How can we Promote our Students' Interest in their English Language Learning? A case in Abbiy Addi Teacher Education College on First Year Students

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Abstract - **This paper illustrated how we were going to improve our teaching methods so as to assist our students learn more effectively and raise students' interest. As the current Curriculum in Ethiopia for the teaching of English demands, we have to improve the interest of students from didactic lecturer to facilitator and organizer. We illustrated how our imagined solutions to improving the living situation would play a big role in helping our students' interest to learn better. The results were going to encourage, as students began more and more to play an active role in their classroom learning. The most significant interest was the students' new attitude to learn by and think for, themselves, which we suppose that we would benefit them all their live. At the same time, we learn a lot and develop new methodologies for teaching. Our paper disclosed how we have used the connections between our research process and the current Curriculum values like students' interest, motivation and attitudes, to develop the way of learning.**

Key Words - attitude, didactic interest, learn, and motivation

I. INTRODUCTION

a. Our Context

All students come from different backgrounds with different academic needs, culture, language, interests and attitude towards learning. Instructors are trying as hard as they could to meet students' needs in their learning.

Teaching language is a complicated task for teachers and the right techniques and strategies are needed to deliver effective language learning especially in English.

English language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom. For some students, learning English as a second language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest easily. Interest is one of the strongest motivations for learning English. Motivation has long been identified as one of the main factors affecting English language learning [8]. [33] define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process [42]. Ellis state[7] d that as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over. Therefore, it is important to find out the underlying possible factors in which affect students' motivation and interest in learning English [42].

This study was conducted to investigate the strategies that instructors had used to arouse students' interest in learning the English language as their second language in the primary schools. Hopefully from the study, instructors was able to identify the right strategies to boost students' interest as well motivation in learning English effectively.

b. What was ours concern?

This study aimed to

- examine on types of teachers' strategies to attract year one students' attention and interest towards learning the English language.
- investigate reasons why students tend to loss interest in learning English as their second language.
- develop students' interest in the English lesson in the classroom

c. Why were we concerned?

This study sought to answer the following research questions:

(1) What are the strategies used by the teachers in teaching English language to students?
(2) How to develop students' interest in the English lesson in the classroom?
(3) Why do students lose interest in learning the English Language?

d. What was the worth of this study

Worth refers to the relevance of the research to some aspect of a profession, its contribution towards improving the knowledge base of a profession, and its contribution towards evidence-based practice [35] The purpose of this study was to investigate the roles of instructors on students' interest in learning English as their second language.

The researcher's findings related to this study would, therefore, be of great importance to various groups of students and instructors.

The study was expected to be of interest to policy makers, planners, and program developers who designed and implemented programs to improve teacher quality and thereby student performance (achievement). The researcher's conclusions would also help the management of the schools to discover their roles in enhancing teachers' strategies used in teaching English language to students.

The study might also be a useful guide to educational leaders, teacher and other stakeholders, who were working in the area of education.

The researcher believed that this study would benefit other researchers who wanted to carry out research in the same or related topic in greater depth and to learn more about the role of school principals in promoting students' interest

e. Where was our concerned

Delimitations described the scope of the study or establish parameters or limits of the study. To make the research process manageable for the researcher, this study was delimited to the following: As previously stated in the introduction, the purpose of this study was to investigate the role of teacher strategy to promote students interest to learn English in Abbiyi Addi College of teacher education. This study will be delimited mainly to the role of the strategies used by the teachers in teaching English language to students. It will not include the other multi-roles that school principals played in their respective schools.

f. What was our limitation?

Limitations are those aspects of the study that cannot be controlled by the researcher and no research study is without limitations. A limitation, as defined by [5], is "An aspect of a study which the researcher knows may negatively affect the results or generalize ability of the results, but over which he or she has no control." [3] also define the limitations of a study as, "restrictions in a study that may decrease the generalize ability of research findings" which may be theoretical or methodological. This means any research endeavor had its own limitations and this study was not an exception. Despite these limitations, the researcher made every endeavor to practice due diligence not to sacrifice quality and the in-depth nature of this study.

