

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)



A COMPARATIVE STUDY OF REGULAR AND EVENING STUDENTS'
ANXIETY IN SPOKEN ENGLISH CLASS: BOLE COMMUNITY SCHOOL IN
FOCUS.

BY

LEMMA DEMISSIE GEBRE

June, 2009

Addis Ababa

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LEMMA DEMISSIE GEBRE

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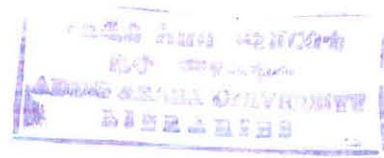
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Acronyms

L2	Second Language
FL	Foreign Language
FLCAS	Foreign Language Classroom Anxiety Scale
BCPSPS	Bole Community Primary and Secondary Public School





CHAPTER ONE

Introduction

1.1. Background of the study

Research findings (Cope-Powell 1991; Young 1986) consistently revealed that language anxiety may have strong effect on learning. One of the major reasons for concern, particularly among educators and administrators, is its potential negative effect on academic achievement, including course grades and standardized proficiency test.

Anxiety, according to Macintyre and Gardner (1994) can be defined as the feeling of tension and apprehension specifically associated with second language learning contexts. Anxiety is emotional feeling and worry, fear and apprehension (Cubuku, 2008-online).

Language researchers have identified a number of learners' factors which are thought to have a considerable influence on language learning. Anxiety has been regarded as one of the most important affective factors that influence L2-learning.

Gardner (1994) indicated that Foreign Language Anxiety is responsible for students' negative emotional reaction to language learning. To measure the foreign language classroom anxiety levels, many of the researchers used the foreign language classroom anxiety scale (FLCAS) which was designed by Horwitz, Horwitz and Cope (1986). The FLCAS, as confirmed by (Aida, 1994; Horwitz, 1986 and Rodriguez and Abreu 2003), was found to be highly reliable instrument to measure anxiety level of students.

Foreign language classroom anxiety is totally different from other types of anxieties (Horwitz et al., 1986). Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Since foreign language learning anxiety affects not only students' attitude and language learning, but is also considered to have more debilitating effects than facilitating effects, an investigation and detailed analysis of foreign language analysis is necessary and significant (Horwitz, 1986 cited in Melkamu Firew, 2008).

Hence, this study attempted to find out whether the evening grade 10 students are more or less anxious than the regular students of the same grade, particularly in spoken English classroom of BCPSPS.

1.3. Objective of the Study

The purpose of this study was to examine the anxiety level of evening and regular students of Bole Community Primary and Secondary Public School in Addis Ababa, Bole in the spoken English classroom.

Therefore, the study focused on finding:

1. The general spoken English class anxiety of grade 10 students.
2. A comparison of evening and regular students' foreign language spoken class anxiety level.
3. A comparison of male and female students' foreign language spoken class anxiety level.
4. Factors that provoke spoken English classroom anxiety.

To meet the objective of the study, the following research questions were formulated.

1. Are grade 10 students anxious in spoken English classes in general?
2. Who are more anxious in spoken English classrooms, the evening or the regular students?
3. Who are more anxious in spoken English classrooms, the male or female students?
4. What are the sources of spoken English classroom anxiety?

1.4. Significance of the Study

As stated in the statement of the problem little has been done to study foreign language classroom and its impact on students' spoken output in secondary schools in Ethiopia to reduce this language learning affective factor. What is more, nothing has been said about evening classes with regard to language anxiety. The probable findings of this study may have significance as follows:

- Teachers and other concerned bodies can make use of it for reducing spoken English class anxiety

CHAPTER TWO

2. Review of Related Literature

The literature to be reviewed mainly comes from an increase in the research on affective variables in foreign language (FL) and second language (SL) in the last thirty years. In recent years, in particular, the concept of language anxiety has gained pronounced visibility [Young 1993]. The literature review is organized into the following topics: definition of anxiety, types of foreign language anxiety, sources of foreign language anxiety, effects of anxiety on foreign language, foreign language anxiety and other related factors, age and foreign language anxiety, measurement of foreign language anxiety, sources of foreign language anxiety in Ethiopian context.

2.1 Anxiety

Anxiety is one of those topics on which significant differences of opinion can be found. Some language scholars like Gardner[1985,Horwitz et.al [1986], Horwitz and Young[1991] believe that anxiety is a minor inconvenience for a language student, perhaps an excuse for not participating in class or a guise to hide a lack of study. Others like Lewis [1997] and Shohamy[1982] seem to feel that anxiety may be the linchpin of the entire affective reaction to language learning and that, as soon as students are made feel relaxed, immediate positive results will be forthcoming. Noteworthy is that language learning is not alone stimulating this sort of debate about the importance of anxiety: over the years similar discussions have occurred in the research literature on communication apprehension (Daly and McCroskey 1984] and test anxiety (Surason 1980, 1986).

Intricately intertwined with self-esteem, and inhibition and risk- taking, the construct of anxiety, as studied in the psychological domain, plays an important affective role in language learning. Anxiety is almost impossible to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self doubt, apprehension, or worry. Scovel (1978:134) defined anxiety as “a state of apprehension, a vague fear....” Brown (1988) explains that any complex task one does can have elements of anxiety in it, aspects in which he/she doubts his /her own abilities and wonders if he/she indeed succeeds.

It is suggested that there are two types of anxiety, facilitating anxiety, which assists performance on such things as language tests and debilitating anxiety, which impedes it. This classification is made on the bases of effect of anxiety on foreign language. The details will be discussed in the next topic under effects of anxiety on the foreign language learning.

Language anxiety is also viewed as being a unique form of anxiety, specific to second or foreign language contexts, it is still instructive to explore the links between it and the rest of the anxiety literature. To place language anxiety in the broader context of research on anxiety, (Endler 1980 and Levitt 1980) distinguished between three broad perspectives on the nature of anxiety. These perspectives can be identified as trait, situation-specific and state anxiety.

2.2.1 Trait Anxiety

Trait anxiety, according to Spielberg (1983), refers to a stable predisposition to become nervous in a wide range of situations. He also defines trait anxiety as a probability of becoming anxious in any situation. People with high levels of trait anxiety are generally nervous people; they lack emotional stability (Goldberg1993). Some with low trait anxiety is emotionally stable, usually a calm and relaxed person. Trait anxiety is, by definition, a feature of an individual's personality and therefore is both stable overtime and applicable to a wide range of situations.

2.2.2. Situation Specific Anxiety

The second level at which to conceptualize anxiety can be referred to as situation- specific. This is like trait anxiety, except applied to a single context or situation only. Thus, it is stable over time but not necessarily consistent across situation. Examples of situation-specific anxieties are: stage fright, test anxiety, math anxiety and language anxiety because each of these refers to a specific type of context: giving a speech, taking a test, doing math, or using a second language. Each situation is different: a person may be nervous in one and not in others. If one adopts Speilberger's conceptualization, situation specific anxieties represent the probability of becoming anxious in a particular type of situation.

2.2.3. State Anxiety

The term state anxiety is used in a somewhat different manner. State anxiety, according to Spielberger (1983), refers to the moment- to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. It is important to stress that state anxiety is essentially the same experience whether it is caused by test taking, public speaking, meeting the fiancé's parents, or trying to communicate in second or foreign language vague. Both trait anxiety and situation-specific anxieties refer to the likelihood of becoming nervous in a certain type of situation. They do not refer to the experience of anxiety itself, which is best labeled state anxiety. State anxiety has an effect on emotions, cognition and behavior. Its effect on emotions results in heightened levels of arousal and a more sensitive automatic nervous system, individuals with state anxiety feel energized or "Keyed up," but anything above a minimal level of anxiety is perceived as unpleased arousal. In terms of its effect on cognition, when people experience state anxiety they are more sensitive to what other people are thinking of them (Carver and Scheier 1986). With regard to behavior, people with state anxiety evaluate their behavior, ruminate over real and imagined failures, and often try to plan ways to escape from the situation. The behavioral effects include physical manifestations of anxiety (wringing hands, sweaty palms, and faster-heart beat) and attempts to physically withdraw from the situation.

2.2.4 Foreign Language Anxiety

Foreign language anxiety is a special kind of anxiety related to foreign language classes. It can be considered as a kind of 'situation specific anxiety' just like stage anxiety; maths anxiety and test anxiety (Batumlu and Erden 2007). Inspired by Macintyre and Gardner's (1988, 1989, 1991a, 1991b, 1991c) studies of foreign language anxiety, other researchers (eg Young 1991, Phillips 1992), have recently collaborated to give us useful information on foreign language anxiety. All of these studies conclude that "foreign language anxiety can be distinguished from other types of anxiety because it is a distinct complex of self perceptions, feelings and behaviors related to classroom language learning process. Accordingly, Horwitz et al.[1986], Macintyre and Gardner [1989, 1991c) have identified three components of foreign language anxiety in order to break down the construct into researchable issues; communication apprehension, fear of negative evaluation and test anxiety, or apprehension over academic evaluation.

2.2.4.1 Communication Apprehension

Communication apprehension is a type of shyness characterized by fear of speaking and anxiety about communicating with people. It arises from learners' inability to adequately express thoughts and ideas. Difficulties in speaking in public, listening or learning a spoken message are all manifestations of communication apprehension (Batumlu and Erden, 2007). Oral communication consists of two components: speaking and listening. Speaking is anxiety provoking in foreign language activities (Macintyre and Gardner, 1993). It has been established by a number of studies that significant numbers of high school and college age foreign language students report feeling anxious about some aspects of language learning and their language classes (Horwitz and Young 1991). Among anxious language students, most anxiety is associated with speaking the language. Infact, speaking publicly in the target language has been found to be extremely anxiety-provoking for many students, even those who feel no stress in all other aspects of language learning (Horwitz et al. 1986). Horwitz et al. argue that much of this anxiety stems from the inherent threat to the learner's self concept of competence and individuality possessed by communicating in an imperfectly controlled second or foreign language. It has been further explained as:

Because complex and non spontaneous mental operations are required to communicate at all, any performance in L2 /FL is likely to challenge and individuals self concept as a competent communicator and lead to reticence, self consciousness, fear, or even panic. ...adult language learners' perceptions of genuineness in presenting themselves to others may (also) be threatened by the limited range of meaning and affect which can be deliberately communicated (128).

