

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

(GRADUATE PROGRAMME)



**AN EXPLORATION OF EFL LEARNERS' ATTITUDES TOWARDS THEIR
ORAL ERRORS: GATAMA SECONDARY SCHOOL GRADE NINE IN FOCUS**

By: - Tésfaye Sura Ayana

June, 2009
Addis Ababa

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



**AN EXPLORATION OF EFL LEARNERS' ATTITUDES TOWARDS THEIR
ORAL ERRORS: GATAMA SECONDARY SCHOOL GRADE NINE IN FOCUS**

By: - Tèsfaye Sura Ayana

June, 2009
Addis Ababa

**AN EXPLORATION OF EFL LEARNERS' ATTITUDES TOWARDS THEIR
ORAL ERRORS: GATAMA SECONDARY SCHOOL GRADE NINE IN FOCUS**



By: - Tesfaye Sura Ayana

**A Thesis Presented to the Department of Foreign Languages
and Literature (Graduate Programme)**

**In partial Fulfillment of the Requirements for the Degree of Master of
Arts in Teaching English as a Foreign Language (TEFL)**

**June, 2009
Addis Ababa**

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



AN EXPLORATION OF EFL LEARNERS' ATTITUDES TOWARDS THEIR
ORAL ERRORS: GATAMA SECONDARY SCHOOL GRADE NINE IN FOCUS

By: - Tesfaye Sura Ayana

Approved by Board of Examiners

Advisor

Melaku Tesfaye

Signature

[Signature]

Examiner

Husein Mohammed

[Signature]

Examiner

ACKNOWLEDGEMENTS

My heartfelt appreciation and thanks goes to my advisor, Dr. Mekasha Kassaye who helped me during the various stages of the study and made invaluable suggestions and comments to improve the content and form of the paper. I am most grateful for his patience, encouragement and understanding without which this study would have never reached its present stage.

I am beyond words to express my gratitude and deep appreciation to my beloved Wife W/ro Tsehay Desta who cautiously and skillfully edited the paper, and provided me with unreserved moral and material supports during the progress of the study. I would also like to express my deep appreciation to my friends Ato Tesfaye Ejeta, Ato Wendimu Tesfaye and Ato Wendimu Adugna for their unreserved moral and material support throughout my education. I am also grateful to my parents W/ro Aregu Gobana, Ato Temesgen Ayana and W/ro Mamite Abdissa who provided me with necessary materials and constant encouragement for my education since my childhood. Besides, I am also thankful to AAU School of Graduate Studies for the financial support, AAU library workers for their unreserved services and Gatama Secondary School administration, teachers and students for their cooperation in providing the essential information and data, and to all those who have directly or indirectly contributed for the success of the study.

Finally, my special thanks is due to W/rt Meaza Fekadu who skillfully and carefully typed this paper.



ABSTRACT

Oral errors in second/foreign language learning are more frequent in that it is inevitable for the learners to commit errors as they experiment with the target language as is indicated by Beebe (1983) and Ellis (1994). Accordingly, the purpose of the study was to explore grade nine learners' attitudes towards their oral errors in EFL classroom. Thus, the specific objectives of the study were (a) to find out the learners' attitudes to their oral errors, (b) to examine some of the factors attributed to the learners' attitudes to their oral errors, and (c) to explore the effects of the learners' attitudes to their oral errors on their learning to speak EFL. To this end, sixty five systematically sampled grade nine students and their respective English teachers from Gatama Secondary School in East Wallaga were in focus. To obtain the data, questionnaire (attitude scales) to the students and interview with the teachers to investigate the students' attitudes towards their own oral errors were employed. Then the data were analyzed both quantitatively and qualitatively: data obtained from the students' responses were analyzed using frequency count and percentage, whereas the data elicited from the teachers using interview was analyzed by summarizing, organizing and grouping the key ideas under the main themes.

Accordingly, the study has obtained some findings. Firstly, it was found that at least about half of the learners tend to hold more realistic attitudes because they do not worry about making oral errors, do not demand perfect accuracy, and feel they learn from their oral errors while about half of them seem to hold erroneous attitudes towards their own oral errors because they afraid of making oral errors, demand perfect accuracy, and feel their own oral errors are indicators of their weakness and impede their learning to speak English. Secondly, the study reveals also that some factors favorably influenced some of the learners' attitudes while still some other factors have wrongly affected the rest of the learners' attitudes. Finally, it indicates that a significant number of the learners are concerned with accuracy than fluency, are anxious, fear of taking risks of making errors, lacked opportunities which encourage their learning of speaking English, and had decreased communicative competence in spoken English because of their unrealistic attitudes to their own oral errors though they are ready to participate in communicative activities.

As a result, in the study it was finally attempted to propose some practical suggestions to promote learners' learning of speaking English taking risks of making errors. In order to remove inhibition and reticence, the learners should expose themselves to the practice and use of spoken English without fear of making errors. Similarly, it would be advisable if both teachers and learners with erroneous attitudes are given advises and information by senior teachers, counselors and learning specialists, or in the teacher's book and student's book that errors are natural phenomenon, crucial and can be improved through practice, and should be treated properly. Besides, teachers also have to offer consciousness-raising activities and advise to enable the learners aware that errors are made by everyone every time, that they have to emphasize fluency over accuracy, and that improvements can happen over time. Lastly, to identify the factors attributed to some inconsistencies in the learners' responses and a bit disparity between the teachers' responses and the learners' responses on the variables considered in the study, it seems desirable if further study is conducted.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Learners' attitudes to their language learning strategies have influential roles in the effectiveness of foreign language learning. Learners' attitudes influence the learners' success in learning FL in a number of ways. They determine the learners' motivation to learn and their predisposition about the nature of FL learning as vividly explained in Erlenawati's words: "Beliefs can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, and the strategies they choose in learning" (Erlenawati, 2002 on the Internet). Thus, learners' attitudes may predispose learners to make efforts to learn or not to do so, or may cause learning to be impaired or even unsuccessful.

Studies on attitudes conducted by researchers like Gardner and Lambert (1972), Oller and his associates (1977 & 1978), Gardner (1980 & 1985) and others yield the conclusion that positive attitudes for the most part result in success in learning; however, negative attitudes may lead either to decreased or successful learning. In line with this, Ellis clarifies this concept more interestingly as follows:

Learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success. We will also find causes of learners who begin with positive attitudes but who, for one reason or another, experience inadequate learning opportunities, fail to progress as they expected, and consequently, become more negative in their outlook (Ellis, 1994: 198-199).

This shows that learners' attitudes influence their success in language proficiency and the attitudes themselves in turn are influenced by these successes. In general, the attitudes learners hold towards the context and nature of language learning as well as their own learning practices may either impede or enhance their success in the attainment of language proficiency. Accordingly, EFL learners' attitudes towards their oral errors also affect their success in learning to speak English (McKeating, 1981 and Atkins, Hailom and Nuru, 1996).



Learners' attitudes having such a critical effect on the learners' success in foreign language learning are less studied. As literature in the field of foreign and second language learning research shows, there are relatively few studies on the role of attitude (Nunan and Lamb, 1996).

In the same way, there is no evidence found in the general as well as the local research literature accessible to the researcher that shows a research conducted specifically with respect to learners' attitudes towards their oral errors except the few studies undertaken on error treatment and attitudes of students and teachers to errors and to learning EFL in general.

Some of the few local studies around this topic are conducted by the following people. First Teshome (1985) has conducted a comparative study of error gravities among native and non-native speaker teachers and non-teachers of English and found that the teaching groups were more intolerant of errors demanding accuracy in language. Then Medhane (1986) and Mohammed (2004) have carried out surveys on the attitudes of students towards the learning of EFL and indicated that students have positive attitude towards the learning of EFL. Again Haileyesus (1995) has undertaken a study on teachers' attitudes towards English language learners' errors and showed that they seem to have negative attitude despite the disparity between their theoretical concepts of error and their actual classroom practices. Teshome (1995) also has studied teachers' corrective treatment of students' oral errors in English language classrooms and found that though teachers use various means of treatment of students' oral errors in the classroom; they are not the types of treatments preferred by the learners. In addition, Gebi (2007) has investigated Afan Oromo native speaker learners' perceptions of their interlanguage of EFL and indicated that learners' have got overall inadequacy in their learning conditions of grammar in writing context, and that the first language Afan Oromo error influence, overgeneralized English and learning-induced errors were influential in their writings as to the learners' perceptions.

Hence, though EFL learners' attitudes towards their oral errors have significant roles in the learners' success in learning to speak English, it seems that no study at least related to learners' attitudes towards their oral errors is found in the research literature especially in our county's case. As a result, the researcher has intended to investigate EFL learners' attitudes towards their oral errors by focusing on the case of Gatama Secondary School grade nine students.

1.2 Statement of the Problem

Foreign language classroom context consists of various sociocultural, psychological and personal factors as well as language learning strategies and processes which influence the success of the learners. Among the contexts of foreign language classroom where the second language is heard and spoken only in an artificial environment such as our high schools' EFL classrooms is a psychological factor—learners' attitude.

Though they are difficult to measure and almost impossible to specify their role in the learning process, language learners possess a set of attitudes about the nature of language learning and the process it involves. According to Bailey and Nunan (1996), Nunan and Lamb (1996) and Erlanawati (2002) on the Internet, learners' attitudes are derived from variety of sources like previous learning experiences, personality traits, teaching and learning practices, social context and so on. These attitudes of learners to the processes and strategies of EFL learning may foster or hamper the success of their learning. Similarly, Erlanawati (2002) claims that attitudes can "influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, and the strategies they choose in learning". In the same way, learners have their own self perceptions of their errors in learning EFL which may influence their success in learning the language.

Generally, the learning of any language involves trial-and-error. Specifically, oral errors in learning foreign/second language are more frequent due to the absence of time for organizing thought and fear of doing wrong when the learners practice speaking of the target language in front of the teacher and other students. This in turn may result in more erroneous utterance which may affect meaning and communication. This means if they do not practice speaking through trial-and-error, they keep on uttering erroneous speech.

According to the CLT approach, as the students practice using the target language through trial-and-error; they gradually workout better ways of saying things. As opposed to this CLT approach, some evidence from language theories, research and teaching experiences seem to show that EFL learners in our high schools tend to perceive errors as bad habits to be avoided (Norrish, 1983, and Atkins, Hailom and Nuru, 1996). Because of this, the learners are reluctant to utter anything in English and end up with little opportunity to practice the language. Accordingly, Atkins, Hailom and Nuru (1996:139) discuss this idea as follows:

...most of our high school students tend to think that it is bad to make errors or mistakes, that they will be ridiculed by other students or by their teacher, if they do not speak correctly and that the teacher's job is to correct any deviations from total accuracy. So they are very careful not to take any risks, not to say anything unless it is correct.

Because of this erroneous attitude to their oral errors, the learners refrain from practicing the language, which impedes learning and inhibits communication through speaking the language.

As a result, it was decided to study the attitudes of Gatama Secondary School grade nine learners towards their oral errors and how they affect their learning of speaking EFL.

1.3 Purpose of the Study

The main purpose of the study is to explore the learners' attitudes towards their oral errors in learning EFL at grade nine level. The study in attempting to explore the learners' views of their oral errors has the following specific objectives:

- a) to find out the learners' attitudes to their oral errors,
- b) to examine some of the factors attributed to the learners' attitudes to their oral errors, and
- c) to explore the effects of the learners' attitudes to their oral errors on their learning to speak EFL.

1.4 Significance of the Study

This study will have some contributions for teachers, learners, material developers and researchers. Firstly, the research can give primary and secondary school teachers insights into what the attitudes of learners are towards their oral errors, and causes of and influences of these attitudes on the learners' learning of spoken English so as to handle the issue properly. Secondly, it may indicate secondary school learners the causes of and effects of learners' attitudes to their oral errors so that they can view their own oral errors properly. Thirdly, the study can also help course material developers and English teachers to point out where adjustments need to be made to create better learning opportunities for the learners. Finally, it may be a point of departure for upcoming interested researchers for further research in the area.

1.5 Delimitations of the Study

The scope of the study is limited to attitudes of learners towards their oral errors in one secondary school from Leka Dullacha Woreda in East Wallaga zone. The researchers' justification for choosing to study attitudes of learners towards their oral errors was to confirm the comments of some scholars like McKeating (1981) and Atkins, Hailom and Nuru (1996) that EFL learners' attitudes towards their oral errors affect their success in learning to speak English. Grade nine was chosen because the researcher has noticed some problems concerning the learners' attitudes of their own oral errors during few months' experience in teaching at this level in the school. Thus, for the purpose of this study, Gatama Secondary School was selected purposefully just to investigate the problem familiar to the researcher.

1.6 Limitations of the Study

The study has suffered from some constraints. On the one hand, scholars state that it is methodologically difficult to study such psychological factors as persons' attitude to their own activity/performance in that attitudes vary from person to person and from time to time, and are often highly based on verbal responses which are different from overt behavior; and the subjects may prone to be biased towards giving the answer that is related to the one they perceive highly desirable rather than what they actually think, believe in or do. Accordingly, in the case of this study, the learners seem to be inconsistent in responding to the questionnaire items. On the other hand, the study is limited to only grade nine learners' perceptions of their own oral errors in Gatama secondary school because of two main reasons. The first constraint is the limited time at disposal. The other factor is the limited material and financial resources available. However, it has been attempted to make the results more valid and convincing by taking samples from all the nine sections and using two tools of data collection to triangulate the data.

1.7 Definitions of Terms

Accuracy: being able to say something correctly.

Affective variables: aggregates of complex interacting most fundamental emotional aspects of human behavior which contribute a lot for success or failure of FL learning.

Attitudes: an aggregate of set of learners' thoughts, feelings, beliefs, prejudices and bias, fears, threats about, and behaviors towards an object or a situation.

Confirmed: tendency of the respondents' agreement with descriptors of attitudes.

Communication: passing over one's idea or message.

Competence: ability to speak well.

Constructive feedback: useful and helpful information on learners' errors.

Context: the formal classroom situation with its students, teachers and materials or the informal outside environment in the case of natural language learning situation.

Descriptors: expressions or statements used to describe or identify the attitudes of the learners.

Feedback: information that shows there is a break down or error in the learners' utterance.

Fluency: being able to pass one's message well.

Hinder: impede or constrain learning of or communication in English.

Inhibition: a shy or nervous feeling that stops the learners from speaking.

Negative attitude: unfavorable or erroneous predisposition towards an object or situation.

Negative evaluation: criticism and frequent negative feedback to one's errors.

Oral errors: learners' noticeable systematic speech deviations from the native speakers' adult grammar.

Performance: the language that a speaker actually produces, as distinct from his/her understanding of the language.

Positive attitude: favorable or realistic predisposition towards an object or situation.

Rejected: the respondents' tendency to refuse to accept or consider the descriptors of attitudes.

Reluctance: hesitating to participate in speaking English because of worry about making errors.

Reticent: reserved or uncommunicative because of fear of making errors.

Secondary school teachers: those teachers teaching at grades 9-10.

Speaking activities: any kind of speaking practice for leaning English.

Taking-risks: to willingly engage in speaking English without bothering about making errors.

Target language: a foreign language that is being learned (e.g. English in Ethiopia).

Trial-and-error: attempt or effort to speak.

Undecided: tendency of the respondents to show neutral or no opinion on a situation.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

2.1.1 The Context of EFL Learning

A constellation of research in various disciplines has greatly contributed to inform us about the context and process of foreign language learning. As to Young (1998), studies in multiple disciplines such as “sociolinguistics, psycholinguistics, neurolinguistics, discourse analysis, pragmatics, anthropological linguistics and cognitive psychology” (P.13) have combined to help the understanding and explanation of foreign language learning process and “how the body, the emotional mind, and cognitive mind work together to generate self-expression in the foreign language” (p.21).

The term ‘context’ here refers either to the formal classroom situation with its students and teachers as well as its materials in the case of school learning or the informal outside environment in the case of natural untutored language learning. This foreign language learning situation comprises many interacting personal or psychological and sociocultural factors as well as strategies involved in the process of language learning practices which are critical to effective language learning. This can be supported by Ellis’ (1994:197) idea stated as “each setting can be seen as a context in which constellations of social factors typically figure to influence learning outcomes”.

Foreign language learning situation is where the language is not used in the learners’ community but used mainly to communicate with outsiders (foreigners). Similarly, English as a foreign language plays different roles in different countries. Where English serves as a foreign language it may function as an important school subject, it may be necessary to pass university entrance examinations, it may be language of certain courses at university and language of students’ text books, it may be needed for people who work in tourism, business and for some sections of civil service (Richards, 1986). In the same way, English in Ethiopia is described as a foreign language.

Consequently, Littlewood (1984) points out that language learning is a natural response to communicative needs where the language is used in the natural language environment which facilitates a great chance of learning. However, in addition to the aforementioned sociocultural and personal or psychological factors as well as learning process factors, learning English as a

foreign language in Ethiopia seems to lack these natural contexts which help to enhance the learning of the target language. As a result, success in learning EFL in our context, as indicated by Erlenawati (2002), is influenced by some factors associated with social context of learning, cultural beliefs about language learning, the status of the target language, the process of language learning, learner strategies and the learner characteristics.

2.1.2 Context of EFL Classroom Speaking Activities

Classroom speaking activities, as mentioned in section 2.1.1, operate in an aggregate of different influential factors such as learner factors, activity factors, social factors as well as time and environmental factors indispensable in the classroom and having a direct bearing on the success of effective speech communication.

Each can be depicted briefly as follows. The learner factors including confidence, motivation, attitude, learning experience, linguistic and cultural knowledge, and so on directly influence the learner's participation in classroom speaking activities. Next, activity factors like meaningfulness, complexity, time and help available; and cognitive and communicative demands imposed on the learners can also influence classroom speaking.