II. REVIEW RELATED LITERATURE

a. Introduction

It is widely accepted that an important predictor of success in a foreign language is students' interest towards it. In ESL/EFL contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety. By contrast, they usually have higher levels of motivation, willingness to participate, and high language performance. Students' attitude towards the foreign language is very often influenced by: a) instructor-student relationships, b) the general classroom atmosphere, and c) the use of authentic teaching materials and activities.

This article is practical in nature. Its aim is to provide English teachers with a set of strategies and practical suggestions in order to help their students develop a positive interest toward learning English as a foreign language.

b. Factor 1: Factors that can Enhance Student- Instructor Interest

Instructors can make a valuable contribution to developing a friendly relationship with their students. The following is a checklist with appropriate and effective teacher behavior:

1. Remember that your everyday classroom behavior is important. Most students consider their teacher as a role model. For this reason, in order to motivate your students to learn English, you need to be enthusiastic, cheerful and sincere [2]. Show your students that you actually care for them, and you are there to help them master the English language, rather that constantly criticizing or correcting them. Students want teachers who are friendly, caring, and trustworthy [9]. Always be well prepared for the lesson, and show willingness to answer students' questions.

c. Factor 2: Fostering a Positive Psychological Classroom Atmosphere

It is important to establish a kind of "classroom community", in which students feel free to communicate using the foreign language. An important thing to bear in mind is that you should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language [8]. If errors are ridiculed, some students may suffer from communication apprehension, that is, they will be unwilling to communicate using the target language. The following techniques are intended to create a friendly, non-threatening class classroom climate:

III. METHODOLOGY

a. Instrument

This study used, questionnaires, interview and observation was disseminated to both instructors and students. The questionnaires consisted of both open-ended and closed-ended questions. The questionnaires mainly examine the strategies used by the teachers in teaching the English Language, ways of arousing students' interest and reasons why students lost their interest towards the English Language.

b. Participant

The participants of the study were year one's students in which consist of 100 students from two section and two English language teachers in Abbyi Addi College of teacher education. Two classes were involving in the study throughout the system.

IV. DATA ANALYSIS

a. Analysis of the Observation

we attended two classroom to observe the reasons of disinterest that some students displayed in that classroom. During the observations, we tried to focus on the behaviors of those students. This way, it was aimed to find out what kind of factors or situations lead to lack of interest in English lesson and to produce possible solutions to this problem.

Students were observed in their real classroom environments. Some of the students hesitated to get involved in the lesson. When the teacher asked questions, they were not much eager to answer. Especially three of the students were the least interested ones. It was difficult for them to focus on the lesson. They were the ones who did not do their homework among other students. When the instructor asked them the reasons of their not doing homework, it was easy to observe that they did not give enough importance to completing it. They tried to find such excuses for their mistake as having exams of other lessons. Their lack of inspiration reflected itself upon the incomplete homework. They did not make an effort to answer even the questions asked to warm them up for the lesson. Even in the presentation phase of the lesson, it was difficult to arouse their interest. No matter how risk-taker they got sometimes during the lesson, the involvement level decreased when tricky questions were asked. They were good at transformation questions, ones asking transforming affirmative sentences to negative and vice versa due to the fact that such questions were easy, non-challenging and they did not require working their minds much. They felt safe with mechanical exercises. Furthermore, they got stuck with repetition questions since they did not listen to the teacher. The instructor asked for them to repeat what was said; however, they could not answer as they got busy with other things than the lesson. What is more, they did not show much interest when the teacher gave homework for the next lesson. It was obvious that they did not take pleasure, fun and joy out of studying a foreign language. However, it is worth mentioning that they did not display a serious misbehavior in spite of the fact that they were unwilling towards the lesson. There was not a negative classroom environment. The teacher built a positive environment. It was clear that she had a good relationship with her students. She respected them, took a warm attitude towards them and she made an effort not to make them feel offended and humiliated. She cared to help students feel relaxed in the classroom. Despite this, some students did not take an interest in English. The biggest problem for them in that classroom was lack of enthusiasm. The reason of this situation seemed as those students' negative attitude towards English. They did not feel will to learn within themselves. Apart from extrinsic interest, they also lacked intrinsic interest. This shortage of interest, eagerness and willingness made them not take pleasure out of learning English.

