JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

(M.A IN TEFL)

EXPLORATION OF MOTIVATIONAL TEACHING STRATEGIES PRACTICED BY EFL TEACHERS WITH REFERENCE TO GRADE 11 WAKA PREPARATORY SCHOOL STUDENTS

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BY

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TABLE OF CONTENTS

Contents   Page

LIST OF TABLES

Contents   **Pages**

List of Abbreviations/ Acronyms

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
FGD	Focus -Group Discussion
FL	Foreign Language
L2	Second Language
MOE	Ministry of Education
SDT	Self-determination Theory
TEFL	Teaching English as a Foreign Language

List of Appendices

Appendix-A: Questionnaire for EFL Teachers' in English.

Appendix-B: Questionnaire for students' in English.

Appendix-C: Classroom observation checklist in English.

Appendix-D: Teachers' Interview questions in English.

Appendix-E: Transcription of Teachers Response for the Interview Questions

Appendix-F: Students' Interview questions in English.

Appendix-G: Transcription of Students Response for the Interview Questions

Appendix-H: Focus group discussion Questions for EFL Teachers in English.

Appendix-I: Transcription of Teachers Response for Focus-Group Discussion Questions

ABSTRACT

The aim of this study was to explore 'motivational teaching strategies practiced by EFL teachers in EFL classroom at Waka Preparatory school. An attempt has been made to search out motivational teaching strategies that were practical by English language teachers. The result of the study is believed to be helpful for English teachers and students of the school. Participants of the study consisted of six English teachers and 240 grade eleven students of this school. The study used mixed research design to gather the data and questionnaire survey as the main tool of data collection. There were two questionnaires: one for the teachers and a parallel one for the students. The teachers and students questionnaire were piloted. After the pilot study, the main study was conducted.

The questionnaire was followed-up by interview with teachers and students, focus group discussion and classroom observation for the further investigation. The questionnaire data were analyzed using percentage and the interview and classroom observation data were also analyzed using percentage and qualitative description.

The finding from all data sources indicates encouraging the students to self-evaluate and find out mistakes by themselves, let the students' to suggest classroom ground rules, monitor the students' progress and give them written comments, create the students autonomy to share responsibility, Encourage the students to use English/the target language both inside and outside the classroom and make tasks challenging and feasible and presenting tasks in a motivating way were ignored in EFL classroom at by the EFL teachers.

To implement motivational teaching strategies effectively it is better that applying the five top motivational strategies like create a pleasant and supportive atmosphere in the classroom, help diminish language anxiety by removing or reducing the anxiety providing elements in the learning environment, build learners' confidence by providing regular encouragement, use grades in a motivating manner, reducing as much as possible their demotivating impact and promote the development of group cohesiveness

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Motivation has always been a central issue in education and has even been referred to as "the most complex and challenging issue facing teachers today" (Sheidecker& Freeman, 1999:116 in Dörnyei, 2001). Attempting to address this issue, recent research has gone beyond simply defining motivation, and focused on the development of motivational strategies for the classroom (William & Burden, 1997; Dörnyei, 2001; Brophy, 2004). In 1994, Gardner & Tremblay drew attention to the need for proper identification of the types of strategies that were actually effective. Dörnyei&Csizér (1998:215) took up this challenge and conducted an empirical study, asking English teachers to identify the strategies that increased student motivation.

The study led to the publication of their ten commandments for motivating language learners. In the study on teachers practice, Cheng &Dörnyei asked 387 teachers in Taiwan to rate a list of motivational strategies by (1) perceived importance and (2) frequency of use in their teaching practice. The results showed a disparity between teachers' perceived value of importance and frequency leading to the underutilization of important strategies. Considering the findings from above, it seems that further research is needed into the difference between the perceived importance of motivational strategies and their practice in the classroom. A better understanding of the nature of these differences can foster reflective practice and help bridge the gap for more effective implementation. Additionally, research into student practice of importance and the use of motivational strategies may provide both insight into students' needs and evidence of motivational strategy effectiveness. The aim of this study is to foster more effective implementation of motivational teaching strategies through a better understanding of their perceived importance and the use in the classroom. Practice of both teachers and students in the classroom are explored to allow for a fuller understanding. The study seeks to identify differences between perceived importance and the use of motivational teaching strategies in a preparatory foreign language classroom.

The aim of this study is to foster more effective implementation of motivational teaching strategies through a better understanding of the EFL teachers how to apply and use the strategies in the classroom. Practice of both teachers and students in the classroom are explored to allow for a fuller understanding. The study seeks to identify differences between perceived importance and the use of motivational teaching strategies in a preparatory foreign language classroom.

In the field of second and foreign language learning, motivation is one of the most influential factors of all individual differences in language learning as compared to learning style, aptitude and age when learning outcomes are considered (Dornyei, 2001a). A large number of studies in language learning have shown that motivation is a prominent factor in learning. (Den Brock, Levy, Brekelmans and wubbels, 2006; Dornyei,2001a;Dornyei, 2001b) also points out that regardless of learners' ability, aptitude and intelligence, with a strong motivation to learn a language, students will be able to learn effectively.

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

Dörnyei (2001) later built upon this by providing a framework of more than 100 specific motivational strategies, which he divides into the following four stages.

    1. Creating the basic motivational conditions

    2.Generating initial motivation

    3.Maintaining and protecting motivation

    4.Encouraging positive self-evaluation

ESL/EFL teachers, however, must be aware of the context of any research of motivation since the findings and the proposed motivational teaching strategies may not be suitable for all ESL/EFL teaching and learning situations. A strategy that is highly effective in one context of teaching and learning may not work at all in another context and vice versa. As Nakata (2006)

implies, motivating students is not as easy in practice as in theory. Since human behaviors are complex, these strategies are not applicable to every individual and in every context of learning. Teachers should select the most suitable strategies to be employed in their own classrooms.

Based on his field survey Stoddart (1986) cited in Berhanu et al (2009) and Jemal (2007) had suggested about the English language ability of the majority of the students in Ethiopia. Most students' ability to understand their teachers or their text books is not adequate. Besides, they spend most of their class hours copying down notes that the teacher has written on the blackboard. Therefore, to solve the problems that face in EFL classroom, motivation is one issue and using adequate motivational teaching strategies are indispensible.

Motivational teaching strategy helps the teachers to create eager students in the classroom. Students' incentive to learn English differ. Harmer (2001) contends that students with no clear goals fail to know what they really want from learning English. Such students take or learn the language for course fulfillment to final outcomes such as a qualification and a better job. As a result, some become de-motivated. Others focus on their marks sustained by their grades. Such students are confounded by what and why they are supposed to be doing. Thus, they lack a framework for assigning significance to what they learn. Consequently, assisting the students to have clear goals in learning English language and helping them to be motivated is teachers' job and needs their effort.

The study focused on preparatory level EFL teachers' and aimed at exploring the practice of motivational teaching strategies by these teachers in most cases for their own classroom teaching and learning interaction on the basis of geographic location, socio-economic condition and culture of teaching and learning because this area is not addressed by different researchers. Besides, Motivating students in the English as a foreign language classroom is often a complex and difficult task that involves a diversity of psycho-sociological and linguistic factors with regard to Dornyei and Csizer (1998), but most English teachers were show the important role of motivation in which it plays in the teaching/learning process. The first step in tackling the difficulty of using motivational teaching strategy is that the teachers need to understand and appreciate the role and importance of motivation in any learning.

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As a result the current study was conducted in Waka preparatory school which is located in southern region of Dawuro zone. Grade 11 students were the population of the study as it is the base for the university entrance and much more effort is expected from them. The syllabus of the preparatory level requires the students to be equipped with English language skills like speaking, listening, writing, reading and language rules. So, the main purpose of this research is finding out the strategies of motivational teaching used by preparatory level English teachers to motivate their students in EFL classroom.

1.2 Statement of the problem

Teaching second and (or) foreign languages like English faced many problems. One of the most common problems is the poor level of students' classroom motivation and EFL teachers' lack of awareness towards using motivational teaching strategies during an EFL class. The other additional factor which hinder the implementation of motivational strategies in the language classroom belongs to Williams and Burden's (1997) frame work of L2 motivation are: Internal factors such as intrinsic interest of activity like arousal of curiosity and optimal degree of challenge. This is true for the sampled preparatory school. Perceived value of activity is another internal factor for the implementation of motivational teaching strategies in EFL class which comprises personal relevance, anticipated value of outcomes and intrinsic value attributed to the activity. Self-efficacy/self-concept/ related internal factors in sample school were realistic awareness of personal strengths and weaknesses in skills required, personal definitions and judgments of success and failure, self-worth concern and learned helplessness. Attitudinal matters which hinder the proper implementation of motivational teaching strategies in sample preparatory school were both EFL teachers' and students' lack of interest to language learning in general, to the target language, to the target language community and culture. Other affective

states which hinder the internal interest of learners toward EFL learning in motivating way are lack of confidence, anxiety and fear.

The external factors which influence the implementation of motivational teaching strategies in sampled school were the attitude of both EFL teachers' and students' themselves. The other external factor is the nature of interaction with significant to others like mediated learning experiences, the nature and amount of feedback, rewards, the nature and amount of appropriate praise, punishments and sanctions. The learning environment is also another external factor for the practice of motivational strategies in EFL class in the sampled school. Those learning environment related matters are comfort, resources, size of class and school, class and school ethos, and the broader context like the local education system, conflicting interests, cultural norms, social expectations and attitudes greatly affect the practice motivational teaching on the ground root.

In addition to the above problems language teaching and learning in Waka Preparatory School, however, as many Ethiopian preparatory schools, English was taught and learned in schools as a foreign language/EFL/ rather than as a second language/L2/ which means that learners did not had many opportunities to use English in their daily lives outside of the classrooms .Due to this students' level of motivation, language proficiency and teachers application of strategy importance are greatly under question in such school. Oxford and Shearin (1994) distinguish between these two terms. They explain that a second language is a language that is learned in a location where that language is typically used as a lingua franca, for example English learned in Singapore; while a foreign language learned only in a formal education institution, for example English learned in Waka Preparatory School. Moreover, in many Ethiopian schools teachers usually emphasize the teaching of grammar skills over communication or speaking skills.

Teacher-fronted grammar and pronunciation classes had been also the norm in English language teaching in Waka Preparatory School for so many years. Thus, students were much more fluent in written English than spoken English. But even though English was not widely used as a means of communication among Waka Preparatory School, it is still seen as priority and as the most important foreign language to be taught. At all levels of formal education, from secondary schools to universities, English is a compulsory curriculum requirement and an English exam is part of the standardized testing system to enroll students. In addition, courses of English lessons are offered by private or public language institutions for students of almost all ages. However,

English teaching and the achievement of students in English language study, especially in isolated areas and schools with poor resources, are still far from ideal (Yuwono,2005).

In most developing countries of the world, the number of students is not accompanied by a corresponding expansion of facilities and resources. As a result, language teachers are faced shortage of resources to support students in class with provision of motivational teaching strategies. This hinders them to plan and implement motivational teaching strategies in class. In most cases, lack of resources such as text books, computer, tables, chairs, desks, classrooms, etc. reduced teachers' initiation to plan and implement motivational teaching strategies (MOE 2006;133).This is the similar problem to waka preparatory school.

Many EFL teachers faced problem to get adequate stories to use their students learning objects. In this regard, Sharmim (2007; 84-85) argues that the teachers faced problem to teach speaking skill due to lack of audio and video tapes or radio and video cassette players. Teachers' motivational strategy use in teaching English is crucial in engaging students in the classroom. If teachers are more aware of the impact of their teaching strategy on students' motivation, they may be able to identify what strategies their students find interesting and engaging. An English teacher is expected not only to teach English language but also to make the teaching-learning process as interesting as possible to engage the students in the learning process. Engaging with the process influences the students' motivation to learn the language (MOE, 2002), Akibret Birhane (2012), Temesgen Erabo (2013)

The recently shift within the field of language learning and teaching greatly focuses more on learner-centered approach than teacher-centered. In learner centered approach, there should be adequate motivation to learn the target language. Because of this, using different motivational strategies for better teaching/learning process is undeniable. Most of the local researchers have reported university instructors' experiences of using motivational strategies. The range of motivational strategies employed by English teachers in preparatory level has not been studied. Therefore, without conducting research, it is difficult to know what motivational strategies are used to motivate preparatory level students. These students are expected to join higher education. Thus the primary emphasis of this study was to explore the strategies of motivation used by EFL teachers' in EFL classroom. This is because as motivation is the crucial factor for EFL, the above mentioned scholars have suggested that students' success or failure may differ in EFL learning because of the experiences of teachers in using motivational strategies. So the

strategies that were used to teach EFL were explored and compared with the theories of motivational strategies.

Even though issues of motivation have contributed to high standards of achievement in English teaching, concerning the importance of motivation little local research had been conducted in Waka Preparatory School, particularly in grade 11. Very few studies drawing on the effectiveness of motivational teaching strategies to motivate English language learners (students') had been conducted in such grade level of Waka Preparatory School. Therefore, this current study aimed to indicate the direction for EFL teachers how to fill the gaps of the problems stated above at least by applying the five top motivational teaching strategies in EFL classes such as:

1. Create a pleasant and supportive atmosphere in the classroom
2. Help diminish language anxiety by removing or reducing the anxiety providing elements in the learning environment
3. Build learners' confidence by providing regular encouragement
4. Use grades in a motivating manner, reducing as much as possible their demotivating impact
5. Promote the development of group cohesiveness

1.3. Objectives of the Study

1.3.1 General objective

The general objective of this study is aimed at exploring motivational teaching strategies practiced by EFL teachers in EFL classes.

1.3.2. Specific objectives

➢ To find out different motivational teaching strategies in which the EFL teachers are applying in practice.

➢ To identify the advantage of using different motivational teaching strategies for the students self-confidence development

➢ To point out the pedagogical importance of using motivational teaching strategies in EFL classes.

➢ To indicate the possible direction how to apply the motivational teaching strategies in EFL classroom.

> ➢ To find out some major problems those affect the implementation of motivational teaching strategies practice by the EFL teachers in EFL classroom.

1.4. Research Questions

This study is designed to answer the following research questions.

> ➢ Which motivational teaching strategies do EFL teachers apply practically in EFL classes?
> ➢ What are the advantages of using motivational teaching strategies for the development of students self-confidence in teaching English as foreign language/ TEFL/?
> ➢ What is the pedagogical effect of using motivational teaching strategies during an EFL class?
> ➢ What are the alternative motivational teaching strategies which are applicable for the foreign language teaching and learning?
> ➢ What are the major problems that affect the implementation of motivational teaching strategies practice by the EFL teachers in EFL classroom?

1.5 Significance of the study

The findings of this study are assumed to draw clear attention on EFL teachers and students about the importance of motivational teaching strategies. As English is a language serving as a medium of instruction for secondary and preparatory school and higher institution level, however, there are different problems which hinder the teaching and learning of English. On the basis of this assumption, an attempt was made to study some major problems that affect the practice of motivational teaching strategies use by EFL teachers in teaching English as a foreign language with reference to grade 11 students in this study. Thus, the study could have the following contribution to the concerned beneficiaries. Thus, making them aware of the miss conception that encourages or inhibits their application of motivational teaching strategies during an EFL class and indicating the possible directions for EFL teachers how to apply motivational teaching strategies to progress students ability towards English language. As a result, the EFL teachers overcome different obstacles for the implementation of motivational teaching strategies. So that they could motivate their students in the class room question-and −

answer session as well as outside the classroom if possible to discuss successfully and in self-reliant manner.

It has also an impact on EFL teachers' method of instruction. As for teachers, having learnt the problems for the implementation of motivational teaching strategies during an EFL class, will enable them to reflect on their teaching strategies as well as to draw their attention on the impact of their personality on learners' willingness to motivate in the classroom. Consequently, appropriate steps could take to promote the implementation of motivational teaching strategies. Moreover, this research may initiate other individuals to do detail research on similar issues that did not address by this research.

1.6. Scope of the Study

This study was based on the exploration of motivational teaching strategies applied by EFL teachers in English classroom. Nowadays, there are about eight Preparatory Schools in MarekaWoreda of Dawuro Zone. Since it was difficult to cover all Preparatory Schools in MarekaWoreda, this study was conducted on one Preparatory School.

The study was confined to Waka Preparatory School in order to conduct the detailed exploration of issues under consideration regarding the motivational teaching strategies practiced by EFL teachers with reference to students' academic achievement in the study area.

In exploring motivational teaching strategy use, many complex things need to be considered and investigated, but this paper does not claim a task of such nature. The subject of the study was restricted to English language teachers and students of grade 11 Waka preparatory school in Dawuro zone. The study was accomplished with in three month periods only.

1.7 Limitation of the study

This current study only focused on exploration of motivational teaching strategies practiced by EFL teachers with reference to grade 11 students only. So in this study, the researcher strongly aimed for the inclusion of increasing population size may assist to obtain more pertinent and wider information, however, financial problem and the time matters make it very difficult for the inclusion of such size. In addition, the researcher also considered the significance of making repeated classroom observations in order to watch, find out and come with motivational

strategies in which EFL teachers employ in teaching English. Besides, designing questionnaires, gathering the data, analyzing the finding, submission of the results, contacting with the advisors and generalizing the overall research results require excess time, finance, labor and resources. The attitude of EFL teachers and students is another matter for the study. In general the above mentioned problems were the basic limitations of this research work because of constraints of finance, time and capacity to gather data. Therefore, to manage such matters this study was conducted at one school only, use the time, labor and resources effectively and attach divisors related matters with the use of e-mail, share some ideas with divisors through the use of cell phone and discuss with teachers and students politely.

1.8 Operational definition of terms

Exploration- refers to the act of studying, researching, finding etc.

Focus Group Discussion: a kind of group which composed of six to twelve participants to discuss in group who might be reluctant to share specific ideas in an individual interview.

Motivation- refers to the inner desire to learn and improve one's learning skills.

Motivational strategies- refer to instructional interventions applied by the teacher to elicit and stimulate students' motivation

Motivational teaching: is the way that teachers in the teaching practices to facilitate students' motivation in learning.

Self-Determination Theory: is a language theory which is based up directly on intrinsic and extrinsic motivation towards the learning.

Self- evaluation: The ability of one self to evaluate own performance.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature on motivation and motivational teaching strategies perceived to be successful strategies employed in a second/ foreign language classroom. It is more of connected with presentation of different scholarly contributions regarding the implementation of motivational teaching strategies by the EFL teachers in EFL class. Therefore, key issues related to motivational strategies such as general concepts of motivation and the construct of motivation in the second/ foreign language class room were included.

Discussing motivation is not an easy task. In different contexts, the term has been used to signify arrange of meaning from general disposition to do something, as 'a blanket term' (Williams &Burden, 1997), to the initiation, direction, intensity, and persistence of behavior (Keller, 1998). It is a multifaceted theoretical construct composed of many overlapping factors, such as interest, curiosity, and a desire for something (Brophy,1998), all of which may be caused, or enhanced, by either internal or external factors, or even both (William & Burden, 1997).The concept of motivation is so complex that it may be used to refer to both a stable personality trait and a volatile state (Dornyei,2001b);it may explain both along-lasting commitment and an effortful performance in a temporary task. In the field of education, in particular, research has shown that motivation is closely linked to various elements, such as the learning environment, methodology, teacher, and student' need (Chambers, 1999).

