

C-1
Acc 46933

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

An Investigation into Motivational Techniques Teachers Use in Reading
Classes: Agaro and Gembe High Schools Grade 10 in Focus

By

Temesgen Atnafu

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



August, 2015

**An Investigation into Motivational Techniques Teachers Use in Reading
Classes: Agaro and Gembe High Schools Grade 10 in Focus**

By

Temesgen Atnafu

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

**Department of English Language and Literature
College of Social Sciences and Humanities
Jimma University**



August, 2015

Research Title: An Investigation into Motivational Techniques Teachers Use in Reading Classroom: the Case of Agaro and Gembe High Schools Grade 10 in Focus

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Temesgen Atnafu _____
Name Signature Date
05/09/2015

Confirmation and Approval

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

Principal Advisor:

Yohannes Tefera (Ass. Professor)

Name Signature Date
08/09/15

Co-Advisor:

Teshme Egere (PhD)

Name Signature Date
08-09-15

Thesis Evaluators:

Principal Advisor Signature Date

Co-Advisor Signature Date

External Examiner Signature Date
Tamerem Olana, PhD 05/09/15

Internal Examiner Signature Date
Getachew Seyoum (PhD) 05/09/15

Chair Person Signature Date
Gemechis Wehane 08/09/15

Acknowledgements

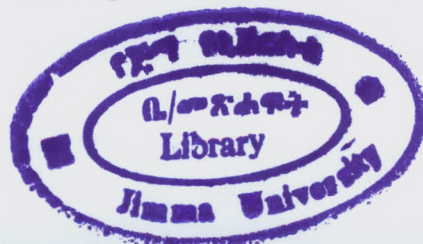
First and foremost, I thank the Almighty God who is the base and the source for every success! I praise Lord for his comforting hands during my dark days. Next, I thank to my advisors Yohannes Tefera (Assistant Prof.) and Tshome Egere (Ph.D) for their suggestions and comments they provided me. I also thank my dearest wife, 'Bilise', for her support and encouragement throughout my stay in the University study and taking the family responsibility. I also thank to my dearest little son, Durana Temesgen, who always gives me love and happiness, and who suffered with me when I deprived him of myself during the study. I am also grateful to my elder brother Dessalegn Atnafu and my sister Hawi Atnafu, please take my heartfelt thanks! I would not have reached here if you had not supported me morally and financially. Furthermore, I am indebted to Agaro and Gembe High Schools principals and grade 10 English teachers and students for providing me with the information needed in the study.

ABSTRACT

The purpose of this study was to identify activities that need consideration in designing and implementing motivational techniques in reading lesson. For this reason, this investigation was made on teachers' use of motivational techniques for reading classes. The study was conducted in a sample of 10 teachers and 100 purposefully selected grade ten students of Agaro and Gembe Secondary schools. To collect the required data for the study, questionnaires, Classroom observations and interview were used as an instrument. The data gathered indicated that, the implementation of additional reading materials in reading classroom was neglected. In addition to this, teachers practice of using different reading activities that engage students in reading were not given due attention. Moreover, with regard to teachers' role of provision of support/assistance was very limited. In addition as the finding depicted even though teachers aware of motivational techniques, they do not implement it in reading classes. Therefore, to minimize the problem and to design motivational techniques to engage students in reading tasks the researcher recommends that, effort should be made in using additional reading materials that arise students engagement in reading, teachers should also develop practical skills and put their beliefs/awareness into action to their regarding motivational techniques in teaching reading, and the Ministry of Education and other responsible bodies need to offer trainings to secondary school English language teachers on the implementation of the teaching reading in motivating way and also conducting continuous research which help to identify teachers' pedagogical support students need to get are great concerns.

Table of contents

Acknowledgements	iii
Abstract.....	iv
Table of Contents.....	v
Lists of Tables	viii
Appendices	ix
List of abbreviations	x
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. General objectives of the Study	5
1.3.1. General objectives of the study	6
1.3.2. The specific objectives of the study	6
1.4. Significance of the Study.....	6
1.5. Delimitation of the Study	6
1.6. Limitation of the study	7
1.7. Definition of key terms.....	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.1. The Concept of Motivation-----	8
2.2. Students' Motivation for Reading	8
2.2.1. Students with Intrinsic motivation for reading	9
2.2.2. Students with Extrinsic Motivation for Reading	10
2.3 Motivational Strategies.....	11
2.3.1 Practical Implication of using Motivational Strategies	12
2.3.2 Components of Motivational Strategies	13
2.3.2.1. Creating Basic Motivational Condition.....	13
2.3.2.2. Sustaining students Reading Motivation	14
2.3.2.3. Generating Initial Motivation for Reading	16
2.3.2.4. Encouraging Positive Self Evaluation	17
2.4 Strategy Instruction.....	18
2.5 Collaborative Learning	18
2.6 Teacher Involvement	19
2.7 Praise and Rewards.....	19
2.8 Extensive Reading	19
2.9 Reading Motivation: What other Researches Say	19
2.10 The seven Research-Based Rules of Engagement.....	19
2.10.1 When the reading activities are relevant to their lives.....	19
2.10.2. When they Have Access to a Wide Range of Reading Materials	20



2.10.3. When they have Ample Opportunities to Engage in Sustained Reading	20
2.10.4. When they have opportunities to make choices about what they read	21
2.10.5. Students are More Motivated When They Have Opportunities to Socially Interact with Others about the Text They are Reading	21
2.10.6. When they Have Opportunities to Be Successful with Challenging Texts.....	21
2.10.7. When Classroom Incentives Reflect the Value and Importance of Reading	22
 CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	24
3.1 Design	24
3.2. Data Sources	24
3.3. Sampling Procedures	24
3.4. Data collection instruments	26
3.4.1 Classroom observation	26
3.2.2. Questionnaire.....	27
3.4.3 Interview	28
3.5. Methods of Data Analysis	28
3.6. Ethical Considerations	29
 CHAPTER FOUR: FINDINGS AND DISCUSSION.....	30
4.1 Teachers Use of Additional Reading Materials/Resources	31
4.2. Teachers Use of Reading Activities	35
4.3 Teachers Provision of Support in Teaching Reading	39
4.4 Teachers Awareness of Motivational Techniques in Teaching Reading	45
 CHAPTER FIVE: SUMMMARY, CONCLUSION AND RECOMMENDATION	50
5.1. Summary.....	50
5.2. Conclusions	51
5.3. Recommendation	53
References	55

List of tables

Table 1: Characteristics of sample Respondent Students	25
Table 2: Characteristics of sample Respondent Teachers	26
Table 3: Teachers' and students to Frequency of Additional Reading Materials Used	31
Table 4: Teachers' and students Response on Reading Activities in Reading class	36
Table 5: Teachers' and students' response on supports provided to engage students in reading classes	40
Table 6: Teachers' awareness of motivational techniques in reading	45
Table 7: Students' responses on teachers' employment of motivational techniques	47

Appendices

Appendix-A: Classroom observation checklist	59
Appendix-B: Teachers' Questionnaire	60
APPENDX-C: Students' Questionnaire	62
Appendix D: Teachers' Interview	64
Appendix E: Afan Oromo version of the Questionnaire	66
Appendix F	68
F1: Teachers' Response to Use of Additional Reading Materials.....	68
F2 Teachers' Response on Use of Reading Activities in Reading classes.	69
F3 Teachers' response on support they provide to engage students in reading tasks.	70
Appendix G.....	71
G1 Students' Response to Additional Reading Materials Teachers Use.....	72
G2.Students' response on Reading activities teachers use in reading lesson.....	73
G 3 students' response on frequency of teachers' provision of support.....	74
Appendix-H: Original Classroom observation check list.....	75

List of abbreviations

EFL: English as foreign language

ELIP: English language improvement program

L2: Second language

CHAPTER ONE

INTRODUCTION

This chapter discusses about the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation and limitation of the study.

1.1. Background of the Study

Reading is one of the effective means of extending command of language: so, it has considerable place in language learning programs. It determines learners' success in academic studies and personal development. It also enhances learners' language proficiency. Nuttal (1996), states that "reading, if effectively implemented, can lend itself to the development of other language skills" (p.86).

Most importantly, in an educational setting where a foreign language serves as a medium of instruction, as it is the case in Ethiopia, the role of reading skill is significant in the students' academic career. This is because the students are daily involved in tasks that require reading and comprehending large amount of materials written in English. As a result, effective reading becomes one of the determinants of students' success. As Nuttal (1996), point out, "reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject." (p.88).

Reading is a way of communication. It is an interactive process of communication (Yun, 1993). And it is also a means to comprehend the meaning the writer intends to convey. Reading plays crucial role in promoting learning and serving as an instrument by which students could study subjects in the curriculum. In addition to this, students' general educational achievement depends mainly on their ability to read (Wells, 2007).

Most of the teachers teaching English to secondary school students are not competent enough in teaching the language. If the teaching of English was so bad, the teaching of reading skills was much worse, as anyone can guess (Abiy, 2006, as cited in Abebe, 2012). He argues, the reading

problem is part and parcel of the linguistic deficiency of our teachers and students at different levels. The reading problem may even be taken more serious than the other skills because students learn content area subjects and the English language itself through reading.

According to (Hailom, 1993, as cited in Abebe, 2012) "Reading competence of teachers of English is poor and writing competence also seems to be somewhat poor. Most of the time, teachers are not clear about the aim of teaching reading skills in English." (p. 10).

In line with this, Gessesse (1999), as cited in Abebe (2012) states ...in both levels of schools the active role of the reader is neglected; it is the teacher who constructs meaning for the students either through translation or through paraphrasing (p. 2).

Uncontrollable numbers, poor classroom conditions, lack of motivation, shortage of support from home and society, pressures of bulkiness syllabus in other subjects, too many languages to be studied at the same time, unhealthy attitudes of the authorities in many cases -all these are factors that often interfere with the teaching of English. In his study, Hailom (1993),^a cited in Abebe (2012) points out, all English teachers complain of large class size, shortage of teaching materials, poorly motivated students as major factors of their inability to teach reading effectively.

Because of these factors, the standard of English language teaching in general and teaching reading skills in particular is said to be declining day by day. The capacity of students to follow their studies in English declined continuously throughout the 1980s (Tekeste, 2006), as cited in Abebe (2012). Besides, this drives home the fact that in general, students are not found to be competent in English because of lack of skills-oriented teaching. The existing teacher-centered procedure tends to make the learners passive recipients of knowledge. A study conducted by Haregewoine (2007, as cited in Abebe, 2012) noted, most teachers in Ethiopian secondary schools still seem to use the teacher-centered approach. No chance is given to students to interact or communicate with their teacher or among themselves. Even after studying the language for several years students are not able to speak or write on their own.

The National Report of Education of Ethiopia (NREE), (2001) states the value society gives to reading has a direct link with the educational system. In Ethiopia, the educational system had tight connection with the church system from its earliest days. During those days, memorizing

was the only way of learning and reading aloud was practiced by those religious men as a means of teaching. In this case, reading was perceived and used as a means to memorize religious truth. However, the motive behind their reading was highly limited only to carrying out spiritual responsibilities. Likewise, the education system was designed in such a way that the reading skill does not much help to foster reflection and critical thinking.

With the emergence of modern education in Ethiopia, English language got a significant place in the national curriculum. As a result, it has been taught as a subject and used as a medium of instruction at secondary and tertiary level of education National Report of Education in Ethiopia (2001). Following the fulfillment of these good conditions, situations became suitable to do reading in foreign language. In addition to this, the implementation of the English language improvement program (ELIP), which is a component of the National Framework for the Teacher Education System Overhaul (TESO) Program, is believed to have its own role to improve effectiveness of English language teachers' in their teaching.

At present, as to the National Report of Education of Ethiopia, (2001) English language improvement centers have recently been established in most colleges and universities in Ethiopia. Their duty is to design and to implement language training for academic staff, students, and school teachers, and also creating English language materials to make each center a resource point for the surrounding area.

The existence of the above stated goal could be taken as a potential to go forward in realizing intended objectives in language instruction. Moreover, the practices of these aforementioned programs could facilitate instructional process in general and build language teachers efficiency in particular.

1.2. Statement of the Problem

Reading has a lot to offer for language learners. It is considered as essential skill most relevant to the learners' academic success. Hence, due emphasis should be placed in language teaching programs.

Since English in Ethiopia is a foreign language learned mainly in classrooms, the role of a teacher becomes highly significant as the main source/facilitator of knowledge and skills in this foreign language learning. A reading teacher is expected not only to teach reading itself but also to make the reading process as interesting as possible to engage the students in the reading classes.

Engaging with the process influences the students' motivation to read. Teachers' techniques in teaching reading are then crucial in engaging students in the classroom. Teachers' motivational effect of teaching reading in an EFL classroom may significantly contribute to students' satisfaction with reading activities. If teachers are more aware of the impact of their teaching techniques on students' reading motivation, they may be able to identify what teaching techniques their students find interesting and engaging.

