

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**FACTORS THAT AFFECT STUDENTS' MOTIVATION TO
LEARN SPOKEN ENGLISH IN GRADES NINE AND TEN
IN SOME SELECTED SECONDARY SCHOOLS
IN EAST SHOA ZONE**

**BY
DEMISSIE SENBETU**



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REQUIREMENTS FOR THE DEGREE OF MASTER OF
ART IN CURRICULUM AND INSTRUCTION

ADDIS ABABA UNIVERSITY
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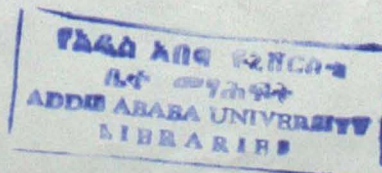
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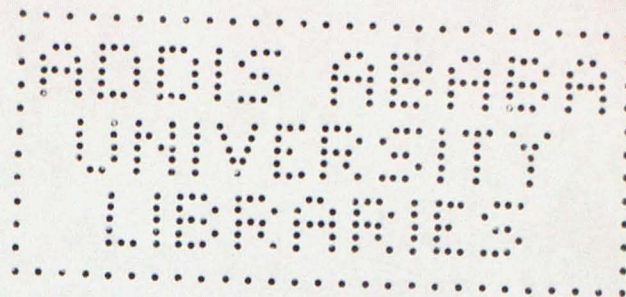
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ABBREVIATIONS

BOSS	Boset Secondary School
BSS	Bishoftu Secondary School
CLT	Communicative Language Teaching
CSS	Chefe Secondary School
EFL	English as a Foreign Language
ELIP	English Language Improvement Program
ESL	English as a Second Language
ICDR	Institution of Curriculum Development and Research
MOE	Ministry of Education
OSS	Odanebi Secondary School
TCHS	Tulu Chukalo Secondary School
TOEFL	Test of English as a Foreign Language

ABSTRACT

The purpose of this study was to understand the factors that affect grades 9 and 10 students' motivation to learn spoken English in some selected secondary schools of East Shoa Zone. The study explored the experiences, attitudes, and perceptions of the participants through interview, classroom observation, achievement tests, self report questionnaire, group discussion and document analysis, such as school marks. On the bases of this, the study investigated the factors that affect motivation to learn spoken English.

The correlation between motivation, and English language achievement at both target grades was analyzed by the method of transcription, description and word expression.

The findings of the study indeed have indicated that factors such as parents' involvement, teacher character, peers' behavior and curriculum were found to impose considerable impacts on students' motivation to learn spoken English. Socio cultural situation, classroom condition and supplementary materials also were considered as influencing factors. Based on these findings, conclusions are reached and implications of the findings are indicated and forwarded.

In sum, the findings revealed that the level of students' motivation to learn spoken English is low, the factors that affect students' motivation to learn spoken English are parental involvement, teacher situation, the environment, socio cultural situation and curriculum while the correlation between student's motivation and their achievement of English is also found to be positive.



CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Education enhances human development and enables him/her to transmit his/her experience, new findings and values from one generation to another. It also builds the capacity of individuals and society to actively participate in the economic, social and political development of a country by offering knowledge, ability, skills and attitudes (MOE, 1994). The old education system in Ethiopia was criticized for its poor accessibility, expansion, distribution, preparation of contents and instructional method, etc. These and other related problems believed to be drawbacks against the goals it was planned for. To minimize the problems the new Ethiopian Education and Training Policy (1994) has been formulated in the way that it can bring about the required social, economical, and political development through its improved objectives, contents, aims, goals, instructional methods, distribution, access and quality of the education at primary, secondary and higher education levels. Thus, Education at general secondary school level is also planned to enable the students identify their field of interest for further education, prepare themselves for specific training and world of work (MOE, *ibid* 7). To implement the new curriculum the teacher, the school facilities and the participation of the learners play decisive roles.

However, inadequate facilities and lack of educational materials, insufficient training of teachers, overcrowded classes, and the situation of students' participation have affected quality of education in general (MOE, *ibid*: 12-14). As one of the factors the teaching of language has a great role in education. Poor quality education affects the teaching/ learning of language and poor quality of language teaching also results in poor quality education in turn.

This situation has increased governmental concern to improve the English proficiency of Ethiopian teachers since 2002.

According to MOE (2002), English has played an important role in the field of education. It is a medium of instruction in high schools and institutions for higher learning. English is also used for practical purposes of communication. It serves as the language of education, science and technology and as a necessary link with the outside world. Therefore, students who are at different levels of education are required to use productive skills such as speaking and writing effectively in order to meet the above goals. Nevertheless, most of the learners especially at primary and high school levels, have problems with the spoken English. Concerning this, MOE (Ibid) also says that it is a widely held belief that the status of English is very low in Ethiopian schools at all levels. Although the problem is common for all language skills, the problem of the speaking skill is remarkable. As spoken English entails different components of conversational language, it almost touches upon all other skills. Therefore, the problems a learner faces in spoken language contributes to the entire problems in the language. Although it could be contributed by different factors learning takes place effectively when the learner is motivated to learn and actively participates.

