

Jimma University



College of Social Sciences and Humanities

Department of English Language and literature

MA in TEFL Teaching English as a Foreign Language (TEFL)

A Study on the Teacher Strategies of motivating Students in EFL speaking Lesson: Grade 11 at Nejo Preparatory School in Focus.

By

Endalew Emiru

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

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Research Title: A study on the Teacher Strategies of Motivating Students in EFL Speaking Lessons; Grade 11 at Nejo Preparatory School in Focus.

Declaration

I declare that this thesis is a result of my work and that I have duly acknowledged all sources of materials used for writing it. I submit this thesis to Jimma University School of Humanities and Social Sciences in Partial Fulfillment for the Degree of Master of Arts in TEFL.

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Abstract

The main purpose of this research was to study the Teacher Strategies of Motivating Students in EFL speaking Lesson: Grade 11 at Nejo Preparatory School in Focus. To conduct the study, descriptive design method was used. Classroom observation, questionnaire and interview for teachers, questionnaire for students were the tools used to collect data for the study. The sample of the study consisted of seventy-nine grade eleven students and three English language teachers. Students were selected using systematic probability sampling technique. Data were analyzed using both quantitative and qualitative methods. The closed-ended data were analyzed by counting frequency and percentage quantitatively and described qualitatively relying on the result. In addition, Semi-structured interview was also described qualitatively. At the end, the data was organized and presented thematically. Since a very good behavior was observed in creating basic motivational conditions, EFL teachers should sustain the strategies used for motivating the learners. Concerning generating learners' initial motivation, partial (50%) behavior was observed that implies inadequate exposure of EFL teachers. This strategy encourages the learners to apply their efforts to learn successfully. It makes them curious since it creates intrinsic pleasure, Similar to the second motivational strategy, partial behavior was also observed in the third which is about maintaining and protecting learners' motivation. Initiating learners' motivation solely is not an end itself. For this reason, EFL teachers need to do a good job in sustaining the motivation of the already motivated ones. Half-done (50%) behavior was observed in the fourth which is about encouraging positive self- evaluation. Teachers should assist the learners to evaluate themselves in a positive way. In all instruments the highest frequency of motivational strategies employment was ' Sometimes'. Then, teachers, department leader and school principals should solve the problem in harmony. Teachers used the motivational strategies differently for students of the same level. Therefore, English teachers

assigned for that class should do cooperatively to consolidate their job. It is advisable that the English teachers of Nejo Preparatory School and others should get training opportunities on motivational strategies. Finally, the researcher recommends other researchers to conduct further studies in different schools in related topics to make the study complete and to improve teaching speaking skill using motivational strategies.

Table of Contents

Contents	page
Acknowledgements -----	ii
Abstract -----	iii
Table of Contents -----	vi
List of Tables -----	vii
List of Abbreviations -----	viii
Chapter One: Introduction	
1.1. Background of the Study -----	1
1.2. Statement of the Problem -----	3
1.2. Objectives of the Study -----	4
1.3.1. Main objective -----	4
1.3.2. Specific Objectives -----	5
1.4. Research Questions -----	5
1.5. Significance of the Study -----	5
1.6. Limitation of the Study -----	6
1.7. Delimitation -----	6
1.8. Definition of terms -----	7
Chapter Two: Review of Related Literature	
2.1. What is Motivation? -----	8
2.2. Theories of Motivation -----	9
2.2.1. Goal theory -----	9
2.2.2. Self-efficacy Theory -----	9
2.2.3. Task Motivation Theory -----	10
2. 2.3. 1. Trait Motivation -----	10.

2.2.3.2. Static Motivation-----	10
2.2.5 Self- determination Theory -----	10
2.3. Types of Motivation -----	11
2.3.1. Integrative vs Instrumental Motivation-----	11
2.3.2..Intrinsic vs Extrinsic Motivation -----	11

2.4. Motivational Role of Teachers -----	12
2.5.Importance of Motivation-----	13
2.6.Motivational Strategies in FL Classes -----	14
2.6.1. Creating the Basic Motivational Conditions-----	15
2.6.1.1. Appropriate Teacher Behavior -----	15
2.6.1.2. A pleasant and supportive Classroom Atmosphere -----	15
2.6.1.3. A cohesive learner group with appropriate group norms-----	16.
2.6.2. Generating Learners’ Initial Motivation -----	16
2.6.2.1. Enhancing the Learners’ L2 Related Values and Attitudes-----	17
2.6.2.2. Increasing the Learners’ expectancy of Success-----	17
2.6. 2. 3. Increasing the Learners’ Goal Orienteers -----	17
2. 6. 2. 4. Making teaching Materials Relevant for the Learners -----	18
2. 6. 2.5. Creating realistic Learner beliefs -----	18
2.6.3. Maintaining and Protecting Learners’ Motivation -----	18
2.6.3.1. Making Learning Stimulating and Enjoyable -----	19
2.6.3.2. Presenting Tasks in a Motivating Way -----	19
2.6.3.3. Protecting the Learners’ self-esteem and Increasing Their Self Confidence-----	19
2.6.3.4. Allowing Learners to Maintain a positive Social Image-----	20
2.6.3.5. Creating Learners Autonomy -----	20
2.6.3.6. Promoting Self-motivating Strategies -----	20
2.6. 4. Encouraging Positive Self-evaluation-----	21
2. 6. 4, 1. Promoting Motivational Attributions-----	21
2. 6. 4. 2. Providing Motivational Feedback-----	21
2. 6. 4. 3. Increasing Learners’ Satisfaction -----	22
2.7. The Purpose of Motivational Strategies -----	22
2.8. Concepts of Speaking -----	22
2.9. Classroom Tasks -----	23

2.9.1. Discussion (Debate) -----	24
2.9.2. Role plays -----	24
2.9.3. Formation of Gaps-----	25
2.9.4. Talking Circles -----	25

2.9.5. Storing telling -----	26
2.9.5.1. Guess the Lie -----	26

Chapter Three: Research Methodology

3.1. Design of the study -----	27
3.2 Study Population -----	27
3.3. Samples of the Study -----	27
3.4. Data Collection Instruments-----	28
3.4.1 Questionnaire for Students-----	29
3.4.2. Questionnaire for Teachers-----	30
3.4.3. Interview -----	30
3.4.4.Classroom Observation -----	31
3.5. Data Collecting Procedure -----	32
3.6. Data Analysis -----	32
3.7. Ethical Consideration-----	32

Chapter Four: Findings and Discussions

4.1. Presentation of the Results-----	33
4.1.1. Results from the Questionnaire Data-----	33
4.1.2. Teachers’ Responses -----	33
4.1.3. Discussion of Teachers’ Responses -----	37
4.1.4. Students’ Questionnaire-----	39
4.1.5. Discussion of Students’ Questionnaire -----	41
4.1.6. Classroom Observation -----	42
4.1.7. Teachers’ Interview-----	45
4.1.8. Analysis and Discussion of the Interview Questions -----	45

Chapter Five: Summary, Conclusions and Recommendations

5.1. Summary -----	48
5.2. Conclusions -----	50

5.3. Recommendation-----	51
References-----	52
Appendicies-----	56

List of Tables

Tables	Pages
Table 1, Biographical Data of the teachers-----	33
Table 2, Frequency of the Teachers’ Responses-----	34
Table 3, Comparison of frequencies of Motivational Strategies and Teacher Respondents-----	36
Table 4, Students’ Responses-----	39
Table 5, Comparison of Frequencies of Using Motivational Strategies and Students’ Responses--	41
Table 6, Teachers’ Use of Motivational Strategies-----	43
Table7, Comparison of Teachers’ Use of Motivational Strategies to Grouped Items by Percentage-----	44

ABBREVIATIONS

EFL: English as a Foreign Language

SLA: Second Language Acquisition

SDT: Self-Determination Theory

TEFL: Teaching English as a Foreign Language

FL: Foreign Language

TV: Television

L1: Mother tongue

L2: Foreign or Second Language

ELT: English Language Teaching

JU: Jima University

Chapter One

1. Introduction

This study aims to assess teacher strategies of motivating grade 11 students in speaking lesson at Nejo Preparatory School of West Wollega zone, Oromia Regional State. This chapter discusses the research background, statements of the problem, objective of the study, significance of the study, delimitation and limitation of the study respectively.

1.1 Background of the study

English is playing a very prominent role in bringing the world together. The growth of science and technology assisted the language to be used all over the world. English language has several and strong functions /roles in Ethiopia, too. Of those roles, the educational/ instructional role is long standing and dominant .English is taught as a subject from grade one and as a medium of instruction from grade nine through Colleges and Universities nationwide. Apart from these, nationally consistent practices, different regions have adopted different regional policies and attitudes towards English in their education systems, Some of them have made English to be a medium of instruction from grade five, some from grade seven, and some from grade nine, (Hugh et al,2006). As it is mentioned above, English language has been used in Ethiopian schools starting from first grade. Therefore it is important for Ethiopian learners to learn EFL and have a good command of all macro skills.

Speaking is one of the macro skills which enable communication. It is a fundamental skill transmitting meaning and knowledge. Brown (1994) explains that speaking is a process of constructing meanings that involves producing, receiving and processing information. Speaking in English Language is a strong need for everybody and an important component of language

Course where Communicative Language Teaching is applied. However, Ur (1998) notes that it is more difficult to design and administer speaking activities than to do so for listening, reading or writing. Considerable number of students in all levels of our country is not actively taking part in speaking activities. Most of the students know the rules of the language, but they usually fail to communicate using the language. This may be in practiced of motivational strategies such as creating basic motivational conditions, generating learners' initial motivation and encouraging positive self-evaluation by English teachers in the country.

Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Ushioda, (1996) pointed out that motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. It is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language teaching learning process. Motivation by itself is not sufficient for students' success. Teachers have to involve in the process. Ramage (1990) suggested that teachers should attempt to enhance learners' motivation so that learners positively and actively engage in their learning.

Dornyei, (2001) has proposed many empirical studies for teacher's motivation were conducted to identify how teachers influence learners' motivation. The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure is aroused and makes use of strategies to aid in achieving goals. (Dornyei, 1998:128).

Motivational strategies play a crucial role in enhancing students' ability to use speaking English in the classroom as well as outside the classroom if it is implemented well by teachers. Based on the views of different scholars one's own observations about motivational strategies in the current issue ,the researcher finds it necessary to study and recommend the teacher strategies of motivating grade 11 students in EFL speaking lesson at Nejo Preparatory for the future.

1.2. Statements of the problem

From the experience of teaching English in Nejo Secondary High School and Preparatory School almost for seven years, the researcher observed the insufficient use of motivational strategies by the teachers in EFL speaking skill classes. This means, the teachers do not use the strategies adequately in speaking skill sessions. For this reason, Some of the students keep silent all the time and sit passively. They do not speak English in the classroom. Even, sometimes while they are attempting to answer a simple question, they do not speak in English. Furthermore, when students are asked to discuss some activities in pairs or groups, they shift the medium of instruction from English to their mother tongue, *afan oromo*.

Furthermore, students are found that they do not have sufficient English knowledge and skills even in order to understand what they learn from the teachers or read from their textbooks. This means, most students in Ethiopian Schools do not have an adequate skills in English language. Especially, they cannot express their feeling and ideas in learning English as foreign/Second language. This may be in practiced of motivational strategies by teachers during speaking skill lesson. Motivational strategies are methods that a teacher can use to enhance learners' motivation (Dornyei, 2001a:28). Motivating students can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner (Dornyei, 2001a:24-25). Then, the aim of this research is to study and address the practice , types and frequency of using the four types of motivational strategies such as a) creating basic conditions, b) generating learners' initial motivation, c) maintaining and protecting motivation and d) encouraging positive self-evaluation.

Moreover, local studies have been conducted in the area of teachers' practice of motivational strategies in speaking skill classes to identify if there is practice of strategies, to what extent it was experienced and learners' perception of the strategies. Among them:

Tolosa, (2017) in his thesis entitled “Investigating Teacher’s Use of Motivational Strategies in Teaching Reading Skill at Nejo Preparatory School: Grade 11 in Focus”, pointed out that there was insufficient use of motivational strategies at the school and recommended to conduct study on the other major language skills. Then relying on the recommendation, the researcher intended

to conduct a research on teacher strategies of motivating students on one of the crucial macro skill, speaking, in the same school by assuming this issue as a gap of a research.

