2022-08

þÿStudents Perception of Motiv Techniques Teachers Use in Reading Lessons: Grade 9 Students At Merawi Secondary School In Focus

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POSTGRADUATE PROGRAM

STUDENTS' PERCEPTION OF MOTIVATIONAL TECHNIQUES TEACHERS USE IN READING LESSONS: GRADE 9 STUDENTS AT MERAWI SECONDARY SCHOOL IN FOCUS

BY

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AUGUST 2022

BAHIR DAR, ETHIOPIA

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BY

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A THESIS SUBMMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS (M A) IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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AUGUST, 2022

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DECLARATION

I, the undersigned, declare that the thesis is my original work and has not been presented for a degree in another   university.

Name--

Signature --

Date of Submission --

As the candidate's advisor, this Thesis has been submitted for examination with my approval.

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ACKNOWLEDGEMENTS

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LIST OF ABBREVIATION

FL   Foreign Language

SL   Second Language

EFL   English as a Foreign Language

ESL   English as a Second Language

TEFL   Teaching English as a Foreign Language

T1   Teacher – 1

T2   Teacher 2

T3   Teacher 3

T4   Teacher 4

S1   Student 1

S2   Student 2

S3   Student3

S4   Student 4

S5   Student 5

S6   Student 6

S7   Student 7

S8   Student 8

S9   Student 9

S10   Student 10

ABSTRACT

This study was devoted to investigating students' perception of motivational techniques teachers use in reading lesson at Merawi Secondary School .An attempt has been made to find out activities that need assistance in implementing motivational techniques in the classroom, in relation to other variables such as attitudes and learners 'motivational intensity. The findings of this study were felt to be useful for English course designers, teachers, and senior secondary school students. Participants of the study consisted of 200 randomly selected grade nine students enrolled for the academic year in 2014 E.C .and four English language teachers who have been teaching in this school. The study used a questionnaire for students which consisted of 32 items. It was also pilot tested and its reliability is 0.75 chrobach alpha. A semi- structured interview was also used for both students and teachers. The qualitative data gained through a semi-structured interview was also used for both students and teachers to get additional information from students' internal feelings .The quantitative data gained through close ended questionnaire are presented in the form of table using frequency and percentage. The students' questionnaire was administered in to Amharic for the sake of understanding .Later on the data collection came to an end, the data were described and analyzed .The questionnaire and interview data were analyzed using descriptive statistics. The findings of the study indicated that most of the students believed using additional reading materials beyond the textbook as crucial to them. Nevertheless, their teachers rarely use them. Moreover, most students perceived participating in groups and /or pairs made them interesting. However, some reading passages found in their text book de motivated them .With regard to the teachers side, they seemed to have negative attitude towards reading.

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

English Language teaching in Ethiopian context is of great national importance because of the increasing demand of the language in the globalized world. Although students study as a compulsory subject from grade one to twelve in Ethiopia, the result of different public exams and different competitive exams in English are not as expected. Students perform poorly with a high failure rate.

For instance, the proficiency level of EFL teachers is not much different from the students' case. According to Baye Yimam (2000E.C), cited in Berhane Gerencheal (2018), stated that "employers frequently complained that graduate students at all levels lack the skills to prepare ordinary reports and are unable to formulate their thoughts and express them using correct sentences."

The main reason behind this deficiency could be due to the status of the English in the country; it is categorized as a foreign language. Students do not have an adequate amount of English exposures out of the classrooms. Neither English speaking communities nor working places are sufficiently available out the classrooms except embassies and few international institutions where the students do not have day -to- day access to those places.

Hence, in order to achieve success in English, improving students' performance in English motivation is essential. Not only for English language leaning but also for learning in general motivation is necessary for success and without motivation people would almost certainly fail to make the necessary effort to achieve that success (Harmer, 2007). In addition to that the role of teachers in language classroom is very significant in learners motivation using motivational techniques (teaching strategic, since teachers play the most significant role in languages classes engaging the learners and pursuing them the long of their language learning (kabody, 2013) as cited in Narottam Chandra Sil (2017). In English there are four macro skills teachers should incorporate in their classroom, while they are teaching their lesson. Since, now a day, Ethiopia has been following a communicative approach for every primary and secondary schools, teachers will apply every skill interchangeably. When we see the teaching of English as a foreign

language in Ethiopia educational setting, we can observe many problems. These problems would be related to applying reading skills in the classroom.

According to Nolasco and Arthur (1986) as cited in Lakachew (2003), for example, list down some of the most common problems perceived by Moroccan secondary school teachers as: students interest, discipline ,physical constraints (arrangement of desks), students preference of grammar and exam practice, large class size, administrative problems and students reluctance to put into pairs. In addition, there are other more specific variables that can affect readers' reading performance and involve students' reading culture or motivation, the depth of integration in reading, influential teaching of comprehension techniques, high vocabulary and general knowledge ,fluency, text construction or genre, opportunities for speaking & writing, and knowledge of different reading strategies .There are also three superior components in comprehension such as attention to story structure ,guessing meaning ,and comprehension controlling. Moreover, social and economic status in the family, coordination of a student and family, amount of reading out of school, and students reading at school are the significant agents that influence reading progress. However, other factors play an effective role in academic reading comprehension such as having strong vocabulary knowledge, the knowledge of syntax, & Meta cognitive awareness .In fact, oral reading method positively affects students reading performance (Trehearne & Doctorow, 2005).

Researchers showed that the impact of technology improved students motivation and reading skills. Therefore, reading motivation defined as the interest or desire to read for different purposes, positive reinforcement have beneficial impact on reading motivation. Hence, it is necessary to design motivating and integrative reading activities for learners to increase the real love and sympathetic for reading. In addition, teachers and parents should improve students vocabulary and guide them to supply good situations to read with adequate and attractive materials. Then, making a share community for the learners and comfortable and funny context for reading, determining specific students' strength and weaknesses specifying ample time to read, associate with other teachers to plan a reading program , and understanding the strategies for engaging learners can motivate them for reading comprehension (Mermelstein,2014).

The way students perceive themselves as a reader is important for their success as a reader. These perceptions can be influenced by self-esteem, which in turn is affected by interaction with

teachers, classmates, and family, eventually impacting their motivation for reading. It is important to know how teaching these perceptions affect students as readers and discovers alternative techniques; ways to motivate students as well as things teachers and parents can do to improve the way in which they present reading to their students. Currently there are various views about the characteristics good readers demonstrate (Ulanoff, Quiocho, Roche &Yaegle, 2000).

Some of the characteristics that good readers exhibit are uses prior knowledge to help construct meaning from the text, provide many plausible responses to questions about the text ,varies reading strategies to fit the text and the reading situation, ask good questions about the text ,read exhibits a positive attitudes toward reading. For instance, students across the country are given reading assessments that indicate their strengths and weaknesses and thus label them as either "good" or "poor" readers. Especially in their entrance exams for grade twelve. Hence, it is important that teachers and parents should aware that students are easily influenced by the world around them and should build self-esteem in turn building motivation for reading. Therefore, the researcher concluded that it is important to investigate the students' perception of motivational techniques teachers use in reading lessons.

1.2. Statement of the problem

English language syllabus for grade 9 has been revised recently. One of the bases of the syllabus a new course book with communicative orientation has been prepared and is now in use across the country. However, in researcher's teaching experience, teachers and students were not implementing reading in the course book and the syllabus as suggested to be done. In working with different groups of students, have witnessed the fact that, EFL students demonstrated low motivation to perform the assigned learning reading tasks in the English classroom. The students easily got distracted and were not really interested in reading tasks and they tended to ignore reading while they were assigned to read in reading lessons as the syllabus designed to be done. Most of the time, when the teacher gives reading activities in the classroom, students are heard saying" pass to the grammar part" instead of trying to do it. "Most students are reluctant in reading lessons. Therefore, the continuation of giving less emphasis for reading may lead students to be poor readers and it may result in failure.

Saying this, in order to achieve success in English improving students' performance is essential, for learning English in general and for learning reading in particular. Motivation is essential for success and without motivation people would almost certainly fail to make effort to achieve that success (Harmer, 2007).Many researchers tried to suggest their views about students' motivation for reading. Motivation is widely accepted that it is the key to success of second and foreign language learning (Csizrer and Dornyei, 2005), without sufficient motivation successful language learning cannot be achieved. (Denize, 2010) also argues that a certain degree of motivation may lead to a person achieve that s/he can get over any difficulty and success in the language learning after encountering the challenges.

In relation to reading, there are many local studies conducted in the area of teaching reading. However, works conducted previously on reading motivation mainly highlight students' reading interest, attitudes towards reading, preference of reading materials etc. For example, Tamene (1992) Survey of leisure reading interest in A.A University students. His study attested that students' weakness is as result of scarcity of getting reading materials that consist of interesting topics .And Dereje wondimeneh (2008) conducted a study on motivational techniques teachers use in reading at W/ r Kelem Work Junior High School in Arada City in Addis Ababa grade ten students. His findings showed that majority of the samples prefer to read magazines and newspaper. But teachers use such materials sometimes. However, the present study is different in teaching methods, ideologies and attitudes. Because his studies cite was in Arada city in Addis Ababa and participants in there were full of access and they intended to read in the classroom and outside the classroom. Teachers also have slight difference from this study cite, since they used magazines and newspapers sometimes in the classroom. However, in researcher's study cite, they never used magazines and newspapers in their actual classroom. So, the above local studies may differ from the present study in varies contexts. Besides, two studies cannot be the same as backgrounds, needs, and preferred styles of the participants from context to context. In relation to this, some scholars identified motivational strategies vary from culture to culture during their studies. For instance, Dornyei and Cheng, (2007) pointed out that depending on the culture specific variables of other educational contexts such as learners' approach to learning, teachers teaching methods and ideologies as well as the contextual realities of different learning environments may render some of those strategies highly effective, while the others less useful.

Findings of these studies are confined only indicating the need of selecting and using reading materials in which students are interested and preferred to read rather than identifying motivational strategies such as types of reading activities which motivate learners, de motivate while they are assigned to reading in the classroom, teachers support, teachers feedback, and topic selection for reading lessons, that teachers implement in reading lesson in students perspective.

When we see all these studies, they appeared to be different from this study as the aforementioned studies focused on different contexts in place, time and grade levels. Therefore, this study aimed to investigating students perception of motivational techniques teachers use in reading lesson at higher levels, grade 9, in different context that of Dereje's which was conducted in grade 10. Moreover, as far as the previous local studies, in relation the present issue ,is concerned to my knowledge ,no study has been carried out on students perception of motivational techniques teachers use in reading lesson in EFL classroom at grade nine level. Therefore, this study was designed to answer the following questions.

> ➤ What motivational techniques do teachers use to initiate students reading ability?
> ➤ How do students feel /perceive the motivational techniques teachers use in reading lesson?
> ➤ What reading topics motivate students in reading lessons?

1.3. Objectives of the study

1.3.1. General objectives

The general objectives of this study was to investigate students' perception of motivational techniques EFL teachers use in reading lessons.

1.3.2. Specific Objectives

- ❖ Identifying motivational techniques EFL teachers use in reading lessons.
- ❖ To examine students feeling of motivational techniques teachers use in reading lessons.
- ❖ To assess reading topics which motivate students in reading lessons.

1.4. Significance of the study

The new course book which has been designed recently within the frame work of communicative approach to language teaching is now in use all secondary schools in the country. Therefore, it is important to investigate students' perception of motivational techniques teachers use in reading lessons in the new course book for grade 9 at Merawi Secondary School. Hence, this study will have a potential contribution to the following stake holders; Textbook writers in the curriculum of department of ministry of education to improve students' motivation in reading lessons to add the interesting topics in reading activities and to delete de motivating topics. Teacher trainers and educators who have a role in teaching and training to aware trainees which additional reading materials are appropriate for teaching reading. Teachers who are teaching English language in Senior Secondary Schools to use motivational techniques in EFL classroom. Researchers who are interested in classroom practices may use the findings as a source for further investigation which may lead to the improvement of reading in grade nine.

