

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**FACTORS AFFECTING STUDENTS' MOTIVATION TO
LEARN ENGLISH AS A FOREIGN LANGUAGE:
DIGELU SECONDARY SCHOOL GRADE 9 IN FOCUS**

BY: TUNA FINKILA

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ENGLISH FOREIGN LANGUAGE: DIGELU SECONDARY
SCHOOLGRAE 9 IN FOCUS**

**M.A. THESIS SUBMITTED TO THE DEPARTMENT
OF ENGLISH**

BY: TUNA FINKILA

ADVISOR (Dr) MENGISTU ZELALEM

Approved by Examining board

_____ Advisor	_____ Signature	_____ Date
_____ Examiner	_____ Signature	_____ Date
_____ Examiner	_____ Signature	_____ Date

July, 2017

Adama

Declaration

I, the undersigned graduate student, declare that this is my work and that all sources or materials used for this study have been acknowledged.

Name _____

Signature _____

Place: School of Humanities and Law Adama University

Date of submission _____

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Contents	Table of contents	page
Acknowledgement.....		iv
Contents Table of contents page		v
List of Tables		viii
List of Acronyms/Abbreviations.....		ix
Abstract.....		x
CHAPTER ONE		1
INTRODUCTION AND BACKGROUND.....		1
1. Introduction.....		1
1.1 Background of the Study		1
1.2 Statements of the Problem		3
1.3 Objectives of the Study		5
1.3.1 General Objective		5
1.3.2 Specific Objectives		5
1.4 Research Questions.....		5
1.4.1 General Research Question.....		6
1.4.2 Specific Research Questions.....		6
1.5 Significance of the Study		6
1.6 Scope of the Study		7
1.7 Limitation of the Study		7
1.8 Organization of the Study		8
1.9 Working Definition of Terms		8
CHAPTER TWO		10
REVIEW RELATED LITERATURE		10
2. Introduction.....		10
2.1 The Concept and Definition of Motivation.....		10
2.2 Motivation Theories and Models in Language Learning.....		12
2.2.1 Gardner's Motivational Theory (Socio-educational Model).....		13

2.2.2 Dornyei Motivational Framework	14
2.2.2.1 A Frame Work for Motivational Strategies	15
2.2.2.1.1 Creating Basic Motivational Conditions.....	15
2.2.2.1.2 Generating Initial Motivation.....	16
2.2.2.1.3 Maintaining and Protecting Motivation	17
2.2.2.1.4 Encouraging Positive Self Evaluation.....	17
2.3 Types of Motivation.....	18
2.4 The Importance of Motivation in Second Language Learning	20
2.5 Factors that Affect Students Motivation in Second Language Learning	20
2.6 Relevant Research works	20
2.6.1 Review of Locally Conducted Researches.....	21
CHAPTER THREE.....	25
RESEARCH DESIGN AND METHODOLOGY.....	25
3. Introduction.....	25
3.1 Research Design.....	25
3.2 Research Setting and Population.....	25
3.3 Sources of Data and Sampling Techniques.....	26
3.3.1 Sources of Data	26
3.3.1.1 Teachers	26
3.3.1.2 Students and Classrooms	26
3.4 Data Collection Instruments.....	27
3.4.1 Questionnaire	27
3.4.2 Interview	27
3.5 Data Collection Procedures.....	28
3.6 Data Analysis	28
CHAPTER FOUR.....	29
DATA ANALYSIS AND INTERPRETATION	29
4. Introduction.....	29
4.1 Analysis and Discussion of the Results of Student Survey Questionnaire	31
4.1.1 Analysis of Data Gathered Through Items on Students Instrumental Motivation	32
4. 1. 2 Analyses of Data Gathered Through Items on Students Interest and Motivation to Learn English	34

4.1.3 Analysis of Data Gathered Through Items on Students' Linguistic Self-Confidence	35
4.1.4 Analysis of Data Gathered Through Items on Students' Fear/Anxiety to Learn English.....	37
4.1.5 Analysis of Data Gathered Through Items on Teachers and Parents Pressure on Students.....	39
4.2 Teachers interview	40
4.2.1 Presentation of interview, response given and analysis of the response.....	41
4.3 Discussion of Major Findings.....	48
CHAPTER FIVE	50
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	50
5. Introduction.....	50
5.1 Summary	50
5.1.1 Factors Related to Students	51
5.1.2 Factors Related to Teachers	51
5.1.3 Factors Related to Parents.....	51
5.2 Conclusions.....	52
From the findings discussed in the previous section, the following conclusions were drawn.....	52
5.2.1 Factors Related to Students.....	52
5.2.2 Factors Related to Teaches	52
5.2.3 Factors Related to Parents.....	52
5.3 Recommendations.....	54
References.....	55
APPENDICES	60

List of Tables

Table 4.1: Presentation of the results of background questionnaire

Table 4.2: Items on Students Instrumental Motivation

Table 4.3: Items on Students Interest and Motivation to Learn English

Table 4.4: Items on Students Linguistic Self Confidence

Table 4.5: Items on Students Fear/Anxiety to Learn English

Table 4.6: Items on Teachers and Parents Pressure on Students

List of Acronyms/Abbreviations

EFL-English Foreign Language

ELIP-English Language Improvement Programme

L2-Second Language

NGO-None Governmental Organization

SNNPR-South Nations and Nationalities and Peoples Region

UK-United Kingdom

US-United States

Abstract

The aim of the study was to investigate factors affecting students motivation to learn English. This was because students at Digelu Secondary School were seemed to have a weak motivation to learn English. The focus was to assess what factors affected students motivation to learn English and how teachers did try to motivate their students and what were the activities teachers use to motivate their students. The study was conducted in Digelu Secondary School which is found in Oromia Region Arsi Zone Digelu and Tijo Woreda. To attain this objective the researcher employed mixed research method and gathered quantitative and qualitative data from 2 English teachers and 100 grade 9 students using interview and questionnaire respectively. The 2 teachers were availably taken where as the 100 students were selected using simple random sampling from 496 grade 9 students. The quantitative data was analyzed comparing and contrasting the percentage and frequency of the response given. The major findings of the study were emerged from three sources such as students, teachers and parents that were not working well together to improve the learning and teaching of English. Thus, they were recommended to work hard cooperatively to improve students motivation to learn English.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

Discussions in Chapter One deal with the background, statement of the problem, objectives and research questions, significance of the study, the scope and limitation of the study and working definition of terms used in the study.

1.1 Background of the Study

English is an influential language in the world. Internationally, globalization has become a motivation for people all over the world to use English and the world has become a global village, (Barnet and Lee, 2003). Therefore, there is a basic need for the people around the world to learn English to meet their cultural, political and economic needs. Moreover, the English language currently enjoys the status of an international language (Crystal, 2003). English is the commonest foreign language that has been used as medium of communication and for exchanging of ideas among different nations and societies of the world (Mckay, 2002). It also enjoys wide use among societies and cultural or ethnic groups living within the same country such as the UK. Therefore this language can be considered a lingua franca (Seidelhafer, 2001).

Furthermore, a number of international organizations, for example, the UN (United Nations) and its different institutions use English as their official language. Similarly, various countries also use English at national level in different ways. Advancement in the knowledge, such as the internet has helped individuals around the world to draw closer which has aided English to obtain its current status (Barnet and Lee, 2003). Because of its current status, the English language is being thought and learnt as the second language more than any other languages around the world (Richards and Rodgers, 2001).

The history of second language learning can be traced back to the Romans (Schmitt, 2000) and motivation has long been identified as one factors affecting language learning, (Gardner, 1985).

The introduction of English language in the Ethiopian educational system brought together with it the introduction of modern (western) schooling that dates back to 1908 (Negash,1990).

The beginning of modern education in Ethiopia was characterized mainly by teaching foreign languages such as French, English and Italian. It was believed that “These languages would be important to keep the country sovereign by providing the country with elite which could negotiate the interest of the country through the uses of international language” (Negash, 1990).

At the time, there was severe competition among these three foreign languages that reflected the political sphere of the influence of each country’s in Ethiopia. Following the defeat of Italy during World War II, the Italian language was eliminated from the competition and this made the two remaining languages compete in schools as language of instruction. The period between the 1920s and mid 1930’s was an important period for English to gain ground in Ethiopian education .The main factors that contributed for the triumph of English over French was closely related to Ethiopian’s struggle to gain its independence from the Italia occupation (1935-1941).

Now-a- days, in Ethiopia English has been used as a medium of instruction in all secondary and preparatory schools, college and universities. It has also been used to be the medium for scientific researches, international business, diplomatic relation and transfer of information (Amanuel , 2015). Since English gives such a wide range of services, the effort to improve its teaching and learning has been given much attention from time to time. The present Ethiopian Education policy has also given strong focus to the improvement of the teaching and learning of English.

Recently, in Ethiopia, with the introduction of the new Education and training policy in (1994), due attention has been given to change the text books and introducing methods that take the students to the center of learning. To realize this, the Ministry of Education published series of text books entitled ‘English for Ethiopia’ to be used in all schools in the country. In addition to this, it has been reported on several workshops and seminars that English teachers have been given exposure or orientation through long and short term trainings to improve the quality of English language teaching and learning (Amanuel, 2015).

In spite of all the efforts made to improve students English language proficiency, it seems that students could not possess fluency in the language at a national level. The same has been true to students at Digelu secondary school.

Although students of Grades 9 and 10 at Digelu secondary school have been learning English for many years, their English proficiency has got severe problems. One of the major reasons for this may be lack of exposure to the different skills of language. For instance, Students practice English only in the classroom for a short period of time. No English is used in the community outside the classroom. Even in the school community communication is dominated by mother tongue, English is not being used by the students and the teachers outside the classroom. Added to this, lack of students' motivation to use and learn English also aggravated the problem. As a result, it seems that these could be the reasons in that students' English achievement in the classroom and national examinations has been very low. Thus, this study aims to investigate factors affecting students motivation to learn English.

1.2 Statements of the Problem

In order to meet the goals of the study, our students need to be motivated and learn English more effectively. In our school, however, most of the students almost lack this crucial element to learn and to have good language achievement. The researcher observed that most students do not actively participate in the language activities; do not do home work, class work and assignments. Many students miss classes being absent and also are late for lesson. They do not have concern to improve their language efficiency and achievement. This is one of the most obstacles to bring quality education to meet the government's goal. Ellis, (1997) points out that, as a teacher we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that a teacher has some control over. Lack of motivation is a great problem in the students English language achievement and needs to be alleviated.

To motivate their learners, teachers need to vary their techniques and tasks which reduce the boredom of lesson. However, teachers do not usually use authentic materials. If teachers use teaching aids like games, songs, pictures, funny stories, the learners will be motivated to learn the language. Furthermore he states "it is teachers' behavior that is decisive factor to increase

students' motivation". Teachers' supportiveness, enthusiasm, sense of humor and friendliness makes learners interested in learning the language.

Digelu Secondary School is located in Oromia Region, Arsi zone, in Digelu and Tijo Woreda. It has been upgraded to secondary school in 2007. The school has offered Grade 10 National Examinations eight times since it has been upgraded. For example, when we compare the results of students in different subjects in the national examination, most of the time the English results of students are very low. In our region, English has been thought beginning from Grade 3 in primary school as a subject. When we come to secondary school and levels above, English serves various purposes. It is the medium of instruction and it is compulsory subject. In addition since English is an internal language, it serves in sectors like diplomacy, business, the internet and science and technology. Thus, students are expected to have high level of proficiency in order to benefit from the language.