Therefore, in order to understand the status quo of the issue of motivation in EFL teaching, it is necessary to know its origin &development. For this reason, in this review of the literature, the researcher first provide the background information about how motivational have unfolded through the years, from early psychology to contemporary cognitive approaches. Then, the researcher discusses how the current constructs have been applied in the educational context in general & in the field of EFL teaching. Most importantly, in this part of the paper, the researcher described the study up on which he built his research. Finally; the researcher shared some evidence from empirical EFL teaching classroom-based research on motivation that indicates connection between motivation& EFL teaching.

2.1 Definition of the concept motivation

There is growing agreement that second/foreign language motivation (L2 motivation) plays a key role in the L2 language learning process. L2 motivation is needed to help learners expend and persist in their effort in an L2 learning process which might extend over a long period of time. It is believed 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 on their own to ensure student achievement' (Dörnyei, 2005, p.65).

The conceptual term motivation on its own is quite difficult to define but different scholars have tried to give different definitions about it. Some of these definitions are: According to Pintrich and Schunk (2002), the word motivation is derived from the Latin verb 'movere' (to move) and it is a process whereby goal-directed activity is started and continued. Goals may not be well devised and may alter with experience, however the main idea is that individuals have something in mind that they are trying to reach or stay away from.

Motivation is understood from behaviors like choice of tasks, effort, persistence and expression. According to Atkins et al (1996), the word motivation is the major significant factor in promoting healthy condition of learning. Harmer (2001) and Dornyei (2001) defined motivation as one type of internal force which pushes someone to do things in order to achieve something. Besides, motivation is considered to be responsible for people to choose to do something, their eagerness to continue the activity and difficulty to practice it. Similarly, Wlodkowski (1985 and 1993) explained that motivation as the procedure that can stimulate and initiate behavior, provide reason to behavior, maintain to let behavior to carry on, and lead to decide a particular behavior.

Motivation is a notion that gives details about why people behave in a certain way when they do something. It is not only significant because it is essential basic factor of learning but because it settles learning and it is the cause and effect of learning i.e. one is the consequence of the others. Motivation can also be defined as common methods of referring to the precursor that is, the source and the beginning. He also stated that motivation clarifies why people decide to do something, how hard they are going to follow it and how long they are eager to maintain the actions.

Motivation helps students to attain their goals. Madrid and Canado (2001: 333) quoted in Madrid (2002) stated that motivation is an inner state of the individual influenced by desires, and or attitudes which create an interest and desire to achieve a goal, and moves the individual to attain it with a continued effort.

The scholars have defined motivation directly relating to goals. From the above definitions, one can synthesize an important definition suitable for the purpose of this study: motivation is a psychological trait which leads people to achieve a goal. In addition, it is what forces someone to act in a certain way or to take a particular action. Simply, it can be understood that motivation gives someone answer for the question why.

In various fields of study such as social psychology, educational psychology and language learning, motivation has been well-researched and widely discussed. However, since motivation is a complex construct that appears to be simple on the surface, it has been impossible for theorists to reach consensus on a single definition. The term'' motivation'' is a broad concept that cannot be easily considered into one single definition. The term becomes even more complex when it comes to language learning (Williams & Burden, 1997). The unique features of language also make language learning distinct from the learning of other school subjects.

In relation to second/ foreign language learning, Gardner (2001) claims that motivation drives an individual to put in effort to achieve a goal; it makes the individual persistent and attentive. Gardner also states that a highly motivated individual enjoys striving for a goal and makes use of strategies in reaching that goal.

2.2 The Concept of Teaching English as a Foreign Language

Some languages are used internationally for different purposes like for communication, writing for documentation and entertainment, office work, education, as instructional media etc. Among these languages, English, French and Spanish are some and the major ones. For various reasons, the aforementioned languages, particularly, English and French are widely used in the continent of Africa. However, here, the special focus of the study is on English language used as the medium of instruction and ability for teaching-learning-process in Ethiopian schools. This is the main motivating factor for learning English as a foreign language in high and preparatory schools (Atkins et al, 1996).

Foreign language learners are bounded by their native languages. As a result, they need motivation and input to learn the target language (Oxford &Shearin 1994). English language is fully practiced in the classroom and as it is a foreign language, there is no or very little chance of using the language outside the classroom. So it is difficult to get continuous feedback from their teachers outside the classroom. In spite of the fact that English language is taught as a subject and at the same time used as instructional media, different research studies indicate that the majority of the students are not good in using English language. For example Stoddart (1986) quoted in Berhanu et al (2009) has reported that most of the students do not use English to speak and write sufficiently, they simply copy notes that their teachers give them. Because of this and other problems facing the students in English subject, teacher and the implementation of motivational teaching strategies in EFL classroom is very difficult.

2.3 consideration of the construct of motivation in the second/ foreign language learning

Research studies show that in foreign language learning, a number of factors can contribute to differences in various learners' academic performance and attainment, such as age, gender, attitudes, aptitude, motivation learning approach, language learning strategies and learning style (Dornyei, 1994; Dornyei and Csizer, 1998; Gardner, Tremblay and Masgoret, 1997; Ghenghesh, 2010; Kormos and Csizer, 2008; Liando, et al., 2005; Oxford, 1994). Among all those contributing factors, motivation has been regarded by researchers working in the field of second/ foreign language learning as one of the most vital factors in the process of second/ foreign language learning (Dornyei, 2001a; Liando et al., 2005; Oxford, 1994). With the proper level of motivation, language learners may become active investigators of the nature of the language they are.

2.4 The relationship of teaching strategies, learners' motivation and learners' academic performances.

Since motivation is acknowledged as a key factor in determining success in foreign or second language learning academic attainment, strategies that maintain language learners' motivation are of interest to educators. A number of studies have been conducted by educational researchers in order to gain a better understanding of how language learners' motivation can be positively affected during the language learning process (Bernaus and Gardner, 2008; Dornyei and Csizer, 1998) .Nakata (2006) states that unlike aptitude, which cannot be changed since it is innate, motivation can fluctuate factor over time. Nakata(2006), Brophy (2010) and Dornyei

(2001a) contend that the fluctuation of motivation, academic achievement and the amount of the effort exerted may be affected by two main factors; internal and external factors /teachers, parents, peers, and community/. This means motivation of students is something a teacher can influence studying (Kimura, Nakata and Okumura, 2001).

2.5 Motivational strategies in teaching English as a second/ foreign language

How to engage and motivate students through motivational teaching strategies has engaged second/ foreign researchers due to its significant contribution to academic performance and achievement in learning a second/ foreign language. Dornyei states that ''motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects'' (2001a, p.28).In addition, Guilloteaux and Dornyei define motivational strategies as ''instructional interventions applied by the teacher to elicit and stimulate students' motivation'' (2008, p.56). Dornyei further contends that ''they are techniques that promote the individual's goal-related behavior'' (2001b, p.28). Motivational teaching strategies are thus steps employed by teachers in their teaching practices to facilitate students' motivation in learning a second/ foreign language.

The general motivational strategies which are relevant to this study were discussed in the following.

2.5.1. Creating the basic motivational conditions

Creating the basic motivational conditions is the first area of motivational teaching practice in EFL teaching. Dörnyei (2001a) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. These conditions, which would explained in more detail, are demonstrating appropriate teacher behavior, creating a pleasant atmosphere in the classroom and generating a cohesive learner group.

2.5.1.1. Appropriate teacher behavior

The first strategy which can contribute to creating basic motivational conditions relate to teacher behavior. Teacher behavior is recognized as an effective factor in motivating students, Pintrich and Schunk (2002, p.311) state that 'virtually everything the teacher does has potential motivational impact on students'. Teachers could influence their students' motivation by using different strategies such as showing their enthusiasm in teaching their subject by sharing the reasons of their interest in the L2 with their students (Dörnyei, 2001a). Csikzentmihalyi,

Rathunde and Whalen (1993) suggest that it is the teacher enthusiasm which inspires and motivates students, commenting that: What intrigues students most about these teachers is their enthusiasm for subjects that seemed boring and purposeless in other teachers' classes… Sometimes it is an encounter with just such a teacher that inspires students to reconsider the intrinsic rewards of exploring a domain of knowledge (p.184–185). Building a good rapport with students is another motivational aspect of teacher behavior. This could be achieved by listening to students which will indicate to them their value to their teachers (Wlodkowski, 1986).

In addition, Brophy (2004) suggest that teachers should know their students by learning their names, greeting them, and spending some time with them. Further, teacher's interaction with their students could influence their beliefs about their abilities, their goals, and their attitudes toward their subject (Anderman&Anderman, 2010). Teachers could create good relationship with the students by using some strategies such as accepting them, paying attention to each students and show smile face to them (Dörnyei, 2001a). From this overview of the effect of teacher behavior on student motivation, it can be seen that teachers could play a key role in motivating students in the L2 classroom.

2.5.1.2 Pleasant and supportive classroom environment

Creating a pleasant and supportive classroom environment is a second strategy which helps to create basic motivational conditions. Along with L2 teaching, the educational context for L2 learning should provide an enjoyable and inspirational classroom ambience, in order to maintain motivation throughout the class (Dörnyei, 2007a). Studies had shown that a tense classroom atmosphere promotes students' anxiety which is one of the factors reducing students' motivation (MacIntyre, 2002; Young, 1999). Dörnyei (2001a) suggests some strategies which create a pleasant and supportive classroom atmosphere including the use of humor in the class. Another strategy is promoting a safe climate in the classroom which allows risk taking and encourages students to make mistakes.

2. 5.1.3 cohesive learner group with appropriate group norms

The third strategy which can be used to create basic motivational conditions is promoting a cohesive learner group. The dynamics of a learner group is one of the classroom factors affecting students' motivation (Dörnyei&Malderez, 1999; Dörnyei&Murphey, 2003). Group dynamics have many aspects including group cohesion and group norms. Group cohesion is the 'magnetism' that connects the group members in the classroom. It points to 'the members'

commitment to the group and to each other' (Dörnyei, 2001a, p.43). Ehrman and Dörnyei (1998) suggest some factors which could be used by teachers to create a cohesive class. These factors include encouraging class members to share experiences and to get to know each other. Another technique is to ask students to do a task or a project which a whole group could work together to achieve.

Another strategy which could contribute to class cohesion is using activities which promote interaction and cooperation between class members. Examples of such activities are role-plays, pair work and small group work. Of these activities, group work is a way of promoting cooperative learning which is believed to be an effective method in the learning process (Johnson, Maruyama, Johnson, Nelson & Skon, 1981; McGroarty, 1992; Walberg, 1999). Some studies indicate that students feel more comfortable when participating in small group activities (Koch & Terrell, 1991; Young, 1991). Murray and Christison (2011) point out that teachers should teach students cooperative skills and the principles of cooperative learning. These principles include 'making certain that learners see the value in group work, that they develop 75 the language skills necessary for functioning in a group, [and] that they are given time to practice the skills' (Murray &Christison, 2011, p.191).

Another aspect of group dynamics is establishing group norms. Dörnyei and Ushioda (2011) state that in order for a norm to be constructive, group norms should be discussed clearly with the class members and adopted by them willingly. An example of such norms is tolerance which is essential to help students not feel embarrassed when they make mistakes. Dörnyei and Murphey (2003) add that teachers should introduce group norms at an early stage of group life by discussing potential norms and justifying their purpose.

2.5.2 Generating initial motivation

Brophy (2004) indicates that academic learning in schools is the activity that students would least like to do if given the choice. However, students have to do academic learning, their school attendance is compulsory, and the curriculum is chosen by policy-makers rather than themselves. It can be assumed then that some students do not come to classroom with the motivation to learn. Therefore, Dörnyei (2001a) suggests that teachers need to actively create positive student attitudes towards learning by using some strategies. Examples of some broad strategies which L2 teachers could use are enhancing L2 related values of learners, increasing the goal-orientedness of the learners, and encouraging students to create an attractive vision of their Ideal L2 self.

2.5.2.1. Enhance the learners' language-related values and attitudes

L2 teachers should familiarize learners with L2 related values which might contribute to developing positive attitudes towards L2 learning. Dörnyei (2001a) states that individuals have a 'value system' which is based on past experiences and involves their beliefs and feelings towards the world. This value system has an influence on individuals' choices and approaches to different activities. Dörnyei and Ushioda (2011) suggest that there are three types of L2 related values which are intrinsic, integrative, and instrumental values. Intrinsic values relate to the internal interest in the L2 learning process. Integrative value includes the positive attitudes towards, for example, an L2 community and culture. Instrumental value involves the practical outcomes of L2 learning such as accessing a future job or avoiding failure. Many strategies have been suggested to promote these previous values in L2 classroom. Examples of such strategies are highlighting an enjoyable aspect of L2 learning, encouraging learners to explore an L2 community, and reminding students of the benefits of mastering the L2.

2.5.2.2 Increase learners' goal-orientedness

Dörnyei and Ushioda (2011, p.115) define goal-orientedness as 'the extent to which the group is attuned to pursuing its official goal (…L2 learning)'. Many researchers have indicated the need for defining goals for class group in order to generate student initial motivation (Hadfield, 1992; Oxford &Shearin, 1994). Hadfield (1992) points out that in spite of the difficulty of agreeing on group goals, it is essential for the successful working of a group as it directs the group to a common purpose. One of the reasons of the difficulty for identifying class goals is the diversity of goals which students have (Dörnyei, 2001a). In addition, students' motivation is not only related to academic goals, but also to social goals such as relationship with teachers (Wentzel, 2000, 2007). However, one of the strategies suggested to establish common goals in the classroom is allowing students to negotiate their individual goals and identify their common purpose.

In addition to group goals, students are also encouraged to set individual specific and achievable goals (Dörnyei, 2001a). 3.3.2.3. Develop learners' Ideal L2 self .This broad motivational strategy is not included in the framework of motivational strategies proposed by Dörnyei (2001a). This is because Ideal L2 self was not introduced into L2 motivation research until 2005. It is believed that motivational strategies related to this concept will fit in the area of the framework which is 'generating initial motivation'. This is because motivational strategies concerning creating an attractive Ideal L2 self would help students to generate their

motivation at an early stage of the motivation process. As indicated in the previous chapter, the importance of Ideal L2 self for motivating students has been found in many studies in different contexts such as Iran, Hungary, Saudi Arabia (Al-Shehri, 2009; Csizér&Kormos, 2009; Islam et al., 2013; Papi, 2010; Ryan, 2009).

To create Ideal L2 self, Dörnyei and Ushioda (2011) suggest six factors: 1. constructing the Ideal L2 self-vision by presenting influential role models to demonstrate potential future selves. 2. Enhancing the vision by promoting Ideal L2 self-images. 3. Making the Ideal L2 self-possible to achieve by considering the potential difficulties that might be faced. 4. Developing an action plan which includes setting goals and study plans. 5. Keeping the vision of Ideal L2 self-alive, and teachers could remind students of this potent self by using effective classroom activities and playing films and songs, and perhaps getting students to visualize their Ideal selves and amend picture at regular intervals. 6. Considering undesired results of not reaching the Ideal L2 self, and teachers could have an influence on this factor by reminding the students of the limitations of not knowing foreign languages. By adopting these six factors in the EFL classrooms, teachers could help students envisaging an attractive future L2 self in order to enhance their L2 motivation. Based on these factors, Hadfield and Dörnyei (2013) suggest many activities which can be used by L2 teachers and relate to constructing, enhancing, and activating Ideal L2 self.

2.5.2.3 Increasing the learners' expectancy of success

Regarding this issue, Dornyei (2001) said that motivational psychologists have been studying the idea of 'expectancy of success' as one of the most studied issues for the past 4 decades, which is due to the undeniable fact that people do things best if they believe they can achieve something. Similarly, they learn best when they expect success. In addition, a possibly productive area of motivating learners is to increase their expectancies by deliberately arranging the conditions in a way that they place the learner in a more positive or hopeful frame of mind. There are numerous methods for achieving heightened success expectations: provide sufficient preparation, offer assistance, let students help each other, make the success criteria as clear as possible, model success, and consider and take away possible obstacles to learning.

2.5.2.4 Making the teaching material relevant

One of the most de-motivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance what so ever to their lives. After all, as Brophy (1998) cited in Dornyei 2001 argue, most school students' curricular topics and learning activities are chosen mainly on the basis of what society believes students need to learn, not on the basis of what students would choose if given the opportunity to do so. A lot of students do their homework and engage in all types of learning activities, even when a subject is not very interesting. Clearly, these students share the belief of the syllabus producers that what they are being taught will come in useful.

In order to motivate learners to concern themselves with most learning activities, one should discover their goals and the topics they want to learn, and try to incorporate them into the curriculum. According to Chambers (1999) quoted in Dornyei, (2001:63): If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities. If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them. If pupils do not see the relevance of a subject, the teacher has from the outset a major challenge. The writer discussed that the material should be prepared based on students goals.

The students should choose the topics they need to learn and ought to be included in the curriculum. Further, presenting the material in a logical order is necessary. Many students will have a hard time following along if the teachers' present information in a way that they do not feel is logical. The teachers should do their best to create lessons that follow a logical sequence so students do not get discouraged (Harris, 2010). On the other hand, Dornyei and Cheng (2007) suggested that only following the textbooks is far less intellect-taxing and labor-intensive than adopting a variety of task-based activities, and many L2 teachers would be likely to find it domineering to develop supplementary materials and teaching aids in their already busy teaching program in order to make the language classes more attractive.

2.5.2.5 Creating realistic learner beliefs

Dornyei (2001) states that most learners will have certain beliefs about language learning and most of these beliefs are likely to be wrong. The greatest thing is to sort out some of the most incredible beliefs and mistaken assumptions at the beginning of the course. The teachers should

exactly discuss about some of the key issues with the students. It is very important to emphasize that at the moment we do not know of a 'perfect' method for learning foreign languages; the mastery of a language can be achieved in a number of different ways, using varied strategies and therefore a key factor in achieving success is for learners to find out for themselves the methods by which they learn best (Ibid).

2.5.3 Maintaining and protecting motivation

Maintaining and protecting motivation is the third area of the framework, which concerns nurturing motivation throughout the learning process. Wlodkowski (1986) states that 'any learning activity can become satiating' (p.144), therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. There are many strategies which could be used in the L2 classroom to contribute to this area of the framework including presenting tasks in a motivational way, increasing the self-confidence of learners, and promoting autonomous learning (Dörnyei, 2001a).

2.5.3.1 Presenting tasks in a motivating way

The tasks referred to in this research are everyday activities used in the language classroom to promote language learning. The research adopts Breen's definition as follows: 'any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning—from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making' (Breen, 1987, p. 23). Teachers should present tasks in a motivational way to maintain student motivation. They can do this by making tasks interesting for students. Anderman and Anderman (2010) suggest that teachers could make tasks interesting by using various types of tasks which could be challenging, include novel elements, and relate to the learners' interests. In addition, Dörnyei (2001a) also points to a number of strategies which teachers could use to make tasks motivating such as identifying the purpose of the tasks and attracting students' attention to the content of the task.

2.5.3.2 Protecting the learners' self- esteem &increasing their self-confidence

As the language classroom is an essentially face-threatening situation, it is important to find out how to maintain and increase the learners' self-confidence. In order for students to be able to focus on learning with determination, they need to have a healthy self-respect and need to believe in themselves as learners (Dornyei, (2001). Dornyei (2001:89) has also proposed five approaches: 1. Teachers can foster the belief that capability is a changeable aspect of development. 2. Favorable self-conceptions of L2 competence can be promoted by providing regular experiences of success. 3. Everyone is more interested in a task if they feel that they make a contribution. 4. A small personal word of encouragement is sufficient. 5. Teachers can reduce classroom anxiety by making the learning context less stressful. To maintain students' motivation, teachers should build students' self-confidence.