1.5. Scope of the study

The specific setting of investigation was students' perception of motivational techniques teachers use in reading .Because reading is an important skill which develops lifelong learning. Therefore, this study was confined to Merawi secondary school grade 9 students found in North Mecha Worda in Merawi town. The school is selected because the researcher teaches there and this makes it possible for a close follow up for the study. Since the staff members are familiar to the researcher, it was suitable to make free conversational interviews with the teachers and students and to get a required collaboration for the study.

1.6 Limitation of the study

The researcher strongly agree that increasing population size in the study could help to get more relevant data and to get the effective size of the reading motivation on reading perception of students .Since the larger the sample size is the better the reliability. In addition the researcher believes that using extra instruments in the study would be effective to triangulate so that it could be possible to seek the motivational techniques teachers use in reading lesson .However an effort was made to ensure the reliability of the study in spite of these limitation.

1.7. Definition of Terms

Motivation: is the strength that moves behavior that derives and that focuses to all activities by the surveyor. This definition of motivation recognizes that to reach a goal people must have enough activation and energy, clear objective, and the capability of employing its energy during certain period, long enough as to reach that goal. papalia & sally wonge dos old, 2012).

Perception: is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli.

1.8 Organization of the study

This thesis consists of five chapters. The first chapter provides introduction it means background of the study ,statement of the problem, objectives of the study and research questions, significance of the study ,limitation of the study finally operational terms and organization of the study. The second Chapter reviews of related literature and related researches .Chapter three is on methodology where participant of the study, instruments of data collection and sampling techniques, procedures of data collection, validity and reliability research ethics analysis employed in this are discussed. This chapter also discusses the pilot study conducted and the major insights obtained from this study which encourage the researcher to make improvement to the instruments and procedures used in the main study. Chapter four contains the main data analyses, and discussions. The last chapter provides the summary, conclusion and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews literature on motivation and motivational strategies perceived to be successful strategies employed in L2/FL language classroom. Discussing the perception of students in language learning classroom particularly in reading lesson cannot be done without understanding the concept of motivation in the broader field in general and in second language in particular .Therefore, key issues related to motivational strategies such as general concepts of motivation and the construct of motivation in second/foreign language classroom are included.

2.2. Reading

Reading is a man's bulwark against loneliness his window on life, his unending delight .It brings yesterday and tomorrow into now. "Reading provides experience through which the individual may expand his horizons of knowledge, identity extend and intensity his interest and gains deeper understanding of himself, of other human beings and of the world ,Reading has come to hold the most significant place in education as a means of communication in a highly literate society .Book is still very much part of people' s lives in our modern society and in spite of the invention of the latest audio visual materials, the book in its ordinary conventional form is still the most important means of communication ever invented .Thus the achievement quality basic education calls for the development of good reading habits of both the young & adult learners. Reading is the key to wealth of experience that links people in a way far beyond distance of time. Reading is important for students in general in order to cope with new knowledge in a changing world-that of a technology age. The ability to read is at the heart of self-education and lifelong learning.

Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent accuracy of information as well as the attitudes, morals, beliefs, judgment and action of readers (paningrahi, and panda, 1996).

For example, some authorities have tried to define reading in various ways based on different views of reading models .For instance, Carrell (1988) defined reading as a decoding process of reconstructing the writer's meaning through recognizing the letters and words, and creating a meaning for a text from the smallest textual units at the' bottom' (letters and words) to larger and larger units at the' top' phrases clauses (inferential linkages)."This means reading is a mere decoding of graphic representation by matching letter-sound relationships.

Moreover, another definition of reading is suggested in the interactive view of reading. In fact, contemporary interactive approaches to reading extend and elaborate psycholinguistic theory by focusing precisely on the important role of cognition in an interaction between the reader and the text. Thus, Mckenna and Robinson (1993) defined that reading is an interactive process in which a reader's prior knowledge of the subject and purpose for reading operate to influence. Mikuelcky (2008) as cited in Torres (2017) also defines reading as" a conscious and un conscious thinking process in which the reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. "That is, the reader interacts with the text to assign it meaning , may differ from the meaning that the author wanted to express (wigfield & Guthrie,1997).In this interaction ,the uses of different strategies is necessary to tackle the challenges that the reader may face when reading a text written in a foreign/ a second language. Without them, students will inevitably read passively.

Despite the relevance of each of the reading stages, sometimes the teachers mainly focus on while reading strategies and many students complain that reading in a foreign language is difficult.

2.2.1. Reading habits

The activity of reading is regarded as a habit when it repeatedly carried out .In measurable terms reading habit is often considered in terms of the amount of materials being read ,the frequency of reading as well as the average time spent on reading (Wagner,2002),and this habit can be cultivate Wijesuriy, (1995) as cited in Chetteri. M .K .Rout, S.K, (2013). Reading, which is a long term habit starting with the very early age, is the prominent gate way to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacity. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals.

Reading interest often refer to the selection of subject matter or preference for a genre of literature being read (Rudman, 1957). It is therefore ,often equated that an individual has developed a reading habit and interest when such activity is repeatedly carried out voluntarily for leisure, Krashen (1996) as cited in Kushmeeta Chetteri, and Rout, S.K.(2013).believed that this interest when such activity is repeatedly carried out voluntarily for leisure. They believed that this habit and interest could be nurtured at early age. There would naturally be differences in interest between individuals of different age, gender, and greatly influenced by internal factors such as their home ,motivation and attitude as well as external factors such as peers ,schools teachers, and the library facilities available to the individual.

2.2.2 Importance of Reading Habits

Reading is one of the three's with which a child states his education. In fact ,the success and failure of his academic life depends to a larger extent up on his/her reading ability .Reading may be regarded as skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Students have shown that schools and teachers don't have as big an influence on children as parents and friends do .The people that children spend the most time which are the ones who govern their thoughts and their directions in life. To be around people who propagate learning and reading is always a good thing for a child. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the child's mental growth. Without a reading habit a child can grow up with some difficulties, especially if in line of work that requires reading at any level .In line with this Ryan, (2000) 0bseved that when a children read for pleasure, they involuntarily and unconsciously improve their language skills.

2.2.3 Factors influencing Reading Habits

Reading habits of Children have long been a master of much interest to educators, librarian's publishers and other stake holders. An understanding of Reading Habits and preference of children would help them to take necessary measures for promoting Reading among children. It is widely acknowledged that lifelong Habit of reading can best be inculcated and nurtured at the early age. It is however general observation that there is over emphasis on study Reading rather than recreational or voluntary reading among children. In relation to this, Cheah (1998) as cited

in Chettri & Rout (2013) noted that while students in Singapore will not hesitate to read school related materials ,getting them to become lifelong readers and read for the pleasure remains an uphill task.

2.3 The three main models of Reading

2.3.1 Bottom up Model of Reading

One of the early reading research works has developed a bottom- up model of reading process as a mere decoding of graphic prints. In other words the bottom –up model, describes reading as a process of matching letter sound relationships to derive meaning out of a printed page working from a single letter up to the stretches of sentences (Carrel 1988; Dubin and Bycina 1991; Nuttall 1982, Nunan 1988 and Wallace, 2001). Hence, this view of reading regards the reader as a passive recipient of information whereby he/she simply absorbs the meaning ,which resides in the text exclusively through graphic decoding process alone (Nuttall 1982; and Carell 1988).In the same manner, Mc Donough and Shaw(1993) expressed the bottom up model as" a one way traffic system in which everything flows in one direction only ".This clearly express that the reader simply absorbs the meaning that the writer puts in a text plodding through the text starting from the letters up to sentences (Davies 1995; Nuttall 1982; and Nunan 1988; Carell 1988).By the same token, explaining this model a bit further, Wallace (2001) contends that the bottom up model of reading emphasizes text base features at word and sentence level. Moreover, in McDonough and shaw (1993) the reader is considered as" empty vessel "that is simply filled in with the information the writer provides to him/her.

As a result, the bottom –up reading model of reading was found to be unsatisfactory to encapsulate the reading process as it underrates the role of the reader and what he/she brings into play to interact with writer on the basis of his/her background knowledge of the world and in the language system (Nuttall 1982; Wallace 2001; and Carell 1988).

2.3.2 Top down   Model of Reading

Following the inadequacy of the bottom –up model reading specialists built another new model which is known as top down model to explain the reading process of (Samuels and kamil, 1988).This new model tried to compensates the short comings of the earlier model (i.e bottom up

process of reading). The top down model of reading emphasizes the role of the reader and the background knowledge he/she brings to the text to negotiate meaning rather than that of the reading page. The reader in this view actively predicts meanings of the text through sampling larger chunks of the text at a time instead of decoding individual letters of on the page to extract meaning from it (Nuttall 1996; and Wallace, 2001).

Unlike bottom –up model ,the top down one views the reader as active information processor rather than mere information absorber from the text .This view of reading has posited the active role to a reader where s/he processes information in the text via his/her background knowledge to drive meaning from the printed page (Hirvela 1996; and Wallace,2001).Therefore ,the top down view of reading focuses on the readers prior knowledge interaction with the textual stimuli through hypothesis formation and sampling larger chunks of the text Goodman (1971) as cited in (Carrell and Eisterhold 1988). Furthermore, Wallace (2001) suggested that the top down approach to reading stresses the contribution of the reader's background knowledge of the word and the language systems to extract meaning from the text instead of the "word –based "bottom up style of reading process .This means, to put it in another way the top –down process of reading is a reader –based approach while the bottom up process is a text based one.

However, top down model of reading has made a major advancement in the conceptualization of reading, in is not self-contained model to explain reading process. This model pays greater attention to higher order skills such as predicting meaning on the basis of the background knowledge; however, it neglects the perceptual and decoding process of reading that fluent readers bring into play in processing textual information (Wallace 2001; and Eskey 1998).These defects of the top down process of reading led researchers to develop another model that attempts to explain reading in a better way.

2.3.3 Interactive Model of Reading

As result of limitations of the reading the top –down model reading process, many reading experts in the 1980's proposed a newer and more insightful model of reading in the communicative approach to language teaching which combines the two earlier views of bottom –up and top –down processes of reading the interactive model of reading (Wallace 2001; Davies 1995; and Grabe 1988).

The interactive reading process underscores the interaction between the bottom –up and the top down view of reading to reconstruct meaning from the text (Eskey, 1988; Mera 1999; McDoughn and Shaw 1993; Dubin and Bycina, 1991).

Elaborating how this model works in facilitating reading comprehension, Dubin and Bycina (1993) noted that" interactive theory of reading acknowledges the role of previous knowledge and prediction but at the same time reaffirms the important of the actual word of the text. "This indicates that the interactive process of reading comprehension is a negotiation between the readers background knowledge and the textual clues taken up from the printed page through decoding graphics display .Accentuating the view of reading process Scaller et al. (1984) cited in Swaffar, Arens, and Byrens (1991) argued "meaning is not inherent in the print but is invited by the author and inputted to the text by the reader. "This view of interactive approach to reading stresses the significant role of background knowledge and textual stimuli in facilitating reading comprehension .Thus it has important implication for classroom reading lesson presentation.

