers to the correlation between interaction and ideas; kids listen to ideas, recommend their own ideas and build up new thoughts through conversation and listening to others. The linguistic element refers to the ways in which partakers understand, guess and sum up parts of verbal message. Anderson and Lynch (1998) stated that it is possible to sum up the information applied in comprehension:

a. Knowledge about the content of the spoken message
- General knowledge to do with facts and information
- Socio cultural knowledge to do with topics setting and participants in interaction
- Procedural knowledge about how language is used, for example, knowing that questions generally demand responses.
b. Knowledge about the language used in the spoken message
- Recognition of items of vocabulary and sentence patterns
- Understanding of phonological features such as stress, intonation and sounds

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While they are based at these types of understanding, listeners are participating in the activity of developing a logical understanding of the spoken expression. This activity includes selecting, interpreting and summarizing input, stressing the dynamic and one's own behavior of good listening. So it is not suitable to explain listening as a 'passive' skill; listeners are just as much active participants in interpreting a spoken text as readers are active when making sense of a written text (Brumfit et al., 1996).

Be sides the above we have to know the relation between talking and listening this is to mean that to be a successful participant in interaction the EFL students have to be active listening and speaking. This relation as to Brumfit et al. is to say they need to be allowed to increase, practice and assimilate both speaking and listening. For Sheerin (1987) successful instructions of listening procedures includes activities such as provision of adequate groundwork and support and accurate activities, beside helpful comment, error examination and remedial completion.

Furthermore she adds that for an effective presentation of listening classrooms teachers have to be successful in early listening preparation.

Rost cited in Haregewein (2003, p.30) puts elements of effective teaching of listening as follows:

> *1. Careful selection of input sources (appropriate authentic interesting, varied and challenging)*
> *2. Creative design of tasks (well-constructed, with the opportunities for the learners to activate their own knowledge and experience and to monitor what they are doing).*
> *3. Assistance to help learners enact effective listening strategies*
> *4. Integration of listening with other learning purposes (with other skills)*

Teachers need to facilitate conditions and initiate learners during the real class. They also have to introduce the lesson first by using effective strategies. Moreover, teachers need to introduce the strategies used in the listening tasks to their students (Holmes 2003). But, the practicality of all these is dependent on teachers' strive for updating their skill continuously (Palmer, 1993).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

In this section the research design that was employed, the population of the study, data collection instruments and procedures and Method of data analysis used in the research were presented in detail based on the collected.

3.1. Research Design

This study was conducted using descriptive study design. The researcher tried to make a survey of teachers' use of motivational strategies in the language classes specifically in listening class. Dornyei (2007) argues that descriptive study is used to describe what is going or what exists. Through this design, both qualitative and quantitative methods were used to analyze data. As to Gay and Airsian (2000) descriptive design is used to obtain information of the preferences, attitudes, practices, concerns of interests of some groups of people. Thus the researcher used this design for it enabled him to show teachers' use of motivational strategies to motivate their students in EFL classrooms. Interview and open ended questionnaire were used for respective qualitative data and employed to prove triangulate the side of the quantitative data was gathered.

3.2. Study Population

Teachers who were teaching English in Nopa, Abdi Bori and Hurrumu High Schools were the participants of the study. In addition, grade students of the schools were also the population of study.

Table 3.1. The Total Population of the Study

Schools	Students			Teachers			No. of Sections
	10th			10th			
	M	F	T	M	F	T	
Hurrumu	254	286	540	2	1	3	10
Nopa	100	145	245	2	-	2	6
Abdi Bori	381	382	763	3	1	4	14
Total	735	813	1548	6	3	9	30

The table above shows the total population of the study. Accordingly there were 540 students in 10 sections in Hurrumu High school; 245 students in Nopa High School in 6 sections and 760 students in Abdi Bori High School in 14 sections. Generally, the total population of this study was 1548 grade 10 students and 9 English teachers in 30 sections in these three schools.

3.3. Sample Size and Sampling Technique

3.3.1. Students

The main sources of data for this study were students who were learning EFL in the three schools, Hurrumu, Nopa and Abdi Bori High schools. There were 1548 students learning in 30 sections in the three schools. Among these 180 were selected. The number of the sample size was determined through the use of Yamane's (1967) sampling formula.

$$n = \frac{n}{1 + N(e)^2}$$

Where:

n = the sample size

N=the study population

e = the level of precision (0.07)

1 = designates the probability of the event occurring

Therefore:

$$n = \frac{n}{1 + N(e)^2} = \quad n = \frac{1548}{1 + 1548(0.07)^2} = 180.31 \cong 180$$

Therefore 180 students were selected proportionally from the three schools through random sampling techniques. Accordingly, 63 students from Hurrumu High School, 28 students from Nopa High and 89 students from Abdi Bori High School students were selected.

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After deciding the number of sample population, the searcher shared the number in each class in each school, and then he used simple random sampling technique to select the respondents among the students.

3.3.2. Teachers

Comprehensive sampling technique was used to select the teachers. More specifically, all the English teachers teaching in these schools (N=9) participated in the interview, and filling the questionnaire (three teachers were participated in the interview and the rest six filled the questionnaires analyzes qualitatively). There were six male and three female teachers. They were between 20 and 36 years old. Their years of teaching experience ranges from six to eleven years. All the teachers hold BED degree in ELT.

3.4. Data Collection Instruments

The main data collection tools of this study were questionnaire, interview and observation. Using variety of tools increases the dependability of the information collected. Patton (1990) argues the use of various sources data adds the dependability of the information gathered.

3.4.1. Questionnaire

A questionnaire has its own advantages as an instrument of data collection. It is easy to administer for a number of participants in a given place at a time. It is also good to addressing distant respondents. (Singh 2006, Sharama, 2000).

The questionnaire includes both open and close ended focusing on questions which help to identify teachers' use of motivational strategies in listening skill classrooms, especially in listening classrooms and was administered to both teachers and students respondents.

The items presented for the questionnaire were prepared guided by Dornyei's (2001b) comprehensive and practical framework of motivational teaching strategies for EFL teachers and reworded or elaborated to make it clearer. Since EFL listening is one of the micro skills taught in EFL classes, the researcher used the strategies adapted from

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Dornyei to develop tools (the observation checklist, questionnaire and interview guidelines). In order to be sure with the reliability of the items it was piloted to 15 students and four teachers in another school and its Cronbach Alpha was calculated identified dependable (above $\alpha= 0.7$).

The questionnaire presented to teachers was designed both quantitatively and qualitatively. It had 24 items (Appendix two) which was sub-grouped into four. The first dealt with to teachers' perception about motivational strategies and had five items; the second and the third dealt with provisions and practices of motivational strategies and had four and nine items respectively. Finally, the fourth part had six oriented negatively items which dealt with the challenges of applying motivational practice in EFL listening classrooms. The qualitative part focused on the hindrances of practicing the motivational strategies classroom, the roles that using the strategies in listening lesson and the motivational strategies that they think to be the most important.

On the other side, students were asked to fill close ended questions. It was designed using the likert Scale (a five point scale, strongly agree to strongly disagree). The questionnaire had two parts (see Appendix one). The first part had 12 positively oriented items which dealt with the practice and role of motivational strategies in EFL listening classroom, and the second part had 6 negatively oriented items designed to explore the challenges in the application methods of motivational strategies in EFL listening classroom. The researcher carefully guided students while they were filling the items to help them give an informed response. Finally he collected the questionnaires and checked whether they filled each correctly without missing or repeating an item.

3.4.2. Observation

Observations were carried out during the listening classes while teachers were teaching. It is preferred for the purpose of cross checking of the information gathered through other tools being a supplementary. Kothari (2004) argues that observation is the process of getting information by watching what is going on, and it is advantageous for it minimizes subjectivity of respondents

Guided by Dornyei (2001), the researcher prepared an observation checklist which has 16 items (Appendix four). Then, three voluntary EFL teachers were selected from each of the three schools for observation during the listening lesson. Each teacher was observed for two periods. As a result, performance of each teacher was checked against the 16 items in the checklist and rated by the researcher to indicate whether or not they implemented the strategies each day by rating under "Yes" or "No" columns.

3.4.3. Interview

The researcher used semi structured interview which allowed exploring the participants' response by asking for clarification or additional information in that can be used for the study (Harvey 2013). Since it gives a broader autonomy to ask further questions, it enabled the interviewer to make the interviewee elicit the intended information by asking further questions controlling the direction of the interview. seven semi-structured interview guides were carefully prepared (see appendix three) to get teachers opinion concerning practices and challenges in applying the motivational strategies EFL in the listening classes. They were also asked to discuss the roles of using motivational strategies in enhancing the students' listening skill improvement. Furthermore, they were interviewed about the most important motivational strategy that they think for the listening. Finally, they were requested to give suggestion that they have in relation to topic of discussion. The interviews were recorded based on the permission gained form the interviewee and saved for further analysis that was carried out in the result section.

3.5. Data Collection Procedures

At the beginning, data collection instruments i.e. questionnaires, interview guidelines, observation and textbooks were prepared based on the objectives of the research. The prepared instruments were commented by the experts. After that, it was piloted on 15 students and 4 teachers for a purpose of reliability if the instruments. The analysis was done through the use of Statistical Package for the Social Science (SPSS). The result was compared with the acceptable range.

3.5.1. Questionnaire

The sample students were gathered in each school hall, and were provided a brief orientation about the purpose of the study and how the questionnaire should be filled in. Next, the questionnaires were distributed to them by the researcher. No time limit was set and the students were given enough time to complete the questionnaire accurately. After the sample students had filled in the questionnaire, they handed in to the researcher immediately. Then the researcher checked whether or not each participant filled in the questionnaire properly.