Even though, there were movements so far, (like English language improvement program (ELIP), which is a component of the National Framework for the Teacher Education System Overhaul (TESO) Program), students reading engagement is still low. This may be as a result of the cumulative effect of the past trend in teaching and techniques teachers use in teaching reading. Research conducted previously on reading motivation mainly highlight students' reading attitude towards reading, preference of reading materials, students' level of reading comprehension, and the like.

For instance, Skiotic (1981) made a study aimed at surveying the reading habits and preference of secondary school students in Greece. His finding shows students are interested in reading authentic materials like love stories, fictions, novels and the like.

In the Ethiopian context, Tamene (1982) conducted survey of the leisure reading interest of Addis Ababa university students, and his finding shows selecting and using the reading materials in which students are interested and prefer to read is much important. And Abdu (1993) investigated grade 11 students reading preferences. His finding shows students are interested in reading authentic materials than textbooks.

Investigations of these researches are limited only to indicate what makes students to engage in reading rather than examining motivational techniques teachers use to motivate students in

reading classes (for example, types of reading activities used in the classroom, teachers feedback, teachers pedagogical carrying, topic selections for reading lesson etc. that teachers implement in reading class). Therefore, the present study is different from those researchers in that, it is concerned to investigate motivational techniques teachers use in reading classes.

As far as the present researcher's knowledge is concerned, no study has been conducted in Ethiopia at high school level on motivational techniques teachers use in reading classes. Hence, investigating how teachers motivate students in reading activities is crucial, the importance of assessing reading materials, encouragement provision, reading activities and awareness of teachers in using motivational techniques in reading classroom are unquestionable.

For all of these reasons, it would be necessary to have an investigation into motivational techniques in reading and teachers' role in teaching reading in classroom. By doing so, it helped to recognize the teacher's role in engaging students in reading classroom.

It is hoped that this study revealed issues concerning motivational techniques teachers use in reading classroom and provide English language teachers with an in-depth understanding about techniques in teaching reading to make decisions on how and what they should do to keep their students much more involved in the reading lesson. Thus, this research attempted to address the following objectives:

1.3 Objectives of the Study

The main purpose of this study was to explore how well English language teachers of both Agaro and Gembe high schools make use of motivational techniques to promote students' reading engagement.

The specific objectives of the study were:

- To investigate kinds of supplementary materials/resources teachers use to motivate their students in reading classes in both high schools.
- To identify reading activities teachers use to promote students' reading engagement.
- To identify what supports teachers provide to engage students in reading tasks.
- To investigate teachers awareness of motivational techniques to be used in teaching reading.

Therefore this study is designed to answer the following research questions.

1. What kinds of supplementary materials/resources do teachers use to motivate their students in reading classes?
2. To what extent do teachers use various reading activities to motivate students in reading classes?
3. What supports/encouragements do teachers offer to engage students in reading tasks?
4. To what extent are teachers aware of motivational techniques to be used in teaching reading?

1.4. Significance of the Study

The researcher hopes that the result of the study is thought to be vital for high school English teachers by identifying some techniques which are very helpful in promoting students reading engagement. The results of the study might also create awareness on the issue on the part of English language teachers. Moreover, this research may initiate other individuals to do detail research on similar issues that may not addressed by this research and also to provide baseline data for further study at these schools.

1.5. Delimitations of the Study

This study was delimited to two secondary government schools, namely Agaro and Gembe high schools found in Jimma zone Agaro and Gomaworedas respectively, and grade 10 students and their English language teachers. The scope of this study was also motivational techniques teachers use in reading classes. Besides, of many aspects of motivational techniques, additional reading materials teachers use, reading activities teachers use, feedback provision and teachers

awareness of motivational techniques to be used in teaching reading were the major focus of this study.

1.6 Limitation of the study

The researcher strongly agrees that the inclusion of additional secondary schools and increasing population size in the study helped to get more relevant and broader information. Therefore, the study was more reliable and stronger in its evidence.

In this study, teachers included in the observation sample group were observed only three times each. It was impossible to have more observation sessions due to the restriction of time constraints. In addition, as it was the time when students were preparing for exam, samples' shortage of time to participate in the study was also another problem faced during data collection.

Definition of Key Terms

Motivation: factors that stimulate desire in students to be continually interested and committed in reading.

Techniques: A way in which teachers carry out teaching reading.

Engagement in reading: Emotional involvement of students in reading task.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Motivation

Bomial et al. (1997), as cited in Brewster and Fager (2000) suggest that motivation refers to a student's readiness, need, longing and compulsion to involve or participate in, and be successful in the learning processes.

Motivation is also a complex and multidimensional construct influenced by internal and external factors. Internal factors are factors such as intrinsic interest of activity, perceived value of activity, attitude and self-concept. Whereas, significant of others such as teachers and learners, the nature of interaction with them and the learning environment are categorized as external factors (Williams & Burden 1997).

As Dornyei, motivation is characterized by cognitive approach which emphasizes the decisive role of individuals' interpretation of relationships, activities and situations to get into action (Dornyei, 2001). In the context of this study, the main focus lays on factors related with reading materials, and teachers pedagogical caring as sources of motivation.

According to Dornyei (2001) it is essential for teachers to recognize how to inspire students and make the subject matter that they teach exciting. If a teacher goes into a classroom and has no intention of making the subject interesting, then he/she is already in problem to motivate his/her students in classroom learning activity. So, in order to engage students, especially in reading lesson, it is essential to have an understanding of what motivates them.

2.2. Students' Motivation for Reading

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

2.2.1. Students with Intrinsic motivation for reading

Cognitive theorists stress on individuals desire to find solutions for a problem as a reason for their inspiration. They state that, arranging a mechanism for students to experience a personal desire to find information or solutions is an intrinsic form of motivation thereby learning occurs for its own sake. By the same token, students who are intrinsically motivated will do reading for intrinsic reason/internal desire to engaged in a reading activity and their learning is self-initiated/spontaneous and natural (Rigby, Deci, Patrick & Ryan, 1992, as cited in Bastidas, 2006).

Such students are willing to read a wide range of topics and consider themselves as more competent individuals in their reading. Thus, they will persist in reading difficult texts and exert effort to integrate texts with the prior knowledge they already acquired. This implies that, to enhance students reading interest, using various topics is advisable rather than sticking only to textbooks.

Using only the textbooks is too much tedious especially for these students. Moreover intrinsically motivated students are self-regulated. They do not need their teachers' strict follow up. According to Zimmerman, 2000, as cited in Wigfield & Eccles (2002), such students have three important characteristics: they use a variety of self-regulated strategies, they believe they can perform efficaciously; and they set numerous and varied goals for themselves. Furthermore, they engage in three important processes: self-observation; self-judgment (evaluation of how well one's own performance compares to a standard); and self-reactions (reactions to performance outcomes).

As it has been mentioned above, since such students' engagement in their reading results from internal motive, trying to use external motivators such as rewards and incentives may probably be perceived as joking to them. Intrinsically motivated behaviors do not depend on reinforcement, that is, involving in an activity by itself is intrinsically rewarding (Deci and Ryan, 2000).

2.2.2. Students with Extrinsic Motivation for Reading

Extrinsic motivation is the other type of orientation or reason to engage in an activity. It is based on theories that state there is learning when there is presence of external incentives and rewards.

In a reading lesson, students who are extrinsically motivated for reading are those who are doing reading for extrinsic reason (Arteaga, 2006). For example, games, songs and puzzles can be used in reading lesson and it is supposed to have positive impact in promoting students motivation.

This assumption is also true in Ethiopian reality where parents brought up their children by ‘if you do this, I will do that for you’ fashion of rewarding. Accordingly, children obey to get some admiration or material benefit, and they seem extrinsic than intrinsic oriented for academic learning. Teachers also teach students reading lesson, only to assist them to be able to acquire good grades.

Even though extrinsic motivation is important in students’ perspectives, it is not to say that a teacher should offer students rewards for doing reading. These rewards can be as simple as verbal responses to efforts students make. In this regard, scholars have given different suggestion on extrinsic and intrinsic type of motivation For instance, as Littlewood et al. (2001) affirm, the effect of using extrinsic reward is usually temporary. The outcome will wear off with in short period of time.

On the other hand, Fager and Brewster (2000) state, classifying students as intrinsically motivated or extrinsically motivated is not sensible. Elaborating this idea they further state that, students who are successful in their learning are motivated not only by internal but also by external factors (Fager and Brewster, 2000). Therefore, identifying some students as extrinsically and others intrinsically motivated would confine or restrict students to perceive themselves only as they are labeled.

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

2.3 Motivational Strategies

Motivational strategies are techniques which help to promote students goal related behavior (Dornyei 2001). Although there are many research conducted on motivational theories, there is scarcity in developing techniques relevant to enhance students' motivation (Cheng and Dornyei 2007). In this regard, Dornyei provides a framework of L2 motivation which is known as a process oriented approach.

The main purposes of this approach is introducing process model as an alternative to product oriented approach and synthesize or combine motivation in an integrated or unified framework (Guilloteaux, 2007). Process oriented motivational strategy is comprehensive, to date and also convenient to examine motivation in relation to specific students' behavior and instructional process.

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

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

1. Set personal examples with your own behavior
2. Create a pleasant, relaxed atmosphere in the classroom
3. Present the tasks properly
4. Develop a good relationship

5. Increase the learners' linguistic self-confidence
6. Make the language classes interesting
7. Promote learner autonomy
8. Increase the learners' goal orientedness
9. Familiarize learners with the target language culture (Csizer and Dornyei, 1998,p. 215)

2.3.1 Practical Implication of using Motivational Strategies.

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

Process oriented approach as stated by Dornyei (2000) is a comprehensive framework; it includes a motivational process that starts from the initial arousal of motivation to the completion and evaluation of the motivated action.

The idea would be of great importance in the process of creating basic motivational condition for reading, generating and maintaining students' reading motivation and introducing students with self-motivating strategies.

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

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

In their study, Chenz and Dornyei (1998) indicate the similarity of motivational strategies with a list generated by Dornyei and Csizers survey amongst Hungarians English teachers. This implies how far proposed motivational strategies are relevant across different nations.

In the following part the researcher tried to discuss the application of motivational techniques by classifying them in four components.

2.3.2 Components of Motivational Strategies

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

2.3.2.1. Creating Basic Motivational Condition

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

As far as teachers' behavior has influence on students' motivational state, teachers' commitment towards teaching reading, good expectation and also accepting efforts to what students show in their reading is vital. Because responding properly to students attempt has its own cumulative effect on students' motivation. In addition to this, caring about each student's reading and holding realistic positive goals for students' effort is very important.

If not, and if students sense that their teacher has given no emphasis for the lesson, students' motivation will be undermined. As Dornyei states, "The spiritual absence of the teacher sends

such a powerful message of ‘It doesn’t matter!’ to the students, that everybody, even the most dedicated one, is likely to be affected and become demoralized” (Dornyei, 2001:34)

In addition, Pintrich and Shunk (1996) as cited in Csizer and Dornyei (1998), point out that models are influential on students’ motivation. In this regard, as teachers are expected to be most prominent models for their students, providing special care for students’ psychological makeup and strength is indispensable.

Besides teachers’ behavior, the classroom condition has also significant role in students reading motivation. It affects students reading engagement (Kubanyiova, 2006). Pleasant classroom atmosphere is a prerequisite for reading engagement. It is the place where fundamental motivational conditions are situated and in which students reading commitment could be promoted.

In a classroom, where emphasis is on individual reading improvement, the classroom atmosphere is relaxed and as a result of it, students would have an opportunity to express opinions and feelings they have about what they read. On the other hand, the reverse is true in the classroom where emphasis is given to competition (Kubanyiova, 2006).

To provide a classroom environment that is conducive for reading, Wells (2007) advises on the importance of using different motivational techniques; such as, putting posters up, sayings about reading, pictures of authors and of people reading. According to him, these are some of the techniques through which students can see the act of reading as something people like to do and are motivated. In addition to this, by using the interest questionnaire, teachers can provide a variety of magazines for browsing and so on (Wells, 2007). Moreover as the quality of the classroom environment is significantly determinant of student learning, students will learn reading better when the classroom environment is conducive.

2.3.2.2. Sustaining students Reading Motivation

Students reading motivation could be persistent through making reading stimulating and enjoyable. And there are mechanisms to do this. Providing praise and rewards are some among the many. It is through these enforcers teachers can encourage and sustain students’ effort for

reading. Therefore scholars suggest that, praise and reward are likely to be sincere, specific, sufficient, and properly given for individuals praiseworthy success (Wolodkowsk, 1985, cited in Guthrie, 2000).