2.4 Definition of Motivation

Simply expressed, motivation is a factor determining the extent of people's desire to do an activity. The term motivation is used quite broadly in the field of education .Because motivation is considered to be one of the most influential factor in learning and academic achievement ,a number of researches from diverse field of education studies have tried to define, analyze and conceptualizes this term   (Brophy ,2004;Dornyei,2001) Brown(2007) defines it as "an inner derive, impulse ,emotion or desire that one moves toward a particular action". In various fields of study, such as social psychology, educational psychology and language learning, motivation has been well researched and widely discussed. However, since motivation is a complex construct that appears to be simple on the surface, it has been impossible for theorists to reach consensus on a single definition. The term" motivation" is a broad concept that cannot be easily condensed into one single definition .The term becomes even more complex when it comes to language learning (Williams & Burden ,1997). Little Wood (1984) defines motivation as a crucial force which determines whether a learner embarks on a task at all, how much energy s/he devotes to it and how long he sticks to it .Bomial et al 1997, as cited in Brewster & Fager (2000) suggest that motivation refers to students' readiness, 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 valuable of activity, attitude and self-concept. Whereas, significant others such as teachers and students, the nature of interaction with them and learning environment are categorized as external factors (Williams and Burden 1997). In addition, modern theories of motivation specially focus on the relationship of beliefs, values, and goals with action (Wigfield & Guthrie, 1997). AS (Dornyei, 2001) motivation is characterized by cognitive approach which emphasizes the decisive role of individual's interpretation of relationships, activities and situations to get into action (Dornyei, 2001). In the context of his study, the main focus lays on factors related with students' perceived value of reading activities, reading materials, and teachers' pedagogical support as sources of motivation.

In line to this, Ryan and Deci (2000) define motivation in such away, motivation concerns energy, persistence, and equfinality -all aspects of activation and intention. Motivation has been a central and perennial issues in the field of psychology, for it is at the core of biological cognitive and social regulation .Perhaps more important, in the real world, motivation is highly valued because of its consequence: Motivation produces .It is therefore, of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parents that involve mobilizing others to act.

It is essential for teachers to recognize how to inspire students and make the subject matter that they teach exiting. If a teacher goes in to a classroom and has no intention of make the subject interesting, then s/he 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 motivate them.

The relationship of teaching strategies and, learners' motivation and learners 'academic performances. Since motivation is acknowledged as a key factor in determining success in foreign /second language learning academic attainment, strategies that maintain language learners' motivation are of interest to educator .A number of studies have been conducted by educational researchers in order to gain a better understanding of how language learners' motivation can be positively affected during the language learning process (Gardner and Lambert, 1972; Csizer & Dornyei, 2005). Brophy, (2004) and Dornyei (2001) the amount of the

effort exerted may be affected by two main factors contended that the fluctuation of motivation, academic achievement and

2.4.1 Motivation and motivational Strategies

Motivation is a factor determines the extent of peoples' desire to do an activity. The term motivation is used quite broadly in the field of education. Because motivation is considered to be one of the influential factors in learning academic achievement, a number of researchers from diver's fields of education studies have tried to define, analyze, conceptualize this term (Brophy, 2004, & Dorneyei, 2001). Brown (2007) defines it as" inner derive, impulse emotion, or desire that move one toward a particular action". Brophy (2004) also states that motivation is an abstract and theoretical construct specifically to refer to "the initiation, direction, intensity, persistence and quality of behavior especially goal directed behavior". The term 'motivation 'is a broad concept that cannot be easily condensed in to one single definition. The term becomes even more complex in when it comes to language learning. (Williams and Burden, 2007) In unique features of language, it is also make language learning distinct from learning of other subjects.

In relation to second/ foreign language learning, Dornyei and Otto (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates amplifies, terminates and evaluates the cognitive and motor process of where by initial wishes and desires are selected, prioritized, and act out.

2.4.1.1 The purpose of motivational strategies

Motivation provides the primary impetus to initiate foreign language learning and it is the driving force to sustain the long and often tedious learning process. So that the purpose of motivational strategies consciously to not only maintain ongoing motivated behavior and protect it from distracting or compeering action tendencies ,but also generate and increase students motivation. That means such motivational strategies are used to increase students' involvement and to save the action when ongoing monitoring reveals that process is slowing halting, or backsliding (Dornyei, 2001).

2.4.1.2 Process Oriented Motivational Strategies

Motivational strategies are techniques which help to promote students goal related behavior (Dornyei,2001) although there are many researchers conducted motivational theories, there is a sacristy in developing techniques in relevant to enhance students 'motivation (Dornyei and Cheng,2007). In this regard, Dornyei provides a framework of second language motivation which is known as a process oriented approach. The main purpose of the approach is introducing process model as an alternative to product oriented approach and synthesis or combine motivation in an integrated or unified framework (Gulloteaux, and Dornyei, 2008).

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 structure of process oriented motivational strategy(Gulloteaux and Dornyei, 2008) reveals that it is composed of three levels theses are language level, the learner level and the learning situation level .As they further state the language level refers to such features of second language 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 relate to the techniques, the instructional materials and the learning tasks, teachers behavioral personality and teaching style and group specific motivational components and such as goal orientedness, reward system, group cohesiveness and classroom culture (Gulloteaux and Dornyei ,2008). In general, these levels are incorporated in a set of macro strategies which are developed by Csizer and Dornyei (2005) and known as Ten 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' goal orientedness.
6. Make the language learning interesting.
7. Promote learner autonomy.

8. Personalize the learning process.

9. Increase the learners' goal orientedness

10. Familiarize learners with the target language culture (Csizer and Dornyei, 2005)

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

How to engage and motivate students through motivational teaching strategies has engaged second/foreign language teachers due to its significant contribution to academic performance achievement in learning second /foreign language ".Dornyei, 2001) states that motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects." In addition (Gulloteaux and Dornyei, 2008) define motivational strategies as instructional innervations applied by the teacher to elicit and stimulate students' motivation. Dornyei (2001) further contends that they are techniques that promotes the individuals goal related behavior. Motivation teaching strategies are thus steps or techniques employed by teachers in their teaching practices to facilitate student's motivation in teaching second or foreign language.

Motivational strategies in teaching a second /foreign language are usually grounded to sound theoretical conditions (Guillteaux and Dornyei,2008), while effective and motivational teaching have been proposed by scholars in education and educational psychology areas few were specifically contributed by second /foreign language scholar. The most notable framework in the area of second /foreign language that can accommodate divers teaching strategies was established by Dornyei (2001) His model for motivational second /foreign language teaching practice comprising four main diminutions

2.4.1.4 Motivational Teaching Strategies

1. Creating basic motivational conditions, laying the formation of motivation through establishing good teacher-student rapport, creating a pleasant and supportive classroom atmosphere and generating a cohesive learner group with appropriate group norms.

2. Generating initial motivation that is "whetting the students' appetite" by enhancing the learners' language related values and attitudes, increasing the learners' goal oriented ness, making the teaching materials relevant to the learners, and creating realistic learners beliefs.

3. Maintaining and protecting motivation, by making learning stimulating, presenting tasks in a motivation way setting specific learners goal protecting the learners self-esteem and increasing their self-confidence allowing the learners to maintain positive social image, promoting cooperation among the learners, creating learner autonomy and promoting self-motivating learner strategies.

4. Encouraging positive retrospective self-evaluation ,by promoting motivational attributions providing motivational feedback, increasing learner satisfaction, and offering reward and grades in a motivating manner.

2.5 Students with Intrinsic and extrinsic motivation for reading

Intrinsic motivation comes within the individual by the enjoyment of the leaning process itself: by a desire to make him/her self –feel better (Harmer,2007).It is especially important for encouraging success .This is because students find the whole learning process and the academic tasks inherently enjoyable and interesting so that they engage intrinsically. By contrast, extrinsic motivation is caused by outside factors such as the need to pass an exam, the hope of reward, the fear of punishment, etc. (Harmer, 2007).The original reason for taking up the course is an extrinsic (external).The chance of success, however, escalate if the student enjoys the learning process.

2.5.1 Extrinsic motivation

Extrinsic motivation enables students to meet their own current needs (Good and Brophy, 1986). It prepress them for occupational or other success. It provides them with a 'ticket' to social advancement. This will be effected if students see academic activities as enabling opportunities to be valued. Elliot et al (2010) state that the more students perceive themselves to be engaged in learning, the higher the quality of task engagement and of ultimate achievement. However, extrinsic motivation to learn can be disastrous when students see learning activities as unwelcome impositions (Good and Brophy, 1986).This distracts students' attention from the

academic goals of the activities. This intrinsic motivation to engage in an academic activities wanes.

2.5.2 Intrinsic motivation

Cognitive theorists stress on individual desire to find solution for a problem as a reason for their inspiration .They state that, arranging a mechanism for students experience a personal desire to find information or solutions is an intrinsic form of motivation thereby learning occurs for its ow sake .By same token, students who are intrinsically motivated will do reading for intrinsic reason /internal desire to engage in a reading activity and their learning is self-intrinsic initiated and natural (Deci and Ryan ,2000).

Such students are willing to read a wide range of topics and consider themselves as more component individuals in their reading .Thus, they will persist in reading difficult texts and exert 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 text books. Using only the text book is too much tedious especially for these students. In addition, intrinsically motivated students are self-regulated. They do not need their teachers' strict follow up. In line to this, Deci and Ryan, (2000), state that intrinsically motivated behaviors do not depend on reinforcement, that is involving activity by itself is intrinsically rewarding.

2.6 Definition of Perception

Perception is the way of relating what is sensed with what we know .And it is also a process by means of which we receive and interpret information from the world from us .Elliot, et al. (2010) state perception as a practice of defining and giving meaning to any stimuli based on individuals' interpretation.

Perception could be affected by several factors and there are sources from which perception is derived. As Sinclair (2006) states individual 'attitudes, motives, interest, experience and expectations shape their perception. In instructional context, classroom reading activities, nature of reading material, and teachers' behavior influence students perception too. Students' perception emanates from schema or background experience inside them. Everything students observe and hear is processed through the schema they already have acquired .In this case, as far

as each student has different experiences, they process information differently .As result of this, their response to a given stimuli will not be one and the same. Besides to this, students' behavior also serves as a source which determines how students perceive, interact with respond to the learning situation (Lockard and Richards, 1996).further indicate the existence of variation in ways students interpret reading lesson and techniques which are implemented by teachers are as a result of styles of learning students have.

CHAPTERTHREE: RESEARCH METHODOLOGY

3.1. Research Design

The main purpose of this study was to investigate students' perception towards motivational techniques teachers use in reading lessons in Merawi Senior secondary school. In this descriptive survey design both qualitative and quantitative techniques were employed. Since the data was analyzed by using percentage and descriptive method, the researcher believes it is appropriate for the study. For this purpose, therefore, a descriptive research method was chosen because it is used to specify or describe a phenomenon without conducting an experiment (Selinger and Shohamy, 1989).

3.2. Samples and Sampling

The primary source of data for this research was Merawi Senior secondary school grade 9 students who are registered for the academic year 2014 E.C. and also English language teachers who were assigned to teach there in the selected school which was found in Merawi town. There are 20 sections of grade 9 students. Among these sections, 4 of them were taught by the researcher herself, and the rest 16 were taught by other four teachers. Hence, the study included two hundred (eighty male, and one hundred twenty female) grade 9 students .They were taken from twelve different sections (52 students from each section in which those teachers are assigned to teach English. This was done by using simple random sampling method/ technique. Since many researchers contend that simple random method reduces bias.

For the purpose of this study, the researcher selected those all four English language teachers using comprehensive sampling method, and their students. The four selected teachers covered 16 sections that mean four sections of students each. There were a maximum of 70 students in each class. Therefore, out of the total of 1350 students 80 male students and 120 female students, altogether 200 (13.5%) of the participants were selected for this study. Moreover, they were selected for this purpose since these students were senior secondary school students, hence, they need to be taught reading in tactful way. On the other hand, the researcher teaches in this grade level in this school so, she is capable to predict teachers' way of using motivational techniques in the classroom.

3.3. Data Collection Instruments

In this study, questionnaires, and interview were used as an instrument to gather the appropriate information for the study. The researcher believes that questionnaires and interview are suitable for getting students' perception of motivational techniques teachers use for reading lesson.

