

Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in Teaching English as a Foreign Language (TEFL)

**Assessing Practices, Challenges and Opportunities of Motivational Strategies
Used in Vocabulary Teaching-Learning: The case of Grade 10 Students of
three Government Schools at Gawo Kebe District, Kellem Wollega.**

By

Ashenafi Fanta

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in TEFL.**

Principal advisor: Dagne Tiruneh (Associate Prof. of ELT)
Co-advisor: Daniel Taye (PhD, Assistant Prof. of Applied Linguistics)

September, 2018
Jimma, Ethiopia.

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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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Name	Signature	Date

Confirmation and Approval

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

Principal Advisor:

_____	_____	_____
Name	Signature	Date

Co-Advisor:

_____	_____	_____
Name	Signature	Date

Thesis Evaluators:

_____	_____	_____
Principal Advisor	Signature	Date

_____	_____	_____
Co-Advisor	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

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Abstract

The purpose of this research is to assess to what extent English language teachers practice the motivational teaching strategies at vocabulary classes. The study particularly, tried to find out teachers' knowledge on the theoretical perspective of motivational teaching strategies, examine to what extent teachers practically use motivational teaching strategies in EFL classes and identify the major factors that might hamper the implementation of motivational teaching strategies during vocabulary teaching in EFL classes. To this end, the study employed descriptive survey method, which involves both quantitative and qualitative methods. Accordingly, Haroji Kobecha, Biftu Gawo and Bikiltu Chabal Secondary Schools were selected through comprehensive sampling. Then, 10 grade ten English teachers from the three schools were selected purposefully for the interview, for the questionnaire and for classroom observation. In addition, data were collected from 100 randomly chosen students through questionnaire. Thus, descriptive statistics using frequencies and percentages were employed in analyzing the quantitative data and the qualitative data were analyzed thematically. The results of the study reveal that the teachers were not capable enough on the knowledge and the theoretical orientations of motivational teaching strategies in EFL classes. In addition, it was found that the teachers lacked practical skills on the implementation of the motivational teaching strategies during vocabulary teaching in EFL classes according to their suitability. Furthermore, the study revealed that they rarely practiced these strategies during vocabulary instruction. In addition, the study stated that the students were not encouraged during vocabulary learning by different motivational strategies on behalf of their teachers. Generally, the practices of motivational teaching strategies were not given sufficient attention. Thus, the study indicated that the English teachers didn't practice motivational teaching strategies for vocabulary teaching in EFL classes. Finally recommendations were drawn based on the above findings.

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List of abbreviations

EFL: English as a Foreign Language

ELIP: English language improvement program

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

TEFL: Teaching English as a Foreign Language

TESO: Teacher Education System Overhaul

Organization of the study

The study would be presented in five chapters. The first chapter contains the introduction, statement of problem, the significance, objectives, delimitation and limitations of the study. The second chapter deals with various theories on motivation and motivational strategies and the factors which enhance learners' performance in teaching-learning of vocabulary. The third chapter describes the sampling technique used to determine the sample size, the population studied, and the instrument used. Lastly, the fourth chapter would be the analysis of data and the fifth chapter would present the summary of findings and conclusions and recommendations based on the study.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal (Olivares, 2002). Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to arrange the strategies that best meet both the task demands and their own learning strengths.

As El-Dib (2004) states, Learning strategies are for the most part unobservable, though some may be associated with an observable behavior. For example, a learner could use *selective attention* (unobservable) to focus on the main ideas while listening to a newscast and could then decide to *take notes* (observable) in order to remember the information.

In the language classroom it is important that teachers strive to develop students' own metacognition, as that will help them select the most appropriate strategies for a given task. Students do not need to learn the names of every strategy that has been identified in the research literature; they need to learn how to use strategies that they find effective for the kinds of tasks they need to accomplish in the L2. For instance applied research on language learning strategies investigates the feasibility of helping students become more effective language learners by teaching them some of the learning strategies that descriptive studies have identified as characteristic of the "good language learner" (Rubin, 2003). In addition, an area of basic research in second language acquisition had identified learning strategies used by language learners and the correlation of these strategies with other learner variables such as proficiency level, age, gender, motivation, and the like (El-Dib, 2004).

According to Harris (2003), effective teaching should provide learners with its own special products and processes. Harris's assertion is extended by Wenden (2002), who argued that even non-English people know that English is important in everyday life. In line with this, Vandergrift (2002) states that the major problem of learning English by pupils is psychological. If teachers are able to incorporate psychological principles of motivation into their teaching of English, learners may find learning English more stimulating. What baffled Wenden et.al (2002). thought

was that despite this knowledge of the benefits of English, people, learners in particular, continue to dislike it. Wenden (2002) also intimated that the basic foundation of the teaching of English lies in the psychology of how children learn.

The above assertion is echoed by Pressley (2000) who argued that one major reason why teachers fail to effectively deliver what they are teaching was their inability to plan for motivational strategies in their teaching. Research has also shown that only a limited number of children become interested in English in the first place and very few care to choose it at higher levels of learning because they find the learning of English too abstract and less stimulating Peterson (2000). Wenden (2002) though put the blame for this scenario on the teachers whom he alleged presented language concepts to students in ways that force students to regard English as something alien, fearful and meaningless.

Vance (1999) found that inability by teachers to practice motivational strategies in the teaching of English in general and vocabulary in particular was a major reason why children dislike and failed in English. Vandergrift (1997) was alarmed by the large number of intelligent children who seemed unable to use English in schools. He felt that this was a strange contradiction because if a child had adequate intelligence, then why would he/she fail to use English. Olivares (2002) believed that a problem of this kind arises as a result of the use of teaching strategies by teachers which are not related to the needs of students' vocabulary achievement.

Most importantly, in an educational setting where a foreign language serves as a medium of instruction, as it is the case in Ethiopia, the role of vocabulary knowledge is significant in the students' academic career. This is because the students are daily involved in tasks that require them to do with many words. As a result, effective vocabulary teaching and/or learning becomes one of the determinants of students' success. As Khaldieh (2000) points out, "vocabulary is the most important foreign language learning component, particularly in cases where students have to learn English for their academic purposes."(p.88).

Hailom, (1993, as cited in Abebe, 2012) stated that, "vocabulary competence of teachers of English is poor and other language skills competence also seems to be somewhat poor. Most of the time, teachers are not clear about the aim of teaching vocabulary in English." (p. 10). In line with this, Gessesse (1999) as cited in Abebe, (2012) states in both levels of schools the active role

of the learner is neglected; it is the teacher who constructs meaning for the students either through translation or through paraphrasing (p.2).

However, vocabulary is considered as essential and most relevant to the learners' academic success. Hence, due emphasis should be placed in language teaching programs. Since English in Ethiopia is a foreign language learned mainly in classrooms, the role of a teacher becomes highly significant as the main source/facilitator of knowledge and skills in this foreign language learning. A teacher is expected not only to teach vocabulary itself but also to make the vocabulary process as interesting as possible to engage the students in the vocabulary classes. Engaging with the process influences the students' motivation to vocabulary learning.

Teachers' motivational strategies in teaching vocabulary are then crucial in engaging students in the classroom (Dornyei & Cheng, 2007). Teachers' motivational strategies of teaching vocabulary in an EFL classroom may significantly contribute to students' satisfaction with vocabulary activities. If teachers are more aware of the impact of their teaching techniques on students' vocabulary learning, they may be able to identify what teaching techniques their students find interesting and engaging. Even though there were movements so far, (like English language improvement program (ELIP), which is a component of the National Framework for the Teacher Education System Overhaul (TESO) Program), students vocabulary engagement is still low. This may be as a result of the cumulative effect of the past trend in teaching and techniques teachers use in teaching vocabulary (Nuttall, 1982).

Research conducted on vocabulary learning mainly highlight students' vocabulary attitude, preference of vocabulary materials, students' level of vocabulary competence, and the like. For instance, Skiotic (1981) made a study aimed at surveying the vocabulary learning habits and preference of secondary school students in Greece. His finding shows students are interested in vocabulary authentic materials like play cards, pictures, posters and the like. In the Ethiopian context, Tamene (1982) conducted survey of the vocabulary interest of Addis Ababa university students, and his finding shows selecting and using the vocabulary materials in which students are interested and prefer to learn is much important. And Abdu (1993) investigated grade 11 student's vocabulary learning preferences. His finding shows students are interested in vocabulary authentic materials than textbooks.

From the above all research works, we can conclude that different researchers, whether national or international, have tried to make investigations on students vocabulary learning using different methods and strategies. But as to the knowledge of the researcher, most of their investigations are limited only to indicate what makes students to engage in vocabulary learning rather than examining appropriate strategies teachers use to motivate students in vocabulary classes (for example, types of vocabulary activities used in the classroom, teachers feedback, teachers pedagogical carrying, topic selections for vocabulary lesson etc. that teachers implement in vocabulary lesson). Therefore, the study was different for it focused on specific (i.e. motivational strategies) used in teaching and learning vocabulary at EFL classes.

1.2. Statement of the problems

Knowledge of second language vocabulary plays significant role in language learning. The role that vocabulary knowledge plays in second and foreign language acquisition was neglected for a long time. However, vocabulary is currently receiving increased emphasis in the language teaching curriculum (Zimmerman, 2007). The large and rich body of studies has been conducted on different aspects of vocabulary such as the role of frequency of exposure in vocabulary enhancement, the role of input, intake and output on retention of word meanings, strategies of vocabulary learning, and vocabulary acquisition through reading. But, a few number of studies investigated the role of motivation in foreign language vocabulary learning. In these studies, for example, Gardner, Lalonde and Moorcroft (2006) investigated the effects of the aptitude and integrative motivation on students' learning rate of English vocabulary pairs. The results showed that the higher integrative motivation lead to faster vocabulary learning. Tseng and Schmitt (2008) believed that motivation should be perceived as a dynamic factor comprising a number of stages, and that each of these stages will affect in different ways the process of vocabulary acquisition, which is also dynamic.

According to Dornyei (2001), Since English is a foreign language learned mainly in classrooms, the role of a teacher becomes highly significant as the main source/facilitator of knowledge and skills in this foreign language learning. An English teacher is expected not only to teach English itself but also to make the teaching-learning process as interesting as possible to engage the students in the learning process. Engaging with the process influences the students' motivation to learn the language. Teachers' strategies in teaching English are then crucial in engaging students

in the classroom. Differences in students' and teachers' perceptions of the motivational teaching strategies in an EFL classroom may significantly contribute to students' lack of satisfaction with the language class. If teachers are more aware of the impact of their teaching strategies on students' motivation, they may be able to identify what teaching strategies their students find interesting and engaging.

Although the connection between motivation and foreign language vocabulary learning has not received much attention in research, different studies have identified a positive effect of motivation on different aspects of foreign language vocabulary learning (Fernandez & Fontecha, 2010). Increasing vocabulary knowledge is the basic part of every language learning program, both as a means and as an end. Lack of adequate and profound knowledge of vocabulary is an obvious and serious problem for many students. In addition, advances in knowledge will create a larger domain of abstract and complex concepts and words that a person must master.

Regarding to this, now day's demotivation of students in the classroom is a major problem faced by teachers in most cases. In line with this, Dornyei (2001b) asserts "in education contexts demotivation is a regrettably common phenomenon" (p. 51). Other scholar states that "Students are present in class physically but not mentally" (Hapsari 2013). So, are students only to be blamed for losing or not having enough motivation? The answer to this question, according to Hapsari (2013) is that "motivation itself is a multifaceted aspect of dynamic interaction between teachers and students" (p.114). That is to say, both teachers and students are partners in this process. Therefore, familiarizing teachers with the most effective motivational strategies used by teachers and found valuable by students in a certain context will help teachers to create a more motivating classroom environment that helps to achieve the desirable learning outcomes in this context.

The study is therefore aimed at the practice, challenges and opportunities of motivational strategies used in vocabulary teaching-learning that exist in the Kelle Wollega, three secondary schools of Gawo Kebe District in particular.

1.3. Research questions

The study would answer the following basic research questions:

1. To what extent do teachers and students aware of motivational strategies used in teaching and learning vocabulary?
2. How do teachers and students practice motivational strategies in vocabulary lesson?
3. What are the possible factors that can hinder the practices of motivational strategies during vocabulary teaching and learning?
4. What are the measures taken by teachers and students to alleviate the challenges?

1.4. Objectives of the study

1.4.1. General Objective

The main objective of this study was to assess the practice, challenges and opportunities of motivational strategies in vocabulary teaching and learning at EFL classroom.

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To identify the motivational strategies used when teaching and learning vocabulary at EFL classroom.
2. To determine what significance motivational strategies have in vocabulary teaching and learning at EFL classes.
3. To identify the possible factors that can hinder the practice of motivational strategies in vocabulary classes.
4. To point out the possible solutions for factors hindering the use of motivational strategies at vocabulary classes.

1.5. Delimitations of the Study

This study was delimited to three government secondary schools, namely Haroji Kobecha, Biftu Gawo and Bikiltu Chabal found in Kellelem Wollega zone Gawo Kebe district respectively, and grade 10 students and their English language teachers. The researcher had chosen the schools for he wanted make study on the woreda's high school students of vocabulary knowledge and how their teachers are implementing. Thus, the scope of this study was also delimited to motivational strategies used in vocabulary teaching and learning at EFL classes.

1.6. Significance of the Study

The researcher hopes that the result of the study is vital for high school English teachers to enable them identify some strategies which are very helpful in promoting students vocabulary engagement. The results of the study might also create awareness on the issue on the part of English language teachers. In addition, the study would reveal that the students might beneficial in gaining the most appropriate way of learning vocabulary. Moreover, this research may initiate other individuals to do detail research on similar issues that may not be addressed by this research and also to provide baseline data for further study at these schools.

1.7. Limitation of the study

In this study, teachers included in the observation sample group were observed only three times each. It was impossible to have more observation sessions due to the restriction of time constraints. In addition, as it was the time when students were preparing for exam, samples' shortage of time to participate in the study was also another problem faced during data collection. Thus, the researcher had tried his best to have clear and genuine information from his respondents timely.

