

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

**TEACHERS' MOTIVATIONAL STRATEGIES IN EFL CLASSES: THE
CASE OF GRADE 10 AT ALETA WONDO SECONDARY SCHOOL**

BY: ASNAKE TUMURA

ADVISOR: MEKURIAW AYENEWA (PhD)

AUGUST, 2022

DILLA, ETHIOPIA

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CASE OF GRADE 10 AT ALETA WONDO SECONDARY SCHOOL**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
(MA IN TEFL PROGRAM)**

**BY:
ASNAKE TUMURA**

AUGUST, 2022

DILLA, ETHIOPIA

APPROVAL SHEET

As members of the board of examiners of the M.A. thesis open defense, we certify that we have read and evaluated the thesis prepared by Asnake Tumura Tunsisa Entitled “Teachers’ Motivational Strategies in EFL Classes: The Case of grade 10 at Aleta Wondo Secondary School” and recommend that it be accepted as fulfilling the thesis requirement for the degree of Master of Arts in TEFL.

_____ Name of Advisor	_____ Signature	_____ Date
_____ Name of Chairperson	_____ Signature	_____ Date
_____ Name of Internal Examiner	_____ Signature	_____ Date
_____ Name of External Examiner	_____ Signature	_____ Date

DECLARATION

I hereby declare that this thesis entitled “Teachers’ Motivational Teaching Strategies in EFL Classes: The Case of Grade 10 at Aleta Wondo Secondary School”. The thesis is my original work and that all sources of material used for this thesis have been duly acknowledged. I declare that this thesis has not been submitted to any other institutions.

Researcher Name: Asnake Tumura

Sign _____

Date _____

ACKNOWLEDGMENT

First and foremost, I would like to praise my Almighty God who helped me to accomplish my work from beginning till now by His mercy. Next, I would like to express my heartfelt gratitude to my advisor Mekuriaw Ayenewa (PhD) for his professional advice, thoughtful and constructive comments on almost every aspect of the study. In addition to this, I am also deeply grateful to all my family who has helped me both financially and morally for the whole program.

I would also like to extend my thanks to Aleta Wondo Secondary School principals and EFL teachers who offered their support in one or the other way and those participants in the questionnaires, classroom observations and interviews who contributed a lot for the success of this study.

LIST OF ABBREVIATIONS AND ACRONYMS

ESL - English as a Second Language

EFL -English as a foreign language

FL - Foreign Language

L2 - Second Language

SPSS - Statistical package for social science

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ABSTRACT

The aim of this study was to examine teachers' use of motivational strategies in EFL classes. The researcher used case study research design with mixed research approach. Participants were grade 10 students and EFL teachers at Aleta Wondo Secondary School. Questionnaire, interview and classroom observation were used to collect data. Questionnaire was prepared for students, interview for English language teachers and classroom observation was designed to gather data from observation. Two male and two female teachers were selected by comprehensive method for interview. 133 male and 139 female students were selected by systematic sampling method for questionnaire. The classroom observation took thirty periods. Quantitative data were analyzed by descriptive statistics such as frequency and percentile. Qualitative data were analyzed by narrative paragraphs. The findings revealed that the interviewee teachers had a good perception about motivational strategies. The findings concerning classroom applicability indicated that the EFL teachers practiced motivational strategies; making the learners express their ideas or opinions with their partner sitting side by side either in pairs or in small groups, engaging the learners in the activities and clarifying the questions to the students by giving them simple instructions, providing the group and pair work activities, bringing several different puzzles and word puzzles into class that students to work out. Moreover, giving the students different incomplete sentences and letting them complete and assigning writing tasks that students to write, were employed in the classroom. Furthermore, assessing students' work and providing a positive feedback, clarifying the instruction to the students about how to carry out certain tasks in the EFL rooms were the applied in EFL classes. On the other hand, the results depicted some of the strategies expressed appeared difficult to employ in the EFL classrooms. Therefore, this study made recommendation that EFL teachers should take responsibility to facilitate and encourage their students in learning process using motivational strategies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Motivation is one of the elements in language teaching and learning. In fact, without motivation it is difficult to achieve success in students' achievement or performance. One should bear in mind that it would be so tedious for low motivated students to learn English as a foreign language. There is no doubt learners' academic performance is highly influenced by their willingness in the education engagement. Basically, motivation plays significant roles not only for learning English particularly as a foreign language but also learning in general. Motivation is essential for success and without motivation people would almost certainly fail to make the necessary effort to achieve that success (Hermer, 2007, p.98). As a matter of a fact people to achieve something they desire, they need to be really motivated in such things. Motivation provides the primary stimulus to initiate learning the second language/foreign language and later the driving force to sustain the long and often boring learning process (Dörnyei, 1998, p.117). Without sufficient motivation, even highly competent and cognitively capable individuals may be unable to accomplish long-term goals (Dörnyei & Ryan, 2015).

Motivational techniques or strategies play crucial role to strengthen students' performance and reinforce their positive attitudes towards learning. In this regard, teachers have great responsibilities to encourage their students to attain the lessons and improve their achievements. Teachers need to create convenient environment and use variety of motivational techniques or strategies. The motivational strategies can be external incentives or external rewards such as grades and directive language which are aimed to encourage the learners. The teachers play significant roles to push out their students' interest. Research studies show that in foreign language learning, a number of factors can highly contribute differences in various learners' academic performance and attainment, such as attitudes, gender, aptitude, age, motivation, learning approach, language learning strategies and learning style (Dörnyei & Csizer, 1998; & Masgoret, 1997; Ghenghesh, 2010; Kormos & 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 (Oxford, 1994; Liando, et al., 2005; Dörnyei, 2001a). Motivational teaching strategies are techniques employed by teachers in their teaching practices to facilitate students' motivation in learning a second/foreign language. Dörnyei (2001a) states, "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects" (p.28).

In addition, Guilloteaux and Dörnyei (2008, p.56) suggest that motivational strategies as instructional interventions applied by the teacher to elicit and stimulate students' motivation. Dörnyei further contends that "they are techniques that promote the individual's goal related behavior" (2001b, p.28).

Moreover, Dörnyei and Ushoida (2011) suggest that teachers begin with a few well-chosen core strategies to which they can pay special attention when trying to implement motivation conscious teaching approach. Smith (2001) argued that due to the great importance of motivational strategies, L2 or foreign language teachers must have the knowledge of motivational strategies and practice them in their classrooms so as motivating young people is a fundamental part of what is to be a teacher. Therefore, motivation being one of the key factors that determine success in second language (L2) foreign language learning, strategies for motivating language learners should be seen as an important aspect of L2/ foreign language (Cheng & Dörnyei, 2007, p. 154). The teachers' use of motivational strategies is generally believed to enhance students' motivation. The motivation of learners in L2/ foreign language is directly linked with teachers' motivational strategies (Guilloteaux & Dörnyei, 2008).

1.2 Statement of the problem

Motivation is the most important issue in teaching and learning process because learners cannot be happy and successful if there is no motivation. It is considered to play significant role in language learning success. Along to this line of thoughts, students' motivation toward English

language learning to a certain degree can influence their learning results. It is value that investigating how students become successful or failed in learning English might affect their

motivation and the way they learn the language. The role of teachers in the language classrooms is absolutely significant in learners' motivation. Using motivational strategies teachers play the most significant role in language classes so as engaging the learners and pursuing them the long journey of their language learning (Kabody, 2013, p. 48). So, the teachers must have the knowledge of effective motivational strategies.

The teachers' effective use of motivational strategies in English classrooms can certainly improve students' performance in English language. If the students have no motivation to learn and develop their English language skills, then the program and the purpose would not be achieved. Therefore, teachers as the main person contact with those students need to have capability to motivate the students in order to help them develop their English language skills. In this case, teachers are expected to implement motivational strategies in EFL classes. It is believed that without sufficient motivation even the cleverest learners are unlikely to persist long enough to attain any really useful language proficiency. On the hand, most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions (Cheng & Dörnyei, 2007). Motivational strategies includes the instructional interventions applied by the teacher to generate and stimulate students' motivation and self- regulating strategies used purposefully by individual students to manage the level of their own motivation (Guilloteaux & Dörnyei 2008).

Ethiopia adopted English as the medium of instruction in schools, colleges and universities. Consequently, the learners should know English language properly and they must have a good attitude and motivation. In addition, teachers should be major facilitator of knowledge and skills in this foreign language teaching learning process. They expected not only to teach English itself but also to make the teaching-learning process interesting as much as possible to engage the students in the learning process. In the process of engagement students are highly influenced to be motivated to learn the language. Teachers' strategies in teaching English language are then vital in engaging students in the classroom. Consequently, motivational techniques or strategies play crucial role to strengthen students' performance and reinforce their positive attitudes towards learning.

There are several studies that explain motivation is a prominent factor in language learning (Den Brok, Levy, Brekelmans & Wubbels, 2006; Dornyei, 2001a; Oxford, 1994; Oxford & Shearin, 1994). 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. There are also local researches which conducted about motivational strategies/ techniques. For instance, Banti (2003) studied college students' orientations and motivation in EFL classroom. He stated that there were misconceptions of employing extrinsic motivational strategies. In addition Jemal (2007) explored one university instructor's use of motivational strategies in communicative English skills course. He concluded that instructors and students of that university had good knowledge of the strategies and instructors used the strategies efficiently in the teaching-learning process. Likewise, Seblewongel (2007) investigated instructors' motivational strategies in EFL classroom between two universities and two colleges. She reported that the instructors believed that motivating students is an essential part of teaching. The instructors believed some of the strategies were found more important, some were less important and some were neglected due to lack of recognition of the value of these strategies or certain limitations related to Ethiopian English as foreign language context.

As can be observed, almost all the studies mentioned above that carried out on motivational strategies in EFL classes were conducted on the colleges and universities level. In fact, the previous researchers mainly only focused on the higher institutions. Nevertheless, this study emphasized on the high school level and high school teachers. The researcher was keenly interested to carry out this study because students who were attending their education at Aleta Wondo secondary school were not so motivated to learn English as foreign language. Thus, their academic achievement was too low and not improved as well in deed. Regarding to English language teachers, who teach English at that school where the researcher conducted the study used to teach student teacher-centered approaches and they did not motivate their students to improve English language proficiency. For this reason, students were not interested and did not give much attention to learn English language. Moreover, researcher heard that some of the students from the school were complaining about teacher's approaches of deliverance of the lessons and saw them repeatedly at the school administrative offices accusing him. In fact, they explained they lost interest in such subject. To speak frankly, there is no doubt that applying motivational strategies in EFL classes significantly play a great role in improving students'

academic performance. Therefore, taking these all problems into consideration, the researcher intended to conduct the study on the of teachers' motivational strategies in EFL classes.

1.3 Research Objective

1.3.1 General Objective

The general objective of this study was to examine teachers' use of motivational strategies EFL in classes.

1.3.2 Specific Objectives

Specific objectives of the study are stated as follows:

1. To explore teachers' use of motivational teaching strategies in their classrooms.
2. To identify teachers' perception towards classroom motivational strategies
3. To investigate the extents that EFL teachers use motivational strategies in their classrooms.