As indicated in the previous chapter, self-confidence has been examined by many researchers who relate it to L2 motivation (Clément, 1980; Clément &Kruidenier, 1985; MacIntyre et al., 1998). One of the main components of self-confidence is the affective factor of language anxiety, as self-confidence increases when an individual has low language anxiety. Therefore, L2 teachers are encouraged to reduce language anxiety by, for example, avoiding social comparison, and indicating to learners that mistakes are part of L2 learning (Dörnyei, 2001a). Another strategy which a teacher could use to increase the confidence of the students is encouragement which could be defined as 'the positive persuasive expression of the belief that someone has the capability of achieving a certain goal' (Dörnyei, 2001a, p.91). To encourage students, teachers should praise students, believe in their efforts to learn English, and highlight their strengths and abilities. Another area which could increase the confidence of learners is teaching them learning strategies. Learning strategies include specific techniques which could be used to enhance L2 learning and to make learning easier and more enjoyable (Oxford, 1990). Examples of such techniques are memorizing a new vocabulary by attaching it to an image, and relating new information to previous knowledge.

2.5.3.3 Promoting learner autonomy

 Another broad strategy which could be used to maintain students' motivation is promoting autonomous learning. Learner autonomy is 'the ability to take charge of one's own learning' (Holec, 1981, p.3). Little (1991, p.4) points out that 'it presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning'. Dickinson (1995, p.167) adds that it is important to maintain 'learning autonomy in a

teacher-directed classroom setting as well as in settings such as self-access learning centers'. Benson (2001) identifies five approaches to supporting learner autonomy in language education. These are resource-based approach, which highlights the students independent use of learning materials; technology-based approach, which emphasizes autonomous interaction with learning educational technology; learner based approach, involving the development of autonomous learning skills; classroom based approach, emphasizing the learner taking control over the planning and evaluation of learning; and curriculum-based approach, emphasizing learner control over the curriculum.

Much research has investigated the link between L2 motivation and autonomy (e.g., Deci and Ryan, 2000; Noels et al., 1999; Noels, 2003; Ushioda, 1996a). As indicated in the previous section, Deci and Ryan (2000) point to the need to support autonomy in order to increase learner motivation in general. Noels et al. (1999) and Noels (2003) indicate a positive relationship between teachers' support of learner autonomy and the intrinsic motivation of students. Dickinson (1995) analyses the link between autonomy and cognitive motivation theories, such as self-determination theory and attribution theory. In terms of attribution theory, Dickinson (1995) states that autonomous learners can increase their ability to achieve learning tasks. Ushioda (1996b) suggests that autonomous learners are motivated learners as autonomy involves taking charge of learning, and motivation involves taking responsibility for the emotional aspect of the learning process. Ushioda (2011b, p.230) expands her view about the role of autonomy believing that it can 'contribute to socialize and consolidating adaptive values, identities and motivational trajectories' by encouraging students to show their own identities and participating actively in the learning process. Littlewood (1996) suggests a framework for autonomy in language learning, in which motivation and confidence are basic elements which promote students' willingness to be autonomous.

In addition, Littlewood (1996) argues that students need to have the knowledge of a variety of learning choices and the skills for working on their choices. Teachers could help students develop these two areas of knowledge and skills which eventually motivate students to be autonomous. According to Littlewood (1996), students must have all four elements which contribute to autonomous learning namely skill, knowledge, confidence and motivation. However, this can be seen to be a difficult balance as a highly motivated and confident person lacking the skills and knowledge could not be truly autonomous without training from the teacher. Teachers could help students develop these two areas of knowledge and skill which

eventually motivate students to be autonomous learners. However, they need to be aware that too much control could have the opposite effect. The idea of a controlling teacher is prevalent in the context of Saudi Arabia where there is little research which examines the state of autonomy in the L2 classroom. Al Asmari (2013) points out that although teachers agree with the idea of involving students to take charge of their language learning, they lack proper training to foster autonomy. Indeed, the beliefs of the teachers towards the theories and the strategies they implement are not aligned. A study by Alrabai (2011) found that, amongst all the motivational strategies used by the teachers, promoting learner autonomy was the least implemented. Alotaibi (2011) also recognized this as an area for improvement and suggests that teachers need to encourage students to be autonomous learners.

The research conducted in the Saudi context points to two areas relating to promoting autonomy to motivate students. Firstly, the teachers might need training to learn how to encourage students to take control of their learning. Little (1995, p.179) points out that 'learner autonomy becomes a matter for teacher education', in that teachers should be trained 'with the skills to develop autonomy in the learners who will be given into their charge'. Secondly, it can be seen that the practice of autonomy is a relatively new practice and, as indicated in the introduction chapter, the curriculum is usually set by policymakers in the universities. This might restrict the autonomy of teachers which is a significant factor in developing student autonomy (e.g., Benson, 2000; Little, 1995; Little, Ridley, &Ushioda, 2003; McGrath, 2000). It can be seen from the research into autonomy that the teacher role is very important in promoting it. However, it can be argued that if the teachers themselves have little autonomy it is very difficult for them to pass on the knowledge and skills required to their students. Therefore, perhaps full student autonomy is not possible until policymakers grant more autonomy to their teachers. In relation to motivation, teachers are encouraged to use different strategies which could promote learner autonomy. Examples of such strategies are allowing learners choices about different aspects of their learning process and encouraging learners to take responsibility for their learning (Dörnyei, 2001a).

2.6. Encouraging positive self-evaluation

So far, different broad strategies have been discussed which contribute to the previous three areas of L2 motivational teaching practice pre. The fourth area of this framework is encouraging positive self-evaluation which relates to the students' evaluation of their own past experiences. As previous research has shown, the way students attribute and evaluate their past

performance has an influence on the way they approach future activities (Ushioda, 1996a; Williams & Burden, 1999). Teachers could help students in assessing their accomplishments in a positive way by, for example, providing motivational feedback and offering rewards and grades (Dörnyei&Ushioda, 2011). 3.3.4.1. Providing motivational feedback given by teachers could influence students' motivation in the L2 classroom.

The importance of feedback is addressed by many researchers (e.g., Brophy, 2004; Ford, 1992; Raffini, 1993). Brophy (2004) indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve. In addition, Dörnyei (2001a) suggests different strategies which teachers could use to provide motivational feedback. For example, teachers should give prompt and regular feedback, and react to positive contributions from students.

2.6.1. Offering rewards and grades in a motivating manner

The use of rewards and grades are one of the controversial issues in education. Although some researchers indicate the advantages of using rewards and grading systems, the disadvantages of using them are also highlighted (Brophy, 2004; Raffini, 1996). As for rewards, Raffini (1996) states that rewards are one of the available motivational tools which help teachers control student behavior. However, the extensive use of rewards could negatively affect the intrinsic motivation for activities. Dörnyei (2001a) indicates that teachers could avoid the limitations of using rewards by following some techniques such as not overusing them, and offering rewards for difficult tasks. Rewards could involve offering chocolate, certificates and using notice board displays. In terms of grades, they could be related to the self-worth of students, as students equated their self-worth with the grades they attained (Covington, 2000). This could be true, especially in educational contexts where assessments are purely summative such as in Saudi Arabia, the context of this study.

Many researchers have discussed the limitations of using the grading systems (Brophy, 2004; Covington & Teel, 1996). Students might focus on getting good grades rather than learning. In addition, grades are subjective and they might encourage bad behavior such as cheating. However, grading systems are still prevalent in educational contexts (Covington & Teel, 1996). Thus, many suggestions are offered for teachers to use grades in motivational ways. Students should be given opportunities in the case of failure. They should also be provided with ongoing assessment rather than relying on the test results. Additionally, students should be allowed to

assess themselves (Brophy, 2004; Dörnyei, 2001a). Having discussed the broad motivational strategies relevant to this study, the following section will presents empirical studies which investigate motivational strategies in different contexts.

2.6.2 Promoting motivational attributions

This strategy can be put in short words like: it is encouraging students' effort ascriptions. This means that one should underplay the importance of ability. Referring to ability over is a risky practice, because in the classroom, this creates some students to appear poorly in this respect. Highlighting the role of effort, conversely, is secure: it makes easy future achievement and everyone has an equal chance to it. If one can create students believe that higher levels of effort on the whole offer a possibility for success, they will continue in spite of the predictable failure that goes together with learning (Dornyei, 2001). James Raffini (1993) cited in Dornyei (2001) stated that learners should never be allowed to be unsuccessful at tasks until they have a reasonable possibility to be successful. If learners perform they have no option but to attribute their failure to lack of ability and will as a result stop trying. In this strategy, Dornyei proposed that effort is very crucial to language learning and teachers have to give emphasis to effort than ability. Effort should be incorporated with need to attain an objective and good thinking toward objective. Learners should be encouraged even if they are ineffective in their work.

2.6.3 Providing motivational feedback

Harris (2010) contended that using feedback and discussion with the students to increase their confidence will encourage them that they can do what they put their minds to and also make them less frightened to try new things. Dornyei (2001) asserted that feedback is a critical part of learning. People cannot carry on making development toward their individual goals in the absence of pertinent feedback information. Effective feedback initially can have a pleasing purpose, i.e. by offering praise it can raise learner satisfaction and increase the learning spirit. Next, feedback can encourage a positive self confidence in the student. Lastly, it should prompt the learner to reflect fruitfully on areas that need progress and recognize things that he/she can do to raise the efficiency of learning. In addition, optimistic information feedback' involves positive, descriptive feedback concerning student strengths, attainments, development and attitudes.

2.6.4 Increasing learner satisfaction

According to Dornyei (2001), satisfaction is a vital motivational element because it confirms effort, assert the whole learning process, strengthen the value of the experience and in general give the vivid marks along the street towards the final goal. The majority of the students accept public recognitions; writing comments on their written papers gives a good and unobtrusive opportunity; these personal remarks are typically extremely valued by the students. As well, teachers should take time to celebrate success in the classroom that can often involve giving praise. Other important techniques are like regularly following students' progress, comprising tasks which entail the public performance of the result, making progress concrete and providing a strengthening incident for positive conclusion at the last part of important units of learning (Ibid). As indicated by Madrid (2002), to increase students' satisfaction, rewards are very crucial. If this is applied, it will help to achieve the first objectives. Positive experiences in this issue help to satisfy feelings and exert a helpful influence on the first stage.

On the contrary, if the experiences are unsatisfactory, frustration and misery will happen and this will lead to fail the first motivational conditions. Research indicates that there are effective ways to praise students if it is used as encouragement. Whereas praise is used to express approval and admiration, encouragement refers to a positive acknowledgment response that focuses on student efforts to specific attributes of work completed. Hitz& Driscoll (1989) quoted in Madrid (2002:395) pointed out that encouragement presents the following characteristics: 1. Offers specific feedback rather than general comments. 2. Is teacher-initiated and private. 3. Focuses on improvement and efforts rather than evaluation of a finished product. 4. Uses sincere, direct comments 5. Helps students develop an appreciation of their behaviors and achievements 6.Avoids competition or comparison with others. 7. Works toward self-satisfaction. Besides, this scholar suggested that certain studies have discovered that motivated L2 learners look for chances in which to practice the language outside the classroom, such as informal situations with natives or other contexts.

2.7. Studies examining motivational strategies

Many studies have examined L2 motivational strategies in different contexts such as Hungary, Taiwan, Turkey and Saudi Arabia. Some of these studies have addressed teacher evaluation and use of strategies (e.g., Alrabai, 2011; Dörnyei&Csizér, 1998). Fewer studies have addressed the student beliefs (Deniz, 2010) and fewer still have compared the two (Ruesch et al., 2012). Other studies have investigated the effect of using different motivational strategies on the

students' motivational behaviors (e.g., Papi&Abdollahzadeh, 2012). Of the studies which investigate the teachers' perception and use of motivational strategies, the earliest study is conducted by Dörnyei and Csizér (1998). They asked 200 Hungarian EFL teachers from institutions ranging from elementary schools to universities to rank 51 motivational strategies with regard to their perceived importance and actual use.

The results of this study revealed the 'ten commandments' for motivating students which were derived from the top ten important motivational strategies as ranked by the teachers, . Of these strategies, teacher behavior, presenting the tasks properly, building students' confidence feature in the top five strategies in terms of importance, while introducing L2 culture to students is viewed as the least important regarding motivating students. However, Dörnyei and Csizér (1998) argue that these motivational strategies might be context-specific, and therefore, might not be valid in different contexts.

2.7.1 .Ten commandments for motivating language learners (Dörnyei&Csizér, 1998, p.215)

- Set a personal example with your own behavior
- Create a pleasant, relaxed atmosphere in the classroom
- Present the tasks properly
- Develop a good relationship with learners
- Increase the learners' linguistic self-confidence
- Make the language classes interesting
- Promote learner autonomy
- Personalize the learning process
- Increase the learners' goal-orientedness
- Familiarize learners with the target language culture.

In order to examine motivational strategies in a different context, Cheng and Dörnyei (2007) replicated the study of Dörnyei and Csizér (1998) in the context of Taiwan. The participants were 387 EFL teachers from institutions ranging from elementary school to university. The results show that teacher behavior, presenting the tasks properly, building the confidence of students are ranked in the top five motivational strategies, and this is similar to the Hungarian context. However, there are some differences in the views of teachers in Taiwan. For example, in the Taiwanese context, 'recognizing students' efforts' is in second place in terms of

importance, while this strategy does not feature in the top ten in Hungary. Another difference is that the least important motivational strategy is promoting learner autonomy. This highlights that while some results may be more universal and motivational across contexts others appear to be more context-based. 88 The use of motivational strategies has been examined in the Saudi context. Alrabai (2011) conducted a similar study with EFL teachers, though the differences in his study are that the setting is in a specific university, namely King Khalid University, and referred only to the use of the strategies without the teachers' perceptions of their importance.

The results show that the top five broad strategies emerging include proper teacher behavior, building self-confidence, increasing learners' satisfaction, increasing learners' expectancy of success, and presenting tasks in a motivational way; promoting learner autonomy is the least used. The most recent study examining teachers' views about motivational strategies was undertaken by Guilloteaux (2013). The participants in this study were EFL teachers in Korean secondary schools. Once again, the highest ranking broad strategy in terms of importance relates to teacher behavior, and the last is encouraging autonomous learning. On examining the results of these studies, the importance of some motivational strategies appears to be universal and valid in different contexts, in particular the broad strategy of teacher behavior which featured as most important in all the studies regardless of context. Within the top five results, building confidence and presenting tasks properly are featured across all contexts. The strategy which appears to be more context-specific is 'promoting learner autonomy'.

In the Asian context, this strategy is viewed as the least important, but in the European context, it features more highly. Another context-specific strategy appears to be relating to creating an enjoyable learning experience which features much more highly in the three earlier studies than in the context of South Korea where it appears almost at the bottom of the table. This could be culturally specific to South Korea, or it could be institution-specific, as the participants in this study were all secondary school teachers. All the previous studies have examined the views of teachers. In terms of the perceptions of students, Deniz (2010) conducts a study in Turkey with students who are studying at Mugla University to be EFL teachers in primary and secondary schools. He (2010) uses questionnaires and interviews to examine the opinions of students towards motivational strategies in L2 learning.

The most valued strategies by this group are teacher behavior, recognizing students' efforts and building confidence. The least valued strategies relate to learner group and learner

autonomy. In some respects, these results are similar to the findings from the teachers in the previously mentioned studies. This may be due to students and teachers having similar beliefs or because the students in this setting were student teachers who, at the end of their studies, would be employed to teach in primary and secondary schools, so they have similar perceptions to the teachers. Ruesch et al. (2012) have conducted the only study which investigates the views of both EFL teachers and students towards the use of L2 motivational strategies.

This study is undertaken in the context of a language school in the United States of America involving international students from a variety of countries such as Russia, China, and Arabic countries. The instrument used in this study is questionnaires, and the results further support previous studies as teacher behavior features as the most important strategy. The results also reveal that there are many similarities in teacher and student views. The differences were revealed to be in strategies relating to presenting tasks whereby the students rate this significantly higher than the teachers. Teachers, on the other hand, rank strategies relating to recognize students efforts and avoiding comparison in the class significantly higher than students. These differences in student and teacher perceptions highlight the need for further studies comparing teacher and student perceptions within the same context in order to enhance teachers' understanding of what the students really need to motivate them in EFL classrooms.

The previous studies address the perceptions of teachers and students regarding the importance of motivational teaching practices. Recently, further observational studies have been conducted to examine the effect of teacher use of motivational strategies on students' motivation (Guilloteaux&Dörnyei, 2008; Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012). The results of these studies clearly show that teachers' use of motivational strategies is strongly linked to improved motivation in EFL classrooms. This suggests that EFL teachers have a significant role in motivating students. At the end of this chapter, it can be said that further investigation into the perceptions of teachers and students of strategies which are motivational is strongly needed. Teachers can strongly affect their students' motivation; and therefore, the learning of the students. In terms of context, it has been seen that although the importance of some strategies is transferable across contexts, others appear to be context-specific.

In addition, the studies (Alrabai, 2011; Moskovsky et al., 2013) which were conducted in Saudi Arabia, a similar context to this study, examine the usage rather than perception and the effects of using motivational strategies on students' motivation. Both studies were not conducted with participants in the preparatory year at the university which is the context of this study. Besides, from these studies, there seems to be clear evidence of teachers' perceptions of motivational teaching practices and the impact that these practices have on learners. The gap appears to be in investigating whether teacher views, behind the strategies they use, correspond to the perceptions of the students in the same context. If there are differences between these perceptions, it is likely that the strategies used will not be the most effective in terms of motivating students. Identifying the similarities and more importantly the differences in the perceptions of teachers and students within the same context can have a direct effect on the strategies used by teachers; and therefore, the motivation of the students.

2.8 Theoretical background of language learning motivational teaching strategies.

Lambert and Gardner were the two Canadian social psychologists who started the field of foreign language learning (L2) motivation research in 1959. Although they were not linguists, what interested them in second language learning was the coexistence of French and English speaking communities which created somewhat unusual Canadian socio-political environment.

The most commonly accepted contribution of their work to the field has been that learning a second language is unlike learning any other subject. Motivation to learn another language is further complex due to the difficult nature of language itself (Guilloteaux, 2007). The approach of Gardner and his associates dominated language learning motivation research through the 1960s, 70s, and 80s. In this approach, social psychology and individual psychology were incorporated to explain disparity in motivation to master the language of another community. The social constituent of the approach was obvious in the incorporative reason, which proposed that learner' attitude toward the L2 and the L2 group of people would influence their L2 learning behavior (Ibid). Dornyei, (2003) states that Gardner & Tremblay (1994) has written a lot about the educational shift and the following motivational renaissance that took place in the 1990s.

The key belief that leads to this shift is the classroom condition that had a much stronger motivational influence than had been proposed before. Researchers therefore started to examine the motivational impact of the different features of the learning context, for example, course specific motivational components (e.g., relevance of the teaching materials, interest in the tasks, appropriateness of the teaching method), teacher-specific motivational components (e.g., the motivational impact of the teacher's personality, behavior, and teaching practice), and group-specific motivational components (e.g., various characteristics of the learner group such as cohesiveness, goal-orientedness, and group norms). According to Dornyei and Cheng (2007), in the field of foreign/second language learning, motivation has long been recognized as one of the key factors that determine L2 achievement and attainment.