2.2.4.2 Test Anxiety

Brown (1994) defines test anxiety as a type of performance anxiety stemming from a fear of failure in a test. As Melkamu quoted Cubuku (2007:135), test anxious students:

Often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as " un pleasant feeling or emotional state that has psychological and behavioral concomitants and that is experienced in formal testing or other evaluative situations. High anxious

students are overly concerned with parent or teachers evaluations and have difficulty of attending to relevant task information and they are easily distracted by incidental stimuli being overly preoccupied with the possibility of failure.

Students' previous performance determines their present achievement. When they have poor performance in the previous tests, test anxiety occurs. Therefore, they develop a negative stereotype about tests and have irrational perceptions in evaluative situations. Generally, test anxiety is a type of performance anxiety deriving from fear of failure and evaluative situations.

2.2.4.3 Fear of Negative Evaluation

Chan and Wu (2004) explained fear of negative evaluation as apprehension about others evaluation, distress over their negative evaluations, and the expectations that others would evaluate oneself regularly. It arises from a learner's need to make a positive social impression on others. Several authors have examined the potential sources of fear of negative evaluation Price (1991) summarized several sources of language anxiety in the classroom. She noted that students seemed to be most concerned about speaking in front of their peers. Fear of being laughed at, embarrassed, and making a fool of one are major concerns of anxious language students.

The more technical aspects of language learning also cause problems among students. Price's interviews show that students were very concerned about making errors in pronunciation and that they in particular wished to develop an accent that approximated that of a native speaker. Students were also worried about not communicating effectively. These fears about communicating and social evaluation are likely based on students' relationships with their teachers and peers.

In general, due to the different sources of language anxiety and the fact that such learner factors are so interrelated, different components of language anxiety have been identified. Thus, a clear overlapping is inevitable.

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2.3 Sources of Foreign Language Anxiety

Based on the work of Horwitz and associates (1986) and others (like Lucas 1984; Young 1986), Macintyre and Gardner (1989) described the way in which language anxiety is likely to develop. At the earliest stages of language learning, a student will encounter many difficulties in learning, comprehension, grammar, and other areas. If that student becomes anxious about these experiences, if he/she feels uncomfortable making mistakes, then state anxiety occurs. After experiencing repeated occurrences of state anxiety, the student comes to associate anxiety arousal with L₂/FL. When this happens, the student expects to be anxious in the L₂/FL contexts.

Young (1991) offered a more extensive list of the potential sources of foreign language anxiety, stemming from the learners, the teacher and instructional practices. A learner's personal problems such as low self-esteem, and interpersonal problems, like competitiveness and fear of losing one's sense of identity, can be the seeds of anxiety. As student's belief is concerned, unrealistic learner's beliefs, such as beliefs about how quickly the language can be learned or the speakers need excellent accent and pronunciation, add to the apprehension. Further, some teachers believe that they must become drill sergeants and intimidate their students into learning; these behaviors can cause anxiety. The method of error correction may also sour the relationship between teacher and student and lead to nervous students, especially if harsh, embarrassing error correction is done in front of other students. Methods of testing may also arouse anxiety, though oral testing is not always the most disturbing (Madsen, Brown, & Jones, 1991).

Of all aforementioned, sources of foreign language anxieties, the single most important source seems to be the fear of speaking in front of other people using language with which one has limited proficiency. For this reason, language learning has more potential for students to embarrass themselves, to frustrate their self-expression, and to challenge their self-esteem and sense of identity than almost any other learning activity (Clement, Dornyei, & Noels 1994).

Young (1991) maintains this idea by explaining that speaking in front of other students in the classroom is a particularly anxiety-provoking activity. She refers to studies such as Koch and Terrell's (1991), in which the majority of students learning a foreign language through the

that some concern-some apprehension-over a task to be accomplished is a positive factor. Otherwise, a learner might be inclined to be “wishy-washy”, lacking that facilitative tension that keeps one poised, alert, and just slightly unbalanced to the point that one cannot relax entirely. The feeling of nervousness before giving a public speech is, in experienced speakers, often a sign of facilitative anxiety, a symptom of just enough tension to get the job done.

In Bailey’s (1983) study of competitiveness and anxiety in second language learning, facilitative anxiety was one of the keys to success, and closely related to competitiveness. Bailey also mentioned what she noted in Rogers’s humanistic theory of learning-that promotes low anxiety among learners and a non defensive posture where learners do not feel they are in competition with one another. Bailey found in her self analysis, however, that while competitiveness some times hindered her progress (for example, the pressure to outdo her peers sometimes caused her to retreat even to the point of skipping class), at other times it motivated her to study harder (as in the case of carrying out an intensive review of material in order to feel more at ease in oral work in the class room). She explained the positive effects of competitiveness by means of the construct of facilitative anxiety.

So the next time language students are “anxious, the teacher does well to ask himself/herself if that anxiety is truly debilitating. It could well be that a little nervous tension in the process is a good thing. In conclusion, it is found that a construct has an optimal point along its continuum: Both too much and too little anxiety may hinder the process of successful language learning.

2.5 Age and Foreign Language Anxiety

Possible differences between aged and young students as regards to anxiety levels and their speaking out put have been examined in some language anxiety studies. Stern (1967) confirms this by stating that young children seem to learn a second/foreign language ‘more easily’ ‘than adults’, and for this reason, several educators of past centuries, for example, Erasmus, Montaigne, or Lock, were in favor of an early start in language learning.



In certain respects pre-school children, young school children, older child learners' adolescents, and adults differ psychologically in their approach to second language learning. What these differences in developmental stages are is at present not fully understood. But it appears that young children respond more readily and intuitively to language 'acquisition' in social and communicative situations, while older learners can learn languages more readily by means of cognitive and academic approaches. This leads to say that older students are likely to feel, more anxious than the younger ones.

The essence of foreign language learning is the communication of personally meaningful and conversationally appropriate messages through unfamiliar and unmastered phonological, syntactic, semantic, and sociolinguistic systems. Thus, the learner is put in position of communicating some thing that is meaningful to him or her without having sufficient command of the language to do so. In this way 'adult language learners' self perceptions of genuinely in presenting themselves to others may be threatened by the limited range of meaning and affect that can be deliberately communicated" (Horwitz, Horwitz & Cope 1986). Thus, self-aware language learners are confronted with the probability that the "world" will perceive them differently from the way they perceive themselves.

It appears that adults have their own approaches to language learning and these have to be looked into in order to organize language education which can be of help to them. Shumin (1997) as cited by Meaza (1999) describes the usefulness of such investigations in the teaching of spoken language as follows:

*... in order to provide guidance in developing competent speakers of English, instructors of EFL should keep these questions in mind: what affects adult EFL learners' oral communication? What are the components underlying speaking effectiveness? And how can adult EFL learners speaking abilities are improved?
... (Sic. P.8).*

Thus, apart from other factors which distinguish adults from children or young learners, we find the affective factors which play a great role especially in the learning of the spoken language. These factors include motivation, self-confidence, anxiety, attitude, self-esteem and the like (Kamala, 1992; Shumin, 1997; Smith in Sidwepy, 1984).

In relation to anxiety, it is shown to be more intense with adults than with children. This, according to Smith, arises from a worry that they may not be able to cope.

... Despite their greater age, experience and sophistication, adults may be more reluctant than children to commit themselves in speech. They may have doubts their capacity to learn. Consequently, they may be anxious about losing face or looking silly if they make a mistake in speech ... (p.8).

2.6 Foreign Language Anxiety and Other Related Factors

It is very difficult to discuss only one affective variable without touching other related factors. This is because they are so interrelated and hence no one has put their clear demarcation. For example, Abate (1996) quoting Ely (1986), found a variable called 'Language Class Discomfort' which is concerned with the degree of anxiety, self-consciousness, or embarrassment felt when speaking the second or foreign language in the classroom.

Though fewer in number, the items he developed and employed to measure language class discomfort are similar to the 33-items (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) as the instrument to measure anxiety reaction. Ely's argument is that this variable leads to a reduction of willingness to take risk in class, thereby resulting in a decrease in class participation; Ayneaba (1993) observed this behavior or tradition in his study conducted in Ethiopian high schools.

After examining different studies on anxiety, Gardner and Macintyre (1993) conclude that anxiety levels decline as experience and proficiency increases. According to Gardner (1985) older students have slightly higher levels of anxiety, suggesting that in addition to ability level and stage of learning, age of learner too, may be an important variable in anxiety research. Brown (1994) states that risk taking is an important factor both in classroom and natural settings (153).

In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a re-approach from the teacher, a smirk from the classmate, punishment or embarrassment imposed by oneself. Outside the classroom,

(1999), who looked into possible relations between anxiety and gender in their participants found statistically no significant correlations.

2.8 Measurement of Foreign Language Classroom Anxiety

Horwitz, Horwitz and Cope, (1986) as cited in Abate (1996) Melkamu (2008), developed the foreign language classroom anxiety scale (FLCAS). It contains 33-items to be answered on 5-point Likert-type scale. The scale ranges from 'strongly agree' to 'strongly disagree'.

Many researchers have used the FLCAS in its original form for students of a variety of target languages (Aids, 1994, Elkhafafi, 2005, Saito, et al, 1999, Abate Kassahun, 1996). Others used it translating into the mother tongue (Chan and Wu, 2004; Zhao Na, 2007; Pappamihiel, 2001; and Melkamu Firew, 2008).

2.9 Some Sources of Foreign Language Anxiety in Ethiopian Context.

Ayneabeba (1993) as cited in Abate (1996) conducted a research at high school in Addis Ababa and found that students were not required to contribute orally in class, and that they expressed fear when asked to do so. Thus, they were greatly reluctant to take risks for fear of making mistakes. He concluded that learners' cultural background and educational perception had some effect on their attitudes towards interactive learning session. The students, according to his study, preferred single-sex grouping to mixed ones during classroom activities, which implies uneasiness or discomfort if grouped otherwise.

