

**MOTIVATION IN LISTENING CLASSES OF COLLEGE ENGLISH
AT ADDIS ABABA UNIVERSITY**

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of Addis Ababa University**

**In Partial Fulfilment of the Requirements
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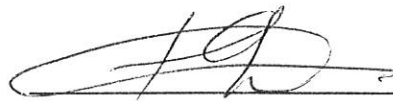
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ABSTRACT

In this study attempts were made to investigate the degree of students' intrinsic motivation for studying listening and the motivational roles of the listening tasks, the listening texts and the instructors in the listening classes of College English in relation to students' achievement in the listening tests at the Addis Abeba University Freshman Programme.

Seventy- seven students from College of Social Sciences and seventy-one from Science Faculty completed a questionnaire and twenty of these students were interviewed. These students' results on the two listening tests given by the department during the first semester were collected. To cross check the information given by the students, a questionnaire was administered to twenty instructors.

Descriptive statistical analysis was first employed to analyse the responses given to each item. The analysis showed that the students' intrinsic motivation is accounted for by their perception of the relevance of the skill, the tasks and the texts to their needs in the academic setting. Correlational analysis was then made to see the interrelations among the variables. This analysis showed significant relationship among each other. Then, multiple regression models of analysis were employed to examine the contribution of the motivational variables to the students' achievement. The analysis revealed that the motivational variables together explained 46.2% of the variation in the students' achievement scores. The stepwise regression model confirmed that the greatest of this contribution was accounted for by the students' intrinsic motivation. To see if the motivating natures of the listening tasks, the tasks, and the instructors have significantly different effects on social science and natural science students, a t-test was employed for comparing the mean scores. Accordingly, the motivational roles of the listening tasks and texts did not have significantly different effects on the two groups of students, but the instructors' motivational role had significantly different effect on the two groups. The mean scores of each motivational variable showed that they had a varying degree of motivating power. The instructors' responses to the qualitative data collected through the interview and the open-ended items in the questionnaire also confirmed this finding.

Finally it has been recommended that students' awareness of the relevance of the listening component in the course should be more developed and the department should organize a workshop for the instructors to narrow the gap between the instructors' practices to motivate students to study listening.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Listening is such an important language skill that second language learners have to develop for any type of spoken communicative purpose. Particularly in English for Academic Purposes (EAP) setting, it becomes a necessity to university and college students to be able to understand lectures, discussion, seminars and other academic spoken discourses and to take notes from them.

Despite the fact that English is a medium of instruction in Ethiopian high school starting from Grade 7 and in higher institutes of learning, no particular attention has been paid to help students develop their listening skills which truly enable them to perform well in their academic career. It is quite possible to say that listening is the neglected skill in Ethiopian high school English language instruction.

Research findings confirm that this skill is one of the most needed skills by the students. For example, Abiy Yigazaw (1990), in his study to investigate the communicative needs of students in Addis Ababa high schools, has reported that it is the most important skill. However, Tewolde GebreYohannes (1988) and Seime Kebede (1989) in their master's theses, have reported that high school and college students, respectively, have lower listening ability than the required level expected of them.

In the past few years, efforts were made to include a listening component in the freshman English courses. The lack of sufficient number of tape recorders and worksheets for the listening exercises, and the listening component not being made an integral part of the course were reported to be the implementational problems (HaileMichal Abera, 1993). The Department of Foreign Languages and Literature of this University has recently ^{revised} the Freshman English course material and developed a new one, College English (1996), which aims at meeting students' needs of language skills in the academic setting.

Accordingly, this new course material includes listening for academic purposes. The objectives of the listening component in this course can be drawn from the map of the course (College English I 1996: 1-2). These are, just to mention a few, to develop students' abilities in understanding discourse markers in a talk or lecture, in listening for gist, in writing a brief summary of a lecture or a talk, in identifying the structure of a talk, and in taking notes from lectures. The basic assumption underlying the listening component of the College English seems to be that what is taught or learned in the listening classes will help students perform well in the students' listening tasks across the curriculum.

On the other hand, most of the freshman students coming from different high schools of the country did not study listening independently as the skill has not yet been introduced in the high school English syllabus. The high school English language instructors put much more emphasis on teaching discrete language forms. So, studying listening for academic purposes is a totally new

experience for these students, thus resulting in a great change of learning experience from a totally structural approach to that of the communicative.

1.2. Statement of the Problem

What learners believe about what they are learning and about what they need to learn strongly influences their receptiveness to learning (Horwitz 1987). As long as studying listening for academic purposes is new to the majority of freshman students, these students may not perceive the relevance of the listening classes as clearly as they are expected. "In many parts of the world, university students may not see the value of ESP [English for specific purposes] courses... Very often university EAP [English for Academic Purposes] courses are at the start of the students' university career, and the students may not appreciate the value of the course until much later" (Robinson, 1990:82).

The freshman students who are exposed to a new language learning situation need to be aware of the needs and goals of studying listening in order to perceive and appreciate the relevance of the course to achieving the goals. If these students fail to see the importance of the listening skill and the listening classes, they are likely to be more extrinsically motivated just to score a good grade or a passing mark in the course.

"Studies in second language acquisition assert that language teaching is above all a matter of getting and keeping the learners' attention" (Allwright and Bailey, 1996:169). Learners' receptivity is to a greater extent related to their

attention. This means that motivation is a determining factor in any learning process. One source of learners' motivation is their belief about the relevance of the course or the skills which they are learning to their perceived needs, which is termed as intrinsic motivation (Pintrich and De Groot, 1990). Beyond the actual motivation the individual possesses, the factors within the instructional setting like the method, the teacher and the teaching material enhance the individual's motivation (Skehan, 1989).

What the present study attempts to find out is, therefore, the extent of students' intrinsic motivation for studying listening, the extent to which the listening tasks, the listening texts and the instructors motivate the students, and the contribution of these motivational variables to students' achievement in the listening tests.

1.3. Objectives of the Study

The main objective of this research is to investigate the extent to which the Addis Ababa University (A.A.U.) freshman students are intrinsically motivated to study listening and the motivational roles of the texts, the tasks and the instructors in the listening classes.

It does so by attempting to answer the following specific questions:

1. Do students perceive the need and the goals of the listening classes and do they really enjoy studying listening? If "yes", to what extent?

2. To what extent do the roles of the listening tasks, the listening texts and the instructors play part in building up the students' motivation in the listening classes?
3. How much do these motivational variable contribute to the learners' achievement? And which variable does contribute most?
4. Is there any significant difference in the motivational power of each variable between social and natural science students?

1.4. Significance of the Study

The result of this research is hoped to have both theoretical and practical implications for the language teaching process in which due attention has not been paid to the listening skill in the syllabus. Particularly, the English Panel of the Institute of Curriculum Development and Research, which is currently preparing a new course material for high school, is hoped to benefit from the findings to look into its work before the material comes out. Similarly, those interested individual teachers who want to develop supplementary material for teaching listening may find the research outcome useful for their work.

The research result is also hoped to give feedback to the material developers and the instructors in the Department of Foreign languages and Literature in relation with the progress of the teaching of listening using the new material.

1.5. Scope of the Study

This research has been carried out on two groups of subjects. The first group comprises 148 subjects, a sample population of Freshman students currently taking College English (FLEn 101). These subjects have been randomly selected from 10 College English classes of Social Sciences College and from 10 College English classes of the Science Faculty. The second group comprises 20 instructors currently teaching College English in those classes from which the students' sample population has been selected.

Though there are other motivational variables such as instrumental and integrative orientation in language learning, need achievement, self-efficacy or perceived competence, and test anxiety in educational psychology, this research is limited to studying students' intrinsic motivation and the motivating nature of the factors in the instructional setting of listening.

1.6. Limitation of the Study

It was hoped that the students would cover five units of the course in the first semester so that they would have enough experience of the learning process to give their fuller reflection on the listening tasks and the listening texts. Unfortunately, most of the students did only four units of the course in the first semester. The researcher would have had to wait until they did some more units in the second semester. Still, unfortunately, the second semester classes began in April because of the late beginning of the freshman programme in the current

year. Therefore, the study had to be carried out with what had already been done at the end of the first semester.

The study was also carried out under severe financial and time constraints. Having no access to computer in the department for the graduate students has made the problem even worse.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. LISTENING SKILL

Listening along with reading has had a traditional label as a passive skill and this was simply taken for granted. This is attributed to the beliefs of the audiolingual approach in which learners were expected to actively produce language forms in order to learn them. Since producing language forms was considered an active skill, listening comprehension requiring no production was considered a passive skill (Snow and Pekins, 1979).

However, we now recognize that listening is a very active language skill. Anderson and Lynch (1988) justify this by taking account of the interpretations listeners make as they hear the spoken text according to their purposes for listening, expectations, and their own store of background. Brown and Yule (1983), Richards (1985), Rixon (1981), and Harmer (1991) emphasise the active nature of listening comprehension by describing what a listener actually does in the process of listening. The process is generally believed to include perception, cracking the code; decoding, making sense of the message; and prediction and selection (Abbot, et al., 1981).

Listening has been defined in different ways. If we try to see some of the definitions, we can easily understand the active nature of the skill. Here are some of the definitions: "Listening is the activity of paying attention to and trying to get

meaning from something we hear" (Underwood, 1989:1). "Listening comprehension is an act of information processing in which the listener is involved in a two-way communication, or a one-way communication and/or self-dialogue communication" (Morely, 1991:90). Listening refers to the ability to understand how a particular sentence relates to what else has been said and its function in the communication, and it is at this stage that a listener selects what is relevant to his purpose and rejects what is irrelevant (Widdowson, 1978:60). All of these definitions emphasise the active nature of the skill.

2.2.1. The Teaching of Listening

In the past, listening was a forgotten skill, i.e., it was not given due attention or not specifically taught even though it was believed to be the first stage in the linear process of learning language items: first learners should listen, then speak, then read, then write. Little attention was given to actually helping learners develop listening skills. Trying to explain the reason for this, Brown and Yule (1983) guess that there seemed to be an assumption that students just pick it up somehow in the general process of learning the foreign language.

Brown (1991) notes that the teaching of listening comprehension as a part of teaching a foreign and/or second language is a relatively recent development. Morley (1991) also says that as a result of significant shifts in learning theory, linguistic theory and instructional models since 1969, listening has begun to change from one of neglect to one of increasing importance. Overlapping with

interest in listening-based learning, communicative language teaching provided a newly emphasised role for listening skills in language learning (Rost, 1990).

Morley (1991) has identified three perspectives on listening and language instruction. The first one, listening to repeat, was focusing on imitation and memorization as in the audiolingual and situational language teaching model of instruction. The second one is listening to understand focusing on comprehension of meaning as a communicative language teaching as a skill-in-its -own-right. And the third one is listening as the primary focus in the comprehension approach to second and foreign language learning.

In the light of the second perspective, the works of Brown and Yule (1983), Ur (1984), Harmer (1991), Rixon (1986), Anderson and Lynch (1988), Underwood (1989), and Rost (1990) provide both theoretical and practical bases for the teaching of listening comprehension. Most of these writers discuss the strategies that an effective listener applies in approaching a listening task in the real world. Their discussions about the strategies like predicting, deducing meaning from the context, setting up a purpose for listening, extracting relevant specific information, getting the general ideas and inferring opinions are the implications for the teaching of listening. These writers suggest that what we teach in listening classes should aim at helping students develop the strategies that an effective listener applies.

Yet, another writer, Richards (1985), has identified taxonomies of micro-skills in academic and conversational listening, based on needs analysis and

discourse analysis. To develop these taxonomies, he took account of the purposes for which learners need listening skills and analysis of the situation, activities and tasks in which learners are involved as second language learners. He has identified thirty-three micro-skills in conversational listening and eighteen in academic listening.

2.1.2. Listening in EAP Programmes

Listening in EAP involves listening to lectures, and listening and interaction in seminars and tutorials (Robinson, 1990). Among Richards' (1985) taxonomy of micro-skills in academic listening, the following are worth mentioning as they are directly related to the present study:

1. ability to identify purpose and scope of lecture,
2. ability to identify topic of lectures and follow topic development,
3. ability to identify relationships among units within discourse (e.g., major ideas, generalisations, hypotheses, supporting ideas, examples),
4. ability to identify role of discourse markers in signalling structures of a lecture (e.g., conjunctions, adverbs, gambits, routines),
5. ability to infer relationships (e.g., cause, effect, conclusions),
6. ability to recognise key lexical items related to subject/topic,
7. ability to deduce meanings of words from context,
8. ability to recognise markers of cohesion, and
9. ability to detect attitude of speakers towards subject matter.

Robinson (1990:103), explaining what is involved in listening in EAP, says, "A major difficulty may be the taking of notes at speed." Otto (1979) also suggests that in EAP programmes we should aim at study skills, especially note taking needed for handling university lectures.

In order to help students develop their ability in listening and note-taking, we should pay due attention to use of discourse markers. "Several researchers have noted the importance of the lecturer's use of discourse markers as an aid to comprehension" (Robinson, 1990:102).