Motivation serves as the original engine to generate learning and later functions as a continuing driving power that helps to sustain the long and usually difficult journey of obtaining a foreign language. Indeed, it is fair to say that without sufficient motivation even the brightest learners are unlikely to continue long enough to attain any really useful language skill, whereas most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language ability or any undesirable learning conditions. Much of the previous research focused on making a theoretical framework for motivation and concentrated on identifying and defining student motivation, rather than on how to motivate students in the classroom, which, as Dornyei (2001) remarks, possibly the most critical issue associated to motivation. Motivation is described by cognitive approach which emphasizes the important function of individuals' understanding of relationships, activities and situations to get into action (Dornyei, 2001). Harmer (2001) and Williams and Burden (1997) defines motivation as a state of cognitive arousal, pushing learners to do things to achieve goals.

Motivated learners focus on obtaining abilities and strategies rather than achieving tasks. These learners are also appropriate to be employed in actions they consider will help them learn such as attending carefully to the lessons, mentally arranging and practicing the material to be 12 learned, taking explanations to facilitate subsequent studying, ensuring their level of understanding and asking for help when they do not understand the material. On the other hand, the unmotivated students do not exhibit the above mentioned behavior Pintrich and Schunk (2002). Besides, Cook (2008) said that one reason for some L2 learners achieving better than others is certainly because they are better motivated.

Motivation is a short term issue, from moment to moment in the classroom; SLA research has as yet paid little attention to it, as Crookers and Schmidt (1991) quoted in Cook (2008) points out. High motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation. The process of creating successful learning which can encourage high motivation may be under the teacher's control, if not the original motivation (Ibid). According to Mattarima&Hamdan (2011), motivation is one of the most important factors in language learning and is the key determinant of frequency and kind of strategy. So, motivation influences how hard learners are eager to work on a language activity, and how much they will persist when they are challenged. In general, as the above scholars suggested, motivation and foreign/second language learning are interrelated to each other. The reason behind this is that without motivation, the teacher could not teach the target language. Besides, better motivated learners are successful in their education. Moreover, motivation leads learners to achieve their goals and research indicates that well-established strategies of motivation contribute to academic achievement.

There are different motivation theories which relate to this study. Some of these are expectancy-value theories of motivation, attribution theory, self-efficacy theory, self-worth theory, self-determination theory, cognitive and goal theories. However, this study is aimed at the best on the cognitive theory particularly and self-determination theory specifically.

Self-determination theory is one of the most well-known distinctions in motivation theories are that of intrinsic and extrinsic motivation. According to Deci and Ryan (1985, p.245), intrinsic motivation is 'in evidence whenever students' natural curiosity and interest energize their learning'. Extrinsic motivation, on the other hand, refers to a desire to obtain a reward or avoid punishment; therefore, the focus is on external stimuli. Intrinsic motivation is often considered as 'good' motivation, whereas extrinsic motivation is regarded as a 'pale and impoverished' counterpart (Ryan &Deci, 2000, p.55). An expanded theory relating to these two types of motivation is called the self-determination theory (SDT) which was developed by Deci and Ryan in 1985. SDT does not look at extrinsic and intrinsic motivation as separate entities but rather as a continuum moving from the extrinsic to the intrinsic. The essential notion of this continuum is internalization which is defined as 'an active process through which people engage their social world, gradually transforming socially sanctioned mores or requests into personally endorsed values and self-regulation' (Deci& Moller, 2007, p.589). SDT states that there are three basic psychological needs: the need for competence,

relatedness and autonomy. Competence relates to the need for social interaction and demonstrating skills. Relatedness refers to the need to belong and feel connected to others, and autonomy to the desire to engage in the learning activity. Ryan and Deci (2002) find that people's motivation is enhanced when socio-contextual conditions provide them with opportunities to support these psychological needs. In the context of schools, classroom conditions should satisfy these needs for students in order to promote their motivation (Deci& Ryan, 2000).

SDT is supported by the findings of many studies. For example, it is revealed that the students' sense of well-being is related to the degree in which their needs for competence, relatedness and autonomy were fulfilled (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000). In general, it can be said that SDT helps to describe the way in which the fulfillment of basic needs can be formed into actions. It presents individuals as agents of their own behaviors rather than responding to external stimuli. It shows that there are more complex elements behind the traditional distinctions of extrinsic and intrinsic motivation often found in psychological theory. Therefore, based on self-determination theory this study seeks for two main aims which are examining the relationship between intrinsic and extrinsic motivation and the L2 orientations including integrative and instrumental reasons towards motivational teaching strategies practiced by EFL teachers in EFL classes.

2.9 Motivational Roles of Teachers

The main source/facilitator of knowledge and skills in EFL classroom is the teacher and his/her role is highly significant. The role of the teacher in engaging students in learning is hugely difficult in that it concerns almost all academic and social aspects of the classroom environment (MOE, 2002). Regarding to Oxford and Shearin (1994), there are ways in which teachers can sustain and increase the motivation of foreign language learners. As a first step, teachers can find out why students chose to study the target language that they chose.

Furthermore, teachers can support in creating an attitude of success in language learning by promoting a positive environment, encouraging positive attitudes, and helping individual students set language learning goals. However, as Dornyei (1990) pointed out, teachers must understand the role they play in motivating students. They should discover what motivates students, employ teaching methods and materials that appeal to learners' initial motivation, and perhaps create new motivation to continue learning the language in a classroom setting and on their own. Mattarima&Hamdan (2011) suggested that being aware of how teacher-

student interaction can promote motivation may provide implications in a variety of areas for educators. Teachers can likely reorganize the teaching and learning environment by providing different strategies to students, finding ways to motivate student to learn and engage them in active learning, and understanding their students' learning strategies Jemal, M. (2007).Without knowing and understanding how teacher-student interaction influences motivation, teacher may limit their abilities to improving instruction.

Students engage in learning through behaviors and motivation, and those learners who are highly motivated remain engaged, enthusiastic and are more likely to participate in learning activities. On the contrary, the less motivated students are, the less they remain engaged in learning. Harmer (2001), Dornyei (2001) and Finacchiaro (1981) quoted in Ellis (1994) assert that the teacher is the main cause in the continuance of a student's motivation and teachers' skills in motivating learners need to be seen as central to teaching effectiveness. It is teachers' responsibilities to motivate learners in a foreign language classroom.

2.10 The effect of using motivational strategies

Motivation to learn an EFL/L2 resides on students' efforts in and outside classrooms. Better motivated students look for opportunities to practice the language and become successful. Moreover, teachers' awareness of their students' motivation help them settle problems that they may face. Teachers can manage their ELT classes. They also will be able to make their lesson plans flexible by asking questions about the content or skills involved in their lessons.

Besides, teachers should aware the doubts and bias of their students: what they think of the teacher, the course, and L2 users (Cook, 1991). Research implies that students' unwillingness to participate in the classroom is not only from anxiety, incompetence, low self-confidence and lack of motivation, but can also be caused by a fearful environment that a teacher unknowingly creates Rocca (2001) quoted in Hsu (2007). Tension in the classroom gradually increases the students' fear of losing face; as a result, a unwillingness to participate in the classroom arises. The relation between motivation and attitudes has been considered a prime concern in language learning research.

Gardner and Lambert (1959:3) state that "His [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself." In general, a better understanding of students' motivation

and attitudes may help ESL/EFL syllabus and teaching designers to formulate language teaching programs that produce the attitudes and motivation most conducive to the production of more successful ESL/EFL learners (Gardner & Lambert, 1959). Good results act as a reward and increase motivation, whereas failure reduces the students' expectations, sense of effectiveness, and overall motivation. In this sense, motivation is a consequence and not a cause of the learning outcomes (Ellis, 1994)

According to Madrid (2002), the actions which take place in the classroom are likely to increase, maintain, or decrease the students' motivation. Classroom tasks, the method followed, the type of interaction between teacher and students, possible anxiety situations, and many other factors, all have an important posture on the learners' motivation. Keller, (1983) quoted in Dornyei (2001) suggested that motivation is the ignored heart of ones understanding of how to propose teaching. A lot of teachers consider that by gluing to the language materials and trying to discipline their noncompliant students, they will manage to create a classroom environment that will be conducive to learning. However, these teachers look to lose view of the fact that, if not they tolerate their students' characters and practice those little particulars that comprise their social and mental structure, they will be unsuccessful to motivate them. Furthermore, they will not be able to form a cohesive group; except they succeed in revolving most goals set by outsiders into goals accepted by the group members, that is, students'.

2.11 Summary of the unit

Learning a foreign language is different to learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to encourage against success. Language is part of one's self and is used to express this self to others. Consequently, foreign language learning has an important impact on the social being of the learner, since it involves the acceptance of new social and cultural behaviors and ways of thinking. Finally, an increased awareness of classroom realities appears to have drawn attention to the motivational characteristics of the language teacher. This is so because teachers' motivation has significant bearings on students' motivational character and, more usually, on their learning achievement (Dornyei, 2005). Similarly discouraging is the reality that teachers' motivation is still a relatively unfamiliar area in educational psychology. Thus, studies dealing with these issues are looked at as good-looking research target, particularly if one believes the realistic implications of this line of investigation (Ibid). Linnenbrink & Pintrich

(2002) cited in Dr. Dogan (2005) suggested that as a teacher, one has to understand the importance of reaching out to students and teaching them in a way that would encourage them to learn. Language teachers should modify their teaching strategies to increase students' motivation in and outside the classroom and thus improve the learning experience. This would be a more helpful plan, rather than mentioning lack of motivation for a particular student as a reason for lower than predictable academic performance. It will take a great deal of attempt; but motivating students is something that one can and should do unreservedly. To sum up, the main reason in dealing with this kind of topic is: it is difficult to teach a foreign language without using motivational teaching strategies.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methodology and procedure of the study. It describes the nature of design, sampling, population, and sampling techniques of the study. It also outlines the approach that the researcher used for the study, including an explanation of the paradigm of the study, the selection of the participants followed by focused group discussion and data collection. This part again tells us about the instrument and its validation. So here, the researcher describes the methods used to organize and collect the data

3.1 Research Design

The main purpose of this study was to explore motivational teaching strategies used by English teachers in EFL classroom. So, the research tried to answer the four main research questions that were presented in the research question section. The researcher has used the mixed research design to the current study in order to collect the information about the identifying issues of motivational teaching strategies practiced by EFL teachers in EFL class. Therefore, using such research design was that many problems in education are best investigated by means of this method and it could enable the researcher to find out the existing motivational strategies used by EFL teachers in EFL classroom.

3.2 Populations and Target populations

Populations of the study were the total number of grade 11 students who were learning in twelve sections of the selected preparatory school and EFL teachers who have been teaching English as a foreign language in which the study revolved around them. The total numbers of such population in the sample preparatory school are 1200 students (male=700 & Female=500) 6 male EFL teachers. Therefore the total populations of the study were 1206. Thus all grade 11 students and EFL teachers of the selected preparatory school in the southern region of Dawuro zone particularly Mareka woreda are population of the study.

The target populations are the population who are randomly, specifically systematically and purposively selected to gather the relevant information for the current study from the total grade 11 students and EFL teachers of Waka Preparatory School. Therefore, 240 randomly selected students from grade 11 and six EFL teachers in sum 246 were the target population for the collection of data.

3.3 Participants

The researcher selected Waka preparatory School to conduct his study. In this school, there were 12 sections of grade 11 students and they are 1200 in number. From these sections, in order to get the target population, 240 of them were chosen randomly. In each section, there were 100 students and the classes were over crowded. This is because the school is the first preparatory school in Dawuro context and located in town. Another additional case for the overcrowded class was that the school has relatively enough teaching and learning facilities and resources. Additionally the school is located in warm temperate area .Therefore, the temperature and school environment is comfortable and the area is also economically good.

Consequently, 20 students were chosen from each section for the questionnaire data i.e. 240 students from the total 12 sections were selected by using random sampling. The age of the students' ranges from 18 to 20 and the gender of the students were 132 male and 108 female. Besides, there were six teachers teaching the English language subject and all the teachers were included in the study through purposive sampling technique.

3.4 Sample size and Sampling Techniques

240 students were chosen from grade 11of the selected preparatory school at Dawuro zone. The researcher used random sampling technique; specifically systematic sampling technique to select the students as the sample subject. The researcher used such sampling technique to make something scientific rather than logic to reduce rumor among the respondents. To implement such sample the researcher used the students roll number as the reference points based up on the five intervals and starting from the number five up the end of the students roll number at the five intervals. . In addition the researcher selected to use systematic random sampling technique in order to show slight difference from simple random sampling. The mechanics of taking a systematic are rather simple. If the population contains N ordered elements, and sample size of n is required/ desired/ to select, then we find the ratio of these two numbers, i.e. N/n to obtain the sampling interval. Therefore, the researcher selected to use systematic sampling techniques for this study in the following ways.

N=Total population and n= the desired sample size. Therefore, students total number (N=1200) and the desired sample size is 240 (n=240) then the sample interval could be N/n (1200/240=5) so, random number at the 5 interval was selected starting from number five. Also six EFL teachers were chosen purposively because the number of English certified teachers were six in number and they have direct relation to study in case of the department nature. The school was

selected randomly. The reason for the selection of the sample school was simply to gather relevant data for success of the study and to find out the major problems that hinder the implementation of motivational teaching strategies by the EFL teachers.

3.5 Data Sources

Data sources are the sources where the researcher could directly or indirectly get the relevant information for the study. They are classified as primary and secondary data sources. Accordingly the researcher could use both the primary and secondary sources to get adequate information that was believed to enrich the study. Regarding the primary sources, first hand sources such as teachers, students, and secondary sources, such as recorded document, internet and reference books were used.

3.6 Data Gathering Instruments

As indicated earlier, the objectives and basic questions of this study required the use of both quantitative and qualitative data. According to Richards (1985), data can be collected through such instruments as questionnaire, interviews, participant observation, as well as focus group discussion. Accordingly, to gather the adequate data, both quantitative and qualitative ways of collecting data were deployed. The researcher had used questionnaire as the major data gathering tool and the data were validated using interview, class room observation and focus group discussion. The required data were found from Waka preparatory school students and EFL teachers. Thus, teacher and student questionnaire, semi-structured interview for English teachers' and students', classroom observation and focus group discussion were used.

3.6.1 Questionnaire for students and teachers

The researcher employed questionnaire to collect relevant data for the study. Moore (2006) highlights that questionnaires are relatively easy to administer and are useful to gather a wealth of data. Therefore, to collect the quantitative data, a set of questionnaire consisting of some questions of the same item which were divided in to open-ended and close-ended, were designed by the researcher for both students and EFL teachers'. These two parts of the questionnaires look into exploring motivational teaching strategies practiced by EFL teachers in an EFL teaching. Twenty four items with five rating scales; type questions with the scales of 1, 2, 3, 4 and 5 with each number representing ''strongly disagree'', ''disagree'', "Uncertain", ''agree'', and ''strongly agree'' respectively were utilized in the questionnaire. In addition, 12 open-ended questions (six for EFL teachers and six for students) were included to get more information from the respondents, which might not be covered by the five-scale type questions.

3.6.2 Class room observation

To explore motivational teaching strategies practiced by EFL teachers with reference to students in EFL teaching, the researcher observed each and every twelve classes three times in a three-month period whether the mentioned issue practiced or not in the actual classroom circumstances. A checklist including all of the 27 strategies were prepared and used by the researcher for the purpose of observation. When the rater/researcher/ observed a class, he could marked on the checklist of the strategies that had been used at least once during the class time properly.

By adapting the interaction categories listed in Moskowitz's (1971, cited in Allwright& Bailey, 1991) Foreign Language Interaction Analysis/ Fluent/system, students' involvement in asking the teachers question and answering the teachers' question or providing comments are noted in the form of field notes. According to Dornyei (2007; 178), classroom observation ''provides direct information rather than self-reported accounts''. This is significant in learners ''classroom motivation as well as teachers' ways of eliciting learners'' feedback, which influenced the learning atmosphere. Thus, besides analyzing the self –reported data collected via questionnaires, the observation done also enabled the researcher to make an insight in to the learners'' actual motivation in the classrooms and the interaction between the teachers and the learners. Consequently, the observations could enrich the findings of this research.

3.6.3 Interview guide lines for EFL teachers and students

Besides observation, the qualitative data of this study were collected via interviews as well. Interviews are an appropriate method when a researcher wants to access in-depth information around the topic of investigation (Glesne&Peshkin, 1992). According to Glesne&Peshkin (1992) the use of interview yields the advantage in which by building rapport with the interviewees, the interviewer got some information, which they might be reluctant to express through writing. In addition, as interview is carried out face to face, interviewees' difficulties in understanding the questions are clarified by the interviewer.

The interview question of this study was created by the researcher in line with questionnaire. Interviews were conducted with the six English language teachers who taught the twelve classes selected to explore their views on the students' classroom motivation. The data collected were important as they provided more in-depth information on the students' motivational teaching strategies use.

In addition, interviews were conducted with six who were usually highly motivated or actively participated and four students who were demotivated or less motivated in all of the classes which were observed. The interview served as a medium for them to share their personal points of view regarding their motivation, which they might not be able to point out via the questionnaire as well as their internal factor, which were unobservable in the classroom.

In sum, the semi-structured interviews were conducted to ensure comparability of responses across participants to focus on the discussion of the topic of interest (Gillham, 2000). In addition, the interviews which were carried out after the questionnaire survey and classroom observations, also enriched the final findings, as the interviewees are required to provide more in-depth explanation on the discovered pattern (Gillham, 2000). The selection was made purposively for the teachers who participated in the questionnaire randomly for the students. All of them were interviewed individually in their break time and the interview was recorded with audio tape. Sixquestions were asked and the questions were on the importance of using motivation, the strategies of motivation used in EFL classroom, the most decisive strategies to motivate students and difficult strategies to apply in the classroom and so on.

3.6.4 Focus-Group Discussion items for teachers

According to Johnson and Christensen (2008) ''a focus group is composed of six to twelve participants who are purposively selected because they can provide the kind of information of interest to the researcher.''(P.210). After considering the manageability and the efficiency factors in employing focus group as a method of data collection, the researcher decided to use one focus group in this study which comprises six EFL teachers. One additional consideration in using the focus group is that focus groups interviews are often very useful because one participant's comment can easily trigger a chain of responses from the other participants (Stewart &Shamdasani, 1990). In addition, this method is particularly useful to get rich data from people who might be reluctant to share specific ideas in an individual interview. Therefore, the researcher design six questions which reflects motivational teaching strategies in EFL classroom.

3.7. Data Gathering Procedures

First of all the questionnaires for the four tools were designed by the researcher. Next to this the designed questionnaires were submitted to the advisors for the comment. In addition the purpose of the study and the specific as well as general directions in the questionnaire were explained for the respondents by the researcher. Moreover, the prepared and edited

questionnaires were piloted in another school before the actual study. After the pilot the valid questionnaires were administered for students' and EFL teachers' of the sample school and the interview was conducted with school EFL teachers and some students. The procedures to collect the FGD data, the researcher arranged and organize one focus group which comprised six teachers. Then the researcher prepared FGD question and distributed the prepared questionnaire for the teachers assign one teacher as a chair person to lead the rest and discuss in the group. The researcher records their discussion by the use of tape recorder.

Lastly the researcher analyzed the recorded information. To collect the observation data the researcher prepared the checklist and submits it to the advisor for the comment. After commenting the checklist the researcher observed the actual class room lesson three times and marked on the checklist of the strategies to assure whether the EFL teachers implement the strategies on the ground or not. Finally the researcher analyzed all the collected data properly.