The teachers who filled the questionnaires were first introduced about the importance of the study. Then they were given the questionnaires to fill by themselves. But, the researcher was nearby while they were filling the questionnaires in there is a need of further explanation.

3.5.2. Interview

As all the three schools were in different woredas the researcher went to each schools find the teachers to be interviewed. Then, he conducted the interview individually in their school compound in an informal manner. The researcher began the interviews by explaining the confidentiality of the data collection process. Then, following the semi-structured format the researcher asked the seven questions. The duration of the interviews ranged from 20 minutes 25 minutes. All the interviews made with the interviewees were recorded based on the permission gained form each interviewee. At the end of each interview, the interviewee was asked if there were any important issues related to the topic of the interview that the interviewee wanted to add or discuss. In addition, the participants were invited to listen to the recorded interview.

3.5.3. Classroom Observation

Three voluntarily selected EFL teachers were observed in different sections for two consecutive periods. For the teachers' observation, a checklist was adapted from Dornyei's (2001b) framework for motivational teaching strategies for language teachers. Performances of each teacher was checked against the 16 items in the checklist and rated

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by the researcher to indicate whether or not they implemented the strategies each day by rating under "Yes" or "No" column.

3.6. Data Analysis Technique

This study used both qualitative and quantitative data. Quantitative data were collected from the survey questionnaires, whereas qualitative data were collected from the teachers' interviews and classroom observations. The data from students' response to each motivational strategy practice and use in the classroom, data gathered through questionnaires, were quantified through the use of Statistical Package for the Social Science (SPSS) for its Cronbach Alpha value. It is (SPSS) was also used to calculate descriptive statistic like frequency, mean value, standard deviation and percentages of the responses of each items which were used to interpret the result.

Though the motivational strategies by Dornyei (2001) are forwarded in consideration of the general EFL/ESL, the analysis of this study was done using these strategies in the light of target point (listening classroom). This was due to the fact that listening is one of the macro skills that the language learning and teaching process gives a due attention. Therefore, the researcher used the strategies stated in process model of language learning motivation, which Dornyei (2001, p.18) called "a novel approach in L2 motivation research", as his point of reference though out the discussion. The researcher selected this model for the argument that motivation is not something static rather it is a dynamic process which grows over time. This means that it will not be easy to motivate someone within a limited range of time; rather it is what done step by step through process. Generally, the analysis of the data collected through the use of all instruments applied were discussed in the light of the sub strategy in the process model motivate learners to language learning in specific context of the listening classroom. The data collected form each items of the teachers' response to the questionnaires were discussed in numbers particularly. This to mean that, due to the small number of teachers their response to each the items were analyzed by showing the numbers of teachers who selected each level of agreement.

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On the other hand, qualitative data obtained from teachers' interview was analyzed by finding similar responses and organizing them into categories/themes. In other words, the qualitative data gathered from the teachers' interviews were transcribed and transcribed into written data. Then the transcripts were coded to organize similar responses into themes and sub-themes according to their relation to the research questions.

Finally, in Chapter 5, summary, conclusion and recommendations were forwarded. In the summary section the results discussed in the preceding chapter were touched briefly. In the conclusion, the research findings were presented in line with the basic questions of the research. In the next section to the conclusion, recommendations were forwarded based on the major findings of the research.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1. Introduction

In this chapter, the results are discussed under various subtopics in the light of the research questions of the study. The first section deals with the results of the questionnaire which were collected form the selected sample student respondents. It focuses on classroom activities designed by the teachers in order to motivate their students for the listening lesson and the limitations in applying the methods that help them enhance the motivational strategies to the listening lesson. The second section is devoted to the presentation of the findings of the data collected through questionnaires form teachers concerning their perception of the roles and provisions of motivational strategies as well as the practices of the strategies in the listening classroom are discussed. The challenges of application of motivational strategies in the listening classroom are also covered. Finally, the third section presents the result of interview carried out with the teachers.

4.2. Questionnaire Data Analysis (Students' Response)

4.2.1. Teachers Practice of Motivational Strategies in the Listening Classrooms

Table 4.1: Students' Response to Activity of Motivational Strategies (n=180)

No.	Teachers' Activity	Descriptive Statistics					Mean	Std. Deviation
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
1.	My teacher's feedback always helps me to develop my English listening skill	8 (4.4%)	6 (3.3%)	15 (8.3%)	80 (44.4%)	71 (39.4%)	4.1	1.0
2.	Teacher tells us the daily learning objectives and clear instruction of our listening class	1 (0.6%)	10 (5.6%)	17 (9.4%)	73 (40.6%)	79 (43.9%)	4.2	.9
3.	Our classroom is attractive and equipped with facilitates required for teaching and learning listening	11 (6.1%)	19 (10.6%)	11 (6.1%)	69 (38.3%)	70 (38.9%)	3.9	1.2
4.	The methods that our teacher uses initiate	7	18	15	80	60	3.9	1.1

		(3.9%)	(10%)	(8.35%)	(44.4%)	(33.3%)		
	me to follow listening to the lesson with interest.							
5.	Our teacher creates good atmosphere of competition and increases our listening skill by providing different roles among each group.	8 (4.4%)	25 (13.9%)	25 (13.9%)	42 (23.3%)	80 (44.4%)	3.9	1.2
6.	Our teacher encourages us to listen English inside and outside the classroom.	28 (15.6%)	38 (21.1%)	17 (9.4%)	51 (28.3%)	46 (25.6%)	3.3	1.4
7.	Our teacher encourages us to communicate in English inside and outside the classroom	18 (10.05%)	34 (18.9%)	32 (17.8%)	56 (31.1%)	40 (22.2%)	3.4	1.3
8.	Teacher provide us activities which help us improve our listening skill	9 (5.0%)	26 (14.4%)	40 (22.2%)	60 (33.3%)	45 (25.0%)	3.6	1.2
9.	My teacher encourages me by giving constructive feedback to my listening activities	22 (12.2%)	23 (12.8%)	22 (12.2%)	51 (28.3%)	62 (34.4%)	3.6	1.4
10.	Our teacher uses varieties of activities which initiates us for the listening activities	6 (3.3%)	29 (16.1%)	18 (10.0%)	73 (40.6%)	54 (30.0%)	3.8	1.1
11.	The teaching learning methods used by our teacher allow us to understand the listening activities provided to us.	12 (6.7%)	50 (27.8%)	24 (13.3%)	46 (25.6%)	48 (26.7%)	3.4	1.3
12.	The teacher encourages us to use English language in our daily life	24 (13.3%)	26 (14.4%)	19 (10.6%)	51 (28.3%)	60 (33.3%)	3.5	1.4

Table 4.1 above presents teachers' classroom practices of using the motivational activities to improve the students listening skill. The items were presented in likert scale ranging from strongly agree (given 5 five points) to strongly disagree (given 1 point) and has a cronbach-α=0.80. In response to Item 1, 71(39.4%) respondents selected strongly agree, 80(44.4%) said agree, 6(3.3%) said disagree, 8(4.4%) strongly disagree and the remaining 15(8.3%) said that they are neutral. This shows that the students think that their teachers' constructive feedback has a positive impact on motivating them to develop the listening skill.

Item 2 focused on teachers' introducing of the daily learning objectives to the students to make them actively participate. Accordingly, 79(43.9%) students said strongly agree,

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73(40.6%) said agree, 10(5.6%) said disagree and 1(0.6%) selected strongly disagree and the rest 17(9.4%) students said neutral. This can indicate that, most of the teachers introduce the objectives of the daily lesson and give clear instructions for the activities of listening. This in turn helps students to identify what they are going to perform in the lesson. Dornyei (2001 p.82) states that "specific and short-term goals can help the learner to structure the learning process ... [and] to maintain the original motivational momentum provide immediate extra incentives".

In response to Item 3 of Table 4.1 above, which focused on teachers' activity of equipping the classroom with the necessary equipment and making it suitable to create a basic motivational condition, 70(38.9%) of the respondents said strongly agree, 69(38.3%) said agree, 19(10.6%) said disagree, 11(6.10%) said strongly disagree and the remaining 11(6.10%) said that they are neutral. As it can be seen from the data, the majority of the respondents have selected agree. In relation to this, Dornyei (2001) emphasizes its role in both psychological and physical environment of the classroom. During the observation the researchers observed that the classes seem to be physically suitable despite the lack materials relevant for the listening lesson.

For Item 4, concerning their teachers' use of methods which motivate the learners actively follow and participate in the listening lesson, 60(33%) of the respondents said strongly agree, 80(44.4%) said agree, 18(10%) said disagree, 7(3.9%), and the remaining 15(8.35%) respondents said that they are neutral. From this response, it is possible to understand that, most of the teachers in the schools use methods which are valuable in making the learners follow the listening lesson being initiated.

In response to Item 5, which assessed teachers' ability to create a good atmosphere and constructive competition among learners by providing different roles among various groups, 80(44.4%) students said strongly agree, 42(23.3%) said agree, 25(13.9%) said neutral, 25(13.9%) said disagree the remaining 8(4.4%) said strongly disagree. The aggregate mean of their response of this item is 3.9. This shows that most of the respondents showed their agreement on this point and it could denote that teachers create a good atmosphere. Similarly, Dornyei (2001, p.77) states that "the opportunity to

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compete can add excitement to learning tasks" if carefully designed considering its consequence on the looser not to make it serious.