1.4 Significance of the Study

The researcher hoped that the result of this study could help all secondary school English language teachers by showing them some motivational strategies which are very useful in English language classrooms. Besides, the findings might provide the EFL teachers some other useful information regarding motivational teaching strategies at the target school. In addition, the results of the study might help secondary school students to improve their performance in the subject so that they could foster their participation in the lessons. Moreover, it may benefit other researchers who conduct similar or further studies on the same topics providing them some relevant information.

1.5 Scope of the Study

This research study was conducted on the teachers' motivational strategies in the EFL classes in case of grade 10 at Aleta Wondo Secondary School. The researcher wondered to see if the EFL teachers applied motivational strategies effectively in the language classrooms. The researcher also aimed to examine the extents that grade 10 English language teachers employed motivational strategies in the actual classroom setting. Moreover, the researcher interested in how the learners might behave in the classroom where teaching and learning process where taking place. Furthermore, the researcher wanted to see what the teachers brought into the EFL classes to inspire the learners and enhance motivation when they deliver the lessons.

1.6 Limitation of the Study

The results of the findings were not inclusive because it did not concern other English language teachers who were teaching the subject at the same school. Moreover, the study did not concern other teachers' motivational strategies who were teaching English the same grade at different schools. Therefore, the results as well as the conclusion of this study cannot be generalized.

1.7 Organization

The thesis is organized in five chapters. The first chapter embodies the background the statement of the problem, research questions, objectives, significance of the study, scope of the study, limitations, and organization of the study are also incorporated. In the second chapter, important areas of related literature including foreign and local research works are reviewed. The third chapter deals with methodology of the study. In this sections the research design, participants of the study, sample size and sampling methods, data collection tools, data collection procedures, methods of data analysis validity and reliability and ethical consideration are discussed. The fourth chapter is concerned with the data analysis, results and discussion while last chapter presents the summary of findings, conclusions and recommendations. Finally, references and appendixes are included.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part deals with the view of various scholars based on the following main topics: concepts of motivation, motivational strategies, types of motivation, the relationship of teaching strategies, learners' motivation and learners' academic performances, the effect of using motivational techniques.

2.1. Concepts of Motivation

Learner's motivation is one of the key factors that determine success in learning a foreign language. Harmer (2001) and Dornyei (2001) defined motivation as one type of internal force which pushes someone to do things in order to achieve something. Also motivation is considered to be responsible for people to choose to do something, their eagerness to continue the activity and difficulty to practice it.

Motivation has always been a central issue in education and has been referred to as one of the most complex and challenging issue for teachers to face today (Hadfield & Dornyei, 2013). Through trial and error, teachers can hope to discover ideal combinations of strategies and classroom activities that promote engaged learners, motivation and English language success. Attempting to address this issue, English language research has recently shifted from simply defining motivation in psychological schema to focusing on the development of practical motivational strategies for the English language classroom (Dornyei & Kubanyiova, 2014).

Motivation is a factor determining the extent of people's desire to do an activity. The term motivation is used quite broadly in the field of education. Because motivation is considered to be one of the most influential factors in learning and academic achievement, a number of researchers from diverse field of education studies have tried to define, analyze and conceptualize this term (Brophy, 2010; Dornyei, 2001b). Brown (1997) defines it as "an inner drive, impulse, emotion or desire that moves one toward a particular action" (p.117).

In addition, research in L2 motivation by Dornyei (1994, 1997, 1998, 2001a, b) and Williams (1994) revealed a need for a more pragmatic education centered approach, examining classroom reality and identifying and analyzing classroom specific motives. For example, an empirical

survey of motivational strategies in language classrooms in Hungary (Dornyei & Csizer, 1998, p. 215) resulted in Ten Commandments for motivating language learners. The teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that language classes are interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture.

2.2 Motivational Strategies

Although there are many researchers conducted on motivational theories, there is scanty in developing techniques relevant to enhance students' motivation (Cheng & Dornyei 2007). In this regard, Dornyei provides a framework of L2 motivation which is known as a process-oriented approach. The main purposes of this approach are introducing process model as an alternative to product-oriented approach and synthesize or combine motivation in an integrated or unified framework (Guilloteaux, 2007).

Dornyei (2001a, p.137-144) presented more than hundred motivational techniques in his book that are practical in English language classroom. These motivational conditions could be categorized into four groups these are: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. The concept of all these strategies or techniques is based on the idea that teacher motivational techniques significantly affect students' motivation for learning a foreign language.

2.2.1 Creating the Basic Motivational Conditions

Dornyei (2001) said that there are definite requirements to be met prior to any effort to create motivation can be effective. Some of these requirements proposed by him are appropriate teacher behavior, a pleasant and supportive classroom atmosphere and a cohesive learner group characterized by appropriate group norms.

2.2.2 Appropriate Teacher Behavior

According to Dornyei (2001), teacher behavior is an influential motivational instrument in teaching learning process. Teachers can influence various things in the teaching learning process, for example, their relationship with the students, their behavior that can attract students to engage

in tasks. For Alison (1993) cited in Dornyei (2001), a key factor is to create good relationship with the learners by means of discussing with them on a personal level. This could lead to mutual trust and then to enthusiasm. In any case, enthusiastic teachers impart a sense of commitment and interest in the subject matter. Teachers' enthusiasm is a crucial factor in student motivation. If the teachers become uninterested in the subject, students will too. Obviously, teachers' enthusiasm comes from self-confidence, excitement about the content and real enjoyment in teaching.

As the teacher is a group leader, he/she should show loyalty towards the students. If students can sense that the teacher is careless, this will undermine their motivation. Teachers' carelessness influences everybody even the most devoted ones are likely to become demoralized. Increasing a personal relationship with the students is a gradual process build on a basis. Dornyei (2001) has discussed three components of this issue. The first is the teacher's acceptance of the students. It has been very influential in the development of student-centered teaching. It involves a lenient positive attitude, something like the way someone may feel towards a relative. The second is teacher's ability to listen and pay attention to students. Wlodkowski (1986) said that listening to a person is the only most influential issue that happens between one person and another person. The method teachers' pay attention to students informs them more than anything else how much consideration teachers are actually giving them. Furthermore, if teachers take care of their students as if they already are enthusiastic learners, they definitely become to be enthusiastic learners (Brophy 1998 cited in Dornyei, 2001). Certainly, it is difficult to spend the whole time with individual students, but there are different techniques teachers can employ in the classroom that do not need much time. These techniques can express individual attention and can touch the lives of every student. Burden (1995) and Raffini (1996) cited in Dornyei (2001: 38) suggested methods that are necessary for teachers.

For example:

Greet students and remember their names

Smile at the students

Ask them about their lives outside school

Show interest in their hobbies

Express about their individual effort is recognized

Move around in class

Include personal topics and examples about students in discussing content matter...

The third issue is availability for personal contact. Since most teachers are overloaded, this is a hard issue. There is no doubt that personal contact with the students can perform wonder to teachers' relationship with the students.

2.2.3 Create Pleasant and Supportive Atmosphere in the Classroom

According to Pintrich and Schunk (2002), classroom climate refers to the atmosphere of the classroom, its social, mental and emotional characteristics. The value of classroom climate as it relates to motivation derives from the notion that teaching is guidance planned to influence classroom behavior, the climate in the classroom is mainly created through teacher-student interaction. Learner motivation will reach its climax in a secure classroom climate in which students can express their views and sense that they do not run the danger of being ridiculed. To be motivated to learn, students need both sufficient chances to learn and stable encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a disordered classroom, it is important that the teacher organize and manage the classroom as an effective learning environment.

Furthermore, because anxious students are unlikely to develop motivation to learn, it is important that learning happen within a relaxed and supportive atmosphere (Good and Brophy, 1994: 215 cited in Dornyei, 2001). Additionally, Young (1999) cited in Dornyei and Cheng (2007) suggested that it has been well known that language learning anxiety created by a stressed classroom climate is an influential negative issue that obstructs students' learning motivation and attainment. Harris (2010) suggested that students who are feeling frightened or uncomfortable in the classroom are much less likely to participate, take chances or go out of their way to learn anything. The teacher should make the classroom comfortable where students feel they can learn.

2.2.4 Create 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.

According to Dörnyei (2001) stated “a cohesive learner group is one which is ‘together’ in which there is a strong ‘we’ feeling; and which students are happy to belong to”(p.42). It refers to the members’ commitment to the group and to each other. Student motivation tends to increase in cohesive class groups. This is due to the fact that in such groups’ students share an increased responsibility for achieving the group goals and the positive relationships among them make the learning process more enjoyable.

Nevertheless, teachers and students would agree that there need to be certain ‘rules of conduct’ in the classroom to make joint learning possible. The consequences for violating any formally agreed norm should also be specified, and it is a good idea to put the established class rules (and the consequences for violating them) on display on a wall chart (Ibid).

2.2.5 Generating Initial Motivation

In this motivational condition, Dörnyei (2001) proposed five techniques which are about enhancing the learners’ L2 related values and attitudes, increasing the learners’ expectancy of success, making the teaching material relevant, increasing the learners’ goal-orientedness and creating realistic learner beliefs.

2.2.6 Enhancing the Learners’ L2 Related Values and Attitudes

From the very beginning, everyone has a quite well-established value system consisting of a collection of attitudes, beliefs and feelings related to the world. This value system is the result of upbringing and past experiences, and it plays a powerful role in one’s lives: it largely determines the basic preferences and approaches to activities. Therefore, the most far-reaching consequences in motivating learners can be achieved by promoting positive language-related values and

attitudes. The inherent value of language learning is associated with the learners' interest in and expected enjoyment of the language learning activity. The key issue in generating interest is to arouse the students' curiosity and attention and to create an attractive image for the course (Dörnyei, 2001).

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/FL.

2.2.7 Increasing the Learners' Expectancy of Success

Regarding this issue, Dörnyei (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.

2.2.8 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, as quoted in Dornyei, 2001) 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.

2.2.9 Increasing the Learners' Goal-orienters

Goal orientation theory has become more and more dominant over the past 2 decades and now emerges to be one of the most famous viewpoints of motivation. There are different types of goals that relate to highly specific or more general outcomes. Thus Pintrich (2003) quoted in Elliot et al (2005) contrasts target or task specific goals (e.g. obtaining a pass mark in a particular examination) with purpose goals or goal orientation. As maintained by Dornyei (2003), goals are essential features of L2 motivation research, even though the influence of various scholars may have been veiled by the fact that language learning 'goals' have been usually referred to as

‘orientations.’ According to Pintrich and Schunk (2002), goal orientation theory have lately concluded as possibly the most lively area of research on student motivation in classrooms and it has direct implications for students and teachers. This theory suggests that tasks provide most excellent level of challenge for students. Tasks that can be mastered with challenge but are neither easy enough to create repetitiveness nor hard enough to produce anxiety can facilitate a mastery goal orientation.

As stated by Dornyei (2001), in an ordinary class, many students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (i.e., the teacher or the curriculum) is far from being accepted by the group members. Thus, it would seem helpful to increase the group's goal-orientedness. This could be achieved by allowing students to define their own individual measures for what should be a group goal. Lastly because of the natural interaction of academic and social goals in the classroom, the most motivating activities and experiences for the students are likely to be those that involve the concurrent pursuit and achievement of both types of goals. According to Madrid (2002) the success or failure of the individual in attaining the goal, that is, L2 learning is conditioned by various factors: the attention to the subject which is paid to classroom explanations and tasks, his/her effort, constancy, persistence, and dedication, the individuals’ responsibility, commitment, and identification with the teaching learning process, the self-regulation of behavior and learning, degree of commitment with autonomous learning, etc.