1.8. Definition of Key Terms

Motivation- an important factor which can enhance the students' enthusiasm to learn. It help learners to increase their desires to be engaged in the learning process.

Strategies – refers to techniques that are used by the teacher to ensure that the course has been well understood.

Vocabulary –the entire stock of words belonging to a branch of knowledge or known by an individual.

Motivational strategies- refers to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Motivation

Bomial (1997), as cited in Brewster and Fager (2000) state that motivation refers to a student's readiness, need, longing and compulsion to involve or participate in, and be successful in the learning processes. Motivation is also a complex and multidimensional construct influenced by internal and external factors. Internal factors are factors such as intrinsic interest of activity, perceived value of activity, attitude and self-concept. Whereas, significant of others such as teachers and learners, the nature of interaction with them and the learning environment are categorized as external factors (Williams & Burden 1997).

As Dornyei (2001), motivation is characterized by cognitive approach which emphasizes the decisive role of individuals' interpretation of relationships, activities and situations to get into action. In the context of this study, the main focus lays on factors related with vocabulary teaching-learning materials, and teachers pedagogical caring as sources of motivation. According to Dornyei (2001) it is essential for teachers to recognize how to inspire students and make the subject matter that they teach exciting. If a teacher goes into a classroom and has no intention of making the subject interesting, then he/she is already in problem to motivate his/her students in classroom learning activity. So, in order to engage students, especially in vocabulary lesson, it is essential to have an understanding of what motivates them.

Littlewood (2001) said, *“Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we receive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal.”* Brown (1994) states: *“Motivation is the tent to which you make choice about (a) goals to pursue and (b) the effort you will devote to that pursuit”*.

Dornyei& Cheng (2007) claim:

“Motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and valuates the cognitive and motor

processes where by initial wishes and desires are selected, prioritized, operationalised and acted out.”

In a word, motivation is the thing that keeps students going. For instance, the famous Chinese, Confucius, stated that ‘tell me and I forget, teach me and I remember, involve me and I learn’. Another one that says ‘you can take a horse to water, but you cannot make him drink’; that is to say that motivation is needed in the learning process, all students need to be involved and motivated even the ‘cleverest ones’ that means that learners can learn when motivated by suitable motivational strategies. Therefore, from the above scholarly definitions of motivation, we can conclude that motivation plays a great role for student’s better learning by providing them a simple and clear way of getting towards something.

2.2. Students' Motivation for Vocabulary learning

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

2.2.1. Students with Intrinsic motivation for vocabulary learning

Cognitive theorists stress on individuals desire to find solutions for a problem as a reason for their inspiration. They state that, arranging a mechanism for students to experience a personal desire to find information or solutions is an intrinsic form of motivation thereby learning occurs for its own sake. By the same token, students who are intrinsically motivated will do vocabulary learning for intrinsic reason/internal desire to engaged in a vocabulary activity and their learning is self-initiated/ spontaneous and natural (Rigby, Deci, Patrick & Ryan, 1992, as cited in Bastidas, 2006). Such students are willing to learn a wide range of topics and consider themselves as more competent individuals in their vocabulary. Thus, they will persist in learning difficult texts and exert effort to integrate texts with the prior knowledge they already acquired. This implies that, to enhance students vocabulary interest, using various topics is advisable rather than sticking only to textbooks.

Using only the textbooks is too much tedious especially for these students. Moreover intrinsically motivated students are self-regulated. They do not need their teachers' strict follow up. According to Zimmerman, 2000, as cited in Wigfield & Eccles (2002), such students have

three important characteristics: they use a variety of self-regulated strategies, they believe they can perform efficaciously; and they set numerous and varied goals for themselves. Furthermore, they engage in three important processes: self-observation; self-judgment (evaluation of how well one's own performance compares to a standard); and self-reactions (reactions to performance outcomes). As it has been mentioned above, since such students' engagement in their vocabulary learning results from internal motive, trying to use external motivators such as rewards and incentives may probably be perceived as joking to them. Intrinsically motivated behaviors do not depend on reinforcement, that is, involving in an activity by itself is intrinsically rewarding (Deci and Ryan, 2000).

2.2.2. Students with Extrinsic Motivation for Vocabulary learning

Extrinsic motivation is the other type of orientation or reason to engage in an activity. It is based on theories that state there is learning when there is presence of external incentives and rewards. In a vocabulary lesson, students who are extrinsically motivated for vocabulary learning are those who are doing for extrinsic reason (Arteaga, 2006). For example, games, songs and puzzles can be used in vocabulary lesson and it is supposed to have positive impact in promoting students motivation. This assumption is also true in Ethiopian reality where parents brought up their children by 'if you do this, I will do that for you' fashion of rewarding. Accordingly, children obey to get some admiration or material benefit, and they seem extrinsic than intrinsic oriented for academic learning. Teachers also teach students vocabulary lesson, only to assist them to be able to acquire good grades.

Even though extrinsic motivation is important in students' perspectives, it is not to say that a teacher should offer students rewards for doing vocabulary. These rewards can be as simple as verbal responses to efforts students make. In this regard, scholars have given different suggestion on extrinsic and intrinsic type of motivation. For instance, as Littlewood et al. (2001) affirm, the effect of using extrinsic reward is usually temporary. The outcome will wear off within short period of time. On the other hand, Fager and Brewster (2000) state, classifying students as intrinsically motivated or extrinsically motivated is not sensible. Elaborating this idea they further state that, students who are successful in their learning are motivated not only by internal but also by external factors (Fager and Brewster, 2000). Therefore, identifying some students as

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

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

2.3 Motivational Strategies

Motivational strategies are techniques which help to promote students goal related behavior (Dornyei 2001). Although there are many research conducted on motivational theories, there is scarcity in developing Strategies relevant to enhance students' motivation (Cheng and Dornyei 2007). In this regard, Dornyei provides a framework of L2 motivation which is known as a *process oriented approach*. The main purposes of this approach is introducing process model as an alternative to product oriented approach and synthesize or combine motivation in an integrated or unified framework (Guilloteaux, 2007). Process oriented motivational strategy is comprehensive, to date and also convenient to examine motivation in relation to specific students' behavior and instructional process.

With regard to the structure of process oriented motivational strategy, Guilloteaux (2007) reveals that it is composed of three levels. These are the language level, the learner level and the learning situation level. As Guilloteaux further states, the language level refers to such features of L2 culture and intellectual and realistic values and benefits for the learner. The learner level includes the personality students bring to the learning process such as self-confidence. The learning situation level, which involves course specific motivational elements, that are related to the techniques, the instructional materials and the learning tasks, teachers behavior, personality and teaching style and group specific motivational components such as goal orientedness, reward system, group cohesiveness and classroom structure (Guilloteaux 2007).

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

These are:

- ❖ Set personal examples with your own behavior
- ❖ Create a pleasant, relaxed atmosphere in the classroom
- ❖ Present the tasks properly
- ❖ Develop a good relationship
- ❖ Increase the learners' linguistic self -confidence
- ❖ Make the language classes interesting.
- ❖ Promote learner autonomy
- ❖ Increase the learners' goal orientedness
- ❖ Familiarize learners with the target language culture (Csizer and Dornyei, 1998, p. 215)

2.4. Motivational strategies in teaching EFL

Dornyei (2001), states that “motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects”. In addition, Guilloteaux and Dornyei (2008) define motivational strategies as “instructional interventions applied by the teacher to elicit and stimulate students’ motivation”. Dornyei further contends that “they are techniques that promote the individual’s goal-related behavior”. Motivational teaching strategies are thus steps or techniques employed by teachers in their teaching practices to facilitate students’ motivation in learning a second/foreign language. The motivational strategies in teaching a second/foreign language are usually “grounded in sound theoretical considerations” (Guilloteaux & Dornyei, 2008). While effective and motivational teaching strategies have been proposed by scholars in education and educational psychology areas, few were specifically contributed by second/foreign language scholars.

In the past, few studies aimed to find out whether the proposed strategies actually work in language classrooms (Dornyei & Csizer, 1998). The fact that there may be discrepancy between the assumed and the actual motivational power of certain teaching strategies in second/foreign language learning has concerned second/foreign language scholars. Therefore, the existing

recommended teaching strategies should be regarded as mere hypotheses to be tested in determining what strategies work in a certain second/foreign language classroom.

2.4.1. Motivational Strategies in Teaching EFL Based on Learners' Perceptions.

Language teachers may be a very relevant and valuable source of insights regarding what teaching strategies/methods work effectively to increase their students' motivation to learn a second/foreign language (Kubanyiova, 2006). However, many studies have not included the voice of one of the biggest stakeholders in second/foreign language learning: that is the learners (Kubanyiova, et. al., 2006). Learner' voices should not be neglected, since teachers may not be aware of students' motivation.

When teachers say that a student is motivated, they are not usually concerning themselves with the students' reason for studying, but are observing that the student does study, or at least engage in teacher-desired behavior in the classroom and possibly outside it, (Crookes & Schmidt, 1991, p.480.) These scholars imply that the effectiveness of strategies in teaching L2/FL should not solely be measured by gaining teachers' opinions and perceptions about their use and effectiveness. It is also important for educators to pay attention to what students believe in this aspect, as students' own perceptions and beliefs may be as relevant as the perceptions of teachers, external observers or general beliefs about it as described in the literature.

2.4.2. Motivational Strategies Based on EFL Teachers' Perceptions.

In the past, motivational psychologists have been more concerned about what motivation is than about how we can use this knowledge to motivate learners (Guilloteaux, & Dornyei, 2008). Most research has been conducted on identifying various motives or validating theories in motivation rather than establishing substantive techniques to increase it (Guilloteaux, & Dornyei, 2008). Recently, however, there has been a marked shift and more researchers have decided to look at the pedagogical implications of research by conceptualizing motivational teaching strategies (Guilloteaux, & Dornyei, 2008).

A number of scholars have proposed and published slightly different frameworks or lists of recommended teaching strategies likely to motivate students to learn (for example Brophy, 2010; Dornyei, 1994; Oxford & Shearin, 1994; Williams & Burden, 1997). These are intended to be

applied by classroom practitioners in improving their teaching practice. However, most of the frameworks were primarily derived from either teaching experiences or the scholars' own beliefs about the effectiveness of those frameworks within their classrooms. Foreign language teaching and learning has often been undertaken with strategies based more on intuition than scientific inquiry (Park & Lee, 2006). Similarly, most of those diverse techniques recommended lacked supporting empirical evidence.

2.4.3. The Relationship between EFL Learners and Teachers' Perceptions of Motivational Strategies.

Teachers of foreign/second language and their students may not share the same notions of effective and motivational strategies in teaching a second/foreign language. This possible mismatch of perceptions related to effective teaching strategies/methods should be taken into consideration by teachers (Williams & Burden, 1997). Moreover, Kern (1995) as cited in Brown (2009) argued that "mismatches between foreign language students' and teachers' expectation can negatively affect the students' satisfaction with the language class" (p.46), and this may lead to decreased motivation in learning the target language or even to the discontinuation of second/foreign language learning.

Despite the possible impact of mismatched perceptions, (Sugita & Takeuchi, 2010) have specifically compared and contrasted individual teacher's perceptions of motivational teaching strategies with those of their students. Studies that focus on teaching strategies and characteristics in second/foreign language learning that allow comparisons of perceptions or opinions between teachers and their respective students are uncommon. One study that incorporates the teachers' and students' perspectives is Bernaus and Gardner's (2008), which argues that even though various teaching strategies proposed are generally beneficial to improve teachers' understanding of strategies that work effectively, there is a possibility that students' and teachers' perceptions about motivational teaching strategies do not match or correspond to each other.

Investigating the characteristics of motivational teaching practices as perceived by students and teachers in a second/foreign language learning context is beneficial, especially on the part of teachers, for two explicit reasons (Dornyei & Cheng, 2007). Firstly, teachers can check the

appropriateness of their beliefs and perceptions of motivational strategies in the area of second/foreign language learning and teaching against current research results. Secondly, teachers can obtain insights into what their students expect from them and develop their pedagogical techniques through their reflection, which will in turn enhance the quality of their teaching and learning practices (Gorham & Milette, 1997).

Further empirical studies in a variety of contexts that compare and contrast teacher and student's perceptions would be useful in explaining the selection of effective second/foreign language teaching strategies (Brown, et. al, 2009). Schulz (1996) foreshadows the need and urgency to conduct such studies in the future in different contexts by stating:

It might well be wise to explore the fit of learner and teacher beliefs. While opinions alone do not necessarily reflect the actual cognitive processes that go on in language acquisition, perceptions do influence reality. Indeed, some would argue that perception is reality for the individual learner. Students whose instructional expectations are not met may consciously or subconsciously question the credibility of the teacher and / or the instructional approach. Such lack of pedagogical face validity could affect learners' motivation. (p.349)

2.5 Practical Implication of using Motivational Strategies.

When we come to its practical implication, Dornyei (2000) states two conditions where process oriented approach could have practical significance. It is when the systematic development of motivational strategies that the teacher can apply to generate and maintain motivation in his/her learner is needed and when the formulation of action control or self-motivating strategies that enable learners to take personal control of the affective condition and experiences that shape their subjective involvement in learning is required (p.532).

Process oriented approach as stated by Dornyei (2000) is a comprehensive framework; it includes a motivational process that starts from the initial arousal of motivation to the completion and evaluation of the motivated action. The idea would be of great importance in the process of creating basic motivational condition for vocabulary, generating and maintaining students' motivation for vocabulary learning and introducing students with self-motivating strategies.

Thus, taking this approach as a frame of reference, conducting classroom observation and identifying students' interest of vocabulary learning, motivational vocabulary activities and types of topics that are used in vocabulary lesson would be possible.