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

Students may come to class with the need to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning (Davis 1999:67)

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

- *interesting when it catches attention, when it presents something not completely predictable, or not fully known, something more to find out, to be explored or to discover,*
- *challenging when there is a goal or end to work towards, to achieve, and reasonable confidence of being successful, and*
- *Important when it offers something, or leads to something of value.*

(Ainley and Russell 2002,p.102)

In addition to this, scholars suggest different mechanisms to sustain students' motivation. For instance, Wells (2007) states that, sometimes, read aloud to students, can be a useful technique in getting students interested in reading activities. And he further states that, reading aloud a few good topics and then telling other reading materials that are similar in type can help to guide students to read more. In addition to this, it creates feeling of excitement in even students who are less interested in reading. With regard to the effect of presenting a reading task in the above way, Karlin (1972) cited in Wells states that, "If a student realizes that his classmates are captured by the 'magic' of a story, he may feel that he is really missing something and he will join the crowd."(Wells 2007:151).

As well as, reading the first few paragraphs in one book and offering it to student, is an excellent technique of facilitating the reading lesson in motivated way. Moreover, Wells (2007) states the advantage of using topics close to students' choice, and replacing usual textbooks with newspapers and magazines as the other option to present reading lesson properly and reading tasks in an interesting way.

The other option to maintain and protect reading motivation is autonomy support. Autonomy represents an inner endorsement or approval of one's actions (Deci & Ryan, 1987 cited in Reeve and Jang, 2006). It is the capacity to have one's motivation emerging from internal sources of motivation rather than from an external source.

In reading lesson, to maintain students' motivation for reading, teachers provide autonomy support. It is a process of identifying a student's psychological needs; such as, interests, preferences, and values by asking students what they want (e.g., asking for their favorite topic). It is in this fashion that the teacher could integrate students need into the reading lesson. In addition to this, giving students time to do reading on a topic of their preferences is an autonomy support. In general, autonomy support revolves around finding ways to cultivate, and increase students' inner approval of their classroom reading activity (Reeve, 2006; Reeve, Deci, & Ryan, 2004; cited in Reeve & Jang, 2006).

2.3.2.3. Generating Initial Motivation for Reading

Increasing Students' goal orientedness is a way by means of which students' initial motivation for reading could be enhanced. To create initial motivation for reading, first, deciding on a purpose for students reading is very important and crucial task to be done. For example, students may want reading to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts, identify models for own writing and so on.

As it is known, reading with no objective is a tedious and meaningless task. Having a purpose for reading is advantageous.

Being purposeful in reading is very much important equally well, using relevant reading materials is also another essential technique through which initial motivation for reading could

be generated. When reading materials have some sort of relation to students' real life, they would be more meaningful and will arouse students' motivation for reading. The reading material must be authentic:

It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom. Because, students are engaged more in reading activities when they can build up on prior knowledge and make clear connections between what they read and the world they live in. They also need to feel their reading as significant, valuable and worthy of their efforts.

Nuttall (1982) states that, selection and use of reading text that could stimulate personal involvement is the most fundamental decision for the teacher to make in reading lesson. He further advises against the risks of selecting a text that is too difficult. (p: 33)

2.3.2.4. Encouraging Positive Self Evaluation

To promote Positive self-evaluation or to assist students to be able to evaluate themselves in a positive light, Dornyei (2001) suggests three points that need consideration. These are, promoting attributions to effort rather than to ability, providing motivational feedback and increasing students' satisfaction and the question of rewards and grades. (Dornyei 2000).

Attribution theorists highlight that individuals' interpretations of their achievement outcomes, determine the following achievement strivings or efforts (Reeve and Jang, 2006). Williams and Burdens, (1997) Identified, ability, effort, task difficulty, and luck as the most important achievement attributions. These can be classified into three causal or fundamental dimensions: "locus of control, stability, and controllability." (Reeve & Jang 2006 : 3). They further state that the locus of control dimension has two extremities. These are, internal versus external locus of control. The stability dimension indicates if causes change over time or not. For instance, in the context of this study ability to read will be classified as a stable, internal cause, and effort to read is classified as unstable and external cause for reading.

Therefore, the likely future success of students who are attributing their reading engagement to a stable cause such as ability or skill will be too much limited than students who are attributing their engagement to an unstable cause such as effort.

The third dimension refers to causes one can control, such as efficacy, and causes one cannot control, such as aptitude, mood, others' actions, and luck. (Reeve and Jang 2006)

In general, as far as each of these causal dimensions has unique influences on students' reading engagement, having awareness on such crucial constructs helps EFL teachers to promote students attribution to effort and there by positive self-evaluation will be brought.

2.5 Collaborative Learning.

Collaboration, which encourages the skills of cooperation and negotiation, is significant for 'activating and maintaining learners' intrinsic motivation' (Guthrie, 2001). Additionally, it fosters learner autonomy in that it allows students to make their own decisions in group. Since the learners had positive group dynamics, it was easy to get almost all the tasks in groups and pairs.

Collaboration is helping each other and communicating with others, through writing and discussion, about what has been read. Social interaction and collaboration includes talking about books with others, reading together with others, and borrowing and sharing books with others, talking about books with peers in class, and sharing writing about books with others (Guthrie, Secker & Wigfield, 2000, as cited in Gambrell, 2011).

2.8 Teacher Involvement.

Guthrie asserted that 'the involved teacher knows about the students' personal knowledge and interests, cares about each student's learning, and holds realistic, positive goals for students' effort and learning' (2001). Teachers have a dramatic effect on student affect. For instance, when students feel that the teacher has little or no interest in them, they are likely to lose their motivation. However, when the teacher is helpful and caring, they are likely to have a higher motivation and their self-esteem is likely to increase. Knowing the significance of student affect, teacher involvement was maximized by trying to assist the students by having a caring and helpful attitude and treating all of them equally.

This can also promote reading in different cases. For example teachers have to choose the appropriate reading materials. Grabe and Stoller (2001) noted that appropriate reading materials should complement students' linguistic, and cultural level, their age/interest characteristics, and flowing coherently from the known to the unknown. According to Day and Bamford (1998) and

Guthrie et al (2004), only appropriate instructional materials and tasks involve learners in elaborating the new knowledge. They suggest the use of simplified graded readers especially for beginner/intermediate level students and less skilled students. Horst and Robb (2005) add that teachers should encourage students to read several simplified graded readers rather than a single passage. In this case they promote extensive reading by reading one simplified graded reader per week.

2.9 Praise and Rewards.

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

2.11 Reading Motivation: What the Research Says

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

2.12 The seven research-based rules of engagement for supporting students' motivation to Read.

2.12.1 Students are More Motivated When the Reading Activities are Relevant to Their Lives

One way to enhance reading motivation and achievement is to help students find value and meaning in classroom reading tasks and activities (Wigfield, 2007, Hendricks, & Harackiewicz, as cited in Gambrell, 2011). When students make connections between the material they are reading and their lives, they become more involved and engaged in comprehending text (Deci, 1992, Guthrie et al., 2007, Hulleman et al. as cited in Gambrell, 2011). Motivation is enhanced when instructional

practices focus on connections between school reading and the personal lives of students. They stated 'In a recent study, students who were asked to write about how material they were learning was relevant to their lives were more motivated and more interested than students who were asked to just write about the material' (Hulleman et al., as cited in Gambrell, 2011:69). According to these researchers view teachers are expected to select materials which are relevant to students real life situation to motivate them in reading activities.

2.12.2. Students are more motivated when they Have Access to a Wide Range of Reading

Materials

Motivation to read and reading achievement are higher when the classroom environment is rich in reading materials and includes books from an array of genres and text types, magazines, the Internet, resource materials, and real-life documents (Allington & McGill-Franzen, 1993, Celano, Guthrie et al., 2007; Kim, 2004; & Neuman, 2001, as cited in Gambrell, 2011). It stands to reason that increasing the number of books and other reading materials in the classroom will have a positive effect on the amount and quality of the reading experiences of the students.

Gambrell suggested 'there is no doubt that reading aloud to students is a powerful and important way to motivate them to engage in reading for pleasure' (p.97). He further explained that most teachers read books aloud to students on a regular, if not daily, basis. In addition to teacher read-aloud, consider doing a weekly "teacher book-selling session" in which you do a quick sharing of about 10 to 12 books piquing children's interest and curiosity about the books are some classroom tips . Doing so will significantly increase the number of books that students know about, and students are far more likely to choose a book that they know something about (Gambrell, 2011). As his idea teachers have great responsibility to help students access to different materials.

2.12.3. Students are more motivated when they have Ample Opportunities to Engage in

Sustained Reading

According to (Hiebert as cited in Gambrell, 2011), one source of students' lack of motivation to read can be traced to an insufficient amount of time spent reading in classrooms. The evidence that time spent reading, particularly during the school day, is strongly associated with reading proficiency, it is surprising that the time that the amount of time students spend in sustained reading of text during the school day has not increased substantially over the years.

Other studies have investigated the effects of time spent reading in school and out of school on reading achievement. Taylor et al. as cited in Gambrell (2011) reported that time spent reading in school was highly correlated with reading achievement. In a subsequent study, Guthrie, Wigfield, Metsala, and Cox as cited in Gambrell (2011) found that the amount of time spent reading in and out of school predicted reading comprehension.

2.12.4. Students are more motivated when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks

Choice has been identified as a powerful force that allows students to take ownership and responsibility for their learning (Rettig & Hendricks, 2000, as cited in Gambrell, 2011). Studies indicate that motivation increases when students have opportunities to make choices about what they learn and when they believe they have some autonomy or control over their own learning (Jang, Reeve, & Deci, 2010; Skinner & Belmont, 1993, as cited in Gambrell, 2011). In a recent study, students who were allowed to choose their homework assignment from a number of acceptable options reported higher intrinsic motivation, felt more competent, and performed better on unit assessments than students who were assigned homework. Patall, Cooper, & Wynn, as cited in Gambrell, 2011). The researchers concluded that providing choices is an effective way to support the development of intrinsic motivation.

2.12.5. Students are More Motivated When They Have Opportunities to Socially Interact with Others about the Text They are Reading

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

2.12.6. Students are more motivated when they Have Opportunities to Be Successful with Challenging Texts

One feature of effective reading instruction is offering reading tasks and activities that advance, rather than overwhelm, the reader Turner, 1995 (as cited in Gambrell, 2011). If the text is too difficult, the

reader is more likely to give up. On the other hand, if the text is too easy, the reader is more likely to become bored. The most motivating reading tasks and activities are moderately challenging, requiring the student to put forth some effort but with effort comes some level of success. Success with challenging reading tasks provides students with evidence of accomplishment, resulting in increased feelings of competence and increased motivation (Schunk, 1989; Schunk & Zimmerman, 1997 as cited in Gambrell, (2011).

2.12.7. Students are more motivated When Classroom Incentives Reflect the Value and Importance of Reading

The research is clear that constructive and supportive teacher feedback provides a powerful and motivating incentive to learn, Cameron & Pierce, 1994; Deci, 1971; Wang & Holcombe, as cited in Gambrell (2011).

The findings of the Marinak and Gambrell, (as cited in Gambrell, 2011) study suggest that when a tangible reward is related to the desired behavior, such as a book reward for reading, reading motivation is not undermined. The use of appropriate incentives that are clearly linked to the desired behavior of reading would include books, bookmarks, extra time for pleasure reading, and extra teacher read-aloud time. Such incentives may communicate the value and importance of engaging in reading.

As it has been mentioned in the review of related literature part, research conducted previously on reading motivation mainly highlight students' reading attitude towards reading, preference of reading materials, students' level of reading comprehension.

For instance, Skiotic (1981) made a study aimed at surveying the reading habits and preference of secondary school students in Greece. His finding shows students are interested in reading authentic materials like love stories, fictions, novels and the like.

In the Ethiopian context, Tamene (1982) conducted survey of the leisure reading interest of Addis Ababa university students, and his finding shows selecting and using the reading materials in which students are interested and prefer to read is much important. And Abdu (1993) investigated grade 11 students reading preferences. His finding shows students are interested in reading authentic materials than textbooks.

Investigations of researches are limited only to indicate what makes students to engage in reading rather than examining motivational techniques teachers use to motivate students in reading classes (for example, types of reading activities used in the classroom, teachers feedback, teachers pedagogical carrying, topic selections for reading lesson etc. that teachers implement in reading lesson).

Therefore, this is the main reason that motivates the researcher to conduct this research and investigate implementation of teachers' motivational techniques in reading classes.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

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

3.1 Design of the Study

This study aims to identify the activities that need consideration in designing and using motivational techniques which help to promote students' engagement in their reading. To this end, descriptive method was used. This descriptive method could enable the researcher to find out the existing motivational techniques teachers are implementing in reading classes. So that activities that need attention in preparing and applying motivational techniques were identified.

Moreover, since descriptive study was concerned with the development of generalizations, extending its conclusions beyond the samples observed, the researcher assumed the method to be appropriate for the analysis of the issue under investigation.

3.2. Data Sources

The major sources of data for the study were Agaro and Gembe high schools grade 10 students and their English language teachers in academic year 2007, E.C.

3.3. Study population and Sampling

To make the study manageable the researcher decided to take samples from two high schools in Agaro and Goma woredas which are found in Oromia regional state, Jimma zone. There is one high school in Agaro woreda, so availability sampling was used to select the sample. But Gembe high school was selected purposively because it is the nearest to the researcher's work place.