Then, social factors—the reciprocity conditions of speech communication—requires speaking individually, to listen to and to be listened to by audiences so as to adjust one's language and message according to the audience and to actively take-part-in the interlocutor's message. Further, time pressures (processing conditions) affect the speaker's ability to plan, memorize, organize, and produce the message and to control the language being used. In addition, the classroom environment itself consists of critical factors including class size, classroom arrangements, the limited time available for teaching speaking, etc which intervene the practice of oral communication (Brown and Yule, 1983; Byrne, 1986; Bygate, 1987 and Ahmed on the Internet).

Therefore, as stated by Brown and Yule (1983: 25) "learning to talk in the foreign language is often considered to be one of the most difficult aspects in language learning for the teachers to help learners with".

Speaking activities, according to, Bygate (1987), Nunan (1989) and NCLRC (2004), are aimed at developing the learners' knowledge and skills of the components and strategies of effective

communication. Thus, speaking activities should be able to promote accuracy (knowledge and use of acceptable pronunciation, grammar, vocabulary, etc); to develop fluency (functions of oral communication: transaction, interaction and performance, social and interactional rules and norms like turn-taking, roles of participants, etc); and to foster the strategies of oral communication such as achievement and reduction strategies.

Consequently, learners may participate in different types of classroom speaking activities. Scholars like Rivers and Temperley (1978), Littlewood (1981), Bygate (1987), Nunan (1989), Harmer (1991) and NCLRC (2004) classify speaking activities into two main categories based on their purpose as structured output (oral practice) and communicative output (interaction) activities. Structured output activities are activities which allow for error correction and increased accuracy such as language input activities, structural (grammar Oral practice) activities and structured interaction (quasi-communicative) activities. On the other hand, communicative output activities are those which allow the learners for the practice of the language and skills they have in situations that resemble real settings so as to communicate meanings. This category of activities includes sharing information, processing information, communication games, and making social interactions. Hence, these are the main types of speaking activities which the learners may encounter in EFL classroom.

The aforementioned classroom factors have the following critical impacts on the learning of foreign language speaking. First and for most due to the fact that speaking involves audience pressure, it may result in speech inhibition. This idea is explained by Ur (1996: 12) as “learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. The second effect of classroom context she points out is that the learners may complain that they may not have anything to say except their unfavorable feeling about that they are expected to speak. The other impact of classroom environment she identifies is the tendency of uneven participation in speaking for each speaker speaks individually at a time—each one will have very little time to talk. Still Ur comments that the learners may switch to mother tongue in classes where students share same mother tongue because they feel it is “unnatural” and are more “exposed” if they are speaking to one another in a foreign language.

On the other hand, Bygate (1987) also discusses the effects of processing conditions and reciprocity conditions on speech communication. He discusses that processing conditions affect the learner's ability to plan, organize and memorize message and to control the language. For him reciprocity conditions challenge the learners to be active participants, to be continually sensitive and to be flexible in communication so as to adjust their message and language to the needs of their interlocutors. Therefore, it can be concluded that classroom factors have enduring impacts on EFL speaking activities.

2.2 Affective Variables in EFL Learning: an Overview

2.2.1 What are Affective Variables?

Any learning situation needs to be secure and free of stress for effective learning to take place. Moreover, a foreign language learning situation deserves to be more stress-free, encouraging and initiating willingness to communicate. However, foreign language learning takes place in an aggregate of a variety of complex interacting learner affective variables. Brown discusses how learners react to the situation of language learning they find themselves in as: "in second language acquisition learners need to be receptive both to those with whom they are communicating and to language itself, responsive to persons and to the context of communication, and to place a certain value on the communicative act of interpersonal exchange" (Brown, 1994: 136).

So, affective factors are the most fundamental emotional aspect of human behavior whose development involves psychological or personality traits and social factors which contribute greatly to the success or failure of foreign language learning. Consequently research in affective variables is an exceedingly important aspect of foreign language learning research. In line with this, Young (1998) explains that research in affective factors helps to identify sources of difficulty of learners in learning a foreign language.

An increase in the study of affective variables in FL and SL have been witnessed since 1960s: Gardner's (1960), Lambert's (1967) and Guiora and his associates' (1972) studies have first introduced the notion that affective variables could significantly influence the language learning process (Young, 1998 and Littlewood, 1984). As a result, research on emotions and other

psychological factors that might influence language learning became a legitimate domain of foreign language learning research.

No matter how affective variables are difficult to define, Dulay, Burt & Krashen (1982) and Brown (1994) have tried to define affect as the learner's motives, needs, feelings, attitudes and emotional states. As to Richards (1986) and Tsui (1996) language classroom affective variables arise from learners' particular beliefs, talents, interests, learning habits and purposes; and the uniqueness of the language learning process which lies in the demand on the learner to perform in the language which they are still trying to master and in that learners are more vulnerable to criticism and negative evaluation in language learning than in other subjects.

There are two big dimensions of affective factors in FL Learning: learners' personal variables and sociocultural variables. In his discussion of affective variables Brown (1994: 135) describes personality factors as intrinsic affectivity "within a person that contribute in some way to the success of language learning" and sociocultural factors as extrinsic variables that emerge as the SL learner brings two cultures into contact, "and in some sense must learn a second culture along with a second language". In short, personal variables are the learners' internal psychological factors whereas sociocultural factors are the learners' external interpersonal factors, both affecting the process of FL learning.

There is a general agreement among scholars in the field of education that affective variables are inevitable and critical to effective learning. Both personality factors and social factors have direct as well as indirect cumulative impact on foreign language proficiency. Personal traits of learners influence their emotional feeling, mental freedom and ability to concentrate in learning, whereas social factors influence learners' attitudes towards the language learning process and determine the learners' opportunities to experience or practice the language (Ellis, 1994 and Brown, 1994). Tsui (1996) referring to Horwitz and associates (1986) further emphasizes that any performance in the FL learning affects a learner's "self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic" (P. 156).

2.2.2 Types of Affective Variables

Foreign language learning affective variables include such individual learner factors as attitude, motivation, anxiety, self-perception, inhibition, risk-taking, learning style, empathy, intelligence, aptitude, age, cultural background and others each of which either individually or

in combination influences the learner's willingness to communicate. It is crucial to have a brief review of some of these factors which have direct contribution to the current study.

In the first place, learners' attitudes in general, as to Ellis (1994), are the learners' mode of thought, feeling and behavior; can therefore influence and be influenced by success in SL proficiency. That is, positive attitudes may lead to effective learning and negative attitudes may decrease motivation to interact and hence unsuccessful attainment of proficiency.

Then, motivation refers to inner psychological drives, emotion or desire to experience or avoid, and the extent of effort exerted in the performance of a certain action. Brown clearly indicates that learning a foreign language needs three levels of motivation, namely global, situational or task-oriented; and that a number of variable research findings point out that some learners in some situations are more successful in learning a language if they are integratively motivated (wish to learn the language to identify with the speakers of the language) whereas others in other situations are more successful if they are instrumentally motivated (learn the language for educational or occupational purposes). In contrast, as indicated by Nunan and Lamb (1996: 209) "unmotivated students just won't learn".

Next to motivation is an important complex psychological affect, language learning anxiety which is very difficult to define in that it is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Even though, Horwitz, Horwitz and Cope (1986:128) describe language learning anxiety—a profoundly unsettling widespread phenomena—as “a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. This shows that foreign language anxiety is more related specifically to the situational nature of state anxiety. It comprises three distinct researchable components as discussed by Brown based on the findings of previous researchers in the area. These are: “...(1) communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas; (2) fear of negative social evaluation arising from a learner's need to make a positive social impression on others; and (3) test anxiety, or apprehension over academic evaluation” (Brown, 1994: 142).

Thus, foreign language anxiety is an intricate affective construct with diverse components intertwined with self-esteem, inhibition and risk-taking. The recent research literatures show

that middling anxiety level is facilitative in FL learning whereas too much as well as too little anxiety level may be debilitating to successful FL learning.

Similarly, the learners' self-esteem is the other aspect of human behavior involving self-confidence, knowledge of one's self, belief in one's own ability to perform a certain task, and reflection of self as seen in interpersonal interaction. Cooperismith (1967) as quoted by Brown (1994: 137) provides a generally accepted definition of self-esteem: "In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself". So it can be inferred that self-esteem is a collective term which indicates the learner's evaluation of himself, attitude of approval or disapproval, and degree of his belief about his capability, significance, success and worth to participate in an activity. Studies on measures of self-esteem have found that self-esteem is a significant variable in foreign language learning. Consequently, Heyde (1979) in her study of the effects of the global (general), situational (specific) and task (evaluation of particular aspect of process) self-esteem on a foreign language oral production task has revealed that "all three levels of self-esteem correlated positively with performance on the oral production measure, with the highest correlation occurring between task self-esteem and performance on oral production measures" (Brown, 1994: 137). Both high self-esteem and language success interact with each other, high self-esteem causes language success and vice versa, and low self-esteem causes low language proficiency and vice versa.

Other Variable which is closely related to self-esteem is inhibition that may impede success in foreign language learning. Inhibition can be defined as building defenses around our egos. According to Brown (1994: 138) human ego comprises "the very personal, egoistic nature of second language acquisition" called by Guiora as "language ego". Persons with higher self-esteem and strong ego are more capable to endure threat and thus less inhibited whereas those with weaker self-esteem maintain inhibition against what they perceived to be a weak or fragile ego or lack of self confidence in a situation or task. It is apparent that the learning of foreign language necessitates trial and many errors. But these errors or mistakes pose both internal and external threats to one's ego. As a result it causes a number of forms of alienation between the critical self and the performing self, and between self and others (teachers, students, etc) exercising their critical selves. This alienation comes from the defenses built around one's self. Thus, as indicated by Brown (1994: 140) "these defenses do not facilitate learning; rather they

inhibit learning...". Therefore, their reduction by means like self-exposure to a degree exhibited in few other endeavors can promote language learning.

As it can be perceived from the above factors, risk-taking is another crucial quality of foreign language learner. Beebe (1983: 40) also claims that "learning to speak a second or foreign language involves taking the risk of being wrong, with all its ramifications". As to him it is important to take risks of negative consequences in learning second language like bad grade in the course, a fail on exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment or risks of committing error/mistakes such as fear of being ridiculous; fear of frustration from listeners' blank look and comment on failure to communicate, fear of inability to defend oneself, fear of alienation of not being able to communicate and others. However, there are students who are unwilling to take risks of appearing foolish when errors/mistakes are made in attempting to speak in learning foreign language and thus keep silent. But the avoidance of risking speech errors may end up with unsuccessful learning as indicated by Beebe citing a well known saying, "Nothing ventured, nothing gained".

2.2.3 Measuring Affective Variables

As cited under 2.2.1, there was an increase in the study of affective variables in foreign and second language learning since 1960s. The measurement strategies of affective variables have long been a topic of debate among some researchers like Gardner, Oller, Gardner and Gliksmann, Gardner and Lambert and others. Despite their inevitability and cruciality to deal with and to study, affective variables pose a profound difficulty to measure for some reasons indicated by Ellis (1994) and Brown (1994). Firstly, the concepts and references used in the test of affective variables can be quite culturally ethnocentric, thus can be difficult and variable in interpretation. Secondly, the subjects may prone to be considerably biased toward giving the answer that is related to the one they perceive highly desirable personality type rather than what they actually feel, think, believe in or do. In addition, it is difficult to study their role in a systematic manner in that they are so individualistic and variable from learner to learner and under different situations. Even though, "understanding how human beings feel and respond and believe and value is an exceedingly important aspect of second language acquisition" (Brown, 1994: 136). Therefore, it is extremely necessary to try to measure the role of affective variables even with "blunt" instruments at hand.



2.3 EFL Learners' Attitudes towards their own Oral Errors

Attitudes as mentioned under section 2.2.2 are aspects of affective factors. Scholars indicate that students may have different attitudes towards foreign language, the target language speakers, the language speakers' culture, the value of learning foreign language, the strategies they use and their own performance and themselves in learning foreign language. The way learners think and feel about, and behave towards their performance and strategies they use and themselves influence their success in learning FL which in turn influences their attitude. Therefore, knowledge of learners' attitudes helps the teachers to understand their students' "expectation of, commitment to, success in, and satisfaction with their language classes" (Erlenawati, 2002, on the Internet).

2.3.1 Learners' Attitudes Defined

Learner's attitude is a predisposition to respond in a favorable or unfavorable manner to a given object or situation. Different peoples from such disciplines as social research, educational psychology and SLA research define attitude in their own way. Thurstone (1928) who first established attitude measurement methodology defines attitude as "the sum total of a man's ... inclinations and feelings, prejudice and bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic" (Cooper, 2003: 12). On the other hand, Allport (1954) characterizes it as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Gardner, 2006). Similarly, Ramirez (1995) defines it as "a set of beliefs" (Erlenawati, 2002). Based on the above descriptions, learners' attitudes can be defined as the aggregate of set of learner's thoughts, feelings, beliefs, prejudices and bias, fears and threats about, and behaviors towards native speakers of a language, the language itself, the language learning practices, themselves, and their own learning process and strategies, resulting from experience, parents' and peers' attitudes, sociocultural background and personality traits, hence affecting the language learning practice.

2.3.2 Components of Learners' Attitudes

As to the literature from social research, educational psychology and SLA research, attitudes are considered to comprise different interrelated cognitive, affective and conative components. According to Garry and Kingsley (1970), Fox (1993) and Cooper (2003) the interlinked

components of a person's attitude include knowledge, feelings, beliefs, values, behavior and so on. These components interact with each other and with attitude in general. These relationships can be sketched below.

Knowledge, feelings and behavior are interconnected. First, a learner has some knowledge or information about something based on his/her experience gained in life or from learning he/she has been exposed to. Then the learner makes judgments on an evaluative, positive-negative dimension to make decision whether the activity he/she has seen is good or bad, and whether the thing is senseful to him/her or not. Finally, these beliefs and feelings may affect a person's behavior—he/she may decide to act in line with his/her evaluation of the information that he/she has (Fox, 1993).

Likewise, the relationship between attitude, beliefs, values and behaviors can be seen under here. Firstly, the learners' beliefs towards things influence their attitudes to them, and their attitudes in turn influence their beliefs. Secondly, values may directly or indirectly affect attitudes and behaviors, hence values are determinants of attitudes, but many values can cause only a single attitude. On the other hand, though it is generally agreed that there is no direct relationship between learners' attitudes and behaviors, there is evidence from educational psychology (Fox, 1993) that attitudes affect behaviors (actions) and behaviors also affect attitudes. These relationships are clearly depicted by Cooper (2003:13): “[a] positive attitude towards an object may result from beliefs that the person or thing is positively associated with the fulfillment of important values. A negative attitude may result from beliefs that attitudinal object is inconsistent with highly revered values or linked with negatively valued objects and concepts.”

These patterns of relationship have direct implications for the measurement of attitudes: measuring learners' attitudes may often involve measuring the learners' judgments and beliefs of, and behaviors toward something, and the value they give it.

2.3.3 Sources of Learners' Attitudes

Identifying sources of attitudes is difficult in that it requires understanding the complex system of human culture, society and social experience in which they are so intricately embedded. Attitudes, like other cognition and affect in human beings, develop early in childhood. They are

the result of different interdependent factors. As to Brown (1994) and Erlenawati (2002), learners' attitudes are derived from variety of sources such as the learners' sociocultural background, parents' and peers' attitudes, learners' previous experience in education or language learning, uncritical acceptance of popular wisdom, teaching and learning practices and the social context of language learning. These factors cause a dimension of either positive or negative attitudes.

2.3.4 Characteristics of Learners' Attitudes

Persons' attitudes have some distinguishing features. Gardner (2006: 349) points out that attitudes can be characterized in terms of their "direction, magnitude, intensity, ambivalence, cognitive complexity, embeddedness, flexibility, salience and consciousness". Consequently, Baker (1988) in Ellis (1994: 199) further discusses the main characteristics of attitudes: attitudes are cognitive and affective, are dimensional than bipolar—capable of favorability/unfavorability continuum, predispose a person to behave or act in certain way, are learnt, not inherited or genetically endowed, and tend to persist but can be modified through experience.

Understanding these characteristics of attitudes helps search and formulate appropriate measuring methods and improving techniques of learners' attitudes.

2.3.5 Roles of Learners' Attitudes

Learners' attitudes influence the learners' success in learning L2 in a number of ways. They determine the learners' motivation to learn and their predisposition about the nature of L2 learning as vividly explained in Erlenawati's words: "Beliefs can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, and the strategies they choose in learning" (Erlenawati, 2002 on the Internet). Thus, learners' attitudes may predispose learners to make efforts to learn or not to do so, or may cause learning to be impaired or even unsuccessful.

Studies on attitudes conducted by researchers like Gardner and Lambert (1972), Oller and his associates (1977; 1978), Gardner (1980, 1985) and others yield the conclusion that positive attitudes for the most part result in success in learning; however, negative attitudes may lead either to decreased or successful learning. In line with this, Ellis clarifies this concept more interestingly as follows:

Learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learners' negative attitudes may be strengthened by lack of success. We will also find causes of learners who begin with positive attitudes but who, for one reason or another, experience inadequate learning opportunities, fail to progress as they expected, and consequently, become more negative in their outlook (Ellis, 1994: 198-199).

This shows that learners' attitudes influence their success in language proficiency and the attitudes themselves in turn are influenced by these successes. In general, the attitudes learners hold towards the context and nature of language learning as well as their own learning practices may either impede or enhance their success in the attainment of language proficiency.