As it can be seen form Table 4.1 above in Item 6, respondents were asked whether teachers encourage them to listen to English both inside and outside the classroom. Accordingly, 28(15.6%) respondents said strongly agree, 38(21.1%) said agree, 17(9.4%) said neutral, 51(28.3%) said disagree and the remaining 46(25.6%) said strongly disagree. The aggregate mean of the response to this item is 3.3. This implies that the teachers encourage their students to listen to English materials.

Item 7 in Table 4.1.above, was intended to identify weather the teachers encourage their students to use the language both inside and outside the school to communicate with. Accordingly, 46(25.6%) of the respondents said strongly agree, 51(28.3%) said agree, 38(21.1%) respond disagree, 28(15.60%) said strongly disagree and the rest 17(9.4%) respondents said neutral. In addition, the aggregate mean of this item is 3.3. This can be interpreted as teachers did not encourage their students to use the language both out outside and inside the classroom. It is recognised that the use of the language in various contexts improves students' listening skill.

Item 8 of Table 4.1 above, which was intended to collect information about teachers' use of locally accessible materials in the teaching leaning activity of listening classes to help the learners improve their listening skill 45(25%) respondents said strongly agree, 60(33.33%) said agree, 26(14.4%) said disagree, 9(5.0%) said strongly disagree and the remaining 40(22.2%) respondents said neutral. The aggregate mean of this item is 3.6 which is close to agree. This implies that teachers use this method regularly. But the researcher observed this only 2 times out of the six observations

Item 9 was devoted to assess whether teachers use constructive feedback in order to encourage the students for further listening activities. The response to the item include, 22(12%) said strongly agree, 23(12.8%) said agree, 22(12.2%) said disagree and the rest 62(34.4%) said strongly disagree. The aggregate mean of the response of this item is 3.6. This implies that mostly teachers use this to strategy provide feedback for their students.

In relation to feedback (Dornyei, 2001, p.122) stresses that "it is the feedback you give... that has the most salient role in bringing about changes in their learning behaviours". Furthermore, Brown (2000) considers feedback as one of the keys to successful learning and critical feature of teaching and learning process.

In response to Item 10 of Table 4.1, which asks the students to identify whether teachers use varieties of activities which initiate the students' to the listening activities, 54(30.0%) respondents said strongly agree, 73(40.6%) said agree, 29(16.1%) said disagree, 6(3.3%) said strongly disagree and the rest 18(10.0%) said neutral. The average value of their response is 3.8. This means that the respondents agreed that their teachers bring them varieties of listening activities. Concerning the use of varieties of activities, Dornyei (2001) states that teachers need to use varieties of activities in order to have motivated classroom activities.

Item 11 was related to the assessing teacher's use of effective teaching learning methods which allow the students understand the listening activities. In response to it, 45(25%) of the respondents said strongly agree, 46(25.6%) said agree, 50(27.8%) said disagree, 12(6.7%) said strongly disagree and the rest 19(10.6%) said that they were neutral. The aggregate mean of this item is 3.4, which is close to 3. This leads us to the conclusion that EFL teachers were in using motivational teaching learning methods which helps the students to understand the listening activities.

Finally, Item 12 of Table 4.1 above assess whether the teachers encourage their students to use the language in their daily life activities in order to improve their listening skill. In response, 60(33.3%) of the respondents said strongly agree, 46(25.6%) said agree, 26(14.4%) said disagree, 24(13.3%) said strongly dis agree and the rest 19(10.6%) said neutral. The mean value of this item is 3.5. From the response, it is possible to conclude that teachers were initiating the learners to use English language in their daily life.

4.2.2. Limitations in Applying the Methods of Motivational strategies

Table 4.2: Limitations of the teachers in applying methods to initiate the students in the listening activities (n=180)

No.	Items	Descriptive Statistics						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
1.	Teachers have limitations in encouraging us to develop our confidence in the listening lesson	28 (15.6%)	20 (11.1%)	35 (19.4%)	50 (27.8%)	47 (26.1%)	3.4	1.4
2.	There is no enough support in initiating us to develop our listening skill	29 (16.1%)	24 (13.3%)	40 (22.2%)	41 (22.8%)	46 (25.6%)	3.3	1.4
3.	There is no support to make us listen the culture of the target language population	20 (11.1%)	31 (17.2%)	33 (18.3%)	55 (30.6%)	41 (22.8%)	3.4	1.3
4.	There is limitation from the side of the teachers' skill in helping us develop our listening skill	20 (11.1%)	36 (20.0%)	21 (11.7%)	40 (22.2%)	63 (35.0%)	3.5	1.4
5.	There is limitation in facilitating condition for students to share their experiences and develop their listening skill	21 (11.7%)	20 (11.1%)	11 (6.1%)	30 (16.7%)	98 (54.4%)	3.9	1.5

Table 4.2 shows the response collected from the students concerning the limitations of teachers in applying the methods or strategies of motivating them towards the listening activities to help develop their listening skill. The items were negatively oriented and the students were asked to rank using the likert scale (from strongly agree (1) to strongly disagree (5).

Item 1 in Table 4.2 was concerned with assessing teachers' limitation in encouraging the learners feel confident in the activities of listening. In response to it, 47(26.1%) said strongly agree, 50(27.8%) said agree, 20(11.1%) said disagree, 28(15.6%) said strongly disagree and the remaining 35(19.4) said neutral. The mean value of the response of this item is 3.4, which is close to 3. This indicates that teachers have limitations in encouraging the learners and they need to be active in initiating the students feel

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confident using various motivational strategies. It seems that this result contradicts with the result discussed in table 4.1 and this may be due to the few practices of the strategies.

As it can be seen in Table 4.2 above, Item 2 focused on gathering data concerning teachers' lack of providing enough support to the learners to motivate them improve their listening skill. Based on the response to this item, 46(25.6%) respondents said strongly agree, 41(22.8%) said agree, 40(22.2%) said neutral, 24(13.3%) said disagree and the rest 29(16.1%) said strongly disagree. The mean value of the response of this item is 3.3. This can indicates that the teachers were support their students.

Item 3 in Table 4.2, concerned with identifying teachers' limitation in supporting students' listening to the culture of the target language population. Accordingly, 41(22.8%) of the respondents said strongly agree, 55(30%) said agree, 33(18.3%) said neutral, 31(17.2%) said disagree and the remaining 20(11.1%) said strongly disagree. The mean value of this item is 3.4. This leads to the conclusion that there is limitation from teachers' side in facilitating conditions and supporting students to listen to the culture of the target population. In relation to initiating the students to know FL cultures, Dornyei (2001) states that it helps to make the students develop positive attitude and integrated value motivation to learn the target language which in turn motivates learning EL listening skill being interested.

Item 4 in Table 4.2 above was related to limitation of teachers' skill in helping the learners develop their listening skill. As to the response, 63(35.0%) said strongly agree, 40(22.2%) said agree, 21(11.7%) said neutral, 36(20.0%) disagree and the remaining 20(11.1%) said strongly disagree, and its mean value is 3.4. This indicates that teachers did not hold enough skill to help their students develop listening skill. Teachers have to develop their own skill of helping their students. Teachers' lack of skill in helping their students will have an impact on the interest of the learners towards to developing their skill.

Finally, Item 5 of Table 4.3 above was concerned with limitation of teachers' in facilitating conditions for learners to allow them share their personal experience to each other to develop their listening skill listening skill. As to the response, 98(54.4%) said

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strongly agree, 30(16.7%) said agree, 11(6.1.7%) said neutral 20(11.1%) disagree and the remaining 21(11.7%) said strongly disagree, and its mean value is 3.4. This indicates that teachers do not encourage learners talk to each other and share their experience using the target language.

4.3. Questionnaire Data Analysis (Teachers' Response)

4.3.1. Teachers Perception about Motivational Strategies use in Listening Classes

Table 4.3: The frequency of teachers' response the items related to their perception about the use of motivational strategies

N o.	Items related to teachers perception on motivational strategies	Scales of response				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Teachers awareness of motivational strategies enhances students' language skill proficiency	5	1			
2.	Teachers play a great role to create healthy environment and treating learners to be inspired on developing interests in foreign language listening skill	4	2			
3.	The participation of students in language classes depends on the effective use of teacher motivational strategy practice in the classroom	4	2			
4.	In my view the methodology used by teachers can affect the motivation of learners in language classroom	4	2			
5.	In my view, motivational strategies improve confidence of students listening skill and help them to promote self-motivating strategies.	4	2			

Table 4.3 above shows the analysis of teachers' response related to teachers' perception on motivational strategies used in listening classroom. Five positively oriented items were presented and the teachers were asked to answer each items in likert scale ranging from strongly agree to strongly disagree (a 5 point scale). The analysis is presented in words follows using the number of respondents selected each scale of agreement each of the items.

Item 1 of Table 4.3 was aimed at assessing teachers' perception concerning the role of teachers' awareness of motivational strategies in enhancing students' language skill

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proficiency. Accordingly, out of the 6 respondents, 5 teachers said strongly agree and the remaining 1 said agree. This means that they strongly agreed with the item. In other words, teachers believe in the positive impact that the use of motivational strategies has on students listening skill development.

Item 2, focused on assessing the extent to which teachers believe in the role that they play in creating healthy environment and treating learners to be inspired to the listening lesson and to develop their EFL listening skill. In response to it, 4 respondents said strongly agree and the rest 2 said agree. This indicates that most of the teachers accept the role of healthy environment in enhancing motivation to learn the listening skill. Concerning this, Dornyei (2001) emphasises the role of creating healthy and supportive physical and psychological classroom environment in initiating the students by avoiding their language learning anxiety. It is a solution for "language anxiety [which] has been found to be a powerful factor hindering L2 learning achievement' (p. 40).