Moreover, according to the teaching experiences of the researcher, students of Digelu secondary school have their problems related to learning English. For example, most of the students do not actively participate in language activities in the classroom. They also do not do their home work, assignments and other individual activities outside the classroom.

Some local research related to this issue has been done to minimize the problem. For example, Hunduma (2013) conducted research on assessing the practice of teaching oral communication skill in EFL classroom in Haramaya University. In his result, he discussed that one of the major factors that affect the teaching of oral communication is students' motivation. He also states that the main factors affecting students' motivation in turn goes to teachers less motivation. He reports that it is obvious if teachers are strongly motivated to teach the language, they are able to share their knowledge effectively. Effective teachers help their learners raise their interest and confidence to learn the language. He also argues that students see effective teachers to be motivational and model to their learners. They encourage and enable their students achieve more.

Another research has been conducted by Nawaz, (2015) on factor affecting students' motivation level to learn English as a second language. In his results, he clearly reported that, the major factors affecting students' motivation are related to the students themselves. They state that integrativeness, instrumentality, interactional posture, English anxiety, attitudes towards learning

English, interest in English language, travel orientation, linguistic self confidence and fear of assimilation are the major factors that affect students' motivation.

Thus, although the studies were carried out in Ethiopia and other countries related to the motivation of learning EFL, the aim of the present study is to identify whether the problem to motivation is with teachers, students or both. Thus, this study is aimed at filling the gap between the two studies. The study also aims to contribute its part to the literature in that to show how lack of motivation affects teaching and learning of EFL in my school, namely Digelu secondary school.

Therefore, as an English teacher, the researcher has developed the desire to investigate the factors affecting students' motivation to learn EFL in Digelu secondary school grade 9 in focus.

1.3 Objectives of the Study

To address the problems stated above, the following objectives were set. The objectives could be grouped into general and specific ones as given below.

1.3.1 General Objective

The general objective of the study was:

- To assess factors affecting students motivation to learn the EFL at Digelu Secondary School.

1.3.2 Specific Objectives

The specific objectives of the study were to:

- Investigate how motivating the teaching of the EFL lesson was.
- .Assess if the activities used for the EFL lesson were motivating or not.
- .Explore if the students were motivated during the EFL lesson.
- Investigate problems affecting students motivation to learn English.

1.4 Research Questions

To guide the study during the course of the investigation the following general and specific questions were devised.

1.4.1 General Research Question

The broad research question was:

- What factors affected students motivation to learn the EF language at Digelu secondary school?

1.4.2 Specific Research Questions

The specific research questions were:

- How did teachers try to motivate students while teaching the lesson?
- Do the activities used were motivating students for the lesson?
- How motivated were students during the EFL lesson?
- What problems affected students motivation to learn the English Language?

1.5 Significance of the Study

The aim of the study was to assess factors affecting the motivation of students in learning the EFL lesson. Thus the finding of the study was hoped to provide means to know and alleviate the factors affecting students motivation as such to benefit various stake holders like students, parents, teachers, government, NGOs and researchers.

The first beneficiaries of the study would be the students because; the finding would show directions as to how they could be motivated to learn the lesson effectively. Thus, when students are motivated they could learn well there by to pass their exams and get jobs. Besides, as English is a medium instruction, if students became motivated and got good command of the language, they could also understand other subjects as well. For example, many students claim that, not only the questions of an examination that raised the difficulty level of the examination but also the language affects the difficulty level of both the classroom and the national examinations.

The next beneficiaries of the study could be students' parents. Parents are direct or indirect beneficiaries of the outcomes of their students. This can be realized when the students themselves achieve their goal. Teachers are investing their knowledge and energy to produce efficient human power that the government and NGOs need to employ. When teachers use the

findings of the study, they can motivate their students and get improved results that help them achieve their goals. Both the government and NGOs seek for qualified man power that can bring a change in the process of the development of the country in general. Thus, the finding helps the production of qualified human resource.

Lastly, the benefit may go to another researcher. Since few researches have locally been done on the area, the study may serve other researchers that wish to conduct research on the area in the future.

1.6 Scope of the Study

The study was only limited to grade 9 students in Digelu Secondary School. Although, there are four secondary schools in the Woreda, Digelu secondary school is one of these secondary schools. The school has 496 grade 9 students and two English teachers. The study was limited to using the population of 496 students and 2 EFL teaches to obtain 100 student samples and the two English teachers. It was useful to employ various data collection instruments to collect more data, however, the researcher limited himself to using only questionnaire and interview due to the relevance of the instruments to the nature of the study. .

1.7 Limitation of the Study

There were several problems that the researcher faced during the course of the study. The major problems were related to budget, time and respondents. That is first there was a shortage of the budget set by the government. The main reason for this was, unfortunately there was no any research paper reserved at Adama Science and Technology University Library that has been conducted on Factors Affecting Students Motivation to Learn EFL.As a result, the researcher was forced to go up to Arsi University at Asella and Bekoji towns and to Addis Ababa University to search for local research conducted on this topic. This took the researcher several days and made him expend a large amount of money.

Another problem was also shortage of time. As the researcher is a teacher, there was a little free time for working on the research. Except Saturday and Sunday, there was only one day in the week that the research used to move somewhere. Thus, the researcher had not enough time particularly to review related literature and to contact his advisor.

Still another problem was the absence of the respondents from the school during data collection since it was harvesting time for many students. After the respondents were selected randomly from student population, the next step was to collect data from the respondents through questionnaire. At the time of data collection, many respondents were absent day after day from the school. Thus, the researcher had to meet the absent respondents and collect data from them when they come to school and this took the researcher many days.

1.8 Organization of the Study

Here the organization of the of the study in chapters and the main contents in each chapter were discussed.

The study was organized in five chapters. Chapter One was Introduction and Background. Discussion was about : Introduction, background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, organization of the study and work definition of terms.

Chapter Two was Review of Related Literature. This consists of introduction, concept and definition of motivation, motivation theories and models in language learning, types of motivation, the importance of motivation in second language learning and relevant researches.

Chapter Three was Research Design and Methodology. Under this introduction, research design, research setting and population, source of data and sampling techniques, data collection instruments and data analysis were discussed.

Chapter Four was data analysis and interpretation. Discussions under this chapter focused on introduction, background questionnaire, analysis and discussion of the results of background questionnaire results, analysis and discussion of the results of student survey questionnaire, teachers interview, analysis of the data gathered through interview and discussion of major findings.

Chapter Five was Summary, Conclusion and Recommendation. Under this chapter, introduction, summary, conclusion and recommendation were discussed. Lastly, references and appendicis were presented.

1.9 Working Definition of Terms

Here under, the working definitions and concepts of some of the terms used in the study is given.

-Motivation: The dynamic changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor process whereby initial

wishes and desires are selected, priorities, operationalized and successfully or unsuccessfully acted out, Gardner (1985).

-Integrative Motivation: is defined as the desire to be a part of recognized or important members of the community or the society that speaks the second language, Saville-Troike (2006).

-Instrumental Motivation: involves the concept of purely practical value in learning the second language in order to increase learners' career or business opportunities giving them more prestige and power accessing scientific and technical information or just passing a course of their study in school, Saville-Troike (2006).

.-Extrinsic Motivation refers to a desire to get a reward and avoid punishment. It emphasizes at external needs to pursue the learner to take part in learning activities, Arnold (2000).

-Intrinsic Motivation: refers to learning itself having its own reward (Arnold, 2000,). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them.

Tongues: Language used by students in the process of leaning

CHAPTER TWO

REVIEW RELATED LITERATURE

2. Introduction

In this chapter attempts are made to present review of related literature and studies that related to the present study. In so doing, first, the definition of motivation is given. Then, types of motivation, the importance of motivation in second language learning, factors that affect students motivation in second language learning and relevant studies related to the present are discussed.

2.1 The Concept and Definition of Motivation

Definitions of motivation are very extensive and different. Different scholars define motivation in different ways. Dornyei, (2005) defines motivation as “if one were to ask what motivation is, the most probable reply would point to the energy that drives one to work harder towards a goal”. He also states that one can possess the right environment and tools, but if there is no inclination to, ‘do’, to act, then the goal or result will not be attained. Once one determines to do something, this determination has got to last rather than merely being presented at the start of an activity. It has to be an ongoing process especially if achievement of the goal is a lengthy process such as learning a language.

There are endless reasons why one can be motivated towards a goal varying from one individual to another, and there are also different affects which can mar or higher motivation. In the light of this complexity, it is unsurprising that producing an ultimate definition of motivation has been problematic. Motivation theories try to explain human thought and behavior. This itself has a daunting task and so we should not expect a complete and full explanation of it either (Dornyei, 2005; MacInyei, 2002).

On the other hand, Pennington (1995) contends that the problem is due to the fact that motivation cannot be directly observed and that the properties of persons’ motivational behavior are different and vary under divers circumstances. Whilst claiming that professionals differ in what

constitutes motivation, Pintrich and Schunk (2002) explain that motivation in its complexity has been conceptualized in varied ways including inner forces, enduring trait, behavioral response to stimuli and set of beliefs and facts.

This definition presents us with an assortment of variables. An added difficulty is that the efforts of different motives, at times positively interact, whilst at other time they are in conflict. Moreover in many studies according to Schmit, Boraie and Kassang (1996), it is not clear whether successful learning is the result or the cause of motivation. Dodick (1996), believes that the perfect explanation of motivation has yet to be discovered and indeed no single definition of motivation has been agreed upon at present (Pintrich and Schunk, 2002).

Concerning the influence of motivation in language learning, Gardner,(1985, p-10) describes as, motivation is the degree to which the learner works or strives to learn the language due to the interest to learn the language and satisfaction experienced in this activity. He also states a “motivated learner” is thus defined as one who:

- a) Has very strong interest to learn the language.
- c) Is interested to exert effort on learning actively and
- a) Interested to sustain the learning activities.

Gardner (1985), also defines motivation as a multi faceted construct that combines effort, desire and positive attitude towards language learning, of the goal of learning the L2 is to be achieved. This definition of motivation generates several problems because its main concern was integrative orientation which implied a situation where language learners were in contact with the target community.

Dornye (1998) also provide a more dynamic definition of motivation to learn, highlighting the fact that motivation needs to be sustained over time. For him L2 motivation brings the primary impetus to initiate the learning behavior and later the driving force to sustain the long and often tedious learning process that is all the factors involved in L2 acquisition presuppose motivation to some extent (Dornye, 1998, P-1).

Both Chambers (2001) and Dornyei (2001) highlight the multi faceted nature of motivation. They consider motivation to be changing over time and being affected by the surrounding context. They identify various factors that affect human behavior and thus related to motivation.

The dynamic, changing and cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor process whereby initial wish and desires are selected, priorities, operationalized and successfully or unsuccessfully acted out are termed as motivation by Dornyei (1998, p-64)

According to MacIntyre (2002), any definition of language learning motivation requires one to answer these three questions:

- a) Why is the performance expected directed towards specific goal?
- b) What establishes the amount of intensity or effort devoted toward achieving the goal?
- c) Why do people who have the same learning situations differ in their motivation levels?

Concerning the last question, MacIntyre (2002) stresses on the fact that individual differences are of extreme importance when it comes to studying motivation and he acknowledges several authors such as Crookes, Schmidt, Dornyei, Oxford, and Sherain who actually promotes this in the definition of motivation.

The same attention to individual difference is also given by Masgoret and Gardner (2003). They define the motivated individual as someone who:

Expends effort, is persistent and attentive to task of hand, has goals, desire and aspiration to enjoy the activities, experiences, reinforcement from success and disappointment from failure makes, attributions concerning success and (or failure is aroused and makes use of strategies to aid in achieving goals. (p-173)

Motivation is a complex concept that seems difficult to give a comprehensive definition. In order to gain a better understanding of motivation, further divers research efforts are required.

