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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRAGUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

**TRAINEES' ATTITUDES TOWARDS ENGLISH
LANGUAGEIMPROVEMENT CENTRE (ELIC) IN
IMPROVING THEIR LANGUAGE PROFICIENCY:
THE CASE OF ADAMA UNIVERSITY**



**BY
HUSEN EBRAHIM ADEM**

May 2011

Addis Ababa

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IMPROVEMENT CENTRE (ELIC) IN IMPROVING
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THE CASE OF ADAMA UNIVERSITY**

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BY

HUSEN EBRAHIM ADEM

Approved by Board of Examiners

TARE REYASSA

Advisor

Husen Ebrahim Adem

Signature

Girma A.

Examiner

Husen Ebrahim Adem

Signature

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List of Abbreviation and Acronyms Used in the Study

BA= Bachelor of Arts

ELIP = English Language Improvement Programme

ELIC = English Language Improvement Centre

HEIs = Higher Education Institutions/Institutes

MoE = Ministry of Education

TEIs = Teacher Education Institutions/Institutes

KELTAs = Key English Language Training Advisors

IKELTAs = International Key English Language Training Advisors

KELTs = Key English Language Trainers

ELTs = English Language Teachers

SPSS = Statistical Package for Social Sciences

UK = United Kingdom

NB = Bear in mind (Latin Nota Bene.)

i.e. = That is to say (Latin id est.)

ACTFL=American Council on the Teaching of Foreign Language

Abstract

This study investigated users' attitudes towards ELIC in promoting their language proficiency in Adama University. The general objective of the study was to examine trainees' attitudes towards ELIC in improving their language proficiency. To achieve this objective, a questionnaire containing separate section for structured and semi-structured items was administered to fifty-six (56) trainees selected conveniently from two hundred seventeen (217) trainees participated on language proficiency courses during first semester of 2010 academic year. Fifty-one were students drawn from fifteen (15) departments and five (5) of them were secretaries. Another seven (7) students were interviewed to enrich the data. In order to obtain data that could not be elicited through trainees' questionnaire and interview, a coordinator and three (3) trainers were interviewed. The analysis of structured questionnaire items were made using SPSS – descriptive statistics such as frequency counting, percentage and mean score computation whereas that of semi-structured questionnaire and interview were made by looking for data categories. Then discussions and interpretations of data were made. From the very beginning, the results indicated that trainees had different motives behind joining the centre. It also made clear that users were very interested in the training. The findings further revealed that trainees had positive attitudes towards ELIC and believed that it had improved all their language skills in particular and their overall language proficiency in general. The results also indicated that trainees had supporting view about continuity of the centre. Nevertheless, the results showed that users had unfavorable attitudes towards ELIC's materials, time schedules and classroom arrangements. Therefore, it is reasonably recommended that such and related issues which are against trainees' interest should get undivided attentions from concerned bodies for well functioning of the centre.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The history of teaching English in Ethiopia is traced back to the beginning of modern education. In Ethiopia, modern education was introduced at the turn of the 20th century and officially commenced in 1908 with the opening of Minelik II School in Addis Ababa, after a long history of church education in the country (Diribsa *et al.*, 1999 reported in Beyene, 2008). The authors also reported that it was French that was first taught as a foreign language. The Italian government attempted to introduce its own education system during their occupation. Then, after the Italians left the country in 1942, the British teachers started school and English came to the floor (Beyene, 2008).

Today, English is used as language of education, media, business, finance, politics and diplomacy in many parts of the world (Pennycook, 2010) and in Ethiopia (McLaughlin, Asmare, Solomon, Judith, Holmes & Street, 2006). Specifically, it plays a decisive role in the education system of the country. As some scholars argue (e.g. Ditfruth & Legufke, 2006) English has currently become an international language that has established itself alongside of local languages in multilingual contexts. This really reflects the case of Ethiopia where English is given side by side with local languages. For instance, it is taught as a subject starting from grade one (kindergarten) since the establishment of the Federal Democratic Republic of Ethiopia. It is also used as a medium of instruction in post elementary education.

Unfortunately, despite such significant roles of the language in the education system of the country, currently the quality of education in general and of English in particular in the Ethiopian schools is not promising. In other words, the state of English in Ethiopia is poor (Taye, 2008). Other sources also indicate this fact. For examples, McNab (1989) reports that Ethiopian students had difficulties in understanding subjects taught in English as medium of instruction.

Hailom (1993) also found that student teachers he observed were not confident in using English in classroom. He argues that one of the causes for this was that they were aware of their language insufficiency. Even the situation doesn't seem to have improved currently (Taye, 2008). Altogether, this deserves solution from concerned bodies.

Many recommend the need to incorporate language improvement components into teacher training courses. Actually, this has received considerable attentions in early 1990s in other countries (see Berry, 1990; Cullan, 1994; Murdoch, 1994). Crystal (1997) also argues that students may benefit from training in basic skills involved in foreign language learning.

Locally, after recognizing the low confidence of trainees because of lack of satisfactory command of English, Hailom (1993) has made many recommendations. One of his valuable recommendations was the need for the department of English to offer language improvement courses in speaking, writing, and reading skills. He points out that if considerable attention is given to practical activities in teaching of language improvement courses, students can make significant changes. Recently, Ethiopian Ministry of Education has also paid due attention for this issue (incorporating language improvement component in teacher training).

ELIP in Ethiopia

In the last decade, the Ministry of Education (MoE) has realized that the level of teachers' English and quality of teaching in Ethiopian schools was poor. Consequently, in 2002 the British Council was asked to contribute to a project aiming at upgrading the language proficiency of Ethiopian teachers. This led to establishment of an ambitious English Language Improvement Programme (ELIP) training in 2003 (TE, 2008). Ahmed, Almaz and Altshul (2005) state the objectives of ELIP as follows:

The ultimate aims were to enable all teachers:

- a) to do their jobs effectively (particularly English medium teachers) by communicating effectively with students;*
- b) to have access to knowledge and information available in English, to make use of modern information and communication technologies and to interact with their peers through this international language which is also an important medium of instruction. (P.95)*

In order to achieve these objectives effectively, the programme delivery involved the training of Key English Language Trainers (KELTs) and Key English Language Training Advisors (KELTAs) from some colleges, teacher training institutions and high school of Ethiopia. The training was offered by International Key English Language Training Advisors (IKELTAs) from UK colleges and universities. The trained KELTs and KELTAs were expected to represent powerful resources for further training of English Language Teachers (ELTs) across Ethiopia. Finally, the ELTs were expected to employ the methodologies they have been experienced from the training in their teaching.

ELIP training was carried out according to the cascade model which is depicted in the figure 1.

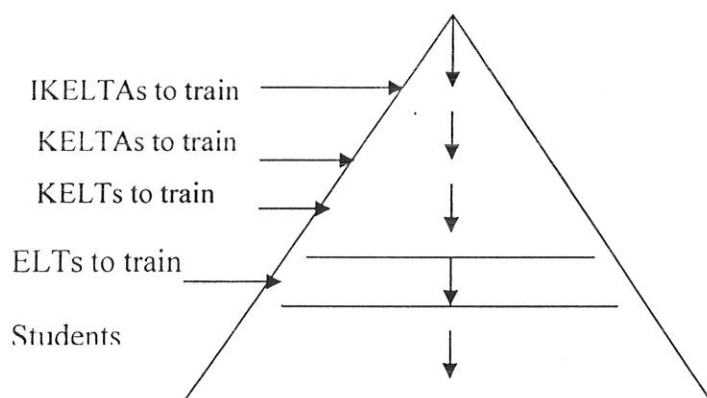


Figure 1: Cascade model of ELIP training (After Ahmed, 2005)

There were six IKELTAs to train fifty six KELTAs. Then KELTAs trained 783 KELTs who in turn trained 12,040 ELTs (Ahmed, 2005).

ELIP was a 200-hours programme in three consecutive phases (Ahmed *et al.*, 2005). The summary of the training is provided in the Table 1.

Table 1 Phases, materials and duration of ELIP training

<i>Phase</i>	<i>Training materials</i>	<i>Duration</i>
1. Face-to-face	Booklet 1+ cassette 1	60 hours (5 hours per day for 12 days)
2. Distance	Booklet I + cassette 2 + Booklet III	80 hours (50 hours individual practice 30 hours face-to-face).
3. Face-to-face	Cassette 3	60 hours (5 hours per day 12 days)

(Source: Ahmed, Almaz and Altshul, 2005,p.198)

TE (2008) argues that the programme has had huge impacts— over 150,000 primary and secondary teachers have received 120 hours of face-to-face language improvement training.

ELIP project was first designed for in-service teachers. Later, it was adapted for use in initial teacher education institutes (TEIs). According to McLaughlin *et al.* (2006) “major part of ELIP’s work is with the country’s TEIs for helping them with the English language improvement of their staff and students” (p.2). Indeed, ELIP has supported TEIs in several ways. McLaughlin *et al.*, make the following list:

ELIP has:

- run a 13-days trainer development course for TEIs instructors
- held 3 National Workshops for representatives from the country’s TEIs.
- organized postgraduate, KELTAs(Key English Language training Advisors) training for instructors from the country’s TEIs
- assisted 4 TEI instructors to attend programmes in the UK.
- provided materials to every TEI in the country...
- facilitated the delivery of a one year textbook writer training initiatives for TEI instructors and
- visited a number of TEIs to give talks and to help them establish English Language Improvement Centres (ELICs)

(McLaughlin et al., 2006, pp.2–3)

The last point in the list above was one of Ahmed's (2005) recommendations. He recommended the need to establish ELICs in higher educational institutions (HEIs). Later, the two national workshops held in 2005 laid the basis for the establishment of ELICs in TEIs of the country. The mission statement has been stated as "Our goal is to develop the proficiency of TEIs staff and students in using English and to improve the teaching and training methods used in the TEIs" (McLaughlin *et al.*, 2006, p.5). This shows that the establishment of ELICs was mainly aimed at improving the English language proficiency of staff and students throughout TEIs. TEIs personnel who participated in the two consultancy workshops have formulated the following specific objectives of ELICs.

An ELIC helps to:

- develop the use of English for different purposes;
- encourage instructors to use appropriate teaching and training methods and to put them into practice in the TEIs, especially implementing a reflective practice methodology;
- create a link among TEIs instructors and help them share experiences ;and
- develop the confidence of staff and students in using English.

Since 2006 several ELICs have been established in Ethiopian higher education institutions. In 2008, TE (2008) reported that there were over 30 ELICs which have been created in TEIs to provide support to trainees and administrative staff and to provide technical assistance to teacher educators.

Although the core role of ELIC is to help improve the language proficiency of users, it can also play many other roles. An ELIC can be anything you want it to be (McLaughlin *et al*, 2008). That means, the ELICs established so far vary in the duties they perform and service they offer. For example, the ELIC at Addis Ababa University participates its members in weekly discussion group, weekly film, occasional guest speaker, guided listening, TV viewing etc. On the other hand, the ELIC at Adama University, which is the focus of this study, offers courses in language proficiency training, research training and office management training and so forth.

A few researchers have investigated the attitudes of trainees towards ELIP. The first study was in Lund University which came up with the results that teachers had positive attitude towards ELIP, commenting that the programme had increased their confidence to use English (TE, 2008). Locally, Ahmed (2005) has examined the attitudes of teachers towards the ELIP training they had received in Jimma Zone. The results of his study indicated that teachers had positive attitudes towards ELIP training. However, the results showed that subjects had complained the training time was too short. The same results were also reported in another study by Ahmed, Almaz and Altshul (2005) who made survey on Ethiopian teachers' evaluation of ELIP. Actually, this study was mainly based on Ahmed's (2005) study in Jimma Zone. Partly it was based on the study by Almaz and Altshul (2005) in Addis Ababa. Recently, Belete (2009) has investigated the impact of ELIP on teachers' behaviors and classroom performances in two schools at Mettu Town. He found that ELIP training had improved teachers' confidence in using English while teaching. However, his study's results indicated that teachers' communication skills were not significantly increased. Besides, his study's results indicated that the supports and follow up provided for teachers were not satisfying.

The studies made so far have focused on teachers. Specifically, they focused on in-service teacher trainees. In addition, the studies were made on ELIP only. However, as I have tried to mention, currently there are several ELICs in TEIs. As far as the researcher's knowledge goes, studies have not been conducted on those centres. Therefore, the researcher hopes to add some information to the previous findings.

1.2 Statement of the Problem

Affective variables such as motivation, anxiety and attitude were scientifically validated as legitimate domains of inquiry (Young, 1999). In particular, the importance of studying learners' attitude is widely supported by experts in the field of foreign or second language study.

For instance, Gere and Smith (1976) remark that the examination of attitudes should be a part of any English teacher's business. They argue that the routes to better teaching lie in serious attention to attitude. Stressing the issue, Savignon (1976) as cited by Krashen (1982), claims that attitude is a single most important factor in foreign language learning. Therefore, the importance of studying learners' attitudes in language learning is unquestionable.

Indeed, experts in the field have found that the attitudes learners bring to language learning and their success or language proficiency have direct relationship. Wallace (1991), for example, argues that "one of the crucial factors in the success of learning anything depends on what the learners themselves bring to the learning situation" (P.3). In addition, Ur (1999, p.275) remarks that "Our job is to do all we can to encourage the development of ability and enhancement of motivation on the understanding that each will contribute to the others."

However, before we try to enhance motivation, its understanding would be necessary. This is because of the fact that understanding how human beings feel, respond and value is an exceedingly important aspects of language study (Brown, 1994). One way of doing this is by studying learners' attitudes towards learning situations. Concerning this, Wallace (1991, p.34) states "trainees' evaluation of the content and process, in which the trainees evaluate the new information which they have received and how it has been presented is one aspect of academic process." In other words, learners should be the central figure in language programme evaluation.