2.2.10 Creating Realistic Learner Beliefs

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 Dornyei (2001, p.42)

2.2.3 Maintaining and Protecting Motivation

This part reviews the most influential motivational areas. Dornyei (2001) has discussed eight techniques in this condition. But, from the eight techniques, four of them: making learning

stimulating and enjoyable, presenting tasks in a motivating way, protecting the learners' self-esteem and increasing their self-confidence and creating learner autonomy.

2.3.1 Making Learning Stimulating and Enjoyable

According to Dornyei (2001), making the learning process more interesting and enjoyable would greatly contribute to continued learner participation. People are typically quite eager to use a great deal of time thinking and learning while following activities they enjoy. Generally speaking, there are two main types of techniques: The first one is breaking the repetitiveness of learning. Even in classes characterized by a mixture of interesting teaching approaches, there is a danger that as the school year progress, both teachers and students can easily settle in to recognizable custom. In order to break repetitiveness, one needs to vary as many aspects of the learning process as possible. First and for most the language tasks and then other aspects of the teaching-learning process such as: presentation style, learning materials, the classroom's spatial organization etc. the final aspect of how to break the monotony of classroom teaching concerns the general rhythm and sequence of events.

The second is making the tasks more interesting. Varying the tasks is important but not even the richest variety will motivate if the content of the tasks is not attractive to the students. The problem is that in real life, most of the tasks used are prescribed by the official course book and teachers usually have little time to introduce new activities. Some of the most motivating features of task content are making tasks challenging, make task content attractive by adapting it to the students' natural interest to (Dornyei, 2001).

2.2.3.2 Presenting Tasks in a Motivating Way

As indicated by Pintrich and Schunk (2002), tasks and learning activities are important influences on student motivation. The amount of variety and diversity in tasks can help sustain student interest. Tasks has created attention in SLA researchers because by focusing on the tasks, they can discontinue working the process of complex and prolonged L2 learning in to separate sections with definite limits thereby making observable behavioral components. Hence, this implies that classroom learning lies in tasks, and so, motivation can be looked at within a task-based structure sooner than in a more situated manner. In fact, tasks enable the teachers to shape learners' attention and drive their interest into language learning process.

Dornyei (2001) proposed that some topics we teach are unlikely to interest students even though it is in their interest to learn them. This is when motivational techniques related to how to present

and administer tasks come in particularly useful. It is found that the way we present tasks can make a huge difference in how students perceive and approach them. The motivational introduction of an activity fulfills at least three further functions: explaining the purpose and the utility of the task, arousing the students' eagerness i.e. good task introduction increase the students' expectations of something interesting and finally providing proper techniques to do the task. The best way to demonstrate the necessary skills is to model the students when presenting the task.

2.2.3.3 Creating Learner Autonomy

2.2.3.3.1 Promoting Motivational Attribution

This technique 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 of trying. In this regard, 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. Learners should be encouraged even if they are ineffective in their work.

2.2.3.3.2 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 that means 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.

3.3 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 (Dornyei, 2001)

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 (1999) quoted in Madrid (2002:395) pointed out that encouragement presents the following characteristics: Offers specific feedback rather than general comments.

Is teacher-initiated and private, Focuses on improvement and efforts rather than evaluation of a finished product. Uses sincere, direct comments Helps students develop an appreciation of their behaviors and achievements Avoids competition or comparison with others. 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. Process oriented motivational strategy is comprehensive, to date and also convenient to examine motivation in relation to specific students' behavior and instructional process. With regard to the structure of process oriented motivational strategy, Guilloteaux (2007) reveals that it is composed of three levels. These are the language level, the learner level and the learning situation level. As Guilloteaux further states, the language level refers to such features of L2 culture and intellectual and realistic values and benefits for the learner. The learner level includes the personality students bring to the learning process such as self-confidence.

The learning situation level, which involves course specific motivational elements, that are related to the techniques, the instructional materials and the learning tasks, teacher's behavior, personality and teaching style and group specific motivational components such as goal orientedness, reward system, group cohesiveness and classroom structure (Guilloteaux 2007). As Csizer and Dornyei (1998) developed the learning situation levels as set of macro strategies known as Ten Commandments for motivating language learners. These are;

Set personal examples with your own behavior

Create a pleasant, relaxed atmosphere in the classroom

Present the tasks properly

Develop a good relationship

Increase the learners' linguistic self –confidence

Make the language classes interesting

Promote learner autonomy

Personalize the learning process

Increase the learner's goal-oriented ness

Familiarize learners with the target language culture (p.215).

2.2.4.4 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).

According to the researcher's understanding, all the above mentioned motivational strategies are very essential to foreign language teachers, because the learners will learn the language easily. Since, it presents by using more understandable methods of teaching. This kind of motivational strategies is recently getting an attention by language scholars. If the teacher uses the above motivational strategies the learners will enhance their language proficiency.

2.3 Types of Motivations

The technique or method used to instruct the learners in learning process which attracts the latter ones towards learning is commonly considered as motivational method or strategy. It frequently brings to mind the strategies that are employed to offer incentives for students perform something and or do it with greater intensity if one thinks of the idea of classroom motivation. However, when the teachers study motivation more strictly, they identify that it is not always something that is clubbed to the circumstances (Dörnyei, 2000). It can be something that comes from within us. While an absolute distinction can be risky, the teachers might suggest to some

motivators as coming from the outside or being extrinsic and other coming from within or being intrinsic. So, the chief methods of motivation in teaching process are classified into two kinds. They are intrinsic motivational strategies and extrinsic motivational strategies.

2.3.1 Intrinsic Motivation

The motivation which is used to act for the sake of the activity alone is called Intrinsic Motivational Strategy. For instance, if the people wish to write stories intending to enjoy the writing stories, it will be considered as intrinsic motivation. Intrinsic motivational forms touch internal sources and that's why they are called so. These forms of motivation may mirror the meeting of a basic need, or can come from an inner source of pleasure such as personal fulfillment (Dornyei, 2001). The teachers will find that there will be substantial long term advantages if they support the development of their students' intrinsic motivation. Students will tend to outperform those who have become habituated to extrinsic reinforcement and incentive if they are with more intrinsic motivational orientation, working within a need satisfying environment, over time (Dweck, 2000).

A Deci (2006) word, intrinsic motivation is "the inherent tendency to engage one's interests and to exercise and develop one's capacities." It is a comprehensive task to explain intrinsic motivational techniques as separate techniques or strategies when compared to the extrinsic motivational strategies. They, like any other successful methodology, have to be developed purposely, but a holistic approach is most effective. The elimination of barriers to the students' abilities to access their inner motives and satisfiers is occupied by much of the process of promoting intrinsic motivation.

For one's intrinsic sources of motivation to grow, the learning context must support them. Rewards, pain-based motivators, meaningless tasks, learning in isolation, and a lack of support all these works to block intrinsic sources of motivation (Dornyei, 2003b). To examine many intrinsic motivational ideas within a single structure may be most instructive and practical that of basic needs. Intrinsic forms are less about adding something, unlike extrinsic forms of motivation (Dornyei, 2005). For example, basic needs merely exist, and we all have them. During the learning process or school day, either they are met within the situation of the learning environment, or students will be forced to meet them in unconventional ways. Students use these alternative ways in some cases to meet their needs manifest as disruptive behavior and the result will be the problems to the teacher or become the unhealthy habits for the students.

2.3.2 Extrinsic Motivation

The motivation which is used to act for external rewards is called Extrinsic Motivation. For instance, if the people wish to write stories intending for the hope of getting published, being famous, or making money, it will be considered as extrinsic motivation. Extrinsic motivational forms touch external sources and that's why they are named so. These motivators chiefly come from an external agent, such as a reward from the teacher. Extrinsic motivational strategies include grades, rewards, praise, punishments, public recognition and phone calls home (Dornyei & Csize, 1998).

Brown (2007) says that extrinsic motivation is either tangible or psychological in nature that indicates our tendency to perform activities for external rewards. Here money for instance, indicates tangible and fame indicates psychological aspects. According to Karageorghis and Terry (2010), Extrinsic Motivation focuses external factors such as winning medals, receiving financial rewards, and attracting attention from the media.

2.4 Motivational Strategies in Teaching English as a Second/Foreign Language

Motivating students and involving them through motivational teaching strategies has engaged second/foreign language 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 (2008) define motivational strategies as “instructional interventions applied by the teacher to elicit and stimulate students' motivation” (p.56). Motivational teaching strategies are thus steps or techniques employed by teachers in their teaching practices to facilitate students' motivation in learning a second/foreign language.

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. It also serves as the unique device 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 (Dornyei & Cheng, 2007).

2.5 The Relationship of Teaching Strategies, Learners' Motivation and Their 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 & Gardner, 2008; Dornyei & Csizer, 1998). Similarly, Nakata (2006) states that unlike aptitude, which cannot be changed since it is innate, motivation can fluctuate factor over time. The fluctuation of motivation, academic achievement and the amount of the effort exerted may be affected by two main factors; internal and external factors like teachers, parents, peers, and community. This means motivation of students is something a teacher can influence (Nakata, 2006, & Brophy, 2010; Dornyei, 2001a).

As described earlier, motivation can be developed by interactions between the learner and external factors, including teachers, parents, and peers (Bernaus & Gardner, 2008; Brophy, 2010; Dornyei, 1994; Sugita & Takeuchi, 2010). Among those external factors that influence students' motivation in learning a foreign language, the teachers' teaching strategies and practices play a more significant role than the rest (Chambers, 1998; Cheng & Dornyei, 2007; Dornyei, 1998; Dornyei, 2001a; Gan, Humphreys & Hamp-lyon, 2004; Guilloteaux & Dornyei, 2008; Trang & Baldauf, 2007).

2.6 The Effect of Using Motivational Techniques

Motivation to learn an EFL/L2 resides on students' efforts in and outside classrooms. Better motivated students look for opportunities to practise 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, 2001). 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, an unwillingness to participate in the classroom arises.

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. Using motivational strategies to foreign language learners is not doubtable at all. The researcher understands also stress on the importance of motivational strategies. It will be helpful to acquire the targeted language easily. As presented above it is supported by language scholars thought.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter provides an overview of the research design, the participant of the study, sample size, sampling techniques, data collection tools, data collection procedure, method of data analysis validity and reliability of the instruments and ethical consideration.

3.1. Research Design

In this study, the researcher used case study design with mixed methods of qualitative and quantitative of research approach. The researcher employed case study due to the fact that he thought it very useful to study relatively small population in depth and enabled him to gather relevant data from the participants in detail. In this regard, particularly, descriptive case study is crucial which enables one to extensively study human behavior and comprehend social aspects. The researcher wanted to use case study research design due to the fact that the study was carried out on the single grade level on single school English language teachers.