Jemal, (2007), explored that one university instructor's use of motivational strategies in communicative English skills course. He generalized that both the students and the instructors of that university have good knowledge of the strategies and the instructors use it efficiently in the teaching-learning process. This study is different from the previous study, in that the former is university level but the later is preparatory level. In addition, in that university both the instructors and students have awareness of motivational strategies and practiced it well. Since preparatory school is the stage at which the students are at verge for university, the problem that relates to the inefficiency of speaking skill which in turn the cause of poor communication will be lasting to university schooling that is taught in preparatory school, especially in grade 11. Therefore, the researcher believes that teachers' use of motivational strategies are decisive factors for the effectiveness of speaking skill. For this reason, the researcher is intended to study the practices of teachers' use of motivational strategies that used for student's learning of speaking skill.

The researcher assumed the research gaps as two. Firstly, relying on Tolosa's recommendation the researcher intended to fill the gap of macro skills because from four macro skills he conducted only on reading skill. Secondly, depending on Jemal's research, the researcher understood the gap as it is level wise and wants mostly to address the types of motivational strategies that teachers should know their use and practice them equally in speaking skill classes when needed. The study thereby employed to put forward possible solution for the problem of the topic under discussion depending on the research questions.

1.3. Objectives of the study

1.3.1. Main objective

The main objective of the study is to find out the Teacher strategies of motivating grade 11 students in EFL speaking lesson at Nejo Preparatory School.

1.3.2. Specific objectives

- ❖ To find out if there is teacher strategies of motivating students in EFL speaking lesson.
- ❖ To address the dimensions of motivational strategies that EFL teachers use to teach speaking.
- ❖ To explore frequency of teacher strategies that motivates learners in speaking lesson.

1.4. Research questions

The study, based on the explanation further discussed above is intended to answer the following research questions.

- 1) How do EF teachers motivate learners to teach speaking lesson?
- 2) What stages of motivational strategies do EFL teachers use to teach speaking lesson?
- 3).To what extent do EFL teachers use the strategies to motivate students?

1.5. Significance of the study

The finding of this the study is hoped to have both theoretical and practical contribution. Firstly, an insight into the EFL teachers' use of motivational strategies in English Skills classes is of vital significance to the EFL teachers for motivation is of undeniable importance in promoting successful language learning. It assists the EFL teachers to be aware of planning their lessons by incorporating the four stages of motivational strategies. Such as a) Creating basic motivational conditions b) Generating initial learners' motivation c) maintain and protects learner's motivation d) Encouraging learners' self-evaluation.

Secondly, this study is hoped to provide valuable pointer to the learners' motivational intensity to material developers as motivation is crucial element to be taken into account in material development. Materials supplying to the learners' motivational strength are likely to be far reaching effect.

Thirdly, the study is hoped to serve as a springboard to any interested researchers in the area.

Moreover, the motivational strategies that teachers use during speaking lesson are a prominent factor to learners' success in speaking. Motivational strategies according to Dornyei (2001: 28)

are... motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

1.6. Limitations of the study

If more instruments, more school and teachers as well as several observations of speaking skill lesson were included, the result of the study would have been more comprehensive. However, this was unfeasible because of untimely paid budget, the researcher's over-work, unmanageable distance of universities where recent sources are available from the researcher's work place. In addition, unavailability of internet access was the major problem that made difficult to contact the advisor online, and to down load possible references. As a result, the researcher was obliged to use CDM which is still inactive and costly. Moreover, the absence of video Camera made the observation problematic to copy everything as it is in the real classroom situation. In addition, the study was based on only three teachers and seventy-nine students who were selected from the same school in the same context for that generalization of the findings in this study needs care.

1.7. Delimitation of the study

The actual study was conducted at Nejo Preparatory School which is situated in West Wollega Zone, Nejo District of Oromia Region in focus of grade 11. The study area was aimed to be in Nejo Preparatory School grade 11 because grade 11 is the transitional grade level where learners begin the pre university education having completed secondary school (grade 10). Moreover, it is the level where the great ability of English language is required for effective communication and accuracy of language structure by avoiding a number of difficulties in using speaking skill. The topic of the study is concerned with the teacher strategies of motivating students in speaking lesson to provide contribution for communicative functions because the designed strategies and classroom practices are interlinked functional roles for the effective achievement of the intended teaching/learning practices. It is believed that if the research is done on many schools in the region, it could have more merit in solving the problems related with learners' inability of using communicative skill that hinders from being competent. However, this is impossible due to shortage of time, budget inaccessibility, and work burden. As a result, the study has been limited to grade eleven of Nejo Preparatory school.

1.8. Definitions of terms

Task: In this study, task refers to the piece of classroom work that involves learners in comprehending, manipulating producing of interacting in the target language.

Motivation: In this study, motivation refers to willingness of action especially in behavior.

Strategies: In this study it refers to techniques and mechanisms for teachers to use motivational strategies in EFL speaking skill classes.

Practice: In this study, practice refers to the implementation or exercising of motivational strategies in the classroom to develop students' speaking skill.

Adequate: In this study, adequate refers to the practice of motivational strategies in the classroom as much as it is expected. The practice of motivational strategies in speaking skill class is not as much as it is required.

Motivational Strategies: In this study, refers to motivational influences that are consciously exerted to achieve some systematic and enduring positive effect

Chapter Two

2. Review of Related Literature

In order to make the study significant and to justify the findings that explored, the researcher read different related literatures as well as previous researcher's works on these areas. There were several viewpoints that the researcher used to have an idea from the related literatures.

2.1. What is Motivation?

According to Winke (2005), motivation is the factor which has more influence than others in an EFL classroom. She defines it as "the positive implication and contribution in the attitudes on learning environment." Motivation involves four aspects: a goal, an effort, a desire to attend a goal and a favorable attitude towards the activity in question. Several studies have been conducted to examine the influences of motivation in classroom interaction and oral participation. Prieto (2007) carried out research to establish strategies that help students to improve their oral production in English with eleventh grade at a public school in Bogota, Colombia. Finally, the author concluded that "The implementation of cooperative learning strategies showed a different attitude towards group work and the skill of speaking. It was enjoyable for the students and teacher because it used many elements to motivate the Students to improve their process. Students said that they learnt more and had more opportunities to participate orally in the class; they felt comfortable using English in class".

Similarly, Winke (2005) published an article on how to promote motivation in the foreign language classroom. The author concluded that "teaching motivational strategies in the language classroom is a complex task, but one that can easily be done by following some common foreign language teaching principle and by remembering that motivation is one of the key factors in student success. Motivation is something all our students bring with them in one form or another. It is not case that all we need to do identify it, encourage it, feed it now and then, and watch it grow." Motivation has a positive influence on classroom interaction and oral participation is the most beneficial aspect since it gives the students a sense of identifying and opportunities to participation in class as the scholars Winke(2005) and Prieto (2007) concluded.

2.2 Theories of Motivation

2.2.1. Goal Theory

Goal Theory predicts how the learner might achieve goal of L2 acquisition based on their intended goals if a learner doesn't have a specific goal, he or she will probably not succeed in L2 learning. In addition, it suggests that learner who has a correct goal (i.e. goal specify) and frequently plans to achieve the goal (i.e. goal frequently) is more likely to succeed. This occurs in two forms: intrinsic goal orientation and extrinsic goal orientation. Intrinsic goal orientation involves goals pursued for the sense of inherent challenge, curiosity, and mastery. Students with intrinsic goal orientation participate in activities because they are enjoyable.

E.g. in a class like this, I prefer course material that really changes me so I can learn new things. On the other hand extrinsic goal orientation is the goal that pursued as means to an end with a focus on grades, rewards, competition, and achieving better performance than others. Students participate in extrinsic goal oriented activities in order to obtain something.

E.g. getting a good grade in this class is the most satisfying thing for me right now (Garacial et. al, 1991).

2.2.2. Self-efficacy Theory

Self- efficacy, or in more common terms, expectancy is self- evaluation of whether the learner can achieve the intended goal. Convington's (1998) Self- worth theory emphasizes the importance of the beliefs learners hold about themselves, and therefore, their level of aspiration and the kinds of strategies they operate or can be taught to adopt, to achieve what they want for themselves. A very important related concept is Bandura's (1997) notion of self-efficacy, looking at how learners estimate their capacities and manage themselves. Learners who can develop effective motivational thinking, capitalize on success and minimize the effect of failure.

2.2.3. Task motivation Theory

2.2.3.1. Trait motivation: is relatively stable motivation. The key important factors are persistence, attention, interest in foreign language and attitude towards learning language.

2.2.3.2. Static motivation: Refers to situational motivation at a certain time. Task value taps into student's evaluation of their interest in the task in terms of importance, essentially asking whether the task represents a good use of the student's time (Gracial et al. 1991).

E.g. I think the course material in this class is useful for me to learn.

Task can be seen to constitute the basic building blocks in structured SLA.

- The complex of motivational midst and contingences.
- Balance between task and participant skills during task.
- Task offers opportunities for intense concentration.
- The participants' attention is focused on the pursuit of clear task goals.
- The participants find the task intrinsically interesting or authentic and they perceive a sense control over the task.

2.2.4. Self-determination Theory

Self-determination Theory (SDT) is a theory of human motivation that examines a wide range of phenomena across gender, culture, age, and socioeconomic status. As a motivational theory, it addresses what energizes people's behavior and moves them into action, as well as how their behavior is regulated in the various domains of their lives. SDT's explanations are focused at the psychological level (rather than the sociological or physiological levels) ,thus using human perception, cognitions, emotions and needs as predictors of regulatory, behavioral, developmental, and experimental outcomes (e.g. Ryan and Deco, 2000b).

2.3. Types of Motivation

2.3.1. Integrative vs Instrumental Motivation

According to Gardner and Lambert (1972) there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intension of participating in the culture of its people. An instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second/foreign language learning.

Gardner (1985) and Ellis (1994) also introduce the mentioned types of motivation, the former occurs when the student likes to join or be a member of the certain crowd and the culture. The later crops up when the learner anticipate numerous benefits that she/he proposes to have while learning some particular language. Comparing these two types of motivation with each other Ellis (1994) believes that the best and perfect motivation is integrative motivation. He believes the integrative motivation is more competent and well-organized. Students who do not have instrumental or integrative motivation of course, will face problems and difficulties to learn and gain knowledge of second language in the classroom and generally learning the language would be difficult for them (Cook,2000).

2.3.2. Intrinsic vs Extrinsic Motivation

There is also another concept in the field of motivation introduced by Rayan and Deci (2000) as self-determination Theory: Rayan and Deci, (2000) say that Self-Determination Theory categories and tells apart diverse types of motivation in accordance with the different rationales, causes or target which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to study with intricate and complicated problems and gain knowledge from their slips

and mistakes (Walker, Greene and Mansel, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the examination and/or getting a good mark (Vansteenkiste, Lens and Deco, 2006). To the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and work because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment (Pintrich and Schunk, 1996).

2.4. Motivational Roles of Teachers

Ramage(1990)suggested that teachers should attempt to enhance learners' motivation so that learner positively and actively engage in their learning until they reach their common target in L2 learning, However, the impact of teaching strategies on motivating students should rely on students' perception of the strategies as Dornyei (2001) has proposed many empirical studies for teachers' motivation were conducted to identify how teachers influence learners' motivation. Dornyei and Cizer (1998) have studied the use of teaching of English. The researchers assigned 51 motivational strategies and studied the significance attributed to each strategy by the teachers and how often teachers employ each strategy in their classes.

The study leads to ten commandments for teachers to motivate language learners: teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on enhancing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners autonomy, personalize the learning process, increase learners' goals and

make sure that learners are familiar with the target language culture. Other studies which propose that teachers are important influence on learners' motivation.

Dornyei(1994) claimed that teacher associated components that influence learners are language learners' affiliation, teachers style of teaching and the use of particular strategies, including modeling task presentation and feedback. L2 learners' interactions with teachers, including learning experiences, feedback, rewards, praise and punishment are claimed to be relevant factors that may impact L2 learners' motivation (Williams and Burden, 1997).

In addition to these, the significance of the teachers' motivational role is explained as follows: According to MOE (2002) even though engaging students in learning is hugely difficult, the main source of knowledge and skills in EFL class room is a teacher. Regarding to Oxford and Shearing (1994) there are ways which teachers can sustain and increase the motivation of foreign language learners. These are by increasing attitudes of success, by creating positive environment, encouraging positive attitudes, helping students set language learning goals. But to do this as Dornyei (1990) pointed out, teachers should understand the roles they play in motivating students.

2.5. Importance of Motivation

Dornyei and Csizer ,(1998:203) states that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough to ensure students' achievement. Motivation research in language learning has shown that motivation is one of the key factors that influence the use of language learning strategies. For instance, one of the findings of Oxford Nvikos (1999:249) revealed the motivation was the single most powerful influence on the choice of language learning strategies. Motivation determines the extent of active, personal in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin,1994, as cited in Huang,2007).