All in all, some students did not make an effort to participate in the lesson and lacked both extrinsic and intrinsic motivation, which constituted a problem for that classroom.

Although the teacher took a helpful attitude, they did not take an interest in the lesson much, which may result from the unawareness of the importance of learning a foreign language.

b. Analysis of the Interview to the Students

The interview continued with the question that asked the times when students feel motivated towards lesson. The students themselves noted that students get willing at the beginning of a new subject. They get curios about the new item. They also enjoy the lesson during communication.

When they speak in English, they feel more fun and joy. For this reason, the student recommends teaching English for communicative purposes. This way, lesson becomes more meaningful and purposeful for them. She also adds that positive reinforcements such as verbal and nonverbal praises, approval of the students make them feel willing towards lesson and increase their self-confidence and interest. They feel more relaxed when they feel the sense of success.

Moreover, the student said that students get more eager to learn when attractive materials are used in the classroom. Such materials attract their attention, interest and keep them alert. She also adds that examples from teacher's private life take students' attention much.

The third question asked about the techniques that increase students' level of participation. The teacher pointed out that usage of visual aids promotes students' learning; thus, they improve students' attention and interest. Visual aids such as posters, pictures attract their attention and make lesson more colorful for them. This way they begin to take more interest in the lesson. Similarly, using body language makes lesson more understandable, which increases students' interest. When lesson gets clear and comprehensible, they feel more willing. She also emphasized the importance of communicative approach. When students are taught to communicate in English, they feel more willing and they see they can speak in English. However, she places a great value on grammar teaching, as well. She regards grammar as a tool for teaching speaking.

The last question was about the teachers' role in fostering students' interest. The teacher stated that building a positive environment holds a great importance in students' interest. When students feel relaxed, their level of interest is improved. She also noted that appealing to students' needs and interest renders them more motivated to learn. The teacher furthered that teachers' being interested in current issues and giving current examples make students more involved in the lesson. This way, they can build relationships and understand the lesson better.

c. Analysis of the Questionnaire to the Students

In the questionnaire, 6 open-ended questions were asked to the first year students to find out their opinions on the issue of motivation.

The responses of hundred first year students were analyzed in this study. The first question asked in which situations the students feel motivated towards lesson. As their answers reveal, teacher's use of humor in the lesson (3), teachers' being happy, positive and warm in the classroom (5), being well-prepared before coming to lesson (5), positive reinforcements such as praise, high grade or small presents (1) and teacher's telling the lesson in an enjoyable manner with different activities (1) play a big role in promoting students' will to learn.

The second question that was asked to participants to reply was about the times they experience lack of interest in lesson. As their answers indicate, when the lesson is covered as a flow of information from teacher to students in a colorless manner (5), the friends talk too much and distract their attention (6), they do not understand the lesson and get bored (1) and the teacher tells the same subject constantly and gives a lot of similar exercises (2), they feel less willing and interested in the lesson.

The third question asked to participants was about the effect of some activities such as games, group works or role plays on their interest. As their responses show, such different and appealing activities promote their interest and enthusiasm (14). However, 5 students out of 100 participants answered negatively. That student feels discouraged when he cannot be successful in such

activities. For this reason, he does not prefer getting involved in role plays or group works. The students who answered positively believe that such activities help them to build good relationships among friends, pay attention to the lesson, feel free of problems, achieve permanent learning, take pleasure out of the lesson, practice what is learnt and keep alert during the lesson.

The fourth question that was directed to the participants was about the impact of the instructor's attitude upon their willingness towards lesson. As their answers emphasize, all of the students (100) hold the opinion that teacher's attitude influence their interest. They believe that teacher's positive and warm attitude, teacher's being happy, calm, teacher's appreciation and approval of them, not humiliating them increase their level of motivation. Students would like to see the teacher as motivated and willing enough. Only five of the students out of 100 claimed that he feels more interested and driven when the instructor behaves him badly and ignores him.