2.3.6 Measuring Attitudes

Measuring attitude involves locating of an individual's position on an affective continuum varying from very positive to very negative towards an attitudinal object (Cooper, 2003). When the issue of attitude study is considered, the question of measurement methods poses controversies as attitudes are aspect of affective variables that operate in the mind (Gardner and Gliksmann, 1982; Gardner, and Moorcroft, 1985; and Gardner, and MacIntyre, 1993). As a result, measures of attitudes are often highly based on verbal responses which are different from overt behavior. Even though, Schumann (1994) and Ellis (1994) indicate that many studies conclude that there is a connection between attitudes and behavior. So, we have to try to measure attitudes using even the inaccurate instruments.

Hence, Cook and Sellitz (1964) identify five major kinds of attitude measurement means, namely the individual's self-report of beliefs, feelings, behavior, and so on about class of objects, inferences from observed behavior, inferences from reactions to partially structured material pertaining to an object, inferences from task performance influenced by disposition toward an object, and measures involving physiological reactions (Garry and Kingsley, 1970).

This implies that an individual's attitude is an evaluative reaction to some referent or attitude object as inferred from his/her overt response and behavior which are assumed to be correlated with private attitude.

Attitudes can be measured both indirectly and directly as indicated by Ellis (1994). The indirect measurement is like semantic differential technique which presents the learners with a series of



antonyms and asks them to evaluate a given phenomena on each dimension or Spolsky's Identity Scale in which subjects are given a list of adjectives and are asked to say how well each adjective describes the phenomena. On the other hand direct measurement includes self-report questionnaire like those extensively used by Gardner and Lambert's extensive studies which often take the form of series of statements to which learners respond on a five-point scale.

Moreover, Cooper (2003) identifies three specific methods of attitude measurements — Likert Scales, Guttman Scales and Thurstone Scales. First, Likert Scales are one of the most widely used methodologies for measuring attitudes through summing of the respondents' answers to a series of positive or negative statements about the attitude object. Then, Guttman Scales are very strictly unidirectional and list items in order of favorability, and measure attitudes in a more tightly focused manner. Finally, Thurstone Scaling involves generating a pool of statements including neutral as well as those ranging from highly favorable to highly unfavorable; and uses judges to rate the relative favorableness of each item and the judge's ratings are then averaged to determine actual scale values for all items. So, attitudes can be measured using one of the above approaches as necessary.

Therefore, though it is obligatory to measure attitudes using even the 'blunt' instruments, scholars claim that due care has to be taken in interpreting the results of the measurements.

2.3.7 Improving Learners' Attitudes

Though attitudes do not change easily, they can be modified through learning and experience in that they are not inherited and are constantly changing due to social, group and personality factors.

Fox (1993: 103) gives a relevant explanation on this issue:

Attitudes do not change easily, and changing stereotypes and prejudice is extremely difficult. Because prejudice is such a complex interlocked schemata of attitudes, it is changed only through the cognitive approach, when [individuals] think about the issues. Stereotypes and prejudice have functional purposes for the individual: stereotypes simplify the world and prejudice protects the self-concept. Recognizing their functional value is the first step in understanding and changing them.

He further indicates in his explanation that it is possible to change attitudes through two main approaches: peripheral approach and central (cognitive) approach. Attitude change through

peripheral approach focuses on the credibility of the source of information, that is, it concerns factors that focus on the unthoughtful way the individual processes information at the peripheral level in the absence of strong feeling where the individual simply accepts the information without weighing up the information. So attitudes which are not at the core of the individual's self-concept can be changed through the peripheral approach by exposure to or positive interaction with the issue or the object but not by being informed or made to think about it.

On the other hand, attitude change through central approach involves the changing of strong, well-formed groups of interrelated attitudes by the active processing of new evaluative information that goes on when the information is received. Thus, to achieve consistency with self-concept, the individual needs to be actively involved in understanding the incoming information which determines the information intake. Studies support the importance of the individual's active, conscious involvement in modifying and developing new attitudes.

In general, attitude change by peripheral approach is less stable whereas, change by cognitive process is relatively stable; therefore, it follows that it is more difficult to bring about change through the cognitive approach than through peripheral route. Hence, even if attitudes do not change easily, learners' negative attitudes can be modified through training and exposing them to reality.

2.3.8 Learner Oral Errors Defined

A number of scholars have defined errors in different ways and have tried to make distinctions between what is called error and non-error language behavior. Learner error can be generally defined as any deviation from the norm of mature language performance.

Proponents like Corder (1981), Dulay, Burt and Krashen (1982), and Norrish (1983) divide these linguistic phenomena or deviations into two main categories as "errors" and "mistakes" based on their characteristics and their causes. According to this distinction, 'errors' are specifically described as the learner's transitional competence characterized as systematic deviations resulting from the learner's lack of knowledge of the rules of the target language showing his/her current underlying knowledge of the language, whereas 'mistakes' are described as the learner's errors of linguistic performance characterized as unsystematic deviations caused due to memory lapses, tiredness, fatigue, inattention, or strong emotions and

do not reflect a defect in his/her knowledge of the language. In other words, when an EFL learner makes systematic breaches he/she consistently gets it wrong because he/she has not learnt the correct form of the language, and hence termed error; but when an EFL learner commits random guesses he/she sometimes uses the correct form and some other times uses wrong form quite inconsistently, which is known as mistake, or sometimes lapses, slips, breakdowns, imperfections or hesitations.

In the same way, learner oral errors can be defined simply as the learner's noticeable systematic speech deviations from the native speaker's adult grammar due to lack of knowledge of the rules of the language which are manifestations of the interlanguage competence of the learner.

As long as our aim is not distinguishing between error and mistake, we hereafter use the term 'error' inclusively throughout this paper to refer to any deviations from the norm of linguistic performance regardless of the characteristics or the cases of the deviations to mean both 'error' and 'mistake' after Corder (1981), Dulay, Burt and Krashen (1982), and Norrish (1983).

2.3.9 Classification of Learner Errors

Researchers in the area of error analysis classify errors in a number of ways based on their practical purposes of analysis. Among these error taxonomies proposed by Corder (1973), Burt and Kiparsky (1974), and Dulay, Burt and Krashen (1982), error classifications based on linguistic category, on communicative effect, on competence and on surface strategy are some of them.

According to surface strategy taxonomy, errors are classified as errors of omission, addition, selection, or ordering. These are described as a classification based on linguistic elements such as wrong omission of some required linguistic forms, addition of some unnecessary or incorrect or redundant elements, selection of unnecessary or wrong elements and misordering of elements at phonological (pronunciation) level, morphological (morpheme) level, lexical (vocabulary) level or syntactic (grammar) level.

More specifically learners' oral errors are classified by Garnham and his associates (1992) as cited by Hawkins (1994) into seven based on the type of error made: anticipation, perseveration, omission, addition, exchange, substitution and blend. But, for the sake of simplicity, in this study it is important to reduce the types of oral errors into only the above four general

categories as errors of omission, errors of addition, errors of selection (anticipation, perseveration and substitution) and errors of ordering (exchange and blend).

Errors as to surface strategy, for Dulay, Burt and Krashen (1982), are made in specific and systematic ways. This approach is more preferable for researchers in that it is concerned with identifying the cognitive processes that learners are involved in and gives the awareness that learner's errors are due to the learner's principled or logical attempts to produce a new language.

Generally, all the above types of errors can be manifested in all spoken language aspects at all levels of linguistic units like sound, syllable, word, phrase or sentence while learners try to get through their ideas.

2.3.10 Causes of Learners' Errors

Researchers in the field of language learning identify a number of variables as sources of errors. Accordingly, scholars like Corder (1973), Norrish (1983), Edge (1989) and Brown (1994) identify interlingual transfer (interference from the first language of the learner with the target language), intralingual transfer (the learner's failure to master the rules of the target language), context of learning (the classroom with its materials and the social situation) and communication strategies (where the learners use the little they know to communicate their meanings without worrying about whether or not they are making errors) as the main sources of learner errors.

2.3.11 Effects of Learners' Errors

Errors have variable effects on communication: they either cause miscommunication or do not cause significant comprehension problem. Hence, as mentioned under 2.3.9 learner errors can be grouped as global or local based on their communicative effect. As to Dulay, Burt and Krashen (1982), Ellis (1994) and Naskala (1995) errors which hinder communication include misordering of major constituents, missing or wrongly placed or selected connectors, omitting cues to mark obligatory exceptions to pervasive syntactic rules and regularization of pervasive syntactic rules to exceptions; whereas, errors which do not create significant communication problems include noun and verb inflections, articles, auxiliaries and formation of quantifiers. Even though, errors have important implications for the process of second language acquisition and instruction.

Similarly, there are both positive and negative perceptions and treatments of the learners' errors by teachers in EFL classroom. Allwright (1988) and Atkins and his associates (1996) identify some positive perceptions and ways of treatment of learners' errors by the teachers. These are the condition where teachers perceive errors as crucial, natural, curable and inevitable in learning language. Norrish (1983), Chaudron (1988) and Edge (1989) suggest some learner error treatment options for teachers which promote language learning and the learner's perceptions of his/her own errors. Consequently, he/she should first respond to the idea of the student and show that he/she values the learner's idea and then indicate that there is an error. Next, the teacher should encourage learner-self-correction before correction by someone else. Then, if learner-self-correction and peer correction fail, the teacher can correct the error him/herself. In contrast, Norrish (1983), Sheorey (1986), Chaudron (1988) and Edge (1989) indicate the teacher's negative perceptions of learners' errors such as viewing errors as bad habits, signs of failure and avoidable. According to the scholars, there are obtrusive ways of dealing with learner errors which inhibit learner's language learning and affect learner's perceptions of his/her own errors. These are lack of tolerance to learner errors, criticizing or punishing learner errors, stopping the learner to correct errors while he/she is speaking, preferring teacher correction to learner correction, etc.

Thus, teacher's perception and treatment of the learners' errors may have either positive or negative impact on the learning of language in general and the learners' perceptions of their own errors in particular. Therefore, learner errors should be perceived positively and treated in a freer and encouraging way.

2.3.16 Learners' Attitudes towards their own Oral Errors

As there are enormously varying people's views to learners' errors, there are two extremely different groups of learners themselves concerning their own errors. This idea, shown in the statement of the problem quoting Atkins and his associates, is also briefly discussed by McKeating (1981:212) as follows:

learners need encouragement in attempting to experiment with the language; and indication of what the teacher needs to teach. So, as opposed to the views of some learners and some teachers, the recent views to learner errors in CLT have direct implications for EFL/ESL classrooms.

2.3.15 Different Attitudes towards Learners' Oral Errors

Different schools of thought and different peoples have their own attitudes towards learners' errors. According to Carroll (1975), Celce-Murcia and McIntosh (1979), Corder (1981), Bell (1981) and Van Els et al. (1984), there are two different groups of scholars who view errors in extremely opposite ways, namely omissive and tolerant groups.

The first groups of schools of thought like audiolingualists, structuralists, some behaviorists, etc think that errors are bad habits caused due to inadequate teaching technique otherwise due to mother tongue interference, and signal breakdown in the teaching situation or failure to behave appropriately and therefore can be prevented through extensive efficient teaching of the correct form to become perfect. On the contrary, other groups of behaviorists, mentalists, inductivists, etc think that errors are natural inevitable phenomena occurring as learners test hypotheses in learning and imply that learning is in progress and therefore should be treated by the teacher through providing the learners with appropriate feedback (information) to form a more adequate representation of the L₂ rule system.

Likewise, different peoples have different attitudes towards learners' errors. Accordingly, McKeating (1981:211-212) claims that "attitudes towards errors made by language learners vary enormously". He further discusses that to the researchers in applied linguistics errors are "of great interest and usefulness", to the native speaker who comes into formal contact with foreigners errors may often be "a matter for assumed tolerance", to employers and senior colleagues errors are often a source of intense, even irrational, irritation", to some examiners errors are "things to be pounced on, counted and held against their perpetrators", and to the learners themselves it depends to a great extent "on personality factors and on what they know to be the attitude of other "people who matter". Consequently, it can be concluded that attitudes of different schools of thought and different peoples towards learners' errors greatly vary and influence learners' attitudes towards errors.

Some learners seem to prize fluency more highly than accuracy and will carry on happily making countless errors provided they appear to be getting their meaning across. Other learners seem so worried about the possibility of making mistakes that they are extremely reluctant to produce anything at all in the FL, apart from a few one-word utterances or essential written work, which is produced with great caution and anxiety.

This implies that there are two opposite blocks of thought among learners about their own errors—positive and negative attitudes.

The positive view of learners towards their own errors according to Norrish (1983), perceives errors as unavoidable and useful event in the learning process. Learners who fall under this point of view will find more successful expressing their message in the foreign language rather than concentrating on the 'correct' form of what they are trying to say. In line with this, Littlewood (1984) and Richards (1986) give us instances of studies that show that self-confident learners with high self-esteem are more willing to risk the making of errors in oral production and hence get increased opportunities to learn the language. These groups of learners therefore do not worry about, and do not fear making oral errors and engage in oral production, which offer them a great chance to practice and communicate in the language.

On the other hand, there is a negative view of learners towards their own errors. Some evidences from theories and research in the field of learning EFL show that students tend to think that it is undesirable to make errors because errors are the fault of the student and bring discredit on the teacher and the learner and could be avoided (Norrish, 1983). Similarly, as cited in Erlenawati (2002), Horwitz's (1988) study indicates that the majority of the students believed that errors are difficult to avoid if they are made unless they are corrected on the spot. For learners with this view, errors are signs of failure. Hence, students with these attitudes tend to be too anxious about, fear and avoid the risking of making oral errors in learning to speak, which results in reluctance to participate and then they are not trying to get across what they would like to say in the foreign language. Therefore, it brings about inhibition to communicate orally in the target language.

2.3.17 Some Factors Affecting Learners' Attitudes towards their own Oral Errors

Learning to speak a foreign language constitutes taking the risk of making errors and its complex unpredictable consequences. As described earlier, there appears either positive or negative views from the learners themselves to their own oral errors. These attitudes of the learners towards their own oral errors stem from array of variables like the learners' sociocultural background and personality traits, other people's attitude, classroom social reaction, the teacher's perception and treatment of the learners' oral errors, the learners view of the teachers' role and their own level of expectation of their own performance and achievement in the language proficiency (McKeating, 1981; Beebe, 1983; Littlewood, 1984; Richards, 1986; Ellis, 1994; Tsui, 1996; and Young, 1998).

On the one hand, learners may hold positive attitudes towards their own oral errors as a result of the following factors. Firstly, as cited by McKeating (1981) and Atkins and associates (1995) if learners are brought up and live in a society who view errors as something natural, unavoidable and crucial, the learners' too think of their own oral errors as something useful, tolerable and then to be improved in learning. Secondly, if the learners' have got middling anxiety and high self-esteem, and willingness to take risks, Horwitz (1986) and Brown (1994), claim that the learners tend to use the language at the expense of fear of making errors. Thirdly, Tsui (1996) and Van Patten and Glass (1998) witness that where there is a positive feedback and tolerant reception of the learners' spoken errors by the classmates, the learners do not fear making errors in learning to speak in the foreign language. Fourthly, the positive perception to and tolerant, freer and unobtrusive treatment of learners' oral errors by the teachers, as indicated by McKeating (1981), Norrish (1983) and Van Els et al (1984), enable the learners develop realistic attitudes towards their own speech deviations. In addition, research findings seem to show that the learners' success in achieving foreign language proficiency, and the learners' as well as teacher's expectation that errors have less effect on intelligibility of speech and that perfect accuracy is impossible at once can implant positive attitude in the learners towards their spoken errors. So that, the learners will freely and willingly participate in the practice of oral production at the expense of making errors.

In contrast, the learners' may hold erroneous attitudes towards their spoken deviations as a result of some reasons listed below. To begin with, if the society in which the learners are

brought up and the people with which they interact see errors as failure which deserves punishment and elimination, the learners as well think of errors as a sign of failure to be eradicated at all as McKeating (1981) cites. Next, as studies inform us (Littlewood, 1984; Beebe, 1986; and Yashima, Zenuk-nishide, and Shimizu, 2004), the learner with extremely high or low anxiety, or one with low self-esteem or one who is unwilling to take risk may have negative attitude to making speech errors. Further, evidence from studies in the area again show that ridicule, criticism or negative evaluation of learners' oral errors by the classmates may result in fear of appearing unintelligent and foolish which may in turn cause unbreakable silence. Furthermore, the teachers' concern for learners' oral errors through constant correction and grading, and unrealistic expectations manifested through negative evaluation and criticism, research evidences (Tsui, 1996 and VanPatten and Glass 1998) tell us, tend to influence learners to hold unrealistic attitudes towards their own oral errors. Moreover, thinking that teacher's job is to constantly find and correct any deviations from the overall accuracy can also result in the students' viewing of errors as something bad and to be avoided. Finally, the learners' lack of success in achieving FL proficiency, assuming errors as having big impacts on speech intelligibility, relying greatly on conscious rule knowledge, and demanding perfect pronunciation, grammatical and vocabulary accuracy in spoken production as mentioned by Dulay, Burt and Krashen (1982), Tsui (1996) and Young (1998), bring about unwillingness to say anything until, as they think, perfection is reached. As a result, the learners become reluctant to say anything in the target language and remain with little or no opportunity to learn the language through trial and error approach.

2.3.18 Effects of Learners' Attitudes towards their own Oral Errors on their Learning of Speaking EFL

As discussed above, learners may hold either positive or negative attitudes towards their own speech errors. These learners' different attitudes of their own speech deviations in turn have either positive or negative impacts on the learners' learning of speaking in EFL.