3.8. Pilot Study

The pilot study was carried out with objective of checking whether or not the items of the questionnaires were easily comprehendible by the respondents and could enable the researcher to gather the required information. Therefore the researcher used the pilot study to measure the appropriateness of items in the questionnaires for the respondents and enable to gather the required information. In other words, before the administration of the questionnaire to the respondents and collection of the actual data, the pilot study was conducted with 240 students and 6 EFL teachers in Gozo Preparatory School which is found in MarekaWoreda. This school was selected since it had some common characteristics with the sample schools of the study area. The pilot study helps to assure the appropriateness of items in the questionnaires for the respondents and check how much such questionnaires were easily comprehendible by the respondents.

3.9 Controlling Mechanism of Erroneous Results

Controlling mechanism of erroneous results are the mechanisms which avoid making errors of the researcher in the measurement process and give the trustworthiness of the research. It includes validity and reliability.

3.9.1 Validity and Reliability

Validity is the extent to which the interpretations of the research results of a test are warranted, which depend on the tests intended use /i. e, measurement of the underlying construct/ and it is also the appropriateness of the research while reliability estimates used to evaluate the stability of measures administered at different times to the same individuals or using the same standard or the equivalence of sets of items from the same test (internal consistency) or of different observers scoring a behavior /event/ using the same instrument.

The researcher used the appropriateness of the instruments to gather data and followed the research procedures carefully to give meaning for the research. Trustworthiness or validity of research is an important consideration for a qualitative study. Guba as cited in Shenton (2004) proposes four criteria that should be considered by qualitative researchers in ensuring the trustworthiness of a qualitative study. Each of the criteria transferability, conformability, credibility and dependability are very essential to develop an effective research. Therefore, the researcher gave more emphasis for the mentioned four qualitative criteria very carefully when conducted with his study and used the valid and appropriate items in the questionnaire for the all data gathering tools.

3.10 Methods of Data analysis

Quantitative and qualitative data analysis methods were employed for the current study. The results of questionnaire data were analyzed quantitatively by tabulating and expressing the results in numbers and percentage then interpret the results in words. The interview, classroom observation and focus group discussion results were analyzed qualitatively. The interview data was analyzed as follows; the interview data collected by audio recording materials was transcribed in words and written on paper. The researcher then analyzed interview data in relation to questionnaire data. The classroom observation was analyzed in order to complement interview and questionnaire results, i.e.to cross check the validity of questionnaire and interview results. Finally, the researcher interpreted the data in the context of objectives of the study. The data were collected from the focus group discussions of students and individual interviews of EFL teachers and students to gather the beliefs, experiences and perspectives of the participants related to their own learning and teaching experiences in the study. Both quantitative and qualitative data were individually presented and analyzed. Nonetheless, teachers and students answers were cross-referenced with each other to arrive at possible conclusions.

3.11 Ethical consideration

It is a researcher's responsibility to protect the interest of its participants and to avoid un-intended negative effects toward the participants both during and following the actual study. The researcher adhered to ethical guide lines and ensured that the interests of students and EFL teachers, the participants of this study, cannot be harmed as the result of participating in this study. So the researcher emphasized gaining informed consent, maintaining confidentiality of the participants, and sharing results with the interested participants. During the actual study the researcher keeps the interest of students and EFL teachers, gaining informed consent, maintains the participants confidentiality and share results with the interested participants.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

In this chapter an attempt is made in relation to the presentation and discussion of the data collected using questionnaire, interview, classroom observation and focus group discussion. The presentation and discussion of the data collected are made under the sub-headings indicated below. In each sub-section, an attempt is made to present the data first and followed by a general discussion of the results at last.

4.1 Results from the Questionnaire

To gather data on the exploration of motivational teaching strategies practiced by EFL teachers with reference to preparatory grade 11 students, two types of questionnaires were designed for grade 11 students and EFL teachers. Closed-ended items were included in five rating scales from strongly agree to strongly disagree and uncertain. To get adequate information, open-ended items were also designed and administered to students and EFL teachers. Out of the thirty questionnaire items distributed to students and EFL teachers twenty four were close ended and six were open ended. The data of the questionnaires are presented below.

4.1.1 The analysis of Responses elicited through the Closed-ended Items
4.1.1.1The analysis of EFL Teachers' Response towards the Closed-ended Items.

The questionnaire was administered to six teachers who were teaching English as a foreign language. All of those EFL teachers returned the completed questionnaire. The following table presents the biographical data of the teachers found in the selected school.

Table 4.1: Profile of English Teachers

		M	F	Total	BA	MA	Total
Number of service year	1-5	-	-	-	-	-	-
	6-9	2	-	2	2	-	2
	10-14	3	-	3	1	2	3
	15-20	-	-	-	-	-	-
	20-25	-	-	-	-	-	-
	Morethan25	1	-	1	-	1	1

Table one above show the profile of EFL teachers. There are six majorly certified English teachers. As we seen from the table six of them are males. Regarding to the qualification three of them are under graduated and the rest three are post graduated. However, regarding to the service years two were in between six up to nine, three were in between 10-14 and one was in more than 25 years.

English teachers' responses to the twenty four closed-ended items of the questionnaire are presented in the following tables. There are fifteen tables presented below containing teachers and students' responses on the issue of exploring motivational teaching strategies practiced by EFL teachers in EFL classroom and the habit of employing the strategies in the classroom. The main reason of conducting the practice of item of the questionnaires was to determine how often the participating teachers really employed the reviewed motivational teaching strategies. In addition, by comparing the results to those derived from the important questionnaires, it is easy to identify those strategies that are considered important but not apply on the ground by EFL teachers through various reasons in their teaching practice.

Table 4.2: The EFL teachers' response towards the practice of motivational teaching strategies to develop the students' self-confidence. (N=6)

        Key: 1=strongly disagree

           2=Disagree

           3= Uncertain

           4= Agree

           5= strongly agree

S/N	Items	Responses										
		Alternatives										
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
		N	%	N	%	N	%	N	%	N	%	
1	Break the routine activity by varying the presentation format.			4	66.67	0	0	1	16.67	1	16.67	2.83
2	Create the students' autonomy to share responsibility.	0	0	3	50	1	16.67	1	16.67	0	0	2.66
3	Make tasks challenging and feasible.	0	0	1	16.66	1	16.67	3	50	1	16.67	3.66
4	Choose interesting way to deliver the course.					4	66.66	1	16.67	1	16.67	3.50
5	Make tasks interesting and enjoyable.			2	33.33	1	16.67	2	33.33	1	16.67	3.33
6	Present the tasks by using models from the students.					2	33.33	0	0	4	66.67	4.33
7	Present tasks in a motivating way.			2	33.33	1	16.67	2	33.33	1	16.67	3.3

Table two presents English teachers belief on teaching and the practice of the motivational teaching strategies in EFL classroom. With regard to item six a high percentage of responses were recorded. 66.67% of the respondents responded that they present the tasks by using models from the students to motivate their students in EFL classroom. For item three, half (50%) of the respondents agreed and responded that they apply making tasks challenging and feasible on the ground and accept such item as an important item to EFL teaching in order to grasp the students motivation.

Almost all (66.67 %) of the respondents' responded for the item four that choose interesting way to deliver the course was uncertain to teach English in a motivating way. Around 66.66% of the respondents disagreed that breaking the routine activity by varying the presentation format mentioned in item 1 was not as so much necessary for EFL classroom. For the items two and five, 50% and 33% of the respondents respectively responded disagree that creating the students' autonomy to share responsibility and make tasks interesting and enjoyable by breaking them in large class size is difficult to apply practically when teaching EFL.

They described the reason behind for the implementation of such motivational teaching strategies is that there are large numbers of students in a class. Besides they also depicted that seats are not suitable for group and pair works. In the same way, all of the respondents during the interview also explained that it was impossible for them to help students by giving different oral activities in pairs and group due to large class size and unsuitable seating arrangement. They told that since there are around 100 students in a class and were fixed desks which are not comfortable to organize students in groups and in pairs; they would be reserved to use teacher-fronted way of teaching. A similar result was gained from the classroom observation results. Classes were also characterized by large number of student, overcrowded spaces and unmovable desks.

Table 4.3: The EFL Teachers' response towards the need of motivational teaching strategies in EFL classroom.

S/N	Items	Responses									
		Alternatives									
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
		N	%	N	%	N	%	N	%	N	%	
8	Help the students' to develop realistic personal goals in learning English.					1	16.67	3	50	2	33	4.66
9	Create strong and various groups that have good feeling about each other.					1	16.67	3	50	2	33	4.66
10	Help the students to create group norms.					3	50	1	16.67	2	33	3.83
11	Help the students to create realistic beliefs for learning.					1	16.67	2	33.33	3	50	4.33

As pointed out in the above table, for item 11 half (50%) of the respondents strongly agreed that help the students to create realistic beliefs for learning was the necessary motivational teaching strategies for EFL classroom motivation. For items eight and nine, half (50%) of the respondents respectively agreed and responded that help the students' to develop realistic personal goals in learning English and create strong and various groups that have good feeling about each other are the necessary motivational teaching strategies in EFL teaching to motivate students. However, half (50%) of the respondents responded for the item ten that help the students to create group norms were uncertainly useful motivational teaching strategies to motivate students in teaching English as a foreign language.

Table 4.4: EFL teachers' response towards the way that they can apply motivational teaching strategies in EFL classroom (N=6)

S/N	Items	Responses										Mean
		Alternatives										
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
		N	%	N	%	N	%	N	%	N	%	
12	Let the students suggest classroom ground rules.			4	66.67	1	16.67	1	16.67	0	0	2.5
13	Ask for the students' interest and build them into a course.					3	50	2	33.33	1	16.67	3.5
14	Tell the students to work in group					1	16.67	4	66.66	1	16.67	4

Table four above represents EFL teachers' response towards the way they can apply motivational teaching strategies in EFL classroom. With regard to item 14 which was tell the students to work in group the majority 66.66% of the respondents agreed that such item was the essential item for teaching students in a motivating way and they could apply it. For the item 13 half (50%) of EFL teachers' responded that ask for the students' interest and build them into a course was uncertainly important motivational teaching strategies in teaching English as a foreign language and sometimes they could practice it in EFL classroom. Yet, more than half (66.67%) of the respondents disagreed for the item 12 and responded that letting the students suggest classroom ground rules was an inappropriate item for EFL teaching to motivate students in which they didn't apply it practically in EFL classroom.

Table 4.5: EFL teachers' response towards the pedagogical effect of using motivational teaching strategies   (N=6)

S/N	Items	Responses									
		Alternatives									
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
		N	%	N	%	N	%	N	%	N	%	
15	Create a supportive classroom atmosphere to encourage the students. So they will take risks.			3	50	1	16.67	2	33.33	0	0	2.5
16	Encourage the students to understand and to set achievable group goals.					1	16.67	4	66.66	1	16.67	4
17	Encourage the students to self-evaluate and find out mistakes by themselves.			3	50	1	16.67	0	0	2	33.33	3.16
18	Arouse the students' curiosity and attention to create attractive image for the course.	0	0			1	16.67	5	83.33	0	0	3.83

As illustrated in table five, four (66.66%) and five (83.33%) of the EFL teachers respectively responded positively and agreed to the items 16 and 18 and indicated that arousing the students' curiosity and attention to create attractive image for the course is necessary motivational

teaching strategies for the pedagogical effect of teaching English as foreign language and they applied it on the ground. For the items 15 and 17 half (50%) of the respondents disagreed that create a supportive classroom atmosphere to encourage the students, so they will take risks is a s so much not necessary items for the pedagogical effect. It is suggested by (Young 1999) cited in Dornyei and Cheng (2007) that it has been well recognized that language learning anxiety created by a harassed classroom climate is an influential negative issue that hinders students' learning motivation and achievement

Table 4.6: EFL teachers response towards the use of teaching material (N=6)

S/N	Items	Responses									
		Alternatives									
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
		N	%	N	%	N	%	N	%	N	%	
19	Making the teaching material relevant by presenting it in a logical sequence.	0	0	0	0	0	0	2	33.33	4	66.67	4.6

The information in table six above shows that most of the teachers responded positively and strongly agreed to item 19. That is, all of them replied that making the teaching material relevant by presenting it in a logical sequence is the key item to motivate students and majority of them did such item properly with limited text books in EFL classroom.

Table 4.7: EFL teachers' response towards the development of students self-confidence by applying motivational teaching strategies (N=6)

S/N	Items	Responses										Mean
		Alternatives										
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		
		N	%	N	%	N	%	N	%	N	%	
20	Establish good rapport with the students.	0	0	0	0	0	0	1	16.67	5	83.33	4.83
21	Show eagerness for teaching.					1	16.67	0	0	5	83.33	4.66
22	Monitor the students' progress and give them written comments.			1	16.66	0	0	4	66.67	1	16.67	2.83
23	Provide the students' with positive, descriptive feed- back to increase their satisfaction.					3	50	2	33.33	1	16.67	3.66
24	Encourage the students to use English/ the target language both inside and outside the classroom.			4	66.66	0	0	1	16.67	1	16.67	2.83

As can be seen from table seven, items 20 and 21 almost all (83.33%) of the EFL teachers strongly agreed and responded positively. That is most of the teachers in the questionnaire confirmed that they want to motivate their students by establishing good rapport with the students and showing eagerness for teaching to develop their self-confidence. For the item 23 above half (50%) of the respondents replied that they provide their students' with positive, descriptive feed- back to increase their satisfaction uncertainly. However, more than half

i.e.66.66% of the EFL teachers disagreed and replied negatively for the items 22 and 24. That is most of them didn't monitor their students' progress and give them written comments and encourage the students to use English/ the target language both inside and outside the classroom in order to develop the students self-confidence. So, they didn't accept such motivational teaching strategies and assume it as unnecessary item to develop students self-confidence in teaching EFL.

4.1.1.2 Analysis of students' response towards the close ended questionnaires.

A questionnaire was administered to 240 grade 11 students who were learning English in the academic year of 2010 in Waka preparatory school. The age of students' range from 17 to 20 years. Regarding their gender category, 132 of them were male and 108 were female. Students' responses to the 24 closed-ended items of the questionnaire are presented in the following table.

Table 4.8: Students feedback on EFL teachers' use of motivational teaching strategies in EFL classroom.

(N=240)

		Responses									
		Alternatives									
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
S/N	Items	No	%	No	%	No	%	No	%	No	%	
1	My EFL teacher creates a supportive classroom atmosphere to encourage the students. So they	33	13.75	3	1.25	14	5.83	0	0	190	79.17	1.95

	will take risks.										
2	My EFL teacher helps the students to develop realistic personal goals in learning English. 165	5	2.08	2	0.83	25	10.42	43	17.92	165	68.75	4.50
3	My EFL teacher creates strong and various groups that have good feeling about each other.	9	3.75	51	21.25	22	9.17	0	0	158	65.83	4.03
4	My EFL teacher makes the teaching material relevant by presenting it in a logical sequence.	0	0	0	0	13	5.41	64	26.67	163	67.92	4.62
5	My EFL teacher monitors the students' progress and gives them written comments.	200	83.33	23	9.58	10	4.17	5	2.08	2	0.83	1.27
6	My EFL teacher presents the tasks by using models from the students.	0	0	0	0	0		87	36.25	153	63.75	4.63

The above table portrays Students' reflection on EFL teachers' use of motivational teaching strategies in EFL classroom. For items one, two, three, four and six, 79.17%, 68.75%, 65.83%, 67.92% and 63.75% of the respondents respectively responded that their EFL teachers practiced

such items in EFL class to motivate them. These items were helping the students to develop realistic personal goals in learning English, creating strong and various groups that have good feeling about each other, making the teaching material relevant by presenting it in a logical sequence and presenting the tasks by using models from the students.

For item five, almost all (83.33%) of the respondents strongly disagreed and responded that their EFL teachers' couldn't monitor their progress and gives them written comments in teaching English as a foreign language.

Table 4.9: Students' response whether their EFL teachers' encourage them to develop their psychological/ mental satisfaction.

(N=240)

S/N	Items	Responses Alternatives										Mean
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		
		No	%	No	%	No	%	No	%	No	%	
7	My EFL teacher encourages the students to understand and to set achievable group goals.	2	0.83	6	2.5	4	1.67	67	27.92	161	67.08	4.57
8	My EFL teacher encourages the students to self-evaluate and find out mistakes by	193	80.42	41	17.08	5	2.08	0	0	1	0.42	1.23

#	Statement											
	themselves.											
9	My EFL teacher encourages the students to use English/the target language both inside and outside the classroom.	178	74.17	41	17.08	10	4.17	5	2.08	6	2.5	1.41
10	My EFL teacher arouses the students' curiosity and attention to create attractive image for the course.	7	2.92	0	0	14	5.83	55	22.92	164	68.33	4.54
11	My EFL teacher provides the students with positive, descriptive feedback to increase their satisfaction.	5	2.08	8	3.33	15	6.25	38	15.83	174	72.08	4.53
12	My EFL teacher helps the students to create realistic beliefs for learning.	0	0	0	0	8	3.33	49	20.42	183	76.25	4.73

The above table shows students' response towards whether their EFL teachers' encourage them to develop their psychological/ mental satisfaction. For items 7, 10, 11 and 12, the respondents strongly agreed and responded that their EFL teachers' encourage them to understand and to set achievable group goals, arouse their curiosity and attention to create attractive image for the course, provide them with positive, descriptive feedback to increase their satisfaction and help them to create realistic beliefs for learning were 67.08%, 68.33%, 72.08% and 72.25% respectively. However 80.42% and 74.17% of the respondents strongly disagreed for the items 8

and 9. They responded that their EFL teachers' actually couldn't encourage them to self-evaluate and find out mistakes by themselves and encourage them to use English/the target language both inside and outside the classroom.

Table 4.10: Students' response on their EFL teachers' alternative use of motivational teaching strategies in EFL classroom.

(N=240)

S/N	Items	Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		Mean
		No	%	No	%	No	%	No	%	No	%	
13	My EFL teacher breaks the routine activity by varying the presentation format.	0	0	203	84.58	16	6.67	0	0	21	8.75	2.33
14	My EFL teacher asks for the students' interest and builds them into a course.	3	1.25	4	1.67	10	4.17	52	21.66	171	71.25	4.6
15	My EFL teacher makes tasks challenging and feasible	189	78.75	38	15.83	4	1.67	1	0.42	8	3.33	1.34
16	My EFL teacher chooses interesting	0	0	0	0	14	5.83	53	22.08	173	72.08	4.66

	way deliver the course.										
17	My EFL teacher presents tasks in a motivating way.	199	82.92	30	12.5	11	4.58	0	0	0	0	1.21
18	My EFL teacher makes the tasks interesting and enjoyable.	0	0	0	0	13	5.42	32	13.33	195	81.25	4.76

As indicated in table 11 above, many of the respondents (71.25%, 72.08% and 81.25%) were replied positively with items mentioned under 14, 16 and 18. They strongly agreed and responded that their EFL teachers' ask for their interest and build them into a course, choose interesting ways to deliver the course and make the tasks interesting and enjoyable by breaking them properly in EFL classroom.

On the other hand 84.58% of the respondents replied disagree for the item 13.They implied that their EFL teachers' didn't break the routine activity by varying the presentation format in order to motivate them towards the course. In addition 78.75% and 82.92% of the students replied negatively and strongly disagreed for the items 15 and 17. They responded that their EFL teachers' had no care for making tasks challenging and feasible and present tasks in a motivating way to assure their satisfaction.