Though written texts read aloud contain few, if any, of the normal features of formal spoken language, lectures from different subject areas turn out to be remarkably similar in structure (McDonough, 1983). McDonough mentions some of the things that the majority of lectures include:

- ▶ pointing forward to content of single lecture and/or whole lecture course,
- ▶ enumeration of points (first, next, and so on),
- ▶ definitions and examples,
- ▶ comparison and contrast,
- ▶ repetition of main points, and
- ▶ summing up.

These identified similarities of lectures from different subject areas provide a basis for the teaching of academic listening. This basic knowledge helps

material developers design tasks or activities in which the learners can practise the micro skills that Richards (1985) identified.

The finding of Benson's (1983) study indicates four main principles on which an advanced listening course should be based. These are: (a) the need for learning to take place, (b) the need for content to be related both to past and anticipated experiences, (c) the need for all skills to be practised, and (d) the need to encourage participation. Here, it is implied that we should pay attention not only to the cognitive but also to the affective side of the learning.

2.2. Motivation

2.2.1. General Considerations of Motivation

Motivation, like other psychological constructs, cannot be directly observed, but we can draw inferences about the motives that might be operating. Motivation is "a factor in a behaviour that initiates and directs activities and sustains it over a period" (Rosser and Nicholson, 1984:399).

The importance of the role of motivation in any learning activity is often unquestionable. Satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn. Thus, motivation is viewed as a powerhouse which energizes any educational activity (Taddelle Adamu, 1990). In second or foreign language learning as in every field of human learning, motivation is a crucial force which determines whether a learner embarks on tasks

at all, how much energy he/she devotes to it and how long he/she perseveres (Littlewood, 1983). Investigating its sources and its constituents is a more important issue than its relevance.

Two orientations have dominated teachers' traditional thinking about motivation (Pintrich and De Groot, 1990). The first is the behavioural approach which views motivation in terms of intensity and duration of behaviours. The student who works hard and longer on a task is perceived as more motivated than the student who fails to expend similar energy and persistence. Finding appropriate incentives or reinforcement to maintain task behaviour is an important aspect of this approach. Pintrich and De Groot (1990) go on to say that the other orientation derives from the work by Atkinson (1964) and McClelland (1965) who view motivation as an unconscious drive or need that is socialized early in a child's view.

The third recently explored orientation - the cognitive view in which the teacher is concerned with cognitive mediational processes, deals with the personal explanation for success and failure and information processing that occurs in instructional settings. In this case, motivation is reflected in how students think about their goals, the tasks and their feelings about completing the task. This approach, as restated by Dembo (1994), seeks to understand why students choose to engage in academic tasks rather than what they do or how long they spend doing so. This is referred to as intrinsic motivation.

Gottfried (1990) defines academic intrinsic motivation as one that involves enjoyment of school learning characterised by a mastery orientation, curiosity, persistence, task endogeneity, and the learning of challenging, difficult and novel tasks. Hunt (1971) also says that intrinsic motivation is considered an inherent part of information processing. Deci (1975), quoted in Brown (1994:153), defines intrinsically motivated activities as "ones for which there is no apparent reward except the activity itself, and intrinsically motivated behaviours are aimed at bringing about certain rewarding consequences, namely feeling of competence and self-determination."

The intrinsic value component of students' motivation involves students' goal for the task and their beliefs about the importance of the task. This component, according to Pintrich and De Groot (1990) and Dembo (1994), concerns students' reason for doing a task.

On the other hand, extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback (Brown, 1994). Haywood (1971) classifies reasons as follows: reason for choice indicating a primary concern with aesthetics, responsibility, challenge, creativity, opportunity to learn, and intense psychological satisfaction (self-actualization) are scored as intrinsic motivation; responses indicating a primary concern with money, health, safety, security, prior familiarity, ease or practicality are scored as extrinsic motivation.

2.2.2. Motivation in Second /Foreign Language Learning

In connection with second or foreign language learning, motivation has been extensively studied by many researchers. Gardner and Lambert are the well-noted researchers in this area. Their studies of motivation have been carried out in the framework of social psychology as they believe that language learning is one of all school subjects where attitude towards the target language and the target language community is specially relevant.

Gardner (1985:50) assigns four aspects for an individual's motivation for second language learning activity:

....motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal, and favourable attitude toward the activity in question.

Here, the goal refers to the reason why an individual learns the target language; for example, to acquire knowledge, to gain social or economic power. According to the types of the reasons, Gardner and Lambert (1972), quoted in Stern (1983), make the distinction between integrative and instrumental motivation. Some learners may be attracted by the target language community or way of life. Thus, these learners who have the desire to achieve proficiencies in the new language in order to participate in the life of that community are said to be integratively motivated because they wish to identify themselves with the target language speaking group and ultimately join that ethnolinguistic group.

By way of contrast, Gardner and Lambert (1972), quoted in Stern (1983), introduce the concept of instrumental motivation. Instead of identifying themselves with the target language community, some learners need to learn a second/foreign language for utilitarian purpose; for example, to improve their job capacity and to read useful materials in that language.

Brown (1994) suggests that motivation is also typically examined in terms of intrinsic and extrinsic orientation of learners in second language learning. He classifies two types of learners: those who learn for their own self-perceived needs and goals are intrinsically oriented while those who pursue a goal only to receive an external reward from someone else are extrinsically oriented.

This dichotomy of motivation has also been implied in Stern's (1983) summary of Gardner's model of motivational characteristics consisting of four major categories: (1) group specific attitudes, (2) course related characteristics, (3) motivational indices, and (4) generalized attitudes. In this model, the second component comprises attitudes towards the learning situation itself, how the individual feels about learning this language in a particular course and from a particular teacher, and how he/she interprets his/her parents' feelings about learning the language.

Brown (1994:155) feels that informal school setting of second language learning "perhaps the most powerful dimension of the whole motivation construct in general is the degree to which learners are intrinsically or extrinsically motivated to succeed in a task".

Yet, it is possible to draw relationships between the above dichotomies: intrinsic and extrinsic orientations; and integrative and instrumental orientations. Kathleen (1986), as quoted in Brown (1994:156), illustrates the relationship with the following table:

	INTRINSIC	EXTRINSIC
INTEGRATIVE	L ₂ learner wishes to integrate with L ₂ culture (e.g. for immigration or marriage)	Someone else wishes the L ₂ learner to know the L ₂ for integrative reasons (e.g. Japanese parents send kids to Japanese language school)
INSTRUMENTAL	L ₂ learner wishes to achieve goals utilizing L ₂ (e.g. for a career)	External power wants L ₂ learner to learn L ₂ (e.g. corporation sends Japanese business people to U.S. for language training)

Rivers (1976), Skehan (1989), and Harmer (1991) also believe what happens in the instructional setting is another source of motivation for students to learn the target language in question. The initial motivation that an organism possesses in itself can be well developed by the classroom activities to which the organism is exposed (River, 1976). Though Harmer (1991) refers to the motivational role of the classroom activities as intrinsic motivation, he says that the four sources of this type of motivation are method, the teacher, physical conditions and success. Skehan (1989:50) also discusses the influences of materials, teachings, success, constraints and rewards upon the students' motivation. He terms these situations Intrinsic Hypothesis and Resultative Hypothesis.

2.2.3. Motivation in ESP classes

The basic need for ESP learners is to successfully perform a work or study task using the medium of English (Robinson, 1990; Mumby, 1978; Kennedy and Bolitho, 1984; Hutchinson and Waters, 1987). As a result, these learners are more instrumentally motivated. Kennedy and Bolitho (1984) conclude that it is generally assumed that ESP programmes, by their nature, tend to emphasise the instrumental aspect of a student's motivation. This has to do with the fact that English in ESP classes is studied on the basis of a needs analysis which aims to specify as closely as possible what exactly it is that the learners have to do through the medium of English (Hutchinson and Waters, 1987).

Though there are many types of ESP and many acronyms, a major distinction is often drawn between EOP (English for Occupational Purposes) and EAP (English for Academic Purposes). The former involves work related needs and training while the latter involves academic study needs for specialist subjects often at tertiary level. In both types, the study of English emphasises the instrumentality of the language as a medium of instruction or communication in the working environment.

EAP courses aim at helping students meet the demand of the learning system: listening to lectures, note-taking, reading textbooks, coping with tutorials and seminars, writing reports, essays and examination papers, and ultimately carrying out the research leading to a thesis.

Hutchinson and Waters (1987) note that what distinguishes ESP from General English is not the existence of needs but an awareness of the needs. They say that there is an apparent assumption in ESP world that the answer to the question of motivation is relevance to the target needs, which is often interpreted as meaning medical texts for the students of medicine. However, they argue that there should be more to motivation than simple relevance to perceived needs. To support their argument, they state the following.

...remember that they [ESP learners] are people not machines. The medicine of relevance may still need to be sweetened with the sugar of enjoyment, fun, creativity and a sense of achievement. ESP, as much as any good teaching, needs to be intrinsically motivating. It should satisfy their needs as learners as well as their needs as potential target users of the language. In other words, they should get satisfaction from the actual experience of learning, not just from the prospect of eventually using what they have learnt.

(Hutchinson and Waters, 1987:48)

Therefore, though the ESP learners are believed to be instrumentally motivated, considerable efforts should be made to keep these learners motivated throughout the course, since "learning is an emotional experience and the feeling that the learning process evokes will have a crucial bearing on the success or failure of the learning" (Hutchinson and Waters, 1987: 46-47). Emphasising the inseparability of the cognitive and affective sides of learning, Hutchinson (1988) states that the cognitive engagement which is so important to learning is dependent on the primary emotional reaction to the things to be learned.

2.2.4. *Factors Enhancing Learners' Motivation in Listening Classes*

As discussed in 2.2.2., what happens in the instructional setting is believed to build up learners' motivation. Particularly in the listening classes, the listening texts, the listening tasks and teachers' activities often have direct bearing on the learners' motivation.

2.2.4.1. *Listening Texts/Passages*

It is widely believed that listening texts should be interesting enough to hold the students' attention. Ur(1984) emphasises that there might be some types of listening texts /passages which do give effective practice without the help of tasks. When the material itself is so interesting or pleasure-giving that it holds the students' attention and demands their understanding for its own sake, the setting of a task becomes superfluous or even harmful. Grant (1987), Ur(1984), Rixon (1986) and Underwood (1989) suggest a variety of sources for texts for the purpose of teaching listening. However, these are widely applicable to teaching listening in General English. Yet, the idea should be borne in mind when we select listening texts for EAP learners.

In the area of teaching of English for academic purposes, either subject-specific or common-core approach may be followed (Kennedy and Bolitho, 1984 and Hutchinson and Waters, 1987). The justification for the subject-specific approach is the assumption that relevance to target situation needs enhances motivation to learn English. In practice, this has been taken to mean specialist

texts, say biology texts should be used to teach English to biology students and physics texts for physics students (Hutchinson and Waters, 1987). However, this approach seems to encounter problems in terms of language content, student motivation and pragmatic problems associated with a particular situation in which a language programme is to operate.

In terms of language content, the variation is not so much significant as the earlier approach underlying register and theoretical analysis assumed. In this connection, Hutchinson and Waters (1987:165) argue that "there is no grammatical function or discourse structure that can be identified specifically with Biology or any particular subject."

In terms of students' motivation, Widdowson (1983) says the justification for this approach might arise from the consideration of familiarity or face validity on the part of the learner. He does not accept the argument that authentic texts are relevant at all times. Robinson (1990) also mentions the failure of **English in Focus** approach because of students' boredom as a result of its dealing with what they know already.

In terms of the pragmatic problems involved, Kennedy and Bolitho (1984) write that there is a need for a number of teachers, and a lot of money and time if we attempt to teach different groups of students according to their departments or facilities.

As far as the ease or difficulty of comprehension is concerned, Anderson and Lynch (1988) have identified four principal features of language input that have been found to be influential. These are: (a) the way in which information is organised, (b) the learners' familiarity with the topic, (c) the explicitness of the information given, and (d) the type of input.

2.2.4.2. *Tasks or Activities*

Good and Brophy (1987), quoted in Day (1990), have prepared a checklist for a motivational analysis of tasks and activities which can be used whenever particular classroom tasks or activities are observed to identify the motivational elements built into them. They classify the intrinsic and extrinsic motivational features of tasks. The following are relevant to the present study:

- 1) opportunities for active response (beyond just watching and listening),
- 2) opportunities to answer divergent questions or work on higher level of objectives,
- 3) game-like features,
- 4) task completion involving creating a finished product for display or use, and
- 5) task providing opportunities for students to interact with their peers.

One aspect of tasks in relation to students' motivation is the fact that they should promote or stimulate genuine communication. Nunan(1989) also says that

good tasks should consist of activities promoting genuine communicative interaction among students and encouraging learners to negotiate meaning. Emphasising that time and attention must be devoted to group dynamics, Parrott (1993) writes that we have to choose activities not only for reasons of language learning but also because they may foster positive communal feelings. Hutchinson (1988) also suggests that pair and group work should be usefully employed to minimize the negative effects of the learner's emotional reaction to learning and, instead, boost the positive emotions.