The learners' positive attitudes towards their own oral errors create relaxed, anxiety-free condition and increased opportunities to learn speaking without fear of committing oral errors. In line with this, Littlewood (1984), Tsui (1996) and Erlenawati (2002) indicate that learners with favorable attitude to their own oral errors are more ready to engage in practicing speaking in the language taking the risk of making errors. As a result of this, the learners will enjoy to

To begin with, Ellis (1994) says that the learners' self-exposure to practice and use the English language without fear of making errors can remove inhibition. Teachers themselves must hold positive attitudes towards the learners' errors, and must be informed that errors are natural, unavoidable, crucial, and can be improved through practice. Likewise, teachers or concerned bodies have to offer consciousness-raising activities that enable the learners understand that they will make mistakes every time, mistakes are inevitable, they should not demand perfect accuracy in pronunciation, grammar and vocabulary in learning to speak the English language (Young, 1998). Additionally, as discussed in sections 2.3.15 and 2.3.17, teachers should adopt effective techniques and strategies for giving feedback, correcting errors and conducting oral evaluation which foster willingness to speak in EFL classroom based on instructional philosophy (Horwitz, 1986 and Phillips, 1998).

In the same way, teachers, counselors and learning specialists, as discussed by Horwitz, Horwitz and Cope (1986), Phillips (1998) and Young (1998), after identifying the learners with erroneous attitudes, have to inform and advice students on effective language learning strategies in general and on the nature and implication of oral errors in particular.

These information and advice help the learners understand that errors are unavoidable natural part of language learning, can be made by everyone every time, and can be improved through time. They also indicate the learners that errors show what they have learnt and will need to learn, and that they have to emphasize fluency over accuracy for the sake of communicating effectively though errors occur. Concerning this, studies reveal that "errors have less effect on the intelligibility of speech than many SL learners assume though intelligibility suffers as the number of errors increases" (Littlewood, 1987: 87).

Hence, the learners can understand that errors are natural, unavoidable, crucial in language learning, that some amount of language acquisition is beyond their control and that improvements can happen over time; so that they develop more favorable attitudes towards their own oral errors and be able to make use of opportunities to engage in learning and communicating in speaking English.

CHAPTER THREE: METHODOLOGY

Here, the population and the subjects of the study, the sampling techniques, the research design, the type of data, and the instruments for data collection to achieve the objectives of the research and the procedures of the study, methods of processing of the data and arriving at conclusions are described in general terms.

3.1 The Population

In East Wallaga Zone there are 21 secondary (9-10) schools in which 15,268 grade nine students are learning in the academic year 2001 E.C. Among these, the targeted population of the study is grade nine students of Gatama Secondary School found in Leka Dullacha Woreda which is purposely chosen. In the year under study the number of grade nine students in the school is 631 and the number of their English teachers is 3.

3.2 The Subjects

A detailed description of the participants' background is inevitable in the approach of exploring such mentally shared sociolinguistic affective factor as pointed out by Allwright and Bailey (1991). The subjects of the research are 65 grade nine students of the academic year 2001 E.C and their English teachers in Gatama secondary school. The students at grade nine level are chosen for the following reasons: firstly, the problem has been noticed as the researcher has taught at the school; secondly, English as a medium of instruction begins at this level in Oromia region and the students had limited exposure in using English before joining grade nine except during the English classes. On the other hand, the students of this school were focused on based on the following factors (i) as most of the students of the school come from rural areas, some authorities claim (Atkins, Hailom and Nuru, 1995), it may be predicted that due to their family background, cultural influence, lack of exposure to good model speakers and to practice English, and shortage of materials, they may be reluctant to use English at the expense of risks of error-making, and (ii) this area is not studied with the respect to the problem under study. The respective teachers of grade nine English in this school have also participated in the study to give their general observations to triangulate the data obtained from the subject students.

3.3 Sampling Techniques

For choosing the required sample, different principles and techniques were drawn on. Among the 21 secondary schools in the zone one school was focused on for the reasons mentioned under 3.2 above. Then, the number of students in each section of the school was identified. To achieve generalizable, valid and reliable data so as to make satisfactory inferences about the student population, stratified random sampling and systematic sampling techniques were used (Wiersma, 1995) to obtain representative samples as grade nine students of the school are grouped into nine sections. Thus, to determine the sample size to be taken from each section, it was found appropriate to apply the formula $\frac{n}{N} \times Ni$, where n = total number of the sample wanted, N = total number of target population and Ni = the number of each stratum size or of each section (you may refer to Appendix-A). Similarly, systematic random sampling was used to determine the individual student taken from each section. To do so, first, the complete name list of each section was obtained; then, to decide the specific interval of the individuals selected from each section's name list, the formula $N/n=K$ (Wiersma, 1995:292) (where, N = total population of a section, n = the number of sample taken from a given section, and k = a common factor used to determine the interval of the individuals to be taken from the name list) was applied. So, every k^{th} interval in the name list of each section was selected until the number of wanted sample of the section is covered. The same is done for all the sections (refer to Appendix-A). However, all the respective grade nine English teachers were included in the study purposefully to confirm the learners' responses.

3.4 The Types of Data Sought

To achieve the objectives of the research, both quantitative data based on questionnaire and qualitative data based on interview were collected. To answer the research questions concerning the learners' attitudes towards their oral errors in learning EFL, the factors attributed to their attitudes of their oral errors and the effects of their attitudes on their learning, quantitative and qualitative data were elicited from the students and their English teachers through questionnaires (attitudinal scales) and interview. The result of interview with the teachers was used as a supplementary data to the data obtained through questionnaire from the students. In other words, the research project has integrated both exploratory and descriptive studies.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSIONS OF DATA

4.1 Introduction

The data presented and analyzed in this section of the study are about grade nine students' attitudes to their own oral errors as obtained from questionnaire for grade nine learners themselves and interview to their respective English teachers.

The main data obtained from 65 grade nine students of Gatama secondary school on total consist of 45 items: 9 factors concerned with the extent of learners' oral errors, 12 factors related to their attitudes towards their own oral errors, and 14 descriptors about the causes and 10 descriptors on the consequences of these attitudes on their learning of spoken English (see Appendix B).

To identify the extent to which the learners make oral errors in learning to speak English, the students were requested to rate the frequency of their encounter in making oral errors using a five-point Likert scale by putting numbers 5, 4, 3, 2 or 1 in the box near each of the nine statements as indicated below:

5= very often true of me

2= rarely true of me

4= often true of me

1= never true of me

3= sometimes true of me

Likewise, to find out the learners' attitudes towards their own oral errors, the causes and effects of these attitudes, the same rating scale system was used. But in this case the rating scales stand for the extent of agreement and disagreement with the given ideas. These are as follows:

5= I strongly agree

2= I disagree

4= I agree

1= I strongly disagree

3= I neither agree nor disagree

For simplicity of discussion, the rating scales were modified and reduced to only three. As the students who rated the statements pertaining to their attitudes towards their own oral errors as 5 (strongly agree) and 4 (agree) confirmed that the statements are true about their attitudes, though the extent varies, the number and the percentage of the students who rated the statements as 5 and 4 are added up to show the number and percentage of respondents who accepted the idea indicated by the statement. On the other hand, the number and percentage of students who rated

In the case of the item, “my errors are useful evidences of my progress in learning to speak English,” among the respondents, 49.23% rejected, 41.54% confirmed and 7.69% showed undecided opinion about the matter. This finding is consistent with the finding on item 14 in which nearly half of the subjects agreed, and about 43% of them disconfirmed that errors are harmful to their own oral communication. From this, it could be deduced that almost half of the students feel that their errors are not useful indicators of their learning whereas about 42% of the respondents belief that errors are useful indicators of progress of their learning. It can be inferred from this that about 50% of the learners partly hold negative attitude to their own spoken errors whereas some of them probably hold positive attitudes to their own oral errors.

Concerning the statement, “I do not fear making errors in oral production in English,” among the subjects, 60% showed their disagreement, 29.23% approved and 10.77% have neutral opinion. Similar to item 10 on which around half of the respondents confirmed and around 35% of them disconfirmed that they fear of making errors, the finding on item 18 shows that the majority of the students fear of making oral errors while some (about 29%) of them said they do not fear of doing so. This may also partly show that the majority of the students hold erroneous view towards their own oral errors but some of them do not.

The information in the Table depicts also that 47.69% of the respondents are not worried about making oral errors, whereas 36.92% disconfirm and 15.38% are neutral that they are worried about doing so. This, like item 11, implies that nearly half of the students do not worry about making spoken errors whereas some (about 37%) of them worry about doing so. This again may show that about half of the students do not bother much about making oral errors perhaps due to their partially realistic attitudes and some of them do because of their negative attitudes.

As the data in the Table reveals among the subjects, 49.23% disapproved, 38.46% approved, and 12.31% have neutral opinion that their oral errors are useful to their learning of spoken English. As is true in the case of item 14, from the respondents to item 20, to almost half of them their oral errors are not useful to their learning of spoken English, while to some (about 39%) of them their oral errors are useful to their learning of spoken English. From this it can also be inferred that to about half of the students their own oral errors are harmful but to some others they are useful to their learning of spoken English.

The data indicates also that among the subjects 80% rejected and only 9.23% confirmed or have neutral opinion that they should not say anything in English until they can say it correctly. Nearly similar to item 12, most (80%) of the students do not expect perfect accuracy and only few (about 9%) of them expect perfect accuracy before fluency. This may tell us that most of the students are theoretically well-informed that perfect accuracy may be impractical.

The major findings are discussed here. In this part of the data from the 12 descriptors of the learners' attitudes to their own speech deviations, descriptors 11, 12, 15, 19 and 21 as rated by around half or more than half of the students tend to reveal that they have favorable attitudes, whereas descriptors 10, 13, 14, 16, 17, 18 and 20 as rated by around half of the students seem to imply that they have unfavorable attitudes.

From these, data obtained on items 11, 12, 15, 19 and 21 tend to show students' tendency towards favorable attitude as rated by half or more than half of the students. Among these descriptors, 11 and 19 each as rated by nearly half of the respondents tend to reflect that they do not worry about making of oral errors. In connection with this McKeating (1981) indicates that some learners seem to pay attention to fluency with less concern for accuracy which is an implication of favorable attitude towards oral errors. On the other hand descriptors 12 and 21 as rated by 86.15% and 80% of the respondents respectively seem to reflect that they should concentrate on practicing speaking though errors still happen, which is a facilitating condition for learning to speak as pointed out by McKeating (1981). The rating of descriptor 15 by the majority (72.31%) of the respondents seems to indicate that the learners perceive their own oral errors as something from which they learn. In relation to this, Erlenawati indicates that errors are permitted in the classroom because "they constitute part of the learning process particularly for communication processes" (Erlenawati, 2002 on the Internet).

Generally speaking, about half or more of the respondents have tended to imply that they do not worry about making errors and that they do not demand perfect accuracy before fluency, that they feel they learn from their own oral errors in a memorable way. Therefore, according to this finding about half or more of the students seem to hold realistic attitude towards their own oral errors with the respect to five of the descriptors (namely 10, 11, 12, 15, 19 and 21) out of twelve

descriptors. This, according to scholars such as Horwitz (1987), Tsui (1996) and Van Patten and Glass (1998) contributes to the learners' effective participation in learning speaking.

However, items 10, 13, 14, 16, 17, 18 and 20 each as responded to by around half of the students lead to the implication that these students may hold erroneous view. Out of these descriptors 10 and 18 with the same theme rated by 52.31% and 60% of the subjects respectively tell us that about half or more of them fear making oral errors. As discussed by Tsui (1998: 115) students' fear of making error can be teacher-induced or other learners-induced and it can be a reason for "students' lack of participation". In the same dimension, about 55% of the respondents said that their own oral errors indicate their weakness, but around one-third of them say that these are not their weakness. This result is similar to that one on descriptor 17 in which nearly half of the respondents identified that their own oral errors are not signs of learning. Although Norrish (1983) and Brown (1994) comment that one's errors are signs of progress of learning, about half or more of these learners said that errors are signs of their weakness and are not signs of learning.

In the same manner, the result also shows that around half of the subjects confirmed that their own oral errors are harmful or not useful to their oral communication or learning of spoken English (items 14 and 20). However, as indicated by Corder (1981), Naskala (1995) and others, learners' errors are indications of the learners' learning strategies, level of development and mastery of the target language system, of what they have and have not learnt, and that the students are taking steps in successful language learning.

In addition, about half of the respondents also said that they prefer to be corrected by their teacher every time they make errors so as to avoid persistence of errors, while about 40% of them do not (item 16). As indicated by Erlenawati's (2002) study, "some students view errors as harmful and believe that errors should be corrected immediately," as is also evident in this study. This may incline the learners' attitudes towards negativity.

In sum, as can be witnessed from the learners' responses to seven of the descriptors (10, 13, 14, 16, 17, 18, and 20), nearly half of the respondents reported that they fear of making oral errors, that their own oral errors are indicators of their weakness, that their own oral errors impeded their learning of spoken English and their oral communication, and that they prefer frequent and on-

the-spot correction by the teacher to get ride of errors. So according to this result, about half of the subjects tend to have negative attitudes towards their own oral errors.

To generalize, more than half of the students seem to hold positive attitudes while nearly half of them hold negative attitudes towards their own oral errors. Hence, this is encouraging for the learners with positive attitudes, but is inhibiting for the learners with negative attitudes to participate in learning and communicating in spoken English as shown by studies (Gardner, 1980 & 1985, and Ellis, 1994). Thus, this answers the first research question of this study.

4.2.1.3 Factors Affecting Learners' Attitudes towards their own Oral Errors

This section of the data comprises results of inquiry on the extent to which 14 different factors have positively or negatively influenced the learners' views on their own spoken errors in learning EFL as displayed in Table 3 on page 49. From these, descriptors 25, 28, 29, 30, 31, 33 and 34 are factors related to positive attitudes; whereas, descriptors 22, 23, 24, 26, 27, 32 and 35 are related to negative attitudes. To rate and count the factors, the same rating system and approach as in section 4. 2. 1. 2 were followed.

As a glance at Table 3 shows that out of 65 respondents, 67.69% confirmed, 30.77% disconfirmed and 1.54% are neutral about that their attitudes are influenced in that they are anxious to take risks of making errors (item 22). From this it can be inferred that the majority of the students said that their attitudes to their own oral errors are affected by their anxiousness to take risks of making errors where only about 31% reported that their attitude is not affected by their anxiousness about taking risks of making errors. This implies that one of the factors negatively affecting the learners' attitudes to their own oral errors is their anxiety to take risks of making errors.

According to the students' responses to item 23, 46.15 % of them disconfirmed, 41.54% of them confirmed and 12.31% of them hold neutral opinion about that their attitudes are influenced due to their fear of other students' criticism on their own oral errors. This tells us that for the majority (about 46%) of the students negative evaluation from their classmates has not affected their attitude on their spoken errors while for some (around 42%) of them it has probably unrealistically influenced the attitude they hold towards their own oral errors.

Table 3: Factors affecting learners' attitudes towards their own oral errors

Key: No. = number %= percentage

No.	My attitudes to my own oral errors are influenced:	Respondents						Non-response	
		Confirmed		Undecided		Rejected		No.	%
		No.	%	No.	%	No.	%		
22	Because I am anxious to take risks of error-making	44	67.69	1	1.54	20	30.77	0	0
23	Because I fear of criticism (negative evaluation) on my own oral errors by other students	27	41.54	8	12.31	30	46.15	0	0
24	Because I fear of ridicule from my classmates when I make oral errors	27	41.54	7	10.77	31	47.69	0	0
25	Because I am less anxious to take risks of making oral errors	22	33.85	14	21.54	29	44.61	0	0
26	Because of my English teacher's criticism (negative evaluation) on my spoken errors	28	43.08	4	6.15	33	50.77	0	0
27	Because of my English teacher's frequent correction of my own oral errors	44	67.69	5	7.69	15	23.08	1	1.54
28	When my classmates give positive feedback to my spoken errors	44	67.69	7	10.77	14	21.54	0	0
29	Because my classmates have positive attitude to my own oral errors	31	47.69	7	10.77	27	41.54	0	0
30	Because my English teacher has positive attitude to my own oral errors	44	67.69	3	4.61	18	27.69	0	0
31	Because my English teacher is sometimes tolerant of my own oral errors	22	33.85	10	15.38	33	50.77	0	0
32	Because my teacher expects perfect accuracy on me when I speak	47	72.31	5	7.69	13	20	0	0
33	Because my teacher informs me that perfect accuracy is impossible in learning a foreign language	15	23.08	4	6.15	45	69.23	1	1.54
34	Because I feel that perfect accuracy in speaking a foreign language is impossible at once	20	30.77	4	6.15	41	63.08	0	0
35	Because I always demand perfect accuracy in speaking English	39	60	9	13.85	17	26.15	0	0



Similarly, response to item 24 displays that 47.69% of the students rejected, 41.54% of them confirmed and 10.77% of them were neutral about the influence of ridicule from other students when they make oral errors on their attitude. This implies that about half of the respondents identified that fear of ridicule from their classmates is not an influencing factor to their attitude while some (42%) agreed that it is. This shows that other learners' ridicule is also an impeding factor that negatively affects some learners' attitudes to their own oral errors, and is not for the majority of them.

Like those rated item 22 with the same purpose, among the subjects rated item 25, 44.61% disconfirmed, 33.85% confirmed and 21.54% were neutral about that their own attitudes were influenced in that they are less anxious to take risks of making oral errors. Despite a bit disparity in the number of respondents, both items 22 and 25 depict that the majority (44.61% or 67.69%) of the subjects indicated that their anxiousness to take risks of making oral errors affected their attitudes to their own oral errors while around one-third of them said their anxiousness did not affect their attitudes. It means anxiousness to take risks of making oral errors is one factor negatively affecting the majority of the learners' perceptions of their own oral errors though it is not for some students.

Concerning item 26, from the respondents, 50.77% disconfirmed, 43.08% approved and 6.15% showed neutral opinion that their teachers' negative evaluation of their errors affected their attitudes towards their own spoken English errors. From this it can be understood that teachers' negative evaluation did not influence the attitude of around half of the students towards their own spoken deviations though it does for the minority (43.08%) of the students. Teachers' negative evaluation in this case is not a problem for the majority of the students where it is for the minority of the learners.