Dornyei and Csizers (1998) used this process oriented model to conduct large empirical survey focusing on Hungary teachers' use of motivational strategies (Chenz and Dornyei, 2007). In continuation to this, modifying the Dornyei and Csizers study, Chenz and Dornyei (2007) used it to investigate what motivational strategies Taiwanese teachers use most frequently in their teaching and how much value do these teachers give to motivational strategies they are using.

In their study, Chenz and Dornyei (1998) indicate the similarity of motivational strategies with a list generated by Dornyei and Csizers survey amongst Hungarians English teachers. This implies how far proposed motivational strategies are relevant across different nations. In the following part the researcher tried to discuss the application of motivational techniques by classifying them in four components.

2.6. Components of Motivational Strategies

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

2.6.1. Creating Basic Motivational Condition

Teachers' behavior has an important role in the process of creating fundamental motivation for vocabulary. The teacher whose personality helps to create and maintain a classroom in which students feel comfortable to learn is said to have a desirable teaching behavior, (Callahan, 1966, as cited in LEW, 1997). For example, being committed to his/her work, using interesting topic considering students vocabulary preference, approaching them with humor and game like activities are some of teachers expected behaviors through which basic motivational conditions for vocabulary can be achieved. As Davis (1999) states "most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn" (p.1).

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

In addition, Pintrich and Shunk (1996) as cited in Csizer and Dornyei (1998), point out that models are influential on students' motivation. In this regard, as teachers are expected to be most prominent models for their students, providing special care for students' psychological makeup and strength is indispensable. Besides teachers' behavior, the classroom condition has also significant role in students' motivational vocabulary learning strategies. It affects students' vocabulary engagement (Kubanyiova, 2006). Pleasant classroom atmosphere is a prerequisite for vocabulary engagement. It is the place where fundamental motivational conditions are situated and in which students' vocabulary commitment could be promoted.

In a classroom, where emphasis is on individual vocabulary improvement, the classroom atmosphere is relaxed and as a result of it, students would have an opportunity to express opinions and feelings they have about what they learn. On the other hand, the reverse is true in the classroom where emphasis is given to competition (Kubanyiova, 2006). To provide a classroom environment that is conducive for vocabulary learning, Wells (2007) advises on the importance of using different motivational techniques; such as, putting posters up, sayings about vocabulary, pictures of authors and of peoples. According to him, these are some of the techniques through which students can see the act of doing as something people like to do and are motivated. In addition to this, by using the interest questionnaire, teachers can provide a variety of magazines for browsing and so on (Wells, 2007). Moreover as the quality of the classroom environment is significantly determinant of student learning, students will learn vocabulary better when the classroom environment is conducive.

2.6.2. Sustaining students Vocabulary Motivation

Student's motivation could be persistent through making vocabulary learning stimulating and enjoyable. And there are mechanisms to do this. Providing praise and rewards are some among the many. It is through these enforcers teachers can encourage and sustain students' effort for vocabulary. Therefore scholars suggest that, praise and reward are likely to be sincere, specific, sufficient, and properly given for individuals praiseworthy success (Wolodkowsk, 1985, cited in Guthrie, 2000).

As Davis et. al (1999) suggests capitalizing students' needs also helps to sustain their motivation;

Students may come to class with the need to complete a particular task or activity, The need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning (p.67)

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

Interesting when it catches attention, when it presents something not completely predictable, or not fully known, something more to find out, to be explored or to discover; challenging when there is a goal or end to work towards, to achieve, and reasonable confidence of being successful, and Important when it offers something, or leads to something of value.(Ainley and Russell 2002,p.102)

In addition to this, scholars suggest different mechanisms to sustain students' motivation. For instance, Wells (2007) states that, sometimes, read aloud words to students, can be a useful technique in getting students interested in vocabulary activities. And he further states that, reading aloud a few good words and then telling other reading materials that are similar in type can help to guide students to learn more. In addition to this, it creates feeling of excitement in even students who are less interested in learning vocabulary. With regard to the effect of presenting a vocabulary task in the above way, Karlin (1972) cited in Wells states that, "If a

student realizes that his classmates are captured by the 'magic' of a story, he may feel that he is really missing something and he will join the crowd."(Wells 2007:151). Moreover, Wells (2007) states the advantage of using topics close to students' choice, and replacing usual textbooks with newspapers and magazines as the other option to present vocabulary lesson properly and vocabulary tasks in an interesting way.

The other option to maintain and protect motivation in vocabulary learning is autonomy support. Autonomy represents an inner endorsement or approval of one's actions (Deci & Ryan, 1987 cited in Reeve and Jang, 2006). It is the capacity to have one's motivation emerging from internal sources of motivation rather than from an external source. In vocabulary lesson, to maintain students' motivation for vocabulary, teachers provide autonomy support. It is a process of identifying a student's psychological needs; such as, interests, preferences, and values by asking students what they want (e.g., asking for their favorite topic).It is in this fashion that the teacher could integrate students need into the vocabulary lesson. In addition to this, giving students time to do vocabulary on a topic of their preferences is an autonomy support. In general, autonomy support revolves around finding ways to cultivate, and increase students' inner approval of their classroom vocabulary activity (Reeve, 2006; Reeve, Deci, & Ryan, 2004; cited in Reeve & Jang, 2006).

2.6.3. Generating Initial Motivation for Vocabulary learning

Increasing Students' goal orientedness is a way by means of which students' initial motivation for vocabulary could be enhanced. To create initial motivation for vocabulary, first, deciding on a purpose for student's vocabulary is very important and crucial task to be done. For example, students may want vocabulary to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, identify models for own writing and so on. As it is known, learning with no objective is a tedious and meaningless task. Having a purpose for vocabulary learning is advantageous.

Being purposeful in vocabulary learning/teaching is very much important equally well, using relevant vocabulary materials is also another essential technique through which initial motivation for vocabulary could be generated (Harris, 2004). When vocabulary materials have some sort of relation to students' real life, they would be more meaningful and will arouse students' motivation

for vocabulary. The vocabulary material must be authentic: It must be the kind of material that students will need and want to be able to learn when traveling, studying abroad, or using the language in other contexts outside the classroom. Because, students are engaged more in vocabulary activities when they can build up on prior knowledge and make clear connections between what they learn and the world they live in. They also need to feel their vocabulary as significant, valuable and worthy of their efforts. Nuttall (1982) states that, selection and use of appropriate vocabulary text that could stimulate personal involvement is the most fundamental decision for the teacher to make in vocabulary lesson. He further advises against the risks of selecting a text that is too difficult. (p: 33)

2.6.4. Encouraging Positive Self Evaluation

To promote Positive self-evaluation or to assist students to be able to evaluate themselves in a positive light, Dornyei (2001) suggests three points that need consideration. These are, promoting attributions to effort rather than to ability, providing motivational feedback and increasing students' satisfaction and the question of rewards and grades. (Dornyei 2000). Attribution theorists highlight that individuals' interpretations of their achievement outcomes, determine the following achievement strivings or efforts (Reeve and Jang, 2006). Williams and Burdens, (1997) identified ability, effort, task difficulty, and luck as the most important achievement attributions. These can be classified into three causal or fundamental dimensions: "locus of control, stability, and controllability." (Reeve & Jang 2006:3). They further state that the locus of control dimension has two extremities. These are, internal versus external locus of control.

The stability dimension indicates if causes change over time or not. For instance, in the context of this study ability to enhance vocabulary will be classified as a stable, internal cause, and effort to learn is classified as unstable and external cause for vocabulary learning. Therefore, the likely future success of students who are attributing their vocabulary engagement to a stable cause such as ability or skill will be too much limited than students who are attributing their engagement to an unstable cause such as effort. The third dimension refers to causes one can control, such as efficacy, and causes one cannot control, such as aptitude, mood, others' actions, and luck (Reeve and Jang 2006). In general, as far as each of these causal dimensions has unique influences on students' vocabulary engagement, having awareness on such crucial constructs helps EFL

teachers to promote students attribution to effort and there by positive self-evaluation will be brought.

2.7 Collaborative Learning.

Collaboration, which encourages the skills of cooperation and negotiation, is significant for 'activating and maintaining learners' intrinsic motivation' (Guthrie, 2001). Additionally, it fosters learner autonomy in that it allows students to make their own decisions in group. Since the learners had positive group dynamics, it was easy to get almost all the tasks in groups and pairs. Collaboration is helping each other and communicating with others, through writing and discussion, about what has been learned. Social interaction and collaboration includes talking about books with others, doing together with others, and borrowing and sharing books with others, talking about books with peers in class, and sharing writing about books with others (Guthrie, Seeker & Wigfield, 2000, as cited in Gambrels, 2011).

2.8 Teacher Involvement.

Guthrie (2001) asserted that the involved teacher knows about the students' personal knowledge and interests, cares about each student's learning, and holds realistic, positive goals for students' effort and learning'. Teachers have a dramatic effect on student affect. For instance, when students feel that the teacher has little or no interest in them, they are likely to lose their motivation. However, when the teacher is helpful and caring, they are likely to have a higher motivation and their self-esteem is likely to increase. Knowing the significance of student affect, teacher involvement was maximized by trying to assist the students by having a caring and helpful attitude and treating all of them equally. This can also promote vocabulary learning in different cases. For example teachers have to choose the appropriate vocabulary materials. Grabe and Stoller (2001) noted that appropriate vocabulary materials should complement students' linguistic and cultural level, their age/interest characteristics, and flowing coherently from the known to the unknown.

According to Day and Bamford (1998) and Guthrie et al (2004), only appropriate instructional materials and tasks involve learners in elaborating the new knowledge. They suggest the use of simplified graded learners especially for beginner/intermediate level students and less skilled

students. Horst and Robb (2005) add that teachers should encourage students to learn several simplified graded rather than a single lesson. In this case they promote extensive vocabulary by reading one simplified graded per week.

2.9. Praise and Rewards.

Praise and rewards play a substantial part in student vocabulary motivation, specifically when they are used effectively. Wlodkowski (1985) suggested that approach to awarding praise that is sincere, specific, sufficient and properly given for praise worthy efforts in a manner preferred by the learner. Over-complimenting students might result in counterproductive results in that they might become too dependent on praise and thus be unaware of what progress they are making. According to this idea providing them some interesting books as a rewarding and appreciating the effort they make in vocabulary task engage students more in vocabulary learning.

2.10. Vocabulary and Motivation: What the Research Says

Research confirms that students' motivation is a key factor in successful vocabulary learning. However, in order to effectively support motivation in vocabulary learning in the classroom, it is helpful to consider the research on motivational vocabulary learning strategies. Researchers have identified a number of factors including self-concept and value of vocabulary learning, choice; time spent talking about books, types of text available, and the use of incentives, each on vocabulary engagement.

2.10.1 The seven research-based rules of engagement for supporting students' motivation to Vocabulary learning.

2.10.1.1 Relevance of the activities to students' life

One way to enhance vocabulary learning motivation and achievement is to help students find value and meaning in classroom vocabulary tasks and activities (Wigfield, 2007, Hendricks, & Harackiewicz, as cited in Gambrell, 2011). When students make connections between the materials they are learning from and their lives, they become more involved and engaged in comprehending text (Hulleman et al. as cited in Gambrell, 2011). Motivation is enhanced when instructional practices focus on connections between school vocabulary learning and the personal lives of students. They stated 'In a recent study, students who were asked to write about how

material they were learning was relevant to their lives were more motivated and more interested than students who were asked to just write about the material' (Hulleman et al., as cited in Gambrell, 2011:69). According to these researchers view teachers are expected to select materials which are relevant to students' real life situation to motivate them in vocabulary activities.

2.10.1.2. Access to vocabulary materials

Motivation and vocabulary achievement are higher when the classroom environment is rich in additional vocabulary materials such as play cards, pictures, and posters (Kim, 2004; & Neuman, 2001, as cited in Gambrell, 2011). It stands to reason that increasing the number of other vocabulary materials in the classroom will have a positive effect on the amount and quality of the vocabulary experiences of the students.

2.10.1.3. Students' Engagement in Vocabulary Learning.

According to (Hiebert as cited in Gambrell, 2011), one source of students' lack of motivation to learn vocabulary can be traced to an insufficient amount of time spent during vocabulary learning in classrooms. The evidence that time spent, particularly during the school day, is strongly associated with vocabulary proficiency, it is surprising that the time that the amount of students spend in sustained vocabulary learning of text during the school day has not increased substantially over the years. Other studies have investigated the effects of time spent on vocabulary learning in school and out of school on vocabulary achievement. Taylor et al. as cited in Gambrell (2011) reported that time spent learning vocabulary in school was highly correlated with vocabulary achievement. In a subsequent study, Guthrie, Wigfield, Metsala, and Cox as cited in Gambrell (2011) found that the amount of time spent in and out of school predicted vocabulary comprehension.

2.10.1.4. Students' opportunities to make choices.

Choice has been identified as a powerful force that allows students to take ownership and responsibility for their learning (Rettig & Hendricks, 2000, as cited in Gambrell, 2011). Studies indicate that motivation increases when students have opportunities to make choices about what they learn and when they believe they have some autonomy or control over their own learning

(Jang, Reeve, & Deci, 2010; Skinner & Belmont, 1993, as cited in Gambrell, 2011). In a recent study, students who were allowed to choose their homework assignment from a number of acceptable options reported higher intrinsic motivation, felt more competent, and performed better on unit assessments than students who were assigned homework (Patall, Cooper, & Wynn, as cited in Gambrell, 2011). The researchers concluded that providing choices is an effective way to support the development of intrinsic motivation.

2.10.1.5. Students' Social Interaction.

Social interactions defined as communicating with others, through writing and discussion, about what has been learned, Applebee, Gamoran, Langer and Nystrand, (as cited in Gambrell, 2011). Social interaction includes talking about books with others, doing together with others, and borrowing and sharing books with others, talking about books with peers in class, and sharing writing about books with others (Guthrie, Seeker & Wigfield 2000 as cited in Gambrell, (2011).