The studies which have been conducted on ELIP training so far revealed its success. As it has been mentioned in previous section, internationally, a study in Lund University came up with positive comments. It reported that ELIP increased teachers' confidence to use English. This result was also reported in Belete's (2009) study. Correspondingly, Ahmed (2005) and Ahmed, *et al.* (2005) found similar findings. They found that teachers had positive attitudes towards ELIP.

Unfortunately, there are indications of some sorts of complaints in the findings. For example, the results of all the local studies indicated that the training time was too short. In addition, the result of Belete's (2009) study indicated that the communication skills of teachers were not significantly improved.

Generally, in first phase of its establishment, ELIP was extremely appreciated. However, currently there are no such appreciations to greater extent. Even the centres which have been created in some TEIs are almost on the verge to death; for example, the centre at Addis Ababa University has almost closed down. Actually, there is no in-depth study on ELICs except the needs analysis the institutions make and the studies on former programme (ELIP). Hence, the present researcher has the belief that getting users' comments would improve the centre to continue its function with useful feedback about its successes and failures from them. Therefore, this study examined users' attitudes towards ELIC in promoting their language proficiency in Adama University where one of the centres is located.

The study tried to answer the following research questions.

1. What motivate trainees to be members of ELIC?
2. What is trainees' reaction to ELIC in improving their language proficiency?
3. What are the factors that affect ELIC achieving its goals?
4. Are the trainees satisfied with the work of coordinator and trainers as well as with the training time and classroom?
5. What are the possible suggestions to improve ELIC?

1.3 Objective of the Study

The overall goal of the study was to investigate the trainees' attitudes towards ELIC in promoting their language proficiency. Accordingly, the specific objectives of the study were to:

- examine trainees' attitude towards ELIC in promoting their language proficiency.
- identify possible factors that affect the functions of the centre to improve trainees' language proficiency.
- identify the issues that the trainees did not like from the centre.
- suggest possible ways of solving problems related to the centre.

1.4 Significances of the Study

The study is believed to have some significance. First of all ,it would provide useful information to concerned bodies about centre's performances. Besides, it would help ELIC's trainers, coordinators or sponsors to be aware of the factors which have positive as well as negative effects on learners' interests. Moreover, the study will serve as an exploratory one or source of information for further researchers who want to fill the gaps.

1.5 Scope of the Study

The researcher believes that studying several centres widely is important to get more generalizable data. Unfortunately, because of the financial and time limitations as well as inconvenience of centres' locations, the study was limited to examination of users' attitudes towards ELIC in promoting their language proficiency in Adama University. In addition, the study did not cover areas like impact of ELICs. Instead, it was limited to the examination of how users perceive the centre's performance in promoting their language proficiency.

1.6 Operational Definition of Terms

In this study the term 'users' refers to non- academic staff and students of Adama University who participated in ELIC to improve their language proficiency.

ELIC is an acronym for English Language Improvement Centre that works for ELIP (English Language Improvement Programme) for improving language proficiency of the users in Adama University.

Attitude refers to users' feeling or perception of the centre in improving their language proficiency.

Language proficiency is used to refer to communicative ability or communicative competency.

Adama University is the former teacher training institution established after 1974 revolution as a training centre (Hailom, 1993). Currently, it is one of Ethiopian universities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Definition and Concepts of Attitude and Motivation

“It is always important to be clear about terms and meanings especially in language studies where terms have broader popular connotations as well as narrower academic ones.” (Edward, 2006, p.330) This quotation implies the need to define terms in language study. Hence, this section is devoted to review of some definitions of attitude and other related terms.

2.1.1 Definition of Attitudes

The term attitude is widely used in the field of language learning. Thus, there are many definitions proposed by different scholars in the field. An early definition proposed by Allport (1935) as cited in Gardner (2006:349) characterized attitude as “a mental and neural state of readiness, organized through experiences, exerting a directive or dynamic influences upon individual’s response to all subject and situations with which it is related”. This early definition shows that attitudes are learned by experiences; they have both direction and magnitude. Bulks of definitions proposed by other authors also show that attitudes have either of two directions — a predisposition to react favorably or unfavorably (Edward, 2006; Manstead, 2001; Schwarz, 2001; Van IJZ, 2001). In other words, attitude involves tendencies to respond to an attitude object in a way that reflects a positive or negative evaluation of the object.

Gardner (1985) defines an individual’s attitude as an evaluative reaction to some referent or attitude object, inferred on bases of individual’s beliefs or opinions about the referent. In the same way, Ellis (1985) defines attitude as a set of beliefs that learners posses about target language culture, their own culture and their teacher and learning tasks. These two latter definitions raise a new concept. That is terms related to attitude— ‘opinion’ and ‘beliefs’. Actually, as it has been noted from Edward’s quotation in the introductory part of this chapter, it is important to know the meaning of terms.

Some authors make distinctions among terms related to attitude. Jacob (2005, p.687), for instance, states:

Attitudes can be arranged in a hierarchy based on their degree of specificity or exclusiveness; value are said to represent very broad tendencies of the type, 'interests' being slightly less inclusive, and sentiment more narrower still, 'attitudes' are viewed as still more narrower predispositions, with 'belief' and 'opinion' being progressively the most specific member of this hierarchy.

Here, the author argues that the difference is that of degree, not of kind.

Chaiken (2001) also makes distinction among habit, opinion, belief, attitude and value. He explains that habits are regular behaviors without necessarily making evaluation. On the other hand, although beliefs like attitudes imply evaluation, as Chaiken argue, they are best viewed as part of attitudes. Finally, value and attitude are considered different in a sense that we hold value towards broader objects whereas attitudes are towards specific one.

The other much related term to attitude is motivation. The difference between the two terms is not always clear. Still some authors distinguish the terms. For an illustration, Schumann (1978 as cited in Ellis, 1985) listed attitude as social factor and motivation as affective factors. A detailed discussion of the relation between them is presented in Section 2.1.3. Therefore, let us see first what motivation is in foreign language learning.

2.1.2 Definition of Motivation

In the area of language learning motivation is used with various definitions. Brown (1994) refers to motivation as “an inner derive, impulse, emotion or desire that moves one to a particular action” (P.152). In term of foreign language learning, motivation is defined as the combination of effort and desire to achieve the goal of learning the language plus the favorable attitudes. Gardner defines motivation as follows.

Motivations is defined as the dynamically changing cumulative arousal in person that initiates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized and operationalized and successfully or unsuccessfully, act up on (Gardner, 2006, p.349).

This definition highlights the dynamic nature of motivation, its continuity, magnitude and direction like the definition given to attitude by Allport). Therefore, it seems important to see the relation between the two concepts.

2.1.3 The Concepts of Attitude and Motivation

According to Ellis (1985) "the study of attitude and motivation in SLA [Second Language Acquisition] has involved the development of concepts specific to language learning." On the other hand, other authors trace the constructs to the field of social psychology. For example, Spolsky (2000) holds that the addition of the concept of motivation to models of second language learning has been a major contribution of social psychologists. Social psychologists (e.g. Gardner, 2006) associate the construct (motivation) with individual differences. Therefore, the focus is on how to select adult students who would benefit most from extensive instruction. Authors in the field of second language learning make some distinction between attitudes and motivation. Gardner and Lambert (1972) define motivation as second language learners overall goal orientation and refer to attitude as the persistence shown by learner in striving for a goal. In other words, attitude contributes to motivation. The authors examined motivation as a factor of a number of different kinds of attitudes.

2.1.4 Types of motivation/Attitudes

Second language researchers identify various types of motivation. Stern (1983,p.383) citing Gardner (1975) distinguishes four main categories of motivational characteristics: (1) group specified attitudes, (2) course related characteristics, (3) motivational indices and (4) general attitudes.

Group specific attitudes refers to the attitudes learners have towards the community and who speak the target language. Research findings (e.g. Gardener & Lambert, 1972 and Burstall, 1974 as reported in Stern 1983) noted positive association between measured learning outcome and attitude towards the target group and the language. This is an attitude learners have before being placed into learning situation.

The second component of attitude, course related attitude, consists attitude towards the learning situation itself. This also involves how the individual feels about learning in a particular course from particular teacher. If a learner perceives teacher as a source of a comprehensive input and if learner has positive attitudes towards a course, this will undoubtedly contribute to his or her success. In general, this is the category of attitudes that learners develop during the learning process.

The third component of attitudes, motivational indices, refers to the learners' motives for learning the language. This category of attitude could be divided into different types of motivation. Generally, motivation is divided into two basic types: instrumental and integrative. Brown (1994) defines instrumental motivation as a motivation to acquire a language as means of attaining instrumental goals, furthering a career, reading technical material, translation and so forth. On the other hand, integrative motivation is a motivation learners possess towards the target language community. That is their overall interest to integrate into the culture of the target language.

There is another dimension of motivation in foreign /second language learning — intrinsic and extrinsic. Intrinsic motivations are motivation for which there is no apparent reward except for activities sake (feeling of developing competence in the language in our case). In contrast, extrinsic motivation is the motivation for which there is anticipation of rewards such as money, prize, grade, positive feedback and so on.

The majority of intrinsic motivations fit into what Gardner calls integrative motivation. Still there may be some intrinsic motivations which are instrumental in nature, for example, a learner's self-determination to improve his/her career. Likewise, some instrumental motivation emerges from a learner's inner feelings to improve his/her language whereas some may be imposed upon him/her by external powers may be state or parents. Thus, the nature of learners' motivation is a complex one.

2.2 Nature of Attitudes

Several authors have identified different features of attitudes. First of all the fact that attitudes are learned is theoretically and empirically uncontroversial (Chaiken, 2001; Anderson, 1994). They are learned from first hand experiences or socialization agents such as parents, peers, teachers, mass media and so forth. In other words, attitudes have sources. Secondly, attitudes differ in terms of their intensity. Some attitudes are strong and some are weak. Thirdly, attitudes have directions which could be positive, negative or somewhere between them. For this reason, researchers identify two pairs of (bipolar) adjectives in measuring attitudes. Fourthly, except by this indirect self-report, it is difficult to measure attitudes directly by observing or other cognitive means. Finally, attitudes have functions. The subjects hold attitudes to differentiate things they should approach and things they should avoid. Thus, people do not have an attitude until they first encounter the attitude object and respond evaluatively to it on affective, cognitive or behavioral basis (Van IJZ, 2001).

2.2.1 Components of Attitudes

Many sources (e.g. Petty, 2001; Osser, 1994; Anderson, 1994; Wenden, 1991) point out that attitudes have cognitive, behavioral and affective components. The affective elements (feelings) could be positive, negative or somewhere between them. That means, attitudes exist along a continuum which ranges from negative to positive. They also pass through a point at which people do not care or know how they feel. It is for this reason that researchers use the code like 'undecided' at the middle of the scales in measuring an individual's reaction to an attitude object. Generally, affective component is the evaluative component (Wenden, 1991). That means the attitude object may evoke like or dislike or approval or disapproval.

The second component, cognitive, concerns the beliefs, perceptions, and information about the object of attitude (Wenden, 1991). In language learning this could be learners' beliefs of their roles in learning process or of their capacity as language learners. It is found that students who self-perceive as good language learners learn well.

Thirdly, attitudes have the behavioral component that predisposes people to act in certain ways. In language learning this could be avoiding learning by holding negative attitudes towards language learning or being persistent in trying to achieve higher degree of proficiency in language because of positive attitudes. In sum, attitudes are formed in an experiential way based on cognitive, affective or behavioral aspects directly or indirectly in responding to an attitude object.

2.2.2 Sources, Development and Formation of Attitudes

Language learning is the subject of many strong opinions (Horwitz, 1987). The attitudes that second or foreign language learners hold towards learning a language have numerous origins. Some emerge from a learner's previous experiences. Still some trace their origin to a learner success in learning a language.

Traditional account of attitude formation has emphasized that attitudes are learned (Van IJZ, 2001). They may be learned from the socialization agents such as parents, teachers, peers, etc. Attitudes, like all aspects of development of cognition and affect in human beings, as Brown (1994) argues, develop early in childhood and are result of parents' and peers' attitude. However, this does not mean that all attitudes are learned from such socialization agents. Instead, there are some novel attitudes that are acquired by first hand experience with attitude object. For example, a language learner may develop negative attitude towards language learning while his peers, teacher and parents have positive attitude towards the language.

Success or failure in learning a language *per se* may be an ultimate cause of attitudes development. Learners who have succeeded in past tasks will be more willing to engage with next one and more confident in their chance of succeeding (Ur, 1999). Conversely, an unsuccessful learning experience (failure) could lead a student to conclude that special abilities are required to learn a foreign language and that she or he does not possess these necessary abilities (Horwitz, 1987). After all, it would be important to aware that everyone has both positive and negative attitudes (Brown, 1994). The difference is only on the degree of the attitude strengths.

2.2.3 Strengths and Consistency of Attitudes

Contemporary researchers, unlike the traditional ones, have confirmed that attitudes do not equally guide thought, judgment and behavior. It has been understood that attitudes differ in their strengths. Conceptually, attitude strength is seen as the strength of the association between an attitude object and the perceiver's evaluation of the object (Manstead, 2001). Manstead states that the more experience one has with the object, the more the attitudes become stronger. He also asserts that attitudes based on behavioral experience are more predictive of the future behavior.

Some researchers (e.g. Petty & Krosnick, 1995 in Petty, 2001; Chaiken, 2001) conclude that strong attitudes are those that persist overtime, are resistant to change and predict other judgment and actions. That is, strong attitudes are those that are consistent overtime. They will also go on their consistency if different measurement instruments are used. Investigators usually use different instruments to testify the consistency of the attitudes. The other possibility would be using two directional statements within an instrument of data collection to identify consistent attitudes and inconsistent one. However, persistently negative attitudes themselves could be changed through a use of certain strategies.

