

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



**THE RELATIONSHIPS AMONG MOTIVATIONAL
ORIENTATIONS, LEARNER AUTONOMY, AND ACADEMIC
ACHIEVEMENT (EFL Learners at Dessie College of Teachers
Education in Focus)**

BY

ALI ADEM

JUNE, 2009

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Abstract

This paper examines the relationships among motivational orientations, learner autonomy, and academic achievement of EFL learners at Dessie College of Teachers Education. Eighty four students completed a questionnaire consisting two scales, namely, motivational orientations scale and learner autonomy scale. The motivational orientations scale was used to get students' responses to three orientations related to motivation: intrinsic motivation, extrinsic motivation, and amotivation. A learner autonomy scale elicited students' responses on their learner autonomy in learning English. Students' responses on both scales were correlated to determine any possible relationships between the independent variables and the dependent variable. Data were also obtained using interview, focus-group discussions, and open-ended items. Students' academic achievement scores were obtained from the College's Registrar's Office.

To describe the data, descriptive statistics such as percentage, mean, maximum and minimum, and standard deviations were computed. Pearson-Product-Moment correlations and partial correlations were conducted to see whether or not there was a relationship among the variables. In addition, t-tests and ANOVA were used to check whether there were significant differences in the mean academic achievements between different levels of the traits under discussion.

The results from the correlation analysis indicated that there was a statistically significant relationship between the independent variables (motivational orientations and learner autonomy) and the dependent variable (academic achievement). Similarly, significant relationships among the independent variables themselves were found. But, amotivation was found to be negatively correlated with both the independent variables and the dependent variable.

The partial correlations held among each independent variable and academic achievement showed that each was positively and significantly correlated with academic achievement except amotivation which is negatively but significantly correlated with academic achievement.

Similarly, the results from the analysis of t-test and ANOVA have revealed that there was statistically significant difference in the students' mean academic achievement score with different levels of the independent variables. Overall, the students found to be more extrinsically than intrinsically oriented as data obtained from the open-ended items, interview, and focus group discussions show. Based on the findings, suitable interventions like training learners, arranging self-access rooms, redesign of assessment modes and syllabus are recommended.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

For many years, researchers have sought to discover factors that determine students' performance. As a result, several researches conducted over decades accumulated evidences that numerous factors are associated with students' achievement at all levels of education. There is a wide range of factors such as age, attitude, aptitude, motivation, intelligence, amount of exposure, anxiety, and the like in second/foreign language learning (Brown, 2007; Stern, 1983). These are responsible for individual differences in learning a second/foreign language. All these factors could be explained in terms of cognitive and non-cognitive factors (Entwistle, 1972; Stern, 1983) and many research works have indicated that cognitive factors like intelligence could explain about one-half to three fourth of the variability in academic performance (Entwistle, 1972) and the rest with non-cognitive ones.

In relation to this, second/foreign language researchers have long been aware that intelligence is not the only determinant factor of academic achievement; instead, second language learning is often associated with affective factors among which anxiety, motivation, self-esteem, attitude, personality, and learning styles are some of them (Brown, 2007; Stern, 1983). Although all these factors are important, only the two (*motivation* and *learning autonomy*) have been dealt with in this research.

High *motivation* and *engagement* in learning (Wlodkowski, 1993), and willingness to learn (Dornyei, 2001) have consistently been linked to increased levels of success.

Researchers revealed that the relationship between motivation and school achievement seem evident and affect academic achievement more than any other such non-cognitive factors (Schunk, 1991).

Another factor which affects academic achievement is willingness to learn (*learner autonomy*). Agota and Anita, (2000) state that all learners need to be independent of the teacher whose role is to facilitate the learning process. For Dornyei (2001), autonomy is the way of learning how to learn and it is an ability that has to be acquired for the successful accomplishment of students' learning goals.

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A number of researches have been conducted to see whether there is any relationship between academic achievement motivation and academic performance. Myers (1987) asserted that students with high motivation tend to achieve higher grades and apparently getting good grades is related to personality characteristics of the need to achieve. A study conducted by Lindgreen (1986) shows that there is significant positive correlation between motivation and academic performance. Thus, we can see that motivation is a contributing factor to the success of students in academic tasks.

When it comes to each types of motivation, Gardner and Lambert (1972) and Spolsky (1969), cited in Brown (2007), found that intrinsic motivation accompanies higher scores in proficiency tests in a foreign language teaching. Brown (2007) comments here that the conclusion from the studies was to show the importance of intrinsic motivation for successful language learning. But Lukmani (1972), cited in Brown (2007), challenged this conclusion by providing empirical evidence that extrinsically motivated students scored better in tests of English proficiency.

Brown (2007: 171) argues that “a number of subsequent investigations have produced ambiguous results” in that some contexts favour intrinsic orientations and others extrinsic ones.

In defining intrinsic motivation, Deci (1975), cited in Brown (2007:172) states:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...
Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of *competence* and *self-determination*.

Brown (2007:172), on the other hand, characterizes extrinsic motivation as follows:

“Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.”

As to which type of orientation is more influential, Brown (2007) argues that many researchers strongly support intrinsic motivation, especially for long-lasting effect.

A third type of motivation, on the other hand, is negatively related to academic achievement (Vallerand et al., 1992, cited in Amare Sahlie, 2004). Amotivation, according to Deci and Ryan (1985), cited in Wondimu Ahmed and Bruinsma (2006), is the state of lacking the intention to act.

Some other findings, on the other hand, indicate that there is no significant relation between achievement motivation and academic performance. Entwistle (1972) has found a non-significant relationship between achievement motivation scores and school results. Similarly, Beck (1990) challenges the direct positive relationship between motivational orientations and academic achievement.

Local EFL researches in this area focus only on teachers' strategies in the instructional processes to promote students' motivation. Seblewongel Yonas (2004:56), in this regard, found that teachers in their teaching overlooked the '*motivational strategies*': '*promoting learners' autonomy*' and '*increasing learners' orientedness*'. Mulugeta Teka (1997), on the other hand, conducted a research on motivation in listening classes and found that students' intrinsic motivation has greater contribution to students' achievement than the motivation created by the instructional setting. Bayush Tibebe (2007:55) conducted a research on techniques employed by teachers to motivate students and found that teachers at the elementary level are using motivation strategies and encouraging systems by using praise words like 'excellent', 'good', and 'nice' and sometimes by using advice. Similarly, Amare Sahlie(2004) conducted a study on "Perceived academic competence, Motivational Orientations, and Academic Achievement of Junior and High School Students" and found that academic achievement was positively correlated with motivation.

Concerning learner autonomy, Atakilt Teklehaimanot (1998) found that teachers are not doing enough to promote learner autonomy. He showed that teachers have not adequately incorporated training for learner autonomy in their lessons. Nelson et al. (cited in Drysdale et al., 2001) found a correlation between learner autonomy and increased levels

of G.P.A. Similarly, Dunn et al. (cited in Drysdale et al.,2001) found that making students aware of their learning style to be autonomous learner and helping them develop their preferred learning style had a positive effect on academic performance.

Although studies have shown the importance of motivation and willingness to learn, no study, to the best of the present researcher's knowledge, has investigated the inter-relationships between the independent variables (motivational orientations and learner autonomy) and the dependent variable (academic achievement) in Ethiopian context.

This research, however, is different from the above-mentioned ones in that it focuses on the relationships among students' motivational orientations (intrinsic motivation, extrinsic motivation, and amotivation), learner autonomy, and academic achievement. Hence, this study aims to fill in the gap by investigating the relationship these variables have with academic achievement of college students. Likewise, students in different contexts may be motivated to learn a second/foreign language by different orientations and may possess different degrees of learner autonomy. This is why the issue is still worth further exploration in situations with different groups of learners (Oxford and Shearin, 1994).

1.2. Statement of the Problem

As researches in the foreign language context have indicated, both cognitive and non-cognitive factors have a substantial effect on students' academic achievement (Stern, 1983; Brown, 2007). Passé (1996) and Dornyei (2001) in this regard proposed that the successful learner of foreign language must be psychologically prepared, and willing to acquire symbolic elements of a different community. Thus, for effective language learning and teaching, both learner skills and learner attitudes should be given due attention.

Despite all these evidences, there has been a growing concern among English language teachers at Dessie College of Teachers Education about students' commitment to take responsibility of their own learning. The impression among teachers about students'

learning is that at higher levels of learning, especially when students are required to use the language for academic purposes, motivation - especially intrinsic motivation and willingness to take part in the learning process - are not major factors in determining the levels of attained proficiency in English. The assumption is that other factors like extrinsic motivations like to get good grades or to pass examinations become increasingly dominant.

Thus, the purpose of this study is to investigate whether college EFL students who are characterized as highly motivated and autonomous are better academic achievers than are students who are characterized as less motivated and less autonomous learners. It is designed to identify the relationships among motivational orientations, learning autonomy, and academic achievement.

1.3. Objective of the study

The main objective of this study is to investigate the relationships among *motivational orientations (intrinsic motivation, extrinsic motivation, and amotivation), learner autonomy, and academic achievement* of EFL learners at Dessie College of Teachers Education.

The specific objectives of this study are to:

1. describe the characteristics of students in an English learning environment at Dessie College of Teachers education;
2. describe the relationships between motivational orientations and students' academic achievement;
3. describe the relationships between students' learning autonomy and their academic achievement, and
4. find out the relations between students' motivational orientations and their learning autonomy.

The researcher tried to attain these objectives by attempting to answer the following specific questions.

1. What are the motivational patterns of EFL learners at DCTE for learning English?

-Which motivations are stronger? Are they motivated intrinsically or extrinsically?

-What are their goals for learning English?

2. Is there a significant relationship between the dependent variable and the independent variables?
3. Is there a significant relationship between motivational variables and learner autonomy?
4. Does the difference in the level of motivation and learner autonomy among the students also indicate a statistically significant difference in the academic achievement of learners?

1.4. Significance of the Study

The researcher believes that the study will give valuable suggestions and implications for people in the process of instruction. Thus,

1. It is hoped that the results from this study will shed some light on the orientations of students in learning English.
2. The results may provide useful insight for teachers by indicating whether there is a need for giving training for students concerning the practicality of learner autonomy and the implementation of learner training to bring learner autonomy.
3. The study may also provide insight into the degree to which motivation and learner autonomy contribute to students' academic achievement so that teachers and students can identify influential variables and thereby devise necessary mechanisms, and
4. It could be a base for further study in the area of affective variables (like motivation, self-esteem, self-efficacy) and academic achievement.

1.5. Scope of the Study

The study was confined to EFL learners at Dessie College of Teachers Education. Moreover, two factors, namely, *motivational orientations* and *learner autonomy*, were considered among the many factors which could affect students' academic performance.

1.6. Definitions of terms and Abbreviations

Motivation= the attribute that makes students to do or not to do something (Wlodkowski, 1993)

Motivational Orientations= refer specific to orientations such as intrinsic orientations, extrinsic orientations and amotivation (Vallerand and Bissonnette, 1992).

