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**English Language Achievement as a Function of Learning Style,
Motivation, Anxiety and Attitude**

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Addis Ababa University
School of Graduate Studies

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List of Abbreviations

IV.....	Independent Variable
DV.....	Dependent Variable
FD/I.....	Field-dependence –Independence
ELA	English Language Achievement
MYSELF	Attitude towards My-self
TEACHER	Attitude towards English teacher
PLASMA.....	Attitude towards plasma
TEXT	Attitude towards Eng. Text

Abstract

Different scholars have indicated that learner variables play a significant role in education. The present study was basically aimed at investigating the effects of selected individual variables in English language achievement. The variables were motivation, learning style, attitude and anxiety. Specifically, the objectives of the study were to determine the combined and unique contribution of these variables to English language variations among students, identify the factor(s) that contribute most to the variance and determine if there were a significant relationship between learning style and Motivation, learning style and anxiety and motivation and attitude.

The samples of the study were 210 randomly selected grade ten students in Bishaw W/yohannes High school in Kafa Zone of South Nations Nationalities and people's Region. For this study, English language examination was prepared based on the grade nine and ten syllabus. The attitude, anxiety and perceptual learning style questionnaires were collected from different literature and modified. On the other hand, motivation questionnaire was designed by the researcher based on Gardener's motivation concept and finally Group Embed Figures Test (GEFT) was used to test the students' cognitive style of field-dependence/independence. All the questionnaires were five scale likert –type. The examination and questionnaire were piloted for their reliability, difficulty and discrimination levels before they were used for the main study.

Then, data were analyzed using Pearson Product Moment Correlation, ANOVA, Multiple Correlation and Step-wise Regression. Based on the analysis, all the variables included in the study predicted 25% of English language achievement variation among the students. Specifically, motivation (14.2 %), attitude, (4.7%) and cognitive style (3.8%) were found to predict English language achievement variation significantly. But anxiety and perceptual learning preferences were not. On the other hand, only attitude towards self and attitude towards plasma were found to be important predictors of achievement variations among the students. The other finding was that only attitude significantly correlated with motivation. The inter-correlations among the other variables were generally weak.

Based on these findings, in order that they bridge achievement gaps among students, it is necessary for the English teachers to foster their learners' self- esteem in learning the language, encourage efforts and vary the teaching and testing methods.

Chapter one: Introduction

1.1 Background of the study

In education in general and language learning in particular, there is always achievement variation among students. In the same language classrooms, there are high achievers and at the same time there are also others who make slow progress or who “lag behind”, as Brown and Spada (2006) described. In the same class, all students are taught by the same teacher, through the same instructional methods and techniques, provided the same assignments, tests, and followed the same course material. In spite of these and other similar learning situations, there is always variation in achievement among students in a language classroom (Cook, 2001; Tadele, 1990). In this case, it is important to see the importance of individual variation in learning (Brown, 1987). In other words, the individual differences that are inherent in the learners can be the cause for success and failure of the students.

There are many learner variables which have been identified to explain differential success among second language learners. Brown (1987) classifies them into two categories: cognitive and affective. The cognitive factors include aptitude, intelligence, learning style, hemisphere specialization and learning strategy. The cognitive function of learning language describes the way in which learners organize language learning and how they prefer to learn and it includes learning strategy and learning style (Tudor, 1996). These have been given due attention in foreign language teaching research because success in language learning is believed to heavily depend on effective use of learning strategy and the matching of students learning style with teaching techniques (Brown, 1987; Curbbo and Dunn, 1986).

On the other hand, learner variables included under affective factors are anxiety, motivation, attitude, self-esteem/ self –efficacy/, inhibition, risk taking, empathy, introversion and extroversion. These are related to emotions and feeling of the students in the process of language learning (Brown, 1987; Krashen, 1985). Researchers in language learning have often ignored these factors giving much emphasis to cognitive ones. Affective factor is one of the five Krashen’s language acquisition hypotheses. The Affective Filter Hypothesis stipulates that a number of affective variables play a

facilitative role in second language learning. It says that low anxiety, low motivation, and low self –esteem and other affective filter variables form a mental block that prevents comprehensive input from being used for acquisition (krashen, 1985).The presence or absence of these variables can affect language achievement.

In summary, individual learners differ in the type and levels of cognitive and affective factors and these differences are related to levels of achievement in second language learning.

However, a given cognitive or affective variable cannot affect equally every student in all situations. For some students, the way learners approach the process of learning can affect language learning more than their attitude and vice versa for others. That means the type of variable and the degree it exerts on language learning achievement varies from individual to individual from place to place. In context of Ethiopian higher institution, Tadaele (1990) studied the role of some learner factors on Addis Ababa university students' English language proficiency as measured by TOEFL test. However, the answer to the question “ which learner factor(s) is the most important cause for language achievement variations in language classrooms in secondary schools of Ethiopia?” remains unknown to my knowledge although there are many research works whose findings merely indicate the univariate correlations between language achievement and learner characteristics. Therefore, this research tried to investigate combined and unique contributions of learner variables in achievement variations among grade ten students.Among learner factors, the researcher selected learning style, motivation, attitude and anxiety for the study.

1.2 Statement of the Problem

There is a mixture of research finding on the relationship between foreign language achievement and learning style. On the one hand , it was found that learning style and language learning have little or no correlation .For example, Ellis (1992) reported that there was no correlation between learning style (as measured field dependency) and linguistic knowledge. Mac Dough (1981) pointed out also that field-dependence measured through Group Embedded Figure Test found to weakly correlate with language achievement. Similarly, Adinew(1996) in his study on college students found

cognitive style as less correlate of English language achievement. On the other hand, there are research findings which showed strong relation between learning style and achievement. For example, Abraham (2001) found that field-dependents outperformed field-independents in deductive tasks and vice versa in inductive tasks. Similarly, Hansen and Stansfield (1981); Chapell and Roberts (1986); Tucher, et al (1976) cited in Freeman and Long (1991) found a significant correlation between learning style measures and language achievements. Thus, most of the available evidence supports the relationship between language success and learning style.

In Ethiopia, in most cases a single teaching technique, classroom organization, activity type, instructional material and mode of assessment dominate many of English classrooms. Students whose learning style matches with this kind of assessment, teaching method, material and activity type will be better motivated and achieve better. Others who find these instructional processes uncomfortable with their learning preferences continue to suffer from instructional bias and achieve below their counterparts. Fore example, in the country, plasma has been used as a dominant medium of instruction. In plasma instruction, most of the lesson is a lecture type and there is supply of visual information. This may make students with auditory and visuals more benefiting than kinesthetics. In addition to this, the tendency to give more emphasis on forms of the language in lessons and evaluations in most language classrooms of Ethiopia can be the source of achievement differences among field-dependants and field-independents because the cognitive and personal behaviors of field- independents help them learn theses aspects of language better than field-independents.

The effect of motivation on education in general and language learning in particular is an unequivocal. Some second or foreign language learners achieve better than others because they are better motivated. Tadele(1990) in his study on university students reported that stronger motivation both in the amount of effort the students expended and desire to learn English were found to be stronger predictor of proficiency in English. Similarly, in the study by Gardner and his associates (1990) motivation accounted for 9.6% of variation in French course.

Students' desire and effort are important to language learning success especially for students like in Ethiopia where there is little or no access to the language outside the classroom. In this situation, it is the extent to which learners strive to learn the language in the classroom and at home that causes difference in language learning outcome among students. Generally, motivation, as measured effort and desire, is a basic element that determines success differences in English classrooms of Ethiopia.

The other factor which was included in this study was attitude. It was found that positive attitude is necessary for any success in one's life. It is due to this fact that people say that attitude is a key to success. The attitude towards the target language and its speakers and their culture can determine their effort to learn the language (Brown, 1987). The reality is that when learners have positive attitude towards the culture and the speaker of the target language, they exert more effort to learn the language. Besides, students' attitude to language learning can be studied from the angles of language instructional techniques materials and the teachers approach in the classroom.

Many writers confirm the presence of anxiety in foreign language classrooms. For example, Compell(1991); Horwitz and Cope (1986) in Philip Barely, et al,(2003) stated that for many students foreign language classroom can be the most anxiety inducing courses in their program of studies. The mismatch between learning style and the instructional procedures, the negative feedbacks given during the instructions, etc. are likely to cause students to feel anxious. The presence of high or low anxiety can cause low achievement. Abate (1996) indicated that there is negative relationship between the degree of English language anxiety and test performance. In this study, high anxious learners or learners who admitted that they experience high level of anxiety tended to perform relatively and significantly less successfully than students experiencing low anxiety level. This indicates that anxiety impairs language achievement. Especially, in Ethiopia where students' English proficiency is not enough for foreign instructional media, their teachers or other source of input, anxiety is inevitable in the language classes. It's with this idea that the researcher included anxiety in the study as affecting students' achievement

Generally, the interaction between learning styles and classroom teaching practice, the students' motivational and attitudinal orientations and anxiety determine language learning achievements. Teachers can predict their students' success if they have information on these individual difference factors. It is with is in mind that the researcher aimed at investigating the nature and contribution of this specific learner variables in English language classrooms. There fore, this research has the following objectives.

1.3 Objectives of the study

The research aims at identifying

- ◆ the variable(s) that is (are) the most important for achievement variations in English language classrooms (learning style, motivation, anxiety, or attitude) and their unique and combined contributions in predicting language achievement
- ◆ the direction and magnitude of interrelation among learning style, anxiety, motivation, attitude.

1.4 Research Questions

The research aims to answer the following research questions:

- ◆ Which variable is responsible for achievement variation in language classrooms?
- ◆ How much do learning style, motivation, anxiety, attitude; factors contribute to learners' achievement differences?
- ◆ Does learning style significantly relate with motivation and anxiety?
- ◆ Does motivation significantly relate with attitude and anxiety?
- ◆ What attitude towards English learning is (are) most intimately related to English achievement?
- ◆ To what degree does the measurement of such attitude explain variance in English language achievement, uniquely or in common?

1.5 Significance of the Study

Identification of the cause for the language achievement variations can be the first step in the search of solution for any problem .Hence the findings of this research will help:

- Classroom teachers, material producers and other concerned bodies find ways to bridge the gap in language achievements.

1.5 Significance of the Study

Identification of the cause for the language achievement variations can be the first step in the search of solution for any problem .Hence the findings of this research will help:

- Classroom teachers, material producers and other concerned bodies find ways to bridge the gap in language achievements.
- Classroom teachers identify the level of anxiety, motivation, and attitude of their students and learning preferences of their students and use it to evaluate their teaching and evaluation procedures.
- Classroom teachers identify the learning preference of their students and use it to modify their teaching practices accordingly.
- Other researchers in the area of foreign language as a resource to study further on the issue

1.6 Scope of the Study

Although there are different dimensions of learning style, only field dependence/ independence and perceptual learning style preferences are included in the study partly because they are the most studied and partly because inclusion of others would create overload to the students in filling the questionnaires. Besides, the study is confined only to Bishaw W/yohannes Secondary School in Bonga town.

1.7 Definition of Terms

Motivation The students' effort and desire to learn English language

English language achievement. The students' score on English Exam prepared by the researcher

Attitude Students' positive or negative feelings towards different components of English language teaching and their ability in learning English



Chapter 2: Review of Related Literature

2.1 Learning Style -definition

Learners approach the task of learning second language very differently (Weden and Rubin, 1987). One way of accounting for the difference is in terms of learning style.

As defined by (Ehrman, 1996; Hedge 2000) learning style is broad preferences for going about the business of learning. Learning style indicates how learners prefer to receive, interact and respond to learning environment. Ehrman (1996) points that learning style variable is similar to our hands. Just as we have a preferred hand for writing and doing most other things, so we have preference for how to learn on any of the many learning style scales. For example, if we prefer to learn sequentially, it will come relatively automatically, whereas learning randomly will be slow, awkward, and very tiring until we practiced at it.

So a person's particular learning style enables individuals to learn more with less effort and remember better and children learn best only when they use their learning style characteristics advantageously (Ehrman, 1996).

2.1.1 Models of Learning styles

Various groups of researchers have come up with their own taxonomy and terminologies of learning styles. For example, Kolb (1976) distinguished four learning styles: diverger, assimilator, converger, and accommodator. Gregory's (1979) learning style dimension include concrete /sequential, abstract / sequential, concrete/ random, and concrete /sequential while Oxford (2000) divides into introvert/extrovert, intuitive/random, ~~close-oriented/open~~, analytic/global and sense preferences/visual, auditory and tactile. However, a commonly used learning approach was developed by Dunn and Dunn (1978). He divides learning styles into environmental, emotional, sociological, psychological and physical characteristics. Generally, there are at least twenty dimensions of learning style identified in cognitive psychology and that have been studied over years. In language learning Christson (2003) has recently come up with new category of learning style namely cognitive styles, sensory styles and personality styles. Cognitive style includes field dependence, field independence,

analytic, global, reflective, and impulsive. Sensory styles are categorized under perceptual and environmental learning styles. The third learning style taxonomy, personality styles, contains tolerance of ambiguity, right and left hemisphere dominance.