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are and also motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been

principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process (Ushioda, 1996). Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed all the other factors involved in L2 acquisition presuppose motivation to some extent (Dornyei, 1998, as cited in Huang, 2007).

2.6. Motivational Strategies in FL Classes

Given learners' motivation is a key factor for a successful FL learning to take place, developing skill in motivating students is of paramount importance. Motivational strategies according to Dornyei (2001: 28) are... motivational influences that are consciously exerted to achieve some systematic and enduring positive effect."They are employed in FL/SL situations with an assumption that learners' motivational intensity can be influenced positively.

Dornyei (2001) provides rich range of motivational strategies which are suggested on the basis of the process-oriented model, a model that divides the L2 motivational teaching practices into phases. Dornyei's (2001) motivational strategies will be reviewed in the following sub-sections for the current researcher's analysis of the EFL teachers' use of motivational strategies rests much on them. This is because of two reasons. Firstly, the strategies developed based on this model would appear to be great relevance to foreign language courses that call forth the active involvement of the learners. Communicative English Skills is a case in point. By its very nature, this course requires the active involvement of the students.

Allwright, (1979) describes the extent of learners' active involvement in the communicative English classes as:

Students kept themselves extremely busy, talking in English and often out the inhibitions often created by the standard language teaching strategy that naturally focuses on linguistic accuracy rather than on communicative effectiveness.

Hence, the researcher thinks that the strategies in the model are particularly very much suitable to such kind of FL courses. Secondly, the strategies are developed on the basis one of the most recent model that the researcher has come to know. The researcher believes that adherence to such a recent model would be of indispensable role in addressing problems pertaining to second language motivational practices.

According to Dornyei (2001:30) the motivational influences that could be FL/SL teachers use consist of four main dimensions:

1. Creating the basic motivational conditions;
2. Generating learners' initial motivation;
3. Maintaining and protecting learners' motivation; and
4. Encouraging learners' positive self-evaluation.

2.6.1 Creating the Basic Motivational Conditions

In order to use motivational strategies successfully certain preconditions have to be given due room (Good and Brophy,2003). Holding the view that a far reaching effect cannot be achieved by employing motivational strategies in a 'motivational vacuum', Dornyei (2001: 31) enumerates three significant motivational conditions:

- appropriate teacher behavior;
- A pleasant and supportive classroom atmosphere; and
- A cohesive learner group with appropriate group norms.

2.6.1.1. Appropriate teacher behavior

Teacher's behavior is reported to have a profound impact on the FL/SL learners' learning motivation Harmer, (2001). This scholar citing various researches conducted on teachers attest that whatever is done by a teacher has a motivational influence on the students' learning behavior. Althea and Baker (1990) and Dornyei(2001), identify the teacher's enthusiasm, commitment to and expectations for the students' learning; relationship with the students; and relationship with the students' parents as influential factors in creating motivational conditions.

2.6.1.2. A pleasant and supportive classroom atmosphere

A pleasant and supportive atmosphere in the SL/FL classroom is found to be crucial. Althea and Baker (1990) contend that when a pleasant and supportive classroom environment is created, the students will be relaxed and feel at ease, and this ensures real learning, in contrast with the kind in which the student learns to protect himself/herself from failure, from criticism, and possibly from punishment. Learners' motivation will reach its peak in a classroom atmosphere in which they can express their opinions freely and feel that they do not run the risk of being ridiculed. On the contrary, they will be demotivated when learning in a tense classroom environment (Wright, 1987; All wright and Bailey,1991; and Harmer,2001).

2.6.1.3. A cohesive learner group with appropriate group norms

Dornyei (2001) describes the group with a strong 'we' feeling, and which the learners are happy to belong to as a cohesive learner group. He contends that a feeling of cohesiveness, that is, the group's commitment to the group and one another, fosters learner motivation, which, in turn, warrants successful language learning. To maintain this, trying and promoting interaction, cooperation and sharing of genuine personal information among the learners is suggested to be an invaluable strategy. Establishing appropriate group norms is also found to be vital. (Ibid).

2.6.2. Generating Learners' Initial Motivation

Good and Brophy (2003) make the point that learners are likely to find the learning experience per se intrinsically pleasant for they are 'curious' to explore the world. In reality, however, this 'curiosity' is impeded a number of factors (Ibid). In language learning too, multifaceted factors hinder the learners by intervening in their efforts to learn successfully.

Dornyei (2001) posits that learners, initial motivation can be generated by:

- Enhancing their L2 related values and attitudes;
- Increasing their expectancy of success;
- Increase their goal-orientees,
- Making the teaching materials relevant to them; and
- Creating realistic learner beliefs.

2.6.2.1. Enhancing the learners L2 related values and attitudes

Most of the time students do not have a clear understanding of why they are involved in an activity. This may be due to the reason that the goals related values and attitudes. Learners' FL/SL related values and attitudes are found to have direct bearing on learning the second language. It is, as pointed out by Gardner and Lambert (1972), quoted by Abisamra (2002), when the learners have a favorable attitude towards the target language and its native speakers; and when they have either instrumental or integrative, or both motivational orientations that they tend to learn more successfully. FL/SL instruction, in this respect, play a pivotal role by orienting the learners about the kind of benefits they will be procuring in learning the FL/SL, namely the integrative values and the instrumental values.

2.6.2.2. Increasing the learners' expectancy of success

Helping the students tend to grow in a belief that they can succeed if they do things to their level best is one of the things a teacher is expected to do. According to Dornyei (2001) it is when the learners are well informed regarding the fact that success can be secured provided that they exert tremendous effort in the FL/SL learning process.

2.6.2.3. Increasing the learners' goal-orientees

are set by outsiders (i.e., the teacher or the curriculum) and are far from being accepted by the students (Woods 1996; Williams and Burden, 1997; Dornyei, 2001; and Good and Brophy, 2003). To maintain motivation on the part of the learners, these scholars underscore on the importance of enhancing goal-orientees. Parrott (1993) states that learners' goal-orientees can be enhanced by establishing the aims and goals of the course and making these aims and goals clear well in advance and drawing the students' attention to the achievement of these aims and goals.

2.6.2.4. Making teaching materials relevant for the learners

The role of teaching materials in motivating language learners have been discussed by many scholars. Learners tend to be motivated when they are taught using materials that are relevant to their goals, needs, interests and emotions Abisamra, (2002). Then, English teachers should select and prepare projects from the learners' text book to implement the mentioned behaviors.

2. 6. 2.5. Creating realistic learner beliefs

Learners are claimed to have their own beliefs relating to second language, second language learning difficulties and communication strategies, which in many cases are incorrect. They need to develop an understanding of the fact that second language learning can be successfully accomplished using several strategies. Burden,(1997); and Dorneyi,(2001). They suggest that in order to motivate the learners, raising their general awareness about the different ways languages are learnt and the numbers of factors that contribute to success have to be given emphasis.

2.6.3. Maintaining and Protecting Learners' Motivation

Having made an effort to generate the learners' motivation, the teacher's equally important task is to maintain and protect it. Initiating learners' motivation solely is not an end itself. FL/SL teachers need to do a good job in sustaining the motivation of the already motivated ones.

According to Dorneyi (2001) in maintaining and protecting learners' motivation, the following strategies are of paramount importance:

- Making learning stimulating and enjoyable;
- Presenting tasks in a motivating way;
- Protecting learners' self-esteem and increasing their self-confidence;
- Allowing learners to maintain a positive social image.
- Creating learner autonomy
- Promoting self-motivating strategies.

2.6.3.1. Making learning stimulating and enjoyable

Wright (1987), Allwright and Bailey (1991), Nunan and Lamb (1996), Williams and Burden (1997), Dornyei (2001), and Harmer (2001) argue that making the learning process more stimulating and enjoyable contributes to a sustained learner involvement. Wlodkowski (1993) also points out that the process of stimulation in the classroom appears to be the most effective antidote to boredom. It is when FL/SL instructors are making their utmost effort in breaking the monotony of learning, making the tasks more interesting, and increasing the involvement of the students that learners' motivation is sustained (Dornyei, 2001).

2.6.3.2. Presenting tasks in a motivating way

The way tasks are presented and administered in the FL/SL class matters in the learners' motivation. When the tasks fail to include, for instance, such things as description of what the students will be doing, how they will be doing, and how is their accomplishment going to be evaluated, learners' motivation will be hampered. It is, thus, advisable to promote learners' motivation by explaining the purpose and utility of the task, and by providing appropriate strategies to carry out the task (Dornyei, 2001).

2.6.3.3. Protecting the learners' self-esteem and increasing their self confidence

As Wlodkowski (1993), McCormick and Pressely (1997), Williams and Burden (1997), Dornyei (2001), Abisamra (2002), Nicholls (2002), and Good and Brophy (2003) point out learners' self-confidence is one of the most influential factors that determines their motivation. They contend that when learners are with a low sense of self-efficacy, they easily lose faith in their capabilities and are likely to give up. In contrast, learners' with a strong sense of self-efficacy tend to sustain effort and approach learning threats with confidence. Instructors' limitless effort in protecting learners' self-esteem and enhancing their self-confidence is, therefore, crucial if learners are to keep motivated. According to Dornyei (2001), FL/SL instructors can build their learners confidence by providing regular encouragement; by removing or reducing anxiety-provoking

elements in the learning environment, for example, the use of discouraging rebuffs; and by teaching them various learners' strategies.

2.6.3.4. Allowing learners to maintain a positive social image

One of the factors with a profound influence on the learners' motivational intensity is the people surrounding them. Learners' motivation, according to Nun an (1996), Williams and Burden, (1997), and Good and Brophy (2003), is highly influenced by their peers, teachers, and parents. Dornyei (2001:98), claims, "There are few influences in a student's life more powerful than the feeling of being rejected by others." Dornyei (2001:100) suggests two ways of allowing learners to maintain a positive social image while engaging in the learning tasks: - Select activities that contain 'good' roles for the participants, and - Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

2.6.3.5. Creating learners' autonomy

The self-determination theorists make it clear that learners prefer to do things out of their will than doing based on others will. Good and Brophy, (2003) note that it is possible to capitalize on learners' intrinsic motivation by providing them with opportunities to exercise autonomy and make choices. Dornyei (2001) posits that learners' autonomy can be created and thereby motivation is fostered by: - allowing learners' real choices about as many aspects of the learning process as possible; - handing over as much as you can of the various leadership/teaching roles and functions to the learners; and - adopting the role of a facilitator in the second language learning classroom.

2.6.3.6. Promoting self-motivating strategies

Wlodkowski (1993) notes that self-motivating strategies have more far reaching effect in sustaining learners' motivation than do others . Teachers' use of motivational strategies would tend to be more effective when they are backed up with the learners' self-motivating strategies.

In an endeavor to foster learners' self-motivating capacity teachers need to encourage their students to adopt, develop and apply self-motivating strategies (Dornyei, 2001)

2.6.4. Encouraging positive Self-evaluation

According to Dornyei (2001) the motivational strategies to be employed at this stage depend on the learners' feeling about their accomplishment and the amount of satisfactions they experience following task completion. He notes that teachers can help the students to evaluate themselves in a positive light, encouraging them to take credit for their advances. In this regard, he found the following strategies vital.

- Promoting motivational attributions;
- Providing motivational feedback; and
- Increasing learner satisfaction.

2.6.4.1. Promoting motivational attributions

In section 2.1 it has been stated that students' current and future behavior of learning is very much dependent upon the way they interpret their past successes and failures. Many students who experience difficulties in learning attribute their failures to ability factors and, consequently, are not motivated to exert their effort. Learners should, therefore, be convinced that their academic failures are due to their own lack of effort and appropriate strategies employed rather than to insufficient ability.

2.6.4.2. Providing motivational feedback

The feedback provided for the students following the accomplishment of a certain task, according to Dornyei (2001), has the most significant role in bringing about changes in their learning behavior. To have a motivational impact the feedback should indicate the particular area of strength, or achievement, or progress of the learner and be given promptly (Wright, 1987; Wlodkowski, 1993; Ur, 1996; Harmer, 2001; Nicholls, 2002; and Good and Brophy, 2003).

Increasing learner satisfaction

The feeling of satisfaction is a crucial factor in reinforcing the learners' motivation. FL/SL teachers who tend to enhance their learners' satisfaction using such strategies as the production of visual records and the public display of the students' skills are more likely to sustain their students' motivation than do others (Dornyei, 2001).