The researcher selected grade 10 due to some reasons. The reason was that the staff members were familiar to the researcher, as a result of which, it was assumed to be suitable to make frequent classroom observations and to get the required collaboration for the study. And on the other hand as it is a transition period where students need special support to help them familiarize themselves with the next educational environment, grade ten students are selected as

the population of the study. Because of these reasons, the target population were Agaro and Gembe high school grade ten students and their English teachers in academic year 2007, E.C. In Agaro high school, there were 12 sections of grade ten students (818 students) and 9 English language teachers. In Gembe high school there are 3 sections (179 students) and one grade 10 English language teacher. For this study, from the total population of 997 students from the two schools ten percent (10 %) of students (100) were selected as a sample population. This is because, as Best (2003) argued, it is fair and appropriate to use ten percent of the representative sampling if the population is less or equal to 1000. Simple random sampling particularly lottery method was employed to give equal chances for the whole population.

Table 1 Characteristics of sample Respondent Students

School	No. of students	Sex		10% of total no. in the class
		Male	female	
Agaro	818	451	367	81.8
Gembe	179	96	83	18
Total	997	547	450	99.8≈100

As the table above shows among total number of 997 students (10%) of them, which are one hundred (100) respondents were selected. The sample respondent teachers were selected using comprehensive sampling method. As a result all teachers who teach English language in the two schools were incorporated.

Table 2 Characteristics of Sample Respondent Teachers

Teacher	School	Sex	Qualification	Teaching Experience
1	Agaro	Male	BA Degree	10 years
2	Agaro	Male	BA Degree	10 years
3	Agaro	Male	BA Degree	11 years
4	Agaro	Male	BA Degree	13 years
5	Agaro	Male	BA Degree	13 years
6	Agaro	Male	BA Degree	19 years
7	Agaro	Male	BA Degree	21 years
8	Agaro	Male	BA Degree	25 years
9	Agaro	Male	BA Degree	25 years
10	Gembe	Male	BA Degree	9 years

3.4. Data collection instruments

Since this study was descriptive in its nature, observation, interview and questionnaires were used as instruments to gather the required information for the study. Even though every instrument has weak sides besides its strength, in this study, the researcher found using questionnaire, interview and classroom observation are suitable instruments to collect the data about teachers' motivational techniques they use in teaching reading.

3.4.1 Classroom observation

The classroom observation aims at identifying motivational techniques teachers are implementing in teaching reading. The researcher found Dornyei's (2001) model of motivational strategy and literature as the basis to prepare classroom observation checklist. It is chosen

because it is comprehensive model which helps to examine motivational elements that are related with instructional materials, learning activities and techniques, (Guilloteaux, 2007). In addition, the model is preferred to be used in EFL context. For instance, Dornyei and Cheng (2007) used this model to investigate the value English language teachers give and the frequency of using motivational activities in reading. Their research mainly focused on identifying teachers' use of motivational strategies.

The model consists of motivational activities which help to promote students' motivation in language learning. It includes list of classroom motivational activities that teachers could employ to inspire their students' motivation for reading. Using these activities as initial items to make classroom observation and to identify motivational activities that are practical was assumed as appropriate by the researcher. Therefore, observation checklist was prepared and filled while observing classes. After classroom observation was made in three sections for three weeks following this procedure, motivational techniques teachers use in reading lesson were identified.

The classroom observation aims at exploring how effectively teachers use motivational techniques in teaching reading. The researcher observed three grade 10 English language teachers three times each.

3.4.2. Questionnaire

Questionnaires were prepared to collect data from the students and teachers. The questionnaire aims at gathering data about how often teachers use motivational techniques in reading activities that are observed during classroom observation and also how often teachers' support consider students' learning style in the process of promoting students reading engagement. The questionnaire for students were two parts. The first part has fourteen items of five points likert scale ranging from very frequently to never, and the second part has 7 items ranging strongly agree to strongly disagree which was used to answer teachers practice of using motivational techniques in reading classes. The questionnaires for students were translated to Afan Oromo to avoid language problem. In the translation stage, three Afan Oromo high school teachers were participated made necessary amendments in the phrasing of certain items. The questionnaires for teachers were in English and it has also two parts which has 14 and 7 items. In

developing the Teachers' Questionnaire the researcher used the related theoretical background reviewed for the study.

The researcher believed that those questionnaires administered for teachers were also administered for sample students to triangulate the results.

3.4.3 Interview

The other instrument designed for this study was a semi-structured interview guide set for grade 10 English language teachers. The interview guide is developed using the teaching experiences the researcher has as English language teacher and the related theoretical background reviewed for the study. This interview guide which has six items was developed and asked for four selected teachers (each teacher for 15-20 minutes) which were selected by lottery method to fill the gap of the limitations of the questionnaires and observation to explore reading techniques teachers use reading classroom.

3.5. Methods of Data Analysis

After the completion of data collection by means of different instruments, the information gathered was edited, classified and tabulated manually based on the data analysis was carried out. Finally, conclusion and recommendations were drawn. Data obtained from questionnaire was organized in tables into subcategories. Each sub category was tabulated under each rating scales. Then, the percentage was analyzed to study how the frequently English language teachers of both schools make use of motivational techniques to promote students' reading engagement.

Data gathered through classroom observation and interview were described qualitatively in order to support the data gathered through questionnaire. Finally, the findings obtained through the questionnaire, interview and the classroom observation were discussed, interpreted and reported.

3.5. Data Collection Procedure

Firstly, the researcher contacted the school directors and explained the purpose of the study before conducting it. This helped the researcher in order to collect the data effectively. Then, before implementing those instruments, pilot test was given for 20 grade ten students of Agaro Secondary School respondents ahead of time in order to check whether the instruments were strong enough to generate the kind of data the study want.

For face validity of the questionnaires, instruments were given to subject experts. Eventually, data gathering instrument was distributed for final study. Next, interview was held for four grade 10 English language teachers. The teachers were interviewed based on related theoretical background reviewed for the study. To approve what they replied for questionnaires and interview, observation checklist was used which was adapted from Dornyei and Cheng (2007) model used to investigate the value English language teachers give and the frequency of using motivational activities in reading., the researcher observed teachers' class three times each at different time.

3.6. Ethical Considerations

After receiving official letter of cooperation from Jimma University, the researcher was communicated school directors and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished on a voluntary basis without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents will be kept confidential.

CHAPTER FOUR

FINDINGS AND DISCUSSION

This section focuses on presenting and discussing the data collected using questionnaires, observation and interview.

The study employed three data gathering instruments. To investigate the teachers' use of motivational techniques in actual reading classes, a semi-structured classroom observation was carried out. The researcher used Dornyei's (2001) model of motivational strategy and literature as the basis to prepare classroom observation checklist. Thus, three sections were observed from Agaro high school (which were taught by different teachers) three times each. The sections were selected through lottery method and observed for three consecutive weeks. Then, important activities concerning to how teachers were engaging students in reading tasks were recorded in the form of notes.

Two sets of questionnaire were administered to teachers. The first part was asked to investigate how frequently teachers use additional reading resources, reading activities and teachers pedagogical support for students in reading classes ranging from very frequently to never of Likart scale were administered.

The second part of the questionnaires for teachers ranging from strongly agree to strongly disagree, aims to answer teachers' awareness of motivational techniques to be used in reading classroom were administered for 10 respondent teachers. In addition the response of teachers for interview was presented for selected teachers and the results were interpreted qualitatively.

The students' questionnaires, also, has two parts. The first part deals with the results from 100 respondent students 'ranging very frequently to never' Likart scale. The second part of the questionnaire for students ranging from strongly agree to strongly disagree was designed to identify whether the teachers use motivational techniques in reading classes or not.

The students and teachers questionnaires were similar with the belief that students are objective evaluators of their teachers' daily classroom activities. Thus, the response of teachers and sample students were analyzed together in each table. The researcher combined and interpreted by bringing their responses together to make the results clear and easily understandable. Each table

is followed by description, analysis and interpretation in line with the basic questions the study aimed to answer. Finally, the analyses of the study were reported from the three instruments. The analysis was made in terms of the following basic research questions raised in the first chapter of the study.

4.1 Teachers Use of Additional Reading Materials/Resources

Using reading materials is one of the means through which teachers can create motivational conditions in reading classes. One of the intentions of this study was to investigate how teachers frequently use supplementary reading materials. Thus, teachers' and students response is reported in the Table 3 as follows.

Table 3: Teachers' and students' Response concerning Additional Reading Materials used

No	Item	Respondents	V.F		Frequently		Sometimes		Rarely		Never		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
2	To what extent reading topics were selected based on students preference	T	-	-	-	-	1	10	2	20	7	70	10	100
		S	-	-	10	10	10	10	20	20	60	60	100	100
4	How often additional reading materials are used rather than sticking only to text book?	T	-	-	1	10	2	20	3	30	4	40	10	100
		S	-	-	10	10	20	20	40	40	30	30	100	100
8	To what extent do authentic materials like magazine and newspapers used in a reading classes?	T	-	-	-	-	2	20	3	30	5	50	10	100
		S	-	-	-	-	10	10	10	10	80	80	100	100
13	How often do reading materials which have some sort of relation to students' real life used in reading classes?	T	1	10	1	10	1	10	3	30	4	40	10	100
		S	-	-	-	-	11	11	17	17	72	72	100	100

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

As indicated in the Table 3, for item 2, the teachers were asked to know if they use reading materials which were preferred by their students, 10% (1 of 10) and 20% (2 of 10) answered “sometimes” and “rarely” respectively, that reading materials they use contain things students want to read, and the majority 70% (7 of 10) of teachers responded “never”.

In addition, the students' responses to this question revealed that only 10 (10%) (Since the sample student respondents were 100 the frequency and the percentages are equal) and 10 (10%) of them responded “frequently” and “sometimes”. And the majority 80 (80%) of the sample students were responded “never”. So the result of students' responses justified that of teachers' response that the teachers do not use the reading materials in line with their preference. Rettig and Hendricks (2000) argue that choice has been identified as a powerful force that allows students to take ownership and responsibility for their learning (Rettig & Hendricks, 2000, as cited in Gambrell, 2011, p. 97).

Motivation increases when students have opportunities to make choices about what they learn and when they believe they have some autonomy or control over their own learning, (Skinner & Belmont, 1993, as cited in Gambrell, 2011). Day (1994) further states that, teachers should use reading materials that students are interested in, including materials self-selected by the student.

In contrast when we come to implementation of the teachers, as the data in the Table 3 indicates, only few teachers responded by saying that they only sometimes use additional reading materials based on their students' preference. However the majority 70 % (7 of 10) of teachers and 60 (60%) of students responded that supplementary reading materials are never used in reading classes with the preference of students. This may result from lack of giving attention to students reading ability preference and also their motivational orientation which is crucial in stimulating students' motivation in reading.

Regarding item 4, a question was presented to identify whether teachers use additional materials, only 10% (1 of 10) of the sample teachers responded that they use additional reading materials “frequently”, whereas, the majority, 30% (3 of 10) and 40% (4 of 10), of the samples were answered “rarely” and “never” respectively.

When it comes to the students' responses, 10 (10%) and 20 (20%) of the samples responded “frequently” and “sometimes” respectively. And most of the sample students, i.e., 40 and 30

(40% and 30%) responded “rarely” and “never” respectively. Similarly, the data collected with other instruments like interview were parallel with the earlier ones. For instance, one of the respondents has replied his practice in this way:

“Ok...most of the time I do not use additional reading materials. Even I only teach reading sometimes; most of the time I do not teach reading passage which is found in the text book because the text book is very bulky that I skip on the passages to cover the portion.” (T 1)

They reasoned that the textbook is too much to cover within the time limited to finish, so that they mostly skip on the reading part. According to this idea, Dirribsa (2005) states that Ethiopian teachers, (most of them) complained of the bulkiness of the textbook that are prepared to certain class levels. And many teachers felt responsibility to cover the textbook. Therefore, this may be a probable cause for teachers not to consider supplementary reading materials.

In addition during the observation, which was made to identify whether the teachers use the supplementary reading materials in actual reading classes, the observer seen that the teacher entered to the class and greet the students. Then he cleaned the board and write the title of the reading passage from text book and asked students to read individually for 5 to 7 minutes. After that the teacher asked them to do the comprehension questions. The teacher did not bring any reading extracts into the classroom. This is what the teachers repeatedly do through all observation sessions. And so that no observed practice of using supplementary reading materials were seen.

From this observation one can conclude that using additional reading materials was neglected. However Gambrell, (2011) states that motivation to read and reading achievement are higher when the classroom environment is rich in reading materials and includes books from an array of genres and text types, magazines, the internet, resource materials, and real-life documents. It stands to reason that increasing the number of books and other reading materials in the classroom have a positive effect on the motivation of the reading experiences of the students.