2.1.2. Cognitive Learning styles-field dependence- independence

Among cognitive styles, the learning style distinction which has attracted much attention in language learning is the field dependence/independence. As cited in Ellis(1994),the distinction is taken from the work of Akin and his associates (1971) Many investigations of foreign language learning have used the dimension to addresses the degree to which an individual focuses on some aspect of experience and separate it from its background. Field independence denotes a tendency to articulate figures as discrete from their background and a facility in differentiating objects from embedding contexts as opposed to experience events globally in an undifferentiated fashion.(Brown, 1987;Abraham, 1985;Ehrman,1996). That means they can easily recognize a piece of information from its surrounding contexts. On the other hand, field- dependent persons are adjusted to be strongly influenced by context.

2.1.2.1 Important Features of Field Dependence/Independence their Implications to Language Learning

Field independents are analytical.They prefer logical thinking complexity, precision, and objectivity (Oxford,.2000). They have great problem-solving techniques to many aspects of life. Where as, field dependents are global individuals who look for the big picture and try to avoid the minor details in favor of the main idea, they simplify and synthesize rather than analyze data. (ibid)

In SLA, this means that field- independents perform best on analytical language tasks such as dealing with grammatical rules, making contrastive analysis, dissecting words and sentences, using correct syntactical structures and favor materials tending toward abstract, impersonal and factual (Tudor,1996).They do not like spontaneous communication activities and their emphasis is on accuracy (Christson 2003). On the other hand, field dependents are more concerned with fluency and prefer an integrative

approach. Ellis(1989). They can easily identify main ideas and become anxious over activities that involve remembering or memorizing grammar rules and word meanings. They can see the points easily and summarize information and are satisfied with knowing the major ideas without knowing details. They prefer materials which has a human social context or which has fantasy or humor, personal, musical or artistic (Tudor, 1996).

The second feature is that field- dependents are more reliant on external referents, such as peers, teachers and parents. The self is ultimately dependent on the approval of others. Where as, field -independents depend more on the self. In other words, field- dependents are externally directed or motivated and field-independents are internally directed. This shows that field- dependents are more sensitive to teacher support and direction or criticism than field-independents. Learning performance would be much improved if parents peers teachers or others authority figure give praise to such students.(Tudor,1996).

The other characteristics of field-dependence -independence is that field- dependents are sociable, sensitive to others, and need friendship. Their counterparts are more reserved, distant in social relation and are generally intra -personal.

This characteristic has implications for language learning. Field -independents like working alone and therefore hate group works or pair works. Such conditions may generate discomfort or anxiety on them. On the other hand, field -dependents can easily mix with students, teachers and peers. Therefore, communicative teaching style would be an ideal for them. They dislike working alone in the classroom. Instead, they prefer conversational activity (Ehrman, 1996).

Generally, field- independents are believed to learn best in classroom language learning where the language is taught as discrete elements. Whereas field dependent learn more in natural language teaching because they can actively participate with the speaker and gain a lot of language input as a result of their personality and cognitive dispositions .(Brown, 1987,1994)

2.1.2.2 Measurement of Field independence/dependence

The standard form of measurement for field independent /dependent is through some form of disembedding a geometric figure from a complex background. There are different versions of figure test such as Embedded Figure Test(EFT),Hidden Figure Test and Group Embedded Figure Test(GEFT).The GEFT is the most widely used version in language researches(Ellis,1994) In each item of the GEFT, subjects are asked to find a single shape embedded in the complex design. The researcher will use this measurement of field –dependence /independence for this research

2.1.3 Perceptual Learning Styles.

Perceptual learning styles were the first reported by Dunn (1983) cited in Reid (1987) and are divided into four: visual, auditory and kinesthetic and tactile

2.1.3.1 Characteristics of Perceptual Styles

Visual learners. Visually oriented individuals acquaint themselves with the environment through their vision.(Jonnasen,Grabowski,1993) In other words, they can remember what they see and can retrieve details on the things they have seen than heard. In education, visual learners prefer to read and obtain information by means of visual stimulus mainly through seeing, reading and studying charts and pictures. Learners who are visuals better visualize something better if they write it down because they can visualize pictures, numbers or words in their heads

The educational implication of visual preference is that it is necessary to supply stimulation to visual learners with wall displays, posters, realia, flash cards and graphic organizers in order to cater these students. For visuals, mere lectures, conversations and directions with out visual backup are very confusing and anxiety provoking(Tudor ,1996).

Auditory Learners Students with auditory preference learn from hearing words spoken and from oral explanations. These learners benefit from hearing audio tape and lectures and class discussions and conversing with others (Reid, 1987, Oxford, 1993). They prefer listening and speaking activities, discussions, debates, audio-tapes, role-plays, lectures and meetings.

Kinesthetic Learning Style. Kinesthetic learners enjoy a lot of movement and activity with in learning environment and they act well to working with tangible objects. Such learners may react negatively to long periods behind a desk and may seem dependent on a lot of variety and direct stimulus. (Tudor, 1996) They learn best in situations involving physical response rather than simply listening or reading. They remember information well when they actively participate in activities, field –trips, and role-playing in the classroom. There fore, it is necessary to use these kinds of learning activities in teaching learning process and actively involve them to meet the needs of kinesthetic learners.

2.1.3.2 Research Findings

There are a few studies on the role of perpetual learning style in foreign learning. The research by park (1977) found that among high, low and medium achievers, high achievers were the most visual and low achievers were the least visual. Similarly, Oxford, et al (1993) reported that among 107 students learning Japanese through satellite television, visual students significantly outperformed auditory and tactile or kinesthetic students.

2.2 Motivation

2.2.1 Definition

In spite of the immense importance attached to it, motivation has remained a difficult concept to define and understand. Covington (1981) draws analogy with the concept of gravity, “Motivation, like the concept of gravity, is easier to describe than it is easier to define.” This is because motivation is a hypothetical or abstract concept which is not directly observed but inferred from the actions of the individual. It is also because different scholars tried to approach it from different perspectives and tried to define it accordingly.

However, motivation is often defined as the reasons people do or think what they are doing. Dornyei, (2001), Spada and Light Brown, (2006); Gardner, (1985);Harmer,(1991) In general terms motivation is used to denote factors or conditions which cause a person to begin an activity and pursue it with sustained vigor and persistence

It can be either extrinsic factors such as financial incentive, raise in salary, freedom, grades promotion etc.) or intrinsic such as knowledge, competence, curiosity and control.

Motivation is also defined as a desire to achieve a goal, combined with the energy to work towards the work. "Motivation is direct effort individual learners make to learn the language" (Ellis, 1994) According to this definition, motivation is the intensity of one's impetus to learn. A motivated learner is one who is willing or even eager to invest effort in learning activities and to progress. Therefore; the measure of motivation is related to the amount of effort and persistence that individual learners display in classroom contexts.

2.2.2 Motivation Studies in Second/Foreign Language Learning

There have been historical changes in our understanding of motivation in second or foreign language with different periods attaching importance to different aspects of motivation. The most known approaches to motivation in SLA are Social-psychological.

Between the 1960's and 1990s, most research on second language motivation focused on how learners' perception of the speakers of target language community and their culture affect the learners desire to learn the language. This research was initiated and completed by a group of social psychologists in Canada by Robert Gardner, Wallace Lambert and Richard Clement (Dornyei, 2001). The study was conducted by social psychologists because unlike other school subjects, language learning is social process which incorporates a wide range of elements of L2 culture. When the students learn the language, they are imposed to learn the L2 culture.

Therefore, a key tenet of social psychological approach to motivation is that attitudes related to the L2 community (their culture, the speaker, and the language) exert a strong influence one's motivation to learn the second language (Stern, 1983; Dornyei, 2001). A few students will be successful unless they have positive attitude toward the community.

The social psychological model has 4 major components: Attitudes towards the learning situation, integrativeness, motivation and orientation. Attitude toward the learning situation encompasses evaluation of the course and the teacher and Integrativeness refers to an openness to identify, or at least in part, with other community. This happens when

learners possess a positive attitude toward the L2 group and desire to interact with that community

Motivation, according to this model, has three components: motivational intensity, desire to learn the language, attitude toward the act of learning the language. (Stern, 1983) The motivational intensity refers to the amount of effort the individual expends in learning the language; desire to learn the language is concerned with the extent to which the individuals want to achieve a high level of competence in the language and attitude toward learning the language refers to the affect experienced while learning the language. Truly motivated individuals show all the above three components. When we attempt to measure motivation, attempts should be given a number of features of motivational indices.

The Gardner motivation concept was taken as a guide for constructing a questionnaire that measures motivation in the present study.

Orientation, according to Ellis (1994), refers to the underlying reasons for studying a second or foreign language. An integrative orientation scale presents reasons for learning the language that emphasize the integration of learners with the second language group and identification with that society. An interactively oriented learner learns the target language in order to participate in the life of community. It reflects a sincere and personal interest in the people and culture represented by the other group. (Gardner and Lambert, 1972) in Duely, et al, (1982). Instrumental orientation may be defined as the desire to achieve proficiency in a new language for practical reasons such as getting a job, salary increment, promotion, further studies, academic purpose, translating literature, further career, reading technical material and for other practical reasons

A number of studies have proved the value of integrative and instrumental orientations showing how each of these types of orientation appears to be related to second language proficiency. Whereas in the early studies it appeared that integrative orientation was superior to instrumental orientation (Cook, 2001; Gardner and Lambert, 1972), later investigations demonstrated that each is more effective under certain conditions. For example, where the second language functions as a foreign language (i.e. is not important outside the classroom for students) an instrumental motivation helps; but where the

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Orientation, according to Ellis (1994), refers to the underlying reasons for studying a second or foreign language. An integrative orientation scale presents reasons for learning the language that emphasize the integration of learners with the second language group and identification with that society. An interactively oriented learner learns the target language in order to participate in the life of community. It reflects a sincere and personal interest in the people and culture represented by the other group. (Gardner and Lambert, 1972) in Duely, et al, (1982). Instrumental orientation may be defined as the desire to achieve proficiency in a new language for practical reasons such as getting a job, salary increment, promotion, further studies, academic purpose, translating literature, further career, reading technical material and for other practical reasons

A number of studies have proved the value of integrative and instrumental orientations showing how each of these types of orientation appears to be related to second language proficiency. Where as in the early studies it appeared that integrative orientation was superior to instrumental orientation (Cook, 2001; Gardner and Lambert, 1972), later investigations demonstrated that each is more effective under certain conditions. For example, where the second language functions as a foreign language (i.e. is not important outside the classroom for students) an instrumental motivation helps; but where the

second language functions as a second language (i.e. used as a means of wider communication outside the classroom) an integrative motivation is more helpful. Thus the type of motivation and its strength are likely to be determined by “who learns what in what milieu (Long and Freeman, 1991) .

In conclusion, Gardner’s social psychological model emphasized the social dimension of motivation. However, during the subsequent years, as a consequence of the cognitive revolution that took place in psychological research, several cognitive, situational and, process models of motivation were utilized in L2 motivation researches.

2.3 Attitude

2.3.1 Importance of Attitude in Language Learning

The importance of attitude in language learning has been recognized by EFL specialties and accordingly a great deal of research on the subject had been conducted to explore the relationship between attitude and achievement in language learning. Accordingly, it was found that positive attitude is necessary for any success in language learning. The learners’ attitude towards the target language and its speakers and their culture can determine their effort to learn the language (Brown, 1987) .The reality is that when learners have positive attitude towards the culture and the speaker of the target language, they exert more effort to learn the language

Besides, students’ attitude to language learning can be studied from the angles of instructional techniques, materials and the teachers’ approach in a language classroom. That means students’ perceptions on different learning processes can motivate or demotivate them to learn the language. As Burden and Williams (1997) put it, “It is the way in which the participants in the teaching-learning process make sense of that process and of the environment in which it occurs which exerts the major influence on the learning outcomes”. Students form positive or negative attitudes on many learning processes which positively or negatively affect their motivation and hence achievement. Studies also showed that achievement in English was related to attitude of the students and that direct measures of attitude, was better predictor of attainment than indirect one (Pierson and others ,1980) .

According to Gardner's socio-education model, attitude has two dimensions: course and students level components.

2.3.2 Course Level Attitude dimensions. These are concerned with students' evaluation of the teacher and text and other related teaching materials.

2.3.2.1 Attitude towards Teachers – This is related to the teacher's rapport with the class, communicative style, manner of presenting tasks and feedback and authority style. Students will inevitably have very different views about the kind of teacher they think is best for them. Some prefer a teacher who creates space for them to pursue their own learning paths. Others prefer a teacher who structures the learning tasks much more tightly. Students may also have different views about the role of the teacher. Some learners want the teacher to act as informant but others praise teachers who are logical, clear and systematic (i.e. who impose structure on the lecture (Ellis, 1985)

A research by Gardner and his colleagues has demonstrated that students' positive attitude toward their second language teacher was generally linked to motivation and achievement in classroom.(Gardner,1985) In addition ,Dornyei and Noels(1994) found that students' evaluation of their teacher's rapport with the class was associated with students' self-confidence and anxiety. Teacher's affective drive authority style and manner of presenting tasks and providing feed back are associated with students' motivation. In addition to this, the learners' views about what they learn and the feedback they get from their teachers influence their perception.