2.2.4 Attitude Changes

There are arguments and counter arguments about attitude change in adults learning foreign language. Considerable authors have emphasized the difficulty of changing adults' attitudes. Notably, Miller (1964) as reported in Wenden (1991) maintains that changing attitude that deals with adults' personal and social world causes them discomfort. The author reasons that because they are solidly anchored to significant early experience, such changes will often involve a new set of behaviors. Adults would prefer to avoid such new set of behaviors. Especially, the more stabilized an attitude in a person's history, the less possibility of changing it (Huberman 1971 in Wenden, 1991). This indicates the need to treat at early development of attitudes as much as possible.

On the other hand, other scholars argue for possibility of changing attitudes. Here are some ideas from Anderson (1994):

Attitudes are beliefs, feelings and or past behaviors. They are seen as dynamic in nature and under constant change as they interact with behavior and must be viewed in probabilistic rather than deterministic terms because of the complexity of the structure of attitudinal network (P. 382).

Anderson explains the nature of attitude emphasizing their openness to change.

Some theorists reasonably assert that attitudes can be changed with appropriate persuasive communication. Wenden (1991) reports the Elaboration Likelihood Model (ELM) of attitudes change developed by Petty and Cacciopo (1986). She points out that changes in strongly held evaluations such as that learners hold about themselves and about the learning process, can be brought about by exposure to a Persuasive communication. Percussive communication is referred to communication which presents information to change a learner's evaluation of particular topic, object, and situation and so on. The assumption is that it will lead learners to re-examine the existing attitude they hold about an object so that they revise or change them completely. Here, the role of motivating trainees is considerable.

The task of motivating demotivated learners is assumed for teachers by some language researchers. Teachers have to motivate the learners who are demotivated and nurture those who are already well motivated to the task of foreign language learning (Wright, 1987; Ur, 1999). But, the question is how teachers could do it. There are several strategies that many authors recommend. The following are suggested by Wright (1987, p.53). Teachers have to motivate students by:

- adopting positive attitudes towards learners.
- giving the learners meaningful, relevant and interesting tasks to do.
- maintaining the discipline to the extent that a reasonable working atmosphere is established.
- involving students more actively in the classroom process in activities that demands inter-student communication and cooperation efforts on their participation.
- giving positive feedback on written assignments

Thus, the important part of a teacher's job is to motivate learners. In short, as Hailom(1993) has already recommended ,the issue that influences trainees' thinking ,beliefs and value system should be discussed and critically reflected to bring about desirable attitudinal and behavioral changes.

2.2.5 Importance of Studying Attitudes

With the advent of cognitive psychology, the research emphasis on teaching and learning has shifted from process-product observations to focus on trainees' thinking and beliefs (Fang, 1996 in Abiy, 2002). The author justifies that this shift of emphasis towards trainees' perceptions might be because, on one hand, knowledge is understood as the development of beliefs and attitudes. The other reason is the importance of factor of learners' motivation in successful language learning (Ur, 1999; Gardner. 2006). That means, there is strong relationship between motivation and language learning. Regarding this, Horwitz (1987) states that what students think about language learning can affect the way they go about doing it.

The need for studying motivation is also associated with nature of students' involvement in language learning. Regarding this Stern (1983) remarks that "nothing has brought about greater concerns about learner motivation than the decline in enrollments in language classes and the dropout from language programme" (P. 375). Clearly, special effort should have to be made with hostile students having negative attitudes and teachers might well place a greater emphasis on motivating the students than anything else (Harmer, 1991). Harmer assumes the role of motivating learners to teacher. Similarly, other authors (e.g. Gere & Smith, 1979) believe that the examination of learners' attitudes to be a part of any English teachers' business.

The arguments made so far might be for language learning in general. Language learning in training programmes in particular needs critical considerations. Formal attentions need to be paid to trainees' beliefs during training (Cross, 2003). Thus, the significance of studying trainees' attitude or perception of training programme is uncontroversial in the literature. What needs some clarifications is the ways to do it. That means, the ways of measuring attitudes of language learners.

2.2.6 Attitude Measurement

Large body of researches pointed out difficulty of measuring attitudes by direct observation. It is suggested that attitudes should be inferred from individual's response to the attitude object. The response may be overt behavior such as approaching or avoiding the attitude object and/or explicit verbal reporting. Attitudes have most often been measured by self-report which is labeled as explicit, because respondents are aware of the fact that their attitudes are target of measures (Chaiken, 2001). The self-report could be made through Oral interview or written questionnaire. There are different multi-item scales that are used to collect data through a questionnaire. The traditional multi-item attitude scales include Thurstone scale, Guttman scale and Likert scale. Although Schwartz (2001) claims that these are rarely used in practice primarily because they require extensive topic specific development work, they are widely used still now.

Let us see how Likert scale works among the classic multi-item scales. Likert scale asks the individuals to respond to a series of statements by indicating whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each statement (Selinger & Shohamy, 1989). Each five point scale of the Likert scale will be assigned different numerical value. One to five (1-5) may be used, for example. Other multi-item scale, specifically the semantic differential of Osgood, Suci, and Jannanbaum use bipolar numeric value (negative and positive) unlike Likert scale that uses unipolar numerical value. Researchers should know that the uses of bipolar and unipolar numerical value have different assumptions. The assumption that underlies the use of unipolar values is that there will be positive attitude towards the attitude object. Therefore, what he/she expects from the finding is the degree of likes.

Moreover, what needs critical consideration is the procedure of getting answer from respondents. Schwartz (2001) summarizes the question answering process as follows:

To answer an attitude question, respondents need to: (a) understand the meaning of the question; (b) retrieve relevant information from memory to; and form a judgment. In most cases they also need to: (d) map their judgment onto the response alternatives provided by the researcher; and they may want to edit their response before they report it due to reasons of social desirability and self-presentation. (P.907)

The above quotation comprehensively summarizes what the respondents need to answer attitude questions.

Careful attention should also be given to the item of the attitude questions construction. This has great effect on the responses. For example, it is found that when option like 'I don't know' is not provided in the alternatives of the scale, respondents report having no attitude. Indeed, it is important to ensure that the set of response alternatives offered cover the whole ranges of plausible positions (Schwartz, 2001). Such consideration makes one confident in expecting accurate information about subjects' attitudes towards attitude object (language learning programme in our case). It may also make easy to identify the relationship between attitude and language learning success if the study is the one that explore the relationship.

2.3 Attitudinal (Motivational) Factors and Foreign Language Learning and Foreign Language Proficiency.

The role of attitude and motivation in foreign language learning is considerable. However, there are some sorts of controversies in the literature. One point of controversy is the direction of relationships between attitude and foreign language learning success. That is , we do not know whether it is motivation that produces successful learning or successful learning that enhances motivation (Ellis, 1985; Lightbown & Spada, 1993). None the less, other authors (e.g. Burstall *et al*, 1974 in Stern 1983; Kham, 1991 in Ur, 1999; Ushioda, 1993 in Spolsky 2000) argue that successful early learning experience promotes not only successful later learning but also more positive attitudes. That means, it is successful learning that is supposed to enhance motivation. On the contrary, many sources indicate that motivation is a determinant factor in learning a foreign language. Still others argue that both attitude or motivation and success will contribute to one another. Regarding such relationship, Ur (1999, p.275) states "Our job is to do all we can to encourage the development of ability and enhance motivation on the understating that each will contribute to the other." Therefore, this seems a solution for the first controversy.

The second controversy lies on the role of attitude/motivation in foreign language learning. A few researchers have already demonstrated that attitude plays little role. To mention, Krashen (1982) reports that Oller and colleagues had studied the acquisition of English in Japan and found little relationship between attitude and language proficiency. Moreover, Macnamara (1972) asserts that favorable attitudes are of little importance. He reached the assertion from the fact of Irish students whose parents do not have favorable attitudes towards English though the students were found successful in learning the language. However, Macnamara acknowledges the role of instrumental motivation.

On the other hand, a bulk of research has found strong relationship between attitude and language learning success (and language proficiency). Thus, this section is devoted to review of such findings. However, it is important to understand what we mean by language proficiency first.

2.3.1 Concepts of Language Proficiency

The conceptualization and description of proficiency is an important step in the study of second language learning (Stern, 1983). There are some trends in defining language proficiency. Chomsky (1965) as cited in Stern (1983, p.342) has expressed proficiency or language competency as the intrinsic tacit knowledge that underlies actual performance. For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language (Richards and Rodgers, 2001).

Criticizing Chomsky's description to focus only on linguistic elements, Hyme (1968) coined the term 'communicative competence' which represents proficiency as its most abstract and psychologically deepest level (Stern, 1983). According to Hyme, it is competence when to speak, when not, and as to what to talk about with whom, when, where and in what manner. That means communicative competence refers to a person's awareness of the rules governing the appropriate and accurate use of the language in social context.

Based on Hyme's theory, Canale and Swain (1980) extended communicative competence into four dimensions: linguistic competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical or linguistic competency refers to knowledge of language structures such as grammar, lexis, syntax, vocabulary, etc. Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants and the communicative purpose for their interaction (Richard and Rodgers, 2001). It deals with the question of which utterances are produced and understood appropriately in different contexts. Discourse competency is the mastery of how to combine grammatical forms and meanings to form unified texts of different kinds. Finally, strategic competency refers to the communication strategies one should master to compensate or enhance communication.

Bachman (1990) further modified communicative competence. He proposed that communicative language ability consists of three components: language competence, strategic competence, and psychophysiological mechanisms. The first competent, language competence, consists a set of specific knowledge components that are utilized in communication through a language. Bachman divides it into organizational competency and pragmatic competency. He distinguishes them:

Organizational competence includes the knowledge employed in creating or recognizing grammatically correct utterances, in comprehending their propositional context, and in organizing them to form oral or written text. Pragmatic competence includes the types of knowledge employed in the contextualized performance and interpretation of socially appropriate illocutionary acts in discourse. (Bachman, 1990, p. 98)

According to Bachman, the second component, strategic competencies, is the capacity that relates knowledge of language to the language user's knowledge structures and features of the context in which communication takes place.

Psycho-physiological mechanisms are the neurological and physiological processes that are involved in language use to characterize the channel (auditory and visual) and mode (receptive, productive) in which the competence is implemented.

2.3.2 Levels of Second Language Proficiency

Second language learners' proficiency ranges from zero to native like (full) proficiency (Stern, 1983). Stern comments that zero proficiency is not absolute since second language learners have their own language that introduces them to knowledge of how languages function. He also argues that native-like proficiency is hardly achieved though it is a necessary point of reference for second/ foreign language proficiency.

Based on the practical knowledge of learners at different stage, it is possible to define stages or levels of proficiency that are appropriate for specific purposes. One of best known rating scale is the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines. These guidelines specify nine levels of language proficiency and include speaking, listening, reading, writing, and cultural components (Richard, 1986). The levels include: (1) Novice-low, (2) Novice-mid, (3) Novice-high, (4) Intermediate-low, (5) Intermediate mid, (6) Intermediate-high, (7) Advanced, (8) Advanced-plus and (9) superior (Richards, 2001). In ACTFL proficiency guideline, each proficiency level' s expected performance outcomes are specified in terms of sub-skills related to functions, content and accuracy.

As such the description of language proficiency has over gone such modifications over years. Now, it seems that the trends in defining language proficiency become clear. Therefore, let us go back to the review I promised to make on the relationship between attitudes and language learning success or language proficiency in foreign language learning.

2.3.3 The Relationship between Attitude and Motivation and Language Learning Success or Language Proficiency.

One important aspect of attitude study has been its connection with the learning of the second (and subsequent) languages (Edward, 2001). A bulk of research has found that attitude is strongly related to achievement in foreign language (e.g. Gardner, 1982 in Norris, 2001; Gardner *et al.*, 1985; Gardner & Lambert, 1972 and Crookes & Schmidt, 1991 as reported in Brown, 1994; and many others) in general. Specifically, the most extensive and systematic study of the effect of attitude and motivation on foreign language learning was undertaken by Gardner and

Lambert (1972) at McGraw University in Canada, several part of united states, and the Philippines (Brown, 1994). From their study, the authors identified two main types of motivation to be related to foreign language learning success and proficiency. Spolsky (1969) also found that integrative motivation generally accompanied higher scores on proficiency tests in foreign language learning.

Krashen (1982) reports the results of two studies contrary to that of Spolsky's (1969). The first one was study by Lukmani (1972) who demonstrated that Marathi-speaking Indian students learning in India those with higher instrumental motivation scored higher in test of English proficiency. The second was study by Gardner and Lambert (1972) who found that instrumental motivation as predictor of overall English proficiency for Philippines students who study English as foreign language. Then he concluded that the effects of integrative motivation appears to be weaker in situation where getting intake outside classroom are rare such as foreign language learning. He provided the evidence from the study by Gardner and Lambert (1972) on high school learning of French as foreign language in three American communities who came up with only weak relationship in one.

Brown (1994) also reports similar results of study by Oller and colleagues in Japan. Then he concluded that certain context points towards instrumental orientation as an effective motive for language success while others favor integrative motivation. Thus, it is the language learning context that determines the types of orientations. In Ethiopian context, Banti (2003) found both integrative and instrumental orientation among Admas College students.

CHAPTER THREE

METHODOLOGY

This chapter presents descriptions of study design in general and of instruments of data collection in particular. It also makes clear the study's subjects, sample size, and sampling procedures. More importantly, the chapter presents the rationale behind every action.