The fifth question was about the factors which make learning difficult for the participants. Memorization (5), teacher's telling the lesson in a complex and boring manner (4), teacher's ignorance of students' psychological condition (1), difficult and dull subjects (3) and reluctance to learn (2) make learning process hard for the students and in such situations learning in real sense does not occur. The last question asked to the students was about what kind of language classroom they imagine in their minds to make learning attractive and enjoyable for them. As their answers indicate, classrooms in which there are a lot different activities such as discussion on songs , games, group works or activities that require usage of English words outside classroom or in other lessons (4), there is plenty of visual materials on the wall (2), everybody speaks in English (2), foreign people come and speak to student (3), teacher covers the lesson in an enjoyable manner (3) and there are a lot of repetitions and exercises in the target language are the ones that students imagined as attractive language classrooms.

V. How could We implement it?

a. Ourselves-certainty

Based on our belief interest plays a great role to improve students speaking skill with integrative other remain skills. As a result, our implementation mostly focused on (launched at) through examining and shaping student-teachers speaking skill in order to promote their interest. **The dominant necessity part of** learning a second language *rests on pronunciation* [4]. There is no misgiving that we set about pronunciation to learn the foreign language with interest, and then we learn speaking, reading, writing and we finally reap the benefits and have access to the second language. English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words. So we believe pronunciation to **be significantly** important for the whole of the learning process and it adds student's interest. The students had, it seemed to me, gradually got into a habit of learning some incorrect pronunciations as a result of their own Tigrigna's dialect.

b. Students' feedback

During the first AR meeting we chose our topic about how to improve pronunciation, and for this we prepared the audio-video lesson that taught us how to collect data and use it to develop evidence. such as the first thing is finding out everything about our topic and taking notes about what is happening as rigorously as possible, and collecting them in a notebook (at the first AR meeting, video gave us a special AR notebook each) then take paying careful attention of the students' comments. If you invite your colleagues to watch your AR class, and collect their' comments, then this triangulation can strengthen the rigor and reliability of the data [18]. Our colleagues Denial and Yukon gave us some suggestions on *"How to practice the tongue-twister"*, so we can say we gained enlightenment from the meeting and from our subsequent actions. We knew that my students had the same concern as us about their pronunciation. About 87% said their biggest problems were pronunciation and speaking [5]. They also understood that the basic knowledge of phonetics and pronunciation would be very important to them. Language is a tool of communication. Language can be a medium for giving information and it reflecting on various things as well, of course, but poor pronunciation can never facilitate effective communication. If they didn't know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication and this also a means of disinterestedness.

So we felt we now had grounds for beginning our research based on the two reasons above.

VI. How **could we improve it?**

We tried many ways to encourage our students and they mainly fell into three types:

a. **Teaching the phonemes one by one:**

This was divided into four parts:

- *Vowel and Diphthong sounds: east bank   near where*
- *Consonant sounds: here hat play tree*
- *Stress patterns: infect |in'fact |*
- *Intonation patterns: yes? 'J shows surprise.*

In English many words can have the same pronunciation but be written differently with different meanings. For example "to, two, and too" which all have the phonetic transcription /tu/. Sometimes, words can be written similarly but have different pronunciations as in the "ough" combinations thought, though, bough, and through. The students are indicated with the International Phonetic Alphabet and followed by examples and exercises dealing with contrasting sounds, recognition and dictation. I taught pronunciation according to three main sections:

- Individual sounds. It covers: 'stress', some sounds in words and some words in sentences are clearer than others.
- 'Intonation', the raise and fall of the voice; e.g. to show question or surprise.
- 'Steps for Studying Pronunciation'. I can do this in two ways:

b. **We ask each student to read it and correct the mistakes so as to increase their interest**

We attended a lecture and the students were English majors. We found their pronunciation was reasonably good. It showed us that our non-English major students didn't have a very suitable language surrounding in which to listen and practice speaking English that would enable them to acquire the second language effectively. From this point on, after we had learned the new pronunciation, we asked most students to read them out. In frustration at the beginning, because we felt our methods were not

working, the students still pronounced the words wrongly especially some similar and particular like [ai] [eye] [e], [æ], [Š] and [L] [B] [P] [K] then we listened to the tape again or we taught the phoneme again. And next class, we asked the pronunciation until they could read them correctly. We practiced repeatedly, and we found the students could now distinguish the different pronunciations. For example: we asked the students to do the Listening Text again, and as a result more than 85% students told me they could hear the differences. It showed us that my methods were helpful for some students to study.