2.2 Motivation Theories and Models in Language Learning

This section presents a view of two influential motivational approaches in the fiend of language learning motivation research namely Gardner's motivation theory and Dornyei's motivational framework.

2.2.1 Gardner's Motivational Theory (Socio-educational Model)

The most influential of the early studies on motivation and second in language learning is the work of social psychologist Robert Gardner. Gardner's motivational theory reflects that attitudes related to the second language learning community have a strong influence on one's language learning. It is also assumed that language learning motivation goal is classified into two broad categories integrative and instrumental orientation.

An integrative orientation indicates that learners are willing to exert effort towards achieving goals. Students who were integratively oriented would demonstrate greater effort towards achieving their goals, including the achievement of language competence and proficiency.

Gardner's social educational model incorporates the learners' cultural beliefs, their attitudes towards learning situations, their integrativeness and (the primary factor in the model) their motivation. Gardner's main idea was that, integrative orientation is positively related to second language achievement and there is a direct cause and effect relationship. Gardner argues that success in foreign language learning will be influenced particularly by attitude towards the community of speakers of that language.

However many researchers have tried to analyze language learning motivation without considering the different social contexts in which it occurs. For example the study of Gardner and Lambert (1972) itself on English speaking learners of French in areas of North America where there is a community of French native speakers close at hand (Littlewood1984), the result shows that learners with a higher integrative orientation achieved a greater proficiency. On the other hand their study on the learners of English in Philippines showed a different result in which the level of the learners' instrumental motivation correlated best with their success in second language learning.

It is Brown (2000) that the two types of motivation are not necessarily mutually exclusive. Most situations involve mixture of each type of motivation. For example Chinese speakers learning English in US for academic purpose may be relatively balanced in their desire to learn English

both for academic (instrumental purposes) and to understand and become somewhat integrated with the culture and people of the US.

Recent research has suggested that the instrumental orientation resulted in equal or better achievement outcomes than integrative orientation, and in many cases the integrative orientation actually has a negative correlation with proficiency (Dornyei 1990). The outcome of Crookes (1991) study suggested that there is no positive relationship between integrative and achievement, but rather negative relationship between the two variables. In line with this some researchers state that, it is not always easy to distinguish between integrative and instrumental motivation in that learners may have both orientations at the same time or might learn the language for both reasons that are unrelated to either of the two orientations. For example, Dornyei (1990) asserts that instead of being opposite ends of a continuum, these two orientations could be seen overlapping constructs that have the same nature in part, for example, an individual is likely to immigrate to another country with the desire to get a better job there.

2.2.2 Dornyei Motivational Framework

Dornyei (1994) recent attempt in the second language learning motivation involves three level components of motivation. These are language level, learner level and learning situation level. The language level includes an integrative and instrumental motivation. The learning level consists of motivational components relating to individual characteristics such as need for achievement and aspects of language anxiety, perceived language competence, attribution about past experience, and self efficacy. Learning situation level consists of intrinsic and extrinsic motivations and motivational conditions concerning three areas: course specific, teacher specific, and group specific motivational components. Course specific motivational components are related to the syllabus, teaching materials, the teaching method and the learning tasks. Teacher specific motivational components include the facilitative derive to please the teacher authority type and direct socialization of student motivation. Group specific motivation components involve four main components: goal orientedness, norm and reward system, and group cohesion and classroom goal structure.

Dornyei explains the reasons for separating the three motivation levels is that they to have a vital effect on the overall motivation independent of each other that is by changing the parameters at

one level and keeping the other two dimensions constant, overall motivation might change. For example, the same learners in the same learning situation might show a very different degree of motivation depending on what the target language is. In other words each of the three levels of motivation utilizes its influence independent of the others and has sufficient power to neutralize the effect of the motivation associated with the other two levels.

2.2.2.1 A Framework for Motivational Strategies

Dornyei (2001) defines motivational strategies as techniques that promote the individual goal-related behavior. He also states that motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. According to Dornyei, to design a practical framework of motivational strategies it is important to decide how to organize the long list of relevant motivational techniques into a separate theme. The most systematic attempt to date to produce such taxonomy was made by Dornyei (2001:119) who proposed a parsimonious (i.e. economical, wise or famous) system of four main dimensions as follows:

2.2.2.1.1 Creating Basic Motivational Conditions

Motivational strategies require the fulfillment of some aspects before they are set to work. There are certain conditions to be met before any attempt to generate motivation can be effective. Some of these conditions are following (Dornyei 2001)

- ***Appropriate teacher behavior and good teacher student rapport***

Whatever is done by a teacher has motivational, formative, influence on the students. In other words teacher behavior is a powerful motivational tool

According to (Dornyei 2001) a key element is to establish a relationship of mutual trust and respect with the learner, by means talking with them on a personal level. This mutual trust could lead to enthusiasm. At any an enthusiastic teacher impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally.

- ***A pleasant and supportive classroom atmosphere***

It stands to reason that a tense classroom climate can undermine learning and demotivate learners. On the other learners' motivation will reach its peak in a safe classroom climate in

which students can express their opinions and feel that they do not run the risk of being ridiculed (Thanasoulas 2002).

- *A cohesive learner group characterized by appropriate group norms*

Fragmented groups, characterized by lack of cooperativeness can easily become ineffective, by reducing the individual member's commitment to learn. According to Thanasoulas (2002), there are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other interaction, group competition, common threat, and active presence of the learner.

2.2.2.1.2 Generating Initial Motivation

All learners in the world like to learn something new and want to explore the world, because of their inborn curiosity. However in education system students have no right to choose what they want to learn. The content of curriculum is always selected on the basis of what society considers important rather than the learners do. Therefore, school work is considered to be the least rewarding activity, boring, unenjoyable and constrained. Therefore, teachers need to contribute actively to generate positive student attitude towards learning the subject matter. In relation to these ideas, Dornyei (2001) states the following strategy to be used in achieving the goal.

- *Increasing the learners' goal orientedness*

In many classes students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders is far from being accepted by the group members. Thus, it would be beneficial to increase the group's goal orientedness and this could be achieved by allowing students to define their own personal criteria for what should be group goal.

- *Making the curriculum relevant for the learners*

In order to encourage the learners to concern themselves with the most learning activities, we should find out their goals and the topics they want to learn and try to incorporate them in to the curriculum.

- *Creating realistic learners beliefs*

It is widely acknowledged that learners' beliefs about how much progress to expect, and at what pace can lead to disappointment. Therefore, it is important to help learners get rid of their preconceived notions that are likely to hinder their attainment. To this end learners need to develop an understanding of the nature of second language learning, and should be conscious of the fact that the mastery of second language learning can be achieved in different ways, using diversity of strategies.

2.2.2.1.3 Maintaining and Protecting Motivation

According to Dornyei (2001) unless motivation is actively protected during the action stages of the motivational process, there is a probability that it will gradually become weaker because of some factors. Hence an active motivational repertoire should include exclusive motivational strategies that can help to prevent this from happening. Two of these strategies are given below.

- ***Increasing the learners self confidence***

In language classroom it is important to maintain and increase the learners' self confidence by fostering the belief that self competence is a changeable aspect of development, by promoting favorable self conceptions, by increasing interest through encouraging and inviting the learners for making contribution and by making the learning context less stressful to reduce classroom anxiety.

- ***Creating learner autonomy***

Taking responsibility of one's learning i.e becoming an autonomous learner can be beneficial to learning. Good and Brophy (1994) cited in Thanasoulas (2002), note that the simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy. Ushioda (2005), remarks that self motivation is a question of thinking effectively and meaningfully about learning experiences and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimize and sustain one's involvement in learning.

2.2.2.1.4 Encouraging Positive Self Evaluation

There are a number of factors which will significantly determine how teachers approach subsequent learning tasks such as the way learners feel about their past learning experience and

the reasons to which they attribute past success and failure. By using appropriate strategies, teachers can help learners to evaluate their achievements and to encourage them to take credit for these accomplishments by attributing them to sufficient ability and reasonable effort.

Dornyei (2001) offers the following strategies under this issue.

- *Promoting attribution to efforts rather than to ability*
- *Providing motivational feed back*
- *Increasing learner satisfaction and the question of rewards and grades*

2.3 Types of Motivation

Different educators categorize motivation in different types. Harmer (1991, p-3), uses the word ‘goal’ to categorize motivation in second language learning into two types, namely, short and long term goals. Let us see what each mean next.

- 1) **Short term goal**, means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high score.
- 2) **Long term goal**, refers to a wish of students or learners who want to get a better job in their future or to be able to communicate with people who use the language that they study or the target language.

Krashen (1988, p-22) mentions the following factors which are rather related to motivation that will attempt to relate to the second language ability and to the following two functions integrated and instrumental motivation.

1 Integrative motivation- is defined as the desire to be a part of recognized or important members of the community or the society that speaks the second language. It is based on the interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language. Using the same language in the community, but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p-86).

2 Instrumentation- involves the concept of purely practical value in learning the second language in order to increase learners' career or business opportunities giving them more prestige and power accessing scientific and technical information or just passing a course of their study in school (Saville-Troike, 2006, p-86). According Norris (2001), with instrumental motivation, language is more utilitarian, such as attaining the requirements for school and or higher graduation, applying for job, seeking higher pay based on language ability, understanding technical materials, translation work or achieving higher social status.

Moreover motivation is further classified in to two main extrinsic and intrinsic categories as stated bellow.

1 Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes at external needs to pursued the learner to take part in learning activities (Arnold, 2000), such as home work, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the extrinsic motivation (Harmer, 1991).

As extrinsic motivation is based on external outcome, such as rewards and punishment, it could bring a negative impact to the student, because with extrinsic motivation, students do not learn with their strong intention or willing but the study is because they pushed by the interest in the reward or punishment. When a student is learning because he is promised reward or because he wants the reward, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the students will not be interested in coming to class and learn the language any more.

2. Intrinsic Motivation refers to learning itself having its own reward (Arnold, 2000, p-4). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for the external outcomes. There are no negative impacts in having intrinsic motivation. In addition intrinsic motivation pushes the students to learn without rewards because the need is innate or come from the inside or depend on their own will. Lightbown and Spada (199) states that teachers do not have many effects on students'

intrinsic motivation since the students are from different backgrounds and the only way to motivate the students is by making the class supportive environment.

2.4 The Importance of Motivation in Second Language Learning

Motivation has an important role in success and failure in learning second language. Spolsky, (1990) States that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning, students who are less motivated are likely to less their attention, misbehaved and cause discipline problems, on the contrarily students who are highly motivated will participate actively and pay more attention to a certain learning task or activity.

2.5 Factors that Affect Students Motivation in Second Language Learning

Four factors that can be dangerous to learners' motivation according to Harmer (1991, p-4) are:

1. **Physical conditions** which means the atmosphere in the class. For example, if students have to study in the bad light room, overcrowded board or in an unpleasant small class room, they can lose their motivation or motivation in learning will be lowered.
2. **Method of teaching** which refers to the way that students are thought affects their motivation. Whenever students feel bored at the teachers method, their motivation would likely be lost or gradually decreased. As Harmer (1991) "if students lose confidence in the method, they will become demotivated."
3. **The teacher** as the most powerful variable of motivation can become a major part in demotivating the learner.
4. **Success** refers to the appropriate level of challenge desired by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to demotivated situations in learning. As Harmer points out, to give high challenge activities, may have negative effect on motivation. Students can also be equally demotivated by too low level of challenge.