3.1 Research Design

In this study, both qualitative and descriptive research methods were employed. Specifically speaking, the study describes users' attitudes towards ELIC in promoting their language proficiency in relation to factors that could determine well functioning of the centre such as the qualities of coordinator and trainers, availability of training facilities (e.g. classroom, materials, etc.) and appropriateness of the time. It also addresses the users' attitudes towards the centre in terms of what they were interested in as well as what were against their interest. The general question in mind is finding whether the subjects had favorable attitudes or not towards the programme at centre. In order to investigate this general phenomenon, specific research questions that have been guiding the description were raised (see Section 1.2). Then to answer those questions three groups of respondents that constituted the study population were identified.

3.2 Subject of the Study

The main sources of the data were ELIC trainees of Adama University. They were students and non-academic staff of the university who joined the centre to improve their language proficiency. Actually, the majority of the trainees were students. The non-academic staffs were secretaries of the university who were very few in number in comparison to that of students. The total number of populations are two hundred seventeen (217). Although they have been doing for the same purpose, improving their language, the subjects differ greatly in term of their background. Especially, the students group and non-academic staffs group have a great difference. Within students group itself there is variation in terms of their fields of study.

The researcher has made an attempt to include all these varieties in the study. For example, the respondents of the questionnaire were five secretaries and fifty-one students from 15 departments which consisted of students from different levels or years of study (see Appendix 3A).

In addition to questionnaire subjects, other seven students were used as respondents of the interview (Refer to Appendix 3B). Moreover, in order to gather information that students and non-academic staff might be unaware of such as the background of the centre and major challenges faced the centre, the coordinator of the centre was interviewed. Furthermore, interview was held with three trainers with the purpose of gathering information about their interest and the problems they encountered in giving training at the centre. Therefore, the total number of participants of the study was sixty-seven (67).

3.3 Sample Size and Sampling Procedures

According to information obtained from the coordinator of ELIC there were seven sections of trainees who joined language proficiency courses. Of the total populations i.e. 217, fifty-six (56) trainees were selected as respondents to the questionnaire using availability sampling method. This method was found useful for two main reasons. Firstly, the recorded data of trainees were not detailed enough. There were only lists of trainees' names, their group and trainers. There were no information about trainees' departments and years of study. Secondly, the subjects were from different departments. So, it was difficult to get trainees. For these reasons, the researcher used availability sampling methods. That is, the first fifty-one members of ELIC who came to second semester registration were asked to fill in the questionnaire. In addition, five secretaries were contacted at their work place for the same purpose.

Another Seven students, a coordinator and three trainers constituted the respondents of the interview. As far as selection procedures are concerned, first the available sample of coordinator was interviewed. Then, students who came to second semester registration and who were willing to participate in the study were interviewed. Finally, three trainers among seven who have been giving the language proficiency courses participated in the interview. Thus, the study involved 56 and 11 subjects as respondents of questionnaire and interviews respectively.

3.4 Data Collection Instruments and Procedures

It is possible to use a number of different data collection procedures in a given study and thus obtain data from variety of sources (Denzin,1978 & Mathison, 1988 in Selinger & Shohamy, 1989). The principal objective of this study was to examine users' attitudes towards ELIC in promoting their language proficiency. To achieve this objective the researcher used questionnaire and interview as instruments of data collection.

3.4.1 Questionnaire

In second language acquisition, questionnaires are used most often to collect data on phenomena which are not easily observed such as attitude and motivation (Selinger & Shohamy, 1989). Hence, the present researcher also used a questionnaire consisting of structured and semi-structured items.

3.4.1.1 The Design of the Questionnaire

The questionnaire has two main parts (see Appendix 1). The first part deals with personal information of the subjects that helps to differentiate them. The second part, the main body, is divided into a section of structured questionnaire items and a section of semi-structured questionnaire items. Mainly, the study based on structured questionnaire items. Here, the subjects were asked to rate their attitudes towards the centre on five points Likert Scales: strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The total number of structured questionnaire items is 30. The items focus on different areas of the study. Table 2 summarizes the specifications of the items.

Table 2 Specifications of Structured questionnaire items

Item number	Point of focus	Total No of items
1,2,3,4&5	Reasons for joining the centre	5
7,8,9,10,13&14	Language skills focus items	6
15,25&26	Materials' appropriateness	3
16,18,19,20,21&23	Trainers' effectiveness	6
17&22	Coordinator's effectiveness	2
24&27	sufficiency of time	2
28	Classroom's appropriateness	1
6,11,12,29&30	Overall language improvement and suggestion for continuity	5
Total items		30

As it can be understood from Table 1, the structured questionnaire items cover wide areas of the study. These includes areas such as users' attitudes towards ELIC in improving their overall language proficiency, the specific language skills that have been improved, and factors that may affect the centre including materials, classroom, coordinator, trainers and time.

In order to allow the subjects to articulate their feelings freely, the second section of the questionnaire constituted five semi-structured questionnaire items. This was intended to enrich the data obtained through the structured questionnaire items. None the less, it allows the subject to describe their own feelings; for example, things which are against their interest.

3.4.2 Interview

In order to allow more in-depth information gathering, free responses and flexibility of responses, interview was also held with seven students. The interview was not intended to gather different information. Instead, it was intended to enrich the information gathered through the questionnaire. Students' interview was not the only interview. The second interview was held with the coordinator of the centre. The purpose was to gather the information that could not be elicited by students' questionnaire and interview. For instance, issues like the major challenges faced the centre may be in relation to resource like materials and human powers. Finally, the third interview was conducted with three trainers of ELIC with the purpose of collecting information in the areas of trainers' interest of giving training, challenges they encountered in giving training, coordinator's effectiveness and suggestions about the continuity of the centre. Thus, this serves two functions: enriching the data further and gathering new data.

3.5 Data Quality Assurance

Several attempts were made to gather valid and reliable data. First of all careful attention was given to items construction processes. In addition, due attention was given to select representative sample. The data were gathered from different informants using different methods for enriching quality of the data. Moreover, caution was also made during data collection

procedures to avoid researcher's biases. Finally, the reliability of the items was calculated using Cronbach's Alpha to be 0.82 which is reliable.

The researcher ensured the quality of items using different procedures. In fact, the items construction involved three different processes. Firstly, the researcher adapted some items from reliable sources. Gardner, Lalonde and Moorcraft (1985) and Ahmed *et al.* (2005). Specifically, items that describe users' reasons for joining ELIC were adapted from Gardner *et al.*, (1985) whereas items that address ELIC's material, time and overall improvement were adapted from Ahmed, *et al.* Secondly, items that state trainers' effectiveness were used directly from the same sources. Finally, the researcher developed the rest of items himself. However, he received the comments of senior staff of Addis Ababa and Adama University. Especially, the comments of ELICs coordinators on the content and construct validity of the items were invaluable in determining the quality of items which in turn determine the quality of data gathering process. Finally, the items were piloted on five subjects and some modifications were made on it.

Data quality assurance did also get considerable attentions during the data gathering process. One strategy that was found useful was taking the addresses of questionnaire's respondents to ensure total return rate. The other strategy was the use of volunteer participants for the interview so as to get in-depth and free responses. Something related to this, the data gathering was aided by tape recorder to avoid researcher's biases and not to interrupt the interviewees. Later, the interview transcriptions that would guide the analysis of the results were prepared (see Appendix 4). Above all, as it could be clear from forth-going discussion particularly Section 3.2, the data were gathered from different informants using different methods. This allowed the use of triangulation in analyzing the data which are made in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

In chapter three brief explanation of methodology of the study including its design, instruments of data collection and study population were thoroughly made. As it could be clear from the discussion, a questionnaire and interviews were the two instruments utilized in gathering the data. Therefore, this chapter presents the analysis and discussions of the results.

As described earlier the principal objective of the study was to examine users' attitudes towards ELIC in promoting their language proficiency. To achieve this general objective, data were gathered under specific constructs that were supposed to determine the centre's overall well functioning and in turn attitudes of the trainees. It was the structured questionnaire items that comprehensively dealt with all the constructs related to well functioning of the centre. It inquired respondents to rate their degree of agreement to each statement on five points Likert Scales: strongly disagree, disagree, undecided, agree and strongly agree.

The analysis of data gathered through this tool was made by the use of SPSS (descriptive statistics) such as frequency counting, percentage and mean score computation. Then the findings were presented in a table for each construct in turn. Immediately, each table is followed by discussions of results on basis of figures in it. In the discussions or interpretations, the response categories were condensed into agree (by combining agree and strongly disagree), undecided and disagree (by combining disagree and strongly disagree) for simplicity of interpretations. In addition to discussions of structured questionnaire findings, the tables are followed by discussion of semi-structured questionnaire items and interview results of their respective discussion points. This procedure was preferred because the latter two tools were mostly employed to triangulate the information obtained through the former one although they might raise additional information in rare cases. Therefore, such procedures were followed constantly throughout the discussions of the results.

4.1 Users' Reasons for Joining ELIC

The items in Table 3 below i.e. 1,2,3,4 and 5 asked respondents to rate their degree of agreement on whether they joined ELIC to improve their language proficiency for interacting with speakers of the language, for proficiency's sake, for being competent employee who easily communicates at work place. for getting degree in English and for improving grades respectively. Table3 presents the results.

Table 3 Results of participants' reasons for joining ELIC

Items N ^o .	Responses												Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	
1	22	36	22	36	9	16	2	4	1	2	56	100	4.1
2	36	64	19	34	-	-	1	2	-	-	56	100	4.6
3	24	43	17	30	13	23	2	4	-	-	56	100	3.97
4	6	11	7	12	19	34	11	20	13	23	56	100	2.6
5	12	21	19	34	15	27	6	11	4	7	56	100	3.52

Key SA= strongly agree, A= Agree, UD= Undecided, DA= Disagree, SD= strongly disagree, N= Number of respondents (frequency) (This are used for all tables in here after)

N.B the percentages have been rounded to the nearest tenth.

Regarding the results of item number 1, large number of respondents (79%) agreed that they joined the centre for the reason of interacting with the speakers of the language freely. The mean score of the item is 4.1 which inclines towards the scale 'agree'. This shows that the subjects need to improve their language proficiency for communicating with the language speakers. Correspondingly, out of seven respondents to the interview held with the trainees one reported this as one of his reasons for joining the centre. Thus, the result confirmed Benti (2003)'s study results who found integrative reasons of studying English foreign language among Admas College Students.

As to item number 2, almost all subjects (98%) agreed that they joined ELIC to be proficient in English. Only an individual disagreed with it. The results of the interview have also confirmed this finding. Of seven students interviewed, six mentioned improving their language proficiency as a primary reason for being the member of ELIC training. Therefore, perceptions of having more advanced English may be the primary goal of adults studying foreign language (Harmer, 1991). Actually, this is not surprising since the main aim of ELIC is to improve language proficiency of the users. Even the courses the subjects have been taking themselves are language proficiency courses.

Concerning the responses of items 3, majority of the subjects (73%) agreed that they need good English for easily communicating at work place. Only 4% chose disagree. The remaining 23% kept undecided. From the interview respondents one reported this as his third reason. Indeed, having appropriate communicative ability is found very crucial at work place like higher education where trainees may contact with foreigners. Especially, this might be a good reason for non-academic staffs who contact with foreigner academic staffs who cannot speak the local language in the university.

In item number 4, the respondents were requested to select the scale that represents their degree of agreement about joining ELIC for a reason of getting degree in English. As it can be inferred from Table 3, it was the only item that more numbers of respondents (43%) disagreed with it. Only 23% of respondents agreed with it. The remaining 34% of respondents were opted for 'undecided'. What is more, no one has reported this reason in the interview held with the sample students.

This might be related to the fact that majority of the subjects are attending other degree courses. Therefore, this could not be the reason for participating at the centre. Nevertheless, trainees like non-academic staff may want to get their BA degree in English. In very rare cases, others may also wish to have the degree in English since having two or more degrees in different fields become a common phenomenon in current world.

Finally, the respondents were asked to rate their level of agreement with item number 5 which was stated as 'I participated in ELIC to improve my grades'. Accordingly, as Table 3 implies more than half of sample subjects (55%) agreed with the item. The second portion of subjects (27%) was unable to decide while 18% of respondents disagreed with it. From the interview subjects only one reported this as his primary reason. When we see the mean score of the scale i.e. 3.52, it's around the average. For non-academic staff subjects this could not be a reason for joining the centre as they were not taking any course.

Generally, ELIC users had different reasons for joining the centre. The results reveal that almost all of them want to be proficient in the language. It also indicates that they need language proficiency in turn for other reasons. Notably, the results show that majority of the subjects need the language for communicating with speakers of the language and for communicating freely at workplace. Still some need it for improving their grades.

However, it is found that subjects hardly need the language for getting degree in English. Rather, the respondents of interview mentioned other aims of joining the centre. For example, one reasoned that he needs good English for following media disseminated in English. Other added that he needs to be familiar with novel English to understand its literature. Therefore, the subjects joined the centre for different reasons. It may be for these reasons that the centre gives different courses for improving different language skills of the users.

4.2 Users' Attitudes towards ELIC in Improving their Language Skills

In the structured questionnaire items designing, users' feeling of the extent to which ELIC has improved their language skills was also incorporated. There were six items which addressed this issue. Table 4 shows the results.

Users' feeling about ELIC in improving their speaking skills, writing skills, reading skills, listening skills, grammar and vocabulary were asked in item number 7,8,9,10,13 and 14 respectively (see Appendix 1)

Table 4 Users' attitudes towards ELIC in improving their language skills.