Learner autonomy= the willingness of a learner to take responsibility of his/her own learning(Dornyei, 2001)

EFL= English as a Foreign Language

DCTE= Dessie College of Teachers Education

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Motivational Orientations: Self-Determination Perspective

Self-determination theory advocates the view that behavior can either be intrinsically motivated, extrinsically motivated or amotivated(Deci and Ryan,1985 cited in Wondimu Ahmed and Bruinsma ,2006). The theory, according to Deci and Ryan(1985)cited in Wondimu Ahmed and Bruinsma (2006), states that motivation ranges from being self—determined to being dependent. Thus, the theory proposes three different kinds of motivation: intrinsic motivation, extrinsic motivation, and amotivation, all based on whether and to what extent a behavior is being self— determined.

2.1.1. Defining Motivation

Different definitions have been provided by different scholars about motivation although there is disagreement about the precise nature of motivation. Weiner (1980), cited in Wlodkowski (1993:1), defined motivation as “a concept that explains why people behave as they do.” Similarly, Pintrich and Schunk (2002:4) defined the term “motivation” as: “... the process whereby goal-directed activities are instigated and sustained.” According to this definition, motivation is a process rather than a product. As a process, according to Pintrich and Shunk(2002), we do not observe motivation directly, but rather infer it from such behaviors as effort and determination.

Pintrich and Schunk (2002) feel that motivation involves goals that provide direction to action. Thus, we can see that this definition emphasizes the importance of goals in that individuals have something in mind that they are trying to attain or avoid.

Another important point to be dealt with in the treatment of motivation is that motivation requires activity- be it ‘physical’ or ‘mental’. Physical activity includes effort, persistence and other overt actions. Mental activity, on the other hand, includes cognitive actions such as “planning, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress” (Pintrich and Schunk, 2002: 5).For Pintrich and Schunk(2002), starting toward a goal is important but often difficult because it involves making a commitment to change and take the first step.

Harmer (2001: 51) defines motivation as “some kind of internal drive which pushes someone to do things in order to achieve something”. Thus, motivation is the combination of effort plus desire to achieve the goal of learning. No matter what it is, “Motivation reflects the power to attain the goal, which is reflected in the motivational orientation. This power stems from the desire to attain the goal, positive attitude toward learning the language, and effortful behavior” (Oxford and Shearin, 1994: 14).

2.1.2. Sources of Motivation

Researchers have identified two types of motivation: intrinsic and extrinsic motivation (Pintrich and Schunk, 2002; Passeur, 1996; Dornyei, 2001).

2.1.2. 1. Intrinsic Motivation

According to Elliott et al. (2005) intrinsic motivation is a desire to engage in an activity because that activity is enjoyable and interesting to do. A student can be described as intrinsically motivated when he or she is motivated from within: intrinsically motivated students actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals (Dornyei, 2001; Pintrich and Schunk, 2002). According to Pintrich and Schunk (2002), a student who is intrinsically motivated will not need any type of reward or incentive to initiate or complete a task. Intrinsic motivation occurs when the learner wishes to identify with the culture of the target language group.

For Dornyei (2001), intrinsically motivated students learn a second/foreign language because of the inherent pleasure in doing so. For him, it comes from within the individual learner. It is the wish or desire of the learner to learn for its own sake or interest or enjoyment in tasks. Thus, a learner might be motivated by feeling a sense of achievement which is produced by making progress during the learning process itself.

So, it is important to recognize that people are motivated in different ways and to different degrees of intensity.

2.1.2. 2.Extrinsic Motivation

A student can be extrinsically motivated (according to Pintrich and Schunk, 2002; Elliot et al., 2005), when he or she engages in a task primarily for the sake of attaining a reward or for avoiding some form of punishment. Extrinsic motivation differs from intrinsic motivation in that the focus is on the more utilitarian value of linguistic achievement. It is seen as the learner's desire to gain recognition from others or economic advantages through knowledge of the language. Thus, extrinsic motivation occurs when the learner is motivated to succeed in order to satisfy personal goals, for example, to pass an examination, getting a better or a higher salary, or to get a job (Dorneyei, 2001; Pintrich and Schunk, 2002).

Thus, extrinsic motivation is caused by any outside factors, for example, the learning situation, or external incentives, the compliments from the teacher, the need to pass an examination, the hope of finding a good job with a good salary with the proficiency of English, or the hope to go abroad for further study, and the like.

Harmer (2001: 51) also reported that most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process. But, Ur (1999: 276) stated that both of these motivations have an important role to play in the classroom motivation and both are at least partially accessible to teachers' influence.

While any kind of motivation seems preferable to none, students who are more intrinsically motivated than extrinsically motivated are far better (Harmer, 2001). Students who are motivated to complete a task only to avoid consequences or to earn a certain grade rarely exert more than the minimum effort necessary to meet their goal.

Some scholars, however, object to describing student motivation as either intrinsic or extrinsic. Brown (2007), for example, argues that this division is too simple to reflect the many complex and interrelated factors that influence students' motivation to succeed.

learners. Similarly, extrinsic motivation was found to be more prominent in some situations particularly where there appears to be little desire to integrate (Qashoa, 2006; Rahman, 2004). Pintrich and DeGroot (1990), on the other hand, suggested that individuals with intrinsic motivation would show greater motivational effort in learning and, thus, achieve greater competence than individuals with an extrinsic orientation.

Learners in different language learning settings in different countries have different types of motivation. One cannot say which one plays a more important role as any motivation contributes to learning. Brown (2007), for example, stated that second language learners rarely select one form of motivation when learning a second language, but, rather a combination of them. Brown (2007: 171) noted that there is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are intrinsically oriented and others in different contexts benefit from an instrumental orientation. For Brown (2007), both types of motivation can exist among the learners simultaneously and play a crucial part in learning, though one kind may be stronger than the other. He also holds the view that extrinsic motivation can influence intrinsic motivation and even turn into an intrinsic one sometimes in a particular environment. He further adds that a learner may start to learn a foreign language by outside pressure, and after a certain period of learning, he tastes some interest and enjoyment from it. Then he develops intrinsic motivation. Brown (2007:171) argues that the two types of motivation are not “necessarily mutually exclusive”. For Dornyei (2001), extrinsic motivation is no longer regarded as antagonistic counterpart of intrinsic motivation. For him, over the course of learning a foreign language, both kinds complement to each other and are necessary for effective learning.

In conclusion, both intrinsic and extrinsic motivations contribute to the learning of a second/foreign language. Nevertheless, as to which one is more important varies from context to context. Likewise, students in different contexts may be motivated to learn a second/foreign language by different orientations. This is why the issue is still worth further exploration in situations with different groups of learners (Oxford and Shearin, 1994)

10. Break large tasks into a series of smaller goals. This, according to Dornyei (2001), prevents students from becoming overwhelmed and discouraged by lengthy projects.
11. Promote mastery learning. When a student completes an assignment that does not meet the expected criteria, giving him/her one or more opportunities to the task again, with guidelines on how to achieve the desired result will help him/her achieve the goal (Dornyei, 2001). Dornyei, here argues that, instead of emphasizing on grades, we need to focus on mastery learning principle.

Most second/foreign language studies have been directed at researchers to facilitate further research, rather than at practitioners to facilitate teaching (Dornyei, 2001: 23). As to Dornyei (2001), one reason for this gap between theory and practice is that psychologists are not very keen on making “black and white” statements “because when it comes to humans, there are very few rules and principles that are universally true, regardless of the actual context and purpose of the learning activity.” Dornyei (2001: 24) continues to argue that “in the social sciences, nothing is so straight forward and almost everything that has been written in the motivational literature has also been questioned by others”. That is why, Dornyei(2001) argues, motivation researchers have not come out with sets of realistic recommendations for teachers.

Dornyei (2001: 24-25) further states:

Motivating someone to do something involves many different things, from trying to persuade a person directly to exerting indirect influence on him/her by arranging the conditions or circumstances in a way that the person is likely to choose the particular course of action. Sometimes simply providing a good opportunity is enough to do the trick.

Whatever form it takes for Dornyei, however, the motivating process is usually a long term one. Dornyei(2001)further argues that in classroom contexts, in particular, it is rare to find “dramatic motivational events that, like a lightening or a revelation, reshape the students’ mindsets from one moment to another. Rather, it is a series of nuances that might eventually culminate in a long -lasting effect” (Dornyei,2001: 25).

2.1.5. Who can be Motivated?

According to McCombs and Pope (1994), cited in Dornyei, (2001: 25), discussions about motivating techniques are based on the idealistic belief that “all students are motivated to learn under the right conditions, and that you can provide these conditions in your classroom”. However, Dornyei does not agree with such assumption and argues that such assumption is not necessarily true in every case. He claims that it is highly unlikely that everybody can be motivated to learn everything and even generally motivated students are not equally keen on every subject matter. But, he puts his personal belief that most students’ motivation can be increased.

Thus, Dornyei(2001) further points out that even if it is hard to find second/foreign language teacher training program in which the development of skills in motivating learners would be a key component of the curriculum, every teacher who thinks of the long-term development of his/her students has the responsibility to motivate learners.

Thus, “motivational training might be a very good investment in the longer run, and it may also make your life in the classroom so much more pleasant” (Dornyei,2001:27).

2.1.6. Generating Student Motivation

Dornyei(2001:55-77)mentions the following techniques for motivating students :

1. Increasing the learners’ “goal-orientedness”. Dornyei (2001) argues that in an ordinary class, some students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (that is, the teacher or the curriculum) is far from being accepted by the group members. Thus, it would be beneficial to increase the group’s goal-orientedness by allowing students to define their own personal criteria for what should be their goal (Dornyei, 2001: 59).
2. Making the curriculum relevant for the learners. Dornyei believes that, in order to inspire learners to concern themselves with most learning activities, we should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum.

In defining learner autonomy, Tomlinson (1998) emphasized also on the ability that has to be acquired which is learning how to learn.

For Agota and Anita (2000: 3) autonomous learners are those who “accept the idea that their own efforts are crucial to progress in learning and behave accordingly”.

For them, autonomous learners are those who make efforts in order to learn something and can consciously monitor their own progress, and make an effort to use available opportunities to their benefit, including classroom activities and homework.

Bound (1988), cited in Cotterall (1995: 219), states: “The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction”. For Bound, learners who are autonomous might take responsibility by identifying their needs, setting their own goals, planning practice opportunities, finding resources needed for learning reflecting on their learning progress or assessing their progress.

From these definitions, it is possible to gather the following implications

- The first step towards autonomy is acceptance of responsibility for one’s own learning
- Acceptance of responsibility is a matter of conscious intention
- Learner autonomy entails the development of explicit skills of reflection, analysis and evaluation
- Learner autonomy means learning how to learn

Thus, autonomous learning requires a learner to work on learning task or activity largely independent of the teacher.

2.2.2. Basic Assumptions of Learner Autonomy

The following are considered to be some basic assumptions of learning autonomy according to Dickinson(1993) and Boud (1981):

only realistic goal for learning is that students should be more autonomous when they learn the course than when they enter.

2. Autonomy in learning does not mean that students work on their own totally in isolation from others.
3. Autonomy does not mean that intervention / initiative on the part of the teacher is banned.
4. Autonomy is not limited to the classroom. Bound believes that an important part of language-learning awareness is the admission that a lot of learning goes outside the classroom and that is important.
5. Autonomy doesn't mean learning without a teacher.