Generally, one of the variables that influence the learners' attitude towards the foreign language is the target language teacher. The influence can be positive or negative depending on the teacher's knowledge of the subject matter, his attitude towards the subject and his over all personality (Medihane, 1968)

2.3.2.2 Attitude toward Instructional Materials. This is related to the students' views on the relevance of contents, methods and tasks that are selected, the kind of feedback and evaluation system employed in teaching the language .Some students may show more preferences for grammar and others for writing .Others may want more discussions or communicative activities than controlled grammar activities and so on.

In addition, students' attitudes on the difficulty of tasks, the load, and clarity of instructions in the materials(e.g.texts,guides) may cause the development of positive or negative attitude towards learning the language

2.3.3 Learner Level Attitude Dimension Student related attitude component is the students' self-belief and attributions and other related affective variables.

Students self-confidence attitude- There is a close relationship between the belief that one can cope and succeed (self-efficiency) and motivation..Enhanced self-efficacy that is more expectation of good results tends to increase motivation. How individuals perceive themselves (their ability) can affect their achievement and it is generally accepted that for certain individuals the language learning can be threatening and causing heavy effect on self-esteem of the students (Tudor, 1996). (Orenstein, 1995;Ehrman,(1996) state that students with a high sense of confidence are more likely to choose difficult tasks, expend greater effort, persist longer, apply appropriate problem-solving strategies on tasks. Academic and other challenging work efforts drive from expectation for success. Bundura(1977) as quoted by Tola (1996) says, "There are many competent people... plunged by a sense of inefficacy, and many less competent ones who remain unperturbed by impending threats because they are unsure of their coping capabilities." Similarly, in study conducted by Hedge (1979), it was found that three levels of self-esteem (global, situational and task) correlated significantly with language achievement (Cited in Long and Freeman, 1991)

In summary, individual's attitude towards learning situations- their feeling for or feelings against them affect learning .This is because attitude is a basic component of motivation. ~~Favorable feelings for and experiences with the teacher, classmates and materials can~~ forge positive attitudes towards learning the second language. Learners' conceptions about what they learn, how they learn, how competent they are in learning affects their attitude and conversely achievement (pica, 1994).



2.4 Anxiety

2.4.1 The What of Anxiety

The other factor which may affect language learning motivation and achievement is anxiety. Anxiety is associated with feeling of uneasiness, frustration. Self-doubt, apprehension or worry (Brown, 1994, Davidoff, 1987) Anxiety is often linked to a state of pervasive fearfulness and over concern in performing a certain kind of activity: e.g. doing an assignment, speaking in classes, in interacting with people, etc. The presence of high or low anxiety can cause low achievement. Abate (1996) indicated that there is negative relationship between the degree of English language anxiety and test performance. In this study, high anxious learners or learners who admitted that they experience high level of anxiety tended to perform relatively and significantly less successfully than students experiencing low anxiety level. This indicates that anxiety impairs language achievement

2.4.2 Classifications of Anxiety

There are two different classifications of anxiety. One distinction is between trait anxiety and state/situation anxiety. Trait anxiety is a more permanent predisposition to be anxious. It is part of a person's personality to be predictably and generally anxious about many things (Brown, 1944; Ehrman, 1996). On the other hand, state anxiety is experienced in relation to a specific situation or event e.g. speaking in front of the teacher, test anxiety, or class participation, etc.

While trait anxiety is not proved to be useful in predicting second language achievement, recent research on foreign language anxiety more focus on state anxiety (Brown, 1994, 1987; Ellis, 1994) Researchers indicate that learners frequently experience language anxiety -a type of situation-specific anxiety associated with attempts to learn L2 and communicate in it. Horwitz, et al (1986); Macintyre and Gardner, 1989, 1991) break state anxiety in to three: communication Apprehension (i.e. arising from learner's inability to adequately express themselves), fear of negative evaluation (i.e. arising from a learner's need to make a positive social impression by others) and test anxiety or apprehension over academic evaluation (in Brown, 1994).

Another important distinction is between debilitating and facilitating anxiety. Debilitating anxiety motivates the learner to avoid the new learning task. That means, debilitating anxiety gets the students to adopt avoidance behavior. (Tudor, 1996) Many people think that anxiety is a negative factor, something to be avoided. For example, Surewusen (1964) argues that the term anxiety in its true sense is a state of pervasive fearfulness and over concern. Therefore, by its nature anxiety is not conducive to effective learning; rather it usually interferes with learning because it is negative a factor.

On the other hand, it is believed that anxiety facilitates learning. Hence called 'facilitating anxiety'. According to Scovel (1978), facilitating anxiety motivates the learner to fight the new learning task. It mobilizes the resources to accomplish the task. Many writers, for example (Tudor, 1996) question if facilitative anxiety is an appropriate term. He points out that the concept is mainly similar to motivation or desire for achievement. That is why they prefer to use the term tension instead of anxiety

2.4.3 Sources of Anxiety in Language classrooms

2.4.3.1 Incomprehensible Input. Students feel frightened when they fail to understand what their teacher is teaching. A Study conducted by Learning Skills Center at the university of Texas revealed that many students had little or no idea of what the teacher was saying during longer utterances and many reported that they were frightened when they did not understand what the teacher was saying in foreign languages (Bailey and Nunnan, 1996). Yong (1992) also cites the inability to comprehend the taped exercises or the instructional videos as anxiety provoking by some students.

2.4.3.2 Uneven Allocation of Turns This refers to ignoring some students in favor of others during classroom interactions. The uneven allocation of turns in favor of either weaker students or brighter students is dangerous. If teachers always give chance to weaker students, they will perceive the uneven allocation as a reveal of their weakness to their peers and hence cause anxiety especially when they are not in a position to answer questions. (Bailey and Nunnan, 1996) And if we call on only brighter students, we are undermining the self-esteem of the weaker students.

2.4.3.3 The Teachers Intolerance of Silence. Teachers often repeat the questions, turn the question to another student or answer the questions themselves up on getting no

learning a foreign language accounted for 38% and 10.5% of variance in English achievement respectively (in Ellis 1994)

In other studies, anxiety was found to be a less important predictor of language achievement. For example, Macintyre and Gardner (1991b) found no correlation between anxiety tests and English tests.

Generally, research supports the presence of anxiety in the foreign language classroom. It also confirms that anxiety can cause achievement variations. The reality is that anxious students are desperately trying to avoid humiliation, embarrassment and criticism, and to preserve their self-esteem. Teacher, therefore, must acknowledge this anxiety and evaluate the extent to which their action and behaviors can generate anxiety and act accordingly so that they develop optional level of anxiety

2.5 Conclusion

The review of literature investigated the definition, features and the effect of field – independence dependence in general psychology and in language learning. The construct is related to the ability to figure out a certain feature from an embedded context. Researchers in the area of language learning tried to relate this ability to different aspects of language learning. They hypothesized that field-independent learners will be better at learning grammar rules, detailed comprehension and word guessing owing to their analytical ability and field- dependents will exceed their counter parts in oral production, communicative activities and identifying general meaning because of their interactive behavior and global ability. Although the research results in many cases proved the former hypotheses, it is inconsistent in the latter case.

Motivation is the other learner variable in the literature. The general definition of motivation is “why does an organism behave as it does?”(Dornyei,2001) and there are different answers for this according to the kind of motivation approaches discussed above: socio-educational, cognitive, situated and process model. There are different factors that can affect language leaning including anxiety, attitude, learning strategies and past language learning experiences. Generally, it is known that the most successful learners are those who have both talent and a considerable level of motivation for learning.

Finally, explored in this literature is anxiety. In language classrooms, anxiety is generated by the teacher and by the students. Language learning anxiety is divided in to test anxiety, communication apprehension, and negative evaluations. Anxiety inhibits the learners' ability to process the incoming language data and retrieving at the out put level .Students that are anxious may learn less and also may not be able to demonstrate what they have learned.

Perceptual Learning Style Scale. The questionnaire to identify perceptual preferences (visual, auditory and kinesthetic preferences) of the samples was adapted from Reid (1993) and Oxford (1993). The perceptual learning style inventory consisted 18 items each 6 item measures each of the perceptual learning preference category. The scale on which a student scores 48 or above was identified as his or her major perceptual learning preference. Similarly, the scale on which a student scores between 25-47 is considered as his/her minor learning style and the scale on which a student scores below 25 is considered as his/her negative learning style. This was based on Reid's classification.

Attitude scale. Attitude was measured on four scales: attitude towards self, attitude towards the teacher, the plasma and the text. Each attitude component is measured through ten items collected from Mustafa (2008), Coppersmith,(19680) and(Bezabih,1983). The attitude towards self, the teacher, plasma and the text questionnaires were reliable at r : 0.76, 0.8, 0.84 and 0.73 respectively.

Anxiety Scale Ten items from the FICAS anxiety scale by Horwitz et al (1986) were directly used for the study because the researcher found no problem in the items to be used in our country situation. Its reliability was 0.794

B) Teachers' Questionnaire .This questionnaire was designed to obtain information from class room teachers with the aim of validating students responses on their motivation, attitudes, and anxiety in learning English. The questionnaire had 13 items and it was filled out by five teachers who were teaching English in the school. It was checked for its reliability and any ambiguities in the pilot study.

3.2.2 The examination .The examination had 50 items and was constructed based on grade 9 and 10 English syllabuses. Item specification was done to keep the content validity of the exam and its difficulty level was 0.50 and discrimination level was 0.65. According to Taiwo(1998) and Ebel(1979) cited in Brown(1996) ,this difficulty and discrimination level are acceptable .Further more, the exam was evaluated by subject teachers and experts in the area for its appropriateness in terms of difficulty level and content coverage. The examination contained comprehension, vocabulary guessing, grammar and usage, conversation, sentence arrangement and mechanics since these are

more or less contents which were supposed to be taught to the students in grade 9 and 10. Its reliability was calculated through kuder- Richardson formula (K-21) and it was found 0.80

3.3 Data Gathering Procedure

If the students know that they are taking the exam for research purpose, they wouldn't either avail themselves for the exam or do it carelessly. In order to solve this problem, before the students took the exam, their teachers told them that he/she was going to give them an exam which would be scored as continuous assessment. These helped the researcher get students' attention on the exam and therefore obtain valid scores. Right after the end of the exam, the questionnaires were given out to the students in each section. The students were told how to fill out the questionnaire and to bring it the next day. As they were told, most returned it the next day and others after two days. Out of the students who took the questionnaires 168(80%) returned the questionnaires. Finally, on the other day, the students took the GEFT test instructed by their teachers.

3.4 The pilot study

The pilot study was conducted at Ghimbo High school, 18 kilometers from Bonga town. Forty students were selected randomly among grade ten students for the study but the analysis was conducted on thirty-eight students' data since the rest was found incomplete. In the pilot study, the difficulty, discrimination and reliability level of the exam was computed and extremely difficult or simplistic items were either excluded or improved. Similarly, the split -half method was used to determine the reliability of the questionnaire and ambiguous items were improved or removed for the main study.

3.5 Data analysis procedure

First, descriptive statistics - the mean, mode, median and standard deviation- of scores in dependent and independent variable were computed. Then One -way ANOVA was used in order to asses if there was a mean difference in the students English language score on different measures levels /categories of the independent variables, for example between field-dependents or independents or between low or high anxious students. The statistical significance of this difference was assessed using independent samples t-test

Another statistical analysis applied on the data was Pearson's momentum product correlation coefficient (zero-order correlation coefficient). Pearson product momentum correlation determines the relation between achievement and each of the independent variable. . Again, the t-test was used for determining the strength of the correlation between variables.

The next statistical procedure which was run in this study was Multiple Correlation analysis(R). Multiple Correlation analysis is a statistical procedure in which the correlation between scores on one dependent variable and scores on two or more independent variables are computed (Best and Khan, 1993). In the present study, the English language achievement comprised the dependent variable and motivation, learning style, anxiety and attitude represented the independent variables. Coefficient of Determination (R^2) was computed to asses the percentage of variance of English language achievement that was due to the combined effect of motivation, learning style, attitude and anxiety.

Related to this Step-wise Regression analysis was run to identify the major independent variables that were the most important in predicting the English language achievement variation among the students.

Finally, Squared Partial Correlation Coefficients was computed .This helped the researcher determine the unique contribution of each of the independent variable as proportion of variance in achievement explained. In this study, as shown in Bailey, et al (2000), it was the Cohen's (1988) criteria for assessing the contribution of the independent variables that was used as a base for deciding how strong the independent variables are in predicting language achievement variations. According to Chon(1988) ,multiple correlation values between 2 and 12.99% suggest small effect sizes ,values between 13 and 25.99 % indicate medium effect size ,and values of 26% and greater suggest large effect sizes (ibid)

The researcher used Computer program called SPSS for computing all the statistical procedures stated above

Chapter 4: presentation and Analysis of Data

This chapter presents the statistical analysis undertaken to answer the questions raised in this study.

4.1 Descriptive Statistics

Descriptive statistics of the dependent and independent variable involves mean, mode, median and the standard deviation

Table 1: Descriptive statistics of the variables in the study (N=151)

Variable	Mean	Median	Mode	Standard deviation
Achievement	19.77	18.00	17	7.546
FI/D	5.36	6.00	7	1.730
Visual Preference	24.28	25	26	3.749
Auditory Preference	18.58	19.00	16	4.156
Kinesthetic preference	19.50	19	21	4.212
Anxiety	27.79	28.00	25	7.040
Motivation	71.00	70.00	67	8.782
Attitude	140.30	140.00	128	16.679

As it can be seen from the table, the mean, median and the mode for achievement approximately are similar. This indicates that the distribution of English language achievement is almost normal, thereby justifying the use of multiple regression.

