The Effects of Motivational Techniques on Students' EFL Achievement in ELT at Tatek Lessira Secondary and Preparatory School, Tach Gayint Woreda: Grade 11 Students in Focus

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Abstract—**The aim of this study was to examine the effect of motivational technique on enhancing students' English achievement. To bring into effect, quasi- experimental was designed. From the total of six sections, two were randomly taken and signed one as experimental (N=40) and other as controlled group (N=40) by lots so that each sections (intact groups) have equal probability to be selected. The study used document review and test as the main tool of data collection to compare the mean score of both groups before and after the treatment. The reviewed document and test was analyzed by (SPSS 20). The result of the reviewed document (students' rooster) before training revealed that both groups were almost at the same level of language achievement. However, after teaching with selected motivational techniques, the result of experiential group was significantly different with the control group taught in a conventional classroom (usual classroom teaching). As a result, the alternative hypothesis (H1) was accepted; whereas, the null hypothesis (H0) was rejected. Based on the findings above, employed motivational techniques in EFL classroom enhance students EFL achievement. As a result, teachers should use selected motivational techniques in EFL classroom.**

Index Terms—**effect, motivation, techniques, achievement, conventional teaching, control group, experimental group, t test, p- value, cut point, significance difference, degree of free doom, t-table, Levene's Test, standard deviation, standard error mean**

I. INTRODUCTION

English is the language that has expanded breaking the barriers of color, race, and living differences of people, and has continued to spread all over the world (Crystal 1997). He also noted that the use of English in media is also great. For example, according to the unpublished document of ministry of education of Ethiopia (2002: p-15) stated, 60% of the world's radio broadcast, and 70% of the world's mail are covered by English language. As a result of the above facts, English has become the language that links the world altogether. It is the medium through which technological, social, political and cultural information has been transmitted. In the Ethiopian educational system, the learning of English begins at the elementary level and it gives different functions at various organizations. A document from the Federal Ministry of Education (2002: P-1) also reveals, "English is a cornerstone in the development of Ethiopia's commerce, communication systems, technology, and education." Due to this, students should have good command of English so that they would play their significant role for the attainment of the above purposes. However, as Berhanu (2000:P-22) suggested about the English language ability of the majority of the students in Ethiopia.

> Most students' ability to understand their teachers or their textbooks is not adequate. Moreover, much time is given to copy written explanation. Therefore, to solve problems that face in EFL classroom, motivation is one issue and using adequate motivational techniques is indispensible. Motivational techniques help teachers to create eager students in the classroom.

Motivation to learn another language is further complex due to the difficult nature of language itself (Guilloteaux, 2007). As Dornyei (2003) and Gardner (2001) clarified a lot about the educational shift and motivational renaissance that took place in the 1990s; the key belief that leads to this shift is the classroom conditions that had a much stronger motivational influence than had been planned before. As result, scholar's needs to investigate the effect of motivational techniques for instance, issues which are related to the importance of materials used for teaching and teachers' and students' behavior towards students EFL achievement.

Besides, Harmer (2001) defined motivation, as it is a state of cognitive arousal, pushing learners to do things to achieve goals. The latter scholars point out that motivation provokes a 'decision act' in the learner to sustain intellectual effort inclined towards goal attainment. The scholars have emphasized on the significance of motivation. For learning to happen, there must be motivation. Moreover, motivation and learning have a relationship of interchange for one is the consequence of the other. According to Brown (1994), learners need to have positive attitude towards the speakers of the language in order to be motivated to learn it. He also adds that most of the learners who lack motivation neither

participate nor use the language. Student motivation naturally has to do with students' interest to participate in the learning process. But it also matters the goals that bring about their participation or non-intervention in academic activities. Although students may be equally motivated to carry out a task, the sources of their motivation may differ.

Motivated learners focus on obtaining abilities and strategies rather than achieving tasks. These learners are also appropriate to be engaged to the lessons, mentally arranging and practicing the material to be learned, taking explanations to facilitate subsequent study programs, ensuring their level of understanding and asking for help when they do not understand the material. On the other hand, the unmotivated students do not exhibit the above-mentioned behaviors (Pintrich and Schunk, 2002). Besides, Cook (2008) reports one of the reasons for the better achievement of some L2 learners than others is because they are better motivated. Motivation is a short-term issue, from moment to moment in the classroom; SLA research has given less emphasis to it, as Cook and Schmidt (1991; as quoted in Cook, 2008) points out ones learning is determined by his/ her motivation.