2.2.4. Who is an Autonomous Learner?

Dickinson (1993), cited in Nuru-razik Maru(2006: 6) sees autonomous learners as learners who:

1. See their relationship to what is to be learned, to how they will learn and the resources available as one in which they are in charge of in control.
2. Have a genuine desire to learn that particular language.
3. Are able to make use of the environment they find themselves in strategically.
4. Are able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members.
5. Are able to negotiate between the strategic meeting of their own needs and responding to the needs and desires of other group members.
6. Are able to formulate their own learning objectives in collaboration with the teacher.
7. Can select and implement appropriate learning strategies, often consciously.
8. Can monitor their own use of learning strategies.
9. Can identify strategies that are not working, and not appropriate, for them and use others.
10. Are consciously involved in assessing themselves.

Dornyei (2001:101-102) mentions the following attributes characterizing autonomous language learners:

- a) Work a lot on their own without the immediate supervision of the teacher;
- b) Take an active approach to the learning task at hand;
- c) Are willing to take risks, that is, to communicate in the target language at all costs;
- d) Set their own goals for learning;
- e) Are cooperative to each other.

2.2.5. Promoting Learner Autonomy

According to Agota and Anita (2000:7), the following are considered to be building blocks of responsibility and autonomy:

1. Motivation and self-confidence: According to Agota and Anita (2000), motivation is a pre-requisite for learning and responsibility development. For them, we need to encourage intrinsic motivation, the source of which is some inner drive or interest of the learner. They also state that intrinsically motivated learners are more able to identify with the goals of learning and that makes them more willing to take responsibility for self-determination and autonomy generates intrinsic motivation. Thus, motivation and responsibility can mutually reinforce each other.

It is also important to note here that rewards and punishment (extrinsic motivation) can also stimulate learning, but at the same time they increase the dependence of the learner (Agota and Anita, 2000).

Apart from reinforcing motivation, according to Agota and Anita, self-confidence contributes to the development of responsibility in its own right. The learners must believe that they are capable of managing their own learning and they can rely on themselves, not only on the teacher. In turn, a feeling of responsibility and independence brings a sense of wellbeing and confidence.

2. Monitoring and evaluation: - we should encourage students to consciously examine their own contribution to their learning which is essential for the development of a responsible attitude.

3. Learning strategies: Learners can really only be held responsible for their competence if they are aware of the different learning strategies; hence, we need to show students the variety of available strategies, help them to find out what works for them and help them to discover how and when to use these strategies (Agota and Anita, 2000)

4. Cooperation: Promoting cooperation in the classroom encourages learners to rely on each other and consequently on themselves as well and not only on the teachers. These then are building blocks for responsible attitudes on the part of the learner.

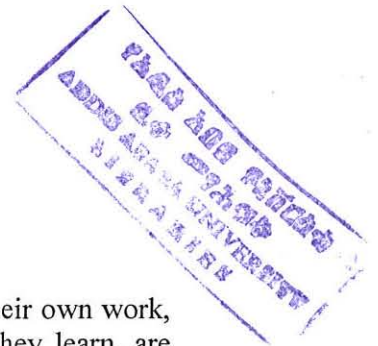
2.2.6. Why Should Learner Autonomy be Promoted?

Dornyei(2001: 102-103) mentions the following reasons for promoting learner autonomy:

1. Learner autonomy help students gain greater proficiency.
2. Learner autonomy enhances the learner's motivation and leads to more effective learning.
3. It provides learners with more opportunities for English communication in a non-native environment.
4. Learner autonomy increases learner involvement.

In favour of learner autonomy, Gardner and Miller (1999) argue that:

... students who are encouraged to take responsibility for their own work, by being given some control over what, how, and when they learn, are more likely to set realistic goals, plan programs for work, develop strategies for coping with new and unforeseen situations, evaluate and assess their own work and, generally, to learn how to learn from their own success and failures in ways which will help them to be more efficient learners in the future.



2.2.10. Learner Autonomy and Academic Achievement

Self-determination theory postulates that self-determined or autonomous motivation is related to positive academic outcomes (Ryan and Deci, 2000). According to Entwistle (cited in Drysdale, et al., 2001: 275) academic success and failure in higher education is influenced by “the match between how material is presented and how students are responsible to process it”. Similarly, Nelson, et al. (cited in Drysdale, et al. 2001) found a correlation between learner autonomy and increased levels of G.P.A. Similarly, Dunn et al. (cited in Drysdale, et al., 2001:16) found that making students aware of their learning style to be autonomous learner had a positive effect on academic performance.

Gottfried (1990), cited in Guay and Vallerand(2007), found out that autonomy is sufficient for predicting school outcomes. Conttia(2007) conducted a study on the “Influence of Learner Motivation on Developing Autonomous Learning in an English For Specific Purpose Course” at the university of Hong Kong and found that learner motivation and learner autonomy are intertwined concepts. Conttia(2007) elaborates his finding by saying that the learners’ intrinsic and extrinsic orientations, contextual factors such as course assessment and physical learning support, psychological factors, for example, laziness, lack of interest, and sense of correction, and social factors, for instance, peer support and competition as well as teacher guidance, all contribute to the enhancement or inhibition of learners’ learning autonomy.

Similarly, Januin(2007) conducted a study on “Students’ Readiness for Language Learning Autonomy in Malaysia” and found that most students(55%) rely on teachers greatly in many aspects of learning English. Januin(2007) also found that the students

3.1.2.2. Dependent variable

- Academic achievement (AA): - cumulative grade point average of students from 1999E.C. to 2001(five semesters) in their major (English) courses (as obtained from the Registrar's Record Office).

3.2. Instruments

3.2.1. Questionnaire

The purpose of the questionnaire was to collect data which would provide information about learners' motivational orientations, and readiness for learner autonomy. On the basis of the objective of the study and the existing literature, the researcher adapted the items in the questionnaire. To collect relevant data, two self-reported scales (motivational orientations scale and learner autonomy scale) were used to gather information concerning the independent variables under consideration, namely, academic motivation orientations and learner autonomy.

3.2.1.1. Motivational Orientations Scale

The academic motivation scale was used to assess three motivational orientations, namely, intrinsic motivation, extrinsic motivation, and amotivation. The items were adapted from Rahman(2004), Guay & Vallerand (2007), Amare Sahlie(2004), and Conttia(2007).

The scale comprised of thirty nine close-ended items of which 17 items were designed to assess students' intrinsic motivation, 17 on extrinsic motivation, and five on amotivation. To minimize response bias, the items on motivational orientations scale were put in random order. The minimum and maximum scores were 17 and 85, respectively, for both intrinsic and extrinsic items; whereas, for amotivation the minimum is 5 and the maximum is 25. To elicit necessary data from students that was not reached with the close-ended items, three open-ended items were used in addition to the close-ended questions.

3.2.1.2. Learner Autonomy Scale

The Learning Autonomy scale was adapted from Januin (2007) and (Conttia, 2007) and was utilized to assess students' willingness to take responsibility of their own learning towards learning English. The survey was adapted from those administered in the foreign language setting. The final scale for learning autonomy consisted of 28 close-ended items with five-point Likert scale that has a range of scores between 28(minimum) points and 140(maximum).

In addition to the close-ended items, three rank-order items were used to supplement what has been collected through the close-ended ones.

To establish content validity, the developed items on both scales were given to three graduate students of TEFL, Curriculum, and Measurement and Evaluation for comment in relation to items' clarity, relevance, and appropriateness in line with the purpose of the study. Based on their comments and recommendations, some items were modified and re-shaped. After the questionnaire was developed in English, it was translated into Amharic (students' local language). Both of the scales were presented in Amharic (students' local language) to avoid language barrier and to make it easily understandable to students. Here again comments were sought from Amharic language experts.

The rating scales constructed for both motivational orientations and learner autonomy followed the Likert technique of scale construction. The Likert scale is relatively easy for construction and uses fewer statistical assumptions when compared to other scaling techniques like the Thurston scale and Guttman technique. But, it can also yield similar results like the more difficult ones (Kumar, 1996). Items prepared were both favourable and unfavourable type for both motivational orientations and learning autonomy. Items were placed in random orders in the question paper of grids consisting of five columns from "Strongly Agree" to "Strongly Disagree" to avoid response biases. Each column had a particular value 5, 4, 3, 2, and 1, respectively. Respondents were asked to put a tick (✓) mark in the appropriate boxes to indicate how far they agree or disagree with each item. For intrinsic motivation and extrinsic motivation, all the items were positively stated(favourable); hence, statements were scored 5 for "Strongly Agree" down to 1 for

“Strongly Disagree”; on the other hand, items for amotivation were scored 1 for ‘Strongly Agree’ up to 5 for ‘Strongly Disagree’ since they were negatively stated(unfavourable).

Favourable items for learning autonomy (that is, statements which conform with principles of learning autonomy) were scored 5 for “Strongly Agree” down to 1 for “Strongly Disagree” ; whereas, the unfavourable items(items which do not conform with principles of learning autonomy) were scored 1 for ‘Strongly Agree’ up to 5 for ‘Strongly Disagree’.

Thus, the negatively worded items in the scales were reversely scored, to compute students’ general motivational intensity and learning autonomy.

To ascertain reliability of the questionnaire after modification, the motivational orientations’ scale containing 44 items and the learner autonomy scale containing 39 items were administered on twenty respondents who were selected randomly from EFL learners. And, participants in the pilot study were excluded from the final data collection for the study. The purpose of the pilot study was to see the relevance and the clarity of the instrument and to ensure that the items on the scales could be understood by the respondents. It was aimed at improving the instrument for the final data collection. Based on the pilot study, revisions were made and more clarification included. The reliability coefficient yielded an $r = 0.76$ for motivational orientations scale and 0.78 for the learner autonomy scale through Cronbach alpha. Test of significance for all cases were performed using alpha 0.05 levels of significance.

3.2.2. Interview

In order to validate and supplement the information gathered through the questionnaire, the researcher used interview for eight randomly selected students using the lottery method. First, all the students who filled in the questionnaire were listed. Based on the list, the researcher prepared a lot to take eight students for the interview. The interview was held in Amharic to avoid language barrier and misunderstanding of the content of the research.

with the assistance of English instructors in the college. The researcher was available in class for any possible individual assistance.

The academic achievement results were collected from the official records of students from the Registrar's office of the college.

Data was also collected through the interview. Before the interview was conducted, its purpose was briefly explained. The participants were told that the information gathered would be confidential and would not be used for any purposes other than the present research. Then, based on the questions set, interview was conducted.

Similarly, data was collected from students using focus group discussion with a group of ten members. Prior to conducting the discussion, the researcher provided a brief introduction on the purpose of the discussion. In addition, the respondents were briefed on the nature of the questions. That is, they were told that every question did not have right or wrong answers; hence, feelings and ideas different from others were also welcomed.

3.4. Methods of Data Analysis

In order to answer the research questions of this study, the data were analyzed both qualitatively and quantitatively in the following manner:

3.4.1. Qualitative Analysis

Here, data from the open-ended type of the questionnaire, the interview, and data from the focus-group discussion were analyzed qualitatively. The analysis of the qualitative data involved coding, categorizing, and summarizing the data. The open-ended responses from the questionnaire and the transcripts of the interview and focus group discussions were coded and analyzed based on a list of key words devised for coding after the researcher's careful reading of the transcript. A number of sub-categories under each main theme were identified (Please see Appendix K).