Table 2 :Means and standard deviation in students' English Language Achievement of the students in the different levels of independent variables.

Variables	levels	X	SD	N	T	Sig
Cognitive learning style	Field-dependent	20.37	7.864	27	6.321	.013
	Field-independent	17.00	5.804	124		
Perceptual learning style	Visual pref	19.78	7.387	85	1.402	.251
	Auditory pref	17.83	6.241	12		
	Kinesthetic pref	13.3	3.912	8		
Motivation	High	22.45	8.388	74	15.042	.000
	Low	17.19	5.517	77		
Anxiety	High	19.26	6.926	62	1.292	.258
	Low	20.12	7.968	83		
Attitude	Favorable	21.84	7.928	74	4.304.	.040
	Unfavorable	17.78	6.621	77		

As it can be seen from the table, the mean scores for the FI (20.37) is greater than the mean score for the FD (17.00) indicating that field- independents achieved higher than field-dependents. The independent sample t-test also confirmed that the difference in the mean score is significant ($t=6.321, P< 013$)

Likewise, the mean score for the high and low motivated students is significantly different showing us that better motivated learners achieved better in the exam than those who are less motivated. Also, the mean score for the students who had favorable attitude (21.84) was significantly greater than for those who had unfavorable attitude (17.78) implying that the former achieved higher than the latter($t=4.304, p<.040$)

On the other hand, the mean score for visual learners is 19.78, auditory 17.83 and kinesthetic 13.3. As the mean score indicates, visual learners performed better than auditory and kinesthetic learners while the kinesthetics achieved the least .However, the independent t-test indicates that the mean score for visual, auditory and kinesthetic learners

not significant ($p=1.402, p>.251$) This shows that the achievement among students with visual, auditory and kinesthetic preferences is not significantly different .

Similarly, the mean score for students who reported low anxiety is 20.12 and students who reported high anxiety is 19.26 indicating that the former outperformed the latter. But, the t-test shows that the mean score not significantly different. ($t=1.292, p>.258$) The students who reported low anxiety did not significantly achieve better than those who reported low anxiety.

4.2 The Correlation between ELA and IVs

The relationship between English language achievement and the independent variables was determined by using Person Product Momentum Correlation. The result of the correlation analysis is given in the following table

Table 3 :Correlation of English language achievement with the IVs.

SN	Variables	Foreign language Achievement	t	sig
1	Cognitive style	.271 ^x	24.357	.000
2	Visual preference	.156	7.040	.000
3	Auditory Preference	-.043	1.670	.097
4	kinesthetic preference	-.103	.581	.562
5	Anxiety	-.143	8.839	.079
6	Attitude	.337 ^{xx}	93.601	.000
7	Motivation	.377 ^{xx}	68.665	.000

** Significant at the 0.01 level * significant at the 0.05 level

Cognitive style correlated positively and significantly with achievement. On the other hand, from perceptual preferences, only visual preference correlated positively while the others negatively. However, the t-test shows that only visual preference significantly correlated with achievement. Similarly, language anxiety correlated negatively with achievement but insignificantly. However, achievement correlated the largest with motivation $r=.377$ followed by attitude (.337), $p<0.05$

4.3 The combined and unique contribution of IVs to ELA

The main objective of this study was to determine the combined and unique contribution of the independent variables to the English achievement variance. Multiple correlation analyses was undertaken to determine the combined effect of the independent variables and the result is given in table 4.

Table 4: Summary of multiple correlations between Achievement and FD/I, visual preference, kinesthetic preference, auditory preferences, motivation, attitude and anxiety.

Model	R	R ²	Adjusted R2	F	Sig
1	.504	.254	.254	6.950	.000

The table shows that multiple correlations (R) between English language achievement and all the independent variable was approximately .50 and the coefficient of determination (R²) was .25. This means that these variables combined to explain approximately 25% of the variation in English language achievement among the students. The correlation was significant (F=6.950, P<0.01) implying that these variables significantly predict foreign language achievement at least for this group of students.

Related to this, unique contribution of each of the independent variable to variance in achievement was determined by Step-wise Regression Analysis

Table 5: Summary of Step-wise Regression on Achievement

Model	R	R2	R2 change	F	Sig
1	.377a	.142	.142	24.727	.000
2	.436b	.190	.047	17.322	.000
3	.477c	.227	.038	14.424	.000

a- motivation b- motivation +attitude c- motivation +attitude + cognitive style

The variable which entered first in the step- wise regression analysis was motivation which has the highest correlation with achievement in zero-order correlation. Motivation explained 14.2% to the variance in English language achievement. If we read down “R² change column” in the table, the next best contributor to the regression model is attitude which explained 4.7% .Finally; cognitive style explained 3.8% to the English language variance. The three variables which were entered in the regression jointly predicted approximately 23% to the variance in the achievement. Anxiety, visual, auditory and kinesthetic preferences predict the remaining 2% (25%-23%) variance which is insignificant.

4.4 The Relative Effect of Attitude Dimensions on English Language Achievement

In the earlier analyses, it was found out that attitude remained the next best important variable in predicting achievement in English language. In this study, attitude has four components. Now, the question is which attitude dimension is related to achievement and contribute(s) most to the variance in English language achievement. The following table gives the answer.

Table 6: Correlation of English Language achievement with attitude variables

Attitude Variables	English language Achievement	t	sig.
MYSELF	.294	74.288	.000
ENGLISH TEACHER.	.086	63.479	.294
ENGLISH PLASMA	.241	59.947	.003
ENGLISH TEXT	.234	64.731	.003

The table shows that MYSELF ($t=74, 288, p<.01$), PLASMA ($t=59.747, P<.003$) and TEXT ($t=64.731, P<.003$) correlated with significantly with achievement. On the other hand, no significant correlation was found with TEACHER ($t=59.947, P>.294$)

The unique contribution of each of the significantly correlated attitude variables to variance was computed by regressing the variables on achievement

Table 7 :Step-wise Regression Analysis on attitude dimensions

Model	R	R2	R2 change	F	Sig
1	.294 a	.086	.086	14.100	.000
2	.382 b	.146	.059	12.634	.000

a= MYSELF b= PLASMA

Table 7 indicates that MYSELF contributes the largest to the achievement (8.6%) followed by PLASMA (5.9%). The two attitudinal components predicted 14.6% of the variation in achievement. Therefore, the two most important attitude variables which predict achievement are attitude toward myself and attitude towards plasma. Attitude towards the teacher and the text did not significantly predict language achievement and hence were removed from the regression analysis.

Similarly, the cognitive style has two components. The zero order correlation between achievement and field independence is .232($t=.507$, $p<0.01$) indicating that achievement is significantly related with field-independence. On the other hand, the correlation between achievement and field-dependence was .133 ($t=.507$) Generally, it is the field-independence which predicted 3.6 % to the variance in English language achievement..

4.5 The Magnitude and Direction of Inter-relations among IVs

In human behaviors, variables interact with each other. The interaction among selected variables in English language is given below

Table 8: Inter correlations among selected independent variables

variables	Motivation	Anxiety
Motivation	1	-.03
Field-independence	.20	-.095
Field-dependence	.097	-.069
Visual preference	.15	-.01
Auditory preference	.04	.14
Kinesthetic preference	.09	.11
Altitude	.35xx	-.05



In the above table, motivation positively correlated with all the variables listed in the table. However, the significant relation was found only with attitude ($r=.35$). Its correlation with all the cognitive and perceptual styles though positive are insignificant.

On the other hand, anxiety was correlated negatively with motivation, cognitive style and visual preference and positively with kinesthetic preference and attitude. But, the correlation was not significant

4.6 Summary of the Major Findings from the Students' Questionnaire

In the present study, approximately, 25% of the variance in students' English language achievement was attributed to the combined effect of the learning style, motivation, attitude and anxiety. The data analysis also shows that the three most important variables that significantly explained achievement variation were motivation, attitude and cognitive style. Each explained 14.2, 4.7 and 3.8 percent of the variation in English language achievement respectively. In combination, these three variables were able to account for approximately 23 percent of the variance in achievement. On the other hand, visual, auditory, kinesthetic preferences and anxiety did not significantly contribute to the variation.

Among the attitude dimensions, the SELF and PLASMA were found to predict achievement 8.6% and 5.9 % respectively. It was also found that field- independence contributed to the variation more than field-dependence indicating that increment in the field-dependence score substantially increases student achievement and vice versa. Attitude correlated significantly with motivation($r=.35$) but not with anxiety .This means that the higher attitude score the higher motivation. Although not significant, visual preference (.15) and field independence (.20) correlated with motivation higher than the rest of learning style categories suggesting that students with visual preference and field – independence were better motivated. On the other hand, none of these variables correlated significantly with anxiety.

4.7. Teachers' Responses on their Learners' Motivation, Attitude and Anxiety in Learning English

In order to obtain the English teachers' feelings related to their students' motivation, attitudes and anxiety, a thirteen-item questionnaire was distributed to the 5 teachers. Their responses are displayed in the following table.

Table 9: Summary of Teachers' Responses on their Students' Motivation, Attitude and Anxiety in learning English.

N	Motivational indexes	Very low	low	medium	High	V. high
1	Students' interest to learn English	1	2	1	1	0
2	Students' effort to do the activities/tasks.	0	2	2	1	0
3	Participation in classroom	0	2	3	0	0
4	Attendance to English lessons.	0	0	2	2	1
5	Students' effort to improve their English (referring books, etc)	0	3	1	1	0
6	Students' effort to obtain feedback from the teacher.	0	2	1	1	0
7	Effort they make to compensate missed portions	2	2	1	0	0
8	General attention students give to learning English	1	3	1	0	0
9	Evaluation of their ability in English subject.	0	3	2	0	0
10	Their general attitude towards plasma instruction	0	0	3	2	0
11	Their general attitude towards the English teacher	-	-	-	-	-
12	Anxiety in tests and examination	0	2	0	3	0
13	Any kind of anxiety during English lessons.	1	3	1	-	-

Most teachers reported that their students show less interest to learn English, to do assignments, participate in the classroom, try to improve their English to and give ample

attention to learn English. Generally, most teachers (60-80%) reported dissatisfaction over their students' motivation to learn English.

On the other hand, 60% of the teachers reported that their students often complain about their low self-confidence in English. This percentage of teachers also indicated they feel that their students have positive attitude towards plasma instruction and text books. When we come to anxiety, 60% reported that they didn't observe anxiety among their students either in tests or in English classes.

Chapter 5: Discussion

For easier discussion, it is important to mention the objectives of the study here. They were to

- ♣ identify the most important learner variables that can predict English language differences among students and determine the combined and unique contribution of these variables to the variance.
- ♣ check if there is significant correlation among selected independent variables- between learning styles and anxiety , between attitude and motivation and between motivation and anxiety.
- ♣ identify what attitude towards English learning is (are) most intimately related to English achievement and to what degree the measurement of such attitude explain variance in English achievement.

5.1 English Language Achievement as Function of Learner variables

In the present study, approximately 25% of the variance in students' English language achievement was attributed to the combined effect of the learning style, motivation, attitude and anxiety. Using Cohen's criteria for assessing the contribution of predictor variables, these variables together contributed a medium effect size on the students' achievement. This suggests that the learner variables that were included in this study determined significantly students' English language achievement. It is possible to increase 25% of the students' English language achievement if teachers were able to motivate, shape their attitude and meet the learning preferences of the students.

This result of this finding is not different from the others in the area(for example, by Gardner and MacIntyre and Gardner et al).Generally, learners vary in their motivation, learning preference, attitudes and anxiety which make a strong influence on the students' achievement. Learners with better motivation, attitudes, anxiety level are better equipped for success in language learning.

The step-wise multiple regression model included attitude, motivation and cognitive style. These three variables were combined to explain 23% of the total variance. Specifically, motivation explained the most variance (14.2%) in English language achievement. Attitude and cognitive style, the next best contributors to the regression

students consume much of their time working on other subjects like Mathematics. They spare little time to English which implies that the students were not making their best to learn the language which would have compensated for most of their difficulties in language learning aptitude and other individual differences.

Compared with chosen's criteria in assessing the effect size of independent variables, the contribution of motivation was small but significant. The effect size is small probably because although the students were motivated other factors might be suppressing the effect of motivation in predicting achievement such as study skills, learning strategies, intelligence and others.