2.10.1.6. Students' Success with Challenging Texts

One feature of effective vocabulary instruction is offering vocabulary tasks and activities that advance, rather than overwhelm the learner, Turner, 1995 (as cited in Gambrell, 2011). If the text is too difficult, the learner is more likely to give up. On the other hand, if the text is too easy, the learner is more likely to become bored. The most motivating vocabulary tasks and activities are moderately challenging, requiring the student to put forth some effort but with effort comes some level of success. Success with challenging vocabulary tasks provides students with evidence of accomplishment, resulting in increased feelings of competence and increased motivation (Schunk, 1989; Schunk & Zimmerman, 1997 as cited in Gambrell, (2011).

2.10.1.7. Classroom Incentives for Vocabulary learning

The research is clear that constructive and supportive teacher feedback provides a powerful and motivating incentive to learn, Cameron & Pierce, 1994; Deci, 1971; Wang & Holcombe, as cited in Gambrell (2011). The findings of the Marinak and Gambrell, (as cited in Gambrell, 2011) study suggest that when a tangible reward is related to the desired behavior, such as a book reward for vocabulary, motivation is not undermined. The use of appropriate incentives that are clearly linked to the desired behavior of vocabulary would include books, bookmarks, extra time

for pleasure, and extra teacher incentives. Such incentives may communicate the value and importance of engaging in vocabulary learning. As it has been mentioned in the review of related literature part, research conducted previously on motivation mainly highlight students' vocabulary attitude towards preference of vocabulary materials, students' level of vocabulary comprehension. For instance, Skiotic (1981) made a study aimed at surveying the vocabulary learning habits and preference of secondary school students in Greece. His finding shows students are interested in vocabulary authentic materials. In the Ethiopian context, Tamene (1982) conducted survey of the vocabulary learning interest of Addis Ababa university students, and his finding shows selecting and using the vocabulary materials in which students are interested and prefer to learn is much important. And Abdu (1993) investigated grade 11 students vocabulary preferences. His finding shows students are interested in learning vocabulary from authentic materials than textbooks.

2.11 Motivational strategies for Vocabulary Teaching

According to Nation, (2001), some teachers think that there is no need to teach vocabulary since it can take care of itself. However, vocabulary work can be directed toward useful words and useful skills and therefore it can enhance the second language learning process. Carter(2006), points out that vocabulary is often neglected in language learning and teaching even though it is agreed that without words there is no communication. However, the teaching of vocabulary has not evolved and learning new words still consists of behaviouristic studying of word lists.

Nation, (2006) emphasizes encouraging learner autonomy since like most learning, also vocabulary learning will be most effective if learners take control of their learning and are responsible for it. In principle, this means knowing what to learn how to learn it being simultaneously motivated to do this and eventually putting the knowledge to use. Therefore language teaching and the actions made by the teacher can have an impact on the learners' approach towards their learning.

Principles of vocabulary learning and teaching by Nation (2006 p.234) include the following: *The sequence of vocabulary learning should move from high frequency vocabulary and special purposes vocabulary to low frequency vocabulary; high frequency vocabulary and special purposes vocabulary should get attention across all the fields of teaching and learning*

vocabulary: meaning-focused input, meaning-focused output, language-focused learning, and fluency development; with low frequency vocabulary, teachers should focus on the strategies of guessing words from context, learning word cards, using word parts, and using dictionary; learning activities should be designed to encourage thoughtful processing of vocabulary through retrieval, generative use, and the use of mnemonic devices where needed and learners should be helped to take responsibility for their own vocabulary learning.

Similarly to Nation's (2006) views on vocabulary learning and teaching also Cook (2001) points out that much of vocabulary teaching is based on the idea that the most commonly used words of the target language should be taught first. Nation (1990) argues that opportunities for indirect vocabulary learning should have more time in language education in comparison with direct vocabulary learning activities. In order to indirect vocabulary learning to happen, learners must be interested in the message conveyed through the language. In addition, the message should include some items that are just outside the learner's present language proficiency and vocabulary knowledge. Nevertheless, these items should be understandable from the context in order to indirect vocabulary learning to take place.

Nation (1990) also points out that indirect vocabulary can be encouraged by exposure to large amounts of reading material. Through this exposure the learners have an opportunity to practice vocabulary learning strategies.

2.12 Motivational strategies to Learning Vocabulary in the classroom

According to Huckin, Haynes and Coady (1993), during a long period of time vocabulary learning has gone unnoticed by many of the different approaches such as the Communicative method or the Functional model, which paid no attention to the learning of this skill. It has always been seen as a natural process that did not need to be cared for because we tend to compare L2 vocabulary acquisition with L1 vocabulary acquisition. In our mother tongue we acquire vocabulary in a natural and practically unconscious way. For this reason we use to think that the same process occurs in the learning of the L2.

Krashen (1989) mentions the idea that some approaches called the “natural approaches” defend the idea that L2 vocabulary should be learnt in the same natural way as L1 vocabulary is, by

providing the appropriate context and conditions. Schemata have an important role in vocabulary acquisition since many studies revealed that in order to learn a word we have to understand it, and to understand it we use our background knowledge (schemata). This schemata knowledge is stored on our long-term memory. We store information about a huge variety of words and situations such as restaurant, food, places, etc. The reader or the student automatically recognizes a characteristic feature of the word which he or she can relate to his or her previous knowledge in order to acquire the word. Word-formation is an example of relation of learning with schemata. It can be seen as a process of learning in which the students use their background knowledge to acquire new information. For example, if we know that a word which ends with -ly is an adverb, when we see a new word ending with -ly we will automatically store it with the adverbs we already know. Stenberg (1987) says that when we see a word a lot of times, it has more probability of being stored in our schemata.

Some researchers such as Jankins and Dixon (1983) say that we need to see a word between 6 and 12 times in context to acquire it. Another important factor is saliency or importance of a word. Words become salient in relation with their frequency of occurrence but also depending on their relevance for the message that is being communicated. As Sternberg (1987) says:

If a given unknown word is judged to be necessary for understanding the surrounding material in which it is embedded, the learner's incentive for figuring out the word's meaning is increased. If the word is judged to be unimportant to understanding what one is reading (or hearing), one is unlikely to invest any great effort in figuring out what the word means (p.93)

2.13. Factors affecting students' motivation to learn vocabulary

A variety of factors may influence motivation in second language learning, including teaching materials, syllabus, teaching means and methods, teachers, learners themselves and so on. Because the purpose of my study is to find out ways to motivate students to learn vocabulary, it is necessary to know; first, the factors that cause their demotivation.

2.13.1. Teachers' factors

According to Dornyei (2001), teachers play a significant role in socializing and shaping the motivation of their students through their personal characteristics, verbal and non-verbal immediacy behavior, active motivational socializing behavior, and classroom management practices. Teachers' behaviors such as embarrassing students whenever they make mistakes when talking, laughing at them and asking them to talk about a subject they do not know much about, relationship between teachers and students, and teachers' enthusiasm are all factors that most teachers do not pay attention to, but they; in fact, do affect their students' motivation to learn the target language. The outlooks relating to these factors coming from Dornyei's (2001) theory.

2.13.2. The atmosphere in the classroom

Besides the factors mentioned above, learning and teaching conditions in the classroom contribute to the success or failure of second language vocabulary learning (HUCKIN, 1993). Moreover, it can motivate or demotivate students. The classroom is the only place where the teacher can influence his students so it has to be a free atmosphere, students should be at ease inside their classrooms, by making good relationships between students themselves and their teacher.

2.13.3. Interest

Interest is not a type of motivation but rather an influence on motivation. Students who are interested in learning about a topic or improving their vocabulary knowledge should display motivated behaviors', such as choice of the activity, effort, persistence, and achievement (HUCKIN, 1993). While it may seem that personal interest and intrinsic motivation bear some similarity to one another, personal and situational interest are not inherently linked with either intrinsic or extrinsic motivation. Students may be personally or situationally interested in a topic for intrinsic or extrinsic reasons. Although a goal of teachers may be to develop students' interest and intrinsic motivation in learning, in fact, there are many reasons underlying students' interests and not all of them reflect intrinsic motives.

In general, since investigations of most researches are limited only to indicate what makes students to engage in vocabulary learning rather than examining motivational strategies teachers

use to motivate students in vocabulary classes (for example, types of vocabulary activities used in the classroom, teachers feedback, teachers pedagogical carrying, topic selections for vocabulary lesson etc. that teachers implement in vocabulary lesson), it is the main reason that the researcher was motivated to conduct this research and investigate implementation of teachers' motivational strategies in vocabulary classes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the design of the study, study population and sampling, data collection instruments, method of data analysis and ethical considerations.

3.1. Design of the Study

This study aimed to assess the practice, challenges and opportunities of motivational strategies used in vocabulary teaching and learning. To this end, the researcher used descriptive research design. This descriptive design could enable the researcher to find out the existing motivational strategies teachers are implementing in vocabulary classes. In addition, activities that need attention in preparing and applying motivational strategies were identified. Moreover, since descriptive design was concerned with the development of generalizations, extending its conclusions beyond the samples observed, the researcher assumed the method to be appropriate for the analysis of the issue under investigation.

3.2. Participants

The major participants of data for the study were Haroji Kobecha, Biftu Gawo and Bikiltu Chabel high schools grade 10 students and their English language teachers in 2010 academic year.

3.3. Study population and Sampling

To make the study manageable, the researcher decided to take samples from three high schools in Gawo Kebe woreda which is found in Oromia regional state, Kellem Wollega zone. Since the three high schools are found in the same woreda, comprehensive sampling was used to select the sample. The researcher selected grade 10 due to some reasons. The first was that since the researcher has been teaching grade ten students for more than five years from the Woreda he found that the vocabulary competence of the students are low during communication and/or writing in classroom participation. On the other hand, as it is a transition level where students need special support to help them familiarize themselves with the next educational environment, grade ten students are selected as the population of the study. There were 20 sections of grade ten students (998 students) and 10 English language teachers. In H/ Kobecha high school there are 6 sections (326 students) and 3 grade 10 English language teachers and in Biftu Gawo high school there were 9 sections (472) students and 5 teachers while there were 5 sections and (200)

students and 2 teachers in Bikiltu Chabal high school. For this study, from the total population of 998 students from the three schools, ten percent (10%) of students (100) were selected as a sample. This is because, as Best (2003) argued, it is fair and appropriate to use ten percent of the representative sampling if the population is less or equal to 1000. Simple random sampling particularly lottery method was employed to give equal chances for the whole population of students.

Table 1. Characteristics of sample Respondent Students

School	No of Students			10% of total no. students in the class
	Male	Female	Total	
H/Kobecha	206	120	326	32
Biftu Gawo	320	152	472	47
Bikiltu Chabal	107	93	200	20
Total	633	365	998	99~100

As the table above shows among total number of 998 students, (10%), which is one hundred (100) respondents, were selected. The sample respondent teachers were selected using comprehensive sampling method. As a result all teachers who teach English language in the three schools were incorporated.

Table 2. Characteristics of Sample Respondent Teachers

Teacher	School	Sex	Qualification	Teaching Experience
1	Haroji Kobecha	Male	BA Degree	7
2	Haroji Kobecha	Male	BA Degree	10
3	Haroji Kobecha	Male	BA Degree	9
4	Biftu Gawo	Female	BA Degree	5
5	Biftu Gawo	Male	BA Degree	11
6	Biftu Gawo	Female	BA Degree	8
7	Biftu Gawo	Female	BA Degree	13
8	Biftu Gawo	Male	BA Degree	8
9	Bikiltu Chabal	Male	BA Degree	4
10	Bikiltu Chabal	Female	BA Degree	5

3.4. Data collection instruments

Since this study was descriptive in its nature, observation, interview and questionnaires were used as instruments to gather the required information for the study. Eventhough every instrument has weak sides besides its strength, in this study, the researcher used questionnaire, interview and classroom observation for their suitability to collect the data about teachers' motivational strategies in teaching vocabulary.

3.4.1 Classroom observation

As stated by Dornyei (2000), conducting classroom observation and identifying students' interest of vocabulary learning, motivational vocabulary activities and types of topics that are used in vocabulary lesson would be possible. The classroom observation aims at identifying motivational strategies teachers are implementing in teaching vocabulary. Thus the researcher found Domyei's (2001) model of motivational strategy and literature as the basis to prepare classroom observation checklist. It is chosen because it is comprehensive model which helps to examine motivational elements that are related with instructional materials, learning activities and techniques, (Guilloteaux, 2007). In addition, the model is preferred to be used in EFL context. For instance, Dornyei and Cheng (2007) used this model to investigate the value English language teachers give and the frequency of using motivational activities in vocabulary teaching-learning. Their research mainly focused on identifying teachers' use of motivational strategies. The model consists of motivational activities which help to promote students' motivation in language learning. It includes list of classroom motivational activities that teachers could employ to inspire their students' motivation for vocabulary learning. Using these activities as initial items to make classroom observation and to identify motivational activities that are practical was assumed as appropriate by the researcher.

Therefore, observation checklist was prepared and filled by the researcher while conducting observation at classroom level. After classroom observation was made in three sections for three weeks following this procedure, motivational strategies teachers use in vocabulary lesson were identified. The classroom observation aims at exploring how effectively teachers use motivational strategies in teaching vocabulary. The researcher observed three grade 10 English language teachers three times each on April 29, May 6 and May 13/2010 consecutively.

3.4.2. Questionnaire

The most frequent and efficient method for identifying students' learning strategies is through questionnaires (Chamot, 2005). Thus, questionnaires were prepared for this study to collect data from the students and teachers. The questionnaire aimed at gathering data about the motivational strategies used in vocabulary activities at EFL classes and also how often teachers' support consider students' learning style in the process of promoting students vocabulary engagement.

The questionnaire for students had four parts. The first part focused on students' perceptions of the importance of motivational strategies in vocabulary classes whereas the second part discussed the students' preference on motivational strategies to be employed in language classroom. The third part had fourteen items of five points Likert scale ranging from very frequently to never, and the fourth part had 7 items ranging strongly agree to strongly disagree which was used to answer teachers practice of using motivational strategies in vocabulary classes. The questionnaires for students were translated to 'Afaan Oromoo' to avoid language problem. In the translation stage, three 'Afaan Oromoo' high school teachers were participated to make necessary amendments in the phrasing of certain items. The questionnaires for teachers were in English and it had also two parts which has 14 and 7 items. In general the information through questionnaire was conducted for consecutive three days from April 22-24/2010 on the three high schools respectively.