Item N ^o	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
7	15	27	36	64	4	7	1	2	-	-	56	100	4.2
8	9	16	31	55	9	16	5	9	42	4	56	100	3.7
9	14	25	36	64	4	7	1	2	1	2	56	100	4.1
10	14	25	24	43	12	21	5	9	1	2	56	100	3.8
13	9	16	31	55	11	20	4	7	1	2	56	100	3.8
14	10	18	39	70	5	9	2	4	-	-	56	100	4.2

What could be inferred from the results in Table 4 is that majority of respondents, specifically 91% for speaking skills, 71% for both writing skills and grammar, 89% for reading skills, 68% for listening skills and 88% for vocabulary agreed to statements which asked them to rate their attitudes towards ELIC in improving each language skill. Therefore, it would be safe to conclude that the subjects had positive attitude towards the centre in improving all their language skills.

However, the percentages of agreements differ among the language skills. It is the listening skill that received the lowest numbers of agreements. Of course, this is reasonable. The data collected through both semi-structured questionnaire and interview held with all the respondents including trainers and trainees pointed out that there were problems related to the listening skills practice. For instance, in the semi-structured questionnaire items responses, a considerable number of trainees identified:

- Failure of ELIC training to pay due attention to listening skills practice.
- Unavailability of audio-visual materials, language laboratory and other materials like books, handouts and modules, etc.

Indeed, these were reported in the interview results (Refer to Appendix 4 for interview transcription). Evidently, one of the instructors, who have been training to students at the centre, says:

As far as resource is concerned, for instance, the materials which were actually prepared in English, for example, audio and video materials are not really accessible to classroom because students and trainers are in classroom where there is uncertainty.

Another trainer further emphasized the situation saying “there are barriers of materials to be used; for examples, books and audio cassette materials to be used in speaking and listening exercises.” After all, exposure to native speakers of the language through the use of authentic materials like audio tape, video tape, and newspaper library is a real benefit for foreign students (Crystal, 1997).

4.3 Respondents Reaction towards ELIC Materials

In designing the structured questionnaire items, the construct ‘materials’ was included with three items. The results are presented in Table 5 below. In Table 5 item number 15 asked the subjects to rate their degree of agreement about their feeling if the materials were related to their language needs

Table 5 Results of respondents’ feeling of ELIC materials

Items N ^o	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
15	12	21	13	23	25	47	5	9	1	2	56	100	3.4
25	3	5	19	34	25	47	7	12	2	4	56	100	3.3
26	15	27	24	43	12	21	2	4	3	5	56	100	3.82

As it could be observed from the table, nearly half of the respondents (47%) were unable to decide whether the materials were related to their language need or not. Besides, 11% of subjects disagreed with the item. It was only 42% of the sample population that agreed with the item.

This shows that materials had problems in addressing users' needs. In reality, training courses have to be designed to meet their participants' needs as trainees (Water, 1988 in Ahmed, 2005).

Regarding item number 25 which inquired trainees to express their feelings to what extent they agree with ELIC materials in providing them with appropriate structures, nearly half of the sample populations (45%) were opted for 'undecided' whereas 15% of respondents disagreed with it. Only 44% of respondents agreed that the materials had appropriate structures that have improved their English. Therefore, the results put the availability of materials in question let alone its structures appropriateness to learners' needs. Concerning this, the results of semi-structured questionnaire items and interview disclosed that there were problems related to materials' availability. For illustrations, we have already seen the responses of subjects under discussion of problems related to language skills practice. To get detailed discussions let us see the responses of different informants.

In the semi-structured questionnaire items, one question asked the trainees to list the factors that hindered the centre to function well. In responses, considerable number of the trainees (21) mentioned unavailability of materials as a serious problem. What is more, of seven students interviewed five raised materials deficiency as one of the acute problems. Furthermore, the coordinator of the centre himself acknowledged this fact when he says:

ELIC does not have as such materials to be given to teachers and trainees themselves. In fact, it is only this semester that I went to MOE for workshop on ELIC and brought plenty of training materials to be distributed among trainers and trainees. Otherwise, in the first semester teacher used their own resources in conducting the training.

Therefore, the results indicate that materials deficiency or unavailability was one of the common problems that affected the centre to function well. On the other hand, trainees' views of clarity of instructions to activities asked by item number 26 were positive for most of them. To put it more clearly, 70% of the respondents agreed that the instruction to the activities were clear. The second portions of the sample population (21%) were undecided about it, whereas only 9% were disagreed. Thus, there were variations in responses.

What makes the differences in responses might be related to material difference of different instructors. This is because of the fact that two teachers using the same methods could have vastly different results (Harmer, 1991). This indicates the need to examine users' perceptions of ELIC trainers' effectiveness.

4.4 Trainees Attitudes towards ELIC Trainers

In questionnaire items design, trainers' effectiveness was considered as a construct that could determine the centre's well functioning. There were six items pertaining to this issue which were confined to different qualities of trainers. Table 6 shows the results.

Item number 16 in Table 6 was stated as 'I feel satisfied with trainers work'. Regarding the results, 72% of respondents agreed with the statement. On the other hand, 18% of subjects disagreed with the item while the rests were undecided. The results, therefore, showed that trainers had been working well. The interview conducted with sample trainees also confirmed this fact. Of seven respondents three appreciated the work of teachers. Again, more than half of semi-structured questionnaire's respondents listed the work of trainers as one of facilitating factors in well functioning of the centre. They mentioned points like availability of good and experienced trainers who gave encouraging feedback and who managed the classroom very well.

Item number 18 dealt with appropriateness of trainers' approaches in satisfying users' interest. As it can be observed from Table 6, most of the subjects (87%) agreed that the approaches were interesting. 9% were unable to decide while 4% disagreed with the item. So, the results indicate that the trainers' approaches were interesting to the trainees.

Concerning the results of item 19 which was stated as 'trainers are flexible', 87% of respondents agreed that they were flexible whereas 13% chose to undecided. However, none disagreed with it. This is interesting; because teachers' willingness to be flexible is an important component of balanced activities in language teaching (Harmer, 1991).

Table 6 Results of users' perception of ELIC trainers' effectiveness

Items No	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
16	16	29	24	43	10	18	5	9	1	2	56	100	3.9
18	24	42	25	47	5	9	1	2	1	2	56	100	4.2
19	22	39	27	48	7	13	-	-	-	-	56	100	4.4
20	13	23	37	66	5	9	-	-	1	2	56	100	4.1
21	20	36	28	50	4	7	2	4	2	4	56	100	4.1
23	3	5	7	12	7	12	26	47	13	23	56	100	2.3

Related to this is the trainers' willingness to be interested in understanding what the trainees' problems are. This is the content of item number 20. As far as the responses are concerned, 89% of the trainees agreed that the trainers were interested in understanding what their problems were. The numbers of respondents who were unable to decide and disagreed were 5 and 1 respectively. This should be something to be appreciated because teachers' awareness of their students' motivation help them to smooth over problem that they may face (Cook, 2001 in Benti, 2003).

Finally, large number of respondents (86%) agreed to item number 21 which was about trainers' ability of clarifying instruction to activities. On the other hand, 7% of subjects were opted for undecided while another 7% selected 'disagree' category. This number of respondents is few in comparison to those who agreed. Therefore, the result reflects the view of a language researcher: teachers should be able to give clear instruction and examples (Harmer, 1991).

In general, we can conclude that trainees had positive attitude towards the trainers from the results. There are good reasons to arrive at this conclusion. For one thing, the mean score of all items are more than average. Secondly, as we have already seen from the previous discussions the responses of all data sources including the interview and structured questionnaire as well as semi-structure one confirm each other. Finally, item number 23 which was employed to check accuracy of responses by negatively wording came up with what it intended for. That is, 70% of respondents rejected to agree with it.

4.5 Users' Attitudes toward ELIC Coordinators

Along with trainers' effectiveness some respondents appreciated the roles the coordinator played in the interview conducted with both trainers and trainees. All the sample trainers interviewed reported that the coordinator had tried his best in coordinating the centre. To briefly present their idea, a trainer says "the coordinator was always trying day and night".

Another trainer admired that the coordinator work was remarkable. He further added that he was happy about the coordinators work. Finally, the third trainer replied that the coordinator did well in term of communicating the program to the students. However, he believed that the rest of the jobs were not well accomplished. (Refer to interview transcription in Appendix 4 for more details). Now, let us cross check the results of trainees' responses to structured questionnaire items about ELIC coordinator's effectiveness from Table 7.

Table 7 Users' perception of coordinators effectiveness

Items N ^o	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
17	18	32	25	46	8	14	4	7	1	2	56	100	3.99
22	12	21	22	39	19	34	2	4	1	2	56	100	3.75

Item number 17 in Table 7 inquired the users' perception of the coordinator in organizing the centre. With regard to their responses, it is clear from Table 7 that nearly three-fourth of the respondents believed that the coordinator had worked well in organizing the centre. Therefore, the results confirm the interview results of trainers we have already seen.

Concerning coordinator's enthusiastic behavior about working with colleagues to raise the quality of the centre's program asked on item number 22, more than half (61%) of respondents agreed that he was. In fact, this is the behavior for which the coordinator was very appreciated among the interview subjects. The researcher himself has proved this from fifteen days work with the coordinator, especially during five days of registration when they worked mutually. Nevertheless, the second portions of sample population i.e. 34% opted for undecided. Well, this might be for the fact that their direct contact was with the trainers rather than the coordinator. Although this might be case for those who were unable to decide, still there were few subjects (5%) who disagreed with the item.

Similarly, few subjects of semi-structured questionnaire items and interview disclosed that the coordinator has some kinds of limitations. For instance, in semi-structured questionnaire items few subjects reported that they were annoyed by coordinator's failure to fulfill his promise. They mentioned that he had promised earlier to give certificate for trainees who completely attend the program. However, they complained that he did not give them yet.

Even this idea was shared by a trainer who recommended the centre to be detailed enough about certifying students and university community at the end of the program. In addition, among the trainers interviewed one argued that the coordinator has not accomplished most of the jobs well. He explains "But the rest of jobs have not well accomplished.... Course descriptions were not prepared... students were not adequately informed about the program and no attempt has been made to relate ELIC courses to students' major courses..."

In general, although the coordinator has made some attempts, his performance did not come to expectation. For example, some subjects especially trainers assume that the task of arranging appropriate time to be coordinator's job. Indeed, the lack of appropriate time plan for ELIC programs was mentioned among the most commonly listed factors that hindered the centre to function well. Especially, the time overlapping of ELIC and other regular program, study time and vacations were some of the repeatedly reported issues in the trainees' semi-structured questionnaire and interview results in this regard. Then whether the structured questionnaire items responses related to time appropriateness confirm this or not is the subject of next discussion.

4.6 Users' Perceptions of ELIC Time

In item number 24 and 27 users were requested to rate their degree of agreement about ELIC training time sufficiency and proportionally equality of time given to each language skill respectively. See results from Table 8.

Table 8 Results of users' attitude towards ELIC time' sufficiency

Items No	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
24	5	9	17	30	14	25	13	23	7	12	56	100	3
27	6	11	15	27	24	43	7	12	8	7	56	100	3.2

As to item 24 which was stated 'ELIC training time was sufficient' the respondents have mixed feelings. Some believed that the time was insufficient. This group constituted 35% of total respondents. In essence this could be true for non-academic staff who complained that they were allowed only one working hour. Even some trainees from the students group itself mentioned time limitation as one of the factors that hindered the centre to function well in the responses they provided in semi-structured questionnaire.

On the other hand, 39% of respondents agreed that ELIC training time was sufficient. Those respondents might have the belief that if the program lengthened more, it would consume their study time of the regular program academic courses, vacation and the like. Hence, they agreed that the time is sufficient unlike the former group who disagreed.

Along with these two groups with opposing views on the sufficiency of ELIC training time, there were a group of respondents who were unable to decide at all. Obviously, this group would like if more time was added, but they did not want to sacrifice their study time, vacations, etc. Well, this is reasonable. What should not be forgotten is that too much exposure at any time can be as ineffective as too little, readily leading to fatigue and superficial assimilation (Crystal, 1997). Therefore, the aim should be to teach little and often as much as possible.

The ELIC training program for regular students has been taking place twice a week in the early evening between six and seven o'clock. In spite of this, some students commented that ELIC program overlaps with regular program. Their complaint about this is not baseless. For one thing, conducting the regular classes at the middle of the day especially from twelve to three o'clock is difficult if not impossible since the air condition is extremely hot. Consequently, the instructors would be forced to postpone the classes to evening time. In that case, overlapping of ELIC training time and regular program may occur. Above all, since the university conducts evening classes for extension students, class overlapping was the most serious problem. We will come back to discussion of this point in Section 4.7.

Concerning the results of item number 27 which asked the users to rate their level of agreement about equality of time given to each language skill, the results in Table 8 show that 38% of respondents were agreed with the item whereas 19% disagreed. On the other hands, 43% were unable to decide. The mean score of the item itself is 3.2 which inclines towards the scale 'undecided'.

Thus, the results found here conform the one we have already seen under Section 4.2 where the respondents of semi-structured questionnaire items mentioned lack of due attentions to listening skills practice. Then, it would be fair to conclude that users were uncertain about appropriate time plan to practice all language skills equally.

4.7 Trainees Reaction towards ELIC Classroom

Another issue that should get undivided attention is appropriate arrangement of classrooms. With regard to respondents' perception of ELIC training classroom we have partly seen it under discussion of issues of time overlapping. To get more insight into the situation let us see the responses to item number 28 which dealt with ELIC classroom appropriateness. In the questionnaire items design, item 28 was stated as 'the training rooms were comfortable.

Table 9 Results of trainees' reactions to ELIC classrooms' appropriateness

Items No	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
28	7	13	13	23	10	18	18	32	8	14	56	100	2.88

With regard to the results, only 36% of the respondents agreed with it while 46% disagreed. The rest ten subjects (18%) chose 'undecided'. Therefore, it would be sensible to conclude that the training classrooms were uncomfortable. The classroom problem was not only about a matter of comfort but also its availability. As we have already seen in discussions of problem related language skills practice, there was problem of overlapping of classes.