In general, as the above scholars suggested, motivation and foreign/second language learning are interrelated to each other. The reason behind this is that without motivation of students, the teacher could not teach the target language. Furthermore, better-motivated learners are successful in their EFL achievement.

Statement of the Problem

Teachers' motivational techniques in teaching English are crucial in engaging students in the classroom. Students' engagement EFL learning and their achievement are determined by the perception of teachers towards motivational techniques and the range of employing those techniques in EFL classroom. EFL teachers are not only to educate the target language but also to making the process EFL learning as exciting as likely to engage the students in the learning process.

Dornyei (2005) and Dornyei and Cheng (2007) asserted that motivation is one among many factors that cause success or failure on students' EFL achievement. Some of the de-motivating factors in students' learning are the teacher's character, commitment, ability, and teaching method.

Besides, there are also various possible factors in students' motivation to learn English and achieve well in their EFL achievement. Some of these are teachers' usage of appropriate motivational techniques; the teaching materials (Syllabus) in terms of providing appropriate tasks, exercises, the purpose of the students to learn the language, students' attitude towards the language, and others (Harmer, 2001, and Cook, 1991).

Moreover to this, the reason why many students achieve low in their EFL learning as many students are they have no to practice the language that makes them involved in learning English (Berihanu 2000, cited in Long and Poter). Instead, teachers' set the same instructional pace and content for everyone by lecturing, explaining a grammatical point, leading drill work or asking questions of the whole class, and giving much notes. Since teacher-fronted lessons favor a highly conventionalized variety of conversation, one rarely found them outside classrooms and they may also limit the quality of talk students engage in.

However, the current language theories have been suggested that knowledge is constructed, discovered, transformed, and extended by students (Hopkins, 2002).

If so, the main role of teachers is not to be dominant like what has been mentioned above but create conditions within which the students can construct meaning from what they are learning. This may, in turn, enable them to practice and refine their negotiation, organization and communication skills, define issues and problems, and develop ways of solving them (Johnson, 1994). The conditions created by teachers will be realized if, among other things, students are put in groups. That is to say, group activities like role-play, discussion, problem solving, in line with using appropriate techniques of motivation etc could be used as a means to get the learners actively involved in the learning process and internalize the language communicatively.

In support of this, the recently shift with the field of language learning and teaching greatly focuses more on learner centered teaching approaches than teacher centered ones (Berihanu, 2000). In the learner-centered approach, adequate motivation should be employed to get students learn the target language effectively.

Though all these have been said by foremost authors and many descriptive survey researches have conducted on these techniques, employing motivational techniques and look the effect they have has not been investigated. As a result, the researcher is inspired and let both the teacher and the students practically look the effect of these techniques on students EFL achievement. This was done as many students thought teachers who used these techniques in EFL class room is killing of time.

Purpose of the Study

The main purpose of the study is to examine the effect of motivational techniques on students' EFL achievement.

Hypotheses

In view of the discussion made above, this study attempted to examine the effect of motivational techniques on the two groups (experimental and control) EFL achievement between two hypotheses listed below.

The Null Hypothesis (H0)

There would not be statistically significant difference between the mean score of students in the experimental group and control group in their EFL achievement due to the use of motivational techniques for experimental class and conventional teaching learning process in the control group in EFL classroom.

The Alternative Hypothesis (H1)

There would be statistically significant difference between the mean score of students in the experimental group and control group in their EFL achievement due to using motivational techniques employed for experimental class and conventional teaching learning process for control group in EFL classroom.

II. METHODOLOGY

The Research Design

The primary concern of this study is to examine impact of motivational techniques on students' EFL achievement. In order to find the effect it has, quasi-experiment was designed. Quantitative method was used in order to obtain the relevant data. Document review and test were used to obtain quantitative data. Thus, quantitative data analysis was used to examine the hypothesis set.

Population of the Study

The targeted population of the study was Tach Gayint Woreda, Tatek Lessira Secondary, and Preparatory School 2009 E.C grade 11 students. The school has six grade 11 sections that accommodate 301 students (114 male and 187 female). Each section has 40 to 45 students. It has also 156 (46 female and 110 male) teachers.

The researcher believes that working on the EFL achievement of grade 11 students is essential to help them perform well as only one year is left to take university entrance exam.