3.4.3 Interview

The other instrument used in this study was a semi-structured interview guide set for grade 10 English language teachers. The purpose of using the interview is to verify whether or not some of the information obtained from the questionnaire is accurate, and to elicit more reliable information from the interviewees as they describe their own practice of using motivational strategies in vocabulary teaching and learning.

The researcher employed semi-structured interview which is used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject. Accordingly, semi-structured interview having similar contents with the questionnaire to crosscheck the responses drawn through the questionnaire was

set and conducted with 10 EFL teachers to obtain additional supplementary data on teachers' knowledge on the theoretical practices of motivational strategies used in vocabulary teaching and learning in EFL classes.

In light of this, 7 items of interview questions were prepared for English language teachers. The interview has taken averagely 15 minutes and it was conducted in the selected school compound for two days (from April 22- 23/2010). The procedure of interviewing was held through note taking while the interviewee was explaining his/ her ideas. This data collecting instrument was preferred to get adequate information, free discussion, and response and flexibility that cannot be obtained through other data collection instruments. According to Nunan (1992), the interview is suitable for the descriptive study for two reasons. First, interview can be employed for securing relevant data. Second, the respondents with whom the interview was conducted were few in which case interview is appropriate. Thus, the semi structured interview, which was prepared based on the objectives of the study and the review of related literature, was set to collect relevant data.

3.5. Methods of Data Analysis

After the completion of data collection by means of different instruments, the information gathered was edited, classified and tabulated manually and the data analysis was carried out. Finally, conclusion and recommendations were drawn. Data obtained from questionnaire was organized in tables into subcategories. Each sub category was tabulated under each rating scales. Then, the percentage was analyzed to study how frequently English language teachers of the three schools make use of motivational strategies to promote students' vocabulary engagement. Data gathered through classroom observation and interview was described qualitatively in order to support the data gathered through questionnaire. Finally, the findings obtained through the questionnaire, interview and the classroom observation were discussed, interpreted and reported.

3.6. Data Collection Procedures

Firstly, the researcher contacted the school directors and explained the purpose of the study before conducting it. This helped the researcher in order to collect the data effectively. Then, before implementing those instruments, pilot test was given for 20 grade ten students of Dereje

Keba Secondary School which is found in the nearby District called Dale Wabera. To see the validity of the questionnaire, the researcher employed expertise comments. Thus, the questionnaire was given to the experienced teachers for their professional judgments. And then they suggested the researcher on some item to modify. Eventually, data gathering instrument was distributed for final study. Next, interview was held for grade 10 English language teachers those incorporated in this study. To approve what they replied for questionnaires and interview observation checklist which was adapted from Dornyei and Cheng (2007) model was used to investigate the value English language teachers gave and the frequency of motivational activities used in vocabulary classes.

3.7. Ethical Considerations

The Code of Ethics supplies the study participants with details about what you intend to do with the information they give and it shows that you intend to treat both them and the information with respect and honesty (Dawson, 2002:151). Thus, after receiving official letter of cooperation from the selected Districts' Educational Office, the researcher communicated with the school directors and individual participants (EFL teachers and students). The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished on a voluntary basis without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents had been kept confidential.

CHAPTER FOUR

FINDINGS AND DISCUSSION

In this section, the researcher tried to indicate the results of the study and the discussions of the findings.

4.1. Subjects personal profile

Since the main objective of the study was to assess the practice, challenges and opportunities of motivational strategies used in teaching and learning vocabulary, explaining teachers qualification and work experience as well as learners' grade level and age was useful for the study.

4.1.1 Teachers' Profile

The following table shows the data gathered on teachers' qualification and work experience.

Table 3: Teachers' Qualification

Sex	Qualification		Work experience(in years)				Total
	Degree	Above	1-5	6-10	11-15	>16	
Male	7	-	1	4	2	-	7
Female	3	-	2	1	-	-	3
Total	10	-	3	5	2	-	10

As has been seen in the above table, all the participants (100%) have BA degree. Unfortunately, there is no participant who has the Master's degree. This information was taken from teachers themselves during the interview and on the questionnaire.

A quick look at the table above also shows that the majority of the teachers (53.84%) had experiences of teaching English for more than five years. The others (38.46%) have taught English for less than five years. Whereas only two participant stated that he/she has taught English for more than ten year which makes up (7.69%) from the whole.

4.1.2. Students' Profile

Table 4: The following table shows the data gathered on Students' grade level with their age.

Name of the schools	N° of students	Grade Level	Sex			Age				Total
			M	F	T	14-15	16-18	19-20	>21	
Haroji Kobacha	326	10 th	210	116	326	-	300	18	8	326
Biftu Gawo	472	10 th	305	167	472	-	430	27	15	472
Bikiltu Chabal	200	10 th	108	92	200	-	169	30	1	200
Total	998	10 th	623	375	998	-	899	75	24	998

As the above table indicates, all of the participants were selected from grade 10. The data also shows that most of the students (623) were males and the rest (375) were females out of the total number of 998 students. On the other hand, from the total population of the samples, almost all (899) participants were found between the age range of 16-18 and the rest 75 and 24 participants were found between 19-20 and above 21 respectively.

4.2. Analysis of Data Obtained through Interview

4.2.1. Teachers' Responses towards their personal Information

Most of the teachers in the study have had experience in teaching; for instance, 53.84% have thought English for more than five years and all the teachers have first degree in English language.

4.2.2. Teachers' practice of motivational teaching strategies in vocabulary classes.

There were ten teachers who participated in detailed interview. Even if they agreed on the importance of practicing motivational strategies in vocabulary teaching, the researcher did not observe them while they practiced it effectively in their language classes during classroom observation. Thus, the analysis of data gathered through interview has not shown consistent results with findings of the questionnaire and observation. For example, when answering the first interview item, almost all teachers not only agreed on the importance of practicing motivational

strategies in vocabulary teaching, but also claimed that they practiced these strategies in their English classes. But this was not supported by the class room observation.

Therefore, when the interview was conducted with the teachers, it was examined how they practiced motivational strategies in vocabulary teaching in line with the given item. Regarding item 1, “Do you think that practicing motivational strategies in vocabulary teaching are very important to enhance students’ vocabulary use? If yes, to what extent? If not, why?” Almost all of them agreed on the importance of using the motivational strategies in vocabulary teaching. But they didn’t practice it in the classroom during vocabulary instruction. When asked the reasons for not applying, they explained that they do not have training on vocabulary teaching strategies so as to practice in EFL classes and to equip their students with vocabulary knowledge. Regarding teachers experiences of planning to use different vocabulary activities in teaching vocabulary, most of the respondents replied that they plan to give vocabulary lesson that contain different vocabulary activities through integrating other language skills and practice them in the classes usually. But this was found inconsistent with the actual classroom observation because the teachers were not found when they attempted practice different vocabulary activities in vocabulary teaching according to their intention.

In terms of using additional vocabulary materials, most of the respondents said that they didn’t use additional vocabulary materials; even some of them do not teach vocabulary lesson regularly rather they proceed to the other topic to cover the portion. In relation to this, Gambrell (2011) states that motivation and vocabulary achievement are higher when the classroom environment is rich in additional vocabulary materials such as play cards, pictures, and posters. Therefore the teachers of these three schools need to improve their way of teaching vocabulary accordingly.

In general most of the respondents were not doing appropriate with intended goal of vocabulary teaching using motivational strategies thus they need to incorporate themselves since they are not applying what the review says in the actual classroom.

4.3. Analysis of Data Obtained through Questionnaire

4.3.1. Teachers' questionnaire

4.3.1.1: Teachers' Implementation of the motivational strategies

In this section, teachers are required to state if they think that motivation is important when it comes to improving the students' vocabulary knowledge and if they answer 'no' then they have to justify their answer. Teachers are also required to indicate whether they find their students motivated to vocabulary learning or not, and if 'no' they were asked to mention what do they do to motivate them. Again teachers are required to indicate the factors that they think hinder students' motivation when learning vocabulary. In the last teachers are required to say whether they think that the previously mentioned strategies enhance students' vocabulary knowledge or not, and then they have to justify their answers.

Table 5: Teachers' incorporation of the motivational strategies

Items	Subjects and percentage				Total	
	Yes	%	No	%	Subjects	%
1. Do you find motivation as important in enhancing the students' vocabulary knowledge?	8	80%	2	20%	10	100
2. Can you say that your students are motivated to learn vocabulary?	8	80%	2	20%	10	100

As indicated in the above table item 1, (80%) of the respondents find motivation as important to enhance the students' vocabulary knowledge; On the other hand, (20%) recorded of disagreement; this can only be interpreted by their ignorance of the importance and benefits that motivation has on enhancing the vocabulary knowledge. On the other hand item 2 deals with whether teachers are aware of their students' motivation i.e. whether they are motivated or not. The great majority of the questioned teachers (80%) said that their students are motivated to vocabulary learning, whereas; only two of them (20%) answered negatively. Unmotivated students can be due to many factors, such as lack of self-confidence, lack of interest in the subjects, fear of making mistakes etc.... The role of teachers in enhancing students' motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers should find their ways to motivate their students.

If ‘no’, how do you do to motivate them?

Only two teachers doubt of ten answered by ‘no’ for the previous question, who explained that he/she motivates them through different ways. At first place, selecting topics of students’ interest which stimulates them to use English, Also, organizing classroom debates about current topics and bringing some interesting activities that encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. They also added that role-play and language games are excellent ways of motivating students, and from this one can conclude that motivation is what keeps teachers teaching and their students learning.

Table 6. Teachers’ perceptions of motivational strategies for vocabulary teaching

Option	Subjects	%
The use of appropriate incentives	2	20%
Using different vocabulary tasks	1	10%
Additional vocabulary materials	2	20%
Sufficient amount of time	-	-
Providing choices	-	-
Creating social interaction	1	10%
Using moderately challenging activities	1	10%
All	3	30%
Total	10	100%

The data in the above table shows that most of the teachers (30%) prefer using motivational strategies collectively whereas the others 20% and 20% prefer the use of appropriate incentives and additional vocabulary materials respectively. The minority number prefers using different vocabulary tasks (10%), creating social interaction (10%) and using moderately challenging activities (10%) which accounts for 30% in general. From this we can understand that the majority of teachers do not use the appropriate motivational strategies in language classroom to enhance their student’s vocabulary knowledge.

4.3.1.2. Factors most hinder a students' motivation in vocabulary learning

The aim of this item is to investigate the factors that teachers think hinder their students' motivation to teach vocabulary in class. Only (60%) of the teachers have answered this question, may be the others (40%) do not have enough experience to notice such factors. The teachers who answered have mentioned few factors such as the lack of confidence, lack of background knowledge, the uncomfortable environment and most importantly the inappropriate teaching strategy. Demotivation to vocabulary learning might have several reasons, and in all cases it is the teachers' role to help the student solve the problem.

4.3.1.3. Teachers awareness on motivational strategies in teaching vocabulary

As Nation (2006) stated, teachers are the most important persons in the classroom teaching and learning process in general and in teaching vocabulary in particular. He further argued that without their knowledge, experience and awareness of methods and strategies of motivating students, it is difficult to get learners engaged in learning. There is no denying that teachers influence students' learning. Unless teachers are aware of different motivational strategies to initiate students in vocabulary learning it is difficult to them to motivate students in vocabulary tasks. So the following table shows how teachers are aware of motivational strategies to be used in vocabulary classes. The responses were analyzed as 'agree and strongly agree' as positive response and 'disagree and strongly disagree' as negative.

Table 7. EFL Teachers' awareness on motivational strategies in vocabulary teaching.

No	Item	Strongly agree	Agree	Undecided	Disagree	St.Disagree	Total
1	Using related topics based on students preference motivates students to learn vocabulary	5	5	-	-	-	10
2	Activating students' prior knowledge engages them in vocabulary learning.	6	4	-	-	-	10
3	Organizing students in group	4	5	1	-	-	10

	engage them in vocabulary Learning.						
4	Using authentic materials in vocabulary class motivate students in vocabulary learning	7	3	-	-	-	10
5	Providing feedback, prize and grade to students motivate them in learning vocabulary	4	5	1	-	-	10
6	EFL teachers being committed in teaching vocabulary engage students in learning vocabulary.	3	5	2	-	-	10
7	Using additional materials which are related to students' real life engage them in vocabulary learning.	4	6	-	-	-	10

In the table above item 1 shows, of all the samples (50%) responded 'agree' and (50%) strongly agree that using related topics based on students' preference motivates students to learn vocabulary. This indicates that teachers have awareness of selecting related materials on students' preference is useful motivational strategies in teaching vocabulary. In the case of item 2, sample respondents were asked if they are aware of activating students' prior knowledge before vocabulary teaching engages them in vocabulary. The samples (60%) of them responded strongly agree that activating learners' prior knowledge is very important to engage them in vocabulary learning. Next to this, a question was provided to samples to identify whether they are aware of organizing students in group engage the students in vocabulary learning (item 3), (40%) and (60%) of the respondents responded agree and strongly agree respectively. This shows their belief that it is useful motivational strategies in teaching vocabulary.

Regarding items 4, a question was provided to samples to identify whether they are aware of using authentic materials in vocabulary class such as play cards and posters to students, teachers being committed in teaching vocabulary and using additional materials which are related to

students' real life, most of the teachers (70%) agree that using those motivational strategies in teaching vocabulary were important. From this result one can infer that the teachers were aware of importance of using motivational strategies in vocabulary classroom.