Netsnet said: *"teacher, I didn't distinguish some similar phonemes and I found it is difficult to read, but now I'm very happy because there's great advances have been made in my pronunciation and oral speaking with interest, Thanks for your help "*.

Some students were fed up with learning this knowledge because it was so boring. Because most of them told me that there isn't very helpful for them to find the job after graduate. But on one occasion one student (Ashenafi) was very happy said to me after class that others said it was pretty good when he was speaking. After that time he was willing to answer questions and learn the pronunciation. It is said that: ""For those of you reading this, we hope you can share my excitement about this student's change. This was also an example to encourage other students to improve themselves.

Another method we used to improve their pronunciation was self-testing: mini tests to evaluate an ability to recognize and pronounce sounds in words, sentences and conversational activities. An answer-key was included. We requested they were read and checked by themselves.

Finally, we reviewed with them once a week. By doing this we could check if they had mastered the right pronunciation of some new words in each unit with interest.

c. **Offering equal and enough chance for them to speak and correct the mistakes to raise their interest.**

Our first attempt was making a rule of speaking for the class. We told our students:

'Speaking is the only way you can express yourself. You have an equal chance to speak, and when you are speaking, we can help you correct your pronunciation.'

We wanted our students to challenge themselves to speak and build up a sense of grasping chances.

During every class, we asked the students to read the new words or paragraphs aloud in order to complete the exercises. We thought this process would correct and strengthen their pronunciation. The students mentioned above always took the chance to speak. However, we found that some students like Hagos, Kiros, and Ashenafi mouthed the answers but hesitated because of poor pronunciation despite the fact that in every class we had taught some phonemes. Therefore, we encouraged them every time and waited for them to make up their minds to stand up. They gradually started to volunteer. When Hagos volunteered for the first time to present his presentation with his desk mate in front of the whole class, he seemed out of breath when speaking. But we valued the fact that any of them were brave enough to speak up at all, even if we did not hear his speaking clearly. We praised them at once, and at same time we did not correct his pronunciation. When he was standing the second and third times, we told him, he should study his pronunciation more carefully and correct his mistakes. He received our suggestion without any apparent unhappiness and he was able to stand up to answer the questions many times in the future.

d. **Practice**

d 1. Individual Practice

To make it more specific, we wanted to take a pre-reading activity as an example from sample passage 'How to make a good impression' (mother tongue, birds advice a textbook for the non-English major students aimed at increasing listening, speaking, writing and reading skills). We wrote some questions on the blackboard, for example, *how does mother tongue take influence students interest to learn EFL? And how about the impression when the students speak story 'like birds advice' the first time?* We think the class atmosphere was very active at this point, with students settling to the task with apparent eagerness. We encouraged them. After five minutes, we asked them:

'Have you finished you discussion?'
'Yes!'
'Should we started our discussion'
'Ok'

We had a discussion together, but they seldom spoke voluntarily unless asked. If I asked the whole class, they spoke loudly and in a lively manner. In order to achieve my broader aim I still asked them one by one to talk about their experiences, and at the same time praised them and corrected their pronunciation. Gradually they were willing to speak and the class atmosphere became more active. After class they gave me three reasons for the change, comments we have amalgamated to show their general ideas:

- First, they never volunteered, as it was not in their nature to stand up.
- Second, they were shy and hesitant which slowed the pace down while those brave ones took the chance.
- Third, they were worried about the pronunciation and afraid others would laugh.