Another aspect of tasks in the students' motivation is the clarity of the objectives of the tasks. In order to ensure the maximum participation of the learners, task designers should make the objectives of the tasks clear both to the learners and the teachers (Nunan, 1989). The more students are aware of the goals of the tasks, the more likely they will embark on the activities with a strong interest. Good and Brophy (1987), quoted in Day (1990), also suggest that good tasks call attention to the instrumental value of the knowledge or skills developed in the activities, i.e., the tasks should have some applications of the skills to present and future life outside that particular class. Harvey (1986) and Nunan (1989) also say that learning tasks or activities should be not only closely related but also applicable to real life situations.

Tasks should also be success-oriented. Harmer (1991) suggests that the teacher should set tasks that should be neither of very high nor of very low challenge because both complete failure and complete success may be demotivating. According to what he terms "Resultative Hypothesis", Skehan

(1989) also argues that those learners who do well experience reward and are encouraged to try harder while learners who do not do so well are discouraged by their lack of success and, as a result, lack persistence. Ur(1984), with particular reference to listening tasks, emphasises that tasks which are success-oriented not only improve motivation but also ensure the effectiveness of the listening practice given. She goes on to say:

Listening exercises are meant to train not to test; and the best practice is obtained by having learners do the activities more or less successful, not by having them fail,...If the task is too hard, time consuming or complex, then the actual listening comes to take up a relatively small part of students' time and attention and the amount of listening.

(Ur, 1984:27)

Teaching listening should essentially be different from testing listening (Brown and Yule, 1983; Morley, 1986; and Sheerin, 1987). Tasks that call for a 100% correct comprehension are more tests of memory. These tasks often make the students panic the moment they fail to recognize a word or expression, and overall such tasks have little true motivational value and may be perceived by students as a boring activity and simply as another vehicle for studying grammar and vocabulary (Morley, 1986).

2.2.4.3. *Instructor's Motivational Roles*

Teachers are often expected to take special pains to make sure that their students do not dislike the subjects. They are important in maintaining students' motivation by intelligent handling of both the learner and the subject. A primary function of teachers' management role is to motivate the learners who are

demotivated and to nurture those who are already well motivated to the task of learning a foreign language (Wright, 1987:53).

→ Awareness of the pervasive nature of motives and goals is the first step for teachers must be skilful enough to identify and use motives present in students because when these motives are ignored, the learner may show resistance to learning. This reaction may evidence itself directly as aggression, or indirectly as psychological detachment.

There are several ways in which teachers enhance or stimulate the learners' motivation to learn. One way is by projecting intensity (Good and Bophy, 1987) which means communicating that the material is important and deserves attention. This is often done by stating the learning objectives and providing advance organizers. This activity, as restated by Parrott(1993), in terms of short and long-term measures, refers to establishing the aims of the lesson and the objectives within it, and making the aims and goals of the course clear well in advance and drawing the students' attention to the achievement of these.

Harvey's (1986) general model of learning motivation which has four stages in ESP teaching shows where teacher intervention is required to support students' motivation. In this model, the first stage, "Needs and Expectations", is not a problem for the teacher because most ESP students do not have to be awakened to the usefulness of knowing English or developing the specified skills as they are motivated instrumentally towards the language as a means to other ends. But in Stages Two and Three, "Motivation" and "Learning Activity", the teacher must

work to direct students' energies into constructive channels and to keep them on a productive course. This means it is useful to induce task interest and appreciation.

Another way is by showing interest in the students' opinion or experience and relating the content of the lessons to this (Parrott, 1993). Harvey(1986) also states this idea in other words: the teachers' role is essential in helping students select the most effective type of learning activity which has the most direct relationship to their eventual goal in ESP programmes.

Yet another way is by adopting a positive attitude towards the learner. For example, a certain language point may take the learners some time to absorb. In this case, says Wright (1987), praise and encouragement for positive effort by the learners will help to keep up motivation. In addition, he believes that teachers themselves should be motivated and interested.

Still another way is by devoting time and attention to group dynamics. This means, teachers should involve the learners more actively in the classroom process in the activities that demand inter-student communication and co-operative efforts on their part (Wright,1987). This opportunity may also provide another opportunity of self-appraisal and self-evaluation through discussions. To carry out these duties particularly in an ESP setting, teachers should have a command of appropriate communicative methodologies and be skilled in the art of classroom management, small group dynamics, decision-making, and the recognition of individual differences in learning styles (Harvey, 1986).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Subjects

As a preliminary step in the evaluation of various problems related to the methodological pitfalls, a pilot study whose objectives were to assess the content, logical flaws, clarity of the questions, and reliability of the questionnaire was carried on thirty-five second year students who had taken Freshman English courses (FLEn 101 and 102) using the new course material College English in the previous year. These second year students were taken as subjects because the current freshman students started classes too late to give full information about the course for the pilot study. Two of these thirty-five students did not respond to all items in the questionnaire; so, the pilot study sample comprised only thirty-three subjects.

The main study was conducted on a sample of 160 freshman students (80 from College of Social Sciences and 80 from the Science Faculty). These subjects were from twenty randomly selected College English classes, eight students from each class. However, five students did not return the questionnaire at all, and seven students did not respond to all items in the questionnaire. Therefore, the responses of 148 students were analysed.

The study also included twenty instructors of College English who were assigned in those twenty selected classes.

The Medicine and Veterinary Medicine degree students take their freshman courses at Arat Kilo Science Faculty whereas the Veterinary Medicine and Building Engineering diploma students take their freshman courses at Debre Zeit Veterinary Medicine College and South Campus Technology Faculty, respectively. Because diploma students were not at Arat Kilo Science Faculty, only the degree programme students were taken as a sample population of the study. Around 6% of the population of each college was a representative sample.

3.3. Variables Included in the Study

The first set of variables included those which have some effect on the learners' achievement in listening. These independent variables refer to the type of the students' motivational orientation, intrinsic motivation, and the motivational roles of the listening tasks, the listening texts and the instructors in listening classes. These are referred to as X_1 , X_2 , X_3 , and X_4 to represent intrinsic motivation, the motivational roles of the listening tasks, the motivational roles of the listening texts, and the instructors' motivational roles in the listening classes respectively. The dependent variable which is believed to be affected by these independent variables is achievement in listening tests.

In addition to these variables, the students' responses as regards their field of study were analysed to see if there was any difference in the role of each variable.

3.4. Instruments

To elicit the necessary data from the subjects, two types of instruments, questionnaire and interview, were used.

3.4.1. Questionnaire

Two types of questionnaire were administered. The first one was to elicit the necessary information from the students. This questionnaire had four scales. The first scale was used to decide the extent to which students were intrinsically motivated. This scale had eleven items of five-point Likert Scale ranging from "Strongly Disagree" to "Strongly Disagree". Four of the items were negatively worded and their scores were reversely coded. Seven of the items in this scale were positively coded.

The second scale comprised nine items which were constructed to assess the motivational role of the activities or tasks used in the listening classes. Three of the items were negatively worded. The third scale comprised nine items aiming at investigating the motivational role played by the listening texts/ passages presented in the listening classes. Finally, the fourth scale was used to investigate the motivational role played by the instructors during the listening classes. This scale had nine items of five-point Likert scale ranging from "Very Frequently" to "Never". To elicit some more information from the students about the motivational roles of each factor in the instructional setting, an open-ended item was added to the second, third and fourth scales. (Please see Appendix A.)

The second type of questionnaire, somewhat similar to the first one in content, was administered to twenty instructors to elicit some information about their beliefs and practices as regards the motivational roles of the instructional setting in the listening classes. This questionnaire had twenty-seven items in three parts. The questionnaire is particularly relevant to cross-check the information gathered from the students. (Please see Appendix B.)

3.4.2. Interview

In order to be able to validate the information gathered through the questionnaire, the researcher set an interview. The interview consisted of six items. Only twenty students, one randomly selected student from each of the selected classes, participated in the interview.

Unlike the questionnaire in which the subjects were requested to read the statements and decide their agreement, indifference or disagreement, the interview was held in Amharic so that these subjects could explain their ideas and feelings more efficiently.

3.4.3. The Listening Tests

The listening tests were developed by the testing committee comprising two language testing experts and other members of the Department of Foreign Languages and Literature of the University. The two listening tests contained forty items whose total scores accounted for 10% of freshman students' grade in the

course, i.e., each item was given a value of 0.25 point. To make the statistical computation more convenient in the present study, each item in the tests was given one full point so that the scores could be out of 40.

3.5. *Development of the Instruments*

The development of the questionnaire items underwent the following processes: First of all, the researcher tried to construct the items from the review of related literature. Then, the drafted items were passed to eight judges to see the face validity of the questionnaire. Three of the judges were instructors in the Department of Foreign languages and Literature and five of them graduate students of TEFL. The responses of these raters were computed to see the consistency, using Cronbach Alpha. The result was 0.78. (Please see Appendix E.) Some of these raters suggested reshaping some of the items. Based upon the suggestions from these raters and the present researcher's advisor, the researcher reshaped some of the items and dropped some other items.

Then, the questionnaire was administered to thirty-five second year students in the pilot study. The responses collected from thirty-three of these thirty five students were computed using Cronbach Alpha. The reliability of the instrument was found to be 0.74.

3.6. Data Collection Procedure

In order to conduct the study, the following procedure of data collection was employed.

1. Immediately after deciding the size of the subjects of the study, the researcher selected ten Freshman English classes from College of Social Sciences and ten Freshman English classes from the Science Faculty on the basis of purposive random sampling. It would not have been possible to include twenty different instructors if it had been systematic random sampling because one instructor had more than one Freshman English classes.
2. Towards the end of the first semester classes and before the final examinations, the questionnaire was distributed and administered to those selected students.
3. After the first semester break, the interview was conducted with those selected twenty students.
4. After a week, the questionnaire for the instructors was administered.
5. With the questionnaire, the instructors were requested to give the listening tests scores of the subjects. Some of them had already submitted their records of students' scores by then. So the researcher relied on the Freshman English coordinator's help to get the scores of the students and collected the subjects' scores in the two listening tests

3.7. Method of Data Analysis

The basic analysis of data gathered through the questionnaire for this study involved the following procedure. First of all, the students' and the instructors' responses to each item in the questionnaire were tallied to discuss how each item was responded. Then the frequency, the mean and the standard deviation of the responses to each item were discussed. The other analysis procedure began with tabulating the listening test scores and the scores of the four scales of each subject. Based on this table, an intercorrelation matrix was prepared to see the relationship of each variable with others. Then, the results of multiple regression was computed to see to what extent the four variables explain the dependent variable. To decide which variable explains most, a stepwise regression was applied.

To compare the scores of the subjects of Social Sciences and Natural Sciences, the mean scores of each group was computed using a t-test at 0.05 level of significance. To see if there is any difference between students' and instructors' view of the motivational roles of the instructional setting, the mean scores of the two groups of subjects were compared.

To support the results of the statistical analysis, a qualitative analysis was carried out from the data gathered through the open-ended items of the questionnaire and from the data gathered through the interview.

CHAPTER FOUR

ANALYSES OF THE RESULTS OF THE STUDY AND DISCUSSION

In this chapter, the analyses of the results of the study and the discussion of these results are presented in two parts.

4.1. Results

The analyses of the results of the study are reported in seven sections. These sections report the findings in the following order: the students' responses to the close-ended items of the questionnaire, the summary of the students' responses to the open-ended items of the questionnaire and to the interview, the instructors' responses to the questionnaire, the results of the intercorrelation among each variable, the multiple - and stepwise - regression results, and finally the t-test results.

4.1.1. Students' Responses to the Questionnaire

The students' responses to the thirty-eight close-ended items in the questionnaire (Please see Appendix A) are reported in the following table (Table 2). The table shows the mean, the standard deviation and the frequency of the responses given to each item.