3.3.1 Questionnaires

According to Best and Kahan (1989) state that questionnaire enables a researcher to collect data from large group of individuals within a short period of time; and it is easy to administer to a number of subjects in one place at a time. The questionnaire was adapted from Dornyei's (2001); Wigfield & Guthrie, (1997) model of motivational strategic as basis for formulating the questionnaire.

A questionnaire which consisted of 28 closed and two open ended items was designed for 200 students. The questionnaire had three separate questions which were used to obtain information from students. The first questionnaire aims at gathering data about how often teachers give emphasis to students' preference of reading materials, how often teachers use motivational techniques that are interviewed and how often teachers support students 'learning style in the process of promoting students reading engagement. This, scale had thirteen items of five point Likert scale ranging from strongly agree to strongly disagree. The second questionnaire was aimed at gathering data about the students' interpretation of the importance of reading materials, classroom reading activities, and teachers' approaches.

The purpose of the questionnaire was to find the appropriate information that what motivational techniques teachers used in reading lessons, how students perceive about motivational techniques, and how often teachers use motivational techniques. This scale comprises fifteen items of four Likert scale ranging from very true to not all at true. The third questionnaire was designed to identify students' opinion of topics which motivate in reading lessons. This questionnaire has two open ended items. It was first designed in English and then translated into Amharic for the sake of understanding. Amharic teachers participated.

3.3.2. Interview

Interview provide an in- depth view of teachers' and students' personal opinions and motivational techniques being valuable and very effective tool for research, the researcher employed semi- structured interview for teachers and students, to triangulate the outcome of the study.

Semi- structured interviews are useful because they elicit detailed responses from the participants and enables the researcher to explore emerging themes while still having the freedom to disgress and probe for more information (Mackey & Grass, 2005 as cited in Sil 2017). The Interview was conducted with 4 compressively selected teachers and 10 students who were randomly selected. Six items were set out to get relevant data from four teachers and ten students. To facilitate clear understanding between the researcher and the participating sample students, the interview was held in Amharic. However, the interview for teachers was prepared in English.

3.4. Data Collection Procedure

3.4.1 The pilot Study

First a pilot study was carried out to develop an appropriate instrument for the main study. The researcher, carried out, a pilot study at wetet Abay Secondary School which is located approximately sixteen kilometers away from Merawi town. This was done because for the sake of reliability.

The pilot study was conducted to see whether the intended instruments would work as planned. The tools were tried out on 20 students (male 10 and female 10) who are having the same background with the participants of the study. These participants were selected by using simple random sampling techniques. According to Selinger and Shohamy (1989) state that one of the main purposes of pilot study is to do to revise instruments before they will be used in the main research. Crombach alpha was used to calculate the result of the pilot study to determine the reliability of the instruments by using SPSS. Alpha is an important concept in the evaluation of assessments and questionnaires. It is mandatory that assessors and researchers should estimate this quantity to add validity and accuracy to the interpretation of their data. Then based on the result of the study, all the items of the questionnaire showed 0.75 reliability. Finally, the

questionnaires were administered for final study. For this effect the researcher tended to modify, which means adding, rewording and deleting of the item in interview items

3. 4.1.1 Validity and Reliability

Content validity is the most important consideration in developing and evaluating measuring instruments. It refers to as to which extent an instrument measures that you intended to measure (Ary et al. 2010). In order to assure the content validity and internal consistency (reliability) of data gathering instruments each instrument was given to two secondary school English language teachers. Based on the feedback gained from those English teachers, the instruments were modified. Moreover, participants of the pilot test were asked about the clarity of the items, in the questionnaire and the interview. Hence, items which were vague have been made clear and some unnecessary items were omitted and other items assumed important included in the questionnaire and interview.

3.5 Data Analysis Methods

In this study, descriptive survey research design was employed .The data which was collected through questionnaire was analyzed and interpreted quantitatively; using descriptive statistics (frequency and percentage).The data gathered through interview was described and interpreted carefully by the researcher to arrive as sound the students' perception motivational techniques teachers' frequently use in reading lesson.

3.6 Ethical Consideration

Ethics in the context of research refers to the appropriateness of one's behavior in relation to the rights of those who become the participant of the research or affected by the research. In this study, the whole process was going on in an ethical manner. While conducting a study, collecting data and using their information in the study, consent from the authority of the target population was acquired due to ethical issues. Both teachers and students always have the power to decline from participating in the questionnaires and interviews, unless their names remain hidden .There are several ethical issues to be considered when facilitating children's perspectives in research, Ground water (2006) cited in (Dockett & Perry,2007) notes:

If we consult children we may put them in positions of vulnerability, if we do not

Consult them we risk overlooking the important contribution they can make, if

We treat them as vulnerable we may be patronizing them and imaging them to

be powerless and irresponsible …If we regard them as invulnerable we may

Underestimate their fragility…the fundamental concern is to prevent harm or

doing wrong to others, it is a concern to promote the good and be respectful

and fair.

Therefore the researcher kept this in mind when dealing with interview subjects. Hence, in this study the researcher promised to hide the teachers and students' names during data collection take place. All things were secured only for the researcher to have access the data.

CHAPTERFOUR: PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

In this section, the collected data were presented and interpreted. Once the research data have been collected using different types of data collection procedures as described in the previous chapter, the next step is to analyze those data. It generally consists of presentation of the statistical results obtained, illustrated tables, detail descriptions of the interviews and questionnaires, and the possible implication of the result to the research topic.

Questionnaires comprising mainly closed- ended items on five –point type Likert scale and open –ended additional items were designed and administrated to students. All of the 32 questionnaires distributed to students were completed and returned. The questionnaire was followed by interviews with ten selected students and four English teachers .The presentation and analyses of the data collected is given here below. The data collected are presented below under the sub –headings indicated .In each sub section, the researcher presented the data first and to offer the interpretation followed by a general discussion of the results at the last. The questionnaire results show motivational techniques teachers use in reading lesson.

4. 2. Students' Perception of Additional Reading Material

An attempt was made to know the students 'interest and effectiveness of learning reading from the perceptive of teachers and learners themselves.

Providing reading material based on students' preference is one of the means through which teachers can create basic motivational condition in reading lesson .One of the aims of this study was to investigate how students perceive the frequency and importance of additional reading materials teachers are selected while using .Hence, students response is reported in table no 1 below.

Table 1 Students Response to the Frequency of use of Additional Reading Materials Teachers Use

No	Item	Response									
		Always		Usually		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
2.	The teacher uses additional reading materials based on your preference	12	6	20	10	22	11	66	33	80	40
7.	The teacher uses newspapers and magazines	0	0	10	5	13	6.5	20	10	157	78.5

As can be seen from the above table 1, 6% and 10% of the samples answered to item No 2 that teachers use additional materials "Always" and "Usually" respectively .On the other hand, the rest, 33% and 40% of the samples responded for "Rarely" and "Never" respectively .It is undeniable that using additional reading materials has a great importance in implementing reading lesson and its intended goals. Due to this in order to increase students' motivation in reading, materials should be selected so as to perceive students interest and preference.

In addition to this, a question was forwarded to students to identify reading materials they prefer to read. It is known that teachers should know their students interest to motivate them in perceiving the intended goal. Therefore, in the table above students also asked to identify their response about whether their teachers use magazines and newspapers in teaching reading, 10% and 78.5% of the samples responded "Rarely" and "Never" respectively. On the other hand, the remaining 5% and 13% reported "Usually" and "Sometimes" respectively. In this regard, we can understand that teacher did not use supplementary materials in the actual classroom to promote their students motivation. Moreover, Even if their text books sounds culturally relevant, still they are not sufficient to develop students' reading skills. The texts are just a pieces of writing and to improve their language processes; students need go beyond their text books; they need to be exposed to much more varied literary genres. In addition, these materials are designed for classroom purpose. In general, they lack authenticity.

4.3 Students 'Response to Reading Activities

Reading activities are techniques which give crucial values for the learners. However, all students do not have the same preference for different reading techniques. For example, some students prefer to learn through group/or pair work and interested to share ideas together. Whereas others need to learn through peer competition and motivated to compete their counterparts through individual efforts. Consequently, their perception to reading activities determines their motivation for reading. Therefore, the following question were asked to verify students' perception of participating in competitions such as group and individual reading activities. Their answers were reported in Table No 2 and 3.

Table 2 Students 'Response on the Frequency of Reading Activities Teacher use in Reading Lessons

No	Item	Response									
		Always		Often		Sometimes		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
1	The teacher uses group competitions among students by their performance in reading activities	22	11	23	11.5	112	56	25	12.5	18	9
3.	The teacher helps students to relate ideas in the passage to their prior knowledge	106	53	67	33.5	17	8.5	6	3	4	2
6.	The teacher assigns students to do reading activities together	20	10	13	6.5	50	25	107	53.5	10	5
8.	The teacher includes novels and fantasy elements in reading activities	10	5	12	6	8	4	55	27.5	114	57

As can be seen in table 2, more than half of the samples response for item no 1 revealed that sometimes, their teachers compare each other on basis of their performance in reading activities. With this regard, the second question was forwarded to samples was to know how frequently

teachers use pre-reading activities. 53% and 33.5% of the samples responses indicate that teachers use pre-reading activities "Always" and "Often" respectively.

Hence, in order to know in what rate teachers assign students to perform group reading activities, the third question was forwarded to students. Thus, 53.5% of samples response to item no 6 indicated that their teachers rarely assign them to do reading activities together while, 25% of them responded "sometimes". In responses to the same question the remaining 10%, and 6.5% of the students indicated that their teachers always and usually engage them to do reading activities together.

As it has been revealed, the emphasis teachers give to competition like reading activities and comprehending is limited. More than half of the samples respond that it is only sometimes that teachers used small group competition among students with their reading performance. Item No 8, asked the students whether their teachers use novels and fantasy elements in the classroom ,the response to this item revealed that 6% ,5%, and 4% of them responded that "always", "usually", and" sometimes" engage their students in such elements.

Table 3 Students' Response to the Importance of Reading Activities Teachers Use

No	Item	Responses							
		Very True		True		Somewhat true		Not at all true	
		N	%	N	%	N	%	N	%
I	Group competition in reading activities help to do better in reading	9	4.5	102	51	60	30	29	14.5
VII	Trying to relate in reading ideas I came up across in other topic to what I read assist me in comprehending the reading material easily	80	40	100	50	12	6	8	4
X	Doing reading activities in group encourages active participation in reading activities	150	75	25	12.5	15	7.5	10	5
IV	Working individually gives me a change to perform reading assignments in a better way	18	9	21	10.5	58	29	103	51.5
VI	Using novel and fantasy elements makes reading activities attractive	150	75	30	15	13	6.5	7	3.5

As can be seen in the above table item No I, it was intended to elicit information as to whether group competition was helping students in reading activities. It was revealed that 4.5%, 51% and 29% of the samples responded by saying "Very true", "True" and "Somewhat true" respectively to question that asked if they believe the usefulness of competing with others. As clearly shown in the table above , more than half of the samples agreed that they have positive perception for doing in groups help them to do so .On the other hand, the remaining 14.5% of them responded by saying "Not at all true" to show that reading competition does not help them to do better in their reading. This indicates how students respond varied in to different techniques. Therefore, we could know from students' response that, no motivational technique is perfect by itself and fits with all students' interest and style of learning. It needs adaptation in regard with students' perception. Therefore, it would be possible to address majority style of learning as required.

In this regard, a question was forwarded to students to identify how they value pre-reading activities. The samples' response for this question, between what teachers do and what the students feel about relating ideas to what they come up with other topics (pre-reading activities show that 40%, and 50% of the samples responded by saying "Very true", and "True" respectively showing that they believe in the importance of associating ideas they know in other topics with what they read. As far as per-reading activities are the most practical part of teaching reading interviewed, relationships between what teachers do and what the students feel about pre-reading activities seem that there is a potentials to facilitate the reading lesson and promoting students motivation. In addition, samples were asked about the importance of doing reading activities in group. Samples response revealed to this, 75% and 12.5% of them responded by saying" Very True" and "True" respectively shows that group reading activities help them to be successful in their reading performance.