Kiros told me: *" we were willing to think question, and we were thought much more in our mind, but we were afraid to speak stand up because we thought others would laugh at our poor speaking, so we were waiting until other said something instead of us."*

Hagos said: *" we were positive to think about the questions, but our partner's pronunciation was better than mine, so we told our opinions to her and he was spoke instead of us. If you praised her, we were pride too because these were our opinions".*

We paid more attention to another point as well: English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words. For example: we are a student. When we read this short sentence, |we| could glide over. Stressed words are covered:

Nouns: e.g. kitchen, Peter- (most)

- Principle verbs e.g. visit, construct;
- Adjectives e.g. beautiful, interesting;
- Adverb e.g. often, carefully.

Non-stressed words are covered function words:

- Determiners e.g. the, a;
- Auxiliary verbs e.g. am, were;
- Preposition e.g. before, of 'Conjunction e.g. but,
- and 'Pronouns e.g. they, she.

To emphasize this point, we wrote a few sentences, or took a few exemplifying sentences from a book at the ends of class. First, we underline the stressed words, and then read aloud, focusing on stressing the underlined words and gliding over the non-stressed words. For example:

The beautiful Mountain appeared transfixed in the distance.
He can come on Sunday as long as he does not have to do any homework in the evening.

We gave the students a few minutes to underline the stressed words. Then, we invited some students to explain the detail about these two sentences. Even though the second sentence was approximately 30% longer than the first, the sentences toke the same time to speak. This was because there are 5 stressed words in each sentence.

d 2. Group practice

When we were having class, we divided our class into 7 groups; each group elected a leader and had similar level of English. Before our class, we would write some mispronunciation words and tongue-twister on the blackboard so as to add some interest: commonly mispronunciation words.

Words	mispronunciation	correct pronunciation
- Comfortable	= kom fort-able	kum-fur-table
Breakfast	= brak -fast	= brek-fst
	= jewl	jool
Mortgage	= mort-gage	mor-gage
Mischievious	= mis-chi-vos	mi-chee-vi-us
Buffet	= bu-fet	bu-fey

"A pleasant peasant keeps a pleasant pheasant and both the peasant and the pheasant are having a pleasant time together."

On one side, to distinguish the difference between some similar pronunciation, on the other side to train the linguistic significance. And when we having class we asked them to discuss certain topics, like the pre-reading activities-discussion of each Unit. We held competitions between groups, for example: within our reviewed new words, we read the meaning and asked the students how to read and spell it, and wrote the scores of each group on the blackboard. Through this method, the students could remember the words quickly and the atmosphere of the class seemed quite relaxed. And it also could perhaps arouse their curiosity to learn more.

For example, in the implementation time 'A MOTHER TONGUE (College English). This text presents what Sandy did on a weekday morning through a sequenced order, describing a series of actions according to the time when they happened. Therefore we requested all students to join in this performance for there are many dialogues. It was time to perform; I stared at them in amazement, because they were very good and the performance was of a high standard. In other words, their actions, their pronunciation, their clarity were really impressive. By creditable we mean that they had prepared scrupulously for this assignment before the performance. They had to take great care with each aspect of pronunciation and intonation and help each other to achieve their best performance. When one group was presenting, the rest of the class listened carefully and pointed out some problems.

For a moment, the class would become quite noisy because they were so engaged in a heated discussion. We only sat by the side giving necessary instructions and ultimate help. All the students were involved in it and we saw Hagos and Kiros discussing actively with their partners. When Ashenafi made a mistake in distinguishing |e| and |ei|, he spoke up clearly to tell the difference. As you read on here, we hope you will be excited like us. It is necessary to explain that we tried our best to read the text and set examples in the right pronunciation at the beginning. Later on some students made demands to read the new words more often following our lead. That meant they wanted to speak and began to pay more attention to pronunciation.

Netsanet said that she did not wanted to say anything at all in English and lost heart in answering questions because of her poor pronunciation. She our ideas about studying pronunciation, however, and we noticed her watching me carefully as we taught the others. Gradually, she seemed to find this a convincing process and that it could improve her pronunciation quickly. She sounded authentic when she was speaking, and she was able to perform in front of the class. She gave me a note, which said:

"we have reaped the benefits of all that hard work and you never punished us for the mistakes and often encouraged and praised us."