Table 2: Frequency, Mean and Standard Deviation of Students Response to Each Item (N=148)

Item	Frequency of responses					Mean	Standard Deviation
	5	4	3	2	1		
1	42	92	12	2	0	4.18	0.625
2	22	86	34	6	0	3.84	0.720
3	5	67	35	29	12	3.16	1.044
4	5	72	47	24	0	3.39	0.797
5	2	66	65	15	0	3.39	0.683
6	57	65	11	15	0	4.11	0.927
7	10	74	50	14	0	3.54	0.759
8	7	87	39	14	1	3.57	0.758
9	14	72	53	9	0	3.61	0.742
10	33	89	15	10	1	3.97	0.812
11	6	81	43	15	3	3.49	0.812
Total	203	851	404	153	17	40.23	
12	19	89	34	6	0	3.82	0.7
13	64	76	7	1	0	4.37	0.609
14	32	93	21	2	0	4.05	0.642
15	27	76	17	28	0	3.69	0.982
16	20	87	33	8	0	3.80	0.734
17	42	91	13	2	0	4.17	0.632
18	34	93	15	6	0	4.05	0.703
19	68	73	4	3	0	4.39	0.646
20	6	70	51	16	5	3.38	0.860
Total	312	748	195	72	5	35.72	

Item	Frequency of responses					Mean	Standard Deviation
	5	4	3	2	1		
21	10	105	32	1	0	3.84	0.535
22	28	103	17	0	0	4.07	0.548
23	8	33	61	38	8	2.97	0.957
24	54	72	19	3	0	4.20	0.734
25	48	75	25	0	0	4.16	0.687
26	37	82	27	2	0	4.05	0.693
27	29	94	20	5	0	3.99	0.685
28	33	91	20	3	1	4.03	0.708
29	13	73	54	6	2	3.60	0.762
Total	260	728	275	58	11	34.89	
30	19	93	30	6	0	3.85	0.687
31	35	60	49	4	0	3.85	0.811
32	24	70	40	11	3	3.68	0.903
33	16	43	65	21	3	3.32	0.920
34	29	74	33	11	1	3.80	0.867
35	33	61	40	14	0	3.76	0.906
36	26	74	40	7	1	3.79	0.810
37	33	73	28	14	0	3.85	0.878
38	8	38	60	31	11	3.01	0.993
Total	223	586	385	119	19	32.91	

Items 1,2,4,6,8 and 10 were concerned with students' perception of the relevance of listening skills and the tasks to their self-perceived needs and goals. The mean scores of these items were 4.18, 3.84, 3.39, 4.11, 3.57 and 3.97, respectively (Table 2). The average mean score of these six items would be 3.80.

Similarly, Items 3,5,7 and 11 were concerned with the students' preference to the listening tasks for self-development. The mean scores of these items were 3.16, 3.39, 3.54 and 3.49, respectively. The average mean score of these four

items would be 3.40, which is smaller than the average mean score of the above mentioned group of items. Item 9, whose mean score was 3.59, was concerned with students' pleasure of the learning experience.

In the second group of items (12-20) in the questionnaire, Item 13,14,16 and 19 were concerned with students' understanding of the importance of the listening tasks in the course. The mean score of each of these items were 4.37, 4.05, 3.80 and 4.39, respectively. The average mean would be 4.15. Items 12,15,17,18 and 20 were concerned with students' enjoyment of the listening tasks and activities in the course. The mean score of each of these items were 3.82, 3.69, 4.17, 4.05 and 3.38, respectively. The average mean would be 3.82. This means that students are motivated or their motivation is kept up more by the importance of the listening tasks than by the enjoyable nature of the tasks. In this group of items, Item 20, with the least mean score, shows that the challenging nature of the tasks is the least motivating factor.

In the third group of items (21-29) in the questionnaire, Items 21,23,24,27 and 29 were concerned with students' enjoyment of the listening texts or passages used in course. The mean scores of these items were 3.84,2.97,4.20,3.99 and 3.60, respectively. The average mean score of these five items would be 3.72. Items 22,25,26, and 28 were concerned with the importance of the listening texts to the students' needs. The mean scores of these items were 4.07,4.16,4.05 and 4.03, respectively. The average mean score of these four items would be 4.08, which is greater than the average mean score of Items 21,23,24,27 and 29.

The items (30-38) in the fourth group in the questionnaire had more or less similar mean scores except Items 33 and 38. However, the relatively greater standard deviations of each item ranging from 0.687 to 0.993 shows the greater variation in students' responses compared with the standard deviations of the items in the other groups. The total mean score of the items in this group also shows that students' motivation is least enhanced by the instructors' practices in the listening classes.

The following table (Table 3) shows the frequencies, mean scores and percentages of students' responses to the items grouped together in above paragraphs to compare students' awareness of the relevance of studying listening and of listening texts and tasks with students' beliefs about the enjoyable nature of the learning experience.

The percentages in the following table could be interpreted as follows: The percentages in the first row shows that 18.69% of the respondents are very much aware, 55.29% quite aware, 17.79% are not sure to say whether or not they are aware, 7.99% are quite unaware and 0.22% are completely unaware of the importance of the skill and studying listening to their needs. In the second row the percentages mean that 3.88% of the respondents very much prefer listening tasks for self-development with little expectation of immediate external rewards, 48.64% more or less prefer the listening tasks for the same reason, 32.6% prefer listening tasks both for self-development and for getting some immediate external rewards, 12.31% prefer tasks more or less for getting immediate external rewards, and

Table 3: Average Mean Scores, Frequencies and Percentages of Students' responses to grouped items.

		Items	Average Mean Score	Total		Frequency of Responses									
						5		4		3		2		1	
				n	%	f	%	f	%	f	%	f	%	f	%
1	Perception of the relevance of studying listening	1,2,4,6,8,and 10	3.80	888	100	166	18.69	491	55.29	158	17.79	71	7.99	2	0.22
2	Preference to work hard on listening tasks for self-dev't	3,5,7, and 11	3.40	592	100	23	3.88	288	48.64	193	32.60	73	12.31	15	2.53
3	Perception of the importance of the listening tasks in the course to one's needs	13,14,16and 19	4.15	592	100	184	31.01	329	55.57	65	10.98	14	2.36	0	0
4	Enjoyable nature of the listening tasks	12,15,17,18 and 20	3.82	740	100	128	17.30	419	56.62	130	17.57	58	7.84	5	0.68
5	Importance of the listening texts to study listening	22,25,26 and 28	4.08	592	100	146	24.66	351	59.29	89	15.03	5	0.85	1	0.17
6	Enjoyable nature of the listening texts	21,23,24,27 and 29	3.72	740	100	114	15.41	377	50.94	186	25.14	53	7.16	10	1.35
7	Importance of the listening tasks and texts in the course to one's need	13,14,16,19, 22,25,26 and 28	4.12	1184	100	330	27.87	680	57.43	154	13.01	19	1.6	1	0.08
8	Enjoyable nature of the listening tasks & texts in the course	12,15,17,18,20,21,23,24,27 and 29	3.77	1480	100	242	16.35	796	53.78	316	21.35	111	7.5	15	1.01

2.53% prefer to work on listening tasks through which they can get immediate rewards.

In the third row, the percentages mean that 31.08% of the respondents perceive that the listening tasks in the course are highly relevant; 55.57% perceive that they are relevant to certain extent, 10.98% cannot see their relevance or irrelevance and 2.36% cannot see their relevance to their needs for developing listening skills. Here it can be said that 86.65% of the respondents have a positive perception, whereas only 2.36% of them have a negative perception about the importance of the tasks.

The percentages in the fourth row mean that 17.3% of the respondents enjoy the tasks very much; 56.62%, to some extent; 17.57% neither enjoy nor hate the tasks; 7.84% do not enjoy them much and 0.68% do not enjoy them at all. So we can say 73.92% of the respondents enjoy the tasks, while 8.51% do not enjoy them. Similar interpretations can be made from the remaining rows in the table. Generally speaking, the importance of the tasks, the texts and the skill in general seems to motivate the learners better than their enjoyable nature.

As these thirty-eight items were given in four parts, the mean score of each group of items as responded by the total number of 148 student was calculated. The first group of items, consisting of eleven items, was used to measure students' intrinsic motivation to study listening. The second group, consisting of nine items, was used to measure to what extent the students were motivated by the listening tasks or activities done in the listening classes of the course. The

third group, consisting of nine items, was used to measure to what extent the students were motivated by the listening texts/passages used in the classes. Finally, the fourth group, consisting of nine items, was used to measure to what extent the students were motivated by their instructors' behaviours in the listening classes.

The mean scores of the students' responses to each group of items are given in the following table (Table 4). This table also includes the students' achievement mean score in the listening tests given during the first semester.

Table 4: *Mean scores of students' intrinsic motivation, the motivational roles of the listening tasks, the listening texts and the instructors*

Variable	Expected Maximum Score	Mean Score	Standard Deviation
(X1) Students' intrinsic motivation to study listening	55	40.23	5.129
(X2) The motivational role of the listening tasks	45	35.72	4.124
(X3) Motivational role of the listening texts	45	34.89	3.452
(X4) Instructors' motivational role	45	32.91	3.734
(Y) Students' achievement in the listening tests	40	26.56	5.017

The average score of X_1 was 33 (3 points X 11 items) and the average scores of each of X_2 , X_3 and X_4 was 27 (3 points X 9 items). Therefore, the respective observed mean scores were greater than the expected average. If we

consider that the expected average scores (33 and 27) mean 50%, the observed mean scores, in percentage, are 60.96%, 66.15%, 64.63% and 60.95%, respectively. This means that these motivational variables have motivational power of varying degree.

4.1.2. Summary of students' responses to the open-ended items in the questionnaire about the motivating and demotivating feature in the instructional setting of listening.

Of the 148 students who responded to the questionnaire items, only 103 gave different responses to the three open-ended questions. These questions asked the respondents to mention any other motivating or demotivating features of the listening tasks, the listening texts and their instructors in listening classes, respectively. Thirty-two respondents mentioned both motivating and demotivating feature, 49 respondents mentioned only the motivating features and 13 respondents mentioned only the demotivating features.

These respondents used their own different phrases and sentences to state these features. However, for the sake of convenience, the researcher tried to bring the similar ideas together and state each group of similar ideas in the following way in Table 5.

Table 5 Summary of students views about the motivating and demotivating features of the listening tasks, texts and their instructors during the listening classes.

	A) Motivating Features of the listening tasks	No. Of respondents		
		Group 1	Group 2	Total
1	They help to develop listening skills that can be used in other academic subjects like note-taking from lectures, emphasising getting main ideas of the talk, making use of marker phrases and guessing meanings of new words.	14	12	26
2	They make students practise other language skills beyond listening like speaking during pair and group work and writing when taking notes and organise the summary of the talk heard.	15	14	29
3	They build confidence as they are not too difficult and as they do not require students to comprehend everything in the passages despite students' fear.	7	10	17
4	These types of activities are new to students.	6	3	9
	Total	42	39	81
	B) Motivating features of the listening texts			
1.	The stories are interesting, enjoyable and attractive.	12	10	22
2	They contain new information to be added to students' knowledge.	9	6	15
3	They contain information about the realities around the students.	10	8	18
4	They contain a lot of new words which students need to know.	7	10	17
5	They have well organized ideas so as to practise lecture listening.	4	2	6
	Total	42	36	78

Group 1 = Social Science Students

Group 2 = Natural Science Students

		No. Of respondents		
		Group 1	Group 2	Total
	(C) Motivating roles of the instructors during listening classes.			
1	They encourage the students' efforts.	4	6	10
2	They advise students not to worry if missing some information.	4	2	6
3	They have strong interest in teaching listening.	3	3	6
4	They repeat some important phrases when they are not clear to students.	2	3	5
5	Their pronunciation is good and attractive.	7	2	9
6	They relate the topics of discussion with some other related facts.	6	3	9
7	They generally approach students in a friendly way	5	9	14
8	They do not correct every mistakes; students help each other.	7	4	11
	Total	38	32	70
	(D) Demotivating features of the listening tasks			
1	They are aided with no other supplementary materials.	7	2	9
2	Some of them are of low challenge.	9	12	21
3	They are time consuming.	2	5	7
	Total	18	19	37
	E) Demotivating features of the listening ^{texts} tasks			
1	They are about boring, uninteresting topics.	2	4	6
2	They are about very familiar topics.	5	9	14
3	They contain some difficult words.	4	5	9
4	They are not recorded on audio tape.	2	8	10
5	They are read in a very restricted pronunciation and at speed.	-	3	3
	Total	13	29	42
	F) Demotivating behaviours of the instructors during the listening classes			
1	Their pronunciation of English is not attractive.	1	3	4
2	They do not give enough time to complete the tasks.	3	-	3
3	They look indifferent to teaching listening.	2	4	6
4	They do not give attention to it at all.	1	2	3
5	They do not use the recorded texts.	3	12	15
6	They are angry when students fail to answer questions correctly.	2	-	2
7	They pay attention only to certain students during pair and group work.	2	5	7
	Total	14	26	40

4.1.3. *Summary of the Interviewees' Responses*

The interview administered to the twenty students consisted of 6 items, (Please see Appendix C). These items focused on students' perception about the importance of the listening skill in general, the listening texts, the listening tasks and their instructors' in the course in particular. The responses are summarized in the following way below.

All of the interviewees emphasized the importance and the necessity of the listening skills. Regarding the reasons why they study listening in this course, 7 of them replied that they work in the listening classes primarily to develop their skills which would enable them to do well in their academic career. Four of them replied that they work in the listening classes because they would get a passing mark in the tests. Two of them said they had not done the listening part as their instructors did skip them. One said that he worked in the listening classes because it is a part of the course and five of them said that they were doing just to get the passing mark but they later changed their mind as they understood the relevance of the course.

Regarding the benefits they gained in this component of the course, five of them said that they could gain a lot of things like listening strategies. They said that they had not any knowledge that listening can be taught like this. Two of them said that they could not answer this question. Five of them said that they got nothing special that can be attributed to this part. Two of them said that they

could develop confidence. Six of them said that they had gained a few things and said that this kind of training should have been given in the high schools.