What is more, the low standard of speaking English may also lead them to be anxious. According to Hailemichael (1990) many AAU English teachers complained that students experienced English language problems particularly in writing and speaking, and the students themselves admitted that their English language ability was insufficient. Abate (1996) identified the potential sources of foreign language anxiety in his study. He mentioned: students' poor background, which goes with past experiences, students' negative expectation on their speaking proficiency, in their writing and their low self-esteem about the language. Therefore, these sources are expected to cause classroom foreign language anxiety since language anxiety is developed as a result of repeated negative experiences with the language.

CHAPTE THREE

Methods of the Study

3.1. Research Design and Methodology

In this section, the research design and methodology adapted for the purpose of the present study are described. The section includes the research type, the research settings, and sources of data, sampling size and sampling techniques.

3.1.1. Research Type

This research was supposed to be helpful to explore the major factors that influence the subjects of the study and to compare the spoken English anxiety level of the evening and regular Bole Community Primary and Secondary Public School grade 10 students. Therefore, the descriptive survey method was used by the researcher to conduct the study.

3.1.2. The Research Settings

Bole Community Primary and Secondary Public School where spoken English is given at the course level was selected for the study. The reason for selecting this school was that there has not been any research work conducted in the school in general and the present kind of research in particular. Hence, the researcher selected the above mentioned school by purposive sampling method and then conducted this research study to fill the gap to some extent.

3.1.3. Sources of Data

The primary source of data for this research was the sample of grade 10 students of both evening and regular students who were registered for the academic year 2008/09. There were four sections of grade 10 regular students; each section consisted of 65 students. There was one section of grade 10 evening class and it consisted of 40 students. In addition, two English teachers of grade 10 students were taken as a source of data.

3.1.4. Sampling Size

According to BPSPS, there were 260 regular and 40 evening grade 10 students. All together 300 regular and evening students were attending their lessons. Accordingly, from a total population of

300 students, 102 students (i.e. 34%) of the total population were selected from the two programs (i.e. from regular and evening).

3.1.5. Sampling Technique

First of all, writing the students' names according to their alphabetical orders in each section was necessary. But, the homeroom teachers of each section had the 'mark list' which were arranged on the bases of alphabetical orders, ages and sexes. As a result, I took one copy from homeroom teachers and applied the systematic sampling technique, i.e. taking every 4th list of names. Then, sample students (102) from the two (i.e. regular and evening) programmes were selected.

In BCPSPS, there were four sections in the regular programme. Thus, by giving equal opportunity to all sections, 64 sample students were selected. Since, each class consisted of 65 students; sixteen (16) students were randomly selected from each section. So, the researcher selected the sample students from each section by taking every 4th name in the list from A to Z. All the enrolled students of the evening class were used for this study. But, only 38 students participated in filling the questionnaire as the remaining two were absent. Therefore, the total number of students who took part in the study was 102.

3.2. Data Gathering Tools (Instruments)

The data for this study were collected through two main tools: questionnaire and interview.

3.2.1. Questionnaire

For this study, the researcher used the FLCAS questionnaire to assess students' anxiety level. The questionnaire had two parts. One was set to gather personal information of the participants, that is, age, gender and programme (whether regular or evening). The second one was the Amharic version of foreign language classroom anxiety scale (FLCAS) that was designed by Horwitz, Horwitz and Cope (1986) which uses the likert scale. The FLCAS consisted of 33 items, of which 8 were for communication apprehension, 9 for fear of negative evaluation, and 5 for test anxiety. The remaining 11 items were put in a group which was named as anxiety of English classes in general. In each item respondents were expected to respond with an answer strongly agree (5 points), agree (4 point), undecided (3 points), disagree (2 points) and strongly disagree (1 point).

males (10.9%) and 12 females (18.8%) respectively. From the total of 64 regular students, only 29.7% scored anxiety level 3.00 and above 3.00. This implies that Bole Community Primary and Secondary Public School regular grade 10 students are not mostly anxious in spoken English classrooms.

4.2. The Spoken English General Anxiety of Grade 10 Evening Students in English Classroom

Table 2: Respondents' Spoken English General Anxiety

Students with anxiety levels <3.00 And >3.00		Sex		Total
		Male	Female	
Students with anxiety Level < 3.00	count	8	10	18
	Percent (%)		26.3	47.4
Students with anxiety level > 3.00	count	10	10	20
	Percent (%)	26.3	26.3	52.6
Total	count	18	20	38
	Percent (%)	47.4	52.6	100

Table 2 shows that in items of group anxiety statistics, eight male students (21.1%) scored anxiety level below the men score 3.00 and 10 female students (26.3%) scored anxiety level below 3.00. Ten (10) evening male students (26.3%) and 10 female students (26.3%) scored anxiety level 3.00 and above 3.00. From the total of 38 evening students (52.6%) scored anxiety level 3.00 and above 3.00. This result shows us that BCPSPS evening grade 10 students, whose number is more than half, are experiencing anxiety in English classroom.

4.3. Comparison of the Spoken English General Anxiety of Grade 10 Regular and Evening Students in English Classroom.

Table 3: Respondents' Spoken English General Anxiety

Program	Students with anxiety levels 3.00 and >3.00		Sex		Total
			Male	Female	
Regular	Students with anxiety level <3.00	Count	23	22	45
		Percent (%)	35.9	34.4	70.3
	Students with anxiety level >3.00	Count	7	12	19
		Percent (%)	10.9	18.8	29.7
	Total	Count	30	34	64
		Percent (%)	46.8	53.2	100
Evening	Students with anxiety Level <3.00	Count	8	10	18
		Percent (%)	21.1	26.3	47.4
	Students with anxiety Level > 3.00	Count	10	10	20
		Percent (%)	26.3	26.3	52.6
	Total	Count	18	20	38
		Percent (%)	47.4	52.6	100

As can be seen from Table 3 above, out of 64 sample regular students 45 (70.3%) scored below mean score 3.00 and out of 38 total evening students 18 (47.4%) scored below mean score 3.00. On the other hand, 19 (29.7%) out of 64 regular students scored 3.00 and above 3.00 and 20 (52.6%) out of evening students scored 3.00 and above 3.00. According to the magnitude difference in the mean scores of the evening students, it seems that evening students experience anxiety on average and they are more anxious than their regular counter parts. This result can be supported by findings investigated by different researchers, for example, according to Horwitz, et al (1986), students with average around 3.00 should be considered slightly anxious, while students with average below 3.00 are probably not anxious. Zhao Na (2007) stated that students with average anxiety level 3.00 and above 3.00 are considered as seriously suffering from anxiety.

Accordingly, 45 (70.3%) of regular students scored below the mean score 3.00. This leads us to say that they are probably not anxious. But, 20 (52.6%) of the evening students scored above the mean score 3.00. Consequently, the regular students are less anxious than the evening students. However, as can be seen from Table 4 below, no statistically significant difference was obtained between the two groups (i.e. between regular and evening students).

From the same table, differences in anxiety level between males and females of the two programs can also be shown. From the total of 34 regular female students, 22 (34.4%) scored below the mean score 3.00 and 12 (18.8%) scored above 3.00. On the other hand, out of 30 regular male students, 23 (35.9%) scored below 3.00 and 7 (10.9%) scored above 3.00.

From 20 evening female students, 10 (26.3%) scored below the mean score 3.00 and 10 (26.3%) scored above 3.00. In addition, of 18 male evening students, 8 (21.1%) scored below the mean 3.00 and 10 (26.3%) scored 3.00 and above 3.00.

Thus, 12 (18.8%) of regular female and 7 (10.9%) of regular male students passed the average mean score, 3.00. Therefore, though the difference is very little female students are more or less anxious than male ones. This can be confirmed by researchers like Wilson (2006), who suggested that female students often experience higher level of anxiety than males in academic settings and have low performance. Moreover, Cheng (2002) cited in Wilson (2006), investigated that females were significantly more anxious than males.

Incase of the evening students, 10 (26.3%) of the evening female students and 8 (21.1%) of the males scored above the average mean 3.00. Like the regular ones, the difference is very little. Here also females' mean scores are a little bit higher than that of males which may indicate female evening students may experience more anxiety than evening male students like the regular one.

4.4. The Spoken English General Anxiety Difference between Regular and Evening Grade 10 students in English Classroom.

Table 4: Spoken English General Anxiety Difference between Regular and Evening Students

program	N ₀	Mean	Standard deviation	T-Value	Degree of Freedom(df)	Significance value(P<0.05)
Regular	64	93.4375	12.17580	-1.57	100	0.120
Evening	38	97.8684	16.15829			

Table 4 indicated that the number of regular and evening students, who took part in the study, were 64 and 38 respectively. When their mean scores are considered, the mean score of the evening students is larger than the mean score of the regular students (i.e. M=97.8684 for evening and 93.4375 for regular). However, no statistically significant difference was obtained between the two groups since the significant value indicated $0.120 > 0.05$. ($N_1=64$, $N_2=38$, $X_1=93.4375$, $X_2=97.8684$, $df=100$, $t=-1.570$ and $p=0.120$)

4.5: The Spoken English General Anxiety Difference between Male and Female of Regular Grade 10 Students in English Classroom.

Table 5: Spoken English General Anxiety Difference between Male and Female of Regular Students.

Sex	N ₀	Mean	Standard deviation	T-value	Degree of Freedom(df)	Significance Value(P<0.05)
Male	30	92.1667	12.96968	-0.782	62	0.437
Female	34	94.5588	11.50808			

As can be seen from Table 5, ($N_1=30$, $N_2=34$, $x_1=92.1667$, $x_2=94.5588$, $df=62$, $t=-0.782$ and $p=0.437$). Though the magnitude of the mean score of female regular students is larger than the male regular students, there is no statistically significant difference between them (i.e.

0.437>0.05). This finding contradicts with finding of Cheng (2002) cited in Wilson (2006) who investigated that females were significantly more anxious than males. But, this finding agrees with the finding of Melkamu Firew (2008) who found no statistically significant difference between males and females.

4.6: The Spoken English General Anxiety Difference between Male and Female of Evening Grade 10 Students in English Classroom.

Table 6: Spoken English General Anxiety Difference between Male and Female of Evening Students.