5.3 English Language Achievement as a factor of Attitude

The observed mean difference and the significant correlation found between English language achievement and attitude indicates that the students who were achieving more were those who had favorable attitude. The higher the students' score in attitudes, the higher their score in English would be. This finding confirms the Sauvignon's argument that attitude is the single most important factor in second language learning. Learning is directly related to attitude: what is learned depends on the attitude of the learner. Students' positive or negative attitudes toward themselves, teacher, the subject and other instructional components have primary importance in any learning situation. It's when students develop positive attitude that they exert effort on a task which can lead to success. Those with positive attitudes towards learning English, the English teacher the class would be more attentive in the learning situation, would like assessments more seriously, would find it more rewarding to simply experience the language and achieve more

Among attitude components, the greatest association was between achievement and the SELF ($r=.331, p<0.01$). The SELF predicted 8.6% of the English language achievement in step-wise regression analysis. The significant effect self-confidence plays on achievement strengthens the fact that healthy self-esteem is an essential component of any learning including large learning. A healthy self-esteem is connected with classroom in that in order for the students to focus on learning with vigor and determination, they need to have a healthy self-respect and need to believe in themselves as learners. Students

who are self-confident may achieve better although they may have unfavorable attitude on plasma, the text or the teacher because they may use other opportunities to learn a language and they are less anxious in tests and while studying or learning English. That may be the reason why students who were achieving the most were the students who had more favorable self-confidence than students who had favorable attitude towards the teacher, plasma or the text.

The next best variable which was related with achievement and significantly predicted variance in ELA was attitude towards plasma (5.9%). This implies that students who had better attitude towards plasma instruction achieved better than students who had unfavorable attitude. This attitude variable played a significant role in determining student's achievement since the major source of learning at present in Ethiopian classrooms is plasma. The degree of the students' understanding, the selection and the preparation of the program, the teaching methods used by plasma teacher, their satisfaction on the contents, etc. can affect students' perception to plasma instruction. Generally, the kind of attitude students develop towards its usefulness and effectiveness can affect learners' effort and interest to learn English in the classroom and conversely the amount of effort directly affects their success

In this study, the most important course level attitude dimension was plasma. This indicates that plasma rather the teachers have direct role in shaping the attitude of the learners. The difference is expected because some attitudes are more relevant than others in influencing language learning.

5.4 English Language Achievement of Factor of Learning Style.

In this study, the effect of learning style was studied in two broad categories, namely cognitive and perpetual /sensory/ learning styles.

5.4.1 Cognitive style and English Achievement

As the table 2 indicates, the number of field-independents was much greater than the number of field dependents- 82% and 18% respectively. In addition, field-independents performed better than field-dependents. The independent t-test shows that the difference

subjects in the study had been exposed to plasma instruction for years which supports the information with visual illustration.

As regards the role of perceptual preference on achievement, visuals outperformed auditorians and kinesthetics. Where as, the kinesthetics achieved the least mean score in the exam. This finding supports Park's finding (1979) that among high, middle and low achievers, the high achievers were the most visual and low achievers were the least visuals. However, the difference in scores between individuals with visual, auditory and kinesthetic preferences was not statistically significant. In other words, the effect of perceptual learning style on students' English language achievement was insignificant. Hence, all the perceptual preferences didn't appear in the regression analysis which means that the contribution of visual, auditory and kinesthetic preferences ELA was negligible.

5.5 The Role of Anxiety in English Language Achievement

Most students reported (83) that they do not feel anxiety either during English classes or tests. The teachers' response was not different. 60% of them reported that their students didn't seem to experience anxiety during English exams and lessons. This means that the students reported English language class room less stressful and felt comfortable in English examinations. On the other hand, a considerable number of students (68) expressed their feeling of anxiety in English classes and tests. Regarding achievements variations between students with high and low anxiety, students who reported low anxiety performed better than students who reported high anxiety. This finding confirms the hypothesis that less anxious students tend to perform better than highly anxious learners (Daula, et al, 1982) because if the anxiety is high it prevents students from getting involved in the tasks and impairs the rehearsal and retrieval of information.

When we see the zero-order correlation, anxiety correlates with achievement negatively and slightly. This finding is similar with other studies (for example, Gardner and MacIntyre, 1993); Skahan, 1989; Daily, et al, 1977; Gardner, and Macintyre 1993). The negative correlation which is often reported in many studies indicates that debilitating

anxiety was operating (Larsen freeman and Long, 1991).It means that as the anxiety level of the students increased their achievement decreased and vice versa.

How ever, the degree that anxiety decreased or increased the students' achievement was less significant. Anxiety contributed only 1% of the English language variations among the students. This means anxiety did not reach to the level it could hinder students from properly learning the language or disrupt them in English tests. This is probably because the students did not consider the examination as a decisive for their academic life as at this grade their attention may be directed to passing national exam than scoring good grades in classroom tests. Hence the effect of anxiety on achievement would have been different if the subjects of the study grade 9 or 11 or others.

5.6 Inter-correlation Findings

The correlation index showed that attitude correlated positively with motivation and negatively with anxiety. Attitude significantly correlated with motivation implies that the students who were better motivated were those who had positive attitude. In this sense, attitude played a major role in determining the amount of students' effort to learn English. This is because better attitude is the necessary prerequisite for proper motivation.

On the other hand, both field-independence and field-dependence correlated positively with motivation but negatively with anxiety. This was expected direction of correlation because when leaning style of the students matches with the instructional and testing techniques in the classroom, students are motivated and conversely anxiety decreases. On the other hand, a mismatch of students' preference and teaching and testing style usually causes learning problems, decreased motivation and dislike for the learning. From the two cognitive style categories, it was field-independence which related more with motivation and less with anxiety. This suggests that the testing and instructional process in the English classrooms where the study was conducted were favorable hence more motivating for field independents than field-dependents. In this way, field- independents were more advantageous than their counterparts both in the English examinations and lessons.

Similarly, among perceptual preferences comparatively the highest correlation was found between visual preference and motivation suggesting that as students' score in visual preference increased considerably their motivation increased and vice versa. This means that visual preference was an important predictor of achievement. This should not be surprising because the subjects had been learning English and other subjects through plasma for two years which might have helped them develop learning things better from visual displays.

When we see the over all magnitudes of inter-relation among the independent variables, a significant correlation was observed only between motivation and attitude. The correlation between all categories of learning style and motivation as well as anxiety was not statistically significant implies that learning style and anxiety did not play a significant role in affecting motivation and anxiety of the students.

Chapter 6: Summary, Conclusions and Recommendations

6.1 Summary and Conclusions

The main objective of the study was to estimate the role of motivation, learning style, attitude and anxiety on English language achievement differences among students and find out if there would be significant correlations among these variables. In the data analysis Pearson correlation, ANOVA, Multiple and Step-wise regressions were employed. Findings are, thus, summarized as follows

♠ The multiple correlation between achievement and motivation, cognitive style, attitude and anxiety was $R=.50$, $R^2=.25$. This means that these variables combined to predict 25% of achievement variation among the students. The students' achievement in English considerably varies depending on the level of motivation and anxiety, the attitude they developed towards teaching-learning process components as well as their ability and their learning preferences. Among these variables motivation, attitude and cognitive style contributed the most to the explained variance. Each explained 14.2%, 4.6% and 3.8% of the variance respectively. Further more, there was mean score difference between students who were categorized as low and high motivated, between students with favorable and unfavorable attitude and between field independents and field dependents. This suggests that a considerable amount of motivation, favourable attitude and cognitive styles are important factors in determining achievement. Among the variables studied included in this study, perceptual preferences and anxiety were not a significant factor in bringing about variations in ELA.

♠ Among the attitude dimensions, SELF and PLASMA were found to predict achievement differences in English language. On the other hand, TEACHER and TEXT had no significant effect on achievement. This suggests that more than other attitude components learner's evaluation of their self-confidence and plasma are important factors in reducing or increasing their achievements. The learners' self-confidence is particularly vital in the English classrooms of Ethiopia where students have low proficiency in English. On the other hand, from cognitive styles, field-independence was more related to and predicted achievement than field dependence. This was probably

because the cognitive behaviors of field- independents enabled them to understand English language concepts and score better.

♠ Finally, it was observed that only motivation and attitude correlated significantly implying that attitude was an important predictor of motivation, But there was no significant correlation between learning style and anxiety, learning style and motivation and motivation and anxiety. The fact that learning style and anxiety did not significantly correlate with motivation indicate that these factors had low impact on the motivation of the students.

6 2 Recommendations

Based on the findings, the researcher forwards the following recommendations to classroom teachers and other concerned bodies.

Although it is difficult to measure effort and related concepts through questionnaire, it is clear from the teachers' response that students put less effort in learning English. In the study, it was found out that motivation contributed the most to the variance in English language achievement. These two things imply the need for teachers and other bodies to make students engaged in learning English. Teachers can be possibly encourage their students' efforts in learning the language by providing them more home- take assignments, appropriate feed back and rewards to the assignments and class works and making consistent comments to the their efforts and encouraging learners explain their failures by the luck of effort. In addition to this, it is necessary for teachers to identify the reasons behind the learners' low commitment (motivation) in learning the language. Identifying the source of the problem would help the teachers and educational and educational experts find solutions.

The results of the present study indicated that the two attitude dimensions –The SELF and the PLASMA- were the most pertinent dimensions in explaining the variance of English achievement. In particular, the SELF showed a relatively large unique contribution. This implies that promoting the students' attitude in this dimension is likely to result in an increase in English achievement. Through cultivating the learner's self confidence to a certain degree, it is possible to increase English language success in the

class room. Teachers can possibly enhance their students' self confidence by providing experiences of success, encouraging, avoiding the use of self-image damaging remarks, etc.

Finally, the mean score difference in achievement found between field-independents and field -dependents implies the need for recognition of individual differences in cognitive styles. The recognition of the importance of learners' cognitive styles implies a number of changes in the teaching and testing approaches. However, creating new materials, activities and tasks to match each of students in terms of learning style is difficult .A simpler and more logical approach for addressing learning styles of the students is to vary the activities, materials and classroom organizations and testing styles.

Instructional methods, such as interview, role plays and discussions and other more naturalistic language learning techniques and contents, such as language expressions, summaries and conversations are often preferred by field -dependents. On the other hand, language rules, discrete item tests and more of individual assignments are better preferred and learned by the field –independents. There fore, it is advisable for teachers and curriculum designers to balance all these in the curriculum and in the lessons as much as possible.

6.3 Limitations and Directions for Future Study

Some limitations to the present study must be noted. First of all, due to financial and time constraints, the study was conducted in a single high school. But, in order to better understand the contextual role of the learner variables in foreign language achievement in various cultural, linguistic and geographical areas, a comprehensive research which encompasses wider areas of the country is needed. This is because depending upon the context, the impact and patterns of individual differences vary.

The other limitation of the study is its total dependence on questionnaires as source of data from teachers and students. Questionnaires may not measure student's actual effort, persistence and anxiety learning styles .Therefore; it would be better for other researchers to use other data gathering tools to better elicit information on the learner variables and estimate their roles in foreign language learning. These include interviews and document analysis.

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Appendix A

Students' Questionnaire

Name _____ section _____

Good morning/afternoon? My name is Mekonnen W/senbet. I came from Addis Ababa University to conduct study on the causes for English language variation among students. The results of the study will be useful for you directly or indirectly. Therefore, I kindly request you to give your true responses to each of the statements in the questionnaire. Remember that any information you give will be kept secret.

Thank you very much for your sparing your valuable time and effort.

Direction:- The following are statements for which you are required to indicate your opinions. Circle the appropriate number for each statement that corresponds to one of the categories (Never, Rarely, sometimes, often, and always) at the top.

Part One Motivation scale

S. N	Statement	Never	Rarely	Sometimes	Often	Always
1	I really like learning English	1	2	3	4	5
2	I spend a lot of my time doing English home works and assignments.	1	2	3	4	5
3	If I was asked to select the subjects I take, English will not be one my choice.	5	4	3	2	1
4	I feel sad when English lesson is missed	1	2	3	4	5
5	I make efforts to improve my English skill and knowledge; for example by reading stories, referring books, etc.	1	2	3	4	5
6	Unless I face a serious problem, I do not miss English classes; nor do I want to.	1	2	3	4	5
7	I ask my teacher or find other ways to	1	2	3	4	5

	understand when some thing is not clear to me.					
8	If my teacher asks me to do extra assignments, I volunteer.	1	2	3	4	5
9	I have a desire to improve my English	1	2	3	4	5
10	If I miss English lesson, I find ways to compensate it.	1	2	3	4	5
11	I give less attention to English home works and assignments compared to other subject's	5	4	3	2	1
12	I am happy if no other subjects are given in English	5	4	3	2	1
13	English is one of the subjects which I give considerable attention	1	2	3	4	5
14	I want to learn more English than I do now.	1	2	3	4	5
15	I make my effort to get feedback from my teacher on my assignment and home work	1	2	3	4	5
16	I have no reason to worry about learning English	5	4	3	2	1
17	I actively participate in the classroom for example by asking, giving answers.	1	2	3	4	5
18	My failure to do English home works and assignments doesn't concern me much	5	4	3	2	1
19	The missed lessons in English concern me less than the missed classes in other subjects	5	4	3	2	1
20	I make few or no effort to understand what is left unclear to me	5	4	3	2	1

11	I can easily understand what my teacher says without seeing his face.	1	2	3	4	5
12	I attend to sounds more than watching the screen	1	2	3	4	5
13	I prefer learning by doing rather just by reading or listening in class.	1	2	3	4	5
14	I understand things better when I participate in role playing	1	2	3	4	5
15	I enjoy learning in class by doing experiments.	1	2	3	4	5
16	I need frequent breaks when I work or study	1	2	3	4	5
17	I get nervous when I have to sit still and learn for long in class	1	2	3	4	5
18	I like moving around when I read or study at home.					