2.6.4.3. Increasing learner satisfaction

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2.7. The Purpose of Motivational Strategies

The purpose of motivational strategies is consciously to not only maintain ongoing motivated behaviour and protect it from distracting or competing action tendencies but also generate and increase student motivation. That means such motivational strategies are used to increase student involvement and to "save" the action when ongoing monitoring reveals that progress is slowing, halting or backsliding (Dornyei, 2001).

2.8. Concepts of speaking

Speaking is fundamental to human communication. Different linguists have different concepts of Speaking but they are all agreeing with this idea. Brown, (1994). defines that speaking as a process of constructing meaning that involves producing, receiving and processing information. In Brown and Yule's opinions (1983), spoken language consists of short, fragmentary utterances in a range of pronunciation. Usually, there is a great deal of repetition and overlap between one speaker and another. Speaker usually uses non-specific references. They also add that spoken language is made by using the loosely organized syntax, and non-specific words, phrases and filters such as Oh, well, hum etc.

Many language learners consider speaking ability as the measure of knowing a language. As for them, fluency is the ability to converse with others much more than the ability to read, write or Comprehended the oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments on spoken communication. Therefore, if learners do not learn how to speak or do not get any opportunities to speak in the Language classroom, they may soon get de-motivated and lose interest in learning. On the contrary, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be

2.9. Classroom Tasks

In a foreign language class, being able to be clearly understood when speaking, and the ability to use effective oral communication skills are so important particularly that given speech remains the form of communication most often used. To deal with speaking a foreign language, it requires a degree of real time exposure; this latter can be realized through a set of class activities which have to be developed best in a dynamic interactive learning environment where both teacher and learners collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom. For that aim, FL teachers try to develop their learners communicative competence through the diversity of activities in the classes which must include the different types and styles of express, the difference accents and dialects of native speakers and acquainting students with the different language discourses and situational as well as contextual expressions(Business English, post office, jargon...etc). Each teacher is going to select and adapt the suitable activity and strategy that meets his learner's needs, interests and goals. According to (Harmer, 2001:271), in the oral expression course: the most widely used speaking activities should fall at or near the communicative end of the communication'.

Through the following classroom speaking activities, the teacher attempts all the time to create interaction by exchanging information and expressing ideas of course with an exclusive care about the correct grammar (accuracy), adequate vocabulary, acceptable fluency as well as a good pronunciation to convey a meaning through speech which sounds like a native speakers' one.

2.9.1. Discussion (debate)

Discussion in foreign language classrooms help FL learners to develop their communicative activities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, to clarify or modify ideas, resolve differences and find alternative solution because through discussion learners can bring their personal experiences and outside world into the classroom, where they tackle different topics and subjects with which concern very individual.(Little wood, 1999) explains that through class discussions the learners are able to use the foreign language as a medium to talk about their experiences and express their views, opinions and handling their social relationships.

Besides this great importance, FL teachers generally claim about what is named “discussion failure “(Harmer, 2001:272). The reason of this later as he explains is that FL learners are reluctant to give their opinions in front of the whole class because of a noticed lack of self-confidence (shyness and fear or mistakes, lack of adequate vocabulary and accurate grammar).

2.9.2. Role Plays

It is among the very common classroom speaking activities, according to (Ur, 1984), it is one way to consider when a teacher wants to vary the kinds of the spoken interaction experienced in classroom. Role plays provide the opportunity for students and revise their understanding and perspective by exploring thoughts and feelings of characters in a given situations.This special speaking activity is said to have many positive impacts on learners in classroom:

- It gives them empathy as they examine others’ ideas, feeling and points of views,
- It is a chance to practice their oral skills and interpretation as they use the foreign language to describe perceptions, emotions and reactions.
- It provides them with opportunity to practice decision-making and problem- solving skills as they gain experience in an independent thinking and cooperative learning.
- It develops both speaking and listening activities. (Doff 1998:240) presents those advantages saying that; “Role play gives a chance to use language in new contexts and for new topics [...] because they are ‘acting out’ a situation. Role play encourages students to use natural expressions and intonation, as well as gesture.

- In role plays students have to imagine a role (e.g. a farmer) and a situation (e.g. accidents). A role play in EFL classroom is a drama like activity, it can take many forms.

2.9.3. Formation of Gaps

Another type among the classroom spoken interaction activities is what is described by (Harmer ,2000:88) to be :”where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them. In foreign language classrooms, gaps activities are proved to be among the most useful in second language acquisition since “it provides negotiation of meaning and the conversational adjustment which push students to more accurate output (2000:281). A further extension of the information gap activities in suggested in stories where for example the teacher provides his learners with an unfinished story and it depends on the rest of the class to guess and discuss the way it ends.

2.9.4. Talking Circles

Talking circle provide safe environment where students are given the opportunity to share their points of view with their partners using the target language. Of course without fear of criticism or judgment.This activity is useful when the discussed topic has no right or wrong answer, when students are sharing, feeling, considering moral or ethical issues as well. It is an effective strategy for teaching group consensus and for real life problem solving. In class, the students sit in a circle and each one has the opportunity to speak.

During this spoken activity, both parts of interaction have some guidelines to follow:

- Only one student speaking at a time, while the others listen and remain non-judgmental.
- Address all comments to the issue or topic, not to comments made by other students (avoid both positive and negative responses to another student’s comments.
- Encourage listeners to focus on the speaker supporting him/her by taking an interest in what he/she says, rather than turning and thinking about what they will say when it is their turn.

- Encourage speakers to share their comments in a way that is easiest and most comfortable for them (e.g. personal story, examples or metaphors, analytical statements).

2.9.5. Story telling

Activities have always been one of the main means of practicing speaking in classroom. It functions as a clear tool towards autonomy and takes many forms.

2.9.5.1. Guess the Lie

In this activity learners tell each other three short personal anecdotes, where two among them are true and the third one is untrue and it depends on the others to guess the lie and to find the untrue anecdotes so they argue their guesses. They can be allowed to ask a limited number of questions after the story have been told by their colleague (Thornbury, 1998:96). Think about a lucky or unlucky you have had. You are going to tell your partners about it. Choose from the list below the things you want to talk about. Think about what you will say and what language you will need.

- Was it lucky or unlucky experience?
- When did it happen?
- Where were you?
- Who were you with?
- What happened?
- Why was it lucky or unlucky?

Chapter Three

3. Research Methodology

This chapter discusses how data for the study was collected. Thus, in this section, Design of the study, Subjects of the study, Sampling technique, and data gathering tools as well as procedures, methods of data analysis and ethical consideration were discussed.

3.1. Design of the Study

Descriptive design method was used to conduct the study because the purpose of the study was to identify, analyze, interpret and describe the present status of motivational strategies used by EFL teachers during grade 11 speaking lesson.

3.2. Populations of the Study

The subjects of the study were the students and teachers of grade 11 of Nejo Preparatory School. The setting was chosen as it was the researcher's work place that assisted him to carry out successful observation of the problem and to conduct the research timely. The total population of grade 11 in 8 sections was 530. The sample included was 54 male students and 25 female students that equals to 79 students. In addition, 3 English teachers were the sample of the study. There were no female teachers in the school.

3.3. Samples of the Study

To conduct the study, random sampling technique was employed to select respondents of the questionnaire. The students of the target class were selected from the available lists through random sample selection since it provided equal opportunity for the subjects to be chosen. To select teacher respondents, the researcher used availability sampling technique Since the number of the teachers was three (3). It was possible to include all of them as the subjects of the study.

In addition, classroom observation was employed to get appropriate and relevant data about the use of motivational strategies during speaking skill sessions. Then the interview with the teachers was carried out to obtain reliable information and to cross-check with information obtained by the other data tools. However, it was difficult to study the entire students' populations available in the sample school for the intended supplementary data to be obtained from them, as the data collection may be unmanageable. Moreover, according to Salinger and Shohamy (1989) states, sufficient data can be obtained through the study of a proportion population. Therefore, the researcher assumed that selecting only 15% of the students are enough to conduct the study. Thus, systemic probability sampling was employed to select each individual student to be subjects of the study. Therefore, to determine the number of sample students of the same status and characteristics, sample percentage was employed. Thus, 15% of the sample students were involved in the study based on the sampling technique used to select relying on Best (2005) that argues it is fair and appropriate to use 15% of the representative sampling if the population is less or equal to 1000.

In order to recruit 15% (79) sample students from total population of 530, the researcher obtained students lists from the school academic vice director. Out of 8 sections of grade 11, from each section of the school about 10 students were averagely assigned. To select 10 representative students from each section, the researcher selected the name that appears on every Kth interval from the list. The lottery method draw was drawn for digits from number 1 to 6 to identify the starting point 'k', 'and k+6' became the first number and every number listed at six interval was taken. Then, on the day of data collection these students were instructed the purpose of the study and administered the questionnaire. The researcher also observed three sections out of the 8 sections of the school, which were selected randomly and observed 2 times each during the speaking skill class. The teachers and the students were told about the purpose of the observation so that it made them ease.

3.4. Data Collection Instruments

In order to accomplish the objective of the research, the researcher gathered ample data using questionnaire, classroom observation and interview. The rationale for employing such varied instruments was to provide more reliable and valid information for successful accomplishment of

the study. These tools were delivered to the sample population. Questionnaires were distributed for both the sample students and all grade 11 teachers before all. Next, classroom observation was held with teachers and observed during the speaking skill lesson. Then, 3 grade 11 English teachers were interviewed to cross-check the data gathered and other useful information for the research purpose and triangulation. Both qualitative and quantitative methods were used to analyze the data. The data gathered through each tool were analyzed and tabulated quantitatively but summarized and discussed qualitatively.

The instruments for data collection were developed based on the issue under the study. For validity purpose and additional information, the researcher showed the instruments prepared to his advisor. His advisor, after going through the reading of the instruments, gave suggestions, and recommended that the researcher has to show the tools to his friends or three EFL teachers: two MA holders, and one BA degree holder in TEFL who has long experience of teaching EFL to go through the questions and comment on its format, clarity, and instruction so that the researcher made sound improvements before data gathering took place. Thus, after they had commented on the tools, the researcher modified it and data gathering process was continued.

3.4.1. Questionnaire for Students

The questionnaire has two parts based on the types of the alternatives given to respond to each of them. This questionnaire items were mainly aimed at gathering information from the students about the actual teaching employed by their teachers to have an idea before questioning and interviewing the teachers so that it helps to gather actual data before teachers get information about the issue. This is used to balance the reliability of the information that would be obtained from the teacher respondents through questionnaire and interview to be checked. Hence, by taking the understanding (English familiarity) of the students into consideration, the items were translated into Afan Oromo beforehand. Thus, to translate the questionnaire from English to Afan Oromo the researcher invited two teachers: one postgraduate teacher from English department and one undergraduate teacher from Afan Oromo department to ensure forward and backward translation, and administered to the sample students.

The questionnaire designed for the students were closed-ended items only. The items were responded by using items which used the alternatives to be responded as ‘Always’, ‘Usually’

‘Sometimes ’ Rarely’ and ‘Never’ to obtain information regarding the practice of motivational strategies.

3.4.2. Questionnaire for Teachers

The questionnaire for teachers was designed including both closed-ended and open-ended questions that were conducted in rating scale aimed to get specific aspects of the issue. The questionnaire was administered to 3 EFL teachers who teach grade 11, and all the teachers returned it to the researcher. The purpose of the teachers’ questionnaire is to confirm the reality that could be explored, because it is believed that collecting data from teachers concerning the manner of teachers’ use of motivational strategies assures the reliability of the findings.

3.4.3. Interview

The interview was another data collection in this study for it allowed generating enough details when used in association with other instruments (e.g. questionnaires and observation). This kind of study mainly draws on quantitative information whereas interview was used as effective means of collecting rich qualitative data used to understand subtle meanings in the phenomena under focus of the study.

In collecting major qualitative information from grade 11 English teachers, semi-structured interview was prepared for the sake of making the questions flexible and giving interviewees more control over the course the interviews as suggested by Nun an, (1992). Concerning this, Dornyei(2007:123). States that “ semi- structured interview allows the interviewees to elaborate on the issues raised in an exploratory manner.” Moreover, since semi-structured format enables the subjects express their feeling freely, the researcher believed that it would help him to get information that may not be obtained through other data gathering techniques.

In this study, all (3) grade 11 English teachers were taken to be the source for the interview where the data obtained from. The participant teachers were asked to review the questions briefly before the interview and made clear to all interviewees that the interviewer can ask some additional

questions based on the responses given by the particular interviewee on the previously stated questions. It was also made clear to the participants that they have the rights not to answer any question(S) that they feel uncomfortable with. The interview lasted for about 30 minutes with each interviewee and the researcher took notes of answers from the participants that enabled him to organize the data for the intended objective.