We can see students' perception to other similar questions that are related with relevance of doing reading activities in group. 75% and 12.5% of them said "Very true" and" True" respectively that it promotes students active involvement in reading activities. This shows a big difference between student's perception of importance of doing reading activities together and teachers' consideration to it. As indicated in table No 2, teachers assign group reading activities rarely.

To verify students' response to the above question, samples were also provided with questions that states whether working individually gives them a chance to perform reading assignments in a better way or not. According to their response, 51% of the samples responded by saying "Not at all true". This shows that doing reading assignments individually do not help them to carry out better in reading lesson. On the other hand, only the remaining 6% and 18% of them said "Very true" and "True" respectively their response reveals students' preference of being involved or preferring to be involved in reading activities organized for a group than individual.

The next question intended to know students perception of contents of reading activities. In table No, 2 item VI, 54% of the samples responded that their teachers do not use novel and fantasy elements in the reading activities. Whereas, only the rest 3% and 9% of them use those elements "Always" and "usually" respectively. When we come to see students' perception of importance of the elements, 75% and 15% of the samples responded by saying "Very true" and "True" respectively thinking that incorporating such elements in reading lesson will make reading activities very well .From this, we can understand that there is a big difference between students perception and of importance of reading activities that consists of factious elements in it and the emphases teachers have given to such elements.

4.4 Students' perception of Teachers' Support

According to Rosebilatt (2005) as cited in McDonald (2008) suggests that above all, students need to be helped to have personally satisfying and personally meaningfull transactions with literature. In addition, to this, Wilson and Trainin (2007) also state that teachers' reaction to students' reading progress and behavior can have a real influence on students developing self-concepts, making the instructional practice of feedback a powerful factor that can help or hinder students' seemingly vulnerable motivation to read.

According to Gambrell, (1996),"Teachers have long recognized that motivation is at the heart of many of the pervasive problems we face in teaching students to read. Wigfeild & Guthrie (1997) states that students' motivation often rate among number- one concerns for teachers. In his research teachers do seem to recognize the importance and classroom contexts. However, understanding the importance of students' motivation and attempting to create motivating classroom experiences based on students' needs and motivations are entirely different endeavors.

Being motivated learners can achieve the intended goal. So, teachers have crucial role to play in the process of creating good conditions for students' reading motivation. Their contribution in teaching reading, their feedback and also the support they give to students have significant place in enhancing the students learning the language in general and students reading engagement in particular. Hence, one of the purpose of this study is to investigating how students perceive supports and inspiration their teachers may provide to them. And students' response is presented in table 4, below.

Table 4 Students' Response on Frequency of Reading Teachers' support

No	Item	Response									
		Always		Usually		Sometime		Rarely		Never	
		N	%	N	%	N	%	N	%	N	%
4.	The teacher tells me I am good at reading	45	22.5	50	25	84	42	14	7	7	3.5
9.	The teacher provides students with constructive feedback, praise and grades to their reading attempt	20	10	14	7	24	12	50	25	92	46
10.	The teacher encourages questions and active participations in discussion from students	6	3	9	4.5	90	45	K 65	32.5	30	10
11.	The teacher emphasizes the usefulness of effort to promote reading motivation	20	10	15	7.5	30	15	120	60	15	7.5
5.	Teacher helps students to develop individual reading skills	16	8	12	6	130	65	31	15.5	11	5.5
12.	The teacher is interesting in teaching reading	5	2.5	22	11	110	55	40	20	23	11.5

As can be seen in the Table No, 4 above, 42% of the samples responded that it is only sometimes that teachers help them to feel they are good at reading. As Green (1993) notes that the general assumption or belief is that students start English language learning process motivated to learn or

they do not. Teachers could respond to students who are relatively less motivated by increasing involvement, structure, or autonomy support the duty of the modern teacher of English to actively create and build intrinsic motivation their learners. In addition to this, 46% of the samples responded by saying "never" that their teacher did not provide them with feedbacks, praise and grades for reading efforts. But it would have been very important to sustain students' motivation for reading if teachers had implemented it. In line to this, samples were asked how frequently emphasis their teachers give to their active involvement in classroom reading activities. As it revealed in the above table, 45% of the samples responded to question No10 that it was only sometimes that their teachers encourage them to be able to ask questions and participate in classroom reading activities besides, the rest 10% of them responded that teachers promote students classroom participation rarely.

An examination in the table shows how far teachers did not give encouragement which was very much important to their student. Beside, students did not have an opportunity to participate in reading classroom activities as intended to be done in the syllabus. On the basis of teachers' support, the next question was forwarded to students to know how often teachers inspire students to be able to develop their reading abilities. As it reveals in table 3, more than half of the samples responded that their teachers occasionally teach them how to develop their reading and 6% of them said that they do it regularly. Moreover, according to response given for the questions that asks if the teacher is interesting in teaching reading that (question No 12), most of the samples responded that sometimes their teachers show interest in teaching reading.

With Regard to the question of developing students' self-efficacy, students' perception of teachers' effort was asked. According to the data in table 4, 55% of the samples said "rarely". Here, the data obtained shows that their teachers did not emphasis or inspire the usefulness of working hard to promote reading motivation. In addition, questions were forwarded to sample students to know how they feel about the importance of the teachers support mentioned in the table above. Their response is reported as below.

Table 5 Students' Response to Teachers 'Feedback, Praise and Encouragement in Reading Lessons

No	Item	Response									
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
I	Getting apparition, praise and grade from teachers encouraged to do better	30	15	100	50	20	10	12	6	18	9
XIV	Getting an opportunity to explain what I understand helps to share other ideas	114	57	40	20	16	8	20	10	20	10
XV	Being engaged in reading could be achieved highly by ones effort than nature	100	50	50	25	15	7.5	15	7.5	20	10
VIII	Having skill of silent reading helps to take note and comprehend the material easily	57	35	48	24	30	15	30	15	35	17.5
XVI	Reading motivation could be achieved highly by teachers who have interest to teach	60	30	50	25	40	20	20	10	30	15

As it is shown in the above table No,5 sample responses for the questions that intended to identify how students perceive the importance of getting teachers' feedback, praise and grades show that 50% of the samples responded" Agree" that feedbacks, praise and grades help them to be motivated and perform better in their reading lesson. Even though they prefer to get appreciation for efforts they show sample responses in table No 5 indicated that teachers' reaction was found to be not voluntary. More than half of the samples responded that their teachers never give constructive feedbacks, praise, and grades to the students .This implies that there is a great damage on students over all academic wellbeing ness. For instance, item No, XIV was provided to samples to know how they perceive importance of getting a chance to brief their friends about what they read. According to the samples response, 57% of them responded that

"Strongly agree" and 20% of them "Agree" that explains materials they read to others help them to share ideas. This proves that students 'have strong feeling about in the importance of participating in discussions that are practiced in the classroom. However, the data in table No 5 showed that, teachers' role in encouraging students' involvement in reading activities is highly limited and used only sometimes .Some students do not believe that their teachers have any responsibility for helping them improving their reading and as a result they never expect any help. However, most of the students strongly believed that their teachers should help them and they feel that this will bring significant change if the teachers do so .In regard to this, a student said *"I want them to equip us, just to inform us the good ways of reading .But they of course, do not do that at all."(S4)*

In spite of the different views of the students as to their teachers' contribution to their reading and motivation the majority of students responded that their teachers do not do that at all, however, they do not deny that very few of the teachers help them give oral advice.

The next question item XIV was provided to students aiming to know students perception of teachers intention in prompting students 'effort attribution.57% of the samples answered saying "Strongly agree" that they have strong believe in the indispensable of value of attempts to be engaged and motivated reader .Samples' response reveals that the emphasis teachers give to prop up students effort attribution seems to be to balance students perception of the importance of effort to be engaged in reading.

In addition to this, samples were also asked to give their comments on the statement that states the importance of reading skills in the process of comprehending and taking notes.So,35%of them responded that the stated importance is strongly agree. The rest 24% and 15% of them perceived it as "agree" and "Undecided" respectively. Their response reveal how much students recognize and give attention to the importance of having individual reading skills .However ,as most samples response in table No5, indicated that it is only sometimes teachers support students to developed their reading skills. Here, the data shows that teachers do not give necessary emphasis to introducing students to techniques of reading.

The last question provided to students was intended to identify their opinion of teachers' interest of teaching reading on students motivation .The result showed that 30%of the samples perceive it as "agree" and 25% of them as "undecided" respectively. Therefore, from this data motivation to

reading could be achieved through teachers who are perceived by students as interested in teaching reading. But as more than half percent of respondents perceived that it is only sometimes teachers are interested in teaching reading.

Table 6 Students 'preference of reading materials

Item	Response	N	%
What kind of reading material do you want to read?	Love stories	50	25
	New research findings	15	7.5
	Sports	80	40
	Education	30	15
	Short stories	12	6
	Politics	5	2.5
	Detective stories	9	4.5

As samples' response reveals, 40% of them prefer sports, 25% of them love stories and 15% of them prefer Education to be included as a text in their reading lesson. This indicates that how far students are interested to read additional reading materials mere sports, which may be preferred as a peer pressure. Moreover, here, we can imagine that the reason why they prefer and read magazines and newspapers (in table no5, item II) may not be as only a result of believing that reading magazines and newspapers would help them to acquaint themselves with new vocabularies, but it is also assuming that topics students prefer in table No 6 (sports, short stories) may be found in magazine and newspapers.

The other point is that teachers are unwilling to use additional reading materials and felt accountability to cover the text book .Being its bulkiness, the teachers give high emphasis to cover the textbook rather than to use additional reading materials which motivates learners in the reading lesson classroom.

Table 7 Students' Response to the importance of Additional reading Materials Teachers Use

No	Item	Response									
		Strongly agree		Agree		Undecided		Disagreed		Strongly disagree	
		N	%	N	%	N	%	N	%	N	%
III	Additional reading passages the teacher use help me to broaden my knowledge	26	13	112	56	25	12.5	20	10	17	8.5
II	Additional reading passages the teacher uses contain things I want to know	111	55.5	40	20	35	17.5	6	3	8	4
IV	The length of additional reading passages teacher uses are neither too long nor too short	20	10	27	13.5	100	50	23	11.5	24	12
XI	Reading magazines and newspapers help me to introduce myself with new vocabulary items useful to me	100	50	48	24	22	11	14	7	16	8
XIV	My parents initiate me in reading	80	40	47	23.5	33	16,5	20	10	20	10

In the above table No 6, 56% of students responded that 'Strongly agree "that reading materials teachers use contain things students want to read. In addition to this 55%of the samples responded that they "Agree" the addition of reading materials have advantages in widening their knowledge.

So, students response for item No III which shows the importance of reading passages the teachers uses to students verify this fact that the reason to read additional reading materials is that to widen their knowledge of reading. Besides, the samples responded to the (item No II)the question designed to additional reading materials included things they wanted to know, samples responded "Strongly agree" that supplementary reading materials the teachers use are motivating them in reading lesson.

In this sense, we could understand that, if teachers used those supplementary reading materials as much as possible, it would be a good situation for reading. The next question forwarded to students which intended to know how students give value to the length of additional reading

materials teachers use in reading lesson. One of the biggest problem that teachers make is selecting a passage that is too long and above the reading ability of their students. As a result, if students are unable to finish the reading passage ,they will frustrated and often blame themselves, feeling that they are poor readers .In this study samples were asked if the length of reading passages teachers use are neither too long nor too short.Thus,50% of samples responded by saying undecided that they perceived the length of additional reading passages teachers use seems contradict from this, it is possible to conclude that their teachers never use additional reading materials beyond the text book. Such a perception may result from lack of getting attention to their reading ability preference and also their motivational engagement which is important in enhancing students' motivation. According to Ryan and Deci, (2000) point out that to be motivated means to be moved to do something .A person who feels no impetus or inspiration to act is thus characterized as un motivated ,whereas someone who is energized or activated toward an end is considered to be motivated. However, as samples response revealed teachers often do not use additional reading passages as with students' interest/preference. Unless students are interested in the reading passages used, they will perceive the material as vague and not attractive for them. Due to the fact that they would be unwilling to do during reading.