Regarding item 8, a question was provided to the teachers to identify whether they use various topics of authentic materials such as newspapers, magazines and academic articles in reading

classes, only 20% (2 of 10) responded “sometimes”, but the majority (20% and 60%) of the respondent teachers responded “rarely” and “never” respectively.

When it comes to the students, the majority (80%) of the students responded that their teachers “never” use magazine and newspapers as reading materials while only 10% and 10% of them said “sometimes” and “rarely”.

Similarly the observation result from the samples which was observed to see whether they use various topics of authentic materials such as newspapers, magazines, novel and fantasy elements (see appendix A, item 7 & 8) in actual reading classes, the observer identified no practice of using such materials used through the three observation sessions. From these results it is possible to conclude that no attempt was made to use authentic materials to motivate their students in reading tasks.

As Gambrell, (2011) advices that motivation to read and reading achievement is higher when the classroom environment is rich in reading materials and includes books from an array of genres and text types, magazines, the Internet, resource materials, and real-life documents. This is to mean using authentic materials in the reading classes motivate students.

The next question (item 13) was provided to sample respondent teachers to respond to the frequency they select reading materials which have some sort of relation to students’ real life, only 10% (1 of 10) responded “very frequently” and also 10% (1 of 10) answered “frequently”, but the majority of the respondents 30% (3 of 10) and 40% (4 of 10) responded “rarely” and “never” respectively.

Based on the students' responses, the majority of them 72 (72%) of them answered “never”. This was to mean that their teachers do not select reading materials which have some sort of relation to their real life. However Gambrell, (2011) argued that when students make connections between the material they are reading and their lives, they become more involved and engaged in comprehending text.

He farther states that motivation is enhanced when instructional practices focus on connections between school reading and the personal lives of students. However according to this

researcher's view teachers are expected to select materials which are relevant to students' real life situation to motivate them in reading activities.

Thus, as can be seen from the data in Table 3, the response of most teachers claimed that they hardly use additional reading materials. Similarly, the majority of the students reported that their teachers rarely and not at all use additional reading materials. Likewise, the classroom observation and the interview results goes with that of the teachers and the students' response.

Hence, it seems plausible to conclude that the teachers hardly use additional reading materials which are engaging and interesting to motivate students in reading tasks.

4.2. Teachers use of Reading Activities

Reading activities have different values for different students' interest. Some students prefer to learn through peer competition and give more value for independent works. And some others are interested in group, pair work and some are motivated by classroom interactions. As far as their interest of reading activities organized for group and for individuals affects students motivation. The following questions were forwarded to identify teachers' use of different reading activities to engage their students in reading tasks like, group and individual reading activities comparing group reading activities and relating ideas in the text to students prior knowledge. The respondents reported the frequency of different activities implemented in the classes in the table below.

Table 4 Teachers' and Students Responses on Reading Activities in Reading classes.

No	Item	Respondent	V.F		Frequently		Sometimes		Rarely		Never		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	How often are students compared in group reading activities?	T	-	-	-	-	2	20	5	50	3	30	10	100
		S	8	8	12	12	20	20	19	19	41	41	100	100
3	To what extent are students helped to relate ideas in the passage to their prior knowledge?	T	-	-	1	10	3	30	5	50	1	10	10	100
		S	8	8	12	12	14	14	25	25	41	41	100	100
6	How often are students helped to develop their individual reading skills?	T	-	-	5	50	3	30	2	20	-	-	10	100
		S	7	7	13	13	17	17	43	43	20	20	100	100
7	To what extent are students helped to do reading activities together?	T	-	-	2	20	1	10	6	60	1	10	10	100
		S	3	3	4	4	16	16	32	32	45	45	100	100

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

As indicated in Table 4, the sample teachers' responses for item No 1 indicated that the majority 50% (5 of 10) and 30 % (3 of 10) of them responded "rarely" and "never" respectively. As it has been indicated, the emphasis teachers give to competition like reading activities was limited. The majority (80%, 8 of 10) of the teachers responded that they do not use small group competition among students with their reading performance.

When the students' reactions are considered, 19 (19%) and 41 (41%) of them responded "rarely" and "never" respectively. Whereas only 8 (8%) and 12 (12%) of them answered very 'frequently' and 'frequently' respectively.

In addition, the result that obtained from the observation shows that from the three session observation of the samples the researcher have not observed such technique used. From these results one can infer that teachers do not compare group reading activity (which is important) to engage students in reading tasks.

Dornyei (2001) states, it was through group competition that group cohesiveness or strong relationship between students can be achieved. Thereby, initiations to participate in different reading activities and to work together with the students in the group will increase. As to this idea group competition is important to increase students reading engagement.

Following this, the next question (item 3) was presented to samples to identify how frequently teachers activate students' prior knowledge. In this regard the teachers answered only 10% and 30 % of the samples responses indicate that teachers activate students' prior knowledge "frequently" and "sometimes" respectively. Whereas 50% (5 of 10) and 10% (1 of 10) of them responded "rarely" and "never".

According to the students' responses, 25 (25%) and 41 (41%) of them responded "rarely" and "never" respectively. As the response of the students 66 (66%) shows the teachers do not activate prior knowledge of students.

The data collected with interview were similar with the earlier one. For instance, one of the respondents has replied his practice in this way:

Of course I sometimes ask them what they know about the text they are going to read. But I do not have do it often because since it needs extended time I skip on it and teach grammar part. (T3)

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

Gambrell, (2011) stated that it must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom. Because, students are engaged more in reading activities when they can build up on prior knowledge and make clear connections between what they read and the world they live in. But when we come to the implementation of teachers under investigation, it is very limited.

Then, in order to detect how frequently teachers assign students to perform group reading activities, item 7 was forwarded to teachers. Among the samples, 60 % (6 of 10) of the responses indicates that teachers rarely assign them to do reading activities together. And the other 10 % (1 of 10) of them responded “sometimes” and only 20% (2 of 10) and 10% (1 of 10) responded “frequently” and “very frequently” respectively.

In response to the same question, 45 (45%) and 32 (32%) of the students indicated that their teachers “rarely” and “never” assign students to perform group reading activities, respectively.

In line with the above questionnaire on the same issue the researcher asked the following interview question and the respondents replied as this:

Sometimes, but mostly I ask them to read individually and do comprehension questions because since there are many students in the class it is not adequate (T3)

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

Yes, I often organize them in group and also I ask a student to read loudly while other students listen carefully, then after, the whole students do comprehension questions individually. (T4)

The response gained from the interview show that teachers organize students to read in group some times. But in contrast to this response, gained from interview which was answered ‘I often do it’, the observation result shows no teacher was seen when relating ideas in the text to their prior knowledge in actual reading classes and also no practice was seen when assigning students to do reading activities together. However Gambrell, (2011) states that social interaction includes talking about books with others, reading together with

others, and borrowing and sharing books with others, talking about books with peers in class, and sharing writing about books with others engage learners in reading task.

This depicts that doing in group (social interaction) is very essential which teachers need to facilitate to engage students in reading tasks. In contrast the results of questionnaire and observation obtained from teachers show that social interaction is neglected by the school EFL teachers.

Generally, from the above analysis one can safely conclude that using appropriate and engaging reading activities in reading classes were undermined.

4.3 Teachers Provision of Support in Teaching Reading

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

Table 5 Teachers' and students' response on support provided to engage students in reading tasks.

No	Item	Respondents	V.F		Frequently		Sometimes		Rarely		Never		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
5	How often are students helped to feel good at reading?	T	-	-	1	10	3	30	4	40	2	20	10	100
		S	15	15	15	15	18	18	28	28	24	24	100	100
9	How often are students provided with constructive feedback and reward to their reading attempts?	T	-	-	1	10	2	20	2	20	5	50	10	100
		S	11	11	12	12	16	16	36	36	25	25	100	100
10	To what extent are students encouraged to ask questions and other contributions in reading classes?	T	1	10	1	10	5	50	3	30	-	-	10	100
		S	16	16	13	13	14	14	36	36	21	21	100	100
11	How often teachers are emphasize the usefulness of effort to promote reading skills?	T	-	-	2	20	1	10	4	40	3	30	10	100
		S	-	-	16	16	14	14	60	60	10	10	100	100
12	To what extent are teachers feel interesting in teaching reading?	T	-	-	-	-	7	70	3	30	-	-	10	100
		S	-	-	10	10	20	20	60	60	10	10	100	100
14	To what extent are students given opportunity to explain what they understand about the text they read?	T	-	-	1	10	4	40	3	30	2	20	10	100
		S	13	13	10	10	30	30	47	47	-	-	100	100

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

As it is indicated in Table 5, the question was asked, item 5, aimed to identify if teachers help students to feel good at reading. From the samples 40% (4 of 10) and 20% (2 of 10) responded (negatively) “rarely” and “never” respectively. And the others 30% and 10% responded “sometimes” and “frequently” respectively.

Similarly, among the samples, 28(28%) and 24(24%) of the them responded by saying “rarely” and “never” respectively. According this result little more than half of the respondent students 52 (52%) responded negatively. This shows that their teacher do not encourage them to feel good at reading for their reading efforts. Among the samples, only 18 (18%) of them responded that teachers help them to feel good at reading only “sometimes”.

As Davis (1999) states “most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn” (p.1).

As far as teachers’ behavior has influence on students’ motivational state, teachers’ commitment towards teaching reading, good expectation and also accepting efforts to what students show in their reading is vital, because responding properly to students attempt has its own cumulative effect on students’ motivation. In addition to this, caring about each student’s reading and holding realistic positive goals for students’ effort is very important. If not, and if students sense that their teacher has given no emphasis for the lesson, students’ motivation will be undermined (Davis, 1999)

In addition to this the question, item 9, was aimed to identify how frequently teachers provide students with constructive feedback, praise and grade to students reading attempts, 50%(5 of 10)and 20% (2 of 10) of the samples responded by saying “rarely” and “never”. That means the majority (70%) of the teachers responded negatively.

Concerning the students' responses to this question 36(36%) and 25(25%) of them responded “rarely” and “never” respectively. This show provision of feedbacks, praise and grades for students’ reading efforts was not considered.

Gambrell (2011) states that the constructive and supportive teacher feedback provides a powerful and motivating incentive to learn. The use of appropriate incentives that are clearly linked to the desired

behavior of reading. Such incentives may communicate the value and importance of engaging in reading.

In continuation of this, sample teachers were also asked to rate degree of emphasis they give to students' active involvement in classroom reading activities. As it is indicated in the above table, 50% (5 of 10) of them responded, to item 10, that it was only sometimes that they encourage them to be able to ask questions and participate in classroom reading activities. In addition to this 30% (3 of 10) of them responded that teachers promote students' classroom participation rarely.

With regard to this question (item 10), the students reported as it is indicated in Table 5, 36 (36%) and 21 (21%) of them responded "rarely" and "never". And only 14 (14%) of the respondents said "sometimes". This implies that teachers are lacking in promoting students' classroom participation which is crucial for students reading engagement.

In addition, the observation result shows the teachers were observed only rarely while giving psychological support (verbal encouragement) like good, nice work, and the like were forwarded to students.

Similarly the data collected with interview were parallel with the earlier one. For instance, one of the respondents has replied his practice in this way:

I encourage them sometimes when it is needed and when it is thought that the passage is not clear. But if I think the text is easy and clear I do not need to encourage them to ask. (T 3)

Even though the interview results show that teachers said, 'I encourage them sometimes', this was not observed while observation time. This illustrates how far teachers were from providing psychological and material assistance which was very much important to them. Wlodkowski (1985) suggested that approach to awarding praise that is sincere, specific, sufficient and properly given for praiseworthy efforts in a manner preferred by the learner.

In line with teachers' support, the next question was provided to sample teachers to know how often they hold up students to cultivate their reading skills. As it is indicated in table 7, the majority, 40% and 30% of the samples responded 'sometimes' and 'rarely' respectively.

Regarding students response to item 11, 60 (60%) and 10 (10%) of the samples responded “rarely” and “never” respectively. That means their teachers do not teach them how to develop their reading skill. This depicted that they occasionally teach them how to develop their reading skills.

Besides, according to response given for the question that asks if the teachers were interested in teaching reading (item 12), most of the sample teachers 70% (7 of 10) responded they are interested in teaching reading “sometimes”.

Even though 70% of teachers responded that they are interested in teaching reading, as it can be seen from table 5, 60 (60%) of the response of students shows that samples responded “rarely” and 10% said never. That the majority (70%) of students responded their teachers were not interested in teaching reading. Here the results of students’ response on this item contradicted that of teachers.

Similarly, the classroom observation goes with that of the students’ responses in that they were not much interested in teaching reading. For example most of the teachers, when they entered the class, write the title of the passage on the chalk board and ordered students to open the page and read the passage, and then represent two or three students to read aloud. Finally they ask students to do the comprehension questions and he simply seat on the chair. Similar practices were seen throughout the observation times.

Guthrie asserted that ‘the involved teacher knows about the students’ personal knowledge and interests, cares about each student’s learning, and holds realistic, positive goals for students’ effort and learning’ (2001, p.65).