2.6 Relevant Research works

Hedge (2000) conducted a study that investigated the motivation of 20 Japanese students who were studying English. The findings indicated that the most common reasons for studying English as the second language were for communication with people overseas, finding

employment in high profile career, processing international information and understanding other cultures. These findings were related to the work of Gardner and Lambert (1972) which suggested that a person's need for studying a second language is for the ability to socialize with the learning language community or integrative motivation and the ability to gain knowledge or instrumental motivation.

Siriluck Weshsumangkalo and Sirithip Prasertprattanadeoch (2004) conducted a study which indicated clearly that high English proficiency subjects are more integratively motivated than low English proficiency subjects. However, there was no significant difference on the level of instrumental motivation between two groups of subjects. Moreover the study showed that high English proficiency subjects are more motivated than low English achievement.

2.6.1 Review of Locally Conducted Researches

A study by Mulugeta (1997) was conducted to investigate the extent to which students are intrinsically motivated to the listening of college English course. He investigated the intrinsic motivation of Addis Ababa University freshman students in relation to their achievement goals and the motivational roles the listening tasks, the listening texts and English instructors. His study showed that the students were intrinsically motivated. The students' was accounted for their perception of the relevance of the skills, tasks, and the text to their needs in the academic setting.

Another study by Banti (2001) aimed at finding out the extent of students' orientation and motivation for learning English. The study focused on private freshman college English students. The result of the study indicated that though the college English syllabus mainly capitalized on instrumental goal of learning, the integrative goals emerged more importantly for learning EFL in that context.

A study by Jemal (2007) was conducted to explore EFL instructors use of motivational strategies in communicative English skills. This is to find out instructors perception of motivational strategies, the extent they are using, and how it is perceived by the learners. According to the study, the instructors had good awareness of the contribution of motivational strategies and they are employing them in the communicative English classes to a fairly good extent. The paper indicates that the students are well aware of the instructors' motivational efforts. It recommends

that the instructors should do their level best to promote learners' positive self evaluation, feedback seeking behavior and self motivating strategies. Another research by Dereje (2008) focuses on identification of activities that need consideration in designing and implementing motivational techniques in reading lesson particularly on students perception of these techniques used by the teachers in the teaching of reading. The study revealed the perception of the relevance of using additional materials by majority of the students. It also indicated the importance of getting opportunities to participate in discussions and that reading engagement could be achieved through the employment of students' efforts. It is recommended that efforts should be made in assessing students' reaction to reading materials teachers use and making a link with enjoyable topics, providing classroom activities students prefer to involve in.

A research conducted by Seblewongel (2007) aimed at exploring motivational strategies employed by English instructors with the focus on how important instructors perceived certain motivational strategies in their teaching practices. The result indicated that the instructor believed most of motivational strategies as essential part of teaching by increasing the students' goal orientedness and promoting the students' autonomy which were found to be the most neglected areas in the instructors teaching practices. In general using the strategies mentioned in the study to motivate the students in the EFL context and giving priority to teachers to help them motivate the students are among the recommendations.

Then local motivational studies in the literature are mainly grounded on either teachers use of motivational techniques/ strategies or students perception of these techniques in the EFL classroom, specifically in the teaching of any one of the skills or language areas (for example in reading and in communicative skills).

Guilloteaux and Dornyei (2008) remark that the question to answer now is whether teachers would benefit from being specifically trained in the use of motivational strategies as part of preservice or in service teacher education programmed. Given that students motivation is a major problem in educational setting worldwide finding was teachers awareness of their motivational practices and to train them in using skills that can help them to motivate learners should be a prominent methodological concern.

Very little research has been done to aware the extent to which the proposed techniques or strategies in training like English ELIP, that has began recently in teachers education colleges/More over the local studies focus on formal classroom contexts where as this ones concerned on a special training programme .The current study aims to fill this gap by studying the factors affecting students motivation to learn EFL.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

Under this chapter, discussions are given on the research design, the research setting, and sources of data, the sampling techniques, the data collection instruments and method of data analysis.

3.1 Research Design

The research design used for the study was descriptive survey design. This was done so because using descriptive survey design was assumed appropriate to the nature of the study and was used to generate views and opinions of respondents, with which it would indicate a clear picture of the situation, the practices and experience (Dabali (cited in Banti ,2015). Besides, the researcher employed mixed research method in an assumption to enable the researcher gather both qualitative and quantitative data since it was more appropriate for the study.

According to Leech and Donwuegbuzie (2004), mixed research methods are important and useful to draw strength and to minimize the weakness of using single research method. In addition both quantitative and qualitative data collection methods were used as the focus was on gathering, recording, describing analyzing and interpreting the data to reveal the factors affecting students' motivation to learn EFL.

3.2 Research Setting and Population

The setting or site for the study was Digelu Secondary School found in Oromia Region, Arsi Zone, Digelu and Tijo Woreda in Digelu Town. As of 2009 Ethiopian academic year, Digelu secondary school had two grade levels, namely, Grades 9 and 10 where grade 9 had 8 sections and grade 10 had 5 sections. The total number of students in both grade 9 and 10 of the school were 505 males and 331 females. Thus, the number of students attending Grade 9 was 496. Thus, the population of the study was 496 grade 9 students and two English teachers.

3.3 Sources of Data and Sampling Techniques

The source of data and the sampling techniques used to get subject of the study is given hereunder.

3.3.1 Sources of Data

The researcher used two types of sources of data, namely, Primary and Secondary sources. The Primary sources were students and teachers where as the Secondary sources were documents, literature, books and the like. The researcher was intended to gather data from teachers and students because it was assumed that this would provide first hand information to the study. Besides, it was also considered that since the problem was observed among these students, they were considered as the source of data.

3.3.1.1 Teachers

The teachers were one of the most useful participants of the study because they played crucial roles in the teaching and learning process. So, they were included in the study to obtain detailed and adequate information about the study using interview. Thus, from the EFL teachers teaching in both grade 9 and 10, all of them were taken using comprehensive or available technique for qualitative data collection instruments. So, both 2 EFL teachers were used to provide qualitative data.

3.3.1.2 Students and Classrooms

The other participants of the study were students. To determine the student participants of the study, first, it was considered useful to determine the grade level of students for the study. Therefore, as there were two grade levels, namely, Grade 9 and 10 in the school. Grade 9 was selected for the study using purposive sampling.

Next, the number of students in Grade 9 as of the 2009 E.C was 496. Of these students 304 were male where as 192 were female. There were eight sections or classrooms with 62 students in each classroom. To take 20% of the total students, the researcher used simple random sampling technique. $20\% \text{ of } 496 = 99.2$ which is almost=100. So, 100 student participants which were 12 or 13 in each classroom were needed to respond to questionnaire. To select these participants, the researcher first listed all the names of Grade 9 students down. Then he prepared 62 lotteries with 12 or 13 lotteries numbered '1' and the rest '0' in each classroom and made all students draw

the lottery. Finally, those 100 students who drew lot number '1' were selected to be student participants of the research.

3.4 Data Collection Instruments

For the study, two types of data collection instruments, namely questionnaire and interview guide were used. The detail of each instrument is given here under.

3.4.1 Questionnaire

Questionnaires are useful instruments to collect data from a large sample size where using interview becomes difficult. According to Cohen, Manion and Morrison (2005), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze.

So, in the study, close ended questionnaire survey was used having 30 items to collect quantitative data from student participants. To prepare the questionnaire, literature review related studies and other sources were consulted. The questionnaire had 5 sections where section one dealt with the aim and the instructions to fill it out. However, sections two and there were prepared to collect data on teaching and learning of the lesson, on classroom activities and on students motivation to learn the EFL lesson.

Finally, the questionnaire was translated in to Afan Oromo language for the ease of students understanding. That is for the students to provide data easily, the items in the instruments were translated into Afan Oromo by avoiding leading questions, confusing items and others and next, the researcher discussed with Afan Oromo teachers to check if the translation was correct.

3.4.2 Interview

The other instrument used for data collection was interview guide. According to Kvale (2007) an interview is an exchange of views between two or more people on a topic of mutual interest, the centrality of human interaction for knowledge production and the social situations of research data. Interviews are useful method of data collection where there is a need to obtain rich and in-depth qualitative data.

In view of this, an interview guide having 16 open ended items was prepared based on literature review and related studies to obtain qualitative data from teacher participants. In addition the items of the interview were made to relate to the items of the questionnaire as such to deal with the teaching and learning, the activities and students motivation. Finally, the interview guide used was semi-structured because it was aimed to collect data on preconceived ideas of the study. The interview was prepared in English as the respondents were able to use the language effectively.

3.5 Data Collection Procedures

To collect the quantitative and qualitative data, first permission was secured from the school to conduct the study. Then, both teacher and student samples were informed about the aim of the study and that they would provide data for the study. When they showed their agreement, the time and pace to collect data were arranged. As a result, first questionnaire data were collected from students in conference hall. Next, qualitative data was collected from teachers using a face-to-face interview at the teachers' staffroom. The interview data was recorded using audio recorder and the data was later transcribed.

3.6 Data Analysis

Before the data analysis phase, the quantitative and the qualitative data were cleared and assessed for possible error, then, data were coded and prepared for analysis. To analyze the data, first the quantitative questionnaire data were descriptively analyzed using frequency, percent, mean and tables for comparison and contrast. Similarly, for the qualitative data, major themes from the responses provided were analyzed using thematic analysis.

In the end, the results of quantitative and qualitative data analysis were merged or mixed according to the mixed method design of the study. Then, the results from the two data sets were compared and contrasted using descriptive analysis that of frequency, percent tables and statements to provide the findings of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. Introduction

In this chapter an attempt is made to provide a detailed presentation and discussion of the data collected through the two instruments (questionnaire and interview) used in study. As stated in the previous chapters, the study was aimed at exploring Factors Affecting Students' Motivation to Learn English Foreign Language: Digelu Secondary School Graed 9 in Focus. The chapter is organized in three sections. In the first section, the discussion begins with the background questionnaire results. The detailed presentation and analysis of data follows with the discussion of the data gathered through the questionnaire survey. The third section is about the presentation and the discussion of the interview results. To do this, the researcher presented the results of the questionnaire items under different kinds of motivation topics in frequency and percentage in the same table so that, easier comparison can be made. Then, an attempt was made to summarize it by making a list of the most and the least frequent values. Based on the participating teachers' interview data, the possible answers that might explain what factors are affecting motivation of the students 1. Respondents sex? to learn English were discussed.

Table 4.1 Representation of the results of back ground questionnaire.

1.Respondents'sex	Male=58	Female=42		
2. Grade level	9=100	10=0		
3.Your interest to learn English is ?	Very high= 55(55%)	High=27(27%)	Low=14(14%)	Very low= 4(4%)
4.How often do you attend English lesson?	Always= 41(41%)	Often=19(19%)	Sometimes= 33(33%)	Rarely=7(7%)
5.How often do study English	Always=13(13%)	Often=17(17%)	Sometimes=61(61%)	Rarely=9((%)

The table shows that there were 100 student participants where 58 were male and 42were female student participants. All the participants were selected from grade 9 students in the school. The response given to the participants level of interest indicates that majority of the participants have very high interest to learn English. That is “your interest to learn English is _____?” Very high=55 (55%), high=27 (27%), low=14 (14%), very low4 (4%). The result indicates that most of the participants have high interest to learn English. Although the participants have high interest, their motivations to learn English and English results are low. The problem may be how to put this high interest into practice to learn English. The response to “how often do you attend English lesson?” was, always=41 (41%), often=19 (19%), sometimes=33 (33%) and rarely=7(7%). This shows that more than half of the participants do not properly attend their English lesson. A large number of them attend their English lesson sometimes and even some participants attend their English lesson rarely.