3.4.4. Classroom observation

Classroom observation was another prominent data gathering tool in the study because it enables the researcher to document and reflect the actual classroom interactions and events as they actually occur rather than as we think they occur. Hence, in order to assess the realities of the practical classroom actions and occurrences, which are particularly relevant to the use of motivational strategies during speaking skill lesson, classroom observation was taken as an appropriate and available data collecting instrument for the study. The main aim of using this tool in this research was to see carefully and make appropriate justifications about the actual teachers strategies to motivate students in EFL speaking classes. In addition, to give clear picture of real situation of teaching- learning speaking skill in the classroom, the observation assisted the researcher to cross-check and to refine the responses of the students who filled out questionnaire and the responses of teachers' questionnaire and the interview that obtained from the interviewees.

Therefore, the researcher intended to observe three selected grade eleven English Language speaking skill classes in the school and each section was observed twice. The classes were chosen randomly but on the basis of ethical consideration of the teachers, who are MA degree holders in TEFL and the observation schedule was arranged based on the willingness of teachers. During the classroom observation, the researcher sat behind the learners and filled the checklist prepared to collect the data.

In this process, the observation check list was designed 'yes' and 'No' response items to be analyzed quantitatively and qualitatively in relation to the data that would be obtained from the teachers' interview responses. The items in the check list were set to include points addressed in

the review of related literature (see **Appendix D**). Finally, the data obtained from the participants were organized, tabulated and analyzed quantitatively and interpreted qualitatively in relation to the data obtained from the classroom observation.

.3.5. Data Collecting Procedure

The study was conducted according to the following procedure. First, the letter written from Jimma University was submitted to Nejo Preparatory School. Then, the permission of the school principal was asked based on the letter written expressing the researcher's purpose. Next, the objective of the study and the research tools were explained for the teachers and students. Then, the students and teachers were informed the confidentiality of the responses and the process of data gathering. Thus, the instruments were provided to the concerned bodies according to the researcher's arrangement and timetable. The data gathered, first through the questionnaire; then, the classroom observation; and lastly, face-to-face interview was carried out. Finally, the data gathered were analyzed, interpreted and discussed.

3.6. Data Analysis

The basic analyses of the gathered data through the tools were involved in the following procedures to be organized and justified. Firstly, students' responses to the questionnaire items were filled and tabulated quantitatively in the form of frequency (the number of respondents) and percentage. Secondly, the frequency and percentage values were analyzed and interpreted qualitatively. Thirdly, the teachers' responses to the questionnaires were interpreted and tabulated. Fourthly, classroom observations filled by the researcher were tabulated, analyzed and interpreted quantitatively and qualitatively and the responses obtained from the teachers' interview regarding practice of motivational strategies were organized and analyzed qualitatively. Finally, appropriate summaries, conclusions and recommendations were made descriptively in words.

3.7. Ethical Consideration.

An official letter about the researcher's mission was delivered to the concerned bodies and school principals to inform the issue. The researcher explained that he is going to carry out the study for partial fulfillment of his degree of Masters of Arts and ask cooperation of concerned bodies such as school principals, teachers and learners for the successful accomplishment of the study. Then, he informed the participants the information that they provided was only for the study purpose and not for any evaluative case, and asked their consent to answer the questions in the questionnaire or interview guide genuinely. Furthermore, the willingness of English teachers who are going to be observed were asked and negotiated.

Chapter Four

4. Findings and Discussion

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

4.1. Presentation of the Results

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

4.1.1. Results from the Questionnaire Data

To elicit information regarding EFL teachers' use of motivational strategies at Nejo Preparatory School, questionnaire was administered to the two groups of subjects. The following section presents the results of the responses of the teachers and the students to the closed ended items of the questionnaire.

4.1.2. Teachers' Responses

The questionnaire was administered to all teachers who were teaching English grade 11 students. The following table shows the biographical data of the subjects.

Table1. Biographical Data of the Teachers (N=3)

		Sex		Total
		Male	Female	
Service year	1-5	0	0	0
	6-10	0	0	0
	11-15	0	0	0
	16-20	0	0	0
	Above 20	3	0	3
Qualification	BA	0	0	0
	MA	3	0	3
	Ph .D	0	0	0
Nationality	Ethiopian	3	0	0
	Non-Ethiopian	0	0	0

Teachers' responses to the sixteen closed-ended items of the questionnaires are presented in the following table

Table 2. Teachers' Responses to Closed-ended Items (N=3)

Key: 5=Always 4=Usually 3= Sometimes 2=Rarely 1=Never

Items	Frequency of Responses									
	5		4		3		2		1	
	No	%	No	%	no	%	No	%	No	%
1	1	33.33	1	33.33	0	0	1	33.33	0	0
2	2	66.67	1	33.33	0	0	0	0	0	0
3	0	0	1	33.33	2	66.67	0	0	0	0
4	2	66.67	0	0	1	33.33	0	0	0	0
5	0	0	0	0	0	0	1	33.33	2	66.67
6	0	0	0	0	0	0	1	33.33	2	66.67
7	0	0	1	33.33	2	66.67	0	0	0	0
8	0	0	0	0	3	100	0	0	0	0
9	1	33.33	0	0	2	66.67	0	0	0	0
10	0	0	0	0	0	0	1	33.33	2	66.67
11	0	0	2	66.67	0	0	1	33.33	0	0
12	0	0	0	0	0	0	1	33.33	2	66.67
13	0	0	0	0	1	33.33	2	66.67	0	0
14	0	0	0	0	1	33.33	2	66.67	0	0
15	1	33.33	1	33.33	1	33.33	0	0	0	01
16	3	100	0	0	0	0	0	0	0	0
Total	10	20.83	7	14.58	13	27.09	10	20.83	8	16.67

(See Appendix A)

As can be seen in the table 2,33.33% of the teacher respondents responded that he employed the motivational strategy stated in the item one, which is concerned with creating basic motivational conditions 'always' and others (33.33%) 'Usually' and (33.33%) 'rarely' respectively in their English speaking skills classes. Regarding this, Deere (2002), believes that many teachers consider games as merely fun activities that are a waste of time, but he states that games in the EFL context are much more than that. He believes that games include many factors such as rules; competition, relaxation, and learning which are all useful because they offer situations that lower students' stress and give students chances to engage in real communication. Games are good teaching tools that can be used to develop students' language learning and practice communication.

More than an average (66.67) of the teachers replied that they employed the motivational strategies stated in item no two and four which are about establish a good relationship with learners and pay attention and listen to each of the learners respectively 'always' and 33.33% of

the respondents employed them 'Usually' and 'Sometimes' respectively in their English speaking skills classes.

As can be seen from the table 33.33% of the teachers employed the motivational strategies stated in item three which is about showing smile face instead of sober face ' Usually ' and the rest 66.67% of the teachers respondents responded it 'sometimes' in their English speaking skills classes. Teacher's behavior is reported to have a profound impact on the FL/SL learners' learning motivation Harmer, (2001). This scholar citing various researches conducted on teachers attest that whatever is done by a teacher has a motivational influence on the students' learning behavior. Althea and Baker (1990) and Dornyei (2001), identify the teacher' enthusiasm, commitment to and expectations for the students' learning; relationship with the students; and relationship with the students' parents as influential factors in creating motivational conditions.

As shown in table, 33.33%and 66.67% of the teachers responded that they employed the motivational strategies stated in the items five and six which is concerned with generating learners' initial motivation which is about inviting senior students to talk to the class about their positive experience and bringing cultural products such as magazine, music, Tv recording and videos to the class 'Rarely' and 'Never' respectively. As observed in the table, 33.33% of the teachers replied that they employed the motivational strategy stated in the item seven which is about encouraging the learners to conduct their own exploration of L2 community (e.g. on the internet) 'usually', 'Rarely and never respectively in their English speaking skills classes. All (100%) of the teachers replied that they employed the motivational strategy stated in item eight which is initiate the learners to apply their L2 proficiency in real life situations 'sometimes' in their English speaking skills classes. Burden,(1997); and Dorneyi,(2001) suggest that in order to motivate the learners, raising their general awareness about the different ways languages are learnt and the number of factors that contribute to success have to be given emphasis.

As can be seen in table 2, 66.67% of teacher respondents replied that they employed the motivational strategies stated in items nine and twelve which is concerned with maintaining and protecting motivation 'sometimes' and the rest 33.33% of the teachers employed them 'always' and 'rarely' respectively in their English speaking skill classes. As it is observed in the table' 33.33% of the teachers responded that they employed the motivational strategy stated in item ten, which is about using group presentation or peer teaching in speaking skills session 'usually' and others employed it 'rarely' and 'never' respectively. More than an half (66.67%) of the teacher respondents replied that they employed the motivational strategy stated in item eleven which is about varying the main language skills the tasks activate.(e.g. a writing task can be followed by a speaking activity) 'usually' and the rest 33.33% of the teacher employed it 'rarely' in the English speaking skills classes. Regarding to maintaining and protecting motivation, Oxford and shear in (1994) state that there are ways which teachers can sustain and increase the motivation of foreign language learners. These are by increasing attitudes of success, by creating positive environment, encouraging positive attitudes, helping students set language learning goals.

As shown in the table 2, 33.33% and 66.67) of the teacher respondents replied that they employed the motivational strategies-encouraging learners' positive self-evaluation stated in item number thirteen and fourteen, which is about offer rewards for learners' taking part in activities and provide students opportunities to assess themselves 'sometimes' and rarely respectively. As it is observed in the table' one-third (33.33%) of the teacher respondents responded that they employed the motivational strategy mentioned in item fifteen, which is remember and call students by name when to engage in a task 'always' , 'usually' and 'sometimes' respectively. All (100%) of teacher respondents replied that they employed the motivational strategy mentioned in item number sixteen which is about praising learners who do well in the classroom 'always ' in their English speaking skills classes.

From these responses, we concluded that in item no. sixteen a very good behavior was experienced whereas in item no. thirteen and fourteen insufficient behaviors were experienced by the teachers. According to Dornyei (2001) the motivational strategies to be employed at this stage depend on the learners' feeling about their accomplishment and the amount of satisfactions they experience following task completion. He notes that teachers can help the students to evaluate themselves in a positive light, encouraging them to take credit for their advance.

Table3. Comparison of Frequencies of Teachers use of Motivational Strategies

No	Concern of the Items	Responses									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	Creating basic motivational conditions	5	41.67	3	25	3	25	1	8.33	0	0
2	Generating learners' initial motivation	0	0	1	8.33	5	41.67	2	16.67	4	33.33
3	maintaining and protecting learners' motivation	1	8.33	2	16.67	2	16.67	3	25	4	33.33
4	Encouraging positive self-Evaluation	4	33.33	1	8.34	3	25	4	33.33	0	0
Total		10	20.83	7	14.58	13	27.09	10	20.83	8	16.67

Key; 5=Always 4= Usually 3= Sometimes 2= Rarely 1= Never

As can be seen in table 3, the total of the teacher respondents responses depict that 20.83%, 14.58%, 27.09% and 20.83% of the teacher respondents were employing the motivational strategies enumerated in the close-ended items of the questionnaire ‘always’ ‘most of the time’, ‘sometimes’ and ‘rarely’ while 16.67% of the teachers were not employing these strategies at all in their English speaking skills classes. From this analysis we concluded that the frequency of EFL teachers experienced the four aspects of motivational strategies stated in item number 1-16, the most frequent rating scale was ‘Sometimes’ (27.09%) which is inadequate to motivate students and make them successful. On the other hand, 62.50% of motivational aspects were experienced by teachers during speaking classes but 37.50% of the strategies were not practiced or rarely. (See Appendix A)

4.1.3. Discussion of Teachers’ Responses

The numbers of questions are grouped according to the motivational aspects such as creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging retrospective self-evaluation or frequency of responses generalized as follows. So ,from the expression item number 1,2,3,and 4 under the motivational aspect of creating the basic motivational conditions responded by the teachers to be practiced during the speaking skill class. From these responses we can say that EFL teachers:

- Use short and interesting opening activities to start each class. e.g.a short story.
- Establish a good relationship with their learners in English speaking skills classes.
- Show smile face instead of sober face to the learners.
- Pay attention and listen to each of the learners.

According to Wlodkowski (1986:28), listening to a person is the `single most powerful transaction that occurs between ourselves and another person that tells that individual that we accept him as a human being . . . The way we listen tells learners more than anything else how much consideration we are really giving them'. That is, students need to feel that you pay personal attention to them.