3.2. Participants of the Study and Sampling Technique

The participants of the study were grade 10 students and their EFL teachers who were teaching grade 10 English at Aleta Wondo Secondary School in 2014. According to the information given by the school principal, the school had 14 English language teachers. Among them 5 of them were females and 9 of them males respectively. The school assigned 4 EFL teachers to teach grade 10 students English in this academic year. Hence, the researcher selected two male and two female English teachers by using comprehensive technique for interview. On the other hand, 880 students were registered as to the school director's description to attend their education for grade 10. There were 16 sections and each section was assigned 55 students to attain their education accordingly. First, the researcher determined the number of participants by formula of Taro Yamane (1960) to select students for questionnaire. Then, he selected 17 students from each section and 272 students from 16 sections by using systematic sampling technique of random sampling technique. Consequently, 133 male and 139 female students were participated for questionnaire. Researcher wanted to use the systematic sampling technique because he taught

it could avoid bias which might be created during the selection of sample of the study for questionnaire.

3.3 Data Collection Tools

In order to achieve to objective of the study, the researcher employed three data gathering tools such as questionnaires, interview and classroom observation to gather useful data from participants accordingly.

3.3.1 Questionnaire

Questionnaire is one of the tools, which is used to collect valid data from the sample population. In order to collect the data to examine teachers' motivational teaching strategies in EFL classrooms, the researcher adapted questionnaire from Dörnyei's (2001a) motivational strategy framework, Dereje wodimneh (2008) thesis with some modification. The researcher attempted to prepare questionnaire because it enabled him to collect sufficient amount of relevant data from large group of individuals within a short period of time. Moreover, he thought it was easy to administer and provided the respondents freedom to give their replies confidently and allows comparisons of answers among respondents about the existing phenomenon. Questionnaire was designed for grade 10 students who were attending their education at the target school. It was prepared on the basis of Likert scale which had four-point scales. The Likert scale ranged from 4 to 1 point as always, often, rarely and never so that the respondent could get opportunities to choose their alternatives based on their opinion. Accordingly, the researcher prepared both open-ended and close-ended item questions in order to get significant data form the students. Consequently, twenty-five close-ended and one open-ended item questions of questionnaire were distributed to the students so as to gather sufficient information from the participants.

3.3.2 Interview

Interview is a means of interaction in which the interviewees give information orally. The information gained by interview is personal and it helps to get detailed information (Lynch, 1996). He attempts to use this tool due to the fact that it provides ample opportunity to the researcher to get useful additional information from face to face interaction. This is because semi-structured interview is the most widely used method of data collection in qualitative research (willig, 2008: Lodico, 2006; Seidman, 2006). It is predominantly used in qualitative research to collect research related information about knowledge, ideas, views beliefs, attitudes and opinion of the people. In this regard, the researcher prepared semi -structured interview for

the teachers to collect relevant qualitative data by asking questions in face to face interaction from participants. Accordingly, the researcher prepares 6 semi-structured interview questions for 4 EFL teachers to ask thoroughly for their motivational strategies in EFL classes. The interviewer asked the interviewees interview questions from his note book and recorded their responses by using the recorder. Moreover, respondents were coded as T1 for teacher one, T2 for teacher two, up to T4 in order to organize, analyze and interpret the information that obtained through sound recording.

3.3.3 Classroom Observation

The classroom observation gives the firsthand account of data (Robson, 2002). The researcher used classroom observation to obtain primary data from data sources through observing the actual classroom setting. The researcher wanted to use this instrument because he thought it helped him to have required information from the subjects through observing the situation that were existing in the actual classroom setting. Besides, he employed the tool since he believed it made him strengthen the information which was gathered through both the questionnaire and interview of data collecting tools. Accordingly, the Classroom observation checklist was adapted from Dereje wodimneh (2008) thesis and Dörnyei's (2001a) motivational strategy framework and prepared two point scale (yes, no) to get further information from observation of actual classroom atmosphere. The researcher and co-observer conducted classroom observation while the teaching and learning activities were taking place. It was carried out to draw information from the extent that the EFL teachers employed the motivational strategies in the EFL classrooms. Actually, four the EFL teachers who taught grade 10 at the target school were observed during the observation periods. The observation session carried out for about thirty periods by the researcher and colleague co-observer from the staff.

3.4 Data Collection Procedure

Regarding to the procedure of data collection, first, the researcher had showed the school principals and administrative bodies a letter of permission which brought from Dilla University offered by the Department of English Language and Literature for permission and cooperation in the target school. Then, he thoroughly discussed with the school directors, administrative bodies and the English language department head about the aim of the research study. After that, he proceeded to gather all necessary data from the participants accordingly. As tried to mention elsewhere above, the researcher preferred three data gathering instruments such as questionnaire,

interview and classroom observation to collect all necessary data for the study. With reference to the procedure or sequence of data gathering, first the questionnaire was distributed to the students so as to obtain a large amount of relevant data. Next, the semi-structured interview was asked in depth the four EFL teachers in order to get additional useful information about teacher's motivational strategies that would have been employed in the EFL classes. Finally, the classroom observation was conducted at last so as to gather comprehensive necessary data from the actual classroom setting where the teaching and learning activities were taking place. With this regard, the researcher got great opportunities to consolidate the data which were collected through the questionnaire and interview of data gathering tools. Consequently, it was carried out for about thirty periods by the researcher and co-observer.

3.5 Methods of Data Analysis

With reference to data analysis method, the researcher employed both quantitative and qualitative data analysis methods in order to analyze the data which gathered through different data gathering instruments such as questionnaire, interview and classroom observation from the participants.

3.5.1 Qualitative Data Analysis

In relation to qualitative data analysis, the researcher analyzed the data which gathered through open-ended question of questionnaire from students by using narrative paragraphs of qualitative data analysis method. Similarly, the data which gathered through the interview of data collection tool from the EFL teachers was analyzed in narrative paragraphs. Moreover, the data that obtained from actual classroom setting by observing the practical teaching and learning process in the EFL classroom was organized and presented in the table. Then, such data analyzed by the means of qualitative data analysis method of narrative paragraph.

3.5.2 Quantitative Data Analysis

With regard to quantitative data analysis, the data of close-ended questions which was collected through the instrument of questionnaire from students was coded before to be analyzed. Next, these data carefully entered into the computer entry into SPSS (statistical package for social science) for it could reduce inaccuracy as well as inappropriateness that would have happened during data analysis. This made the researcher put the results of the respondents in the tabular form so that all information could be drawn easily for analysis. On the other hand, the description of the Likert scale of four points of the statements that the respondent students could

have chosen for their preference about the extents that the English language teachers employed in the EFL classrooms were also coded so as to make data entry into SPSS version 22 easy and suitable to the mode of data analysis. Eventually, the quantitative data obtained through the open-ended questions of questionnaire from students was calculated and analyzed by using quantitative data analysis method of descriptive statistics such as frequency and percentile accordingly

3.6 Validity and Reliability of Instruments

With reference to the validity and reliability, both terms are very important aspects in the research work. These concepts are used to evaluate the quality of the research to indicate how well a method, technique or an instrument measures something desired in the study. The validity and reliability are closely related issues but to some extents they are quite different. Validity is the issue of accuracy whereas reliability is the issue of consistency. In this regard, the researcher tried to assure validity through data triangulation. Therefore, to make both the qualitative and quantitative data valid and reliable, the researcher attempts to minimize invalidity through honesty, depth, richness and scope of the data achieved, the extent of triangulation and the objectivity of the researcher along with steadiness in every aspect of the study (Winter, 2000 cited in Cohen et al, 2007). In addition, to check the reliability of each instrument, the researcher tried to get comments for correction from the advisor and other senior researchers. Moreover, the classroom observation was carried out by the researcher and an EFL teacher as a co-observer from sample school to reduce invalidity and personal bias.

3.7 Ethical Consideration

Regarding to ethical consideration, the research ethics is a core aspect of the research work and the foundation of the research design. In fact, such issue mainly consists of validity, voluntary participation, risk harm and confidentiality. In relation to the issue, the researcher brought a letter from Dilla University offered by the department of English language and literature for cooperation and permission. Next, the researcher showed the letter to the schools' principals and administrative bodies to get consent. Then, he held hot discussion with the directors, head of English language department and participants about the issue. The researcher carried out such communication with the concerned bodies due to the fact that he wanted to follow research ethics. For example, any communication with the concerned bodies accomplished on a voluntary basis without harming and threatening the personal and institutional wellbeing as well as

classroom teaching learning process. In addition, all information obtained from individual respondents was kept confidential and used only for the study purpose.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter dealt with data analysis and results discussion. The qualitative as well as quantitative data was individually presented and analyzed according to their necessity of analysis. In order to collect useful data from participants, three data gathering instruments namely, questionnaire, interview and classroom observation were employed. Questionnaires were designed to gather data from students. Interview was prepared to get necessary information from the EFL teachers. The classroom observation was also designed to gather additional important data from the actual classroom setting where the teaching and learning process were taking place. The quantitative data of questionnaires were presented in tabular form and analyzed by using descriptive statistics such as frequency and percentile with SPSS version 20. The data that were obtained through open-ended question of the questionnaire from students were analyzed in the form of a narrative paragraph. Similarly, the qualitative data which were gathered through interview from the EFL teachers and classroom observations were analyzed in the form of narrative paragraphs. The analysis of data of the study which gathered from the participants through the tools mentioned above is presented and analyzed below in details in the following sections.

4.1 Analysis of Quantitative Data

4.1.1 Analysis of Close-ended Questions

The closed- ended questions of the questionnaire were used to gather data from students about the motivational strategies that the EFL teachers used in the EFL classrooms. The researcher aimed to find out the extents to which the teachers employed such strategies during the delivery of the lessons. Hence, the data presented in the table and analyzed by using descriptive statistic such as percentile and frequency, as tried to illustrate as follow.

No	Motivational strategies In motivational strategies a teacher should:	Responses								Total	
		4		3		2		1		F	%
		F	%	F	%	F	%	F	%		
1	The teacher cares about his or her students.	120	44.1	89	32.7	60	22.1	3	1.1	272	100
2	Show enthusiasm for teaching English by being committed and motivating himself or herself	86	31.6	139	51.1	45	16.5	2	.7	272	100
3	Be himself or herself in front of the students	99	36.4	106	39	58	21.3	9	3.3	272	100
4	Establish a good relationship with students	110	40.4	80	29.4	61	22.4	2	7.7	272	100
5	Break the routine of the lessons by varying the presentation format	104	38.2	82	30.2	49	18	3	13.6	272	100
6	Introduce various interesting contents and topics to the students.	84	30.8	77	28.3	92	38.9	1	.7	272	100
7	Bring different auditory or visual teaching aids such as realia, pictures, models and tape recorder into class.	35	12.9	40	14.7	99	36.4	9	36	272	100
8	Encourage students to create products that they display or perform	72	25.5	73	26.8	96	35.3	3	11.4	272	100
9	Bring various authentic materials or cultural products (magazines, newspapers or song lyrics)	26	9.6	28	10.3	42	15.4	1	46.7	272	100
10	Raise learners' intrinsic (internal) interest in the language learning process.	75	27.6	78	28.7	104	38.2	1	5.5	272	100
1	Promote integrative (external) values	65	23.	68	25	124	45.6	1	5.5	272	100