In the case of items 5 & 6 providing feedback, prize and grade to students and teachers commitment in teaching vocabulary engage students in vocabulary learning almost all (9 and 8 of each item respectively) of teachers agree to the importance of using such strategies. The question is also forwarded to the samples to identify whether they aware of using additional materials which are related to students' real life engage them in vocabulary learning or not (item 7) (60%) and (40%) responded by saying agree and strongly agree respectively. This shows that teachers are aware of importance of different additional materials to be used to motivate students in vocabulary classes.

4.3.1.4. Teachers Provision of Support in Teaching Vocabulary using motivational strategies.

Teachers have great role to play in the process of creating the basic conditions for students' vocabulary motivation. Their dedication for teaching vocabulary, their feedback and also the treatment they give to students have significant place in facilitating the total instructional process in general and students' vocabulary engagement in particular. Regarding teachers' support, Ainley and Russell (2002) state that, teachers' support contributes a lot to increase students' attentiveness in their learning. Here, one of the purposes of this study was to investigate how teachers support and treat their students to promote their vocabulary using motivational strategies.

Table 8. Teachers' response on support provided to engage students in vocabulary tasks.

No	Item	V.F		Frequent ly		Sometim es		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	How often are students helped to feel good at vocabulary learning?	-	-	1	10	3	30	4	40	2	20	10	100
2	How often are students provided with constructive feedback and reward to their vocabulary attempts?	-	-	1	10	2	20	2	20	5	50	10	100
3	To what extent are students encouraged to ask questions and other contributions in vocabulary classes?	1	10	1	10	5	50	3	30	-	-	10	100
4	To what extent are students given opportunity to explain what they understand about the lesson they learn?	-	-	1	10	4	40	3	30	2	20	10	100

NB N=number % = percentages T = Teachers S = Students V.F= Very Frequently

As it is indicated in table 8 above, the question asked, item 1, aimed to identify if teachers help students to feel good at vocabulary learning. From the samples 40% and 20% responded (negatively) "rarely" and "never" respectively. And the others 30% and 10% responded "sometimes" and "frequently" respectively.

As Davis (1999) states, as far as teachers' behavior has influence on students' motivational state, teachers' commitment towards teaching vocabulary, good expectation and also accepting efforts to what students show in their vocabulary development is vital, because responding properly to

students attempt has its own cumulative effect on students' motivation. In addition to this, caring about each student's vocabulary knowledge and holding realistic positive goals for students' effort is very important. If not, and if students sense that their teacher has given no emphasis for the lesson, students' motivation will be undermined (Davis, 1999).

In addition to this, the question item 2, was aimed to identify how frequently teachers provide students with constructive feedback, praise and grade to students vocabulary attempts, 50% and 20% of the samples responded by saying "rarely" and "never". That means the majority (70%) of the teachers responded negatively. According to Gambrell (2011), the constructive and supportive teacher feedback provides a powerful and motivating incentive to learn. Such incentives may communicate the value and importance of engaging in vocabulary. In continuation of this, sample teachers were also asked to rate degree of emphasis they give to students' active involvement in classroom vocabulary activities. As it is indicated in the above table, 50% of them responded, to item 3, that it was only sometimes that they encourage them to be able to ask questions and participate in classroom vocabulary activities. In addition to this 30% of them responded that teachers promote students' classroom participation rarely.

With regard to item 14, teachers were asked if they give opportunity to their students to explain what they understand about the text they teach, the results show that among the samples 40% and 30% said "sometimes" and "rarely" respectively.

Table 9: Teachers' Responses concerning Additional Materials used during vocabulary teaching and learning.

No	Item	V.F		Frequently		Sometimes		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	To what extent vocabulary topics were selected based on students' preference?	-	-	-	-	1	10	2	20	7	70	10	100

2	How often additional materials are used rather than sticking only to text books?	-	-	1	10	2	20	3	30	4	40	10	100
3	To what extent are authentic materials used in vocabulary classes?	-	-	-	-	2	20	3	30	5	50	10	100
4	How often are vocabulary materials which have some sort of relation to students' real life used in vocabulary classes?	1	10	1	10	1	10	3	30	4	40	10	100

NB: N= number % = percentages T = Teachers S = Students V.F = Very Frequently

As indicated in the above table, for item 2, the teachers were asked if they use additional vocabulary materials which were preferred by their students, 10% and 20% answered "sometimes" and "rarely" respectively, that vocabulary materials they use contain things students want to know, and the majority (70%) of teachers responded "never". Rettig and Hendricks (2000 as cited in Gambrell, 2011, p. 97) argue that using additional material has a powerful force that allows students to take ownership and responsibility for their learning.

Motivation increases when students have opportunities to make choices about what they learn and when they believe they have some autonomy or control over their own learning, (Skinner & Belmont, 1993, as cited in Gambrell, 2011). Day (1994) further states that, teachers should use additional materials that students are interested in, including materials self-selected by the student. In contrast when we come to implementation of the teachers, as the data in the table above indicates, only few teachers responded by saying that they only sometimes use additional materials based on their students' preference. However, the majority 70 % of teachers responded that supplementary materials are never used in vocabulary classes with the preference of students. This may result from lack of giving attention to students' vocabulary ability preference

and also their motivational orientation which is crucial in stimulating students' motivation in learning.

Regarding item 4, a question was presented to identify whether teachers use additional vocabulary materials, only 10% of the sample teachers responded that they use additional materials "frequently", whereas, the majority, 30% and 40%, of the samples answered "rarely" and "never" respectively. When it comes to the students' responses, (10%) and (20%) of the samples responded "frequently" and "sometimes" respectively.

Regarding item 3, a question was provided to the teachers to identify whether they use various topics of authentic materials in vocabulary classes and only 20% responded "sometimes", but the majority (20% and 60%) of the respondent teachers responded "rarely" and "never" respectively. When it comes to the students, the majority (80%) of the students responded that their teachers "never" use authentic materials while only 10% and 10% of them said "sometimes" and "rarely".

Similarly the observation result from the samples which was observed to see whether they use various topics of authentic materials such as play cards, posters, and pictures (see appendix A) in actual vocabulary classes, the observer identified no practice of using such materials used through the three observation sessions. From these results it is possible to conclude that no attempt was made to use of authentic materials to motivate their students in vocabulary tasks.

Gambrell (2011), argued that when students make connections between the material they are using and their lives, they become more involved and engaged in comprehending text. He farther states that motivation is enhanced when instructional practices focus on connections between the school lesson and the personal lives of students. However according to this researcher's view teachers are expected to select materials which are relevant to students' real life situation to motivate them in vocabulary activities. Thus, as can be seen from the data in table, the response of most teachers claimed that they hardly use additional vocabulary materials. Similarly, the majority of the students reported that their teachers rarely use additional vocabulary materials. Likewise, the classroom observation and the interview results goes with that of the teachers and the students' response. Hence, it seems plausible to conclude that the teachers hardly use additional materials which are engaging and interesting to motivate students in vocabulary tasks.

4.3.1.5. Teachers use of different vocabulary activities as motivational strategies.

Vocabulary activities have different values for different students' interest. Some students prefer to learn through peer competition and give more value for independent works. And some others are interested in group, pair work and some are motivated by classroom interactions. As far as their interest of vocabulary activities organized for group and for individuals affect students' motivation.

Table 10. Teachers' Responses on different Vocabulary Activities used in Vocabulary classes.

No	Item	V.F		Frequent ly		Sometimes		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	How often are students engaged in group for doing vocabulary activities?	-	-	-	-	2	20	5	50	3	30	10	100
2	To what extent are students helped to relate ideas in the topic to their prior knowledge?	-	-	1	10	3	30	5	50	1	10	10	100
3	How often are students encouraged to develop their individual vocabulary skill?	-	-	5	50	3	30	2	20	-	-	10	100
4	To what extent are students helped o do vocabulary activities together?	-	-	2	20	1	10	6	60	1	10	10	100

NB: N= number % = percentages T = Teachers S = Students V.F= Very Frequently

As indicated in table above, the sample teachers' responses for item No.1 indicated that the majority 50% and 30 % of them responded "rarely" and "never" respectively. As it has been

indicated, the emphasis teachers give to competition like vocabulary activities was limited. The majority (80%) of the teachers responded that they do not use small group competition among students with their vocabulary performance.

Following this, the next question (item 2) was presented to samples to identify how frequently teachers activate students' prior knowledge. In this regard the teachers answered only 10% and 30% of the samples responses indicate that teachers activate students' prior knowledge "frequently" and "sometimes" respectively. Whereas 50% and 10 of them responded "rarely" and "never". The data collected with interview were similar with the earlier one. For instance, one of the respondents has replied his practice in this way:

Of course I sometimes ask them what they know about the lesson they are going to learn. But I do not have to do it often because since it needs extended time I skip on it and teach grammar part.

As the responses above shows, teachers due attention were not given to cultivate students background knowledge which is crucial in teaching especially in vocabulary. Using relevant vocabulary materials and helping students to bring their prior knowledge to new text is essential technique through which motivation for vocabulary could be generated. When vocabulary materials have some sort of relation to students' real life, they would be more meaningful and will arose students' motivation for learning by activating students' prior knowledge.

Gambrell, (2011) states that it must be the kind of material that students will need and want to be able to learn outside the classroom. Because, students are engaged more in vocabulary activities when they can build up on prior knowledge and make clear connections between what they learn and the world they live in. But when we come to the implementation of teachers under investigation, it is very limited. Then, in order to detect how frequently teachers assign students to perform group vocabulary learning activities, item 3 was forwarded to teachers. Among the samples, 60 % of the responses indicate that they rarely assign their students to do vocabulary activities together. And the other 10 % of them responded "sometimes" and only 20% and 10% responded "frequently" and "very frequently" respectively.

4.4. Students' Questionnaire

Table 11: Students' perception of the importance and evaluation of the motivational strategies to help them improve their vocabulary learning.

Items	Subjects and percentage				Total	
	Yes	%	No	%	Subjects	%
1.Are you motivated to learn vocabulary?	17	17%	83	83%	100	100%
2. Have you ever heard of motivational strategies?	30	30%	70	70%	100	100%
3. Does your teacher implement any motivational strategy to make you better learns vocabulary?	27	27%	73	73%	100	100%
4. Do you think that motivational strategies help you improve your vocabulary learning?	11	11%	89	89%	100	100%

Motivation is recognized as a key feature of an effective learning, the first question about the motivational strategies was an attempt to know whether these students are motivated to achieve better vocabulary knowledge or not. Thus, answering item no.1 (83%) respondents were considering themselves as not motivated to have better vocabulary knowledge whereas (17%) responded as they are motivated. So, the results show that the majority of the students i.e. (83%) are not motivated to enhance their vocabulary knowledge.

The statistics related to item 2 show that (70%) of the subjects have not heard of the motivational strategies that help them enhance their vocabulary knowledge, against (30%) who have heard of it. That is to say, the minority of respondents are more likely to be familiar and have a background about the importance of the implementation of those strategies and this with no doubt, will negatively affect their learning out comes.

When it comes to item 3, the main aim is to see whether teachers are helping their students in developing their vocabulary knowledge. Apparently, the minority of yes responses, translating into (27%) said that their teachers are using motivational strategies. On the other hand, a numerical majority of (73%) said that their teachers are not using any strategy. This explains the fact that the majority are extrinsically motivated.

In answering item 4, the majority (89%) of the respondents said that motivational strategies did not help them to improve their vocabulary learning which communicates a deep fact that there were no benefits of the motivational strategies as expected in improving their vocabulary knowledge. They were asked to say the reason why they think it and they said that mostly their teachers weren't gave them more emphasis to using these strategies and sometimes they feel fear, anxiety and no self-confidence in grasping new vocabulary and encountering their fears.

Table 12. Which of the following techniques did you enjoy best?

Option	Subjects	%
The use of appropriate incentives	12	12%
Using different vocabulary tasks	9	9%
Additional vocabulary materials	27	27%
Sufficient amount of time	13	13%
Providing choices	12	12%
Creating social interaction	10	10%
Using moderately challenging activities	17	17%
Total	100	100%

The present item of information is intended to ask subjects about the technique they enjoy best. The table above summarizes the most frequent techniques that teachers can use in order to carry out vocabulary activity. As can be noticed in table above, there are no major differences between the percentages of appropriate incentives and using different vocabulary tasks that totally accounts for (21%). In the first place comes the use of additional vocabulary materials with (27%) followed by both sufficient amount of time and the implementation of creating social interaction with (23%) for both. The other respondents (12%) consider providing choices as the technique that enjoys best and only (17%) answers opt moderately challenging activities. This indicates that in the first place, subjects are aware of these techniques and secondly those who find incentives enjoyable are motivated when debating or talking about any topic.

4.4.1. Students' evaluation of the role of motivational strategies.

The aim of this question is to know what kind of strategies attract the students attention more so that teachers would know what motivates their students most to learn vocabulary inside the

classroom, in other words to see what motivational strategies are from the students' perspective. From reading the answers, the researcher noticed that the majority were asking for more incentives and implication of using different vocabulary tasks, as well as, choosing topics that are student-centered as one of them has mentioned, and there were even some who said that giving extra marks is a very motivational strategy which, unfortunately; is the case of our students nowadays.

Table 13. Students' responses on teachers' employment of motivational strategies at vocabulary classes.

No	Item	Strongly agree		Agree		Undecided		Disagree		St.Disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	The EFL teacher uses vocabulary topics based on your preference.	-	-	-	-	5	5	30	30	65	65	100	100
2	The EFL teacher activates your prior knowledge before vocabulary learning	-	-	-	-	10	10	32	32	58	58	100	100
3	The EFL teacher organizes you in group to learn voc.	-	-	20	20	10	10	25	25	45	45	100	100
4	The EFL teacher uses authentic materials in voc. Class	-	-	6	6	10	10	30	30	54	54	100	100
5	The EFL teacher provides feedback, prize and grade to students' vocabulary attempt.	-	-	5	5	10	10	40	40	45	45	100	100
6	The EFL teacher is committed in teaching vocabulary.	-	-	5	5	20	20	35	35	40	40	100	100
7	The EFL teacher uses vocabulary materials which are related to students real life	-	-	-	-	10	10	28	28	62	62	100	100

NB: N= number % = percentages

According to the table 13 above item 1, the sample students were asked if their teacher uses vocabulary topics based on their preference, the samples responded, (65%) and (35%) of them

answered "strongly disagree" and "disagree" respectively. The teachers' response shows that only a few number (30%) of the sample uses additional materials where as the majority (70%) did not. From this one can conclude that only a few numbers of teachers believes that using vocabulary topics based on students' preference motivates students to learn more. As the results show the responses of teachers and students for item 1 are slightly opposite. As it is indicated in the literature, vocabulary materials that are perceived as important from students' point of view have significant value to stimulate students' interest for vocabulary. Students learn for general knowledge, and they want to know about what they do not know before, they need help to understand the way other people feel or think, introduce them to new and relevant ideas, make them think about things they have not thought about before and also make them want to know for others (Day, 1994).