For Item 3, which focused on assessing teachers' believe in that the participation of students in language classes in general, and listening lessons in particular, depends on the effective use of teachers' motivational strategies in the classroom. Accordingly, 4 respondents said strongly agree and the rest 2 said agree. This shows that, teachers believed in the role motivational practices in the classroom. Supporting this, Dornyei states that, the more teachers use motivational strategies, the increased the students' participation will be. This implies that, the more the students are initiated to and practiced the language, the greater they develop their listening skill.

Item 4 explored teachers' view of the impact of the methodology they use to affect the motivation of learners in EFL listening classroom. In response, 4 respondents said strongly agree and the rest 2 said agree. Teachers believed that that the methods of teaching that they use have impact on students' motivation to lean listening skill.

Finally, Item 5 of Table 4.3 examines teachers' view in the use of motivational strategies in improving students' confidence in practicing the listening skill and its help in promoting self-motivating strategies. In response, 4 teachers said strongly agree and the rest 2 said agree. This means that they agree with this item. Generally, for the items

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presented in Table 4.3 to see teachers' perception regarding the role of using motivational strategies in enhancing students listening skill, it was identified that, they strongly believed that it greatly contribute in developing students' listening skill.

Form the open ended questions it is summarized that teachers uses certain strategies in order to motivate their students develop their listening skill. This include, as to the response, giving authentic tasks, praising, grading and celebrating their good performances, were among the most important motivational strategies they use to motivate the learners develop the listening skill. They also stated that creating good relation or rapport with students was also mentioned. Designing tasks that match with the students' background and interest have a motivational value in controlling their attention.

Concerning the role of motivational strategies in listening classroom the respondent teachers wrote that, it has a vital role in raising students' interest in the listening skill as it does in other skills, it makes them active participants. The proper use of motivational strategies enhances the activities of listening skill.

In summary, as to the data in Table 4.3, teachers had a positive wiew towards the use of motivational strategies in enhancing listening skill development. According to the data in the table, teachers' awareness of motivational strategies has positive impact on enhancing the students' language skill. Furthermore, they indicated their perception of their role in promoting learners interest of FL listening skill by creating a healthy and supportive environment has its own impact. Similarly, teachers perceive that the methodology that teachers used in a class has an effect on enhancing the learners' motivation in listening skill. In relation to the role of teachers awareness about the using motivational strategies as well as the methodology used, Dornyei (2001) stresses it to be sound strategy to motivate leaners to the language learning.

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4.3.2. Provisions of Motivational Strategies in Listening Classroom

Table 4.4: Teachers' response to the provision of motivational strategies

No	Items related to the provision of motivational strategies in listening classes	Scales of Response				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Feedback and appraisal about the students' performance enhances are carried out regularly to initiate students in FL listening practice	4	1	1		
2.	Clear instruction and the objectives of the lesson are introduced earlier in order to motivating students.	5	1			
3.	Conducive classroom climate that promotes learning is always created considering its own contribution in learning English language listening skill	5	1			
4.	Arousing curiosity or attention during the instruction of an activity is done as means to engage learners in participating more in practicing listening English	5	1			

Table 4.4 above presents the analysis of data collected form the teachers to explore the provisions of motivational strategies in the listening classroom. Under this sub section five items were presented. For Item 1 which was presented to identify the provision of teachers' providing feedback and appraisal about the students' performance to make them be interested in EFL listening practice. In response, 4 teachers replied strongly agree, 1 said agree and the remaining 1 said neutral. But the during the classroom observation the researcher was able to verify this only 3 times. This can be interpreted as they did not perform it in persistent manner. Dornyei states that "the feedback we give to our students' is effective means towards promoting effort attributions" (2001, p.121). He further argues that teachers should carefully give feedback considering the advantages in terms of motivating the students. Because all feedbacks are not equally effective and it might be a counterproductive.

Item 2 in Table 4.4 was concerned with the provision of giving clear instruction and stating the objectives of the lesson as one of the strategies of motivating students. In response, 5 the respondents said strongly agree and the remaining 1 said agree. This means almost all teachers strongly agree with this statement.

Item 3 dealt with the provision of creating of supportive classroom environment to contribution for learning EFL listening skill. Accordingly, 5 of the respondents said strongly agree and the remaining 1 said agree. During classroom observation the observer was able to see that the classes were good in general. But it is hard to say the classes are fully facilitated with necessary equipment of the listening lesson. As it will be seen latter in the analysis of interview in the next section, some teachers comment the school setting for lack of facilities which was a challenging factor for the implementation of the methods of motivational strategies. EFL teachers should try to alleviate this problem.

Item 4 was related with the provision of arousing curiosity or attention during the instruction of an activity considering as means to engage learners participate more in practicing listening English paying attention. 5 the respondents said strongly agree and the remaining 1 said agree. On the contrary, during the observation, the researcher did not see the learners curiously follow the teacher paying their attention except few students; most of the students were sitting idle and did not participate actively in most of the classes observed. In other words, the students were not active enough. Similarly during the interview with the teachers, they explained that though, they did their best to arouse the students participate curiously, as to the interviewees, there were problems from the students' side and the teachers' side as well. They stated that this could be attributed to the teachers, the students and setting related factors. Thus, from the cross examination of the responses, it is possible to conclude that the teacher did not able to make the students attentively engaged to the lesson to the point that they need to.

In summary, according to the data in Table 4.4, the responses of most of the teachers were in favor of the provision of motivational strategies. Almost all teachers selected between strongly agree and agree for all items raised. On this basis, is possible to verify that feedback and appraisal of performances helps to make learners interested in listening practices of foreign language. Similarly, providing clear instruction and sating objectives earlier, creating conducive teaching learning environment and evoking the curiosity of at the time of instruction motivate the learners to the listening skills development activities.

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4.3.3. Practices of Motivational Strategies in Listening Classrooms

Table 4.5: The Practice of motivational Strategies in listening classrooms

No.	Items related to the practice of motivational strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Tasks are designed within the students' ability and interests for it can help the learners to practice foreign language listening skill.	5	1			
2.	Students are encouraged to use English both in classroom and outside the classroom as a means to treat learners speak foreign language.	5	1			
3.	Students are encouraged by the teacher to share their personal experiences and thoughts for it help the students to practice English language listening skill.	4	2			
4.	Teachers relate the subject matter to the everyday experiences and backgrounds of the students	5	1			
5.	Teachers Recognize the students' effort or progress and celebrate their achievement as the strategy to initiate learners to practice English language listening skill	5	1			
6.	The teacher creates a supportive and pleasant classroom climate where students are free from embarrassment and ridicule to practice English language listening	3	3			
7.	The teachers provide various authentic materials to teach listening skill.	4	2			
8.	Teachers raise the learners' awareness about the strategies of listening.	5	1			
9.	Teachers encourage learners to apply their L2 proficiency in real life situation	5	1			

Table 4.5 above presents the analysis of the practices of motivational strategies used in EFL listening classes. Nine positively oriented items were presented to be ranked by the respondents using the likert scale. Accordingly, in response to Item 1, which focused on teachers' practice of designing tasks considering the students' ability and interests in learning and practicing FL listening skill, 5 respondents said strongly agree and the remaining 1 said agree. This means that almost all selected strongly agree. But, in the open ended section, some of the teachers stated that, the vastness and difficultness of tasks were among the problems of applying motivational strategies. Students have also confirmed what the teachers raised in the open ended section.

Furthermore, during his observation in the classroom, the researcher did not see listening tasks which were designed by teachers as well. Based on the response of students on related item and what the observer saw, it is possible to conclude that teachers did not design listening tasks by themselves. Rather, it seems that they simply stacked to the activities in the textbook. In ordered to have a motivated class teachers should amend the tasks in the text book to make it fit with the students' background and interest or just prepare a new one considering its attractiveness and the very objectives of the lesson. Dornyei (2001, p.29) argues the use of "making the teaching materials relevant for the learners" in generating the initial motivations.

Item 2 of Table 4.5 above, was presented to assess teachers' activity in encouraging students use English in both classroom and outside the classroom considering as means to developing the EL listening skill. Accordingly, 5 respondents said strongly agree and the remaining 1 said agree. By the time that the researcher observed of the classroom, he rarely saw that while teachers encouraged the students listen to materials recorded form the real life situation or read written materials and so on. In sum, these can confirm that, to some extent, they were encouraging the students practice listening in the classroom. The interview was also in agreement with the observation.

Similarly, for Item 3 which examined teachers practice in encouraging students to share their personal experiences and thoughts to practice EFL listening skill, 4 respondents said strongly agree and the remaining 2 said agree. On the contrary, the same situation was rarely seen (only 2 times) during the observation. During the interview with teachers, the interviewees did not deny that the practice of initiating students to share their experience is done rarely and is not satisfactory since it helps their listening skills development.

For Item 4, which was presented to assess the practice of relating the subject matter to the everyday experiences and backgrounds of the students in order to encourage them, 5 respondents said strongly agree and the remaining 1 said agree. The observation did not confirm (50%, 3 out of 6 observations) similar situation. This indicated that teachers were not practicing the activities in a similar or sustainable manner. It was seen that some of the listening materials are far from the students' experiences. Here, teachers were

expected to select materials in consideration with the students 'everyday experiences and the target language connected values and attitudes. Concerning the value of relating the subject matter with the students' everyday life, Dornyei (2001) states that creating a realistic learners belief is one of the effective way to initiate learners to be motivated to the activities that they are going to perform. But, still tasks seen by the observer were those taken only form the students textbooks and in this regards it could be hard to say that it is prepared considering the students' background in specific setting and the real life situation.