3.4.2. Quantitative Analysis

In this case, the responses obtained from the survey questionnaire and students' academic performance were analyzed using descriptive statistical analysis (mean, percentage, standard deviation) and Pearson's Product Moment correlation to evaluate the relationship between the dependent variable (academic achievement) and the independent variables (motivational orientations and learner autonomy) as well as the extent of the relationships between and among variables. Responses to the independent variables were categorized into high and low in the traits based on the mean score. That is, those who have scored greater or equal to the mean score in the variables were grouped as possessing higher value of each trait and low for those who have scored below the mean score.

After assigning scores on motivational orientation and learning autonomy variables,

- To describe the data, mean, percentage, minimum and maximum, and standard deviation were used.
- Inter-correlations among motivational orientations, learner autonomy, and academic achievement variables were calculated to examine the degree of relationships between the variables. In addition, partial correlations were computed to identify the strength of relationships between each of the independent variables and the academic achievement scores of students by controlling the effects that could occur as a result of their interactions.
- Analyses of t-tests were employed to determine whether or not there exist academic achievement differences due to motivational level differences and learner autonomy differences. That is, analyses of t-tests were employed to see whether or not there exist statistically significant difference in the academic achievement of students between high and low scorers in the motivational orientations and learner autonomy variables. T-test was again used to see if the differences in the independent variables between high and low achiever students were significant.
- ANOVA was used to see whether or not there were significant differences on the mean academic achievement of students with different levels of intrinsic motivation, extrinsic motivation, amotivation and learner autonomy.

Table 2: The Frequency Distribution and Mean Scores of the Items on Extrinsic Motivation (N=84)

Items	Statements	SA(5)		A(4)		ND(3)		D(2)		SD(1)		Sub-Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>Sum</i>	<i>Mean</i>
1	I learn English because it will help me get a good job.	58	69.05	16	19.05	1	1.19	9	10.71	0	0	379	4.51
3	I learn English for the reason that people will respect me more if I have knowledge of English.	15	17.86	28	33.33	14	16.67	12	14.29	15	17.86	269	3.20
4	I learn English because I need English in order to find a high paying job later on.	21	25	33	39.29	13	15.48	7	8.33	10	11.9	298	3.55
5	I learn English for the reason that I want to have “a good life” later on.	59	70.24	24	28.57	1	1.19	0	0	0	0	394	4.69
7	I learn English because learning English allows me to continue to learn about many things.	32	39	22	26.19	10	11.9	10	12.20	10	12.20	310	3.70
10	I choose to learn English because I was forced by the college.	15	17.86	8	9.52	5	5.95	37	44.08	19	22.62	214	2.56
11	I learn English because I didn't have any other alternative.	17	20.24	17	20.24	4	4.76	28	33.33	18	21.43	239	2.85
13	I learn English to get a better salary later on.	29	34.50	23	27.38	3	3.57	19	22.62	10	11.90	294	3.50
15	I learn English because my parents needed it and encouraged me.	28	33.33	21	25	3	3.57	20	23.81	12	14.29	285	3.39
17	I learn English because I want to learn abroad.	16	19.05	21	25.30	8	9.52	25	30.12	14	16.87	252	3.00
20	Feedback from my teachers like praise has often described my internal curiosity and dedication to learn English more.	35	41.67	21	25	4	4.76	15	18.07	9	10.84	312	3.72
24	Studying English can be important for me because I will need it for my better future career.	39	47.56	35	41.67	5	6.09	1	1.22	4	4.88	356	4.24
27	Studying English can be important for me because people will call me a more knowledgeable person.	27	32.14	19	22.62	4	4.76	21	25	10	11.9	275	3.27
28	I learn English because eventually it will enable me to enter the job market in a field that I like.	31	37.80	26	31.33	2	2.38	15	18.29	10	12.19	305	3.63
32	Praises from the teacher are among the most important rewards in successful language learning.	26	31.33	36	43.37	7	8.33	12	14.29	3	3.61	322	3.84
33	I learn English because it is a compulsory and mandatory subject at schools.	22	26.19	37	44.05	7	8.33	13	15.48	5	5.95	310	3.69
34	I choose to learn English because it is relatively easy to graduate from college.	10	11.9	34	40.48	10	11.9	25	29.76	5	5.95	271	3.23
Grand Mean												3.56	

Note: SA= Strongly Agree A= Agree ND= Not decided D= disagree SD= Strongly Disagree



Observing the frequency distribution and mean scores of the items on the extrinsic orientations, from Table 2, we can see that students highly accepted items 1(x= 4.51), 4(x=3.55), 5(x=4.69), 7(x=3.7), 13(x=3.5), 20(x=3.72),24(x=4.24) ,28(x=3.63), 32(3.84), and 33(3.69) as being their basic reasons to their aspiration to learn English, thus, showing their acceptance of these items. From the Table, we can see that the mean scores of the items on extrinsic motivation are above 3.00 except for items 10 and 11. This shows that students have high extrinsic orientations towards learning English.

Deci and Ryan (1985), cited in Wondimu Ahmed and Bruisma(2006), argue that motivational orientations are in a continuum. Thus, with a mean score of 3.56, respondents have shown us that they have quite high extrinsic orientation towards learning English.

Table 3: T—test for the means of intrinsic and extrinsic motivations

	Mean	N	Std. Deviation	t-test
Pair IM	53.24	84	7.75	-7.33
EM	60.56	84	7.90	

T—test was conducted to see whether the difference between the total score of the intrinsic motivation items (M=53.24) and the extrinsic motivation items (M=60.56) was statistically significant or not. By applying the t-test, it was found that there was a significant mean difference (7.32) between the two scores (T= -7.33; P=0.01)

Table 4: The Frequency Distribution and Mean Scores of the Items on Amotivation (N=84)

Items	Statement	SA(5)		A(4)		ND(3)		D(2)		SD(1)		Sub-Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>Sum</i>	<i>Mean</i>
14	I once had a good reason for learning English; however; now I wonder whether I should continue	4	4.76	8	9.52	11	13.1	32	38.1	29	34.5	178	2.12
18	Honestly speaking, I do not know why I am studying English	4	4.82	6	7.23	2	2.41	29	34.94	42	50.60	150	1.81
35	I don't have a clear idea of what I need English for	3	3.61	5	6.02	12	14.46	36	43.37	27	32.53	158	1.90
37	I really feel that I am wasting my time in learning English	2	2.38	2	2.38	6	7.14	28	33.33	46	54.76	168	2.00
39	I can't understand what I am learning in my English classes	3	3.57	1	1.19	7	8.33	31	36.90	42	50	144	1.74
Grand Mean													1.91

Note: SA= Strongly Agree A= Agree ND= Not decided D= disagree SD= Strongly Disagree

Table 4 shows that the mean score of students for all the items on amotivation is very weak having a grand mean of 1.91. This shows that students do not experience a significant amotivated behavior which shows that students have a sense of motivation towards learning English. Thus, they hold positive orientation towards learning English. The type of motivation the students hold, of course, could be either intrinsic or extrinsic, or both. Wondimu Ahmed and Bruinsma (2006) confirmed, by citing Deci and Ryan (1985), that behavior could be intrinsic, extrinsic, or amotivated. So, if students are not amotivated, they must be either intrinsically or extrinsically motivated. But, the data shows that students on average responded negatively to items on amotivation. Thus, the students, by responding negatively to items that show amotivation, showed that they experience some kind of motivation towards learning English.

Table 5: Descriptive Statistics that involve Means, Standard Deviations, Minimum and Maximum values of the Variables in the study (N=84)

Variable	Minimum	Maximum	Mean	SD
AA	1.79	4.00	2.67	.60
IM	38	69	53.24	7.75
EM	40	74	60.56	7.90
Am	4	21	9.56	3.50
LA	64	114	86.24	11.81

Participants in this study were asked to indicate their self-perceived motivational orientations and their perceptions towards learning autonomy on a scale from 'Strongly Agree' to 'Strongly Disagree'. Responses could possibly range from 17 to 85 for both intrinsic and extrinsic motivation, from 5 to 25 for amotivation on the scale, and from 28 to 140 for learning autonomy.

The possible range for intrinsic motivation scores being 17 to 85, observed scores ranged from 38 to 69. The mean intrinsic motivation score was 53.24(SD=7.75). The mean for extrinsic motivation scores was 60.56(SD= 7.90), and ranged from 40 to 74. For amotivation, the mean score was 9.56(SD=3.5). Observed scores ranged from 4 to 21.

For learner autonomy, it is observed from Table 4 that the mean score is 86.24 (SD= 11.8). While the possible range for autonomy could be from 28 to 140, the observed scores ranged from 64 to 114.

Given the possible ranges and the observed means, it was concluded that the average participant was highly motivated, exhibiting high level of both intrinsic (M= 53.24; SD=7.75) and extrinsic (60.56; SD= 7.90) motivations, and had an average level of learning autonomy (86.24). Observing the low average (mean) score of the whole group of students' amotivation, we can see that students have high level of motivation towards learning English. This could be evidenced from the mean score of (M=53.24; SD=7.75) and (60.56; SD= 7.90), for intrinsic and extrinsic motivations respectively, both are greater than the average score of 51(3 x 17) for both orientations.

With regard to learner autonomy, the mean score was 86.24 (SD= 11.8) which is well above the average score (84) which, in turn, shows that students have an averagely positive attitude towards learning autonomy.

Academic achievement was obtained by computing the average grade points of students' English courses taken in the five semesters. The maximum being 4.00 and the minimum 1.79, the mean score was 2.67(SD= 0.60)

4.1.2. Results from Students' Interview and Focus Group Discussion

Concerning the interview and focus group discussions results about the students' motivational orientations and learner autonomy, students mentioned that they like studying English for various reasons such as getting a good job, improving future career, continuing a higher education, getting better salary, getting respect from others , for pleasure and satisfaction , and the like.

Most of the students indicated that they wanted to learn English. Almost all the students mentioned that they are happy to learn English. However, while some of them believed that they did not make enough effort to learn English, some others indicated that they learn English because it is an international language, compulsory at schools, and

students have also shown that they are somewhat motivated to learn English. Some desire to learn English and have a positive attitude towards learning English. More extrinsic orientations of students are also evident here. Thus, the results of the interview and focus group discussions revealed that the students' main motivation to learn English was more of extrinsic than intrinsic. "I learn to live". "I learn to compete with others". Such responses are common from students' responses in the interview and focus group discussion. Students seemed to believe that being proficient in English would allow them to have a higher social status and to be beneficial in attaining international status. Being an international language seemed the main reason for all students to learn English. Similarly, such orientations are also evidenced in the open-ended items in the questionnaire, the mean scores, and t-tests. The inclusion of open-ended items in the analysis was aimed to explore additional issues which have not been addressed in the close-ended items. Some statements given by students in the open-ended items and focus group discussion as their reasons to learn English are given below.

"English is an international language."

"I wanted to learn English to communicate with native speakers."

"I learn English to fulfill my basic needs, and to help myself."

"If you have certain goals, English is a must. In order to be at higher places, you must learn English."

"Learning English allows me to use technology".

"Learning English helps me to get information. I also want to learn abroad."

"English is important for me to get a job and to reach at a good stage."

"I want to learn English to find a job. English is necessary to find a job".

"I learn English to help myself, my parents and my country".

"The world is becoming a village and English is the first choice to have close contact with the world".

These quotations show that students have strong extrinsic orientations towards learning English. Some students, on the other hand, responded that they learn English for the pleasure they get by doing so and because it is an entertaining subject. One student said,

"I get extreme pleasure and satisfaction from learning English".

