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**SCHOOL OF GRADUATE STUDIES**

**ORIENTATIONS AND MOTIVATION IN THE LEARNING OF  
ENGLISH AS A FOREIGN LANGUAGE AMONG ADMAS  
COLLEGE STUDENTS**

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## **ABSTRACT**

This study was devoted to examining students' orientations and motivation to learn EFL at Admas College. An attempt has been made to ferret out these constructs vis-à-vis other variables such as attitudes and learners' motivational intensity. The findings of the study were felt to be useful for English course designers, instructors (teachers), students, and higher institutes such as Admas College.

Participants of the study consisted of 150 freshman regular diploma students enrolled for college English course and 10 English instructors. The study used a questionnaire survey of these participants as the principal tool of data collection. There were two questionnaires: one for the students and a parallel one for the instructors. Follow-up interviews and classroom observations yielded further (supplemental) input for the analysis of the research findings. The instruments were adapted from pertinent sources and piloted prior to the actual study. The students' questionnaire and interview were administered in Amharic to guarantee free and spontaneous responses.

After the data collection came to an end, the data were collated and analyzed. The questionnaire data were analyzed using descriptive statistics and one-way ANOVA test. The interview and classroom observation data were analyzed using frequencies and qualitative description.

The results indicated that in this context where EFL is largely an academic matter, students' integrative orientations of learning the language emerged even slightly more important than the instrumental ones. The close relationship amongst the items of the same orientation type or between the two orientation types implied the importance of the two goals for students in learning EFL.

The results also revealed the students' motivation to learn EFL was accounted for by the orientations behind. The students' respectively exhibited high intrinsic/integrative and extrinsic/instrumental motivation to learn the language vis-à-vis the integrative and instrumental orientations reported.

Besides, the students' high desire to learn the language by expending much effort; the positive attitude towards the English speakers and the learning situation; and confidence in the language seemed to explain their significant motivation.

However, some misconceptions that could suppress students' motivation to learn EFL were documented. These included: students' misconception of learning a specified body of language items in a linear fashion, being laughed at while speaking, and performing poor on exams. The instructors' misconceptions of employing extrinsic motivational strategies were also crucial. In addition, the instructors' little attempt to provide periodic feedback and the inadequacy of the course to complement students' goals were found to frustrate students' motivation to learn the language.

The results entirely posited that academically orientated students in this context had many pressing goals (reasons) for learning EFL. This calls for the importance of knowing these reasons and the affective variables involved to understand students' motivation. In light of the findings, it was reasonably suggested that priority should be given to complement students' various EFL learning and foster their motivation. Towards this end, improving the curriculum, designing support courses and classes, and conducting continuous appraisal of the curriculum are worth the effort by the course developers, instructors, and higher institutes such as Admas College.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Statement of the Problem**

Learning English as a foreign language is closely tied up with a desire to achieve a goal or goals. Students' motivational strength to learn the language resides in the outcome they wish to attain (Cook, 1991; Harmer, 2001; Williams and Burden, 1997). These scholars claim that without the desire to achieve a goal or goals, students will almost entirely fail to make the necessary effort to learn.

Students should be aware of the values embodied in learning English. They should see the functions it has for them and for the society in which they are placed (Cook, 1991). Horwitz (1987) also makes clear that students' belief about what they need to learn strongly influences their receptiveness to learning the language.

Students' orientations and motivation to learn English sharply diverge. Harmer (2001) contends that some have a clear goal inspired by a strong extrinsic motivation. Others have an internal motivation that has fired them up. Others still may have a weak goal or motivation. Students with no clear goals fail to know what they really want from learning English. Such students take or learn the language for course fulfillment to final outcomes such as a qualification and a better job (Ibid). As a result, some become demotivated. Others focus on their marks sustained by their grades. Such students are confounded by what and why they are

supposed to be doing. Thus, they lack a framework for assigning significance to what they learn.

Orientations and motivations are determining factors in language learning/teaching. Allwright and Bailey (1991) argue that studies in second language acquisition asserted that language teaching is above all a matter of getting and keeping the learners' attention. This implies that students with goals in learning English are motivated to work hard and attentively towards their goals. Many factors are involved in students' orientations and motivation to learn English. These include the instructor; the teaching material (Syllabus); students' attitude towards the language, the target group, and others (Skehan, 1989; Harmer, 2001, Gardner, 1985; Cook, 1991).

The English language in Ethiopia assumes two roles. It is a medium of instruction at secondary and tertiary levels. It is also taught as a subject since it is an international language with a growing use in certain important aspects of Ethiopian life. In both cases it has mainly instrumental goals. Students will need to attain enough mastery of the language to enable them to achieve general academic success. Besides, they need the language to communicate effectively socially and in the work place where the use of English is necessary (MOE, 1996).

The College English syllabus is developed aiming at meeting students' needs of the language skills in the academic setting. It focuses on the learning of English for academic purposes. It is designed to help students perform well across the curriculum.

However, English for academic purposes is totally a new experience. Robinson (1991) quotes "University EAP courses are at the start of the students' University careers, and the students

may not appreciate the value of the courses until much later". In line with these, Mulugeta (1997) notes that students coming from high schools may not perceive the relevance of the EAP course. He adds that teachers who capitalized on teaching discrete language items taught these students. His argument is that these students may fail to see the importance of learning English for various purposes so that they are likely to be motivated to score a good grade or a passing mark in the course.

As can be seen, the main goal of English teaching or learning at tertiary level is instrumental. It is aimed to equip students with academic practices. Students' motivation to learn English heavily focuses on the instrumental goal of succeeding in other courses in their academic life. Mulugeta (1997) studied to what extent students are intrinsically motivated to the listening lessons of the College English course. He investigated the intrinsic motivation of Addis Ababa University freshman students visa-a-vis their achievement goals and the motivational roles of the listening tasks, the listening texts and English instructors. His context is AAU where many students come from different quarters of the country. His study showed that the students were intrinsically motivated. The students' intrinsic motivation was accounted for by their perception of the relevance of the skill, the tasks, and the texts to their needs in the academic setting.

Mulugeta tried to see one facet of the students' motivation in relation to students' achievement goal (instrumental) in the listening lessons. However, the entire students' orientations and motivation in the learning of English at higher level has not been studied. I am not aware of any research attempt in this area. However, students could have other goals (orientations) in their motivation to learn English. Obviously, success in their academic endeavours is one goal. The College English syllabus is geared towards this goal. But, students at higher education

level could have other goals that the syllabus cannot cater for. Students' needs of the language for their future career, and social life purposes are not catered for.

Thus, the present study aims at ferreting out students' various orientations and motivations to learn English. The study focuses on a private college freshman students for three reasons. First, the students are mainly from Addis Ababa. These students are hoped to have many goals in learning English. Secondly, these students make sacrifices in money, time and energy to learn English (and other courses) for various reasons.

Lastly, private tertiary level education is a recent phenomenon in Ethiopia. Students who couldn't get access to government higher institutions due to their minimum ESLCE GPA go to private colleges. Nowadays, many private colleges are cropping up in Addis. However, they are the least studied. What the present study attempts to find out, therefore, is the extent of students' orientations and motivation for learning English. The study is conducted on Admas College freshman students.

## **1.2. Purpose of the Study**

The main purpose of the study is to investigate the orientations and motivations in the learning of English as a foreign language among Admas College freshman students. The study will specifically attempt to answer the ensuing questions:

1. What orientations and motivations do these students have in learning English?
2. To what extent is their motivational intensity to learn the language?
3. What factors are involved in their orientations/motivation to learn the language?

Building up on the general objective and the basic questions of the study, an attempt is made to ferret out the relations amongst the affective constructs in this context. The pedagogical implications of the affective variables involved to the ELT practices are suggested, too.

### **1.3. Significance of the Study**

The findings of this research are hoped to have both theoretical and practical implications for the ELT processes from various angles. To begin with, the Institute of Curriculum Development and research is hoped to benefit from the findings. The course designers will look into the students' needs before they write the textbooks. The findings are hoped to help these course writers give due attention to the orientations and motivations of the learners in the syllabus.

Likewise, the findings are purported to give feedback to the course developers and instructors in the Department of Foreign Languages and Literature in relation with the progress of the teaching of English using the College English books. These professionals will be able to assess the students' English needs for their future careers and social/private aspects of life.

Moreover, English instructors/teachers will benefit from the findings of the research. In the first place, the research outcomes may help them develop support teaching materials in line with their students goals. Secondly, the results may help instructors/teachers plan courses by



building motivational strategies into their plans to motivate their students to learn. Besides, the outcomes could help teachers/instructors manage their classrooms in ways that encourage their students to engage in activities.

The study is also believed to help students gain more insights into the possibility of learning English for various reasons. They will be able to perceive that there are real purposes and benefits to be procured from learning English. This may make them involve in the learning process. This study is also hoped to help students who are exposed to a new language learning situation recognize the needs and goals of learning English. This leads them to perceive and appreciate the relevance of the course to achieving these goals. As a result, they see the importance of learning English and the English classes to be more motivating.

The study can also be of importance to private colleges. It may pinpoint their students' needs of learning English. They may be helped to design English courses in concomitant with their students' goals to enhance their motivation to learn the language

Last but not least is the possible significance of this study to serve as a stepping-stone for other researchers interested in this area under different contexts.

#### **1.4. Scope of the Study**

Though there are other private colleges in the city, the study is confined to one college. This research has been undertaken with two groups of subjects at Admas College. The first group comprises 150 students, a sample population of freshman regular diploma students drawn from three campuses (Misrak, Olympia, and Meskel). These students are currently taking the

College English course. The second group comprises all English instructors offering the course in different campuses.

### **1.5. Limitations of the Study**

The study has some important limitations that can affect its generalizeability. The present study used the samples from the same college in the same context so that comparisons are not made. It was moreover based on only 10 English instructors and 150 students. The absence of co-observer and the limited time meant for the observation sessions were also pitfalls. An assistant-observer was not trained. Constraints of finance, time, and capacity have attributed to these limitations. Thus, cautions should be taken in generalizing the results to other samples and contexts.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this part, I have tried to make an intensive review of related literature. All issues revolve around the two indissolubly linked constructs: orientations and motivations. As these terms are psychological in nature, I have started the section with basic motivational concepts in psychology. Issues that are tied to the two constructs in focus are treated as far as possible. All the issues are assessed from learning perspectives in general and from ELT perspectives in particular. Their pedagogical implications to ELT are reviewed, too.

#### **2.1. Basic Motivational Concepts**

Good and Brophy (1996) hold that Psychologists traditionally use motivational concepts to explain the initiation, direction, intensity, and persistence of behaviour. Motives, goals, and strategies are related constructs for their explanation. Motives explain the initiation of behaviour. That is why people are doing what they are doing. Goals are the immediate objectives. Strategies are the methods used to achieve goals and thus to satisfy or at least to respond to motives.

From the above scholars' explanations, motivation to learn, goals to learn and strategies for accomplishing the learning are lumped together. For instance, if students are motivated solely by grades, they adopt goals and strategies that concentrate on achieving grades. The three constructs (motivation, goal, strategy) tend to occur together in learning.

Belmechri and Hummel (1997) used orientations for goals in ELT. In this thesis, orientations and goals are used synonymously. Goals in ELT are intimately linked to motivation. They usually tend to occur together. In this part of the paper, I have tried to make conceptual distinctions for the purpose of literature discussion. In the data analysis section however, the two constructs will be treated in a combined manner as they are lumped together.

## **2.2. Orientations in ELT**

Language Learning/teaching has goals that students can see as relevant and achievable. Cook (1991) argues that foreign language teaching aims at producing multi-competent learners who can do far more than any monolingual. Students have goals to learn a foreign language (Belmechri and Hummel, 1997). The goals of language teaching can be seen from the roles of the language in the syllabuses (Cook, 1991 and 2001).

### **2.2.1. Taxonomy of Goals in ELT**

Students have various goals in learning English as a foreign language. Scholars see these goals of students from different angles. These goals can be seen from the learning situation. In this paper, I have used the classification by Cook (1991 & 2001); Harmer (2001); Holt and Meece (1993); and Gardner (1985). I have tried to see these goals from the college English syllabus perspectives, moreover.

### **2.2.1.1. Individual Goals**

Cook (1991&2001) notes that these goals benefit students as individuals. These goals are multi-faceted. One facet is for understanding foreign cultures. Regardless of the actual language being learnt, students profit from understanding a foreign culture for its own sake. Students want to learn English to heighten an interest in culture and language, thus fostering international understanding. This enables them to come in contact with native speakers in the same country or abroad by identifying with the experiences and perspectives of these people.

The other facet of these goals is enabling students to understand language itself. This entails language learning skills and knowledge of language itself such as the ability to understand and apply patterns, rules, and exceptions in language forms and structure.

Moreover, learning an FL provides students with general academic values. These include being responsible for one's learning, independent ability to think for oneself, etc. This is displayed in the College English syllabus. In the College English courses, students are encouraged to develop their own abilities in language learning through a mix of teacher-led whole class discussion, individual work, and co-operative group-based work. Besides, they are meant to develop overall learning styles and think about their own best way of studying other courses in English. (Atkins et al 1996).

The other facet is learning English as an academic subject on the curriculum, another exam to be passed. In this facet, English teachers are seen complaining that they are in thrall to the exam system and cannot teach the English to their students (Cook, 2001). This can also be true for students. Moreover, the very learning of a second/foreign language can be an important mark of an educated person. In some countries, to know another language is a sign of being educated. English has this kind of status in Ethiopia.

English language teaching/learning can be seen as a vehicle of social change (Cook, 1991). In language teaching, problem-posing and brainstorming dialogues make teachers and students aware of the issues in their lives. This fact is implied in the College English syllabus. For instance, in College English One, students and instructors are supposed to discuss issues on HIV/AIDS and bring about behavioral changes. In College English two, they discuss views and opinions about gender issues thereby proposing solutions to the improvement of poor women's lives.

The other facet of these goals is cognitive training (Ibid). One aspect of any modern language in the curriculum is the beneficial effect of L2 learning on using the four skills. The College English syllabus is aimed at enabling the students to read, write, speak and listen English. Preparing students to improve their proficiency in the four skills so that they are better equipped to cope with the challenges of higher academic work in English is at the center of the curriculum (Atkins et al, 1996). If students are deficient at listening lectures, writing papers, etc, the skills involved can be developed via English teaching.

In sum, students may be motivated to learn English in line with the goal(s) they want to achieve. In this paper, I will attempt to ferret out which goals are important in learning English among Admas College students

### **2.2.1.2. International Goals**

Cook (1991 & 2001) also discusses that language teaching/learning is directed towards international goals. These goals go beyond the society itself. They are related to external relations. It is possible to see these goals from the roles of the language in the syllabuses. This author emphasizes that international goals foster foreign language learning for various purposes.

To begin with, students want to learn a foreign language for careers that require another language. For instance, English is necessary for aircraft controllers, travel agents, tourist guides, etc. Besides, societies will need individuals who can bridge the gap amongst countries for economic or political purposes. People also want to learn English to engage in local and international commerce and trade. The Ethiopian syllabus points to English as an international language with a growing use in certain important aspects of Ethiopian life (banking, commerce, industry, tourism, media, etc). Towards this end, students will need to attain sufficient mastery of the language to communicate effectively in English socially and in the work place wherever the use of English is necessary (MOE, 1996).

Students learn, moreover, English to get access to higher education. In many countries such as Ethiopia, access to higher education is via English. The same is true for access to scholarship in English speaking countries or countries that use English as a medium of instruction. In

Ethiopia, tertiary and secondary level students learn English, as the importance for the students is not only the language but also the information gained through it for other courses.

Access to information and research is another aspect of international goals of learning English. Students may want to read different materials in English for information and enjoyment. People need to use English to keep up-to-date and well informed. This is because English provides them an additional means of access to academic, professional, and recreational materials in their academic, professional (future career), and private/social lives. The College English tries to encourage students to make effective use of all the educational resources that are available to them. But, it hardly provides an additional means of access to professional and recreational resources.

The orientation behind many students' English learning can be to travel abroad. The status of English makes this peculiar in that travel in most places in the world is possible in English.

In general, Cook (1991 & 2001) contends that the international goals of learning English revolve around career prospects, higher education, information, research, and travel.

### **2.2.1.3. Long-term and Short-term Goals**

Harmer (2001) has made a distinction between long-term and short-term goals in learning English as a foreign language. He states that long-term goals include the mastery of English, the passing of an exam at the end of a year or semester, getting a better job in the future, etc. He also notes that such goals are crucial though they can often seem to be far away (distal). However, these goals can begin to disappear when English seems to be more difficult than the students' anticipation.

Short-term goals, on the other hand, may include the learning of a specific language, the successful writing of an essay, the ability to participate in discussions, the passing of a test at the end of a week etc. These goals are much proximate to the students' day-to-day reality. Good and Brophy (1996) are in favour of these goals before the distal goals. They hold that goal setting becomes effective when the goals are proximal and specific. Harmer also holds that short-term goals lead to long-term ones in the learning of English.

In the College English syllabus, students are encouraged to achieve the two goals. As long-term goals, students are encouraged to takeaway improved language skills that will enable them to pass exams at the end of each course and academic study skills (practices) that they will be able to use to enhance their learning in other disciplines. As short-term goals, students are encouraged to take part in individual, instructor-led whole-class work, and co-operative group-based work.

#### **2.2.1.4. Achievement Goals**

Holt and Meece (1993) mention three goals of students' academic learning. The first are task-mastery goals in which students want to learn something new, to master a task, or to improve their competence. These goals value learning or mastery as an end. The second are ego-social goals in which students have a desire to demonstrate high ability or to please the teacher. The third are work avoidance goals where by students seek to complete their work with a minimum effort. From my experience as a high school English teacher, I observed the last two goals highly reflected in my EFL classes. I experienced many ambitious students who aimed at demonstrating high ability to please me. I also observed many students trying to display their ability by copying home-works from their peers.

#### **2.2.1.5. Integrative and Instrumental Goals**



Gardner (1985) identified these goals on the basis of the applications of learning English as an FL/L2. The integrative orientations of learning English are skewed towards enabling students to interact with English speakers and even become valued members of the group. The instrumental orientations enable students to learn English for pragmatic reasons such as getting a better job or a higher salary.

Most of the goals (orientations) discussed so far can be categorized either as integrative or instrumental. Students who want to identify with English speakers have integrative orientations. Students who need to learn English for educational or occupational purposes have instrumental orientations.

However, the extent and interaction of these two goals was liable to controversies. Scholars such as Soh (1987) viewed the integrative and the instrumental goals as opposite ends of a continuum. Others, however, such as Clement and Smythe (1977) found that both goals are positively related.

As to the place of these orientations, Dornyei (1990a) argues that instrumental goals play a prominent part in the learning of English up to intermediate level. However, learners with socio-cultural and non-professional reasons of learning English wish to master the language. They merely want to acquire a minimal working knowledge of English. This scholar argues that the instrumental orientations may acquire a special importance in situations where English is an academic matter. Yet, the integrative goals may be there.

Prompted by such controversies, Gardner (1980), Clement and Kruidenier (1983 and 1986), Svanes (1987), and others investigated the endorsement of reasons for learning foreign or

second languages by various groups of learners in different contexts. They found that foreign or second language learning breaks up into various orientations depending up on the context.

In a second language context, Kruidenier & Clement (1986) investigated the orientations of grade 11 students in Quebec City towards learning English as a second language. In this study, students' orientations were: friendship, travel, prestige, and knowledge/respect. Their study was conducted with 93 students, aged 15 to 19. They used a Likert-type 6-point scale.

Dwelling on these results, Belmechri and Hummel (1997) conducted a similar study with a similar population in the same context using the same instrument with adaptations. They ran factor analyses and a multiple regression analysis on the data. Results indicated that students' orientations were: travel, understanding, school (instrumental), friendship, understanding, and career (instrumental).

In a foreign language context, Dornyei (1990a&b) studied the orientations of Hungarian students toward learning English. The students were adult learners who had voluntarily registered and paid for English courses. The students were learning the language as an academic matter. In this context, he hypothesized the prominence of the instrumental orientation. His reason for this hypothesis was little or absence of the L2 group member in the society. However, his results revealed that students had integrative orientations as they portrayed a desire for contact with foreigners and Anglophone culture. His first study showed, of course, the prominence of instrumental goals up to an intermediate level.

Dornyei's (1990 a&b) studies paved the way for other more intensive studies. Clement, Dornyei, and Noels (1994) assessed the orientations of students in the uni-cultural Hungarian

context. The participants were 301 grade 11 students drawn from different parts of Budapest. Questionnaires of a 6-point Likert type scales were administered to the students and teachers. The result showed that students had instrumental, integrative, travel, knowledge, friendship, and socio-cultural orientations of learning English.

The research undertakings discussed so far are conducted with high school students. Moreover, I am not aware of any research work on students' orientations of learning English in the Ethiopian context at any level.

However, the College English syllabus capitalizes on students' instrumental orientations in the learning of English. It aims at developing students' academic study skills required for successful learning in their future studies. Yet, the tertiary level students are adult learners who could have other orientations. My attempt is to assess what other orientations they have apart from the instrumental ones.

### **2.2.2. Pedagogical Implications of Orientations in**

#### **Learning/Teaching ESL/EFL**

Successful ESL/EFL teaching necessitates goals to be reached. This implies that orientations keep the learners, teachers and course writers on the right track of the learning or teaching process

From learners' perspectives, goals (orientations) enable learners to succeed (Tremblay and Gardner, 1994). These scholars note that learners who set goals emphasize the importance of learning and mastery and use effortful and effective learning strategies. Cottrell (2001) holds the same view. He underscored that higher education students with goals study more

effectively to attain good grades. He adds that such students are more aware of how and what they learn applies to wider contexts such as to other courses and to the world of work. The College English Syllabus is designed to induce students how and what they learn applies to other academic courses in their future studies.

Research by Dweck & Elliott (1983) has established that students who set goals expend effort and persistence to achieve success. Bandura and Schunk's (1981) research also indicates that setting goals and making commitment to reach these goals foster performance. In general, instructional theorists have shown that learners retain more information and succeed when their learning is goal oriented (Brophy and Good, 1996).

Orientations, moreover, for language teaching in different contexts and for different individuals are important in teaching (Cook, 1991). This affects the English classroom via the actual content of the English lessons or textbook, which dwell on the entire educational setting (Ibid).

Orientations help English instructors see what foundations EFL has for their individual students and the society (Cook, 1991). English teachers will also be able to assess the depth and range of the values in their teaching (Ibid). This helps them in planning, executing, and evaluating every phase or act of the English teaching-learning process.

### **2.3. Motivation in learning/teaching EFL/ESL**

Scholars define motivation in terms of goals to do something. Harmer (2001), and Williams and Burden (1997) define it as a state of cognitive arousal (internal drive) 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 skewed towards goal attainment. These scholars defined motivation as a general trait.

Brophy (1983) and Gottfried (1985) define motivation from general and specific perspectives. As a general trait, it is a students' tendency to value learning (knowledge and skill) and approach its process with effort and thought. Specifically, it is students' tendency to engage purposefully in an activity and trying to learn the concepts or master the skills.

This definition treats learning and performance distinctly. Learning refers to the information processing, sense making, and advances in comprehension or mastery while acquiring knowledge or skill. It includes attending to lessons, reading for understanding, putting things into ones words, etc. Performance refers to the demonstration of the acquired skill or knowledge in tests, assignments, etc. Student motivation to learn requires, in the first place, the information process activities involved in learning content and then to performance (Weinstein and Mayer, 1986).

The definitions provided thus far refer to all disciplines in general. However, as Dornyei, (1994) noted motivation to learn an FL/SL was at the center of much debate and research. This is because motivation to learn an L2/FL entails many affective variables (components). After studying the components, motivation in second language learning, Gardner (1985:10) defined motivation as: "The combination of effort plus desire to achieve the goal of learning the language plus favourable attitude toward learning the language."

Therefore, motivation to learn English reflects desire to attain the goal reflected in the learning, positive attitude towards learning the language, and effortful behaviour. As Gardner (1985) notes, the motivated student has the desire to achieve a goal, is prepared to extend

effort to achieve that goal, and gains satisfaction from the task. These components of motivation will be used in this paper to see the motivation of the subjects for learning EFL.

### **2.3.1. Taxonomy of Motivations in Learning/Teaching EFL/ESL**

As discussed earlier, orientations and motivations are intimately linked. Thus, the taxonomy of students' motivation to learn an FL/L2 rests on the goals they want to attain. The following are the major types of motivation.

#### **2.3.1.1. Integrative and Instrumental Motivation**

The two types of motivation have been introduced by Gardner and Lambert (1972) and Gardner (1985). The integrative motivation refers to the learners' drive to learn the language in order to facilitate communication in the language (Cook, 1991 & 2001). It reflects whether the student identifies with the target cultures and people in some sense or rejects them. Cook states that the more the student appreciates the target culture, people, and language; the more he/she reads its literature, and looks for opportunities to practise the language. However, instrumental motivation means learning the language for an ulterior motive unrelated to its use by native speakers to pass exams, to get a job, etc (Ibid).

#### **2.3.1.2. Intrinsic and Extrinsic Motivations**

Intrinsic motivation comes with in the individual by the enjoyment of the learning process itself: by a desire to make him/her self-feel better (Harmer 2001). 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, 2001). The original reason for taking up the course is extrinsic (external). The chances of success, however, escalate if the student enjoys the learning process (Ibid).

### **2.3.2. Levels of Motivation in Learning/Teaching ESL/EFL**

As Cook (2001) found out the relative importance of the integrative and instrumental motivations vary from one part of the world to another. This distinction has been used as a point of reference by many researchers. Dornyei (1990) tested the motivation of learners of English in Hungary. He found that an instrumental motivation concerned with future careers was very powerful. An integrative motivation was also revealed, but it was not related to actual contact with native speakers. It was related to attitudes. It became more important as the learners advanced in the language. He identified two classroom learning related factors: one factor was the need for achievement (self improvement and passing an exam). The other was attribution to past failures. In the Philippines, English learners tended to be motivated instrumentally (Gardner, 1985).

However, Coleman (1996) cited in Cook (2001) found the ten most popular motivations in UK students studying modern second languages. The result showed that some students wanted to learn an L2 with an integrative motivation or with an instrumental, or indeed with both or with other motivations. He also found that students did better with an integrative motivation than with instrumental.

In research studies with L2 learners in Belgium, Poland, Singapore, and Taiwan, Cook (2001) found that the integrative motivation came out more important than the instrumental in all countries. From this, he generally concluded that everywhere in the world people want to learn a language for integrative purposes than instrumental reasons.

However, Cook's conclusion would seem to oppose the findings of the scholars cited above and many others. He, moreover, seemed not to consider the foreign language situation. Samimy and Tabuse's (1992); and Kruidenier and Clement's (1986) ideas contrast with

Cook's. They noted the prevalence of instrumental motivation in foreign language contexts. This leads to the idea that there is also the need for an integrative motivation. Gardner, et al (1992) and Gardner and Lysynchuk(1990) have confirmed this.

The level of intrinsic and extrinsic motivations in learning should be taken care of. Good and Brophy (1996) emphasize that learning any subject (course) should be as enjoyable as it can be. This is to say that too much intrinsic motivation does not guarantee the accomplishment of the learning goals. Students may enjoy the activities but fail to learn the intended knowledge or skill. Moreover, these scholars argue that intrinsic motivation resides in students. It is not built into topics or activities. Students learn or study something for their own sake; not for its sake. In other words, students learn academic skills or knowledge to gain stimulation or satisfaction.

Extrinsic motivation enables students to meet their own current needs (Good and Brophy, 1996). It prepares them for occupational or other success. It provides them with a 'ticket' to social advancement (Ibid). This will be effected if students see academic activities as enabling opportunities to be valued. Flink et al (1996) 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, 1996). This distracts students' attention from the academic goals of the activities. Their intrinsic motivation to engage in academic activities wanes. So does their ultimate achievement.

In sum, when students have their own reasons (goals) to learn English, they focus on the academic goals of the activities. The quality of task engagement and of ultimate achievement



escalates. This implies that learners will be intrinsically motivated when they have goals to attain in learning the language.

The college English Syllabus is mainly meant for academic purposes. It focuses on the instrumental motivation of learners in learning English. However, students could have other motivations to learn the language. My attempt is to assess this.

### **2.3.3. Pedagogical Implications of Motivations in ELT**

Cottrell (2001) and Cook (2001) propound that motivation has the power to success in learning/teaching. This section looks at the pedagogical implications of motivation from the perspectives of students, teachers, and material writers in ELT

Motivation to learn an FL/L2 dwells on students' efforts in and outside classrooms. Cook (1991 & 2001) asserts that better motivated students seek opportunities to practice the language and become successful. They are also the most receptive ones in the class (Allwright and Bailey, 1991). A study in Canada by Gardner, et al (1976) revealed that learners with various types of motivation displayed various patterns of interaction in the language classroom and different study habits outside. In this study, strongly motivated students tended to spend more time outside the classroom studying, doing home works, etc. Besides, learners with an integrative motivation were found to be more active than the instrumentally motivated ones. As a whole, motivation enables learners to set a goal, extend effort to achieve that goal, and gain satisfaction from the tasks they do.