Regarding the nature of the listening tasks, eight of them said that they are very useful to practise the skill. They emphasized that listening for main ideas and taking notes are specially important. Seven of them stressed that the tasks make them practise not only listening but also other skills, like speaking during group and pair work, and writing when taking notes and guessing meanings of unknown words from the context. However about seven of these students said that some of the tasks are too simple.

Regarding the nature of the texts, six of them said the topics are too familiar and five of them said, though the topics are familiar, it is important to know more about them and to have opportunity to discuss them in groups. Five of them are said that they are well-chosen and adapted. They help practise listening as the ideas are well-organised.

Regarding their instructors' motivational role, two of them said that their instructors did not give any attention to this part. Three of them said that their instructors encouraged them to work hard and not to worry about missing some of information. Three of them said their instructors looked very friendly, helpful and considerate. Four of them said that their instructors tried to help some of the students who needed help. Two of them also said their instructors' English pronunciation is very encouraging. One student said that his instructor was very

aggressive and was usually angry at students who couldn't answer questions correctly.

4.1.4. Instructors' Responses to the Questionnaire

The instructors' responses to the twenty-seven items in the questionnaire (please See Appendix B) are reported in the following table (Table 6). The table shows the frequency, the mean and standard deviation of the responses given to each item.

Table 6: *Frequency, Mean and Standard Deviation of the instructors' responses to each item.*

Item	Frequency of Responses					Mean	Standard Deviation
	5	4	3	2	1		
1	1	12	7	0	0	3.70	0.571
2	4	14	2	0	0	4.10	0.552
3	11	7	2	0	0	4.45	0.686
4	10	7	3	0	0	4.35	0.745
5	7	12	1	0	0	4.30	0.571
6	10	8	2	0	0	4.40	0.681
7	5	10	5	0	0	4.00	0.725
8	9	7	4	0	0	4.25	0.786
9	5	5	8	2	0	3.65	0.988
Total	62	82	34	2	0	37.20	
10	3	13	4	0	0	3.95	0.604
11	8	12	0	0	0	4.40	0.502
12	3	6	8	3	0	3.45	0.944
13	5	12	3	0	0	4.10	0.641
14	7	11	2	0	0	4.25	0.638
15	3	13	2	2	0	3.85	0.812
16	3	7	6	4	0	3.45	0.998
17	5	15	0	0	0	4.25	0.444
18	6	14	0	0	0	4.30	0.470
Total	43	103	25	9	0	36.0	

Item	Frequency of Responses					Mean	Standard Deviation
	5	4	3	2	1		
19	8	12	0	0	0	4.40	0.502
20	5	12	3	0	0	4.10	0.641
21	6	12	2	0	0	4.20	0.615
22	2	5	13	0	0	3.45	0.686
23	8	10	2	0	0	4.30	0.656
24	8	12	0	0	0	4.40	0.502
25	2	6	8	2	2	3.20	1.105
26	5	6	9	0	0	3.80	0.833
27	3	2	5	6	6	2.60	1.429
Total	47	77	42	8	8	34.45	

Table 6 shows that the sum of the mean scores of the items in each group to assess the motivational role of the listening tasks, of the listening texts and of the instructors in the listening classes as responded by the instructors were 37.20, 36.0 and 34.45, respectively. Each group had an equal number of items. Thus, the average mean score of each group of items was (27) which means 50%; then, the observed mean scores, in percentage are 68.88%, ~~66.67~~ 66.67% and 63.79%, respectively.

As the primary purpose of this questionnaire administered to the instructors was to cross check the information given by the students in response to Questionnaire 1, it has been found that both students and instructors have more or less similar views of the motivational roles of the listening tasks, the listening texts, and instructors in the listening classes.

When we compare the mean scores of the corresponding items in the students' and instructors' questionnaire, the trend shows that the listening tasks

and the listening texts are motivating more due to their relevance to the academic needs of the students than due to their enjoyable nature. The following table illustrates the comparison results.

Table 7-A *Comparison of students' and instructors' responses to each item by mean scores*

Concern of the item(s)	Item No. In students' questionnaire	Item No. In Instrumentors' questionnaire	Mean Score of Students' response	Mean score of Instructors' response
The enjoyable nature of the tasks	12	1	3.82	3.70
	15	4	3.69	4.35
	17	7	4.17	4.00
	18	6	4.05	4.40
	20	9	3.38	3.65
Total	5	5	19.11	20.1
Average			3.82	4.02
The relevance of the tasks to their academic needs	13	2	4.37	4.10
	14	3	4.05	4.45
	16	5	3.8	4.30
	19	8	4.39	4.25
Total	4	4	16.61	17.1
Average			4.15	4.28
The enjoyable nature of the texts	21	10	3.84	3.95
	23	16	2.97	3.45
	24	12	4.20	3.45
	27	15	3.99	3.85
	29	17	3.60	4.30
Total	5	5	18.6	19.0
Average			3.72	3.80

Table 7-B *Comparison of students' and instructors' responses to each item by mean scores*

Concern of the item(s)	Item No. In students' questionnaire	Item No. In Instrumentors' questionnaire	Mean Score of Students' response	Mean score of Instructors' response
The relevance of the texts of the students' academic needs	22	11	4.07	4.4
	25	13	4.16	4.1
	26	14	4.05	4.25
	28	18	4.03	4.25
Total	4	4	16.31	17
Average			4.08	4.25
The instructors' practices to motivate students in the listening classes	30	19	3.85	4.4
	31	21	3.85	4.2
	32	20	3.68	4.10
	33	22	3.32	3.45
	35	23	3.76	4.30
	36	24	3.79	4.4
	37	25	3.85	3.2
	38	26	3.01	3/8
Total	8	8	29.11	31.85
Average			3.64	3.98

From the above table we can observe that both groups of respondents have almost similar view of the motivating nature of the tasks more due to the relevance of the tasks and the texts than due to their enjoyable nature, despite their varying responses to each item.

4.1.5. Intercorrelations Among Achievement, Intrinsic Motivation and Motivational roles of the Factors in the Instructional Setting of Listening

To show the relationships among the variables, the zero-order correlations were computed. The following table (Table 8) shows the result.

Table 8: Intercorrelation among Achievement and Motivational Variables

	Y ¹	X ¹	X ²	X ³	X ⁴
Achievement in Listening Tests (Y)	-				
Students' Intrinsic Motivation (X1)	.66*	-			
Motivational roles of the listening tasks (X2)	.64*	.92*	-		
Motivational roles of the listening texts (X3)	.44*	.57*	.53*	-	
Instructors' Motivational roles in listening classes (X4)	.17*	.40*	.38*	.41*	-

* $P < .05$

A glance at the Intercorrelation Matrix (Table 8) suggests the following points:

- i) The intrinsic motivation (X_1) had the highest relationship ($r=.66$) with the dependent variable, achievement in the listening tests (Y).
- ii) the motivational roles of the listening tasks (X_2) had the highest relationship ($r=.92$) with students' intrinsic motivation (X_1).
- iii) All the variables are significantly related to each other ($P < .05$).

4.1.6. Multiple and Stepwise Regression Results

First of all, a multiple regression model of analysis was employed to find out the joint contribution of the independent variables (X_1 , X_2 , X_3 and X_4) to the variation the dependent variable (Y). The equation for the predication of achievement in listening tests was as follows:

$$Y^1 = -.689 + .435X_1 + .246X_2 + .216X_3 + (-.199X_4)$$

Multiple correlation coefficient and beta weights are shown in Table.

Table 9: *Multiple correlation coefficient and Beta weights for each criterion variable*

	Beta	Standard of Error	T-ration	
Constant A	-.689	3.67	-.188	Multiple R=.679 R ² = .462 F(4,143)=30.668
X ₁	.435	.158	2.751*	
X ₂	.246	.192	1.284	
X ₃	.216	.110	1.954	
X ₄	-.199	.092	-2.161*	
*P<.05				

As shown in Table 9, the multiple R for this equation was .679 which accounted for about 46.2 percent of the variance in the achievement scores. An F-test of this multiple correlation revealed that F= 30.668 which was significant at the .05 level. Accordingly, the two predictor variables, X₁ and X₄, appeared to be predictor of the dependent variable (Y).

Next to this computation, a stepwise regression analysis was computed to see how much each independent variable contributed to the variation in the students' achievement score. The stepwise regression model of analysis selected only X₁ as the greatest contributor for predicting the achievement scores. This optimum regression function yielded a multiple correlation coefficient of .429, which means it accounted for 42.9% of the variation in the achievement scores.

$$Y^1 = -.689 + .435X_1 + .246X_2 + .216X_3 + (-.199X_4)$$

Multiple correlation coefficient and beta weights are shown in Table.

Table 9: Multiple correlation coefficient and Beta weights for each criterion variable

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*P<.05				

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which means it accounted for 42.9% of the variation in the achievement scores. This also means that the remaining (46.2% - 42.9%) 03.3% was jointly contributed by the other three variables (X_2 , X_3 and X_4) together. Thus, this joint contribution of these three predictor variables was not so significant that the analysis model dropped the variables.

According to the descending rank order of the degree of correlation between the independent variables and the dependent variable ($r_{YX_2} = .66$, $r_{YX_3} = .62$, $r_{YX_4} = .44$ and $r_{YX_1} = .17$), X_1 was first entered in the regression model and the others were added one after the other to see how much they added to the contribution. The results are shown in Table 10.

Table 10: Contribution of the Motivational Variables to the Variance of Achievement Variable

Regressor	R of regression included	R ² for all regression	Increment in R ² due to the new regressor	Residual Variance	F stat.
X_1	.655	.429	.429	.571	109.76
X_2	.664	.440	.011	.560	57.10
X_3	.671	.450	.010	.550	39.231
X_4	.680	.462	.012	.538	30.667

4.1.7. Comparison of mean scores

As mentioned earlier, the subjects were selected from social science students and natural science students. The mean scores of the motivational roles of the listening tasks, of the motivational roles of the listening texts, and of the instructors' motivational roles in the listening classes for the group of social

science students (n=77) were 35.91, 35.27, 34.42, respectively. The mean scores of these variables for the group of natural science students (n=71) were 35.52, 34.49 and 31.28, respectively. These two groups of students did not appear to be equally motivated by the factors in the instructional setting. Thus, to show whether these differences were significant or not, a t-test was employed. The results are shown in the following table.

TABLE 11 *Comparison of Mean scores of the motivational roles of the factors*

Motivational role of	Group	N	Mean	S.D.	Difference In Mean	t-value	Remark
the listening tasks	Social Science	77	35.9091	4.341	0.3880	1.1414	not significant
	Natural Science	71	35.5211	3.895			
the listening texts	Social Science	77	35.2727	3.66	0.7798	0.8264	not significant
	Natural Science	71	34.4930	3.521			
the instructors' in the listening classes	Social Science	77	34.4156	4.070	3.1339	4.6961*	significant
	Natural Science	71	31.2817	2.474			

* at 0.05 level of significance, df 146, two-tailed t -critical value = 1.9600

4.2. Discussion of the Results

In this section, the results shown in 4.1. are discussed. To support some of the results, the responses of the interview (Please see Appendix C) are used where necessary.

The highest relationship between the students' intrinsic motivation and achievement in listening tests suggests the greatest contribution of the intrinsic

motivation to the variance in the achievement scores. This greatest contribution (42.9%) implies that the more students are intrinsically motivated the harder they try to improve their listening skills and the more likely that they succeed in the listening tests.

The frequencies of the response values of the items in the first part of the questionnaire revealed that the students' intrinsic motivation for studying listening resulted from their perception of the importance of the listening skills and the learning experience. This interpretation can also be strengthened by having a look at the summary of students' responses to the open-ended questions. Most of the respondents reported that they were motivated to study listening in the course because the listening tasks help them develop their abilities in listening to lectures and in note-taking. Many other respondents also reported that the group and pair work in the listening class helped them practise the other language skills.

The contribution of the four motivational variables together to the 46.2% of the variation in the achievement variable shows that the remaining percentage (53.8%), or the residual variance (.538), was not accounted for by the motivational variables treated in this study. This finding seems to be consistent with the view that motivation is just one of the personality factors that have positive relationships to and direct bearings on achievement in language learning. Other personality factors like aptitude, intelligence and other types of motivation play a considerable role in language learning achievement. Ellis (1986), supporting this view,

concludes that the most successful learners will be those who have both a talent and a high level of motivation for learning.

The relationship between intrinsic motivation and the motivational roles of the listening tasks ($r=.92$) may suggest that more students are motivated by the listening tasks, the more they understand the objectives and the relevance of the course. This means that the listening tasks and activities are good enough to meet the students' self-perceived needs and goals.

The multiple regression results show that the motivational variables in the instructional setting had less contribution than the motivational variable within the individual learners when they were regressed together. This result could be interpreted as a case in which the motivation that learners bring with them to the instructional setting is more necessary than the motivation provided by the instructional setting. This means, however good and motivating the materials and the teaching employed may be, they will not be so effective as they are expected to be without the motivation within the learners themselves. In this case, intrinsic motivation means the individuals' psychological readiness to learn due to understanding the importance of specified language or language skill or due to inherent pleasure in the learning experience. This implies that the needs analysis made to identify the learner needs provides a basis for developing students' intrinsic motivation as the learners are likely to be satisfied with the learning tasks.