Then after, based on the importance of providing additional reading materials for instance ,magazines and newspapers ,as the table result obtained 50% and 25 % of the samples responded "strongly agree" and "agree" respectively attests that they consider using magazines and newspapers as significant to engage themselves to new vocabularies .We could see that how much students perception is far from teachers did .It also indicates lack of teachers awareness how important students 'feeling was in to magazines and newspapers.

Students also asked about questions regarding to their parents initiation to reading, some of the samples responded for item No XIV 40% and 23.5% respectively that their parents initiated them in reading. However, in this study, the researcher tried to show whether their family support de motivated or not in their reading .Based on the result of this item question it did not affect students de motivation in reading. As more than half of students obtained initiation from their families.

4.5 Interview- Data

The semi- structured Interview was aimed to provide an insight in to responses made in the attitude scale and to elicit students' perception and teachers' views of constraints facing them in implementing motivational techniques in the classroom; it attempted to extract the possible problems faced, and their students perceive those strategies teachers use. Hence, for in depth analysis of the interviews, four teachers were selected. And from two-hundred students, ten were selected using simple random technique.

All the interview items were similar with the questionnaire of the research. Both teacher and student interviews were implemented as part of the study. The interviews were conversational in nature, and were parallel in format with the questionnaire so as to find student perception of motivating classroom reading lessons .The contents of the interviews were similar to that of the questionnaires, and therefore used to crosscheck the responses of the students drawn in the questionnaire. Both student and teacher conversational interviews addressed the topic of the individualized   instruction and attention, opportunities for responses teacher use motivational techniques, teachers use resources and materials.

4.5.1 Student Interview

Gardner and Lambert (1972) sees that motivated students have the desire to attain a goal, exert effort to achieve that goal, and satisfaction from it. On the basis of this notion, the researcher adapted the two scales of the AMTB in the students' interview to measure these ideas. The two scales are: desire to reading and motivational intensity of students to reading lesson .Students responses are condensed and presented in frequency form to analysis the data easily in line with the free responses they made during the interview.

> The purpose of the interview was to obtain additional information from students about their view in terms of:
> 1. The types of strategies their teachers use in teaching reading.
> 2. The effect of these strategies in their motivation to reading.
> 3. The reading topics which motivate them in reading lesson.
> 4. How these strategies effective in motivating them in reading.

5. Additional view of strategies and motivation….

The analysis of the students 'interview was then carried out based on these categories. The following is the result of the analysis of the data.

4.5.1.1 The types of strategies their teachers use in teaching reading

Students were asked /intervened to give their view about motivational strategies their teachers use in teaching reading lesson .In this regard, the students mentioned that most of their teachers do not use those strategies in teaching reading. Even though they know the importance it has in teaching the language in general and teaching reading in particular. Some students also indicate that teachers hardly give them opportunities to practice the reading skills because of the large number of students they teach in one class. Moreover, they comment that most teachers rely on teacher –centered methodology. They rush to cover the text book .Most of the time they use short quizzes to assess their students' progress .They even assess their students' reading ability in the written test mode. They go on to add that "They do so because they do not have time to check each students reading ability." It seems clear that some of the constraints such as number of students in one class, the bulkiness of the text book and some students reluctance are considered to be one of the major challenges of implementing reading in the classroom .In addition, students said that some of their teaches use traditional way of teaching, that is most of the time, they never engage us in doing groups/pairs .In this regard one student reported his view about the importance of group work and its impact to alien their motivation in reading, and how frequently their teachers implemented in the classroom.

In line to this, Pachman and Wilson (2006) further explained additional benefits of being a motivated reader by stating that it was important to move students to read by providing them opportunities to select their desired materials. In other words, students would like to read more when they were allowed to choose reading materials because they would discover that reading was an enjoyable activity. So, according to Pachman and Wilson (2006) it can be possible to conclude that students with a higher motivation would read more than students with a lower motivation.

Besides, the result of the study conducted by Dornyei (2001) indicated that motivational strategies were techniques that promoted the individuals goal related behaviors and teaching the strategies thus involved steps or techniques employed by teachers in their teaching practices to

facilitate students' motivation in learning second and foreign language. In this regard, one student explained that:

> " In my opinion ,actually there are more positive impacts of working in groups rather than the negative ones .In a group each student can share their ideas. It is one way to make all of us to talk. When we learned as usual, sometimes there would be students who did not focus on the reading activities presented by teachers since the nuance of the class was just monotonous .In contrast, when we worked in groups everybody could not actively take part "(s2).

Frankly speaking, in the researcher's on experience there is no one way of teaching which can satisfy the students need. For instance, some students need group work, some others also need individual work.

> "Working in a small groups allows us to share .Students, who are more knowledgeable than the rest, could share ideas or teach others, for example, share ideas on how to read in front of the class. They can show how to be not shy and nervous to read in front of the others. However, teachers do not allow us to read in groups." (S7).

4.5.1.2 The effect of these strategies in their motivation to reading

Also students were asked what effect these strategies have in their motivation to read, their response was in such away. It is undeniable what effect they have on us. For example, let's take one strategy that is positive feedback of teachers, to encourage the learners in reading activities. Giving advice collectively accepted by students as a powerful tool to promote good relationship between teachers and students .When we were given advice by our teachers, most of us formed the impression that teacher cared about us and/ or learning and it tend to create more informal relationship between teachers and students. However, they sometimes or rarely use these strategies.

> There is one teacher that I like, at the end of reading process, he gave us
> Encouragement .It was the form of wise words. The one I remember is when
> the teacher said "do not afraid to do something, when you are afraid, you
> will never achieve something."(S6)

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Students stated that they were pleased when the teachers gave them advice, especially on master grammar, or vocabulary based on the teachers own experience as a note.

4.5.1.3 Students respond to reading strategies teachers use in classroom.

The relationship of the students and teachers is seen as one of the most significant factors influencing the success of the English teaching process as well as maintaining student motivation in learning by students and EFL teachers .Students stated that they were more engaged in reading activities in the classroom, when there was a positive relationship between them and the teachers. Essentially, there was one broad theme that can be used as the back bone of all motivation relevant to students and teachers relationship that the participants discussed, agreed and regularly stated throughout the interviews, developing good rapport. According to the participants in this study ,to develop a good rapport there was a great deal of seemingly simple practice that teachers could apply these aspects were giving advice and encouragement displaying approachable behaviors showing appreciation towards students Every teacher has their own teaching methods of teaching. There were some who just teaching. Others asked us to do a task in a group. They implemented many kind of strategies. We could not just straight forwardly state what we want to the teachers. Teacher, do not use the same method all the time when they teach, if you can please change the methods (S5).

In fact, student interviewees attached their desire to persevered the reading EFL in their goals. They suggested that they wanted to improve their reading capacity; to successes in other courses: to improve their vocabulary by reading words of poems, songs etc. in general, their response suggest that they wanted to learn for their academic and lifelong learning.

In line with students underestimate the role that reading will have in senior secondary school, These should be of concerns for many schools, including the one understudy, that have missions to prepare all students for universities .This study revealed that a consistence patterns that students know reading is an important and feel like they will be reading for university indicating that many of them may soon currently will join yet most of them are currently read very little each day and underestimate the amount of reading that will expected of them in university.

4.5.2 Teacher's interview

The semi-structured interview was aimed to provide an insight into the responses made in the attitude scale and to elicit teachers views of constraints facing them in implementing motivational techniques in the classroom .It attempted to extract the possible problems faced secondary school English teachers face in their attempt to accomplish the reading motivation as it intended be done. It is also used to consolidate the data gathered through questionnaire from students or it primarily focuses on the cross checking of the existing problem documented in teachers. For in depth analysis of the interviews, four English teachers were selected using availability sampling .Ten students were also selected from two hundred students using simple random techniques for the interviews. For the purpose of presentation, the teachers are referred by randomly given numbers T1, T2, T3&T4. Teachers were intervened what motivational techniques they use in teaching reading. However, their response was in such a way. Indeed, teachers faced two constraints to implement the motivational techniques in reading classroom .These are, external and internal constraints.

4.5.2.1. External Constraints

Teachers' responses in the interview showed that there were powerful impediments working against their acceptance of motivational techniques in the classroom and most of the constraints they face were external. Teachers agreed that lack of resources, large class size, arrangement of desks, lack of supplementary material, students English abilities, and their level of motivation to reading, students expectation strong influence of grammar, the text book, students discipline and lack of the appropriate teacher implementation of strategies are the most common problems that act against the effective implementation of reading motivation .Many of the teachers reported that the absence of facilities in their schools hindered them from the successful implementation of motivational techniques in reading lesson.

> Almost all teachers complained about the class size and the bulkiness of the text book to be a major impediment to promote using motivational techniques in reading lesson. The teachers noted that they are unable to control such a large group of students. "If I use group work, the group should not exceeded more than four or five students. How can I do this within this situation?"(T1), said. If I want to make groups and /or pairs, the arraignment of the chairs makes another problem. It makes the students boredom (.T3)

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.Evaluating students' performance also affected, though the teachers feedback Is essential for the learners usually had difficulty in teaching reading all the students while they are discussing in their groups"(T2),he added," Instead of going to each group, I give correction from the front. Moreover, I try to manage the classroom from the black board in fact, there is no place to move around to guide and monitor the groups" As a result, most students do not understand what the teacher is saying and the relationship between the teacher and students at the back row becomes loose, For they want to be out of the game"(T4). Large class size makes teaching reading challenging as teaches find it difficult to involve students at different levels

One of the teachers expressed the whole situation by saying this idea:

> *"The environment is difficult to sit in, big class sizes, and students*
> *Un comfortable." (S4)*

The other point teachers raised was that, the students do not consider they are learning. This is true especially when they wanted the students to be in groups. (T1) said," it makes the students feel that the class itself is monotonous and that they feel I am joking on them "He went on saying ",The students assume they are learning when they are exposed to something on the black board….However ,present day language teaching and learning is fat from this. "Related to this, T3 described, the majority of the students expected their English lessons to emphasis grammar than skills (reading, speaking and listening)."They do not feel free when they are assigned to do reading like, reading activities and/ or comprehending, and in that situation I do not feel I can comfortably use reading motivation in reading lesson."(T4) said.

Moreover, most challenging problem teachers' face is the pressure of exerted by students related to examinations. The majority of students expected their English lessons would be assist them to sit for national examinations and in effect will help them to join college or university .The students were not interested in the contents of the new English text books .Frankly speaking, students usually requested me to reject the new book instead to teach the old one (grammar oriented), specially students were not happy on reading and comprehending activities. They said this title won't present in the national examination" (T2). Even though reading activities or comprehending activities are part of the national examination, students' interest for reading lessons in the classroom is very low. One teacher for instance, states:

"There is no need for teachers to spend time on reading activities
Most of the students feel uncomfortable with reading tasks .Even
Some students clearly speak they cannot read .All this happen
Because most of the students feel that they are very poor in reading." (T3)

As stated above, some teachers feel that one of the major challenges that teacher face while trying to assess their students' reading ability is related to students' poor vocabulary background. Similarly, some students admit that they lack confidence in reading in front of their classmate and teachers .During their interview for example; one student states that "Many students are afraid of reading English while taking part in prescribed reading because they lack the required knowledge of vocabulary and structure."

