International Journal for Social Studies
Available at https://pen2print.org/index.php/ijss/
ISSN: 2455-3220
Volume 04 Issue 09
September 2018

Effects of Teacher's Use of Motivational Strategies on Students' Motivation and Achievement: A Study on Two Secondary Schools in Nekemte Town, Ethiopia

Mekuria Zewdie Bedada

(Email: zmeku1995@gmail.com ; Mob. +251963768666)

Wollega University, Ethiopia

College of Social Science and Humanities

Department of English Language and Literature

Post Box No: 395, Nekemte, Ethiopia

ABSTRACT

This study examined whether or not English language teacher's use of motivational strategies could improve students' motivation and achievement. It utilized the process model of L2 motivation which takes into account various lines of research on motivation in the L2 field and in educational psychology. To achieve the purpose of the study, a quasi-experimental design specifically the pre-test post-test control group design was employed. Two sections of grade nine students with their teachers, from different secondary schools at Nekemte town in East Wollega Ethiopia, were taken as a sample of the study. The participants were selected by means of convenience sampling and randomly assigned to experimental (N=39) and control (N=40) groups. A training was provided for the experimental group teacher focusing on 15 pre-selected motivational strategies and the teacher subsequently implemented the strategies in the classroom for the period of 8 weeks. To collect data, two instruments i.e., students' motivational state questionnaire and achievement tests were utilized. To analyze data, two

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parametric tests i.e., independent sample t-test and ANCOVA were performed. The findings indicated that teacher's use of motivational strategies induced a positive change on students' motivation and achievement in the experimental group, but no such change was observed on students in control group. This change could be attributed to the experimental group teacher's use of motivational strategies. The findings, therefore, imply that English language teachers' use of motivational strategies enhances students' motivation and improves their achievement in Ethiopian foreign language learning context.

Key Words: L2 motivation, Motivational Strategies, Students' motivation, Achievement

INTRODUCTION

Motivation is one of the most prolific research areas in the field of second language acquisition (SLA). Nonetheless, where as a lot of research discussions have centered upon the notion of motivation with in language learning, it has become apparent that there is no consensus on defining it. For instance, Gardner (1985, p.10) defined it as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning a new language". Three components constitute this definition, i.e., making an effort to achieve a goal, the desire to achieve a goal, and positive attitude towards learning the target language. On the other hand, Dornyei and Otto (1998, p.64) defined it as the " *dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out* .".(Italics is original) This definition acknowledges the process aspect and the dynamic nature of L2 motivation. From the above two definitions, therefore, it can be discerned that L2 motivation refers to the individual's attitude towards learning the new language and the extent to which the individual strives because of the desire to achieve the goal of language learning, and it is a dynamic process.

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Despite the fact that concepts that imply motivation is replete, there is a general consensus on the important role that motivation plays in the success of foreign language learning. Motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process (Csizer and Dornyei, 1998; Dorneyei, 2005). Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals of language learning (Dorneyei, 2005). Insufficient motivation on the part of students is, therefore, one of the most challenging problem in the process of language learning. In this regard, the issue of motivation seems to be of particular pertinence to Ethiopian foreign language learning context where a plethora of research works show a general dissatisfaction on students' performance in English language at different level of the education system (Tamane, 2000; Negash, 2006; Eshetie, 2010; Fasika, 2014; Mebratu, 2015).

Moreover, there is a growing body of literature that motivation is a crucial factor for students to exert effort and also persist in their efforts in the process of foreign language learning (Gardner, 1985; Ellis, 1994; Dornyei and Otto, 1998; Dornyei, 2005). To this end, enhancing students' language learning motivation has a paramount importance. This evokes the question of both how to enhance students' motivation and whose responsibility is to promote students' motivation. Pertaining to the responsibility, it is widely accepted that motivating students and keeping them motivated during the tenure of their studies rests mainly with language teachers (Dornyei, 2001, 2005; Ushioda, 2005). In support of this claim, McDonough (2007) explains that even though motivation is a property of the learner and remarkably complex, it is a transitive concept, so teachers can motivate their students. More specifically, Dörnyei (2001) confirms that there is no doubt that students' motivation can be consciously enhanced by using creative techniques i.e., motivational strategies. Therefore, it can be recognized that teachers have the power to promote students' language learning motivation using various motivational strategies.

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However, the nature of L2 motivation researches conducted so far are not helpful for language teachers to use motivational strategies in the classroom. The studies have been more concerned for a long period of time about what motivation is than about how language teachers can enhance students' motivation in the classroom. In this regard, Dornyei and Otto (1998) explain that the number of psychological researches devoted to analyzing how to motivate language learners has been rather meagre relative to the number of researches conducted on what motivation is. Similarly, Cheng and Dornyei (2007) indicated that most of the studies that investigated L2 motivation over the past 50 years were more concerned with analyzing various motives and validating motivational theories rather than finding practical ways to motivate language learners. Actually, it would be interesting, if previous L2 motivation studies could have focused on indicating insights and suggesting specific motivational strategies to language teachers to help them motivate their students.

The study of motivation has a much longer history across the broader disciplines of mainstream and educational psychology. However, L2 motivation research has evolved somewhat independently originating in a concern to address the unique social, psychological, behavioral, and cultural complexities that acquiring a new communication code entails (Ushioda & Dornyei, 2012). Ushioda and Dornyei further explain that over the years the field has evolved through successive phases reflecting increasing degrees of integration with developments in mainstream motivational psychology, while retaining a sharp focus on aspects of motivation unique to language learning. Accordingly, there have been theoretical evolution in L2 motivation approaches which resulted a historical changes in our understanding of the construct of L2 motivation. Dornyei (2005) categorized the historical changes in to three periods: the social psychological (1959-1990), the cognitive-situated (during the 1990s), and the process-oriented period (the past 15 years).