Sex	No	Mean	Standard Deviation	T-value	Degree of Freedom(df)	Significance Value(P<0.05)
Male	18	97.2222	14.11947	-0.231	36	0.819
Female	20	98.4500	18.14699			

Table 6 depicted that males mean scores are a little bit higher than that of females in the evening classes. This may show that males are more anxious than female in the evening classes. But, the result of the t-test indicated that there is no statistically significant difference between males and females in the evening classes. ($N_1=18$, $N_2=20$, $X_1=97.2222$, $X_2=98.4500$, $df=36$, $t=-0.0231$ and $P=0.819$). This is because $0.819>0.05$.

4.7. Levels of Anxiety in Variables

Table 7: Anxiety Levels of Regular Students with in Variables.

Anxiety Variables	No of items	Total Mean	Average Mean of Total items
1.Communication Apprehension	8	24.30	3.04
2. Fear of Negative Evaluation	9	25.31	2.81
3.Test Anxiety	5	12.59	2.52
4.General Anxiety of English Class	11	28.22	2.57

This might happen, for example, according to Price (1991) because students seemed to be most concerned about speaking in front of their peers. Fear of being laughed at, embarrassed, and making a fool of one self are major concerns of anxious language students. The more technical aspects of language learning also cause problems among students. Price's interview shows that students were very concerned about making errors in pronunciation and that they in particular wished to develop an accent that approximated that of a native speaker. Students were also worried about not communicating effectively. These fears about communicating and social evaluation are likely based on a students' relationship with their teacher and peers.

As to test anxiety and general anxiety of English classes, the scores were below the average mean 3.00. Thus, the students are not probably experiencing anxiety in the two variables.

4.9. Foreign Language Anxiety and Program

Table 9: Regular and Evening English Classroom Anxiety

Anxiety Variables	No of items	Program	Mean
1. communication apprehension	8	Regular	3.04
		Evening	3.13
2. Fear of negative evaluation	9	Regular	2.81
		Evening	3.13
3. Test Anxiety	5	Regular	2.52
		Evening	2.64
4. General English Classroom anxiety	11	Regular	2.57
		Evening	2.81
Over all anxiety Level	33	Regular	2.74
		Evening	2.95

Table 9 depicted that both regular and evening students are anxious in communication apprehension. This is because they scored 3.04 and 3.13 respectively, which is above the average



mean 3.00. However, when we compare their anxiety level, the magnitude of evening students is higher than the regular students. This shows that evening students are more anxious in communication apprehension than the regular students. The scores are 2.81 and 3.13 for regular and evening in fear of negative evaluation. This also indicates that evening students are more anxious than regular students and even the regular students mean score is below 3.00. Therefore, regular students are not only less anxious than evening students but also not anxious for fear of negative evaluation.

The remaining two items, test anxiety and general English classroom were scored below average mean 3.00. As a result, I tend to say both regular and evening students are probably not anxious in these two variables. But, when we see the average mean score of the regular and evening students, the magnitude of anxiety level of evening students is by far larger than the regular ones. The scores are 2.64 and 2.81 for evening students in test anxiety and general English classroom anxiety respectively. It is 2.52 and 2.57 for regular students. If the overall anxiety level is observed, the table show 2.74 is scored by regular and 2.95 is scored by evening students. Though level of anxiety of both regular and evening students are below the mean score 3.00, still the magnitude of overall anxiety level of evening is larger than the regular students. The score also nears to 3.00 (i.e. 2.95). Thus, in all aspects evening students are more anxious than the regular students.

This might happen, according to Horwitz, Horwitz and Cope (1986), in an attempt to communicate using unfamiliar and unmastered phonological, syntactic, semantic, and sociolinguistic systems. Thus the learner is put in the position of communicating something that is meaningful to him or to her without having sufficient command of the language to do so. In this way, adult language learners' self perceptions of genuineness in presenting themselves to others may be threatened by the limited range of meaning and affect that can be deliberately communicated. Thus, self-aware language learners are confronted with the probability that the "world" will make them be perceived differently from the way they perceive themselves.

Further, Gardner (1985) indicated that older students experience higher levels of anxiety. However, other researchers such as Skehan (1989) and Gardner and Macintyre (1993), have

argued that more experienced, older and proficient learners have a wider repertoire of behaviors which help them to cope with anxiety provoking situations more flexibly. Hence, even if they claimed they did experience anxiety, they might have attempted using different strategies to control their anxiety.

Generally, in most Ethiopian night schools, less attention is given to the four macro skills especially to speaking. My personal experience shows that teachers who teach in the evening program usually emphasize grammar teaching. Speaking activities like drama, debate, conversation...etc are less or almost not practiced. In fact, these activities are not fully practiced in the regular program, too. Moreover, Macintyre and Gardner (1991) experience in speaking, that is, of teachers' feed back, their participation in the classroom and their peers' comments.

4.10. Presentation and Analysis of Data Obtained Through Interview

Two English language teachers and eight students (5 from regular and 3 from evening) were interviewed on foreign language anxiety particularly in spoken English classes. Fourteen interview questions, that is, six for teachers and eight for the students were prepared and used for this purpose.

Accordingly, the two teachers reported that they have more than 8 years experience of teaching English in the high school. During their stay in the high school, they were not satisfied with their students' speaking output especially with evening students. But, T₂ appreciated a few of his regular students who make the class warm by doing different speaking activities and also motivating others to do similar things. This implies that some regular students are more motivated and less anxious than the evening students in learning English. Besides, the teachers also mentioned some sources of speaking anxiety in the class as follows.

The source could be lack of background in:

- Vocabulary
- Linguistic knowledge(i.e. the teacher is to mean grammar knowledge)
- Receiving assistance from the family
- Getting enough opportunities to practice speaking
- Students learning preference (T₁) see appendix E)

T₂ also suggested that the sources as negative peers' comment; lack of background on performing different speaking activities and lack of grammar knowledge (see Appendix E).

The teachers further explained that students' behavior is changed when they speak in English in the classroom. Some of the changes are, according to T₁, being silent, getting confused on what to do; shaking of hands and papers they hold and tone of voice. As to T₂, change of facial expression, sweating and leaving the class pretending as if they are sick (evening). Overall, the two teachers capitalized on fear of being commented on is a serious problem students suffer from. (See Appendix E Q. 6).

According to interview responses of both regular and evening students, their teacher often corrects the mistakes/errors they make. They added that this in turn leads them to fear, to feel anxious and to think they are incapable. This can be supported by the extensive list of the potential sources of language anxiety offered by Young (1991). The sources, according to Young, stem from the learner, the teacher, and instructional practice. For instance, the method of error correction may sour the relationship between teacher and student and lead to nervous students especially if harsh, embarrassing error correction is done in front of other students.

Students have reported that they feel discomfort while speaking in the class. They fear that they will be laughed at if mistaken. This is very serious in evening than in regular. For example, evening student (ES1) said that she felt nervous and got confused. She even didn't have the courage to look at the teacher, rather listened to her inner fear (see Appendix H Q. 5).

The students mentioned some of the things that provoke them to feel anxious as follows.

- Fear of being laughed at, lack of words, lack of grammar knowledge, and lack of exposure to speaking and lack of motivation. However, if the following measure is taken, according to the students' responses, speaking anxiety can be overcome.
- building teacher-student relationship and self-confidence
- taking some supportive spoken courses
- Ignoring students' negative comment and giving high value for self, and the teacher has to approach the students personally and diagnose their problems.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to examine the anxiety level of regular and evening grade 10 students of Bole Community Primary and Secondary Public school. The following research questions were formulated to meet the objective of the study.

1. Are grade 10 students anxious in spoken English classes in general?
2. Who are more anxious in spoken English classroom, the evening or the regular male or female students?
3. What are the sources of spoken English classroom anxiety?

For the theoretical bases, the following related literature were reviewed on anxiety, types of foreign language anxiety, foreign language anxiety, effects of anxiety on foreign language learning, age and foreign language anxiety, foreign language anxiety and other related factors, measurements of foreign language anxiety and sources of foreign language anxiety in Ethiopian context.

The study was carried out using descriptive survey method. In doing so the researcher was able to get first hand information. The data were collected through FLCAS questionnaire and interview. Thus, the information obtained through foreign language classroom anxiety scale (FLCAS) and interview had been analyzed using descriptive statistics, percentage, mean and SPSS-V-15 (T-test). The results of the study are summarized as follow.

5.1.1. The result of the study revealed that 19 (29.7%) of regular and 20 (52.6%) of evening students were found to be anxious, since their anxiety levels were above the mean score of 3.00. However, 45 (70.3%) regular and 18 (47.4%) evening students were considered not to be anxious as their anxiety levels were below the mean score of 3.00.

5.1.2. Each specific kind of anxiety within variables of regular and evening students were scored 3.04, 3.13 for communication apprehension, 2.81, 3.13 for fear of negative evaluation, 2.52, 2.64 for test anxiety and 2.57, 2.81 for general anxiety of English classes respectively. Evening

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students were found to be more anxious than regular ones. But, the evening students were as anxious in communication apprehension as fear of negative evaluation. Since, the other two variables were below the mean score 3.00, both regular and evening students were not considered anxious in these.

5.1.3. The comparison of male's and female's anxiety level indicated that 12 (18.8%) of female and 7 (10.9%) of male students scored above 3.00. However, in case of evening students, 10 (26.3%) of the female and 8 (21.1%) of the male students scored above 3.00. Here, the mean for the female students is a little bit higher than that of males which may indicate female evening students may experience more anxiety than males like in the regular program. However, the result in the t-test revealed that there is no significant difference between the two groups and the two sexes in both programs.

5.1.4. In the interview responses, the teachers reported that students experience foreign language anxiety, indicating that it is higher for evening students. The teachers also mentioned that both regular and evening students fear being commented on. This, according to the teachers' responses, happened because students criticize each other after the class is over.

5.1.5. In the interview responses of the students, both regular and evening students mentioned that they fear, feel anxious when the teacher corrects their mistakes. They also mentioned things that provoke them to feel anxious. These are: fear of negative evaluation, lack of diction, grammar knowledge, enough opportunities to practice.