Table 4.11: Students' response towards their EFL teachers' belief about the practice of motivational teaching strategies for their confidence development. (N=240)

S/N	Items	Responses										Mean
		Alternatives										
		Strongly disagree		Disagree		Uncertain		Agree		Strongly agree		
		No	%	No	%	No	%	No	%	No	%	
19	My EFL teacher establishes good rapport with the students.	0	0	0	0	25	10.42	47	19.58	168	70	4.59
20	My EFL teacher shows eagerness for teaching.	2	0.83	4	1.67	21	8.75	11	74.58	202	84.17	4.7
21	My EFL teacher tells the students to work in group.	51	21.25	177	73.75	8	3.33	0	0	4	1.67	1.87
22	My EFL teacher lets the students suggest classroom ground rules.	212	88.33	15	6.25	5	2.08	3	1.25	5	2.08	1.22
23	My EFL teacher creates the students autonomy to	192	80	35	14.58	4	1.67	2	0.83	7	2.92	1.32

	share responsibility.											
24	My EFL teacher helps the students to create group norms.	11	4.58	3	1.25	2	0.83	30	12.5	194	80.83	4.64

With respect to table 11, for item 19, 20 and 24 most of the respondents (70%, 84.17% and 80.83%) respectively responded positively and strongly agreed to the idea mentioned in the table to indicate that their EFL teachers' tells them to work in group, show eagerness for teaching and help them to create group norms effectively in EFL classroom. On the other hand, 73.75% of the students replied negatively and disagreed for the item 21. They responded that their EFL teachers' did not tell the students to work towards the same goal.

With regard to items 22 and 23 almost all (88.33% and 80%) of the respondents replied strongly disagreed. They responded that their English teachers' did not let them to suggest classroom ground rules and create their autonomy to share responsibility. In addition the respondents during the interview explained that teachers do not encourage their students' adequately in EFL classroom. On top of this, the classroom observation also confirms that teachers' encouragement for their students is very low.

4.1.2 Analysis of Responses from the open-ended Items

The aim of comprising open-ended items in the questionnaire was to strengthen the data found from closed-ended items. The researcher believes that the open-ended item might help to gain adequate information on the given issues. In this section, the teachers and students were asked 12 questions which mean the teachers asked six questions and the students were again asked six questions too. Six EFL teachers decided to answer for the open-ended items and out of 1200 students, 240 of them have tried to give answers. The analysis of these questions is presented below.

4.1.2.1 Analysis of the EFL teachers' response towards the open-ended item.

For the first question which was about strategy/ies of motivational teaching usually used by EFL teachers in English classroom, out of six EFL teachers two of them initiating the students in questioning and answering activities and giving them brain storming questions. Two teachers mentioned using group activities and individual works, making tasks demanding and practical, giving grades and rewards in an encouraging way, calling the students by their names and giving them oral praise for e.g. wonder, bravo, good, right, very good, and excellent. One of them mentioned telling relevant jokes, creating conducive environment, showing eagerness for teaching etc. One teacher used greeting the students with smile, giving them clear introduction of the lesson, presenting the teaching materials in logical order.

For question number two, which was about how long have they using the above-mentioned motivational teaching strategies in EFL classroom, one of the respondents responded that he had been using the mentioned strategies throughout his teaching experience. For question three, which was about the pedagogical benefits of using motivational teaching strategies five of them responded that it is used to reduce anxiety, helps the students to work actively in groups, peers and individuals, develop the students self- confidence, achieve the goal of learning, initiate the students to use English language wherever by confidence, help the students to participate in the classroom and becomes problem solver.

For the fourth question which was about the different motivational teaching strategies that are applicable for EFL teaching and the effect of using such strategy/ies on students learning of the English language four teachers reported that maintaining and protecting motivation and two teachers' responded that generating initial motivation are some of the strategies which are beneficiary for EFL teaching. For the fifth question which was about giving group discussion tasks for students to assess their motivation two of them assured that they were giving group discussion tasks properly and four teachers' responded that they didn't give group discussion tasks to motivate students in EFL class due to large class size and students negative awareness towards group discussion. For the last question which was about some of the classroom and school related   factors for the practice of   motivational teaching strategies   all of the respondents responded that large class size ,shortage of text books and lack of EFL laboratory are some classroom and school related factors for the implementation of motivational teaching strategies in EFL class.

In general most of the respondents responded that using the strategies such as creating interest to use the language, helping the students to follow the lesson attentively, creating initiation to work actively in groups, pairs and individually, using to make the learners eager to ask and answer questions freely, decrease anxiety and helped the students to be goal oriented and work for good results.

4.1.2.2 Analysis Students Response towards the Open-ended Item.

Question number one was about asking different questions individually by their EFL teachers in order to motivate them. From the respondents, 66(27.5%) of them said that their EFL teachers created supportive atmosphere in the classroom and asking questions individually to evaluate the students' motivation in EFL class. 16(6.67%) of the respondents responded that the teachers brought individual answers one by one to strengthen their motivation and helped them to have positive image for the questions and 158(65.83%) of them said that their EFL teachers tried to give chances for some students in addressing oral questions due to large class size.

For the second question which was about how often does their EFL teachers' motivate them to be effective in their mental development and be good at in learning English language, 38(15.83%) of them reported that their EFL teachers usually motivate and create awareness how to use the language and 112(46.67%) of them said that their EFL teachers used to help them greatly to communicate with others using the language were very low. Eight of them said that their EFL teachers always motivate and helped them to have moderate change to use the language; 82(34.17%) of them reported that their teacher sometimes helped them to practice the language to be perfect.

For the third question which was about the positive or negative effect of motivational teaching in their day today practice of the language 189(78.75%) of the respondents responded the positive effects of motivational teaching such as;

- ❖ To develop self confidence
- ❖ To minimize fear
- ❖ To develop self determination
- ❖ To strengthen creativity and51(21.25%) of the respondents reported the negative effects of motivational teaching such as;
- ❖ It is time killing
- ❖ It is burden for top/clever/students.

For the fourth question which was about their EFL teachers' related problems that hinder for the implementation of motivational EFL teaching 112(46.67%) of the respondents responded that their EFL teachers lack of awareness towards motivational teaching and 128(53.33%) of the respondents responded that large class size and shortage of text books. For the fifth question which was about the approach in which their EFL teachers usually apply to motivate them in teaching EFL 175(72.92%) of the respondents responded that their EFL teachers usually apply the teacher- centered approach and the students were passive learner and 65(27.08%) of the respondents responded that their EFL teachers usually employ student centered- approach to motivate them in teaching EFL and the students were active learner.

For the last question which was about the way in which their EFL teacher identify students motivation in different kinds of classroom activities used in English class 188(78.33%) of the respondents responded that by asking some oral questions and 52(21.67%) of the sample reported that by giving group discussion.

4.2 Analysis of Results from the Classroom Observation

The questionnaire survey was followed up by a classroom observation and interview with selected EFL teachers and students. The observation scale tried to seek the EFL teachers' attempts to motivate their students and the students' behavior.

4.2.1 Observation of EFL Teachers' Motivational Teaching strategies Practice in EFL class.

In this observation checklist, 27 motivational teaching strategies were included. Using the checklist, six English teachers were observed three times using the 27 strategies and the following tables show the result.

Table 4.12: EFL teachers' classroom observation results toward creating initial motivation in EFL

Class to apply motivational Teaching strategies (N=6)

S/N	Items	Observation Responses				Total	%
I	Creating initial motivation	1st day	2nd day	3rd day		Total	
1	Demonstrate and talk about teacher own enthusiasm for the course material, and how it affects teacher personally.	Yes	2	1	1	4	66.67
		No	1	0	1	2	33.33
2	Provide face to face feedback to students about their participation.	Yes	1	1	0	2	33.33
		No	2	1	1	4	66.67
3	Develop personal relationship with students.	Yes	2	2	1	5	83.33
		No	0	0	1	1	16.67
4	Be ready to answer academic questions of students	Yes	0	0	0	0	0
		No	3	1	2	6	100
5	Create a pleasant and supportive atmosphere in the classroom.	Yes	1	0	0	1	16.67
		No	2	2	1	5	83.33
6	Promote the development of group cohesiveness.	Yes	0	0	0	0	0
		No	2	1	3	6	100
7	Formulate group norms explicitly, and have them discussed and accepted by the learner.	Yes	1	0	1	2	33.33
		No	1	2	1	4	66.67
8	Have the group norms consistently observed.	Yes	0	0	1	1	16.67
		No	2	2	1	5	83.33

The above table describes some of the motivational teaching strategies in which the EFL teachers practiced to create the initial motivation in EFL classroom. It can be observed from the checklist that, from 6 teachers observed, towards for item three, almost all of them i.e. 83.33% tried to apply the strategy like developing personal relationship with their students. In item1, more than half of the EFL teachers i.e. 66.67% tried to apply the strategies like demonstrating and talking about teacher own enthusiasm for the course material, and how it affects teacher personally. In item five, a few EFL teachers (16.67%) applied motivational teaching strategies like create a pleasant and supportive atmosphere in the classroom and majority EFL teachers (83.33%) didn't apply such item.

Some of the teachers had limitations in items two &seven. They failed to provide face to face feedback to students about their participation in the classroom and to observe the group norms consistently. For such items few teachers i.,e 33.33% were trying to apply it and the majority EFL teachers i.e.,66.67 % didn't practice it. Besides, in items four & six no one of the observed EFL teachers' i.e.0% had tried to apply the mentioned motivational teaching strategies in EFL classroom. For example be ready to answer academic questions of students in the classroom & promoting the development of group cohesiveness.

Table 4.13: EFL teachers' classroom observation results toward the belief of generating the initial motivation in EFL classroom.

(N=6)

S/N	Items	Observation responses				Total	%
II	**Generating initial motivation**	1st day		2nd day	3rd day		%
9	Encourage the students to try harder/better/.	Yes	1	1	0	2	33.33
		No	2	2	0	4	66.67
10	Pay attention and listen to each and every student.	Yes	2	1	1	4	66.67
		No	0	1	1	2	33.33
11	Promote "integrative" values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.	Yes	0	0	1	1	16.67
		No	2	1	3	5	83.33

12	Promote the students' awareness of the instrumental values associated with the knowledge of an L2.	Yes	1	0	1	2	33.33
		No	1	1	2	4	66.67
13	Increase the students' expectancy of success in particular tasks and in learning in general.	Yes	1	0	0	1	16.67
		No	2	2	1	5	83.33
14	Increase students' goal-orientedness by formulating explicit class goals. Help to create realistic learner beliefs.	Yes	2	1	1	4	66.67
		No	0	1	1	2	33.33

It can be observed from the checklist that, from 6 teachers observed, in items 10 and 14 almost all of them i.e. 66.67% tried to apply the strategies like pay attention and listen to each and every student and increase the students' goal-orientedness by formulating explicit class goals in order to create realistic learner beliefs. In item 9&12 less than half i.e., 33.33% of the EFL teachers and more than half i.e., 66.67% of them practice the mentioned strategies which are encourage the students to try harder/better/ and promote the students' awareness of the instrumental values associated with the knowledge of an L2.This shows that the majority EFL teachers have no care for the implementation of motivational teaching in EFL class.

Finally for the item11&13 very few EFL teachers' or16.67% of them implement the strategies like promoting" integrative" values by encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general& increasing the students' expectancy of success in particular tasks and in learning in general. However, the majority EFL teachers (83.33%) didn't apply the listed strategies under 11&13 above.

Table 4.14: EFL teachers class room observation results toward maintaining and protecting motivation(N=6)

S/N	Items	Observation responses			Total	%
III	**Maintaining and protecting motivation**	1st day	2nd day	3rd day		
15	Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.	Yes 0	0	0	0	0
		No 3	2	1	6	100
16	Make learning stimulating and enjoyable for the learner by enlisting them as active task participants.	Yes 0	0	0	0	0
		No 1	3	2	6	100
17	Present and administer tasks in a motivating way.	Yes 0	0	0	0	0
		No 2	1	3	6	100
18	Provide the students with positive feedback.	Yes 0	0	1	1	16.67
		No 2	1	2	5	83.33
19	Use contracting methods with the students to formalize their goal commitment.	Yes 1	1	0	2	33.33
		No 1	2	1	4	66.67
20	Increase student motivations by promoting cooperation among the learners.	Yes 0	0	0	0	0
		No 2	2	2	6	100
21	Increase student motivations by actively promoting learner autonomy.	Yes 0	0	2	2	33.33
		No 2	2	0	4	66.67
22	Increase the students' self-motivating capacity.	Yes 0	0	0	0	0
		No 2	1	1	2	100

In the above table for the item19, two of the EFL teachers (33.33%) were applying the given motivational teaching like using contracting methods with the students to formalize their goal commitment. Yet, many EFL teachers (66.67%) were not implementing such item. In item18 and 21 an EFL teacher (16.67%) applied such motivational teaching strategies like provide the

students with positive feedback & increase the students' motivations by actively promoting learner autonomy in EFL classroom.

Regarding items15, 16, 17, 20 &22 no one of the observed EFL teacher i.e.0% had tried to apply some motivational teaching strategies in EFL classroom. Therefore, for such items all of the observed EFL teachers i. e. 100% didn't tried to make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks, make learning stimulating and enjoyable for the learner by enlisting them as active task participants, present and administer tasks in a motivating way, increase student motivations by promoting cooperation among the learners and increase the students' self-motivating capacity.

Table 4.15: EFL teachers classroom observation results based on encouraging positive self-Evaluation (N=6)

S/N	Items	Observation responses						Total	%
IV	**Encouraging positive self-evaluation**	1st day		2nd day		3rd day			
23	Promote effort attributions in students.	Yes	0	1	0	0	0	1	16.67
		No	1	2	1	1	0	5	83.33
24	Be serious-minded in the classroom.	Yes	0	0	1	0	1	2	33.33
		No	1	0	1	1	1	4	66.67
25	Use small-groups where students can mix.	Yes	0	0	0	0	0	0	0
		No	1	2	1	1	1	6	100
26	Offer rewards in a motivational manner.	Yes	0	0	0	0	0	0	0
		No	1	1	1	2	1	6	100
27	Use grades in a motivating manner, reducing as much as possible their de-motivating impact.	Yes	0	0	0	0	0	0	0
		No	2	1	1	1	1	6	100

In the above table for items23 and 24 less than half i.e.,16.67% and 33.33% respectively of the EFL teachers did not implement some motivational teaching strategies like promote effort attributions in students and be serious-minded in the classroom. In item 25, 26 & 27 all of the EFL teachers (100%) didn't practice the mentioned motivational teaching strategies' in EFL classroom.

4.3 Analysis of Results from the Teachers Interview

The post-questionnaire interview with six EFL teachers tried to explore strategies of motivational teaching practiced by the EFL teachers in EFL classroom. The teachers were interviewed and recorded individually. The analysis falls under six issues given below.

Regarding the first question, which inquired about mentioning the strategies in which they apply practically in EFL classroom; all the six interviewees responded that they are simply using the teacher-centered or the lecture method due to the large class size.

Regarding to the second question which was meant mentioning the advantage of using motivational teaching strategies for the development of students' self-confidence all of the six interviewees had reported that it useful to minimize fear, develop self -determination habit and strengthen the students ability of creativity.

Regarding the third question which asked about different motivational teaching strategies which are applicable for the foreign language teaching and learning the first and the last sixth interviewees have reported that creating supportive atmosphere in the classroom. The second and the fifth interviewees reported that recognizing the students' names & showing smile to students. Finally the third and fourth interviewees replied letting the students work in groups & giving them oral praise and encouraging the students to practice English inside and outside the classroom and using question and answer method consecutively.

The fourth issue was about telling the pedagogical effect of using motivational teaching strategies during an EFL class the first, second and third interviewees reported that it is used to reduce anxiety, to develop self-confidence and achieve the goal of learning respectively. Whereas the fourth, fifth and sixth interviewees forwarded that it is it is used to initiate the students to use English language wherever by full confidence, help the students to actively work in groups, in pairs and individuals and help the students to participate in the classroom and become problem solvers.

The fifth question which was about telling the major problems that affect the implementation of motivational teaching strategies the first, second and fourth interviewees respectively reported that the poor level of student class room motivation, the internal factor and different external factors are the major problems for the implementation of motivational teaching strategies . In other hand the fourth, fifth and sixth interviewees respectively replied that classroom and school ethos, the large class size, lack of their gap how to implement it, the

attitude of students and shortage of resources are the basic major problems for the implementation of motivational teaching strategies in EFL classroom.

For the last or sixth free open questions the first, second and third interviewees respectively reported that learning environment, anxiety, fear, lack of confidence and arousal of curiosity are the major problem for motivational teaching strategies implementation. Whereas the fourth, fifth and sixth interviewees respectively forwarded that optimal degree of challenges, self-efficacy and affective factors are considered the major problems which hinder the implementation of motivational teaching strategies.

In general, the interview data showed that the poor level of students' classroom motivation, the internal and external factor, lack of skill gaps how to implement motivational teaching strategies, the attitudes and lack resources are the major problems for the implementation of motivational teaching strategies in EFL classroom.

4.4 The analysis of Results from the Students Interview

The post-questionnaire interview with eight grade11students tried to explore strategies of motivational teaching practiced by the EFL teachers in EFL classroom. The students were interviewed and recorded individually. The analysis falls under six issues given below. Regarding the first question which was about motivational teaching strategies that their EFL teachers apply practically in EFL classes all of the eight interviewees replied that their teachers apply only the lecture method.

Towards the second question which was about mentioning the advantage of using motivational teaching strategies for the development of their self-confidence the first, fifth and seventh interviewees forwarded that it is used to minimize fear. Whereas the second, fourth and eighth interviewees replied it is used to develop their self -determination habits. On other hand the rest two that means the third and the sixth interviewees replied it is used to strengthen their ability of creativity.

Regarding the third question which was about the different motivational teaching strategies which are applicable for the foreign language teaching and learning the first, second, third and fourth interviewees respectively reported that encouraging the students to self-evaluate and find out mistakes by themselves, giving grades and rewards in a motivating manner, monitoring the

students' progress and give them written comments and creating the students autonomy to share responsibility and asking for the students interest. However, the fifth, sixth, seventh and eighth interviewees respectively replied creating the students autonomy to share responsibility and asking for the students interest, encouraging the students to use English/the target language both inside and outside the classroom and providing the students with positive feedback, presenting tasks in a motivating way and showing smile and letting the students work in groups & giving them oral praise.

For the fourth question about the telling the pedagogical input of using motivational teaching strategies during an EFL class; the first and the eighth interviewees forwarded that it helps them to develop self-confidence. The second, third and fourth interviewees respectively replied it helps us to be actively worked in groups, in pairs and individuals, reduce anxiety and initiates us to use English language where ever by full confidence. Whereas the fifth, sixth and seventh interviewees respectively implied that it helps us to participate in the classroom actively, be the problem solver and achieve the goal of learning.

For the fifth issue about which inquired telling the major problems that affect the implementation of motivational teaching strategies in EFL classroom the first, second, third and the fourth interviewees respectively implied that   the EFL teachers' attitude and lack of skill gap how to implement motivational teaching strategies, shortage of stories, lack of facilities and resources, usage of teacher centered approach and the teacher fronted grammar and pronunciation traditions and the internal and external factors greatly the implementation of motivational strategies. However, the fifth, sixth, seventh and eighth interviewees replied that the EFL teachers' lack of awareness towards motivational strategies , their attitudes toward motivational teaching strategies, poor level of their classroom participation, fears, anxiety and lack of confidence, the school learning environment and mediated learning such as the amount and nature of rewards, feedback and appropriate praise,   comfort, resources and school ethos.