In the case of item 27, 67.69% of the respondents approved, 23.08% of them disapproved and 7.69% of them have undecided attitude about that their attitude towards their spoken errors are affected by their teachers' frequent correction of their own oral errors. This may imply that the attitude of about two-third of the students is negatively affected by their teachers' redundant correction of their own oral errors, despite for about one-fourth of them this is not true.

On item 28 among the subjects, 67.69% agreed, 21.54% disagreed and 10.77% were neutral that their classmates' positive feedback to their own oral errors has influenced their attitude to their oral errors. This perhaps may show that the attitude of around two-third of the students is positively influenced by their classmates' constructive feedback to their errors, but this is not true for about one-fifth of the students. As to this and evidence from item 23 above, for the majority of the students their classmates' constructive feedback to their own oral errors has partly contributed for their favorable view to their own oral errors, but it has negatively affected for some of them.

When we glance at the responses to item 29, 47.69% of the subjects approved, 41.54% of them disapproved and 10.77% of them were neutral that their classmates' positive attitudes have impacted their attitude to their own spoken errors. This may tell us that the attitude of nearly half of the students is favorably influenced by the positive attitudes of their peers to their own oral errors. However, this may not be real for the rest 41.54% of the students. It may be inferred from this that other learners' positive attitudes have fostered the majority of the students' attitudes to their own oral errors and erroneously shaped that of some of the learners.

Item 30 as responded to by the respondents who 67.69% confirmed, 27.69% disconfirmed and 4.61% were neutral that their English teachers' positive attitudes have influenced their attitudes to their own speech errors. This tends to indicate that around two-third of the students have favorable view towards making oral errors as a result of their teachers' positive attitudes to their oral errors in spite of the fact that the attitudes of some (about 28%) of them are unrealistically influenced by their teachers' possibly negative attitude.

The result of response to item 31 reveals that out of the raters, 50.77% disconfirmed, 33.84% confirmed and 15.38% have undecided opinion that their attitude to their own oral errors is affected because their teachers are sometimes tolerant of their oral errors. This may entail that about half of the students' attitudes to their spoken errors is negatively shaped by their teachers' intolerance of their errors where that of one-third of the students is not.

As displayed in Table 3, response to item 32 gives the data that 72.31% of the subjects agreed, 20% disagreed and 7.69% were neutral that their attitude on their own oral errors is affected because of their teachers' expectation of perfect accuracy on them. The implication is that the

majority of the students' attitude to their own oral errors is partly affected in that their teacher demands perfect accuracy on them when they speak English, but that of only 20% of them is not affected by their teachers' expectation of perfect accuracy on them.

The Table also reads that from the respondents 69.23% disapproved, 23.08% approved and 6.15% had undecided opinion that their attitude is affected due to the fact that their teacher informs them that perfect accuracy is unrealistic in learning foreign language. From this we can deduce that the attitude of the majority of the learners to their own spoken errors is not positively influenced by their teachers' advice that perfect accuracy in learning to speak FL is unrealizable. Conversely, this might have partly negatively influenced the learners' attitudes to their own spoken errors.

As it can be seen from the Table, 63.08% of the respondents disagreed, 30.72% of them agreed and 6.15% of them were neutral that their attitude is influenced by their feeling that perfect accuracy in speaking foreign language is impossible. This tends to imply that the attitude of the majority of the students to their own oral errors is affected because of their unrealistic belief that total accuracy in speaking FL is attainable.

Similar to the responses to item 34 above, among the subjects, 60% approved, 26% disapproved and 13.85% undecided that their attitude to their own oral errors is partly affected by their demand of perfect accuracy in speaking English. This seems to reflect that their demand of perfect accuracy partly contributed to wrongly influence their attitude for the majority of the students, but it did not for about one-fourth of the learners. It can be deduced here that the majority of the students' demand of perfect accuracy in speaking FL made them to expect total correctness more than passing their message in speaking and that of few students did not.

The major results of this part can be discussed here. The data from six of descriptors (23, 24, 26, 28, 29 and 30) as responded to by around half or two-third of the subjects tend to show that some factors have positively influenced the attitude of the learners to their own oral errors while eight of the items (22, 25, 27, 31, 32, 33, 34 and 35) as rated by about half or one-fourth of the subjects seem to show that some other factors have negatively influenced their attitude. Each group of the result can be analyzed as below.

In the category of factors identified as causes for positive attitudes are items 23, 24, 26, 28, 29 and 30. Ratings to item 23 in Table 3 seem to reveal that for about 46% of the respondents, other students' negative evaluation of their errors has no influential role in affecting their attitude to their errors while for about 41% of them other learners' negative evaluation has influenced their attitude to their own oral errors. Concerning this, Tsui (1996:156) indicates that "fear of criticism and negative evaluation because of making errors" is the major cause for negative attitude to one's own oral errors as is true for some (41.54%) of the students in this study.

Although about half (47.69%) of the students indicated that ridicule from their classmates is not an influencing factor, some (about 42%) of them reported that ridicule from their class students influenced their attitude maybe unfavorably. This shows that fear of ridicule has wrongly affected the attitude of some of the learners to their own oral errors. As to Tusi (1996:155), this students' fear of "being ridiculed by classmates" is one of the factors resulting in students' lack of participation in practicing spoken English.

In the same way about half of the students said that their teachers' obtrusive evaluation of their errors has not influenced their attitude to their spoken errors, even though about 43% of them have identified that it has influenced their attitude towards their own oral errors. From this it can be deduced that teachers' negative evaluation of the learners' errors has affected the attitude of some of the respondents. In this respect Tusi (1996: 151) again claims that teachers' unrealistic evaluation of learners' errors "tend to inhibit students' participation".

The majority of the students said that their attitude to their own oral errors is partly shaped by the constructive feedback of other students to their errors though it is not influential for some students as data from item 28 in Table 3 show. Tsui (1996) and Van Patten and Glass (1998) point out that if there is positive feedback by the classmates to learners' oral errors, the learners do not fear of making errors in learning to speak in the foreign language.

The data based on item 29 indicates that the attitude of nearly half of the students is fostered by their peers' favorable attitudes to their own oral errors though this is not applicable for some (about 41%) of the learners. According to Norrish (1983), other learners' erroneous thought about one's errors leads to fear of making errors. However, this is not the problem of about half of the students in this study.

The result obtained from item 30 also tends to imply that the English teachers' positive attitude has contributed to shape the attitude of the majority of the learners towards realistic direction though it has not to that of others. Accordingly, Norrish (1983), Chaudron (1988) and Edge (1989) agree that teachers' positive attitude to the learners' errors promote the learners' perceptions of their own errors which in turn may partly facilitate language learning.

In the same Table item 31 shows that around half of the students' view of their oral errors is favorable partly in that their teacher is sometimes tolerant of their own oral errors, but this is not the case for one-third of the learners. In line with this, Tsui (1996: 156) indicates that "constant error correction students receive from the teacher can be seen by them as a form of mild public humiliation".

In general, around half of the students have identified that they do not fear of their classmates' ridicule and negative evaluation, and their English teachers' negative evaluation on their own oral errors. Consequently, these factors have influenced their attitude probably in the right direction. Similarly, the result seems to show that about two-third of the learners indicated that their classmates' positive attitudes and feedback, and their English teachers' positive attitudes to their own oral errors has promoted their attitude towards their own oral errors realistically. As claimed by Tsui (1996) and Van Patten and Glass (1998), where there is positive feedback and tolerant reception of the learners' spoken errors by the teachers and other learners, the learners may not fear making errors in speaking and may hold reasonable attitude to their own oral errors.

In contrast, in the category of factors spotted as causes for negative perceptions are 22, 25, 27, 31, 32, 33, 34 and 35. Responses to items 22 and 25 seem to imply that about two-third or nearly 45% of the students reported that their attitudes are perhaps shaped negatively because they are anxious to take risks of making oral errors. This is similar to Horwitz's (1986) idea stated as "anxious students are afraid to make mistakes in the foreign language" (p. 130).

In the case of items 27 and 31 in this category, the ratings of the learners depict that about half or two-third of them showed that because of their English teachers' intolerance and frequent correction of their oral errors they tend to hold erroneous attitudes to their own oral errors. As a result of the value many teachers give to correctness, "the constant error correction students receive from the teacher can be seen by them as a form of mild public humiliation" (Tsui, 1996: 156). As a result, the learners afraid of making mistakes to engage in speaking practice.

Further, factors 32 and 33 as responded to by the learners seem to reveal that most of the learners' attitude to their own oral errors is impeded by their teachers' unrealistic expectation of perfect accuracy on their learners when they try to speak English. This, as to Dulay, Burt and Krashen (1982), Norrish (1983) and Young (1998), will result in inhibition of students' oral production until, as they think, perfection is achieved.

Furthermore, the disagreement of the majority of the students that perfect accuracy in speaking FL is impractical and that they always expect perfect accuracy in speaking English seem to reflect that this expectation has impacted partly their attitude to their own oral errors. As to Young (1998) students' demand that speaking foreign language should be perfect may bring about tendency to give priority to correctness than fluency.

We could deduce from the findings of items 22, 25, 27, 31, 32, 33, 34 and 35 that most importantly the majority of the learners identified that they are anxious to take risks of making errors and that they always expect total accuracy in speaking English, that their English teachers are sometimes intolerant of their spoken errors and frequently correct their errors, and that they expect perfect accuracy on them during English oral practice. As a result, according to scholars in the area of language teaching, these factors contribute much to shape the learners' attitudes negatively.

On the whole, according to the results from this section, some learners identified that their attitudes to their own oral errors are positively influenced by some positive factors, and still some others have indicated that their attitudes are erroneously shaped by some other negative factors. So, this is related to the second research objective.

4. 2. 1. 4. Effects of Learners' Attitudes towards their own Oral Errors

This part of the data deals with how much the learners' attitudes to their own oral errors either positively or negatively influenced their learning to speak and to communicate in English. Among the 10 descriptors in Table 4 on page 57, descriptors 38, 41, 42, 43 and 45 are indicators of positive effects and 36, 37, 39, 40 and 44 are indicators of negative influence. To rate and count responses to the statements, the same procedure as in section 4. 2. 1. 3 is employed.

Table 4: Effects of learners' attitudes towards their own oral errors

Key: No. = number %= percentage

No.	As a result of my attitude towards my own oral errors:	Respondents						Non-response	
		Confirmed		Undecided		Rejected			
		No.	%	No.	%	No.	%	No.	%
36	I am more concerned with how to say correctly what I should say	58	89.23	1	1.54	4	6.15	2	3.08
37	I fear of saying anything in English in English classroom	51	78.46	2	3.08	11	16.92	1	1.54
38	I am more relaxed when I have to speak in English in the classroom	12	18.46	9	13.84	43	66.15	1	1.54
39	I become anxious when I have to speak in English classroom	42	64.61	12	18.46	10	15.38	1	1.54
40	I am unwilling to take risks of making errors to participate in speaking in English	50	76.92	2	3.08	12	18.46	1	1.54
41	I do not fear of speaking in English classroom	10	15.38	4	6.15	50	76.92	1	1.54
42	I am ready to engage in communicative activities in English language classroom	54	83.08	4	6.15	6	9.23	1	1.54
43	I get the condition which fosters the learning of speaking English	14	21.54	5	7.69	45	68.23	1	1.54
44	I have decreased communicative competence in spoken English	37	56.92	6	9.23	21	32.31	1	1.54
45	I have increased communicative competence in spoken English	16	24.61	9	13.84	39	60	1	1.54

According to responses to item 42, 83.08% of the students approved, 9.23% of them disapproved and 6.15% of them neither agree nor disagree that they are ready to engage in communicative activities in English classroom. From this it can be inferred that most of the students are ready to engage in communicative activities though they fear of speaking and making oral errors in English classes.

Out of the subjects of the study, 68.23% rejected, 21.54% accepted and 7.69% undecided that they get condition which fosters the learning of speaking English as a result of their attitude to their oral errors. From this it may be understood that because of the unfavorable attitude they seem to hold towards their spoken errors, about 70% of the students were discouraged to engage in the learning of spoken English.

As one can see from item 44 of the Table above, 56.92% of the respondents affirmed, 32.31% of them disagreed and 9.23% of them were neutral that they have decreased communicative competence in spoken English as a result of their attitude to their own oral errors. From this reply it can be concluded that the majority (56.92%) of the students have decreased communicative competence whereas the minority (32.31%) do not because of their attitude to their own oral errors.

It can be observed from the responses to item 45 in the Table above that 60% of the respondents disagreed, 24.61% of them agreed and 13.84% of them undecided that they have increased communicative competence in spoken English due to their attitude to their own oral errors. As can be inferred from this result and that of item 44 above, the majority (56.92% or 60%) of the students have decreased competence in spoken English communication while the minority (32.31% or 24.61%) of them hold increased competence in spoken communication as a result of their unfavorable attitude to their own oral errors.

The major findings of this section can be interpreted here. The data obtained from only one item (42) reveals that most (83.08%) of the students are ready to engage in English communicative activities in the class though responses to nine items (36, 37, 38, 39, 40, 41, 43, 44 and 45) show that their erroneous attitudes had negative effects on their learning and communicating in English. These results can be analyzed as follows.

The learners' ratings to item 36 seem to reveal that the majority of the learners are more concerned with speaking with accuracy as a result of their negative attitude to their own oral errors. As stated by Norrish (1983: 1-2) "the learner is not so much concerned with attempting to express what he would like to say ... as rather with saying what he thinks he can without making mistakes". From this it can be inferred that these learners have negative attitudes to their oral errors as a result of which they focus on accuracy.

The results from items 37 and 41 also reveal that the majority of the students fear of engaging in saying anything in English during English lessons which might have come from their fear of making mistakes and appearing fool as Norrish (1983) and Ellis (1994) discuss.

Responses to items 38 and 39 seem to show that the majority (66.15% or 64.61%) of the students are not relaxed and are anxious when they have to speak in English in the classroom because of their fear of making oral errors. It has been found out by a research that one of the sources of students' language anxiety in the classroom is their fear of making errors which, as the students think, causes "being laughed at, appearing fool and embarrassment in front of their peers" (McIntyre, 1998: 31).

The data in the Table also reveals that about three-fourth of the learners avoid to take risks of making oral errors due to the attitude they hold towards their own oral errors. As to Beebe (1983: 63) learners who are unwilling to take the risks of making errors choose to keep silent in English classroom and thus may end up with unsuccessful learning as expressed by the adage, "Nothing ventured, nothing gained".

On the other hand, it reveals that about 83% of the students are ready to take part in English classroom communicative activities even though they fear of making errors and avoid the risks it may cause as a result of their erroneous attitudes to their own oral errors.

The data also indicates that about 70% of the students lacked conditions which promote the learning of spoken English due to their unfavorable attitude to their own oral errors. In connection with this, Norrish (1983) and Erlenawati (2002) state that students' fear of making errors/mistakes will impede their progress of learning language.

From the data it can also be inferred that the majority of the students have decreased communicative competence in English as a result of their unwillingness to take risks of making oral errors. This finding can be supported by the ideas of Norrish (1983) and Horwitz (1987) that students who fear to make errors hesitate to say anything in the foreign language for fear of appearing foolish as a result of which their learning and using the language is inhibited, and their communicative competence is decreased.

To generalize the major findings of this section, the majority of the learners identified that though they are ready to participate in communicative activities, they are too much concerned with accuracy, they fear of saying anything in English, they are not relaxed and are anxious when they have to speak in English, they avoid the risks of making oral errors, they lacked conditions which encourage them to learn spoken English and they have decreased communicative competence in English as a result of their unfavorable attitude to their own oral errors. This is related to the third objective of the study.

Hence, except some disparities, what is obtained from the results of the students' responses is similar with the findings obtained from interview with teachers which are presented in the following section.

4.2.2 Analysis of Teachers' Responses to the Interview

Here the results obtained from three Gatama Secondary School English teachers' responses to the interview is presented and analyzed to affirm the reliability of the data obtained from the learners. The interview comprises seven open-ended items focused on the learners' attitudes to their oral errors, and the causes and effects of these attitudes on the learners' learning to speak English like the questionnaire to the learners (Appendix-E).

The responses of the teachers to the items are quoted and/or summarized and discussed briefly. The complete version of each teacher's responses is presented by Appendix-F.

To give discussion of the results of interview with the three teachers, the very relevant key points of the teachers' responses to the seven items were considered and used to triangulate the results of the students' responses with the respect to the three objectives of the research in sub-section 4.2.3.



The results of the three English teachers' responses indicate that despite the extent to which oral errors are made by their students of grade nine varies from learner to learner according to their level of ability; most of the students often commit oral errors. For instance, Teacher 1 elaborates the situation as follows:

The extent to which my grade nine learners make oral errors is based on the level of achievement of the learners. That means high achievers commit oral errors rarely, medium achievers commit oral errors sometimes and low achievers commit oral errors most of the time. In general, most of the students often encounter errors in attempting to speak in English lessons.

Thus on the average, the majority of the students make oral errors most of the time in practicing to speak English. This result is consistent with the results of the students' responses to questionnaire item 1 in Table 1 which depicts that nearly all of the students make oral errors even though the frequency of encounter differs among learners.

The interview results reflect also that according to the teachers' stay with the students and their informal inquiries with them, the learners' attitudes to their own spoken errors too varies based on their level of achievement: high achievers tend to hold positive attitude and both medium and low ability learners tend to have negative attitudes to their own oral errors. For example, according to the discussion of Teacher 2, most of grade nine students hold negative attitudes to their oral errors as shown here.

In this case too, the tendency of their attitude varies from learner to learner based on their level of ability. Consequently, the high achieving students seem to hold more positive attitudes, and the medium and low ability learners hold negative attitudes towards their own oral errors. Thus most of my grade nine students in the three sections seem to have negative attitudes to their own oral errors.