Moreover, teachers' awareness of their students' motivations help them smooth over problems that they may face (Cook, 2001). Teachers can manage their ELT classes. They also will be able to make their lesson plans flexible by asking questions about the content or skills

involved in their lessons. Towards this end, however, teachers should aware the reservations and preconceptions of their students: what they think of the teacher, the course, and L2 users (Cook, 2001).

The choice of teaching materials and the contents of the lessons should be in line with the motivation of students at various levels (Cook, 2001). This implies that students' motivation help course writers develop English course books in accordance with learners' levels and needs dwelling on the educational priorities in countries.

Ame's (1992) TARGET model can sum up the pedagogical implications of motivation. The model has six facets: tasks, authority, recognition, grouping, evaluation, and time. This model focuses on the intrinsic value of learning. According to the model, TASKS are selected with optimal levels of difficulty and students' needs (interests). Motivated students participate in the learning process with their meta-cognitive strategies for self-regulation (AUTHORITY). Such students exert efforts in learning activities and progress in goal achievement seeking recognition (RECOGNITION). They also contribute to pair or group works (GROUPING) minimizing interpersonal competition and social comparison. The evaluation facets call for teachers' assessment of their students' progress using multiple criteria. The last facet (TIMING) refers to students' time management to do learning tasks and attain goals.

In sum, motivation empowers students, teachers, and material writers to recognize the variety and nature of motivations and work with these in the classroom, in materials and content. As one of its objectives, this study focuses on the motivational intensity of Admas College Freshman students in learning English. This is coupled with the students' evaluation of their English instructors and the College English Syllabus.

### **2.3.4. Expectancy X Value Theory**

This theory of motivation was developed by Feather (1982). Most approaches to motivation in learning/teaching in any discipline reside in this theory. This theory holds that effort investment in learning is viewed as the product of expectancy and value factors. The effort students are willing to expend on a certain learning is a product of the degree to which they expect to be able to perform the learning successfully if they apply themselves and thus to get whatever rewards successful learning performance will bring and the degree to which they value these rewards.

This in turn is bound up with students' appreciations of the value of the learning itself, the learning process, the course, the teacher, the environment, they themselves, and other things related to the learning situation.

I raised this theory of motivation because the next motivational issues rest on it. Besides, the whole issue of students' orientations and motivations in learning English (and other courses) is built into this theory one way or the other.

### **2.3.5. Components of Motivation in Foreign Language Learning/Teaching**

All the motivational Components in learning English as an FL/SL fit into the expectancy X value theory discussed in the preceding section. All the components are intimately linked to the students' orientation/motivations in the learning of an FL.

Motivation in a foreign language setting is usually composed of a number of components. Dornyei (1994) and Clement et al (1994) overview the motivational components from a language level, learner level, and learning situation level perspectives.

### **2.3.5.1. Language Level Components**

The foreign language behaviour and competence for various purposes is the first component of motivation in an FL learning situation. This is tied to students' motivation to learn English for various reasons vis-a-vis their corresponding skill level and challenge. Besides, the attitude of learners towards the language and the target cultures are crucial components.

### **2.3.5.2. Learner level components**

#### **2.3.5.2.1. Volition**

It is a motivational component in which learning depends upon focusing behavioural energy on academic goals and efficient use of time (Ornstein, 1995). This scholar defines this component as a disposition to learn in line with one's own effort and resources. It involves the judicious application of strategies or skills to solve complex tasks to achieve an academic goal.

Dornyei (1994) states that learners assess their ability to deal with the tasks involved in learning the language. Some students exhibit a high degree of persistence, conscientiousness and task orientation while others lack these. They easily become dissatisfied and display minimal concentrations to perform tasks.

Volition is related to self-esteem, which for students is regulated by their success or failure experience in learning the language. Self-esteem involves the students' estimation that an

outcome is achievable because he/she has the ability (control) to achieve it (Ibid). This is called causal attribution (Weiner, 1986). Attributions of success to ability or effort are seen to be motivating where as attributions to lack or other extended events would not be. Driven by low self-esteem, some students lack attentiveness, direction, and confidence in learning English as a foreign language.

#### **2.3.5.2.2. Self-Regulation**

This component deals primarily with strategies used to manage resources for the purpose of goal attainment (Ornstein 1995).

Self-regulated learners display various behaviours in learning English in and out of their classrooms. They are usually self-starters, persistent, and organized in their language learning approaches. They are usually controlled while studying and engaging in learning activities. They use many strategies to achieve their learning goals and monitor the effectiveness of these strategies and react to this feedback changing their self-perceptions about the task or altering the strategy.

#### **2.3.5.2.3. Self-Efficacy**

This construct is primarily concerned with students' confidence (their personal view of their abilities) and their tendency to attribute success to active engagement in learning (Ornstein, 1995).

Confidence and control are essential aspects of self-efficacy enabling the language student to succeed in most endeavors. Expectations of success breeds success as it may be the ultimate source of students' motivation and formula for academic achievement (Ibid). Tremblay and Gardner (1994) also believe that motivation to learn a second or a foreign language becomes

higher when the student has a high expectancy that he/she can achieve a particular goal or standard of performance in learning the language.

In summary, self-efficacy deals with an attitude about success, a belief in one's own capabilities, and only marginally deals with actual cognitive skills. It is an influential process accommodated by factors such as perceived ability, expended effort, task difficulty, teacher assistance and attitude, and patterns of success and failure (Ornstein, 1995). Thus, college student learn English efficaciously if they attach importance to the language in their academic, future career, and social/private life apart from scoring good grades in the course.

### **2.3.5.3. Learning Situation Level Motivational Components**

At the foreign language learning situation level there are course-Specific, teacher –specific and group-specific motivational components.

#### ***2.3.5.3.1. Course Specific Components***

Dornyei (1994) claims that course-specific components include elements such as interest, valence, relevance, expectancy, and satisfaction. Interest relates to how the elements of the course such as novelty, familiarity, and pleasantness affect the student's curiosity and desire to learn the language. Relevance involves the relationship of course specific components to the students' goals, needs, and values. Valence relates to the attractiveness of the task (s) for students. It refers to the student's ability to cope successfully with the language learning tasks. Satisfaction concerns the rewards (Praise, grades, enjoyment, pride) that are created by the activities in the course (Ibid).

### **2.3.5.3.2. Teacher-Specific Components**

Dornyei (1994) claims that teacher-specific motivational components of an FL learning include affiliative drive, authority type, and direct socialization of motivation (modeling, task presentation, feedback). According to him these components involve the students' desire to please the teacher and the teacher's particular style as an authority of language teaching or learning. These components, moreover, relate to how the teacher provides feedback, correction, and direction to foster in the student interest, excitement, and validation (Ibid).

### **2.3.5.3.3. Group-Specific Motivational Components**

These components at the foreign/second language-learning situation level involve elements such as goal-oriented ness, group cohesion and classroom goal structure. These components concern the dynamics of the learners as a social unit or group.

Current language teaching methodologies aim at developing the students' communicative competence by promoting interaction between students as they participate/interact in communicative events (Brown, 1988). The quality and quantity of such interaction is, to a greater extent, a function of the social structure and milieu or social surrounding of the class (Prabhu, 1992). Group dynamics of the language classroom plays an important motivational role towards this end. Group cohesion, the strength of the relationship linking the members to one another and to the group itself, is at the center of it (Shaw, 1981). It is closely related to the evaluation of the learning environment and to lower anxiety and higher confidence. It contributes to students' language proficiency in an interactive model of language teaching/learning. On the one hand, good classroom atmosphere promotes student involvement and activity. On the other hand, the students bring to the classroom a level of

confidence and anxiety related to extra curricular experiences with the language. Accordingly, being active in the classroom means believing that one is able to use the language (English) outside the classroom.

In general, motivation to learn English as a foreign language demands many things from the learners, teachers, and material designers. This is so because motivation is a broad concept dealing with components such as attitudes, aspirations, interests, and effort in learning English inside and outside of the classroom.

### **2.3.6. Factors Affecting Students' Motivation**

#### **In Foreign/Second Language Learning**

All the motivational components discussed above come in to play affecting the motivation of students learning a foreign or second language. The components are seen from positive angles (perspectives). That is as components promoting students' natural propensities to learn language. But here the overwhelming issue is about factors buffering students' natural propensities to learn. These factors are discussed from the social environment, student, teacher, and course perspectives.

#### **2.3.6.1. Social Environment Factors**

The over arching context in which learning takes place has a profound impact up on language learning. This may be the immediate classroom situation or the wider context out of classroom situation. In the classroom (School) context, students have needs to be met (Connell and



Wellborn, 1991). These needs include the needs to be competent, autonomous and related to other students. If students fail to meet these needs in the classroom by the teacher, they become demotivated to learn. Thus, rigid, coercive, and neglected classroom instructional practices inhibit students' natural propensity to learn (Cottrell, 2001; Skinner and Belmont, 1993). Cottrell also adds that the availability of peer support, the feeling of being excluded by the language and context of the course, physical condition of the classroom, and the way teachers manage learning environment affect students' motivation to learn in the classroom.

Moreover, outside any classroom there are attitudes to the English language learning affecting students' attitude to the language and his/her motivation in the classroom. These views revolve around the importance of learning English in the society, the preference of students to learn English; and the positive or negative cultural images associated with English (Harmer 2001).

### **2.3.6.2. Student Factors**

Attitudes of students towards the learning and the approaches they employ affect their motivation to learn (Cottrell, 2001). The following are issues under this category.

#### **2.3.6.2.1. The Self-belief**

The learning self has a significant impact on students' motivation to learn (Cottrell, 2001). The more students believe they are capable of success in learning English, the more their attitude is likely to be, including their general willingness to engage with their own learning. Those lacking self-belief tend to be unwilling to take risks and to expose what they believe is their ignorance or lack of skill.

### **2.3.6.2.2. Vagueness about the Objectives**

#### **of Learning**

If foreign language study (learning) is associated with higher purpose, the student is likely to be well motivated to persevere through more difficult times. Cottrell (2001) makes it clear that structures, goals (purposes) and significance of learning may not be evident to them as they may not see the relevance of academic conventions either to the course or to life more generally. Students taking English as a foreign language may not have a clear idea of role they are purported to play in the learning process. They, moreover, may not be clear with what they want from the course except final outcomes such as a qualification or a better job. Thus, they lack a framework for assigning significance to what they learn and the motivation to learn.

### **2.3.6.2.3. Capability and past experience**

#### **of learning**

Past experiences of learning play a vital role in determining how far a student may regard a course as worthwhile to invest time and to take risks on it (Cottrell, 2001). Many students who enter college may lack the current English language capability or skills to perform at their best in learning the language. They may not have had the opportunity to develop practiced, consistent, automatic, habitual skills they can perform at will. Lack of recent or previous good language educational success means that they are ill equipped to get motivated and know how to progress in the language learning (Ibid).

#### **2.3.6.2.4. Inefficient Learning Strategies**

When coming to college, such students often try to reproduce the language learning styles, that they were introduced at school even if these were not very successful for them. When they fail again, this can reinforce demotivation, negative self-image and produce withdrawal. Cook (2001) states that poor students depend on the teacher and are able to fend themselves. Such students may not read or think enough around the subject, nor spend time talking through ideas with others. This may be a question of priorities or a lack of induction to English learning (not realizing what students are expected to do in the course). Ramsden (1992) claims that such learners feel the (language) learning is externally imposed on them. This reinforces demotivation to learn English as a foreign language at the college level.

#### **2.3.6.2.5. Attitudes**

Cook (2001) contends that the roots of motivation reside deep within the students' minds. Attitudes of students towards themselves, the foreign language, the learning context, the course, and the potential outcomes have a deep impact up on their motivation to learn the language. Negative attitude towards these produce very demotivated students (Dilts, et al 1990). Students who hardly feel learning English adds some thing new to their skills and experience are unlikely to be motivated and succeed.

#### **2.3.6.2.6. Anxiety**

Horwitz, et al (1986) speculate that anxiety in the FL classroom is intimately linked to classroom process. This leads to the idea that classroom activities that expose the learners to negative evaluations by teachers or by peers may promote language learning anxiety. It is also related to teacher-recognized symptoms of motivation and engagement, quality of homework, activity, and status in the classroom (Crooks and Schmidt, 1991).

Many students may be fragile when they enter higher education to take courses such as English as they carry the scars of the negative evaluation by their instructors or peers. Such students often speak about their fear of other people realizing that they experience difficulty in expressing themselves in their English classes (Cottrell, 2001).

### **2.3.6.3. Course Material Factors**

The course material and the opportunities for students to interact with the material can motivate/demotivate students to learn (Gibbs, 1992). In the first place, if students' gender, ethnicity, age group or social class are not referred to, or are treated as problems in the course, they may feel excluded from the course as a result of which their motivation to learn suffers (Dilts et al 1990). If the course material contains too difficult workload, alien vocabulary, difficult tasks, vague instructions, irrelevant examples, etc. it can have an impact on students' learning the course (in this case English).

Motivation wanes as a long English course progresses. Students' motivation can diminish when study becomes difficult and if life outside the course presents additional difficulties. Information in the course has to be presented in manageable and bite sizes. Tasks need to be progressive. Otherwise, students' attention wanders and their interest wanes.

#### **2.3.6.4. Teacher Factors**

Harmer (2001) makes it clear that the major factor in the continuance of students' motivation is the teacher. His/her attitude to the language and the task of learning will be vital as an obvious enthusiasm for English and English learning would seem to be a prerequisite for a positive classroom atmosphere. Dilts et al (1990) also state that students' motivation to learn can be influenced by the way teachers (instructors) manage the learning environment.

Moreover, both the teacher (instructor) and students have some confidence in the way teaching/learning takes place. When either loses this confidence, motivation can be disastrously affected (Harmer, 2001). If lessons of the English courses are presented in ways which do not seem relevant to students; lives, interests, or circumstances, the learners may find it very difficult to focus their attention for long. Vague feedback that points out failure without guidance on how to improve their work may add to their demotivation and frustration.

#### **2.4. Roles of The English Instructors in Initiating and Sustaining Orientations and Motivations in an FL Learning/Teaching**

Students have a range of orientations and motivation at a variance degree of proportion to learn English as a foreign language (Harmer, 2001). However, a students' initial orientation and motivation need not stay constant for ever (Roger, 1996). Teachers (instructors) can

increase and direct students' orientation and motivation. Their behaviour in the following areas can directly influence their students' participation.

#### **2.4.1. Goals and Goal Setting**

Students may not have clear and realistic goals while learning English except achieving grades. Different scholars suggest that the English instructors can help students set reasonable goals (orientations). Harmer (2001) argues that long-term goals may begin to dwindle when English seems to be more difficult than students had anticipated. If this happens, the teacher can help students in the achievement of short-term goals that will have a vital effect on their motivation. Ornstein (1995) and Cottrell (2001) argue that teachers can do this by encouraging students to set realistic and short-term goals through discussing the need for planning, practice and persistence about their language learning. English instructors ought to help their students feel that English learning goals are worth the effort, too.

#### **2.4.2. Learning Environment**

The English instructor's rapport with the students is critical to creating the right conditions for motivated learning. That is why they have to be careful about how they respond to students and create a supportive and co-operative learning environment to suit the learner types (Harmer, 2001).

Cottrell (2001) and Ornstein (1995) notes that the teacher can help the learner feel comfortable in the classroom in different ways. He/she should:

- Make sure the classroom is comfortable, orderly, and pleasant.
- Give extra time, support, or help when they seem to be unmotivated
- Work around their weakness through support and encouragement.
- Get students to participate and work together to help teach other
- Discuss with them about their expectations, responsibilities and behaviours.
- Create opportunities for students to feel that they are part of support network by developing group dynamics early on.
- Help students take appropriate responsibility for their learning.

The way teachers (instructors) respond to students, especially in the giving of feedback and correction is also important. Instructors can increase students' motivation to learn by providing constructive feedback. Harmer (2001), Cottrell (2001), and Ornstein (1995) provide the following roles of instructors in this aspect:

- Give praise where it is due so that students feel they can succeed.
- Help students to feel they are getting some where with their work

- Give proper comments about students' performances and on how to improve their performance so that they can make corrections, avoid bad habits, and better understand the lessons.

### **2.4.3. Interesting Classes**

If students are to continue to be motivated, they clearly need to be interested both in the subject (English) and in the activities and topics they are provided with (Harmer, 2001). English instructors need to provide a variety of subjects and exercises to keep them engaged (Ibid). The choice of materials and the ways in which they are used in the lessons are vital in this situation.

Cottrell (2001) and Ornstein (1995) elaborate the following roles of teachers (instructors) in this respect:

- Make subject matter relevant to students' lives by exploring with the students the relevance of the course to personal life contexts.
- Link students' learning to their personal, professional and academic skills.
- Use varied approaches, teaching styles, and ways of breaking up the time.
- Set varied assignments and on-course tasks which are relevant to students' needs, capacity, interests, and goals.



- Organize lessons and tasks into short, clear and manageable sessions.
- Use concrete and relevant examples.
- Use novel and interactive teaching methods to get students interested and then to think.

In sum, English teachers' (instructors') roles to initiate and sustain students' orientations and motivation are absolutely critical to their students' learning success. Rogers (1996) writes that (orientations) and motivation, depending on the attitudes of the teacher and students, are matters of concern for both the teacher (instructor) and the students. Students' engagement in learning English as a foreign language is optimized when the classroom context meets students' needs to be competent, autonomous, and related to their instructors and peers. Students' need for competences is fostered when the English instructor experiences his classroom as optimal in structure (the amount of information about how to effectively achieve desired outcomes). English instructors (teachers) can give this by clearly communicating their expectations and adjusting their teaching strategies to students' level. Moreover, they can support students' need for autonomy by allowing students' latitude (freedom) in their learning activities and providing connections between lessons activities and students'. Students' need for involvement (interpersonal relationship with teachers and peers) in English classes is fostered when teachers (instructors) are involved with their students and students with their peers in all classroom activities.

Green (1993) notes that the general assumption or belief is that students start an English language learning process motivated to learn or they do not. Instructors could respond to

students who are relatively less motivated by increasing involvement, structure, or autonomy support the duty of the modern (to day) teacher of English (or any discipline) is to actively, create and build intrinsic motivation in their learners, to empower them with the ability and confidence to learn how to learn, to develop a sense of responsibility for their own development, and to regard peers as possible sources of language learning as well.

However, English teachers (instructors) cannot be responsible for all of their students' motivation. "You can lead a horse to water, but you can't make it drink". Teachers encounter a problem built into this familiar proverb. Admittedly, appropriate English curricula and good teaching are necessary. But, these are not adequate by themselves for warranting students' accomplishment of language learning goals. Allwright (1977) claims that it is, in the end, up to them. The degree to which they invest attention and effort depends on their willingness to engage in the language learning process and their reasons for doing so. Besides, a problem teachers face is that motivations for second or foreign language learning are deep-rooted in the students' minds and in their cultural backgrounds (Cook, 1991). Whatever, the teacher does may be powerless against the many other influences on the students. In the Ethiopian secondary and tertiary level institutions, students are mostly reluctant to speak in front of their peers, do not use English in group works, etc whatever the English instructor does to motivate them to speak in English.

To conclude, there is wealth of details about psychological and social antecedents of motivation in learning English. Students' orientations for learning language are one of such antecedents. Thoughts about the goals for which students are striving determine students' motivation. In tandem with orientations, a wide array of factors should be effective in promoting students' motivation.

The present study is nested within Gardner's (1985) Social-Educational Model and Feather's (1982) Expectancy X value theory of motivation. These models have as their corner stone the notion that orientations are sources of motivation to learn, so that when students have goals, their motivation will flourish among other things. Thus, the various goals that combine to influence Admas College freshman students' motivation to learn EFL is at the center of this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Sources of Data**

The study was conducted at Admas College. The sources of data for this study included all regular freshman diploma students (N=752) in three campuses of the college and all English instructors (N=10).

#### **3.2. Samples**

##### **3.2.1. Selection of the College**

The college was selected using a lottery method. I listed all the private college in Addis Ababa that got recognition or accreditation from the Ministry of Education. I wrote the names of all

colleges on identical pieces of paper. All these papers were coiled and mixed up in a bowl. Admas College got the chance to be selected.

### **3.2.2. Selection of Campuses**

The College has 6 campuses: Meskel, Misrak, Olompia, Beherawi, Lem and Gottera. Of these campuses, the first three were selected purposely. As the study was conducted on regular students, it was compulsory to select campuses where the regular students go to. The last three campuses accommodate only the extension students. Thus, Meskel, Misrak, and Olompia campuses are my purposive samples.

### **3.2.3. Selection of the Sections**

The number of sections in the three campuses was obtained from the College's Registrar Office. In Meskel there are six sections meant for regular students (RM1 – RM6); In Misrak, eight (RM1 – RM8); and in Olompia, Six (RO1 – RO6). One section was selected from each campus. Three sections were selected from the three campuses based on the highest number of students they hold and the mixed nature of the students from different departments. This helped me get a representative sample of students and administer the questionnaire easily. Besides, the selection of these sections served my purpose of getting 150 students for the study.

Accordingly, RM3 with 54 students was selected from Misrak Campus. RM6 with 40 students was selected from Meskel Campus; and RO6 with 56 students from Olompia Campus. In the three sections, students from Accounting, Marketing Management, General Management, Secretarial Science, Import-Export and Computer science departments were obtained.

### **3.2.4. Selection of Participants**

The study was conducted with two groups of subjects. The first group comprised 150 students selected from 752 regular diploma freshman students. The second group comprised all English instructors who have been offering the College English course. As there were few English instructors, all were taken (non-random sampling). For the interview, 7 students were selected systematically. I took 3 students from Meskel Campus and the other 4 from Olompia. Every tenth student was selected from the attendance. The three instructors teaching in the 3 sections were interviewed.

### **3.3. Data Collection Instruments**

To elicit the necessary data from the subjects, the following types of instruments were employed.

#### **3.3.1. Questionnaire**

I used questionnaire as a principal tool of collecting data from the participants for two reasons. In the first place, I thought this tool would allow me the collection of information on a variety of issues in a relatively short time, Secondly, I thought questionnaire would allow me comparisons among respondents. However, responses may not truly represent what the respondents do in actual situations.

Two similar types of questionnaires were administered to the students and the instructors. The questionnaires have many parts to glean adequate information. The questionnaires were adapted from different sources.

The first part of the questionnaires was about whether students have goals or reasons for learning English. The second part of the questionnaires was about the reasons for learning English. This part was adapted from Gardner's (1985) AMTB and Cook (2001). This scale was used to decide the students' orientations and motivations to learn English for various purposes. This scale had 12 items ranging from strongly agree to strongly disagree. Six of the items were about instrumental orientations and the remaining six were about integrative orientations.

The third scale was adapted from Chan (2001). This scale was used to assess the students' needs of learning English in their academic, future career, and social (Private) life. The scale had 12 items ranging from very important to not very important. In connection to this, the same scale was used to determine the students' ability of English in the four skills. The scale has 4 items ranging from very good to very poor.

The fifth part was adapted from Gardner's (1985) AMTB. This part was used to measure the students' motivational intensity of learning English and the evaluation of the course material. In part, desire to learn English, attitude towards English native speakers scales were also included. In these scales, both negatively and positively coded items were provided to crosscheck responses. These scales ranged from strongly agree to strongly disagree anchors.

The sixth part was adapted from Gardner's (1985) AMTB evaluation of the teacher scale and Mulugeta's (1997) MA Thesis questionnaires. The scale has 8 positively worded items. .

To solicit necessary information from the respondents, open-ended items were added to all the scales.

### **3.3.2. Interview**

To be able to validate the information solicited via questionnaires, I employed this tool. I used interviews because I hoped it could yield me more respondent information than would the other tools I used. Besides, I thought it could allow me flexibility to probe my respondents' responses more deeply.

Two types of interviews were designed. The first one was meant for students. This interview was slightly adapted from Gardner's (1985) AMTB questionnaire. It was used to assess the students' desire to learn English. It had 14 questions. It was set in a semi-structured way to alleviate the problem of comparison among students' responses and guide students to their proper responses.

The second was meant for instructors. Most of this interview was slightly adapted from Good and Brophy's (1996) Motivational Strategies Form 6.2. It was used to assess the degree to which the instructors' approaches to instruction support students' motivation to learn English. Some questions used in the students' interview were also used in the instructors' interview. It was to counter check what students said.

### **3.3.3. Classroom Observation Scale (COS)**

To strengthen the data obtained by the above tools, observation was conducted in each section for three hours. A total of 9 hours observation was made. The classroom observation scales (COS) were slightly adapted from Good and Brophy's (1996) Observation Forms 3.1, 3.3, and 3.4. The scales were used to assess the motivational behaviours of instructors while teaching and the motivational behaviours of students in the classroom. However, my failure to train a co-observer may to some length affect the record of appropriate classroom behaviours of both groups.

In sum, the rational behind preferring the above instruments is tied to the subjective nature of motivations (orientations) in learning as Good and Brophy (1996:209) quote: "Motivation is subjective experience that cannot be observed directly. Instead, it must be inferred from students' self-reports and class room behaviour". Moreover, the rational behind asking English instructors about students' orientations/motivations is to see students through the eyes of instructors as instructors are held accountable to know their students as individuals to their level best (Ibid).



### **3.4. Development of the Instruments**

As a preliminary step in the evaluation of various problems related to the methodological pitfalls, a pilot study of the questionnaires was conducted on 25 students and 5 English instructors. The objective of the pilot study was to assess the content, logical flaws, clarity of the questions, and other issues. After the respondents had completed the questionnaires, they commented on the design, content, wording and layout. The respondents suggested that the items be reduced as much as possible. Besides, the students commented on the preparation of the questionnaire meant for them to be in Amharic.

Their comments were fed into the preparation of the final questionnaires. The questionnaires were prepared first in English. Colleagues saw them. Then, the students' questionnaire prepared in English was translated to Amharic. Again, the Amharic version was seen by colleagues from the Department of Ethiopian Languages and Literature.

The interviews and classroom observation scale were not piloted first due to financial and time constraints. They were piloted later on. The interview was piloted on 3 students and two instructors. The classroom observation scale was also tested in two-hour English classes at Meskel Campus. The students who took part in the interview pilot study suggested that the interview be conducted in Amharic. The two instructors also commented on the reduction of interview items.

Dwelling on the feedback obtained from the pilot study, the two instruments were prepared once again. They were seen by colleagues. Finally, my thesis advisor meticulously went through all the tools. The tools were amended in line with the advisor's comments.

The questionnaires and interviews included issues such as evaluation of students, instructors the course books. Thus, keeping their names anonymous ensured the confidentiality of the responses of both groups.

### **3.5. Data Collection Procedures**

In order to collect data for the study, I first got the necessary permission from the Dean of the college. Afterwards, I obtained the necessary permission for cooperation from the English instructors one week prior to the administration of the instruments. I myself explained the objectives of the study to both groups and asked their willingness to take part in the study. No students and instructors refused to participate. We assigned one period hour for the questionnaire filling in each campus. In accordance with the arrangement, the instructors let me use their periods and get the questionnaires filled in. The administration of the questionnaire took place in the students' class under my supervision. It took an hour. Furthermore, I distributed the questionnaires to the English instructors making the necessary arrangements about the time they should return the questionnaires. Some returned on the same day. Others, however, somehow needed more time. In such instances, I made arrangements with individual instructors to collect the questionnaires. Two instructors did not return the questionnaires though I toiled much to get them.

As far as the interviews were concerned, I made necessary arrangements with the students and instructors on separate days. All were available on the arranged days. The interviews were tape-recorded. The classroom observation was also conducted by making the necessary arrangements with the three instructors. The students were very much familiar with me as they encountered me during the questionnaire filling and interview sessions. They hardly revealed any reactivity in the class during the observation.

### **3.6. Data Analysis**

#### **3.6.1. Quantitative Analysis**

The descriptive statistics has been employed in this study for a proper analysis of the quantitative data. First, the quantitative data gathered has been classified and converted in to frequency distribution and percentage. This process of condensation is hoped to reduce their bulk and give prominence to the underlying structure of the data. Frequencies and percentages, moreover, are helpful to compare responses to items. Testing every item of responses is tended to give the exact average response. The mean (M) has been used as it properly reveals and compares responses. It is a compact description of responses to an item or items. It presents data evolving a few descriptive statistics, which describes the essentials nature of the frequency distribution and the percentage. Since it, represents the entire responses to an item or items, it facilitates comparison of responses. As the mean locates the distribution of responses, the standard deviation measures the scatter of items about that mean.

Like the mean (M), the 95% Confidence Interval (95% CI) is used to present the questionnaire data evolving a few descriptive statistics which describes the essential nature of the mean. It is a range of values about the mean in which the interval lies.