The social psychological period of L2 motivation had its focus on the importance of attitudes and feelings of language learners towards L2 communities and L2 (Guerrero,

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2015). The social psychologists, Gardner and Lambert (1972) theorized that motivation was a significant cause of variability in SLA, and that its effect was independent of ability or aptitude. In addition, they presumed that SLA had important social and psychological dimensions which distinguished the motivation to learn a second language from other types of learning motivation since learners are expected not simply to acquire knowledge of the language but to identify with the target language community and adopt their distinctive speech behaviors and styles. Therefore, this approach was more of a general perspective to motivation that grounded in the social milieu rather than in the foreign language classroom (Dörnyei, 1994). The way L2 motivation was conceived in the social psychological approach did not take in to account the different contexts of language learning worldwide. For instance in Ethiopia the majority of students do not have access to English language speakers, so attitude to the community and cultural stereotypes are not the main motive or demotives for learning English language. In Ethiopia, it seems that it is the potential pragmatic gains of English language proficiency which may be a motivation for learning English language. In connection with this, Ellis (1994) explains that instrumental motivation appears to be even much more powerful than integrative motivation in some specific contexts where learners have little or no interest in the target-language culture and few or no opportunities to interact with its members.

The cognitive-situated period was characterized by two interrelated trends: (a) the need to bring L2 motivation research in line with cognitive theories in mainstream motivational psychology, and (b) the desire to move from the broad macro perspective of ethno-linguistic communities and learners' general dispositions to L2 learning to a more situated analysis of motivation in specific learning settings (Ushioda & Dornyei, 2012). Accordingly, in this period a number of L2 motivation studies were conducted by adopting new cognitive variables from the different cognitive theories such as attribution, self-efficacy, self-worth, goal, self-determination theories etc (Dornyei, 2005). From the wealth of the cognitive theories, therefore, various frameworks provided varying interpretations of the different aspects of L2 motivation for didactic

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contemplation. Nevertheless, Weiner (1984) cited in Dörnyei and Ottó (1998) explicates that any motivation theory based on a single concept, whether that concept is reinforcement, self-worth, optimal motivation, or something else, will be insufficient to deal with the complexity of classroom activities. Unfortunately, in this period, there was no one inclusive L2 motivation model which fully addresses the complexity of the classroom discourse (Dornyei & Otto,1998).

On the other hand, the process-oriented period of L2 motivation emphasized a neglected aspect of L2 motivation i.e., its dynamic character and temporal variation (Dornyei, 2005, 2010). Accordingly, this period of L2 motivation is characterized by an increasing emphasis on viewing motivation, not simply as a static product, but as a dynamic process (Dornyei, 2005). In asserting the importance of the process aspect of L2 motivation, Dornyei and Csizer (1998, p. 203) state that it "provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process". The metaphor of the driving force advocates L2 motivation as a continuum and not a static construct, and asserts the inclination of motivation to be an oscillating concept (Dornyei, 2005). The views held by this approach of L2 motivation seem to suit the Ethiopian foreign language teaching context. In Ethiopia, the mastery of the English language in schools usually takes several years. In those years, as far as the experience of the researcher as an English teacher is concerned, most students experience a regular fluctuation of motivation within a single course or from year to year. Therefore, the basic underlying assumption that motivation is not so much a relatively constant state but rather a more dynamic entity that changes in time seems to work for Ethiopian foreign language learning context.

Following the process-oriented approach of L2 motivation, Dörnyei and Otto (1998) developed a new model of L2 motivation, which they call it the process model of L2 motivation. An important corollary of process model of L2 motivation is that different motivational systems advocated in the literature do not necessarily exclude each other,

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but can be valid at the same time if they affect different stages of the motivational process (Dörnyei & Ottó, 1998; Dornyei, 2005). Dornyei (2010, p.18) summarized the essence of process model of L2 motivation in one long sentence as follows.

> *... a process model of L2 motivation breaks down the overall motivational process into several discrete temporal segments organized along the progression that describes how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intensions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process.*

One of the aims of the process model of L2 motivation was to design motivational strategies for the purpose of classroom intervention in L2 education (Dörnyei & Ottó ,1998). Based on this model, therefore, Dornyei (2001) established the most notable and comprehensive framework of motivational strategies for language teachers. Dörnyei (2001) explains that motivational strategies to stimulate L2 motivation are techniques and consciously exerted influences that can bring about goal-related behavior and other systematic, long-term positive changes in L2 learning. This explanation presumes that language teachers can apply some motivational strategies deliberately in order to enhance students' language learning motivation. Dörnyei's (2001) system of motivational strategies framework comprises more than 102 specific motivational strategies, which are grouped into four phases. The first phase is creating the basic motivational conditions, and the second one is generating initial motivation. The third phase is maintaining and protecting motivation, and the fourth one is encouraging positive retrospective self-evaluation. The four phases are built on each other so that students' motivation is created, generated, maintained and encouraged (Dornyei, 2001).

The current researcher, therefore, utilized the process model of L2 motivation and Dornyei's (2001) system of motivational strategies framework to investigate the effects of teacher's use of motivational strategies on students' motivation and achievement. In

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connection with this, Dornyei (2005, 2010) acknowledged that when L2 motivation is examined in its relationship to specific learner behaviors and classroom processes, there is a need to adopt a process-oriented approach that accounts for the daily ups and downs of motivation to learn, that is, the ongoing changes of motivation over time.

As it has been mentioned so far studies on L2 motivation has a long history, but the recent emphasis on the importance of teacher's use of motivational strategies to promote students' motivation has led to a renewed interest. In this regard, Guilloteaux (2007) indicated that EFL teacher's use of motivational strategies is generally believed to enhance students' motivation, yet there is scant empirical evidence to support this claim. However, it should be noted that it is possible to conduct an empirical study by utilizing some selected motivational strategies as an intervention. This is mainly because a few well-chosen strategies that suit both teachers and their learners create an overall positive motivational climate in the classroom (Dornyei, 2001). Despite this reality, empirical studies which have been conducted on the effect of teacher's use of motivational strategies on students' motivation and achievement to date are scarce (Dörnyei, 2005; Guilloteaux, 2007; Abdollahzadeh & Papi, 2012; Moskovsky et al., 2013; Alrabai, 2014).