So, the teachers interestingly generalized that most of their students in each of the three sections each teacher teaches tend to incline towards showing erroneous attitudes to their own oral errors. As to the teachers' description, this group of students afraid of making oral errors for fear that other students and the teacher laugh at them and criticize them and they are ashamed and fear of uttering anything in English though they have interest to practice speaking. According to the

teachers, the main indicators of their learners' erroneous attitudes towards their own oral errors are that the majority of the students want to speak with total accuracy, that they prefer to keep quiet, to be reluctant and to be inhibited to engage in speaking practice, and that they feel ashamed and afraid to speak when they are given feedback and correction on their own oral errors.

To sum up, though all the three teachers reported that most of their students tend to hold unfavorable attitudes to their own oral errors, it is only about half of the students who inclined to indicate that they hold unfavorable attitudes, while about half of them seemed to hold realistic attitudes towards their oral errors in learning to speak English.

As to the teachers, there are some factors attributed to the learners' unfavorable attitudes to their oral errors. Accordingly, this is described well by Teacher 1 as depicted below:

In my observation, the main factors that shaped the learners' attitudes towards their own oral errors in a negative direction are that they lacked information that errors are natural and useful in learning foreign language, that they think the teacher and other students laugh at them if they make oral errors, that the teachers and some other students ridicule and give them negative feedback on their oral errors, and that they think errors greatly hinder their oral communication in English. As a result of these, they choose to keep silent than trying to speak.

In general, some of the main factors negatively affecting learners' attitudes towards their own oral errors as to the teachers' observation are that they lacked information that errors are natural and useful in learning to speak foreign language, that they think the teacher and other students laugh at them if they make oral errors, that some other students ridicule and give them negative feedback on their oral errors and that they think errors greatly hinder their oral communication in English, the way teachers used to teach and give them correction on their spoken errors and their lack of opportunity to practice speaking English both in and out of the class in the earlier classes. As a result of these, the learners choose to keep silent than trying to speak in English.

The teachers have also spotted the effects of their learners' negatively inclined attitudes on the learners' learning and communicating in English. A case in point is the discussion of Teacher 3 where she vividly depicts the seriousness of the problem as stated below.

The negative attitudes these students hold to their own oral errors have brought about a big impact on their taking risks of making oral errors in trying to speak. Many of my students keep quiet, as I think, because of the ill-treatment they used to receive on their own oral errors in the previous grades. This criticism or negative evaluation has made the students to be reluctant to take-part-in speaking English. So, it has impeded their learning of spoken English. ...The effects of the learners' negatively inclined attitudes to their own oral errors are many. As a student can learn this foreign language only if he/she most of the time practices to speak the language, but, according to my observation, most of my grade nine students avoid practicing to speak and keep quiet during English speaking activities. Now it is only the teacher who speaks, and the learners indulge into using their mother tongue if the teacher forces them to speak. So, it can be concluded that among other things, the students' fear of making errors has lowered most of my learners' speech communication competence.

Overall, due to their fear of taking risks of making errors, the teachers witness that the learners are reluctant and avoid speaking in English, they are more anxious, and thus they had very little opportunities to practice speaking English in the classroom. In addition it had a big impact on speech communicative competence of the learners as the teachers stated. Consequently, because of most of the students' reluctance and avoidance of speaking in English, they are left with little opportunity to practice speaking. Thus, they had lowered speech communication competence in English.

4.2.3 Triangulation of the Study Results

This section of the analysis is concerned with the discussion of the study results by adapting and mixing the data obtained from the learners and their English teachers in view of the related literature to make sure whether or not the three research objectives have been met.

The results from the responses of the learners and that of their English teachers consistently indicate that despite the difference in frequency of encounter from learners to learners based on their level of achievement; on the average, almost all of the learners make oral errors of different types in different ways at different levels of linguistic units, as is indicated by Beebe (1983) and

Ellis (1994) that learning to speak a second/foreign language involves the making of errors/mistakes.

The finding with the respect to the first research objective concerned with identifying learners' attitudes towards their own oral errors can be discussed here. According to all the three teachers' report, though the extent of the learners' attitudes to their own spoken errors varies based on their level of achievement, most of the students tend to hold unfavorable attitudes to their own oral errors, but it is only about half of the students who showed that they hold unfavorable attitudes while nearly half of the learners seem to hold positive attitudes to their own oral errors. So, the finding implies that at least about half of the learners hold negative attitudes towards their own oral errors; thus, it hampers their learning of speaking English as shown by studies (Gardner, 1980 & 1985, and Ellis, 1994).

The main indicators of the wrongly shaped attitudes of this group of learners identified in the study are their fear of making oral errors, their perception that their errors show their weakness, their belief that their errors are harmful to their learning of spoken English, their preference of frequent and on-the-spot correction to 'eliminate' errors, their being ashamed and fear of speaking in English, their demand of perfect accuracy and their preference to keep quiet, to be inhibited and their reluctance to engage in speaking activities. This kind of attitude, as discussed by Tsui (1998: 115), can be a reason for "students' lack of participation".

The finding related to the causes for the learners' attitudes to their own oral errors is explained here. Although factors with both positive effect and negative effect were spotted by the learners, the teachers have identified only factors causing negative attitudes, as they witnessed that most of their grade nine learners have negative attitudes to their own oral errors.

On the one hand, the study appears to indicate that the attitudes of about half of the students are realistically shaped. This, as to the study, can be attributed to some factors such as the learners' tolerance of their classmates' and their teachers' ridicule and criticism, and their English teachers' and their classmates' positive attitudes and constructive feedbacks to their own oral errors. These factors are necessary in promoting the learners' attitudes to their own oral errors and facilitating the learning of spoken English as Tsui (1996) and Van Patten and Glass (1998) claim.

On the other hand, the study also reveals that the attitudes of some of the learners are erroneously shaped due to some factors identified by the learners. Some of the main factors those wrongly molded the learners' attitudes as to the learners include their anxiousness to take risks of making errors, their expectation of total correctness, their teachers' intolerance and frequent correction, and over-expectation of correctness during English oral practice. The English teachers also identified other additional factors wrongly affecting their learners' attitudes to their own oral errors such as the learners' lack of information that errors are natural and useful, their misconception that the teacher and other learners ridicule and criticize them on their errors, their misunderstanding that errors have big impact on their oral communication in English, their lack of ample opportunities to practice speaking English both in and out of class and mistreatment of their spoken errors in the earlier grades. All these conditions make the students hold unrealistic attitudes towards their own oral errors, and thus hamper the effective learning of spoken English (Dulay, Burt & Krashen, 1982; Norrish, 1983; Horwitz, 1986; Tsui, 1996; and Young, 1998).

Concerning the objective about the effects of the learners' attitudes to their oral errors on their learning of spoken English, nearly similar findings were obtained from both the majority of the students and the three teachers; that is, the majority of the learners and all the teachers tended to identify only the negative consequences of the learners' attitudes. From the study it was found that as a consequence of their negative attitudes to their own oral errors though they are ready to engage in communicative activities, the learners are more concerned with accuracy, afraid of speaking in English, are anxious, are reluctant and avoid risks of making errors, are discouraged, and thus had very little opportunities to practice speaking English and decreased communicative competence in spoken English. Scholars discuss that these effects result from students' unrealistic attitudes to their own oral errors (Norrish, 1983; Beebe, 1983; Horwitz, 1987; Ellis, 1994; McIntyre, 1998; and Erlenawati, 2002).

The disparity in the responses of the students and the teachers might be attributed to the fact that attitudes are aspect of cognitive as well as affective variables that operate in the mind and thus are often measured based highly on verbal responses which are different from overt behavior (Gardner and Glicksman, 1982; Gardner and Moorcroft, 1985; and Gardner and McIntyre, 1993) which calls for the desirability of further research.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with drawing the findings of the study and suggesting practical recommendations.

5.1 Conclusions

The main objective, around which every finding of the study recoils, is finding out grade nine learners' attitudes towards their own spoken errors. To this end, the following set of conclusions is pooled together for final understanding, apart from some interpretations, generalizations and explanations made earlier inclusively. So, the following conclusions can be made based on the findings.

The objective of the study is met now as long as the three central research questions have been answered soundly; firstly, the attitudes of the learners have been attempted to identify; secondly, the causes of these attitudes of the learners have been investigated; and thirdly, the effects of their attitudes have been studied.

From the study it was deduced that at least half of the learners hold realistic attitudes towards their own oral errors; which is inferred from that they do not worry about making errors, do not demand perfect accuracy, and feel they learn from their own oral errors. The learners with these realistic attitudes get opportunities to learn and communicate in spoken English. However, the result of the study appears to show that about half of the students tend to have unrealistic attitudes toward their own oral errors which is deduced from that they afraid of making oral errors, they demand perfect accuracy, they feel their own oral errors are indicators of their weakness and they feel their own errors impede their learning of spoken English and oral communication. In addition, it was evident from that they prefer frequent and on-the-spot correction to 'get rid of' the errors, they are ashamed and fear of uttering anything in English and are reluctant and inhibited, though they have interest to practice speaking English.

The study reveals also that different factors have realistically shaped some students' attitudes and have wrongly influenced some other students' attitudes to their own oral errors. It was identified that some major factors which favorably influenced some of the learners' attitudes are that they

do not fear of their English teachers' and their classmates' ridicule and negative evaluation on their oral errors, and that their classmates have positive attitudes and give constructive feedback to their own oral errors. This promotes the learners' learning of spoken English. On the other hand, it also shows that some of the most important factors affecting some learners' attitudes wrongly are the learners' anxiety to take risks of error-making, the learners' expectation of total accuracy, their lack of information on the role of errors in learning to speak foreign language, the ridicule and frequent negative evaluation from other learners and their teachers, their thought that errors have great impact on oral communication in English, and their lack of experience and opportunity to practice speaking in English.

According to the study it was further identified that a significant number of the learners are concerned more with accuracy than fluency, are anxious, fear of taking risks of making errors, lacked opportunities which encourage their learning of speaking English, and had decreased communicative competence in spoken English because of their unrealistic attitudes to their own oral errors though they are ready to participate in communicative activities.

Therefore, it can now be generally concluded that about half of the learners tend to hold positive attitudes while about half of them seem to hold negative attitudes towards their own oral errors due to some positive or negative factors; as a result, a considerable number of the students are left with little chances to learn and communicate in spoken English. In line with this, studies on attitudes conducted by researchers like Gardner and Lambert (1972), Oller and his associates (1977 & 1978), Gardner (1980 & 1985) and others yield the conclusion that positive attitudes for the most part result in success in learning; however, negative attitudes may lead either to decreased or successful learning.

5.2 Recommendations

Useful interpretations have been made and conclusions have been drawn to attain the central research objective. Based on the interpretations and findings made so far, this part still complements the answering of the research questions with suggestible working recommendations. Thus in line with the literature reviewed until now and the findings obtained from analysis of the data, the following measures can be proposed so as to shape the learners' attitudes towards their own oral errors in the right way in order to promote their learning of and communicating in spoken English.

Owing to the practicality of the saying "Nothing ventured, nothing gained," unless the learners engage in speaking they cannot learn speaking. Hence, it is worthwhile to effect tangible modifications in the learners' unfavorable attitudes to their own oral errors which otherwise impede learning to speak in different ways as suggested by researchers in the area.

- i. In order to remove inhibition and reticence, the learners should expose themselves to the practice and use of spoken English without fear of making errors as stated by Ellis (1994).
- ii. It would be advisable if the teachers themselves hold positive attitudes towards the learners' errors, and must be informed that errors are natural, unavoidable and crucial, and can be improved through practice; and that the learners should not be criticized and ridiculed for making errors in learning speaking.
- iii. Since teachers are the more accessible, active and dynamic potential sources information in English language classroom, teachers have to offer consciousness-raising activities that enable the learners understand that they will make mistakes every time, that mistakes are inevitable, that they should not demand perfect accuracy in learning to speak the English language (Young, 1998).

- iv. It is desirable for the teachers to adopt effective techniques and strategies for giving feedback, correcting errors and conducting oral evaluation which foster willingness to speak in EFL classroom based on instructional philosophy (Horwitz, 1986 and Phillips, 1998).
- v. It would be a great help if teachers, counselors and learning specialists inform and advice students on effective language learning strategies in general and on the nature, implications and significances of oral errors in particular after identifying the learners with erroneous attitudes as discussed by Horwitz, Horwitz and Cope (1986), Phillips (1998) and Young (1998).
- vi. It seems very important if secondary school English teacher's books and student's books include information and advice creating the awareness that errors are natural, unavoidable and crucial in language learning, that some amount of language acquisition is beyond their control, that errors have less effect on the intelligibility of speech, that they have to emphasize fluency over accuracy and that improvements can happen over time; so that they develop more favorable attitudes towards their own oral errors and be able to make use of opportunities to engage in learning and communicating in speaking English.
- vii. Regarding some inconsistencies in the learners' responses and a bit disparity between the teachers' responses and the learners' responses, it would be suggestible if further study is conducted to identify the factors attributed to the differences.

REFERENCES

- Ahmed, M. Teaching oral Communication Skills in Academic Settings. URL – www.iuj.ac.jp/faculty/mkahmed/workingpaper.html.
- Allwright, D. and Bailey, K. 1991. **Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers**. Cambridge: CUP
- Allwright, D. 1988. **Observation in the Language Classroom**. New York: Longman Inc.
- Atkins, J. Hailom B and Nuru M. 1995. **Skills Development Methodology Part I**. A.A.U Printing Press.
- _____ 1996. **Skills Development Methodology Part II**. A.A.U Printing Pres.
- Bailey, K. 1994. **Methods of Social Research**. Fourth Edition. New York: Free Press.
- Beebe, I. 1983. "Risk-taking and the Language Learner". In Seliger, H. and Long, M. **Classroom Oriented Research in Second Language Acquisition**. Rowley: Newbury Publishers, Inc.
- Best, J. and Kahn, J. 2005. **Research in Education**. Ninth Edition. New Delhi: Prentice-Hall of India
- Brown, D. 1994. **Principles of Language Learning and Teaching** (Third Edition). New Jersey: Prentice Hall Regents.
- Brown, G. and Yule, G. 1983. **Teaching the Spoken Language: An Approach based on the Analysis of Conversational English**. Cambridge: Cambridge University Press.
- Burt, M. and Kiparsky, C. 1975. **The Gooficon: A Repair Manual for English**. Rowley: Newbury House.
- Bygate, M. 1987. **Speaking**. Oxford. Oxford University Press.
- Byrne, D. 1986. **Teaching Oral English**. New Edition. England: Longman.
- Carroll, B. 1975. **Language Testing. Is there any other Way of Language Testing?** Cambridge: Harvard University Press.
- Celce-Murcia, M. and McIntosh, L. 1979. **Teaching English: As a Second or Foreign Language**. Rowley: Newbury House Publishers, Inc.
- Chaudron, C. 1988. **Second Language Classrooms: Research on Teaching and Learning**. Cambridge: Cambridge University Press.
- Cooper, C. 2003. "Attitudes". In Miller, R. and Brewer, J. **The A-Z of Social Research: A Dictionary of Key Social Science Research Concepts**. London: Sage Publications.
- Corder, P. 1973. **Introducing Applied Linguistics**. Harmondsworth: Penguin.

- Horwitz, E. 1987. "Surveying Student Beliefs about Language Learning". In Wenden, A. and Rubin, J. (eds). **Learner Strategies in Language Learning**. New York: Prentice Hall.
- Kumar, K. 1999. **Research Methodology: A Step-by-step Guide for beginners**. London: Sage Publications.
- Littlewood, W. 1981. **Communicative Language Teaching**. Cambridge: Cambridge University Press.
- _____. 1984. **Foreign and Second Language Learning: Language Acquisition Research and Its Implications for the Classroom**. Cambridge: Cambridge University Press.
- MacIntyre, P. 1998. "Language Anxiety: A Review of the Research for Language Teachers". In Young, D. (ed). **Affect in Foreign and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom**. Boston: McGraw-Hill College
- McKeating, D. 1981. "Error Analysis." In G. Abbot and P. Wingard (eds). **The Teaching of English as an International Language: A Practical Guide**. Hong Kong: Nelson.
- Medhanie Habteghiorghis. 1986. "The Attitudes of Eleventh Grade Students towards the Learning of English as a Foreign Language". (Unpublished M.A Thesis). Addis Ababa University.
- Mohammed Galib. 2004. "The Attitude of Preparatory Year One Students towards the Learning of English as a Foreign Language". (Unpublished M.A Thesis). Addis Ababa University.
- Naskala, L. 1995. "What is an error?" In English Language Teaching Forum. 33/3.
- Norrish, J. 1983. **Language Learners and their Errors: ELTS**. London: Macmillan Publishers, Ltd.
- Nunan, D. and Lamb, C. 1996. **The Self-directed Teacher: Managing the Learning Process**. Cambridge: Cambridge University Press.
- Nunan, D. 1989. **Designing Tasks for the Communicative Classroom**. Cambridge: Cambridge University Press.
- _____. 1991. **Language Teaching Methodology: A Textbook for Teachers**. Hertfordshire: Prentice Hall.
- Nystrom, N. 1983. "Teacher-student Interaction in Bilingual Classrooms: Four Approaches to Error Feedback". In Seliger, H. and Long, M. **Classroom Oriented Research in Second Language Acquisition**. Rowley: Newbury Publishers, Inc.
- Phillips, E. 1998. "Decreasing Language Anxiety: Practical Techniques for Oral Activities". In Young, D. (ed). **Affect in Foreign and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom**. Boston: McGraw-Hill College.
- Richards, J. 1986. **The Context of Language Teaching**. Cambridge: CUP

- Rivers, W. and Temperley, M. 1978. **A Practical Guide to the Teaching of English: as second or Foreign Language**. New York: Oxford University Press.
- Rivers, W. 1981. **Teaching Foreign-Language Skills**. Second Edition. London: University of Chicago Press.
- Schuman, H. 1994. "Attitudes and Behavior" In Asher, R. **The Encyclopedia of Language and Linguistics Volume 1**. Oxford: Pergamon Press.
- Sheorey, R. 1986. "Error Perceptions of Native-speaking and Non-native-speaking Teachers of ESL.." In *ELT Journal* 40/4.
- Stern, H. 1983. **Fundamental Concepts of Language Teaching**. Oxford: Oxford University Press.
- Terrell, T. (ND). **The Natural Approach: Language Acquisition in the Classroom**. New Jersey: Prentice Hall.
- Teshome Ddemissie. 1985. "A Comparative Study of Error Gravities in English". (Unpublished M.A Thesis). Addis Ababa University.
- Teshome Emana. 1995. "Teachers' Corrective Treatment of Grade Eleven students' Oral Errors in the English Language Classrooms". (Unpublished M.A Thesis). Addis Ababa University.
- The National Capital Language Resource Center. 2004. Developing speaking activities: URL – www.nclrc.org/essentials/speaking/developspeak.htm.
- _____. 2004. Goals and techniques for teaching speaking. URL – www.nclrc.org/essentials/speaking/goalsspeak.htm
- _____. 2004. Strategies for Developing speaking skills. URL – www.nclrc.org/essentials/speaking/stratspeak.htm Teaching speaking.
- _____. 2004. Teaching speaking. URL- nclrc.org/essentials/speaking/spandex.htm.
- Tsui, A. 1996. "Reticence and Anxiety in Second Language Learning". In Bailey, K. and Nunan, D. (eds). **Voices from the Language Classroom: Qualitative Research in Second Language Education**. Cambridge: CUP.
- Ur, P. 1996. **A course in Language Teaching: Practice and Theory**. Cambridge: Cambridge University Press.
- Van Els, T. et al. 1984. **Applied Linguistics and the Learning and Teaching of Foreign Languages**. London: Edward Arnold.
- VanPatten, P. and Glass, W. 1998. "Grammar Learning as a Source of Language Anxiety". In Young, D.(ed) **Affect in Foreign and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom**. Boston: McGraw-Hill College.