The 95% CI shows the level of agreement between and within in the two groups of respondents. It helps to test whether the average score for each group is above, below, or equivalent to an ideal average value. The ideal average value is 3 when the scale is a 5-point-Likert type. If the 95% CI for the mean of a group contains 3, then the average score is medium. This implies the group agrees with an item moderately. If it is above 3, the average score is high implying the group is infavour of an item to the max. If it is below 3, the mean score is low with the implication that the group as a whole is not in favour of an item.

The one-way ANOVA test has been used in the study for two reasons. First, when the ANOVA test is computed the above descriptive statistics parts come to the scene. It is used to present data in a condensed manner, by comparing and contrasting responses of groups.

Moreover, One-way ANOVA Test was used to see significant relations and differences of responses with in and between groups. The F- probability value shows the differences or similarities in responses between or within groups. The F-prob is either  $< 0.05$  or  $> 0.05$ . In the former case, there is a significant difference. If this is so, an asterisks (\*) is put on the F-ratio. In the latter case, there is no difference. Thus, the ANOVA Test clearly compares the responses of the groups. In conjunction with the 95% CI, it facilitates comparison and contrast of responses within or between groups.

To test the students' attitude towards English native speakers, a one-sample T-value test was employed. It shows students' levels of agreement or disagreement towards the responses. If the two tailed probability value is found  $<0.05$ , there is a difference of agreement. An asterisks (\*) is put on t-value. If it is greater than 0.05, there is no significant difference of agreement. Looking at the mean, one can also tell this using 3 as the average score value.

### **3.6.2. Qualitative Analysis**

Qualitative analysis has been carried out to analyze the data gathered via the open-ended items of the questionnaire, interviews, and observation. In the questionnaires, there are open-ended items meant for the respondents' additional comments or ideas. These were collected and treated qualitatively. The responses obtained from the interviews have been transcribed. A qualitative analysis of them has been made. The observation responses have been analyzed qualitatively in line with the behavioural categories observed. Moreover, frequencies of responses have been used in these parts

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF DATA**

In this Chapter an attempt is made to offer a detailed presentation and discussion of the data collected. This will be preceded by a brief description of the samples and methods of data collection and analysis used.

Out of the six campuses of Admas College, three were chosen for this study. A sample of 150 regular diploma freshman students currently taking the College English course was taken. All instructors of English teaching in the college (n=10) were also included.

Questionnaires comprising mainly closed-ended items on a five-point type Likert scale and open-ended additional items were designed and administered to students and English instructors. All of the 150 questionnaires distributed to students were completed and returned. Out of the ten questionnaires distributed to English instructors, 8 were returned. The questionnaire survey was followed up by a classroom observation and interviews with seven selected students and 3 English instructors. The presentation and analysis of the data collected is given here below. The data collected are presented below under the sub-headings indicated. In each sub-section, an attempt has been made to present the data first and to offer the interpretation followed by a general discussion of the results at last.

#### **4.1. Questionnaire Data**

The questionnaire survey was analyzed using descriptive statistics (frequencies, percentage, mean, standard deviation, and 95% CI) in the majority of the cases to determine which responses are important. The 95%CI was used to determine the degree of agreement or disagreement within the same groups or between the two groups for the items (responses). Then the one-way ANOVA test is used to show the significant difference or similarity of responses by the respondents to the items.

**Table 4.1.1. Students’ and Instructors’ Responses to Students’ Reasons for Learning English**

ITEM (REASONS)		Re sp o.	Responses					Mean	SDv	95% CI	ANOVA TEST	
			SA	A	U	D	SD				F-ratio	F-Prob
1	Future Career and Further	St.	122 81.3%	23 15.3%	5 3.3%	-	-	4.780	.490	4.701- 4.859	2.46	0.119

	Education	Inst.	4 50%	4 50%	-	-	-	4.500	.535	4.053- 4.947		
2	Be More Knowledgeable	St.	107 71.3%	36 24%	4 2.7%	3 2%	-	4.647	.636	4.544- 4.749	42.120*	.000
		Inst.	1 12.5%	3 37.5%	1 12.5%	1 12.5%	2 25%	3.000	1.512	1.736- 4.264		
3	Get a Good Job	St.	63 42%	42 28%	26 17.3%	12 8%	7 4.6%	3.940	1.177	3.750- 4.130	1.066	.304
		Inst.	4 50%	3 37.5%	1 12.5%	-	-	4.375	.744	3.753- 4.997		
4	Get Respect	St.	6 4%	7 4.7%	28 18.7%	40 26.7%	69 46%	1.940	1.094	1.763- 2.117	5.358*	.022
		Inst.	2 25%	2 25%	2 25%	-	2 25%	2.875	1.458	1.656- 4.094		
5	Succeed in other Courses	St.	114 76%	28 18.7%	5 3.3%	1 0.7%	2 1.3%	4.750	.700	4.560- 4.786	.094	.760
		Inst.	6 75%	2 25%	-	-	-	4.750	.463	4.368- 5.00		
6	Pass Exams and Graduate from Colleges	St.	49 32.7%	65 43.3%	16 10.7%	13 8.7%	7 4.7%	3.907	1.095	3.730- 4.083	.742	.390
		Inst.	5 62.5%	1 12.5%	1 12.5%	1 12.5%	-	4.250	1.165	3.276- 5.223		
7	Be More at Ease with English Speakers	St.	121 80.7%	29 19.3%	-	-	-	4.807	.396	4.743- 4.871	7.061*	.003
		Inst.	5 62.5%	2 25%	1 12.5%	-	-	4.375	1.061	3.988- 5.000		
8	Meet and Converse with Varied People	St.	40 26.7%	55 36.7%	20 13.3%	14 9.3%	21 41%	3.660	1.181	3.470- 3.851	.691	.425
		Inst.	2 25%	5 62.5%	-	1 12.5%	-	4.000	.926	3.226- 4.774		
9	Better Understand & Appreciate English art & Literature	St.	82 54.7%	43 28.7%	16 10.7%	5 3.3%	4 2.6%	4.293	.973	4.136- 4.450	6.181*	.014
		Inst.	3 37.5%	2 25%	-	1 12.5%	2 25%	3.375	1.768	1.847- 4.853		
10	Participate in Activities Requiring English	St.	98 65.3%	39 26%	8 5.3%	2 1.3%	3 2%	4.513	.825	4.380- 4.647	.002	.964
		Inst.	4 50%	4 50%	-	-	-	4.500	.535	4.053- 4.947		
11	Travel Abroad	St.	13 8.7%	33 22%	36 24%	46 30.7%	22 14.7%	2.793	1.195	2.601- 2.986	1.093	.298
		Inst.	2 25%	1 12.5%	3 37.5%	1 12.5%	1 12.5%	3.250	1.389	2.089- 4.411		
12	Know Various Cultures and People	St.	55 36.7%	50 33.3%	23 15.3%	18 12%	4 2.7%	3.893	1.112	3.714- 4.073	.002	.964
		Inst.	3 37.5%	2 25%	2 25%	1 12.5%	-	3.875	1.126	2.438- 4.816		
Average Mean		St.	-	-	-	-	-	3.987	1.263	3.784- 4.191	.017	.896
		Inst.	-	-	-	-	-	3.927	1.312	2.831- 5.000		

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD=Strongly Disagree  
S.Dv-Standard Deviation \* Significant at < 0.05 on the F-Prob

As can be seen from the table, 145 (96.67%) students and all the instructors (100%) responded that learning English is important for future career and further education. Though there is slight difference, the 95% CI shows that the two groups strongly agreed with this idea. It would appear from the F-Prob that there is consistency of response amongst students and between the students and English instructors. From the responses to this item, it seems that

students' reasons to learn English to succeed in a future career and education (instrumental orientation) is very high.

In response to item 2, 143 (95.3%) students and 4 (50%) instructors replied that learning English is concerned with being more knowledgeable. Seeing the F-Prob, there is some divergence of response between the groups. The 95% CI shows that students mostly strongly agreed with this reason, but the instructors' level of agreement is moderate i.e. 1.736-4.264 containing the average 3. This suggests that being more educated and knowledgeable is related to success in work and future studies. This would imply that students learn English for knowledge orientation (instrumental).

To item 3, 105(70%) students and 7 (87.5%) instructors responded that students' reason for learning EFL is concerned with getting a better job. This again is a career orientation that is instrumental. The F-Prob exhibits that there is some consistency of response between the two groups. Seeing the 95% CI, the students and instructors level of agreement is high, but, the interval and the mean show that English instructors would seem to favor this orientation more than the students. However, students' responses to this item slightly contradicted to what they responded to item 1. In the first item, the students associated learning English with finding a job in the future but not with its enjoyable aspect. Their responses should have been greater than the third item. This implies that further education brings about good knowledge of English and the chance of getting a better job. I say this if the variation is due to the incorporation of further education to the first item.

109 (72.7%) of the students didn't associate learning English with getting respect. 28 were undecided, only 13 supported this item. However, 4 (50%) of the instructors favored this item.



Two were undecided, and the remaining 2 strongly disagreed to this item. The F-Prob also shows the two groups differed in their responses to the item. The 95% CI shows that the students' level of agreement to this item is less, but the instructors' is moderate. Students didn't associate learning English with getting respect, but instructors did.

Item five was positively responded by 142 (94.7%) students and 8 (100%) instructors. The F-Prob indicates that the two groups did not differ with the pragmatic reason for learning English, i.e. to succeed in other courses. The 95% CI would reveal both groups' agreement to this item is strong.

In a similar vein, the respondents seem to hold similar view for the pragmatic reason of learning English to pass exams and graduate from college. Both groups strongly agreed with the orientation as the 95% CI shows. 114 (76%) students and 6 (75%) instructors either agreed or strongly agreed with this reason of learning English. The 95% CI, demonstrates the instructors' degree of agreement is more than the students'.

To item 7, all of the students and 7 (87.5%) of the instructors responded by saying that students are motivated to learn English to be at ease with native English speakers. This item received the highest loading. As the F- Prob indicates, the two groups supported this reason. The 95% CI would show that the extent of agreement amongst students and between the two groups is very high. It would appear from the responses to this item that the most important reason for learning English for these students relates to making friendship with native English speakers. This reason, therefore, corresponds to a friendship orientation similar to that reported by Clement and Kruidennier (1983) in Quebec City among grade 11 students learningESL.

Item 8 is similar to item 7. To this item, 95 (63.3%) students and 7 (87.5%) instructors replied that students' motivation to learn EFL is related to meeting and conversing with more varied people. The F-Prob shows that there is no significant difference between the two groups and within the groups in responding to the item. From the 95% CI, it can be seen that the degree of agreement within and between groups is not as high as that of item 7..

In response to item 9, the F-Prob reveals the two groups differed. 125 (83.4%) students and 5 (67.5%) instructors reported that students' motivation to learn EFL is tied to better understanding and appreciating English art and literature. This item corresponds to an understanding orientation similar to that reported by Belmechri and Hummel (1997). The 95% CI portrays that students' endorsement of this reason is very high, while the instructors' is moderate. Responses to this item would imply that students are motivated to learn English for understanding and appreciation purposes.

The F-Prob indicates that the two groups didn't diverge in responding to item 10. 137 (91.3%) students and 8 (100%) instructors supported students' reason of learning the language attached to participating in activities demanding English. The 95% CI shows the respondents strongly agreed with this item. It would appear from the responses that students wanted to learn English for communicative reasons.

Only 46 (30.7%) students and 3 (37.5%) instructors accepted the idea that learning EFL is important to travel. The 95% CI indicates that most students totally disagreed with the travel orientation to learn English. The F-Prob also asserts the two groups held the same idea. This would seem to suggest that students are not motivated to learn English for travel purposes. However, the instructors to some extent are in favor of this reason.

To the last item, 105 (70%) students and 5 (67.5%) instructors accepted the importance of learning English to know various cultures and people. The 95% CI reveals that students' agreement with this reason is high, but the instructors' is moderate. However, the F-Prob indicates the two groups are in favor of this orientation. From the responses to this item, it seems that students' motivation to learn English is connected to their knowledge orientation.

The average result shows the degree of students' motivation to learn for various reasons. The F-Prob indicates that students and instructors show some consistency in responses to the given reasons. However, the 95% CI would suggest that students' agreement to their motivation to learn EFL for various goals is high. But, the instructors' agreement remains moderate.

To find out whether students' orientations are mainly instrumental or integrative, the 12 reasons for learning English were split into two. The first six reasons were taken as instrumental and the next six as integrative. These items were tested via descriptive statistics and one-way ANOVA.

**Table 4.1.2. Test Result of Reasons in Learning EFL for Instrumental or**

***Integrative Goals***

Reasons	Respondents	Mean	SDv	95% CI	F- ratio	F- prob
1-6 (Instrumental)	St	3.981	1.335	3.766-4.147	.002	.963
	Inst	3.958	1.327	2.489-5.00		
7-12 (Integrative)	St	3.993	1.186	3.802-4.185	.051	.822
	Inst	3.896	1.295	2.775-5.013		

The figures the table suggest that students are motivated for both instrumental and integrative orientations. But, their integrative orientations are slightly higher than the instrumental ones. Instructors, however, reported a slightly different opinion. Their responses would indicate students' motivation to learn EFL for instrumental purposes is slightly more than the integrative ones. Though the F-Prob indicates some consistency of responses to the reasons, the mean and the 95 CI suggest this slight difference of responses. Thus, students' integrative orientations are a lit bit higher than the instrumental ones in this context.

The last issue with regard to students' orientations to learn EFL is connected to the test result of the specific orientation types. To this end, the 12 reasons were reduced to seven using Clement and Kruidenier`s (1986) classification. Reasons1, 3, 5 and 6 in table 4.1.1, were grouped as career or college (instrumental) orientation; reasons 2 and 12 as knowledge orientation; reason 4 as respect orientation; reason 7 as friendship orientation; reason 9 as understanding orientation; reasons 8 and 10 as integrative orientation; and reason 11 as travel orientation (group 7). Then, the mean, standard deviation and 95% CI were calculated for these groups.

**Table 4.1.3. Test Result of Students' and Instructors' Responses to their Levels of Agreement up on the Students' Orientations for Learning EFL**

Orientation		Mean		SDv		95% CI	
		St	Inst	St	Inst	St	Inst
1	Career/College	4.325	4.832	.996	.499	4.164-4.486	4.627-5.057

2	Knowledge (general)	4.270	3.438	.982	1.413	4.111-4.428	2.257-4.619
3	Self-respect (Self-understanding)	1.940	2.875	1.094	1.458	1.763-2.116	1.656-4.094
4	Friendship	4.807*	4.375	.396	1.061	4.743-4.871	3.488-5.262
5	Understanding	4.293	3.375	.973	1.769	4.136-4.450	1.897-4.853
6	Integrative	4.087	4.250	1.109	.8018	3.908-4.265	3.580-4.920
7	Travel	2.793	3.250	1.195	1.389	2.601-2.986	2.0089-4.411

The results in the above table show a very strong endorsement of orientations except two for students and one for instructors. The friendship (M=4.807), Career/College (M=4.325), Understanding (M=4.293), Knowledge (M=4.270) and Integrative (4.087) Orientations are very strongly endorsed by students; where as travel (2.793) and respect (Self-Understanding) (M=1.940) receive minimal support. For the instructors, the Career/College (4.832), friendship (M=4.375), integrative (4.250) orientations are very strongly endorsed; where as knowledge (M=3.438), understanding (M=3.375), and travel (M=3.250) are strongly endorsed orientations. Prestige (self-understanding) as a goal for learning English is rejected here.

From this result, it can be concluded that the most important orientations for Admas College freshman regular diploma students are: Friendship, Career/College, integrative, understanding, and knowledge.

The results could imply that these students have positive attitude towards English speakers. They want to be at ease with them. They do want to meet and converse with them. They want to learn the language for integrative purposes. The career /college orientation was defined by

the reasons to get a career, pursue further education, pass exams and graduate from college. These are associated with instrumental reasons for learning English.

The understanding orientation suggests that the students' direct reason for learning English was to understand English art and Literature. The knowledge orientation reflected the students' wish to learn English to know various cultures and peoples. The understanding and knowledge orientations are very much related. The former orientation would suggest that students learn English to understand English art and literature initiated by the desire to be more knowledgeable. The latter orientation also reflected students' wish to learn English to understand the lives of English speakers and their culture. This relationship is likely to recur in the entire data. This is because pragmatic reasons for learning English, for example, tend to stress an interest in one's improvement of education and knowledge. The wish to prepare for a bright future career is related to gaining higher qualifications, and thus obtaining knowledge. Like wise, integrative reasons for learning English, on the other hand, tend to stress an interest in the language group, culture, art, and literature.

In sum, the results suggest integrative and instrumental orientations are displayed in reasons for learning EFL among Admas College Freshman Students. The relations amongst the orientations are found to be significant in most cases. Items comprising each orientation are also significant. Five of the six items comprising the integrative orientations were vital except the travel orientation. The friendship orientation emerged as the most important reason for students. Like wise, five of the six items comprising the instrumental orientations came out significant. Students didn't show an instrumental orientation for learning EFL to gain respect,

Moreover, the results posit students' EFL learning orientations as predictors (precursors) of their motivation. The integrative orientations accounted for integrative or intrinsic motivations of students to be at ease with English speakers, meet and converse with more varied people in English, participate in issues requiring English, know various cultures and people. The instrumental orientations involved the students' instrumental or extrinsic motivations to get careers, succeed in academic life, and to become more educated. The pedagogical implication of these results is that knowing students' orientations of EFL learning helps English instructors and course designers understand their students' motivations.

**Table 4.1.4. Students' and Instructors' Responses to the Importance of Learning**

**English**

ITEMS	Respo ndents	Responses					Mean	SDv	95% CI	ANOVA TEST	
		VI SA	I A	DK	N1	NVI				F-ratio	F- Prob
Academically	St.	116 77.3%	29 19.3%	3 16%	-	2 1.3%	4.713	.638	4.610- 4.816	1.605	.207

<b>Reading</b>		Inst.	8 100%	-	-	-	-	5.00	.000	5.000- 5.000		
	Professionally	St.	90 60%	44 29.3%	7 4.7%	3 2	6 4%	4.393	.969	4.237- 4.530	3.119	.079
		Inst.	8 100%	-	-	-	-	5.00	.000	5.000- 5.000		
	Socially	St.	84 56%	40 26.7%	12 8%	5 3.3%	9 6%	4.233	1.126	4.052- 4.415	.002	.967
	Inst.	3 37.5%	4 50%	1 12.5%	-	-	4.250	.707	3.659- 4.841			
<b>Listening</b>	Academically	St.	113 75.3%	27 78%	4 2.7%	5 3.3%	2 1.3%	4.640	.753	4.519- 4.762	1.816	.180
		Inst.	8 100%	-	-	-	-	5.000	.000	5.000- 5.000		
	Professionally	St.	89 59.3%	42 28%	10 6.7%	2 1.3%	7 4.7%	4.360	1.001	4.198- 4.522	3.223	.075
		Inst.	8 100%	-	-	-	-	5.000	.000	5.000- 5.000		
	Socially	St.	70 46.7%	60 40%	6 4%	6 4%	8 5.3%	4.187	1.058	4.016- 4.357	.689	.408
	Inst.	4 50%	4 50%	-	-	-	4.500	.535	4.053- 4.947			
<b>Speaking</b>	Academically	St.	121 80.7%	20 13.3%	4 2.7%	2 2.7%	2 2.7%	4.720	.706	4.606- 4.834	.379	.539
		Inst.	7 87.5%	1(12.5%)	-	-	-	4.875	.354	4.579- 5.171		
	Professionally	St.	103 68.7%	30 20%	7 4.7	3 2%	7 4.7%	4.460	1.014	4.294- 4.624	1..324	.252
		Inst.	7 87.5%	1 12.5%	-	-	-	4.875	.354	4.579- 5.171		
	Socially	St.	77 51.3%	49 32.7%	7 4.7%	9 6%	8 5.3%	4.187	1.120	4.006- 4.367	.220	.639
		Inst.	4 50%	3 37.5%	1 12.5%	-	-	4.375	.744	3.753- 4.997		
<b>Writing</b>	Academically	St.	118 78.7%	19 12.7%	5 3.3%	4 2.7%	4 2.7%	4.573	.958	4.419- 4.728	1.578	.211
		Inst.	8 100%	-	-	-	-	5.000	.000	5.000- 5.000		
	Professionally	St.	107 71.3%	27 18%	8 5.3%	2 1.3%	6 4%	4.513	.961	4.358- 4.668	2.041	.155
		Inst.	8 100%	-	-	-	-	5.000	.000	5.000- 5.000		
	Socially	St.	80 53.3%	48 32%	6 4%	7 4.7%	9 6%	4.220	1.123	4.031- 4.401	.006	.941
		Inst.	4 50%	2 25%	2 25%	-	-	4.250	.886	3.509- 4.991		

Key: VI = Very important I = Important DK = Do not know NI= Not Important NVI=Not very important  
S.Dv-Standard Deviation \* Significant at< 0.05 on the F-Prob

The above table shows how important the four language skills are to students academically, professionally and personally. The items are intended to elicit appraisals related to students' goals/needs suggesting what students need to achieve in relation to their desired goals and the control aspect of their motivation.

An inspection of the table indicates the 4 skills are important for students' academic, future career, and personal (social) life. The ANOVA test (>0.05 F-Prob) and the descriptive



statistics display this. Students need to learn English to be able to read, listen, speak and write in their academic, professional and social life.

However, the mean shows that students' motivation to learn English to read in their academic life (M=4.713) is by far the greatest of all. This is followed by their need to read professionally (M=4.393) and personally (M=4.233). There is a significant difference amongst the three. The instructors would appear to hold the same conjecture. The mean of their responses are 5.000, 5.000, and 4.250. From these responses, it can be seen that students are more motivated to learn English to read academically though they need it for the two facets of their life. But, the instructors favored both the academic and professional needs. This result would lend support to their high instrumental orientations reported earlier.

Like wise, the students were likely to learn English more for listening academically (M=4.640) than professionally (M=4.360) and socially (4.187). The instructors' mean scores are 5.000, 5.000, and 4.500 respectively. The conclusion is similar to the one made for the reading skill. Comparing the students' mean scores of the two skills, the students need the reading skill more than the listening skill in their academic life. Their responses imply that being able to read more is an important component of being more knowledgeable and educated which in turn is related to success in college studies and future career. This is also attested by the instructors' responses.

From the students' responses, it appears that students need English more for speaking academically (M=4.720) than professionally (M=4.460) and socially (M=4.187). The mean scores of the instructors' responses are 4.875, 4.875, and 4.375 respectively. The results could suggest that students are more motivated to learn English for the purpose of speaking in class

discussions, with instructors, in tutorials, at presentations, etc. in their academic life. Besides, their motivation to learn English could be for the purpose of speaking at various occasions in their future profession. The two needs suggest the instrumental orientations of students in learning English. Their need for speaking in their social life could entail speaking with English speaking friends, foreigner-strangers, on the telephone, etc. This also would suggest their integrative or friend-ship orientations.

Moreover, students need learning English more to write academically (M=4.573) than to write professionally (4.513) and socially (M=4.220). The mean scores of the instructors' responses are 5.000, 5.000, and 4.250 respectively. The results would show that students' success in their college studies is more related to their capacity of writing. Their capacity to write well in English enables them to write notes, papers, exam answers, and reports in their academic life. Their high motivation to learn English to attain this goal can correspond to their instrumental orientations. Besides, they could need English to write letters, minutes, notices, etc. in their future profession. Similarly, their motivation could be to write personal issues in their social/private life. All these would correspond to their instrumental orientations.

**Table 4.1.5. Summation of Table 4.1.4.**

ITEM (REASONS)		Mean	SDv	95% CI	ANOVA TEST	
					F-ratio	F-Prob
Students' Responses	Academically	4.662	.775	4.537- 4.787	8.303*	.003
	Professionally	4.432	.989	4.272- 4.541		
	Socially	4.207	1.107	4.028- 4.385		
Instructors' Responses	Academically	4.971	.177	4.830- 5.113	5.448*	.012
	Professionally	4.969	.186	4.813- 5.124		
	Socially	4.344	.737	3.724- 4.960		

The sum of the participants' responses would indicate that the students' needs of the four language skills could imply their entire motivation to learn English. From the aggregate mean, it can be seen that students need the four skills more in their academic life (M=4.662). This mean almost correlates to students' orientation to learn English to succeed in other courses (M=4.673) in table 4.1.1. This is followed by their need of the four skills in their future profession (M=4.432). This again relates to their career orientation (M=4.325) in table 4.1.3.

A similar relation can be seen in the instructors' responses (4.972 to 4.750 and 4.969 to 4.832). The students' and instructors' mean scores for the need of the four skills in social/private life of students are 4.207 and 4.344 respectively.

These results would suggest many things. Though there are significant differences between the aggregate mean of the skills, students' motivations are predicted by their orientations. Here, the students' career and academic orientations would seem to predict their instrumental and extrinsic motivation. These orientations involve extrinsic motivation relating to success in other courses, pass exams, graduate from college, and gain a job.

Another important finding is that the more distal the orientations, the lesser the motivations to some extent. This was reflected in this study. The friendship orientations emerged most important, but the students' motivation for their social life was reported to be less than the goal by the students (4.807 to 4.207) but the instructors' responses were related (4.375 to 4.344).

This leads to consolidate the previous conclusion that the prediction of students' motivations to learn EFL is possible by their orientations; though there could be variances, which are attributed to other components such as attitudes. Thus, knowing students' orientations in learning EFL is useful since it could help English teachers (instructors) and course writers to understand their English language needs and act up on in line with these needs, Besides, from this result, it can be argued that students' motivation to learn EFL at this level is assessed to be significant as they were reported to have important expectancies (goals) to achieve in their academic, professional, and social lives.

**Table 4.1.6. Students' and Instructors' Responses to the English Ability of Students in the four skills**

Skill	Respondents	Responses					Mean	SDv	95% CI	ANOVA TEST	
		VG	G	F	P	VP				F-ratio	F-Prob
1 Reading	St.	68 45.3%	55 36.5%	22 14.7%	2 1.3%	2 1.3%	4.247	.851	4.109- 4.384	13.460*	.000
	Inst.	-	2 25%	5 62.5%	1 12.5%	-	3.125	.641	2.589- 3.661		
2 Listening	St.	33 22%	77 51.3%	33 22%	5 3.3%	2 1.3%	3.893	.829	3.760- 4.027	1.373	.243
	Inst.	4 50%	3 37.5%	-	1 12.5%	-	4.250	1.035	3.385- 5.115		
3 Speaking	St.	11 7.3%	40 26.7%	62 41.5%	28 18.7%	9 6.90%	3.107	.991	2.947- 3.267	2.941	.088
	Inst.	-	-	4 55%	4 55%	-	2.500	.535	2.053- 2.947		
4 Writing	St.	35 23.3%	55 36.7%	43 28.7%	13 8.7%	4 2.7%	3.693	1.010	3.530- 3.856	6.699*	.011
	Inst.	-	2 25%	2 25%	4 50%	-	2.750	.886	2.009- 3.491		
Average	St.	147 36.8%	227 56.8%	160 40%	48 12%	17 4.3%	3.735	1.012	3.572- 3.898	2.468	.118
	Inst.	4 1%	7 1.8%	11 2.8%	10 2.5%	-	3.156	1.073	2.260- 4.053		

Key:- VG-Very Good G-Good F-Fair P-Poor VP-Very Poor \*-significant at < 0.05 on the F-Pob

The above table shows the students' English language ability. The figures suggest students' self-reports of the English language ability in the four skills were mixed. Most students (N=68+56) reported their very good and good ability of the reading skill. It was followed by the listening and writing skills reported by 110 and 90 students respectively. A small number of students (N=51) reported their high ability of speaking in English. The rest responded fair (N=62), poor (N=28), and very poor (N=9).

Instructors' ratings of the students' ability revealed that students have higher ability in listening than the other skills. Most instructors reported their students' abilities in the other skills to be fair, poor, or very poor. The figures in this table show that a significant number of students reported their abilities in the four skills to be fair. So did instructors.

The F-Prob for the reading and writing skills shows the two groups differed in their ratings. In line with this, the 95% CI specifically portrays that students reported their higher ability of reading in English, whereas instructors rated this to be moderate. Moreover, students rated their writing ability to be almost high, but instructors rated this to be almost low. However, the F-Prob shows the two groups did not differ in rating the listening and speaking ability of students. The 95% CI shows that both groups respectively rated the higher listening and low speaking ability of students.

From the overall result, it can be argued that the use of the four English language skills is associated with orientations that emphasize the importance of learning English for their academic purpose and future career. The instrumental orientations are associated with reading, listening, and writing skills. However, though the students' integrative orientations came out most important, the findings of the above table would seem to suggest that these goals are not associated with the students' good speaking ability. This would in turn imply that these goals are associated with the students' awareness of knowing the importance of learning English for different purposes. The insufficiency of native English speakers, moreover, from the immediate environment coupled with their new experience to the academic nature of the college English course might affect students' speaking ability and sustain instrumental orientations.