On the other hand, the rest grade levels i.e.9, 10, and 12 were not considered since the number of students assigned in grade 9 was large (N=60 to 65), and grade 10 and 12 will leave the school before the completion of the study.

Sample, Sampling Techniques, and Grouping of the Participants

Sample and Sampling Techniques

At this school, from the six grade 11 sections, two are social science, and the rest are natural science student. From these sections, two intact classes from natural science were selected randomly as it helps to have equal chances to be selected for the study.

In addition to the students, all grade 11 EFL teachers (N=2) were included. The rationale of including all teachers is they were involved during designing the test at document review so that they could check how far the test administered after teaching the experimental group was valid and reliable with respect to the test administered in the process of EFL teaching and learning of the school.

Grouping of the Participants

Grouping of sections in to the experimental and controlled group was made following right after their first semester consolidated rooster (document) was reviewed. The result from reviewed document revealed that both groups were at the same level of EFL achievement. In such a way, selected sections were grouped into two using lots so that two intact classes have equal probability of becoming either an experimental or control group. Then, one class was assigned as experimental group (N= 40) and one class was also control group (N=40).

The Experimental Group

In order to examine the potential effects of motivational techniques in EFL classroom, quasi-experimental was designed.

To teach the experimental class, students' textbook, and teachers' guide in the regular classroom instruction was used. The rationales of using text book in a regular period for teaching were, first, since the study aimed at showing if motivational techniques employed in EFL classrooms can be exercised and fruitful as long as teachers understand and appreciate the important role of using them, exhibit good character, have commitment and ability to employ, and use various teaching methods according to the language content they planned to practice in practical EFL classrooms. Secondly, as the researcher described in the statement of the problem, the worrying issue that calls for the necessity of this study was students' EFL achievement (teacher made tests and exams) designed from the textbook. Thirdly, the study also aimed at showing how those techniques are practically exercised using the tasks of the textbook in the process of EFL teaching. Fourthly, the selected units to employ motivational techniques were considerably sufficient to use the textbook as a teaching material so that the teachers could practically demand the study.

After selecting the material, the researcher himself was teaching the experimental group. This was done because he wanted to intensively employ the techniques with full commitment in line with his research intention. In addition, teaching the experimental group lasted in "sixteen" weeks as the stated time is enough to conduct the study.

Selected Motivational Techniques Employed for Experimental Group

The researcher employed the following motivational techniques in EFL classroom for experimental group. These are;

❖ Students were made to set their own goal they need to attain as a result of learning a language in general and set objectives for each lesson so that they would be purposeful in their learning with respect to the stated objectives in particular. However, to make students design effective goals and objectives, first students were let design their own goals/objectives. And checked whether they wrote vague goals such as improve my grammar, learn words, etc.

❖ Second, they were provided examples of specific objectives, for instance, explaining issues related to water shortage, reading a text and answering questions, practicing skimming a text and speed-reading, etc and let students design their own specific objectives based on the given examples. This was done as they can learn from the given examples and designing specific short-term goals/objectives for the lessons and let them more immediate, and therefore easier to focus on (Schunk and Swartz, 1993).

❖   Students were let involve in a small-group activities and pair work with appropriate group norms as it boost students' self-confidence and are excellent sources of motivation (Long and Porter, 1985). To do this, first the researcher explained that they would be effective if they work through the close collaboration and communication with their classmates. Then, he encouraged students to share experiences, to create healthy competition spirits amongst them, and remind them, as errors are natural parts of EFL learning.

❖   Students were given motivational feedback like let them correct themselves, peer corrections, or provide clear explanation of their language errors. They were helped to increase their satisfaction and encourage positive self-evaluation (Harries, 2010). In addition, they were verbal prized, encouraged when answer question, try to speak English, when try to speak and face a kind of problem, alternatives were given and so on. Their written activities were frequently assessed and given immediate feedbacks for homework, written assignments, etc.

❖   Students were encouraged to use English/the target language both inside and outside the classroom through providing various social issues for oral and written activities on sport events at the stadium like made them write a report on the events made during the celebration of ''Arbecho's day'', and on traditional, cultural events with respect to tasks available in the textbook. To do these, the researcher tried to give them the idea that English is extremely important in their academic life because they have been learning English and other courses in English. It is a medium of instruction. They were advised as English plays a vital role in some future careers to communicate in English. For instance, to be an engineer, medical doctor, computer system programmer, etc; they need to be good readers, speakers, listeners, and writers in English. Generally, he convinced them using English in/out of the classroom help them become effective in their future career in general and achieve their EFL achievement in particular.