Part Three Attitude and Anxiety Scale

S.	Statement	Disagre	disagre	Can	agree	stron
N		e	e	not		gly
		strongly		decide		Agree
1	English is easy subject for me.	1	2	3	4	5
2	I think I am good at English better than other students.	1	2	3	4	5
3	I never understand English lessons	5	4	3	2	1
4	I am definitely sure that I can improve	1	2	3	4	5

	since it moves fast.					
25	The plasma uses difficult language which makes it difficult to understand	5	4	3	2	1
26	Plasma enables me learn English with enjoyment	1	2	3	4	5
27	Plasma provides us good activities and examples which helps me learn English better	1	2	3	4	5
28	I prefer English taught to me by my classroom teacher rather than through plasma.	5	4	3	2	1
29	Since plasma doesn't give enough time to do activities, I hate it.	1	2	3	4	5
30	Generally, I am lucky to be taught through plasma.	5	4	3	2	1
31	The exercises in our English text book are relevant to my English language needs.	1	2	3	4	5
32	The reading texts raise familiar and interest topics	1	2	3	4	5
33	The languages of the reading passages texts are difficult	5	4	3	2	1
34	The text contains contents and skills which enjoys me reading.	1	2	3	4	5
35	The activities are enjoyable	1	2	3	4	5
36	The concepts raised in the passages are not interesting to read	5	4	3	2	1
37	The activities are not interesting since they lack variety.	5	4	3	2	1
38	The exercises in the text doesn't enable me learn English as the way I want	5	4	3	2	1

Appendix B

Teachers' Questionnaire

Good morning/afternoon? My name is Mekonnen W/senbet. I came here from Addis Ababa University on the purpose of investigating the causes for English language variation among students. The result of the study directly will be useful to you and your students directly. Therefore, I kindly ask you to make a contribution on the study by filling out the questionnaire.

Thank you for your sparring you time and effort.

Direction: The following are statements about your students' motivation, and related issues in learning English. Circle the alternatives which best describe your feeling on the statement and write your opinions in the given spaces.

1. How do you evaluate your students' interest to learn English?

1. Very low 2. Low 3. Moderate 4. High 5. Very high

Additional comment _____

2. How do you evaluate your students' effort to do assignments and home works?

1. Very low 2. Low 3. Moderate 4. High 5. Very high

Additional comment _____

3. How do you evaluate your students' participation in the classroom?

1. Very low 2. Low 3. Moderate 4. High 5. Very high

Additional comment _____

4. How far do your students like to attend English Classes?
1. Very low 2. Low 3. Moderate 4. High 5. Very high
Additional comment _____

5. How do you evaluate your students' commitment to improve their English?
1. Very low 2. Low 3. Moderate 4. High 5. Very high
Additional comment _____

6. How do you evaluate your students' effort to obtain feedback from you?
1. Very low 2. Low 3. Moderate 4. High 5. Very high
Additional comment _____

7. How do you evaluate your students' effort to compensate the lessons they missed?
1. Very low 2. Low 3. Moderate 4. High 5. Very high
Additional comment _____

8. Generally, how do you evaluate your students' attention to learn English?
1. Very low 2. Low 3. Moderate 4. High 5. Very high
Additional comment _____

9. How do they express their self-confidence to learn English?
1. Very low 2. Low 3. Moderate 4. High 5. Very high
Additional comment _____

10. What is the students' over all attitude towards plasma ?
1. Very bad 2. Bad 3. Difficult to know 4. Good 5. Very good

What are the strong and weak sides of the plasma which the students may raise?

Strong Side _____

Weak Side _____

11. What is the students' over all attitudes towards the English text book?

1. Positive 2.Negative 3.Difficult to know 4.good 5.Very good

What are the strong and weak sides of the text which the students may raise?

Strong Side _____

Weak Side _____

12 What is the students' altitude towards their English teachers?

1. Posetive 2.Negative 3. Difficult to know

Additional Comments _____

12. How much do your Student feel anxiety during English tests?

1. Very low 2.Low 3. Moderate 4. High 5.Very high

13. How much do your students you feel anxiety in English lessons?

1. Worry 2. Relaxed 3. Difficult to know

- C) The game started before guests reached the stadium.
 D) It is now to start the game because the guests have reached the stadium.

5 Conversation

Direction 5 For questions 1-5, choose the alternative that best fits into the incomplete conversations.

- _____ 37 Student: Excuse me, _____. I don't feel well today.
 Teacher: Yes, please.
 A) Go out! B) May you go out? C) You can go out. D) May I go out?
- _____ 38 A: In my opinion, women should not wear trousers.
 B: _____. It is their right to decide what to do and not to.
 A) I don't agree with you. B) Definitely C) I think so D) I am not sure
- _____ 39 Stranger: _____
 Policeman: Go along this road till you come to cross road. Turn left. The bank is just across the road.
 A) Excuse me, is this the way to the National Bank, please?
 B) Show me the National Bank.
 C) Excuse me, may I show you where the National Bank is?
 D) Excuse me how can I get to the National Bank, Please?
- _____ 40 Student A: I have failed many tests this semester. What shall I do?
 Student B: _____
 A) You should have helped me so that I could pass the test.
 B) Yes, you spend a lot of time studying your lessons.
 C) You ought to stop wasting your time. Use your time properly. Alright?
 D) It is alright. I will do my best to pass tests.
- _____ 41A: _____. I think the bag is too heavy to carry it by your self.
 B: Thank you, that is very kind of you.
 A) Help!
 B) Excuse me, could you give me a hand?
 C) Excuse me, do you need help, please?
 D) Let you help me ,please
- _____ 42 Student A: would you mind coming in the afternoon and helping me?
 Student B: _____. I will come after I eat my lunch.
 A) Yes I Would B)No, I wouldn't t C) Yes certainly) I am not sure

6 Sentence Arrangements

Direction 6. The following sentences are jumbled .If they are arranged, they can make a coherent paragraph. Choose the best arrangement of the sentences.

- _____ 43 1. Some tourists go to battle fields or religion shrines.
 2. How ever, most European tourists are looking for sunny beaches.
 3. People travel for a lot of reasons.
 4. Others are looking for culture.

- A) 3142 B) 2143 C) 1324 D) 4123

- _____ 44 1. The amount of food we produce does not depend only on the amount of land we use for farming.
2. They have also developed new types of crops.
3. We can also increase food production by improving farming methods.
4. Scientists have also developed better fertilizers and pesticides.
A) 4132 B) 1243 C) 4312 D) 1342
- _____ 45 1. When we got there, my father got his keys.
2. My father, mother, and I went on a trip to the beach last year.
3. We spent hours looking for the keys, but finally we gave up.
4. While we were there, my father thought that he had lost his keys in the sand.
A) 4321 B) 1234 C) 2431 D) 3241
- _____ 46 1. For example, they open their books or exercise books without making decisions on to what to read about.
2. Effective study skills help students better understand and score.
3. As a result of this, they can not evaluate what they have read.
4. However, most students lack these skills.
A) 2341 B) 2413 C) 1234 D) 3142

7 Mechanics

Direction 7 Choose the statement which is correct in punctuation and capitalization.

- _____ 47 A) We need the following items, sugar, soap and tea.
B) We need the following items; sugar, soap and tea.
C) We need the following items: sugar, soap and tea.
D) We need the following items. sugar, soap and, tea.
- _____ 48 A) He could nt dive properly.
B) Students' are not allowed to enter into their teachers' lounge.
C) Somebody has stolen the childrens' bicycle.
D) You're driving the wrong way.
- _____ 49 A) When the summer approaches birds, move to the north.
B) The UNO is found in New York which is the largest city in America.
C) Having made every thing ready, we sat to wait the guests' arrival.
D) The bridge will collapse, if it is not repaired immediately.
- _____ 50 A) My sister got her first degree from Hawassa University.
B) Easter is always celebrated on sunday.
C) at the equator, the hottest months are March and September.
D) Lake tana is found in west Gojjam

Appendix D

Students' Scores on Dependent and Independent Variables

1	2	3	4	5	6	7	8	9	10	11	12
45	7	72	12	36	12	20	43	34	42	20	139
27	7	86	21	29	9	19	42	28	40	50	160
36	7	70	34	26	17	14	36	25	18	45	124
20	6	79	19	24	24	15	28	47	34	39	148
19	7	62	29	20	15	21	34	42	29	38	143
10	7	62	24	18	23	29	35	29	27	39	130
15	7	86	30	26	17	14	36	48	39	36	159
28	7	87	19	23	10	22	44	32	36	36	148
21	6	58	24	29	19	20	30	26	35	40	131
29	7	60	25	26	20	17	32	24	23	25	104
13	6	66	27	26	18	19	44	29	35	28	136
12	1	69	25	27	18	21	34	41	38	20	133
19	6	60	28	26	12	19	29	37	43	40	149
21	7	67	35	25	16	21	30	30	30	37	127
16	0	67	27	24	28	26	30	26	31	42	129
19	4	65	17	24	15	21	35	36	20	37	128
33	7	85	19	25	16	18	41	33	35	38	147
17	3	55	31	25	21	15	33	33	19	23	108
17	3	62	40	25	20	15	30	39	32	35	136
18	7	75	31	23	17	16	39	33	39	33	144
20	2	69	25	28	17	21	30	50	38	36	154
13	6	66	15	17	27	17	21	36	41	32	130
29	7	71	23	28	22	25	32	36	37	36	141
10	1	55	37	20	23	20	33	21	26	23	103
10	1	60	30	24	16	20	38	29	28	19	114
34	2	73	32	15	11	16	23	50	50	49	172
30	5	75	32	29	22	21	32	42	47	46	167
18	4	72	29	23	16	17	42	39	32	32	145
31	5	83	39	26	24	15	35	44	44	44	167
17	6	66	22	30	18	21	32	27	35	34	128
16	3	60	26	19	26	19	37	35	32	36	140
38	7	87	23	24	21	18	31	44	48	44	167
11	3	65	13	26	23	22	26	23	25	30	104
30	7	77	41	22	27	19	39	43	40	42	164
23	7	83	37	26	16	20	23	47	43	49	162
23	4	74	32	26	16	26	28	29	43	32	132
22	4	85	40	24	10	18	30	46	42	39	157
40	7	71	17	24	15	16	44	46	33	36	159
15	5	68	33	15	19	19	32	36	30	30	128

14	4	68	36	24	25	24	33	42	29	32	136
17	6	55	39	22	19	19	35	36	35	39	145
19	6	64	24	28	17	18	32	44	36	28	140
22	3	70	32	19	24	22	38	35	37	37	147
17	7	68	25	26	19	19	33	35	26	47	141
20	4	74	29	27	15	22	29	34	34	42	139
35	7	61	16	24	13	17	34	46	34	41	155
18	7	67	31	19	20	17	42	44	31	35	152
14	4	67	33	23	19	23	31	29	28	31	119
12	6	66	29	28	16	18	24	22	25	31	102
22	3	77	23	19	18	11	35	38	38	42	153
22	7	73	25	22	21	14	41	41	40	41	163
31	5	69	23	23	15	21	39	37	35	27	138
16	7	75	31	28	20	27	37	46	20	37	140
40	6	85	33	32	16	20	33	40	31	36	140
24	5	75	27	26	13	26	39	43	32	38	152
13	5	61	39	21	22	24	36	30	28	25	119
13	6	63	15	17	20	13	39	38	26	24	127
13	6	70	28	30	17	23	35	30	23	36	124
18	7	74	30	25	13	19	35	21	28	44	128
13	7	70	22	25	10	17	26	30	33	47	136
15	3	58	41	15	19	20	43	35	31	40	149
39	6	83	33	23	21	21	40	29	32	27	128
10	4	73	32	21	22	21	32	41	37	36	146
32	6	83	27	28	30	28	43	33	42	48	166
24	7	82	25	23	28	29	40	32	35	48	155
21	7	65	27	21	13	13	37	33	28	33	131
17	7	72	22	24	17	17	37	47	37	33	154
19	6	59	35	29	17	21	33	50	40	43	166
26	7	67	31	26	17	19	30	38	22	27	117
13	5	70	29	27	16	15	39	45	28	33	135
13	7	57	26	23	23	19	23	46	29	29	127
30	7	80	25	22	20	16	29	33	31	36	129
37	7	79	21	28	22	18	38	38	39	36	154
10	5	86	14	30	19	24	32	37	47	48	164
15	6	76	24	27	16	17	41	40	37	44	162
10	3	75	22	28	13	15	23	37	38	33	131
12	7	71	25	22	23	27	30	44	33	35	142
13	6	63	24	22	18	16	31	29	24	26	110
16	6	80	29	25	15	17	38	41	33	34	146
14	7	63	28	28	16	19	42	46	32	50	170
16	5	66	24	27	23	15	40	35	32	40	147
13	6	71	39	24	21	21	30	43	24	39	136
18	6	68	21	25	17	14	38	42	32	29	141
15	7	67	20	24	19	16	34	26	22	30	112
18	7	66	20	25	14	16	39	36	30	37	142