Regarding such situation ELIC coordinator says:

Classroom was another problem we encountered because I asked reservation for classroom and I got permission from concerned authority. Finally, however, the classrooms were given to other course teachers. Then they sent back ELIC trainees and trainers for the sake of other students.

Therefore, overlapping of classrooms was undeniable problem which was mentioned by ELIC users and agreed as well by the coordinator to inhibit the centre's function. Inevitably, however, classrooms have a great effect on learning and can alter a student's motivation either positively and negatively (Harmer, 1991). Therefore, it is vitally an important factor in determining success.

4.8 Users' Reactions towards ELIC in Improving their Overall Language Proficiency

Concerning the overall language proficiency of ELIC users that came about because of ELIC training, two of the three trainers interviewed argued that they did not think that the centre has accomplished its jobs well in improving the users' language proficiency. One reports as follow:

In Adama University it is only two years since ELIC has been established... The last year was not for students... and I don't think there was a kind of research on impact study of how much students' proficiency has been improved..... Again many students will not come on time, some come on time. Therefore, there are no regularities among students. Therefore, I don't think that it has improved their language.

The second interviewee also supported his view suggesting that since the program is not well organized, he believed that it has not accomplished well.

On the other hand, the third interviewee argued that it has great potential although it had not exactly brought great effect. In any case, it is only users themselves who know about their attitudes towards ELIC in improving their language proficiency. It is for this reason that five items were constructed to examine users' attitudes towards ELIC in promoting their language proficiency. Table 10 shows the results. In Table 10, item number 12 is the negatively worded form of item number 6 as item number 30 is for 29. As described in Section 3.5 of Chapter 3, they we used to assure the accuracy of users' responses and they did so.

Table 10 Users' reactions towards ELIC in promoting their language

Items No	Responses										Total		Mean
	SA(5)		A (4)		UD (3)		DA (2)		SD (1)		N	%	
	N	%	N	%	N	%	N	%	N	%			
6	21	38	28	50	4	7	3	5	-	-	56	100	4.2
11	27	66	17	31	-	-	2	4	-	-	56	100	4.62
12	4	7	4	7	10	18	30	54	8	14	56	100	2.4
29	39	70	16	29	1	2	-	-	-	-	56	100	4.6
30	1	2	5	9	3	5.4	12	21	35	63	56	100	1.66

As the figures in Table 10 show, 88% of the respondents agreed with item 6 whereas 68% of the respondents disagreed with the negatively worded counterpart (item no 12). Their mean score is 4.2 and 2.4 for item number 6 and 12 respectively. Although it did not exactly contradict, the results indicated that the majority of the subjects were careful in filling in the questionnaire. Therefore, unlike trainers who did not believe that the centre had improved users' language, the results of structured questionnaire responses indicate that users had positive attitude towards ELIC in improving their language proficiency.

In line with this users were inquired to level their view on the extent to which joining ELIC was interesting to them. This was asked on item number 11. Regarding the results, as Table 10 shows, 96% of respondents agreed that it was interesting. Similarly, all sample students who were interviewed replied that joining ELIC was very interesting for them (Refer to Appendix 4 for more information). On their part the trainers also reported that they were very interested in ELIC training. In short, we could reasonably say that the subjects were curious about participating at ELIC.

Finally, the last two items asked the respondents to what degree they suggest the centre to continue its function further if it had improved their language or otherwise to be eliminated. As described earlier, the two items were two sided items of the same idea. When we come to the results, as the figures in Table 10 indicate all the trainees except one (98%) agreed that they believe ELIC has improved their language and should continue its function. Interestingly, 84%

of the subjects disagreed with the negatively worded counterpart of item number 29. The mean score of affirmative statement is 4.6 which inclines towards the scale 'strongly agree' whereas that of negatively worded statement (item 30) is 1.66 which converges towards the scale 'disagree'. Thus, the items did their function as they intended. Therefore, the results of structured questionnaire items indicate that users had positive attitudes towards ELIC in improving their language proficiency. They also had supporting views about the continuity of the centre. Then what the researcher expected from them was forwarding some useful recommendations that determine the well functioning of the centre.

To cross check the results found through structured questionnaire items, there was a question in the interview which inquired all the respondents including coordinator, trainers and trainees whether they did suggest the centre to continue its function or not. All the respondents replied that they suggest the centre to continue its function without any doubt. Then, in a follow up question they were requested to forward some recommendations that should be made to raise the quality of centre's program. They duly responded (see Appendix 4). In addition, in the semi-structured questionnaire the respondents were asked to suggest solution for problems they have encountered in ELIC training. Again, they kindly responded. An attempt is made here to summarize their ideas.

The study subjects made several recommendations. Since most of the recommendations were made in response to the problems encountered the centre, the analyses here are also made in relation to those problems. So, the ideas will come one after the other.

One of the repeatedly mentioned problems of the centre was lack of effective organization. For solving this problem the subjects offered different suggestions. A trainer, for example, recommends: "Well, it should be programmed. It should be detailed enough about its curriculum, about some of the guidance, about certifying students and community at the end of the program." Similarly, some subjects of semi-structured questionnaire items recommend the need to make proper arrangement system. They particularly considered the roles of having appropriate administration system including the need to have appropriate management, supervision, follow-up and evaluation system. They also suggest that the centre ought to have suitable and sufficient

time schedules for the completion of the program. Moreover, appropriate and comfortable classroom arrangement should be made. In implication such tasks were mostly assumed to the coordinator of the centre.

In addition, the task of providing some awareness to the users about the centre is assumed to the centre's coordinator. Regarding such ideas a trainer says:

As far as recommendation is concerned it was my interest and interest of many trainees in ELIC. But the problem is there is still a lack of actually... a kind of propagation beforehand that students should have a kind of real awareness of how it helps them in their academic study. Therefore, this kind of work should be done

Again, among students interviewed, one shared such idea saying "to learners some awareness should be given about its aim; students must be motivated." Some students who filled in the questionnaire had similar suggestion.

Other respondents go further in suggesting certain strategies of giving awareness and increasing motivation of students. A student who filled in the questionnaire recommends: "Students should get awareness about the centre's program and should be motivated to strongly participate; for example, students should be given orientation at the entrance on the program." This is one valuable way of giving awareness.

A trainer recommended other courses of action that he believed encourage students' motivation. He puts forward:

This program should be facilitated to be organized enough to the university public conferences. Sometimes we need to have public show time. For example, after conducting a series of the training we have to give show times to demonstrate their gaining to others.

Well, this is useful in two ways. Firstly, it encourages motivation of ELIC members because they get chance to demonstrate their gaining from the centre. It also gives awareness to those who would like to join the centre. Another trainer adds: "I think it would be better students were given some kinds of incentives, some kinds of rewards so that every student will be motivated." This is really important suggestion although it requires obviously some kinds of budget. Considering this, the third trainer recommended that there should be budget for the centre.

In addition to trainees' motivation, the motivation of trainers itself is required for well functioning of the centre. A few trainees mentioned that the trainers considered the program as something to be done in extra time. Then they suggested that once the trainers begin the training they should consider as their own responsibility. Even some students go to the extent of recommending the centre to have its own trainers who will not be busy by other regular programs. Especially the coordinator should be someone who is not busy by other tasks. In short, the users recommended that the trainers and coordinators should effectively work for the centre.

Along with the need to have effective trainers or coordinators, the respondents also recommended the need to have sufficient supportive instructional materials. Particularly, the centre is recommended to have reference materials like handouts, books and modules that help trainees develop their language. In addition, the respondents suggested that the centre must have language laboratory with sufficient audiovisual materials for practicing language skills like speaking and listening. This is actually a valuable recommendation because language laboratories were reasons for the failures to live up to expectation (Crystal, 1997). An issue related to this recommended by the trainees is the importance of incorporating all language skills in the training especially listening.

Finally, to get efficient and effective functions from ELIC, the respondents suggested the vital roles of the commitment of all parties involved. It could be argued, therefore, if trainees actively participate, if the coordinator effectively organizes the centre and if trainers efficiently fulfill their responsibility, there will be no reason why the centre will not accomplish its function well in improving users' language proficiency.

The discussions made in this section are syntheses of what the sample respondents recommended about well functioning of the centre. It would be based on these ideas and the previously discussed results of the study that certain conclusions and recommendation are made in next chapter.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In the preceding chapter the presentations, analyses and discussions of the data gathered through questionnaire and interviews were made. In this chapter, the conclusions drawn from the analysis and discussions made in Chapter four is presented. In addition, this chapter presents a course of actions that the researcher recommends for well functioning of the centre. It finally, shows directions for further researcher.

5.1 Conclusion

The objective of this study was to examine users' attitudes towards ELIC in promoting their language proficiency. To this effect, the data collected from all participants of the study were analyzed in the previous chapter. In this section an attempt is made to conclude the major findings of the study.

1. First of all, it was found that users had different motives behind joining the centre. Almost all the trainees want to be proficient in English. The results revealed that they need language proficiency in turn for other reasons. The majority of the subjects need it for communicating easily with foreign speakers and at work place, and for improving their grades. In addition, few subjects reported that they need to be proficient to understand media disseminated through the language and to understand the literature written in the language. However, it was found that users hardly need the language for getting degree in it in this context. What we can infer from the result is that a trainee might have several reasons for joining the centre though the degree of the needs differ.

2. The results showed that majority of users had positive attitude towards ELIC in improving all their language skills. However, the percentage of subjects who felt the centre had improved their language skills differs among language skills. Speaking skills was the skills that highest percentage of respondents believed to have improved while listening has received the lowest.

Then, it was made clear from other data gathering tools that the training program failed to pay due attentions to listening skills practice. This was partly related to barriers of materials.

3. The results revealed that ELIC training materials were unable to address trainees' language needs. It also indicates that the materials did not have appropriate structures that improved language proficiency of the users. Even the results of semi-structured questionnaire and interview disclosed that there were no commonly used materials for the training. Instead, teachers used their own materials that did not satisfy the needs of the users. Specifically, the users complained the centre for not having audiovisual materials that could be used for practicing language skills. Materials like books, handouts or modules were also not available for trainers as well as trainees. However, the results indicated that the instructions of those materials prepared by trainers were clear.

4. Interestingly, majority of the trainees had positive attitudes towards ELIC trainers. Specifically, the results indicated that trainers:

- were up to the expectation of the trainees;
- used appropriate approaches in giving the training ;
- were interested in understanding what trainees' problems were; and
- had been clarifying instruction to activities.

In general, majorities of trainees had positive attitudes towards trainers in all respects. Nonetheless, few respondents mentioned that trainers were reluctant and used teacher-centered method.

5. Trainees' attitudes towards coordinator of the centre like towards that of trainers were found positive for most of them. Majority of them believed that coordinator has worked well in organizing the centre. More than half of them also agreed that the coordinator was enthusiastic about working with colleagues to raise the quality of the centre's program. At the same time, the results partly indicated that the coordinator had some sorts of limitations; in fulfilling his promise and organizing the centre effectively, for example. Therefore, the coordinator has not completely accomplished his jobs well though majority of the subjects had positive attitude towards him.

6. The results of trainees' attitude towards sufficiency of ELIC time are complex to conclude. Nearly two-fifth of the subjects agreed that the time was sufficient whereas one-fourth were unable to decide. On the other hand, the rest of respondents felt that the time was insufficient. Some respondents, especially non-academic staff complained that the time was insufficient because they were allowed only an hour unlike student groups who were allowed two hours in a week. The results also showed that time given to all language skills were not equal. Lack of due attention to listening skills practice was mentioned as a best example for this. In addition, overlapping of ELIC and other programs' time was found as a serious problem.

7. In addition to overlapping of ELIC time with regular program, the overlapping of ELIC classroom with the regular program was another problem that users disliked from the centre. Therefore, the results not only put the appropriateness of classrooms into question but also their availability. In relation to this, subjects complained unavailability of language laboratory that could help learners practice language skills like speaking and listening.

8. Despite all such situations, the results showed that almost all trainees felt that ELIC had improved their overall language proficiency. It also revealed that almost all users were interested in the training. Most of the study participants, therefore, recommended that the centre should continue its function. In short, these are all about a conclusion of the major findings of the study on which the recommendations in next section is based.

5.2 Recommendations

The results of the study shows that trainees had favorable attitudes towards ELIC in promoting their language proficiency. It also indicated that joining ELIC was very much interesting for them. Nevertheless, the results of the study disclosed that several factors had been affecting the centre both positively and negatively in achieving its objective. Partly, ways of solving the factors that negatively affected the centre have already been suggested by respondents of the study. Therefore, the researcher further recommends the following courses of actions that might be helpful in raising the quality of the centre to its excellence.

The researcher recommends the following things to be done to get desired functions from the centre.

1. The centre should be organized well. That means it must have administrative structures. In the first place it should have as many members as possible including trainers and trainees.

It should have also an ELIC coordinator who skilfully and effectively organizes the program of the centre and who is not busy by other tasks. Then, there should be concerned authorities (may be ELIC committee) who supervise and follow up the program to identify what goes well and what is not.
2. Participation and motivation of trainees have to be encouraged by:
 - a) giving adequate awareness to them. This could be done in two ways: (1) inform of lecture on ELIC program orientation in big room and (2) by preparing courses description in form of pamphlets so that everyone who is interested in the training could have one.
 - b) using some kinds of evaluation system. The researcher recommends evaluation in form of giving certificate that describes users' nature of participations, for example the number of days he/she was absent from program and other behaviors, etc. However, the trainees should be informed about such evaluation system beforehand.
 - c) giving a motivator inform of incentives for both trainees and trainers if possible, at least for trainers if impossible for all.
3. The programme should have efficient schedules. Sufficient and appropriate time schedules and comfortable classroom arrangements that consider users' needs should be made. Especially, the researcher recommends that more time should be added to non-academic staff trainees who complained the training time to be limited. Due attention should be paid to treat all language skills in proportion if the course is the one which encompasses all language skills.
4. Since materials like handbooks of training, audio cassette and the like prepared for ELIC/ELIP training are available at MoE and/or British council, ELIC coordinator and committee should work cordially with them to solve the problems related to barriers of materials. Therefore, they should request them and distribute the materials for the trainers and trainees.