Nearly an half (41.67%) of the teachers always use the points under creating the basic motivational conditions (item 1-4) and quarter (25%) of teachers used all the time and sometimes respectively. Regarding this, Althea and Baker (1990) contend that when a pleasant and supportive classroom environment is created such as seat arrangements, availability of the class and others, the students will be relaxed and feel at ease, and this ensures real learning, in contrast with the kind in which the student learns to protect himself/herself from failure, from criticism, and possibly from punishment

When we come to the second motivational aspect, generating learners' initial motivation in item number 5 and 6 teachers practice is almost none whereas in item no 7 and 8 the teachers replied that they practice the strategies sometimes. From these responses we can say that the teachers:

- ❖ Do not invite senior students to talk to the class about their positive experience.
- ❖ Do not bring cultural products such as Magazine, Music, TV recording and Videos to the class.
- Sometimes encourage learners to conduct their own exploration of the L2 community (e.g. on internet)
- Sometimes initiate learners to apply L2 proficiency in real life situations.

The third motivational aspect is maintaining and protecting learners' motivation. Under this aspect, items number 9 (nine) was practiced sometimes and item 11 (eleven) was practiced rarely whereas item no.10 and 12 do not practiced by teachers. From these responses it could be concluded that the teachers:

- Sometimes assist learners to accept the fact that they will make mistakes as a part of learning process.
- Use different main language skills to activate tasks. For instance, a writing task can be followed by speaking activity rarely.
 - ❖ Do not encourage group presentation and peer-teaching in the classroom.
 - ❖ Do not use novel or fantasy elements to make tasks attractive.

The fourth motivational aspect, encouraging positive self- evaluation, stated in the items number 13 and 14 the teacher respondents replied that they experienced them rarely which is almost none and items no. 15 and 16 the teachers replied that they always practice the strategies. From these responses it could be concluded that the teachers:

- Do not offer rewards to the learners for taking part in in activities.
- Do not provide students opportunities to assess themselves.
- Remember and call students by name when make engage in the tasks.
- Praise students when they do well in the classroom.

To sum up, relying on respondents answer, analysis result and discussion we can compare and contrast the four motivational strategies. More or less good behaviors were observed in item number 1, 2, 3, 4, 7, 8, 9, 11, 15 and 16. From these, item no. 1, 2, 3 and 4 represent motivational strategies under creating basic motivational conditions for learners. This stands first or very good behaviors were observed. Item number 7and 8 represent motivational strategies under generating learners' initial motivation and an half (50%) of it was experienced by teachers. Item number 9and 11 represent motivational strategies under maintaining and protecting motivation and it was experienced less than an average. Item number 15 and 16 represent motivational strategies under encouraging positive self-evaluation and two-third of it was experienced by teachers. On the other hand item number 5and 6 from generating learners initial motivation, item number 10 and

12 from maintaining and protecting motivation and item number 13 and 14 from encouraging positive self-evaluation almost were not experienced during speaking skills sessions by the teachers.

4.1.4. Students Questionnaire

The Questionnaire was administered to 79 (seventy-nine) students who were learning English in grade 11. The following table shows students' to the ten close-ended items of the questionnaire.

Table 4. Students' Responses

No	Responses									
	5		4		3		2		1	
	No	%	No	%	No	%	No	%	No	%
1	27	34.18	26	32.91	0	0	26	32.91	0	0
2	53	67.09	26	32.91	0	0	0	0	0	0
3	0	0	27	34.18	52	65.82	0	0	0	0
4	53	67.09	0	0	26	32.91	0	0	0	0
5	0	0	0	0	0	0	26	32.91	53	67.09
6	0	0	0	0	0	0	26	32.91	53	67.09
7	0	0	30	37.97	49	62.03	0	0	0	0
8	0	0	27	34.18	52	65.82	0	0	0	0
9	27	34.18	0	0	52	65.82	0	0	0	0
10	0	0	0	0	0	0	20	25.32	59	74.68
11	0	0	52	65.82	0	0	27	34.18	0	0
12	0	0	0	0	0	0	14	17.72	65	82.28
13	0	0	0	0	29	36.71	50	63.29	0	0
14	0	0	0	0	27	34.18	52	65.82	0	0
15	28	35.44	26	32.91	25	31.65	0	0	0	0
16	30	37.97	24	30.38	25	31.65	0	0	0	0
Total	218	17.25	238	18.82	337	26.66	241	19.07	230	18.2

Key: 5=Always 4= Usually 3= Sometimes 2= Rarely 1= Never
(see Appendix B)

As can be seen in table 4, 67.09% of learners responded that motivational aspects-creating the basic motivational conditions stated in item two and item four, which is about establishment of a good relationship with the learners and pay attention to listen to the learners 'always' respectively. More than an half (65.82%) of the respondents replied that about teachers practice in item three, about showing smile face and instead of sober face 'sometimes' whereas, 34.18% of the respondents replied 'usually' the same item. 34.18% and 32.91% of the respondents replied that motivational aspect-creating basic motivational condition stated in item one about teachers use of short and interesting opening activities to start each class always and usually but

32.91% respondents replied that it practiced 'Rarely'. From this analysis, we observed that a good behavior of creating basic motivational conditions.

As shown in the same table, 67.09% and 32.91 of the respondents responded the motivational strategies grouped under the motivational aspect –generating learners' initial motivation stated in item five and six which is about teachers' inviting of senior students to talk to the class about their positive experience and try to bring cultural products such as magazine, Music, TV recording and Video to the class' Never' and 'Rarely' respectively. More than half (62.03%) and (65.82%) of the respondents responded the motivational strategies-generating learners' initial motivation on item no seven and eight, which is about teachers encourage the learners to conduct their own exploration of theL2 community and in initiate students to apply their L2 proficiency in real life situations 'sometimes' but less than an half of the respondents 37.97% and 34.18% replied that the teachers use them 'Usually' respectively. Relying on respondents response, from this observation we can concluded that there was less and inadequate behavior concerning generating learners' initial motivation.

As can be seen in table 4, 74.68% and 82.28% of respondents replied the motivational aspects-maintaining and protecting the motivation stated in item no. ten and twelve, which is about select tasks which require mental and/or bodily involvement from each participant (e.g. group presentation or peer teaching) and make tasks attractive by including novel and fantasy elements to raise the learners' curiosity 'Never' whereas 25.32% and 17.72% replied 'Rarely' respectively. These responses indicate that no behaviors were experienced by the teachers concerning the two item no (10 and 12).In the same table, 65.82% of the respondents responded the motivational strategies under maintaining and protecting motivation employed in item no nine and eleven, which is about assist leaners accept the fact that they will make mistakes as a part of the learning process and vary the main language skills the tasks activate (e.g. a writing task can be followed by a speaking activities) 'Sometimes' and 'Usually' but 34.18% of the respondents replied that 'Always' and 'Rarely' respectively. From the responses and analysis under the motivational strategy-maintaining and protecting motivation, we can conclude that in items nine and eleven a good behavior is observed whereas in items ten and twelve almost no behavior is experienced.

As seen in the table, All together (68.35%) of the respondents replied that the motivational strategy-encouraging learners' positive self-evaluation stated in item number fifteen and sixteen, which is about making assessment system transparent and praising learners when they do well things in the classroom 'Always and 'Usually' but 31.65% Of them replied 'sometimes' respectively. More than an half of the respondents (63.29% and 65.82) replied item number thirteen and fourteen , which is about providing learners opportunities to assess themselves and offering rewards for taking part in activities 'Rarely' whereas 36.71% and 34.18% of the respondents replied 'sometimes' respectively. From the responses of the items under motivational aspect- encouraging learners' positive self- evaluation, insufficient behavior was

observed in item number thirteen and fourteen whereas a good behavior was observed in item number fifteen and sixteen. (See appendix B)

Table5. Comparison of Frequencies of Using Motivational Strategies and Students’ Responses

No	Concern of the Items	Responses									
		5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	Creating basic motivational conditions	133	42.09	79	25	78	24.68	26	8.23	0	0
2	Generating learners’ initial motivation	0	0	57	18.04	101	31.96	52	16.46	106	33.54
3	maintaining and protecting learners’ motivation	27	8.54	52	16.46	52	16.46	61	19.30	124	39.24
4	Encouraging positive self-Evaluation	58	18.35	50	15.82	106	33.54	102	32.28	0	0
Total		218	17.25	238	18.82	337	26.66	241	19.07	230	18.2

As can be seen in table 4, the total of the learner respondents responses depict that 17.25%, 18.82%, 26.66% and 19.07% of the learner respondents were employing the motivational strategies enumerated in the close-ended items of the questionnaire ‘always’ ‘Usually,’ ‘sometimes’ and ‘rarely’ while 18.20% of the students were not employing these strategies at all in their English speaking skills classes. From this analysis we concluded that the frequency of EFL teachers experience of the four aspects of motivational strategies stated in item number 1-16 that grouped under creating basic motivational conditions, generating initial learners’ motivation, maintaining and protecting motivation and Encouraging positive self-evaluation were practiced by teachers all together were 62.73% though they have different frequencies and the rest 37.27% was rarely or never practiced. The most frequent rating scale of the four types of motivational strategies was sometimes (26.66%) which is inadequate for learners’ success.

4.1.5. Discussion of Students’ Questionnaire

As can be noted from the students’ responses to the questionnaire, most of the questions were responded that the motivational strategies have practiced positively, and some are never practiced. Thus, the numbers of questions are grouped under the motivational aspects: creating basic motivational conditions, generating learners’ initial motivation, maintaining and protecting

motivation and maintaining retrospective self-evaluation. Item no. 1, 2, 3, 4, 7, 8, 9, 11, 15 and 16 responded by learners were practiced during speaking skill class. From these responses, we can say that teachers:

- ❖ Use short and interesting opening activities to start each class.
- ❖ Establish a good relationship with them.
- ❖ Show smile face instead of sober face.
- ❖ Pay attention and listen to each of them.
- ❖ Encourage learners to contact their own exploration of the L2 community.
Initiate learners to apply their L2 proficiency in real life situations.
- ❖ Assist them to accept the fact that they will make mistakes as a part of learning process.
- ❖ Vary the main language skills the tasks activate (e.g. a writing task can be followed by a speaking skill).
- ❖ Remember and call them by name when to engage in tasks.
- ❖ Praise them when they do things well in the classroom.

However, when we come to the rest items no. 5, 6,10,12,13 and 14 the learners responded that their teachers rarely practiced the strategies under the items. From these responses, it could be analyzed that the teachers:

- ✓ Do not invite senior learners to talk to the class about their positive experience.
- ✓ Do not bring cultural products such as Magazine, Music, TV recording and Video to the class,
- ✓ Do not encourage group presentation and peer-teaching.
- ✓ Do not provide rewards for taking part in in activities.
- ✓ Do not provide the learners opportunities to assess themselves.
- ✓ Do not make tasks attractive by including novel and fantasy elements to raise the learners' curiosity.

4.1.6. Classroom Observation

The class observation was conducted based on the observation checklist as a framework to.(refer Appendix c) In this data collection, the researcher arranged the time with three of the English teachers having had an appointment on the period that they had to teach speaking skill according to their daily lesson plan. By doing so, the researcher introduced himself and told them the reason why he wanted to observe the class. Then, the three sections of speaking skill lesson were observed. (refer to Appendix c)

Table 6, Teachers' Use of Motivational Strategies (N=6)

Item	Response	Observation		Total	Percentage
		1 st	2 nd		
1	Yes	3	3	6	100%
	No	0	0	0	0
2.	Yes	3	3	6	100%
	No	0	0	0	0
3	Yes	3	2	5	83.33%
	No	0	1	1	16.67%
4	Yes	3	2	5	83.33%
	No	0	1	1	16.67%
5	Yes	0	0	0	0
	No	3	3	6	100%
6	Yes	0	0	0	0
	No	3	3	6	100%
7..	Yes	2	2	4	66.67%
	No	1	1	2	33.33%
8	Yes	2	2	4	66.67%
	No	1	1	2	33.33%
9	Yes	3	3	6	100%
	No	0	0	0	0
10	Yes	1	1	2	33.33%
	No	2	2	4	66.67%
11	Yes	2	2	4	66.67%
	No	1	1	2	33.33%
12.	Yes	0	0	0	0
	No	3	3	6	100%
13	Yes	1	0	1	16.67%
	No	2	3	5	83.33%
14	Yes	1	0	1	16.67%
	No	2	3	5	83.33%
15	Yes	3	2	5	83.33%
	No	0	1	1	16.67%
16	Yes	2	3	5	83.33%
	No	1	0	1	16.67%
Total	Yes	29	25	54	56.25%
	No	19	23	42	43.75%

As can be seen in table 6, item one which is about teachers' use of short and interesting opening activities to start each class, item two which is about showing smile face instead of sober face and item nine which is about assist learners to accept making mistakes as a part of learning process, a 100% which is an excellent behavior was observed respectively. Items three, four,

fifteen and sixteen Which is about teaches use of motivational terms such as good, very good and excellent, paying attention and listening to each of the learners, remember and call students by name and praise learners when they do well things in the classroom, 83.33 positive behavior was observed respectively. In item seven, eight and eleven, which is about encourage learners to contact their own exploration of the L2 community, Initiating learners to apply their L2 proficiency in real life situations and vary the main language skills the tasks activate (e.g. a writing task can be followed by a speaking skill), a 66.67% a little bit more than an half behavior was observed.