In fact, in a response to the scarcity of empirical studies, few researchers (such as Guilloteaux and Dornyei, 2008 and Abdollahzadeh and Papi, 2012) conducted a classroom-oriented observational investigation of teachers' motivational practice and students' language learning motivation. The finding of those studies indicated that there is a strong positive correlation between the language teachers' motivational teaching practice and the students' motivated behavior observed during class activities. A significant limitation of the above studies is that they were more concerned with the language teachers' general motivational teaching practices and did not utilize specific motivational strategies in the language classes to examine their effectiveness in enhancing students' language learning motivation. Hence, despite the revelation of a strong positive correlation between motivational teaching practices and language

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learning motivation in the classroom, the researchers were unable to establish a causal relationship between motivational teaching practices employed by language teachers and motivated learner behaviors. Therefore, on the basis of the above study's findings, it cannot be decided whether the language teachers' motivational teaching practice impacts their students' language learning motivation or the other way round.

To bridge this gap, Moskovosky et al., (2013) conducted a controlled experimental study on the effects of teachers' use of motivational strategies on students' motivation. The researchers investigated the effects of 10 pre-selected motivational strategies that teachers implemented in an experimental group during an eight-week teaching program. The findings of the study indicated that implementing motivational strategies in Saudi (English as a foreign language) classrooms resulted in a significant positive change in students' motivation. Further similar studies, however, need to be conducted in different EFL context because motivational strategies to enhance students' motivation might differ in different EFL contexts based on the cultural background of the students. On the other hand, the limitation of the study by Moskovsky et al., (2013) was that the findings were inconclusive with regard to the effects of heightened learner motivation on actual achievement. As a result, Moskovosky et al., (2013) recommended a future work to demonstrate that the implementation of motivational strategies in the language classroom causes higher motivation in learners and this effect, in turn, leads to better achievement. In the current study, therefore, an attempt was made to make an effort in this direction.

In recent years, Ethiopian secondary school students' English language proficiency problem has been a recurring concern for teachers and researchers. In this regard, Tamene (2000) asserted that there is a widely prevailing complaint among teachers and researchers that secondary school students' English language proficiency is less than adequate to carry out the various academic activities. In addition, Negash (2006) indicates that the nature of the decline in the quality of education that prevails at secondary schools in Ethiopia mainly concerns the capacity of students to follow their

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lessons in English. Negash further explains that secondary school students in Ethiopia have great difficulties to read, write and above all to listen to spoken English. Furthermore, Eshetie (2010) reveals that Ethiopian students who join colleges and universities are unable to express themselves in English well; graduates who join the world of work fail to write their own curriculum vitae (CV) and application letters for job. The reports of the above scholars may give a glimpse of the situation of Ethiopian secondary schools students' English language proficiency. Thus, it seems apparent to discern that it is an area that requires improvement.

Accordingly, numerous local research works attempted to investigate the factors for secondary school students' English language proficiency problem and commonly reported that insufficient motivation on part of the students is one of the main factors. Pertinent among the recent studies were by Asfeha (2014) and Dawit and Demis (2015) on causes of Ethiopian students' limited participation in English language classroom. Their finding uncovered the reality that there is high resistance of students to participate in the classroom. They also reported that fear of losing face, incomprehensible input, lack of preparation before coming to class, and their perceived linguistic ability are found to be some of the reasons for students' insufficient motivation. Without sufficient motivation, however, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement (Dornyei, 2005). Here, it can be inferred that motivation and achievement are an inextricably linked variables in a foreign language teaching context. Cultivating motivation is, therefore, fundamental for L2 learning achievement. Hence, the failure to enhance students' motivation seems to be one of the major problems for the deterioration of Ethiopian students' language proficiency. Therefore, the need to find effective means of reinforcing and sustaining the students' language learning motivation does not seem to require justification.

On the other hand, with motivation being a key factor in learning success, teacher skills in motivating learners should be seen as central to teaching effectiveness (Galloway et

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al., 1998 cited in Dornyei, 2000). Nevertheless, local research works by Bayush (2007), Akberet (2012) and Sisay (2013) indicate that secondary school foreign language teachers' do not implement motivational strategies effectively. In his study, Sisay (2013) found out that English language teachers' use of motivational strategies adversely influenced students' language learning motivation. This implies developing teacher skills in motivating learners is an overlooked issue in Ethiopian foreign language teaching context. Perhaps one of the main problems that has resulted in a lack of sufficient attention being given to the fundamental role that use of motivational strategies plays in Ethiopian foreign language teaching context is the dearth of studies on motivational strategies. To the present researcher's best knowledge, only few researchers explored language teachers' use of motivational strategies. In 2007, Jemal explored EFL instructors' use of motivational strategies in communicative English skills classes at Mekelle University. In the same year, Bayush (2007) explored motivational techniques employed by primary EFL teachers. Five years later, Akberet (2012) examined teachers' motivational techniques used in EFL classroom at Medhanealem preparatory school. In 2014, Fatuma investigated language teachers' and students' perceptions and beliefs of motivational teaching practices in preparatory EFL classes at Jimma preparatory school.

These studies relied on teachers' and students' self-reports about how important they considered motivational strategies and how often the teachers used them in the classroom. Assessing the perceived importance of motivational strategies, however, is not enough in gauging the effect of using motivational strategies on students' language learning motivation. So, the nature of the above studies may not be adequate to practically help language teachers to implement motivational strategies in the classroom. Put differently, the scope of these studies did not involve the utilization of motivational strategies in the classroom, and their findings, therefore, remain unrevealing with regard to how intervention (i.e., using motivational strategies) affect students' motivation and achievement. In connection with this, scholars such as Dornyei (2001, 2005, 2010); Guilloteaux (2007) and Guilloteaux and Dornyei (2008)

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recommend that motivational strategies research should extend to the classroom setting to observe how the utilization of motivational strategies in language classroom bring about changes on students' motivation and achievement. However, to the best of the present researcher knowledge, there has been no study in Ethiopian foreign language teaching context which utilized motivational strategies in language classroom and checked its effect on students' motivation and achievement.