5. ELIC training program should be considered as valuable program. So, trainers should not be reluctant in giving training.

5.3 Suggestion for Further Research

This study was limited to examination of users' attitudes towards ELIC in promoting their language proficiency in a single university because of financial and time limitations. Therefore, wide gaps are left for further researches. There is need for further research into:

- users' attitudes towards ELIC in other institutions;
- similar study along gender and status line;
- examination of users' attitudes towards ELIC in different situations like TTC (Teacher Training Colleges); and
- investigation of impact of ELIC in different institutions.

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Appendix 1: Sample Questionnaire

A Questionnaire Addis Ababa University Graduate School Studies Department of English

A questionnaire to be completed by Adama University ELIC Users

Dear respondent

This questionnaire is designed to collect information about users' (your) Perception of ELIC (your attitude) and related issues. The responses you give to the items in this questionnaire will be very crucial to the research. Therefore, I kindly request you to answer all the questions **honestly**. The information you give to the researcher is kept confidential and will be used only for the research purpose.

Thank you in advance!

Part I Personal Information

Sex: Female Male

Users' type: student staff

Department -----

Year: 1st 2nd 3rd 4th

Part II THE Main Body of the Questionnaire

Section 1 Structured Questionnaire

Direction

Please read carefully the items 1 through 30 which describe your perceptions of ELIC and related issues. Then, indicate your level of agreement by putting tick mark (✓) on the space provided under the column of your choice. Key (code) 1=strongly disagree, 2= disagree, 3= Undecided, 4= agree, 5= strongly agree.

No	Item	1	2	3	4	5
1	I joined ELIC to improve my language so that I interact with the speakers of the language freely.					
2	I joined ELIC because I want to be proficient in English.					
3	I joined ELIC because it will help me to be a competent employee who communicates easily at work place.					
4	I joined ELIC because it will help me to get a degree in English.					
5	I participated in ELIC to improve my language proficiency.					
6	I feel that ELIC has improved my language proficiency					
7	Before I was not confident to speak, now I feel free to give talk in front of other					
8	ELIC has improved my writing skills to great extent.					
9	My reading ability is improved so much by participating in ELIC.					
10	Participating in ELIC made me a good listener.					
11	Joining ELIC was interesting for me.					
12	My language proficiency is not improved as such.					
13	Through participation in ELIC my grammatical expressions have been improved a lot.					
14	I feel that ELIC has improved my word power (vocabulary knowledge) a lot.					
No	Item	1	2	3	4	5

15	I feel satisfied with ELIC material because it is related to my English language needs.					
16	I feel satisfied with trainers' work.					
17	I believe that the coordinators worked well in organizing the center.					
18	The approaches used by trainers are interesting.					
19	Trainers are flexible.					
20	Trainers are interested in understanding my problems.					
21	Trainers always clarify instructions.					
22	Coordinator is enthusiastic about working with colleagues to raise the quality of the center program					
23	Trainers' skills and methods of teaching were poor.					
24	The ELIC's training time was sufficient					
25	I feel happy about the material because it has appropriate structures that improved my English.					
26	The instructions to activities are clear.					
27	The time given for each language skills is proportionally equal.					
28	The training rooms were comfortable.					
29	I believe that ELIC should continue because it useful in improving my language proficiency.					
30	I feel that ELIC should be eliminated because it has nothing to do with my language proficiency.					

Section II Semi-Structured Questionnaire Items

1. List factors that you think positively affected ELIC to achieve its goal.
2. List factors that you think negatively affected ELIC in achieving its goals
3. What do you suggest as solution for the problem you have listed?
4. What did you like most about ELIC?
5. What did you dislike most about ELIC?

Appendix 2: Sample Interview Guides (Questions)

A. Interview questions for students

- 1) Why did you join ELIC?
- 2) How do you describe your attitudes towards ELIC in improving your language proficiency?
- 3) Is there anything you would like to describe about factors that affected the center to function well? If so what do you suggest as solution?
- 4) Now, anything you like best from the center? And what you dislike most from the centre?

B. Interview questions coordinators

- 1) How do you describe the situation at ELIC?
- 2) What do you think about the performance of ELIC in improving users' language proficiency?
- 3) Are there challenges that encountered ELIC in achieving its goal? In that case what were made to improve the situations?
- 4) What do you suggest about the continuity of the centre?
- 5) What do you recommend to be made for the centre's well functioning?

C. Interview questions to trainers

- 1) How do you find training students at ELIC centre?
- 2) Do you think that ELIC has accomplished its function well in improving the language proficiency of the users?
- 3) Are there problems you encountered in giving training to students at ELIC? May be in relation to resource (training materials, budget, time etc.), students' characteristics and the like?
- 4) Do you think that the coordinators have effectively accomplished their job?
- 5) Do you recommend the centre to continue its function? If so what do you suggest to be made to improve the centre's function?

Appendix 3: Study Population

Appendix 3A. Statistics of Questionnaire Respondents Student Population

S.No.	Department	No of respondents by year				Unknown	Total
		1 st	2 nd	3 rd	4 th		
1	Accounting		2	1			3
2	Agro-engineering					1	1
3	B/S		1				1
4	Law				4		4
5	Civil engineering		3		2		5
6	Electrical engineering			3	5		9
7	IT			4			4
8	International trade and investment management		1	1			2
9	SoB (school of Business)	8					8
10	B/S		1				1
11	Pre-engineering	6					6
12	Chemistry	1					1
13	Woodwork			3			3
14	TVET	1					1
15	GeoEM	2					2
Total							51

Appendix 3B: Student Population of Interview Respondents

Student	Department	Year
1	Law	4 th
2	Accounting	2 nd
3	IT (information technology)	3 rd
4	Electrical engineering	4 th
5	International trade and investment management	4 th
6	Pre-engineering	1 st
7	Law	4 th

Appendix 4: Interviews Transcriptions

Appendix 4A: Interview Transcriptions of Coordinator

NB in this transcription 'C' is used to represent the coordinator while 'Rr' is used instead of researcher (interviewer).

Rr: Well, the purpose of this interview is to gather information about users' perceptions of ELIC in promoting their language proficiency. As you are the coordinator of the centre, you know very well more than anyone else. Therefore, I kindly request you to help me by giving useful ideas.

C: All right.

Rr: How do you describe the situation at ELIC? You may include background of establishment, nature of participants and overall situations.

C: Ok. As far as its background is concerned though I do not exactly know when it is, I heard that it is about three years ago that MoE has established ELICs at HEIs.... The same holds true for ELIC at Adama University. As far as the participants' perception is concerned it is really good because whenever we notify for registration of training program they show us the feedback immediately because they come and get registered. This is really interesting.

Rr: What do you think about the performance of ELIC in improving users' language proficiency?

C: This is really important question because as a teacher you know that the status of our students' English. It is deteriorating. ELIC provides training from grass root level like for example, communicative English, basic speaking skills, etc. For the beginners it is very good to get registered for basic skills so that it adds something for their proficiency level.

Rr: So do you think that it has improved users' language proficiency well?

C: In fact, I cannot know that it has improved very well because it is only a semester that the program started running.

Rr: Are there challenges that encountered ELIC in achieving its function?

C: well, I can say that there is no smooth road. We... faced many challenges. Challenges of interest among students themselves and the awareness of the trainers because they were not sure that they would be paid for the additional effort they exerted for the training classroom

was also another problem we encountered. Because I asked reservation for classrooms and I got permission from concerned authority. Finally, however, the classrooms were given to other course teachers. Then they sent ELIC trainers and trainees for the sake of other students. That were the problem we encountered.

Rr: In that case what were made to improve the situations?

C: Well it is this semester that we are going to settle situations....

Rr: May be if you add something regarding materials and resources.

C: ELIC does not have as such materials to be given to teachers and trainees themselves. In fact, it is only this semester that I went to MOE for workshop on ELIC and brought plenty of training materials to be distributed among trainers and trainees. Otherwise, in the first semester teachers used their own resource fullness in conducting training.

Rr: Do you recommend the centre to continue its function?

C: Oh! Yes. Because.... the language proficiency is deteriorating from time to time... ELIC provides program from grassroot level. General, communicative bila bila.... Then the majority of students face difficulties ELIC help them acquire these skills. Therefore, ELIC should be there to help students improve their language.

Rr: So, what do you recommend for centre's well functioning?

C: Ok.... The commitment by the coordinator, the commitment by teachers' side, and interest among the trainees is required. Because everyone should consider that ELIC is for them....

Rr: This is what I have for you. Thank you for your cooperation.

Appendix 4B Interview Transcription of Trainers

In this transcription T2, T2 and T3 stand for trainer 1, trainer 2 and trainer 3 respectively.

Interview transcription of Trainer 1(T1)

Rr: The purpose of this interview is to gather information about users' perceptions of ELIC. I have heard that you are one of the trainers at the centre. So I believe that you know very well about the centre. So, I ask you to give me relevant information. My first question to you is that how did you find training students at ELIC?

T1: Ok, first of all I begun the training last semester.... And so, my experience is very limited. But if you are asking me about the training I offered last semester... I believe in the idea of training. I believe that the objectives are very much beneficiary to the students....

Rr: So is that interesting for you, for example?

T1: Yes, it is very interesting.

Rr: Do you think that ELIC has accomplished its function well in improving the language proficiency of the users?

T1: Am.... There are a lot of sides to this question. To some extents yes. In terms of organizing and preparing courses and program and communicating the objectives to students the initial phases of the program were good. But after the training begun there were some problems. For example, we have no description of course outlines. Am.. Students were not very much informed and the program was not well publicized. There was no guidelines, course descriptions and course outlines... In this regard it was not well organized. But , somehow we tried to manage it for first trial.

Rr: Are there problems you encountered in giving training to students at ELIC? May be in relation to resource (training materials, budget, time, etc) students' characteristics and the like?

T1: Yes... a lot of constraints on this regard especially with regard to resources. Am... we were only provided with... the title of the course. So... we were expected to design contents ourselves. We were expected to do everything. So we have encountered challenges. Because everything was not fulfilled, students were not attentive. Some of them come; some of them do not come. Attendance was not as expected. Aah... so I think the programme lacks some kinds of clarity and resources.

Rr: Do you think that the coordinators has effectively accomplished his jobs?

T1: Yes, yes, I think the coordinators do well. But I say this well only in terms of communicating the program to the students. But the rest of jobs have not well accomplished. As I said course descriptions were not prepared. Am ... students were not adequately informed about the program. And no attempt has been done to relate the ELIC course to students' major courses. So the program has some kinds of passivity.

Rr: So do you recommend the centre to continue its function further?

T1: Yes, yes very well. I believe in ideas of helping students to improve their language proficiency because the college normally under regular program provides only limited courses: communicative English skills and sophomore English. So I believe students need... more potential in terms of their language skills. So, the ELIC has a lot to perform a lot of contribution in this regard.

Rr: So what do you recommend to be made to improve the centre's function?

T1: Well, there should be budget. It should have as many members as possible who can just shape ELIC... and you know practice of during the program very effectively.

Rr: Thank you very much. This is what I have to you.

Interview Transcriptions of Second Trainer (T2).

Rr: Ok, the purpose of this interview is to gather information about user's perceptions of ELIC.

So as you are one of the trainers who trained the courses in ELIC centre I believe that you know very well more than anyone else. So, I kindly request you to give me relevant information. My first question to you is: how do you find training at ELIC?

T2: First of all this ELIP which is given at ELIC centre in Adama University has been established recently and I have been giving the training for the instructors of English who have been actually giving the training this time. Am... I think this ELIP is very interesting and very useful for students and I believe that it can help students promote their English proficiency. Am... So that students can improve and use English for their different courses.

Rr: Ok, what makes it interesting?

T2: Right. First of all the approach of the ELIP training is the communicative reflective practice approach where students are expected to, for instance, read and understand and reflect what they understood to other. Therefore, every person look and under what has been done. Therefore, it helps students to self analyze what they actually saying and what they actually reading.

Rr: Do you think that ELIC has accomplished its function well in improving the language proficiency of the users?

T2: Right, Am... I do not think that it has accomplished. Because for one thing this training has been taught before so many years when the program begun, actually, I was one of the members who has been trained in KELTA training. It was to be institutionalized in many universities. But, for instance, in Adama University it is only two years since it has been established... The last year was not for students but only for workers, office workers club and people who are interested in the training. And I don't think there was a kind of research on impact study of how much student's proficiency has been improved,... again ... many students will not come on time; some come on time. Therefore, there is no regularity among students trainees. Therefore, I don't think that it has improved their language.

Rr: Are there problems you encountered in giving training to students at ELIC? May be in relation to resources (training materials, budget, time etc.), students' Characteristics and the like?

T2: Yes, there were so many problems. As far as resource is concerned ... for instance, the materials which were actually prepared in English, for instance, audio and video materials are not really accessible to classroom because students and trainers are in classroom where there is no certainty. Teachers prepared themselves their own teaching aids, their own plans and because of this I don't think this was much easier ...As far as budget is concerned I personally believe that there must be some kinds of incentives for trainees as well as trainers. Am...actually this time the training is given in classroom were students develop their own English. But I think it would be better students were given some kinds of incentives, some kinds of rewards so that every students will be motivated.