**Table 4.1.7. Students' Attitudes towards the English Native Speakers**

<b><u>ITEM</u></b>		<b>R E S P O N S E S</b>								
		<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>SDv</b>	<b>T-Value</b>	<b>P-Value</b>
1.	I enjoy meeting and listening to English speakers.	87 58%	43 28.7	5 3.3%	8 5.3%	3 2%	4.267	1.162	13.35 *	.000
2.	Most of my favorite actors, musicians, writers, etc are English speakers	33 22%	31 20.7	29 19.3	28 18.7%	29 19.3%	3.073	1.434	.63	.532
3.	I have a favorable attitude towards the native English speakers	63 42%	49 32.75	18 12%	10 6.7%	10 6.7%	3.967	1.190	9.95 *	.000
Average Mean							3.769	1.366	6.89 *	.000

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD=Strongly Disagree  
S.Dv-Standard Deviation \* Significant at < 0.05 on the F-prob

The above table contains scales that elicit an assessment of the intended or desired behaviors that reflect students' positive appraisal of English speakers. Three positively worded items that expressed opinions about English speakers were presented.

From the figures in the table, it seems that 130 (86.7%) of the students replied they would enjoy meeting and listening to English speakers. 112 (74.7%) of them reported their favorable attitude towards the native English speakers. However, 64 (42.7%) replied positively to the second item. The mean (3.769) and the high ratings of students' responses reflect their positive attitude towards the English speakers.

It can be seen from the overall results of the table that Admas College freshman regular diploma students' orientations to learn EFL were related to their positive attitude towards the English speakers. Their integrative orientation in learning EFL is reflected here. This implies that these students are willing and interested to interact in English with native speakers though English speakers may be absent from their immediate environment. Their integrative orientation/motivation in learning EFL is verified by their positive attitude towards the native

English speakers. This is, because integrativeness encompasses integrative orientation, attitude towards the native speakers, and interest in learning English.

**Table 4.1.8. Students' and Instructors' Responses to the Motivational Intensity of  
Students in Learning English**

ITEM		Responses						Mean	SDv	95% CI	ANOVA TEST	
		SA	A	U	D	SD	F-ratio				F-Prob	
1	Good Attendance	St.	93 62%	42 28%	10 6.7%	2 1.3%	3 2%	4.467	.841	4.331- 4.602	1.302	.256
		Inst.	1 12.5%	7 87.5%	-	-	-	4.125	.354	3.829- 4.421		
2	Thinking How to Learn English Best	St.	93 62%	42 28%	7 4.7%	6 4%	2 1.3%	4.453	.864	4.314- 4.593	11.975*	.001
		Inst.	-	4 50%	3 37.5%	1 12.5%	-	3.375	.744	2.753- 3.997		
3	Desire to Learn More English Now than before	St.	101 67.3%	27 18%	12 8%	8 5.3%	2 1.3%	4.447	.945	4.294- 4.599	.025	.875
		Inst.	4 50%	4 50%	-	-	-	4.500	.535	4.053- 4.947		
4	Desire to Learn More English in the Future	St.	53 35.5%	44 29.3	41 27.3%	8 5.3%	4 2.7%	3.893	1.037	3.724- 4.061	5.755*	.018
		Inst.	-	2 25%	4 50%	2 25%	-	3.00	.756	2.368- 3.632		
5	Best Effort to Learn English	St.	97 64.7%	43 28.7%	3 2%	2 1.3%	5 3.3%	4.500	.881	4.358- 4.642	15.200*	.000
		Inst.	-	4 50%	2 25%	2 25%	-	3.250	.886	2.509- 3.991		
6	Willingness to Work in Groups Actively	St.	84 56%	49 32.7%	10 6.7%	2 1.3%	5 3.3%	4.367	.923	4.218- 4.516	13.869*	.000
		Inst.	1 12.5%	6 75%	1 12.5%	-	-	3.125	.835	2.427- 3.823		
7	Embarrassment to Volunteer answers	St.	18 12%	40 26.7%	18 12%	29 19.3%	45 30%	2.713	1.439	2.481- 2.946	.632	.428
		Inst.	1 12.5%	2 25%	2 25%	3 37.5%	-	3.125	1.125	2.184- 4.066		
8	Fear of being laughed at while trying to speak	St.	20 13.3%	31 20.7%	14 9.3%	35 23.3%	50 33.3%	2.573	1.463	2.337- 2.809	5.060	.026*
		Inst.	1 12.5%	5 62.5%	1 12.5%	1 12.5%	-	3.750	.886	3.009- 4.491		
9	Poor performance on Exams despite their thought of being able to learn English best	St.	28 18.7%	45 30%	26 17.3%	33 22%	20 13.3%	3.173	1.330	2.959- 3.388	2.1900	.141
		Inst.	1 12.5%	5 62.5%	2 25%	-	-	3.875	.641	3.339- 4.411		
10	Failure to try to understand something difficult	St.	9 6%	28 18.7%	25 16.7%	93 62%	35 23.3%	2.487	1.208	2.292- 2.682	.065	.799
		Inst.	1 12.5%	-	1 12.5%	5 62.5%	1 12.5%	2.375	1.188	1.382- 3.368		
11	Poor Concentration in English Classes	St.	10 6.7%	17 11.3%	16 10.7%	53 35.3%	54 36%	2.173	1.225	1.976- 2.371	.543	.461
		Inst.	-	1 12.5%	1 12.5%	6 75%	-	2.500	1.069	1.606- 3.394		

KEY: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD=Strongly Disagree  
S.Dv-Standard Deviation \* Significant at < 0.05 on the F-Prob

Eleven items, six positively and five negatively worded, were used to elicit actual, intended or desired behaviors that reflect the effort the students exerted or would like to exert when learning EFL.

From the responses to item 1, it seems that 135 (90%) students and 8 (100%) instructors agreed with students' good attendance in English classes. The same number of students replied that they would think how to learn English best (item2). However, 4 (50%) instructors responded that their students would do so. The F-Prob shows the two groups diverged in their degree of agreement. The 95% would indicate that students' agreement is strong, while the instructors' is moderate.

In response to item 3, 128 (85.3%) students and all the instructors would seem to accept students' desire to learn more English now at college than before. The F-Prob would indicate consistency of responses between and within groups. The respondents' agreement to this item is strong. To item 4, 97 (64.7%) students replied that they are fervent to learn more English in the future. The instructors' response to this item was not positive. 2 (25%) agreed; 4 (50%) were undecided; and another 2 (25%) disagreed. The F-Prob shows the presence of some sort of divergence between the two groups in responding to the item. The 95% CI would show that students desire to learn more English is high. By comparing and contrasting the responses to items 3 and 4, it can be seen that students' desire to learn English in the present time is greater than their desire in the future.

From the responses to item 5, 140 (93.3%) students reported their best effort to learn English. 4 (50%) of the instructors agreed with this idea. The F-Prob would reveal some discrepancy of responses to this item between the two groups. Looking at the 95% CI, the students'



agreement to their effort in learning English is mostly strong; whereas the instructors' is moderate.

Responding to item 6, 133 (88.7%) students' reported their willingness to work in groups actively in their English class. So did 7 (87.5%) instructors. The F-Prob indicates some sort of variation in the degree of agreement. From the 95% CI, the students' almost strongly agreed with this idea, but the instructors' mostly agreed to the item.

Responding to item 7, 58 (38.7%) students reported their embarrassment to volunteer answers in the English classes; 18 (12%) were undecided; and 74 (59.3%) disagreed. 3 (77.5%) instructors also claimed this to be so; 2 were undecided; and 3 disagreed. The 95% CI shows that the students' agreement to this item is almost low. However, some sort of this behavior is revealed. The instructors' agreement runs from low to moderate i.e. they would claim their students' timid ness to volunteer answers. A similar response is given to item 8. 51 (34%) students responded their fear of being laughed at by their English instructors and/or peers while speaking in class. 14 (9.3%) students couldn't decide; and the remaining 85 (55.6%) students replied by saying they never feared being laughed at. However, 6 (75%) instructors reported their students' fear of being laughed at

The F-Prob indicates the two groups varied in responding to this item. From the 95% CI, frequency, distribution, and percentage it can be seen that more than half of the students replied that they hardly feared being mocked at; while, the instructors strongly agreed with this behavior of students.

From the responses to item 9, 73 (48.7%) students accepted their poor performance on exams though they thought they were aware of their capability to learn English best. 26 (17.3%) neither agreed nor disagreed with this idea; 53 (35.3%) did not accept this idea. 6 (75%) instructors were in favor of this idea; 2 (25%) were undecided. From the F-Prob the two groups had a slightly similar degree of agreement. But, the 95% CI, portrays that the students' agreement to this item runs from low to moderate, whereas the instructors' from moderate to high. This would imply that students show a sense of poor performance on exams.

Responding to item 10, 128 (85.3%) students and 6 (75%) instructors responded against the failure to try to understand something difficult in students' learning of EFL. 25 students and only 1 instructor were undecided. 37 students and 1 instructor reported in favor of the item. From the F-Prob and the 95% CI, it seems that students try hard to understand things difficult to them. This supports the best effort they reported in item 5. In a parallel vein, 108 (71.3%) students and 6 (75%) instructors responded against item 11. 16 (10.7%) students and 1 instructor were undecided; 27 (28%) students and 1 (12.5%) instructor did not accept this idea. From the ANOVA test and the 95% CI, it would appear that both groups asserted students' good concentration in the English classes.

From the overall results, it can be argued that responses of both respondents indicate a significant motivational intensity of the students in learning EFL. This implies that the students' integrative and instrumental orientations to learn EFL are tied to their motivational intensity. The students would seem to be motivated by the desire to succeed in their integrative and instrumental goals in their academic and future career life. They were motivated by the desire to improve their ability to communicate in English and thus performance at college

and/or work. Thus, it would seem that these students' motivation to learn EFL has been found high due to their effort to achieve integrative and instrumental orientations.

An examination of the table indicates that these students' motivation to learn EFL is attested by the effort they expend; desire to learn the language, and attitudes towards learning English. The students with EFL learning orientations are attentive, think how to learn best, are more interested to learn the language, are willing to participate actively in class, and expend much effort. However, though not much, slight number of students claimed their fear or embarrassment to volunteer answers and, to speak, and their poor performance on exams. These students reported their anxiety when speaking in English and doing exams. This, however, has not affected their motivation to the language though they reported their English competence (ability) relatively weak to speak in class or do well on exams.

The results imply that students' motivational intensity, desire to learn the English language, and attitudes towards learning English were found to be useful constructs in describing students' motivation and the orientations. Such results attest to the importance of these factors in students' EFL learning.

**Table 4.1.9. Students' and Instructors' Responses to the Attitude (Interests) Of Students towards Learning English**

ITEM	Respo ndents	St.	Responses					Mean	SDv	95% CI	ANOVA TEST	
			SA	A	U	D	SD				F-ratio	F-Prob
1	Enjoyment of Learning	St.	92 61.31	41 27.3	9 6%	4 2.7	4 2.7	4.447	.879	4.305- 4.589	8.917*	.003

	English	Inst.	-	5 62.5	2 25	1 12.5	-	3.500	.756	2.868- 4.132		
2	Awareness of the Objects of Learning English	St.	45 30%	50 33.3%	38 25.3%	9 6%	8 5.3%	3.767	1.108	3.588- 3.445	.456	.501
		Inst.	-	4 50%	4 50%	-	-	3.500	.535	3.053- 3.447		
3	Failure to enjoy learning English despite knowing its importance	St.	5 3.3%	6 4%	-	47 31.3%	92 61.3%	1.567	.944	1.414- 1.719	11.822*	.001
		Inst.	-	2 25%	3 37.5%	2 25%	1 12.5%	2.750	1.035	1.885- 3.615		
4	Preference to spend time on courses other than English	St.	20 13.3%	41 27.3%	23 15.3%	27 18%	39 26%	2.840	1.419	2.611- 3.069	1.087	.299
		Inst.	2 25%	2 25%	1 12.5	3 37.5%	-	3.375	1.303	2.286- 2.464		
5	Considering the learning of English as a waste of time	St.	10 6.7	5 3.3%	6 4%	36 24%	93 62%	1.687	1.142	1.502- 1.871	8.077*	0.005
		Inst.	1 12.5%	2 25%	1 12.5%	3 37.5%	1 12.5%	2.875	1.352	1.741- 4.00		

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD=Strongly Disagree  
S.Dv-Standard Deviation \* Significant at < 0.05 on the F-prob

Five items, two positively and three negatively worded, were used to assess the students' interest or affective reaction toward learning EFL. The items in the table reveal students' direct and intended or desired behaviors involved in learning English.

Item 1 elicits students' direct appraisal of learning English. Responding to this item, 133 (88.7%) students reported their enjoyment of learning English. So did 5 (62.5%) instructors. The F-prob suggests the presence of some degree of inconsistency of responses to this item between the two groups. Looking at the 95% CI, students' agreement to this item is strong; whereas instructors' is moderate.

Item 2 also elicits students' direct appraisal of learning English. To this item, 38 (25.3%) students and 4 (50%) instructors were undecided. The F-Prob indicates consistency of responses to the item. The descriptive statistics part would display students' awareness of the objectives of learning English. The 95% CI would suggest the two groups' agreement to the item is more than average.

From the responses to item 3, the F-prob would indicate the discrepancy of responses between the two groups. The students' responses to the item remained consistent to their responses to item 1. That is they disagreed (N=47) and strongly disagreed (N=92) to the item. They responded that they enjoyed learning English. However, the instructors' responses to the item contradicted to their responses to item 1. This is because they reported some agreement of students' failure to enjoy learning English. (See the 95% CI). Thus, the students responses would be taken for granted.

Though 61 (40.7%) students preferred to spend more time on other courses than English, a greater number of students (N=66) replied against this. Here, 23 (15.3%) students neither agreed nor disagreed with this item. 4 (50%) instructors seemed to accept this idea; 3 (37.5%) did not accept the idea. The 95% CI indicates that the two groups' agreement to the item is moderate implying students' preference to spend much time on courses other than English.

Responding to the last item, the F-prob indicates that the two groups slightly differed in their agreement. Seeing the 95% CI, the students' agreement to the item is low. This would imply that the students hardly considered the learning of English as a waste of time. However, instructors slightly considered this to be so.

As can be seen from the figures in the table, the students reported their high interest in learning English. Their responses to items 1,2,3 and 5 would imply their strong motivation to learn English though their preference to devote much time to English is not as such significant. The strong integrative and instrumental orientations to learn English, discussed earlier, would seem to be related to their strong interest to learn the language. Besides, their interest reflected in this table suggests their intrinsic motivation. Most students experienced learning English as enjoyable. The results suggest that the students' interest in learning English and the positive

attitude towards the English speakers along with their orientations to learn the language constituted their motivation to learn it with good intensity.

**Table 4.1.10. Students' and Instructors' Responses to their Evaluation of the Motivational Roles of the College English Course**

ITEM	Respo ndents	Responses					Mean	SDv	95% CI	ANOVA TEST		
		SA	A	U	D	SD				F-ratio	F-Prob	
1	Appropriacy attractiveness, usefulness	St.	51 34%	58 38.7%	21 14%	9 6%	11 7.3%	3.860	1.170	3.671- 4049	4.172	.043
		Inst.	-	3 37.5%	2 25%	3 37.5%	-	3.000	.926	2.226- 3.774		
2	The relevance of tasks to enhance languages skills and other academic practices	St.	81 54	46 30.7	12 8%	3 2%	8 5.3%	4.260	1.058	4.089- 4.431	11.139 *	.001
		Inst.	-	1 12.5%	6 75%	1 12.5%	-	3.00	.535	2.553- 3.447		
3	The enjoyable nature of the brain storming sessions	St.	46 30.7%	70 46.7%	17 11.3%	13 8.7%	4 2.7%	3.940	1.005	3.778- 4.102	.274	.601
		Inst.	1 12.5	5 62.5	1 12.5	1 12.5	-	3.750	.886	3.009- 4.491		
4	Difficult and long nature of the texts	St.	10 6.7%	17 11.3%	22 14.7%	55 36.7	46 31.3	2.267	1.202	2.073- 2.461	6.521*	.012
		Inst.	1 12.5	3 37.51	2 25%	2 25%	-	3.375	1.061	2.488- 4.262		
5	Mismatch between the students' and the contents of the passages/texts	St.	9 (6%0	16 (10.7% )	42 (28%)	49 32.7	34 22.7	2.447	1.132	2.264- 2.629	12.593 *	.001
		Inst.	-	7 87.5	1 12.5	-	-	3.875	.354	3.579- 4.171		
6	Challenging and less attractive nature of the course	St.	6 4%	9 6%	22 14.7%	56 37.3	57 38%	2.007	1.065	1.835- 2.179	12.543 *	.001
		Inst.	1	3	2	2	-	3.375	1.061	2.488 4.263		

Key: SA = Strongly Agree A = Agree U = Undecided D = Disagree SD=Strongly Disagree  
S.Dv-Standard Deviation \* Significant at < 0.05 on the F-prob

The above table shows the participants' attitude towards the College English course. Six items, 3 positively worded and 3 negatively worded, were presented to both groups to assess the motivational components of the course.

The F-prob would show that the two groups varied in their evaluation of the motivational role of the college English course to all items except item 3. As the 95% CI reveals, students' agreement to the items is almost high (strong); while the instructors' seem low. However, both groups' agreement to item three is high.

Similarly, the students' agreement to items 4, 5 and 6 would seem low implying the high motivational roles of these specific components of the course. However, the instructors' agreement to items 4,5, and 6 seems moderate, high, and moderate respectively.

This result would suggest that students attached their high motivation to learn EFL to the several course-specific motivational ingredients. As can be seen from their responses to item 3, the brain storming sessions of the course contributed to their curiosity and desire to learn the language. The contents of the passages/texts were in line with their needs. The tasks of the course seem relevant to their language needs entailing the four skills and instrumental (academic) goals. It seems that most students found the course to meet their orientations, needs, and values. However, the instructors' evaluation of the motivational role of the course was found low in most cases. From their responses, it would appear that the course-specific components are not adequately related to their students' goals and needs. Emphatically, they pinpointed that the contents of the passages are not related to the students' needs, goals and experiences.

**Table 4.1.11. Students' and Instructors' Responses to the Motivational Roles of English Instructors**

	Respo	Responses	Mean	SDv	95%	ANOVA TEST
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ITEM		ndents	5	4	3	2	1			CI	F-ratio	F-Prob
1	Support and Encouragement of Students' Learning Efforts	St.	71 47.3	50 33.3%	17 11.3%	8 5.3%	4 2.7%	4.173	1.008	4.011- 4.336	1.556	.214
		Inst.	6 75%	1 12.5%	1 12.5%	-	-	4.625	.744	4.003- 5.247		
2	Assignment of Appropriate Tasks	St.	51 34%	66 44%	21 14%	9 6%	3 2%	4.020	.952	3.867- 4.174	.459	.499
		Inst.	2 25%	6 75%	-	-	-	4.250	463	3.863- 4.637		
3	Enough time and Effort devotion Group Works	St.	83 55.3%	33 22%	20 13.3%	9 6%	5 5.3%	4.200	1.093	4.024- 4.376	.016	.899
		Inst.	3 37.5%	4 50%	112.5%	-	-	4.250	.707	3.659- 4.841		
4	Goal setting, self-evaluation, self reinforcement skills assistant	St.	72 48%	48 32%	10 6.7%	15 10%	5 5.3%	4.113	1.115	3.434- 4.293	.081	.776
		Inst.	1 12.5%	6 75%	1 12.5%	-	-	4.000	.535	3.553- 4.447		
5	Assistance and Encouragement of Students ability to attain goals via efforts	St.	55 35.7%	56 37.3	22 17.7%	13 8.7	4 2.7%	3.967	1.052	3.797- 4.136	2.020	.157
		Inst.	4 50%	4 50%	-	-	-	4.500	.535	4.053- 4.947		
6	Performance control and feedback provision	St.	73 48.7%	39 26%	22 14.7%	11 7.3	5 3.3%	4.147	1.052	3.977- 4.316	.003	.954
		Inst.	2 25%	5 62.5%	1 12.5%	-	-	4.125	.641	3.589- 4.661		
7	Student Motivation via various teaching techniques	St.	50 33.3%	55 36.7%	22 14.7%	10 6.7	13 8.7	3.927	1.063	3.755- 4.098	2.288	.132
		Inst.	4 50%	4 50%	-	-	-	4.500	.543	4.053- 4.497		
8	Due attention to individual differences	St.	39 26%	45 30%	33 22%	23 15.3	10 6.7	3.533	1.219	3.337- 3.370	.006	.940
		Inst.	2 25%	2 25%	2 25%	2 25%	-	3.500	1.195	2.501- 4.499		

Key: 5-always 4-most of the time 3-sometimes 2-rarely 1-never

The above table depicts the evaluation of instructor-specific motivational components. It assesses the degree to which the English instructors' general approach to teaching supports students' motivation to learn English.

Items 1, 2, 3, and 7 were about the basic preconditions the English instructors set to motivate their students. The F-prob to these items is  $> 0.05$  suggesting the consistency of responses to these items between the two groups. The frequency distribution and especially the 95% CI demonstrate the two groups replied positively to these items. From the figures, it can be seen that the instructors would seem to support and encourage their students' learning efforts. They tried to maintain a supportive learning environment in which students were not criticized or embarrassed. Moreover, students were given tasks of appropriate difficulty in which they were clear enough about what and how to do so that they could achieve success with reasonable



effort without worrying. Besides, the instructors devoted enough time and effort to enhance their students' motivation to learn co-operatively. This would imply students' involvement and relationship in the classroom activities by avoiding time pressures. Lastly, the instructors' employment of various teaching methods served as a motivating factor.

Items 4, 5, 6, and 8 were used to assess how the English instructors tried to motivate their students by maintaining success expectations. The F-prob to these items ( $>0.05$ ) shows the two groups remained similar in their responses to the items. However, their agreement to the first three items is high, but their degree of agreement to the last item is moderate. This variation can be seen from the 95% CI and the frequencies.

The results would suggest that the students were mostly helped to set goals, to commit themselves to these goals, and, to appraise their levels of success, and then to reinforce to themselves for the success they achieved. Moreover, instructors would seem to help their students to recognize the link between effort and goal attainment through performance control, and feedback. However, the instructors' attempt towards this role via doing remedial work by paying due attention to the students' individual differences was not as significant as the others.

From the results in the above two tables, it can be concluded that the learning situation (the course book and the instructors) was found to contribute to students' motivation to learn EFL. Students' positive attitude towards the learning situation predicted students' motivation to learn the language. The learners' effort and behaviours were likely associated with their positive evaluation of the course. However, the English instructors seemed to have reservations about the motivational roles of the course book. Besides, the due emphasis they

give to individual differences was likely to be insignificant from the responses of the instructors themselves because 4(50%) responded that they did this sometimes or rarely.

## 4.2. Interview – Data

### 4.2.1. Student-Interview

Gardner (1985) 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, I adapted the two scales of the AMTB in the students’ interview to measure these ideas. The two scales are: desire to learn English and motivational intensity of students to learn English. Students’ responses are condensed and presented in frequency forms to analyze the data easily in line with the free responses they made during the interview.

**Table 4.2.1.1. Students’ Interview Responses towards Their desire to learn English**

ITEM		Students’ Responses	Frequency
1	Communication Preference in English Classes	a. As much English as Possible	6
		a. Half English and half Amharic	1
2	Speaking English out of class	a. Most of the time	6
		b. Occasionally	1
3	Speaking English with native Speakers in the neighborhood	a. As much as possible	6
		b. To some extent	1
4	Appraisal of the English Course in Comparison to the other courses	a. Most of all	6
		b. Like the other courses	1

5	Decision whether to take English or not	a. I would take	7
6	Watching/Listening to TV, Video	a. Often	6
		b. Occasionally	1
7	Reading Short stories, newspapers, Novels, etc.	a. Often	4
		b. Sometimes	3

An inspection of the above table indicates the students' desire to learn English that is a component of motivation in Gardner's Socio-Educational Model. The students' responses from the above table would suggest that their interest to learn English is very high. Their responses confirmed what they said in the questionnaire. In their interview, almost all of the interviewees admitted that they would prefer the medium of communication to be English in their classes. They also reported that they like the English course more than the other courses, and would decide to take English even if it were not compulsory. Moreover, their actual, intended, or desired behaviors resulted from positive appraisal of activities would appear to be associated with their motivation to learn English. These activities include students' desire and effort to speak in English out of class, watch English TV, and listen to English radio. Besides, though it is not as significant as the others, four of the student interviewees reported their high motivation to read short stories, newspapers, novels, etc. in English to improve their English. However, three of them responded they do these sometimes.

The student-interviewees attached their desire to learn EFL to their goals (orientations). They suggested that they wanted to improve their communicative capacity; to succeed in other courses; to improve their vocabulary capacity by writing words of poems, songs, films, etc. In general, their responses suggest that they wanted to learn English for integrative and pragmatic reasons in their academic, and social/private life.

From the responses, it can be suggested students' orientations would influence their desire to learn the language. Sustained by their goals the students reported that they wanted to learn English for various purposes. This would lead to the idea that students' motivation to learn EFL is likely to be heightened by their various goal profiles. In this interview, the students seemed to be highly motivated as they were interested, persistent, enthusiastic, and curious to learn EFL.

**Table 4.2.1.2. Students' Interview Responses towards their Motivational Intensity to learn English**

ITEMS		Students' Responses	Frequency
1	Thinking about English lessons in the past	a. Very frequently as far as possible	6
		b. Hardly ever	1
2	Effort to understand something difficult in English classes.	a. Asking the instructor	3
		b. Asking the instructor + classmates	1
		c. Asking the instructor + reference	2
		d. Asking the instructor + ask friends + reference	1
3	. Effort to do English home works	a. Work very carefully making sure I understand everything	4
		b. Put some effort, but not as much	2
		c. Skim over and do them by guess	1
4	Desire to do extra assignments	a. Very voluntary to do	4
		b. I will be voluntary to do	3
5	. Reaction to returned assignment	a. Correcting mistakes by my self	5
		b. Look over the mistakes but do not bother about correcting mistakes if the mark is satisfactory	1

		c. Correct mistakes via the instructor's encouragement	1
6	Effort to learn English if it were not offered at college	a. Would try to obtain English lessons from other areas or pick it up from the other courses	1
		b. Would learn it from language schools	4
		c. Would pick English in every day situations	1
		d. Would do my best to learn it	1

The above table tries to summarize the student-interviewees' actual, intended or desired behaviors that display the effort they make or would make to learn English. As can be seen from the table, 6 of the interviewees actively thought about what they learnt in class. They did this by practicing (retelling) the lessons with their friends, referring to sources, and discussing with friends. One responded she/he did this occasionally as s/he felt English is a course not to be thought over or studied. In general their effort outside class is likely to be significant.

They also reported a significant effort to understand things they fail to understand in the class by asking their instructors, classmates and consulting sources. They also expended efforts to do their English homework/assignments in most cases. The four students responded that they usually did their homework by discussing with their friends or consulting sources. Two respondents said that they happened to do assignments by putting a minimal effort as they expected to get the answers from their instructors. One of these two students said that he did assignments with good effort if they would account marks. The other student admitted that he did these in class in a hurry simply by guess.

In connection to these, they reported a significant desire to do extra assignments, as these would benefit them to improve their English knowledge. Two students claimed that they would do if they had ample time, however. Moreover, their effort to learn from their instructors' feedback was found to be important. 5 of them said that they corrected their mistakes either by themselves or by asking their instructors. One responded his being careless for learning from his mistakes. He only wanted to see the marks awarded. The other reported he corrected mistakes only if the instructor told him to do so.

The last item elicited their intended motivational strength. All of them reported their vehement effort exertion to learn the language from language schools, other courses, every day situations, or any possible source if English were not taught at college.

To validate the students' responses to their desire and motivational intensity to learn EFL, some similar questions were forwarded to the 3 English instructors. The instructors reported that most of the students wanted to learn English as much as possible in their English classes under effective regulation and friendly atmosphere. The same responses were obtained regarding students' desire to speak in English in pair/group work sessions. Besides, they suggested that their students also tried to understand things difficult in their ELT classes by asking their instructors or classmates. This would be so if they were encouraged.

When coming to assignments, the instructors reported different things. The first instructor suggested that his students had problems with doing assignments/homework. He presented reasons such as the scarcity of textbooks, the boring nature of the tasks in the text, the difficulty of instructions in the text, and the open-ended nature of the questions. As a result, some students do assignments by copying from friends or used books. The second instructor

also held the same response. He suggested that they would do homework if the exercises are attractive. The third instructor reported her students' gradual enjoyment of assignments/homework through time. The reason she gave was her serious control and check up.

With regard to the students' willingness to do extra assignments, the first instructor reported his students' willingness to do so if the tasks are related to speaking and grammar, and less challenging. The second instructor also forwarded a similar reaction. He said that his students were willing to do extra assignments if the activities are beyond the textbook. The third instructor also reported her students' high interest to do extra assignments/homework especially related to speaking (impromptu speech activities).