Concerning how frequent they study, the participants responded to the question “how often do you study English?” Always=13 (13%), often =17 (17%), sometimes=61 (61%), rarely=9 (9%) As we can understand from the data, more than 3/4 of the students study English only some times. This clearly indicates that students have got weak motivation to learn English. Students are not learning and studying English properly and this why the students’ results become low. This shows that they have low motivation to learn English.

Table 4.2:- Items on students instrumental motivation

R.N	Studying English is important to me because ...	Rating Scales										Total
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	I can read books, magazines, news papers in English	27	27	61	61	5	5	4	4	3	3	100
2	Without English I won't not be able to travel	35	35	34	34	23	23	4	4	4	4	100
3	I can use computer (internet)	55	55	32	32	7	7	5	5	1	1	100
4	I can understand films, videos, TV or radios	54	54	39	39	6	6	1	1	-	-	100
5	It is expected of me	62	62	30	30	2	2	4	4	2	2	100
6	I would like to learn as many foreign languages as possible	43	43	41	41	12	12	4	4	-	-	100
7	I can broaden my out look	56	56	32	32	6	6	4	4	2	2	100
8	It will increase my ability to influence others	58	58	39	39	3	3	-	-	-	-	100
9	I can keep in touch with foreign friends	35	35	48	48	13	13	4	4	-	-	100
10	I would like to increase my ability to learn other subjects	68	68	26	26	3	3	-	-	-	-	100

4.1 Analysis and Discussion of the Results of Student Survey Questionnaire

As it was described above, the researcher gathered data from the participants through questionnaire categorized in to five themes. After presenting the data all together, the researcher analyzed the data under each theme one after another below.

4.1.1 Analysis of Data Gathered Through Items on Students Instrumental Motivation

These items aimed at finding how the students are instrumentally motivated to learn English. To achieve this goal totally 10 questions were administered and quantitative data gathered from 100 respondents. To determine the degree of the students agreement to the given statement, options 5 (strongly agree) and option 4 (agree) were added. In the same way to determine the disagreement option 2 (disagree) and option 1 (strongly disagree) were added.

Concerning students instrumental motivation, the students reported that **Studying English is important for them because of:**

- 1 “I can read books, magazines, newspapers in English” in responding to this, 27 (27%) reported strongly agree, and 61 (61%) agree. This indicates that 88% of the respondents study English to read books, magazines and newspapers.
2. “ Without English we will not be able to travel.” They responded, 35 (35%) strongly agree, 34 (34%) agree to this idea. Totally 69% of the students agreed to this idea.
3. “I can use computer (internet)” participants responded as, 55(55%) strongly agree, and 32(32%) agree. Totally, 87(87%) of the respondents study English also to use internet. This indicates that majority of the respondents are motivated to learn English to use computer (internet).
4. “I can understand films, videos, TV, or radios.” The respondents filled, 54 (54%) strongly agree, and 39(39%). Totally, about 93(93%) of the participants responded to this question showing their strong agreement. In other words, a large number of students are strongly motivated to study English also to understand audiovisual information.
5. “It is expected of me to learn English.” 62 (62 %) Of the participants completed, strongly agree, and 30 (30%) agree. This shows that almost all students agree that learning English is something expected of them and it is their concern to learn English.
6. “I would like to learn as many foreign languages as possible.” To this, 43(43%) of the participants filled strongly agree, and 41(41%) agree. Totally 84 (84%) of the respondents agreed that they would like to learn as many foreign languages as possible. Whereas 12(12%) of the

respondents are filled undecided. Although they don't properly learn one language-English, students wish to learn as many foreign languages as possible.

7. "I can broaden my outlook" in responding to this, 56 (56%) of the respondents strongly agree and 32(32%) of them agree. This indicates that most students, 88(88%) wanted to learn English in order to broaden their outlook or to widen their knowledge.

8. "It will increase my ability to influence others" to this question, 58(58%) participants responded strongly agree, and 39(39%) agree. Totally, 97(97%) of the respondents reported strongly agree. This shows that almost all the participants wanted to have better knowledge than others and influence them.

9. "I can keep in touch with foreign friends" in responding to this, 35 (35%) of the respondents completed strongly agree and 48(48%) agree. This means, most students are motivated to learn English also to communicate to their foreign friends and keep in touch with them.

10. "I would like to increase my ability to learn other subjects" 68(68%) of the participants reported that they strongly and 26(26%) of them reported agree. As we know that all subjects are provided by English language at high school level. Hence, the importance of learning English is very great. This is may be why almost all the participants strongly agreed to this question.

To sum up, as we can understand from the data, most of the respondents reported that they agreed to the concepts given on students' instrumental motivation. This means almost all the participants are instrumentally motivated to learn English as foreign language.

Table 4.3:-Items on students interest and motivation to learn English

R. N	I think that ...	Rating Scales										Total
		5		4		3		2		1		
		No	%	No	%	No	%	No	%	No	%	
1	Passing my English at 'A' is important for my future	67	67	29	29	4	4	-	-	-	-	100
2	I feel successful if I do better than other students in English	63	63	31	31	5	5	1	1	-	-	100
3	I plan to learn as much English as possible at school	44	44	49	49	6	6	1	1	-	-	100
4	English is really an important goal in my life	57	57	37	37	5	5	1	1	-	-	100
5	English is an important subject in school	62	62	32	32	3	33	2	2	1	1	100

4. 1. 2 Analyses of Data Gathered Through Items on Students Interest and Motivation to Learn English

The purpose of this is to obtain information on students' interest and motivation to learn English.

1. "Passing my English at 'A' is important for my future" to this question, 67(67%) of the participants reported strongly agree and 29(29%) agree. Almost all participants agreed to this idea. This indicates almost all participants are interested to learn and score good grade.

2 "I feel successful if I do better than other students in English" in responding to this question 63(63%) of the participants reported strongly agree and 31(31%) agree. This shows that almost all students feel successful if they do better than other students.

3. "I plan to learn as much English as possible at school" 44(44%) of the participants responded strongly agree and 49(49%) agree. From this we can understand that most student plan to learn English properly but the matter is to implement the plan effectively.

4. "English is really an important goal in my life" to this question, 58(58%) of the respondents reported strongly agree and 37(37%) of them reported agree. This shows that almost all students have high interest to learn English.

5. “English is an important subject at school” in responding to this question, 62(62%) of the respondents filled strongly agree and 32(32%) agree. It means almost all students believe that English is an important subject at school.

In general, almost all the respondents reported that they have strong interest/motivation to learn English. They also indicated that English is an important subject in the school and it plays an important role in their future life.

Table 4.4: Items on students’ linguistic self- confidence

R.N	I think that ---	Rating Scales										
		5		4		3		2		1		T0tal
		N O	%	N O	%	N O	%	N O	%	NO	%	
1	I would be capable of reading and understanding most English texts	28	28	56	56	16	16	-	-	-		1100
2	I have good ability to learn English	49	49	46	46	5	5	-	-	-	-	100
3	I will be able to write in English comfortably if I continue studying English	58	58	37	73	5	5	-	-	-	-	100
4	I will effectively communicate in English if I continue studying	59	59	40	4	1	1	-	-	-	-	100
5	I will score good grades in English exams if I continue studying	58	58	38	38	4	4	-	-	-	-	100

4.1.3 Analysis of Data Gathered Through Items on Students’ Linguistic Self-Confidence

1 “I would be capable of reading and understanding most English texts” when responding to question, 28(28%) of the respondents completed strongly agree and 56(56%) of the respondents selected agree. Here the data indicates that there is less strong agreement where as more than half of the respondents agreed. On the other hand, this shows that there is a problem in reading and understanding an English text.

2. “I have good ability to learn English” 49(49%) of the respondents strongly agreed and 46(46%) of the students agreed to this idea. Almost all respondents believe that they have good ability to learn English, however in the contrary, their English result is low. So, it seems they have no motivation to work hard on English.

3. “I will be able to write in English comfortably if I continue studying” to this question, 58(58%) of the respondents responded strongly agree and 37(37%) of them reported agree. This implies that the participants believe that if they continue learning English they can write well in English.

4. “I will effectively communicate in English if I continue studying” to this question, 59(59%) of the participants completed strongly and 40(40%) of them agreed. Almost all participants think that they will effectively communicate in English if they continue studying English.

5. “I will score good grades in English exams if I continue studying English” 58(58%) of the participants responded strongly agree and 38(38%) of them responded agree. It means almost all students believe that they will score good grades in English exams if they continue studying English.

As we can understand from the results of the respondents, the respondents have good ability to learn English. They also indicated that they have self confidence to work on English and perform effectively if they continue studying English.

Table 4.5:-Items on students fear/ anxiety to learn English

R.N	I think that...	Rating Scales										
		5		4		3		2		1		Total
		No	%	No	%	No	%	No	%	No	%	
1	I feel anxious if someone asks me something in English	18	18	32	32	19	19	17	17	14	14	100
2	I find the study of English is very boring	14	14	21	21	18	18	10	10	37	37	100
3	It doesn't bother me at all to speak English	24	24	26	26	15	15	13	13	22	22	100
4	Most of my classmates find it easier to learn English than I do	19	19	23	23	18	18	14	14	26	26	100
5	I worry that students laugh at me if I make mistakes when I speak	22	22	30	30	10	10	16	16	22	22	100
6	I encounter shortage of words when I try to speak	35	35	20	20	18	18	12	12	15	15	100

4.1.4 Analysis of Data Gathered Through Items on Students' Fear/Anxiety to Learn English

This section is aimed at exploring what problems students face when they learn English. What negative aspects they feel in learning English.

1. "I feel anxious if someone asks me something in English" in responding to this question, 18(18%) completed strongly agree and 32(32%) of them filled agree. From this we can understand that half of the participants feel anxious when someone asks them to speak in English. This indicates that there is a problem that hinders students' participation in the class to learn English.

2. "I find the study of English is very boring" when responding to this question, 9(9%) reported disagree and 37(37%) strongly disagree. The response provided to this question is scattered on each scale. Some of the participants strongly agreed and some of them agreed whereas some of them completed undecided. Although more number the respondents disagree, considerable number of them reported disagree. This indicates many students find the study of English very boring and it is one of the problems that the students facing in learning English.

3. “It does not bother me at all to speak English” 24(24%) of the respondents reported strongly agree and 26(26%) of them reported agree. It means exactly half of the respondents responded that they don’t bother to speak English. This implies that the students have no full interest/motivation to learn English.

4. “Most of my classmates find it easier to learn English than I do” in responding to this question, 19(19%) of the participants reported strongly agree and 23(23%) of them reported agree. The response provided to this question is distributed to each scale- not collected at some scales. This indicates that there is a considerable number of students that feel their classmates learn English more easily than they do.

5. “I worry that students laugh at me if I make mistakes when I speak” 22(22%) of the respondents completed strongly agree and 30 (30%) of them completed agree. As we can understand from the data, more than half of the students worry about making mistakes and being laughed at by their fellow students.

6. “I encounter shortage of words when I try to speak” 35(35%) of the respondents reported strongly agree and 17(17%) of them agree in responding to this question. Here also lies a problem that hinders students’ participation in English classes. This shows that students have shortage of words or vocabulary knowledge.