38	7	94	17	26	21	21	43	40	42	42	167
19	7	69	18	23	13	10	37	46	23	34	140
11	7	69	31	29	13	29	22	38	31	29	120
15	5	86	28	25	19	24	39	38	28	37	142
20	7	78	41	25	26	21	39	37	37	37	150
20	4	74	38	19	20	27	21	34	36	35	126
16	4	69	17	29	16	21	45	46	33	35	159
15	7	66	38	22	10	14	37	30	43	28	138
10	7	78	14	26	17	17	33	29	44	38	144
16	2	67	34	27	13	15	28	40	42	41	151
16	6	84	23	25	19	15	35	33	26	35	129
24	6	78	30	26	19	23	31	24	38	28	121
21	4	57	29	28	19	14	24	35	30	31	120
22	7	87	31	27	22	16	38	33	34	35	140
34	4	88	19	23	21	22	42	37	38	44	161
17	5	66	26	29	17	22	29	32	34	33	128
14	3	66	18	23	18	21	37	46	23	34	140
22	5	71	20	13	12	16	38	27	34	30	129
17	3	67	28	20	24	18	32	32	29	28	121
19	7	60	19	25	19	16	39	48	22	33	142
13	5	74	27	24	23	14	30	46	40	36	152
17	7	49	38	20	23	19	32	45	28	40	145
12	6	79	46	21	16	26	32	38	31	28	129
18	7	68	17	20	18	19	37	41	21	33	132
19	2	87	28	25	20	19	32	30	29	33	124
18	6	77	25	26	24	20	37	44	36	30	147
17	5	55	26	25	16	18	33	47	43	30	153
24	6	77	27	27	17	17	42	44	30	32	148
17	4	67	21	21	15	22	31	44	26	28	129
20	2	48	23	26	18	18	32	44	35	35	146
18	6	65	34	18	21	23	34	32	33	33	132
19	7	62	23	25	20	14	21	34	38	37	130
26	7	74	38	29	24	23	39	31	21	37	128
25	6	75	20	22	12	20	37	34	32	40	143
17	5	81	41	17	18	15	27	37	36	39	139
21	2	73	33	24	22	19	33	48	50	41	172
12	6	63	34	28	21	21	32	46	36	41	155
18	7	77	19	18	23	18	40	40	40	32	152
19	3	76	33	25	21	18	29	34	32	40	135
21	6	71	30	29	24	24	40	35	27	35	137
10	6	86	34	20	17	30	31	46	40	50	167
16	7	70	20	25	21	21	40	39	42	43	164
25	7	77	28	22	12	11	34	26	25	34	119
25	4	83	29	27	20	19	45	45	49	44	183
10	5	68	30	24	14	16	28	29	24	32	113
15	4	74	25	29	23	21	28	38	33	31	130

13	4	67	29	26	13	19	31	48	30	27	136
16	6	75	34	20	20	17	33	50	38	35	156
35	7	84	21	28	21	21	38	45	32	37	152
18	3	65	31	23	16	19	39	48	29	33	149
24	6	77	33	20	15	18	34	35	28	25	122
15	5	65	35	24	16	18	34	40	33	36	143
11	3	68	25	19	18	25	21	38	30	31	120
21	3	77	30	29	24	24	39	45	28	38	150
22	6	65	34	28	17	18	35	43	39	47	164
39	7	68	21	17	16	16	31	46	37	46	160
19	5	73	33	29	20	23	31	37	34	36	138
24	7	81	31	28	25	17	43	44	30	36	153
15	2	76	36	23	19	19	35	38	38	28	139
16	7	60	38	24	20	17	42	34	28	28	132
15	6	71	37	27	17	21	27	26	31	20	104
16	4	59	27	28	16	20	30	33	28	41	132
21	3	78	40	26	23	14	37	31	45	34	147
17	7	64	23	19	23	26	38	38	42	47	165
15	3	60	23	20	14	20	29	43	32	35	139
11	4	73	31	24	24	23	26	21	27	26	100

Key

- | | |
|---------------------------|--------------------------------|
| 1 Achievement score | 6 Auditory preference Score |
| 2 cognitive Style Score | 7 Kinesthetic preference score |
| 3 Motivation score | 8 MYSELF score |
| 4 Anxiety Score | 9 TEACHER score |
| 5 Visual preference Score | 10 PLASAMA score |
| | 11 TEXT score |
| | 12 Overall attitude score |

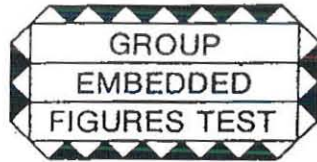
Appendix E

Item Analysis Result

Item No	T	B	ID	IF	Item No	Group		ID	IF
						T	B		
1	8	4	0.4	0.6		T	B		
2	9	4	-0.5	0.65	21	7	2	-0.5	0.45
3	7	4	0.3	0.55	22	8	2	0.6	0.5
4	8	3	0.5	0.55	23	5	2	0.3	0.35
5	7	3	0.4	0.5	24	8	3	0.6	0.55
6	9	6	0.3	0.75	25	6	2	0.4	0.4
7	7	1	0.6	0.4	26	9	2	0.7	0.55
8	7	1	0.6	0.4	27	8	2	0.6	0.5
9	5	2	0.3	0.35	28	8	0	0.8	0.4
10	8	2	0.5	0.5	29	8	2	0.5	0.5
11	10	3	0.7	0.65	30	6	2	0.4	0.4
12	9	6	0.3	0.75	31	4	2	0.4	0.3
13	10	5	0.5	0.75	32	7	2	0.5	0.45
14	7	1	0.6	0.4	33	9	4	0.5	0.65
15	7	3	0.4	0.5	34	8	5	0.4	0.65
16	8	4	0.4	0.6	35	7	1	0.6	0.4
17	8	3	0.5	0.55	36	6	1	0.5	0.35
18	9	1	0.8	0.5	37	9	3	0.6	0.6
19	8	4	0.4	0.6	38	6	0	0.6	0.3
20	7	0	0.7	0.35	Total			24.7	19.2
								0.65	0.50

ID= item descrimintion IF= item Difficulty

Appendix F
Group Embedded Figures Test (GEFT)



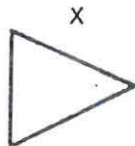
By Philip K. Oltman, Evelyn Raskin, & Herman A. Witkin

Name _____ Sex _____

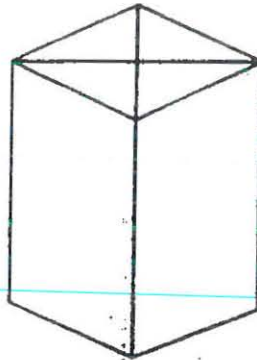
Today's date _____ Birth date _____

INSTRUCTIONS: This is a test of your ability to find a simple form when it is hidden within a complex pattern.

Here is a simple form which we have labeled "X":



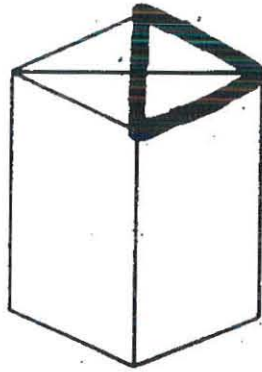
This simple form, named "X", is hidden within the more complex figure below:



Try to find the simple form in the complex figure and trace it *in pencil* directly over the lines of the complex figure. It is the SAME SIZE, in the SAME PROPORTIONS, and FACES IN THE SAME DIRECTION within the complex figure as when it appeared alone.

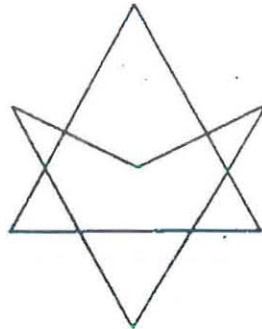
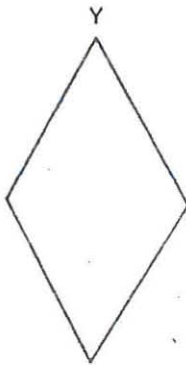
When you finish, turn the page to check your solution.

This is the correct solution, with the simple form traced over the lines of the complex figure:



Note that the top right-hand triangle is the correct one; the top left-hand triangle is similar, but faces in the opposite direction and is therefore *not* correct.

Now try another practice problem. Find and trace the simple form named "Y" in the complex figure below it:



Look at the next page to check your solution.

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The Correct Solution

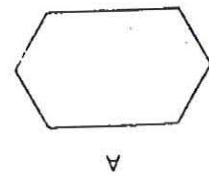
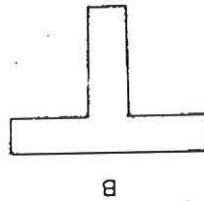
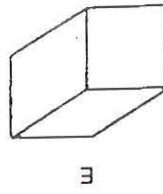
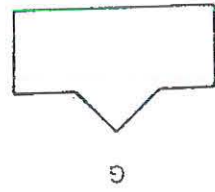
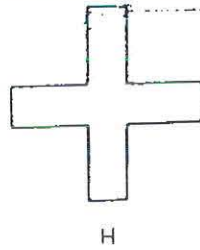


In the following pages, problems like the ones above will appear. On each page you will see a complex figure, and under it will be a letter corresponding to the simple form which is hidden in it. For each problem, look at the BACK COVER of this booklet to see which simple form to find. Then try to trace it in pencil over the lines of the complex figure. Note these points:

1. Look back at the simple forms as often as necessary.
2. ERASE ALL MISTAKES.
3. Do the problems in order. Don't skip a problem unless you are absolutely "stuck" on it.
4. Trace ONLY ONE SIMPLE FORM IN EACH PROBLEM. You may see more than one, but just trace *one* of them.
5. The simple form is always present in the complex figure in the SAME SIZE, the SAME PROPORTIONS, and FACING IN THE SAME DIRECTION as it appears on the back cover of this booklet.

Do not turn the page until the signal is given

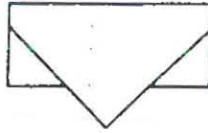
CONSULTING PSYCHOLOGISTS PRESS
577 College Avenue, Palo Alto, California 94306



SIMPLE FORMS

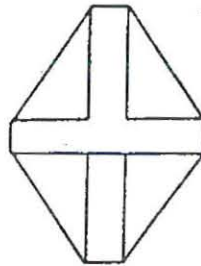
Go on to the next page
5

Find Simple Form "G"



2

Find Simple Form "B"

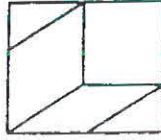


1

FIRST SECTION

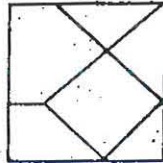
Go on to the next page
7

Find Simple Form "E"



4

Find Simple Form "D"



3

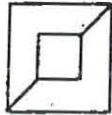
9
Go on to the next page

Find Simple Form "F"



6

Find Simple Form "C"



5

PLEASE STOP. Wait for
further instructions.
11

Find Simple Form "A"



7

Appendix G

Students' Questionnaire (Amharic Version)

በተማሪዎች የሚሞላ ቅፅ

ሥም ----- ክፍል -----

እንደምን ዋላችሁ /አደራችሁ/ ወንድሞቼና እህቶቼ። ስሜ መኮንን ወ/ሰንበት ይባላል። የመጣሁትም ከአዲስ አበባ ዩኒቨርሲቲ ሲሆን የመጣሁበት ዓላማ በተማሪዎች መካከል የእንግሊዝኛ ውጤት የመለያየት አብይ ምክንያት ምንድነው የሚለውን ለማጥናት ነው። ስለዚህ የጥናቱ ውጤት እናንተን በቀጥታም ሆነ በተዘዋዋሪ የሚጠቅም ነው። እናም ጥናቱን እንዲሳካልኝ የሚከተሉትን መጥይቆች በመሙላት የበኩላችሁን አስተዋፅኦ እንድታበረክቱልኝ በትህትና እጠይቃችኋለሁ። በመጠይቆቹ ላይ የምታስቀምጧቸው አስተያየቶች ለማንም ስለማይታይ በትክክል የሚሰማችሁን ብቻ አመልክቱ። ለትብብራችሁ በቅድሚያ አመሰግናለሁ።

ምመሪያ የመከተሉትን ዐረፍተ ነገሮች በጥሞና ካነበባችሁ በኋላ ያላችሁን አስተያየት ከአረፍተ ነገሮቹ ፍት ለፊት ከተሰጡት አምስት አማራጮች አንዱን አክብቡ

ክፍል አንድ

ተ.ቁ	ዐረፍተ ነገሮች	በፍፁም	በጣም አልፎ አልፎ	አንዳንድ ጊዜ	ብዙን ጊዜ	ሁል ጊዜ
1	ለእንግሊዝኛ ትምህርት ልዩ ፍቅር አለኝ።	1	2	3	4	5
2	የቤት ሥራዎችንና አሳይመንቶችን በመሥራት ብዙውን ጊዜዬን አጠፋለሁ።	1	2	3	4	5
3	በትምህርት ቤት የምሳሪቸውን የትምህርት አይነቶችን መርጦ ለመማር እድሉ ቢሰጠኝ እንግሊዝኛን አልመርጥም።	5	4	3	2	1
4	መምህራችን በመቅረታቸው ወይም በተለያዩ ምክንያቶች የእንግሊዝኛ ክፍል ጊዜ ሲባክን ቅር ይለኛል።	1	2	3	4	5
5	የእንግሊዝኛ ክህሎቴንና እውቀቴን ለማዳበር የተቻለኝን ሁሉ አደርጋለሁ። ለምሳሌ ልበወለድ፣ ማጣቀሻ ማፅሀፍትን በማንበብ፣ ወዘተ...	1	2	3	4	5
6	ከባድ እክል ካላጋጠመኝ በስተቀር የእንግሊዝኛ ክፍል ጊዜ አያመልጠኝም፤ እንዲያመልጠኝም አልፈልግም።	1	2	3	4	5
7	ከተማርኩት ወይም ካነበብኩት ያልገባኝ ካለ መምህራን በመጠየቅ ወይም በተለያዩ ዘዴዎች	1	2	3	4	5