5.2. Conclusions

Based on the findings of the study, the following conclusions have been drawn.

5.2.1. The result of the study indicated that evening students are more anxious than regular students as 52.6% of evening students and 29.7% of regular students scored above the mean score 3.00. But, statistically there is no significant difference between them.

- 5.2.2. The mean score of anxiety with in variables for communication apprehension in regular and evening students were above the mean score of 3.00. Fear of negative evaluation incase of evening students was also scored above 3.00. The other variables (i.e. fear of negative evaluation for regular) and test anxiety and general English classes anxiety were scored below the mean score of 3.00. Thus, from this finding, it can be deduced that debilitating anxiety plays its role on communicative apprehension and fear of negative evaluation incase of evening students. The other variables fear of negative evaluation incases of regular students; test anxiety and general English classes might be considered as slight anxiety.
- 5.2.3. Comparing male's and female's anxiety level, in both programmes (regular and evening), the data indicated that females were found to be more anxious than males. However, statistically it was proved that there is no significant difference between them. Therefore, the study can be concluded that there is no anxiety level difference between males and females in general.
- 5.2.4. According to the finding obtained through teachers' interview, evening students are experiencing strong anxiety level in all variables. Fear of negative evaluation is the serious variable students highly suffer from. This implies that the way teachers give correction is either harsh or students do not want to be commented on at all.
- 5.2.5. According to the interview responses of the students, it was reported that students fear and feel nervous when the teacher corrects their mistakes. Regarding what provokes them while speaking, almost all mentioned that they fear their peers' comment. From this, it can be concluded that way of giving correction sours the relation between students and teachers and ultimately leads to nervousness.

5.3. Recommendations

The results of this study suggest that certain students are at risk of having debilitating levels of foreign language classroom anxiety. Based on the findings of this study and the conclusions drawn, the following recommendations were given.

- 5.3.1. Students should be able to be given and practice appropriate and authentic speaking activities to lower anxiety because they generally feel more comfortable talking about the familiar: their feelings, attitudes, opinions and habits than urging them to construct grammatically accurate sentences.
- 5.3.2. Teachers should build student' confidence and self-esteem in their spoken ability via encouragement and re-assurance.
- 5.3.3. Since learners (like the rest of us) are concerned with their self-image and since many students are embarrassed and feel stupid when their errors are corrected, teachers must develop techniques and strategies for error correction and oral evaluation that reduce negative affect and improve self-esteem.
- 5.3.4. To reduce students' spoken English anxiety, teachers should keep on continually reminding them that mistakes are a natural part of the language-learning process.
- 5.3.5. Teachers must create enough opportunities in which learners are able to practice authentic-communicative speaking activities such as self introduction, debate, drama, role play, time telling and the like.
- 5.3.6. Practitioners (teachers) should be encouraged to heighten their awareness of students' spoken English anxiety to better help them manage their anxiety.
- 5.3.7. There should be a friendly bridge between students and teachers so that diagnosing the problem would be easy.

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Appendix A- Details of Data Gathered

Code	Sex	A	B
01	F	87	Regular
02	F	95	"
03	F	105	"
04	F	77	"
05	F	85	"
06	M	82	"
07	M	93	"
08	M	103	"
09	F	106	"
10	F	107	"
11	M	92	"
12	M	96	"
13	M	84	"
14	M	97	"
15	M	96	"
16	F	96	"
17	F	86	"
18	F	115	"
19	M	113	"
20	M	90	"
21	M	89	"
22	F	103	"
23	M	69	"
24	M	84	"
25	F	114	"
26	F	96	"
27	F	97	"
28	F	100	"
29	F	114	"
30	F	92	"
31	F	85	"
32	F	109	"
33	F	82	"
34	M	86	"
35	F	86	"
36	F	101	"
37	F	63	"
38	M	84	"
39	F	95	"
40	F	80	"
41	M	91	"
42	M	113	"
43	M	93	"
44	F	89	"
45	M	95	"
46	F	91	"
47	F	103	"

48	F	83	Regular
49	F	87	"
50	M	79	"
51	M	101	"
52	M	131	"
53	M	93	"
54	F	97	"
55	F	102	"
56	M	69	"
57	M	84	"
58	M	104	"
59	M	94	"
60	M	100	"
61	M	86	"
62	F	95	"
63	F	92	"
64	M	74	"
65	M	66	Evening
66	F	117	"
67	M	112	"
68	M	79	"
69	M	101	"
70	F	117	"
71	F	101	"
72	F	76	"
73	F	100	"
74	F	81	"
75	M	112	"
76	M	93	"
77	F	101	"
78	M	104	"
79	F	94	"
80	F	99	"
81	M	87	"
82	M	101	"
83	M	95	"
84	F	92	"
85	M	114	"
86	M	111	"
87	M	83	"
88	F	106	"
89	F	102	"
90	M	114	"
91	M	92	"
92	F	108	"
93	F	73	"
94	F	71	"
95	F	149	"
96	F	85	"
97	M	80	"
98	F	91	"
99	F	91	"
100	F	115	"
101	M	110	"
102	M	96	"

Code: students' code number

A: students' anxiety level

B: program

Addis Ababa University
Institute of Languages and Literature
Department of Foreign Languages and Literature
(Graduate Studies)
Questionnaire to be filled by Students

Dear Student,

Recently, I am carrying out a postgraduate (MA) research related to the teaching of English. The objective of this questionnaire is to collect information and to examine the degree of spoken English classroom Anxiety (worry) you may experience. Since the success of the study highly depends on your honest response to the items, you are kindly requested to indicate your true feelings in spoken classroom. You are asked everything to do by yourself. Your response will be kept confidential. You are not expected to write your name.

Thank You in Advance.

N.B. Use the following key to answer each item.

- 1= strongly disagree
- 2= Disagree
- 3= Neither Agree nor Disagree\Undecided\
- 4= Agree
- 5= strongly Agree

- 1. Grade _____
- 2. Sex _____
- 3. Programme: Regular _____
Evening _____

Directions: The following items are helpful to indicate the anxiety level students have in spoken English class. Please indicate the degree to which each statement describes you on a scale from 1 to 5.

1. I never feel quite sure of my language when I am speaking in my English class (room)
1 2 3 4 5
2. I don't worry about making mistakes in English when I speak in class.
1 2 3 4 5
3. I feel nervous when I know that I am going to be called on to speak in English in the English class.
1 2 3 4 5
4. It frightens me when I don't understand what the teacher is saying.
1 2 3 4 5
5. It wouldn't bother me at all to do more speaking in the English spoken classes.
1 2 3 4 5
6. During speaking class, I find myself thinking about things that have nothing to do with the lesson.
1 2 3 4 5
7. I keep thinking that the other students are better at speaking than I am.
1 2 3 4 5
8. I am usually at ease during speaking tests in my English class.
1 2 3 4 5
9. I start to panic when I have to speak without preparation in English class.
1 2 3 4 5
10. I worry about the consequences of failing in my spoken English.
1 2 3 4 5
11. I do not understand why some people get so nervous over English spoken classes.
1 2 3 4 5
12. In English class, I can get so nervous at things I know.
1 2 3 4 5
13. It embarrasses me to volunteer answers in my spoken English class.
1 2 3 4 5
14. I wouldn't be nervous speaking English with native speakers.
1 2 3 4 5
15. I get upset when I do not understand what the teacher is correcting.
1 2 3 4 5
16. Even if I am well prepared for spoken class, I worry about it.
1 2 3 4 5
17. I often feel like not going to my English class.
1 2 3 4 5
18. I feel confident when I speak in the English class.
1 2 3 4 5
19. I am afraid that my English teacher will correct every mistake I make.
1 2 3 4 5
20. I can feel my heart pounding when I am going to be asked to speak in English class.
1 2 3 4 5

Directions: The following items are helpful to indicate the anxiety level students have in spoken English class. Please indicate the degree to which each statement describes you on a scale from 1 to 5.

1. I never feel quite sure of my language when I am speaking in my English class (room)
1 2 3 4 5
2. I don't worry about making mistakes in English when I speak in class.
1 2 3 4 5
3. I feel nervous when I know that I am going to be called on to speak in English in the English class.
1 2 3 4 5
4. It frightens me when I don't understand what the teacher is saying.
1 2 3 4 5
5. It wouldn't bother me at all to do more speaking in the English spoken classes.
1 2 3 4 5
6. During speaking class, I find myself thinking about things that have nothing to do with the lesson.
1 2 3 4 5
7. I keep thinking that the other students are better at speaking than I am.
1 2 3 4 5
8. I am usually at ease during speaking tests in my English class.
1 2 3 4 5
9. I start to panic when I have to speak without preparation in English class.
1 2 3 4 5
10. I worry about the consequences of failing in my spoken English.
1 2 3 4 5
11. I do not understand why some people get so nervous over English spoken classes.
1 2 3 4 5
12. In English class, I can get so nervous at things I know.
1 2 3 4 5
13. It embarrasses me to volunteer answers in my spoken English class.
1 2 3 4 5
14. I wouldn't be nervous speaking English with native speakers.
1 2 3 4 5
15. I get upset when I do not understand what the teacher is correcting.
1 2 3 4 5
16. Even if I am well prepared for spoken class, I worry about it.
1 2 3 4 5
17. I often feel like not going to my English class.
1 2 3 4 5
18. I feel confident when I speak in the English class.
1 2 3 4 5
19. I am afraid that my English teacher will correct every mistake I make.
1 2 3 4 5
20. I can feel my heart pounding when I am going to be asked to speak in English class.
1 2 3 4 5

21. The more I practice to speak, the more I get confused.
1 2 3 4 5
22. I do not feel pressure to prepare very well for spoken class.
1 2 3 4 5
23. I always feel that the other students speak English better than I do.
1 2 3 4 5
24. I feel very self-conscious about speaking English in front of other students.
1 2 3 4 5
25. Spoken class moves so quickly that I worry about getting behind.
1 2 3 4 5
26. I feel more tense and nervous in my English class than in my other classes.
1 2 3 4 5
27. I get nervous and confused when I am speaking in my English spoken class.
1 2 3 4 5
28. When I am on my way to my English spoken class, I feel confident and relaxed.
1 2 3 4 5
29. I get nervous when I do not understand every word the English teacher says.
1 2 3 4 5
30. I feel overwhelmed by the number of rules I have to learn to speak English.
1 2 3 4 5
31. I am afraid that the other students will laugh at me when I speak English.
1 2 3 4 5
32. I would probably feel comfortable around native speakers of English.
1 2 3 4 5
33. I get nervous when the English teacher asks questions which I haven't prepared for in advance.
1 2 3 4 5

Source: Horwitz, E.K., Horwitz, M.B., and Cope, J. (1986). Foreign Language Anxiety. *Modern Language Journal*, 70. 125_132.