Nowadays she often speaks with her partners and answers questions in the class.

e. Encourage them to speak and 'show off' and build interest.

In the first class we wrote a big word, 'confidence' on the blackboard and told them whatever they did, this was very important. When we were having class if they knew the answer, we asked them to please stand up and speak clearly. We believe encouragement and compliments are usually effective and constitute important ways at any stage of teaching. So we grasped every chance to encourage our students and praise them on every little bit of progress they made, either a correct pronunciation or a volunteering answer. Netsanet told me:

'We are nervous when we are speaking English we are worried that we will make a mistake and other people will laugh at u.

We told the students that no one would laugh at them, that everybody makes mistakes when they are learning a language. English people make mistakes in their English too when they are tired or under stress. People are listening to try to understand your meaning, not to check on your grammar. Then Netsanet started to study in earnest despite the poor pronunciation. We gave her some positive suggestions, and then she followed our way to study pronunciation and speaking, then she said to her told we:

"Netsanet, Thank for your help, because we were willing to listened our speaking than before and it were really good than before. We were asked to teach the pronunciation again after class.

VII. Conclusion, Claims and Beliefs:

a. Our behavior:

As Moira Laidlaw said in her handbook [17]:

We believe that the teacher's own enthusiasm about his/her subject is what motivates students the most. If you love your subject, then it's more likely that your students will too. Your enthusiasm will lead you to question what you are doing (using the Action Planning process) in order to find better ways of doing it in the future [17] The enthusiasm is so important that it could rebound on our students, because we were setting an example in the classroom. It is like spring water to encourage me to think continuously and learn more knowledge. In order to be a better teacher, never enable the students to call us a teaching robot. We must keep our enthusiasm to assist their motivation and ensure they like our class, listen in our class, understand the knowledge and develop their own abilities. Beside this, we need to show humor, tolerance, and patience. Whatever the age of our students, we should try our best to activate the atmosphere in the classroom. When I found the students felt tried, sometime I would have a rest in the class and discuss some interesting things or invite one or two of students to sing a song. I found this could help the students to gain confidence. Some of them had thought it was impossibly difficult to study English, and we could look down on them. It was a vicious circle for them. By teaching them with enthusiasm, humor and patience, we broke this vicious circle.

b. Encouragements:

We gained useful information from our colleague Kiros:

'Encouragement can turn a coward into a hero'.(p2)

We remember the first time was invited Mr. Birhanu to listen our class, he noted down:

Our student *stands up and talks well. He is a great student and we hope you praise his. We heard answer she is using some of the new vocabulary as well. But you just tell his to set down. No, you must praise his. Spend a little time telling his and the class how proud you are of your student when they volunteer.*

We thought what a mistake we made! Without praise and encouragement, they would lose interest in their study. Although we are a teacher and they are students we are all human beings, and everyone needs praise and encouragement. From then on, in every class, we believe we never forgot to praise and encourage them. We found it was better than before. For example, a student told me:

"You never abuse or punish us, no matter answer was right or not, and you smile and say good / well done! We felt you were lovelier than before".

We were so happy because it is repayment from our students. It also helped us to be a better teacher.

c. Variety of class-content:

We have found that if it is boring the students won't study pronunciation diligently because it requires a lot of hard work. Therefore we had to take some positive or interesting measures to attract their attention educationally [26]. We said in her handbook (2005):

"The aim of classroom management is to improve the quality of learning with the students" (p.12)

We should always prepare interesting additional material before the class and tell them our teaching aims, and in the class we would do some individual / pair/ group work to prevent the students wanting to sleep to be able to. We wanted them to find out each other's mistakes, so we invited some of them to explain the text on the platform and encouraged them to ask questions.

d. Our claims and beliefs:

There has to be a little space in the classroom, in which students' dreams can come true and in which each student recognizes and is shown their own personal value to the class in order to raise their interest. Systems mustn't be allowed to limit our thinking. When this is in place – a free space for dreams coming true – then we can show our real thinking and abilities. So, we deeply believe and understand what Mr. Yukon said.