	መረጃ ጥረት አደርጋለሁ።								
8	መምህራችን ተጨማሪ አሳይመንቶችንና የቤት ስራዎችን እንድሰራ ቢጠይቀኝ ለመስራት ፈቃደኛ እሆናለሁ።	1	2	3	4	5			
9	የእንግሊዝኛ ችሎታዬን ለማዳበር ያለኝ ፍላጎት ክፍተት ነው።	1	2	3	4	5			
10	የእንግሊዝኛ ትምህርት ካመለጠኝ ለማካከል ጥረት አደርጋለሁ።	1	2	3	4	5			
11	ለእንግሊዝኛ የቤት ስራዎችና አሳይመንቶች ላይ የሚሰጠው ትኩረት ከሌላው ትምህር አይነቶች ጋር ሲነፃፀር እኩል አይደለም	5	4	3	2	1			
12	ማንኛውም ትምህርት በእንግሊዝኛ ባይሰጥ መልካም ነበር።	5	4	3	2	1			
13	ትኩረት ከምሰጣቸው ትምህርቶች አንዱ እንግሊዝኛ ነው።	1	2	3	4	5			
14	ከአሁኑ በበለጠ የእንግሊዝኛ ትምህርት ብማር ደስ ይለኛል።	1	2	3	4	5			
15	በሠራጊቸው የቤት ስራዎችና አሳይመንቶች ላይ መምህራችን ግብረ መልስ /አርማት/ እንደያደርጉልኝ ጥረት አደርጋለሁ።	1	2	3	4	5			
16	ስለ እንግሊዝኛ ትምህርት ግድ የለኝም።	5	4	3	2	1			
17	ክፍል ውስጥ ጥያቄ በመመለስ፣ በመጠየቅ ወይም በማናቸውም ትምህርታዊ ሥራዎች ውስጥ እሳተፋለሁ።	1	2	3	4	5			
18	የቤት ሥራና አሳይመንቶች ባለመስራቴ አልጨነቅም።	5	4	3	2	1			
19	የእንግሊዝኛ ትምህርት ክፍል ጊዜ መባከን ከሌላው ትምህርት ጋር እኩል አያስጨነቀኝም።	5	4	3	2	1			
20	ስማር ያልገባኝን ለማወቅ የማደርገው ጥረት የለም።	5	4	3	2	1			

ክፍል ሁለት

ተ.ቀ	ዐ.ነገር	በጣም አልሰማኝም	አልሰማኝም	መውሰን አልችልም	እስማማለሁ	በጣም እስማማለሁ
1	መምህራችን በቃል ከገለፁልን ይልቅ ሰሌዳ ላይ የፃፉትን በማንበብ እረዳለሁ።	1	2	3	4	5
2	በቃል ከተነገሩት መምሪያዎች ይልቅ ያነበብኳቸውን አስታውሳለሁ።	1	2	3	4	5
3	ሳጠና ወይም ሳነብ ፍሬ ነገሮችን ማስመር እወዳለሁ።	1	2	3	4	5



4	ከመምህሩ ገለፃ ይበልጥ መፅሐፍትንና ኖት በማንበብ እረዳለሁ።	1	2	3	4	5
5	ሳጠና ብዙ አጫጭር ኖቶችን መፃፍ ያስደስተኛል።	1	2	3	4	5
6	ያጠናሁትን አብዛኛውን ጊዜ የማስታወስው በፅሁፍ ሳሰፍረው ነው።	1	2	3	4	5
7	አንድን ነገር ከፅሁፍ ይልቅ በቃል ሲነገረኝ አስታውሳለሁ ወይም እረዳለሁ።	1	2	3	4	5
8	አንድ ሀሳብ የምረዳው ድምፅ እያወጣሁ ሳነበው ነው።	1	2	3	4	5
9	አንድን ነገር ስከውን ወይም ጥናት ላይ መዘቃ ማዳመጥ እወዳለሁ።	1	2	3	4	5
10	ከማንበብ ይልቅ የመምህሩ ገለፃ በማዳመጥ መማር እመርጣለሁ።	1	2	3	4	5
11	መምህራ የሚያስተምረኝ ወይንም የሚናገረውን ለመረዳት ፊቱን ማየት እወዳለሁ።	1	2	3	4	5
12	ኘላዝማ ስከታተል ምስሉን ከመመልከት ይልቅ ድምፁን አዳምጣለሁ።	1	2	3	4	5
13	በማዳመጥ ወይም በማንበብ ይልቅ ሰርቶ በማየት መማርን እመርጣለሁ።	1	2	3	4	5
14	በጭውውቶች፣ ድራማዎችን ወዘተ... ላይ በመሳተፍ መማርን እመርጣለሁ።	1	2	3	4	5
15	አንድን ፅንሰ ሀሳብ መከራ በማድረግ መማርን እመርጣለሁ።	1	2	3	4	5
16	ከጥናት ወይንም ከስራ ላይ ቶሎ ቶሎ እያቋረጠኩ እነሳለሁ።	1	2	3	4	5
17	ክፍል ውስጥ ለብዙ ጊዜ ቁጭ ብሎ መማር ወይንም ማጥናት ያስጨንቀኛል።	1	2	3	4	5
18	እቤት ወስጥ ወዲና ወዲያ እያልኩ ማንበብ አዘወትራለሁ።	1	2	3	4	5

ክፍል ሦስት

ተ.ቁ	ዐ.ነገር	በጣም አልሰማም	አልሰማም	መወሰን አልችልም	እስማማለሁ	በጣም እስማማለሁ
1	እንግሊዝኛ ለእኔ ቀላል ትምህርት ነው።	1	2	3	4	5
2	ከሌሎች ተማሪዎች ይልቅ በእንግሊዝኛ ጎበዝ ነኝ ብዬ አስባለሁ።	1	2	3	4	5
3	እንግሊዝኛ ስማር ጭራሽ አይገባኝም።	5	4	3	2	1
4	ከጥረት በኋላ እንግሊዝኛ ትምህርት ችሎታዬን እንደማሻሻል እርግጠኛ ነኝ።	1	2	3	4	5
5	በእንግሊዝኛ ትምህርት አሁን ባለኝ ችሎታ አፍራለሁ።	5	4	3	2	1
6	የእንግሊዝኛ መልመጃዎችን በተሻለ የመስራት አቅም አለኝ።	1	2	3	4	5
7	በእንግሊዝኛ ትምህርት ውጤታማ የምሆን አይመስለኝም።	5	4	3	2	1
8	በእንግሊዝኛ ትምህርት በጣም ደካማ ተማሪዎች ከሚባሉት ውስጥ ነኝ።	5	4	3	2	1
9	የእንግሊዝኛ መልመጃዎችን ለመስራት ብቃት የለኝም።	5	4	3	2	1
10	በእንግሊዝኛ ትምህርት የምሳራቸውን ፅንሰ ሐሳቦች በደንብ እረዳለሁ።	1	2	3	4	5
11	የእንግሊዝኛ መምህራን በትምህርቱ ላይ ችሎታ አላቸው ብዬ አምናለሁ።	1	2	3	4	5
12	መምህራችን ቸልተኛና ዳተኛ ናቸው።	5	4	3	2	1
13	መምህራችን በተገቢው ሁኔታ ይመዘኑናል።	1	2	3	4	5
14	መምህራችን ትዕግስተኛና ችግራችንን የሚረዱልን ናቸው።	1	2	3	4	5
15	መምህራችን ትጉህ መምህር ናቸው።	1	2	3	4	5
16	የመምህራችን የማስተማር ስልት ወድጄአለሁ።	1	2	3	4	5
17	እንግሊዝኛ መምህራችንን አልወዳቸውም።	5	4	3	2	1
18	መምህራችን ለተማሪዎች ጥሩ ባሕሪ ያሳያሉ።	1	2	3	4	5
19	መምህራችን በሚመጥኑን እና በተገቢው ሁኔታ አይመዘኑንም።	5	4	3	2	1
20	በአጠቃላይ የእንግሊዝ መምህራን የትምህርት አሰጣጥ እወድላቸዋለሁ።	1	2	3	4	5
21	ኘላዝማ ትምህርቱን በምፈልገው መልኩ አያቀርብም።	5	4	3	2	1
22	ኘላዝማ እንግሊዝኛን በጥሩ ሁኔታ እንደማር ያስችለኛል ብዬ አምናለሁ።	1	2	3	4	5
23	በኘላዝማ ተምራክለሁ ብዬ አላስብም።	5	4	3	2	1
24	ኘላዝማ ሲያስተምር ስለሚፈጥን አልወደውም።	5	4	3	2	1
25	የኘላዝማ መምህራችን ቋንቋ ለኔ ግልፅ ስላልሆነ ለመረዳት እቸገራለሁ።	5	4	3	2	1
26	የኘላዝማ ትምህርት እየተዘናናሁ እንዲማር ይረዳኛል።	1	2	3	4	5

27	ኘላዝማ ጥሩ ጥሩ ምሳሌዎችንና መልመጃዎችን ስለሚያቀርብ በደንብ እማርበታለሁ።	1	2	3	4	5
28	የኘላዝማ ትምህርት መልመጃዎችን ለመስራት በቂ ጊዜ ስለማይሰጠኝ አልወደውም።	5	4	3	2	1
29	ከኘላዝማ ይልቅ በክፍል መምህር መማርን እመርጣለሁ።	5	4	3	2	1
30	በአጠቃላይ በኘላዝማ በመማሪያ ዕድለኛ ነኝ።	1	2	3	4	5
31	በእንግሊዝኛ መፅሐፍት ውስጥ የቀረቡት መልመጃዎች ከትምህርት ፍላጎቴ ጋር ይዛመዳሉ።	1	2	3	4	5
32	ምንገባቸው የታወቁና የሚሰጡ ርዕስ ጉዳዮችን ያነሳሉ።	1	2	3	4	5
33	የምንገባቸው ቃላት እና ሰዎች ከባድ ነው።	5	4	3	2	1
34	በመጽሐፍ ውስጥ ማወቅና መማር ያለብኝ የእንግሊዝኛ ክህሎቶች እውቀቶች ተካተዋል።	1	2	3	4	5
35	በመፅሐፍ ውስጥ የቀረቡት መልመጃዎች እያዘናኑ የሚያስተምሩ ናቸው።	1	2	3	4	5
36	መፅሐፍ ውስጥ የተካተቱት ምንገባቸው ለማንበብ የሚሰጡ አይደሉም።	5	4	3	2	1
37	መልመጃዎቹ በአይነት የተደጋገሙ ስለሆኑ አሰልፎ ናቸው።	5	4	3	2	1
38	በመጽሐፍ ውስጥ የተሰጡት መልመጃዎች እንግሊዝኛን በሚፈልገው ሁኔታ ለመማር አያገዙኝም።	5	4	3	2	1
39	የእንግሊዝኛ መጽሐፍት ይዘት ከሚገባ በላይ ብዙ ነው	5	4	3	2	1
40	በአጠቃላይ የእንግሊዝኛን መፅሐፍት አቀራረብ ወድጄዋለሁ።	1	2	3	4	5
41	እንግሊዝኛ ክፍል ጊዜ በደረሰ ቁጥር ሃሳብ ይይዘኛል።	1	2	3	4	5
42	እንግሊዝኛ ትምህርት በምማርበት ወቅት ሳይገባኝ ሲቀር እረብሻለሁ።	1	2	3	4	5
43	እንግሊዝኛ ስንማር ጥያቄ እጠየቃለሁ ብዬ እጨነቃለሁ።	1	2	3	4	5
44	የበለጠ ዘና ብዬ የምማረው በእንግሊዝኛ ክፍል ጊዜ ነው።	5	4	3	2	1
45	ኘላዝማው ስለሚፈጥን ወደ ኋላ ስለምቀር እጨነቃለሁ።	1	2	3	4	5
46	ተማሪዎች ከእኔ የተሻሉ እየመሰለኝ እጨነቃለሁ።	1	2	3	4	5
47	የትምህርቱ ከብድት ያስጨቀኛል።	1	2	3	4	5
48	መምህራችንን በኔ ትምህርት አቀባበል ላይ የሚሰነዘሩት ስድብ ያስጨንቀኛል።	1	2	3	4	5
49	የእንግሊዝኛ ፈተና ብዙም አያስጨንቀኝም።	5	4	3	2	1
50	እንግሊዝኛ ትምህርት ካስተማሪነቱ ይልቅ አስጨናቂነቱ ያመዘናል።	1	2	3	4	5

Declaration

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

Name Melkonian Isenbet Signature 