**በአዲስ አበባ ዩኒቨርሲቲ
የቋንቋዎች ጥናት ተቋም
የውጭ ቋንቋዎች ሥነ-ጽሑፍ ትምህርት ክፍል
(የድህረ-ምረቃ መርሃ ግብር)**

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪ!

ባሁኑ ሰዓት የድህረ-ምረቃ (ኤ.ም.ኤ) የመመሪያ ጥናት በማካሄድ ላይ እገኛለሁ። የዚህም መጠይቅ ዋና ዓላማ የ10ኛ ክፍል የቀንና የማታ ተማሪዎች በእንግሊዘኛ ቋንቋ ክፍለ ጊዜያት እንዲሁም በንግግር ክፍለ ጊዜያት የሚያጋጥማቸውን የጭንቀት እና የመረበሽ ደረጃቸውንና መንስኤዎችን ለይቶ በማውጣት ጠቋሚ መፍትሄዎችን ለማመላከት ነው። ይህንን ግምት ውስጥ በማስገባት እያንዳንዱን ጥያቄ በትኩረት በማንበብ ከተሰጡት አምስት አማራጮች (1፣ 2፣ 3፣ 4 እና 5) መካከል ትክክለኛ ስሜትህን/ሽን/ የሚያንፀባርቅ ምላሽ በማክበብ መልስ ስጥ/ጩ/። ይህ ትብብርህ/ሽ/ ለጥናቱ በጣም አስፈላጊ መሆኑን እየገለፅኩ ጥያቄዎቼን በቅንነት እንድትመልስ/ሺ/ በታላቅ ትህትና እጠይቃለሁ።

የምትሰጠው/ጩው/ መረጃ በምስጢር እደሚያዝ ከወዲሁ ለመጠቀም እወዳለሁ።

ለትብብርህ/ሽ/ በቅድሚያ አመሰግናለሁ።

ማሳሰቢያ፣

1. በመጠይቁ ላይ ስም አይጻፍም።
2. መጠይቁን ለመሙላት የሚከተሉትን የደረጃ ገላጭ ቁልፎች ይጠቀሙ።

የደረጃ ገላጭ ቁልፎች

1. በጣም አልስማማም
2. አልስማማም
3. አልስማማም/አልቃወምም ወይም ሐሳብ አልሰጥም
4. እስማማለሁ
5. በጣም እስማማለሁ

የታ _____ ክፍል _____

መመሪያ፣ የሚከተሉት ጥያቄዎች ተማሪዎች በእንግሊዘኛ የንግግር ክፍለ ጊዜ የሚታይባቸውን የመረብሽና የመጨነቅ ስሜት ለማመልከት ጠቃሚ ናቸው። ስለዚህ አንተም/አንቺም እያንዳንዱን ዐረፍተ ነገር በጥንቃቄ በማንበብ ስሜትህን ሊያንፀባቅልህ/ሽ/ የሚችል አማራጭ ከ (1፣ 2፣ 3፣ 4 እና 5) በመምረጥ መልስ/ሽ/።

ተ.ቁ ጥያቄዎች

1. በእንግሊዘኛ ክፍለ ጊዜ በእንግሊዘኛ ስናገር ትክክለኛ ስለመሆኔ ፍፁም አልተማመንም

1	2	3	4	5
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2. በእንግሊዘኛ የንግግር ክፍለ ጊዜ መሳሳቱ አያስጨንቀኝም።

1	2	3	4	5
---	---	---	---	---
3. በእንግሊዘኛ እንድናገር መምህሩ እንደሚጠይቁኝ ሳስብ በፍርሃት እንቀጠቀጣለሁ።

1	2	3	4	5
---	---	---	---	---
4. መምህሩ እያወሩ/እየተናገሩ ያሉት ነገር ሳይገባኝ ሲቀር ፍርሃት ይሰማኛል።

1	2	3	4	5
---	---	---	---	---
5. በእንግሊዘኛ ክፍለ ጊዜ ብዙ ሰዓት ባወራ/በእንግሊዘኛ ብናገር አልጨነቅም።

1	2	3	4	5
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6. በእንግሊዘኛ ንግግር ክፍለ ጊዜ ከትምህርቱ ጋር ምንም ተያያዥነት የሌላቸውን ነገሮችን በማሰብ ጊዜዬን አጠፋለሁ።

1	2	3	4	5
---	---	---	---	---
7. ሌሎች ተማሪዎች እንግሊዘኛ በመናገር ከኒ እንደሚሻሉ አዘውትራ አስባለሁ።

1	2	3	4	5
---	---	---	---	---
8. አብዛኛውን ጊዜ የእንግሊዘኛ ፈተና ስፈተን አልጨነቅም/አልረብሽም።

1	2	3	4	5
---	---	---	---	---
9. ሳልዘጋጅ እንግሊዘኛ እንድናገር የምደረግበት ገዜ ልቆጣጠረው የማልችለው ዓይነት ፍርሃት ይጀምረኛል/ይሰማኛል።

1	2	3	4	5
---	---	---	---	---
10. በእንግሊዘኛ የንግግር ክፍለ ጊዜ ባለመናገሪ ሊመጣብኝ የሚችለውን ሐሳብ አልጨነቃለሁ።

1	2	3	4	5
---	---	---	---	---
11. ሰዎች በእንግሊዘኛ የንግግር ክፍለ ጊዜ ለምን እንደሚጨነቁ እይገባኝም።

1	2	3	4	5
---	---	---	---	---
12. በእንግሊዘኛ የማውቀው ነገር ሲጠፋብኝ በጣም እበሳጫለሁ።

1	2	3	4	5
---	---	---	---	---

13. በእንግሊዝኛ የንግግር ክፍለ ጊዜ በራሴ ፈቃድ እጅ አውጥቼ መልስ መመለስ በጣም ያስፈራኛል/አፍራሰሁ::

1 2 3 4 5

14. ከቋንቋው ባለቤቶች ጋር እንግሊዝኛ ባወራ-/በናገር/አልጨነቅም:

1 2 3 4 5

15. የእንግሊዝኛ መምህራ ስህተቴን ነግሮኝ ባይገባኝ እበሳጫለሁ::

1 2 3 4 5

16. በእንግሊዝኛ የንግግር ክፍለ ጊዜ በደንብ ተዘጋጅቼ እንኳን ክፍል ብገባ መፍራቴ/መጨነቄ አይቀርም::

1 2 3 4 5

17. አብዛኛው ጊዜ የእንግሊዝኛን ት/ርት ክፍለ ጊዜ ባልከታተል/ብፎርፍም ደስ ይለኛል::

1 2 3 4 5

18. በእንግሊዝኛ ክፍለ ጊዜ በእንግሊዝኛ በምናገርበት ጊዜ በራስ የመተማመን ስሜት ይሰማኛል::

1 2 3 4 5

19. የእንግሊዝኛ መምህራ እኔ የፖሳሳታቸውን ስህተቶች በሙሉ ያርሙኛል ብዬ ስለማስብ ፍርሃት ይሰማኛል::

1 2 3 4 5

20. በእንግሊዝኛ ክፍለ ጊዜ ተነስቼ እንድናገር እንደምጠየቅ ሳስብ በፍርሃት የልብ ምቴ ይጨምራል::

1 2 3 4 5

21. እንግሊዝኛ ለመናገር ብዙ ቡተለማመድኩ ቁጥር የባሰ እደነጋገራለሁ::

1 2 3 4 5

22. ለእንግሊዝኛ ንግግር ተዘጋጅቶ ወደ ክፍለ ስራላገባት አልጋፋፋም::

1 2 3 4 5

23. ሌሎች ተማሪዎች ሁሉ ከኔ በተሻለ እንግሊዝኛ እንደሚናገሩ ይሰማኛል::

1 2 3 4 5

24. እንግሊዝኛ በተማሪዎች ፊት ስናገር ሳለመሰሰት ስለምጠነቅቅ ውስጤ ይረበሻል::

1 2 3 4 5

25. በእንግሊዝኛ የንግግር ክፍል ውስጥ የት/ርት አሰጣጥ ሰፊጥን ወደ ኋላ የመቅረት ስሜት ይሰማኛል::

1 2 3 4 5

Appendix D- Teachers' Interview

First of all, I would like to appreciate your genuine cooperation to conduct this interview with me.

1. How long have you been teaching English in the high school? Have you ever taught evening classes? If yes, for how many years?
2. Do you think your students are interested and relaxed in your spoken English classes? If yes, which group is relaxed and which is not? Evening/regular students? Why is this so?
3. To what extent are your students anxious when doing speaking in the class? Is there a significant difference between the regular and the evening in their speaking anxiety level?
4. Are you satisfied with your students' speaking output? If not what do you think would be the sources of this problem?
5. What kinds of behavioral changes have you observed in your students when they are made speak in English in the classroom?
6. Do your students fear being commented/corrected when they make a mistake? If yes, why do you think they fear?

Appendix E- Teachers' Interview Responses

R (Researcher): First of all, I would like to appreciate genuine cooperation to conduct this interview with me in advance. Having said this, I would directly go to the question.

1. How long have you been teaching English in the high school? Have you ever taught evening classes? If yes, for how many years?

T₁: Yes, 8 years. Yes, 4 years.

R: 2. Do you think your students are interested and relaxed in your spoken English classes? If yes, which group is relaxed and which is not; Evening/regular students? Why is this so?

T₁: No, they are not interested and relaxed. Actually when regular and evening students are compared in this regard, the former is more relaxed than the later. This is because the regular students have started learning English at early and critical period that might have positive influence on learning the language. Whereas the evening students is either the drop out of so long years or start the class very late. They are not even comfortable with their grade level when compared to their age.