The following reasons were generally mentioned in the open-ended items, interviews, and focus group discussions by students for learning English.

- English is an international language
- English is important to get a better job
- For better life
- To communicate with native speakers
- To get better salary
- To use technology
- To learn abroad
- To live
- To fulfill basic needs
- To get pleasure and satisfaction
- For the inherent satisfaction in learning it
- Because it is entertaining to learn it

Data from the focus-group discussion and interview concerning learner autonomy also illustrate that most students were well aware of the importance of taking responsibility of their own learning. And being able to communicate effectively, particularly orally in English, was regarded by the learners as a desirable competency. Some students have mentioned that they read books, watch films, listen to radio programs in English, talk with peers, learn in language schools, and the like to improve their English. Some also say that they assess their strengths and weaknesses though they could not clearly explain that when asked. But, still many students have stated that they do not have access to improve their English outside the classroom. Students have also shown here that they are too much dependent on their teachers in learning English in that almost all students have responded that it is difficult to learn English in the absence of the teacher. This may hinder their autonomy.

It can be noticed that this finding is in line with the results of related studies conducted in foreign language context (Quasho, 2006; Rahman, 2004) with a slight difference concerning the rate of intrinsic motivation. Those studies showed higher rate of intrinsic motivation among students, but the present study showed that EFL learners at Dessie

A Pearson Product-Moment correlation analysis was first employed to examine the associations among motivational orientations, learning autonomy, and academic achievement in English as a foreign language context. The results revealed that students' intrinsic and extrinsic motivation are significantly correlated with their academic achievement ($r= 0.49$ and $r= 0.39$, respectively), but was negatively and significantly correlated with amotivation($r= -0.47$). In other words, students who had higher level of intrinsic and/or extrinsic motivation showed a higher level of attainment in their academic success. That is, students with a clear idea about their purpose to learn English tended to have a better academic performance in learning English while those students with blurred idea are weaker in their academic achievement. Amotivation is significantly but negatively correlated with academic achievement which implies inverse relationship between them. Intrinsic motivation was also positively and significantly correlated with extrinsic motivation($r =.32$).

Amotivation was again significantly but negatively correlated with intrinsic motivation ($-.35$) and negatively, but insignificantly correlated with extrinsic motivation($r = -.09$).

The third objective of this study was to describe the relationship between students' learning autonomy and their academic achievement. This objective again was met by using Pearson Product-Moment correlation from the inter-correlation matrix.

Thus, from the inter-correlation matrix, we can also see that there existed a positive significant correlation between learner autonomy and academic performance($r= 0.50$). This is to mean that students who are autonomous in learning English were observed to have a higher level of attainment in their academic achievement.

Learner autonomy was also correlated positively and significantly with intrinsic motivation($r= 0.26$) and extrinsic motivation($r=0.23$), but negatively and significantly with amotivation($r= -.28$).

Correlation between learner autonomy and academic achievement was also held for the two groups of students; that is, for high achievers and low achievers

A high level of autonomy was more strongly correlated with a high level of academic performance for autonomous learners($r=0.41$, $P<0.05$) than for those of the non-autonomous ones($r=0.09$). The data show that there was no significant relationship between learner autonomy and academic achievement for the non-autonomous learners($r= 0.09$) and significant and positive relation for the autonomous learners (0.41). This, again, shows that there is a strong relationship between learner autonomy and academic achievement.

Table 9: Means and Standard Deviations in Academic Achievement of Students in the different labels of independent variables and the corresponding t-tests

Variables	Levels	Mean	S.D	N	t-test
IM	High	2.87	10.39	42	3.23*
	Low	2.47	7.77	42	
EM	High	2.86	10.36	46	3.33*
	Low	2.44	8.59	38	
Am	High	2.38	10.06	38	-4.01*
	Low	2.91	8.84	46	
LA	High	2.94	9.27	38	3.84*
	Low	2.46	10.87	46	

* $P < 0.05$

The difference in academic achievement scores between individuals with high and low intrinsic motivation is statistically significant. The mean academic achievement score of individuals with higher level of intrinsic motivation($x=2.87$) is significantly higher than the mean academic achievement score of individuals classified in the lower level of this trait($x=2.47$; $t=3.23$; $p<0.05$). Similarly, students with higher level of extrinsic motivation have mean academic achievement score of ($x=2.86$) which is significantly better than the



mean score for the students labeled as those who have low level of extrinsic motivation ($x=2.44$; $t=3.33$; $p<0.05$). A statistically significant difference is also observed in mean academic achievement scores between students of high and low amotivated behavior. That is, the mean academic achievement score for highly amotivated students ($x=2.38$) is statistically lower than the mean for the less amotivated ones ($x=2.91$; $t= -4.43$; $p<0.05$). Moreover, the mean academic achievement score for students with higher level of learner autonomy ($x=2.94$) is statistically better than students with low level of learner autonomy ($x=2.46$; $t=3.84$; $p<0.05$).

Similarly, an analysis of the questionnaire scores on motivational orientations for the high and low achievers has been computed. The mean score in the academic achievement was used as the basis for dividing the students into high achievers and low achievers, those scoring above or equal to the mean being considered high achievers and those scoring below the mean being considered low achievers. Of the 84 students used for this study, 36 came out as high achievers and 48 as low achievers. The data for the high and low achievers are shown in Table 7.

Table 10: Means, Standard Deviations, and t-tests on Motivational Orientations and Learner Autonomy between High and Low Achievers

Group	N	Motivation						LA	
		IM		EM		Am		Mean	SD
		Mean	SD	Mean	SD	Mean	SD		
High Achievers	36	57.83	6.54	63.56	7.896	7.56	2.431	92.72	12.37
Low Achievers	48	49.79	6.78	58.25	6.85	11.06	3.44	81.37	10.76
T-tests		5.48*		3.19*		-5.47*		4.74*	

* $P<0.05$

The mean score obtained for the tested variable indicates that the high achievers show a higher degree of extrinsic motivation (Mean=63.56) than low achievers (mean=58.25).

Similarly, the mean scores obtained for the variable indicates that high achievers show a higher degree of intrinsic motivation (57.83) than the low achievers (49.79).

In the case of amotivated behavior, unlike the intrinsic and extrinsic motivations, low achievers show higher degree of amotivated behavior ($M=11.06$) than high achievers ($M= 7.56$). We can, thus, see from this that motivation and academic achievement are positively correlated. High achievers in this study showed that they are either intrinsically or extrinsically motivated in responding negatively to items showing amotivation in a better way than low achievers. High achievers (Mean= 92.72) were also found to have greater degree of learning autonomy than the low achievers (Mean=81.37).

This is also evidenced from the t-tests. The t-test result indicates that the mean scores of the independent (predictor) variables, except for amotivation for high achiever students, are significantly higher than that of low achievers. That is, the mean scores of intrinsic motivation, extrinsic motivation, and learner autonomy for high achievers are significantly higher than that of low achievers ($t=5.48, P<0.05$; $t=3.19, P< 0.05$ and $t=4.74, P<0.05$) respectively.

But, in the case of amotivation, the mean score of low achievers is significantly greater than that of high achievers ($t= -5.47, P< 0.05$). Thus, the mean score obtained for the tested variables indicates that the high achievers show a significantly higher degree of intrinsic motivation, extrinsic motivation, and learner autonomy. On the other hand, low achievers show significantly higher degree of amotivation. This shows that high achievers showed higher degree of motivation towards learning English than the low achievers, indicating that high achievers have practical reasons for learning English better than that of low achievers which might have contributed for their greater achievement.

4.1.4. Partial Correlations

With respect to the controlled contribution of the independent variables, in addition to the correlation matrix, partial correlations were carried out to identify the strength of relationships between each of the independent variables and the academic achievement scores by controlling the effects that could occur as a result of their interactions. Table 11 shows the partial correlations of each independent variable with academic achievement.

Table 11: Partial Correlations between each Independent Variables and Academic Achievement

Controlled Variables	Variables correlated with AA	<i>r</i> (Coefficient)
EM, Am & LA	IM	0.29*
IM, Am, & LA	EM	0.28*
IM, EM, & LA	Am	-0.33*
IM, EM, & Am	LA	0.38*

* P< 0.05

Partial correlation results in Table 11 indicated that learner autonomy was correlated with academic achievement scores positively and significantly ($r=0.38$; $P< 0.05$). Intrinsic and extrinsic motivations were also positively and significantly correlated with academic achievement ($r= 0.29$; $P<0.05$; $r= 0.28$; $P< 0.05$, respectively). On the other hand, amotivation was correlated negatively with academic achievement ($r= -0.33$ $P< 0.05$). This, again, shows that intrinsic motivation, extrinsic motivation, and learner autonomy have significant contribution to students' academic success.

The scores from the three sub-scales of motivation were aggregated to form one score to represent overall orientation towards learning English. This was done to see whether or not the differences in the level of motivation also indicate a statistically significant difference in the academic achievement of learners and their learning autonomy.

Table 12: Means, Standard Deviations, and t-tests on Autonomy and Academic Achievement by Motivation Group

Variable	Group				T-test
	Highly motivated(N=35)		Less motivated(N=49)		
	Mean	SD	Mean	SD	
AA	3.03	0.57	2.42	0.48	5.08*
LA	89.83	11.98	83.67	11.09	2.42*

*P< 0.05

The table above shows that highly motivated students showed a higher degree of both academic achievement ($x= 3.03$) and learning autonomy ($x=89.83$) than those of the less motivated learners' academic achievement ($x= 2.42$) and learner autonomy ($x=83.67$).

As the results from t-test indicate, the mean scores in the academic achievement and learning autonomy of highly motivated students were significantly higher than the mean scores in the academic achievement and learner autonomy of the less motivated learners. Thus, the analysis of t-test for learners' motivation towards learning English showed that there is a significant difference between highly motivated and less motivated students both in terms of academic success and learner autonomy. Thus, students of high motivation had

1. a significantly higher level of academic achievement, and
2. a significantly higher level of belief in the importance of learner autonomy than those students who were relatively less motivated.

That is, the mean scores of academic achievement and learner autonomy for highly motivated students are higher than that of the less motivated ones ($t=5.08$, $P < 0.05$; and $t=2.42$, $P < 0.05$, respectively). So, we can understand that the difference in the level of motivation among the students indicated a statistically significant difference in the academic achievement of the learners. It also shows that the difference in the level of motivation also indicates a statistically significant difference in the learning autonomy of students. Thus, high motivation contributes to the development of learner autonomy and to better academic achievement among students for the learning of English.

Table 13: ANOVA Summary for the Motivational Orientations and Learner Autonomy

Source	Sum of squares	df	Mean Square	F
IM	1.235	1	1.235	5.146*
EM	.644	1	.644	7.518*
Am	.541	1	.541	6.313*
LA	15.350	39	.394	4.597*
Error	.599	7	.086	
Total	629.989	84		
Corrected Total	30.254	83		

* $P < 0.05$

Similarly, results from the analysis of variance from the ANOVA (Please Appendix L) indicated that there exists a statistically significant difference on the mean academic achievement scores of students with different levels of intrinsic motivation, extrinsic motivation, amotivation and learner autonomy. The difference showed that students with high intrinsic motivation, extrinsic motivation, and learner autonomy have higher academic achievement scores than students with low intrinsic motivation, extrinsic motivation, and learner autonomy and vice versa. But students with higher levels of amotivation have lower mean academic score than those with lower amotivation.