This is to mean teachers have a dramatic effect on student affect. For instance, when students feel that the teacher has little or no interest in them, they are likely to lose their motivation. However, when the teacher is helpful and caring, they are likely to have a higher motivation and their self-esteem is likely to increase.

In addition Pintrich and Shunk (1996) as cited in Csizer and Dornyei (1998), point out that models are influential on students’ motivation. In this regard, as teachers are expected to be the most prominent models for their students, providing special care for students’ psychological makeup and strength is indispensable.

With regard to the item 14, teachers were asked to know if teachers give opportunity to explain what they understand about the text they read, the results show that among the samples 40%(4 of 10) and 30% (3 of 10) said “sometimes” and “rarely” respectively.

The students' responses to this question revealed that among the samples 40 (40%) and 30 (30%) said “sometimes” and “rarely” respectively. This shows the teachers do not give opportunity to explain what they understand about the text they read.

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

The data obtained from interview also similar that one of the respondents responded this way:

Eh... [lough] the time matters. If I feel I have time, I do it. But frankly speaking most of the time I do not spend my time on reading. Just I ask them to read for about five minutes and then go to the activities.(T3)

This indicates that student’s social interaction and collaboration, which encourages students to read more in reading classroom, is neglected.

Social interaction and collaboration which includes talking about books with others, reading together with others, and borrowing and sharing books with others, talking about books with peers in class, and sharing writing about books with others encourages students to read more, Guthrie, Secker & Wigfield 2000, (as cited in Gambrell, 2011). So that it is advisable to encourage students to explain what they understand about the text they read.

To sum up briefly, as it is possible to read from the Table 5, EFL teachers rarely engage the students by providing support and encouragement to students in reading. Therefore, it appears logical to conclude that teachers’ provision of support and encouragement to students in reading was undermined.

4.4 Teachers awareness of motivational techniques in teaching reading

Teachers are the most important persons in the classroom teaching and learning process in general and in teaching reading in particular. Without their knowledge, experience and awareness of methods and techniques of motivating students, it is difficult to get learners engaged in learning. There is no denying that teachers influence students' learning. Better teachers foster better learning. Unless teachers are aware of different motivational techniques to initiate students in reading it is difficult to them to motivate students in reading tasks. So the following table show how teachers are aware of motivational techniques to be used in reading classes. The responses were analysed as 'agree and strongly agree' as positive response and 'disagree and strongly disagree' as negative response.

Table 6 Teachers' awareness of motivational techniques in reading

No	Item	Strongly Agree	Agree	Undecided	Disagree	St.Disagree	Total
		N	N	N	N	N	N
1	Using reading topics based on students preference motivates students to read	5	5	-	-	-	10
2	Activating students' prior knowledge before reading engage them in reading.	6	4	-	-	-	10
3	Organizing students to read in group engage them in reading.	4	5	1	-	-	10
4	Using authentic materials in reading class such as magazines and newspaper motivate students in reading.	7	3	-	-	-	10
5	Providing feedback, prize and grade to students motivate them in reading.	4	5	1	-	-	10
6	Teachers being committed in teaching reading engage students in reading.	3	5	2	-	-	10
7	Using reading materials which are related to students' real life engage them in reading.	4	6	-	-	-	10

NB N= number

In the table above item 1, shows of all the samples (5 of 10) responded 'agree' and (5 of 10) strongly agree that using reading topics based on students' preference motivates students to read. This indicates that teachers have awareness of selecting reading materials on students' preference is useful motivational technique in teaching reading.

In the case of item 2, sample respondents were asked if they are aware of activating students' prior knowledge before reading engage them in reading. The samples responded (6 of 10) of them responded strongly agree that activating learners' prior knowledge is very important to engage them in reading.

Next to this, a question was provided to samples to identify whether they aware of organizing students to read in group engage the students in reading, (4 of 10) and (6 of 10) of the respondents responded agree and strongly agree respectively. This show they belief it is useful motivational technique in teaching reading.

Regarding items 4, a question was provided to samples to identify whether they aware of using authentic materials in reading class such as magazines and newspaper, providing feedback, prize and grade to students, teachers being committed in teaching reading and using reading materials which are related to students' real life, most of the teachers (7 of 10) agree that using those motivational techniques in teaching reading were important. From this results one can infer that the teachers were aware of importance of using motivational techniques in reading classroom.

In the case of items 5 & 6 providing feedback, prize and grade to students and teachers commitment in teaching reading engage students in reading almost all (9 and 8 of each item respectively) of teachers agree to the importance of using such techniques.

The question is also forwarded to the samples to identify whether they aware of using reading materials which are related to students' real life engage them in reading or not (item 7) (6 of them) and (4 of them) responded by saying agree and strongly agree respectively. This show that teachers are aware of importance of different motivational techniques to be used to motivate students in reading classes.

In this regard students were asked to respond whether their teachers implement the above motivational techniques (see table 6) into classroom setting or not. The students' responses were discussed as follows.

Table 7 Students' responses on teachers' employment of motivational techniques

No	Item	Strongly agree		agree		Undecided		Disagree		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	The teacher uses reading topics based on your preference	-	-	-	-	5	5	30	30	65	65	100	100
2	The teacher activates your prior knowledge before reading	-	-	-	-	10	10	32	32	58	58	100	100
3	The teacher organizes students to read in group	-	-	20	20	10	10	25	-	45	45	100	100
4	The teacher use authentic materials in reading class such as magazines and newspaper in reading classes.	-	-	6	6	10	10	30	30	54	54	100	100
5	The teacher providing feedback, prize and grade to students reading attempt.	-	-	5	5	10	10	40	40	45	45	100	100
6	Teacher is committed in teaching reading	-	-	5	5	20	20	35	35	40	40	100	100
7	The teacher uses reading materials which are related to students' real life.	-	-	-	-	10	10	22	22	68	68	100	100

NB N= number % = percentages

According to the Table 7, item 1, the sample students were asked if their teacher uses reading topics based on their preference, the samples responded, 65 (65%) and 30 (30%) of them answered "strongly disagree" and "disagree" respectively.

Regarding item 1 the teachers' response show that all of the samples 50% (5 of 10) agree and 50% (5 of 10) strongly agree that using reading topics based on students' preference motivates

students to read. As the results show the responses of teachers and students for item 1 are opposite.

As it is indicated in the literature, reading materials that are perceived as important from students' point of view have significant value to stimulate students' interest for reading. Students read for pleasure, for general knowledge, and they read about what they do not already know, they read materials to help them understand the way other people feel or think, introduce them to new and relevant ideas, make them think about things they have not thought about before and also make them want to read for themselves (Day, 1994).

In the case of item 2, sample teachers were asked if they are aware of activating students' prior knowledge before reading engage them in reading. The samples responded 60% (6 of 10) responded strongly agree that activating learners' prior knowledge is very important to engage them in reading. However 58% and 32% of students responded strongly disagree and disagree respectively. This shows that even though teachers agree to the importance of such technique they do not implement in the classroom.

Students' response for item 3 which states the teacher organizes students to read in group, 58 (58%) of them responded "strongly disagree". However 40% (4 of 10) and 60% (6 of 10) of the teachers responded 'agree' and 'strongly' agree respectively.

This shows that even though teachers aware of organizing students in group is a useful technique to engage students in reading but they do not implement it in actual reading classroom.

Regarding items 4, almost all teachers 70% (7 of them) agree that using those motivational techniques in teaching reading were important. Conversely with regard to teachers' use of additional reading materials such as magazine and newspapers, 54 (54%) and 30 (30%) of the students responded "strongly disagree" and "disagree" respectively. This show how big the gap is between what teachers belief about the importance of using such reading materials and what they did in actual classroom practice.

In the case of items 5 & 6 providing feedback, prize and grade to students and teachers commitment in teaching reading engage students in reading almost all (9 and 8 respectively) of teachers agree to the importance of using such techniques. However almost all 22 and 68 (22% and 68%) were responded "disagree" and "strongly disagree" respectively. This means they do

not implement those motivational techniques in reading classroom. From this results one could infer that, teachers are failed to putting their awareness of those techniques in to real classroom practice.

Gambrell, (2011) argued that when students make connections between the material they are reading and their lives, they become more involved and engaged in comprehending text. Motivation is enhanced when instructional practices focus on connections between school reading and the personal lives of students.

The findings regarding about teachers' awareness of motivational techniques for teaching reading indicate that even though most of the teachers agree that these techniques help students to be motivated in reading, almost all of students conversely responded that their teachers do not implement those techniques in the class.

However, 'to aware' does not mean 'to practice'. In the context of this research since the teachers in focus failed to put their belief into practice. Most of the students also confirmed this fact by stressing that their teachers give little attention to use different motivational techniques in reading classes (see Table 6). The classroom observation, which showed very much limited of teachers' use of motivational techniques in reading classes, also proves this fact.

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to identify activities that need consideration in designing and using motivational techniques in reading lesson. In order to attain these objectives, the following research questions were raised.

1. What kinds of additional materials/resources do teachers use to motivate their students in reading classes?
2. To what extent do teachers employ reading activities in reading classes to motivate students?
3. What kind of supports do teachers offer to engage students in reading classes?
4. To what extent are teachers aware of motivational techniques in teaching reading?

This study was conducted in two government secondary schools (Agaro and Gembe Secondary Schools) located in Jimma zone Agaro and Gembe woredas. From these two high schools, ten grade 10 English language teachers were selected as samples using purposively sampling technique. Regarding students' participation, out of 997 grade 10 students in both schools in 15 sections 10 % (100) of them were selected using random sampling technique (Lottery method) , as they were in the same class under the same school curriculum.

Even though the study was more concerned with teachers' use of motivational techniques in reading classes the students were incorporated as sources of the data with the belief that students are objective evaluators of their teachers' daily classroom activities.

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

- The finding of the study revealed that, as it can be seen from the analysis, the practices of using additional reading materials in reading classes were very

limited. For this reason, generally, it is possible to say that using supplementary reading materials was found to be a neglected area of practice.

- Next the practice of teachers in using different reading activities in reading lessons is inadequate. So it is possible to say reading activities which are engaging are ignored. As it can be seen from the analysis teachers rarely activate students' prior knowledge and encourage group reading. That means the teachers do not give consideration for using reading activities that are motivating.
- In addition, however teachers' pedagogical support is important to arouse students' engagement in reading class teachers implement it rarely. As a result of this, motivation towards reading lesson is less enhanced.
- Furthermore the finding uncovered, even though the teachers aware of different motivational techniques to be used in reading classes, they are not exercising it in reading classes.

5.2. Conclusions

As it is stated in the review of related literature part, the decisive role of teachers affect students' motivation for learning in general and for reading in particular. Based on the findings of this study, the following conclusions were drawn.

Students do not be motivated to read unless they are interested in the material they are using for learning. As the findings of this study show, there is lack of providing due emphasis to students' preference in selecting and using additional reading materials for reading lesson. The majority of the teachers rarely use supplementary reading materials such as magazine and newspaper. Therefore, the students' motivation for reading is at risk. In addition, it could be possible to conclude that teachers are not motivating their students in reading tasks.

Emphasizing problems that are related with selection of reading materials, Brophy (1998), as cited in Dornyei (2001) also states that topics are always selected and used mostly on the basis of

what students need to learn, and if it has connection with their lives. This reveals the prevalence of the problem regarding topic selection. Tamene's (1982) finding on the reading interest of Addis Ababa University students also confirm the findings of this study that students' have strong interest in reading materials additional to the textbook. So that, such lack of using authentic materials and lack of selecting reading materials which have connection with students' real life, made students demotivated.

The research findings also indicated the occurrence of lack of using reading activities that engage them in reading tasks. Running varieties of activities together could be taken as a good condition in which students tend to like each other, share common goals which intern create a feeling of supportiveness and enhance their initiation to win over others. But, on the contrary, teachers apply various reading activities rarely.

As Dornyei (2001) indicated, exercising small game like group reading activities help to promote strong interaction among students. Therefore, it is possible to conclude that, in designing reading activities, undermining different reading activities by teachers may contribute to discouragement and passiveness on students' engagement in reading activities. There is a need to know that students' motivation will be determined by the reading activities which are engaging assigned to perform by their teachers.

In line with this, Lockhart and Richards (1996) also suggested that the central question in planning learning activities is deciding whether students will complete activities individually, in pairs, in groups, or as a whole-class activity.

In addition the findings revealed that teachers hardly accommodated students' learning style and motivational orientations. The majority of the respondents indicated that, teachers' support and initiation in teaching reading was very much limited and applied only rarely. This also create demotivation in students' part.

The other finding also shows that even though teachers have awareness of the importance of motivational techniques that help students to engage in reading they do not implement it in real classroom setting.

This implies that teachers who teach at grade ten in Agaro and Gembe secondary school were less dedicated to use appropriate reading materials, to design reading activities, to provide students with motivational feedback to attempts they made in the reading lesson and also they do not put their belief of motivational techniques into practice in reading classrooms.