❖   Not all students have the same experience of learning a language. One may interested to read, write, and other may prefer working in-group on different language skills. (Akberet, cited pintrich and schunk 2002). In order to keep all students motivated, the researcher gave them some notes (language inputs) to tasks they do so that students with different preference will each get time focused on things they like best. By doing so, the researcher could create an enjoyable English classroom atmosphere.

❖   Effective tasks must have some consequences or relevance to the students' language achievement (Pica and Doughty, 1985). To do this, the researcher let students learn by doing, writing, designing, and solving. Students' enthusiasm, involvement, and willingness to participate affect the quality of students' involvement as an opportunity for learning.

❖   Encourage interaction among the learners providing speech activities like asking them to collect information on current affairs that are related to the topics they were learning, to discuss about their like and dislikes, and so on through selecting interesting topics in addition to the topic found in their textbook. For example on section A11.6, there is a report writing section that students are expected to write a paragraph about NGO. First the researcher let them discuss in-group about NGOs, make them take out lists of sectors, which are working in FHI; Tach Gayint project from the mind map given in the textbook. After they put some of the sectors, he invited them to ask the organization about the sectors, number of projects, and budget flow. In addition to this writing section, students could also developed speaking as they had language inputs to make an interview.

❖   Recognize students' effort and achievement so that they can develop their personal confidence through providing oral or written rewards.

To do this, as the experiment was conducted after six months of the academic year, it helped the researcher to know the name of every student. So, when they participate, or let them involve in any activities, he called by their names, so that they felt being acknowledged.

The Controlled Group

While the experimental group was treated by selected motivational techniques discussed above based on the contents found in the textbook in the regular class hours, the controlled group was taught in usual classroom instruction that the above techniques were not employed.

Data Gathering Instruments

The main data gathering tool used to achieve the objective of this study were, document review and administering tests.

Document Review

Document i.e. students rooster was reviewed to know both groups (experimental and control) first semester EFL achievement before treatment. The rationales for using this tool were, first it helps to compare the current EFL achievement of the two groups. Second, instead of administering pretest, which is common for experimental research to study on specific skills, document was reviewed to relate with the aim of this study i.e. the effect of motivational techniques on students' EFL achievement (classroom tests and exams).

Test

Test was administered for both groups to see whether there was statically significant difference between the experimental and control groups after the experimental group was taught by selected strategies and control group was taught by the usual teaching practice/ instruction.

Data Gathering Procedures

As explained above, a document review-test design was conducted for this study.

To know whether students in both groups (experimental and control) are at the same level of EFL achievement, document (students' rooster) was reviewed. To do this, first the researcher got permission from the school director and students record officers. Then, the two groups' (experimental and control group) first semester score in English subject was recorded. After recording and arranging their score, it was set in excel to analyze in SPSS 20. The test was administered after the sixteen weeks consecutive teaching to measure the experimental group EFL achievement. And all the content of the test had been taken from their textbook during the training. Accordingly, the test was constructed on the basis of the principles of English testing methods of our school i.e. designing exams more than three items like matching, choice, control, guide, or free writing items with respect to integrating the whole language skills. To check its appropriateness, reduce the marking problems, and minimize personal bias so that the test would be reliable and valid, two English teachers of this grade level involved, as they were involved in the previous exam analyzed in the document review in particular and have experience in designing such tests in the process of teaching English in general.

Procedures of Data Analysis

The quantitative data from reviewed document and test were analyzed using an EXCEL spreadsheet. The analyses were made using mainly independent sample t test. They were meant to investigate whether there was any significant difference in EFL achievement test score between the two groups. Eventually, SPSS 20 version analysis were used to further refine the significance difference of the two groups using P value (sign 2-tailed) and the t- calculated with respect to the value of t-table.

III. RESULTS AND DISCUSSION OF THE DATA

The purpose of the study was to examine the effect of motivational techniques on students EFL achievement and their perception towards motivational techniques.

In this chapter, an attempt is made to offer presentation of the result and discussion of the data collected using, document review, test, and questionnaire. The results obtained and discussions made afterwards are presented here under. In each sub-section, an attempt was made to present the data first and followed by a general discussion of the results at last.