Another most challenging problem the teachers faced was the level of students that does not fit the level of the course .Their language ability in lower classes is found to be very inadequate to practice the language at their present grade level. This was approved when they were exposed to read in the classroom. Besides, most of the students are reluctant to read while their teachers asked them to pre-reading and while reading activities as suggested to be done in the course. This was explained by (T2) below;

"It is very difficult to teach reading activities because the students say, we do not want to learn this, we want grammar…and so on." In addition, both comprehension text and the reading activities are often about Science, history, nature and other things which do not arouse the students 'interest or feeling. "Therefore, I would say the topic materials need to change .It needs to be about reading novels ,writing letter ,about sport…it is learning a language not learning about facts".(T1)

In addition to this, problem concerns explained by the teachers were the influence of colleague, absence of supplementary materials; insufficient time is allotted to cover the text in the syllabus and sometimes parents' influence (related to examinations). In these EFL classroom, grammar was the main focus of English teaching. All EFL teachers put greater emphasis on the mastery of grammar. Regardless of the communicate approach that the teachers taught, they encourage the students to allocate time to learn English grammar .This emphasis was aimed at developing students awareness of importance of this respect.

I always emphasis to the students that having enough vocabulary will

help them. They can guess the meaning of words. But the most important

thing is their mastery of grammar and structure (T1).

Even though the teaching of English grammar was carried out from junior up to secondary school, as an obligatory subject in schools, students 'mastery was perceived by the teachers to be far from satisfactory. All of the teachers reported that they continuously faced a number of problems and challenges in employing the strategies that they know to be effective in keeping their students 'motivation at a high level of the four challenges and problems elaborated below, only two were mentioned by the students. These are individual differences and the EFL teachers' commitment to implement reading. However, the teaches described the three challenges (teaches commitment, the flexibility of each teaching strategies, and/or methods and lack of supporting media and facilities (additional reading materials).That means the commitment factor was the only aspect considered by both the teachers and students as a challenge that might prevent the full use of motivational strategies in teaching English particularly reading lessons .Another teacher commented:

"By now I know what roles I should do .However, the principles that CLT methods are

important to our context. The learner lack potential to communicate in English.

They are not interested in teaching reading in group/pair work, they rather tend

to talk about other issues in Amharic. There are a number of students who can

not read, even simple words properly, and how can you get them read passages,

in group /pair which are printed in their text book"

4.5.2.2 Internal Constrains

Most teachers reported that there are a number of impediments they faced in the classroom, and most of them were beyond their control. The teachers felt strongly that motivational strategies were good for teaching reading if the context teachers operate is taken in to account. However, from the responses they pronounced, it is possible to say that the teachers seem to throw the constraining factors at others instead of making themselves as possessing insufficient knowledge about engaging students perception in reading or they looked innocent with the bigger issue of overcoming the problems though classroom teachers are the key to control the constraints (Hui,1997) Moreover, Dilts et al (1990) state that students' motivation to learn can be influenced

by the way teachers manage the learning environment. Besides, if lessons of the reading activities are presented in ways which do not seem relevant to students: lives, interests, or circumstance, the learners may find it difficult to focus their attention for long. Vague feedback that points out of failure without guidance on how to improve their reading ability may add to their demotivation and frustration. It is a common knowledge that classroom teachers are the first persons to face whether there is a change or not. Hence, it is advisable if teachers have understood the importance of an innovation (motivational strategies) and they will be motivated to overcome the constraints associated with it. This can be achieved on condition that teachers are furnished with the necessary knowledge and skills both pre-service and in –service training courses. This may be done, for the fact that training course can promote teachers theoretical as well as practical abilities.

To conclude the findings of this study revealed, the responses of the teachers reported that they have little attitudes to the motivational techniques in teaching reading. A large numbers of the respondents have shown that they approve the teaching strategies in the classroom in theory, however; faced great problems in the actual classrooms. The interviews results highlight that some teachers were not fully aware of the practicality of motivational techniques in the classroom .Teachers seemed to emphasis the motivational techniques, the fact were, however, they approved traditional practices. Teachers' response revealed in consistency in relying on the attitude rate, which may show their awareness of the supportive philosophy of motivational strategies is not greatly built.

Moreover, the findings of the study reveal the difference between the teachers 'background and attitude rate were not big enough in implementing the motivational strategies in the actual classroom. However, it has been known that the usage of additional materials to help the learners to learn easily and well is one of the important basement of teaching and learning activities. Because providing a natural learning environment to motivate the students well and help them to actively take part in learning and teaching process.

To summarize the findings of this study, the responses of most of the teachers and students showed that they seemed to have negative perception of the reading activities suggested to be done in the communicative approach to language teaching in general and teaching reading in particular.

CHAPTERFIVE: SUMMARY CONCLUSIONS AND RECOMMANDATIONS

5.1 Summary

The purpose of this study was to identify the importance of implementing and using motivational techniques in the classroom, particularly in reading lesson. Therefore, the following three questions were asked.

1. What motivational techniques teachers use to initiate students in reading activities?
2. How do students feel /perceive the motivational techniques teachers use in reading lesson?
3. What reading topics motivate students in reading lesson?

In line to these research questions, two methods of data collection were devised. In other words, in order to achieve these objectives, interview data were gathered from teachers. And a questionnaire only for students were subjected to both quantitative and qualitative analysis as presented in chapter four. The major findings in this study are reported here as follows

1. In order to see the extent to which teachers' expectation to implement motivational techniques in the reading classroom, the teachers' views and practices were elicited. As the result tended to attest, teachers, even though they know the importance of motivational strategies, however, they did not use them to motivate their students in the actual classroom. As the interview question attested, most teachers reported that they could not implement motivational strategies as prescribed to be done, it has happened since teachers are accountable to cover the text book, which is difficult to cover as the time allocated.

2. To see the students' general perception of how do they perceive good academic reading strategies, their views were gathered and cross cheeked with interview. The results seem to indicate that the students were able to identify how much important are those motivational techniques in reading lesson. Majority of the students thought in the importance of using supplementary materials in the reading lesson, however, their teachers did not use them in the actual reading classroom. Most of the samples believed that doing reading activities in groups are crucial to them. Nevertheless, their teachers use reading strategies such as doing in group/pair work were implemented only rarely. Besides, some of the students reported that their teachers sometimes and rarely assist

them develop their reading abilities and almost more than half of the students engaged that having knowledge of reading helps them for comprehending different reading passages or texts written in English.

3. Finally, the students were asked to explain their views about which topics in the reading passages are motivating them as assigned from the reading activities in their learning situation their responses were in such a way. Accordingly, the result indicated that, Sports, HIV, and novels related to love stories are some of the topics which motivated them in their learning situation particularly in reading lessons.

5.2 Conclusions

According to the findings of the study, there are different types of problems teachers face in using motivational techniques in the reading classroom, and in this respect, the result show that teachers fail to meet using motivational techniques in the classroom. In this regard, the major challenges are large class size that means more than 75 students in one class, and student's engagement to grammar and text bulkiness are some of the constraints not carried out those motivational strategies in the reading classroom. Based on the findings of the study, it could be possible to arrive at the following conclusions.

- It appears then that there was a gap between what the teachers actually did and what the students needed from them. What is more, as the students and the teachers witnessed, their interview results revealed that their answers varied, and this seems to be contradicting from each other. Because teachers have missed the motivational techniques which are an important factor enhancing reading in particular and teaching English in general. On the other hand, the data obtained from the interviews and questionnaire revealed that there were a range of problems that hinder the possible implementation of motivational techniques in reading lesson.

- The most common impediments reported by students were: lack of motivation, lack of resources, and their high pressure for examination and grammar .Motivation to read is absolutely essential factor in the development of young readers. In fact, motivation to read has been significantly linked to reading achievement (Watkins & Coffey et al, 2007) as cited in McDonald (2008) and therefore, should be given significant consideration as

part of reading instruction. According to Wilson and Trainin (2007),"One underling factor that moderates students' academic performance is children's developing achievement motivation" According to Edmunds and Bauseman (2006), teachers are aware of the importance of motivation, and the instructional practices that have been shown to motivate students to read, but the current and evidence based practice were not always effective for all students as individuals.

- In the same way, Watkins and Coffey (2004) as cited in McDonald (2008) emphasize the importance of continual consideration of students' motivation for reading if students are to engage in the act of reading. According to Watkins and Coffey (2004),"even the most able or skillful students may not engage in reading if they lack motivation.

- To sum up, the findings of this study has shown that the majority of the respondents /teachers have little attitude towards the uses of motivational techniques. However, students seem to have high attitude to them but the fact is to the opposite. In deeded, the students reading ability is low due to low basic entry level of students ability and their low linguistic competence, and that there is a casual relationship between students' genre knowledge and their reading ability. Thus, conclusion is drawn from the findings of the research. The other factors that contribute the low ability of their reading ability are limited range of vocabulary, lack of ability in applying, reading strategies that they had learned in Reading Lessons.

- Generally English language teachers' reading lesson presentation in grade nine was dominated by traditional way of teaching such as content explanation, assessing students to read at their homes and assigning only one or two students in a class room to read a passage and so on rather than the communicative approach of presenting reading which was needed in the student centered teaching approach favored in the new syllabus and the new course book. In this effect, there was a gap between the pedagogical procedures suggested in the new Teacher's Book for teaching reading lessons and the Teachers actual classroom reading lesson presentation practice. Thus, it is possible to conclude that teachers are still teaching reading in teacher centered way of teaching approach in Merawi Secondary School. Even though teachers' responses in the interview seem to indicate that they have the knowledge of motivational techniques in using in the reading lesson, they did not put it in to action appropriately in the classroom.

5.3. Recommendations

Based on the findings of this study, therefore, the following recommendation was given.

- The implementation of motivational techniques may become more successful if the teachers have strong positive attitude towards it. In order to have effective implementation of an innovation (motivational strategies) it is important to consider the context in which it is operating. Thus, the Ministry of Education and other concerned bodies should take account to minimize the constraints teachers face while they implement motivational strategies in the classroom .Especially in regarding to designing reading topics and text size. Besides, The Ministry of Education and other concerned bodies should organize successive workshops, seminars and in services trainings so that teachers can get the chance to share experiences on how to cope with the existing problems in secondary schools.

- Another point is feedback which plays a significant role in maintaining students' motivation. It is suggested that teachers should be careful about feedback and the way of delivering it to students. Feedback should be delivered privately and teachers need to avoid any reprimands that are detrimental to a student 'motivation to learn the foreign language.

- Since students in this study context only recognized one role (a group leader) in a group, it is likely to a tendency that group members may rely on one person (leader of the group) in completing the assigned tasks .To develop the different skills, teachers should introduce and assign a different role for each member of a small group to arouse students feeling of responsibilities toward the group task and to make the students achieve the assigned task. Since one way of de motivating knowledgeable students to be reluctant to participate in group activities, most members of the group leave the reading task to the group leader alone. However, as it is apparent from the result of the study, though their teachers appeared to be aware some procedures of group work organization, they were found reluctant to use their knowledge. Thus, the teachers should feel professionally responsible to use their knowledge in helping their students develop their reading skills.

- According to students fun activities can gain students' attention as well as encourage them to participate, and ultimately, to learn. Moreover, since English novels, short stories

could be used to practice the students' skills particularly reading in this study context, thus, it is one of the most effective strategies to improve students' English skills. So teachers should share responsibility for this aspect of maintaining motivation by assigning certain students of a time to prepare all the necessary materials (novels, magazines etc.) for each fun activity.

- The research findings indicated the occurrence of lack of using reading activities that take students interest into consideration. In this study, the findings revealed that most of the students believed doing reading activities in groups as important to them .Therefore, doing reading activities together should be taken to as a good situation in which students tend to like each other.