The interview responses of these participants suggest the implications of various goals and motivation of students for learning EFL. The sample students were reported to have various orientations the integration of which would enhance the use of effortful learning. This would also suggest the flexibility of students to perform as effectively as possible across a range of learning situations. These students seemed to seek for means and opportunities to learn English. They tended to use language schools, different references, etc as educational opportunities to foster their English ability. They also sought support guidance and feedback from their peers and instructors. Thus, students' orientations for learning EFL would seem to influence their motivation, motivational intensity and strategy use.

#### **4.2.2. Instructor-Interview**

The post-questionnaire interview with three English instructors tried to assess the degree to which the instructors' general approach to instruction supported their students' motivation to learn EFL. The analysis falls under three headings given below.

#### **4.2.2.1. Instructors' Essential Preconditions to their students' Motivation**

The three instructors reported to undertake the following essential preconditions to motivate their students in learning EFL.

##### **4.2.2.1.1. Maintaining Supportive Environment**

The first instructor reported that he made clear why and how to do each task of the course to make his students concentrate on learning the language without worrying about failure to do the tasks. Besides, he taught his students how they would apply what they are learning to their academic and future profession endeavours. He also replied his encouragement of the students to ask any problem freely. The second instructor replied that he usually greeted his students to have their full attention. The three instructors admitted their revision of the previous lessons before introducing the upcoming lessons. The third instructor reported a different 'motivational strategy overused. This instructor usually tried to remind a code of conduct held with the students. This was a kind of 'punishment' to motivate students to speak in English. According to this punishment, any student who was found speaking in Amharic would be made to 'speak, joke, or dance in English'. This instructor held the opinion that this strategy would motivate the students to speak in English.

##### **4.2.2.1.2. Maintaining Students' Success Expectations**



The three English instructors would seem to employ similar approaches to maintaining their students' success expectations in learning EFL. All of them responded that they usually told their students the objectives of learning the College English course and the importance of learning EFL in their academic, professional and personal life. These approaches suggest that the instructors needed to encourage their students to learn EFL with good perceptions and expectations. They tried to encourage students to be good language learners by trying hard no matter how long they could fail to communicate in English or pass exams. They accounted for learning English is made possible for the students via practicing the language. Thus, students would succeed in learning the language if they invested effort to their learning.

#### **4.2.2.1.3. Stimulating Students' Motivation**

The instructor-interviewees replied the employment of various strategies to stimulate their students' motivation to learn EFL. The instructors stimulated their students' motivation to learn English by encouraging them to value learning English as an important, self-actualizing activity that would enrich their academic, professional, and social life. They encouraged the students saying that English is an international language. The students were also encouraged to ask questions, watch films/movies, do extra interesting assignments, practise English outside the class, express their ideas in English in any way they could, feel comfortable (free) in the class, perform the tasks, see the importance of English to their life, etc. by their English instructors. This was according to the instructors' responses.

### **4.3. Participants' Comments and Suggestions**

Finally, both respondents were asked in the questionnaires and interviews to add suggestions/comments regarding the students' reasons (goals), interest, effort in learning EFL and the roles of the learning situation Their comments are incorporated as follows:

### **4.3.1. Reasons For Learning EFL**

The respondents accounted for the ensuing reasons for learning English as a foreign language:

- To communicate with foreigners
- To understand other courses (medium of instruction)
- It's key to everything
- It is an international language (or widely spoken)
- It is important in work places for improving interpersonal skills
- To work in NGOS
- To improve the four language skills
- To communicate with world people
- It increases understanding capacity
- To talk with friends in English
- To gain more knowledge
- To understand English books, films, music, etc.
- To read and understand manuals
- To communicate with the other nations
- To know the English language
- To know about foreign world
- To understand English art and literature
- To do things that require English properly
- To know world events
- To know how to use the fruits of science and technology
- To read and understand about civilization
- To be a good writer, translator or literary critique
- To know additional information about my future career
- To gain a good academic rank
- To pass written and oral exams for jobs (compete for jobs)
- It is a professional language
- To continue education
- To know various cultures and international facts

- To get special jobs
- Knowing English is taken as great (be an international language speaker)
- To get pleasure
- Liking to speak English
- To communicate with the educated
- To express ideas and feelings more freely (more expressive language)
- To change the attitude of friends towards learning/education
- To deal with customers in business
- To communicate with instructors and classmates in English
- To get information from the internet
- To cope with political, special, and economic changes in the world
- To listen to lectures; read books, notebooks, etc; write term papers, reports, etc in academic life

### **4.3.2. Interest and Effort to Learn the Language**

Both respondents suggested the high interest of students to learn the language. Thus, students' efforts of the following were collected.

- Listening to English media
- Reading various materials in English
- Speaking with friends outside the class
- Writing many things in English
- Going to language schools to learn additional English

### **4.3.3 Evaluation of the Learning Situation**

Students evaluated the motivational value of the course to be good in meeting the learners' general academic practices of learning in most cases. The students commented that the course motivated them as it heavily focuses on social issues. Moreover, the following motivational roles of the English instructors were commented on

- Creating free atmosphere in the classroom
- Motivating students to see the pivotal roles of learning English in their academic, and future career
- Motivating students to expend significant effort in learning EFL

- Considering students preferences and getting them involved in varied activities
- Using other tasks out of the text to motivate students (sometimes)
- Motivating students to relate what they learn to the real world

From the comments of both groups it can be seen that sample students seemed to have many orientations (reasons) in learning EFL. Some of the reasons reflected an instrumental motivation while others suggested an integrative motivation. Some of the reasons reflected an intrinsic motivation while others purported an extrinsic motivation to learn the language. The comments lend support to the emergence of various orientations of learning English at this level. These in turn predicted students' motivations. Besides, the students' interest and effort to learn the language was significant. The motivational role of the course was almost good by the students, but not significant by the instructors.

#### **4.3.4. Problems and Misconceptions Identified**

However, the comments entailed problems that constrained the students' learning of English.

The problems could be identified in the following areas:

##### **4.3.4.1. General Learning Preferences**

Fossilized learning habits from the previous language learning system were a problem. Some students held the idea that language learning is something only to be studied accompanied by grammar and vocabulary notes. They also wanted to be mostly 'taught' these language items, as was the case in the preceding levels of education. So, they had little experiences of involving in the listening, speaking, and writing skills. When they were made to do these activities by themselves, they would feel that they were not being helped. This usually would happen in the beginning of the course. Besides, they are mostly alien to the language

practices. Such problems demotivated the students to learn EFL towards the start of the course though they gradually faded away.

#### **4.3.4.2. Confidence in Using the Language**

Students seemed to be afraid of making mistakes in front of their peers and/or instructors so that they found hard to speak or volunteer answers confidently for fear they would be laughed at. Students in the beginning of the course exhibited such problems

#### **4.3.4.3. Total Learning Environment (Situation)**

The participants suggested that the course failed to cater for the students' orientations and motivation to learn the language for their future career and social purpose as it heavily focuses on academic practices. It hardly meets the communicative needs of students. The tasks were commented to be boring and mostly open-ended. It lacked variety of tasks and contents to motivate the learners. The instructors seriously claimed the course to be demodulating. Besides, the instructors in some cases were reported not to monitor their students' works and provide feedback as periodically as possible. They, moreover, rarely paid due attention to individual differences. They also didn't supplement the lessons as much as possible due to the need for covering the course.

### **4.4. Observation Data**

The observation scale tried to solicit the English instructors' attempts to motivate their students and the motivational intensity of the students. The analysis is made via frequencies of behavioral categories observed.

**Table 4.4.1. The Motivational behaviors of Instructors when Introducing Lessons, Activities or Assignments**

Behavioral Categories (CODES)		Events Observed								
		Instructor One			Instructor Two			Instructor Three		
		1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day	1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day	1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day
1	Gushy build up	1	1	1	1	1	1	1	1	1
2	Enjoyment of activities	3	3	3	3	3	3	3	3	3
3	Information /Skill	4	6	2	2	3	3	3	3	2
4	Apologies	6	4	4	4	4	4	5	4	4
5	Warns of a test	-	-	-	-	-	-	4	6	6
6	Threatens to punish	-	-	-	-	-	-	6	5	5

In the table the codes (numbers) show the English instructors' attempts to buildup interest or motivate students to work carefully on the lessons or activities. The three instructors displayed almost similar motivational behaviors with slight variations. The observed lessons were tasks 9-11 of College English two.

The first code entered (1) shows that the three instructors began their lessons by revising the past lessons. The three instructors were seen to have begun their lessons with gushy build-ups to motivate their students. During the observation time, the instructors were seen to revise the last lessons on the use of context clues to work out (guess) the meanings of words; how to read to get main ideas in a text, and how to draw conclusions. They did this by referring to the ideas in College English One. The instructors also encouraged the students to enjoy guessing

the meanings of words from context clues as this technique is timesaving and helps to get the right meanings of words. Moreover, they encouraged the students to see the value of referring to the reading text to provide supportive evidence for any answer students make to the reading comprehension questions. The instructors also introduced the skills of guessing meanings of words from context clues and, locating evidence for answering questions, and interpreting data.

Besides, the three instructors were observed to apologize or express sympathy. Their expressions were similar in most cases. The three instructors were seen to express their sympathy saying, “please, you have to tell me the type of context clue”. This was made when students only answered the meanings of words. Like wise, they said, “Please don’t forget to give your evidence.” This was expressed when students only provided the true or false answers. However, the first instructor displayed a different behavior. This instructor apologized to receive a telephone-call. This happened twice.

One instructor was observed warning students about a mid-test. He did this to make his students pay due attention to the tasks. But, the expressions he made were very frightening; “The dooms day is approaching, so you will face these types of questions then.” Two instructors were also seen to threaten their students for punishment. The first instructor warned students not to forget the usual punishment when assigning group/pair work. The punishment was joking, dancing, or telling-story in English when some one was found to speak in Amharic in the discussions. The other instructors’ threaten for punishment was ambiguous; “If you don’t do the home work, we will get into a quarrel!” He also used this expression when the students were doing group works. The funny thing is that the two instructors held the motivational value of such techniques.

**Table 4.4.2. Instructors' Behaviors of Praise and Criticism**

<u>Behavioral Category</u>		Instructor One (RM3)			Instructor Two (RM6)			Instructor Three (RO6)			Total
		1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day	1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day	1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day	
1	Specific praise	6	8	7	10	9	12	5	4	8	66
2	General praise	11	10	14	13	12	16	9	13	10	108
3	Specific criticism	6	5	7	4	5	3	5	7	10	52
4	General Criticism	5	8	6	5	7	9	6	10	8	64

The table shows the instructors' feedback behavior towards their students' learning endeavors. There appeared to be little difference amongst the three instructors in terms of praising or criticizing the students. The second instructor ranked first followed by the first and third instructors in praising students. The converse is true for ranking these instructors with regard to criticizing their students.

Most of the instructors' specific praises were related to the students' right answers. Their specific praises included two forms: repetition / explanation + praise or praise + repetition / explanation of responses. The latter was seen to be more dominant. The general praises of instructors were most dominantly seen. These included simple affirmation (yes, ok, good, excellent, nice, etc) of the students' effort, right answers, good trials, careful work, etc.

The instructors were also seen to indicate weaknesses of students in specific terms. These were seen when students were unable to workout the meanings of words using contexts, and locate evidences to support their responses. The general criticisms were related to students' lack of effort, failure to give right answers, wild guess, carelessness, inattentiveness, etc. The following are general criticism expressions directly quoted:

- Take care these types of answers'.
- 'Your friends told me that you were inattentive in the group'.
- 'You have written it, but not done it'.
- 'You put your memory home'.



- ‘You came to see me’.
- ‘Most of you don’t do home works, but write them’.
- ‘When you read it, don’t do it in a bird’s-eye view’.
- ‘I understand from your face that you aren’t with me’.
- ‘Your face looks like the residents of Baghdad’.
- ‘You are bending down’.
- ‘What I observed today is you are trying to answer questions before thinking’

**Table 4.4.3. Students’ Motivational Behaviors in the Classroom.**

Behavior Type		FREQUENCY OF BEHAVIOURS BY STUDENTS								
		RM 3 (T=54)			RM 6 (T=40)			RO 6 (T=56)		
		1 <sup>st</sup> day N=48	2 <sup>nd</sup> day N=49	3 <sup>rd</sup> day N=45	1 <sup>st</sup> day N=38	2 <sup>nd</sup> day N=36	3 <sup>rd</sup> day N=37	1 <sup>st</sup> day N=52	2 <sup>nd</sup> day N=50	3 <sup>rd</sup> day N=49
1	Answer questions	17	18	21	15	17	13	12	17	21
2	Ask questions	4	7	5	5	4	6	6	8	3
3	Make Comments	3	2	4	2	1	2	4	2	1
4	Seeks Direction	4	3	5	3	5	4	4	6	3
5	Information about being on the right track	6	4	8	7	3	2	4	3	4
6	Advice from the Instructor	2	2	4	3	1	1	3	2	5
7	Justification what was done and why	4	6	3	6	3	4	5	3	6

The above table portrays how the students interacted with their English instructors during the observation days. The data suggest that the students mainly interacted with their instructors by answering questions or trying to answer questions. This result is relatively in line with the finding about the instructors’ praise devoted to the students’ responses. The data for items 2-7 suggest that the students were more likely to fail to interact in each item. However, the total interaction behavior of students would suggest a significant motivation of students to learn the language.

The results of the classroom observation suggest that the English instructors motivational roles were good. Their attempts to motivate students by revising the previous lessons, informing the skill/information, and emphasizing the importance of the lesson or activity were good.

However, most striking was the tendency to emphasize that the task/ activity was important because it would prepare students to succeed in the mid-test. Besides, what one instructor communicated to students regarding punishment would seem to harm their motivation. The apology one instructor expressed to receive telephone-calls was disturbing. When the instructor went out of the class, the students were disturbing.

The instructors were likely to do a fair job of motivating students by praising. In this finding, the frequent nature of praise accorded to students was interesting. It was seen to escalate the students' interest to answer questions. However, the general nature of praise would suggest the instructors' likely failure to provide the students with opportunity of correcting their mistakes. This confirms the findings during the questionnaire i.e. instructors' failure to see individual differences.

Feedback in the form of criticism has been observed as a behavior characterizing the instructors' treatment towards some students in failure situations. A very striking thing here is that criticism and threatening for punishment were perceived to have motivational values by instructors.

The students' motivational intensity was found to be significant. They tried to interact with their instructors to their level best. Their involvement in the group works was seen to be important in most cases.

#### **4.5 Discussion of Results**

Orientations of students improve their motivation and strategy use. These goals combine to influence students' motivation to learn the language.

These students had integrative and instrumental goals in general. Their instrumental orientations for learning English were important in getting a job, succeeding in other courses, graduating from college, passing exams, etc. These imply students' instrumental motivations. Students' integrative orientations represented their integrative motivation to learn the language. However, as there are scanty English speakers around, an integrative orientation in this context is linked to students' positive attitude toward the learning process, positive attitude towards the native speakers, and a realization of usefulness of knowing the language. Integrative motivation might be surfaced as a single factor in these issues. However, their efforts for acquiring fluency in the classroom and outside would seem to correlate with their integrative motivation.

In learning the language students' specific orientations included academic, professional and personal goals. As their academic goals they wanted to pass exams, better understand other courses, progress towards higher qualifications etc. As their professional goals, they tended to prepare for future work. As their personal goals, they wanted to improve their English for various purposes.

Students' orientations for learning the language combined to influence their motivation and strategy use. The result of the study, suggest the implication of various goal profiles for these students in learning the language. These goals would imply the relationship between students' motivation and their efforts. The integration of these orientations would seem to enhance the use of effort for learning. This would also increase the flexibility of students to perform as

effectively as possible across a range of learning situations. These students seemed likely to seek for means and opportunities for learning the language towards their goals. They seemed to use language schools, for example, as educational opportunities to enhance their language. They tried to use different materials (resources) to learn more. They sought support, guidance and feedback from their peers and instructors.

The sample students had shown sustained behavioral involvement in learning English. They tended to: do tasks at the boarder of their competencies; initiate action when given the opportunity; exert effort and concentration; attend classes regularly; try hard and persist; learn more English; feel better about themselves; continue their education; etc.

This study has as its cornerstone the notion that orientations are the principal determinants for students' motivation for learning English. Their motivation seemed to flourish as most students were sustained by their goals. Moreover, other factors were involved.

The profile of students' beliefs and attitudes were found to be the other antecedents of motivation in the study. They served as the proximal predictors of student motivation. The students' desire was found to be high. The learners wanted to lean the language, as they were aware of its importance. Sustained by their goals, most students tended to show high interest and behavioral involvement in the learning process. They posited their high desire to learn more English at college now and even in the future.

The extent to which the majority of the students in this context were motivated to learn the language was reflected in their perceived ability. Except the speaking skill, most of the students would seem to hold high perception of their competence in using the language. This

perception would tend to motivate them to learn the language by reading, writing, listening, and speaking more. Stanovick's (1986); Mathew Effect; 'the rich gets richer' could help to explain this effect of motivation.

Besides, in this study most students seemed to hold positive attitude towards native English speakers. This was also found to be a significant proximal predictor of their integrative motivation. In this context native English speakers are scanty. However, students' integrative motivation was housed in this affective variable.

The learning situation was another factor attributing to these students' orientations and motivation. In this context a wide array of the English instructors' behavior were effective in most cases promoting the motivation of students. Their instructional practices and interpersonal relationships tended to support students' motivation. In the study, the instructors were reported to communicate students' expectations; adjust varied teaching strategies; provide connections between English learning and the academic orientations of students; lead students to make use of their abilities and efforts; etc. Such behavior of instructors would seem to relate to their students' motivational intensity and interest in learning the language. However, their attempt to pay due attention to individual differences, provide periodic feedback, threaten students for punishment, and their being unaware of the relevance of the course tasks or contents to their students were reported to be minimal.

The College English Course was another factor evaluated by the two groups who held different views. The students' evaluation of the course was positive. The students reported that they were intrinsically motivated in the course because it provides them with enjoyable stimulation or satisfaction as it enhances the language skills and other academic practices.

Most students also commented that the course gives them the opportunity to discuss social issues and academic matters to foster their communicative capacity during group or pair activities. However, they commented on the incorporation of language contents that can address their specific academic future career and social goals. The instructors, however, seemed uncomfortable with the course. They simply claimed the course to be demotivating and beyond the capacity of their students. They also added the divergent (open ended) nature of the tasks to hamper the motivation of their students. However, 6(87.5%) the instructors were undecided whether the tasks of the course were relevant to enhance their students' language skills and other academic practices. This would lend support to the inadequate heed (attention) instructors give to the learner-centered nature of the course. This could imply the instructor- fronted course preference of the instructors.

I would tend to share the students' views. Though the course cannot be fully rewarding to all students, there are many elements of the course that motivate them to:

- Respond more actively than merely listening and reading
- Pursue high-level objectives and respond to divergent tasks that call for creative or challenging application of the tasks.
- Get feedback to their responses and improve with practices by interacting with their peers.

Moreover, some instructors commented the course 'dead' and the contents boring or aversive. However, motivation resides in students rather than in contents and activities. This is verified by 127 (91.1%) students who replied that the course fosters their language skills and academic practices. Students in this study were more likely motivated to attain their goals in their academic line. The students' positive responses would seem to give empirical grounding to a recent development in EFL methodology whereby group dynamic tasks are incorporated into

the course to foster various aspects of group development and enhance group cohesion with the purpose of creating an EFL environment more conducive to learning.

Therefore, the instructors and the students diverged in their evaluation of the motivational values of the course. But the course, the instructors and the students are interdependent aspects of the EFL learning reality significantly affecting students' learning. The students' positive evaluation of the course would suggest their motivation to learn the language.

As some students and all instructors pointed out, I would like to argue that the EAP College English Course emphasizes general academic practices. This focus has hardly catered for a holistic approach to meet the various goals of students. In most cases, the entire course is tended to base on teaching the skills for the comprehension of academic texts. So it tends to lack variety to some length to better motivate the students and the instructors.

To wind up, the study has been nested within Gardner's (1985) Social Educational Model and Feather's (1982) Expectancy X Value theory of Motivation. On the bases of these models the study has as its cornerstone the notion that the principal source of motivation is tied to students' orientations. Thus, the students in this study are found to have general and specific orientations which are reflected in their: awareness of the importance of learning English; their perceived abilities and competence; their motivational intensity; desire to learn the language; positive attitude towards English native speakers and the learning situation. The pedagogical implication of these results is that knowing students' orientations and other affective variables is crucial for English instructors and course designers to understand the motivation of students at tertiary setting

## CHAPTER FIVE

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

The present study permitted an investigation of Orientations and Motivation in the Learning of English Among Admas College Students. Of particular interest were:

- a) The emergence of students' orientations and motivations in learning EFL to the context
- b) The motivational intensity of the students
- c) The roles and nature of affective factors involved

The study tried to see the relationship among the various orientation items. The relationship between orientations and motivations was seen. The study also tried to demonstrate the roles of affective predispositions and learning situation in learning EFL.



The participants were 150 freshman regular diploma students and 10 English instructors. Special care was taken to select a mixture of students in terms of both department and campus. The participating students were drawn from three campuses of the College and six departments: Accounting, General Management, Marketing Management, Import-Export, Secretarial Science, and Computer Science. All the students were enrolled for the College English Course. The rationale behind involving the instructors as participants in the study was to see students in the eyes of instructors.

In order to fulfill the stated objectives of this study questionnaires, interviews, and classroom observation scales were used. A questionnaire addressed to the students and a questionnaire addressed to the instructors included almost the same items: Orientations, Motivations, affects, and motivational intensity. The measures were assessed through a 5-point Likert scale. The scales used in both questionnaires were adapted from scales used by Gardner (1985), Chan (2001), and Mulugeta (1997). Open-ended items were also included. The student questionnaire was translated into Amharic to guarantee adequate comprehension of the items and more spontaneous responses.

The questionnaire survey was followed up by interviews with both groups and classroom observation. The post-questionnaire semi-structured interview with students assessed the desire to learn EFL and the effort expended by students. They were designed in Amharic. The items were adapted from Gardner's (1985) AMTB scales. The unstructured interview with the English instructors was employed to assess students' desire and motivational intensity to learn English plus the self-reports of instructors in motivating their students. The classroom observation scale was used to see the motivational behaviors of instructors and students in the

classroom. Some items were taken from the interview meant for students. Most of the items, however, were adapted from Good and Brophy's (1996) observation forms.

The student-questionnaire was completed under my supervision in students' class. Students were not allowed to communicate amongst themselves during the completion of the questionnaire. The questionnaires meant for instructors were distributed with an arrangement to return them. All the students completed the questionnaires. Two instructors didn't return the questionnaires. Thus, the response rate is 98.5%. The interviews and classroom observations were conducted by making arrangements.

The data gleaned via the above tools was analyzed using both quantitative and qualitative methods. The questionnaire-data was analyzed using descriptive statistics and the ANOVA test to see the consistency and conformity of responses with in and between the groups. The interview and classroom observation data were analyzed using frequencies and qualitative description of the responses or events. In light of the analyses made, the following summary, conclusions, and recommendations were made.

## **5.1. Summary of the Findings**

### **5.1.1. Orientations**

Participants were presented with 12 reasons, six instrumental and six integrative, for learning English. The mean of the instrumental reasons ranged from 1.940 to 4.780. Except the respect reason item, the remaining five emerged important. The mean of the integrative reasons ranged from 2.973 (travel) to 4.807 (friendship).

Thus, friendship, career/college, integrative, understanding, and knowledge emerged as the most important orientations of learning English among Admas College freshman regular diploma students. Items comprising each orientation were reasonably internally related in most cases. For instance, the 5 items (except respect reason) of the instrumental orientation were related. The same is true for the five items of the integrative orientations. Moreover, the relations between the two sets of items (instrumental orientation item and integrative orientation items) were significant. This would imply that there is an overlap between them.

Such results suggest that integrative and instrumental orientations were reflected in the students' reasons for learning EFL. Both emerged important. But, the surprising finding is that students' integrative orientations emerged slightly more important than the instrumental orientations. The participants' responses to the open ended items of the questionnaires yielded more information. The post questionnaire interview responses, moreover, would lend support to this finding. The preponderance of the integrative orientations over the instrumental orientations in this study would seem consistent with Cook's (2001) conclusion i.e. in every part of the world, students learn English mainly for integrative reasons.

Another unexpected result is the absence of learning English for respect reasons. The students' didn't accept their learning of English for the sake of being respected though in many areas knowing English is taken as great. Besides, learning English for travel purposes wasn't vital for students though many people are in need of going abroad. The travel and respect orientations didn't emerge important in this setting.

### **5.1.2. Motivations**

The students' motivations to learn EFL can be determined by their goals or needs, desire to learn the language, motivational intensity, attitudes towards learning the language, attitudes towards the language members, and attitudes towards the learning situation.

Students' reasons of learning English to be at ease with English speakers; meet and converse with more varied people in English; participate in issues requiring English; know various cultures and people reflected their integrative or intrinsic motivations. The students' instrumental reasons reflected their extrinsic or instrumental motivations to learn English. The participants' high perceptions of the need of English for the students' academic, professional, and social facets of life would buttress this. The participants' comments in the questionnaires and interviews tended to verify the prevalence of these motivation types.

The motivational intensity of the students in learning English was reported high. The participants reported that students expended significant effort to learn the language inside and outside the classroom. Thus, according to expectancy x value theory of motivation, students would seem highly motivated to learn the language as they tended to be aware of its importance for various purposes. Their efforts inside and outside the classroom would suggest their integrative/ instrumental or intrinsic motivations. Their future intentions to learn the language would attest their soaring motivation.

The students' attitude towards English speakers was found high in the questionnaire (M=3.769). In a parallel vein, their attitude towards learning English was high, too. The students' positive attitude towards the English speakers and learning the language accounted for their intrinsic motivation to learn the language.

The participants' evaluation of learning situations was also found to contribute to the students' motivation of learning the language. The students reported that the college English course contributed to their curiosity and desire to learn EFL. However, the English 'instructors' evaluation of the course was not positive. The students also had some reservations regarding the motivational roles of the text. The instructors suggested that the majority of the course specific components of the syllabus fail to adequately address the students' needs and goals. However, these participants claimed the high motivation of the students. Moreover, the English instructors' roles of maintaining and sustaining their students' motivation to learn the language was likely to be very important.

The participants diverged in the evaluation of the students' English language ability to the four skills. The students were likely to feel competent in reading, writing and listening. This would suggest their self-confidence, which is one component of their motivation in learning the language. However, the instructors appeared to admit their students' significant self-confidence in the listening skill. This result signifies the students' motivations to use the language for various purposes dwelling on the language skills

However, though the students' motivation to learn the language was reported high, both participants posited some problems constraining the students' learning of English. These problems included past learning experience; lack of confidence to express themselves in English; the failure of the course to meet the needs of students to improve their English ability for future career and social /private life purposes; the instructors' little attempt to monitor their students' works as promptly as possible, pay due attention to individual differences; and the instructors' trials to make their students focus on lessons and tasks by employing extrinsic motivational strategies such as threatening for test or punishment.

## **5.2 Conclusions**

In light of the entire data analysis and the summary, the following conclusions can be made.

Though the college English syllabus mainly capitalized on the instrumental goals of learning English, the integrative goals emerged more important for learning English as a foreign language in this context. Participants' responses from the open ended parts of the questionnaires and interviews yielded more information about the students' reasons of learning the language for both integrative and instrumental purposes. Moreover items comprising each orientation were related. Students' pragmatic reasons for learning English tended to require improving their education and knowledge. Like wise, integrative reasons for learning the language suggested an interest of knowing the target group and their culture, art, and literature. Thus, there appeared an overlap between measures of each orientation.

The various orientations of students for learning English in this context predicted their motivation to learn the language. In this study, students' integrative orientations would explain their integrative or intrinsic motivations while their instrumental orientations would predict the instrumental / extrinsic motivation they tended to have in learning the language. Thus, the findings of this study posited EFL learning orientations as precursors (predictors) of students' motivation to learn the language in this context. This leads to the conclusion that knowing students' orientations in learning EFL plays a key role to understand their motivation, this is because motivation is determined by orientations.

The study tried to demonstrate that students' desire to learn English, motivational intensity, attitude towards learning English, attitude towards the English speakers, play significant roles

in learning EFL. In this study, these constructs (factors) are blended with the students' orientations and motivations to learn EFL. The various orientations of these students coupled with interest in the English language and positive attitude towards the English speakers constituted their high motivations to learn the language. As a result, as these students were goal-oriented in learning the language, their motivational intensity and desire to learn the language were reported high.

Though the students lacked good communicative ability, they perceived themselves as having some degree of control over the four skills of English. It would appear from this result that they were likely to be intrinsically motivated to engage in learning the language, which in turn could have an impact on achieving their goals.

However, the course book and the instructors were found to affect the students' motivational behaviors to some length in learning EFL in this context. The difficult tasks and contents of the reading texts along with the absence of variety in these components of the course seemed to scale down the students' motivation to learn the language. The failure of the instructors to supplement the lessons, and the extrinsic motivational strategies they employed were also likely to affect these students' motivation. Lastly, the students' attitude towards being taught the language and their diffidence to speak were problems identified towards the start of the course

In the observation sessions, the instructors were seen to giving feedback to the students about the correctness of their responses. They, in most cases, responded in ways that made difficult for some students to know whether responses were correct. They also rarely tried to encourage their students to ask questions, to evaluate responses of classmates and evaluate their own

thinking. Besides, they were observed asking factual questions devoted to the text exercises. The students were rarely encouraged to give comments, ask for direction, and soon.