Results of Document Review

As shown in chapter three, students level of English achievement were identified using their result they scored by referring students rooster (document) (see appendix H). Accordingly, the outcome from document review revealed that both groups (the experimental and study) groups were found at the same EFL achievement. The following table describes the data from the document review outcome.

Result from Descriptive Group Statistics of Document Review

Descriptive Group Statistics of Document Review

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control Group	40	51.32	7.26	1.14
Study Group	40	50.85	5.92	1.30

According to the above table, the result got from the mean value of the control and the study group was almost the same 51.32 and 50.85 correspondingly. Despite the fact that, it is impossible to say that there was noteworthy dissimilarity between the language achievements of both groups by only looking mean values of each group.

So as to know if there is a significance difference between the two groups, an independent samples t-test is sought. Table 3 below displays the results independent sample test of the document review result.

Results from Independent Sample t test of Document Review

Inferential Statistics of Document Review

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Document review result	Equal variance assumes	.273	.603	.322	78	.749	.475	1.47	2.49	3.41
	Equal variancs not assumes			.322	75.17	.749	.475	1.47	2.46	3.41

The significance of t-table=2.000

According to Table-3, the P- value (level of significance) of the reviewed document for equality of variances is greater than 0.05 (sig=.603).

This clearly showed the row data should be taken for further analysis. Similarly, if the significance of t calculated is bigger or identical to the significance of t-table with a given level of freedom (df), we can infer that there is significant difference between the EFL achievement of the groups (experimental and control) being compared. Furthermore, if the value of t table is greater than the t-calculated, it is possible to generalize that the EFL achievement of both group is not significantly different. Likewise the significance difference of the two groups is true when the value of p is below 0.05 (*the cut point of significance*). On the other hand, we can say there is no significant difference when the value-p is bigger than 0.05. According to this, the calculated-t of the result from students rooster was less than the value of t-table with 78 degree of freedom (*calculated-t = 0.322, t-table =2.000, df = .78, mean difference= 475*).

Accordingly, we can conclude that there was no significant difference between the language achievement level of the study group and the control group (p=0.322). It is, therefore, with this consideration that the rest of the study was carried out.

Test Result after Training

The experimental teaching, which lasted for eight consecutive weeks, was conducted on the basis of the selected motivational techniques for study group, and conventional EFL classroom (teachers' usual instruction) that was practiced to the control group. Afterward, in order to measure the achievements of the both group (the study and the control) after treatment, the test was administered and t-test was selected for the statistical calculation of the score. The table below describes the group data of the test results of both groups.

Graphic Group data of the Test result

Graphic Group data of the Test result

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Test result	*Control group*	*40*	*50.85*	*7.61*	*1.20*
	Study group	*40*	*61.55*	*6.69*	*1.05*

Based on the above table, the mean scores of test administered after teaching the experimental group and the group which was teaching in the usual teaching method are 50.85 and 61.55 correspondingly. From this it is possible to understand that the achievement of the study group is greater than the control group (which was teaching in the usual teaching method)

Nonetheless, according to the above information, it is difficult to generalize by simply looking the differences of the mean score of the two groups.

As a result, looking the result of the independent sample t test is essential.

Independent Sample T-test of the Test Result

Inferential Statistics of Test Result

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-taild))	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Tests result of both groups	*Equal variances assumed*	.299	.586	6.67	78	.00	10.70	1.60	13.89	7.50
	Equal variances not assumed			-6.67	76.73	.00	10.70	1.603	13.89	7.50

As it is described above - in Table-5, the value of t-calculated was 6.67; it is greater than the value of t-table, 2.00 with 78 degree of freedom. The mean disparity between the test results of the study and the control group to be bring into being 10.70

At this point, the mean result of the experimental group is greater than the control group by the described value. As well as the value the value of p is 0.00 that is under 0.05 (the cut point of significance).

The above computed statistics of the test outcome assured that the EFL achievements of study and the control group are significantly different.

In view of that, the experimental group that was teaching by selected motivational techniques performed significantly higher than the control group taught in a conventional EFL classroom (teaching in usual classroom).

Thus, on the bases of the above data we can deduce that EFL teaching with selected motivational techniques employed for the experimental group in EFL classroom are effective than teaching by conventional (teaching in natural classroom) in the control group.

Hypothesis Testing

This study had two hypotheses that would be tested.