"Concerning the relationship between language learning and motivation, a number of educators confirm that there is a considerable interest to day. They argue that the notion motivation to learn a second language or foreign language involves intelligence and verbal ability (Gardner, 1991). The educator further described that the concepts like attitudes, motivation, and anxiety were not considered to be important at all. Today, much of this has changed and it is believed that the affective variables are important.

According to Brown H. (1994), learners need to have positive attitude towards the speakers of the language in order to be motivated to learn it. Brown further elaborated that most of the learners who lack motivation neither participate nor use English in and outside the classroom. In sum, although

there are a lot of problems to learn spoken English, on the part of the learners, quite clearly, it is the desire of all teachers to bring about learning and their efforts to do so. (Campbell et al, 1993) As it is stated, although the teachers have always tried to advise the learners they hardly participate in the speaking activities which have a great effect on learning. So, the effects of students' motivation towards the teaching/learning of speaking English is great. According to Crooks and Schmidt (1998) a number of variables may affect the learning of a second language speaking, but many of the variables are dependent on motivation for their effects to be realized. For instance, language learning strategies will not be used if the individual is not motivated to learn the language as there is little or no reason to take risks using the language. Thus to them, motivation is a central element in learning a second language. Furthermore, the educators consider motivation from three perspectives. That of student, the teacher, and the researcher which do not often coincide. They elaborate that what is motivational or motivating to the teacher may not be to the student, and what the researcher considers as motivational may not be seen as such by either students or teachers.

1.2 Statement of the Problem

As it is mentioned above, education aims at cultivating individuals' capacity for problem solving and development in general. The concept and the correlation between motivation and student achievement is discussed in depth.

Education is communicated to the learner through English at higher level. Thus English is not only one of a world language, but it is also taught in Ethiopia at all schools and colleges. At high schools and colleges, it is a medium of instruction for all subjects. In addition, it is also used as a language of science and technology, commerce and working in some government and non government offices. This makes its study indispensable MOE (2005: 1-4). However, most students have problems in learning English language in general and spoken English in particular. Most of the student

cannot communicate in English effectively. As one of the major areas of language, spoken English is very important for human communication in particular. (Jemal, 1997: 5). For instance, major components of spoken English such as pronunciation, vocabulary and conversation play crucial role in verbal communication. Hence, spoken English is the most important skill in everyday activities. Nevertheless, problems such as lack of students' motivation in learning the skill, teacher's techniques of teaching and contents of the textbooks, schools with their facilities may contribute to the problems (Girma, 2003: 108-144).

Regarding the problems of teaching spoken English, Jemal (1997) indicates that most second language learners do not practice to use English in the class and outside. This is because they develop language anxiety for different reasons. Jemal's study was on some factors in general. However, this study firstly examines problems of students' motivation in the teaching and learning of spoken English in particular.

Secondly it is thought that teachers also make the learning of spoken English difficult through their methods which make learning teacher-centered. Hence, the learners are hardly exposed to practice. Thirdly the contents of the existing textbooks may not help as much as one wishes in the teaching and learning of language service in real communicative purpose (Cook, V. 1991). Moreover, social and psychological factors also may contribute to the problem. As a result, the learners remain unable to communicate effectively in English language even at higher education level. Because the speaking skill entails a number of communicative activities and sub skills, learners mastery of a wide range of sub skills added together, constitute an overall competence of spoken language. Thus the problem a learner faces in speaking affects the entire proficiency in the language.

It is clear that the speaking skill is learned best by using the target language (Klein 1982: 81). This is possible only when situations such as students motivation, teachers' methods of teaching and contents of textbooks are

improved. Other educators suggested that both teachers and learners should plan strategies of learning which include monitoring one's own speech or writing. They for instance, say that teachers should make learning student-centered so that students would be able to develop confidence and choose their goals which in turn motivates them towards the learning of speaking.

1.3 Purpose of the Study

The main purpose of this study was to understand problems of grades 9 and 10 students' motivation in learning spoken English. The study enabled me to understand the logical relationship between the level of motivation and learning by raising 'how' and 'why' questions. Thus in particular the study attempted to examine:

1. The extent to which students' motivation influence their learning of spoken English.
2. The factors that influence students' motivation of to learn spoken English.
3. Whether there exists a relationship between students' motivation of learning spoken English and their performance.

1.4 Basic Research Questions

In order to achieve the above stated purposes the following basic research questions were raised and answers were sought for.

1. What is the level of motivation of students in grades 9 and 10 of East Shoa zone to learn spoken English?
2. What are the factors influencing students' motivation of learning spoken English?
3. Is there a relationship between students' motivation of learning spoken English and their performance?

1.5 Justification and Significance

According to Zephyr, (2005) nowadays the problems of learning speaking has become a global issue. Speaking is believed to be a better indicator of students' English ability and academic success while it also makes workers successful professionally. The educator underlined that the absence of speaking tests in TOEFL internationally has affected the academic and professional success of the students and professionals, respectively. As a result, it has been decided that the test of English as a foreign language (TOEFL) would include the speaking skill test to measure the ability to speak English clearly and fluently.