To conclude, the responses provided to these items clearly indicated that the learners have problems that hindered their learning of English. The students feel anxious to speak or write in English. Many of them feel that learning English is boring and it does not bother them to speak and write in English effectively. Some of the students also feel that they are dominated or have less ability than their classmate to learn English. More than half of the respondents worry that they may be laughed at by their classmates. A considerable number of the respondents face shortage of words when they want to speak or write in English. These problems hindered the students learning. Therefore, they are some of the factors that affected motivation of students to learn English that are related to the students themselves.

Table 4.6: Items on teacher and parents pressure on students

R.N	My teacher/ parents...	Rating Scales										
		5		4		3		2		1		Total
		No	%	No	%	No	%	No	%	No	%	
1	Encourage me to practice my English	42	42	44	44	9	9	2	2	3	3	100
2	Stress the importance English has for me when I leave school	42	42	35	35	15	15	6	6	2	2	100
3	Feel that I should learn English	50	50	44	44	3	3	2	2	1	1	100
4	Feel that English plays decisive role to get a good job	71	71	23)		4	4	-	-	2	2	100

4.1.5 Analysis of Data Gathered Through Items on Teachers and Parents Pressure on Students

My teacher / parents...

1. “Encourage me to practice my English”, in responding to this question, 42(42%) of the respondents completed strongly agree and 44(44%) selected agree. It indicates there is encouragement provided from the teacher/parents for students in order to make them learn and practice English well.

2. “Stress the importance English has for me when I leave school”, 42(42%) of the respondents selected strongly agree and 35(35%) of them completed agree. That means 77(77%) of the participants agree that the teacher/parents stress the importance of English for their future life. This indicates that teachers as well as parents forced their students to learn English for the sake of students life in the future.

3. “Feel that I should learn English”, here 50(50%) of the respondents reported strongly agree and 44(44%) of them selected agree. Almost all the participants agree that their teachers/parents feel the students should learn English.

4. “Feel that English plays decisive role to get a good job”, 71(71%) of the participants selected strongly agree and 24(24%) of them reported agree. From this we can easily understand that more than $\frac{3}{4}$ or more than 70% of the respondents strongly agree that their teachers/ parents feel English plays a decisive role on the opportunity of their students to get a good job.

Generally, the data shows that the teacher/parents of the students encouraged their students to learn English. The teacher/ parents have good feeling about the value of English for students work opportunity and future life.

To conclude, the survey questionnaire revealed the findings of the study. As the data indicates the students are motivated instrumentally to learn English. They have no instrumental motivation problem. Similarly, the analysis of the data gathered through items on students interest/ motivation shows the students have high interest/ motivation to learn English.

Concerning students linguistic self-confidence, the respondents think that they will have confidence and perform English effectively if they continue studying English in the future. However, this implies that at the present they have got a problem of linguistic self-confidence.

On the data gathered on students fear/anxiety shows that the students have various that hindered their learning and these are some of the factors that affected their motivation to learn English.

Finally, the data gathered on teacher or parents pressure on students indicates that the teacher/parents encourage their students to learn English and they also have good feeling about the importance and value of English for their students in the future.

4.2 Teachers interview

An interview is important to obtain supplementary information. According to John (2009), employing multiple methods of data collection instruments helps the researcher to combine the strengths and amend some of the inadequacies when only one method is used independently. To do this the researcher designed semi-structured interviews which are categorized into 6 basic questions and various sub divisions under each basic question. Then, the researcher administered the interview to the two English teachers at the school and presented the analysis of the responses immediately after the interview question as follows.

4.2.1 Presentation of interview, response given and analysis of the response

During the interview the researcher first listed the questions to be explored in the interview and used the list as a guide to ensure that the same basic lines of inquiry are pursued with each teacher interviewed. The researcher interviewed the teachers and recorded their responses using audiovisual instrument. Later on he put the responses on paper and analyzed summarizing the responses as presented below.

1.How do you usually describe your students' motivation to learn English?

Tr. A, said: Our students' motivation to learn English is weak. Most students do not participate in the language learning activities. For example, they do not actively do their homework, assignment, group work or individual activities.

Tr. B, said: My students have no good motivation to learn English. Most of them are reluctant to speak, write or read in English.

The teachers responded that their students motivation to learn English was weak. They described that most students were reluctant to speak, write or read in English and do not actively participate in language activities. Thus, the researcher concluded than students' motivation to learn English is weak.

1.1 What are the problems/factors affecting your students motivation to learn English?

Tr. A: There are many factors related to students, teacher and their parents that affect our students motivation to learn English.

Tr. B: There are various factors with students. They come to the class without their interest to be attentive during class period. Students failure to understand English language.

1.2 List as many factors as possible that mainly affect your students' motivation to learn English.

Tr. A: As to me, the major factors that affect the students to learn English are:

- ✓ Poor English back ground knowledge when they come from elementary school.
- ✓ Students lack words to say or to write something.

- ✓ Some of them are afraid of being laughed at by their classmates if they make mistakes
- ✓ Many students feel anxious when somebody asks them to talk write in English.
- ✓ Most of them think that English is a difficult subject to learn
- ✓ They think English may not be very important in their future life.
- ✓ Students have no opportunity to practice English outside the classroom/no English in the society to help / motivate students to use the language.
- ✓ The teaching method, the approach and the behavior of the teacher also greatly affects students' motivation to learn English.
- ✓ Similarly, parents less follow up and support affects students' motivation to learn English.

Tr. B: Including the points I mentioned above:

- Students failure to show interest
- Students day dreaming during class period
- The society has low awareness for the value of education and do not pay attention to students' learning.
- Most students fear to make mistakes to speak and communicate in English
- They do not do their assignments, homework and other activities
- Some of them do not bring their text books to the classroom.
- Many students are absent from the school for long periods.
- Teachers method of teaching and their behavior also highly affects students motivation to learn

According to teachers responses, students motivation was affected due to various factors. The factors could be categorized in to three. These were student related factors, teachers related factors and parents related factors. Students came from elementary school with poor English background knowledge. They have no words to say or write something in English. Some of them were afraid of being laughed at by their classmate when they make mistakes. Many students do not do their assignments home work and other activities and absent from school for a long periods and so on. On the other hand, parents less follow up and support, and no attention to their students learning also affected students motivation to learn English. Similarly, teachers' method of teaching and their behavior also affects students motivation.

2. Tell me about the teaching practices you use when you want to motivate your students?

Tr. A, Said:

- ✓ I explain the importance and role of English in the world and in our country.
- ✓ I state the objectives of the topic or lessons.
- ✓ I encourage students to take part in the activities and appreciate their participation.
- ✓ I try to create a pleasant and supportive classroom atmosphere.
- ✓ I give a clear and brief instructions and examples.
- ✓ I provide feedback for their work.
- ✓ I model active students and encourage others to follow them.
- ✓ I create a friendly relationship with my students.
- ✓ I respect and help my students even outside the classroom.
- ✓ I offer my student opportunity to comment my method of teaching and teach them accordingly. There are also many more methods of motivating students, however due to shortage of time I do not usually use them.

Tr, B, Said:

- I revise earlier lesson to reactivate students' memory and to integrate it with the current lesson.
- I ask them a few questions by giving them highlight.
- I orient them the present lesson clearly.
- I present the lesson; offer them tasks to involve them in the class activities.
- I make the lesson more student centered rather than teacher centered
- I make them practice exercises and apply what they have been taught in group and individual work.
- Finally, I evaluate and check their work then give them feedback.

The interviewees listed the teaching practices they use when they want to motivate their students. However, there are many more strategies or practices unused by the teachers. The strategies unused may be some of the most important strategies to motivate students. The interviewees stated that they can't use more strategies due to time constraint. This shows that the teachers were not using enough of the most important motivational strategies. Thus, this may be one of the factors that affecting students motivation related to teachers.

2.1 How do your students react to your motivating practices?

Tr, A: My students like my motivating practices. Most of them are encouraged and listen attentively.

Tr, B: My students are interested to my motivating practices. They give me comments to my teaching practices. Many of them involve in class activities.

The interviewees reported that their students like the teachers' motivational teaching strategies and react more actively in the class. They think that their motivating strategies motivated their students. This indicates that though they are not using enough amount of strategies, teachers are using some motivational teaching strategies to motivate students to learn English.

2.2 Do you think these strategies motivate your students to learn English?

Tr, A: Yes of course.

Tr, B: Yes, these strategies help me to motivate my students learn English.

The interviews think that the strategies they use are motivating their students to learn English.

3. What do you think are the most important and effective motivational strategies? Why?

Tr, A: To me the practices I mentioned above are the most important and effective strategies. In addition to these there are also strategies like providing tasks based on their individual learning styles, taking a longer time to make them practice more, providing authentic materials like games that make them funny etc. but which are not possible because of some constraints.

Tr, B: The practices I listed earlier are the most important and effective strategies I use. There are also other most important and effective strategies such as good classroom management, maintaining conducive classroom environment , making students work and study in groups to help each other etc. are very important.

The interviewees reported that the strategies they use to motivate their students are the most important and effective strategies. However, they believe that there are also other most important and effective strategies which they do not use due to shortage of time. They clearly stated that there are more strategies which are the most important to motivate students to English learning but the teachers do not use.

4. Tell me how important the following motivational teaching practices are. Why?

4.1 Creating activities ideal L2

Tr, A: Creating activities ideal L2 is very important. Because this help the students to learn English more effectively.

Tr, B: It is highly important. This provides students opportunities to practice higher skills such as creativity, writing poem analysis etc and encourage them to learn L2.

The interviewees reported that this strategy is very important and effective.

4.2 providing L2 related values

Tr, A: This is very important. Now days English has great values. It is an international language. It plays an important role both in our country and in the world. Thus, providing students L2 related values encourage students be more active.

Tr, B: This is also very important. Learning English has very important values in our country in international level. Is a media of communication for international affairs ,a means to use current science and technology and to a conduct research.

The teachers reported that this strategy is also very important and effective.

5. Please tell me how important these tasks are to motivate students learning English.

5.1 Stating goals

Tr, A: Stating goals of tasks is important. It develops students' interest to attain the goal and enable them to evaluate themselves.

Tr, B: It is very important. This makes the learner know the objectives of the task and work to meet the goal.

Here also the teachers stated that the strategy or the task mentioned is very important.

5.2 Promoting learners' autonomy

Tr, A: This is also very important. It helps the learners to feel free and react without fear. Thus, it develops learners' confidence.

Tr, B: It is also very important. This makes the students have freedom, develop confidence and self direction.

The teachers reported that this is also very important task to motivate students and build their self confidence.

5.3 Presenting tasks in a motivating way

Tr, A: I think this one of the most important strategies to motivate students learn English.

Tr,B: Presenting tasks in a motivating way is the most important strategy to motivate students. This makes students learn more effectively.

The interviewees said that this is also one of the most important strategies to motivate students.

6. What is your opinion about these points?

6.1 Creating a pleasant classroom atmosphere

Tr, A: This is a very important issue for every activity. Unless this happens, the learning cannot be meaningful and effective.

Tr, B: A pleasant classroom atmosphere is the most important practice. When pleasant atmosphere is created the students feel free, participate and be cooperative.

Both the teachers stated that creating a pleasant classroom atmosphere is also one of the most important task or strategy to motivate students.

6.2 Promoting learners' confidence.

Tr, A: Students' confidence is also very important. It enables students work by themselves and react as much as possible.

Tr, B: This is also very important task. If they have confidence, students will be free from frustration to ask and answer questions so, they learn more.

Similarly, the interviewees agreed that promoting learners' confidence is very important it is one of the most important strategies.