Item five, six and twelve, which is concerned with invitation of senior learners to talk to the class about their positive experience, brining of cultural products such as Magazine, Music, TV recording and video to the class and make tasks attractive by including novel and fantasy elements to raise the learners' curiosity were not experienced by EFL teachers during speaking skill classes at all. Item ten, thirteen and fourteen, which is about teachers encouragement of group presentation and peer-teaching, offer rewards to the learners for taking part in in activities and provide the learners opportunities to assess themselves were totally negative behavior was observed.

Table7, Comparison of Teachers' Use of Motivational Strategies to Grouped Items by Percentage.

No	Concern of Items			Observations	
		Items	Response Categories	Total	Percentage
1	Creating basic motivational conditions	1,2,3 and 4	Yes	22	91.67
			No	2	8.33
2	Generating learners' initial motivation	5,6,7, and 8	Yes	8	33.33
			No	16	66.67
3	maintaining and protecting learners' motivation	9,10,11 and 12	Yes	12	50
			No	12	50
4	Encouraging positive self-Evaluation	13,14,15, and 16	Yes	12	50
			No	12	50
	Total	1-16	Yes	54	56.25
			No	42	43.75

As it seen in table 7, a 91.67% which is an excellent behavior was observed concerning item number one that incorporates questionnaires from (1-4) and grouped under motivational strategy-creating basic motivational conditions. Item number three and number four which is about maintaining and protecting learners' motivation and encouraging positive self-evaluation an

average behavior was observed respectively. whereas in item number two which is about motivational strategy-generating initial learners motivation that incorporates questions number 5, 6,7 and 8 less than average behavior was observed.

In general, more than an average of behavior was observed concerning the four motivational strategies such as creating basic motivations, generating initial learners' motivation, maintaining and protecting learners' motivation and encouraging positive self- evaluation. This implies us insufficient motivational strategies were practiced in EFL speaking skill classes in the area.

4. 1. 7. Teachers Interview

The interviewees were asked 7 general questions. The researcher also discussed some points based on the responses of the interviewees. The interview lasted for about 10-15 minutes with each interviewee. In this part, the teachers' responses to the interview was analyzed and discussed. The original verbatim expression of the teachers' responses to each question was written and attached at the end of the complete thesis. In order to make the responses clear, the researcher asked some additional questions from the interviewees' responses for further explanation and summarized in the line of the research objectives as can be seen in the discussion. (See **appendix D**).

4.1.8. Analysis and Discussion of the Interview Questions

The first question provided for the interviewees was the importance of motivation and how important is it in EFL classes.

All/the three teacher respondents replied that motivation is the prominent in EFL classes. Regarding this, Dornyei and Csizer (1998:203) state that without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals and neither are appropriate curricula and good teaching enough to ensure students' achievement. Motivation research in language teaching has shown that motivation is one of the key factors that influence the use of language learning strategies. For instance, one of the finding of Oxford Nikos (1999:249) revealed the motivation was the single most powerful influence on the choice of language learning strategies. Motivation determines the extent of active personal in L2 learning; research shows that motivation directly influence how often students use L2 learning strategies

,how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shear in, 1994, as cited in Hang, 2007).

One teacher gives the reason why it is important by saying that it initiates learners to learn the speaking skill more. The second teacher provided two reasons why it is important. EFL class itself needs strategy to adopt learners to the L2 language and it needs conscious because the foreigners focus on the form since they can't learn it unconsciously, so that the teachers attract their learners' attention towards the language. The third teacher attempted to tell the use of motivation that by itself it is an incentive because when you use motivation you can attract your students' full attention towards the lesson.

Wink (2005) states that motivation is a factor which influences more than others in an EFL classroom. She defines it as "the positive implication and contribution in the attitudes on learning environment." Motivation involves four aspects: a goal, an effort, a desire to attain a goal and a favorable attitude towards the activity in question. Several studies have been conducted to examine the influence of motivation in classroom interaction and oral participation. In addition, Reeve (2005) states that motivation refers to the incentive or energy that drives an individual to take an action.

The second question was about the possibility to initiate and enhance learners' motivation. Thus, three of the teacher respondents (interviewees) replied in expression that has the same suggestion that it is important. One teacher respondent added an idea that it is possible to initiate and enhance learners' motivation by enabling the learners having interest in the language. Regarding this, Oxford and Shear in (1994) state that there are ways which teachers can sustain and increase the motivation of foreign language learners. These are by increasing attitudes of success, by creating a positive environment, encouraging positive attitudes, helping students set language learning goals. But to do this as Dornyei (1990) pointed out, teachers should understand the role they play in motivating students.

The third question was about whether the teacher uses different techniques or not to motivate students. All or three teacher respondents replied that they do not use always the same techniques. They responded that they use various techniques because there are different language parts that need different aspects.

The fourth question was about how the teacher describes use of motivational strategies.

One teacher replied that it initiates learners to learn and use the target language inside and outside the classroom. Another teacher responded that in EFL the motivational strategies could be related to their real life out of the classroom because speaking is what they use in the community, i.e. it should be meaningful language learning. The third teacher replied that in

speaking skills classes he used things that help them motivate. The first two teacher respondents had similar ideas in that speaking assists learners in the community and it is the meaningful language learning. Concerning this idea, Dornyei (2001b:119) states that motivational strategies are methods that a teacher can use to increase learners' motivation. Motivating students can be performed in various ways and it is likely that at least one of the motivational strategies used by a teacher suits each learner (2001a:24-25).

The fifth question was about the types of motivational strategies that the teacher used. Concerning this question, the three teachers replied differently. One teacher replied that he praised the learners when they do things well in the classroom where as another one teacher responded that he ever used telling stories and that he encouraged learners to retell the story or other similar stories. The third teacher replied that he asked questions that are related to the lesson. From the responses we can understand that the teachers used different motivational strategies for the same grade that has different sections. Moreover, it indicated that EFL teachers do not have the concept of the four motivational strategies such as Creating basic motivational conditions, Generating learners' initial motivation, Maintaining and protecting learners' motivation and Encouraging learners' self-evaluation and when and how they use them.

The sixth question is to what extent teachers use the motivational strategies. Two teacher respondents replied that they used the motivational strategies 'sometimes' because if he wastes time only on motivating. The time for other tasks may become inadequate. The one other teacher respondent used the motivational strategies 'most of the time' in speaking skills sessions. From the above explanation, the researcher observed that teachers implementation of the motivational strategies is different. Perhaps this creates difference among learners.

The seventh question is about how they understand whether the learners motivated or not. Three of the teachers replied it by 'yes', I understand it. They have similar ideas in that they understand the learners' by a) engagement in activities,

b) Observing students facial expressions and

c) Students' retelling of the story.

Chapter Five

5. Summary, Conclusions and Recommendations

This study is to assess the practice of teachers' use of motivational strategies in language classroom. In previous chapters (chapter 1-4) Background, Statement of the problem, objective and focus of the study, different scholars' views and related literatures, data gathered tools, techniques, organization, procedures and analysis as well as discussion have been made. Based on the information gathered and observed in the classroom real situation, the researcher put his findings of the study. Thus, in this chapter, the summary, conclusion and recommendation of the study were discussed.

5.1. Summary

This research was conducted to investigate if motivational strategies are practiced in grade 11 of Nejo Preparatory School to assist students to communicate effectively and learn best in English language classroom. In order to accomplish the study in a meaningful way, the researcher designed four kinds of questions. So as to address the research questions and thereby to respond to objectives of the study, the researcher designed different instruments: questionnaire, classroom observation checklists and interview on the basis of the reviewed literature. Questionnaire was addressed to both students and teachers whereas interview was carried out only with teachers. The data gathered and the responses obtained using the instruments enabled the researcher to come up with the following findings.

1, According to responses of the teachers and students as well as the classroom observation, there were some encouraging practices of motivational strategies during speaking skill class. For example, the teachers:

- ❖ Establish a good relationship with their learners.
- ❖ Use short and interesting opening activities to start each class (e.g. fun games)
- ❖ Pay attention and listen to each of the learners.
- ❖ Uses different main language skills to activate tasks (a writing task can be followed by speaking activity)
- ❖ Show smile face instead of sober face.
- ❖ Encourage learners to contact their own exploration of the L2 community.
- ❖ Assist learners accept making mistakes as a part of learning process even though, learners afraid of making mistakes.
- ❖ Initiate learners to apply their L2 proficiency in real life situations.

- ❖ Remember and call students by name when want to engage in tasks.
- ❖ Praise students when they do things well in the classroom.

2. But on the other hand, responses to the other questions indicated that the motivational strategies are not practiced adequately to prepare learners for effective communication. On the basis of the information, it could be inferred that:

- ✓ The students were not assessed themselves during communicative skill.
- ✓ Rewards were not offered for learners from their teachers for taking part in in activities.
- ✓ Learners didn't get positive experiences from senior students in the classroom.
- ✓ Learners were not encouraged to engage in group presentation and peer-teaching.
- ✓ Novel and fantasy elements raise learners' curiosity and make the tasks attractive nevertheless, the elements were not practiced by teachers in communicative skill classes.
- ✓ Teachers didn't use magazine, Music, TV recording and Video in the classroom.

3. Majority of the interview carried out with teachers corresponds with the findings of the questionnaire and classroom observation. Since many of the points coincide, the following could be seen as additional findings.

- Motivation is prominent in EFL classes because it initiates the learners to learn by adding their exposure that leads them to success which is their beneficial issue.
- It is possible to initiate and enhance learners' motivation by motivational strategies because they enable learners to have an interest in language learning.
- The teachers do not use the same techniques because different language parts need different aspects of motivational strategies. e.g. speaking
- Teachers' description about use of motivational strategies was not uniform. To understand more see Appendix D.
- Teachers themselves are in doubt about the aspects of motivational strategies nevertheless, they use them sometimes.
- Teachers replied that, they understand learners' motivation by their participation in the classroom, observing students' facial expressions, and students' retelling of the story.

5.2. Conclusions

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

1. The findings revealed that the motivational strategies under creating basic motivational conditions such as use of short and interesting opening activities to start each class, establish a good relationship with learners, show smile face instead of sober face and pay attention and listen to each of the learners were experienced well.
2. The result of the study suggested that the motivational strategies under generating initial learners' motivations that are getting positive experience from senior learners in the classroom and using cultural products such as Magazine, Music TV recording and video were not encouraged and brought to the class to motivate learners by the teacher .Regarding this, Good and Brophy (2003) make the point that learners are likely to find the learning experience per se intrinsically pleasant for they are 'curious' to explore the world.
3. The findings also revealed that the third motivational strategies under maintaining and protecting learners' motivation that are learners' engagement in group presentation and peer teaching and using novels and fantasy elements to raise learners' curiosity do not experienced in the classroom during speaking lessons..
4. The finding of the study indicated that half-done (50%) behavior were observed for the motivational strategies under encouraging positive self-evaluation such as rewards for taking part in in the activities and offering learners the opportunities to assess themselves.
5. The finding of the study indicated that the highest frequency for practicing motivational strategies during speaking lesson by the teachers was 'Sometimes' .This true for all types of motivational strategies as observed from the data analysis.
6. The finding of the study identified that teachers assume motivational strategies differently(see Appendix D) due to lack of knowledge about motivational aspects such as creating basic motivational conditions, generating learners' initial motivation, maintaining and protecting motivation and encourage positive self-evaluation.

To sum up, lack of invitation of senior learners, absence of rewards, lack of group presentation and peer teaching, absence of novel and fantasy elements to raise the learners' curiosity, lack of learners' opportunities to assess themselves and lack of understanding of teachers about the aspects of motivational strategies are obstacles to develop speaking skill for effective communication of English language.

5.3. Recommendation

Based on the conclusions, the researcher suggests the following measures should be taken so as to practice motivational strategies to teach speaking skill well.