### **5.3. Recommendations**

The findings are likely to sensitize curriculum developers, English instructors, and institutions to new avenues of motivating students through understanding their orientations thereby improving their engagement in learning EFL to attain their goals. In the study, both integrative and instrumental orientations have come out important. Thus, in light of the findings and the summary, the following recommendations can be suggested.

It has been found out that students have a range of pressing orientations in learning EFL. However, the present College English Curriculum has been mainly structured around the four language skills and general academic practices. This would seem to deprive students of the valuable experiences they could derive from the course. Thus, an emphasis on career and social English language needs may be crucial. Because, students enter private colleges with various experiences and language proficiencies, an English curriculum that blends content-based instruction and discrete skills instruction may be the English curricula language configuration that could best meet the complex needs (goals) of students such as these in learning EFL. Therefore, although it sometimes may be difficult to implement change, restructuring the college EAP English curriculum to prepare students for the English language demands of mainstream courses and the English language demands of career and social life is worth the effort by course developers, English instructors, and college faculties. In the long run students, faculties, instructors and institutes may benefit from the long over due change to the English curricular focus.



It can also be suggested that it is advisable for English course designers to work hand –in-hand with English instructors and institutions to agree up on a time line and procedure for piloting, implementing, and evaluating the programme. These endeavours should be carried out as frequently as possible to reassess and determine which aspects of the current syllabus fit into the students’ needs/goals and accommodate change. Building upon the reassessment experiences, it is recommendable to implement change or modification across the syllabus keeping the students’ complex needs/goals in mind.

It should also be noted that the institutes should ponder over how English language programmes structure support courses in direct response to their students ’goals of learning EFL. It gives institutes the flexibility to design a set of support courses that meet the goals of specific student population so that students could get the opportunity to enroll in select modules that best fit their particular goals/needs of learning English. This can be attained by encouraging English instructors design supplemental modules and structure support classes. For instance, instructors can be encouraged to prepare intensive English programmes (IEPS) in which they can craft comprehensive English courses that can meet the students’ English language demands for instrumental and integrative purposes.

Furthermore, it was found that the sample students reported their speaking abilities and performance on exams not to be as such. I would like to propose the urgency of English instructors intervening into these inadequacies. Instructors are advised to promote their students’ speaking ability by supplementing their lessons to motivate students to speak with out fear. Instructors can design pair work/group discussion activities to help students develop problem-solving strategies for dealing with their academic, future career, and social life issues. Besides, a series of experiential cross-cultural and human relation training activities can be

developed to improve students' speaking ability and intercultural sensitivities. Sporadically, proficient English speakers can be invited or video classes can be arranged.

In such ways, students can be encouraged to use English to learn something new about topics of interest and improve their speaking ability. Besides, English instructors are recommended to help their students see the link between what occurs in the College English course and what they will encounter in their academic, future career, and social lives. Thus, the instructors need to explain the relevance of self-reliance and engagement in learning EFL and the importance of daily exposure to English outside of class for language improvement the combined effect of which will help students be successful on exams and in their academic, career and social lives.

This study tried to demonstrate some implications for ELT practices. It highlights the need of intervening into the normal patterns of student-teacher (instructor) interaction in ELT classes. The instructors in this study tended to magnify their students' initial level of engagement (motivation) with out paying due attention to individual differences. Besides, they tended to use punishment and test to motivate their students. For students whose initial motivation is low, such experiences of teachers (instructors) may result in the further deterioration of students' motivation to learn EFL or engagement in the ELT classes. Hence, changing the instructors' behaviors from those that undermine to those that promote the engagement (motivation) of students' should be a top priority. In connection to this, it is vital to understand why some instructors provide optimal levels of motivational support and others do not. If EFL educational goal is to encourage English teachers (instructors), then understanding the factors that influence them is critical.

This study tried to demonstrate that knowing students' orientations in learning EFL is important to understand their motivations. In the Ethiopian context where contact with English native speakers is restricted, the affective factors played a significant role in EFL learning to understand their motivation. Such results attest to the importance of such affective variables in EFL learning. Thus, future research might well profit from investigating more fully the range of affective variables and their functional relationships to each other and to different aspects of English language ability. A profound analysis of the roles played by such variables in all phases of the language learning process might well lead to a better understanding of this important educational activity.

Consequently, conclusion should be considered with cautions for various reasons. First, the present study used samples from the same college so that they were not fully representative of tertiary level students in different contexts. Secondly, the sample population was not large enough to be conclusive about Admas College freshman diploma students. Thus, further study on students' orientations and motivations seems warranted on the basis of this investigation.

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**APPENDIX A**

**ADDIS ABABA UNIVERSITY**

**INSTITUTE OF LANGUAGE STUDIES**

**SCHOOL OF GRADUATE STUDIES**

**A QUESTIONNAIR TO BE FILLED BY STUDENTS**

**Dear Students:**

This questionnaire is designed to gather relevant data for a postgraduate study on Orientations and Motivation in the learning of English as a foreign Language Among Admas College student. The findings of the study are hoped to contribute to the motivation of learning English

for various purposes. The truthfulness of your responses will make the requisite contribution to validity of the study. You are, therefore, kindly requested to provide accurate information and to be honest in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept strictly confidentially. It will be used only for this study.

Thanks you for sparing your valuable time and effort to fill in the questionnaire.

\_\_\_\_\_ Banti Meselu

\_\_\_\_\_ MA TEFL Student

**I. BACKGROUND INFORMATION**

1. Department \_\_\_\_\_ Sex: M  F  Age: \_\_\_\_\_

2. Program: \_\_\_\_\_ Degree  Diploma

\_\_\_\_\_ Certificate  Regular  Extension

3. Working Situation (if any): Employed  Unemployed

4. If employed write your job: \_\_\_\_\_

5. Any foreign language (out of English) you learned and why you learned

\_\_\_\_\_

**Instruction 1:** Please, give your true responses to the following questions

1. Do you have goals (reasons) in learning English as a foreign language?

a. Yes                      b. No

2. If your answer to question 1 is yes, what are your goals?

\_\_\_\_\_

\_\_\_\_\_

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**Instruction 2:** Why do you think is learning important to you? Please, indicate your responses according to the scales given.

5= Strongly agree 4 = Agree 3= Undecided 2= Disagree 1= Strongly disagree

<b>Learning English can be important to me because</b>		<b><u>Responses</u></b>
1	I will need it for my future career and further education.	5 4 3 2 1
2	It will make me a more knowledgeable person.	5 4 3 2 1
3	It will someday be useful in getting a good job.	5 4 3 2 1
4	Other people will respect me if I have knowledge of English.	5 4 3 2 1
5	It helps me succeed in other courses.	5 4 3 2 1
6	It helps me pass exams; graduate from college.	5 4 3 2 1
7	It allows me to be more at ease with English speakers.	5 4 3 2 1
8	It allows me to met and converse with more varied people.	5 4 3 2 1
9	It enables me to better understand and appreciate English art and literature.	5 4 3 2 1
10	It enables me to participate in actives requiring English.	5 4 3 2 1
11	It helps me travel abroad (emigrate).	5 4 3 2 1
12	It helps me know various cultures and peoples.	5 4 3 2 1

**Instruction 3:** Please, indicate your responses to the following items according to the scales below.

5 =Very important 4 =Important 3 =Don't know 2 =Not important 1 =Not very important

<b>I need learning English for</b>	<b>Responses</b>		
	<b>Academically</b>	<b>Professionally</b>	<b>Socially</b>

1	Reading	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2	Listening	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3	Speaking	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4	Writing	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

**Instruction 4:** How would you rate your English ability of the four skills using the following scales.

5 = very good      4 = good      3 = Fair      2= Poor      1 = very poor

Skill		Responses (your abilities)
1	Reading	5 4 3 2 1
2	Listening	5 4 3 2 1
3	Speaking	5 4 3 2 1
4	Writing	5 4 3 2 1

\* Please, I would appreciate any thin you would like to add regarding the reasons, importance, and needs of learning English for you.

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**Instruction 5:** Read the following sentences and encircle your responses according to the scales given below.

5= strongly agree    4 = Agree    3 = Undecided    2 = Disagree    1= strongly disagree

	Items	Responses
1	My attendance in English classes is good	5 4 3 2 1
2	I often think about how I can learn English best	5 4 3 2 1
3	I really want to learn more English in college than I did before	5 4 3 2 1
4	If the fees for the English courses were increased, I would still enroll, because learning English is important	5 4 3 2 1
5	After I graduate, I will take other English courses	5 4 3 2 1
6	I can honestly say that I put my best effort into trying to learn English	5 4 3 2 1
7	In my English classes, I feel happy to work with my group	5 4 3 2 1

	members actively.	
8	It embarrasses me to volunteer answers in my English classes.	5 4 3 2 1
9	I am afraid that my instructor and my classmates will laugh at me when I speak.	5 4 3 2 1
10	I think I can learn English well, but I don't perform well on exams	5 4 3 2 1
11	I often give up trying when fail to understand something	5 4 3 2 1
12	I often have difficulty concentrating in my English classes.	5 4 3 2 1
13	I enjoy learning English very much	5 4 3 2 1
14	I am aware of the objects of learning English at college	5 4 3 2 1
15	English should be an important part of the college curriculum	5 4 3 2 1
16	I don't enjoy learning English though I know its importance	5 4 3 2 1
17	I would rather spend my time on subjects other than English	5 4 3 2 1
18	Learning English is a waste of time so I take the course for graduation	5 4 3 2 1
19	I enjoy meeting and listening to English speakers	5 4 3 2 1
20	Most of my favorite actors, musicians, writers, etc. are either Americans or British (English speakers)	5 4 3 2 1
21	I have a favorable attitude towards the native English speakers	5 4 3 2 1
22	The college English course is appropriate, attractive, and useful to motivate me to learn English	5 4 3 2 1
23	The tasks in the course help me develop my language skills and other academic practices	5 4 3 2 1
24	I enjoy the brainstorming session of the course.	5 4 3 2 1
25	The texts/passages are difficult and long to motivate me	5 4 3 2 1
26	The contents of the texts/passages do not meet my interest	5 4 3 2 1
27	The course is challenging and less interesting for me	5 4 3 2 1

**Instruction 6:** How regularly does your English instructor do the following to motivate you in your English classes? Rate according to the scales below.

5 = Always    4 = Most of the time    3 = Sometimes    2 = Rarely    1 = Never

<b>My English Instructor</b>		<b>Responses</b>
1	Supports and encourages our learning efforts	5 4 3 2 1
2	Assigns tasks with meaningful learning objects and levels of difficulty	5 4 3 2 1
3	Devotes' enough time and attention to group works	5 4 3 2 1
4	Helps us develop our skills for goal setting, self	5 4 3 2 1

	evaluation and self-reinforcement	
5	Help us see that we have ability and can reach goals if we put forth reasonable efforts	5 4 3 2 1
6	Focuses on mastery in monitoring performance and giving feedback	5 4 3 2 1
7	Uses various teaching techniques to motivate us and do well in our English lessons	5 4 3 2 1
8	Pays due attention to our individual differences.	5 4 3 2 1

- \* Please, feel free to add your comments and suggestions regarding your motivation (interest) to learning English, and the motivational roles of your college English course, and your English instructor,

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## APPENDIX B

### AMHARIC VERSION OF STUDENT-QUESTIONNAIRE

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¾ÉI[ U[n fUI`f u?f

¾¨<β s"s-<" Y' êOö jöM

u}T]-< ¾T>VL SÖÄp

¨<É }T]-<

¾²=I SÖÄp ¯LT KG<K}— Ç=Ó] (Te} Ç=Ó]) TTEÁ Ø"f S[í KScwcw "¨<: ¾Ø"~U `°e ¾ÉTe çK?i }T]-< ¾"ÓK='—" s"s ¾ST` S'nnf (Motivation) ¯ ¯LT-%ot¨<" "¨<: Ø"~ }T]-< K}KÁ¿ Ñ<ÇÄ< ¯"ÓK='—" c=T\ ÁK<vt¨<" <Óa" ¯"Èf S'nnf ¯"ÇKvt¨< uSÖqU }e}ª\* ÁÁ`ÒM:: ¾""} fjiK— SMe KØ"~ Sd"f" ¯¨<' }—'f uxU "d" "¨<: eK²=I kØKA Kk[u<f G<K<U ØÁo-< fjiK—" }>T'> SMe ¯"ÉfcÖ< uflf" ¯ÖÄn‡%EKG<::

K²=I SÖÄp ¾UfcxD†¨< SMf< uT>eÖ= `¾T>Á²< "†¨<: ¾T>ÁÑKÓK<fU K²=I Ø"f w%o "¨<:

¨<É Ñ>²=Á‡i" ¯Ñ<Mu<G<" c¨<G< Äi" SÖÄp eKVL<G<M~ UeÖ"Á "c" ¾K¨<U::

v"+ ScK<

¿?U. ¿?.,öM }T]

ÖnLÄ S[í:

1. Ç=p`fS"f ----- 2. "Upe -----
3. ýaÓ^U ----- Ç=Ó]  Ç=yKAT  c}öY?f   
                   SÄu—  ¾T
4. ¾Y^ G<'@ ( "K) vKY^  Y^ ¾K~U
5. vKY^ ÝJ"i/i Y^/i U"É"¨<; -----
6. Ý"ÓK='—" ¯<β K?L K?L ¾¨<Ü s"s }U[GM/iM; "K KU";-----  
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**SSJÁ }"É:** KT>Ý}K<f ØÁo-< fjiK— SMe eØ/Ü::

1. ¯"ÓK='—" efT/] >LT-< >KI/i;  
                   G. >-           K. ¾K~U

2. KØÁo ›É SMel/i # ›, \$ ŸJ' U" ¯LT< (U;Á, <) ›K<I/i

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**SSJÁ G<Kf:** □"ÓK=´—" ST` U" ÖkT@ □-<" ÃcØHM/hM; SMel"/i" uT>Ÿ}K<f SKŸ=Á-<  
SW[f ›;ww/u=::

5: u×U leTTKG< 4: leTTKG< 3: S`c" ÅÇÓ}—M 2: ›MeTTU 1: u×U ›MeTTU

	□"ÓK=´—" ST` ÅÖpT—M U;Á-U	›T^à"
1	K`Àðf Y^Á fUI`f KSkÖM ÁeðMÑ—M::	5 4 3 2 1
2	¾uKÓ □"Ç" <p ÁÁ`Ñ—M::	5 4 3 2 1
3	"Àðf Ø\ Y^ KTÓ—f ÅÖpS—M::	5 4 3 2 1
4	□"ÓK=´— uT`o W-< ÁYw\—M::	5 4 3 2 1
5	K?KA< fUI`„, /ç`f`/ □"É[Ç ÁÓ²—M::	5 4 3 2 1
6	¾)KÁ¿ ð}“-<" KTKö“ ÁÓ²—M:: ŸçK?} KSS[pU ÁÓ²“M::	5 4 3 2 1
7	Ÿ□"ÓK=´— }“Ø]-< Ò` ukLK< □"ÉÖv ÁeK—M::	5 4 3 2 1
8	Ÿ)KÁ¿ c-< Ò` □"ÉN“ (□"É“Ç) □"ÉÖv ÁeK—M	5 4 3 2 1
9	¾□"ÓK=´—“ Ÿ=´-Øuw □" Y´-êOö KS[Çf“ KTÉ`p ÁeK—M::	5 4 3 2 1
10	□"ÓK=´—“ uT>ðMÑ< Ñ<ÇÁ< LÁ □"Éd}ö ÁeK—M::	5 4 3 2 1
11	"Á` <ß GÑ` KSN`É ÁÓ²—M::	5 4 3 2 1
12	¾)KÁ¿ vIKA““ I`x` □"Ç" <p ÁÓ²—M::	5 4 3 2 1

**SSJÁ fef:** □"ÓK=´—" ST` ufUI`f' u`Àðf ¾Y^ IÃ`fI /i □“ uÓM IÃ`fI/i KU”  
ÅÖpUGM/hM; SMf<I"/i" kØKA u }cÖ<f SKŸ=Á-< SW[f ›;ww/u=::

5: u×U Önt> 4: Önt> 3: ›L`<pU 2: Önt> ›ÅÁKU 1: u×U Önt> ›ÅÁKU

	□"Ó²=´—" ST` ¾T>ÁeðMÑ`	›T^à<		
		ufUI`f IÃ“,	uY^ IÃ“,	uÓM IÃ“,
1	KT`uw	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2	KTÇSØ	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3	KS“Ñ`	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4	KSíö	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

**SSJÁ ›^f:** u>^~ ¾□"ÓK=´— s”s ;H>KA< ÁKI/i <KA □ □"Èf ”<; kØKA vK<f SKŸ=Á-< (SS²—<)  
SW[f SMel"/i" ›;ww/u=::

5: u×U Ø\ 4: Ø\ 3: ÁI“ 2: ´p}— 1: u×U ´p}—

	¾□"Ó²=´—“ s”s ;H>M fKA IÃ	›T^à<
1	¾T`uw	5 4 3 2 1
2	¾TÇSØ	5 4 3 2 1
3	¾“ÓÓ`	5 4 3 2 1
4	¾Síö	5 4 3 2 1

\* "ÓK='—" uST` ÁK<|"/i" U;"Á,,< (¯LT-ç)' ÖkT@" "eđLÑ>'f u}SKÿ} ÁKI"/i" }ÚT] Gdw  
wfÑMØM~/ßM~;

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**SS]Á >Uef:**¼T>ÿ}K<f" Gdx< >"ww/u= □" SMeI" /i" kØKA u}cÖ<f SKÿ=Á-< /SS²—</ Sc[f >ww/u=::

5: uxU □eTTKG< 4: □eTTKG< 3: S"ç" ãÇÓ}—M 2: >MeTTU 1:uxU

>MeTTU

	Ndx<	›T^à<
1	¾"ÓK=´— jðK Ñ>²?" uØ\ G<@ [Y]LKG<::	5 4 3 2 1
2	"ÓK=´— "Éf ujhK G<@ ST "ÁU<M G<K? ›evKG<::	5 4 3 2 1
3	Yúò~ uuKØ "ÓK=´— uøK?Í Á[ ST u×U ðMÖKG<::	5 4 3 2 1
4	"ÓK=´— ST ÒkT> eKJ' ¾"ÓK=´— ø`e jðÁ u=UU'U "D" T^KG<::	5 4 3 2 1
5	Y)S[pY<~ u%ELU K?KA: ¾"ÓK=´— ø`f" T^KG<::	5 4 3 2 1
6	"ÓK=´— uØ\ G<@ KST ¾)%øK~ Ø[f G<K< ›Á ÒKG<::	5 4 3 2 1
7	Ujøm "eØ Yú<É" ›vKAS Ó` Se^f u×U Ae ÁK—M::	5 4 3 2 1
8	Ujøm "eØ SMe SSKe Ádö[—M::	5 4 3 2 1
9	Ujøm "eØ "ÓK=´— e"N` SUI_ "ÖÄ™S Äelw—M wÁ ð^KG<::	5 4 3 2 1
10	U"U "D" "ÓK=´— uØ\ G<@ T^KG< wÁ vewU' ð} Ø\ ›Mc^U::	5 4 3 2 1
11	ukLK< ÁM}Ç" "Ñ` KS[Çf w²< Ø[f ›LÄ` ÓU::	5 4 3 2 1
12	U"ÓK=´— fUI`f jðK Ñ>²=Áf Ndu?" cwex KST` (Ó` ›Kw~::	5 4 3 2 1
13	"Ó²=´— ST` u×U "ÇKG<::	5 4 3 2 1
14	UøK?Í Á[ "ÓK=´— ¾ST` LT-«` Ö"po } <nKG<::	5 4 3 2 1
15	¾"ÓK=´— fUI`f ¾øK?Í Y` } fUI`f ›É^a` ›"M SJ` ›Kuf::	5 4 3 2 1
16	U"U "D" Önt>~" v`cp "ÓK=´— ST` ›M`ÉU	5 4 3 2 1
17	Y"ÓK=´— ÁMp KK?KA: fUI`< ¾uKØ Ñ>²? SeÖf [S`×KG<::	5 4 3 2 1
18	"ÓK=´— ST` Ñ>²? TvY` " < eK²=I ¾UT[ < KSS[p w% " <::	5 4 3 2 1
19	"Ó²=´— }"Ö] TÖ-f" c="Ñ\ TeTf "ÇKG<::	5 4 3 2 1
20	›w³— ‡ ¾U"Ç† < (¾TÄ"nt <) }"Á" S<²=k™< iNò-«` }›T@]™" Á"U "ÓK=³" "†" <::	5 4 3 2 1
21	K"ÓK=´— s`s }"Ö]-< (native speakers) Ø\ ›e}Á¾f ›K~::	5 4 3 2 1
22	¾øK?Í ¾"ÓK=´— fUI`f (Course) }Ñu=´ du= (T^Y=) " Önt> eKJ' "ÓK=´— KSS` Á'dd—M::	5 4 3 2 1
23	¾ø`c< ( fUI~) }Óv^f ( tasks ) ¾s`s jH>KA:" K?KA: fUI`[Ö Ñ<ÇÄ< "ÇÇw` ÁÓ²<— M::	5 4 3 2 1
24	¾ø`c< T`nmÁ (brainstorming ) }Óv^f (tasks) "Ç†²KG<::	5 4 3 2 1
25	¾ø`c< U"vx< YvÉ" [U eKJ' < "ÓK=´— KST` ›Aeu<~U::	5 4 3 2 1
26	¾U"vx† Á²< Y" @ öLÑAf Ö` ›ÁH@ÆU::	5 4 3 2 1
27	ø`c< K[ @ YvÉ" ¾TÄew " <::	5 4 3 2 1

**SSJÄ eÉef:** "ÓK=´— uØ\ G<@ "ÉfT`/I' SUI`/i ¾T>Y}K<f" `Ña< U` ÁIM ÁÄ`ÖM/Ä`ÓK<; kØKA  
u)çÖ<f SKY=Á-< (SS²—<) Sc[f SMel"/i" U[Ø/ß" ›jww/u=::

5: G<MÑ>²? 4: ›w³—<` Ñ>²? 3: ›"Ç`É Ñ>²? 2: ›Mö ›Mö 1: U"U

	¾"ÓK=´— SUI_	›T^à<
1	¾ST` Ø[κ™ ÁÄÓóM (Áu[MM] (Uu[KK])::	5 4 3 2 1
2	›pTκ™ ¾Öul" }Ñu= }Óv^f" ÁcÖ" M (fcÖ"K):	5 4 3 2 1
3	Ku<É" " Ø`É Y^< um Ñ>²?" fY<[f Ác×M (fc×K):	5 4 3 2 1
4	"ÓK=´— ¾ST` ›LT "Ç=•" " "e u`d` "É"ÑTÑU" "É"u[ ÁÓ²" M (Ö²"K):	5 4 3 2 1
5	}Ñu= Ø[f "Á[Ö" "ÓK=´— ¾ST` <KA "ÇK™ ¾øKÓ" <— LT Sé[e "ÁU" <M "É"Á ( "É"ew) ÁÓ²" M (Ö²"K):	5 4 3 2 1
6	¾U"e^† < Y^< Áq×Ö" M (fq×Ö"K) KY^-%ø"U Uli (feedback) Ác×M ( fc×K):	5 4 3 2 1
7	¾)KA¿ ¾Te)T` ²É-< uSÖkU Áu[MM] (Uu[KK])::	5 4 3 2 1
8	Ä"Ç"Ç" "Á¾ <KA< uØ\ G<@ ÄY)K" M (fY)K"K):	5 4 3 2 1



- b. I speak it most of the time using Amhairc only if really necessary.
  - c. Speak it occasionally using any other language when ever possible.
  - d. Any other \_\_\_\_\_
3. If there were English speaking families in your neighborhood, would you speak English with them?
- a. never                      b. sometimes                      c. as much as possible
  - d. any other \_\_\_\_\_
4. To what extent do you like English compared to the other courses?
- a. the most              b. the same as all              c. least of all
  - d. any other \_\_\_\_\_
5. If it were up to whether or not to take English as a course, what would you decide?
- a. I would definitely not take it
  - b. I would drop it
  - c. I can't decide
  - d. Any other \_\_\_\_\_
6. To what extent do you actively think about what you have learnt in your English classes?
- a. very frequently                      b. hardly ever                      c. once in a while
  - d. any other \_\_\_\_\_
7. When you have a problem understanding something in your English classes, what do you do?
- a. immediately ask my instructor for help
  - b. only seek help just before the exam.
  - c. Just forget about it.
  - d. Any other \_\_\_\_\_
8. When it comes to English home works, how do you do them?
- a. put some effort into it, but not as much as I could.
  - b. work very carefully making sure I understand everything.
  - c. Just skim over it or copy down some one else's answers.
  - d. Any other \_\_\_\_\_

9. If your English instructor wants some one to do an extra assignment, what will be your response?
- definitely not volunteer
  - definitely volunteer
  - I will only do it if he/she ask me directly
  - Any other \_\_\_\_\_
10. After you get your English assignments back, what do you do with them?
- rewrite them, correcting my mistakes
  - just forget them
  - look them over but do not bother correcting mistakes
  - any other \_\_\_\_\_
11. How often do you watch/listen to English TV, radio programmes, etc?
- never
  - occasionally
  - often
  - any other \_\_\_\_\_
12. How often do you read English short stories, novels, newspapers, etc?
- never
  - occasionally
  - as often as possible
  - any other \_\_\_\_\_
13. If English were not taught (offered) in college, what would you do about it?
- Would pick up in every day situation
  - Would not bother learning it at all.
  - Would try to obtain English lessons somewhere else.
  - Any other \_\_\_\_\_
14. Considering how and why you learn/study English, what can you honestly say about it? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Thank you very much indeed once again!





G. ›M“Ñ[U                      K. ›”Ç“É“Ñ“KG<                      N. u}‰K SÖ”“Ñ^KG<  
 S. K?L -----

4.      ŸK?KA< fUI`„< (ç`f<) Ò` c=’î`“ÓK=’— ç`e” U” ÁIM f`ÁaKI/i;  
 G. ŸG<K<U uLÃ                      K. M;“ÁK?KA‡                      N. ŸG<K<U uκ  
 S. K?L -----

5.      ¾“ÓK=’—” ç`e ¾S“<cÉ (¾ST`) “Á”U ¾S}“< ’f u=eØ/i U” f`e“KI/i;  
 G. ›M“eÉ“<U                      K. KÑ>²?“< É\_ý ›É`ÑaKG<                      N. S`c” ›M<MU  
 S. K?L -----

6.      Ÿ“ÓK=’— fUI`f ;öK Ñ>²?Áf u%EL eK}T`“†“< Ñ<ÇÄ< U” ÁIM [evKI/u=ÁKi;  
 G. G<M Ñ>²?                      K. U”U ›LewU                      N. u×U ›Mö ›Mö  
 S. K?L -----

7.      u“ÓK=’— fUI`f Ñ>²? ÁMÑv/i ’Ñ` c=•` U” [Á`ÒKI/i;  
 G. SUI\_“Ç=ÁÓ²“ Ç=Á“< < [ÖÃkaKG<  
 K. Ÿð}“ uòf w‰ [Ç [ÖÃnKG<                      N. [}“aKG< (U”U ›MÖ¾pU)  
 S. K?L -----

8.      ¾u?f Y^< c=cÖ< [Éf “< ¾Ufc^†“< [Á†“<;  
 G. w²<U dMÁ;U f”i Ö[f ›É`Ñ@  
 K. G<K<” ’Ñ` [¾;Ñ²wŸ<~ uØ”no [c^KG<  
 N. [“ÁÑ [c^KG< “Á”U ŸK?L e“< SMf<“ [kÇKG<  
 K?L -----

9.      ¾“ÓK=’— SUI\ }ÚT] ¾u?f Y^ ¾T>e^Kf ðnÁ— }T] u=ðMÓ ULil/i U” ÁJ“M;  
 G. uõ<U ðn— ›MJ”U                      K. u×U ðnÁ— [J“KG<  
 N. ukØ [ŸÖ¾k~/< w‰ “< ¾Uc^<  
 S. K?L -----

10.      SUI\ ¾u?f Y^<” ›V ŸSKcMI/i u%EL U” [Á`Ò†aMI/ [Á`Ñ>Á†aKi;  
 G. cl}„Š” [Áe}”ŸMŸ< [“ÁÑ“ [êð†aKG<  
 K. U”U μ` w¾U ›LÁ†“<U  
 N. ›¾aKG< Ó” e[}„Š” KTe}”ŸK ›MÚ”pU  
 S. K?L -----

11.      ¾“ÓK=’— ,K?y=»” \_Ç=Ä’ “} yaÓÁV<” U” ÁIM fŸ [KLI/i;  
 G. U”U                      K. ›”Ç“É Ñ>²?                      N. w²< Ñ>²?