In the intercorrelation matrix, the least relationship between achievement and instructors' motivational roles in listening classes ($r=.17$) may show the

variability of instructors' motivational roles due to individual differences compared to the constant nature of the listening tasks and texts. This has also been revealed in the students' responses to the open-ended questions. We can see some inconsistent features of the instructors during the listening classes. For example, six students stated that their instructors were quite interested in the instruction of listening while nine students stated that their instructors looked indifferent and did not give attention to teaching listening. The use of recorded texts in the listening classes and the instructors' English pronunciation were mentioned as both motivating and demotivating features. Moreover, two students also reported in the interview that only when the first listening test was conducted did they know the existence of listening as part of the course. The relatively greatest standard deviation for the instructors' responses to the third group of items signifies the widest variability of the responses to the items concerning the instructors' motivational role in the listening classes. Still, the significant difference in comparison of the mean scores of the two groups of students in the instructors' motivational roles and the least mean scores of both the instructors' and the students' response to these items show that it is the weakest source for support of students' motivation in the listening classes.

When we see the motivational roles of the listening texts /passages, the difference in the mean scores between the two groups of students was not significant (Please see Table 11). This result is consistent with what Widdowson (1983) and Hutchinson and Waters (1987) argue for common-core approach to topic selection in the ESP world, particularly in EAP settings.

However, the difference between the mean score of the motivational roles of the listening tasks and that of the listening texts as judged by both students and instructors shows that the listening texts are not as satisfactorily motivating as the listening tasks. This interpretation can be supported by some of the students' responses summarized in Table 5 in which twenty students reported that the topics are boring and too familiar. This means that the information in the texts does not seem to meet the interest of some students.

When we come to see the non-significant difference in the motivational role of the listening tasks between the two groups of students, it may be interpreted as a fact that they are more or less equally motivating and applicable to both groups perhaps because of their relevance to the requirement of the academic career of the students in the University. Even the demotivating features of the listening tasks mentioned by the students (as shown in Table 5) imply that students believed the necessity of the skill. Particularly, the two responses that the tasks are not aided with supplementary materials and that some of the tasks are of low challenge could be evidence to the fact that the students seem to need to develop their listening skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. *Summary*

In this study attempts were made to find out the degree of students' intrinsic motivation for studying listening and the motivational role of the listening tasks, the listening texts and the instructors and the contribution of these motivational variables to students' achievement in listening tests.

The data gathered through a questionnaire from a sample of 148 randomly selected students (77 from College of Social Sciences and 71 from the Science Faculty) were examined statistically. The data gathered from these students through the open-ended items of the questionnaire and from twenty interviewees were qualitatively discussed to support the statistical analysis. To validate the data gathered from the students, twenty instructors completed a questionnaire.

Descriptive statistical analyses were employed to examine the students' response to each item or to a group of items in the students' questionnaire. The calculation of the total mean score of students' intrinsic motivation showed that students were intrinsically motivated to study listening well above average which can be numerically expressed as 60.96%. Further computation of the mean scores and frequencies of the items in two groups regarding their perception about the importance of the learning experiences to their self-perceived needs than by their beliefs about the enjoyable nature of the experiences. Similarly, the

computation of the total mean scores of the motivational power of the listening tasks, the listening texts and the instructors' during listening classes of College English showed that they were all well above average but in varying degree, i.e. 66.15%, 64.63% and 60.95%, respectively. Though the total means scores of the instructors' responses to the same items were a bit greater, the motivational power of these factors as rated by the instructors was in the same varying degree, i.e., 68.88%, ~~66.81~~ and 63.79%. respectively.

Inferential statistical analyses; namely, correlation, multiple and stepwise regression and t-test, were also employed. The multiple-regression model of analysis showed the motivational variables jointly explained a significant variation in the students' achievement scores in which students' intrinsic motivation had the greatest contribution when a stepwise-regression model of analysis was employed. The t-test results also revealed that the differences between the motivational effects of the listening tasks and the listening texts on the social and the natural science students were not significant, whereas the difference in the instructors' motivational role between the two groups was significant. The summary of the responses to the interview and the open-ended items of the questionnaire supported this statistical result. These qualitative data showed that there were individual differences between teachers in using the designed listening material.

5.2 Conclusion

The following conclusions can be drawn from the findings discussed in the preceding section:

1. Students' intrinsic motivation has greater contribution to students' achievement than the motivation created by the instructional setting. It appears that students' awareness of the goals and the relevance of the instruction and their enjoyment of the activities of the learning process provide better ground for their achievement. More specifically, the students' perception of the objectives and the relevance of studying listening better accounts for the intrinsic motivation than their pleasure in the learning experience.
2. From the greatest relationship between students' intrinsic motivation to study listening and the motivational role of the listening tasks in the course, it can be concluded that the designed tasks seem to be good enough to satisfy the students' self-perceived needs and goals for studying listening.
3. Similarly, from the lowest relationship between the instructors' motivational roles and their achievement in the listening tests and students' intrinsic motivation, it can be concluded that the instructors do not seem to satisfy the students' self-perceived needs and goals as much as the listening tasks do.

4. The significant difference in the instructors' motivational power between the social and natural science students seems to be resulting from individual differences between instructors, which could be true even within the same faculty
5. Of the three motivational variables within the instructional setting of listening, the listening tasks seem to be the most motivating or the most helpful to keep students' intrinsic motivation.

5.3. Recommendations

From the results found and the conclusions drawn, the following recommendations can be made:

1. Some efforts should be made to develop students' intrinsic motivation for better attainment of the goals of the listening classes. Unless students have some self-perceived needs and goals in the learning process, well designed tasks, well-selected texts and instructors' effort in using good techniques do not have as much effect as they are expected to. Even though most students seem

to perceive the relevance of the listening classes of College English, efforts should continue to make students aware of the objectives and the relevance of the listening classes. This can be carried out through instructors by communicating that the course material is important and deserves attention. This communication will help instructors work to direct students' energies and attention towards the objectives of the course.

2. The available recorded texts should be used in the listening classes to overcome the problems related to the variation in instructors' presentation of the listening texts and to motivate the students by acquainting them with native or native-like English pronunciation.
3. The department should organize a workshop to assess the instructors' practices to motivate students in the listening classes so that they share their experiences and learn from each other.

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APPENDIX A
QUESTIONNAIRE TO STUDENTS

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

Dear Repondent,

This questionnaire aims at investigating the learners' motivation and the motivational roles of the learning setting in "College English" listening classes.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire will be used in a research leading to a Master's degree in TEFL. Your honest and careful responses therefore contribute valuable rewards to the research.

The researcher assures you that the information you provide will be strictly confidential and used only for the purpose of academic research. Please respond to each item.

Than you very much for your co-operation.

Direction I. Please provide the following information about yourself in the spaces provided.

Faculty _____ Section _____ I.D.No _____

Direction II. Read each of the following statements and decide whether you

- 5) STRONGLY AGREE, 2) DISAGREE, or
 4) AGREE, 1) STRONGLY DISAGREE
 3) NEITHER AGREE NOR DISAGREE,

There are no 'right' or wrong answers to these statements. Please respond to each item. Do not omit any of them. Indicate your response by putting a tick () in the appropriate box against each statement.

No	Item	Response Categories				
		5	4	3	2	1
1	I am quite aware of the objectives of the listening classes in the course "College English".					
2	I believe what we are learning in the listening classes is relevant to achieving these objectives.					
3*	I often have to work in the listening classes because it is a course requirement.					
4	I often choose listening tasks in which I can develop my listening ability even when they require more work.					
5*	I prefer listening tasks in which I can easily succeed.					
6	Listening is one of the most important language skill for me to develop.					
7*	I often give up trying when I fail to understand the spoken text.					
8*	It is of little importance to study listening at this level					
9	I feel good inside when I know I have developed a new listening strategy in the listening classes.					
10	I think I will be able to use what I am practising in the listening classes for other academic subjects					
11	Even when I do poorly in the listening tests or tasks, I try to learn from my mistakes.					

A3

Direction:- Read the following statements about the motivational role of the listening tasks or activities you do in College English. Decide whether you

- (5) STRONGLY AGREE,
- (4) AGREE,
- (3) NEITHER AGREE NOR DISAGREE,
- (2) DISAGREE, or
- (1) STRONGLY DISAGREE

Please respond to each item. Indicate your response by putting a tick () in the appropriate box against each statement.

No	Items	Response Categories				
		5	4	3	2	1
12	I like the listening tasks/activities very much.					
13*	I think the listening tasks/activities are meaningless to me to develop my listening skill.					
14	I think the listening tasks/activities are relevant and applicable to the practice of lecture listening and none-taking.					
15	I enjoy doing the pre-listening activities (activities we do before listening to the passages) as they prepare me for the listening.					
16	I think the while-listening activities (activities we do while listening to the passages) help me develop good listening strategies.					
17	I like the listening activities/tasks in general as they provide opportunities of real communication among students.					
18*	The pair and group activities in the listening classes DO NOT involve me actively in the learning process.					
19	I think I benefit a lot from the co-operative efforts and the inter student communication when doing pair and group work in the classes.					
20*	I think the listening tasks are NOT challenging enough for me to like them.					

Please mention any other teachers of the listening tasks/activities in "College English" that can encourage or discourage you to work actively in the listening classes.

- A. Encouraging teacher(s) (if any) _____
- B. Discouraging feature(s) (if any) _____

Read the following statements about the listening texts/passages presented in your listening classes of College English. Decide whether you

- (5) STRONGLY AGREE,
- (4) AGREE,
- (3) NEITHER AGREE NOR DISAGREE,
- (2) DISAGREE, OR
- (1) STRONGLY DISAGREE

Please respond to each item. Indicate your response by putting a tick() in the appropriate box against each statement.

No	Item	Response Categories				
		5	4	3	2	1
21	I think the listening texts/passages contain things I want to know, quite apart the language itself.					
22 *	I think the listening texts/passages are of little importance for me to widen my experience and knowledge.					
23	I think the listening texts are presented in class like real lectures.					
24	I like the length of the listening texts/passages; they are neither too long nor too short.					
25	The use of discourse markers in the listening texts/passages is of much help to me as an aid in understanding real lectures at present and in future.					
26 *	The organisation of ideas in the listening texts/passages DOES NOT help me practise lecture note-taking.					
27	I enjoy the language used in the listening texts/passages as it is neither too difficult nor too simple for me.					
28	I like the listening texts/passages because they contain new vocabulary items that are useful for me to know.					
29 *	The contents of the listening texts/passages DO NOT meet my interest and educational level.					

Please mention any other teatures of the listening texts/passages used in the listening classes of College English that can encourage or discourage you to work actively in the listening classes.

A. Encouraging feature(s) (if any) _____

B. Discouraging feature(s) (if any) _____

A5

Read the following statements about your instructor's activities in the listening classes. Decide whether he or she

- (5) VERY FREQUENTLY,
- (4) FREQUENTLY,
- (3) SOMETIMES
- (2) RARELY , OR
- (1) NEVER does the following

Indicate your response by putting a tick () in the appropriate box against each statement.

No	Items	Response Categories				
		5	4	3	2	1
30	The instructor praises and encourages my effort in the listening classes					
31	The instructor provides opportunities for us to respond and get feedback in the listening classes.					
32	The instructor devotes enough time and attention to group and pair work in the listening classes.					
33	The instructor tries to understand individual students' difficulties and pays due attention to them.					
34	The instructor himself or herself looked quite motivated and interested in the listening classes					
35	The instructor makes us aware of the objectives and the relevance of the listening classes.					
36	The instructor tries to direct our attention and effort towards the listening tasks/activities.					
37	The instructor allows me to depend on my way of doing things in the listening classes (eg. note-taking).					
38	The instructor encourages us to evaluate ourselves in the pair and group work in the listening classes.					

Please mention any other activity of your instructor in the listening classes that can encourage or discourage you to work actively

A. Encouraging activity/activities (if any) _____

B. Discouraging activity/activities (if any) _____

* Negatively worded items

APPENDIX B
QUESTIONNAIRE TO INSTRUCTOR

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

Dear Respondent,

The object of this questionnaire is to collect information regarding your opinions about students' motivation and the motivating nature of the listening classes in your "College English" course.

The questionnaire is part of a thesis research being conducted with the aim of investigating motivation in "College English" listening classes. Your response contributes valuable rewards to the research.

You are kindly requested to complete the questionnaire. Please respond to each item.

Thank you very much for your cooperation.

Part I: Read the following statements about the motivational aspect of the listening tasks/activities in "College English". Decide whether you

- 5) STRONGLY AGREE
- 4) AGREE
- 3) NEITHER AGREE NOR DISAGREE
- 2) DISAGREE
- 1) STRONGLY DISAGREE

Please circle one of the numbers on the left side of each statement to indicate your response.