To bridge this gap, the current researcher, therefore, triggered to conduct a study in which most important motivational strategies, as perceived by English language teachers and students, are identified and subsequently implemented in the classroom. So that their usefulness in improving students' motivation and achievement in the actual learning setting may be investigated. In order to effectively implement the pre-selected motivational strategies, the teacher was provided a training focusing on theoretical justification that underpin the practical implementation of the selected motivational strategies. In this regard, Alderman (2004) explains that in order to effectively implement motivational strategies in the classroom, teachers need to have applicable knowledge (which describes what motivation concepts are relevant) and actionable knowledge (which involves how to implement motivational strategies in everyday practice). In this study, therefore, the following specific research questions are posited to be answered.

- What are the effects of English language teacher's use of motivational strategies on students' English language learning motivation?
- What is the effect of English language teacher's use of motivational strategies on students' achievement?

MATERIALS AND METHODS

Research Design

To achieve the objectives of the study, an experimental design was employed. However, in educational research, often it is cumbersome for investigators to undertake true experiments. Educational researchers, therefore, often employ quasi-experimental

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research design (Cohen, Manson and Morrison, 2007). A quasi-experimental research design allows researchers to use intact classroom setting in which random assignments of participants to different conditions is not mandatory (Creswell, 2009). Among the different quasi-experimental designs, the researcher employed the pre-test post-test control group design. This design is one of the most commonly used quasi-experimental design in educational research whereby the researcher compares two or more groups (Cohen et al., 2007; Dornyei, 2007; Creswell, 2012). Cohen et al., (2007) also explain that the addition of a control group makes the control group design a decided improvement over the one group pre-test-post-test design. In one-group pre-test post-test design, the problem is that, even if the speculation is correct, the design cannot exclude other possible sources of change, such as the maturation effect, the practice effect, etc. (Dornyei, 2007). Consequently, as the issues to be investigated in this study require careful procedures to make causal claims, the pre-test post-test control group design was found to be the best fit.

Setting and Participants

This study was conducted in Nekemte town, East Wollega, Ethiopia. Two secondary schools at Nekemte town, i.e., Biftu Nekemte and Darge, were purposefully selected. Two English language teachers with their one section of grade nine students, one from each school, were taken as a sample of the study. The researcher employed convenience sampling technique to select the participants because they were willing and available to be studied and the sample can provide useful information for answering the research questions (Creswell, 2012). In selecting the teacher participants, an attempt was made to match them along a range of variables, such as qualifications, experiences, gender, age, etc. The selected teachers were randomly assigned to the experimental and control group. The number of experimental group students was 39 and the control group was 40.

Research Instruments

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To collect data, two instruments, i.e., students' motivational state (SMS) questionnaire and achievement tests, were employed. The main goal of employing SMS questionnaire was to ferret out whether or not teacher's utilization of motivational strategies has a positive effect on students' motivation. Hence, it targeted on variables relating to students' motivation for learning the English language. The SMS questionnaire was constructed by the current researcher consulting different previous L2 motivation studies (such as Guilloteaux, 2007; Alrabai, 2010; Papi & Abdulahi, 2012; Moskovsky et al., 2013; Alarbai, 2014; Alqahtani, 2015). In such a way, the sub-variables in the questionnaire were selected based on both theoretical and empirical considerations presented in earlier research that authenticated such sub-variables as valid and reliable measures of students' motivation. It entails 44 items, and the items were categorized in to seven sub-scales. These include: motivational intensity, linguistic self-confidence, motivational attributions, autonomy, anxiety, intrinsic and instrumental motivation. The items were assessed using a 7-point scale ranging from ***Strongly Disagree*** to ***Strongly Agree***. As some students' limited competence in English may affect their ability to respond to all items, the questionnaire was translated into Afan Oromo, the students' mother tongue. The reliability of the SMS questionnaire was computed by means of Cronbach's Alpha, and the result was found to be 0.81.

On the other hand, achievement test was employed to check whether or not teacher's utilization of motivational strategies induces positive changes on students' achievement. To this end, an achievement tests were constructed from the students' currently using English language textbook focusing on the contents covered in the classroom during the experimental period. The tests were designed by the current researcher, but experts of English language teaching were invited to comment it. The achievement tests were administered twice i.e., before and after the intervention for both the experimental and control group students. Hence, two different tests but similar in their content and design were constructed. The contents of the test encompassed all the language parts covered in the students' textbook i.e., speaking, reading, vocabulary, grammar and writing. The

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items which measured speaking, reading, vocabulary and grammar parts were objective i.e., to measure these parts, the test consisted 16 multiple choice items. The researcher preferred multiple choice item because of its practicality and reliability advantage (Brown, 1998).

In contrast, the writing skills part of the tests was subjective. In this regard, Fred and Perry (2008) explain that if writing skills ability is being investigated, then multiple-choice items would probably not be appropriate. In a subjective test, it is presumed that the scorer must make a judgment about the correctness of the response based on his/her subjective interpretation of the scoring criteria (Bachman,1995). To avoid this, the writing skills section of the tests was a controlled writing skills test item, and a scoring scale was also used. As the achievement tests were administered for more than one group of students, the invigilation and scoring procedure were performed under strict guidelines. Furthermore, the tests were administered in a classroom situation with the presence of the researcher and the classroom teacher. To avoid under performance or insufficient effort, students were informed that the results of the test will be both part of their class requirements and a measure used in this research.

Experimental Treatment

In this study, teacher's motivational strategies training was an integral component of the research design. Previous studies (such as Dornyei and Cheng, 2007; Astuti, 2013; Fatuma, 2014 and others) have reported that motivational strategies are culture and context based. Hence, the present researcher conducted a survey on teachers' and students' perceived importance of motivational strategies in the research setting. To this effect, 65 teacher and 177 student participants were provided a menu of 55 motivational strategies to identify most important strategies. To this end, the top 10 identified motivational strategies by teachers and students were brought together, and they were compared and contrasted and finally 15 most important motivational strategies were identified. Consequently, the top identified 15 motivational strategies in line with their theoretical justifications that underpin their practical implementation were the focus of

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the training. The training was given only for the experimental group English language teacher. In the following consecutive paragraphs, the overall description of the training such as the contents, procedures, and mode of delivery are explained succinctly.