As it can be seen in Table 4.5 above, Item 5 was concerned with identifying whether the teachers recognize the students' effort to progress and celebrate their achievement as a strategy to initiate learners for further practice EFL listening skill. Accordingly, 5 teachers said strongly agree and the remaining 1 said agree. But, the observer did not find such activity as satisfactory. The response of students also agrees with the observation made. Similarly, in the interview, the teachers told that they do this sometimes. But according to Dornyei (2001, p.29), "increasing learner satisfaction and offering rewards and grades in a motivating manner" have a great value to encourage students positive retrospective self-evaluation which in turns initiates them for further activities. Based on these, one can understand that, the teachers were not motivating their students for their listening skill development through the use of praise and celebration of their progress.

Item 6 in the Table 4.5 above was presented to see the existence of supportive and pleasant classroom climate where students are free from embarrassment and ridicule to practice EL listening skill being motivated. In its response, 3 respondents said strongly agree and the remaining 3 said agree. During the observation the observer did not able to be sure with the students' sense of being free though there is nothing was observed which impressed learners. Dornyei's finding states that creating "a pleasant and supportive atmosphere in the classroom" (2001, p.29), is essential to develop a language skills.

Item 7 was aimed at assessing teachers' practice of providing of various authentic materials to make learners be attracted to the listening lesson. Accordingly, 4 teachers said strongly agree and the remaining 2 teachers said agree. Although the observation

confirmed similar result that some authentic materials were used, the researcher would like to say that the contents should be selected or amended by teachers to make it fit to learns' in various aspects like background, interest, experience and the likes. As stated by Dornyei, the teachers should make sure of the relevance of the materials for the learners from different perspectives.

Item 8 was aimed at assessing the practice of raising the learners' awareness about the strategies of listening and learning those can contribute to success. Accordingly, 5 respondents said strongly agree and the remaining 1 said agree. But, the students' response to similar item indicates that they did not know well about the strategies that should be applied to each of the activities.

Finally Item 9 of Table 4.5 was aimed at assessing teachers' practice of encouraging learners to apply their L2 proficiency in real life situation. In response, 5 teachers respond that they strongly agree and the rest 1 said agree. However there is a slight mismatch between this and the results of the students' response and the interview.

Generally, for all items in Table 4.5 all response said strongly agree and agree. This means that all teachers agree with the item or the practices. Meaning, teachers in the three schools feel that they are practicing the motivational strategies in listening classroom almost all the time. Though there were little mismatches with the observation results the researcher has seen that there were some practices of the use of the methods of motivational strategies which are not satisfactory. In this regard, the researcher would like to say that teachers need to do more and more to increase their skill of using motivational strategies in the EFL classes in general and in listening classroom in particular.

4.3.4. Challenges in Practicing Motivational Strategies in Listening Classes

Table 4.6: Challenges of the practices of motivational strategies in FL listening class

No.	Items related to challenges to motivational strategy practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Lack of providing students with adequate motivational strategies that 'increases their self confidence in using the language	2	3			1
2.	Lack of raising learners' awareness about the motivational strategies that help students in learning listening skill	2	3			1
3.	Lack of regular encouragement of students to explore L2 culture and community	1	2	2		1
4.	Lack of teachers skills in providing realistic language tasks such as storytelling, role play, and the likes	2	3			1
5.	Lack of providing opportunity for students to express personal meaning (e.g. Experience, feeling, opinions)that contribute to their listening improvement	2	3			1
6.	Teachers lack of interest in developing personal relationship with students, show that acceptance, and care about them.	1	3	1		1

Table 4.6 above presents the analysis of the challenges related to the practice of motivational strategies in EFL listening classes. 6 negatively oriented items were presented to the teachers to scale from strongly agree to strongly disagree (a 5 point scale).

Item 1 that examined the lack of providing students with adequate motivational strategies that increases their self confidence in using EFL listening skill activities. In response, 2 respondents said strongly agree, 3 said agree and the remaining 1 said strongly disagree. Dornyei says that "protecting the learners' self-esteem and increasing their self-confidence" (2001, p.29), is one of the ways of having a sustained and protected motivation in students. But teachers, as to their response, were failed to do this. For this reason, without having a sustained motivation it would be hard to have success in the development of the target skill. Teachers have to strive to increase their skill of protecting

and sustaining the initiations of their students through the use of appropriate motivational strategies.

Item 2 was aimed at assessing the lack of raising learners' awareness about the motivational strategies that help students in learning listening skill. Accordingly, 2 respondents said strongly agree, 3 said agree, and the remaining 1 said strongly disagree. This means that out of the total 6 respondents 5 respondents underline the existence of the problem. Without increasing students' awareness about the strategies of motivation, it would be hard to get them motivated. Teachers should, first and for most, make their students aware of use of motivational strategies to be successful in L2 learning.

As it can be seen in Table 4.6 above, Item 3 was aimed at examining lack of regular encouragement of students to explore L2 culture and community by their teachers. Accordingly, 1 teacher said strongly agree, 2 teachers said agree, 2 teachers said neutral and the remaining 1 said disagree. This indicates that, it is a point of challenge in the use of motivational strategies in the listening class. Dornyei (2001) emphasizes the importance of making the students' explore the culture and community of the target language population in increasing the students attitude to learn L2 having an integrated interest to learning the language.

Item 4 was designed to assess the problems that happen as a result of teachers' lack of enough skill in providing realistic language tasks such as storytelling and role play. Accordingly, 2 teachers said strongly agree, 3 said agree and the remaining 1 said strongly disagree. The observation also confirmed the existence of this problem. It is argued that realistic materials have power to tap the interest of students. As it was discussed above, teachers should see materials that have relevance to the students. Moreover, there were drawbacks in encouraging learners to learn L2 culture and community related values and attitudes.

Item 5 was presented to explore the existence of challenges in creating an opportunity to allow learners express personal meaning. In response, 2 teachers said strongly agree, 3 said agree, 1 said neutral and the remaining 1 said strongly disagree. Presenting the target language culture related materials has an importance in showing how these people think

and it helps to widen the horizon of the students thinking, and this makes the students be attracted more to the lesson. In relation to this concept Dornyei (2001) states that enhancing the learners' language-related values and attitudes in initiating the motivation of the learner. However, as it can be seen above, teachers were not effective in creating opportunities for their students' to develop their skill in the language through expressing personal meanings. The attitude that the learners have about the community of L2 speakers has great influences in students' motivation either positively or negatively. Teachers should focus on constructing their students' attitude about the target language people.

Finally Item 6 of Table 4.6 was concerned with identifying teachers' lack of interest in developing personal relationship with students showing that acceptance and being careful about them in order to avoid fear and allow them actively engaged in the listening activities. In response, 1 teacher said strongly agree, 3 said agree, 1 neutral and the remaining 1 said strongly disagree. During the interview the teachers were explained that they rarely do this, and what should be done in order to increase their students self confidence in the activities the listening skill lesson and also for all other language tasks.

In the open ended questions, teachers raised some challenges attributed to teachers, students and the setting in which the lesson is given. Among these, lack of awareness about motivational strategies, lack of using authentic materials, lack of teachers skill and interest in using varieties of teaching methods and encouraging students and lack of time to address all of students individually were attributed to the teaches related problems and lack of materials for teaching listening, lack of clear and context based tasks, vastness and difficultness of tasks which do not considered the ability and interest of students, were some of the problems related listening task that influence in motivating the students to the activities. They also raised that, in some cases there are problems related to the classroom setting. These include unsuitability of the classes sitting arrangement or large class size and lacks of electricity in classrooms. Lack of interest and background preparation in learning the listening skill and fear of participating in front of the classroom were challenges related to students.

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In summary, the selection of most of the respondents was between strongly agree and agree. This means that all teachers agree with the items. In other words, according to the data there are problems in encouraging students with adequate motivational strategies in EFL listening classroom, raising learners' awareness about the motivational strategies helps students in learning listening skill. Furthermore, there are difficulties results from the teachers' skill in using realistic language tasks, encouraging learners to L2 culture and community. Moreover, they also agreed with the limitation in creating an opportunity to allow learners express personal meaning and lack of interest in developing personal relationship with students. Teachers need to curve all these problems and help their students develop their listening skills by their skill of using various methods of initiating their students. They should use motivational strategies which are suitable to inspire the learners to participate actively in the listening skill, fostering the awareness of students, create a good personal rapport, and create opportunities which allow the students take part actively in the listening lesson.

4.4. Interview Data Analysis

This section discusses the findings of teachers' perceptions and motivational teaching practices as well as challenges concerning applying the method in EFL listening classes emerged from qualitative data collected through the use of interview. The interview was semi structured designed in light of the research questions. The findings are presented focusing on: what motivational strategies do teachers use in the listening classroom, the roles that the strategies have in developing students listening skill and factors that hinders the application of the strategies. For its convenient of the analysis the researcher has presented the discussion under the headings: teachers' practice of motivational strategies in the listening classrooms, the role of using motivational strategies, challenges regarding the practices of the strategies of motivation.

The interview was done with three teachers, one from each school. Although the interviewees were from different Wordas which was challenging for the researcher in to find them in suitable time and place, he managed to collected ample information that

enables to understand the situation better. For the purpose of the analysis the interviewees were named as Teacher 1, Teacher 2, and Teacher 3 in order to be quoted in the analysis.

4.4.1. Practices of Motivational Strategies in Listening Classroom

Cheng and Dornyei (2007) Brown (2007) emphasized the practices that teachers need to perform in order to initiate, sustain and protect students' motivation. These scholars elaborated various activities that should be done starting from the beginning of the lesson. Though the motivational strategies by Dornyei (2001) are forwarded in consideration of the general EFL/ESL teaching, the researcher has done the analysis using these process based motivational strategies.