1	by encouraging by a positive and open-minded attitude towards the language and its speaker		9					5			
1 2	Make tasks attractive by including materials like poems, stories, novels etc. so as to raise students` curiosity	54	19. 9	61	22.4	116	42.6	4 1	15. 1	272	100
1 3	Make tasks challenging by including some activities that requires students to solve problems or discover something (puzzles).	33	12. 1	75	27.6	93	34.2	7 1	26. 1	272	100
1 4	Teach students with various teaching techniques that make learning easier and more effective	44	16. 2	136	50	65	23.9	2 7	9.9	272	100
1 5	Assess the students` work regularly and give them positive feedback.	72	26. 5	141	51.8	38	14.	2 1	7.7	272	100
1 6	Teach the students self-motivating strategies so as to keep them motivated when they encounter destruction	84	30. 9	86	31.6	65	23.9	3 7	13. 6	272	100
1 7	Design the activities that are within the students` ability.	119	43. 8	101	37.1	40	14.7	1 2	4.4	272	100
1 8	Make clear to the students that learning foreign language is more important to communicate ideas than worrying about grammar tasks.	62	22. 8	118	43.4	75	27.6	1 7	6.3	272	100
1 9	Encourage the students to share personal experiences and thoughts as a part of learning tasks.	34	12. 5	70	25.7	102	37.5	6 6	24. 3	272	100
2 0	Include the activities that require students to work in groups towards the same goals in order to promote	45	16. 5	106	39	69	25.4	5 2	19. 1	272	100

	cooperation.										
2 1	Provide clear instructions to the students about how to carry out tasks.	133	48.9	63	23.2	51	18.8	25	9.2	272	100
2 2	Monitor the students' accomplishments and provide supports to the students who need help.	70	25.7	65	23.9	112	41.2	25	9.2	272	100
2 3	Allow the students to assess themselves	38	14	77	28.3	109	40.1	48	17.6	272	100
2 4	Familiarize the learners with the cultural background of the English language	81	29.8	89	32	72	26.5	30	11		100
2 5	Encourage the student to use English both in the classroom and outside of the classroom.	55	20.2	84	30.9	102	37.5	31	11.4	272	100

Description; 4= always, 3=often, 2=rarely and 1=never

According to the data in the Table 1, for item 1, 120 (44.1%) of the respondents replied always, 89 (32.7%) of them answered often, 60 (22.1%) of them responded rarely and 3 (1.1%) answered never that their English teacher cares about them. This implies that an English teacher cares about their students.

As it has shown in the Table 1, for item 2, 86 (31.6%) of the respondents replied always, 139 (51.15%) responded often, 45 (16.5%) answered rarely and 2 (0.7%) of them replied never that their English teacher shows enthusiasm for teaching English by being committed and motivating himself or herself. Thus, one can infer that the teacher shows enthusiasm for teaching English by being committed and motivating himself or herself.

As it has indicated in the Table, for item 3, 99 (36.4%) of the respondents answered always, 106 (39%) replied often, 58 (21.3%) provided their reply rarely and 9 (3.3%) of them answered never that their teacher be himself or herself in front of the students. Therefore, one can deduce that the teacher be himself or herself in front of the students.

Moreover, item 4 of the above Table, 110 (40.4%) of the respondents preferred always, 80 (29.4%) chose often, 61 (18%) replied rarely and 37 (13.6%) of them answered rarely their teacher establish good relationship with students. Hence, one can conclude that their English teacher establishes good relationship with students.

In the same way, in the above Table, for item 5, 110 (38.2%) of the respondents answered always, 82 (30.2%) of them replied often, 42 (18%) of them responded rarely and 37 (13.6%) of them replied never that the teacher breaks routine of the lesson by varying the presentation format (e.g. grammar can be followed group work). This indicates that the teacher breaks the routine of the lesson by varying the presentation format.

Regarding to the data in the Table1, for item 6, 84 (30.8%) of the respondents answered always, 77 (28.3%) chose often, 92 (38.9%) replied rarely and 19 (0.7%) of them answered never to the strategy that teacher introduces various interesting contents and topics to the students. According to this data gathered from students many of the respondents replied the EFL teachers introduce various interesting lesson contents and topics to the students.

Moreover, item 7 of the above Table shows that 35 (12.9%) of the respondents replied always, 40 (24.7%) answered often, 99 (36.4%) chose rarely and 88 (36%) of them preferred never to the motivational teaching strategy that the teacher brings different auditory and visual teaching aids such as realia, pictures, models and tape recorders into the class. According to majority preference of the respondents the teacher rarely brings different auditory and visual teaching aids into the class.

The results on the item 8 reveals that 72 (25.5%) of the respondents answered always, 73 (26.8%) chose often, 96 (35.3%) preferred rarely and 31 (11.4%) replied never to the teaching strategy whether the teacher encourages the students to create products that they display or perform., which indicates that the teacher does not encourage students to create products that they display or perform.

According to the data on item 9, 26 (9.6%) of the respondents answered always, 28 (10.3%) replied often, 42 (15.4%) responded rarely and 126 (46.7) of them answered never to the strategy if the teacher brings various authentic materials or cultural products (magazines, newspapers, or song lyrics) into the class. which reveals that the EFL teacher does not bring authentic materials or cultural products into the class.

Furthermore, item 10, 75 (27.6%) of the respondents replied always, 78 (38.2%) replied often, 104 (38.2%) preferred replied rarely and 15 (5.5%) of them answered never to the strategy that if EFL teacher raise learners' intrinsic (internal) interest in the language learning process. reveals that the EFL teacher raises learners' intrinsic (internal) interest to the students in the language learning process.

Similarly, in the Table1, for item 11, 65 (23.9%) of the respondents chose always, 68 (25% preferred often, 124 (45.6%) answered rarely and 15 (5.5%) of them replied never to the motivational teaching strategy that if the teacher promotes integrative (external) values by encouraging a positive and open -minded attitude towards the language and its speaker. This indicates that most of the time the EFL teacher does not encourage the strategy of promoting integrative (external) values by encouraging a positive and open-minded attitudes towards the language and its speaker.

In addition, in case of item 12, 54 (19.9%) the respondents answered always 61 (22.4%) replied often, 106 (42.6%) chose rarely and 41 (15.1%) of them preferred never to the motivational teaching strategy if the EFL teacher makes tasks attractive by including materials like poems, stories novels etc. so as to raise students' curiosity. Hence, one can conclude that the EFL teacher rarely makes tasks attractive by including materials like poems, stories novels etc. so as to raise students' curiosity.

Based on the result of data analysis to item 13, 33 (12.1%) of the respondents replied always, 75 (27.6%) answered often, 93 (34.2%) chose rarely and 71 (26.1%) of them replied never to the motivational teaching strategy whether the EFL teacher makes tasks challenging by including some activities that require students to solve problems or discover something (puzzle). This reveals that the EFL teacher rarely makes tasks challenging by including some activities that require students to solve problems or discover something (puzzle).

Moreover, in response to item 14 of Table 1, 44 (16.2%) of the respondents chose always, 136 (50%) preferred often, 65 (23.9) answered rarely and 77 (9.9%) of them chose never to motivational teaching strategy if the teacher teaches students with various teaching techniques that make learning easier and more effective. Therefore, one can infer that the EFL teacher often teaches the students with various teaching techniques that make learning easier and more effective.

The result for item 15 shows that 72 (26.5%) of the respondents answered always, 141 (51.8%) replied often, 38 (14%) preferred rarely and 21 (7.7%) of them replied never to the motivational teaching strategy if the EFL teacher assesses the students' work regularly and give them positive feedback. The majority of the respondents responded that the EFL teacher assesses the students' work regularly and give them positive feedback.

The data on item 16 depicts that 84 (30.9%) of the respondents preferred always, 80 (31.6%) replied often, 65 (23.9%) chose rarely and 37 (13.6%) of them answered never to the motivational teaching strategy whether the teacher teaches the students self-motivating strategies so as to keep them motivated when they encounter destruction . Majority of the respondents preferred that the EFL teacher often teaches the students self-motivating strategies so as to keep them motivated when they encounter destruction.

In addition, for item 17, 119 (43.8%) of the respondents replied always, 101 (37.1%) responded often, 40 (14.7%) preferred rarely and 12 (4%) of them replied never to the motivational teaching strategy if the EFL teacher designs tasks that are within the students' ability. Therefore, one can conclude that the EFL teacher frequently designs tasks that are within the students' ability.

Similarly, for item 18, 62 (22.8%) of the respondents chose always, 118 (43.4%) replied often, 75 (27.6%) answered rarely and 17 (6.3%) of them replied never to the motivational teaching strategy whether the EFL teacher makes clear to the students that learning the foreign language is more important to communicate ideas than worrying about grammar mistakes. Hence, one can infer that the teacher often makes clear to the students that learning the foreign language is more important to communicate ideas than worrying about grammar mistakes.

As can be seen from Table 1, data on item 19 shows that 43 (12.5%) of the respondents answered always, 70 (25.7%) replied often, 102 (37.5%) chose rarely and 67 (24.3%) of them preferred

never to motivational teaching strategy if the teacher encourages students to share personal experiences and thoughts as a part of learning tasks. Thus, this reveals that the teacher encourages students to share personal experiences and thoughts as a part of learning tasks.

Furthermore, the data on item 20 revealed that 45 (16.5%) of the respondents answered always, 106 (39%) replied often, 61 (25.4%) preferred rarely and 52 (19.1%) of them chose never to the motivational teaching strategy whether the EFL teacher includes the activities that require students to work in groups towards the same goals in order to promote cooperation. Therefore, according to the majority reply on the strategy, one can understand that the EFL teacher often includes the activities that require students to work in groups towards the same goals in order to promote cooperation.

In case of item 21, 133 (48.9) of the respondents preferred always, 63 (23.2%) replied often, 51 (18.8%) chose rarely and 25 (9.2%) answered never to the motivational teaching strategy of if the EFL teacher provides clear instructions to the students about how to carry out tasks. Consequently, in according with the response of majority respondents, one can infer that the EFL teacher frequently provides clear instructions to the students about how to carry out tasks.

Regarding to item 22, 70 (25.8%) of the respondents answered always, 65 (23.9%) chose often, 112 (41.2%) preferred rarely and 25 (9.2%) of them chose never to teachers' motivational teaching strategy if the EFL teacher monitors the students accomplishments and provides support to the students who need help. Thus, the result of this item depicts that the EFL teacher rarely teacher monitors the students accomplishments and provides support to the students who need help.

Moreover, in response to item 23, 38 (14%) of the respondents preferred always, 77 (28.3%) chose often, 109 (40.1%) answered rarely and 48 (17.6%) of them replied never to motivational teaching strategy if/whether the EFL teacher allows the students to assess themselves. Therefore, with reference to the majority response of respondents, one can conclude that the EFL teacher rarely allows the students to assess themselves.

Furthermore, for item 24, 81 (29.8%) of the respondents replied always, 89 (32%) chose often, 72 (26.5%) preferred rarely and 30 (11%) of them answered never to the motivational teaching strategy whether the EFL teacher familiarizes learners with the cultural background of the English language. Consequently, in accordance with the result of data analysis displayed in the

table, one can infer that the EFL teacher often familiarizes learners with the cultural background of the English language.

Finally, in response to item 25, 55 (20.2%) of the respondents answered always, 84 (30.9%) preferred often, 102 (37.5%) replied rarely and 31 (11.4%) of them chose never of the motivational teaching strategy if the EFL teacher encourages the students to use English both in the classroom and outside of the classroom. Therefore, in reference to the majority response of the respondents illustrated in the table above for this item, one can conclude that the EFL teacher rarely encourages the students to use English both in the classroom and outside of the classroom.