1	Students like the listening tasks/activities very much.	5	4	3	2	1
2	The listening tasks/activities are quite meaningful to students	5	4	3	2	1
3	The listening tasks are relevant and applicable to the practice of lecture listening and note-taking	5	4	3	2	1
4	The pre-listening activities are enjoyable enough for students to set a purpose for listening.	5	4	3	2	1
5	The while listening activities help students develop good listening strategies.	5	4	3	2	1
6	The pair and group activities during the pre-and post listening sessions involve students more actively in the learning process.	5	4	3	2	1
7	Students enjoy the opportunity of inter-student communication provided by the pre-and post listening activiite.	5	4	3	2	1
8	Students benefit a lot from the cooperative efforts and the inter-student communication when doing pair and group activities in the listening classes.	5	4	3	2	1
9	The listening tasks are challenging enough to motivate students.	5	4	3	2	1

Please mention any other motivating or demotivating feature(s) of the listening activities in "College English"

Part II. Read the following statements about the motivational aspect of the listening texts/passages presented in "College English". Decide whether you

- 5) STRONGLY AGREE
- 4) AGREE
- 3) NEITHER AGREE NOR DISAGREE
- 2) DISAGREE or
- 1) STRONGLY DISAGREE

Please circle one of the number after each statement to indicate your response.

10	The listening texts/passages contain things students want to know, quite apart the language itself.	5	4	3	2	1
11	The listening texts are important for students to widen their experience and knowledge.	5	4	3	2	1
12	The length of the listening texts are quite right.	5	4	3	2	1
13	The use of discourse markers in the listening texts is of much help to students as an aid in understanding real lectures in other subjects.	5	4	3	2	1
14	The organization of ideas in the listening texts helps students practise lecture note-taking.	5	4	3	2	1
15	The language used in the listening texts is neither too difficult nor too simple for students.	5	4	3	2	1
16	The listening texts are presented in class somewhat like real lectures.	5	4	3	2	1
17	The topics of the listening texts are interesting enough for students to discuss them in pairs and groups.	5	4	3	2	1
18	The listening texts contain new vocabulary items that are useful for students to know.	5	4	3	2	1

Please mention any other motivating or demotivating feature(s) of the listening texts in "College English".

Part III. Read the following statements about your own experience in the listening classes as an instructor. Decide whether you

- 5) VERY FREQUENTLY,
- 4) FREQUENTLY,
- 3) SOMETIMES,
- 2) RARELY, or
- 1) NEVER DO THE FOLLOWING ACTIVITIES.

Please circle one of the number after each statement to indicate your response.

19	I praise and encourage students' effort in the listening classes.	5	4	3	2	1
20	I devote enough time and attention to pair and group work in the listening classes.	5	4	3	2	1
21	I provide opportunities for students to respond and get feedback in the listening classes	5	4	3	2	1
22	I try to understand individual students' difficulties and pay due attention to them.	5	4	3	2	1
23	I make students aware of the objectives and the relevance of the listening activities.	5	4	3	2	1
24	I try to direct students' attention and effort towards the listening activities.	5	4	3	2	1
25	I allow them to depend on their own way of doing the listening tasks.	5	4	3	2	1
26	I encourage students to evaluate themselves in the pair and group work in the listening classes.	5	4	3	2	1
27	I use the audio-tape cassettes to present the listening texts.	5	4	3	2	1

Please mention any other thing you do in the listening classes to motivate your students.

The interview Items and Samples of the Interviewees' Response

I. The interview Items

1. How important is the listening skill to you?
2. Would you mention the reason(s) why you study listening in your course?
3. How much do you think what you learn in the listening classes helps you develop your listening skill?
4. Would you please give your opinions about the listening tasks in the course regarding their relevance to your need and their enjoyable nature?
5. Would you please give your opinions about the listening tasks/ passages in the course regarding their relevance and enjoyable nature?
6. Would you mention some of your instructors' practices during the listening classes to help you work harder to improve your listening skill?

II. Samples of the Interviewees' Responses

Interviewee I

1. Listening is a very important language skill because we use it every day in all classes. If I cannot listen and understand what our teachers say, I cannot learn anything. I think every student needs to develop this skill.
2. Personally, I study listening in the course to develop my listening skill. As stated in the course book, usually at the beginning of every new unit, the listening component is to help students develop different listening strategies.
3. I cannot explain exactly how much it helped me, but I feel that I have gained a lot from the course.

4. The listening tasks are generally helpful. They give us good practices of lecture listening. Particularly I like the activities of note-taking and writing a summary of the talk. In most of the activities, we practise not only listening but also speaking and writing.
5. The listening passage are generally interesting to me. They present some new information to me. In fact, some of the words are difficult and new to me but I try to get their meanings from the context.
6. Our instructor often tries to help us by reading slowly enough for us to understand the passage. He knows that we are poor in listening. So he advises us not to worry much about our failure to understand the passage.

Interviewee- 2

1. It is an extremely important skill because anybody cannot learn anything from lectures if he does not understand what is being said. As far as I am concerned, nobody can deny its importance. I think the teachers in high schools often use Amharic because students cannot understand fully when they explain everything in English. This kind of course should have been given in the high schools, too.
2. At the beginning of the course, I thought that listening could not be taught in the classroom. I used to believe that the individual learner would develop his/her listening ability through his/her own practice outside the classroom. I had to work in the listening class because it was a course requirement. But later, I have understood the importance of what we are learning in the listening classes. I work in the listening classes both to get a good grade in the course and to develop my listening ability.
3. I think I benefit a lot from the practices. The practices give me useful guide for my listening task in other courses.

4. The tasks are generally useful as they are consistent with the objectives of the course though some of them are too simple. What we actually do in real lecture-listening is more difficult than we do in the listening classes. Activities like getting the main ideas of the passage heard are very important for me.
5. The topics of the passages are too familiar. For example, the passage about AIDS nowadays. Ideas in the passages are well organised for practising note-taking. Some of the words in the passages are difficult but necessary.
6. Our instructor presented the passages using a record player only one day. Then I was much more interested in it than on any other day. He makes us discuss our views and answers to the given questions in groups. He tries to visit each group while discussing.

Interviewee 3.

1. Listening is a very necessary skill. Unlike the teachers in high schools, lecturers use little Amharic during lectures and they also give a lot of facts in a single lecture. If you cannot clearly listen and understand what they say during lectures, it is difficult to understand from books. So, listening is badly needed.
2. I never thought that listening could be taught like this. I expected that we would use audio cassettes during listening classes. When I did not find the things I expected, I simply worked to get a good grade in the course. Later, I recognized the importance of what we were doing in the listening classes. I started to evaluate myself by comparing my answers to the others' in the groups. Then, I started to work to develop my listening skill.
3. I think I benefit a lot. I used to believe good note-taking would mean recording almost all of what was being said. But now I know good note-

taking means taking down only the main ideas and the necessary supportive details.

4. The tasks at the beginning did not seem important because they were too simple for me. Gradually, they appeared to be more and more challenging. They became more and more relevant to achieving the objectives to help students develop their listening ability which can be used in other subjects. The tasks are also enjoyable as they involve me and my friends in practising the other skills when discussing our work in the given activities.
5. The listening passages are generally interesting to me as they deal with topics that are familiar and important. For example the topics "AIDS", "Culture" and "Study Skills" are all familiar but they are still important to discuss.
6. Our instructor often relates the topic with some important things from his knowledge. He is a helpful and friendly person. He treats everybody equally.

Interviewee 4

1. It is unquestionably important. Let alone in our case in which we have to attend lectures, everyone in the streets wants to develop this skill to receive any kind of information spoken in English. I wish I had had this kind of opportunity when I was in high school.
2. Here, I cannot say anything because our class used to skip this part of the course for unknown reason. Personally, I understood that listening is one component of the course when I took the first listening test. Our class did the listening part only in Unit 4.
3. I cannot say anything for the same reason.

Interview 5

1. Listening is such an important language skill that everyone has to develop it because it is the most frequently used skill in human communication. In our case, in order to learn from the lectures, tutorials or discussions, we should be able to listen and understand. Otherwise, we learn very little.
2. Personally, I do not think I have any linguistic problem of understanding what is being said in the lectures. I can understand the language as the lecturers often speak in the familiar Ethiopian accent and slowly enough to be understood by the students. So, I can understand everything. My problem in the lectures is understanding complex ideas, theories and principles. I work in the listening classes only because it is in the course.
3. I do not think it helped me much, I used to borrow audio and video cassettes to practise listening from the British Council Library when I was in high school. I still listen to different radio programmes and see films. I do not mean that what we learn in the listening does not help at all. Indeed, it helps a lot to most of the students.
4. Some of them are too simple. However, they keep everybody busy because he/she has to say something during the group work. They are presented to help students develop the language skills needed in the academic work.
5. The listening passages are well-designed or well-chosen to practise lecture listening and note-taking. The stories in the passages have definite structures so that the students can take notes being guided with the organization of ideas. In fact, the contents of the passages do not appeal to my interest.
6. His pronunciation is not attractive. He is very friendly and gives due respect to students. He tries to understand what problems there are with individual students and in the class.

LISTENING TEST I

STUDENTS! Today I am going to give you a talk on ...eh... an interesting aspect of the life of a friend of mine. Before you listen to the talk look at the questions. Now listen carefully to the talk and take down notes that will help you answer the questions. The title of the talk is **UP FROM MISERY!**

A friend of long standing who has never asked me to devote this space to advertising any enthusiasm of his ... eh ... has now, diffidently, made the exception. Well, he does not want to do anything less than what he can do ... eh ... through his own efforts and those of his friends, to pass along the word that, within walking distance of the great majority of the people, there is help waiting which can lead them out of the darkness.

Kenneth (we'll call him) is an arrogant fellow, ... something of a sport, tough-talking, ... eh ... an expert in his individualistic profession, who remembers getting drunk at college in the late '20's on the night he won an important boxing match, but at no other time during his college career. Oh! yes, before I forget ... emerging from college into the professional world, he slowly started drinking ... eh ... slowly hitting in his late 30's his cruising speed: two or three martinis per day.

Well ... well! ... I hope you know what martinis and gins can do to our health, don't you? Truly speaking, my friend was dearly attached to them, but not apparently dominated by: He would not ... eh ... gladly ... eh ... go a day without his martinis, but neither, after the third, did he require a fourth.

Then in the spring of 1972 his gentle, devoted wife had a mastectomy, that is, her breast was surgically removed; ... the diagnosis was optimistic ... eh... but with a shade of uncertainty. So, to boost his morale, he increased the dosage just a little. ... eh ... when, later that year, the doctor called to tell him the worst, he walked straightaway to the nearest bar. After she died, he began buying a fifth each of bourbon and gin on Saturdays, a week's supply to eke out the several martinis he had been drinking at and after lunch. ... eh ... Fascinated, he watched himself casually making minor alterations: ... "Make that quarts" ... was the modest beginning. Then the resupplying would come on Friday; ... then Thursday. In due course it was a quart a day.

In the morning he would begin; one, ... eh ... then up to five snorts before leaving for the office - later and later in the morning. Before reaching the door he would rinse out his mouth. But always - this fascinated him, as gradually he comprehended the totality of his servitude - he would, on turning the door handle, go back; for just one more.

At night he would prepare himself dinner, then lie down for a little nap, wake hours later, go to the kitchen to eat dinner - only to find he had already eaten it. Once he returned to a restaurant three hours after having eaten his dinner: he forgot he had

been there. Blackouts, he called the experiences.

On the crucial day it was nothing special. He walked home from the office, full of gin, and vomited in the street (... this often happened ... as you ^{may} guess ... eh ...), struggling to do this with self-confidence in the first-class quarters of the city. Well; you will not ask me why he goes to this "advantaged" sector. Anyway, ... eh ... on reaching his apartment he stumbled gratefully for the bottle, sipped from the glass... and was clapped by the hand of Providence.

He heard his own voice say, as if directed by an outside force, "What the hell am I doing to myself?" ... eh ... he poured his martini into the sink, emptied the gin bottle, then emptied the bourbon bottle, then went to the telephone and, never in his life having given a second's conscious thought to the organization, fumbled through the directory and dialled the number for Alcoholics Anonymous. Who are Alcoholics Anonymous ... AA ... in short? That is how they are called. Can you guess who they are and what they do?

... eh ... one must suppose that whoever answered that telephone call was as surprised as a fireman excitedly advised that a house was ablaze. Kenneth would like to ... inquire - but perhaps AA was too busy tonight, perhaps next week sometime? ... What? Come today? How about tomorrow? Do you have a meeting every week? You have 800 meetings in New York a week? ... Scores every night? ... Okay. Tomorrow.

Tomorrow would be the first of 250 meetings in ninety days with Alcoholics Anonymous. AA advises at least ninety meetings in the first ninety days. Kenneth had assumed he would be mixing with the masses. ... eh ... Always objective, he advises now that "on a scale of 1-10" - incorporating intelligence, education, success, articulateness - "I would rank around six or seven." He made friends. And he made instant progress during those first weeks, quickly losing the compulsion for the morning drinks. But for the late afternoon martinis he thirsted, ... eh ... and he hungered, and he lusted. He dove into a despair mitigated only by his thrice - daily contacts with AA. ... eh ... His banked-up grief for his wife raged now, and every moment, ... every long afternoon and evening without her, ... and without alcohol, ... eh ... were endless bouts with the haunting question: What is the point in living at all?