Based on this, in Ethiopia where the teaching of English has many other problems in general and where there are no any speaking tests which may encourage the students to study the skills for academic success makes this study significant.

This study, therefore, could have the following contribution to the concerned beneficiaries:

1. provide further information to the teachers in order to cope with the problems that affect students' motivation towards learning, by considering their teaching styles, classroom and other conditions using different techniques.
2. indicate how lack of motivation hinders the teaching learning of speaking, it creates awareness.
3. informs school administrators to provide the teachers with necessary educational materials and create conducive teaching environments to increase level of academic achievement of the learners.
4. educators (curriculum planners) in curriculum development and method of instruction (to revise the objectives, contents and methods).
5. the parents and school counselors to help the learners accordingly and students themselves to be well aware of their own problems and try to minimize them and

6. researchers to conduct further study on the problems related to students' motivation in the teaching/ learning of speaking.

1.6 Scope of the Study

Since lack of students' motivation should not be taken as the only indicator to the problems of teaching-learning of foreign language in grades 9 and 10, identifying some other factors which may cause problems to the teaching learning of English is also very important. Thus, this study focused on identifying the factors that cause problems of students motivation in the teaching learning of the speaking skill, in grade 9 and 10 in East Shoa Zone.

It was not the purpose of this study to investigate the effects of all factors of the teaching/learning of the English language speaking, nor it was the study of all sorts of motivation. It rather was concerned with the factors that affect learners' motivation in learning English speaking as a second/foreign language. The study specifically dealt with achievement motivation which works for school settings. Thus it is delimited to the investigation of the factors that affect learner motivation in learning spoken English and the relationship between achievement motivation, and the learning of spoken English as a second language.

1.7 Limitations of the Study

An in-depth investigation should have been done on the curriculum and educational materials to see their effects thoroughly in relation to motivation to learn was used as one of the minor factors in this paper, the study did not focus on this factors a major issue.

Parents' of high achievers and low achievers (participants) were not interviewed because of time constraints (need extended time) although they were taken as one of the major factors that influence learners' motivation.

Because the study is qualitative case study it was limited to a few secondary schools which were purposively selected in East Shoa Zone. Therefore, the results obtained and conclusions reached may not necessarily reflect the condition of all secondary schools in East Shoa zone.

1.8 Organization of the Study

This paper consists of six chapters. The first chapter is the introduction under which the background of the study, statement of the problem, significance of the study, delimitation, purpose of the study and organization of the study are presented. The second chapter is the review of related literature which provides the reader with information related to the teaching/learning of spoken English and the factors that affect it. The third chapter deals with research design and methodology such as data collection instruments, data management and analysis. The fourth chapter comes with discussion and analysis. In this chapter, information about the size of the study, data collected through questionnaire interviews, observation, self-report questionnaires, students' private document and achievement tests collected are discussed. The fifth chapter is a cross case analysis of the five separate case studies. The six and the last chapter presents conclusion and implications of the findings.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this section of the paper, various literature which reveal relationship between learner motivation and the learning of spoken English are investigated. In reviewing the literature the concept of both speaking skill and motivation are presented. Next, the teaching of speaking in the world as well as in Ethiopia, types of motivation, (intrinsic and extrinsic), achievement motivation, and sources of motivation are reviewed. Finally, major factors that affect the teaching /learning of spoken English are discussed on the bases of different scholars' ideas.

2.1 The Concept of Teaching Spoken English

As it is discussed above, the speaking skills make students successful both academically and professionally. Thus it is believed by many school officials that students who take international tests should also take speaking as a part of the test. (Fujikawa, 2005, 1-4). According to Nunan (2003) also many linguistics and ESL teachers agree that students must learn to speak in the second language by using interaction for the successful teaching of communicative language.

According to Cele, (2001) and Baruah (1991) speaking is a very important part of second language learning, because the ability to communicate in a second language clearly and efficiently contributes to the success of the leaner in school and later in life. The scholars add that it is essential that teachers pay great attention to teaching speaking, rather than leading students to pure memorization.

The scholars consolidate the above idea by indicating 'how' and 'why' speaking must be taught. For the sake of clarity discussing the definition of

speaking seems to be appropriate before discussing about the teaching of speaking globally and nationally in our country. According to Chaney (1998)

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Despite its importance for many years teaching speaking has been under valued and English language teachers have continued to teach speaking just as repetition of drills or memorization or dialogues.

This definition also strengthens the idea of the above educator indicating that speaking is very important, undervalued and was taught in the way it could not be developed. Still another educator stresses that speaking as a skill is not 'the oral production of written language' but it involves learners' mastery of a wide range of sub-skills which added together constitute an over all competence in the spoken language." (McDonough, 2003).

As we can analyze from this definition, oral production of drills (Written language) can not be considered the teaching of speaking because it requires learner's mastery of language in different contexts (settings). Thus it seems to mean that a teacher must understand the meaning and method of teaching speaking ahead of time. Although speaking has not been given due attention today's world requires that the goal of teaching speaking should improve students' communicative skills. This is because only in that way that students can express themselves and learn how to follow the social cultural rules appropriate in each communicative circumstance.