For the last free questions the first, second, third and the fourth interviewees respectively forwarded that self- efficacy and perceived values of activities, affective factors, optimal degree of challenges and arousal of curiosity and punishment and sanctions are considered the major problems for motivational teaching strategies implementation in EFL classroom. On the other hand the fifth, sixth, seventh and eighth interviewees replied that the local education and the

bordering environment, the large class size and school atmosphere, class and school ethos and punishment and sanctions are the most influential factors for the implementation of motivational teaching strategies in EFL classroom.

4.5 The analysis of Results from the Focus-Group discussion

For the first question which was about the strategies that they apply in English classes in order to motivate their students; the second, third, fifth and sixth interviewees implied that they simply apply the lecture method in EFL classroom. Whereas the first and fourth interviewees replied that they sometimes apply asking oral questions in order to motivate their students.

For the second question about the different motivational teaching strategies that should be used in EFL classroom the first, second and third interviewees respectively replied that encouraging the students to self-evaluate and find out mistakes by themselves, monitoring the students' progress and give them written comments and make tasks challenging and feasible and presenting tasks in a motivating way. On the other hand the fourth, fifth and sixth interviewees respectively forwarded that let the students' to suggest classroom ground rules and creating the students autonomy to share responsibility, recognizing the students name and show smile to them and creating strong & various groups that have good feeling about each other, making the teaching material relevant by presenting it in a logical sequence and presenting the tasks by using models from the students.

Regarding the third question about telling the advantage of using motivational teaching strategies for students' self-confidence development; the first and fourth interviewees replied that it is used to minimize fear. The second and fifth interviewees reported that it is used to develop their students' self-determination habit. However, the third and sixth interviewees implied that it is used to strengthen their students' ability of creativity. For the fourth question which was about the mentioning the pedagogical effects of using motivational teaching strategies in EFL classroom; The first, second and third interviewees respectively replied that it is used to develop self-confidence and to create strong and various groups that have good feeling about each other, master the course easily and improve the language skills. On the other hand the fourth, fifth and sixth interviewees forwarded that it is used to improve fluency, develop group work sprit, to share experience and to decrease communication anxiety and develop realistic personal goals and to encourage the students to use English both inside and outside the classroom.

For the fifth question which was about discussing in group and listing the different motivational teaching strategies that they apply some times on the ground in EFL classroom; the first, second and third interviewees respectively forwarded that asking different questions and participating their students actively towards the everyday lessons, participating their students in group and pair works and participating their students in peer works and recognizing the students name. Whereas the fourth, fifth and sixth interviewees respectively implied that applying different brain storming activities, asking different questions and answer, inviting their students to participate actively towards the lesson and show eagerness for teaching.

For the last question about listing the major problems that hinder the implementation of motivational teaching in EFL classroom; the first and the sixth interviewees implied that poor level of students' classroom participation, their lack of awareness and shortage of adequate stories. On the other hand the second and third interviewees respectively replied that the attitudinal matters and lack of facilities and resources and lack of their skill gap towards the implementation of motivational teaching strategies and their habit of grammar and pronunciation tradition. However, the fourth and fifth interviewees respectively forwarded that lack of facilities and resources and lack of EFL teachers' awareness towards the implementation of motivational teaching strategies, poor level of students' classroom participation, their lack of awareness and shortage of adequate stories.

4.6. Discussion of the results

The purpose of this study was to explore the practice of some of motivational teaching strategies by EFL teachers and the incidence of using the strategies in EFL classroom. Besides, the practice of using motivational teaching strategies on students learning was also addressed by this study. In order to accomplish this objective, the following four research questions were raised: Which motivational teaching strategies do EFL teachers apply practically in EFL classes? What are the advantages of using motivational teaching strategies for students psychological /mental/ development in teaching English as foreign language/ TEFL/? What are the pedagogical benefits of using motivational teaching strategies during an EFL class? What are the different motivational teaching strategies which are applicable for the foreign language teaching and learning? To answer these four questions, four data gathering tools that are, questionnaire, interview, classroom observation and focus- group discussions were used.

The measure in the questionnaire used five rating scales. The rating scales used in both questionnaires were adapted from scales used by Dornyei and Cheng (2007) and Jemal (2007). Open-ended items were also included in the questionnaire to strengthen the data found from closed-ended items. The questionnaire survey was followed up by interview with the teachers and students, classroom observation and focus- group discussions. The post-questionnaire semi-structured interview with teachers and students assessed the practice of motivational teaching strategies by the EFL teachers, the motivational strategies used in EFL classroom, the decisive strategies to EFL classroom, difficulty to apply strategies and so on. The classroom observation rating scales were used to view the motivational teaching strategies used by the EFL teachers and students' motivational learning towards English language. The presentation style and most of the items, however, were adapted from Jemal (2007) motivational strategies and from Dornyei (2001) class room observation format.

In the questionnaire, the teachers have tried to give their comments on the implementation of motivational teaching strategies in EFL class. In general the finding of the study shares some common characteristics with the finding of Dornyei, Jemal and others and strongly different and against the study and finding of Akberet Birhane. This study, Doornyei , Jemal and others study and finding all accept the items in closed-ended and classroom observation as kinds of strategies and the result is based up the concept of it. This makes them have relation with each other. But in the study of Akberet the items in closed-ended and classroom observation were decided as the techniques and the finding is also based up on it. This is a big difference and gap. Strategy is a plan of action intended to accomplish specific goal. So, techniques are derived from strategies but not strategies are derived from techniques. As Akberet study and finding strategies are derived from techniques. This is misconception and this study and finding against his finding and study. As we mean technique is a method of achieving some thing or carrying something out based up on the given strategies. For instance if there is no strategy, there will be no techniques at all. Therefore, strategies are much broader and base for techniques. Looking techniques to substitute strategy directly is the misconception.

The result of the study would imply that the teachers have different attitudes about the implementation of each motivational teaching strategy. Some of the strategies were very necessary, necessary and less necessary and few were not necessary to them. For example strategies like establishing good relationship with the students and showing eagerness for teaching English inside and outside the classroom were strongly necessary items for EFL.

With regard to the first and third, a high percentage of responses were recorded. 83.33% of the respondents responded that establishing good relationship with the students and showing eagerness for teaching English inside and outside the classroom were accepted strongly necessary items for EFL. Besides creating a supportive classroom atmosphere; telling the students to work towards the same goal and presenting tasks in a motivating way were also significant items for them to EFL classroom. Additionally, some of the teachers have recommended that encouraging the students to self-evaluate; letting them suggest classroom ground rules; giving them written comments; creating the students' autonomy and making tasks challenging and feasible, encouraging the students to use English/ the target language both inside and outside the classroom and presenting tasks in a motivating way were less necessary for EFL classroom. This implies that these strategies were not easy to apply in the classroom. The response of EFL teachers' toward some questionnaire depict that they have different experiences of using the motivational teaching strategies in EFL classroom.

The majority of the respondents said that they used these strategies most of the time. The strategies were: -establish good rapport with students, show eagerness for teaching and presenting the tasks by using models from the students. The result also show that majority of the EFL teachers do not use strategies like encouraging the students to self-evaluate and find out mistakes by themselves; let the students' to suggest classroom ground rules; monitor the students' progress and give them written comments; create the students autonomy to share responsibility; encourage the students to use English/the target language both inside and outside the classroom; make tasks challenging and feasible and presenting tasks in a motivating way. This showed that some strategies were ignored in EFL classroom by the EFL teachers.

The reasons behind this would imply that they were using the given syllabus only and large class size. This report was found from the questionnaire and interview. The students' questionnaire for the implementation motivational teaching strategies practiced by their EFL teachers students some depict that providing the students with positive, descriptive feedback to increase their satisfaction; helping the students to create group norms; making the tasks interesting an enjoyable by breaking them; helping the students to create realistic beliefs for learning; establishing good rapport with the students; helping the students to develop realistic personal goals in learning English; asking for the students' interest and building them into a course and choosing interesting topics to deliver the course were practiced by their EFL teachers in EFL class. On the contrary, majority of the students have suggested that encourage

the students to self-evaluate and find out mistakes by themselves; let the students to suggest classroom ground rules; monitor the students' progress and give them written comments; create the students autonomy to share responsibility; encourage the students to use English/the target language both inside and outside the classroom; make tasks challenging and feasible and present tasks in a motivating way and break the routine activity by varying the presentation format were not practiced by their EFL teachers in EFL classroom.

The analysis of the open-ended items of the questionnaire showed that some of the strategies as making the tasks encouraging the students to self-evaluate and find out mistakes by themselves; let the students' to suggest classroom ground rules; monitor the students' progress and give them written comments; create the students autonomy to share responsibility; encourage the students to use English/the target language both inside and outside the classroom; make tasks challenging and feasible and presenting tasks in a motivating way were some of the motivational teaching strategies ignored in EFL classroom by the EFL teachers.

The result showed that the students' wish to learn the language was found to be high. The learners wanted to learn the language, as they were aware of its importance. Most of the students tended to show high interest and involvement in the learning process when they observed and offering important comments how their teachers should motivate them in the open-ended item of the questionnaire. The data obtained from the classroom observation showed that the classes were divided in to large class size and the teachers were trying to use some of the strategies to teach the language. Most of the teachers mentioned smile as one of the strategy to improve the student-teacher relationship. This strategy is also mentioned in the review of related literature section by Dornyei (2001a). A smile is the best bridge to communicate with students. Students tend to be more relaxed in the process of learning when teachers carry a smile on their face. This seems so simple, but often is neglected. The findings raise the connection between teachers' facial expression and how this influences student motivation for learning English. Generally, the uses of motivational teaching strategies are associated with the experience of the teachers in the field. This is because most experienced teachers have mentioned more than three different types of strategies that they were applying in their classroom. The questionnaire would suggest that teachers would seem to help their students to identify the link between effort and goal attainment through performance control, and feedback as mentioned in the literature section. However, the teachers attempt towards this role by paying due attention to the students' individual effort was not as important as others.

CHAPTER FIVE
5.SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the major findings

The study was conducted in a government school (Waka preparatory School) which is found in southern region of Dawuro zone Especially in Mareka woreda. The study was conducted in school only. The data sources were primary and secondary. The data gathering instruments were four. Those are:

1. Questionnaires (open and closed ended item),
2. Classroom observation
3. Interview (semi-structured)
4. Focus-group discussion

The methods of data analysis were quantitative and qualitative. The questionnaire data were quantitatively analyzed by tabulating and expressed the results in numbers and percentage and then interpret the results in words. The questionnaire data collected via open-ended questionnaire, class room observation, semi-structured interview and focus-group discussions were qualitatively analyzed.

The finding of the study indicates that the most common problems that hinder the implementation of motivational teaching strategies in EFL classroom are:

❖ The poor level of student class room motivation
❖ The EFL teachers lack of awareness towards motivational strategies
❖ The teacher fronted grammar and pronunciation tradition
❖ The internal and external factors
❖ Lack of facilities and resources
❖ Usage of teacher centered approach/ the passive- learning style/
❖ shortage of stories

The results from all data analysis indicate the EFL teachers were ignored some motivational teaching strategies in EFL classroom at all. Those are:

1. Encouraging the students to self-evaluate and find out mistakes by themselves
2. Let the students' to suggest classroom ground rules
3. Monitor the students' progress and give them written comments
4. Create the students autonomy to share responsibility

5. Encourage the students to use English/the target language both   inside and outside the classroom

6. Make tasks challenging and feasible and presenting tasks in a   motivating way

The most crucial motivational teaching strategies to teach EFL are:

- ➢ creating supportive classroom atmosphere
- ➢ recognizing the students names & showing smile to students
- ➢ letting the students work in groups & giving the students oral praise
- ➢ creating students eagerness to learn the language
- ➢ encouraging the students to practice English inside and outside the classroom and using question and answer method.

The findings also show the pedagogical effect of using motivational teaching strategies in EFL classroom is to:

1. reduce anxiety
2. help the students to actively work in groups, in pairs and individuals
3. develop self-confidence
4. achieve the goal of learning
5. initiate the students to use English language wherever by confidence
6. help the students to participate in the classroom and become

problem solvers

Motivational teaching strategies have the advantage to:

- ❖ develop the students self-confidence
- ❖ minimize fear
- ❖ develop self-determination habit
- ❖ Strengthen the students' ability of creativity

5.2 Conclusions

Based on the findings and discussions made in this study, the researcher has arrived at the following conclusion.

> ➢ There were limitations in applying the motivational teaching strategies mentioned in the literature review
>
> ➢ Differences appeared in understanding the importance of some motivational teaching strategies and applying them in classroom
>
> ➢ There might be differences in using the strategies; one strategy might be effectively used by some groups and not by others
>
> ➢ Internal and external factors greatly affect the implementation of motivational teaching strategies on the ground

❖ Geographic location, economic condition and culture of teaching determine the implementation of motivational teaching strategies.

❖ **Ten Commandments for motivating language learners are:**

- Set a personal example with your own behavior
- Create a pleasant, relaxed atmosphere in the classroom
- Present the tasks properly
- Develop a good relationship with learners
- Increase the learners' linguistic self-confidence
- Make the language classes interesting
- Promote learner autonomy
- Personalize the learning process
- Increase the learners' goal-orientedness
- Familiarize learners with the target language culture.
  - ❖ The general motivational teaching strategies which are relevant for EFL teaching are:

1. Creating the basic motivational condition   3. Maintainig &protecting motivation

2. Generating the initial motivation   4. Encouraging positive-self-evaluation

❖ Large class size and school ethos greatly challenge the implementation of motivational teaching strategies on the ground.

5.3. Recommendation

Based on the findings of the study, here are some recommendations.

❖ The school should adjust experience sharing session for the EFL teachers to discuss in order to minimize the skill- gap.

❖ The school should consider how to support EFL teachers' effort to increase the students' motivation.

❖ Since students are concerned, they should discuss with their teachers how to get help and be effective in their learning

❖ It might be advisable that EFL teachers' should give emphasis to the ignored motivational strategies like:

  ✓ Encouraging the students to self-evaluate and find out mistakes by themselves

  ✓ Let the students' to suggest classroom ground rules

  ✓ Monitor the students' progress and give them written comments

  ✓ Create the students autonomy to share responsibility

  ✓ Encourage the students to use English/the target language both inside and outside the classroom

  ✓ Make tasks challenging and feasible and presenting tasks in a motivating way.

❖ The researcher strongly advised EFL teachers to motivate their students actively in EFL teaching by applying the five top motivational teaching strategies such as:

  1. Create a pleasant and supportive atmosphere in the classroom
  2. Help diminish language anxiety by removing or reducing the anxiety providing elements in the learning environment
  3. Build learners' confidence by providing regular encouragement
  4. Use grades in a motivating manner, reducing as much as possible their demotivating impact
  5. Promote the development of group cohesiveness

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JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE& HUMANITIES

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

QUESTIONNAIRE for TEACHERS

Dear EFL Teachers,

This questionnaire is designed to gather relevant data for a study on the topic 'Exploring Teachers' Motivational Teaching strategies practice by EFL Teachers and its Impact on Student 'Learning in Waka Preparatory School. The findings of the study are hoped to contribute to the improvement of the motivation of learning English for various goal oriented purposes. The success of the study depends on your responses to these questions. You are, therefore, kindly requested to provide accurate information in your responses. The researcher would like to let you know that any information you provide in this questionnaire will be kept confidential. It will be used only for this study. Your identity will remain anonymous and your cooperation will be highly appreciated. You do not need to write your name.

 Thank you for your cooperation!

PartOne:BackgroundInformation

Instructions: Provide necessary information to fill the blank space regarding your personal information.

1. Name of your school_____

2. Zone_____

3. Gender: 1.Male [·]   2.Female [   ]

4. Total number of students in your class (average)_____

5. Academic qualification: Diploma [   ]   Degree [   ]   MA [   ]

6. Your field of stud   Major [   ]   Minor [   ]   other [   ]

7. Teaching experience in years: 1-5 [   ]   6-9 [   ]   10- 14 [   ]

   15-20 [   ] more than 25 [   ]   [   ]

8. Number of sections you teach _____

Part two Closed-ended Questions

Instruction: For the exploration of motivational teaching strategies practiced by EFL teachers with reference to preparatory grade level, some suggestions are written as shown below. Thus, for questions 1-40, indicate your answer by putting a 'tick' (×) under the alternatives given as: strongly agree, agree, uncertain, disagree and strongly disagree.

 Key: 1. strongly disagree 2. Disagree 3.Uncertain 4. Agree 5. Strongly agree

 10. Please read some of the following strategies you apply practically in teaching English as a foreign language, and give your responses by putting a tick (×) mark under anyone of the scales given above.

S/N	Items	1	2	3	4	5
1	Establish good rapport with the students.					
2	Create a supportive classroom atmosphere to encourage the students so they will take risks.					
3	Show eagerness for teaching.					
4	Help the students to develop realistic personal goals in learning English.					

5	Create strong and various groups that have good feeling about each other.					
6	Encourage the students to understand and to set achievable group goals.					
7	Tell the students to work in group.					
8	Break the routine activity by varying the presentation format.					
9	Making the teaching material relevant by presenting it in a logical sequence.					
10	Encourage the students to self-evaluate and find out mistakes by themselves.					
11	Let the students suggest classroom ground rules.					
12	Monitor the students' progress and give them written comments.					
13	Create the students autonomy to share responsibility.					
14	Encourage the students to use English/the target language both inside and outside the classroom.					
15	Arouse the students' curiosity and attention to create attractive image for the course.					
16	Ask for the students' interest and build them into a course.					
17	Make tasks challenging and feasible.					
18	Provide the students with positive, descriptive feedback to increase their satisfaction.					
19	Help the students to create group norms.					
20	Choose interesting way to deliver the course.					
21	Present tasks in a motivating way.					
22	Make the tasks interesting and enjoyable by breaking them.					
23	Help the students to create realistic beliefs for learning.					
24	Present the tasks by using models from the students.					

Part: 3 Open-Ended Questions

3.1 What strategy/ies of motivational teaching do you usually use in your English classroom? Please mention the frequently used strategy/ies.

_____

_____

_____

_____

_____

_____

3.2 How long have you been using these types of strategies for students' psychological/mental development? (See item 1 above).

_____

_____

_____

_____

_____

_____

3.3 At what point in the lesson do you know whether or not your strategy/ies of motivational teaching is/are working for the pedagogical benefits?

_____

_____

_____

_____

_____

_____

3.4. What are the different motivational teaching strategies that are applicable for EFL teaching and the effect of using such strategy/ies on students learning of the English language?

_____

_____

_____

_____

3.5 Do you give group discussion tasks for your students to assess their motivation? If not, why?

_____

_____

_____

_____

3.6 What are some of the classroom and school related factors for the practice of motivational teaching strategies?

_____

_____

_____

_____

_____

Other Comments:

_____

_____

_____

_____

Jimma University

College of Social Science and Humanities

School of Graduate Studies

Department of English Language and Literature

Questionnaire for students

A questionnaire to be field by grade 11 students

Dear Students,

This questionnaire has been designed to gather relevant data for a study on the topic Motivational teaching strategies practiced by EFL teachers in teaching English as a Foreign Language'. The findings of the study are hoped to contribute to the improvement of the motivation of learning English for various goal-oriented purposes. Your response to the questions will help the researcher to gather reliable data about the motivational teaching strategies practiced by EFL teachers; therefore, you are kindly requested to provide true information in your responses. The researcher would like to let you know that any information you provide in this questionnaire will be kept secretly. It will be used only for this study. It is not necessary to write your name in the questionnaire.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

Part One: Background Information.

Instruction I: please put the right mark inside the box like this/ /or fill in the blank space regarding your personal information.