Pertaining to the contents, the training material specifically addressed points such as conceptualization of motivation and the views of some motivation theories with their implication in education. It also incorporated Dornyei's (2001) system of motivational strategies framework, but focusing on the pre-selected 15 motivational strategies. To utilize motivational strategies effectively in the classroom, Alderman (2004) asserts that teachers need to have applicable knowledge (which describes what motivation concepts are relevant) and actionable knowledge (which involves how to implement motivational strategies in everyday practice). Accordingly, the training material incorporated both theoretical and practical concepts of the selected motivational strategies. The preparation of the training material employed an activity based approach.

The researcher gave the training in the second semester of 2010 E.C. The researcher first communicated with the participant to set up a timeline for the training sessions, and based on the agreement, the training was commenced within a week interval from the administration of the pre-intervention data collection. The training was covered in two days. During the training, a participatory approach was followed, and the copy of the material was given for the participant. In order to ensure the effectiveness of the training, both English and the participant's mother tongue were used interchangeably. Furthermore, to assist the teacher effectively implement the motivational strategies, an implementation guide was constructed by extracting from the training material. The guide incorporated the 15 identified motivational strategies and various techniques which assist the implementation of the identified strategies. Thus, one of the second day's session objective of the training was about how to use of the implementation guide. The teacher was asked to refer to the implementation guide every time he teaches his students and to reflect on his use of the motivational strategies in each single lesson. To this effect, in line with the implementation guide, the teacher was also

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given motivational strategies use checklist. The teacher implemented the selected motivational strategies for the period of 8 weeks.

RESULTS

This study sought to investigate the effects of teacher's use of motivational strategies on students' motivation and achievement. To this end, to analyze and interpret the collected data, an inferential statistics were performed. Specifically, an independent sample t-test was computed on T1 (before intervention) data to check for any pre-existing differences between the two groups on their motivation and achievement. Following this, analysis of covariance (ANCOVA) was performed on T2 (after intervention) data to detect the differences between the two groups after the intervention. In this case, keeping T1 data as covariate. In connection with the decision to employ ANCOVA, Pallat (2007) explains that ANCOVA is often used when evaluating the impact of an intervention or experimental manipulation, while controlling T1 data as covariate. Furthermore, Pallat (2007) and Field (2009) remind that the F-test only indicates whether the difference between groups is statistically significant i.e., not likely to have occurred by chance. Hence, to assess the importance of the finding, looking effect size is crucial (ibid). Therefore, to determine the strength of the sub-variables based on the value of the partial eta square (ηp^2) coefficient, the current researcher followed Cohen's (1988) guideline (i.e., 0.01 = small effect, 0.06 = moderate effect, and 0.14 = large effect).

Effects of teacher's use of motivational strategies on students' motivation

The first research question of this study wanted to examine the effects of English language teacher's use of pre-selected motivational strategies on students' language learning motivation. To this effect, the same students' motivational state (SMS) questionnaire was administered twice i.e., before and after the intervention. The SMS questionnaire has seven sub-variables which attempted to measure the various aspects of students' motivational variables for learning English language. To this end, to check

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whether or not there is any pre-existing differences between the experimental and control group students on the seven motivational learning sub-variables, an independent sample t-test was computed on T1 (pre-intervention) data. Table 1 below shows that there was no significant difference (p> 0.05) on all the seven motivational learning sub-variables between the experimental and control group students on their pre-intervention data.

Table 1 Independent sample t-test statistics on T1 SMS questionnaire data on each sub-variable

No	**Motivational state variables**	**Exp. Mean**	**SD**	**Cont. Mean**	**SD**	**t**	**df**	**Sig. (2-tailed)**
1	Motivational intensity in learning English	4.99	1.07	5.32	0.99	-1.393	77	.168
2	Linguistic self-confidence in learning English	5.14	1.19	5.61	1.04	-1.861	77	.067
3	Motivational attributions in learning English	4.51	1.01	4.67	0.87	-.787	77	.434
4	Students' autonomy in learning English	5.01	1.25	4.98	1.39	.101	77	.919
5	English language learning class anxiety	4.14	0.97	4.34	1.06	-.872	77	.386
6	Intrinsic motivation for learning English	4.63	0.98	4.87	1.12	-1.010	77	.316
7	Instrumental motivation for learning English	5.32	1.09	5.45	1.14	-.531	77	.597

Note. (Exp.) = experimental group, (Cont.) = control group, (SD) = standard deviation, (Sig.) = p value

As it can be seen from Table 1, the first sub-variable *'Motivational intensity in learning English language'* in which the experimental group (M=4.99, SD=1.07) and the control group (M=5.32, SD=0.99) was not significant at t(77) = -1.393, p>0.05. The second sub-variable, *'Linguistic self-confidence in learning English language*' in which the experimental group (M= 5.14, SD=1.19) and the control group (M=5.61, SD= 1.04) was not significant at t(77) = -1.861, p>0.05. The third sub-variable, '*Motivational attributions in learning English language*' in which the experimental group (M= 4.51, SD= 1.01) and the control group (M=4.67, SD= 0.87) was not significant at t(77) = -.787, p>0.05. The fourth sub-variable, *'Students' autonomy in learning English language*' in which the experimental group (M= 5.01, SD= 1.25) and the control group (M= 4.98, SD= 1.39) was not significant at t(77) = .101, p>0.05.

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Similarly, the fifth sub-variable, *'English language learning class anxiety*' in which the experimental group (M= 4.14, SD= 0.97) and the control group (M= 4.34, SD= 1.06) was not significant at t(77) = -.872, p>0.05. The sixth sub-variable, *' Intrinsic motivation for learning English language*' in which the experimental group (M= 4.63, SD= 0.98) and the control group (M= 4.87, SD= 1.12) was not significant at t(77) = -1.010, p>0.05. The seventh sub-variable, *' Instrumental motivation for learning English language*' in which the experimental group (M= 5.32, SD= 1.09) and the control group (M= 5.45, SD= 1.14) was not significant at t(77) = -.531, p>0.05. These results from the independent sample t-test, therefore, reflected that there was no difference between the experimental and control group students on all the seven motivational learning sub-variables before the intervention.