"This discussion also elaborates the above idea. It stresses that the learner must be involved in the teaching learning of speaking by the means of communicative approach which is participatory method of teaching language.

According to Nunan (2003), Brown, (1994) and Harmmar (1984) teaching speaking is to teach ESL learners to produce the English speech sound patterns and rhythm of second languages select appropriate words according to the appropriate social settings, audience situation and subject matter,

organize and use their thoughts in a meaningful and social sequence, use the language quickly and confidently with few unnatural pauses (fluency)." To this end, the educators suggest activities, such as role play, discussion, simulations, information gap, brainstorming, storytelling, interview, reporting, playing cards, songs, poems rhymes and chants etc, which promote the learning of speaking.

2.1.1 English as a World Language

According to MOE (1994), English is one of the most widely used international languages. It is spoken by a very large number of people and is spoken in all six continents. It is also official or semi official language in more than sixty countries in the world. Concerning the speakers of the language we see that there are more than 380 million people who use English as their mother tongue, about 300 to 350 million speak it fluently as their second language, and about 100 million people have learnt English as foreign language and can speak it either very well or quite well (MOE, Ibid) and MOE (2005) also stated that globally, English has a dominant position as far as the language of education, commerce, communication, science and technology is concerned.

According to MOE (Ibid), and Melakneh (1998)

English dominates international media, (radio, television, the press) more books are printed in English than in any other language in the world and quality educational textbooks are also published providing up to date information, scientific research and media (newspapers, magazines, and internet). Thus 80% of computerized data is stored in English and still three quarter of the world's mail is written in English.

In sum, the above discussion reveals that English is spoken by a very large number of people in the world and has dominant position in media, different field of study, communication, commerce, technology, education, research and computerized data, MOE (Ibid) further indicates that English is the most used language of diplomacy and international conferences. In international

business it is also the main language of advertisement, tourism industry and the official language of the world air lines. English is also the most used language of entertainment including music and sport. Based on these discussions, one could claim that English deserves study. Thus many countries study it for variety of reasons. However, the teaching of English speaking in the world in general and in Ethiopia in particular has not been given attention. As mentioned earlier, the test of English as a foreign language (TOEFL) is a tests that most international students have to pass to enter U.S. universities is given internationally. However, this test even doesn't give room to speaking skill (doesn't include speaking test).

According to some international school officials, if the examination include speaking test in TOEFL it can help students' academic success. They stress that the test alone cannot properly evaluate students speaking skills. The school officials further recommended that proficiency in speaking makes one successful both academically and professionally later on his job.

This discussion then seems to indicate that studying English language in general the speaking skills in particular is important for both academic and success on job. In sum, it seems that the above uses of English make its study indispensable internationally and in Ethiopia.

2.1.2 The Teaching of Spoken English in Ethiopia

A number of educators have studied about the factors that make the teaching learning of English language difficult in Ethiopia. Among the difficulties they found through their studies teachers' and students' problems are the major ones. Teachers have lack of adequate training, awareness, language proficiency and lack of methodological know how while students have lack of motivation, discipline, good learning experience and awareness on their part (Girma, 2003). In addition to these major problems, there are still other factors which may contribute to the problems. For instance, the large number

of students in a class, lack of educational resources, and access to authentic language can be cited.

Concerning the significance of teachers' language awareness Wright (1991) describes it in terms of using different tasks which are developed with a number of activities. He stresses that making teachers well aware of tasks and their elements to be employed in language teaching is inevitable. Wright (Ibid) further stresses that teachers are to be involved in different language activities by speaking (oral) which are communicative. These activities include a number of sub skills such as conversation, speech, oral skills, vocabularies, sounds, syllables, stress, rhythm, intonation, etc.

As it could be considered from the above discussion if the teacher lacks proficiency, professional training, awareness and methodological flexibility and the students lack good discipline, awareness, motivation to words learning and still other problems are added the effective teaching of language is unthinkable. Teachers have problems in teaching English specially in implementing new methodologies such as communicative language teaching (CLT). Among language problems deficiency in spoken English, deficiency in strategic and socio-linguistic competence in English, lack of training in the new methods misconceptions about the new methods, lack of time and motivation are the commonest ones (Yonas, 2003: 37).

Based on this utterances, one may analyze that the teaching learning of English specially teaching speaking has many drawbacks in the country. Although teachers role in teaching of the language is decisive, they lack adequate professional training, exercise, and awareness about the new methodology. They rather hold negative attitude to Wards it, thus the new innovation could not be effective (Girma, 2003). MOE (2005:1-5) also adds that English teachers (specially primary school where students need basic knowledge) are uncomfortable with group and pair works. They focus on grammar or accuracy than fluency (Communication skills). They have less

methodological techniques to work differently, depend much on text and ask serious questions about the materials they need to work.

It can be understood from the above discussion that the teaching of English in general faces many draw backs in Ethiopia. According to the educators, of course, most of the problems in teaching the language affect the teaching of speaking specifically because most of them are caused by deficiency of spoken language and communicative approach.