4.2 Analysis of Qualitative Data

4.2.1 Analysis of Open-Ended Question

Apart from closed-end questions, the students also were asked open-ended question to mention if there were any other motivational strategies that their EFL teacher used while delivering lessons in the EFL classroom. Even though all of them replied different responses according to their understanding and personal opinion, their answers were almost similar to some extents. To begin with, some students said that their English teacher sometimes brought energizers, games and word puzzles into classes to complete students which related with the lessons she/he taught particularly in the afternoon shift. They explained those activities made them keep stay inspired in the lessons when the classroom atmospheres were inconvenient. In addition, most of the respondents mentioned that their EFL teacher occasionally provided them ample activities that they had to do in pairs and groups. They reasoned out that in pair and group works they had opportunities to share their ideas and express their opinions. Similarly, many students wrote their reply that their EFL teacher often asked oral questions and appreciated them with oral praises such as excellent, very good, nice, perfect and good so that they had been encouraged to attain their lessons attentively. Moreover, still some others of the respondent students explained that their EFL teacher motivated them to practise English with their partner or with anyone else without fearing making mistakes anywhere. Few of the respondents provided their answer clearly that there were occasions that their EFL teacher promoted them by telling various funny stories according to the contexts. These students added there were cases that their teacher asked them what they would have been when they had completed the education and reminded them they would have had to work hard to achieve their goals. Nevertheless, there were also a few students who selectively wrote the motivational strategies which were provided in table to be

chosen by the respondent students in reference to measuring criteria that were appropriate to their personal beliefs.

4.2.2 Analysis of Interview

The researcher employed semi-structured interview questions to gather data from face to face interaction of respondent teachers. The questions of the interview were structured in such way due to the fact that researcher aimed to collect data in depth from participants and thought to provide the respondents freedom in order to express their ideas, feelings or thoughts freely. The data which were gathered through the instruments of interview were recorded in the form of audio recorder. The researcher interviewed four volunteer EFL teachers from the target school accordingly. The interviewer gave codes to each interviewee teacher so as to separate one from another like T1, for interviewee teacher one, T2, interviewee teacher two, T3, for interviewee teacher three and T4, for interviewee teacher four respectively. Thus, the results of data of the interview were presented and analyzed by paraphrasing their speech in the form of narrative paragraphs as follows.

Q1. Asked the interviewee teachers to mention the motivational strategies that they thought English language teachers employ while delivering the lessons. Regarding to first question, all interviewee teachers replied several different responses from their personal understandings and professional experiences. According to T1 responses, there are different kinds of motivational strategies that English language teachers are expected to use in EFL classroom while teaching lessons. She described that group work, pair work, dramatization, role play and using various teaching aids are among motivational teaching strategies that EFL teachers employ while delivering the lessons in EFL classes. In reference to T2 believes, there are several kinds of motivational strategies that EFL teacher employ while delivering the lessons. She consolidated her ideas by illustrating the points in detail. She mentioned that giving tests, providing individual presentation works or tasks on different skills, giving the pair and group work activities are motivational strategies that EFL teachers employ to keep students motivated in EFL classes.

Concerning with the reply of T3, there are different types of motivational strategies that English language teachers use in the language classrooms. As to him there is an incentive motivational strategy which includes giving or rewarding students with materials like pen, exercise book, book or money. He explained another kind of motivational strategy is giving points or marks for classwork, homework, group discussion and for the answer of oral questions. For him comparing

one group with another group, one pair with another pair, one individual with another individual and one section with another section is another type of motivational strategy. He says giving feedback for students' works with words like excellent and very good is a kind of another motivational strategy. Lastly, he forwarded telling what the students will be in the future time: for example, they will be journalist is a motivational strategy that English language teachers use in the language classrooms. According to T4, there are attractive ways of motivational strategies that English language teachers use while delivering the lessons in EFL classrooms such as praising students when try to answer questions, calling them in names, using teaching aids and games.

Q2. Asked the teachers to explain if they had ever tried to motivate any unmotivated students in their classes. For this interview question, T1, replied that she had ever tried to motivate any unmotivated students in her class. In fact, most of the time, she applied she used group works and sometimes pair works to motivate any unmotivated students in her class. She described when she gave them pair works; the learners prepared their own dialogues and presented in the class. Similarly, T2 responded to the point that she had ever tried to motivate any unmotivated students in her class. She had forwarded her ideas that she had motivated the students by giving them different parts of speech, providing different activities on various language skills, providing several different puzzles and word puzzles, giving them different sentences to complete, assigning writing tasks that students to write on the topics.

In the same way, T3 replied that he had ever tried to motivate any unmotivated students in his class. According to his description, before to motivate any unmotivated students in EFL class a teacher had to know how students become unmotivated. He explained that there are different things to make students unmotivated; the difficulty of the subject, methodology of the teacher and other extensive problems are among the factors that make students unmotivated in the class. He said that a teacher can minimize the problems or motivate unmotivated students by changing his or her teaching method or by making his or her lessons into simple. He illustrated with example that teacher had motivated his students by comparing one group with another group, one pair with another pair, one individual with another individual using competence motivation by giving tests frequently.

Lastly, T4 interview respondent replied the question that he had ever tried to motivate any unmotivated students in his class. He forwarded his ideas that not all students are motivated in

the lesson in the classroom. He explained some students keep themselves shy. In order to make such students interact in the lesson he tries to make them express their ideas, share ideas with their partner rather than giving answers for his questions. He makes them share ideas to the students sitting side by side. He explained that in such way he helps them to be engaged in the activities and clarifies the questions by giving simple instructions.

Q3. Asked the teachers to explain motivational strategies that they most often used in EFL classrooms. Regarding to this question, almost all the respondent interviewee teachers, mentioned different responses with reference to their practicality in the classroom. According to classroom applicability, T1 described that most of the time she called her learners in their names and inspired them by such way so that they felt happy. T2 expressed that most of the time she used pair work and individual presentation strategies. She explained that she focused on those strategies because they helped the learners to develop their language ability, get opportunities to talk to each other and share ideas with their partners. As the description given in the interview, T3 responded that he used the frequently competence and achievement motivational strategies. He explained he used them because they were easy and made the learners involve or made all the students participate in the lesson. To the same question of the interview, T4 stated that he mostly provided activities to the students to do in pairs and groups. He explained when the learners did activities in pairs and small groups they got opportunities to share their ideas one with another so that they could be encouraged to express the ideas with their partners. Moreover, he stated that he motivated the learners by giving them some puzzles and bringing songs related to the lessons.

Q4. Asked the teachers to explain the motivational strategies they believed to be most useful to apply in the EFL classrooms. For this interview question, most of the interviewee respondents replied almost the same responses according to their opinions, feelings or believes. Similarly, the reasons they gave for strategies that they considered were also similar. To start with, T1 described that strategies she tried to mention above were very important for the learner in EFL classroom. She illustrated when teachers applied them in the EFL classroom, the students were able to participate in the lesson. She elaborated such strategies helped students to develop confidence and improve the language ability.

As T2 expressed her opinion, group works seemed to be most useful in EFL classrooms. She illustrated in group works learners could get vast opportunities to talk to each other, share their feelings and ideas within the groups. Nevertheless, interviewee T3 expressed his own view

differently in accordance with his personal believes and thoughts. According to him, there are no the most or least useful motivational strategies in EFL classrooms because all of them are useful depending on the situations or condition that they are used. He explained for incentive motivational strategy, teachers could not have materials to provide for every student in each class. He concluded that instead of incentive, the competence and achievement motivational strategies are the most useful to address every student in each class.

Lastly, T4 forwarded his thought about motivational strategies that to be the most useful in EFL classrooms. In this regard, the interviewee illustrated encouraging the student to work in pairs or small groups is the most useful strategies for English language classes. He explained such strategies enable each student to share their ideas and interact in the lessons actively.

Q5. Asked the interviewees to suggest the motivational strategies that should be used in the language classroom. Regarding to this question, all the respondents replied to the question in reference to their personal view and opinion. Accordingly, T1 suggested her ideas that the EFL teachers had to use the provision of the pair and group work activities. She also forwarded her opinion that the EFL teachers had to call students in their names so as to keep them motivated in the lessons. Similarly, the interviewee T2 recommended her personal view that if the number of students in each class was not large enough, if the number of teacher was appropriate to the number of the students and when there was possibility that one class to contain 30-45 students the provision of the group work activities of motivational strategies had to be used in the EFL classroom. Nevertheless, the interviewee T3 had recommended his suggestion to the motivational strategies from what he thought should be employed in the EFL classroom. In this regard, the interviewee forwarded his opinion about the motivational strategies he believed should be applied in the EFL classroom. As him, language needs active participation of the students, so students always should take part in the lessons. Therefore, he suggested the achievement and competence motivational strategies had to be applied in the EFL classroom. Unlike the others, the interviewee T4 recommended differently about the motivational strategy that should be employed in the language classroom. With reference to his personal view, he recommended that when English language teachers teach their students, they have to teach them to use it. He suggested the teachers should not design activities which are beyond their students' capacity. He explained they have to identify their learners' ability and provide activities within their students' capability.

Q6. Asked the teachers to mention the motivational teaching strategies they think were difficult to apply in the classroom. For this interview question, all interviewee teachers replied different responses in reference to their personal views and thoughts. As the description provided in the interview, all of them had dissimilar opinion to the strategy that might be difficult to apply in EFL classrooms. Consequently, the personal view of each individual interviewee is presented in details as they tried to illustrate their beliefs during the interview. To start with, T1 suggested that all strategies are not easy to apply in EFL classroom. As she illustrated particularly drama and role plays are a little bit difficult to apply in the language classroom. For interviewee T2, to bring tape recorder and to invite English language speakers into the class to make speech and share their experiences to the students might be difficult motivational teaching strategies to apply in the EFL classrooms.

As the others, interviewee T3 he had forwarded his personal opinion regarding to the motivational strategies that he thought might be difficult to apply in the EFL classrooms. He explained he thought the difficult one was to change ones attitude. He expressed to change ones attitude demanded time and was tedious to change immediately. He suggested English teachers should work frequently on the students' attitude because attitude needed time to change. As to him incentive motivational strategy could be difficult to apply because the teachers could not address the most students in the classrooms and only one or two students could be rewarded in such motivation.

Lastly, T4 had strongly recommended his ideas on the motivational strategies which could be difficult to apply in the language classrooms. According to him incentive motivational strategies could be difficult to apply in the classes. He illustrated if the teachers wanted to motivate students by giving them some incentives, they might not have ability to cover for all students and only a few students could be involved in such activities. As to him to bring real objects into the class also might be difficult motivational strategy to employ in EFL class for some objects could not be available in that local area.

4.2.3 Analyses of classroom observation

Apart from the questionnaire and interview, the researcher also used classroom observation of data gathering instrument in order to obtain additional useful data from the actual classroom setting where the teaching and learning process were taking place. The researcher thought to

employ this instrument due to the fact that he wanted to consolidate the data which were gathered through the questionnaire and interview of data gathering tools. In this regard, all the data collected through such instrument is presented and analyzed obviously below as follow.