Table 14: Means, Standard Deviations, and t-tests on the General Motivation Scale and Learner Autonomy by Academic Achievement

Variable	Group				T-test
	High Achievers(N=36)		Low Achievers(N=48)		
	Mean	SD	Mean	SD	
Motivation	138.78	12.07	121.96	10.76	6.6*
Learning Autonomy	92.72	12.03	81.37	9.06	4.7*

*P < 0.05

The data in Table 13 shows that high achievers had greater mean score both in motivation and learner autonomy scales than low achievers. High achievers had got mean scores of 138.78 and 92.72 on motivation scale and learner autonomy scale, respectively; whereas, low achievers had got mean scores of 121.96 and 81.37, respectively, both of which are lower than those scores obtained by high achievers.

Follow-up group comparisons using T- test procedure revealed that the two groups of students (high and low achievers) differed significantly both in the level of autonomy and motivational intensity. Students of high academic achievement had:

1. a significantly higher level of belief in the importance of learner autonomy (t=4.7; P<0.05) and
2. a significantly higher level of motivation towards learning English than their peers with a relatively low level of academic achievement(t= 6.6; P< 0.05).

The direction of the relationship between academic achievement and motivational orientations, as well as that between academic achievement and learner autonomy was consistent with the result of the correlational analyses reported earlier in this paper (Please refer to Table 6).

Similarly, to explore the effects of learner autonomy on the level of motivation and academic achievement, the following analysis was conducted using learner autonomy as a grouping factor. Students whose learning autonomy scores fell above or equal to the mean of the group were classified as autonomous learners (N= 38) and those below were classified as non—autonomous (N= 46).

Table 15: Means, Standard Deviations and t-tests on Motivation and Academic Achievement by Learner Autonomy Group

Variable	Group				T-test
	Autonomous(N=38)		Non Autonomous(N=46)		
	Mean	SD	Mean	SD	
Academic Achievement	2.94	0.62	2.46	0.51	3.84*
Motivation	133.69	14.62	125.24	12.38	3.00*

The table above shows that autonomous students' score both in terms of academic achievement (Mean=2.94) and general motivation intensity (Mean=133.69) was better than the non-autonomous learners' academic achievement score (Mean=2.46) and motivation score (Mean=125.24)

As we see from the table, the t-test again showed that a significant effect was found for learner autonomy on English language achievement and motivation. Thus, we see that students who are autonomous in learning English had:

1. a significantly higher level of motivation towards learning English($t=3.00$)

2. a significantly higher level of academic achievement than did those with a weaker level of autonomy($t=3.84$; $P < 0.05$).

Thus, as expected, students of low learner autonomy reported having a significantly lower level of academic performance and motivation than those of relatively with high learning autonomy. This is to say that students who take responsibility for their own learning by way of practising English outside the classroom, setting goals for their learning, managing their own programs and the like were found to be better in their academic success and were found to have higher motivation than those who were entirely dependent on their teachers.

Thus, this finding suggests that low level of autonomy could be a source of low level of academic performance. This has an implication for English language teachers that learner autonomy should be explored for learners who are experiencing lack of responsibility for their own learning. If a learner does not take responsibility of his/her own to learn English, alerting the student that the teacher could play only a facilitating role in the teaching-learning process, and the fact that informing the student that the larger proportion of time is with him/her might be helpful in making the student responsible. In addition, it is important to explore the methods of providing a lesson in such a way that learners can explore things by themselves and provide a supportive instructional environment that could lead to a learner's increased sense of autonomy.

4.1.5. Students' Responses to Rank-order Items

Table 16: Learners' Ranking of Beliefs about Source of Opportunities to use English

Sources of opportunities to use English	Most important		Next important		Least important	
	f	%	F	%	F	%
Myself	33	39.29	38	45.23	13	15.48
Classmates	8	9.52	13	15.48	63	75
Teacher	43	51.19	33	39.29	8	9.52

Table 16 shows that 43 students (51.19%) believe that the teacher is the ‘most important’ source of opportunities to use English while 33 of them (39.29%) believe that the most important source of opportunities to use English is ‘their own effort’. From this, we can understand that more number of students showed the tendency of being dependent on their teachers for the development of their English proficiency while some acknowledged their own effort. The attitude of being too much dependent on teachers for learning English hinders the development of learning autonomy in that students expect much from their teachers than from their own effort. But, for students to be successful, they need to take responsibility for their own learning; hence, they need to make their own efforts. In relation to this, Gardner and Miller (1999), argue that responsible learners should set their own learning goals, plan their own programs, develop their own learning strategies, and evaluate their progress instead of being totally dependent on their teachers. Similarly, Boud(1981:7) argues that, from practical point of view, the language input teachers provide and the time allotted for language teaching/ learning in the teacher-fronted classroom is far less than adequate. So, Boud (1981:7) argues: “one important educational aim should be to produce students who will eventually be capable of functioning independently of their teachers”.

To support this, Dickinson (1987:136) argues that “A language course can only deal with a small fraction of the foreign language; therefore, one objective of language courses should be to teach learners how to carry on learning independently”. So, we can understand here that there is the need for helping learners how to learn, so that they will become capable of monitoring their own learning.

Table 17: Learners’ Ranking of Beliefs about Teacher’s Capability

Teacher’s Capability	Most important		Next important		Least important	
	f	%	F	%	F	%
Teaching English	47	55.95	25	29.76	12	14.29
Learning English	5	5.95	11	13.10	68	80.95
Showing students how to learn	32	38.10	48	57.14	4	4.76

Table 17 shows that 47(55.95%) of the students in this study hold the perception that teachers play the most important role in learning English. A majority of students (55.95%) ranked “Teaching English” as the most important skill of the teacher and 32 students (38.10 %) ranked “Showing students how to learn” as the most important for an English teacher. Here, again, large numbers of students have the belief that the most important quality of a teacher is to teach in the classroom. But, a relatively small number of students believe that teachers’ most important quality is showing how to learn. Thus, the majority of students showed the tendency of being dependent on their teachers. But, what is more important for a teacher in a classroom is showing students how to learn (Boud, 1981; Tomlinson, 1998)

Table 18: Learners’ Ranking of Beliefs about Individuals’ Responsibility for Language Learning Success

Success depends on,	Most important		Next important		Least important	
	f	%	F	%	F	%
what I do outside the classroom	36	42.86	27	32.14	21	25
what my classmates do in the classroom	10	11.90	34	40.48	40	47.62
what the teacher does in the classroom	38	45.24	23	27.38	23	27.38

As depicted in Table 18, 38 students (45.24 %) believe that ‘what the teacher does in the classroom’ plays the most important role than does ‘what the student him/herself does outside the classroom or inside the classroom. This again shows that the learners are dependent on the teacher instead of considering their effort as a key factor for learning English. It seems that the learners hardly see learning independently as among the main contribution to success in learning English. For someone to be an autonomous learner, however, it is very crucial to use his/her own effort to learn as an important factor (Boud, 1981). Another worrying finding from this is that it seems that the students had the belief that learning mostly takes place in the classroom. In brief, the data shows that the learners greatly rely on teachers. Thus, the students held a high degree of reliance on their teachers for learning English which, in turn, will have a negative influence on their learning autonomy.

4.2. Discussion

This study attempted to examine the relationships among *motivational orientations* (*intrinsic motivation, extrinsic motivation, and amotivation*), *learner autonomy*, and *academic achievement* in the learning of English as a foreign language among EFL learners at Dessie College of Teachers Education.

This section attempts to relate the result of the analysis with the research questions forwarded at the beginning. Thus, it is necessary to restate the questions once again for the sake of easy reference.

1. What are the motivational patterns of EFL learners at DCTE for learning English?
 - Which motivation is stronger? Are they motivated intrinsically or extrinsically?
 - What are their goals for learning English?
2. Is there a significant relationship between the dependent and the independent variables?
3. Is there a significant relationship between motivational variables and learner autonomy?
4. Does the difference in the level of motivation and learner autonomy among the students also indicate a statistically significant difference in the academic achievement of learners?

4.2.1. Students' Motivational Orientations

Results from the analysis of interviews, focus group discussions, and mean indicate that students in this sample are not solely intrinsically nor extrinsically motivated. A combination of both orientations was found in most learners. In DCTE, actual contact and interaction with native speakers of English and their culture is not plentiful enough; so, students tend to be more extrinsically motivated. Similar results were found by Qashoa(2006), Rahman (2004), and Al-Ansari(1993). Qashoa(2006) conducted a research on "Motivation among Learners of English in the Secondary schools" and found that English learners at the secondary school of the United Arab Emirates were instrumentally motivated. Similar to this, Rahman(2004)found that instrumental motivation is the major motivational orientation for the undergraduate students to learn

The results also showed that there is significant correlation between subjects' motivational intensity and their English achievement. This finding is consistent with Myers' (1987) assertion which indicated that students with high motivation tend to achieve higher grades than those with less academic motivation. Myers (1987) revealed that highly motivated individuals tend to obtain superior academic performance compared to those with low level of motivation.

But, the finding contradicts with the findings of some other researchers. Entwistle (1972), for example, has found a non-significant relationship between achievement motivation scores and school results.

A statistically significant difference is observed in the different levels of motivation between high achievers and low achievers. In both cases, high achievers showed greater amount of each trait except for amotivation. In the case of amotivation, low achievers were found to show greater amotivated behavior than high achievers. Similarly, there is a statistically significant mean difference in the academic achievement scores between motivated and less motivated students.

But, the generalization that achievement in second language is facilitated by motivation has been questioned elsewhere. Oller and Au (1988), in Ching(1998), summarized empirical studies on achievement and concluded that the relationships among motivational variables and learning achievement are unstable non-linear function that varies greatly across individuals, contexts, and learning tasks.

Generally, when course grades are used as measures of achievement, it seems that a strong motivation, intrinsic or extrinsic, can facilitate learning English.

Taken together, findings from both qualitative and quantitative data of the present study concerning motivational orientations give a consistent picture that extrinsic goals, especially future career development and getting a good job, getting better grades, getting better salary, and the like, are more important than intrinsic goals like learning for the satisfaction (pleasure) of learning English. In addition to high extrinsic motivation, the findings of this study show that intrinsic motivation is also important to respondents. The findings, thus, seem to support the earlier claims that both types of motivation contribute

to academic achievement (Brown, 2007). However, we must bear in mind that the high motivation might be a result of high academic achievement as well (Atkins, et. al, 1995).

Atkins, et al: (1995:204) state that

.... it is not clear whether learners are highly motivated because they are successful, or whether they are successful because they are highly motivated.

Therefore, conclusions cannot be drawn without due consideration as it is highly possible that motivation is a result rather than a cause of academic achievement.

To conclude, the findings of this study show that EFL learners at DCTE are more inclined towards extrinsic motivation in their learning of English and also showed a fairly high interest in the intrinsic motivation for the learning of English. Generally, the findings are more suggestive than conclusive. They seem to suggest that positive attitude towards learning English as a foreign language serve as motivational support which eventually leads to success in learning English.

Teachers; therefore, should be aware of these learner characteristics and facilitate a balanced development of the two types of motivation.