6.3 Encouraging learners group

Tr, A: It is also very important. Language learning takes place through interaction. In groups learners help each other and practice the language when they work together.

Tr, B: It is very important. When learners work in groups, they share their knowledge and communicate with each other.

The teachers said that encouraging learners group is also very important; when learners work in groups, they share knowledge and communicate using the language.

6.4 Recording students effort

Tr, A: Recording students effort is also important strategy. It helps to follow and improve learners' performance.

Tr, B: Recording students effort enables the teacher to asses individual learners academic achievement and work to improve their performance.

The teachers also said this is important. This can help the teacher to follow and improve learners performance.

In general, the interviewees described their students' motivation to learn English. They reported that their students have got a weak motivation to learn English. They described that most students do not actively participate in the language learning activities. For example they do not do their home works, assignments, group work and individual activities. Most of them are reluctant to speak, write or read in English. Some students are absent from school for a long period such as for weeks and months.

The interviewees responded that the motivational teaching practices or strategies listed under number 4-6 above are part of the most important and effective strategies. However, they did not describe most of those strategies in their list under number 1.2 above. This clearly shows that the teachers use only some of the most important and effective motivational strategies to motivate their students learn English effectively.

On the other hand, students' parents do not pay attention to their students learning. They do not follow their students class attendance and learning. They are not working with teachers and the school to improve their performance. To conclude, the factors affecting students motivation to learn English can be categorized into three such as factors related to the students themselves, factors related to teachers and factors related to students' parents and these are summarized as follows.

Factors Related to the Students.

- Most students come from primary school with poor English back ground knowledge.
- Students lack words to say or to write something in English.
- They fear making mistakes and laugh of their classmates at them.
- They feel anxious to talk or write in English.

- They think that English is a difficult subject to learn.
- They think that English may not be very important in their future life.
- Students have no opportunity to practice English outside the classroom.
- Many students do not bring their text books to the class.
- Many students have low interest to learn; they prefer to work and earn money.
- Most of them do not use reference books in the library.

Teachers related Factors

- Teachers do not use enough motivational strategies or practices.
- Teachers give more focus for completing the portion of the subject rather than practicing language learning since the officials force them to do so.
- Teachers face shortage of time to practice more motivational teaching strategies.
- Teachers usually do not make their students practice English taking extra time.
- The personal behavior of a teacher also greatly affects motivation of the students to learn English.

Parent Related Factors

- Most of the students come from rural families and stay in the town during academic periods far from their family. Therefore, the parents do not follow their academic performance.
- Most parents do not visit their students even when they come to the town.
- There is also very less relation between parents and the school to discuss about the students' learning. The gap among the parents, the students and the school is one of the major factors that affected the students motivation to learn English.

4.3 Discussion of Major Findings

The survey results showed that the students are instrumentally motivated and they have high interest to learn English. However, the students have got various problems that are affecting their motivation. The major ones are that they students feel anxious to communicate in English. Many students worry that they may be laughed at by their classmates if they make mistakes. They face shortage of words whenever they want to speak or write in English. Similarly, some of the

students feel that they are dominated by other classmates or they feel that they have less ability than their classmates.

The interview results also showed that the students have got motivation problems to learn English Foreign Language. The interviewees described their students motivation to be weak. As an evidence the interviewees provided that, students do not do their home works, assignment and dual group or individual works properly. Most students are reluctant speak. Write or read in English. Many students are absent from the school for a long period of time and miss class.

On the other hand, teachers' practices to motivate their students to learn English, has got its own problems. Although teaches tried to use various motivational practices, these practices are not enough to motivate students to learn English effectively. Teachers listed the strategies they use to motivate their students and they thought that those strategies are the most important and effective motivational strategies. However, as we can understand from literature review, there are many more strategies which are part of the most important and effective strategies to motivate students learn EFL but not used by the teachers. The results also showed that the parents of the students do not properly follow up and support their students learn English effectively.

Generally, as it was described above, the findings can be categorized into three major sources such as factors related to the students themselves, factors related to teachers and factors related to students parents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

Chapter five is the concluding chapter of the study. In this chapter the summery, conclusions and recommendations are discussed.

5.1 Summary

The objective of this study was to investigate the factors affecting students motivation to learn English foreign language at Digelu Secondary School Grade 9 in focus. To achieve this objective, the study was focused on finding answer to the following research questions proposed to guide the study. The research questions were:

- How did teachers motivate students while teaching the lesson?
- What activities were used to motivate students for the lesson?
- How motivated were the students during the EFL lesson?
- What problems affected students motivation to learn the English Language?

So as to carry out the study and answer these questions, descriptive method with quantitative and qualitative approach was employed. To collect the required information different data collection instruments such as, survey questionnaire and interview were used. A five item back ground questionnaires were used to obtain information about the participants' sex and grade level. In addition to this the questionnaires were used to illicit how often do the participants attend and study English lessons and their interest to learn English. A total of 30 item survey questionnaires were administered to 100 student participants to collect quantitative data. The researcher translated the back ground and survey questionnaire items into Afan Oromo so that the participants would well understand the questionnaire and provide relevant responses. A 16 item open ended interview questions were administered to two English teaches at the school to gather qualitative data.

The possible sources of data were the English teachers and grade 9 students of the academic year at the school. 100 student participants were selected using simple random sampling technique from 496 grade 9 students. The data gathered using the above instruments were analyzed using statistical tools such as figures and percentages; interpreted and discussed in an integrated manner.

Finally, the results of the analyzed data revealed the findings of the study. That is, the major factors affected students motivation were emerged from three sources. These are factors related to students, factors related to teachers and factors related to parents.

5.1.1 Factors Related to Students

Students were found to have poor English back ground knowledge. They encounter shortage of words when they are asked to speak or write in English. They are afraid that their class mates may laugh at them if they make mistakes. They study English only some times and usually do not do their home works assignments and the like.

5.1.2 Factors Related to Teachers

Teachers' interview results indicated that teachers use different practices to motivate their students to the lesson. However there are many more strategies left unused by teachers that are the most important and effective to motivate students learn English effectively.

5.1.3 Factors Related to Parents

Most parents live far away from the town where their students live. As a result the parents could not follow and support their students to learn well. In addition to this, there is no relation among the school, parents and teachers to discuss on the academic performance of the students. Thus, this gap affected motivation of the students to learn English.

5.2 Conclusions

From the findings discussed in the previous section, the following conclusions were drawn.

5.2.1 Factors Related to Students

- ✓ Students do not properly attend classes and study their lessons. Many students feel anxious to write or say something in English. They also worried that others laugh them when they make mistakes. Most students lack words whenever they want to communicate. Most of them do not do their home works, assignments and class works properly and they do not use library. Students come with poor English back ground knowledge from elementary schools. Students come with poor English back ground knowledge from elementary school.

5.2.2 Factors Related to Teachers

Whatever they do teachers have powerful on students motivation to learn English. Thus, teachers are expected to do a lot build students motivation.

- ✓ Teachers' interview indicated that the interviewees used different practices/strategies to motivate their students while they teach the lesson. However, as it can be understood from literature review there are many more strategies which are not used by the teachers. Many strategies left unused by the teachers were part of the most important and effective strategies to motivate students. Hence, this shows that teachers were not using enough of the most important and effective strategies to motivate their students.

5.2.3 Factors Related to Parents

Students' parents also play an important role to influence students motivation. In our case, there is a gap among parents, the school and students.

- ✓ Parents and their students live far apart. Most parents live in rural area far away from the town where their students live. As a result many students do not follow and

support their students learn effectively. They have no information about their students academic situation. They do not even know whether the students were attending classes or not. Many students miss classes for a long time where their parents do not know. No meeting took place among the school, parents and students to discuss about students academic performance. Parents do not communicate with the subject teachers to obtain information about their students learning. Many students spend their time somewhere else outside the school.

The study implied that improving students motivation should be a team work. Students, teachers, parents and school or government body should work together to seek ways of motivating students so as to learn English effectively. If the concerned bodies discuss, design and implement strategies that motivate students, they can improve students learning and their performance.

Though it is important to use multiple instruments to obtain adequate information, the researcher used only two instruments, namely questionnaire and interview to gather the data. In addition to this he interviewed only two teachers that are teaching English at the school. In the future it is important to study the issue using wider participants taking more time to overcome this limitation.

5.3 Recommendations

Building students motivation to English learning is not a responsibility of a single person. It is a concern of every stake holder such as students, teachers, parents, school, government, NGOs and the like. However in this study the researcher focused only on students, teachers and parents that were the most influential ones on the students motivation.

- First of all the students must help themselves. They should not miss classes. Students must study their lessons, work on language activities properly. They should use all opportunities like using the school library, attending English programs on radio and TV, participating in language clubs in the school.
- Teachers' commitment is extremely important to bring about a change on the problem, because they are powerful element to raise students motivation. Teachers should learn and use as many motivational strategies as possible. Teachers themselves should be interested in teaching English. They should conduct action research to alleviate students' immediate problems.
- Concerning parents, they need to communicate with teachers and school to have information about their students learning. Parents are expected to check their students learning using different techniques. They should support their students morally and materially so as to enhance their learning.

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APPENDICES

Appendix 1

STUDENT QUESTIONNAIRE

Part I:-Aims and Instructions of the questionnaire

Dear respondents, this questionnaire is designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU).School of Social Science and Humanities, Department of English. Its aim is to explore **Factors Affecting Students Motivation to Learn English Foreign Language lesson at Digelu Secondary School Grade 9 in focus**. Therefore, your genuine responses to the entire questionnaire are extremely valuable for the study.

The questionnaire has **3** pages, which are composed of instructions and different questions under **three** parts. **Part One** deals with the purposes of the study and instructions on how to complete the questionnaire. **Part Two**, which has **5** questions, is meant to obtain background information on respondents. Next, **Part Three**, which is consist of **30** questions, is designed to obtain information on **Factors Affecting Students Motivation to Learn English Foreign Language at Digelu Secondary School Grade 9 in Focus..**

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. You can provide your answer by making an “X” or “√ “ mark in the boxes given in front of the choices. Finally, the procedure of the questionnaire likes to disclose that he/she is greatly indebted to all people, who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank you!!

Part II - Respondents Background Information

Direction:-Read these questions carefully and answer each question by making an “X” or “√” mark only in one of the boxes in front of your choice.

1. Respondents sex?

A- Male [] B-Female []

2. Grade level?

A-Grade 9 [] B- Grade 10 []

3. How often do you attend English lesson?

A-Always [] B- Often [] C- Sometimes [] D- Rarely []

4. You interest to learn English is _____?

A- Very High [] B- High [] C-Low [] D- Very Low []

5. How often do you study English?

A-Always [] B- Often [] C- Sometimes D- Rarely []

Part III –Questions under part three are used to assess students motivation to learn English.

The questions are sub-divided into sections to review the types of motivations students have in various tables. To provide answer, five scales, ranging from **strongly agree** to **strongly disagree** are given where you can give your answer by making an “X” or a “√ “ under numbers **5 to 1** for each box. The numbers indicate: **5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree** and **1=Strongly Disagree**.