No	Statements		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10	Period 11	Period 12	Period 13	Period 14	Period 15	Total observation
1	The teacher establishes good relationship with students.	Yes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
		No																0
2	The teacher breaks the routine by varying presentation formats.	Yes	√		√	√			√		√				√	√	√	8
		No		√			√	√		√		√	√	√				7
3	The teacher gives grades and rewards in a motivating manner.	Yes	√				√			√			√					4
		No		√	√	√		√	√		√	√		√	√	√	√	11
4	The teacher presents various auditory and visual aids.	Yes		√			√	√			√	√					√	6
		No	√		√	√			√	√			√	√	√	√		9
5	The teacher introduces various interesting topics.	Yes	√	√		√	√		√	√	√	√	√	√	√	√	√	13
		No			√			√										2
6	The teacher shows enthusiasm for teaching.	Yes	√		√	√	√	√	√		√	√	√	√	√	√	√	13
		No		√						√								2
7	The teacher assesses students'	Yes	√			√	√	√			√		√		√	√	√	9

	work regularly and gives feedback.	No		√	√				√	√		√		√				6
8	The teacher presents the teaching materials logically.	Yes	√	√	√		√		√		√			√	√	√	√	10
		No				√		√		√		√	√					5
9	The teacher provides clear instruction to the students to carry out tasks	Yes	√	√		√		√	√	√		√	√	√	√	√	√	12
		No			√		√				√							3
10	The teacher encourages the students to share their personal ideas and thoughts in the class	Yes			√	√		√			√	√						5
		No																
			√	√			√		√	√			√	√	√	√	√	10
11	The teacher includes activities that promote cooperation.	Yes				√	√		√		√			√		√		6
		No	√	√	√			√		√		√	√		√		√	9
12	The teacher teaches the lessons in the contexts or meaning basis.	Yes		√	√	√				√	√	√	√		√		√	9
		No	√				√	√	√					√		√		6
13	The teacher uses English in the classroom while delivering the lessons.	Yes		√		√				√	√	√	√		√	√		8
		No	√		√		√	√	√					√			√	7
14	The teacher encourages students to use English both in the classroom and outside of the classroom.	Yes		√			√	√		√			√		√	√	√	8
		No	√		√	√			√		√	√		√				7

No	Statements		Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Period	Total observation
1	The teacher establishes good relationship with students.	Yes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	15
		No																	0
2	The teacher breaks the routine by varying presentation formats.	Yes	√					√		√		√				√		√	6
		No		√	√	√	√		√		√		√	√			√		9
3	The teacher gives grades and rewards in a motivating manner.	Yes	√				√		√		√		√						5
		No		√	√	√		√		√		√		√	√	√	√	√	10
4	The teacher presents various auditory and visual aids.		√				√		√			√				√		√	6
		Yes																	
		No		√	√	√		√		√	√		√	√		√			9
5	The teacher introduces various interesting topics.	Yes	√	√	√	√		√	√	√	√	√		√	√	√	√	√	13
		No					√						√						2
6	The teacher shows enthusiasm for teaching.	Yes	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	14
		No				√													1
7	The teacher assesses students' work regularly and gives feedback.	Yes	√	√				√	√		√	√		√	√	√			9
		No			√	√	√			√			√					√	6
8	The teacher presents the teaching materials logically.	Yes	√		√	√		√	√	√	√		√	√	√	√	√	√	13
		No		√			√					√							2

9	The teacher provides clear instruction to the students to carry out tasks	Yes	√		√	√		√	√	√	√	√		√	√	√	√	12
		No		√			√						√					3
10	The teacher encourages the students to share their ideas and thoughts in the class	Yes				√		√	√		√		√		√		√	7
		No	√	√	√		√			√		√		√		√		8
11	The teacher includes activities that promote cooperation.	Yes		√		√		√		√	√				√		√	7
		No	√		√		√		√			√	√	√		√		8
12	The teacher teaches the lessons in the contexts or meaning basis.	Yes		√		√		√		√		√		√		√	√	8
		No	√		√		√		√		√		√		√			7
13	The teacher uses English in the classroom while delivering the lessons.	Yes	√		√	√	√		√	√	√			√		√	√	10
		No		√				√				√	√		√			5
14	The teacher encourages students to use English both in the classroom and outside of the classroom.	Yes	√	√		√		√		√	√		√	√		√	√	10
		No			√		√		√			√			√			5

The above table describes some of the motivational strategies that the EFL teachers used in the classroom. According to the data from observation checklist item one, all the observed teachers established good relationship with the students. In fact, the interaction between the teachers and students were good so that their teachers were asking questions, imparting the lessons

effectively, tried to keep the relation conflict free, admitted mistakes positively and approachable. Besides, the students showed respects and were listening to them carefully.

The observation checklist item two was about if the EFL teachers broke the routine of lessons by varying presentation formats. There was a case that a teacher rarely tried to break the monotony of the activities while delivering the lessons in the classroom. On the other hand, not all of the observed teachers found breaking the monotony of the lessons in the same manner. Nevertheless, the researcher began to count the total number observation periods in order to decide the application of frequency of the strategy that each teacher employed with their lessons. When we sum up the point based on the data collected through this instrument all the observed teachers often tried to break the routines of the lessons by varying the presentation formats.

On the other hand, the observation checklist item three concerned with if the teachers gave grades and rewarded the students in a motivating manner. In this regard, the researcher highly emphasized to see the extents that the EFL teachers employed such strategy to provide the learners incentives or grades so as to increase their students' motivation in the classrooms. According to the data presented in the table above, the observed EFL teachers rarely gave grades and rewarded the students in a motivating manner. In addition, one of the observed teachers was seen neither rewarding incentives nor providing grades to the students to increase their motivation in the EFL classroom. In spite of the incentives and grades, the teachers were praising students with some words like excellent, very good, good, nice and correct when the learners reply right or correct answers to the questions.

In addition, during the actual interaction of classroom observation, for item four of the motivational teaching strategy was to check to what extent did the EFL teachers present various auditory and visual teaching aids in the classrooms. In reference to data of the observation as provided in the table above almost all of the observed teachers rarely used the auditory and visual teaching aids.

In the table above of the observation checklist of item five, the researcher wanted to see to what extent did the English language teachers tried to introduce various interesting topic to the students in the EFL classrooms. As it can be seen the results presented obviously in the table, the teachers always tried to introduce various interesting topics to the students.

With regard to the observation item six, the researcher emphasized on the motivational strategy to see whether the EFL teachers showed enthusiasm for teaching in the EFL classrooms. As clearly one can realize from the data provided in the table above all of the observed teachers showed enthusiasm for teaching.

Regarding to the observation item seven of the motivational strategy, the researcher focused on to find out that to what extent the EFL teachers assessed the students' work in the EFL classes. Based on the data presented in the table above, one can easily understand that the EFL teachers often assessed the students' work regularly and provided feedback to their work accordingly. For instance, they were checking class work and homework and assessing by giving tests. Nevertheless, they couldn't reach every student in the class. They tried to assess the most the students' accomplishment in the classes.

Similarly, for item eight of the observation checklist the aim of researcher was to check to what extent did the EFL teachers employ the motivational strategy of presenting the teaching materials logically in the EFL classrooms during the classrooms observation. According to the results presented in the table above indicate, the entire EFL teachers always presented the teaching materials logically to the students in the language classroom.

Concerning, item nine of the classroom observation checklist, the researcher and co-observer tried to see to what extent did the EFL teachers provided clear instructions to the students to carry out the tasks in the classroom. In reference to the information gathered during the classrooms observation, all the observed teachers always tried to provide clear instructions to the students to carry out the tasks.

Furthermore, for the item ten of the classroom checklist of the motivational strategy, the researcher wanted to check to what extent did the English language teachers encourage the students to share their personal experiences and thoughts in the classes. With reference to the item of the above table, the observation of the actual classrooms setting interactions results reveal that the EFL teachers rarely encouraged the learners to share their personal experiences and thoughts in the classes.

Besides, another item of the classroom observation checklist of the motivational strategy that the researcher wanted to follow or assure during the engagement of recording the actual interaction of teaching and learning process was the teachers included activities that promote cooperation. In

fact, he aimed to prove the extents that the EFL teachers included activities which promoted cooperation among the learners themselves. The description of item eleven clearly depicts results of records from the atmosphere of classroom setting which were seen at the time of observation. Based on the data displayed in above table we can conclude that the EFL teachers occasionally introduced activities which included cooperation among the learners themselves.

Regarding to item twelve of classroom checklist, the data presented in the table depicts the extent that the EFL teachers tried to teach the lessons in the context or on the meaning basis. As one can clearly understand from the data shown in the table the EFL teachers often tried to teach students the lessons in the context or meaning basis.

Moreover, for item thirteen of the classroom observation checklist, the researcher emphasized to find out the extents that the EFL teachers tried to use English in the classroom while delivering the lessons. As the others motivational strategies, the data of this item which evidently presented in the table reveals the frequency of application of the strategy that the EFL teachers employed in the classroom. In relation to the results of the observation as tried to display obviously the English language teachers often try to use English in the classroom while delivering the lessons in the EFL classroom.

Finally, In relation to the item fourteen of the classroom observation checklist, the researcher wanted to realize the extents to which the EFL teachers tried to encourage student to use English both in the classroom and outside of classroom. With reference to the data which presented clearly in the table above, one can see that the EFL teachers often tried to encourage the student to use English both in the classroom or either outside of the classroom.

4.3. Discussions

The purpose of this study was to examine the teachers' motivational strategies in EFL classes. Purposefully, three data gathering instruments namely, questionnaire, interview and classroom observation were employed to gather relevant data from the participants. Questionnaire was prepared to the students, interview was designed to the EFL teachers and the classroom observation was prepared to obtain additional important information from the classroom setting.

According to data analysis of the questionnaire, most of the respondents replied their answers often and rarely respectively. Guilloteaux and Dornyei (2008) in their recent investigation into

the motivational teaching practices used by English language teachers in South Korea point out that there was significant correlation between the language teachers' motivational teaching practices and increased levels of the learners' motivated behaviors in learning English as the foreign language in this study context.

With relation to data analysis of the interview, the analysis clearly revealed that all of the interviewee teachers have got good knowledge about motivational teaching strategies. As to them, it was difficult to arouse students' interest without motivation and without using motivational strategies; it was so tedious to teach English as a foreign language. A number of researchers consider motivation as a necessary trait for fostering confidence and goal setting (Ebata, 2008) and other researchers believe that without ample motivation, students with even the highest of abilities cannot achieve long term goals. 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 (Dornyei and Cheng (2007).

To sum up the responses of the interview teachers, all the respondents definitely replied that giving pair and group works, engaging students with role play, dramatization, using various teaching aids, providing individual presentation tasks on different skills, assessing students' work regularly and providing feedback, praising the learners on their achievements, rewarding students incentives, calling students in their names, giving marks to their works or accomplishments, bringing puzzles and word puzzles to the class, creating healthy competition between individual with individual, one group with another group, one section or class with another section or class, bringing different real objects into the class, telling the students various interesting stories, designing the activities within the students ability level, bringing games, providing tests and encouraging the learners to use English language both inside and outside the classroom were the favored responses during the interview of data gathering on motivational strategies in EFL classes. Consistent with earlier studies, this investigation found that the teachers considered strategies as important tools for English language teaching (Gatbonton, 2008; Tsui, 2009) and were conscious about the use of specific motivational strategies that had positively worked in the classroom.