R: 3. To what extent are your students anxious when doing speaking in the? Is there a significant difference between the regular and the evening in their speaking anxiety level?

T₁: There is anxiety both in regular and evening programme, but the level of anxiety in regular isn't as such strong as the evening students' anxiety. Yes, there is a difference between the two programmes. The evening students are silent and reserved from activities carried out in the class. This shows that they fear take part in the activities. On, the other hand the regular students are courageous, free and passionate to speak in the class.

R: 4. Are you satisfied with your students' speaking output? If not what do you think would be the sources of this problem?

T₁: I'm not satisfied with their speaking output. The source could be lack of background in:

- Vocabulary
- Linguistic knowledge
- Assistance from the family (in being speech community)
- They also may not be given enough opportunities to practice
- Their learning performance could also be the source

R: 5. What kinds of behavioral changes have you observed in your students when they are made speak in English in the classroom?

T₁: - Being silent for so long time not knowing what to do.

- shaking of hands together with papers or books they hold.
- Vibrating of vocal cords while speaking due extreme hurries to finish what is being done in so short time and go back to his/her seat.

R: 6. Do your students fear being commented/corrected when they make a mistake? If yes, why do you think they fear?

T₁: Yes, because if they answer and are corrected, they develop the 'I can't mentality'. Therefore, instead of making mistake and being corrected, they prefer to be silent.

R: 1. How long have you been teaching English in the high school? Have you ever taught evening classes? If yes, for how many years?

T₂: I Have you been teaching English for 14 years.
Yes, I have taught evening students for 5 years.

R: 2. Do you think your students are interested and relaxed in your spoken English classes? If yes, which group is relaxed and which is not: Evening/regular students? Why is this so?

T₂: A few students are very interested and relaxed while vast majority are not. Relatively regular student are relaxed than the evening ones. I think this is because regular students are young and don't fear. But, the evening students have many factors. Such as lack of words, lack of grammar knowledge, and they are old enough to make mistakes and laughed at.

R: 3. To what extent are your students anxious when doing speaking in the? Is there a significant difference between the regular and the evening in their speaking anxiety level?

T₂: The regular students are not very anxious while doing speaking. But, the evening students are very anxious. Yes, there is a great difference between regular and evening students in anxiety. Because if you order the evening students to do speaking in class, they won't be volunteer to speak. They either say, 'I am sick, or get nervous.'

R: 4. Are you satisfied with your students' speaking output? If not what do you think would be the sources of this problem?

T₂: Really, I am not fully satisfied with my students speaking out put in general. But, I don't pass with out appreciating some regular students who always keep the class warm in bringing some fun-provoking speaking activities and do speak or play out fluently in front of their peers. This in turn motivates other students and the number of participants in these and the likes activities is gradually rising.

In my opinion, the sources could be:

- negative peers' comment
- lack of background on these activities
- lack of grammar knowledge

R: 5. What kinds of behavioral changes have you observed in your students when they are made speak in English in the classroom?

T₂: - Their facial expression is totally changed.

- once, I have come across a student who started sweating when I ask him to present what his group has discussed.
- some, especially, the evening students ask permission and leave the class for fear that he/she will be asked. I remember the day one student left my class while others are introducing themselves. I went out and asked him what happened to him. He stretched his hand and put my hand on his chest. Then, he said, "Teacher, look my heart is beating fast. I don't really know what happened to me." So, I dare to say that some students are seriously disturbed when they are ordered to speak.

R: 6. Do your students fear being commented/corrected when they make a mistake? If yes, why do you think they fear?

T₂: Definitely. Both regular and evening students fear while correction is given. This is may be students are criticizing each other on the bases of mistakes they made. Besides, they advise each other to keep silent than making mistakes and being laughed at.

Appendix 6 Students' Interview Amharic Version

የተማሪ ቃለ መጠይቅ

በመጀመሪያ በዚህ ቃለመጠይቅ ለመሳተፍ ፍቃደኛ በመሆን/ሽ/ የተማኝን ልባዊ ምስጋና ላቀርብልህ/ሽ/ እወዳለሁ።

1. በምትናገርበት/ሪበት ጊዜ የተሳሳትከወን/ሽውን/ ነገር የእንግሊዘኛ መምህርህ/ሽ/ ብዙ ጊዜ ያርሙሃል/ሻል?
2. መለስህ/ሽ/ አዎ ከሆነ መምህሩ ሲያርሙህ/ሽ/ ምን ይሰማሃል/ሻል?
3. የቀድሞ የእንግሊዘኛ መምህር/ሽ/ የተለያዩ የንግግር ማዳበሪያ ሥራዎችን እንድትለማመድ/ጂ የበረታቱህ/ሽ/ ነበር?
4. አዎ ከሆነ መለስህ/ሽ/ ትሰሩ የነበሩትን የተለያዩ ነገሮች ጥቀስልኝ/ጥቅሷልኝ/?
- 5 በክፍል ውስጥ እንግሊዘኛ ስትናገር/ሪ/ ያለመመቸት ስሜት አጋጥሞህ/ሽ/ ያውቃል?
- 6 መለስህ አዎ ከሆነ የሚሰማህን/ሽን/ ስሜት ግለፅልኝ/ግለጭልኝ ለምሳሌ፣ ጥሩ ስሜት፣ የበታችነት ስሜት፣ የይሳቅብኛል ስሜትና ሌሎችም።
7. እንግሊዘኛ ስትናገር/ሪ/ እንድትጨነቅ/ቂ/ የሚያደርጉሽን ነገሮች በዝርዝር ንገረኝ/ንገሪኝ?
8. የመጨነቅ ስሜት ያለባቸው ተማሪዎች እንዳይጨነቁ መፍትሔ ይሆናል ብለህ/ሽ/ የምታስበውን/ቢውን ጠቁመኝ/ሚኝ።

Appendix H Students' Interview Responses in Amharic

የተማሪ ቃለ መጠይቅ

በመጀመሪያ በዚህ ቃለመጠይቅ ለመሳተፍ ፍቃደኛ በመሆንህ/ሽ/ የተማኝን ልባዊ ምስጋና ላቀርብልህ/ሽ/ እወዳለሁ።

አፕሮ/አ/፡1. በምትናገርበት/ሪበት ጊዜ የተሳሳትከወን/ሽወን/ ነገር የእንግሊዘኛ መምህርህ/ሽ/ ብዙ ጊዜ ያርሙሃል/ሻል?

የቀን ተማሪ/የቀተ1/፡ አዎ ስለሰላሳት ያርሙኛል።

አ፡ 2. መልስህ/ሽ/ አዎ ከሆነ መምህሩ ሲያርሙህ/ሽ/ ምን ይሰማሃል/ሻል?

የቀተ፡ በመሳሳቱ እንደዳለሁ፣ እንዲሁም ሌሎች ተማሪዎች ስለኔ ምን ሊሉ እንደሚችሉ ሳስብ አጨነቃለሁ።

አ፡ 3. የቀድሞ የእንግሊዘኛ መምህር/ሽ/ የተለያዩ የንግግር ማዳበሪያ ሥራዎችን እንድትለማመድ/ጂ የበረታቱህ/ሽ/ ነበር?

የቀተ፡ አሁን አንተ የምትለውን ነገር ለመሥራት አያበረታቱም።

አ፡ 4. አዎ ከሆነ መልስህ/ሽ/ ትሰሩ የነበሩትን የተለያዩ ነገሮች ጥቀስልኝ/ጥቀሺልኝ/?

የቀተ፡

አ፡ 5 በክፍል ውስጥ እንግሊዘኛ ስትናገር/ሪ/ ያለመመቸት ስሜት አጋጥሞህ/ሽ/ ያውቃል?

የቀተ፡ የለም

አ፡6 መልስህ አዎ ከሆነ የሚሰማህን/ሽን/ ስሜት ግለፅልኝ/ግለጭልኝ ለምሳሌ፣ ጥሩ ስሜት፣ የበታችነት ስሜት፣ የይላቅብኛል ስሜትና ሌሎችም።

የቀተ፡

አ፡ 7. እንግሊዘኛ ስትናገር/ሪ/ እንድትጨነቅ/ቂ/ የሚያደርጉሽን ነገሮች በዝርዝር ነገረኝ/ነገሪኝ?

የቀተ፡ አለመቻሌን ሳስብ፣ ብሳሳት ተማሪዎች ስለሚስቁብኝ፣ ከቤተሰብ እገዛ ማጣት እና የራሴ አለመነሳሳት ናቸው።

አ፡ 8. የመጨነቅ ስሜት ያለባቸው ተማሪዎች እንዳይጨነቁ መፍትሔ ይሆናል ብለህ/ሽ/ የምታስበውን/ቢውን ጠቁመኝ/ሚኝ።

የቀተ፡ ሁሉም ተማሪ በት/ቤት ውስጥ እንግሊዘኛ ብቻ እንዲያወሩ ቢደረግ።

- ደካማ ተማሪዎች የመናገር ዕድል ቢመቻላቸው።
- ተማሪዎች በግላቸው የንግግር ችሎታቸውን ሊያዳብርላቸው የሚችል ማንኛውንም ጥረት ማድረግ።
- ተማሪው እና መምህሩ ተባብረው አዝናኝ የሆኑ ቀልዶች፣ ድራማዎች አልፎ አልፎ ቢቀርቡ።

አ: 4. አዎ ከሆነ መለስህ/ሽ/ ትሰሩ የነበሩትን የተለያዩ ነገሮች ጥቀስልኝ/ጥቀሺልኝ/?

የቀተኛ:

አ: 5. በክፍል ውስጥ እንግሊዘኛ ስትናገር/በ/ ያለመመቸት ስሜት አጋጥሞህ/ሽ/ ያውቃል?