5.3. Recommendation

Based on the findings of the study, the following suggestions are forwarded. The results of this study have important practical pedagogical implications in the process of promoting students motivation for learning in general and reading in particular. This study pointed out the limitation of motivational techniques teachers use in reading classes.

To solve these problems the following recommendations were given.

- As far as the purpose of using different motivators is to arouse students' interest for reading, the study implies that considering how teachers use motivational techniques like using additional and authentic reading materials, using reading activities which are engaging, providing encouragement and psychological support to students and undertaking the awareness teachers have into practice are the most important building blocks. Without these essential elements, realizing the expected objectives or promoting students' motivation for reading is impractical.
- Reading materials can play a supportive role if they contain motivating features, and assisted with practical motivating examples. It is necessary that the teachers in focus use authentic and interesting texts for instruction (book meets the cognitive capacity and the topic interest of the student). For instance including supplementary reading materials which touches the real life of students are important.
- Moreover, the result of this study implies that since reading activities are carefully designed and implemented, students' motivation could be enhanced and they would be interested to complete activities with their full effort accordingly. So that teachers are expected to use reading activities which are engaging and catch students' involvement.

- Teachers should also try their best to use their claimed beliefs, develop practical skills, and possess courage and determination to put their awareness to action. Furthermore, finding ways to raise teachers' awareness of motivating practices and to train them in using skills that can help them to motivate learners should be a major methodological concern. Teachers' awareness in selecting and implementing motivational practices could be raised through.
- In addition assigning students with classroom activities in which students prefer to be involved and providing school and classroom conditions that allow students satisfaction of their reading and identifying pedagogical support students require from their teacher are important concerns which teachers need to consider.
- The other implication of this research shows the need of providing teachers with training that help them to teach reading in a motivating way. This can be happened by providing them with in-service training. Departments and school principals should facilitate the training in collaboration. Also the teachers have to be encouraged to conduct intra-staff and inter-staff training that emphasis on the application of reading motivation by their school supervisors and principals.
- Furthermore, by investigating motivational techniques teachers use in reading classes, this study provides a step toward putting motivational issues on the teacher education programme. In this regard, the Ministry of Education or other responsible bodies need to train teachers, especially in the implementation of the motivational techniques in reading classes.
- Finally, to verify the present study as a whole regarding motivational techniques teachers use in reading classes in a best way, future research is required. For this to happen, improving the inadequacy of the present instruments and employing other additional measures are essential.

References

- AbebeDamtew (2012) *Teaching Reading Skills in English as a Foreign Language through Interactive Classroom Teaching Versus Plasma Teaching with reference to Grade Ten Students*. Unpublished MA Thesis. Addis Ababa University
- Abdu Mohamed (1993). *Reading Preferences of Grade 11 Students*. Unpublished MA Thesis Addis Ababa University
- Ainley, M & Russell. (2002). *Student Motivation and Engagement*. Department of education employments and work place relation. Australia.
<http://www.dest.gov.au/directory/privacy.html> (Retrieved on 9 Feb.2015)
- Aretega, B & Alirio, J. (2006). *A Framework to Understanding Motivation in the TESOL Field*. Profile Issues in Teachers' Professional Development.
- Best, J.&V.Kahan (2003). *Research in Education*. New Delhi: Prentice Hall Of India.
- Beveridge, A & Archer, J.(2002) *The power of the situation: Students' motivational Responses to study in Psychology and Social Work*. Australia. Newcastle University.
<http://www.aare.edu.au/02pap/alpha.htm>.
- Collins, M. D. & Cheek, E. H. (1999). *Assessing and Guiding Reading Instruction*. New York: The McGrawHill Companies, Inc.
- Csikszentmihalyi, M.(1991). *Literacy and intrinsic motivation*. In S.R. Graubard (Ed.), *Literacy: An overview by 14 experts* (pp. 115-140). New York: Hill & Wang.
- Csizer, K & Dornyei. Z. (1998). *Ten Commandments for Motivating Language Learners: Results of an Empirical Study*. London School of English Language Education. Language teaching research .
- Davis, B. (1999) *Motivating Students; Tools for Teaching*. San Francisco. University of California. '<http://teaching.berkeley.edu/teaching.html>.'
- Day, R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.
- Deci, E.L & Ryan, R.M. (2000). *The "What" and "Why" of Goal Pursuits; Human needs and*

the self determination of behavior. Psychological inquiry, 11,227-268.

Retrieved from <http://www.psych.rochester.edu/SDT/theory.html>

DiribsaDufera. (2005). *Quality of Teaching and Learning in Ethiopian Primary Schools: Tension between Traditional and Innovative Teaching-learning Approaches*. Addis Ababa University.9 (20) pp.1071-1089, October 2012 DOI: 105895/ERR2012.1851 ISSN 1990-3838

Dornyei, Z. (2000). *Motivation in Action: towards A process –Oriented Conceptualization of Student Motivation*. London School of English studies, University of Nottingham. *British Journal of Educational Psychology*, 70,519-539

Dornyei, Z. (2001) *Attitudes, Orientations and Motivations in Language Learning: Advances in Theory, Research, and Applications* London. University of Nottingham.

Retried from www.blackwell-synergy.com/

Dornyei& Cheng (2007). *The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan*. *Innovation in Language Learning and Teaching*, Volume 1 No. 1. <http://www.zoltandornyei.co.uk/uploads/2007-cheng-dornyei-illt.pdf>

Dweck, s (1985). *Intrinsic Motivation, Perceived Control, and Self-evaluation Maintenance; an achievement goal analysis*, 2 academic press Inc.

Fager, & Brewster, C. (2000). *Increasing Students Engagement and Motivation: From Time- on Task to Homework*. Northwest Regional Educational Laboratory. October 2000.

Gambrell, L.B. (2011). *International Reading Association: The Reading Teacher*. 65 (3), 172–178 DOI:10.1002/TRTR.01024

Grabe, W., &Stoller, F. (2001). *Reading for Academic Purposes: Guidelines for the ESL/EFL teacher*. (with F. Stoller). In M. Celce-Murcia (Ed.) *Methods in Teaching English as a Second or Foreign Language*. (pp. 187-204). Boston: Heinle&Heinle.

Guilloteaux, M, J (2007) “Motivating language learners: A classroom oriented Investigation of the effect s of motivational strategies on students’ Motivation.” PhD Dissertation, Nottingham University.

Guthrie, J., Wigfiewld, A., &Perencevich, K (Eds.). (2004). *Motivating Reading Comprehension: Concept Oriented Reading Instruction*.

- Guthrie, T. (2000). *Context for Engagement and Motivation Reading*. Handbook of Reading Research: Volume 111.
- Guthrie, J., & Knowles, K. (2001) *Promoting Reading Motivation. Literacy and Motivation: Reading Engagement in Individuals and groups*. Eds. Ludo Verhoeven & Catherine Snow. Lawrence Erlbaum Associates, Mahwah, NJ.
- Guthrie, J.T. (2001, March). *Contexts for Engagement and Motivation in Reading*. Reading Online, 4(8). Retrieved from http://readingonline.org/articles/art_index.asp?HREF=/articles/handbook/guthrie/index.
- Kim, M. (2002). *The use of Computer in Developing L2 Reading Comprehension: Literature review and its implications*. ERIC Digest: 472 671. Retrieved from the ERIC database.
- Kubanyiova, M. (2006) *Developing a Motivational Teaching Practice in EFL Teachers in Slovakia: Challenges of Promoting Teacher Change in EFL Context*. TESL. EJ 10(2)
- Lefere, C (2004). *Motivating students in the High School classroom*
'<http://www.kzoo.edu/educ/sip/2004sips/LefereSip.pdf>
- LEW, W (1997) *Teaching and the Teacher's Personality*. Education journal. No. VI <http://sunzi1.lib.hku.hk/hkjo/view/33/3300006.pdf>
- Littlewood, A. (2001) *Motivation*. English Teaching professional.
< <http://www.andrewlittlejohn.net/> >
- Lockhart, C & Richards, J (1996) *Reflection Teaching In Second Language Classrooms*. Cambridge; Cambridge University Press
- Morrow, L.M. (1996). *Motivating Reading and Writing in Diverse Classrooms: Social and physical contexts in a literature-based program*. Urbana, IL: National Council of Teachers of English.
- Noe, A. (2004). *Action in perception*. Massachusetts: Massachusetts Institute of Technology Publishers, Ltd.
- Nuttall, C. (1982). *Teaching Reading Skills in a Foreign Language*. Oxford: Oxford University Press

- Paris, S.G., Wasik, B.A., & Turner, J.C. (1991). *The Development of Strategic Readers*. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (pp. 609-640). White Plains, NY: Longman.
- Reeve, J & Jang, H. (2006). *What Teachers Say and Do to Support Students' Autonomy During a Learning Activity*. *Journal of Educational Psychology*. American Psychological Association. 98(1), 209–218
http://psych.rochester.edu/SDT/Documents/2006_ReeveJang_JEP.pdf
- Skiotic (1981) *Surveying the reading habits and preference of secondary school students in Greece*. MA thesis Unpublished. Athens. Plc.
- Tamene Kitila (1992). *A Preliminary Survey of the Reading Interest of Addis Ababa University Students*. Addis Ababa University. Unpublished MA Thesis.
- Wade, S., Buxton, W.M., & Kelly, M. (1999). Using Think-aloud to Examine Reader-text Interest. *Reading Research Quarterly*, 34(2), 194-216
- Wells C. (2007). *Motivational Techniques for Improving Reading Comprehension among Inner-city High School Students*. Yale- New Haven Teachers Institute.
- Wigfield .A, & Eccles, S. (2002). Motivational Beliefs, Values, and Goals. *Annual Review of Psychology, Institute for Social Research, University of Michigan*. Vol. 53.
- Wigfield A. et al. (2004), Children's Motivation for Reading: Domain Specificity and Instructional Influences. *The Journal of Educational Research*
- Wlodkowski, R. (1985). *Enhancing Adult Motivation to Learn*. San Francisco: Jossey Bass
- Yun, Y (1993). Cohesion and the Teaching of EFL Reading forum; January-March, 1993, 31 (2)
 'http://exchanges.state.gov/forum/vols/vol31/no1/index.ht'

Appendix-A: Classroom observation checklist

Jimma University

College of Social Sciences and Humanities

Department of English Languages and Literature

Name of the school..... Section.....
 Topic..... Date..... Time begins.....
 time ended..... Direction..... Teachers' code.....

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

No	Items	Yes	No
1	The teacher compare students' group performance in reading activities./finding main idea, summarizing and presenting/		
2	Using additional reading materials.(extracts from different written texts)		
3	Helping students relate ideas in the passage to their prior knowledge.(pre reading activities)		
4	Helping students feel that they are good at reading.		
5	Teaching students reading techniques		
6	Assigning students to do reading activities in group.		
7	Using magazine and newspapers for reading		
8	Including novel and fantasy elements in reading activities.		
9	Providing students with constructive feedback and praise to their reading attempts /good, very good, excellent, thank you/		
10	Encouraging students' classroom activities in the reading lesson.		
11	Emphasizing the usefulness of effort to promote reading motivation.		
12	Show his interest and commitment in teaching reading		

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

Appendix-B: Teachers' Questionnaire

Jimma University
 College of social sciences and Humanities
 Department of English Language and literature

Name of the school-----

Dear Teacher,

This questionnaire is designed to identify motivational techniques teachers use in reading lesson.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research

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

Thank you very much for your co-operation.

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

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

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

No	Items	5	4	3	2	1
1	How often do you compare students group reading activities?					
2	To what extent do you use reading topics based on your preference					
3	How often do you help students to relate ideas in the passage to their prior knowledge?					
4	How often do you use additional reading materials rather than sticking only on text book?					
5	To what extent do you help students to feel that they are good at reading?					
6	How often do you help students to develop individual reading skills					
7	How often do you help students to do reading activities together?					
8	How often do you use magazine and newspapers in a reading classes?					
9	How often do you provide students with constructive feedback, praise					

	and grade to students reading attempts?					
10	To what extent do you encourages questions and other contributions from students.					
11	How often do you emphasize the usefulness of effort to promote reading skills?					
12	To what extent do you feel interesting in teaching reading?					
13	How often do you select reading materials which have some sort of relation to students' real life?					
14	To what extent do you give you an opportunity to explain what you understand about the text you read?					

Direction 2: Read each of the following statements about motivational techniques and decide your degree of agreement against each statement by indicating your response putting a (√) in the appropriate box.

Key:5) Strongly Agree 4) Agree3) Undecided 2) Disagree1) Strongly Disagree

No	Item	5	4	3	2	1
1	Using reading topics based on students preference motivates students to read					
2	Activating students' prior knowledge before reading engage them in reading.					
3	Organizing students to read in group engage them in reading.					
4	Using authentic materials in reading class such as magazines and newspaper motivate students in reading.					
5	Providing feedback, prize and grade to students motivate them in reading.					
6	Teachers being committed in teaching reading engage students in reading.					
7	Using reading materials which are related to students' real life engage them in reading.					