The null hypotheses (Ho) states, there will not be significant difference between the two groups (experimental and control) EFL achievement due to the motivational techniques employed to the study group.

The alternative hypotheses (H1), on the other hand, states that there will be significant difference between the groups

(experimental and control) EFL achievement due to the motivational techniques employed to the study group.

According to the statistical data obtained from descriptive group statistics and t-test (indicated in table 4 and 5), both groups (the experimental and control group) are significantly different which means the experimental group achieved by far more than the control group. Based on this, the void premise is discarded and the alternate premise is established ($p<0.05$).

Besides the tested hypothesis above on the test result of the two groups, the result was also confirmed the theoretical sayings of the following authors. Such as Madrid's (2002) described that, the actions that take place in the classroom are likely to increase, maintain, students motivation. Motivation has long recognized as one of the key factors that determine the L2 achievement and attainment (Dornyei and Cheng 2007). Moreover, Cook (2009) also asserted that one reason for some L2 learners achieving better than the other is certainly, because they are better motivated.

IV. DISCUSSION OF THE RESULTS

As it is shown in the test result above, a comparison has made in the EFL achievement of the experimental and the control group. The result of the EFL achievement of the excremental group is found by far greater than that of the control group one. Based on that, it is understood that there is a significance difference in the EFL achievement of the experimental group and the control group. The significance of difference is confirmed by statistics. As a result, it is logical to say this difference is the result of the motivational techniques employed for the experimental group.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATION

Summary

This study was mainly concerned with examining the effects of motivational techniques on students' EFL achievement. The study was conducted at Tatek Lessira Secondary and Preparatory School grade 11 2009 E.C academic year students. From the total of six sections, two were taken randomly and assigned one as experimental and other as a control group by lots to have independent chances to be selected. Referring to other researchers' work (Arey, Jcacobs, and Rezavich, 2002; Gall, and Borg, 2003) recommendations, Haylay (2015) also recommended to use intact groups, or classes of students. Therefore, the researcher used quasi-experimental research for this study. To reach at valid conclusion, the researcher used document review i.e. students' rooster and test.

The main objective of reviewing the document was to know the EFL achievements of both groups before treatment. Finally, to look the improvements made by the experimental group, and compare with the control group (learning in the natural classroom instruction), test was administered for both groups .In order to see the significance level of the test result of both groups; descriptive and inferential statistics was computed.

The material used for both groups were the textbook in the regular class hours. Then, the experimental group was treated by the selected motivational techniques during the experiment; whereas the control group was taught in natural EFL teaching and learning process of the school.

The results of the reviewed document revealed that students' EFL achievement of both groups were almost at the same level before the experiment. However, after the treatment, students at the experimental group perform significantly higher than the control group because of the employed techniques.

Conclusions

Based on the results found, the following conclusions were made. The findings from the test results showed that the students in the experimental group made a statistically significant difference in their test result. From this, it can be implied that the selected motivational techniques have an effect on the improvements of students' EFL achievement.

Therefore, the alternative hypothesis (H1) of this study which states that there would be a statistically significant difference between the experimental and control group students in their EFL achievement as a result of the use of motivational techniques was accepted and the Null hypothesis (H0) which states that there would not be a statistically significant difference between the two groups in their test results due to the motivational techniques practiced in the experimental class was rejected.

Recommendations

Based on the above conclusions made from the findings, the following recommendations have been made.

❖   It is crucially helpful to make students aware that using motivational techniques would not be time consuming rather employing those techniques help them improve their EFL achievement

❖   When students' EFL achievement improved, teachers will have also a chance for further education; beneficiary in their career structure development and capable in any competition. Hence, this research recommends that they need to employ motivational techniques in EFL classroom.

❖   Teachers are strongly advised to support their learners learning process to maintain continuing motivation for the teachers' use of motivational techniques as it has a great importance in terms of increasing students' EFL achievement.

❖   Students should also cooperative when teachers practicing motivational techniques as they help them to improve their EFL achievement.

❖   What is more is the school should also fulfill the necessary preconditions for teachers and students' to use

motivational techniques exhaustively in EFL classroom. For instance, the number of students assigned for each section.

Conflicts of interest

The author has not declared any conflict of interests.

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Mr. Degie was also a volunteer teacher for orphan and venerable children found in Tach Gayint district, Arb Gebiya, Ethiopia organized by American people. As a result he was certified six times and assigned as a coordinator for volunteer teachers.