የቀተኛ: የክፍላችን ተማሪዎች መሳቅ ስለሚወዱ ብቻ ብላሳት ምቹት አይሰማኝም:: እነሱ መሳቅ ሲጀምሩ የባሰ እደነበራለሁ::

አ: 6. መልስህ አዎ ከሆነ የሚሰማህን/ሽን/ ስሜት ግለፅልኝ/ግለጭልኝ ለምሳሌ፣ ጥሩ ስሜት፣ የበታችነት ስሜት፣ የይላቅብኛል ስሜትና ሌሎችም::

የቀተኛ: የይላቅብኛል ስሜት እና ሳልዘጋጅ ለጥያቄ ስጋበዝ እደነግጣለሁ::

አ: 7. እንግሊዘኛ ስትናገር/ሪ/ እንድትጨነቅ/ቂ/ የሚያደርጉሽን ነገሮች በዝርዝር ንገረኝ/ንገሪኝ?

የቀተኛ: የተማሪ ትችት፣ ሳቅ፣ መረበሽ፣ መናናቅ እና ስህትት መፍራት

አ: 8. የመጨነቅ ስሜት ያለባቸው ተማሪዎች እንዳይጨነቁ መፍትሔ ይሆናል ብለህ/ሽ/ የምታስበውን/ቢውን ጠቁመኝ/ሚኝ::

የቀተኛ: የተማሪን ከላይ በተራ ቁጥር 7 ላይ የጠቀስኩላቸውን ነገሮች ችላ ብሎ ማለፍ:: በግል ደግሞ መለማመድ፣ መማር እና ብቁ ሆኖ መገኘት::

አ: 1. በምትናገርበት/ሪበት ጊዜ የተሳሳትከወን/ሽውን/ ነገር የእንግሊዘኛ መምህርህ/ሽ/ ብዙ ጊዜ ያርሙሃል/ሻል?

የቀተኛ: አዎ

አ:2. መልስህ/ሽ/ አዎ ከሆነ መምህሩ ሲያርሙህ/ሽ/ ምን ይሰማሃል/ሻል?

የቀተኛ: መምህሩ ሲያርሙኝ የመደንገጥ ስሜት ይሰማኛል::

አ: 3. የቀድሞ የእንግሊዘኛ መምህር/ሽ/ የተለያዩ የንግግር ማዳበሪያ ሥራዎችን እንድትለማመድ/ሻ የበረታቱህ/ሽ/ ነበር?

የቀተኛ: የቀድሞ የእንግሊዘኛ መምህራ የተለያዩ የንግግር ማዳበሪያ ነገሮችን የማሰራት ባህል የለውም::

አ:4. አዎ ከሆነ መለስህ/ሽ/ ትሰሩ የነበሩትን የተለያዩ ነገሮች ጥቀስልኝ/ጥቀሺልኝ/?

የቀተኛ:

አ:5. በክፍል ውስጥ እንግሊዘኛ ስትናገር/በ/ ያለመመቸት ስሜት አጋጥሞህ/ሽ/ ያውቃል?

የቀተኛ: አዎ

አ: 6. መልስህ አዎ ከሆነ የሚሰማህን/ሽን/ ስሜት ግለፅልኝ/ግለጭልኝ ለምሳሌ፣ ጥሩ ስሜት፣ የበታችነት ስሜት፣ የይላቅብኛል ስሜትና ሌሎችም::

አ: 8. የመጨነቅ ስሜት ያለባቸው ተማሪዎች እንዳይጨነቁ መፍትሔ ይሆናል ብለህ/ሽ/ የምታስበውን/ቢውን ጠቁመኝ/ሚኝ::

የማተ₁: ቋንቋ ለሁለም መሠረት ስለሆነ ከሌላው ት/ርት ለየት ባለ መልኩ ትኩረት ሰጥቶ መማር

- ፋርሃትን በደንብ ሰርቶ እና ተምሮ ማሰወገድ
- መ/ሩ ተማሪዎች ንግግር የሚለማመዱበትን ሥራ መጥኖ መስጠት አለበት::

አ:1. በምትናገርበት/ሪበት ጊዜ የተሳሳተከውን/ሽውን/ ነገር የእንግሊዘኛ መምህርህ/ሽ/ ብዙ ጊዜ ያርሙሃል/ሻል?

የማተ₂: አዎ

አ:2. መልስህ/ሽ/ አዎ ከሆነ መምህሩ ሲያርሙህ/ሽ/ ምን ይሰማሃል/ሻል?

የማተ₂: መጥፎና የመረበሽ ስሜት

አ: 3. የቀድሞ የእንግሊዘኛ መምህር/ሽ/ የተለያዩ የንግግር ማዳበሪያ ሥራዎችን እንድትለማመድ/ጂ የበረታቱህ/ሽ/ ነበር?

የማተ₂: አዎ

አ:4. አዎ ከሆነ መልስህ/ሽ/ ትስሩ የነበሩትን የተለያዩ ነገሮች ጥቀስልኝ/ጥቀሺልኝ/?

የማተ₂: የቃላት ጨዎታ፣ አጫጭር ምልልሶች፣

አ:5. በክፍል ውስጥ እንግሊዘኛ ስትናገር/ቦ/ ያለመመቸት ስሜት አጋጥሞህ/ሽ/ ያውቃል?

የማተ₂: አዎ

አ: 6. መልስህ አዎ ከሆነ የሚለማህን/ሽን/ ስሜት ግለፅልኝ/ግለጭልኝ ለምሳሌ፣ ጥሩ ስሜት፣ የበታችነት ስሜት፣ የይላቅብኛል ስሜትና ሌሎችም::

የማተ₂: አቋርጬ ከረዥም ጊዜ በኋላ ወደ ት/ርት ስለፈመለስኩ ከተሳሳተኩ በዚህ ዕድሜ መሳቂያ እንዳልሆን እፈራለሁ::

አ: 7. እንግሊዘኛ ስትናገር/ሪ/ እንድትጨነቅ/ቂ/ የሚያደርጉሽን ነገሮች በዝርዝር ንገረኝ/ንገሪኝ?

የማተ₂: በአብዛኛው የቃላት ትርጉም አለመቻል እና ቃላትም ሆኑ ስዋስዋዊ ሕጎችን ጠንቅቆ አለመቻል::

አ: 8. የመጨነቅ ስሜት ያለባቸው ተማሪዎች እንዳይጨነቁ መፍትሔ ይሆናል ብለህ/ሽ/ የምታስበውን/ቢውን ጠቁመኝ/ሚኝ::

የማተ₂: መ/ሩ ተማሪዎችን ማደፋፈር፣ ሞራል መስጠት፣ የተለያዩ ነገሮችን መስራት

- በግልም ለማወቅ መጣር ያስፈልጋል::
- ደፍሮ በራስ የመተመማን ስሜት አጎልብቶ ሰባብሮም ቢሆን መናገር::

አ: 1. በምትናገርበት/ሪበት ጊዜ የተሳሳትከወን/ሸውን/ ነገር የእንግሊዘኛ መምህርህ/ሽ/ ብዙ ጊዜ ያርሙሃል/ሻል?

የማተኛ: አዎ

አ: 2. መልስህ/ሽ/ አዎ ከሆነ መምህሩ ሲያርሙህ/ሽ/ ምን ይሰማሃል/ሻል?

የማተኛ: አርማት ሲጠኝ አልጨነቅም ግን እኔ ለመጠየቅ ስፈልግ ብዙ ነገሮች እንደሚገቡኝ ስለማወቅ እጅግ በጣም እፈራለሁ።

አ:3. የቀድሞ የእንግሊዘኛ መምህር/ሽ/ የተለያዩ የንግግር ማዳበሪያ ሥራዎችን እንድትሰማመድ/ጂ. የበረታቱህ/ሽ/ ነበር?

የማተኛ: አዎ

አ:4. አዎ ከሆነ መለስህ/ሽ/ ትሰሩ የነበሩትን የተለያዩ ነገሮች ጥቀስልኝ/ጥቀሽልኝ/?

የማተኛ: የቃላት ጨዋታ እና ምልልስ

አ:5. በክፍል ውስጥ እንግሊዘኛ ስትናገር/በ/ ያለመመቸት ስሜት አጋጥሞህ/ሽ/ ያውቃል?

የማተኛ: አዎ

አ:6. መልስህ አዎ ከሆነ የሚሰማህን/ሽን/ ስሜት ግለፅልኝ/ግለጭልኝ ለምሳሌ፣ ጥሩ ስሜት፣ የበታችነት ስሜት፣ የይላቅብኛል ስሜትና ሌሎችም።

የማተኛ: እጅግ በጣም የመረበሽ ስሜት፣ ሰውነቴ እስከ መንቀጥቀጥ ድረስ ይደርሳል።

አ:7. እንግሊዘኛ ስትናገር/ሪ/ እንድትጨነቅ/ቂ/ የሚያደርገሽን ነገሮች በዝርዝር ንገረኝ/ንገሪኝ?

የማተኛ: ቃላትን በትክክል አስካክቶ መናገር አልመቻል

- ተማሪዎች እዳይሰቁብኝ መፍራት፣ መጨነቅ
- የማተሪ ቁጥር ክፍል ውስጥ መብዛት በራሱ ያስጨንቀኛል።

አ:8. የመጨነቅ ስሜት ያለባቸው ተማሪዎች እንዳይጨነቁ መፍትሔ ይሆናል ብለህ/ሽ/ የምታስባውን/ቢውን ጠቁመኝ/ሚኝ

የማተኛ: መ/ሩ የተማሪውን ችግር ተረድቶ በግል መምከር።

- ተጨማሪ የእንግሊዘኛ (supportive course) መማር እና በግል ራስን ማብቃት ያስፈልጋል።

Appendix I- FLCAS Scoring Key

1. The alternative of items

1,2,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,25,26,27,29,30,31,and 33 have score weights as follows:

1= Strongly Disagree

2= Disagree

3= Neither Agree nor Disagree/Undecided/

4= Agree

5= Strongly Agree

3. The remaining 9 items (2,5,8,11,14,18,22,28, and 32) are scored as follows:

5= strongly disagree

4= disagree

3= neither agree nor disagree/undecided/

2= agree

1= strongly agree

The anxiety score of each subject is found out by summing up the item weights of all 33 items. The range score should be between 33 and 165 which is the expected range. However, the highest and the lowest scores for this study were 147 and 63 respectively.

Declaration

I, the undersigned, declare that the thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

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