Apart from questionnaire and interview, the researcher also employed the classroom observation of data gathering instrument so as to obtain additional crucial data from subjects where the teaching and learning activities were taking place in actual classroom setting. He emphasized to use this instrument due to the fact that the data which gathered through this tool would help the researcher consolidate the data collected through the questionnaire and interview as well as made him assure data triangulation. With regard to the results of data of classroom observation, the analysis clearly revealed that the EFL teachers tried to apply motivational strategies in the EFL classroom. Nevertheless, in some way the EFL teachers rarely employed motivational strategies like giving grades and rewarding student for their accomplishments, encouraging students to share their personal experience and thoughts, bringing auditory and visual teaching aids into class and encourage the learners to use the English both inside and outside of the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter mainly deals with the summary of the findings, conclusions, and some possible recommendations of the study. The purpose of this study was to examine the English language teachers' motivational strategies in EFL classes the case of grade 10 Aleta Wondo Secondary School.

5.1 Summary of the Findings

Based on the results, the major findings of the study are briefly explained in the form of summary as presented below:

With regard to the students' responses of questionnaire, most of the respondents provided their answers often and always in relation to their views to the strategies that English language teachers used in EFL classrooms. Majority of the respondents replied often for the strategies; the teacher be himself or herself in front of the students, shows enthusiasm for teaching, teaches the students with various teaching techniques, assesses the students work regularly and gives them positive feedback, teaches the students self-motivating strategies, makes clear to the students that learning foreign language is more important to communicate ideas, includes activities that requires students to work in groups, makes familiar the learners with the cultural background of English and its speakers. Similarly, majority of the respondents replied always for strategies: the teacher cares about the students, establishes good relationship with the learners, designs the activities that are within the students' ability and provides clear instructions.

According to interview, EFL teachers implemented the motivational strategies to motivate unmotivated students in classrooms in various ways; making the learners express their ideas with their partner, clarifying the questions to the students by giving them simple instructions, providing the learners group and pair works, bringing puzzles and word puzzles, giving the students gap filling exercises, assigning writing tasks, comparing students, assessing students' work and giving feedback.

As the classroom observation, observants were using some motivational strategies in EFL classrooms; the teachers had good relationships with the students, were asking questions, imparting the lessons effectively, admitting mistakes positively, praising the students' efforts, encouraging the learners to use the language, were using easy and simple language. Besides, the students showed respects to their teachers and were listening to the lessons carefully. However, had gaps regarding to implementation in EFL classrooms effectively; breaking the monotony of lesson presentation by using various lesson presentation formats, using auditory and visual teaching aids, promoting learners to share their ideas and thoughts, provision of ample activities to work in pairs or groups that promote cooperation, rewarding the learners and providing grades or marks for their achievements, using authentic or cultural materials.

5.2 Conclusions

With reference to the findings of this study so far has carried out, the researcher arrived at the following conclusions.

The results of questionnaire from students show, EFL teachers always used motivational teaching strategies; caring about the students, showing enthusiasm for teaching by being committed and motivating, a teacher to be himself or herself in front of the students, establishing a good relationship with learners, introducing various interesting lessons and topics, providing activities that are within the students ability, providing clear instructions. Similarly, EFL teachers often used motivational strategies; raising learners' intrinsic interest in the language learning process, making tasks challenging, teaching the students with various teaching techniques, assessing the students' work regularly and providing a positive feedback, providing self-motivating strategies, making clear to the students that learning foreign language is more important to communicate ideas and familiarizing the learners with the cultural background of the English language speakers.

On the other hand, EFL teachers rarely employed the motivational strategies; encouraging students to create product that they display or perform, bringing various authentic materials, promoting integrative values by encouraging a positive and open-minded attitude towards the language, making tasks attractive by including materials like poems, stories, etc., encouraging students to share their ideas, including the activities that require students to work in group,

monitoring the students' accomplishments and providing support to the students, allowing the students to assess themselves .

With the reference to interview analysis, EFL teachers used the motivational strategies; making the learners express their ideas with their partner sitting side by side either in pairs or in small groups, engaging the learners in the activities and clarifying the questions to the students by giving them simple instructions, providing the group and pair works activities, bringing several different puzzles and word puzzles, giving the students different incomplete sentences and letting them complete, assigning writing tasks that students to write on the topics, comparing one group with another group or one pair with another pair, giving tests frequently to assess learners' progress, assessing students' work and giving a positive feedback.

Regarding to the classroom observation data analysis, the researcher observed EFL teachers had good relationship with students, showed enthusiasm for teaching by being committed and motivating themselves, praised the learners' efforts, encouraged the learners to use the language in the classrooms, tried to make the lessons more interesting, used easy and simple language, assessed the students' works and gave them feedback, tried to present the teaching materials in logical manners, encouraged the learners to try questions, gave the learners smiles.

Nevertheless, breaking the monotony of lessons using various lesson presentation formats, using auditory and visual teaching aids, promoting learners to share their ideas and thoughts, provision of ample activities to work in pairs or groups, rewarding the learners and providing grades or marks for their achievements, using authentic or cultural materials in the EFL classrooms were observed being implemented rarely in the EFL classrooms.

5.3. Recommendations

On the basis of the findings and the conclusions, the following recommendations were made:

- Teachers should take responsibility to facilitate and encourage their students in learning process to sustain long term motivation. The teachers' attitudes are of great importance in increasing students' motivation.
- Besides, English course designers should work together with English teachers and schools, because when designing courses, motivational strategies should be included in the courses and teachers should obtain good awareness how to apply it.

- EFL teachers should avoid any behavior either verbal or non-verbal that may harm their relationship with their student.
- To motivate and attract the students the EFL teachers should be kind and disciplined and exemplary or model for the students.
- It would be advisable for the teachers to practice almost all motivational strategies which listed in literature review and implement them as much as possible in EFL classes.
- The EFL teachers should focus on the students/ learners success rather any other advantages.
- School administrators and EFL teachers should create an English environment in the school to increase students' opportunities to practice English language.
- Government should provide various continuous trainings to the EFL teachers on motivational strategies so that they really familiar with and implement the strategies in the EFL classes to foster their students' motivation.
- The teachers themselves need to update themselves to the new technologies related to motivational strategies to enhance the applicability in the classrooms.

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Appendix A: Questionnaire for Students

Dilla University

College of Social Science and Humanities

Department of English Language and Literature

Thesis in M.A in Summer Program

Questionnaires to be filled by students

Dear respondent students:

The purpose of these questionnaires is to collect data to fulfill the requirements in M.A thesis on the title of **Teachers' Motivational Teaching Strategies in EFL Classes:** in Case of Grade 10 at Aleta Wondo Secondary School.

Your responses are vital for the success of the study. You are kindly requested to read all the questions and fill the questionnaires with genuine response. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

N. B.

Please notice the following points before you start filling the questionnaires.

1. Do not write your name on the questionnaires.
2. Read all the questions before to attempt to answer the questions.
3. There is no need to consult others to fill the questions.
4. Provide appropriate responses by using $\sqrt{}$ or x mark to choose on the likert scales.
5. Give your answer for all questions.

Thank you in advance for your valuable time and cooperation.

Code No. _____

Part I: Personal information

Direction 1: Please give appropriate information about yourself to fill each of the following points.

1. Name of the school _____

2. Sex _____ 3. Age _____ Grade _____

Part II: Items for Teachers' Motivational Teaching Strategies

Direction 2: The following questions are prepared based on teachers' motivational teaching strategies during EFL classes. Please show to what extent you agree with the following statements of motivational teaching strategies by putting $\checkmark$ or $\times$ mark under measuring criteria in the table given below for your choice.

Key:

4= Always, 3= Often, 2= Rarely, 1= Never

No	Motivational Strategies In Motivational Teaching Strategies a Teacher should:	Measuring criteria			
		4	3	2	1
1	The teacher cares about his or her students.				
2	Show enthusiasm for teaching English by being committed and motivating himself or herself.				
3	Be himself or herself in front of the students.				
4	Establish a good relationship with students.				
5	Break the routine of the lesson by varying the presentation format (e.g. grammar can be followed by group work).				
6	Introduce various interesting contents and topics to the students.				
7	Bring different auditory and visual teaching aids such as realia, pictures, models and tape recorder into class.				

8	Encourage students to create products that they display or perform.				
9	Bring various authentic materials or cultural products (magazines, newspapers or song lyrics).				
10	Raise learners' intrinsic (internal) interest in the language learning process.				
11	Promote integrative (external) values by encouraging a positive and open-minded attitude towards the language and its speaker.				
12	Make tasks attractive by including materials like poems, stories, novels etc. so as to raise students' curiosity.				
13	Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. puzzle).				
14	Teach students with various teaching techniques that make learning easier and more effective.				
15	Assess the students' work regularly and give them positive feedback.				
16	Teach the students self-motivating strategies so as to keep them motivated when they encounter destruction.				
17	Design tasks that are within the students' ability.				
18	Make clear to the students that learning foreign language is more important to communicate ideas than worrying about grammar mistakes.				
19	Encourage students to share personal experiences and thoughts as a part of learning tasks.				
20	Include the activities that require students to work in groups towards the same goals in order to promote cooperation.				

21	Provide clear instructions to the students about how to carry out tasks.				
22	Monitor the students' accomplishments and provide support to the students who need help.				
23	Allow the students to assess themselves				
24	Familiarize the learners with the cultural background of the English language.				
25	Encourage the students to use English both in the classroom and outside of the classroom.				

If any other motivational teaching strategies (that your teacher uses), please mention.

Appendix B: Interview for Teachers

1. What motivational strategies do you think English language teachers employ while delivering the lessons?
2. Have you ever tried to motivate any unmotivated students in your class? How?
3. Which motivational strategies do you use most often? Why?
4. Which motivational strategies do you believe to be most useful in EFL classroom? Why do you consider them useful?
5. In your opinion which motivational strategies should be used in the language classroom?
6. Which motivational strategies do you think difficult to apply in the classroom?

Appendix C: Classroom Observation

Classroom observation checklist

No	Statements		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10	Period 11	Period 12	Period 13	Period 14	Period 15	Total observation
1	The teacher establishes good relationship with students.	Yes																
		No																
2	The teacher breaks the routine by varying presentation formats.	Yes																
		No																
3	The teacher gives grades and rewards in a motivating manner.	Yes																
		No																
4	The teacher presents various auditory and visual aids.	Yes																
		No																
5	The teacher introduces various interesting topics.	Yes																
		No																
6	The teacher shows enthusiasm for teaching.	Yes																
		No																
7	The teacher assesses students' work regularly and gives feedback.	Yes																
		No																
8	The teacher presents the teaching materials logically.	Yes																
		No																
9	The teacher provides clear instruction to the students to carry out tasks	Yes																
		No																

10	The teacher encourages the students to share their personal ideas and thoughts in the class	Yes																
		No																
11	The teacher includes activities that promote cooperation.	Yes																
		No																
12	The teacher teaches the lessons in the contexts or meaning basis.	Yes																
		No																
13	The teacher uses English in the classroom while delivering the lessons.	Yes																
		No																
14	The teacher encourages students to use English both in the classroom and outside of the classroom.	Yes																
		No																