4.2.3. Learner Autonomy and Academic Achievement

Statistically significant difference on the mean academic achievement score of students with different levels of learning autonomy is obtained from the t-test results. Students with higher levels of learner autonomy scored significantly higher academically than did students with lower level of learner autonomy. Also, results from the correlation analysis showed that there was a positive and significant relation between learner autonomy and academic achievement. A high level of autonomy was more strongly correlated with a high level of academic performance for autonomous learners($r=0.41$, $P<0.05$) than for those of the non autonomous ones($r=0.09$, $P< 0.05$) (Please see Table 8). The data also showed that there was insignificant relation between learner autonomy and academic achievement for the non-autonomous learners($r= 0.09$) and significant relation for the

autonomous learners ($r=0.41$). The finding indicates that lack of autonomy may be educationally damaging for learners. When combined with doubts about one's ability in learning English, the inability for one to take responsibility of his/her own learning, lack of independent practice outside the classroom, and the belief that the ability to learn English is well on the shoulder of teachers, might subsequently prevent some learners from performing successfully in the English classes. Pedagogically, the finding encourages a serious consideration of the role of learner autonomy in learning English as a foreign language. Careful English language teachers may consider it valuable to persuade their students that the ability to learn English well can be learned and taught so that they can get on with difficult tasks of learning even in the face of obstacles and lack of resources if they want to be responsible for their own learning.

The contribution of learner autonomy is evidenced from similar researches (Drysdale et al., 2001). Entwistle (cited in Drysdale et al., 2001:275), for example, has shown that academic success and failure in higher education is influenced by "the match between how material is presented and how students are responsible to process it".

To sum up, this study was an attempt to explore the interaction among motivational orientations, learner autonomy, and academic achievement. Specifically, the three types of motivational orientations, namely, intrinsic motivation, extrinsic motivation, and amotivation, and their interactions with academic achievement and learner autonomy were investigated. The results of the present study suggest a significant association among the dependent variable and the independent ones.

Thus, it seems evident that associations between foreign language motivation and academic achievement and that between learner autonomy and academic achievement are substantial enough to conclude that motivation and learner autonomy make an important contribution to the expectations and particularly taking responsibility of foreign language learners, which would, in turn, influence how they go about learning a foreign language.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to investigate the relationships among *motivational orientations (intrinsic motivation, extrinsic motivation, and amotivation), learner autonomy, and academic achievement* of EFL learners at Dessie College of Teachers Education.

The specific objectives of the study were to:

1. describe the characteristics of students in an English learning environment at Dessie College of Teachers education;
2. describe the relationships between motivational orientations and students' academic achievement;
3. describe the relationships between students' learning autonomy and their academic achievement, and
4. find out the relations between students' motivational orientations and their learning autonomy.

The researcher tried to attain these objectives by attempting to answer the following specific questions.

1. What are the motivational patterns of EFL learners at DCTE for learning English?
 - Which motivation is stronger? Are they motivated intrinsically or extrinsically?
 - What are their goals for learning English?
2. Is there a significant relationship between the dependent variable and the independent variables?
3. Is there a significant relationship between motivational variables and learner autonomy?
4. Does the difference in the level of motivation and learning autonomy among the students also indicate a statistically significant difference in the academic achievement of learners?

Eighty-four EFL college students of the 2009 graduating batch (39 males and 45 females) at Dessie College of Teachers Education were used in the study.

Data were obtained using questionnaire, interview, and focus group discussions. A questionnaire containing two self-reported scales (motivational orientations scale and learning autonomy scale) was used to gather information. Both of these scales were translated into Amharic (students' local language) to avoid language barrier. Students' academic achievement scores were taken from the Registrar's Office of the college.

Descriptive statistics such as percentage, mean, maximum and minimum, and standard deviations were computed to describe the data. Pearson-Product-Moment correlation was used to see whether or not there was a relationship among the variables. Moreover, T-test was used to check whether there was a significant difference in the mean academic achievement between students who had different levels of the traits under discussion. ANOVA used to see if there was a significant academic achievement difference on the mean academic scores of students with different levels of the independent variables bet.

The results from the interview, focus group discussion, and from the analyses of mean showed that students were to a certain extent more extrinsically oriented towards learning English than intrinsically motivated, but they still have a high degree of intrinsic motivation as well. They are not solely motivated extrinsically.

As the correlation analysis indicated, there was a statistically significant and positive relationship between each of the independent variables (motivational orientations and learner autonomy) and the dependent variable (academic achievement) as well as among the independent variables themselves except for amotivation which had a negative correlation with each of the variables and with academic achievement. Intrinsic motivation, extrinsic motivation, and autonomy were found to be positively and significantly correlated with academic achievement. Significant, but, negative relationship was found between amotivation and academic performance of students.

Partial correlation was held between each independent variable and academic achievement to identify the strength of relationships between them and to see the controlled contribution of the independent variables by controlling the effects that could

to manipulate their environment (Cooper, 1983; Burger, 1985). For example, in studies of motivation, Cooper (1983), Burger (1985), and Myers (1987) found that motivation affected performance in learning.

The present study, in particular, found a significant correlation between academic achievement and each of the independent variables; intrinsic motivation, extrinsic motivation, and learner autonomy.

Concerning learner autonomy, students showed an averagely positive attitude towards learning English though their attitude contradicts with their actual practices stated by them in the interview and focus group discussions. Statistically significant difference on the mean academic achievement score of students with different levels of learner autonomy is obtained from the t-test results. Students with higher level of learner autonomy scored significantly higher academically than students with lower level of learner autonomy.

Similarly, in the present study, high achiever students were found to have significantly high motivational intensity and high learner autonomy score towards learning English when compared with low achievers.

5.2. Conclusion

Based on the analyses, the discussions, and the findings of the study, the following conclusions were made.

1. The results from the correlation analysis have revealed that there are statistically significant correlations between the independent variables and the dependent variable. And again, significant correlations among the independent variables (between motivational intensity and learner autonomy) themselves were found.
2. Students under study were found to be both intrinsically and extrinsically oriented in the English language learning task. Overall, the students appear to be more extrinsically than intrinsically oriented. They learn more for utilitarian reasons.
3. High achiever students were found to show higher scores in their motivations than those of the low achievers. Similarly, students who obtained higher grades have

grades. Similarly, Beck (1990) questions the direct positive relationship between motivational orientations and academic success.

The findings have important practical implications to educational institutions, specifically for colleges. The contribution of non-cognitive factors, thus, on academic performances observed among students call for suitable intervention strategies on the part of teachers and other bodies concerned.

The importance of motivation and learning autonomy was evident in high scores of students in the study. Cognitive factors like intelligence and aptitude are fundamentally needed for academic success (Stern, 1983; Entwistle, 1972). However, these qualities, by themselves, are not sufficient; hence, motivation needs due consideration in language teaching. In relation to this, Walberg and Ugurogulu(1980), cited in Wlodkowski (1993:3), assert that “When there is no motivation to learn, there is no learning”. Wlodkowski(1993), again, says that when motivation to learn is very low, potential learning achievement will be diminished. Similarly, Schunk(1991), cited in Pintrich and Schunk(2002:6) confirms that “ Motivation bears a reciprocal relation to learning and performance; that is, motivation influences learning, and performance and what students do and learn influence their motivation”.

Wlodkowski (1993: 3) adds:

We know motivation is important because, even without any specific agreement on the concept's definition, we know that if we match two people of the same exact ability and give them the same exact opportunities and conditions to achieve, the motivated person will surpass the unmotivated person in performance and outcome.

Concerning learner autonomy, Dornyei (2001) believes that learner autonomy enhances the learners' motivation and leads to more effective learning. Similarly, Agota and Anita (200:4) say: “ You can bring the horse to water, but you cannot make him drink” to show that in language teaching or learning, teachers can only facilitate things but learning can only happen if learners are willing to contribute. Thus, in order for learners to contribute something for their own learning, they first need to understand and accept that success in

learning depends on their own efforts. That is, they should share their own responsibilities for their learning. Thus, students need to be encouraged to take an active part in making decisions about their learning so that they develop a sense of responsibility for their own progress in the learning of English. Teachers may not be always available to assist students; hence, learners need to be able to learn on their own because they do not always have access to the kind or amount of individual support they need in order to become proficient in the language.

To conclude, there is a strong relation among motivational orientations, learner autonomy, and academic achievement in this study. When interpreting the results, however, the following points need to be considered. First the nature of this study does not permit making causal claims about the relationships among *motivational orientations (intrinsic motivation, extrinsic motivation, and amotivation), learner autonomy, and academic achievement*. Moreover, the generalizability of the findings is limited by the inclusion of only English majors at one college. In spite of these limitations, the findings of this study provide important insight into the interactions among *motivational orientations, namely, intrinsic motivation, extrinsic motivation, and amotivation, learner autonomy and academic performance*, thereby contributing to a better understanding of the role of motivation and learning autonomy in learning English. A replication of this study with English learners in different learning context would be a reasonable next step. Further efforts should also be made to develop and test the causal links among the variables.

5.3. Implications and Recommendations

5.3.1. Recommendations for Teachers, Institutions, Parents and Other Bodies Concerned

The findings of this study justify the importance of motivation and learner autonomy to academic performance by showing the relationships among these variables to academic

value of learning English. Regarding this, Harmer (2001) argues that whenever extrinsic rewards are removed, learning will stop, implying that intrinsic motivation is more important for learning English.

9. If motivation is important in determining good performance and the relationship can be reciprocal, then, educational efforts, teacher practices, and teaching strategies should be aimed at enhancing motivation to increase competence.

It is; therefore, hoped that these findings will serve as resource materials for English educators, authorities, psychologists, counselors, government, parents, and others who are concerned with the academic progress of students.

5.3.2. Recommendations for Future Research

1. In this study, the variables were measured using self-reported items. Thus, other ways of measuring the variables could be used for further research.
2. The comparison between high and low achievers showed a significant difference in their motivational intensity and learning autonomy where high achievers were found to be better in each trait. Thus, further investigation could be conducted to see whether or not training low achievers could really improve these traits.
3. The present study has taken only one college students into account. Therefore, a further comprehensive study that includes other colleges could be another area of study. In addition, a replication of this study with English learners in different learning contexts would be a reasonable next step.
4. This study has shown a positive relationship between motivation and academic achievement. Studying how motivation could affect academic success or vice versa could be another area of future investigation. Thus, further efforts should also be made to develop and test the causal links among variables included in this study.

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Appendix A
Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
Graduate Programme

Questionnaire for Students

Dear respondents,

The purpose of this questionnaire is to gather information for research purpose on the things you do in order to learn. It is meant to find out your motivational orientations and learning autonomy towards English. Thus, the value of this study is highly dependent on your sincere and frank responses to each question in the questionnaire.

Therefore, below is a list of statements about your academic motivational orientations (Part A) and your learning autonomy (Part B). The researcher would like you to indicate your opinion about each statement by putting tick mark ("√") in the appropriate box, thus, indicating the extent to which you disagree or agree with the statement.

Concerning the information you give me, I would like to assure you that all would be kept confidential and would be used for the research purpose.

Thank you in advance for your cooperation

1. Background information

Instruction: Provide the required information in the following in the space given

Sex _____ Section _____ Id. No _____

2. The Questionnaire

Part I

A) Motivational Orientations (close- ended items)

Instruction: Questions 1-39 are intended to investigate students' motivational orientations towards learning English. Read the statements carefully and show the extent to which you agree or disagree with each of the statements by putting a tick mark ("√") under **only One of the given choices** in the appropriate boxes

Key: SA means I "Strongly Agree" with the given idea.