On the other hand, to check whether or not teacher's use of the selected motivational strategies brought a difference between the experimental and control group students on each motivational learning sub-variable, ANCOVA was performed on their post-intervention data. Thus, as one can observe from Table 2 below, after adjusting T1 score, an ANCOVA test indicated that there was a significant difference between the two groups on all of the students' motivational learning sub-variables at T2, except on *'English language class anxiety'*.

Table 2 Between-group ANCOVA on T2 students' motivational sub-variables data (T1 data as covariate)

No	**Variables**	**Exp. (M Mean)**	***SD***	**Cont. (M Mean)**	***SD***	***F* (1, 76)**	**Sig.**	**ηp^2**
1	Motivational intensity in learning English	5.55	0.13	4.74	0.13	19.02	.000	0.20
2	Linguistic self-confidence in learning English	6.14	0.13	5.35	0.13	17.28	.000	0.18
3	Motivational attributions in learning English	4.86	0.11	4.30	0.11	13.49	.000	0.15
4	Students' autonomy in learning English	5.65	0.14	4.82	0.14	17.75	.000	0.19
5	English language learning class anxiety	4.42	0.19	4.07	0.19	1.52	.220	0.02
6	Intrinsic motivation for learning English	4.93	0.12	4.54	0.12	5.084	.027	0.06

7	Instrumental motivation for learning English	5.74	0.12	4.89	0.12	23.88	.000	0.24

Note. (Exp.) = experimental group, (Cont.) = control group, (M Mean) = Marginal means,(SD) = standard deviation, (F) =variance of the group means, (Sig.) = significance value, (ηp^2)= Partial Eta square.

As one can see from Table 2, an ANCOVA test specifically confirmed that there was a significant difference on the first sub-variable, '*Motivational intensity in learning English language'*, which was significant at T2 *F* (1, 76) = 19.02, *p<.05,* ηp^2 = 0.20. The adjusted means showed a positive change in this sub-variable in the experimental group (*MM* = 5.55, SD = 0.13), when compared with the control group (*MM* = 4.74, SD = 0.13). This finding reflected that the teacher's use of motivational strategies in the experimental group resulted a significant positive change on the students' motivational intensity for learning English language. The second sub-variable, *'Linguistic self-confidence in learning English language'* was also significant at T2 *F* (1, 76) = 17.28, *p<.05,* ηp^2 =0.18. The adjusted means on this sub-variable illustrated positive change in favor of the experimental group (*MM* = 6.14, SD = 0.13) when compared with the control group (*MM* = 5.35, SD = 0.13). The third sub-variable '*Motivational attributions in learning English language'* was significant at T2 *F* (1, 76) = 13.49, *p<.05,* ηp^2 =0.15. The adjusted means in this sub-variable indicated a positive change in the experimental group (*MM* = 4.86, SD = 0.11) when compared with the control group (*MM* = 4.30, SD = 0.11). Hence, this finding reflected that the intervention in the experimental group resulted a significant positive change on students' positive attributions for learning English.

The fourth sub-variable '*Students' autonomy in learning English'* was also significant at T2 *F* (1, 76) =17.75, *p<.05,* ηp^2 =0.19. The adjusted means showed a positive change in this sub-variable in the experimental group (*MM* =5.65, SD = 0.14) and the control group (*MM* = 4.82, SD = 0.14). This finding demonstrated that the intervention in the experimental group resulted a significant positive change on the students' autonomy for learning English language. The fifth sub-variable, '*Intrinsic motivation for learning English'* was also significant at T2 *F* (1, 67) = 5.084, *p<.05,* ηp^2 =0.06. The adjusted

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means in this sub-variable revealed a positive change in the experimental group (*MM* = 4.93, SD = 0.12) when compared with the control group (*MM* = 4.54, SD = 0.12). This finding suggested that the intervention in the experimental group resulted a significant positive change on students' intrinsic motivation for learning English language. The sixth variable '*Instrumental motivation for learning English*' was significant at T2 *F* (1, 76) = 23.88, *p<.05,* ηp^2 *=0* .24. The adjusted means showed a positive change in this sub-variable in favor of the experimental group (*MM* = 5.74, SD = 0.12) and the control group (*MM* = 4.89, SD = 0.12). This finding suggested that the experimental intervention in the experimental group resulted a significant positive change on students' instrumental motivation for learning English.

However, Table 2 shows that the sub-variable , *'English language class anxiety',* was not found to be statistically significant at T2 *F* (1, 76) = 1.52, *p>.05,* ηp^2 = 0.02. Nevertheless, the adjusted means showed a subtle difference in favor of the experimental group (*MM* = 4.42, SD = 0.19) when compared with the control group (*MM* = 4.07, SD = 0.19). The findings, however, in general reflected that the language teacher's use of the pre-selected motivational strategies did not bring a significant difference on the students' English language class anxiety sub-variable.

Furthermore, to check whether or not teacher's use of the selected motivational strategies brought a difference between the experimental and control group students on the overall motivational learning variable, all the seven motivational learning sub-variables were summed up. This was done because the seven motivational sub-variables are all related to one underlying construct- students' motivational learning variable. To this end, an independent sample t-test result in Table 3 shows that there was a significant difference (p< 0.05) on students' motivational learning variable between the experimental and control group students on their post-intervention data.

Table 3 Independent sample t-test statistics on T2 students' motivational learning variable

N	**Variable**	**Exp.**	**SD**	**Cont.**	**SD**	**t**	**df**	**Sig.**

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o		Mean		Mean				(2-tailed)
1	Students' motivational learning variable	37.33	2.34	32.73	3.19	7.326	77	.000

Note. *(Exp.) = experimental group, (Cont.) = control group, (SD) = standard deviation*, *(Sig.) = p value*

As it can be seen from Table 3, the variable '*students' motivational learning variable'* in which the experimental group (M=37.33, SD=2.34) and the control group (M=32.73, SD=3.19) was significant at t(77) = 7.326, $p<0.05$. The result from the independent sample t-test, therefore, reflected that there was a difference between the experimental and control group students on students' motivational learning variable after the intervention.