Appendices

Appendix-A

References for Sampling Techniques

➤ Stratified random sampling and systematic sampling (Wiersma, 1995: 292)

(1) To determine the sample size taken from each section, the formula $\frac{n}{N} \times N_i$ was used:

Given

$n = 65$ students (wanted)

$N = 631$ students = $(S_A + S_B + S_C + S_D + S_E + S_F + S_G + S_H + S_I)$

$N_i = S_A = 70 / S_B = 69 / S_C = 68 / S_D = 69 / S_E = 73 / S_F = 70 / S_G = 68 / S_H = 73 / S_I = 71$

Required = representative sample from a section (S)

For example, sample from section A (S_A) = $\frac{n}{N} \times N_i = \frac{65}{631} \times 70 = 7.21 = 7$

So, by rounding off 7.21 to the nearest whole number, the number of representative sample to be taken from section A is 7 students. Similarly, using the same formula $\frac{n}{N} \times N_i$ and following the same approach the representative samples from the rest sections were derived. Thus, the representative samples for sections A, B, C, D, E, F, G, H and I are 7, 7, 7, 7, 8, 7, 7, 8, and 7 students respectively.

(2) To determine the individual student taken from each section, the formula $N/n = k$ was used:

Given

N = number of students in a section = $S_A = 70 / S_B = 69 / S_C = 68 / S_D = 69 / S_E = 73 / S_F = 70 / S_G = 68 / S_H = 73 / S_I = 71$

n = sample size of a section = $S_A = 7 / S_B = 7 / S_C = 7 / S_D = 7 / S_E = 8 / S_F = 7 / S_G = 7 / S_H = 8 / S_I = 7$

Required: the specific interval of students selected from each section's name list

For example to determine the K^{th} interval of section A students in which every K^{th} individual in the name list were selected, it was computed as $k = N/n = 70/7 = 10$.

This means every 10^{th} interval of 9A students in the name list was taken. These are students of 9A whose roll numbers are 10, 20, 30, 40, 50, 60 and 70 were taken. The same procedure was followed for the rest eight sections. In this way, every 10^{th} interval of students from sections A, B, C, D, F, G and I, and every 9^{th} interval of students from sections E and H were taken. Therefore, the total number of subjects taken from the school is 65 students which are about 10% of the total population.

Appendix-B

A Questionnaire to be filled in by Grade Nine Students

Questionnaire on Learners' Attitudes towards their own Oral Errors

General Instruction:

Dear Learner! This questionnaire is designed to get information concerning your attitudes towards your own oral errors in your English lessons. It consists of four main parts: questions requesting the extent to which you make oral errors in learning English, questions seeking your attitudes on your own oral errors, questions about the causes of your attitudes to your own oral errors, and questions about the effects of your attitudes to your oral errors on your taking risks of making errors to speak in English classes. Hence, you are kindly requested to take a little while to carefully read the questions and show your heart-felt and true feeling, belief and attitude as it is a significant contribution towards the success of the study and in suggesting solutions for the problem. This information will be kept strictly confidential, and will not be used to assess you in any way.

Thank you!

Part I: Extent to which learners make oral errors in learning English

Please write one of the numbers **1, 2, 3, 4, or 5** in the box against each statement to indicate the extent to which you encounter errors in attempting to speak during learning English.

☞ **Attention! 5= Very often**

4= Often

3= Sometimes

2= Rarely

1= Never

No.	Item	Response
1	I make errors when I try to speak during English lessons	
2	I make errors in pronunciation (sound production)	
3	I make errors in vocabulary (choosing and using words)	
4	I make oral errors in grammar (rules)	
5	I make errors in sentence organization	
6	I make errors by wrongly omitting some required linguistic elements	
7	I make errors by adding unnecessary elements	
8	I make errors by selecting unnecessary elements	
9	I make errors by misordering of linguistic units like sounds, words, etc	

Part I: Extent to which learners make oral errors in learning English

Please write one of the numbers **1, 2, 3, 4, or 5** in the box against each statement to indicate the extent to which you encounter errors in attempting to speak during learning English.

☞ **Attention! 5= Very often**

4= Often

3= Sometimes

2= Rarely

1= Never

No.	Item	Response
1	I make errors when I try to speak during English lessons	
2	I make errors in pronunciation (sound production)	
3	I make errors in vocabulary (choosing and using words)	
4	I make oral errors in grammar (rules)	
5	I make errors in sentence organization	
6	I make errors by wrongly omitting some required linguistic elements	
7	I make errors by adding unnecessary elements	
8	I make errors by selecting unnecessary elements	
9	I make errors by misordering of linguistic units like sounds, words, etc	

Part II: Learners' attitudes towards their own oral errors

Please indicate how strongly you agree or disagree with each of the following statements reflecting your attitudes towards your own oral errors by writing **1, 2, 3, 4 or 5** in the box against the statement.

☞ **NB: 5= I strongly agree**
4= I agree
3= I neither agree nor disagree
2= I disagree
1= I strongly disagree

No.	Item	Response
10	I fear of making errors/mistakes in speaking during learning English	
11	I worry about making errors/mistakes in speaking in learning English	
12	I feel I should practice speaking in English though I still make oral errors	
13	I feel my own oral errors are indicators of my weakness	
14	I feel my own oral errors are very harmful to my English oral communication	
15	I feel I learn from my errors in a memorable way	
16	I think it is difficult for me to avoid later on unless my teacher corrects me every time I make errors	
17	My errors are useful evidences of progress in learning to speak English	
18	I do not fear of making errors in oral production in English	
19	I am not worried about making errors in English classroom oral interaction	
20	I feel my oral errors are useful to my learning of spoken English	
21	I should not say anything in English until I can say it correctly	

Part III: Factors affecting learners' attitudes towards their own oral errors

Please show the extent to which the following factors are influencing your attitudes towards your own oral errors by putting one of the numbers **1, 2, 3, 4 or 5** in the box against each statement.

- ☞ **NB: 5= I strongly agree**
4= I agree
3= I neither agree nor disagree
2= I disagree
1= I strongly disagree

No.	My attitudes to my own oral errors are influenced:	Response
22	Because I am anxious to take risks of error-making	
23	Because I fear of criticism (negative evaluation) on my own oral errors by other students	
24	Because I fear of ridicule from my classmates when I make oral errors	
25	Because I am less anxious to take risks of making oral errors	
26	Because of my English teacher's criticism (negative evaluation) on my spoken errors	
27	Because of my English teacher's frequent correction of my own oral errors	
28	When my classmates give positive feedback to my spoken errors	
29	Because my classmates have positive attitude to my own oral errors	
30	Because my English teachers has positive attitude to my own oral errors	
31	Because my English teacher is sometimes tolerant of my own oral errors	
32	Because my teacher expects perfect accuracy on me when I speak	
33	Because my teacher informs me that perfect accuracy is impossible in learning a foreign language	
34	Because I feel that perfect accuracy in speaking a foreign language is impossible at once	
35	Because I always demand perfect accuracy in speaking English	

Part IV: Effects of learners' attitudes towards their own oral errors

Please write one of the numbers **1, 2, 3, 4, or 5** in the box against each statement to indicate the extent to which your attitude towards your own oral errors affects your taking risks of making errors to practice speaking in English language classroom.

☞ **Once again, attention! 5= I strongly agree**

4= I agree

3= I neither agree nor disagree

2= I disagree

1= I strongly disagree

No.	As a result of my attitude towards my own oral errors:	Response
36	I am more concerned with how to say correctly what I should say	
37	I fear of saying anything in English in English classroom	
38	I am more relaxed when I have to speak in English in the classroom	
39	I become anxious when I have to speak in English classroom	
40	I am unwilling to take risks of making errors to participate in speaking in English	
41	I do not fear of speaking in English classroom	
42	I am ready to engage in communicative activities in English language classroom	
43	I get the condition which fosters the learning of speaking English	
44	I have decreased communicative competence in spoken English	
45	I have increased communicative competence in spoken English	

Appendix-C

Afan Oromo Version of Students' Questionnaire

Gaaffannoo Barattoota Kutaa Saglaffaan Guutamu

Qajeelfama waliigalaa

Barataa/ttuu! *Gaaffannoon kun ilaalcha ati dogoggora dubbii (oral errors) Ingiliffa barachuu keessatti si mudaturratti qabdu ilaalchisee odeeffannoo argachuuf kan qophaa'e dha. Kanaafuu, odeeffannoon dhugaa ati laattu kun milkaa'ina qo'annoo kanaatiif akkasumas rakkinichaaf furmaata barbaaduuf gahee guddaa taphata waan ta'eef, gaaffilee kanneen obsaafi ofeeggannoon dubbistee waan dhugummaan raawwattu, kan laphee keerraa sitti dhagahamu fi ilaalcha kee isa sirrii akka calaqqisiistu kabajaan gaafatamta. Odeeffannoon ati laattu kun hundi icciitiidhaan qabama, gama kamiiniyyuu si madaaluuf hojiirra hin oolu.*

Yoommuu sirriitti guuttee fixxu looterii badhaasa si argachiisuu danda'u kutadhu!

Galatoomi!

Kutaa I: Odeeffannoo hammam akka dogoggorri dubbii (oral errors) si mudachuu danda'u ilaallatu

Lakkoofsota **1, 2, 3, 4**, ykn **5** keessaa tokko fuuldura hima laatameetti barreessuudhaan akka isaan haala muuxannoo yaalii Ingiliffa dubbachuu kee mul'isan calaqqisiisi.

☞ **Hubadhu! 5= Yeroo mara**
4= Yeroo hedduu
3=Yeroo tokko tokko
2= Darbee darbee
1= Gonkumaa miti

Lak	Gaaffii	Deebii
1	Dogoggorri dubbii (oral errors) barnoota Ingiliffaa keessatti na mudata.	
2	Dogoggorri sagaleessuu (pronunciation) Ingiliffaa dbbachuuf yaaluu keessatti na mudata.	
3	Dogoggorri ittifayyadama jechootaa Ingiliffaa dbbachuuf yaaluu keessatti na mudata.	
4	Dogoggorri seerlugaa Ingiliffaa dbbachuuf yaaluu keessatti na mudata.	
5	Dogoggorri himoota qindeessuu Ingiliffaa dbbachuuf yaaluu keessatti na mudata.	
6	Dogoggorri dubbii Ingiliffaa caasaalee afaanii (kanneen akka sagalee, maxxantuu, jechaafi kanneen biroo) barbaachisoo ta'an hambisuudhaan na mudata.	
7	Dogoggorri dubbii Ingiliffaa caasaalee afaanii hinbarbaachisne seera malee ittidabaluudhhaan na mudata..	
8	Dogoggorri dubbii Ingiliffaa caasaalee afaanii sirrii hinta'in filachuu (ittifayyadamuu) dhaan na mudata..	
9	Dogoggorri dubbii Ingiliffaa caasaalee afaanii bakka /iddoo isaanii malee galchuudhaan na mudata..	

Kutaa II: Ilaalcha ati dogoggora Ingiliffa dubbachuu keessatti (oral errors) si mudaturratti qabdu

Himoota armaan gadii ilaalcha ati dogoggora Ingiliffa dubbachuu keessatti si mudaturratti qabaachuu dandeessu calaqqisiisan hammam akka deeggartu ykn mormitu fuuldura isaatti lakkoofsota **1, 2, 3, 4 ykn 5** keessaa tokko barreessuudhaan agarsiisi.

☞ **Hindagatin! 5= Cimseen deeggara**

4= Nan deeggara

3= Hindeeggarus hinmormus

2= Nan morma

1= Cimseen morma

Lak	Ibsa	Deebiii
10	Yommuun Ingiliffa baradhu Ingiliffaan dubbachuu keessatti dogoggora uumuu nan sodaadha.	
11	Yommuun Ingiliffa baradhu dubbachuu shaakaluu keessatti waa'ee dogoggora uumuu nan yaadda'a.	
12	Yoo kanan dogoggora uumu ta'ellee Ingiliffa dubbachuu shaakaluun qaba.	
13	Dogoggorri ani Ingiliffa dubbachuu keessatti uumu dadhabina koo agarsiisa.	
14	Dogoggorri dubbii na mudatu Ingiliffaan waliigaluu (haasa'uu) koo baa'ee miidha jedheen yaada.	
15	Dogoggora koorraa haala hin'irraanfataamneenan irraa baradha.	
16	Akkan yaadutti yommuun Ingiliffa dubbachuu keessatti dogoggoru yoo yeroo hundaa barsiisaan koo na sirreesse malee booda dogoggoricha dhabamsiisuun (hambisuun) natti ulfaata.	
17	Akka kootti dogoggorri ragaa itti-fufiinsa adeemsa barnoota Ingiliffa dubbachuu koo agarsiisudha.	
18	Ani Ingiliffaan haasa'uu keessatti dogoggora uumuu hinsodaadhu.	
19	Ani Ingiliffa barachuu keessatti waa'ee dogoggora dubbii na mudatuu hinyaadda'u.	
20	Akka kootti dogoggorri dubbachuu keessatti na mudatu barnoota Ingiliffaa kootiif faayidaa qaba.	
21	Hamman sirriitti (dogoggora malee) dubbachuu danda'utti Ingiliffaan waan tokkoyyuu dubbachuun narra hinjiru.	

Kutaa III: Haalota ilaalcha ati dogoggora dubbii Ingiliffaa keessatti si mudaturratti qabdu murteessan

Sababoonni armaan gadii hammam akka isaan ilaalcha ati dogoggora Ingiliffa dubbachuu keessatti si mudaturratti qabdu murteessan lakkoofsa **1, 2, 3, 4 ykn 5** keessaa tokko fuuldura isaatti barreessuudhaan agarsiisi.

☞ **Yaadadhu! 5= Cimseen deeggara**
4= Nan deeggara
3= Hindeeggarus hinmormus
2= Nan morma
1= Cimseen morma

Lak	Sababoonni ilaalcha ani dogoggora dubbii Ingiliffaa korratti qabuuf ka'umsa ta'an:	Deebii
22	Ittigaafatamummaa dogoggora dubbii uumuu fudhachuuf waanan dhiphadhuuf.	
23	Madaallii gadhee (ceephoo) dogoggora dubbii ani uumurratti barattoonni biroo naa kennan sodaachuurraan kan ka'e.	
24	Barattonni daree koo yommuun Ingiliffa dubbachuu keessati dogoggoru akka natti hinkolfine sodaachuukoo.	
25	Ittigaafatamummaa dogoggora dubbii uumuu fudhachuuf waanan baa'ee hindhiphanneef.	
26	Madaallii gadhee dogoggora dubbii ani uumurratti barsiisaan Ingiliffaa koo naa kennurraan kan ka'e.	
27	Waan barsiisaan dogoggora dubbii koo yeroo hunda irra deddeebi'ee sirreessuf.	
28	Waan barattoonni daree koo dogoggora dubbii korratti yaada (sirreeffama) gaarii naaf kennaniif.	
29	Barattoonni daree koo dogoggora dubbii koof ilaalcha gaarii waan qabaniif.	
30	Barsiisaan koo dogoggora dubbii ani uumuuf ilaalcha gaarii qaba waan ta'eef	
31	Barsiisaan koo yeroo tokko tokko dogoggora dubbii koorra waan naa darbuuf.	
32	Barsiisaan koo akkan ani Ingiliffa guutummaa-guutuutti sirroominaan dubbachuu qabu waan narraa eeguuf.	
33	Barsiisaan koo afaan biyya alaa (Fkn. Ingiliffa) guutummaa-guutuutti sirroominaan dubbachuun akka hindanda'amne waan na hubachiisuuf.	
34	Afaan biyya alaa dubbachuu keessatti sirroomina guutuu tokkichaana fiduun hindanda'mu jedhee waanan yaaduuf.	
35	Yeroo hundumaa Ingiliffa dogoggora tokko malee dubbachuu waanan fedhuuf.	