S. K?L -----

- 12. ¼"ÓK=´ — MxKÊ´" Ò²?x-<sup>™</sup> "²} U" ÁIM ¶vKI/i;
- G. U"U                      K. ›"Ç"É Ñ>²?    N. w²< Ñ>²?

S. K?L -----

- 13. ¶"ÓK=´ — uøK?ï Á[í vÃcØ U" ¶Á`ÒKI/Ñ>ÁKi;
- G. Ÿ°Kf-°K© G<´@¶-< uÓK? ¶T[ªKG< (¶KUÁªKG<)
- K. KST` U"U ›MÚ'pU
- N. K?L x¶ ðMÑ@ KST` ¶ðMÒKG<

S. K?L -----

- 14. ¶"ÓK=´ — " KU"¶ ¶"Èf ¶"ÁUfT`/j u)SKŸ} U" ›e}Á¾/f ›KI/i;

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uÉÒT@ u×U ›ScÓ"KG<::

**APPENDIX E**

**ADDIS ABABA UNIVERSITY**

**INSTITUTE OF LANGUAGE STUDIES**

**SCHOOL OF GRADUATE STUDIES**

**INSTRUCTORS' QUESTIONNAIRE**

**Dear English instructors:**

This questionnaire is designed to gather relevant data for a post graduate study on Orientations and Motivations in the learning of English as Foreign Language Among Admas College Students. The findings of the study are hoped to contribute to the improvement of the motivation of learning English for various goal-oriented purposes. The truthfulness of your responses will make the requisite contributions to the validity of the study. You are, therefore, cordially requested to provide accurate information and to be honest in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept strictly confidential. It will be used only for this study.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

\_\_\_\_\_ Banti Meselu

\_\_\_\_\_ MA TEFL Student

**BACKGROUND INFORMATION**

**INSTRUCTIONS:** Please tick () inside the box regarding your personal information.

1. Sex M  F

2. Number of service year 1-5  11-15  21-25

6-10  16-20  25-30  more than 30

3. Qualification: BA  MA  PhD

4. Nationality: Ethiopian  Non-Ethiopian

**Instruction 1:** Please, encircle your true responses to the following questions.

- Do you think your students have goals (reasons) in learning English?  
A. Yes                      B. No
- If your answer to question 1 is yes, what are their goals?

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**Instruction 2:** Why do you think is learning English important to your students? Rate according to the scales below. Encircle your responses.

5 = Strongly agree    4= Agree        3= Undecided    2= Disagree    1= Strongly disagree

<b>Learning English can be important to my students because</b>		<b>Responses</b>
1	They need it for their future career and further education.	5 4 3 2 1
2	It makes them more knowledgeable persons.	5 4 3 2 1
3	It will someday be useful in getting a good job.	5 4 3 2 1
4	Other people will respect them if they know English.	5 4 3 2 1

5	It helps them succeed in other courses.	5 4 3 2 1
6	It helps them pass exams graduate from college.	5 4 3 2 1
7	It allows them be more at ease with English speakers.	5 4 3 2 1
8	It allows them to meet and converse with more varied people.	5 4 3 2 1
9	It enables them to better understand and appreciate English art and literature.	5 4 3 2 1
10	It enables them to participate in activities requiring English.	5 4 3 2 1
11	It helps them travel abroad (emigrate).	5 4 3 2 1
12	It helps them know various cultures and people.	5 4 3 2 1

**Instruction 3:** Why do you think your students need learning English in their academic, future career, and private (social) life? Rate and encircle your responses according to the scales below.

5 = Very important 4 = Important 3 = Don't know 2 = Note important 1=Not very important

<b>My students need learning English for</b>		<b>Responses</b>		
		<b>Academically</b>	<b>Professionally</b>	<b>Socially</b>
1	Reading	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2	Listening	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3	Speaking	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4	Writing	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

**Instruction 4:** How would you rate your students' English ability of the four skills using the scales given below? Encircle your responses.

5 = Very good 4 = Good 3 = Fair 2 = Poor 1 = Don't know

<b>Skill</b>		<b>Responses</b>
1	Reading	5 4 3 2 1
2	Listening	5 4 3 2 1
3	Speaking	5 4 3 2 1
4	Writing	5 4 3 2 1

- \* Please, I would appreciate any thing you add regarding the reasons, needs, and importance of learning English for your students.

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**Instruction 5:** Read the following sentences and encircle your responses according to the scales below.

5= strongly agree 4= Agree 3=undecided 2=Disagree 1= strongly disagree

<b>Items</b>		<b>Responses</b>
1	My students' attendance in their English classes is good.	5 4 3 2 1
2	My students often think how they can learn English best.	5 4 3 2 1
3	They want to learn more English in college than they did before.	5 4 3 2 1
4	They seem to plan to learn as much English as possible in the future	5 4 3 2 1
5	They put their best effort in to trying to learn English.	5 4 3 2 1
6	In English classes, they feel happy to work with their group members actively.	5 4 3 2 1
7	It embarrasses them to volunteer answers in their English classes.	5 4 3 2 1
8	They are afraid that they will be laughed at when they speak.	5 4 3 2 1
9	They think they can learn English best, but they perform poor on exams.	5 4 3 2 1
10	They often give up trying when they fail to understand something.	5 4 3 2 1
11	They often have difficulty concentrating in their English classes.	5 4 3 2 1
12	They enjoy learning English very much.	5 4 3 2 1
13	They are aware of the objects of learning English.	5 4 3 2 1
14	They don't enjoy learning English though they know its importance.	5 4 3 2 1
15	They would rather spend their time on subjects other than English.	5 4 3 2 1
16	They consider learning English as a waste of time so they take the course for graduation.	5 4 3 2 1
17	The English course is appropriate, attractive and useful to	5 4 3 2 1

	motivate students.	
18	The tasks of the course help them develop languages skills and other academic practices.	5 4 3 2 1
19	The brainstorming sessions of the course are enjoyable to my students.	5 4 3 2 1
20	The texts /passages are difficult and long to motivate my students.	5 4 3 2 1
21	The contexts of the texts/ passages don't meet the interests of students.	5 4 3 2 1
22	The course is challenging and less attractive for my students.	5 4 3 2 1

**Instruction 6:** How regularly do you do the following to motivate your students in English classes? Rate and encircle your response according to the scales given below.

5= Always 4=Most of the time 3= Sometimes 2=Rarely 1=Never

	<b>As an English instructor, I</b>	<b>Responses</b>
1	Maintain supportive environment to encourage students.	5 4 3 2 1
2	Assign tasks with meaningful learning objects and levels of difficulty.	5 4 3 2 1
3	Devote enough time and attention to group works.	5 4 3 2 1
4	Help them develop their skills for goal setting, self-evaluation and self-reinforcement.	5 4 3 2 1
5	Help them see that they have ability and can reach goals if they put forth reasonable effort.	5 4 3 2 1
6	Monitor their performances and give feedback.	5 4 3 2 1
7	Vary my teaching techniques to motivate them.	5 4 3 2 1
8	Pay due attention to their individual differences	5 4 3 2 1

\* Please, feel free to add your comments and suggestions regarding your students' interest in learning English, the English course, and your efforts (roles) to motivate your students. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





## **APPENDIX F**

### **Addis Ababa University**

**School of Graduate Studies**

**Department of Foreign Languages and Literature**

#### **An Interview for English Instructors**

Good Morning/Afternoon! My name is \_\_\_\_\_. I came from the department Foreign Language and Literature of Addis Ababa University to study the Orientations and Motivation in the Learning of English Among Admas College students. This study relates to you one way or the other, so your opinions are worthwhile to the study. Therefore, you are kindly requested to tell me the true responses for the questions I ask you.

I would like to let you know that any information will be kept confidential. I would like to thank you very much for sparing your valuable time and effort in this interview.

Qualification \_\_\_\_\_ Services year \_\_\_\_\_

1. Before you start your lessons, what essential preconditions do you do to motivate your students?
2. Do you try to maintain students' success expectations in learning English as a foreign language? How?
3. How do you try to stimulate your students' motivation to learn English?

4. In your English classes, what kind of communication would your students and you like to have?
5. In pair/group works, to what extent do your students like to speak in English?
6. To what extent do your students like to learn the college English course?
7. When they have a problem of understanding something in their English classes, what do they try to do?
8. When it comes to English home works, how do they do them?
9. If you want some one to do an extra assignment or present some topics what is your students' responses?
10. What can you honestly say about the motivation of your students in learning English?

## APPENDIX G

### Addis Ababa University

#### **School of Graduate Studies**

#### **Department of Foreign Languages and Literature**

#### **OBSERVATION CHECK LIST**

Date of observation \_\_\_\_\_ Time: \_\_\_\_\_ Campus: \_\_\_\_\_ Observer \_\_\_\_\_

\_\_\_\_\_

Room \_\_\_\_\_ No. of Students: \_\_\_\_\_ Dept: \_\_\_\_\_

Purpose: To see the motivational roles of English instructors

To see the motivational intensity of students in English classes

#### **Part 1: The Motivational Behaviours of English instructors**

<b>BEHAVIOUR CATEGORIES</b>	<b>CODES</b>			
1 Gushes, gives overdramatic build up.	__1__	__16__	__30__	__46__
	__2__	__17__	__31__	__47__
2 Predicts that the students (the group) will enjoy the lesson (task).	__3__	__18__	__32__	__48__
	__4__	__19__	__33__	__49__
3 Mentions information or skills the students (group) will learn.	__5__	__20__	__34__	__50__
	__6__	__21__	__35__	
4 Makes no attempt to motivate; starts right the lesson (task)	__7__	__22__	__36__	
	__8__	__23__	__37__	
5 Apologizes or expresses sympathy to the students (groups)		__24__	__38__	
	__10__	__25__	__39__	
6 Promises external reward for good attention or work.	__11__	__26__	__40__	
	__12__	__27__	__41__	
7 Warns (reminds) them about a test to be given later.	__13__	__28__	__42__	
	__14__	__29__	__43__	
8 Threatens punishment for poor attention or work.	__15__		__44__	
			__45__	

<b>BEHAVIOUR CATEGORIES</b>	<b>STUDENT'S NUMBER AND CODES</b>						
<b>The Instructor praises</b>							
1 Effort (hard work)	__1__	__7__	__13__	__20__	__27__	__34__	__41__
2 Progress			__14__	__21__	__28__	__35__	__42__
3 Right answers, high scores	__2__	__8__	__15__	__22__	__29__	__36__	__43__
4 Good trial guess suggestion	__3__	__9__	__16__	__23__	__30__	__37__	__44__
5 Creative (original) responses	__4__	__10__	__17__	__24__	__31__	__38__	__45__

6	Careful work	<u>5</u>	<u>11</u>	<u>18</u>	<u>25</u>	<u>32</u>	<u>39</u>	<u>46</u>
7	Good attention rule follow up	<u>6</u>	<u>12</u>	<u>19</u>	<u>26</u>	<u>33</u>	<u>40</u>	<u>47</u>
								<u>48</u>

**The instructor criticizes**

1	Lack of effort (trial, hard work)	<u>1</u>	<u>7</u>	<u>13</u>	<u>19</u>	<u>25</u>	<u>31</u>	<u>41</u>
2	Poor progress							<u>42</u>
3	Failure to answer, score good rights	<u>2</u>	<u>8</u>	<u>14</u>	<u>20</u>	<u>26</u>	<u>32</u>	<u>43</u>
4	Wild guess, failure to think before responding	<u>3</u>	<u>9</u>	<u>15</u>	<u>21</u>	<u>27</u>	<u>33</u>	<u>44</u>
5	Trite responses, lack of originality o	<u>4</u>	<u>10</u>	<u>16</u>	<u>22</u>	<u>28</u>	<u>34</u>	<u>45</u>
6	Carelessness	<u>5</u>	<u>11</u>	<u>17</u>	<u>23</u>	<u>29</u>	<u>35</u>	<u>46</u>
7	Inattention, misbehaves, breaking rules	<u>6</u>	<u>12</u>	<u>18</u>	<u>24</u>	<u>30</u>	<u>36</u>	<u>47</u>
								<u>37</u>
								<u>38</u>
								<u>39</u>
								<u>40</u>

**Part 2. Motivational intensity of students**

	<b>BEHAVIOUR CATEGORIES</b>	<b>All</b>	<b>Most</b>	<b>Some</b>	<b>None</b>
1	Are interested is the lesson (tasks) eager to master them				
2	Attend carefully, volunteer to their best.				
3	Participate in group discussions (speaking and listening to others)				
4	Present ideas to the group				
5	Talk and listen to individuals out of the group discussion				
6	Are passive (can't tell if involved)				
7	Misbehaves, leaves the group				

	<b>Behaviour categories</b>	<b>Students number and codes</b>			
1	Asks questions	<u>1</u>	<u>13</u>	<u>25</u>	<u>37</u>
2	Answers questions	<u>2</u>	<u>14</u>	<u>26</u>	<u>38</u>
3	Makes comments about the lesson (task)	<u>3</u>	<u>15</u>	<u>27</u>	<u>39</u>
4	Seeks additional instructions about what to do	<u>4</u>	<u>16</u>	<u>28</u>	<u>40</u>
5	Seeks information about being on the right track	<u>5</u>	<u>17</u>	<u>29</u>	<u>41</u>
6	Seeks substantive advice from the instructor	<u>6</u>	<u>18</u>	<u>30</u>	<u>42</u>
7	Seeks evaluative feedback from the instructor	<u>7</u>	<u>19</u>	<u>31</u>	<u>43</u>
8	Asks what to do next (seeks direction)	<u>8</u>	<u>20</u>	<u>32</u>	<u>44</u>
9	Tells the instructor what was done and why.	<u>9</u>	<u>21</u>	<u>33</u>	<u>45</u>
		<u>10</u>	<u>22</u>	<u>34</u>	<u>46</u>
		<u>11</u>	<u>23</u>	<u>35</u>	<u>47</u>
		<u>12</u>	<u>24</u>	<u>36</u>	<u>48</u>
					<u>49</u>
					<u>50</u>

## APPENDIX H

### English Version of students` Interview Responses

**1. Banti: During your English class, what kind of communication would you like to have?**

**S1:** I would speak as much English as possible

**S2:** I would prefer English all in all, but I would prefer Amharic when I fail to understand things

**S3:** I would like English, but I usually find difficult to speak in English, so I would prefer a combination of Amharic and English...

**S4:** I would like to have English in most cases, because in high school and elementary school translation was over used. This has severely affected our English capacity....

**S5:** I would choose the communication to be half in English and half in Amharic

**S6:** I think it is better if the communication is in English in most cases to use and practise the language...

**S7:** Mostly I prefer if the communication is in English, but Amharic is also important if the need arises.

**2. B: If you have the opportunity to speak English outside of class, will you speak it?**

**S1:** I will speak most of the time...

**S2:** I will try to speak English if I meet people who can understand English...

**S3:** Yes. I will be happy. I will try. I will be happy to speak if I get the opportunity

**S4:** Exactly. I will speak it

**S5:** Yes. I will speak; I will never refrain from speaking as I have the confidence and potential to speak English

**S6:** Yes, I guess I will communicate in English if I have the opportunity/possibility

**S7:** Though not much, I will speak to some extent.

**3. B: If there were English-speaking people in your neighbourhood, would you speak English with them?**

**S1:** Exactly, I will speak

**S2:** Yes. I will speak with them much because I want to improve my English better.

**S3:** Yes. I have high interest. If there were, I would exert effort to improve my capacity by speaking with them.

**S4:** I will exactly speak with them...

**S5:** Yes, I will communicate with them to my knowledge best. If I face a difficulty to understand, I will ask them.

**S6:** I think speaking with them gives me much advantage apart from the English course, I will speak with them....

**S7:** Obviously, if they are neighbours, I will speak English with them whether I like or not. But I don't think I will communicate with them adequately....

**4 B: To what extent do you like English compared to the other courses?**

**S1:** I like it very much like the other courses...

**S2:** Basically, I give equal emphasis to all courses, but I give much emphasis to English.

**S3:** I like English very much. I don't know, I have special love to English ...I also score great grades in English.

**S4:** I like English more give more emphasis to English, because every course emanate from it.

**S5:** I like it very much. It is my favorable subject. I like it most because I want it for c communication...

**S6:** I like it very much. I think I akin to it because it doesn't require rote memorization and thorough study .It is

**S7:** Of course, English is the medium of instruction. The other courses are offered in English. So, I like it most and will try to expend much effort....

**5:B If it were up to you whether or not to take English, what would you decide?**

**S1:** I would take it.

**S2:** I think I would never drop it because it is the base for every thing. Not taking it will harm everyone.

**S3:** I would take it.

**S4:** Unanimously, I would take it.

**S5:** I would decide to take it because all the other courses are in English. It helps me master the structure (grammar) of English in other courses. If I decide not to take the course, I will fail to do so.,

**6.B: To what extent does you actively think about what you have learnt in your English classes'**

**S1:** I actively think as far as possible.

**S2:** After my English classes, I usually meditate what I have learnt in class, especially basic issues of the lessons. Then I try to practise what I have learnt in my day-to-day actions...

**S3:** I actively think very much about them. Since I like the language, I usually retell or practise what I spoke in class to my friends outside the class.

**S4:** I actively think about them. I supplement them by referring sources in the library and studying....

**S5:** I think very much. My friends and I discuss what we learnt in class by using references in the library. I profit a lot from my friends (classmates).

**S6:** I hardly think and focus on it out of class compared to what I do for the other courses, because English is not something to be studied, as it is not a subject matter course to acquire knowledge....

**S7:** Of course, I do practise what I have learnt. I'll read newsletters and various written materials to improve my English through memorization.

**7. B. When you have a problem of understanding something in your English classes, what do you do?**

**S1:** I will ask my instructor

**S2:** certainly, I will ask my instructor, If the condition is not favorable to ask my instructor, I will ask my friends or I will refer to a dictionary or anything else as far as possible...

**S3 :** I will ask my instructor and he/she will explain things...

**S4:** First, I will discuss it with my friends, then I will ask the instructor.

**S5:** I will never refrain from asking my instructor. In addition, I will refer to sources.

**S6:** Ok, For me, I will never hesitate to ask the instructor. When I fail to understand once again, I will refer to dictionaries or other materials.



S7: Obviously, I will ask my instructor in English or Amharic and try to understand it.

**8. B: When it comes to English home works, how do you do them?**

S1: I try to do them myself. If it is too difficult I forget it and get the answer from my instructor.

S2: First, I try to understand the concepts of the questions. Then, I will discuss it with my friends. I do it this way.

S3: I do them effort fully and thoughtfully. First, I think how to do it. If they need information, I gather (ask) and then do it carefully.

S4: I do them properly by referring to books.

S5: I do them properly. I have the responsibility and obligation to do home works properly.

S6: Ok, The language for assignments is mostly difficult for me. I do my home works simply by guess in the classroom without much effort.

S7: To this point, I don't think I do home works with care. Because, I don't think that English, requires much study and effort like the other courses. I only do home works properly only if they will be collected by the instructor and marked. For the others, I am careless.

**9. B: If your English instructor wants someone to do an extra assignment, what will be your response?**

S1: I will be voluntary if it doesn't take the time for the other courses.

S2: Of course, it depends on the time I have. If I have time, I will cooperate my instructor.

S3: I will be voluntary to do the assignment for the instructor because it encourages me.

S4: I will be very glad. The course book doesn't help much to develop our skills. So, I will be voluntary as it enhances my knowledge.

S5: I will be immediately voluntary.

**S6:** Actually, this depends on the time. Undoubtedly, I have the desire to do and know much English by doing such things. It will be profitable for me. But, I won't be voluntary in exam periods.

**S7:** I have the interest to do such things. I will do whatever he wants me to do.

**10. B: After you get your assignments back, what do you do with them?**

**S1:** I will correct my mistakes so that I won't make mistakes later on.

**S2:** Obviously, I will look at the correct answers and proceed with them in the future. I will take correction to the wrong ones, and rewrite them. I will study these till the exam period.

**S3:** I will think over my mistakes, if I have committed mistakes. Then I will ask my instructor where my mistakes lie and take correction.

**S4:** If my mistakes are due to carelessness, I don't do anything with them. If my mistakes are due to the failure to understand or know, I usually do reference.

**S5:** Certainly, I usually focus on my mistakes and take corrections from the instructor or by myself.

**S6:** I have the habits of looking at a mistake that can be seen easily. But, my focus is usually on marks. If the mark is low, I will see why the mark is low. Otherwise, I don't bother for the mistakes I have done in assignments.

**S7:** For that matter, I will expend effort to re correct my mistakes. But, this depends on the encouragement the teacher does.

**11. B: How often do you watch/listen to TV, radios etc?**

**S1:** Mostly, I often attend these media.

**S2:** I often attend films to develop my speech. But, this is not at the expense of my study time.

**S3:** I often attend TV films, and news. I some times write the poems of the music I hear/listen.

**S4:** I often attend these media. I focus on native speakers' speeches.

**S5:** I often attend BBC, music, films etc. attentively.

**S6:** Ok. My desire to know English emerged here from. I often watch TV movies and listen to radio programs when I fail to understand something I feel nervous. To avert this failure, my ambition to know English is growing rapidly.

**S7:** I try to attend the BBC and Radio Ethiopia. But this is not as such.

**12. B: How often do you read English short stories, novels, newspapers, etc?**

**S1:** I often read English fictions. I also some times read newspapers.

**S2:** Yes. Though I don't read much, I sometimes read materials with small pages and easy ones.

**S3:** I often read fictions and poems when I have time.

**S4:** I often read newspapers as they are written for every one. But, I sometimes read poems and fictions. They are difficult, as they require background knowledge.

**S5:** Of course, I sometimes read fictions to improve my English.

**S6:** I don't do this much. I sometimes read short stories with pictures. But, I have the plan to read as often as possible in the future.

**S7:** I sometimes read these, but not much.

**13. B: If English were not offered in college, what would you do about it?**

**S1:** Perhaps, I will learn it from other areas if I can afford the pay. Otherwise, I will learn it from the other course given in English.

**S2:** I think this is not a good thing. But, If it were not offered, I will join language centers and learn it.

**S3:** As I am ambitious to learn English, I will look for language schools and learn it.

**S4:** If English is not required in Africa, I will forget about learning English. But if this is so in our country, I will learn it from private institutes.

**S5:** I will strongly argue and propose ideas that it should be offered, first. Since I want to know English, I will learn it through my own efforts.

**S6:** I will try any possible access to learn English because I am aware of its importance....

**S7:** If it is affordable for me, I will try to learn English by going to various language centers I will do my level best to learn it.

**14. B: How can you honestly say about how and why you learn/study English?**

**S1:** Of course, I believe I learn English to graduate from college. To graduate I am supposed to write term papers, so I have to know English. Besides, it is decisive to continue further education.

**S2:** My additional comment is that English language is a means of an international communication. It is useful to read and understand materials written in English and put into practice in any work place. It is important in my day-to-day life and overall activity.

**S3:** Obviously, I am likely to meet foreigners, as I am a business student. To communicate with these people in my future career, I have to learn English. In the class, we have to communicate in English with my instructors. So, English is important.

**S4:** America and English have controlled every thing. Civilization has come from them. Their ideas and science is accepted worldwide. Learning English gives knowledge. So, as I am studying management, knowing English is important for me to serve my country.

**S5:** I am learning English to better understand other course, to communicate with foreigners, and use the language for communication when I may get access to go abroad.

**S6:** I am learning English to know the four skills, and know the language itself, as it is an international language. Besides, it is considered pleasant in any community to know

English. Knowing English is sign of greatness and gives any one something great. So, I want to know it. Besides, the course should be re-modified in such a way so that we will be able to avoid anxiety and speak (communicate) in English outside. It should focus on outside communication.

**S7:** My main goal in learning English is that I think it helps me for the other courses. But, my effort to improve the language is not significant as such.

## APPENDIX\_I

### INSTRUCTORS' INTERVIEW RESPONSES

**1. Banti:** Before you start your lessons, what essential preconditions do you do to motivate your students?

**I1:** First, I relate the present lessons to the previous. Then, I tell them the objectives of each task and lesson; how they are going to learn and apply in their academic study and careers as professionals. Then, I brief the instructions; I ask them if there are any problems in the instructions because they have to know what they are going to do ...

**I2:** All right, the first thing I do is I try to greet them. I want them to have full attention. Beyond that, I ask them what they were doing the last time and then I try to summarize. I motivate them to summarize the last discussion and in that case they get ready to the next discussion. In addition, I tell them the objectives of the present lessons...

**I3:** First of all, I try to revise the previous lesson. And then, I try to ask the students what they learned during the previous class. And they try to answer. This way, I try to motivate. In addition this, I try to remind the students what I always tell them, which is I want my students to speak in English only. If some one speaks in Amharic there is always a punishment; that punishment; as they all know, is to speak joke in English or to dance in English; what ever it is. It makes them be motivated, in my opinion, to speak in English.

## **2. B: Do you try to maintain students' success expectations in learning English? How?**

**I1:** Firstly, what I do is, at the beginning the course, I tell them why they learn English. I elicit some ideas why they are learning English at this level as accounting, management, and computer major students. Then, I try to give them the idea that English is extremely important in their academic life because they are going to learn other courses in English. It is the medium of instruction. Another point is that English is vital in some future careers and also to communicate in English. At the end, I tell them how it is related to their life or career. I also tell them to be good accountants, managers, etc. they need to be good readers, speakers, listeners and writers in English. I try to show them how we could learn English, no matter how long they fail to communicate in English or pass exams. They shouldn't feel anxious. I tell them to make more practice and training. And at the same time, I tell that learning language is entertainment. I usually tell them the objectives of learning English and some examples of how these can be successful that is being better than yesterday. That is what I usually do.

**I2:** What I do is I first try to tell them the objectives of each session. Plus I also try to tell the advantages or values they get out of the particular lesson in general and particular terms... I tell them the purpose of the course in their academic life. In addition, I also show them what would be the place of English in their life. In that case they keep themselves alert to learn English to apply it in other courses and in their life.

**I3:** I try to tell the students their success is based on practice most of the time; I always try to remind them that English is more practical than theoretical. So; I tell my students to read in English. If they have the habit of reading fiction, I encourage them to read in English. Plus, I always encourage my students if they encounter new words to guess the meaning from the context as I have taught them before.

## **3. B: How do you try to stimulate your students' motivation to learn English?**

**I1:** First what I usually try to do is verbal praise, I encourage them when they answer questions, try to speak in English. When they try to speak and face a kind of problem, I help them; give them alternatives, and so on. I try to assess their written activities, the home-works, etc every time and give them back by marking.

Another point is to try to know their names. After a month or 3 weeks, I usually know the name of every student. So, when they participate, I try to call by their names. So, they feel being acknowledged. In addition, I try to tell them the instrumental motivation; what they get if they are good in English in their career, education, and so on. That is what I usually try to do.

**I2:** what I do in motivating students to actively learn English is to show them that English that English is an international language and being alert to know English or communicate in English is the primary success in their career or life. I also try to motivate them in terms of things they like most such as movies, films, etc In order to understand these, they have to know English I also tell them English is the medium of instruction in Ethiopian higher institution. So. I tell them the better they understand English, the better they understand the other courses.

**I3:** well, I try to make the environment comfortable for them; the English classroom. I mean, I try to create some kind of friendly atmosphere in the class for my students and when I give them group works, I try to bring the topics to their interests. This way I try to motivate them to learn English. Moreover, I try to tell them every time to speak in English any time outside the classroom, so that they would start thinking in English.

**4:B: In your English classes, what kind of communication would your students and you like to have?**

**I1:** I advise them to speak in English. But, if they can't explain something in English, I allow them to say it in Amharic Immediately I try to provide with them the language; a kind of translation of it (how they should say it in English). So, this time, they feel more motivated and more willing to speak in English. So I focus on speaking in English, if they feel to express their ideas in English, I allow them to say it in Amharic. That is what I usually do...



**I2:** Basically I would like to have English as the center of communication. Predominantly, it is English I use as the medium of communication. In fact, there are certain circumstances that force us to use Amharic. It would be specially when we come to the brain storming activities. There are some ideas that appear to be beyond the students' ability of understanding when you come to the brainstorming activities. In this case, I tell them to express their ideas in Amharic, But. I often let them tell me what they feel in Amharic. I want them to tell me the same thing in English because what matters is organizing their ideas in Amharic. After organizing their ideas in Amharic, they don't find difficult to tell me it in English....

**I3:** In my English classes, I can say that we have a friendly relationship. I always encourage them to see me more of like a friend instead of seeing me like high school teachers, traditional teachers. Because, without being friendly to my students I can't encourage them to speak in English. I want to make them free when they make mistakes. I want them to ask questions when they have questions.

**5 B: In pair/group works, to what extent do your students like to speak in English?**

**I1:** This question can be seen in relation to time. At the beginning, they fail to speak in English... so, I advise them to speak in English, but in most cases I see them speaking in Amharic. And when I move to the groups, they resort again to English. As the course proceeds, they tend to speak their level best in English. Sometimes, they ask their friends how to say it. Sometimes, they try to crack jokes amongst their friends in English. So, it depends on the time... At the end of the course they prefer to speak in English.