In the case of item 2, 58% and 32% of students responded strongly disagree and disagree respectively. This is no correspondingly matched when compared with that of the teachers' (see table 7) which states that (60%) responded strongly agree that activating learners' prior knowledge is very important to engage them in vocabulary learning. However, this shows that even though teachers agree to the importance of such strategies they do not implement in the classroom.

Students' response for item 3 which states the teacher organizes students to learn in group, (58%) of them responded "strongly disagree". However (40%) and (60%) of the teachers (table 7) responded 'agree' and 'strongly' agree respectively. This shows that even though teachers are aware of organizing students group are useful strategies to engage students in vocabulary learning but they do not implement it in actual vocabulary classroom.

Regarding items 4, (54%) and (30%) of the students responded "strongly disagree" and "disagree" respectively with regard to teachers' use of authentic vocabulary materials. When we come to those of the teachers, almost all (70%) agree that using those motivational strategies in teaching vocabulary were important. This show how big the gap is between what teachers belief about the importance of using such vocabulary materials and what they did in actual classroom practice.

In the case of items 5 providing feedback prize and grade to students and teachers commitment in teaching vocabulary engage students in, almost all (22% and 68%) students respondents were responded "disagree" and "strongly disagree" respectively. Of the teachers respondents (9 and 8) of teachers agree to the importance of using such strategies respectively (see table 7, item 5). This means they do not implement those motivational strategies in vocabulary classroom. From this result one could infer that, teachers are failed to putting their awareness of those strategies in to real classroom practice.

Gambrell (2011), argued that when students make connections between the material they are learning from and their lives, they become more involved and engaged in comprehending text. Motivation is enhanced when instructional practices focus on connections between school materials and the personal lives of students. The findings regarding teachers' awareness of motivational strategies for teaching vocabulary indicate that even though most of the teachers agree that these strategies help students to be motivated in vocabulary learning, almost all students conversely responded that their teachers do not implement those strategies in the class.

Besides, according to response given for the question that asks if the teachers were interested in teaching vocabulary (item 6), (60%) of the samples responded "rarely" and 10% said never. That the majority (70%) of students responded their teachers were not interested in teaching vocabulary. But, most of the sample teachers 70% responded they are interested in teaching vocabulary "sometimes". Even though 70% of teachers responded that they are interested in teaching vocabulary, as it can be seen from table 7. Here the results of students' response on this item contradicted that of teachers. Similarly, the classroom observation goes with that of the students' responses in that they were not much interested in teaching vocabulary.

However, 'to aware' does not mean 'to practice' in the context of this research since the teachers in focus failed to put their belief into practice. Most of the students also confirmed this fact by stressing that their teachers give little attention to use different motivational strategies in vocabulary classes. The classroom observation, which showed very much limited of teachers' use of motivational strategies in vocabulary classes, also proves this fact.

Generally, although teachers are aware of the importance of using motivational strategies for teaching EFL in general and vocabulary in particular, they failed to practice in vocabulary

classes. If the teachers indeed live by this awareness, one can expect them to prove it by using those strategies. However, they were not found doing this, and this may indicate that teachers do not put their beliefs to practices. This condition may force one to critically consider. Noe's (2004) claim that the individual's perception is realized through action, because in this case, either the teachers' perception is only a claimed one, or it can be argued that not all perceptions are shown in action.

4.5. Analysis of Data Obtained through Observation

The analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, the selected teachers were observed. The data based on the requirement of the classroom checklist (see appendix A) were collected and the observation was conducted by the researcher. Thus the observation result was presented under here.

Table 14: Teachers' practice of motivational strategies in vocabulary teaching at EFL classes

No	Items	Yes	No
1	The teacher compare students' group performance in vocabulary activities		✓
2	Using additional vocabulary materials		✓
3	Helping students relate ideas in the lesson to their prior knowledge.		✓
4	Helping students feel that they are good at vocabulary.		✓
5	Teaching students vocabulary learning techniques		✓
6	Assigning students to do vocabulary activities in group.		✓
7	Using authentic materials for vocabulary lessons		✓
8	Including fantasy elements in vocabulary activities.		✓
9	Providing students with constructive feedback and praise to their vocabulary attempts /good, very good, excellent, thank you/	✓	
10	Encouraging students' classroom activities in the vocabulary lesson.		✓
11	Emphasizing the usefulness of effort to promote vocabulary motivation.		✓
12	Show his interest and commitment in teaching vocabulary	✓	

The result that obtained from the observation shows that from the three session observation of the samples the researcher have not observed group vocabulary activity used. From these results one can infer that teachers do not compare group vocabulary activity (which is important) to engage students in vocabulary tasks. Dornyei (2001) states, it was through group competition that group cohesiveness or strong relationship between students can be achieved. Thereby, initiations to participate in different vocabulary activities and to work together with the students in the group will increase. As to this idea group competition is important to increase student's vocabulary engagement.

The observation result from the samples which was observed to see whether they use various topics of authentic materials such as play cards, posters, and pictures (see appendix A) in actual vocabulary classes. The observer identified no practice of using such materials used through the three observation sessions. From these results it is possible to conclude that no attempt was made to use authentic materials to motivate their students in vocabulary tasks.

Similarly the researcher came up with the result of observation to see whether the teachers give opportunity to explain what they understand or not in actual classroom setting, it was observed that in only two classes of the second observation the teachers encourage students to explain what they understood from the text they learn.

In addition, observation obtained from teachers show that social interaction is neglected by the school EFL teachers. Generally, from the above analysis one can safely conclude that using appropriate and engaging vocabulary activities in vocabulary classes were undermined, and the overall class observation identified that most of the teachers do not practice the intended motivational strategies in vocabulary classes thus the students are not engaged in learning the vocabulary lesson through participatory and motivating way.

4.6. Discussions

Regarding the research findings and discussions, the data from all three instruments—questionnaire, interview and observations—were triangulated. Overall, the results indicated that the students possessed a relatively low level of motivation, while a large number of them reported having internal interests in learning English.

When determining the type of motivation, the majority of the students indicated possessing internal interests in learning — ‘[I] like to learn and pay close attention to the lesson. However, the difference is the type of motivation and motivational strategy they used. In the present study, the data suggested that most students possessed internal interests in learning English, whereas most previous studies in EFL contexts indicated students had high external motivation—learning for the instrumental value of English for education and job related purposes (e.g., Cho, 2012; Choosri & Intharaksa, 2011)

Therefore, this different finding should be discussed in the light of the data collection. Unlike most previous studies, the students’ motivation in this study was assessed from three perspectives — the students’, teachers’ and observer’, whereas most studies collected the data from students only (e.g. Cho, 2012, 2013) and the motivation was assessed in classroom settings right after a lesson, which may reflect “classroom learning motivation”, in Gardner’s term (2007, p. 11), rather than the general trait of students’ motivation.

Thus the findings tend to suggest that interest alone may not be adequate to enhance the learning of these students. According to Jang (2008), engagement in the academic activities that, by nature, are important but uninteresting, English learning included, will require students to realize how the learning task relates to their personal goal or interests, so they can regulate themselves to be on task (see also Dörnyei, 2001; Noels et al., 2000). In addition, since the present study investigated students’ motivation in a specific situation—classroom settings—not the motivation trait, a number of classroom factors may come into play (Alderman, 2008; Gardner, 2007; Lai & Ting, 2013; Wiśnewska, 2013).

Another noteworthy finding is that the students’ responses about their learning varied more greatly than their assessment of the motivation—showing that in the same lesson when some students did well and achieved the outcomes, the others did not learn much. This situation was also observed by the teacher and the observers. They commented on the differences in the engagement of the students in a number of classes saying that while some made an effort to follow the instruction, others showed no interest. This may lend support to the previous finding that the teacher and the instructional activities may not have nurtured students’ motivation adequately throughout the lesson (Dörnyei, 2007); therefore, some students gradually lost their

motivation, disengaged themselves from the task and consequently, could not achieve the outcomes of the lesson.

In some classes, the students were observed to be initially interested in and paid close attention to the lesson, but their motivation seemed to be situation-based and reduced over the course of a lesson. Last but not least, even though the majority of the students in each class reported having a relatively high level of motivation, about twenty percent of the students overall showed a lack of motivation. Among this twenty percent, half reported that they “did not concentrate on learning and did something else during the class.” These findings exemplify a wide range of motivational levels in English classrooms, where some students are interested and ‘ready’ to learn while others do not see any value in it. This again reflects the challenges that EFL teachers have been facing when English is viewed as a foreign language with only instrumental values. Even for the students who are aware of its importance, their motivation may not be high. The other half of the students who were not motivated to learn English by themselves reported that they paid attention because the teacher was good and they liked his or her teaching.

Based on this finding, teachers seem to be a powerful external source of motivation for some students in English classrooms as well as in other subjects. In the light of previous studies, a good relationship between students and their teacher is one of the basic motivational conditions required in a classroom. The finding in this study supports what Al shlowiy proposed, “If they like the teacher, they will like the lesson and vice versa” (p. 132). In brief, the findings suggest that most students already have a certain level of internal interest to learn English; however, the learning outcomes are not so high.

Moreover, a number of students were externally motivated by the liking of the teacher, and a few had no motivation to learn English, suggesting that they are unlikely to conduct their own learning outside of class. Considering that grade ten is the last level of compulsory education in the education system, these findings raise concerns about the readiness of basic education graduates in using English in real life for international communication, careers, or academic purposes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. Summary

The purpose of this study was to assess the motivational strategies used in vocabulary lesson. In order to attain these objectives, the following research questions were raised.

1. What kinds of motivational strategies are used in vocabulary teaching and learning at EFL classes?
2. What significance do motivational strategies have in vocabulary teaching and learning at EFL classes?
3. What are the possible factors that can hinder the practice of motivational strategies during vocabulary teaching and learning at EFL classes?
4. To what extent do EFL teachers use various motivational strategies to motivate their students in vocabulary classes?

This study was conducted in three government secondary schools (Haraji Kobecha, Biftu Gawo and Bikiltu Chabal) located in Kellem Wollega zone Gawo Kebe woreda. From these three high schools, ten grade 10 English language teachers were selected as samples using purposively sampling technique. Regarding students' participation, out of 998 grade 10 students in three schools in 20 sections 10% (100) of them were selected using random sampling technique (Lottery method), as they were in the same class under the same school curriculum. Even though the study was more concerned with teachers' use of motivational strategies in vocabulary classes the students were incorporated as sources of the data with the belief that students are objective evaluators of their teachers' daily classroom activities.

The study employed questionnaires both for teachers and students, observation checklist and interview as a means of collecting data. Quantitative and qualitative analysis were made on the gathered data and revealed the following major findings.

The finding of the study revealed that, as it can be seen from the analysis, the practices of using additional vocabulary materials in vocabulary classes were very limited. For this reason,

generally, it is possible to say that using supplementary vocabulary materials was found to be a neglected area of practice.

Next, the practice of teachers in using different vocabulary activities in vocabulary lessons is inadequate. So it is possible to say vocabulary activities which are engaging are ignored. As it can be seen from the analysis teachers rarely activate students' prior knowledge and encourage group vocabulary learning. That means the teachers do not give consideration for using vocabulary activities that are motivating.

In addition, however teachers' pedagogical support is important to arouse students' engagement in vocabulary class, teachers implement it rarely. As a result of this, motivation towards vocabulary lesson is less enhanced. Furthermore the finding uncovered, even though the teachers aware of different motivational strategies to be used in vocabulary classes, they are not exercising it in vocabulary practice.

Based on the analysis, the results demonstrate that teachers in general though more or less documented on the issue of motivational teaching strategies, do not actually take full advantage of their knowledge in their teaching. All teachers consider motivation a crucial element in learning and achievement but they generally seem to be not documented enough on how motivation can be enhanced or undermined. As far as learning/teaching styles are concerned, all the teachers said that they are aware about the fact that they have students with motivational learning styles but only a very few minority combines their teaching styles with their students' styles i.e. the results indicate that the learning styles of many students and the teaching styles of many teachers do not match.

On the same vein, only this minority makes curriculum choices and needs analysis to complement their students' interest, strengths and needs. When it comes to vocabulary teaching, the results demonstrate that teachers fail to give students effective strategies to learn vocabulary. On the one hand, a large percentage of the teachers do not require their students' extensive vocabulary and only very few teachers consider vocabulary texts as a useful activity to acquire vocabulary knowledge and tend to use it as a source of input in their classes. As a result, the students will be less motivated and will show a very restricted knowledge of vocabulary.

The majority of teachers do not help foster their students' development of a large "word bank" and effective vocabulary learning strategies. On the other hand, most teachers tend to teach vocabulary explicitly and lack motivational teaching strategies and lack also the provision of a variety of activities to meet the needs of different learning styles. As what concerns what techniques teachers use to check students' vocabulary learning, teachers showed their frequent use of composition and guided writing that, they think, it boosts their learners' performance.