As it has been discussed above, although it is about a decade since the communicative approach of teaching English language was introduced to Ethiopia, the teaching of speaking in the country still seems to follow traditional method of teaching which is teacher fronted. In most cases it remained to be the teaching of language rules in stead of language uses. As a result, the entire teaching activities specially that of speaking failed to be effective. Thus the learners at all levels of education in the country experience deficiency of spoken language (Littlewood, 1991 cited in Girma, 2003). Of course, the teaching of language rules and teacher centered method do not seem to help the students to learn the speaking skill effectively whereas the best alternative seems to be the use of communicative methodology which gives room to learner's participation. In other words, among the entire problems that affect student's learning of speaking lack of motivation is the major one. In sum, the teacher with his method and language proficiency, the leaner with his attitude, motivation and participation, the unavailability, inadequacy of educational resources, and access to conducive environment affect effective learning of spoken English.

2.2 The Concept of Motivation

2.2.1 Definition of Motivation

As a general term motivation can be defined in a variety of ways. This is because different scholars define it according to its services in their respective fields of study (Elliot, 2000).

From this idea one may see that motivation is viewed in different ways by different scholars that it may be difficult to define it with a word. Lumsden (1994) also adds to this notion. He says that there are many definitions of motivation by taking money, fame, fortune, intellect and the like as some of the things motivate individuals. The educator further elaborates that we must remember that a group of individual may be equally motivated to under take a task but the sources of their motivation may be different.

This discussion then consolidates the idea describes that motivation is viewed in different ways according to its uses in a given field of study.

According to behaviorist motivation attempts to explain why a behavior is (why people do what they do). They (behaviorists) prefer to speak of motivation interms of one's history and schedules of reinforcement and the consequences/ contingencies under which one currently operates.

The behaviorists seem to believe that motivation is a learned behavior and reinforcement. On the other hand, non-behavioral psychologists/ educators on their part view motivation as having two dimensions intensity/ strength/, and direction. In addition, these educators often describe motivation in terms of need and drives. They categorize the needs as deficiency needs (physical safety and security), belonging ness, esteem growth and needs.

As we can see from this utterance, psychologists view motivation as some thing that has intensity, direction, needs and drives. For Lepper (1988) motivation is 'a compel' to learn something naturally and a push in the direction to learn. The scholar elaborates that students can be motivated intrinsically because of their natural curiosity and extrinsically for a tangible reward of some type. To this end, this discussion shows that motivation is a force (a compel) to learn something. It may also be an intrinsic and extrinsic force Atkinson (1996) also defines motivation as "the influence of success or failure". According to him, we are motivated by both 'hope of success and fear of failure' Atkinson (Ibid) furthermore indicated that these two motives (hope

of success and fear of failure) are conflicting. As a result, when the hope of success is stronger than the fear of failure, a person will work on an achievement.

Based on this notion, it could also be said that motivation is defined in terms of achievement. Still other scholars define motivation in other words. For instance, Littlewood (1994) defines it as the force that makes students develop autonomy and independence in their learning.

In summary, the term motivation seems to be so general a concept that it is not confined to a single definition which can be described with a word or words. However, all of the educators who defined motivation in different ways share a common idea in their definitions. They all believe that motivation is a general concept which can be defined in different ways by different scholars, a need, drives, and external or internal force, a hope of success and fear of failure, which makes one work or do towards a goal. In brief, they all hold the belief that motivation is a force that energizes, sustains and directs behavior towards a goal in its general sense.

2.2.2 Theories and Types of Motivation

It has been discussed that motivation is a general concept that is perceived in different ways by different scholars. Theories/views of motivation have briefly been discussed below to see how some scholars view it.

According to Aggarwal (1994), educators have different views of motivation in learning which they call "theories of learning" the theories can help in understanding motivation. Some researchers argue that learning and motivation are so strongly interrelated that a person can not fully understand learning without understanding impacts of motivation. The theories commonly used in learning are behaviorism, cognitive and humanistic view of motivation.

Behaviorism Motivation as Reinforcement

The followers of this view claim that re-enforcement results in an increase of behavior. According to them praise, happy face, high test scores, and grades are re-enforcers that can cause this increase because they are ends that result from students effort. They are potential extrinsic motivators. For instance, wanting to avoid consequences for failing to do home work suggests extrinsic motivation.

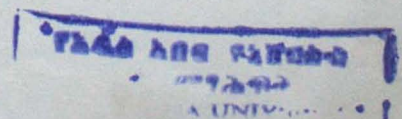
The behavioral approach to motivation however, was criticized because re-enforcers decrease intrinsic motivation because of the 'how' of rewarding the behavior. In addition, this view is criticized because it narrows learner's focus causes logistical problems (demanding time and energy).