**I2:** In fact, under effective regulation they do that. But, as you may know, the regular students are youngsters who have got many things to discuss out of the subject matter. In that they can turn to speak in Amharic in certain circumstances. But if I try to regular them they speak in English. Still, there are certain minor groups which like to speak in English what ever their English may be and whatever mistakes they commit. In fact, there are some students who are keen and honest to speak in English and there are some students who try to domination by speaking in Amharic. May be they are afraid to speaking English in front of people or may be they are afraid of being mocked at or laughed at

when they commit errors. To avoid such things, I try I regulate every discussion of the group.

**I3:** Well. As I have already told you, at the beginning of the lesson, I always tell my students if someone speaks in Amharic there is always a punishment. So, my students will never speak in Amharic. When they have pair or group work. They are mostly encouraged to speak in English. One big reason is that they don't want to be punished. Of course, some of the students would like to come in front of the class and crack jokes or do something odd. This way might speak. Generally, my students speak in the class whether in pair or group works.

**6 B: To what extent do your students like to learn the college English course?**

**I1:** I think I can say all of them are eager to improve their English ability. This is because they need it in their academic courses and other areas to communicate in English. And there is a big conception in our society that being a good English speaker is like being knowledgeable. May be because of these they want to understand the language. But the way they learn English and the expectation they have is a problematic area. In the College English Course, Specially College English one, they are not interested as such this is because their experience is an obstacle to them, but still they are eager to learn English. They expect much language input specially grammar and vocabulary notes in college. When they are involved in the learner centered approach language learning, they feel they are not being treated in the right way. That is what I understand.

**I2:** Alright. Learning English in general and learning college English course in particular are sometimes different. According to y perception and understanding. The students like to learn English in general. But when you come to the college English course, they find the content boring. You know, the themes of the course are universal. These themes make youngsters (first year students) feel bored. But, I try to simplify it. In that case, systematically and gradually I try to make them perform the activities. The course does not enable them to do more things except the academic matters. Some of them call it a life less' course. They call it 'dry course' because the issues, the subject matter or the contents are beyond their capacity and interest.

**I3:** Well. You know that this is a private college and most of the students don't have a very good background. I mean a good base. And at the first semester they find the course difficult. I try to make it easy for them by bringing the text to the context they are in. Ah... so, I think they start liking to learn this course through time....

**7 B: When they have a problem of understanding something in their classes, what do they try to do?**

**I1:** Oh... still they are not as such direful to ask questions, I think. This is so particularly in the first course. So, I try to read their facial expressions and explain things or ask them questions. They ask the students sitting next to them. Some ask me. I encourage them to ask questions.

**I2:** The very first measure they take... is asking friends next to them. If the failure to understanding is due to failure to listening they ask friends. If it is due to my presentation mechanism, they directly and straightforward ask me what I try to say. If their friends fail to answer them, they keep quiet because failure to listening is their responsibility.

**I3:** Most of the time they try to ask each other because they don't want to interrupt me. But I encourage them to ask if they have any problems. Well, sometimes they do ask me if they don't understand any thing. They do ask for clarification. This is what they do.

**8 B: When it comes to English home works, how do they do them?**

**I1:** Well, actually with home works, I think we have problems. Ahh... they give different reasons. In most cases, they don't have enough books in the library or the book center as they are expected to purchase the text. Sometimes, they find home works a lit bit boring because most of the questions are boring. So, they may not feel happy. They try to do what they are asked to do. Sometimes they have difficulty understand instructions. Some do carefully; others copy friends or used books. Their transition from doing closed questions in high school to open questions in college is also a problem.

**I2:** Here I will like to see it from two perspectives. The first is that there are certain areas which they want to show their efforts. And there are certain areas that they find to be working. In that case they simply copy the questions and try to put something that they

feel as answers others simply come to the class in order to get the answers from me or the other students. If they find the questions to be attractive I could observe the attention they give to the exercises. For example when you come to the reading exercises, I could observe they could do effectively; when they come to the vocabulary aspects, it is hardly possible for them because in vocabulary the answers is one or two. In that case they don't want to fail in answering the questions in that they simply copy the questions and come. That is what I could observe.

**I3:** Well. This depends on how serious I become with them, you know. If I may not check their assignments, they may not be serious about them. But, if I start to be serious about their assignments, or if I don't allow them to come to classes without doing their assignments, they can do it very seriously. And through time, I think, they start enjoying English assignments.

**9 B: If you want some one to do an entire assignment or present some topics what your students' responses?**

**I1:** Well. Eh... They are willing to participate in such extra activities, particularly if related to speaking. Most of them are willing to participate in debates and grammar tasks. To motivate my students, the kind of task I give was a lit bit easier, not as challenging as what is in the text. When you give them extra activities, they feel happy and co-operative.

**I2:** All Wright. You see. If the things are directly related to the issues or the contents of the book, they wouldn't directly co-operate. But, if you give extra assignments going beyond the boundaries of the contexts of the book, you see them trying to give good feedback and they give due consideration and do them. I remember, in the last course, I told them to represent different members of the society and present something. In that case, they dramatically presented it.

**I3:** Well. I do give them some extra assignments. It would be not only the ones to be done at home. Sometimes, I give them impromptu speeches. I give them topics they don't have any idea about. Ah...but to your surprise they find it interesting. When they do such things, they come out and enjoy the class especially when the students present some

thing they have not prepared about. So it makes every body laugh and enjoy the class. And, I think they are willing to respond to my extra assignments.

**10 B: What can you honestly say the motivation and goals of your students in learning English?**

**I1:** Well. Eh... They clearly know the goals of learning English to succeed in their academic life, to communicate with foreigners, to watch movies, etc. So, they are eager to know the language. But the problem always is with their attitude towards language learning. Still the problem is how they should learn. We usually discuss this point in class. But still they forget the idea that language learning is similar to the other courses. They need something to be studied. They want to be given notes to be studied. Sometimes, when you make them do activities, they think you are not helping them. The previous tradition has created this. Otherwise, they know why they learn English...

**I2:** The students are keen and honest as far as their motivation is concerned. As you know there is societal background that forces them to learn English. When you see the Ethiopian context as a whole, a person is closer to technological advancement or information plus a person who is educated. These external features plus the contemporary situation if the world how systematically forced them to learn English. But their motivations and their expectations are not conformed to because of the contents of the books. The books are dealing with so serious issues. In that case, the students can be demotivated. If you simply detach the students from the course, the students are honestly motivated. I see their motivation. When we are out of the class, not only with me best also with the other instructors, you see them trying to communicate in English. But as I have already told you the boring approach of the course has a demotivating effect to learn English.

**I3:** Well. My students get motivated whenever I try to motivate them, of course. They are motivated when I ask questions especially as revisions. And I always give them the punishment I told you earlier. They get motivated when the subject or topic is related to their interests mostly. Am... and my suggestion to the course is that it would be better if it has more interesting topics than it has. I don't mean they are not interesting. But it could be easier or so, because the language is not easy. Besides, our college is not a government college. It is just a private college with students who have failed in ESLCE

So, sometimes; I think the course is a bit difficult for these kinds of students'. That is my suggestion.



**APPENDIX J: STATISTICAL TABLES**

**Table 4.1.1 Students' and Instructors' Responses to Reasons for Learning English**

ITEM (REASONS)		Respo Ndents	<u>Responses</u>					Mean	SD	R a n k	95% CI			
			SA	A	U	D	SD					Source of Variation	D F	Su Sq
1	Future Career and Further Education	St.	122 81.3%	23 15.3%	5 3.3%	-	-	4.780	.490		4.701-4.859	B/n- Grps	1	0.59
		In.	4 50%	4 50%	-	-	-	4.500	.535		4.053-4.947	B/n- Grps	156	37.7
2	Be More Knowledgeable	St.	107 71.3%	36 24%	4 2.7%	3 2%	-	4.647	.636		4.544-4.749	B/n- Grps	1	20.5
		In.	1 12.5%	3 37.5%	1 12.5%	1 12.5%	2 25%	3.000	1.512		1.736-4.264	B/n- Grps	156	26.2
3	Get a Good Job	St.	63 42%	42 28%	26 17.3%	12 8%	7 4.6%	3.940	1.177		3.750-4.130	B/n- Grps	1	1.43
		In.	4 50%	3 37.5%	1 12.5%	-	-	4.375	.744		3.753-4.997	B/n- Grps	156	210
4	Get Respect	St.	6 4%	7 4.7%	28 18.7%	40 26.7%	69 46%	4.940	1.094		1.763-2.117	B/n- Grps	1	6.64
		In.	2 25%	2 25%	2 25%	-	2 25%	2.875	1.458		1.656-4.094	B/n- Grps	156	193
5	Succeed in other Courses	St.	114 76%	28 18.7%	5 3.3%	1 0.7%	2 1.3%	4.750	.700		4.560-4.786	B/n- Grps	1	.045
		In.	6 75%	2 25%	-	-	-	4.750	.463		4.368-5.00	B/n- Grps	156	74.4
6	Pass Exams and Graduate from Colleges	St.	49 32.7%	65 43.3%	16 10.7%	13 8.7%	7 4.7%	3.907	1.095		3.730-4.083	B/n- Grps	1	.895
		In.	5 62.5%	1 12.5%	1 12.5%	1 12.5%	-	4.250	1.165		3.276-5.223	B/n- Grps	156	187
7	Be More at Ease with English Speakers	St.	121 80.7%	29 19.3%	-	-	-	4.807	.396		4.743-4.871	B/n- Grps	1	1.42
		In.	5 62.5%	2 25%	1 12.5%	-	-	4.375	1.061		3.988-5.000	B/n- Grps	156	31.2
8	Meet and Converse with Varied People	St.	40 26.7%	55 36.7%	20 13.3%	14 9.3%	21 41%	3.660	1.181		3.470-3.851	B/n- Grps	1	.878
		In.	2 25%	5 62.5%	-	1 12.5%	-	4.000	.926		3.226-4.774	B/n- Grps	156	215
9	Better Understand and Appreciate English art and Literature	St.	82 54.7%	43 28.7%	16 10.7%	5 3.3%	4 2.6%	4.293	.973		4.136-4.450	B/n- Grps	1	6.40
		In.	3 37.5%	2 25%	-	1 12.5%	2 25%	3.375	1.768		1.847-4.853	B/n- Grps	156	162
10	Participate in Activities Requiring English	St.	98 65.3%	39 26%	8 5.3%	2 1.3%	3 2%	4.513	.825		4.380-4.647	B/n- Grps	1	.001
		In.	4 50%	4 50%	-	-	-	4.500	.535		4.053-4.947	B/n- Grps	156	103
11	Travel Abroad	St.	13 8.7%	33 22%	36 24%	46 30.7%	22 14.7%	2.793	1.195		2.601-2.986	B/n- Grps	1	1.58
		In.	2 25%	1 12.5%	3 37.5%	1 12.5%	1 12.5%	3.250	1.389		2.089-4.411	B/n- Grps	156	226
12	Know Various Cultures and	St.	55 36.7%	50 33.3%	23 15.3%	18 12%	4 2.7%	3.893	1.112		3.714-4.073	B/n- Grps	1	.003



	People	In.	3 37.5%	2 25%	2 25%	1 12.5%	-	3.875	1.126		2.438- 4.816	B/n- Grps	156	193
Average Mean		St.	-	-	-	-	-	3.987	1.263		3.784- 4.191	B/n- Grps	1	.028
		In.						3.927	1.312		2.831- 5.000	B/n- Grps	156	241

**Table 4.1.4 Students' and Instructors' Responses to the Importance's of Learning**

**English for Students**

ITEMS		Respondents	Responses					Mean	SD	95% CI	Source of Variation	D F	
			VI SA	I A	DK	N1	NVI						
<b>Reading</b>	Academically	St.	116 77.3%	29 19.3%	3 16%	-	2 1.3%	4.713	.638	4.610-4.816	B/n- Grps	1	.0
		In.	8 100%	-	-	-	-	5.00	.000	5.000-5.000	B/n- Grps	156	6
	Professionally	St.	90 60%	44 29.3%	7 4.7%	3 2	6 4%	4.393	.969	4.237-4.530	B/n- Grps	1	2
		In.	8 100%	-	-	-	-	5.00	.000	5.000-5.000	B/n- Grps	156	1
	Socially	St.	84 56%	40 26.7%	12 8%	5 3.3%	9 6%	4.233	1.126	4.052-4.415	B/n- Grps	1	.0
		In.	3 37.5%	4 50%	1 12.5%	-	-	4.250	.707	3.659-4.841	B/n- Grps	156	1
<b>Listening</b>	Academically	St.	113 75.3%	27 78%	4 2.7%	5 3.3%	2 1.3%	4.640	.753	4.519-4.762	B/n- Grps	1	.9
		In.	8 100%	-	-	-	-	5.000	.000	5.000-5.000	B/n- Grps	156	8
	Professionally	St.	89 59.3%	42 28%	10 6.7%	2 1.3%	7 4.7%	4.360	1.001	4.198-4.522	B/n- Grps	1	3
		In.	8 100%	-	-	-	-	5.000	.000	5.000-5.000	B/n- Grps	156	1
	Socially	St.	70 46.7%	60 40%	6 4%	6 4%	8 5.3%	4.187	1.058	4.016-4.357	B/n- Grps	1	.7
		In.	4 50%	4 50%	-	-	-	4.500	.535	4.053-4.947	B/n- Grps	156	1
<b>Speaking</b>	Academically	St.	121 80.7%	20 13.3%	4 2.7%	2 2.7%	2 2.7%	4.720	.706	4.606-4.834	B/n- Grps	1	.1
		In.	7 87.5%	1(12.5%)	-	-	-	4.875	.354	4.579-5.171	B/n- Grps	156	7
	Professionally	St.	103 68.7%	30 20%	7 4.7	3 2%	7 4.7%	4.460	1.014	4.294-4.624	B/n- Grps	1	1
		In.	7 87.5%	1 12.5%	-	-	-	4.875	.354	4.579-5.171	B/n- Grps	156	1
	Socially	St.	77 51.3%	49 32.7%	7 4.7%	9 6%	8 5.3%	4.187	1.120	4.006-4.367	B/n- Grps	1	.2
		In.	4 50%	3 37.5%	1 12.5%	-	-	4.375	.744	3.753-4.997	B/n- Grps	156	1
<b>Writing</b>	Academically	St.	118 78.7%	19 12.7%	5 3.3%	4 2.7%	4 2.7%	4.573	.958	4.419-4.728	B/n- Grps	1	1
		In.	8 100%	-	-	-	-	5.000	.000	5.000-5.000	B/n- Grps	156	1
	Professionally	St.	107 71.3%	27 18%	8 5.3%	2 1.3%	6 4%	4.513	.961	4.358-4.668	B/n- Grps	1	1
		In.	8 100%	-	-	-	-	5.000	.000	5.000-5.000	B/n- Grps	156	1
	Socially	St.	80 53.3%	48 32%	6 4%	7 4.7%	9 6%	4.220	1.123	4.031-4.401	B/n- Grps	1	.0
		In.	4 50%	2 25%	2 25%	-	-	4.250	.886	3.509-4.991	B/n- Grps	156	1

**Table 4.1.5 Summation of Table 4.1.4**

ITEM (REASONS)		Mean	SD	95% CI	ANOVA TEST					
					Source of Variation	D F	Sum of Squares	Mean Squares	F-ratio	F-Prob
Students' Responses to the	For Academic Life	4.662	.775	4.537- 4.787	B/n- Grps	2	15.528	7.764	8.303*	.003
	Professional Life	4.432	.989	4.272- 4.541						
	Social Life	4.207	1.107	4.028- 4.385	B/n- Grps	447	417.973	.935		
Instructors Responses	Academic Life	4.971	.177	4.830- 5.113	B/n- Grps	2	2.124	1.062	5.448	.012
	Professional Life	4.969	.186	4.813- 5.124						
	Social Life	4.344	.737	3.724- 4.960	B/n- Grps	22	4.290	.195		

**Table 4.1.6 Students' and Instructors' Responses to the English Ability of Students in the four skills**

Skill		Responses	Mean	SD	95% CI	ANOVA							
						Source of Variation	DF	Sum of Squares					
1	Reading	St.	68 45.3%	55 36.5%	22 14.7%	2 1.3%	2 1.3%	4.247	.851	4.109-4.384	B/n- Grps	1	9.556
		In.	-	2 25%	5 62.5%	1 12.5%	-	3.125	.641	2.589-3.661			
2	Listening	St.	33 22%	77 51.3%	33 22%	5 3.3%	2 1.3%	3.893	.829	3.760-4.027	B/n- Grps	1	.966
		In.	4 50%	3 37.5%	-	1 12.5%	-	4.250	1.035	3.385-5.115			
3	Speaking	St.	11 7.3%	40 26.7%	62 41.5%	28 18.7%	9 6.90%	3.107	.991	2.947-3.267	B/n- Grps	1	2.795
		In.	-	-	4 55%	4 55%	-	2.500	.535	2.053-2.947			
4	Writing	St.	35 23.3%	55 36.7%	43 28.7%	13 8.7%	4 2.7%	3.693	1.010	3.530-3.856	B/n- Grps	1	6.759
		In.	-	2 25%	2 25%	4 50%	-	2.750	.886	2.009-3.491			
Average		St.	147 36.8%	2.27 56.8%	160 40%	48 12%	17 4.3%	3.735	1.012	3.572-3.898	B/n- Grps	1	2.544
		In.	4 1%	7 1.8%	11 2.8%	10 2.5%	-	3.156	1.073	2.260-4.053			

**Table 4.1.7 Students' Attitude towards the English Native Speakers**

<b><u>ITEM</u></b>		<b>R E S P O N S E S</b>								
		<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>T-Value</b>	<b>P-Value</b>
1.	I enjoy meeting and listening to English speakers.	87 58%	43 28.7	5 3.3%	8 5.3%	3 2%	4.267	1.162	13.35 *	.000
2.	Most of my favorite actors, musicians, writers, etc	33 22%	31 20.7	29 19.3	28 18.7%	29 19.3%	3.073	1.434	.63	.532
3.	I have a favorable attitude towards the nature English speakers	63 42%	49 32.75	18 12%	10 6.7%	10 6.7%	3.967	1.190	9.95 *	.000
Average Mean							3.769	1.366	6.89 *	.000



**Table 4.1.8 Students' and Instructors' Responses to the Motivational Intensity of Students' in Learning English**

ITEM			Responses					Mean	SD	95% CI	ANOVA		
			SA	A	U	D	SD				Source of Variation	DF	Sum Squares
1	Good Attendance	St.	93 62%	42 28%	10 6.7%	2 1.3%	3 2%	4.467	.841	4.331- 4.602	B/n- Grps	1	.887
		In.	1 12.5%	7 87.5%	-	-	-	4.125	.354	3.829- 4.421	B/n- Grps	156	106.20
2	Thinking How to Learn English Best	St.	43 62%	42 28%	7 4.7%	6 4%	2 1.3%	4.453	.864	4.314- 4.593	B/n- Grps	1	8.831
		In.	-	4 50%	3 37.5%	1 12.5%	-	3.375	.744	2.753- 3.997	B/n- Grps	156	115.04
3	Desire to Learn More English Now than before	St.	101 67.3%	27 18%	12 8%	8 5.3%	2 1.3%	4.447	.945	4.294- 4.599	B/n- Grps	1	.022
		In.	4 50%	4 50%	-	-	-	4.500	.535	4.053- 4.947	B/n- Grps	156	6135.0
4	Desire to Learn More English in the Future	St.	53 35.5%	44 29.3	41 27.3%	8 5.3%	4 2.7%	3.893	1.037	3.724- 4.061	B/n- Grps	1	6.061
		In.	-	2 25%	4 50%	2 25%	-	3.00	.756	2.368- 3.632	B/n- Grps	156	164.29
5	Best Effort to Learn English	St.	97 64.7%	43 28.7%	3 2%	2 1.3%	5 3.3%	4.500	.881	4.358- 4.642	B/n- Grps	1	11.867
		In.	-	4 50%	2 25%	2 25%	-	3.250	.886	2.509- 3.991	B/n- Grps	156	121.00
6	Willingness to Work in Groups	St.	84 56%	49 32.7%	10 6.7%	2 1.3%	5 3.3%	4.367	.923	4.218- 4.516	B/n- Grps	1	11.709

	Actively	In.	1 12.5%	6 75%	1 12.5%	-	-	3.125	.835	2.427- 3.823	B/n- Grps	156	131.70
7	Embarrassment to Volunteer answers	St.	18 12%	40 26.7%	18 12%	29 19.3%	45 30%	2.713	1.439	2.481- 2.946	B/n- Grps	1	1.287
		In.	1 12.5%	2 25%	2 25%	3 37.5%	-	3.125	1.125	2.184- 4.066	B/n- Grps	156	317.54
8	Fear of being laughed at while trying to speak	St.	20 13.3%	31 20.7%	14 9.3%	35 23.3%	50 33.3%	2.573	1.463	2.337- 2.809	B/n- Grps	1	10.516
		In.	1 12.5%	5 62.5%	1 12.5%	1 12.5%	-	3.750	.886	3.009- 4.491	B/n- Grps	156	324.19
9	Poor performance on Exams despite their thought of being able to learn English best	St.	28 18.7%	45 30%	26 17.3%	33 22%	20 13.3%	3.173	1.330	2.959- 3.388	B/n- Grps	1	3.739
		In.	1 12.5%	5 62.5%	2 25%	-	-	3.875	.641	3.339- 4.411	B/n- Grps	156	266.36
10	Failure to try to understand something difficult	St.	9 6%	28 18.7%	25 16.7%	93 62%	35 23.3%	2.487	1.208	2.292- 2.682	B/n- Grps	1	.095
		In.	1 12.5%	-	1 12.5%	5 62.5%	1 12.5%	2.375	1.188	1.382- 3.368	B/n- Grps	156	227.34
11	Poor Concentration in English Classes	St.	10 6.7%	17 11.3%	16 10.7%	53 35.3%	54 36%	2.173	1.225	1.976- 2.371	B/n- Grps	1	.811
		In.	-	1 12.5%	1 12.5%	6 75%	-	2.500	1.069	1.606- 3.394	B/n- Grps	156	231.49



**Table 4.1.9 Students' and Instructors' Responses to the Attitude (Interests) of Students to Words Learning English**

ITEM	Respondents	Responses					Mean	SD	R a n k	95% CI	Source of Variation	DF	Su Sq	
		SA	A	U	D	SD								
1	Enjoyment of Learning English	St.	92 61.31	41 27.3	9 6%	4 2.7	4 2.7	4.447	.879		4.305- 4.589	B/n – Grps	1	6.80
		In.	-	5 62.5	2 25	1 12.5	-	3.500	.756		2.868- 4.132		156	119
2	Awareness of the Objects of Learning English	St.	45 30%	50 33.3%	38 25.3%	9 6%	8 5.3%	3.767	1.108		3.588- 3.445	B/n – Grps	1	.540
		In.	-	4 50%	4 50%	-	-	3.500	.535		3.053- 3.447		156	184
3	Failure to enjoy learning English despite knowing its importance	St.	5 3.3%	6 4%	-	47 31.3%	92 61.3%	1.567	.944		1.414- 1.719	B/n – Grps	1	10.6
		In.	-	2 25%	3 37.5%	2 25%	1 12.5%	2.750	1.035		1.885- 3.615		156	140
4	Preference to spend time on sources other than English	St.	20 13.3%	41 27.3%	23 15.3%	27 18%	39 26%	2.840	1.419		2.611- 3.069	B/n – Grps	1	2.17
		In.	2 25%	2 25%	1 12.5	3 37.5%	-	3.375	1.303		2.286- 2.464		156	312
5	Considering the learning of English as a waste of time	St.	10 6.7	5 3.3%	6 4%	36 24%	93 62%	1.687	1.142		1.502- 1.871	B/n –Grps	1	10.7
		In.	1 12.5%	2 25%	1 12.5%	3 37.5%	1 12.5%	2.875	1.352		1.741- 4.009		156	207

**Table 4.1.10 Students' and Instructors' Responses to their Evaluation of the Motivational Roles of the College English Course**

ITEM	Responses	Mean	SD	R a n k	95% CI	Source of Variation		DF						
						SA	A		U	D	SD			
1	Appropriacy attractiveness, usefulness	St.	51 34%	58 38.7%	21 14%	9 6%	11 7.3%	3.860	1.170		3.671-4049	B/n- Grps	1	5
		Inst.	-	3 37.5%	2 25%	3 37.5%	-	3.000	.926		2.226-3.774	B/n- Grps	156	2
2	The relevance of tasks to in hence languages skills and other academic practices	St.	81 54	46 30.7	12 8%	3 2%	8 5.3%	4.260	1.058		4.089-4.431	B/n- Grps	1	1
		Inst.	-	1 12.5%	6 75%	1 12.5%	-	3.00	.535		2.553-3.447	B/n- Grps	156	1
3	To enjoyable nature of the brain storming sessions	St.	46 30.7%	70 46.7%	17 11.3%	13 8.7%	4 2.7%	3.940	1.005		3.778-4.102	B/n- Grps	1	.2
		Inst.	1 12.5	5 62.5	1 12.5	1 12.5	-	3.750	.886		3.009-4.491	B/n- Grps	156	1
4	Difficult and long nature of the texts	St.	10 6.7%	17 11.3%	22 14.7%	55 36.7	46 31.3	2.267	1.202		2.073-2.461	B/n- Grps	1	9
		Inst.	1 12.5	3 37.51	2 25%	2 25%	-	3.375	1.061		2.488-4.262	B/n- Grps	156	2
5	Mismatch between the students' and the contents of the passages/texts	St.	9 (6%0	16 (10.7% )	42 (28%)	49 32.7	34 22.7	2.447	1.132		2.264-2.629	B/n- Grps	1	1
		Inst.	-	7 87.5	1 12.5	-	-	3.875	.354		3.579-4.171	B/n- Grps	156	1
6	Challenging and less attractive nature of the course	St.	6 4%	9 6%	22 14.7%	56 37.3	57 38%	2.007	1.065		1.835-2.179	B/n- Grps	1	1
		Inst.	1	3	2	2	-	3.375	1.061		2.488-4.263	B/n- Grps	156	1

**Table 4.1.11 Students' and Instructors' Responses to the Motivational Roles of English Instructors**

ITEM	Respondents	Responses					Mean	SD	R a n k	95% CI	Source of Variation	DF	
		SA	A	U	D	SD							
1 Support and Encouragement of Students' Learning Efforts	St.	71 47.3	50 33.3%	17 11.3%	8 5.3%	4 2.7%	4.173	1.008		4.011- 4.336	B/n- Grps	1	1
	In.	6 75%	1 12.5%	1 12.5%	-	-	4.625	.744		4.003- 5.247			
2 Assignment of Appropriate Tasks	St.	51 34%	66 44%	21 14%	9 6%	3 2%	4.020	.952		3.867- 4.174	B/n- Grps	1	.4
	In.	2 25%	6 75%	-	-	-	4.250	.463		3.863- 4.637			
3 Enough time and Effort deviation Group Works	St.	83 55.3%	33 22%	20 13.3%	9 6%	5 5.3%	4.200	1.093		4.024- 4.376	B/n- Grps	1	.0
	In.	3 37.5%	4 50%	112.5%	-	-	4.250	.707		3.659- 4.841			
4 Goal setting, self-evaluation, self reinforcement skills assistant	St.	72 48%	48 32%	10 6.7%	15 10%	5 5.3%	4.113	1.115		3.434- 4.293	B/n- Grps	1	.0
	In.	1 12.5%	6 75%	1 12.5%	-	-	4.000	.535		3.553- 4.447			
5 Assistance and Encouragement of Students ability to attend goals via efforts	St.	55 35.7%	56 37.3	22 17.7%	13 8.7	4 2.7%	3.967	1.052		3.797- 4.136	B/n- Grps	1	2
	In.	4 50%	4 50%	-	-	-	4.500	.535		4.053- 4.947			
6 Performance control and feedback provision	St.	73 48.7%	39 26%	22 14.7%	11 7.3	5 3.3%	4.147	1.052		3.977- 4.316	B/n- Grps	1	.0
	In.	2 25%	5 62.5%	1 12.5%	-	-	4.125	.641		3.589- 4.661			
7 Student Motivation via various teaching techniques	St.	50 33.3%	55 36.7%	22 14.7%	10 6.7	13 8.7	3.927	1.063		3.755- 4.098	B/n-Grps	1	2
	In.	4 50%	4 50%	-	-	-	4.500	.543		4.053- 4.497			
8 Due attention to individual differences	St.	39 26%	45 30%	33 22%	23 15.3	10 6.7	3.533	1.219		3.337- 3.370	B/n-Grps	1	.0
	In.	2 25%	2 25%	2 25%	2 25%	-	3.500	1.195		2.501- 4.499			
<b>Average Mean</b>											B/n-Grps	1	.3
												156	1