Accordingly, all interviewees were asked to talk about their practices in using the motivational strategies in the listening classroom. This was to see what motivational strategies were used in the listening class. Their response indicates that they were trying to initiate their students gradually step by step. In other word, they were trying to make use of the uses the strategies stated in process based model. In relation to this, Teacher 1 and Teacher 2 talked the following:

> When I teach English language listening skill, I usually initiate my students gradually step-by-step. That is I introduce the goals of my lesson... I design tasks that are related to the students' ability and interest and encourage students to share their experiences and I give feedback back to my students; these are the most useful strategies (interview, 7/09/2007 E.C)

Similarly, Teacher 1 said that, in order to use motivational strategies in the listening classroom designing tasks by considering various aspects of students, allowing them feel comfortable and practice by sharing their experience to listen to each other and appreciating their effort.

> Designing tasks that match with the abilities and the interests of students, and encouraging and appreciating them to share their experiences and giving attention and relating the contents with their background knowledge praising, appreciating

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and initiating students to be good listeners and users of the language inside and outside the school are the strategies I use in the class most of the time (Interview, 29/08/2007 E.C).

Teacher 3 also admitted that he uses varied motivational strategies. Such as giving material reward, praise, telling what he has read (short stories) creating good relationship.

> Most of the time in the listening class I mainly use the advantage of the tasks. This means, I bring martial focusing the interest and stages of the student. The martial are useful to have their attention in listening lesson. The other thing is that I tell them two or three days ahead of …that I will bring them the listening lesson and as much as possible I usually try to find literary texts, both form Ethiopia and abroad. I praise, clap hands, give pens and exercise books etc. I tell the correct things the needed to work, I correct their work…I also try to approach my students as a family their friends, they become free (Interview, 14/09/2007 E.C)

In summary, the interview revealed that teacher uses the strategies that can be included under the micro strategies of the process model

4.4.2. Roles of Using Motivational Strategies in the Listening Classes

The teachers sated about the effects of the use of motivational strategies on the students' interest and developing their listening skill. All interviewees agreed in the constructive role of using motivational strategies. In relation to this, Teacher 1 expressed that the use of motivational strategies in the listening class has a positive influence on students' academic achievement; it helps them to become a good listener and use the language effectively in their day to day life:

> Motivating the students to the listening activities has positive results for the students. These help them to be a good listener, and this helps them to use the language effectively in their day to day life and they will become interested, motivated and good learners in the school (Interview, 29/08/2007E.C).

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Teacher 2 talked that, the use of motivational strategies in listening classroom have a considerable positive impact in the progress of their listening skill development. He said that it increases their confidence, their classroom participation, and finally, it helps to increase their result. He further explained that:

> The strategies we use in motivating students in listening activities determine too many things. For example, the strategies I use have effect on my students to improve their confidence of listening ability, and it increases their participation in tasks given in the class... finally, all these... will be on their results. So, these are some of the effects of using different motivational strategies in teaching listening skill. (Interview, 29/08/2007E.C)

Teacher 3 explained the role of using motivational strategies in the listening lesson as follows:

> Motivating students can have many advantages. It helps the teacher to be fruitful, feel happy; students' also get advantage. They participate and learn well, they increase their listening skill. The students like the subject and the skill; it is also good for other subjects, because it allows them understand and their results become good and since understanding depends to the extent we listen curiously (Interview, 14/08/2007E.C).

Generally, the teachers believed that the use of motivational strategies in listening classroom has a positive impact on the students' listening skill development. They sated that, it helps to make students good learners, active participants, successful and so on. Brown, (2000) sates that the use of motivational strategies in listening classes can help students to be effective listeners. Similarly Dornyei (1998; 2000) suggests that efficient use of motivational strategies gives a crucial motivation for initiating and maintaining L2 interest in learning.

4.4.3. Challenges in Using Motivational Strategies in Listening Classroom

The interviewees were asked about the challenges that hinder them in the application of motivational strategies. At to the data form the interview the challenges can be attribute challenges related teachers, students, to tasks in the textbooks and to the setting in which the lesson is given. These match with the challenges revealed in the data collected through open ended items. All the three teachers talked almost the same thing. Concerning the hindrances, Teacher 1 explained that:

> The hindrances towards using these motivational strategies in the class include lack of providing students with adequate motivational strategies, time shortage, and lack of awareness about the motivational values and students with various backgrounds; all students may not have similar motivation, some may be afraid of asking questions. In addition to these, the cultural and the students' individual differences hinder the effectiveness of the strategy use (Interview, 29/08/2007E.C).

In addition to the above challenges, Teacher 2 raised the issue of using a single best motivational strategy that can inspire most of the students in similar manner. The strategy that can motivate one student may not be effective for the other one. Concerning this Dornyei (2001, p.30) sates that there "are not rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another, and which may work better today than tomorrow". Teachers should be aware of individual difference and should practice various strategies that can fit with the students with different background, talent and interest.

Cornering the challenges of using motivational strategies Teacher 1 and Teacher 2 further explained that:

> These challenges are related to different reasons. The first one is the classroom in which the skill is taught is not conducive to carry out the activities; the next thing is that the tasks given in the textbooks are also not suitable to implement the listening activities well. Most of the time, activities in the textbooks are seen to be far from the students' culture and experiences. The other thing is that there is no

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single strategy that addresses students' different interests in teaching listening skill... These may hinder to implement motivational strategies in listening activity effectively (Interview, 07/08/2007 E.C)

I my-self has no this much interest, in teaching listening; I do not prepare myself well; the students are also not interested in learning listening. There are no recorded listening materials, the textbooks have not enough tasks, the school is not well facilitated..., (Interview 14/07/2007)

In summary, the interviewees raised many challenges in applying motivational strategies. As explained earlier, the challenges can be grouped into teacher related, students related, tasks related and setting related problems. Lack of preparation, interest, and having adequate skill in motivating students and so on could be attached to the problems related the teachers. On the other hand, lack of interest and good background experience were the main challenges related to the students.

Among the challenges related to setting, lack of facilities for the activities of listening like recorded materials, and classroom facilities are the main challenges raised by the interviewees. As to Dornyei (2001), creating a pleasant and supportive environment plays a great role in a basic motivational condition.

The interviewees were also asked to suggest upon activities that should be done in order to alleviate the challenges stated. In this regard, they forwarded what activities should be done by whom. In other words, all the teachers, the students and the school officials need to perform their part. As it can be seen in the quote below they indicated that teachers should do their best to scale up their own skill of using various method of motivating students to the listening activities. Good classroom management ability, well preparation, providing adequate and relevant feedback and appreciation for students' performance were among their responses they give concerning the activities that should be done by the teachers. In the following quote, Teacher 1 and Teacher 2 explained the same thing:

Actually, I try to follow the actual situation of the classroom; and I try to apply good classroom management and prepared well for the lesson and give feedback for the students adequately and create good relationship. I suggest using various

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motivational strategies to help all students by considering cultural and background differences and motivating them to participate and to follow the lesson. Finally, I EFL should teachers should introduce the objectives of the lesson and give correct instructions of the activities earlier. (Interview, 29/08/2007 E.C)

Teachers have to know well the motivational strategies they use in listening activity. Which may include designing tasks which initiate students; in addition to these, teachers have to prepare effective tasks in which students can highly involve. For students, they need to follow the instruction that is given by their teachers and they need to know their own roles in a given task. Finally, to make a listening task effective in the classroom, teachers must know their roles and perform it to make the listening tasks effective. (Interview, 14/07/2007 E.C)

In summary, the data revealed that there were challengers in all phases of motivating the students. This means that, based on framework of process model, the challenges they raised can be labeled in one of the stages forwarded by Dornyei (2001). On the other hand, the teachers expressed the challenges they face in applying motivational strategies in the listening classroom. Among this, difficulty in motivating all students similarly in equal phase, time shortage and the likes can be raised. Moreover, teachers, students, setting, and task related challenges were stated concerning where to attribute the challenges. From analysis of the responses, it is possible to conclude that, although teachers believed in usefulness motivational strategies, there were limitations in practicing it in EFL listening classes. This is also confirmed by the response teachers gave to the challenges that exist.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the steps used to conduct the research and briefly discusses the findings; conclusions about the study, recommendations for the target EFL teachers and for others who may use the research result mainly focusing on motivational strategies in listening classrooms.

5.1. Summary

This thesis made a survey of motivational strategies used by EFL teachers in listening classrooms. There were few researches carried out in EFL motivational strategies and the researcher has tried to get some background understanding in the area. Data was collected from both the teachers and the students' from the focus area of this study: Hurrumu, Nopa and Abdi Bori High Schools and it was attempted to observe how the teachers apply the strategies of motivating students to the listening skill activities. In order to generate information form respondents, the researcher used three types of data gathering tools (questionnaire, observation and interview). Similarly, the result of data gathered through the use of these instruments were analyzed and discussed in chapter four.

In order to have a theoretical background some significant literatures were assessed. The literatures also stressed the importance of making this study that explores both EFL teachers and students' response concerning the practice and roles regarding teachers use motivational strategies in language learning in general in listening skill classroom in particular. Data were gathered for its significance in showing the extent and the how of teachers use of motivational strategies in particular setting to get their student being interested in developing their listening skill; how they see role of motivational strategies in increasing the students listening skills development as well as the challenges the they face in its practice were explored. Both qualitative and quantitative data were collected. 180 students were asked to fill the closed questionnaires and teachers were asked to fill both open ended and closed ended. Furthermore, a semi structured interview was conducted with three teachers individually.