Rr: Ok, what about time?

T2: well, we have been giving the training in night time and some students come sometime and do not come sometime especially during exam time students were absent. Therefore, there was no regularities among students in attendance on the training.

Rr: Do you recommend the centre to continue its function? If so what do you suggest to be made to improve the centre's function well?

T2: ... as far as the recommendation is concerned, it was may interest and the interest of many trainees in ELIC.I also suggest for students, but the problem is there still we have a lack of actually incentives for students as I said before and a kind of propagation beforehand that students should have a kind of real awareness of how it help them in their academic-study. Therefore, these kinds of work should be done.

Rr: Lastly, do you think that the coordinator of the centre has effectively accomplished his jobs?

T2: Am... actually he is always trying day and night, in spite of a number of this in regularities.

Interview Transcriptions of Third Trainer (T3)

Rr: The purpose of this interview is to gather information about users' perceptions of ELIC. So as you are one of the trainers at the centre I believed that you know very well about the centre. So I kindly ask you to give me relevant information. Here is my first question: How do you find training students at ELIC?

T3: Well, so far I have been teaching at ELIC for a semester I couldn't say to much. But I can say something little about practices. I was teaching advanced speaking and writing skills. I think student were interested because they get additional knowledge of English composition. Nevertheless, those interested students are not frequently and regularly coming to the class... because there is no strict measures', no strict awards of certificate to be given at the end of their accomplishing the semester. So they decline to motivate themselves to come constantly and regularly to the classes.

Rr: Do you think that ELIC has accomplished its role in improving language proficiency of the users?

T3: Sure. Am... it has great contribution to student and community of university. But I couldn't say that it has achieved its maximum potential. But, I'm sure it will gradually improve the delivery to students, and community through time, through feedback and through professional commitment. ... They are potentials. But there are much to be done.

Rr: Are there problems you have encountered in giving training to students at ELIC? May be in relation to resources materials, budget, time, etc), students' characteristics and the like?

T3: Yah, exactly there a number of problems which are short comings to the program. ... There is no clear curriculum which is to be given to students. The other problem is the audiovisual instruments which are used in speaking and listening exercise which is to be used. Aah the other also there are barriers of materials', for example, book, audio cassette materials to be used ... This are the main problems I was facing.

Rr: Do you think that the coordinators have accomplished their jobs?

T3: Wow! That is a remarkable. His contribution is well. I'm I very happy to his decigious work. He was motivating and encouraging eveing time and he's done his part very well. I'm sure he will join the forthcoming.

Rr: Finally, do you recommend the centre to continue its function?

T3: No doubt. There is no question. So I personally would recommend the ELIC to go further. We are ready to deliver the service to student and university communities...

T3: Well, it should be programmed. It should be detailed about its Curriculum, about some of the guidance, about certifying students and community at the end of program there should be time bound. If there is any possibility the program should not given only at night time why not at day time. This program should be facilitated to be organized enough to the university public conferences. Sometimes we have to have public show time. For example, after conducting a serious of this training we have to give this show time for other to facilitate, to demonstrate their gaining others to be model.

Rr: Thank you.

Appendix 4 C Interview Transcription of Students

NB S₁, S₂..... S₇ are used to represent student 1, students 2 ...Student 7 respectively in the following transcriptions

Rr: Why did you join ELIC?

S1: Basically, there are two reasons that initiated me to join ELIC. Firstly, I did face problem in speaking. So in order to eliminate this problem I joined ELIC because I believe that ELIC is great oppportunity to improve my speaking skills. Secondly, I want to hear what people say; what actor talk on film; I want to listen to media. That means, I want to be a good listener.

Rr: How do you describe your attitude towards ELIC in improving your language proficiency?

S1: Ok, good. Basically, my opinion toward ELIC is very positive because as I said earlier I joined ELIC for two particular reasons to be good at speaking and listening skills. I think I have been coming across very impressive improvement in my English. So I like ELIC.

Rr: Is there anything you would like to describe about factors that affected the centre to function well? If so what do you suggest as solutions?

S1: Ok in my opinion what frustrates we the trainees is the absence of most of the trainees. We fear that the program will discontinue if this situation continues like this. This is what I believe as an obstacle to ELIC to continue or to meet its objectives. What I forward as a solution is there should be registration of new trainees where old trainees or people who initially joined ELIC are absent from the centre.

Rr: Now anything you like best from the centre? And what you dislike most from the centre?

S1: OK, it is really important question. What I like most from the ELIC is we the trainees raise issues we come across and conduct some round table discussions. We speak out what we have on particular issues. I think this helps us develop our speaking skills and we could meet our own objectives. So this is what I like most from the centre. As far as what I dislike is concerned I think what I believe should be corrected is that trainers take much time talking instead of giving time to the trainees.

Rr: Do you recommend the centre to continue its function?

S1: Yes, I think because as I said earlier I was witnessing improvement. So it has to continue in order that problems of university students' in English be solved.

Rr: So what do you recommend to improve the function of the centre well to be made?

S1: I think the approach should be student centered. Students should be given many chances to talk than teachers. There should be such an approach so that ELIC meet its objective

Rr: Thank you very much for your cooperation. This is what I have for you.

Interview with Student 2(S2)

Rr: Why did you join ELIC?

S2: Ok I first joined to improve my speaking English. This was my first feeling or purpose. Then other reasons follow this.

Rr: How do you describe your attitude toward ELIC in improving on your language proficiency?

S₂: Ok ELIC must be in Adama University. Always students should join ELIC because ELIC give awareness how to improve our speaking confidence... what I get is confidence to speak with people. I can speak well.

Rr: Do you like ELIC?

S₂: Yes, I like ELIC

Rr: So you do not have negative attitude toward it?

S₂: Yah,

Rr: Is there anything you would like to describe about factors that affected the centre to function well?

S₂: Yah, there are factors. One is in ELIC when we learn there is no available book to students. Only teacher speaks and he said speak. This was the main problem.

Rr: So what do you suggest as solution?

S₂: ELIC institutions should provide materials

Rr: What do you like best from the centre?

S₂: (what) I like from the ELIC is the intention; the intention to improve the ability of students. The second is motivation it gives learners.

Rr: what about the one you dislike from the centre?

S₂: I dislike nothing.

Rr: So you are happy about ELIC?

S₂: Yes.

Rr: Do you recommend the centre to continue its function in future?

S₂: Yah. It must continued

Rr: So what do you recommend to make the function of the centre more attractive?

S₂: Firstly, to learners some awareness of ELIC must be given. The intention of ELIC must be aware to students. Then students must be motivated to join ELIC...

Rr: Thank you very much. This is the question I have to you...

Interview with Student 3(S₃):

Rr: why did you join ELIC?

S₃: I have joined this ELIC for the sake of different reasons such in order to improve my language and grades. For example, I have faced problems especially for presentation. Now I have improved them.

Rr: How do you describe your attitude toward ELIC in improving your language proficiency?

S₃: I have positive attitudes towards this ELIC.

Rr: Is there anything you would like to describe about factors that affected the centre to function well?

S₃: Different factors affected this ELIC. For example lack of classroom for this program. The other is lack of guide materials for students.

Rr: So what do you suggest as solutions?

S₃: As a solution ELIC must have its own classroom and must distribute different materials like books to students.

Rr: Now, anything you best like from the centre? And what you dislike most from ELIC?

S₃: Am... the positive things I have seen from ELIC is only starting coordination to help students. What I dislike is loosely coordination with teachers. For example, the coordinator loosely coordinates the teachers. Only registration is not essential. There should be progress.

Rr: What do you suggest about centre's continuity?

S₃: I suggest continuing. It helps students by different dimensions as what I said before. To continue the coordinator must coordinate and supervise teachers as well as by giving additional benefits such as by giving salaries for trainers because teachers loss their time and their energy they must get additional benefits.

Rr: Thank you...

Interview with Student 4 (S4)

Rr: Why did you join ELIC?

S₄: My purpose to attend for this program or club is to improve my general knowledge and to multiply my foreign friends and be familiar with novel English where I want to express it.

Rr: How do you describe your attitude toward ELIC in improving your language proficiency?

S₄: Automatically, it is very essential for university students especially for engineer and scientists... I told this because a good engineer and scientists will be born through perfect and smart English.

Rr: Is there anything you would like to describe about factors that affected that centre to function well? If so what do you suggest as solutions?

S₄: Yes of course. I think punctuality for the students might be concentrated. The scarcity of materials must be fulfilled other related issues must be solved by coordination.

Rr: Now anything you like best from the centre?

S₄: Ok, to become a best man in language and to communicate easily through the whole life

Rr: What do you dislike most from the centre?

S₄: I dislike carelessness during the classes and coming late...

Rr: Do you recommend the centre to continue its function?

S₄: Yes of course. I suggest the centre should extend and expand its branches because it is very essential for students during university life.

Rr: So what do you recommend to improve the function of the centre well?

S₄: Ah... instructors and students must be working cardinally to improve the centre... as much as possible there must be providing service to students according to students' area.

Interview with Student 5(S₅):

Rr: Why did you join ELIC?

S₅: Well, I joined the English club to get familiar with research writing skills and to improve my writing skills... and it has helped me a lot.

Rr: How do you describe your attitudes towards ELIC in improving your language proficiency?

S₅: I have good attitude about it. It is an excellent program. It has improved my language abilities, my vocabulary. It has committed instructors that are very helpful. So, I think it is good program.

Rr: Is there anything you would like to describe about factors that affected the centre to function well? If so what do you suggest as solution?

S₅: My first impression was about the time management of it. I think that is why it has some difficulties last semester... I think it should have scheduled appropriately.

Rr: Am...other factor for example classroom, is that comfortable?

S₅: Yah it has problems with classroom too when we learn last semester there were students at night. So we had no class to conduct training.

RrH: What do you like best from the centre?

S₅: The best thing I like about the centre is that it has good staff. It has good instructors. That is what I like best about it. The other thing is it has more interactive foreigner ... that gives you extra experiences that is also what I like so much.

Rr: what do you dislike most from the centre?

S₅: Nothing.

Rr: Do you recommend the centre to continue its function?

S₅: Yes of course. It is an excellent program; it is an ambitious program. As you have seen a lot of students are very interested in it and are getting registered. So, it should continue definitely providing the certificate it promised because the outside world ultimately see that certificate.

Rr: So what do you recommend to make the function of the centre more effective?

S₅: Time management: having appropriate schedule, classroom and other things. We should avoid frustrations of students because they come voluntary. So they should be self motivated.

Interview with Student 6 (S₆):

Rr: Why did you join ELIC?

S₆: I join to improve my language proficiency ...so, I get different benefits from the centre.

Rr: How do you describe your attitudes toward ELIC in improving your language proficiency?

S₆: ... As I join this centre I tried to improve my language. Finally, I achieved my goal by working hard and by trying my best in the centre by doing day and night I eventually I achieved goal of being fluent speaker of the language.

Rr: So do you have positive attitude toward it?

S₆: Yes I have positive attitudes towards ELIC. It is very good to join ELIC. I also wish for those who didn't join the centre to join ELIC to improve their language proficiency.

Rr: Are there any thing you would like to describe about factors that affected the centre to function well?

S6: Actually yah there is. Let me mention some of them .Mostly the class overlaps. This overlapping of classes makes some students not to attend the training. The classes are again at the studying time of the students. So, most of the students wanted to study their subjects. The other one is, you see, material deficiencies. That means they are not that much materials for supporting students for improving language. Another is you see the number of absentees. These are some of the factors that affected the ELIC.

Rr: Now, anything you like best from the centre?

S6: Oh, I like every things of the centre .The is no anything I dislike

Rr: do you suggest the centre to continue its function?

S6: Yah, yah! I suggest to continue its work because most of the students are poor in their English so to improve their language it very important centre. So I suggest continuing

Rr: SO what do you recommend to be made for well functioning of centre?

S6: It good there nothing I recommend

Rr: Thank you very much for your cooperation.

Interview with Student 7 (S₇)

Rr: Why did you join ELIC?

S₇: I joined ELIC for multipurpose. First of all we Ethiopian are not enough in our English. Even university students do not express themselves. First my aim was to improve my speaking and writing skills and all aspects of language skills. I think this was my first and foremost aim. The second reason that I joined ELIC is that English is currently international language. So, to gather information from different sources like internet and even from textbook I need good English. Otherwise I would not be properly conducting my study. The third reason is that my profession itself requires being well orator in English. In future, I may present a case to a judge. I may be a lawyer. ... I need English for convincing others.

Rr: How do you describe your attitude towards ELIC in improving your language proficiency?

S₇: Right. I have tried to mention it has. You know it is very much crucial. I have deep and greatest attitude towards ELIC. I have no words to express about it.

Rr:- Is there anything you would like to describe about factors that negatively affected the centre to function well? If so what do you suggested as solutions?

S₇: Right. There are various factors that affected the centre. One of the deficiencies in running ELIC is time limitation. Therefore, time factor is one of the factors. The second factor is student do not have motivation because they do not have awareness about ELIC. Therefore, lack of awareness among students is one of defects. The third there is problems of facility.

Rr:- Now, anything you like best from the centre? And what you dislike most from the centre?

S₇: I like my teacher very much. My teacher is well experienced.

What I dislike is the absence of facility. There is no text. These are the things I dislike.

Rr: Do you suggest the centre to continue its function?

S₇: Very well. I have great ambitions. Because the service it provides for students especially university students is very crucial.

Rr: So what do you recommend?

S₇: Everybody should work for the program.

Rr: Thank you...

DECLARATION

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

Name: Husen Ebrahim

Sign:  _____

Place: Faculty of Language Studies

Addis Ababa University

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