And then, suddenly, as suddenly as on the day he poured the booze into the sink. ... eh ... Twenty-seven weeks later, he had been deceived into going to a party. ... eh ... Intending to stay one dutiful hour, he stayed five. On returning, he was exhilarated. He had developed anew the capacity to talk with people, other than in the prescribed ritualisms of his profession, or in the boozy idiom of the tippler, that is the devoted alcoholic. ... eh ... He was so excited, so pleased, so elated, he could not sleep until early morning for pleasure at re-experiencing life.

Eh ... that was two months ago, and every day he rejoiced at his liberation; and prays that others who suffer will find the hand of Alcoholics Anonymous.

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

1996/97 A.Y.

College English I
Listening Test 1

Name _____ I.d. _____

Section _____

Department _____ Faculty _____

Programme _____

INSTRUCTION: Indicate your answers as clearly as possible in the space provided.

- A. Circle T or F, whichever is appropriate according to the listening passage.
1. T/F His friend asked him to write this story.
 2. T/F The phrase "out of darkness," refers to out of darkness
 3. T/F Kenneth is the actual name of his friend.
 4. T/F Kenneth was drinking heavily when he was at college.
 5. T/F Kenneth asked his friend to write this to tell people that there was darkness out there.
 6. T/F Kenneth's wife passed away in early 1972.
 7. T/F When his wife died, he started drinking more.
 8. T/F The doctor called Kenneth to tell him that if he didn't stop drinking, he would die soon.
 9. T/F Kenneth was fascinated by the doctor's comments.
 10. T/F Kenneth couldn't resist drinking even in his office
 11. T/F Kenneth was suffering from some form of forgetfulness.
 12. T/F This story about Kenneth was written two months after he stopped drinking

B. Fill in the blanks with appropriate words or phrases.

13. The title "up from misery" refers to the fact that Kenneth _____

14. Alcoholics Anonymous is an organisation that _____

15. The day that was crucial for Kenneth was _____

16. Mastectomy is _____

17. In the first weeks, Kenneth was quickly losing the compulsion for the morning drinks because he _____

18. Kenneth wanted this story to be written because he _____

19. Two instances that encouraged Kenneth to increase his dosage of drinks are
a) _____
b) _____

LISTENING COMPREHENSION QUESTIONS

PART 1

Decide whether each of the following sentences is TRUE or FALSE. Give your answers in the spaces provided:

1. Kenneth won his boxing match when he was 20. ANS. _____
2. At the beginning, Kenneth was more than self-confident in his behaviour. ANS. _____
3. He got drunk all through his college career. ANS. _____
4. Kenneth started drinking as soon as he entered the world of boxing. ANS. _____
5. He started consuming as many as three martinis per day when he was 37 (years old). ANS. _____
6. The maximum that he was able to consume per day was 5 martinis. ANS. _____
7. The death of his wife was the main cause for Kenneth's drinking habit. ANS. _____
8. Kenneth took his own initiative to stop drinking. ANS. _____
9. Meeting friends within his own rank was the first thing that helped Kenneth minimize his alcohol consumption. ANS. _____
10. AA normally advises at least 200 meetings in ninety days. ANS. _____
11. After all the efforts he made to the contrary, Kenneth failed to recover from being enslaved to alcohol. ANS. _____
12. Kenneth's case is a good example of AA's success in what it is doing. ANS. _____

PART II

Answer each of the following questions using a single word or a phrase:

13. Kenneth believes that the great majority of the people can get help to lead them out of _____.
14. His wife underwent _____.
15. The diagnosis was _____ but with a shade of uncertainty.
16. AS soon as heard about the death of his wife, Kenneth went directly to _____.
17. At the top of his alcohol consumption, Kenneth started taking a _____ a day.
18. On the crucial day, Kenneth _____ in the street.
19. The person who picked the phone to answer Kenneth's call was as surprised as a _____ informed of a housing being abiazed.
20. As a substitute for his alcohol consumption, he developed a new habit of _____.

College English Listening Test Two
(Talk-Script)

Time given: 1 hr

OUR FUTURE STOCK

During the next 50 years ... an incredible array of new technologies is expected ... to move from the lab... to the world of business. We are already seeing evidence of this today ... Robots are replacing humans on the production lines. ... Micro-computers ... have become fixtures in offices. ... Biofactories are beginning to manufacture batches of ... engineered human insulin ... The coming decades promise to be especially volatile and exciting for American business. The expected upheaval will profoundly change not only our lives but also those of our children and grand-children

For the more developed nations, this era of turmoil will be marked by economic difficulties ... problems with waste and pollution ... and continually ... dwindling resources. By contrast, the Third World countries will spearhead a new industrial age with the same fervor and energy that characterized early American industrial expansion.

The technological revolution that will prevail for the remainder of this century will create jobs and professions that as little as five years ago were nonexistent. These newly developed markets will demand of workers ... an understanding of sophisticated technical communications systems as well as an increased technical expertise. By the year 2001 basic skills that once were men vital to business will be rendered obsolete. The spot welder on the automobile production line... the clerk typist in an office, and the field worker on a farm will go the way of the steam boat pilot and the blacksmith of the 19th century industrialization era.

The most significant trend in years to come will be ... the shift from formation type jobs (factory work, office typing,

and general clerical work) to information type jobs (programming, word processing and supervising technical machinery). The American economy will witness the demise of the blue-collar worker as automation and robotics become more prevalent, heralding the rise of the steel-collar worker. Such traditional blue-collar employers as General Motors and U.S. Steel have already begun to automate their factories - a fact reflected in the swollen unemployment rolls in our industrial states.

By contrast, office and service jobs will be abundant, but only for those prepared to improve their technical skills. Again it will be automation that will displace many of the low-skilled and semiskilled workers in the present economy.

In fact, the era of the paperless office has already begun. ...It has been promoted by two principal developments: computers that process business information and the explosive growth of telecommunications systems and products. This office revolution not only has changed how work is done and information is handled but has redefined the function of everyone who works in an office; from the corporate executive down to the lowliest clerk...

For the job hunter of 2020, scanning classified ads will be a quick education in how drastically the work place will have changed. He or she is likely to see ... openings for such positions as ... biological historians, biofarming experts, computer art curators, fiberoptics-technicians, robot trainers, space traffic controllers, and tele conferencing coordinators, to cite but a few.

There will always be farms, but by the next century ... farmworkers as we know them will be scarcer. The business of farming will become ever more complex with computerized operations and robot harvesters, there will be no need for unskilled labor. The farm will be a place for people with training as electronic technicians, bioengineers and computer programmers. Indeed, the human farmworker some day may be simply the person with the phone number of the nearest robot repairman.

College English Listening Test Two (code A)
(Listening and Note-Taking)

Total marks: 5

INSTRUCTION

Listen to the talk and fill the blank spaces with suitable word (s) or phrase(s). (1/4 mark each point {blank space})

1. In the coming fifty years, alarming technological changes are expected; we see some of the evidence even today:
 - a. _____ are replacing _____ on production lines.
 - b. _____ have become _____ in offices.
 - c. _____ are beginning to manufacture batches of _____.

2. The rapid technological changes may have the following effects on developed countries:
 - a. _____
 - b. _____
 - c. _____

3. The technological revolution will create new markets that will require the workers to have:
 - a. _____
 - b. _____

4. By the year 2001 essential skills which are cornerstones of current business world will be things of the past. For example these will be regraded as outdated professions:
 - a. _____ on the automobile production line.
 - b. _____ in an office.
 - c. _____ in the farm fields.

5.

Information type jobs	Formation type jobs
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

College English Listening Test TWO (code B

Listening and Note-taking

Name: _____ Faculty (Dept.) _____
 Section: _____ I.D.No.: _____

INSTRUCTION

Listen to talk and fill the following blank spaces with appropriate words(s) or phrases(s).

1. During the next five decades alarming technological changes are expected to move from (a) _____ to (b) _____
2. As a consequence of the new technologies _____ will lead to a new industrial age that characterised early American industrial expansion.
3. Two examples of traditional blue-collar employers are:
 - a. _____
 - b. _____
4. Automation is expected to displace many of the following in the present economy:
 - a. _____
 - b. _____
5. The era of the paperless office has been promoted by the following main developments:
 - a. _____
 - b. _____

THE OFFICE OF THE DIRECTOR OF THE BUREAU OF LABOR RELATIONS

GUIDE TO THE BUREAU OF LABOR RELATIONS

6. The office revolution has brought about the following changes in office work:

- a. _____
- b. _____
- c. _____

7. The expected rapid technological change (upheaval) profoundly affects our lives; but it will also change the lives of

- a. _____
- b. _____

8.

In 2020, job opportunities available require the following qualifications	
1. in classified ads:	2. In farms:
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
.	
.	
.	

APPENDIX - E The Internal Consistency Test for the Raters' Responses

ITEM	RATERS								Σ	x	S.D.	S.D ²
	1	2	3	4	5	6	7	8				
1	1	1	1	1	1	1	1	1	8	1	0	0
2	1	1	1	1	1	1	1	1	8	1	0	0
3	0	1	1	0	1	1	1	1	6	0.75	0.433	0.188
4	0	1	1	0	1	1	1	0	5	0.625	0.484	0.234
5	1	1	1	1	1	1	1	0	7	0.875	0.331	0.109
6	1	0	0	1	1	1	1	1	6	0.75	0.433	0.188
7	1	1	0	1	1	1	0	-1	4	0.5	0.707	0.5
8	1	0	0	1	1	1	1	0	5	0.625	0.484	0.234
9	1	1	0	0	1	1	1	-1	4	0.5	0.707	0.5
10	1	1	0	0	0	1	0	1	4	0.5	0.5	0.25
11	0	0	1	1	1	1	1	0	5	0.625	0.474	0.234
12	1	1	1	1	1	1	1	1	8	1	0	0
13	1	1	1	1	1	1	1	1	8	1	0	0
14	1	1	1	1	1	1	1	0	7	0.875	0.331	0.109
15	0	1	1	1	1	1	1	0	6	0.75	0.433	0.188
16	0	0	1	1	1	1	1	1	6	0.75	0.433	0.188
17	1	0	1	0	1	1	1	1	6	0.75	0.433	0.188
18	1	1	0	1	1	1	1	0	6	0.75	0.433	0.188
19	1	1	0	1	1	1	1	1	7	0.875	0.331	0.109
20	1	1	0	1	0	0	0	0	3	0.375	0.484	0.234
21	0	1	1	1	1	1	1	-1	5	0.625	0.696	0.484
22	1	1	1	0	1	1	0	1	6	0.75	0.433	0.188
23	1	1	1	1	1	1	1	-1	6	0.75	0.661	0.438
24	1	0	-1	1	1	1	1	0	4	0.5	0.707	0.5
25	0	0	0	1	0	0	1	1	3	0.375	0.484	0.234
26	1	1	1	0	1	1	1	1	7	0.875	0.331	0.109
27	1	1	0	1	1	1	1	1	7	0.875	0.331	0.109
28	0	0	1	1	1	1	0	1	5	0.625	0.484	0.234
29	-1	1	0	1	1	1	1	0	4	0.5	0.707	0.5
30	1	1	1	1	1	1	1	0	7	0.875	0.331	0.109
31	0	0	1	0	1	1	1	1	5	0.625	0.484	0.234
32	1	1	1	1	1	1	0	0	6	0.75	0.433	0.188
33	0	1	1	1	1	1	1	1	7	0.875	0.331	0.109
34	1	0	0	1	1	1	1	1	6	0.75	0.433	0.188
35	1	1	0	0	0	1	1	1	5	0.625	0.484	0.234
36	0	1	-1	1	1	1	1	1	5	0.625	0.696	0.484
37	1	1	0	1	1	1	1	1	7	0.875	0.331	0.109
38	1	1	1	0	0	0	0	0	3	0.375	0.433	0.188
											ΣS^2_i	8.28
25	28	20	28	33	35	31	17	217	27.125	5.818	33.859375	

Scoring Code

- 1 = Good items
0 = Doubtful items
-1 = Poor items

Sum of each item variance (ΣS^2_i) = 8.28

Total Variance of the test (S^2_x) = 33,859375

Number of items (N) = 38

Therefore, the internal consistency of the rater' rating using a cronbach


Alpha is:

$$\begin{aligned}\alpha &= \frac{N}{N-1} \left[1 - \frac{\sum S^2_i}{S^2_x} \right] \\ &= \frac{38}{37} \left[1 - \frac{8.28}{33.859375} \right] \\ &= \frac{38}{37} (1 - 0.2444508) \\ &= \frac{38}{37} \times (0.7554591) \\ &= 1.027027 \times 0.7554521 \\ \alpha &= 0.77587669 \\ \alpha &= \underline{\underline{0.78}}\end{aligned}$$

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Name Mulugeta Teka

Signature 

Place Institute of Language Studies,
Addis Ababa University

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