Appendix-C: Students' Questionnaire

Jimma University

College of social sciences and Humanities

Department of English Language and literature

Name of the school-----

Dear student,

This questionnaire is designed to identify motivational techniques teachers use in reading lesson.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research

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

Thank you very much for your co-operation.

Direction 1: Read each of the following statements about your teacher motivational techniques and decide how often he or she implement the following motivational techniques.

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

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

No	Items	5	4	3	2	1
1	The teacher compares your group reading activities					
2	The teacher uses reading topics based on your preference					
3	The teacher helps you to relate ideas in the passage to your prior knowledge					
4	Your teacher use additional reading materials in addition to text book?					
5	The teacher helps you to feel that you are good at reading					
6	The teacher helps students to develop individual reading skills					
7	The teacher assigns students to do reading activities together.					
8	The teacher uses magazine and newspapers in a reading classes.					
9	The teacher provides students with constructive feedback, praise and grade to students reading attempts.					
10	The teacher encourages questions and other contributions from students.					
11	The teacher emphasizes the usefulness of effort to promote reading motivation.					

12	The teacher is interesting in teaching reading					
13	Your teacher uses reading materials which have some sort of relation to students' real life?					
14	Your teacher give you an opportunity to explain what you understand about the text you read.					

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

Key:

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

No	Item	5	4	3	2	1
1	The teacher uses reading topics based on your preference					
2	The teacher activates your prior knowledge before reading					
3	The teacher organizes students to read in group					
4	The teacher use authentic materials in reading class such as magazines and newspaper in reading classes.					
5	The teacher providing feedback, prize and grade to students reading attempt.					
6	Teacher is committed in teaching reading					
7	The teacher uses reading materials which are related to students' real life.					

AppendixD: Teachers' Interview on Sample Responses Given to Interview Questions

Interview Q 1: How often do you use additional reading materials in addition to students' text book to engage your students in reading tasks?

"Ok...most of the time I do not use additional reading materials at all. Even I only teach reading sometimes; most of the time I do not teach reading passage which is found in the text book because the text book is very bulky that I skip on the passages to cover the portion."

Interview Q2: To what extent do you organize students in group when teaching reading?

"Sometimes, but mostly I ask them to read individually and do comprehension questions."

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

"Yes, I sometimes organize them in group and also I ask a student to read loudly while other students listen carefully, then after, the whole students do comprehension questions individually"

Interview Q3: How often do you activate students' background knowledge about the text before they read?

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

Interview Q4: To what extent do you give opportunities to your students to explain what they understand about the text they read?

"Eh... [lough] the time matters. If I feel I have time I do it. But frankly speaking most of the time I do not spend my time on reading. Just I ask them to read for about five menites and then go to the activities."

Interview Q 5: What types of feedback, praise and grade do you provide to your students to their attempt in reading tasks?

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

Interview Q 6: How often do you invite students to ask questions and other contributions about what they are reading?

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

Appendix E: Afan Oromo version of the Questionnaire

Yuunvarsiitii Jimmaati Kolleejjii Saayinsii Hawaasaatti

Muummee Afaan Ingilizii fi Ogbarruu

Maqaa Mana Barumsaa-----

Jaallatamoo barattootaa:

Bar-gaaffiinkun barattoonni dubbisa barnootaa faan Ingilizii yeroo baratan barsiisaan dubbisiichatti barattoota sissi'eessuuf gargaarsa godhu beekuuf yaadamee kanqophaa'edha.

Bar-gaaffii kanaan odeeffannoon sassaabamu iccitiin kanqabamuuf qorannoo kana qofaaf kan ooludha. Waraqaa bar-gaaffii kana irratti maqaa kee barreessuun hinbarbaachisu.

Galatoomaa

Qajeelcha 1: Kanaa gaditti barsiisaan Afaan Ingilizii kee yeroo dubbisa barsiisu gochawwan inni dalagu tarreeffamaniiru. Barsiisaan yeroo hangam gochawwan sana akka raawwatu tokko tokkoo himaa fuula duratti gabatee kenname keessaa bakka tokkotti mallattoo “ ” kaa'uun agarsiisi.

- Agarsiiftuu:** 5. Yeroo hunda raawwata 4. Yeroo baay'ee 3. Darbee darbee
2. Yeroo baay'ee muraasa 1. Tasma hin raawwatu

T/L	Gochawwan	5	4	3	2	1
1	Barsiisaan sochii barattoonni gareen dubbisa barachuuf taasisan irratti gareewwan waldorgomsiisa.					
2	Dubbisa filannoo koo irratti hundaa'e fayyadamee dubbisuu barsiisa.					
3	Waanti ani dubbisu waan ani duraan beeku waliin walqabsiisee akkan dubbisu na gorsa.					
4	Barsiisaan hammam barruulee kitaaba barataan alaa fayyadamee dubbisuu isin barsiisa?					
5	Dandeettiin dubbisuu koo gaarii akka ta'e natty himuun najajabeessa.					
6	Dandeettii dubbisuu dhuunfaa koo akkamitti akkan cimsadhu nattihiima.					
7	Shaakala dubbisuu gareen akka hojjennu nutaasisa.					
8	Gaazexaa fi barruulee (magazine) fayyadamuun dubbisa nu barsiisa.					
9	Yeroo dubbisa barannu badhaasawwan sissi'eessituu ni kenna.					
10	Gaaffii akkan gaafadhuu fi barattoota waliin akkan mari'adhu na jajjabeessa.					
11	Fedhii dubbisuu gonfachuuf carraaqii gochuun murteessaa ta'uu ni ibsa.					
12	Barsiisaan koo dubbisa barsiisuuf fedhii qaba.					
13	Barsiisaan hammam dubbisa jireenya kee waliin walqabate fayyadamaa?					
14	Barsiisaan waan barattoonni dubbisanii hubatan akka ibsan carraa ni kenna.					

Qajeelcha 2: Kanaa gaditti barsiisaan Afaan Ingilizii kee yeroo dubbisa barsiisu gochawwan inni dalagu tarreeffamaniiru. Barsiisaan gochawwan sana akka raawwatu tokko tokkoo himaa fuula duratti gabatee kenname keessaa bakka tokkotti mallattoo “ √ ” kaa’uun agarsiisi.

Agarsiiftuu: 5. Cimseen deggera 4. Nin deegera 3. Murteessuun na dhiba

2. nin morma 1. Cimseen morma

T/L	Gochawwan	5	4	3	2	1
1	Barsiisaan dubbisa filannoo kee irratti hundaa’e fayyadamee dubbisuu barsiisa.					
2	Barsiisaan Waanti ati dubbistu waan ati duraan beektu waliin walqabsiisee si barsiisa.					
3	Barsiisaan akka waliin dubbistaniif gareewwanittii sin qoqqooda.					
4	Gaazexaa fi barruulee (magazine) fayyadamuun dubbisa isin barsiisa.					
5	Yeroo dubbisa barannu badhaasawwan sissi’eessituu ni kenna.					
6	Barsiisaan kee dubbisa barsiisuuf fedhii qaba.					
7	Barsiisaan dubbisa jireenya keewaliin walqabate fayyadamee dubbisa si barsiisa.					

Appendix F

F1 Teachers' Response to Frequency of Use of Additional Reading Materials

No	Item	V. frequently		Frequently		Sometimes		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
2	To what extent do you use reading topics based on students preference	-	-	-	-	1	10	2	20	7	70	10	100
4	How often do you use additional reading materials rather than sticking only on text book?	-	-	1	10	2	20	3	30	4	40	10	100
8	To what extent do you use authentic materials like magazine and newspapers in a reading classes?	-	-	-	-	2	20	3	30	5	50	10	100
13	How often do you select reading materials which have some sort of relation to students' real life?	1	10	1	10	1	10	3	30	4	40	10	100

NB N= number % = percentages

F2 Teachers' Response on their Use of Reading Activities in Reading classes.

No	Item	Very frequently		Frequently		Sometimes		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	How often do you compare students group reading activities?	-	-	-	-	2	20	5	50	3	30	10	100
3	How often do you help students to relate ideas in the passage to their prior knowledge?	-	-	1	10	3	30	5	50	1	10	10	100
6	How often do you help students to develop individual reading skills?	-	-	5	50	3	30	2	20	-	-	10	100
7	How often do you help students to do reading activities together?	-	-	2	20	1	10	6	60	1	10	10	100

NB N= number % = percentages

F3 Teachers' response on the support they provide to engage students in reading tasks.

No	Item	Very frequently		frequently		sometimes		rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
5	How often do you help students to feel that they are good at reading?	-	-	1	10	3	30	4	40	2	20	10	100
9	How often do you provide students with constructive feedback to students reading attempts?			1	10	2	20	2	20	5	50	10	100
10	To what extent do you encourages questions and other contributions from students.	1	10	1	10	5	50	3	30			10	100
11	How often do you emphasize the usefulness of effort to promote reading skills?	-	-	2	20	1	10	4	40	3	30	10	100
12	How often do you feel interesting in teaching reading?	-	-	-	-	7	70	3	30			10	100
14	To what extent do you give opportunity to explain what they understand about the text they read?	-	-	1	10	4	40	3	30	2	20	10	100

NB N= number % = percentages

Appendix G

G1 Students' Response to Additional Reading Materials Teachers Use

No	Item	Very frequently		Frequently		Sometimes		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
2	To what extent the teacher uses reading topics based on your preference?	-	-	10	10	10	10	20	20	60	60	100	100
4	How often do your teacher use additional reading materials in the class?	-	-	10	10	20	20	40	40	30	30	100	100
8	The teacher uses magazine and newspapers in a reading classes.	-	-	-	-	10	10	10	10	80	80	100	100
13	How often do your teacher select reading materials which have some sort of relation to your real life?	-	-	-	-	11	11	17	17	72	72	100	100

NB N= number % = percentages

G2: Students' response on Reading activities teachers use in reading lesson.

No	Item	V freq		frequent ly		sometim es		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	The teacher compares your group reading activities	8	8	12	12	20	20	19	19	41	41	100	100
3	The teacher helps you to relate ideas in the passage to your prior knowledge	8	8	12	12	14	14	25	25	41	41	100	100
6	The teacher helps students to develop individual reading skills	7	7	13	13	17	17	43	43	20	20	100	100
7	The teacher assigns students to do reading activities together.	3	3	4	4	16	16	32	32	45	45	100	100

NB N= number % = percentages

G 3. Students' response on teachers' provision of support

No	Item	Very frequent		frequently		sometimes		Rarely		Never		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
5	To what extent does your teacher help you to feel that you are good at reading?	15	15	15	15	18	18	28	28	24	24	100	100
9	The teacher provides students with constructive feedback, praise and grade to students reading attempts.	11	11	12	12	16	16	36	36	25	25	100	100
10	The teacher encourages questions and other contributions from students.	16	16	13	13	14	14	36	36	21	21	100	100
11	The teacher emphasizes the usefulness of effort to promote reading motivation.	-	-	16	16	14	14	60	60	10	10	100	100
12	The teacher is interesting in teaching reading	-	-	10	10	20	20	60	60	10	10	100	100
14	Your teacher give you an opportunity to explain what you understand about the text you read.	13	13	10	10	30	30	47	47	-	-	100	100

NB N= number % = percentages

Appendix-H

Original Classroom observation check list taken from Dornyei and Cheng, (2007)

Items
1. Proper teacher behaviors
show students you care about them
Establish good rapport with students
Show your enthusiasm for teaching
2. Recognize students' effort
Recognize students' effort and achievement
Monitor students' progress and celebrate their victory
Make sure grades reflect students' effort and hard work
Promote effort attributions
3. Promote learners' self-confidence
Give clear instructions by modeling
Give good reasons to students as to why a particular task is meaningful
4. Increase learners' goal orientedness
Help students develop realistic beliefs about English learning
Find out students' needs and build them into curriculum
Encourage students to set learning goals
Display the class goal in a wall chart and review it regularly
5. Make the learning tasks stimulating
Introduce various interesting topics
Make tasks attractive by including novel and fantasy element
Encourage students to create products
6. Promote group cohesiveness and group norms
Explain the importance of the class rules
Encourage students to share personal experiences and thoughts
Allow students to get to know each other
Let students suggest class rules
7. Promote learner autonomy
Adopt the role of a facilitator
encourage peer teaching and group presentation
Teach self-motivating strategies
Allow students to assess themselves
Give students choices in deciding how and when they will be assessed

<http://www.ccsenet.org/journal/index.php/elt/article/viewFile/11873/8333>

(Dornyei and Cheng, 2007)



This work is licensed under a
Creative Commons
Attribution – NonCommercial - NoDerivs 3.0 License.

To view a copy of the license please see:
<http://creativecommons.org/licenses/by-nc-nd/3.0/>

This is a download from the BLDS Digital Library on OpenDocs
<http://opendocs.ids.ac.uk/opendocs/>