All these were done in the light of the research questions. These were: How did the teachers perceive the role of motivational strategies in EFL listening classes? What were the challenges in practicing motivational strategies in the EFL listening classes? To what degree did the teachers motivate their students in listening classes?

Concerning how teachers view the role of motivational strategies in promoting listening skill, the result from both the quantitative and qualitative data revealed that they have a positive attitude; they argued that, the use of motivational strategies has a vital role in increasing the students' devoted participation, confidence and success in the skill's development and so on. For the practice and the frequently of motivational strategies used in EFL listening classes, the result showed that, teachers usually initiated their students, as to their response, by encouraging to practice, giving a constructive feedback, and appreciation, creating a supportive climate, designing tasks that matches with ability and interest of students, using authentic listening materials and varieties of methods. On contrary, throughout the observations carried out these were not seen consistently. Moreover, in some cases, the respondents stated that there were problems that could be attributed to teachers, students, and the setting in which the lesson took place. Concerning students lack of interest, lack of adequate background preparation in the practice of listening skill, lack of confidence in participating the listening activities were the major problems. Whereas, from the side of teachers, limitation in providing regular encouragement and providing enough support, lack of facilitating conditions to make students share their personal experiences, preparing listening materials that are up to various aspects of students, and concerning the setting, lack of well-equipped classes for the listening activities, large class size were the problems revealed as the challenges in practicing motivational teaching of the listening skill.

5.2. Conclusion

Based on the findings of the study the following conclusions were concluded.

- As to the finding from the result, EFL teachers in the schools perceived the role of using motivational strategies to have a positive impact on development of students' listening skill. As their response on their awareness or knowledge, they had conceptual background about motivational strategies. They were aware of their role in bringing about the positive change in students interest and to have a motivated listening classes. Moreover, they believed or thought that motivational strategies in the listening classroom have useful effect on students' academic achievements. They stated that it also help to be a good listeners and users the language.

- In case of the practice of motivational strategies in listening classroom, form the data collected through the interview, the questionnaires and observation made, it could be possible to conclude that EFL teachers did not motivate their students in a regular and sustained manner to help them be active in the practice of listening skill. In the study it was revealed that, although teachers have conceptual or theoretical knowledge of motivational strategies generally and in the light of listening skill too, there is a mismatch between how they perceived it and what they actually perform in the practical listening instruction. As to the observation, the students were not seen reflecting what they listened to. Furthermore, it was only few sample listening activities extracted from the textbook that was presented for the listening activities. Teachers did not consistently give chances for students to make them participate and allow them for further motivating activity. Generally, teachers lack skill to apply the methods or the strategies. Therefore, teachers should practice the motivational teaching in order to enhance motivated listening skill development. In other words, they should change into practice what they theoretically know.

- Both the qualitative and quantitative data shown that there were certain challenges that hinder the application of motivational strategies in the listening instruction. Form the interview and the classroom observation it was identified that there is a limitation from the side of teachers. They were unable to implement motivational strategies in the listening instructions to the point they have to. Moreover, there were some challenging factors that teachers discussed in the interview as well as in the open ended part in the written question. Among these, students' lack of interest to participate to learn and practice the listening skill, absence of or few background preparation in listening skill activities. Furthermore, lack of facilities which are necessary for practicing the listening skill were some but not all that hinder the practice of motivational strategies in the instruction of listening classroom. Finally, students' language skills in general and, listening skill (the specific focus of this study) in particular are certainly influenced either positively or negatively based on teachers' use of motivational strategies in their instruction.

5.3. Recommendations

The following recommendations are forwarded based on the conclusions reached.

1. In order to increase students participation and consistent practice of motivational strategies in the listening classrooms, teachers should commit themselves by investing their time and energy to apply adequate motivational strategies in their EFL classrooms and improve students' ability in using listening English language. Lack of teachers' skill in initiating their students to the listening activities was one of the main problems. Therefore, teachers should focus on improving their skills in using the motivational strategies effectively. Students' lack of confidence and fear are major factors that hinder the development of their skill Hence, EFL teachers should create a good rapport with students while they teach listening. Moreover, they should provide them with ample opportunities to develop their listening skill.

2. At it can be seen from the cross examination of the data collected though different instruments, although teachers have understanding about the various motivational strategies and their importance in EFL classes, they appeared to be reluctance in motivating their students to engage in the listening activities. In other words, there was a limitation from the teachers' side in using their knowledge of motivational strategies to apply in the actual classroom setting. Therefore, the teachers should make their own personal effort to treat their students through practice of motivational strategies in language teaching in general and teaching listening skill in particular to familiarize their students with the appropriate practice of listening skill so as to make them effective listeners.

3. It would also be better if teachers make their own effort to upgrade themselves with the recent language teaching theories and practices by practicing in the area and sharing experiences regarding the strategies of motivating students to the EFL learning. They should engage themselves in practicing different motivational

strategies in order to find out the possible ways to overcome students listening problem.

4. A study needs to be concluded getting insight into the cause instructors' being reluctant to practice what they know. As it was explained in the result section, the incompatibility between how teachers see the role of motivational strategies in students' skill development and their actual classroom practice should be addressed. Without the actual classroom practice, having a knowledge or little application and good attitude towards its value in students' listening skill development alone cannot bring the intended motivated practice unless it is applied in the actual classroom setting. On the other hand, it may be a sign of indistinct knowledge about the strategies. So that, the researcher would like to suggest that further studies should be carried out. Moreover, there should be continuous in service training for EFL teachers on how they should treat their students to be motivated and participate to the listening activities by applying the motivational strategies pertaining to the listening skill development. This means that they should know the way to motivate their students considering various factors like their background knowledge, interest, level of their (students') early preparation, cultural situations and so on.

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Appendix I: Students' Questionnaire

Yuunivarsiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Hiwumaaniitii

Dameee Afaan Ingliizii fi Og-bsarruu

Sagantaa Digirii Lammaffaa (TEFL)

Gaaffii Barreeffamaa Barattootaaf

Kayyoon bar-gaaffii kanaa tooftaa barsiisoonni barattoota kakaasuu fi dadamaqsuun dandeettii dhaggeeeffachuu afaan Ingliiffaa Barsiisuu irratti kan xiyyeeffatu yoota'u; hubannoo barsiisoonni toofticha irratti qabanuu fi hangam daree keessatti akka isaan itti fayyadamaa jiranu qo'achuuf kan qophaa'e dha. Deebii ati kennitu bu'aa qorannoo kanaaf murteessaa waan ta'eef dhugaa jiru kennuudhaan akka gumaachitu kabajaanan sigaafadha. Odeeffannoon walitti qabamu kun dhimma hojii qorannoo kanaa qofaaf kan oolu fi haala kamiiniyyuu qaama sadaffaadhaaf darbee kan hinkennamne ta'uu isaa durseen si hubachiisuu fedha. Haaluma kanaan qajeelfama gaaffiilee dhiyaataniif kennaman haalaan erga hubattee booda filannoo sirriitti yaada koo naa calaqisiisa jettu akka deebisutu gaafadha.

Hirmaannaa keef galatni koo guddaadha!

I. Odeeffannoo Waliigalaa: Maqaa Mana Barumsaa kee barreessuun, kanneen filannoo qabaniif immoo bakka siif kenname keessatti mallattoo "✓" dhaan agarsiis.

Maqaa Mana Barumsaa_____

Saala: Dhiira ☐ Dhalaa ☐ Umurii 15-20 ☐ 20-25 ☐ >25 ☐

Qajeelffama: Himoota gabatee armaan gadii keessaatti dhiyaatan tooftaa batattoota kakkaasuuf yookaan dadammaqsuf barsiisotni yeroo dandeetii dhaggeeffachuu Afaan Ingiliizii barsiisan itti fayyadaman irratti kan xiyyeeffatudha. Haaluma kanaan filannoo siif kenname addaan baafachuun fulduree himoota kennamanitti sadarkaa itti

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himoota kanaan irratti waliigaltu lakkoofsa filannoowwan jelatti kennamanitti muruudhaan agarsiisi. Fakkeenyaaf filannoowwan siif keenaman gatiin isaanii akka armaan gadiitti kan argamuudha.

Baayyeen itti walii gala=5   Ittan waliigala= 4   Addaan hinbaafanne =3
Itti walii hingalu= 2   Gonkumaa itti walii hingalu=1

T/L	Gochaalee Barsiisaan Raawwatu	Deebii (Sadarkaa Waliigaltee)				
		Baayyeen itti walii gala	Ittan waliigala	Addaan hinbaafanne	Itti walii hingalu	Gonkumaa itti walii hingalu
1.	Duub duubeen (feedback) barsiisaan naaf kenu akkan irra caalaa dandeettii dhaggeeffachuu afaan Ilngliizii gabbifattu na taasisa					
2.	Barsiisaan keenya kaayyoo barnoota guyyaa sirriitti nuuf ibsuudhaan qajeelfama ifaa ta'e nuuf kenna.					
3.	Dareen barnootaa keenya kan baayyee namatti toluu fi fi adeemsa baruu fi barsiisuufis kan haala mijeessuudha					
4.	Tooftaawwan barsiisaan itti fayyadamu kaka'umsa koo wayitadandeettii dhaggeeffachu barnoota afaan Ingliizii barachuuf hedduu nan tumsa.					
5.	Gochaalee adda addaa barattootaaf kennuun miira dorgommee gareewwan gidduutti uumuun tooftaa barattoonni itti dandeettii dhaggeeffachuu afaan Ingiliizii gabbifichuudha.					
6.	Barsiisaan keenya akka nuti daree barnootaa fi daree barnootaan alatti dandeettii dhageeffachuu afaanlingliizii akka gabbifannu haamilee nuuf horu.					
7.	Barsiisaan keenya afaan Ingliiziitiin carraa muuxxannoo fi yaada keenya walitti qooduu nuuf uuma					
8.	Barsiisaan keenya gochaalee afaan barsiisuuf bu'uura ta'an kanneen gocha qabatamaa naannoo keenya jirutti duub deebii yaada (feedback) naaf kennuudhaa yaalii kooti gatii kennuudha					
9.	Barsiisaan keenya yaalii an dandeettii dhageeffannaa afaan Ingliizii barachuu taasisu mara irratti duubdeebii yaadaa (feedback) naaf kennu fi yaalii koottiifis gatii kennuudhaan naan jajjabeessa.					
10.	Barsiisaan gochaalee adda addaa kan dandeettii barattoota keessatti fedhii huumuu danda'u qopheessuun nu barsiisa.					