A means I "Agree" with the given idea

ND means I "Don't have any idea or not decided"

D means I "Disagree" with the given idea

SD means I "Strongly Disagree" with the given idea

Motivational Orientations

Items	SA	A	ND	D	SD
1. I learn English because it will help me get a good job.					
2. For learning English, my biggest reward is the sense of accomplishment that comes with a job well done.					
3. I learn English for the reason that people will respect me more if I have knowledge of English.					
4. I learn English because I need English in order to find a high paying job later on.					
5. I learn English for the reason that I want to have "a good life" later on.					
6. I learn English for the pleasure and satisfaction I experience while learning new things about English.					
7. I learn English because learning English allows me to continue to learn about many things that interest me.					
8. I choose to learn English because I really like learning English.					
9. I learn English because learning English for me is a fun.					
10. I choose to learn English because I was forced by the college.					
11. I learn English because I didn't have any other alternative.					
12. If asked about what motivates me to succeed in learning English, number one factor is a sense of personal fulfillment.					
13. I learn English to get a better salary later on.					
14. I once had a good reason for learning English; however; now I wonder whether I should continue .					
15. I learn English because my parents need it.					
16. I learn English as it is necessary to understand English novels, films and story books, and to understand others' culture.					
17. I prefer to learn English over other subjects because it will help me to go abroad for higher studies.					
18. Honestly, I do not know why I am studying English.					
19. While it may feel good to get praise from others and make them feel proud, what is most important to me is how I feel I did.					
20. Feedback from my teachers like praise has often described my internal curiosity and dedication to learn English more.					
21. I consider myself in learning English to be someone who wants to succeed for myself, more so than for the recognition from others.					
22. I seem to be less motivated by external rewards such as money or praise than others, and more motivated by my own evaluation in the learning of English.					
23. I believe that one of my strongest quality is my ability to push Myself to achieve better in my learning.					

Motivational Orientations (continued)

Items	SA	A	ND	D	SD
24. Studying English can be important for me because I will need it for my better future career.					
25. Studying English is important for me as it will allow me to be more at ease with other people who speak English.					
26. Studying English is important for me because it will allow me to meet and converse with more and varied people who speak English.					
27. Studying English can be important for me because it people will call me to be called a more knowledgeable person.					
28. I learn English because eventually it will enable me to enter the Job market in a field that I like.					
29. Learning English is important because of the fact that when I Succeed in English language learning I feel important.					
30. I learn English for the pleasure that I experience in broadening my knowledge about subjects which appeal to me.					
31. Learning English will help me broaden my outlook.					
32. Praises from the teacher are among the most important rewards in successful language learning.					
33. I learn English because it is a compulsory and mandatory subject at schools.					
34. I choose to learn English because it is relatively easy to graduate From college.					
35. I don't have a clear idea of what I need English for					
36. I learn English since it will help me to understand the native English speakers better					
37. I really feel that I am wasting my time in learning English					
38. I learn English as it allows me to experience personal satisfaction in my quest for excellence in my academic studies.					
39. I can't understand what I am learning in my English classes					

B) Motivational Orientations (Open—ended Questions)

Instruction: Questions 40-42 are open-ended items to assess students' motivational orientations towards learning English. Give brief answers to these questions.

40. Why do you learn English?

41. Briefly describe the benefits you get by learning English.

42. If you have some more comments about your motivation to learn English and /or reasons for learning English, please feel free to describe it here.

Part II

A) Learning Autonomy (Close-ended questions)

Instruction: Questions 1-28 below are intended to investigate students' learning autonomy in relation to English. Read the statements carefully and show the extent to which you agree or disagree with each of the statements by putting a tick mark ("✓") under **only One of the given choices** in the appropriate boxes

Key: SA means I "Strongly Agree" with the given idea.

A means I "Agree" with the given idea

ND means I "Don't have any idea or not decided"

D means I "Disagree" with the given idea

SD means I "Strongly Disagree" with the given idea

Items	SD	D	ND	A	SA
1. I rarely require a lot of outside assistance to complete a project or activity in learning English.					
2. Good English language learners have to identify their strengths and weaknesses.					
3. I am responsible to planning my own learning in my English lessons.					
4. Good English language learners set learning goals for themselves.					
5. I like my English teachers to set my learning goals.					
6. I like the teacher to tell me what to do in learning English.					
7. I typically approach new things in learning English with the attitude of 'try it first and if you need help, ask second'.					
8. I like the teacher to tell me how long I should spend on an activity in accomplishing my English home works.					
9. I know that I am responsible for finding my own ways of practising English outside the classroom.					
10. I know that I am responsible for checking my work for mistakes in learning English.					
11. Good English language learners will measure their language learning progress.					
12. I know best how well I am learning English subjects.					
13. I need the teacher to tell me how I am progressing in learning English					
14. The teacher should make me work hard to improve my English.					
15. The teacher should always explain why and how we are doing English activities in class.					
16. It is important to make decisions about my own English learning.					
17. Using English outside the classroom is important for developing good language skills.					
18. I don't have any opportunity to practice English outside the classroom.					

Learning Autonomy Close—ended Questions (Continued)

Items	SA	A	ND	D	SD
19. I know which aspects of my English I want to improve.					
20. As an English language student, I don't often need to be told by the teacher what to do, when to do it, and how to do it.					
21. I read books to find how people learn English language effectively.					
22. I set my own goals and objectives for learning English.					
23. I believe that opportunities to use the English language should be provided by the teacher to a larger extent.					
24. My own effort plays an important role in successful English language learning.					
25. It is important for me as a student to evaluate my weaknesses and strengths.					
26. I arrange my study plan and practice for English without being forced by test.					
27. I design English language exercises by myself.					
28. I talk to myself in English.					

B) Learning Autonomy (Rank-order Questions)

Instruction: For questions 29 to 31, rank the beliefs under each heading according to how important each belief is to you. Put a tick ("√")

Under number **1**- in the box next to the belief which is **the most important** to you;

Under number **2**- In the box next to the belief which is **next important** and

Under number **3**- In the box next to the belief which is **least important** to you

29. Opportunities to use the language	1	2	3
I believe that I should find my own opportunities to use English.			
I believe that opportunities to use English should be provided by my classmates.			
I believe opportunities to use English should be provided by the teacher			
30. teacher			
I believe that an English teacher should be an expert in teaching language.			
I believe an English teacher should be an expert in learning English languages.			
I believe an English teacher should be an expert in showing students how to learn English.			
31. Effort			
I believe my success in learning English depends on what I do outside the classroom.			
I believe my success in learning English depends on what my classmates do in the classroom.			
I believe my success in learning English depends on what the teacher does in the classroom.			

Appendix B

Semi—structured Interview Questions for Students

Dear students'

First of all, I would like to thank you for your cooperation in answering my questions. The questions I ask you are just to gather data for study on “Students’ Motivational Orientations and Learning Autonomy”; hence, your genuine answers are valuable for the success of the study.

Concerning the information you give me, I would like to assure you that all would be kept confidential and would be used for the research purpose.

Thank you again

1. To begin with my first question, are you interested in learning English? Why?
2. Why do you learn English?
3. What things you do to improve your English?
4. What is more important to you? Reading, writing, speaking or listening? Why?
5. Do you believe that you can learn English without the help of the teacher? How?
6. Do you evaluate yourself in your English learning? What do you think are your strengths and weaknesses in learning English?

Appendix D

Distribution of items on Motivational Orientations

Intrinsic Motivation Items = 2, 6, 8, 9, 12, 16, 19, 21, 22, 23, 25, 26, 29, 30, 31, 36, 38

Extrinsic Motivation Items = 1, 3, 4, 5, 7, 10, 11, 13, 15, 17, 20, 24, 27, 28, 32, 33, 34,

Amotivation Items= 14, 18, 35, 37, 39

Appendix I

Interview Extract Sample

Interviewer: Are you interested in learning English? Why?

Desew *I am very much happy because English for me creates pleasure and helps me to communicate with others. It also gives me good understanding of other subjects. Since every curriculum is in English and it is an international language, it helps me to communicate with others with English and express my idea in English. If I begin from our campus, there are students who speak Afan Oromo. I can communicate with them.*

Beletu *I am happy to learn English because first English is an international language and to learn other subjects easily. All subjects are given in English.*

Aminat *Yes, I am happy because English is an international language; the curriculum is in English, to know it is not bad. Even if it is not my native language, since it is an international language, it is a must to learn English.*

Assefa *I'm very much happy because I know many things. In addition to my native language, I communicate with others in English. Though I don't communicate perfectly with native speakers, I exchange with them. In addition, it creates more opportunity with what I am working.*

Hussien *Yes, because since English is international language, it helps to communicate with others. For example, I found a foreigner last time and I talked to her easily.*

Interviewer . Why do you learn English?

Desew *In my life, for the future to do good things, example, to conduct research, if I do it in English, it will have better coverage to be read than to be done in Amharic. If I conduct in English many will read it. But if I use Amharic it will be confined to Ethiopia.*

Beletu *I learn English for knowledge for better result. When I learn English and understand it, I can get good result with other subjects*

Aminat *I learn English to know English and the existing curriculum is in English.*

Assefa *For me I since I am a teacher. After learning English, especially I want to teach English and it is a must to improve my English.*

Hussien *I learn English for knowledge and to teach the society*

Interviewer : What things you do to improve your English?

Desew *To improve my English, I discuss with my teachers, friends, and others both inside and outside the classroom.*

Beletu *To improve my English, I read reference books ask friends and ask teaches.*

Aminat *To improve my English, I discuss with my friends, learn in language schools and read books.*

Assefa *To improve my English I do lots of things. I discuss with friends, read different books and listen radio programs especially in Ethiopian radio there is a program from 9-10. I attend that . I also listen to the foreign ones if I get the chance.*

Hussien *I read books to improve my English and I attend class attentively. I try to speak with others.*

Interviewer: What is more important to you? Reading? Writing? Speaking? Listening? Why?

Desew *All skills are important. But if I speak always, that means, I am also listening. So speaking is more important.*

Beletu *Reading. For me, to reach at this stage reading is more important.*

Aminat *All are important. But speaking is more decisive as you don't write if you don't speak.*

Assefa *More important to me is speaking. Since English is my second language, we do have the fear to make mistakes. Though there might be breakdown, I believe that I have to speak with confidence.*

Hussien *Speaking is more important most of the time.*

Interviwer: Do you believe that you can learn English without the help of the teacher? How?

Desew *I think so. For example, if the teacher gives clue and simply pass, I will go to library and through practice, I can learn. If I get hint from the teacher, I can develop it.*

Beletu *It is a bit difficult. If there is something that I don't understand, I have to ask the teacher.*

Aminat *I can't learn if I don't have support from others better than me. I have to get a better person.*

Assefa *On the whole it is difficult. I don't think it is easy. But by asking friends, reading books, listening to Medias it might be possible to learn.*

Hussien *Yes, instead of waiting for the teacher if I try hard by myself I get lots of things. By discussing with friends I can learn.*

Interviewer: Do you evaluate yourself in your English learning? What do you think are your strengths and weaknesses?

Desew *fear of criticism and cultural influences are my weaknesses. My strengths are I try and read books.*

Beletu *I have good result in English and I like the language. But I don't have weaknesses.*

Declaration

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

Name : Ali Adem

Signature : Ali

Date : June, 2009