- ❖ Since a well behavior was observed concerning the motivational strategies under creating basic motivational conditions, EFL teachers should maintain and protect the strategies used for motivating the learners in advance.
- ❖ In motivational strategies under generating learners' initial motivation, not all but partial behavior was observed that implies inadequate exposure of EFL teachers during speaking skill lesson classes. Using this strategy encourage the learners to apply their efforts to learn successfully. It makes them curious since it creates intrinsic pleasure. Therefore, EFL teachers should improve their use of this prominent and decisive strategy.
- ❖ Similar to the second motivational strategy, partial behavior was also observed in the third motivational strategy which is about maintaining and protecting learners' motivation. Initiating learners' motivation solely is not an end itself. For this reason, EFL teachers need to do a good job in sustaining the motivation of the already motivated ones.
- ❖ Half-done (50%) behavior was observed in the fourth motivational strategy which is about encouraging positive self- evaluation. Teachers should assist the learners to evaluate themselves in a positive way.
- ❖ Teachers experienced inadequate strategies to motivate students during speaking lessons. That means as observed in the data analysis in all instruments the highest frequency of motivational strategies employment was 'Sometimes'. Then, teachers, department leader and school principals should solve the problem in harmony.
- ❖ Teachers used the motivational strategies differently for students in the same level or the same class. Therefore, English teachers assigned for that class should do cooperatively to consolidate their job and concerning bodies at the school or outside the school being nearby the teachers will be a prominent advice.
- ❖ It is advisable that the English teachers of Nejo Preparatory School and others should get more training opportunities how to teach speaking using motivational strategies.
- ❖ Finally, the researcher recommends other researchers to conduct further studies in different schools in related topics to make the study complete and to improve teaching speaking.

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Appendix A

Jimma University

College of Social Science and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

Teachers' Questionnaire

Dear teacher,

This questionnaire is designed to collect prominent data for a post graduate study on “ A Study on the Practice of Teachers use of Motivational Strategies in EFL Speaking Skills sessions: Grade 11 Students at Nejo Preparatory School in focus”. The findings of the study are hoped to have contributions to teaching institutions, teachers, material developers and researchers on the area in focus. The truthfulness of your responses are paramount importance to the validity of the study. You are, hence, kindly requested to be genuine in your responses.

I would like to assure you that any information you provide in this questionnaire will be used only for this study.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Endalew Emiru

MA TEFL student

Background Information

1. Sex : M----- F -----

2. Number of service years : 1-5 6-10 11-15 16-20 above 20

3. Qualification : BA MA Ph.D.

4. Nationality : Ethiopian None - Ethiopian :

ii) Make your responses (x) for each question on the basis of the key below.

5=Always 4=Usually 3=Sometimes 2= Rarely 1=Never

		Responses				
		5	4	3	2	1
	As a teacher, I					
1	Attempt to use short and interesting opening activities to start each class. (e.g. fun games)					
2	Try to establish a good relationship with my learners. .					
3	Attempt to show smile face instead of sober face to my learners.					
4	Try to pay attention and listen to each of the learners.					
5	Attempt to invite senior learners to talk to the class about their positive experience.					
6	Try to bring cultural products such as Magazine, Music, TV recording and Videos) to the class.					
7	Attempt to encourage my learners to conduct their own exploration of the L2 community.(e.g. on the internet).					
8	Try to initiate the learners to apply their L2 proficiency in real life situations.					
9	Attempt to assist my learners accept the fact that they will make mistakes as a part of the learning process.					
10	Try to encourage group presentation and peer- teaching in the classroom.					
11	Attempt to vary the main language skills the tasks activate (e.g. a writing task can be followed by a speaking activity)					
12	Attempt to make tasks attractive by including novel or fantasy elements to raise the learners' curiosity..					
13	Try to offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior.					
14	Attempt to Provide students opportunities to assess themselves. (e.g. give themselves marks according to their overall performance)					
15	Try to remember and call students by name when engage in tasks.					
16	Praise my learners when they do well in the classroom.					

Write your additional ideas

here _____

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

Students' Questionnaire

Dear student,

This questionnaire is designed to collect useful data for a post graduate study on “A Study on the practice of Teachers’ use of motivational Strategies in EFL Speaking Skills Sessions: Grade 11 students at Nejo Preparatory School in focus”. The findings of the study are hoped to have contributions to teaching institutions, teachers, material developers and researchers on the area in focus. The truthfulness of your responses will have paramount importance to the validity of the study. You are, hence, kindly requested to be genuine in your responses.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidential. It will be used only for this study.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Endalew Emiru
MA TEFL student

Use tick (x) for your responses of background information.

1. Sex: Male Female

2. Age: 15-20 21-25 26-30 31-36

3. Grade 11

i) Use (x) for your responses for the questions on the basis of the key below.

5=Always 4=Usually 3=Sometimes 2= Rarely 1= Never

No	Item	Responses				
	Our teacher,	5	4	3	2	1
1	Uses short and interesting opening activities to start each class (e.g. fun games).					
2	Establishes a good relationship with us.					
3	Shows learners smile face instead of sober face.					
4	Pays attention and listen to each of the learner.					
5	Invites senior students to talk to the class about their positive experience.					
6	Brings cultural products (e.g. Magazine, Music, TV recording and videos) to the class.					
7	Tries to encourage us to conduct our own exploration of the L2 community (e.g. on the internet).					
8	Initiates us to apply our L2 proficiency in real life situations.					
9	Assists us accept the fact that we will make mistakes as a part of the learning process.					
10	Encourages group presentation and peer- teaching in the classroom.					
11	Varies the main language skills the tasks activate (e.g. a writing task can be followed by a speaking activity).					
12	Makes tasks attractive by including novel or fantasy elements to raise the learners' curiosity					
13	. Offers rewards for learners taking part in activities					
14	Provides opportunities to assess ourselves (e.g. give ourselves marks according to our overall performance).					
15	Remembers students' name and calls them by name when engage them in tasks					
16	Praises when learners do well in the classroom.					

Appendix C

Observational Checklist

Date of observation -----

Teacher observed -----

Time -----

Room-----

Purpose of observation

To see the practice of teachers' use of motivational strategies in EFL speaking skills classes.

Teachers' Use of Motivational strategies

No	Does the teacher:	Yes	No
1	use short and interesting opening activities to start each class?		
2.	Establishes a good relationship with the learners.		
3	Show learners smile face instead of sober face		
4	. Pay attention and listen to each of the learner?		
5	Invite senior learners to talk to the class about their positive experience?		
6	Bring cultural products such as magazine, Music, TV recording and video to class?		
7..	Encourage learners to contact their own exploration of the L2 community?		
8	Initiate learners to apply their L2 proficiency in real life situations?		
9	Assist learners to accept the fact that they will make mistakes as a part of learning process?		
10	encourage group presentation and peer- teaching in the classroom?		
11	vary the main language skills the tasks activate (e.g. a writing task can be followed by a speaking activity		
12.	Tries to make tasks attractive by including novel or fantasy elements to raise the learners' curiosity?		
13	Offer learners rewards for taking part in in activities?		
14	Provide the learners opportunities to asses themselves?		
15	Remember and call students by name to make engage in tasks?		
16	Praise students when they do things well in the classroom?		

Appendix D

Teachers' Interview

1. Is motivation important in EFL classes? If yes, how important is it?
2. Is it possible to initiate and enhance learners' motivation through the use of motivational strategies?
3. Do you always use different strategies to motivate your students?
4. How do you describe your use of motivational strategies in EFL speaking skills classes?
5. What types of motivational strategies do you use?
6. How often do you use these strategies?
7. How do you understand whether your students are motivated or not? (Can you cite some observable behaviors that signify the students' motivation?)

Teachers' Responses for Interview Questions

Q1.

T1: Yes, it is very important because it initiates learners to learn and engage in different activities.

T2: Yes, it is important for that EFL class itself needs strategy to adopt learners to the L2 language and to attract their attention towards the language.

T3: Yes, it is important because motivation by itself is incentive. When you use motivation you can attract your students' full attention towards the lesson.

Q2.

T1: Yes.

T2: Yes, it is possible by enabling them having interest to the language.

T3: Yes, it is possible.

Q3.

T1: No, there are various techniques to use.

T2. No, I use various techniques because there are different language parts that need different aspects.

T3. No, I can use various motivational strategies because using the same technique is not brings success.

Q4.

T1. It initiates learners to learn and use the target language inside and outside the classroom.

T2. In EFL motivational strategies could be relate to their real life out of the classroom because speaking is what they use in the community, and it should be meaningful language learning.

T3. In speaking class I motivate the learners by giving things that help them to communicate.

Q5.

T1. I Praise the learners when they do things well in the classroom.

T2. The motivational strategies I ever use is telling them stories and encouraging them to retell the story or other similar stories.

T3. I ask questions related to the lesson.

Q6.

T1. I use it Sometimes.

T2. Sometimes, If I waste time only on motivating, the time for other tasks may become inadequate.

T3. I use it most of the time.

Q7.

T1. Yes, I understand it by their participation, by checking what they are assigned to do.

T2. Yes, from their facial expression, their retelling of the story and freely participated in the given task.

T3. Yes, I can understand whether they are motivated or not based on their response and participation. In addition, I understand when I observe their facial expression.

Appendix E

Yuunivarsiitii Jimmaa

Kollejjii Saayinsii Hawaasaa fi Namummaa

Muummee Afaan Ingilizii fi Og-barruu

Gaafannoo barattootaaf hiika Afaan Oromoon dhiyaate

Gaafannoon kun kan qophaa'e raga faayidaa qabeeyyii qorannoo dandeettii barattootaa afaan Ingiliffaan dubbachuu sassaabuufi. Kanaaf gaaffilee dhiyaatan mara amanamummaa fi dhugaa dubbi I jirurratti hundaa'uudhaan akka guuttun sigaaffadha .Odeeffannoon ati laattu icitiidhaan eegamee dhimma qorannichaa qofaaf kan oolu ta'uu gamanumaanan siif mirkanessa.

Maqaa kee barreessuu hin barbaachisu.

Endalew Emiru

MA Student

1 .Saala: Dhiira Dhalaa

2. Umurii: 15-20 21-25 26-30 31-36

3. Kutaa 11

Kutaa 1.Gaaffilee armaan gadii dubbisiitii mallattoo sirrii (x) unka keessatti guuti.

5= Yeroo mara 4=Yeroo baayyee 3= Yeroo tokko tokko 2= Akka tasaa 1=Gonkumaa

Deebiiwwan

T/L	Tarreeffama	5	4	3	2	1
	Barsiisaan keenya,					
1	Barnoota kutaa eegaluuf taphoota gaggabaaboo fi gammachiisoo ni gargaarama/tti.					
2.	Anaa wajjin walitti dhufeenya gaarii ni qaba/ddi.					
3.	Fuula ifaa barnootaaf na dammaqsu natti ni agarsiisa/tti.					
4.	Tasggabbiin tokko tokkoo barataa dhaggeeffata/ dhaggeeffatti.					
5.	Barattoota qaxalee fi amala gaarii qaban kutaa duratti ba'anii muuxannoo isaanii akka nuuf hiran ni taasisa/tti.					
6.	Meeshaalee aadaa kan akka televiziyoona, muuziqaa fi viidiyoo gara kutaa ni fida/ddi.					
7	Naamoota afaan Ingiliffaa dubbatanii wajjin akkan wal-quunnamnu nu jajjabeessa/tti.					
8	Danddeettii afaan biyya alaa(Ingiliffa) kutaan alatti itti fayyadamuuf nu jajjabeessatti.					
9	Dogongora raawwachuun deemsa barnoota ta'uusaa akka fudhannuuf nu jajjabeessatti.					
10	Hojilee sammuu keenyaaf fi qaama keenya hirmaachisan filee/ttee nu hirmaachisatti. Fkn. Iba gartuu fi cimdii.					
11	Danddeettii afaanii gurguddoo ta'an hojii akka si'eessaniif dabareen ni fayyadama/tti.					
12	Hojiiwwan akka nama ofitti hawwataniif barreeffama oduu gaggabaaboo ol(novel) ta'an dhiyeessuun fedhiin keenya barnootaaf ni kakaasa/tti.					
13	Hirmaannaa nuti hojii kessatti raawwannaaf bahaasa nuuf ni kenna/ti.					
14	Ofii keenya madaaluuf carraa nuuf ni kenna/ti.					
15	Sirna madaallii iftoomina qabu ni raawwata/tti.					
16	Hojii gaarii nuyi kutaa keessatti raawwannaaf nu galateeffata/tti.					