Kutaa IV: Dhiibbaa ilaalchi ati dogoggora dubbii Ingiliffaa keerratti qabdu fiduu danda'u

Lakkofsa 1, 2, 3, 4, ykn 5 keessaa tokko fuuldura yaadichaatti barreessuudhaan yaadonni armaan gadii hammam akka ilaalchi ati dogoggora dubbii Ingiliffaaf qabdu carraaqqii ati ittigaafatamummaa dogoggoruu fudhattee dubbachuuf gootu murteessu mul'isi.

☞ **Ammas yaadadhu! 5=Cimseen deeggara**
4=Nan deeggara
3=Hindeeggarus hinmormus
2=Nan morma
1=Cimseen morma

Lak	Ilaalcha ani dogoggora dubbii Ingiliffaa korratti qaburraan kan ka'e:	Deebii
36	Kanaafuu wantan dubbachuu qabu karaan ittiin sirroominaan (dogoggora malee) dubbachuu danda'urrattin xiyyeeffadha.	
37	Kanaafuu Ingiliffaan waan tokkoyuu jechuu (dubbachuu) nan sodaadha.	
38	Kanaafuu daree barnoota Ingiliffa barannu keessatti yoon akkan dubbadhu gaafatame hindhiphadhu.	
39	Kanaafuu daree barnoota Ingiliffaa keessatti yoon akkan dubbadhu gaafatame nan dhiphadha.	
40	Kanaafuu dogoggora sodaachuurraan kan ka'e Ingiliffa dubbachuu shaakaluu keessatti qooda-fudhachuu hinfedhu.	
41	Kanaafuu walumaagalatti daree Ingiliffaa keessatti dubbachuu hinsodaadhu.	
42	Kanaafuu ani dalaga waliin dubbachuu daree barnoota Ingiliffaa keessatti hirmaachuuf qophaa'aadha.	
43	Kanaafuu haala barnoota Ingiliffa dubbachuu jajjabeessu/ cimsu naaf mijeesse.	
44	Kanaafuu dandeettii Ingiliffa haasa'uu gadaanaa (xiqqaa) akkan qabaadhu na taasise.	
45	Kanaafuu dandeettii Ingiliffa haasa'uu olaanaa akkan qabaadhu na taasise.	

Gaaffilee hundi sirriitti deebisamuusaanii ol deebi'ii mirkaneessi.
Carraa (looterii) badhaasa si argachiisuu danda'u kutachuu hindagatin!

Appendix-D

A Complete Tabular Display of the Questionnaire Data

Part I: Extent to which learners make oral errors in learning English

Key: 5= Very often 4= Often 3= Sometimes 2= Rarely 1= Never No.= number %= percentage

No.	Item	Respondents										Non-response	
		5		4		3		2		1			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	I make errors when I try to speak during English lessons	7	10.77	10	15.38	31	47.69	15	23.08	0	0	2	3.08
2	I make errors in pronunciation (sound production)	3	4.61	6	9.23	29	44.61	23	35.38	4	6.15	0	0
3	I make errors in vocabulary (choosing and using words)	7	10.77	7	10.77	25	38.46	15	23.08	11	16.92	0	0
4	I make oral errors in grammar (rules)	16	24.61	11	16.92	11	16.92	25	38.46	2	3.08	0	0
5	I make errors in sentence organization	5	7.69	8	12.31	15	23.08	18	27.69	18	27.69	1	1.54
6	I make errors by wrongly omitting some required linguistic elements	9	13.84	7	10.77	17	21.15	21	32.31	11	16.92	0	0
7	I make errors by adding unnecessary elements	2	3.08	2	3.08	16	24.61	20	30.76	25	38.46	0	0
8	I make errors by selecting unnecessary elements	8	12.30	5	7.69	12	18.46	15	23.08	25	38.46	0	0
9	I make errors by misordering of linguistic units like sounds, words, etc	13	20	7	10.77	16	24.61	20	30.76	9	13.84	0	0

Part II: Learners' attitudes towards their own oral errors

Key: 5= I strongly agree 4= I agree 3= I neither agree nor disagree 2= I disagree

1= I strongly disagree No.= number %= percentage

No.	Item	Respondents										Non-response	
		5		4		3		2		1			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
10	I fear of making errors/mistakes in speaking during learning English	16	24.16	18	26.69	8	12.31	12	18.46	11	16.92	0	0
11	I worry about making errors/mistakes in speaking in learning English	15	23.08	9	13.85	8	12.31	14	21.54	19	29.23	0	0
12	I feel I should practice speaking in English though I still make oral errors	41	63.08	15	23.08	2	3.08	6	9.23	1	1.54	0	0
13	I feel my own oral errors are indicators of my weakness	16	24.16	20	30.77	7	10.77	11	16.92	11	16.92	0	0
14	I feel my own oral errors are very harmful to my English oral communication	14	21.54	17	26.15	6	9.23	11	16.92	17	26.15	0	0
15	I feel I learn from my errors in a memorable way	24	36.92	23	35.38	4	6.15	6	9.23	8	12.31	0	0
16	I think it is difficult for me to avoid later on unless my teacher corrects me every time I make errors	11	16.92	22	33.85	6	9.23	12	18.46	14	21.54	0	0
17	My errors are useful evidences of progress in learning to speak English	15	23.08	12	18.46	5	7.69	14	21.54	18	27.69	1	1.54
18	I do not fear of making errors in oral production in English	9	13.84	10	15.38	7	10.77	18	27.69	21	32.30	0	0
19	I am not worried about making errors in English classroom oral interaction	14	21.54	17	26.15	10	15.38	13	20	11	16.92	0	0
20	I feel my oral errors are useful to my learning of spoken English	13	20	12	18.46	8	12.31	14	21.54	18	27.69	0	0
21	I should not say anything in English until I can say it correctly	4	6.15	2	3.08	6	9.23	14	21.54	38	59.46	1	1.54

Part III: Factors affecting learners' attitudes towards their own oral errors

Key: 5= I strongly agree 4= I agree 3= I neither agree nor disagree 2= I disagree
1= I strongly disagree No. = number %= percentage

No.	My attitudes to my own oral errors are influenced:	Respondents										Non-response	
		5		4		3		2		1			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
22	Because I am anxious to take risks of error-making	21	32.30	23	35.38	1	1.54	10	15.38	10	15.38	0	0
23	Because I fear of criticism (negative evaluation) on my own oral errors by other students	7	10.77	20	30.77	8	12.31	15	23.08	15	23.08	0	0
24	Because I fear of ridicule from my classmates when I make oral errors	13	20	14	21.54	7	10.77	12	18.46	19	29.23	0	0
25	Because I am less anxious to take risks of making oral errors	13	20	9	13.85	14	21.54	15	23.08	14	21.54	0	0
26	Because of my English teacher's criticism (negative evaluation) on my spoken errors	12	18.46	16	24.61	4	6.15	17	26.15	16	24.61	0	0
27	Because of my English teacher's frequent correction of my own oral errors	26	40	18	27.69	5	7.69	10	15.38	5	7.69	1	1.54
28	When my classmates give positive feedback to my spoken errors	25	38.46	19	29.23	7	10.77	4	6.15	10	15.38	0	0
29	Because my classmates have positive attitude to my own oral errors	14	21.54	17	26.15	7	10.77	11	16.92	16	24.61	0	0
30	Because my English teachers has positive attitude to my own oral errors	18	29.23	25	38.46	3	4.61	8	12.31	10	15.38	0	0
31	Because my English teacher is sometimes tolerant of my own oral errors	11	16.92	11	16.92	10	15.38	15	23.08	18	27.69	0	0
32	Because my teacher expects perfect accuracy on me when I speak	26	40	21	32.30	5	7.69	9	13.85	4	6.15	0	0
33	Because my teacher informs me that perfect accuracy is impossible in learning a foreign language	4	6.15	11	16.92	4	6.15	9	13.85	36	55.38	1	1.54
34	Because I feel that perfect accuracy in speaking a foreign language is impossible at once	9	13.85	11	16.92	4	6.15	24	36.92	17	26.15	0	0
35	Because I always demand perfect accuracy in speaking English	20	30.77	19	29.23	9	13.85	4	6.15	13	20	0	0

Appendix-E

An Interview Conducted with Grade Nine English Teachers

Dear Teacher! The purpose of this interview is to get you reflect your experiences concerning the attitudes your grade nine students hold towards their own oral errors in learning English. Thus, you are kindly requested to give your frank and genuine responses so that they contribute a lot for the success of the research.

1. How often do your grade nine students make errors when they attempt to speak during English lessons?
2. What do you perceive are the attitudes of most of your grade nine students towards their own oral errors in learning English as you feel based on your stay with the learners?
3. What are the indicators of these attitudes (How do you know they hold this attitude)?
4. What do your students feel when they make errors in practicing speaking English?
5. What are some of the main factors affecting your students' attitudes towards their own oral errors (what are the main causes for these attitudes you have observed)?
6. What do you witness concerning the effects of these students' attitudes towards their own oral errors on their taking risks of making errors in practicing speaking?
7. As to your observation, among other things, what are the impacts of your learners' attitudes to their own oral errors on their general English speech competence?

Thank you!

Appendix-F

An English Version of Grade Nine English Teachers' Responses to the Interview (Translated from Afan Oromo to English)

Responses of Teacher 1 (T₁)

Responses of T₁ to Item 1: *How often do your grade nine students make errors when they attempt to speak during English lessons?*

The extent to which my grade nine learners make oral errors is based on the level of achievement of the learners. That means high achievers commit oral errors rarely, medium achievers commit oral errors sometimes and low achievers commit oral errors most of the time. In general, most of the students often encounter errors in attempting to speak in English lessons.

Responses of T₁ to Item 2: *What do you perceive are the attitudes of most of your grade nine students towards their own oral errors in learning English as you feel based on your stay with the learners?*

Their attitude too is based on their level of achievement. That is high achiever learners seem to hold more positive attitude, and both medium and low achievers tend to incline to hold negative attitudes towards their own oral errors. The majority of the students afraid of making oral errors for fear that better students and the teacher laugh at them, they are ashamed of uttering erroneous expressions and they are ashamed and fear of making errors due to lack of much practice opportunity in spoken English though they have interest to take part in speaking. Generally speaking, the majority of the students are perceived to show erroneous feelings when they knew they made errors in speaking English.

Responses of T₁ to Item 3: *What are the indicators of these attitudes (how do you know they hold this attitude)?*

According to my stay with grade nine students and informal requests I made, the attitudes of most of these students are inclined towards negative as it can be revealed from that they want to speak without errors, that they prefer to be reluctant for fear of ridicule from other students and the teachers, and that they feel ashamed when they knew they made errors in speaking English.

Responses of T₁ to Item 4: *What do your students feel when they make errors in practicing speaking English?*

The majority of the students are afraid, feel ashamed and tend to keep quite when they knew they made oral errors. In addition, when medium ability students take the role model of better students to attempt to speak English, the better students sometimes laugh at them; then the medium students afraid speaking, and the lower ability students prefer not to say anything in English.

Responses of T₁ to Item 5: *What are some of the main factors affecting your students' attitudes towards their own oral errors (what are the main causes for these attitudes you have observed)?*

In my observation, the main factors that shaped the learners' attitudes towards their own oral errors in a negative direction are that they lacked information that errors are natural and useful in learning foreign language, that they think the teacher and other students laugh at them if they make oral errors, that the teachers and some other students ridicule and give them negative feedback on their oral errors, and that they think errors greatly hinder their oral communication in English. As a result of these, they choose to keep silent than trying to speak.

Responses of T₁ to Item 6: *What do you witness concerning the effects of these students' attitudes towards their own oral errors on their taking risks of making errors in practicing speaking?*

The unfavorable attitudes of the majority of my learners had a great impact on their taking risks of making spoken errors in learning speaking. As a result of their fear of making oral errors the students become reluctant to speak and avoid speaking in English, they are more anxious when they are called up on to engage in speaking activities, and they have very little opportunity to participate in practicing speaking English.

Responses of T₁ to Item 7: *As to your observation, among other things, what are the impacts of your learners' attitudes to their own oral errors on their general speech competence in English?*

As to my observation, among other things the learners' negatively inclined attitude to their own oral errors has influenced their speech competence in the following ways. Due to the fact that they avoid speaking and their reluctance to engage in speaking for fear of making errors which, as they think, may bring about negative evaluation and ridicule from other students, most of them have less chance to practice speaking. Hence, they have low speech communication competence in English.

Responses of Teacher 2 (T₂)

Responses of T₂ to Item 1: *How often do your grade nine students make errors when they attempt to speak during English lessons?*

It varies. That is the extent to which my students commit oral errors varies according the level of achievement of the learners. However, on average most of the learners sometimes make oral errors.

Responses of T₂ to Item 2: *What do you perceive are the attitudes of most of your grade nine students towards their own oral errors in learning English as you feel based on your stay with the learners?*

In this case too, the tendency of their attitude varies from learner to learner based on their level of ability. Consequently, the high achieving students seem to hold more positive attitudes, and the medium and low ability learners hold negative attitudes towards their own oral errors. Thus most of my grade nine students in the three sections seem to have negative attitudes to their own oral errors.

Responses of T₂ to Item 3: *What are the indicators of these attitudes (how do you know they hold this attitude)?*

As to my observation of the students' classroom practices and informal study I made, most of these students prefer to keep quite, are unwilling to engage in speaking activities, and are inhibited to speak when they are given feedback and correction on their own oral errors. This seems to imply that the learners incline towards perceiving their own oral errors erroneously.

Responses of T₂ to Item 4: *What do your students feel when they make errors in practicing speaking English?*

They feel many things. Despite their high interest to participate, these students afraid of making errors, they prefer to keep quite than attempting to speak even if errors are made, they afraid that other students may ridicule or negatively evaluate them if they make oral errors, and they prefer to express their own idea in writing rather than in speaking in English.

Responses of T₂ to Item 5: *What are some of the main factors affecting your students' attitudes towards their own oral errors (what are the main causes for these attitudes you have observed)?*

Some of the main causes of for these learners' negative attitudes to their own oral errors are the way teachers used to teach them and give correction on oral errors, their lack of opportunity to

practice speaking English both in and out of the class, and ridicule and negative criticism from other students when students make oral errors in speaking English.

Responses of T₂ to item 6: *What do you witness concerning the effects of these students' attitudes towards their own oral errors on their taking risks of making errors in practicing speaking?*

The effect of their negative attitudes to their own oral errors on their taking the risk of making errors to speak in learning English varies from learner to learner based on the extent to which they feel responsible. The majority of the students consider silence as their internal beauty. Because of this they avoid speaking in learning English.

Responses of T₂ to Item 7: *As to your observation, among other things, what are the impacts of your learners' attitudes to their own oral errors on their general speech competence in English?*

As to my observation, the learners' negative attitude to their own oral errors has greatly damaged the learners' communicative competence in spoken English for most of the students. These have partly resulted from the fact that the students lack the chance to practice speaking in the primary school according to my informal inquiry.

Responses of Teacher 3 (T₃)

Responses of T₃ to Item 1: *How often do your grade nine students make errors when they attempt to speak during English lessons?*

The extent to which my learners make oral errors varies from learners to learners. Even though, in general most of my students make oral errors many times. Especially they make grammatical errors.

Responses of T₃ to Item 2: *What do you perceive are the attitudes of most of your grade nine students towards their own oral errors in learning English as you feel based on your stay with the learners?*

The attitudes of most of the students incline towards negative. To give short description, most of the students fear of making errors. As a result, they do not utter even a word. This is because other students laugh at them and criticize them. But I try to encourage them to speak without fear.

Responses of T₃ to Item 3: *What are the indicators of these attitudes (how do you know they hold this attitude)?*

The main indicators that the learners hold negative attitude towards their own oral errors are that most of the students are reluctant to participate in speaking practices and afraid of speaking in English.

Responses of T₃ to Item 4: *What do your students feel when they make errors in practicing speaking English?*

As I have witnessed when most of the students knew that they have made errors, they feel shrunk, they seem to be disturbed, they feel ashamed and they stop to say anything again. In addition, the students avoid speaking again for fear of ridicule and criticism from other students.

Responses of T₃ to Item 5: *What are some of the main factors affecting your students' attitudes towards their own oral errors (what are the main causes for these attitudes you have observed)?*

In my observation, the main factors attributed to the students' negative attitude to their own oral errors are that other students laughs at them, the teachers criticize them in front of their classmates for making oral errors, and the teachers' wrong treatment of the learners' errors in the previous grades.

Responses of T₃ to Item 6: *What do you witness concerning the effects of these students' attitudes towards their own oral errors on their taking risks of making errors in practicing speaking?*

The negative attitudes these students hold to their own oral errors have brought about a big impact on their taking risks of making oral errors in trying to speak. Many of my students keep quiet, as I think, because of the ill-treatment they used to receive on their own oral errors in the previous grades. This criticism or negative evaluation has made the students to be reluctant to take-part-in speaking English. So, it has impeded their learning of spoken English.

Responses of T₃ to Item 7: *As to your observation, among other things, what are the impacts of your learners' attitudes to their own oral errors on their general speech competence in English?*

The effects of the learners' negatively inclined attitudes to their own oral errors are many. As a student can learn this foreign language only if he/she most of the time practices to speak the language, but, according to my observation, most of my grade nine students avoid practicing to speak and keep quiet during English speaking activities. Now it is only the teacher who speaks, and the learners indulge into using their mother tongue if the teacher forces them to speak. So, it can be concluded that among other things, the students' fear of making errors has lowered most of my learners' speech communication competence.

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 material used for the thesis has been duly acknowledged.

Name: Tesfaye Sura

Signature: 

Place: Addis Ababa University, Department of Foreign Languages and Literature

Date of submission: July 1, 2009