1.1. Name of school ----------------------------------

1.2. Grade: --------------------------------

1.3 Sexes: M ------------   F---------

1. 4 Ages: 14-17---------   18-20-------   above 20 -------

1.5 Section   --------------------

Part TWO: **Closed-ended Questions**

Instruction II: please read the following statement and express the right idea about how important each motivational teaching strategy is for increasing your motivation and then indicate your responses by using the scales are given below. Put the thick mark(x) in front of the   space provided on the given alternatives: strongly agree, agree, uncertain, disagree and strongly disagree.

Key: 1= strongly disagree, 2=disagree, 3=uncertain, 4=agree, 5= strongly agree

S/N	Items	1	2	3	4	5
1	My EFL teacher establishes good rapport with the students.					
2	My EFL teacher creates a supportive classroom atmosphere to encourage the students so they will take risks.					
3	My EFL teacher shows eagerness for teaching.					
4	My EFL teacher helps the students to develop realistic personal goals in learning English.					
5	My EFL teacher creates strong and various groups that have good feeling about each other.					
6	My EFL teacher encourages the students to understand and to set achievable group goals.					
7	My EFL teacher tells the students to work in group.					
8	My EFL teacher breaks the routine activity by varying the presentation format.					
9	My EFL teacher makes the teaching material relevant by presenting it in a logical sequence.					
10	My EFL teacher encourages the students to self-evaluate and find out mistakes by themselves.					
11	My EFL teacher lets the students suggest classroom ground rules.					
12	My EFL teacher monitors the students' progress and gives them written comments.					
13	My EFL teacher creates the students autonomy to share responsibility.					
14	My EFL teacher encourages the students to use English/the target language both inside and outside the classroom.					
15	My EFL teacher arouses the students' curiosity and attention to create attractive image for the course.					

16	My EFL teacher asks for the students' interest and builds them into a course.					
17	My EFL teacher makes tasks challenging and feasible					
18	My EFL teacher provides the students with positive, descriptive feedback to increase their satisfaction.					
19	My EFL teacher helps the students to create group norms.					
20	My EFL teacher chooses interesting ways deliver the course.					
21	My EFL teacher presents tasks in a motivating way.					
22	My EFL teacher makes the tasks interesting and enjoyable.					
23	My EFL teacher helps the students to create realistic beliefs for learning.					
24	My EFL teacher presents the tasks by using models from the students.					

The items are relevant to the literature and research questions (objectives); however what it lacks is that your sentences e.g. students' questioners should lead students to understand and answer the questions)

Example: My English language teacher establishes good rapport with the students

Other Comments

_____

_____

_____

_____

_____

Part: 3 Open-Ended Questions

3.1. Does your English teacher motivate you in EFL class by asking different questions individually?

_____

_____

_____

_____

3.2.   How often does your EFL teacher motivate you to be effective in your mental development and be good at in learning English language?

_____
_____
_____
_____

3.3.   What is the positive or negative effect of motivational teaching in your day today practice of the language?

_____
_____
_____
_____
_____

3.4.   Would you tell me some of your EFL teachers' related problems that hinder for the implementation of motivational EFL teaching?

_____
_____
_____
_____
_____

3.5.   Which approach of teaching can your EFL teachers employ to motivate you in English class? Student centered or teacher centered? Select one and justify it.

_____
_____
_____
_____
_____
_____

3.6. How can your EFL teachers identify students' motivation in different kinds of classroom activities in English class?

_____

_____

_____

_____

_____

Any other comment

_____

_____

_____

_____

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND

LITERATURE.

Class room Observation Checklist

Name of the school--- Teacher -------------------

Date of the observation-------------------------------------- Grade and section--------

Topic   of   the   lesson---

Time --- Number of students---

Exploration of the practice of motivational teaching strategies practiced by EFL teachers in teaching English as a foreign language / classroom observation format which is adopted from Dörnyei's(2001)motivational teaching strategies

S/N	Items	Observation Responses						Total
		Alternatives						
		1st day		2nd day		3rd day		
		Yes	No	Yes	No	Yes	No	
I	**Creating initial motivation**							
1	Demonstrate and talk about teacher own enthusiasm for the course material, and how it affects teacher personally.							
2	Provide face to face feedback to students about their participation.							
3	Develop personal relationship with students.							
4	Be ready to answer academic questions of students.							
5	Create a pleasant and supportive atmosphere in the classroom.							
6	Promote the development of group cohesiveness.							
7	Formulate group norms explicitly, and have them discussed and accepted by the learner.							
8	Have the group norms consistently observed.							
II	**Generating initial motivation**							
9	Encourage the students to try harder/better/.							
10	Pay attention and listen to each and every student.							
11	Promote "integrative" values by							

107

	encouraging a positive and open-minded disposition towards the L2 and its speakers, and towards foreignness in general.						
12	Promote the students' awareness of the instrumental values associated with the knowledge of an L2.						
13	Increase the students' expectancy of success in particular tasks and in learning in general.						
14	Increase students' goal-orientedness by formulating explicit class goals. Help to create realistic learner beliefs.						
███	███████████████████████████						
III	**Maintaining and protecting motivation**						
15	Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.						
16	Make learning stimulating and enjoyable for the learner by enlisting them as active task participants.						
17	Present and administer tasks in a motivating way.						
18	Provide the students with positive feedback.						
19	Use contracting methods with the students to formalize their goal commitment.						
20	Increase student motivations by promoting cooperation among the						

	learners.						
21	Increase student motivations by actively promoting learner autonomy.						
22	Increase the students' self-motivating capacity.						
IV	**Encouraging positive self-evaluation**						
23	Promote effort attributions in students.						
24	Be serious-minded in the classroom.						
25	Uses small-groups where students can mix.						
26	Offer rewards in a motivational manner.						
27	Use grades in a motivating manner, reducing as much as possible their de-motivating impact.						

Jimma University
College of Social Science and Humanities
School of Graduate Studies
Department of English Languages and Literature
Teachers' Interview Questions

Dear teacher,

I am presently working my thesis a study on the exploration of motivational teaching strategies practiced by EFL teachers in teaching English as a foreign language. I thank your cooperation and willingness to my interview. As your information can enrich this research, so your genuine opinion or response has its own contribution to my study and I kindly request you to give me the require information, therefore, I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

Thank you for your cooperation!

March, 2018
Jimma, Ethiopia

1. Do you mention the strategies in which you apply practically in EFL classroom?

2. Do you mention the advantage of using motivational teaching strategies for the development of students' self-confidence?

3. In your opinion what are the different motivational teaching strategies which are applicable for the foreign language teaching and learning?

4. Do you tell me the pedagogical effect of using motivational teaching strategies during an EFL class?

5. Would you tell me the major problems that affect the implementation of motivational teaching strategies?

6. Do you have anything to add?

APPENDIX E Transcription of Teachers Responses for the Interview Questions

Key: T=Teacher

1. Do you mention the strategies in which you apply practically in EFL classroom?

T1. I applied teacher-centered approach

T2. Ok. I used the lecture method only in my EFL class

T3. Thank you very much. I applied the teacher fronted method

T4. I applied the teacher centered method.

T5. The teacher centered approach

T6. Simply I applied the lecture method only in my EFL classroom.

2. Do you mention the advantage of using motivational teaching strategies for the development of students' self-confidence?

T1. Yes**,** since the students are not learning the language naturally, they need motivation by applying motivational teaching strategies. Without motivational teaching strategy, it is impossible to teach foreign language, so it is very necessary to develop the students'   self-confidence such as to minimize fear, to develop self-determination habit and to strengthen the students' ability of creativity.

T2. Actually it is good to develop the students' self confidence in order to minimize fear. Motivational teaching by applying motivational strategies is necessary to me.

T3. I think it is very necessary to develop students' self -confidence otherwise students may face difficulties to follow the lesson. So when I motivate them by using different motivational teaching strategies, I will keep them to follow the lesson attentively. Motivational teaching strategies were essential in EFL classroom in order to develop self-determination habit.

T4. What I feel is motivational teaching strategies use is very essential for the development of students' self-confidence in order to strengthen the students' ability of creativity.

T5. Yes, motivational teaching strategies use is very necessary for the development of students' self-confidence in order to minimize fear among them. When I use motivational teaching strategies, the outcome is better. So motivational teaching strategy use is mandatory for the development of students' self-confidence.

T6. Yes of course, it is used to develop self-determination habit among students to decide everything by themselves.

3. In your opinion what are the different motivational teaching strategies which are applicable for the foreign language teaching and learning?

T1. I mean creating supportive classroom and creating the students eagerness to learn the language.

T2. As I understand the motivational strategies used in English classroom are recognizing the students names & showing smile to students.

T3. Actually there are many motivational strategies, but the some of the most useful strategies are letting the students work in groups & giving them oral praise.

T4. In my understanding the strategies which mostly useful for EFL classroom are encouraging the students to practice English inside and outside the classroom and using question and answer method.

T5. There are so many strategies used to teach English language in the classroom. However, the most useful one according to my understanding is recognizing the students names & showing smile to students.

T6. In my opinion creating supportive classroom atmosphere is the useful strategies for EFL classroom.

4. Do you tell me the pedagogical effect of using motivational teaching strategies during an EFL class?

T1. Yes, it is used to reduce anxiety.

T2. Well, it is used to develop self-confidence.

T3. It is used to achieve the goal of learning.

T4. Yes of course, it is used to initiate the students to use English language wherever by full confidence.

T5. Ok, it is used to help the students to actively work in groups, in pairs and
        individuals.

T6. Yes, it is used to help the students to participate in the classroom and become
        problem solvers.

5. Would you tell me the major problems that affect the implementation of motivational teaching strategies?

T1. As I believe the major problem that affects the implementation of motivational teaching strategies in EFL classroom is the poor level of student class room motivation.

T2. Yes, the major problem that affects the implementation of motivational teaching is the internal factor

T3. Good question, the major problem is different external factors.
T4. Yes, classroom and school ethos are the major problems for the implementation of motivational teaching strategies in EFL classroom.

T5. Ok, the large class size is the major problem for the implementation of motivational teaching strategies.

T6. Yes, lack of skill gap how to implement it, the attitude of students and shortage of resources are the basic major problems for the implementation of motivational teaching strategies in EFL classroom.

6. Do you have anything to add?

T1. Learning environment is the key major problems for the implementation of motivational teaching strategies.

T2. Anxiety, fear and lack of confidence are the major problems that hider the implementation of motivational teaching strategies.

T3. Arousal of curiosity is the major problem for motivational teaching strategies implementation.

T4. Optimal degree of challenges is the key major problems for motivational teaching strategies implementation.

 T5. Ok, as I think the major problem for the implementation of motivational teaching strategies is self-efficacy.

T6. I am sure different affective factors are considered to be the major problems for the motivational teaching strategies implementation in EFL classroom.

Jimma University
College of Social Science and Humanities

School of Graduate Studies

Department of English Languages and Literature

Students' Interview in English

Dear students,

The objective of this interview is to find out motivational teaching strategies practiced by EFL teachers in teaching English as a foreign language. As your information can enrich this research, you are kindly requested to suggest the common matters related to the problems mentioned below based on your own practical experience and observations of some common English foreign language students' motivation problems

Thank you very much!

1. General information

 Name of the school------------------------------------

 Date of interview ---

 Time ---

 Name of the interviewee ------------------------------------

Gender --

 Grade --

 Section --

2. Interview questions

1. Which motivational teaching strategies does your EFL teacher apply practically in EFL classes?

2. Do you mention the advantage of using motivational teaching strategies for the development of your self-confidence?

3. In your opinion what are the different motivational teaching strategies which are applicable for the foreign language teaching and learning?

4. Do you tell me the pedagogical input of using motivational teaching strategies during an EFL class?

5. Would you tell me the major problems that affect the implementation of motivational teaching strategies in EFL classroom?

6. Do you have anything to add?

APPENDIX G Transcription of Students Responses for the Interview Questions

Key: ST= Student

1. Which motivational teaching strategies does your EFL teacher apply practically in EFL classes?

ST 1.I think the teacher- centered method.

ST 2.As I know that all EFL teachers were simply use the lecture method.

ST 3.The lecture method .

ST 4. The lecture method.

ST5. I know that all of them use the teacher-centered approach only.

ST 6. I am sure that all of them use the teacher-centered approach.

ST 7.The lecture method.

ST 8. The lecture method.

2. Do you mention the advantage of using motivational teaching strategies for the development of your self-confidence?

ST 1. Yes, it is used to minimize fear.

ST 2. Yes, it is used to develop self-determination habit.

ST 3. Yes, it is used to strengthen our ability of creativity.

ST 4. Yes of course, it is used to develop our self-determination habit.

ST 5.Yes, it is used to reduce fear.

ST 6. Yes, it is really helps us to strengthen our ability towards creativity.

ST 7. Yes, it is really helps to minimize fear.

ST 8. Yes of course, it helps to develop our self-determination habit.

3. In your opinion what are the different motivational teaching strategies which are applicable for the foreign language teaching and learning?

ST 1.I think encouraging the students to self-evaluate and find out mistakes by themselves.

ST 2. I mean giving grades and rewards in a motivating manner.

ST 3.I think monitor the students' progress and give them written comments.

ST 4. I think creating the students autonomy to share responsibility and asking for the students interest.

ST 5.I mean encourage the students to use English/the target language both inside and outside the classroom and providing the students with positive feedback.

ST 6.I think presenting tasks in a motivating way and showing smile.

ST 7.I mean letting the students work in groups & giving them oral praise.

ST 8.I think creating supportive classroom atmosphere and recognizing the students name.

4. Do you tell me the pedagogical input of using motivational teaching strategies during an EFL class?

ST 1.Yes, it helps us to develop self-confidence.

ST 2. Ok, it helps us to be actively worked in groups, in pairs and individuals.

ST 3. Yes, it is used to reduce anxiety.

ST 4. Yes of course, it initiates us to use English language where ever by full confidence.

ST 5. Yes, it helps us to participate in the classroom actively.

ST 6. Yes, it helps us to be the problem solver.

ST 7. Yes, it helps to achieve the goal of learning.

ST 8. Yes, it helps us to develop self-confidence.

5. Would you tell me the major problems that affect the implementation of motivational teaching strategies in EFL classroom?

ST 1. Ok, the EFL teachers' attitude and lack of skill gap how to implement motivational teaching strategies are the major problems for the implementation of motivational teaching strategies.

ST 2. Yes, I would. Shortage of stories, lack of facilities and resources are the basic major problems that hinder the implementation of motivational teaching strategies.

ST 3. Yes of course, usage of teacher centered approach and the teacher fronted grammar and pronunciation traditions are the major problems which hinder the implementation of motivational teaching strategies in EFL class.

ST 4. Yes, the internal and external factors greatly the implementation of motivational strategies.

ST 5. Yes, the EFL teachers' lack of awareness towards motivational strategies and our attitudes toward motivational teaching strategies are the big problems for the motivational teaching strategies implementation.

ST 6. Yes, poor level of our classroom participation, fears, anxiety and lack of confidence are the major problems for motivational teaching strategies implementation.

ST 7. The school learning environment and mediated learning such as the amount and nature of rewards, feedback and appropriate praise are the major problems for the implementation of motivational teaching strategies.

ST 8.Yes, comfort, resources and school ethos are considered the major problem for the implementation of motivational teaching strategies.

6. Do you have anything to add?

ST 1. Self efficacy and perceived values of activities are another major problems for motivational teaching strategies implementation in EFL classroom.

ST 2. Affective factors are the major problems for the implementation of motivational teaching strategies.

ST 3. Mind you optimal degree of challenges and arousal of curiosity is the big problem for the implementation of motivational teaching strategies.

ST 4.I told you punishment and sanctions are considered the major problems for motivational teaching strategies in EFL classroom.

ST 5.I remind you that the local education and the bordering environment are the big problem which challenge the implementation of motivational teaching strategies.

ST 6. The large class size and school atmosphere are the major problems for the motivational teaching strategies implementation.

ST 7.I exactly indicate you that class and school ethos greatly affect the implementation

ST 8.I really express you that punishment and sanctions are the most influential factors for the implementation of motivational teaching strategies.

Appendix-H

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Focus-Group Discussion Questions for EFL teachers

1. Which strategies should you apply in English classes in order to motivate the students-the ones you yourself believe will lead to the students' motivation or those students demonstrate preference for?

2. What are the different motivational teaching strategies that should be used in EFL classroom?

3. Discuss in group and tell me the advantage of using motivational teaching strategies for d students self-confidence development.

4. Mention the pedagogical effects of using motivational teaching strategies in EFL classroom

5. Discuss in group and list the different motivational teaching strategies that you apply some times on the ground in EFL classroom?

6. Discuss in group carefully and list some of the student the major problems that hinder the implementation of motivational teaching strategies in EFL classroom.

APPENDIX I Transcription of Teachers Responses for Focus-Group Discussion Questions

Key: T=Teacher

1. Which strategies should you apply in English classes in order to motivate the students-the ones you yourself believe will lead to the students' motivation or those students demonstrate preference for?

T1. Sometimes I strongly used asking oral questions in order to motivate my students.

T2. I frequently uses simply the lecture method only.

T3. Just I use the teacher-centered approach in my EFL classroom

T4. I use oral questions some time to encourage the students motivation

T5. The lecture method

T6. I use the teacher fronted or the lecture method

2. What are the different motivational teaching strategies that should be used in EFL classroom?

T1. Encouraging the students to self-evaluate and find out mistakes by themselves

T2. Monitoring the students' progress and give them written comments

T3. Make tasks challenging and feasible and presenting tasks in a motivating way

T4. Let the students' to suggest classroom ground rules and creating the students autonomy to share responsibility.

T5. Recognizing the students name and show smile to them

T6. Createing strong & various groups that have good feeling about each other, making the teaching material relevant by presenting it in a logical sequence and presenting the tasks by using models from the students.

3. Discuss in group and tell me the advantage of using motivational teaching strategies for students' self-confidence development.
T1. It used to minimize fear.

T2. It is used to develop self-determination habit.

T3. It strengthens the students' ability of creativity.

T4. It reduces fear.

T5. It develops self-determination habit

T6. It strengthen the students ability of creativity

4. Mention the pedagogical effects of using motivational teaching strategies in EFL classroom.

T1.I think it is important to develop self-confidence and to create strong and various groups that have good feeling about each other.

T2.I mean it is essential to master the course easily

T3. It is wonder full to improve the language skills

T4. It is a nice way to improve fluency

T5. It is a good system to develop group work sprit, to share experience and to decrease communication anxiety.

T6. It is an interesting method to develop realistic personal goals and to encourage the students to use English both inside and outside the classroom.

5. Discuss in group and list the different motivational teaching strategies that you apply some times on the ground in EFL classroom?

T1. By asking different questions and participating my students actively towards the everyday lessons

T2. By participating my students in group and pair works

T3. By participating my students in peer works and recognizing the students name

T4. By applying different brain storming activities

T5. By asking different questions and answer

T6. By inviting my students to participate actively towards the lesson and show eagerness for teaching

6. Discuss in group carefully and list the major problems that hinder the implementation motivational teaching strategies in EFL classroom.

T1. Poor level of students' classroom participation and their lack of awareness and shortage of adequate stories

T2. The attitudinal matters and lack of facilities and resources

T3.Lack of their skill gap towards the implementation of motivational teaching strategies and their habit of grammar and pronunciation tradition

T4. Lack of facilities and resources and lack of EFL teachers' awareness towards the implementation of motivational teaching strategies.

T5. Shortage of adequate stories and internal as well as external factors

T6. Poor level of students' classroom participation and their lack of awareness and shortage of adequate stories.