- Above all, further research should be conducted to find out why teachers are reluctant to put in to practice the motivational strategies in the reading lesson in the Teacher's Book for teaching reading section of the current course book in grade nine in Ethiopian Secondary School contexts.

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Bahir Dar University

Faculty of Humanities

Department of foreign language and literature

This questionnaire is designed to identify motivational techniques teachers use in reading lesson. You are kindly requested to answer the following questions. The researcher assures you that the information you provide will be used only for the purpose of academic research please respond each item.

Thank you very much for you cooperation.

Direction: Read each of the following statements about your teacher's motivational techniques and decide how often s/he implements the following motivational techniques.

5. Always   4 Usually   3. Some times   2 Rarely   1. Never

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

No.	Items	5	4	3	2	1
1.	The teacher compares students group reading activities.					
2.	The teacher uses reading topics based on your reference.					
3.	The teacher helps students to relate ideas in the passage to their prior knowledge.					
4.	The teacher helps you to feel that you are good at reading.					
5.	The teacher helps students to develop individual reading skills.					
6.	The teacher assigns students to do reading activities together.					
7.	The teacher uses magazines and newspapers.					
8.	The teacher includes novels and fantasy elements in reading tasks.					
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 emphasis the usefulness of effort to promote reading motivation.					
12.	The teacher is interesting in teaching reading.					
13	My parents initiate me in reading.					

Direction: Read each of the following statements about your teachers 'motivational techniques and indicate your response by putting a (√) mark in the appropriate box against each statement.

5 .Strongly Agree 4. Agree 3. Un decide 2. Disagree 1. Strongly Disagree

No.	Items	5	4	3	2	1
1.	Participating in group completion in reading activities helps to do better in reading.					
2.	Additional reading passages the teacher uses contain things I want to know.					
3.	Additional reading passages the teacher uses helps me to widen my experience and knowledge.					
4.	The length of additional reading passages the teacher uses are neither too short nor too long.					
5.	Additional reading passages the teacher uses are interesting enough to make group discussion.					
6.	Trying to relate ideas I came across in other topic what I read assist me in comprehending the reading materials easily.					
7.	Having skill of silent reading helps to take note and comprehend the material easily.					
8.	Working individually gives me a chance to perform reading assignments in a better way.					
9,	Doing reading activities in group encourages active participation in the reading activities.					
10.	Reading magazines and newspapers helps to get introduced with new vocabulary items useful to me.					
11.	Using novels and fantasy elements makes reading activities attractive.					
12.	Getting appreciation, praise, and grade from teachers encourages me to do better.					
13.	Getting an opportunity to explain what I understand helps me to share others' ideas.					
14.	Reading lesson will be interesting through discussion and presentation.					
15.	Offer reward in a motivational manner					

Appendix B

Bahir Dar University

Faculty of Humanities

Department of foreign language and literature

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

You are kindly requested to complete the questionnaire. The information you provide to be respond to 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.

Direction: Read each of the following statements and write your answer in the space provided.

1. What kinds of reading materials do you prefer to read?

2. What do you suggest your teachers support to be for you in order to promote your motivation for reading?

Appendix-C

Amharic version of the questionnaire

ባህር ዳር ዩንቨርስቲ

የእንግሊዘኛ ቋንቋት እና ስነ-ፁሁፍ ት/ት ክፍል

ዉድ ተማሪዎች

ይህ መጠይቅ ተማሪዎች የእንግሊኛ ምንባብ ሲማሩ መምህሩ የሚሰጠዉን እገዛ እና ለእገነዛዉ ተማሪዎች ያላቸዉን እምነት ለማወቅ ታስቦ የተዘጋጀ ነዉ፡፡ በዚህ መጠይቅ የሚሰበሰበዉ መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚዉል ነዉ፡፡ መጠየቁ ላይ ስም መጣፍ አያስፈልግም፡፡

አመሰግናለሁ፡፡

መመሪያ 1፡- ከዚህ በታች እንግሊዘኛ መምህርህ/ሽ ሲያስተምር የሚያከናዉናቸዉን ተግባራት ተዘርዝረዋል፡፡ መምህሩ ምንባብ ሲያስተምር ተግባራቱን ምንያህል ጊዜ እንደሚተቀም ከእያንዳንዱ ዐ.ነገር ፊት ለፊት በጠሰተዉ ሰንጠረዡ ላይ በአንዱ የ (√) ምልክት በማድርግእመልክት/ች

መመሪያ 2፡- ከዚህ በታች የቀረቡትን ዐ.ነገሮች ካነበብህ/ሽ በሁላ ያለህን/ሽን እምነት ከዐያንዳንዱ ዐ. ነገር ፊት ለፊት በተሰጠዉ ሰንጠረዡ ላይ የ(√) ምልክት በማድረግ አመልክቱ፡፡

ተ. ቁ.	ተግባራት	ሁል ጊዜ	አብዛ ኛዉን ጊዜ	አን ዳን ድ ጊዜ	በጣም ዉስን ጊዜ	ም ን ም
1.	በምንባብ ትምህርት በሚያደርጉት እንቅስቃሴ ተማሪዎችን ያንቀሳቅሳል፡፡					
2.	ምርጫየን መሰረት ያደረጉ ምንባቦችን ለንባብማስተማሪያነት ይጠቀማል፡፡					
3.	የማነበዉን ከማዉቀዉ ነገር ጋር እንዳዛምድ ያስችለኛል፡፡					

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4.	የምንባብ ችሎታየ ጥሩ ደረጃ ላይ መሆኑን ይገልፅልኛል።					
5.	የግል የንባብ ችሎታዬን እንዲት እንደምገመግም ያሳየኛል።					
6.	የምንባብ መልመጃዎችን በቡድን እንድንሰራ ያደርጋል።					
7.	መፅኔቶችንና ጋዜጦችን ለንባብ ማስተማሪያነት ይጠቀማል።					
8.	ልቦለድ ላይ የተመሰረቱ መልመጃዎችን ያሰራል።					
9.	ማነቃቂያ ሽልማቶችን ይሰጠኛል።					
10.	ጥያቄ አንድጠይቅ ከሌሎች ተማሪዎች ጋር አንድወያይ ያበረታታኛል።					
11.	የንባብ ፍላጎቴን ለማዳበር ጥረት ወሳኝ መሆኑን ይገልፃል።					
12.	የንባብ ትምህርትን ለማስትማር ፈላጎት አለዉ/አላት፡፡					

ባህር ዳር ዩኒቨርሲቲ

እንግሊዝኛ ቋንቋ እና ስነ -ጽሁፍ ትምህርት ክፍል

ዉድ ተማሪዎች

ይህ መጠይቅ ተማሪዎች የእንግሊዝኛ ምንባብ ሲማሩ የሚሰጠውን እገዛና ለእገዛው ተማሪወች ያላችውን እምነት ለማውቅ ታስቦ የተዘጋጀ ነው፡፡በዚህ መጠይቅ የሚሰበሰብ መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚል ነው፡፡መጠይቁ ላይ ስም መፃፍ አያስፈልግም፡፡

አመሰግናለሁ፡፡

መመሪያ 2፡- ከዚህ በታች የቀረቡልህን/ሽን ዐ.ነገሮች ካንበብህ/ሽ በኋላ ያለህን/ሽን እምነት ከአያንዳንዱ ዐ. ነገር ፊት ለፊት በተሰጠዉ ሳጥንረኆ፡ላይ የ(√) ምልክት በማድረግ አመልክት/ች"፡፡

ተ. ቁ.	ተግባራት	በ.እ ስማ ማለ ሁ	እስማ ማለ ሁ	አላ ዉቀ ዉ ም	አል ስማ ማ ም	በ.እ ልስ ማ ማ ም
1.	በምንባብ ትምህርት ጊዜ ክፍል ዉስጥ የሚደረጉ ዉድድሮች ያስደስታሉ።					
2.	መምህሩ የሚምርጣቸዉ ምንባቦች ማወቅ የምፈልጋቸዉን ጉዳዮች የያዙ ናቸው።					
3.	መምህሩ የሚጠቀማቸው የንባብ ማስተማሪዎች እዉቀቴን ለማስፋት ያግዙኛል።					
4.	መምህሩ የሚጠቀማቸው ተጨማሪ ምንባቦች የተመጠኑ ናቸው።					
5.	መምህሩ የሚጠቀማቸው ተጨማሪ ምንባቦች ለዉይይት					

	የሚያግዙ ናቸው።					
6.	አንድን መንባብ ከማውቀው ጉዳይ ጋር በማዛምድ ሳነብ ፍሬ ሀሳቡን በቀላሉ ለመረዳት እችላለሁ።					
7.	በግል ምንባብ ችሎታ ዋና ዋና ጉዳዮችን በማስታውሻ በመያዝ እና የምንባቡ ፍሬሀሳብ በቀላሉ ለመረዳት አችላለሁ።					
8.	የምንባብ መልመጃዎችን በግል ስሰራ የተሻለ ውጥታማ ሆኛለሁ።					
9	የንባብ መልመጃዎችን ከሌሎች ተማሪዎች ጋር መስራት ውጣታማ ለመሆን ይረዳል።					
10.	መፅነሔቶችንና ጋዜጦችን ማንበብ አዳዲስ ቃላትን ለማወቅ ይረዳል።					
11.	ልቦለድ ነክ ጉዳዮችን ያካተቱ መልመጃዎችን መስራት ያስደስተኛል።					
12.	ከመምህር አድናቆትና ሽልማት ማግገኘት ያበረታታገኛል።					
13.	አንብቤ የተረዳሁትን ለተማሪዎች መግለፅ ልምድ ለመለዋወጥ አይል ይሰጠገኛል።					
14.	የምንባብ ትምህርት በውይይት የታገዘ ሲሆን አስደሳች ይሆናል።					
15.	በማደርገው ትጋት የንባብ ፍላጎትን ማነልበት አችላለሁ።					
16.	መምህሩ ለማስተር ያለው ጉጉት ከፍተገኛ የንባብ ትምህርት ፍላጎትን ይወስነዋል።					

Appendix D

ባህርዳር ዩኒቨርሲቲ

የእንግሊዘኛቋንቋ እና ስነ-ጽሁፍ ት/ት ክፍል

ውድ ተማሪውች

ይህ መጠይቅ ተማሪውች የእንግሊገኛምንባብ ሲማሩ መመህሩ የሚሰጠውን አገዛና ለአገዛው ተማሪውች ያላቸውን አምነት ለማውቅ ታስቦ የተዘጋጀ ነው፡፡በዚህ መጠይቅ የሚሰበሰበው መረጃ በሚስጥር የሚያናለጥናቱ ብ ቻየሚውል ነው፡፡መተይቁ ላይ ስም አይዛፈም፡፡

አመሰግናለሁ፡፡

መመሪያ 3፡- ከዚህ በታች የቀረቡትንጥያቄውች ካነበብህ በኋላ ተገቢውን ምላሽ ስጡ፡፡

1. የምንባብ ምርጫጎ/ሽን አመልክት/ች፡፡

2. የምንባብ ፍላጎትህን /ሽን ለማሳደግ ከመምህሩ ምን ምን አይነት ድጋፎች አንዲደረጉ ትፈልጋለህ?

Appendix E

Interview questions for teachers

1. Tell me about the strategies you use when teaching reading

2. What do you think these motivational strategies have on your students' motivation to learn reading?

3. How do you respond to teaching motivational strategies that you use in the classroom?

4. How do you know that your strategies are effective?

5. In your opinion, how are strategies and students' motivation related?

6. Is there anything you want to add?

Appendix F

Interview questionnaire for students

1. Tell me about the strategies your teachers use in when teaching reading?

2 .What effect do you think these strategies have on your motivation to learn reading?

3. How do you respond to teaching strategies that your teacher uses in the classroom?

4. How are these strategies effective in motivating you to read?

5. In your opinion, how are teaching strategies and students' motivation related?

6. Is there anything you want to add?