5.2. Conclusions

The results obtained from the analysis of both teachers' and students' questionnaires in this study gave us an overview about the learners' preferred learning styles in general and their preferred strategies to learn vocabulary in particular and about motivation. It also provided us with a clear image about the teacher's ways of teaching and treating their students especially while presenting new vocabulary items. Based on the analysis, the results demonstrate that teachers in general though more or less documented on the issue of motivational teaching strategies, do not actually take full advantage of their knowledge in their teaching. All teachers consider motivation a crucial element in learning and achievement but they generally seem to be not documented enough on how motivation can be enhanced or undermined. As far as learning/teaching styles are concerned, all the teachers said that they are aware about the fact that they have students with motivational learning styles but only a very few minority combines their teaching styles with their students' styles i.e. the results indicate that the learning styles of many students and the teaching styles of many teachers do not match.

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5.3. Recommendations

Based on the findings of the study, the following suggestions are forwarded. The results of this study have important practical pedagogical implications in the process of promoting students' motivation for learning in general and vocabulary in particular. This study pointed out the limitation of motivational strategies teachers use in vocabulary classes. To solve these problems the following recommendations were given.

- ❖ As far as the purpose of using different motivators is to arouse students' interest for vocabulary, the study implies that considering how teachers use motivational techniques like using additional and authentic vocabulary materials, using vocabulary activities which are engaging, providing encouragement and psychological support to students and undertaking the awareness teachers have into practice are the most important building blocks. Without these essential elements, realizing the expected objectives or promoting students' motivation for vocabulary is impractical.
- ❖ Vocabulary materials can play supportive role if they contain motivating features, and assisted with practical motivating examples. It is necessary that the teachers in focus use authentic and interesting texts for instruction (book meets the cognitive capacity and the topic interest of the student). For instance including supplementary vocabulary materials which touch the real life of students are important.
- ❖ Moreover, the result of this study implies that since vocabulary activities are carefully designed and implemented, students' motivation could be enhanced and they would be interested to complete activities with their full effort accordingly. So that teachers are expected to use vocabulary activities which are engaging and catch their students' involvement.
- ❖ Teachers should also try their best to use their claimed beliefs, develop practical skills, and possess courage and determination to put their awareness to action. Furthermore, finding ways to raise teachers' awareness of motivating practices and to train them in using skills that can help them to motivate learners should be a major methodological

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

- ❖ In addition assigning students with classroom activities in which students prefer to be involved and providing school and classroom conditions that allow students satisfaction of their vocabulary and identifying pedagogical support students require from their teacher are important concerns which teachers need to consider.
- ❖ The other implication of this research shows the need of providing teachers with training that help them to teach vocabulary in a motivating way. This can be happened by providing them with in-service training. Departments and school principals should facilitate the training in collaboration. Also the teachers have to be encouraged to conduct intra-staff and inter-staff training that emphasis on the application of vocabulary motivation by their school supervisors and principals.
- ❖ Furthermore, by investigating motivational techniques teachers use in vocabulary classes, this study provides a step toward putting motivational issues on the teacher education program. In this regard, the Ministry of Education or other responsible bodies need to train teachers, especially in the implementation of the motivational techniques in vocabulary classes.
- ❖ Finally, to verify the present study as a whole regarding motivational strategies teachers use in vocabulary classes in a best way, future research is required. For this to happen, improving the inadequacy of the present instruments and employing other additional measures are essential.

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Appendix A
Classroom observation checklist

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

Name of the school..... Section.....

Topic.....Date..... Time begins.....

Time ended..... Direction..... Teachers' code

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

No	Items	Yes	No
1	The teacher compare students' group performance in vocabulary activities		
2	Using additional vocabulary materials		
3	Helping students relate ideas in the lesson to their prior knowledge.		
4	Helping students feel that they are good at vocabulary.		
5	Teaching students vocabulary learning techniques		
6	Assigning students to do vocabulary activities in group.		
7	Using authentic materials for vocabulary lessons		
8	Including fantasy elements in vocabulary activities.		
9	Providing students with constructive feedback and praise to their vocabulary attempts /good, very good, excellent, thank you/		
10	Encouraging students' classroom activities in the vocabulary lesson.		
11	Emphasizing the usefulness of effort to promote vocabulary motivation.		
12	Show his interest and commitment in teaching vocabulary		

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

Appendix B
Teachers' Questionnaire
Jimma University
College of social sciences and Humanities
Department of English Language and literature

Name of the school.....

Qualification: Diploma BA Degree MA Degree Others

Teaching Experience (in years): 1-5 6-10 11-15 16-20 21 and above

Dear Teacher,

This questionnaire is designed to identify motivational strategies teachers use in vocabulary lesson. You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research.

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

Thank you very much for your co-operation.

Direction 1. The following questions need your ‘Yes’ or ‘No’ responses to identify whether you think that motivation is important when it comes to improving the students’ vocabulary knowledge and your justification for your ‘no’ responses.

1. Do you find motivation as important in enhancing the students’ vocabulary knowledge?
2. Can you say that your students are motivated to learn vocabulary?

Direction 2: Of the following motivational strategies, which one do you prefer more for vocabulary teaching in language classroom?

Option	Subjects	%
The use of appropriate incentives		
Using different vocabulary tasks		
Additional vocabulary materials		
Sufficient amount of time		
Providing choices		
Creating social interaction		
Using moderately challenging activities		
Total		

Direction 3. Read each of the following statements about your motivational techniques and decide how often you implement the following motivational techniques.

5) Very frequently 4) frequently 3) Sometimes 2) rarely 1) Never

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

No	Items	Frequency				
		5	4	3	2	1
1	How often do you compare students' group vocabulary activities?					
2	To what extent do you use vocabulary topics based on your preference					
3	How often do you help students to relate ideas in the lesson to their prior knowledge?					
4	How often do you use additional vocabulary materials rather than sticking only on text book?					
5	To what extent do you help students to feel that they are good at vocabulary?					
6	How often do you help students to develop individual vocabulary knowledge?					
7	How often do you help students to do vocabulary activities together?					

8	How often do you use authentic materials in vocabulary classes?					
9	How often do you provide students with constructive feedback, praise and grade to students' vocabulary attempts?					
10	To what extent do you encourages questions and other contributions from students.					
11	How often do you emphasize the usefulness of effort to promote vocabulary knowledge?					
12	To what extent do you feel interesting in teaching vocabulary?					
13	How often do you select vocabulary materials which have some sort of relation to students' real life?					
14	To what extent do you give an opportunity to explain what you understand about the text you teach?					

Direction 4: Read each of the following statements about motivational techniques and decide your degree of agreement against each statement by indicating your response putting a () in the appropriate box.

Key: 5) Strongly Agree 4) Agree 3) Undecided 2) Disagree 1) Strongly Disagree

No	Items	Frequency				
		5	4	3	2	1
1	Using vocabulary topics based on students preference motivates students to learn vocabulary					
2	Activating students' prior knowledge before vocabulary lesson engage them in vocabulary learning.					
3	Organizing students to learn in group engage them in vocabulary.					
4	Using authentic materials in vocabulary class such as magazines and newspaper motivate students in vocabulary learning.					
5	Providing feedback, prize and grade to students motivate them in					

	Vocabulary learning.					
6	Teachers being committed in teaching vocabulary engage students in vocabulary learning.					
7	Using vocabulary materials which are related to students' real life engage them in vocabulary learning.					

Appendix C
Students' Questionnaire
Jimma University
College of social sciences and Humanities
Department of English Language and literature

Name of the school.....

Dear student,

This questionnaire is designed to identify motivational strategies teachers use in vocabulary lesson. You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research.

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

Thank you very much for your co-operation.

Direction 1: The following questions need your ‘Yes’ or ‘No’ response to identify your perception of the importance and evaluation of the motivational strategies in vocabulary learning.

1. Have you ever heard of motivational strategies? Yes No

2. Does your teacher implement any motivational strategy to make you better learns vocabulary?

Yes No

3. Are you motivated to learn vocabulary? Yes No

4. Do you think that motivational strategies help you improve your vocabulary learning?

Yes No

Of the following motivational strategies, which one do you prefer more for vocabulary learning in language classroom?

Option	Subjects	%
The use of appropriate incentives		
Using different vocabulary tasks		
Additional vocabulary materials		
Sufficient amount of time		
Providing choices		
Creating social interaction		
Using moderately challenging activities		
Total		

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

Key: 5) Very frequently 4) frequently 3) Sometimes 2) rarely 1) Never

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

No	Items	Frequency				
		5	4	3	2	1
1	The teacher compares your group vocabulary activities					
2	The teacher uses vocabulary topics based on your preference					
3	The teacher helps you to relate ideas in the lesson to your prior knowledge					
4	Your teacher use additional vocabulary materials in addition to text book?					
5	The teacher helps you to feel that you are good at vocabulary					
6	The teacher helps students to develop individual vocabulary knowledge					
7	The teacher assigns students to do vocabulary activities together.					

8	The teacher uses authentic materials in a vocabulary classes.					
9	The teacher provides students with constructive feedback, praise and grade to students' vocabulary attempts.					
10	The teacher encourages questions and other contributions from students.					
11	The teacher emphasizes the usefulness of effort to promote vocabulary motivation.					
12	The teacher is interesting in teaching vocabulary					
13	Your teacher uses vocabulary materials which have some sort of relation to students' real life?					
14	Your teacher gives you an opportunity to explain what you understand about the lesson you learn.					

Direction 2: Read each of the following statements about your teacher's use of motivational strategies and decide your degree of agreement against each statement by indicating your response putting a (✓) in the appropriate box.

Key: 5) Strongly Agree 4) Agree 3) Undecided 2) Disagree 1) Strongly Disagree

No	Items	Frequency				
		5	4	3	2	1
1	The teacher uses vocabulary topics based on your preference					
2	The teacher activates your prior knowledge before vocabulary lesson					
3	The teacher organizes students to learn vocabulary in group					
4	The teacher use authentic materials in vocabulary class					
5	The teacher provides feedback, prize and grade to students vocabulary attempt.					
6	Teacher is committed in teaching vocabulary					
7	The teacher uses vocabulary materials which are related to students' real life.					

Appendix D

Teachers' Interview on Sample Responses Given to Interview Questions

Interview Q 1: Do you think that practicing motivational strategies in vocabulary teaching are very important to enhance students' vocabulary use? If yes, to what extent? If not, why?"

*Yes, it is very important in helping students' vocabulary achievement.
But I am not practicing it during my vocabulary lesson because of
some reasons like lack of training on vocabulary teaching strategies
and the like.*

Interview Q 2: How often do you use additional vocabulary materials in addition to students' text book to engage your students in vocabulary tasks?

"Ok ... most of the time I do not use additional vocabulary materials at all. Even I only teach vocabulary sometimes;

Interview Q3: To what extent do you organize students in group when teaching vocabulary?

"Sometimes, but mostly I ask them to do individually in vocabulary activities"

In addition to this other teacher responded to the interview item as follows:

"Yes, I sometimes organize them in group and also I ask a student to read loudly while other students listen carefully to identify the intended vocabulary of the lesson,

Interview Q4: How often do you activate students' background knowledge about the lesson?

*"Of course I sometimes ask them what they know about the text they are going to learn.
But I do not have do it often because since it needs extended time I skip on it and teach grammar part. "*

Interview Q5: To what extent do you give opportunities to your students to explain what they understand about the text they learn?

"Eh. .. [laugh] the time matters. If I feel I have time I do it. But frankly speaking most of the time I do not spend my time on vocabulary.

Interview Q 6: What types of feedback, praise and grade do you provide to your students to their attempt in vocabulary tasks?

"Of course I provide them feedback sometimes like for example verbal praises, corrections answers on their exercise books and grades. These help not only to motivate them but also to keep the silent. "

Interview Q 7: How often do you invite students to ask questions and other contributions about what they are learning?

"I encourage them sometimes when it is needed and when it is thought that the passage is not clear. But if I think the text is easy and clear I do not need to encourage them to ask. "

	himuun najajjabeessa.					
6	Dandeettii beekumsa jechoota haaraa dhuunfaa koo akkamitti akkan cimsadhu natti hima.					
7	Shaakala jechoota haaraa barbaaduu gareen akka hojjennu nu taasisa.					
8	Barruulee dabalataa fayyadamuun jechoota haaraa nu barsiisa.					
9	Yeroo jechoota haaraa barannu badhaasawwan sissi'eessituu ni kenna.					
10	Gaaffii akkan gaafadhuu fi barattoota waliin akkan mari' adhu na jajjabeessa.					
11	Fedhii jechoota haaraa barachuu gonfachuuf carraaqqii gochuun murteessaa ta'uu ni ibsa.					
12	Barsiisaan koo jechoota haaraa barsiisuuf fedhii qaba.					
13	Barsiisaan harnmam jechoota haaraa jireenya kee waliin walqabate fayyadama?					
14	Barsiisaan waan barattoonni shaakalanii hubatan akka ibsan carraa ni kenna.					

Qajeelcha 2: Kanaa gaditti barsiisaan Afaan Ingilizii kee yeroo jechoota haaraa barsiisu gochawwan inni dalagu tarreeffamaniiru. Barsiisaan gochawwan sana akka raawwatu tokko tokkoo himaa fuula duratti gabatee kenname keessaa bakka tokkotti mallattoo (✓) kaa'uun agarsiisi.

Agarsiiftuu: 5. Cimseen deggera

4. Nin deggera

3. Murteessuun na dhiba

2. nin mornna

1. Cimseen morma

T/L	Gochawwan	5	4	3	2	1
1	Barsiisaan filannoo kee irratti hundaa'ee jechoota haaraa si barsiisa.					
2	Barsiisaan waanta ati barattu waan ati duraan beektu waliin walqabsiisee si barsiisa.					
3	Barsiisaan akka waliin hojettaniif gareewwanitti isin qoqqooda.					
4	Barruulee dabalataa fayyadamuun jechoota haaraa isin barsiisa.					
5	Yeroo jechoota haaraa barannu badhaasawwan sissi'eessituu ni kenna.					
6	Barsiisaan kee jechoota haaraa barsiisuuf fedhii qaba.					
7	Barsiisaan jechoota haaraa jireenya kee waliin walqabate fayyadamee jechoota haaraa si barsiisa.					