Cognitive Theories The Need to Understand

According to Aggrawal (Ibid) Baron (1995), Eggen and Kauchak (1977), cognitive theories of motivation focus on learner's needs for order, predictability and an understanding of events. The educator add cognitive theories suggest that each is motivated by the need for order and understanding. Similarly, Piaget (1952) says 'when peoples' schemes are inadequate to explain events they are motivated to modify schemes and this process result in development. The educator further says that cognitive theories focus on two personal factors expectations and beliefs. According to this theory learners are motivated to work on a task to the extent that they expect to succeed on the task and value task achievement or other potential out comes. They develop a sense of self-efficacy (learners' beliefs about their capability to succeed on specific task).

Humanistic View of Motivation

The followers of this view say that it is the total personal physical, intellectual, emotional and interpersonal and how these factors interact to affect learning and motivation. The educators conclude that this theory focuses on individuals' perceptions, responses to internal needs and the drive for "self-actualization," or "becoming all that one can be"



In sum, the above elaboration briefly indicates that each theory has its own view of motivation. Thus behaviorism theory of learning believes that reinforces such as rewards cause motivation. They (behaviorist) believe that learners work hard when they are rewarded. Cognitive theory on its part believes that learner's expectations and beliefs or expecting to succeed and valuing a task causes motivation while in humanistic theory it is believed that there is no unmotivated learner because it is concerned with integrative internal force in which internal needs and the drive for 'self actualization', or "becoming all that one can be' exists.

2.2.3 Types of Motivation

According to Kelin (1982) factors interact in contributing to motivated behavior are divided into internal and external. Similarly, motivation is also affected by internal and external factors. Thus the motivation that learners develop as a result of factors from inside the self is internal motivation while the motivation that learners develop as a result of factors from outside is external (extrinsic) motivation.

Intrinsic Motivation

Aggarwal (1994) and Baron (1995) define intrinsic motivation as the desire to engage in a task for one's own sake. It is a response to needs within the learner such as curiosity, a desire for competence, etc. The discussion reveals that intrinsically motivated person is not forced by a form of reward or punishment. As Witzel (2003) cited in Gardner (1991) puts young children are compelled to learn because of their natural curiosity in life. However, older children seem to need a push in the direction to learn. This describes the two types of motivation thus intrinsic motivation describes the young child. This is the motivation from within and the desire some one feels to complete a task including natural curiosity. Intrinsic motivation is anything we do to motivate ourselves without rewards from out side sources. The above statement briefly means that an intrinsically motivated individual does any thing he do to respond to the needs within in him or to motivate oneself without rewards or

punishment from external sources. In relation to learning also one is compelled to learn by a motive to understand and originating their own curiosity.

According to the scholars there are different things a teacher can do to trigger this type of motivation in students. The scholars add that rewards, task completion, feedback or result, acquisition of knowledge or skills and sense of mastery can be taken as major examples of intrinsic motivation. The elaboration evidently shows that intrinsic motivation is very important to learn because it is affected by neither rewards nor punishment as in the case of extrinsic motivation. With respect to this idea Witzel (Ibid) states when intrinsic motivation is mastered in students, extrinsic motivation becomes null. This student will be motivated to do things for his or herself without the presence of a tangible reward.

Consequently, the scholars in the field of education and psychology believe that intrinsic motivation re-enforcement for learning is better than external ones. They say "although there is no research that shows whether intrinsic motivation produces higher performance or better attitudes than external reinforcement, still we do want people to internalize a love of learning.

Extrinsic-Motivation

As Aggarwal (1994) and Woolf (1995), put, extrinsic motivation is the desire to engage in a task as a means to an end come from outside the learner in the form of high test scores grades, and teacher compliments. So, an externally motivated learner seems to be engaged in a task to score a high grade and avoid possible punishment. For instance, when students need extra boost to do well in school, they become engaged for a tangible reward of some type. This describes extrinsic motivation which is the will to do some thing based on encouragement from an out side source. This type of motivation said not to be productive for the future (Myer 1999). The scholar further states that 'extrinsic motivation' is seeking external rewards and avoiding punishment, i.e. externally motivated student is pressed and worried about grades and

rewards while intrinsically motivated is interested, feel competent with no grades but for the sake of oneself. External motivation from teachers in the classroom, may be productive for that class but the students will continue to have problems with motivation in the future.

According to the scholar when a child completes a task or behavior based solely on a reward there is no permanent change. Thus a child promised a treat for learning or acting responsibility has been given every reason to stop doing so when there is no longer a reward to be gained.

The statement seems to reveal that external reward or extrinsic motivators do not cause permanent motivation to an individual.

Kohn (1994) and Myer (Ibid) state that the grades are probably the most positive example of extrinsic motivation. Many students are driven by grades for higher education and future jobs we can use extrinsic rewards in two ways to control the student and to in from his success for reward or congratulation. But activities often drop when the control and rewards are taken away.

As it could be analyzed from the description, grades are considered to be the most positive motivators and external motivation is used to control and inform an individual's success.

Achievement Motivation

In the field of education a number of educators have written about achievement motivation. As the main purpose of this study is also to examine the problems of students' motivation in learning spoken English, discussing achievement motivation is also important. According to Aggarwal (Ibid) and Woolfolk (1995), students pay attention turn in their work and study for test when they are motivated because motivation is critical for learning. However, students are not motivated to perform the task their teachers set for them because their goals are not the same.