3. 1:- Items on students instrumental motivation

R.N	Studying English is important to me because ...	Rating Scales				
		5	4	3	2	1
1	I can read books, magazines news papers in English					
2	Without English I won't not be able to travel					
3	I can use computer (internet)					
4	I can understand films, videos, TV or radios					
5	it is expected of me					
6	I would like to learn as many foreign languages as possible					
7	I can broaden my out look					
8	It will increase my ability to influence others					
9	I can keep in touch with foreign friends					
10	I would like to increase my ability to learn other subjects					

3.2:-Items on students interest and motivation to learn English

R.N	I think that ...	Rating Scales				
		5	4	3	2	1
1	Passing my English at “A” is important for my future					
2	I feel successful if I do better than other students in English					
3	I plan to learn as much English as possible at school					
4	English is really an important goal in my life					
5	English is an important subject in school					

3.3 Items on students linguistic self- confidence

R.N	I think that ---	Rating Scales				
		5	4	3	2	1
1	I would be capable of reading and understanding most English texts					
2	I have good ability to learn English					
3	I will be able to write in English comfortably if I continue studying					
4	I will effectively communicate in English if I continue studying					
5	I will score good grades in English exams if I continue studying					

3.4:-Items on students fear/ anxiety to learn English

R.N	I think that...	Rating Scales				
		5	4	3	2	1
1	I feel anxious if someone asks me something in English					
2	I find the study of English is very boring					
3	It doesn't bother me at all to speak English					
4	Most of my classmates find it easier to learn English than I do					
5	I worry that students laugh at if I make mistakes when I speak					
6	I encounter shortage of words when I try to speak					

3.5;- Items on teacher and parents pressure on students

R.N	My teacher/ parents...	Rating Scales				
		5	4	3	2	1
1	Encourage me to practice my English					
2	Stress the importance English has for me when I leave school					
3	Feel that I should learn English					
4	Feel that English plays deceive role to get a good job					

Appendix II

INTERVIEW CONSENT FORM

Dear interviewee, this form is prepared to your informed consent there by to take part and provide data to the interview prepared for educational study for post graduate program at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. The aim of this face-to-face interview is to obtain data on the **Factors Affecting Students Motivation to Learn English Foreign Language at Digelu Secondary School Grade 9 in Focus.** Therefore, your genuine responses to the entire interview are extremely valuable.

So, when you are taking part in this interview session, you will be asked questions about the **Factors Affecting Students Motivation to Learn English Foreign Language at Digelu Secondary School Grade 9 in Focus.**

The information you provide will be kept confidential and you will not be identified. You are also free to withdraw from the interview any time without any penalty. If you have any inquiry about the study and the procedures of providing data (answering questions), you are at liberty to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to examine Factors Affecting Students Motivation to Learn EFL lesson. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose indicated.

If you wish to take part in this study, please put your name and sign below.

Name _____, Sign _____, Date _____.

I, the researcher, consent to use the interview data as described above.

Name _____, Sign _____, Date _____.

TEACHER INTERVIEW GUIDE

Dear teacher, welcome to this face- to-face interview session

1. How do you usually describe your students' motivation to learn English?
 - 1.1 What are the problems/ factors affecting your students' motivation to learn English?
 - 1.2 List as many factors as possible that mainly affect your students' motivation to learn English.
2. Tell me about the teaching practices you use when you want to motivate your students.
 - 2.1 How do your students react to your motivating practices?
 - 2.2 Do you think these strategies motivate your students to learn English?
3. What do you think are the most important and effective motivational strategies? Why?
4. Tell me how important the following motivational teaching practices are. Why?
 - 4.1 Creating activities ideal L2
 - 4.2 Promoting L2 related values
5. Please tell me how important these tasks are to motivate students learning English
 - 5.1 stating goals
 - 5.2 promoting learners autonomy
 - 5.3 presenting tasks in motivating way
6. What is your opinion about these points?
 - 6.1 creating a pleasant classroom atmosphere
 - 6.2 promoting learners' confidence

6.3 encouraging learners' group

6.4 recording student effort

Thank you, I have finished my questions. Let me the opportunity to ask questions or make comments on this interview.

Appeendisii: III ,Afan Oromo student Questionnaire

Gaafilee Barattootaa

Kutaa I: Kaayyoo fi Qajeelfamoota Gaafilee

Kabajamtoota barattoota, gaafileen kunniin kaayyoo qorannoo barnootaa sadarkaa Digrii 2ffaa Yuunivarsiitii Saayinsii fi Teknoolojii Adaamaatti, ManaBarnoota Saayinsii Haasaa fi Namummaa Muummee Afaa Ingliffaaf kan qophaa'nii dha. Kaayyoon gaafilee **Rakkoo si'aa'ina dhabuu barattoonni barnoota Afaan Ingliffaa Kutaa 9ffaa Mana Barumsa Digaluu Sad.2ffaaqaban sakatta'uuf** kan qophaa'nii dha.

Kanaafuu deebiin haqaa isin gaafilee hundaaf kennitan guutuu qorannoo kanaatiif gatii daran olaanaa ta'e qaba.

Gaafileen kun fuula 3 kan qajeelchotaa fi gaafilee adda addaa kutaa 3 tti qoqqoodaman of keessaa qaba. Kutaa 1ffaan kaayyoo qorannichaa fi qajeelchota akkaataa gaafilee itti guutanii dha. Kutaa 2ffaan gaafilee 5 duubee odeeffannoo barattootaa argachuuf kan qophaa'an qaba. Kutaa 3ffaan gaafilee 30 odeeffannoo rakoo si'aa'inaa barattoonni Kutaa 9ffaa M/B Digaluu Sad. 2ffaa Barnoota Afaan Ingliffaa barachuurratti qaban qorachuuf kan qophaa'ee dha.

Kanaaf gaafilee hunda xiinxallaa fi of 'eeggannoo gudaan dubbistanii amanammummaadhaan deebii barbaadamu akka kennitan kabajaan isin gaafadha. Deebii keessan iddoo(gabatee) filannoowwan qophaa'an fuulduratti dhiyaata keessatti mallattoo “X” ykn “√” gochuun kennuu ni dandeessu. Xumurarratti,inni/ isheen adeemsa gaafilee keessatti ummata gahee fudhatan hunda saaxiluu dhabuuf dirqama qaba. Caalaatti gargaarsi godhame waraqaa kana keessatti guddaa galatoonfatama.

Galatoomaa!!

Kutaa II: Odeeffannoo Dubee Deebii Kennitootaa.

Qajeelcha: Gaafilee armaan gadii of'eeggannoon dubbisaatii mallattoo “x” ykn “√” filannoo qophaa’ee irratti gochuun deebii kennaa.

1.Saala deebii kennitootaa? A-Dhiira [] B-Dubara []

2.Sad. kutaa? A-9 B- 10

3. Hangam barnoota Ingliffaahordotaa? A, yeroo hunda B, yeroo baay’ee C,yeroo tokko tokkoo D, yeroo baay’ee xiqqoo.

4.Fedhiin Ingliffa barachuuf qabdu_____? A, baay’ee ol anaa. B, ol anaa C, gadi anaa D, baay’ee gadi aanaa.

5.Yeroo hangam banoota Ingliffaa qu’attaa? A, Yeroo hunda B, yeroo baay’ee C, tokko tokkoo D,yeroo baay’ee xiqqoo.

KutaaIII: Gaafileen kutaa kana jala jiran si'aa'ina dhabuu barattoonni kutaa 9ffaa M/B Digaluu sad.2ffaa barnoota Ingliffaa barachuurratti qaban sakatta'uuf kan fayyadaniidha.Gaafileen adda addaa gabatee gara garaa keessatti akaakuu si'aa'na adda addaa barattoonnii qaban qorrachuuf kan qophaa'anii dha.

Deebii kennuuf iskeeliiwwan 5, ciminaan walii gallaa hanga ciminaan walii hin galluutti qophaa'anii jiru. Mallattoo 'x' ykn '√' filannoowwan dhiyaatan irratti kennuun kan deebifamanii dha. Lakkoofsi 5=ciminaan waliigalla , 4=waliigalla, 3=hin murtoofne, 2=walii hin gallu fi,1=cimsinee walii hin galluu hiika jechuu dha.

3.1 Gaafilee si'aa'ina barattoonnii barnoota Ingliffaa irraa faayidaa argachuuf qaba irratti

Lakk	Ingiliffa barachuun anaaf kan barbaachiseef---	Iskeeliiwwan				
		5	4	3	2	1
1	Kitaabilee, barruulee, gaazexoota ingiliffaan dubbisuu ni danda'a					
2	Ingiliffaan ala biyya alaa deemuu hin danda'u					
3	Kompiitara (intarneetii) fayyadamuu nin danda'a					
4	Ergaa fiilmii,viid'oo,TV yknraadiyoo hubachuu ni danda'a					
5	Ingiliffa barachuun narraa eegama waan ta'eef					
6	Afaanota biyya alaahamma danda'ameen barachuu waan barbaaduuf					
7	Ilaalcha ykn hubannoo kiyya bal'ifachuu nidanda'a					
8	Kanneen biro irra fooyya'uuf dandeettii kiyya naaf guddissa					
9	Hiriyyoota biyya alaa wajjiin qunnamtii gochuu ni danda'a					
10	Gosa barnoota biro barachuuf dandeettii kiyya naaf cimsa					

3.2 Gaafilee si'aa'inaa fi fedhii barattoonni Ingiliffa barachuuf qaban irratti

Lakk	Akka ani yaadutti---	Iskeeliiwwan				
		5	4	3	2	1
1	Ingiliffa 'A' dhaan darbuun jiru fuulduraatiif na barbaachisa					
2	Ingiliffaan barattoota caalaa osoon hojjadhee milikaa'inni natti dhagahama					
3	M/B hamma danda'ame hundaanIngiliffa barachuu nin karoofadha					
4	DhugumaanIngiliffa barachuun galma kiyya isa guddaa jiruu kiyyaati					
5	M/B keessatti Ingiliffi gosa baraumsaa barbaachisaa dha					

3.3 Gaafilee ofitti amnamummaabarattootaa dandeettii afaanii irratti

Lakk	Akka ani yaadutti---	Iskrriiwwan				
		5	4	3	2	1
1	Irracaalaa barreeffamoota Ingiliffaa dubbisuu fi hubachuu ni danda'a					
2	Ingiliffa barachuuf dandeettii gaarii ni qaba					
3	Ingiliffa barachuu yoon ittifufe Ingiliffaan mijeessaa barreessuu ni danda'a					
4	Ingiliffa barachuu yoon ittifufe gahumsaan Ingiliffaan waliigaluu ni danda'a					
5	Ingiliffabarachuu yoon ittfufe Ingiliffaan qabxii gaarii ni galmeesisa					

3.4 Gaafilee soda/rifaannaa barattootaa Ingiliffa barachuurratti

Lakk	Akka ani yaadutti---	Iskeeliiwwan				
		5	4	3	2	1
1	Namni tokko Ingiliffaanyoo waa nagaafate sodaatu natti dhahama					
2	Ingiliffa qu'achuun waan hifachiisaa tokko ta'eeti natty dhagahama					
3	Ingiliffa dubbachuuf homaa na hin cinqu					
4	Irracaalaabarattoota daree kiyyaaf Ingiliffa barachuun ana caalaa salphataaf					
5	Yoon dogoggore barattoonni natti kolfu jedheen dhiphadha					
6	Dubbachuuf yoon yaalu jechootan dhaba/ waan jedhu dhaba					

3.5 Gaafilee dhiibbaa barsiisotaa fi warraa barattoota rratti

Lakk	Barsiisaan kiyya/warri kiyya---	Iskeel				
		5	4	3	2	1
1	Ingiliffa kiyya akkan shaakalu najajjabeessu					
2	Faayidaa Ingiliffii yoon ani m/b gadidhiise naaf qaburratti cimsu/xiyyeeffatu					
3	Ingiliffa barachuu akkan qabu natty dhaamu					
4	Ingiliffi hojii gaarii argachuuf murteessaa akka ta'e natty dhagahama					

Galatoomaa!!