"Good classroom management leads to students who learn effectively and deeply with enthusiasm" (p.12)

This is our first Action Research Report, and we are now beginning to realize that our position is not only one of a teacher but also a researcher [38]. At the beginning, we thought it was an easy job to teach and there would be a lot of free time for me to do other things. But standing on the platform, faced with many eyes, we developed a sense of responsibility, and our responsibility is to hold ourselves responsible to the students and help them develop their thinking and learning with interest.

Action Research constitutes a moral plea to us to look for the questions in the class of things, which disturb us [41], and try to find out the solution [27]. We have found it useful for us, because it has helped us to observe our class more precisely, examine our own teaching and show us, with the students' help, how to solve the problem. We believe the experience is worthwhile for every teacher especially young teachers, because they can develop their professional competence as well as improve students' learning [28]. We believe we are walking the pathway towards better teaching step by step for this interest plays a great role.

Our next Action Research enquiry question is "How can we improve the learning atmosphere of the class by pre-reading activity?" During our teaching, our found if we managed some interesting activities, the students would listen and study carefully. It shows that pre-reading activity is more significant to the whole class, and the effect is attracting the student's interest and improving the learning atmosphere of the whole class. And it has a direct bearing on the effect of the classroom. So, we want to research this topic in order to improve the learning atmosphere of the class.

e. Our Out Come/ Action Evaluation/

When we evaluated our student-trainees after our action implementation they gave and demonstrated positively for us about their interests to learn English because we gave the evaluative activities that more similar with the previous one regarding as pronunciation and storytelling. At this time students were actively engaging on the given activates with high interest. As result besides their participation, we asked their interest through their feedback with implementation satisfaction sheet due to this three-fourth of student-teachers were satisfied.

f. Propositions for Instructors

In order to make the language learning process a more interesting experience instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short term goals. At college level this may include, as suggested by [1], any number of foreign exchange programs with other colleges, overseas "home stay" programs, or any other activities which may help to motivate students' interest to improve their target language proficiency. At the secondary school level, and especially in the senior years, this task may prove more difficult. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and commitment by some students. Instructors need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other instructors in mainstream subject areas. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Research in the area suggests L2 achievement strongly affects learner interest [10].

The use of an interesting text can also help to increase the motivation level of students in the classroom. Many Ethiopian handout, module and texts often contain material which fails to capture the interest of students due to the heavy emphasis on vocabulary and grammar. Many foreign texts, however, which have been designed for EFL, and specifically the Ethiopian market, often contain topics which can create a great deal of classroom interaction and help to motivate student's interest to develop their language skills. It is important for the instructor to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures.

No matter what the underlying interest to study a second language, what cannot be disputed is the fact that interest is an important variable when examining successful second language acquisition. Ethiopia is perhaps, a unique environment in which to learn English, especially when taking into consideration the many factors which influence the manner in which the language is taught. Although change may be slow to the education system, but recent struggles for introducing the English language as a subject in elementary school, changes made in methods of teaching and writing new textbooks can be really helpful for further motivating student's interest to achieve higher levels of proficiency in the future.

VIII. Conclusion

There are some limitations of the present study. Based on questionnaire in this research is possible not to cover all aspects of interest variables. In other words, the questionnaire is not comprehensive enough. The larger the sample size is, the more reliable the research will be. Although 100 first year teacher education college students are selected, the number is only a small size analyzed with the whole number.

The above study and discussion show that many students have a strong interest in their English learning if the treatment is like this research implementation. Most of them prefer short-term goals to long-term goals. On the other hand, students generally have higher desire and commitment to learning English despite a lot of difficulties facing them. In order to enhance the interesting behaviors of these students, the author provides some suggestions, for example, developing students' interests in learning English, training learning strategies and promoting students' self-efficacy. It is expected that the findings obtained in the study can be helpful for English teachers to have a better understanding of their students, and the suggestions offered in the paper can be a contribution to the improvement of English teaching.

In conclusion, all the teachers and students must spare no effort to work hard in the process of teaching and learning. The most important thing is that spur students' inspiration to heighten the teaching effect in English teaching and learning so as to promote the students' English practical ability.

IX. ACKNOLODGMENT

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