This statement shows that students are motivated to accomplish the tasks they want to because the teacher may not identify what the students want and need as they are different in behavior (the teacher must study students' interest)

To identify the difference between a motivated and an unmotivated person, think of some one who strives to succeed and the one who is less disciplined and is driven. The first person has high achievement motivation while the second one is not. To measure motivation Myer D. (1999) states the following.

... People fantasies would reflect their achievement concerns. So, the subjects are asked to invent stories about ambiguous pictures. As you might expect from their persistence and for realistic challenges as to result of the stories of the subject thus it is correlated with achievement motivation...

From this utterance it seems possible to understand the relation between motivation and achievement. More specifically, Myer (Ibid) agreed that:

People with high achievement motivation do achieve more. Those who were most successful were more ambitious, energetic and persist. Highly motivated (outstanding and self disciplined, willing to dedicate hours every day to pursuit on their goals. People whose stories suggest low achievement motivation tend to choose either very difficult or easy task where failure is either likely or embarrassing. Those whose stories express high achievement motivation tend to prefer moderately difficult tasks where success is attainable yet attribute to their skill and effort.

Concerning this idea Summon (1994) cited in Myer (Ibid) also underlines that outstanding people who are super achievers were distinguished not so much by their extra ordinary natural talent as by their daily discipline, the result was success they stressed that analysis of the life histories of great scientists, philosophers, political leaders, writers, and musicians confirm the importance of disciplined motivation. Comparatively as seen from the discussion, it seems that one may see that achievement is measured with fantasy stories and self

report questions and there exist great difference between a motivated and an unmotivated person.

Sources of Achievement Motivation

Sources of motivation are basically three the family, the society and the school. Although people have similar potential, one individual is highly motivated when another is often less motivated. Dweck and Elliot (1999) cited in Myer (1999) say that highly motivated children often have parents who encourage their independence from early age and praise and reward them for their success. These children achieve well at school and are praised for their achievement. Moreover, the scholars described that motivation is cultivated in school and environment. To elaborate this idea, let us use the words of Myer (Ibid: 335) "there are some strategies to be used at home, school, and in the environment, to evaluate performance and create incentives for excellence". Thus creating learning environment that boost motivation, effective teachers cultivate students intrinsic motivation in different ways. For instance, we can encourage students by providing tasks that challenge and trigger curiosity because intrinsic motivation stimulates achievement.

As we understand from the discussion, the educator gives emphasis to intrinsic motivation. This is because intrinsically motivated person performs activities for his/her own sake.

In relation to the above idea, if a teacher wants to motivate the learners he should not control them overly. Because over controlling has negative implication. In addition to this the teacher is expected to teach the new language text by relating it with learners' previous experiences by transferring system (Myer, Ibid), Elliot (Ibid). To this end, the teacher should be very careful so that he would not demotivate the learners in trying to motivate (by controlling them overly).

2.3 Factors that Affect Students' Motivation to Learn Spoken English

The factors that affect student motivation in learning speaking may be many. They are extrinsic and intrinsic motivations in general. The study will investigate some of the factors which are supposed to answer the basic questions in the study.

2.3.1 Parental Involvement

A very important factor involved in motivating students and creating life long learners is the parents. Parental involvement in school and home is important in motivating students. Parental involvement produces both good role models and gives them another source to learn and includes many different things as well (Gonzalez, 2003 cited in Gardner, 1991). The educator adds that a parent who reads to their children is helping the child to grow cognitively. The idea parent involvement is of course, getting to know the child's teacher and become involved in any way that they can involve parent, one should become involved in how work and even ask questions that facilitate interest in the subject. They should also know what class their child is taking and keep up with their child's grades.

Deutscher (2003) also says that the relationship between parental involvement and student motivation is that students are encouraged by seeing their parents take active interest in school," the scholar further puts that attending school event, sports' and other activities a student might be involved with are good ways to become involved. Still another important and effective way for a parent to get involved in their child's education is to become interactive with the teacher. This is important because both teachers and parents are working towards the same goal of student success.

To this effect, one may analyze that parents are expected to be involved in their child's education from the time he is as young as infant. The discussion evidently puts the importance of parental involvement as in their child's

education as one of the determining factors for motivation and achievement. Hence, it seems that parental involvement considerably affects learners' motivation in all subjects.

2.3.2 Teacher Capacity and Language Teaching Method

A number of educators utter that a method of teaching refers to the formal structure of the sequences of acts commonly shown by teaching or instruction. It covers both the strategy and tactics of teaching. The term also involves the choice of what is to be taught at a given time and the means by which it is to be taught.

The educators underline that a method may cause success or failure of any subject because the teaching learning largely depends on a method and a method also determines how and how much is taught.