Effect of teacher's use of motivational strategies on students' achievement

The second research question of this study sought to investigate the effect of English language teacher's use of the pre-selected motivational strategies on students' achievement. To address this issue, two achievement tests were administered for both the experimental and control group students before and after the intervention. To this end, to identify the pre-existing differences between the two groups students on their achievement, an independent sample t-test was performed on T1 (before the intervention) data. Table 4 below shows the result.

Table 4 Independent sample t-test statistics on T1 students' achievement test score

No	Variable	Exp. Mean	SD	Cont. Mean	SD	t	df	Sig. (2-tailed)
1	Achievement Test 1	10.51	3.95	9.88	3.75	.713	73	.478

Note. *(Exp.) = experimental group, (Cont.) = control group, (SD) = standard deviation*, *(Sig.) = p value*

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It appears from Table 4 that the variable *'Achievement Test 1'* in which the experimental group (M=10.51, SD= 3.95) and the control group (M= 9.88, SD= 3.75) was not significant at t(73)= .478, p> 0.05. This result, therefore, reflected that there was no pre-existing difference between the experimental and control group students on their achievement scores before the intervention.

On the other hand, to test whether or not teacher's use of the pre-selected motivational strategies brought about the anticipated changes on students' achievement, ANCOVA was performed on T2 students' achievement test score. In connection with the decision to employ ANCOVA, Pallat (2007) explains that by removing the influence of T1 data, ANCOVA may increase the likelihood that the researcher will be able to detect differences between groups. Accordingly, the scores on the pre-intervention test (T1) were treated as a covariate to control for their likely effects on T2 scores. The results in Table 5 below, thus, demonstrates that there is a significant difference between the experimental and control group students on their post-intervention achievement test scores.

Table 5 Between-group ANCOVA on students' T2 achievement test score (T1 as covariate)

No	Variable	**Exp.** (M Mean)	*SD*	**Cont.** (M Mean)	*SD*	*F* (1, 74)	Sig.	ηp^2
1	Achievement Test 2	12.84	0.57	10.61	0.58	7.448	.008	0.094

Note. (Exp.) = experimental group, (Cont.) = control group, (M Mean) = Marginal means,(SD) = standard deviation, (F) =variance of the group means, (Sig.) = significance value, (ηp^2)= Partial Eta square.

Table 5 shows that the variable *'Achievement Test 2*' is statistically significant at T2 *F* (1, 74) = 7.448, *p<.05,* ηp^2 = 0.094. The adjusted means reflected a positive change in students' achievement in favor of the experimental group [MM= 12.84, SD = 0.57] when compared with the control group [MM= 10.61, SD = 0.58]. The finding of this study, therefore,suggested that English language teacher's utilization of motivational strategies

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brought about a positive change on students' achievement in the experimental group students.

DISCUSSION

The present study examined whether or not English language teacher's use of pre-identified motivational strategies induces positive changes in students' motivation and achievement. The study was conducted in secondary schools found in Nekemte Town, East Wollega, Ethiopia. In this section, therefore, the results derived from the data analysis have been summarized and discussed in a succinct manner to address the two research questions posited in this study.

Effects of teacher's use of motivational strategies on students' motivation

The first research question of this study wanted to examine the effects of teacher's use of motivational strategies on students' language learning motivation. An ANCOVA test in Table 2, therefore, indicated that there is a significant difference between the two groups on all of the students' motivational learning sub-variables at T2, except on *'English language class anxiety'*. An ANCOVA test specifically confirmed that there was a significant difference on the sub-variable, '*Motivational intensity in learning English language'.* According to Cohen's (1988) guideline the effect size of this sub-variable reflects a large effect size. The findings, therefore, suggests that the teacher's use of motivational strategies in the experimental group resulted a significant positive change on the students' motivational intensity for learning English language. Motivational intensity is conceptualized by Gardner et al., (1997) cited in Alrabai (2014) as the goal-directed effort that learners expend to learn a foreign language and their persistence in learning. Based on this conceptualization, it can be discerned that the experimental group students' effort to learn English language, as revealed in this study, was sufficiently affected by the teacher's use of the pre-selected motivational strategies.

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An ANCOVA test in Table 2 also shows a significant difference on the sub-variable, *'Linguistic self-confidence in learning English language',* and the effect size of this sub-variable, as to Cohen's (1988) guideline, reflects a large effect size. The findings, therefore, imply that the intervention in the experimental group resulted a significant positive change on students' linguistic self-confidence for learning English language. Similar to this finding, Guilloteaux and Dörnyei (2008) found learners' linguistic self-confidence to have a positive impact on their L2 motivation and also to have been influenced by the motivational strategy use of L2 teachers. Moreover, Guilloteaux (2007) proposes that learners with a high degree of linguistic self-confidence are likely to be more effectively engaged in tasks and they usually believe that they have the ability to achieve their goals or complete tasks successfully. The current findings, therefore, confirmed the relevance of teacher's use of motivational strategies to promote students' linguistic self-confidence for learning English language.

An ANCOVA test in Table 2 on the sub-variable, '*Motivational attributions in learning English language'* was also found to be significant. The effect size of this sub-variable, as to Cohen's (1988) guideline, demonstrates a large effect size. The relevance of the current finding is supported by Dornyei (2001), who explained that, developing students' positive attribution is particularly relevant to the study of language learning for two reasons. The first reason is that failure in learning an L2 is very common despite the great number of people who spend a considerable amount of time studying foreign languages. The second is that people usually tend to use negative ability attributions when learning a foreign language. Furthermore, Williams and Burden (1997) indicated that teachers may play a significant role in the development of students' attributions. In line with this idea, the current findings also reveal that teacher's use of motivational strategies in the experimental group brought a change on students' positive attributions for learning English.