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11.	Haala tooftaawwan baruu fibarsiisuu irratti barattoota hubannoo qabsiisuun barattoonni tooftaawwan sanatti akka dhimma ba'an isaan deeggara.					
12.	Barsiisaan barattoonni dandeetti dhageeffannaa afaan Ingiliizii jireenya guyyaa guyyaa keessatti akka dhimma itti ba'an taasisuuf barattoota tumsa.					
	Hanqinoota gama tooftaalee kaka'umsa hojii irraa oolchuu irratti mullatan	Deebiiwwan				
13.	Barattoonni ofitti aman amummaa guutuu akka hinqabaanneef barsiisaan tooftaa kaka'umsaa gahaa ta'ee kennuu irratti hanqinatu mullata.					
14.	Barattoonni haamilee keessoo isaaniitiin dandeetti dhaggeeffannaa afaan Ingiliizii akka hinbaranneef deeggarsi gahaa ta'e kennamaa hinjiru.					
15.	Barattoonni aadaa dubbattoota afaan lammaffaa akka beekaniiif deeggarsi gahaan waan jiru hinfakkaatu.					
16.	Barsiisaan akka barattoonni dandeetti dhaggeeffannaa haala qabatamaan barataniif hanqina dandeettiitu mullata.					
17.	Barsiisaan akka barattoonni muuxxannoo fi danddeettii isaanii waliif ibsaniif carraa mijataa ta'e uumurratti hanqinatu jira.					
18.	Barsiisaan keenya barattoota isaanii waliin walitti dhufeenya gaarii uumu.					

Dabalataan Galatoomi!

Questionnaire adapted from Dornryei (2001) Motivational Teaching

Appendix II: Questionnaire for ESL Teachers

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

(Graduates Program, TEFL)

<u>**General Instructions**</u>

This Questionnaire is intended to elicit for the purposes of Master of Arts (MA) research study in Teaching English as Foreign Language (TEFL). Its main aim is to make a survey of motivational strategies used by English language teachers in listening classes. This will help find the extent to which teachers practice the motivational strategies in the classroom setting. The information provided by you will be strictly confidential and will be utilized only for the purpose of academic research. As your responses are very important for the results of this study, you are kindly requested to give genuine response to each item of the questionnaire.

Background Information

Direction One: Please respond to the following information by indicting the appropriate items form the given alternatives.

1.1.   Name of the school

1.2.   Sex Male   Female

1.3.   Age 20-☐   3☐   ☐9   50 and a☐

1.4.   Qualification Diploma ☐   BA ☐   MA ☐

1.5.   Teaching Experience ☐   ☐   ☐   ☐   ☐

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Direction Two: Please read the following items carefully and put a ✓ mark in their appropriate column against each statement.

No.	Items related to teachers perception on motivational strategies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The awareness of teachers motivational strategies enhance students' language skill proficiency					
2.	Teachers play a great role to create healthy environment and treating learners to be inspired on developing interests foreign language listening skill					
3.	The participation of students in language classes depends on the effective use of teacher motivational strategy practice in the classroom					
4.	In my view the methodology used by teachers can affect motivation of learners in language classroom					
5.	In my view, motivational strategies improve confidence of students listening skill and help them to promote self-motivating strategies.					
	Items related to the provision of motivational strategies					
6.	Providing feedback and appraisal about the students' performance enhances them to be interested in foreign language listening practice					
7.	Giving clear instruction and stating the objectives of the lesson is one of the strategies of motivating students.					
8.	Creating a conducive classroom climate that promotes learning has its own contribution in learning English language Listening skill					
9.	Arousing curiosity or attention during the instruction of an activity is a means to engage learners in participating more in practicing listening English					
	Items related to the practice of motivational strategies					
10.	Designing tasks that are within the students' ability, interests can help the learners to practice foreign language listening skill.					

11.	Encouraging students to use English in both classroom and outside the classroom is a means to treat learners speak foreign language.					
12.	Encouraging students to share their personal experiences and thoughts can help them to practice English language listening skill.					
13.	Relating the subject matter to the everyday experiences and backgrounds of the students is a means of encouraging students					
14.	Recognizing the students' effort or progress and celebrate their achievement is the strategy to initiate learners to practice English language listening skill					
15.	The teacher Creates a supportive and pleasant classroom climate where students are free from embarrassment and ridicule to practice English language listening					
16.	Providing various authentic materials to teach listening is a useful strategy					
17.	Raising the learners' awareness about the strategies how languages are learnt and the number of factors that can contribute to success					
18.	Encouraging learners to apply their L 2 proficiency in real life situation					
Items related to challenges to motivational strategy practice						
19.	Lack of providing students with adequate motivational strategies that increases their self confidence in using the language					
20.	Lack of raising learners' awareness about the motivational strategies that help students in learning listening skill					
21.	Lack of regular encouragement of students to explore L2 culture and community					
22.	Lack of teachers skills in providing realistic language tasks such as storytelling, role play, and the likes					
23.	Lack of providing opportunity for students to express personal meaning (e.g. Experience, feeling, opinions)that contribute to their listening improvement					
24.	Teachers lack of interest in developing personal relationship with students, show that acceptance, and care about them.					

Questionnaire adapted from Dornryei (2001) Motivational teaching

Direction Three

For the following open-ended questions, write your answer briefly in the space provided

1. Mention some problems that hinder the practice of motivational strategies in listening classes?

A. Teachers' related problems

_____

_____

_____

B. Task related problems

_____

_____

_____

C. Classroom setting related problems

_____

_____

_____

D. Students related problems

_____

_____

_____

2. Write briefly your own comments concerning the role of motivational strategies in enhancing listening skills of the students

_____

_____

3. Based on your experience, what are the most important motivational strategies that help students develop their listening skill?

_____

_____

_____

Appendix III: Teachers' Interview Guideline

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

(Graduates Program, TEFL)

The purpose of this questionnaire is to collect information to make a survey of motivational strategies used by your teachers as you learn a listening skill and you perform its activities. The researcher conducts this study to fulfill the partial requirements of MA in TEFL (Teaching English as Foreign Language) and thereby to make a survey of motivational strategies in the research area. Thus, your response has a valuable role that makes it dependable. You are kindly requested to respond to the questionnaires honestly. You have to make sure of the confidentiality of your responses.

Personal Information

- Name of the School:_____
- Name of the Teacher:_____
- Qualification:_____
- Field of Specialization:_____
- Year if experience in teaching English:_____

2. What are the strategies you use when teaching listening skills in English Classes?

3. What effects do you think these strategies have on your students' motivation to learn English?

4. How do you know that your strategies are effective in motivating your students to learn English?

5. What are the factors that impede you form using motivational strategies in listening classes?

6. What do you actually do in the classroom to motivate the students?

7. What is your suggest to other teachers and students should do in order to enhance the quality and effectiveness of students' participation in listening classes.

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Appendix IV: Classroom Observation Checklist

Jimma University

College of social sciences and Humanities

Department of English Language and Literature

Graduates Program

This checklist is to investigate classroom-teaching practices of motivational strategies in English language learning particularly in speaking classes. The practice will be recorded in the category of yes/No, as they happen in the classroom.

General Information

Name of the School _____Grade _____ Class

Size_____ Style of seats _____

Linguistic_____ Sex_____ Ability level_____

No.	Activities	T1		T2		T3		T1		T2		T3	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	The teacher gives clear introduction and states the objectives of the lesson												
2.	The teacher arouses curiously or attention during the instruction of an activity engages the learns to participate more in practicing the listening skills												
3.	The teacher creates a supportive classroom situation that promotes learning												
4.	The teacher establishes good rapport with students												
5.	The teacher provides students with constructive feedback, praise and grade their listening attempts												
6.	The teacher design tasks that are within the students ability and interest												
7.	The teacher encourages students to use English in both in and outside the classroom												
8.	The teacher encourage students to share personal experience and thoughts in the classroom												

9.	The teacher recognizes student's effort or progress and celebrates their victory															
10.	The teacher creates a supportive and pleasant classroom climate where students are free from embarrassment and ridicule to practice the skill															
11.	The encourage the learners the apply L2 proficiency in real life situation															
12.	The teacher assists the students to explore L2 culture by changing the to practice															
13.	The teacher tries to provide realistic language tasks like story telling in listening classes															
14.	The teacher creates opportunities for students to speak and listen personal meanings (e.g. experiences, feelings and opinions)															
15.	The teacher develops a personal relationship with his/her students and show them (his students) that s/he accept and care															
16.	The teacher makes the learning tasks more attractive by adding new and humorous elements to them (his students) eg. Novel and fantasy															

Questionnaire adapted from Dornryei (2001) Motivational Strategies in Language Teaching