Furthermore, an ANCOVA test result in Table 2 on '*Students' autonomy in learning English'* indicated a significant difference. According to Cohen's (1988) guideline, the

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effect size of this sub-variable reflects a large effect size. Pertaining to autonomy, Deci and Ryan's (1985) work on self-determination theory has highlighted the fact that an autonomy-supporting environment leads to increased intrinsic motivation. The link between autonomy and motivation has also been recognized in the L2 field, for example Ushioda (1996)explicitly states that autonomous language learners are by definition motivated learners. Taking this idea into consideration, the current findings confirmed that teacher's use of motivational strategies resulted a significant positive change on the students' autonomy for learning English language. In addition, pertaining to '*Intrinsic motivation for learning English',* an ANCOVA test result in Table 2 indicated a significant difference. The effect size of this sub-variable, as to Cohen's (1988) guideline, suggests a moderate effect size. Regarding intrinsic motivation, Deci and Ryan (1985) argue that intrinsic motivation is a central motivator of any educational process stating that intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. They also added that when the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish. In line with this idea, the current findings demonstrated that teacher's use of motivational strategies in the experimental group resulted a significant positive change on students' intrinsic motivation for learning English language.

A significant difference also observed in Table 2 on the sub-variable '*Instrumental motivation for learning English*'. The effect size of this sub-variable, as to Cohen's (1988) guideline, suggests a large effect size. In connection with this sub-variable, Ellis (1994) explains that instrumental motivation appears to be even much more powerful than integrative motivation in some specific contexts where learners have little or no interest in the target-language culture and few or no opportunities to interact with its members. In line with this idea, the current finding confirmed that teacher's use of motivational strategies in the experimental group resulted a significant positive change on students' instrumental motivation for learning English.

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An ANCOVA result in Table 2, however, shows that the sub-variable, *'English language class anxiety',* was not found to be statistically significant. The finding, therefore, suggests that the teacher's use of motivational strategies did not bring a significant difference on the students' English language class anxiety. This sub-variable, as it is the only one that was not significantly affected by the intervention in this study, it deserves explanation. Previous local studies such as Asfeha (2014) and Dawit and Demis (2015) reported that anxiety is one of the major factor for Ethiopian secondary school students' limited participation in a foreign language classroom. Despite this finding, in her study on highly anxious students, Price (1991) cited in Alrabai (2014) revealed that anxiety is a mental personality trait rather than a temporary state. The present researcher, therefore, speculates that this may be contributed for the result obtained.

On the other hand, an independent sample t-test was computed by summing up all the seven motivational learning sub-variables. This was done because all the seven motivational learning sub-variables are all related to one underlying construct- students' motivational learning variable. An independent sample t-test result in Table 3, therefore, indicates that there was a significant difference between the experimental and control group students on their overall motivational learning variable. This finding is in good agreement with previous research reports which reveal that language teachers can make a real difference in students' language learning motivation using motivational strategies (Guilloteaux & Dornyei, 2008; Papi & Abdollahzadeh, 2012). The current finding is also consistent with the findings of previous studies such as Moskovsky et al., (2013) and Alrabai (2014) who examined the effects of pre-selected motivational strategies in Saudi English as a foreign language. In their study, Moskovsky et al., (2013) and Alrabai (2014) have provided empirical evidence regarding the value of using motivational strategies for enhancing students' language learning motivation. In fact, it is necessary to note that unlike these studies the current study incorporated motivational strategies training for the teacher focusing on the pre-selected motivational strategies. Nevertheless, regardless of the differences, all the studies have provided empirical evidence about the hypothesized link between language teacher's use of

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motivational strategies and students' language learning motivation (Dornyei & Otto, 1998; Dornyei, 2001; Alderman, 2004).

Effect of teacher's use of motivational strategies on students' achievement

The second research question of this study sought to investigate the effects of teacher's use of motivational strategies on students' achievement. To this end, an ANCOVA result in Table 5 demonstrates that there was a significant difference between the experimental and control group students on their post-intervention achievement test scores. Table 5 also shows that the effect size for the variable achievement test 2, as to Cohen's (1988) guideline, indicates a moderate effect. The current findings, therefore, confirms the relevance of teacher's use of motivational strategies in improving students' achievement. Pertaining to the relationship between motivation and achievement, many of the theoretical assumptions grounded in the SLA literature suggest that motivation is closely related to achievement in L2 studies (Ellis, 1994; Dornyei, 1998; Oxford & Shearin, 1994). Specifically, Dornyei (1998, p.117) states that "motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign (L2) learning". Similarly, Gardner (2001) asserts that L2 motivation is the strongest determinant of L2 achievement. The current study, therefore, experimentally validated such theoretical assumptions by utilizing motivational strategies which promote students' motivation and checking their effects on students' achievement.

CONCLUSIONS

Based on the findings of the current study, many pertinent conclusions have been drawn. The findings of the current study demonstrated that English language teacher's use of motivational strategies induced a positive change on students' language learning motivation. Specifically, the findings indicated that a positive change was detected in all students' motivational learning sub-variables in the experimental group except on the sub-variable, *'English language class anxiety',* Nevertheless, no such change was

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observed with regard to the students' in control group. The obtained positive change on students' language learning motivation, therefore, could be attributed to the teacher's use of motivational strategies. The findings of the current study, therefore, asserted that foreign language teachers have the potential to raise, maintain and sustain students' motivation throughout the learning process using motivational strategies consistently and systematically in the classroom.

Furthermore, the findings of this study showed improvement of the experimental group students' achievement compared with the control group where no such change was observed. This change could be attributed to the experimental group teacher's use of motivational strategies. The findings of the current study, therefore, supports the relevance of teacher's use of motivational strategies in improving students' achievement. In general, the empirical evidence from the current study revealed that even short and intensive motivational strategies training for in-service L2 teacher and the subsequent use of the strategies promotes students' motivation and improves their achievement. This implies that motivational strategies training need to be given for Ethiopian English language teachers to help them improve their skills of using motivational strategies and thereby promote their students' motivation and achievement.

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