A method is also termed as an over all plan or approach to the teaching learning (Allen and Campbell, 1971). According to the educators, there are different approaches to language teaching. They divide the methods into grammar translation/ structure approach and communicative approach. According to studies and recent findings in the field of education, communicative approach is found to be a better approach because it is considered as a solution to overcome the problems of structural approaches. From the discussion it seems possible to understand that methodology plays a prominent role in the teaching of language. More specifically it seems that the way teachers plan and use a method makes a difference. This is because the planning teachers use and implement thought different in situational objectives may make a lesson interesting or dull lesson, difficult or easier which results in motivating or not motivating the learner. Confirming this notion Ear, J. (1987) utters that

... the subjects you teach are not inherently interesting or dull, easy or difficult, relevant or irrelevant to the most students by the choice of the content or the ways the content is introduced to students, teachers make subjects interesting or dull, easy or difficult, relevant or irrelevant through their methods or approach to it...

Comparatively seen, the discussion reveals that the teachers' method (approaches) have considerable effects on success or failure of instructional objectives in general.

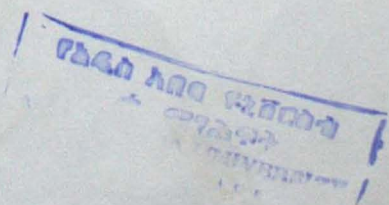
Furthermore, Earl J (Ibid) stated that clarity of instruction is directly related to students' achievement and positive attitudes. According to the educator, 'clarity' refers to straight forward objectives, classroom question, directions, and explanations. Thus investigating the effects of methodology in this study is also given due attention. To study the effectiveness the impact of a method on students' achievement understanding teacher's capacity is indispensable, because the teacher capacity in both planning and presenting the subject may motivate or demotivate the learners.

Another important factor on student motivation is the teachers who teach them. What teachers do and say promotes intrinsic motivation in their classrooms. Studies have shown that there is correlation between motivated students and good teachers student relationships with mutual respect and admiration when a student respects and looks up to teacher the student gets the motivation to work hard for that teacher. Another teacher attribute that improves student motivation is the ability for the teacher to be flexible in their lesson to the students and to move in a direction to keep the students engaged. According to the educators students who believe that their teachers are more flexible in lesson gain higher intrinsic motivation. For instance, when a teacher can become enthusiastic about a subject this will most likely cause the students to become curious and interested. In the investigation, the scholars seem to say that the teacher is an important factor on student motivation. They elaborate this by stressing that the teachers capacity play a sounding role to promote intrinsic motivation with his ability and systematic

approaches. Of course, the role of teacher can not be described with a few words only because the roles of a successful teacher are plenty to possess the necessary qualification, basic knowledge of how students learn, ability how to teach proficiently, effectiveness and devotion for his profession. He should also have a good language command as he is a model for his learners. In addition, he must be capable of selecting appropriate techniques and take into account the ability, interest and feeling of students.

This statement seems to mean that a successful teacher should possess professional qualification, proficiency in his subject and capability of using appropriate techniques and learning about the learners to help them accordingly. Thus, teacher's capacity has an important impact on student motivation to learn a subject. Hence, one can say that the situation of the teacher may either enhance or hinder the whole process of teaching learning. Harmer (2001) also says that "the situation of the teacher makes difference in many aspects. For instance, teachers belief to use or not to use a method. If a teacher uses communicative approach he allows about 80% of the time for his students while the teacher who uses teacher centered method uses 80% of the time for his talk".

From this discussion one can claim that teachers conviction has impact on students participation and motivation to learn. Elaborating the above idea Ear, J. (Ibid) stated that "in the mind of many teachers teaching means presenting it to the students. In practice, presenting is only one of the many tasks that teachers perform in the process of teaching while teaching is more than presenting. The above statement intents to mean that teachers should help their students in encouraging and motivating than to present dry facts to them. It also seems to mean that most of the teachers are not well aware of their own profession because the profession entails plenty of issues beyond presenting the subject matter. Consequently, this study also investigates teachers variables as one of the major issues in student motivation to learn spoken in English.



As the theme of this study is student motivation in learning speaking, seeing issues directly related to the theme is very important. According to Dornyei (1994), the language teacher has a number of duties and responsibilities in the language learning context. The educators stress that language teachers must have knowledge and skill in the language to achieve their goals. The teachers are required to be proficient in, the language. They must have the training and personality of language to the students and encourage the students to learn the material more importantly to use it. In sum, the educator points out that language teachers must have the knowledge and skills of the subject, professional training, personality characteristics and the ability to motivate students.

2.3.3 The Environment

Environment variables have a large impact on learning motivation because it includes the climate, the society, the peers, the classroom, etc. This may motivate or demotivate a learner. For instance, if we take teacher and climate variable only, we see that they have a considerable influence on teaching/learning process and student motivation for many reasons.

According to (Brown, 1983), when it comes to lesson and curriculum there are many things a teacher can do to improve motivation in his or her classroom. The first thing a teacher should do is to become familiar with the students and get to know their individual learning needs because all teachers need to understand that every student learns differently.

The above statement seems to indicate that a teacher is expected to do many things to improve students' motivation. It underlines that an ideal teacher should understand every student's needs, ability, interest and experience of learning before communicating any lesson.

Brown (Ibid) adds that doing different activities often to facilitate learning in all the different types of learners is important because every one does not learn the same. Thus a teacher should take one lesson and split it up in to

an auditory activity, a visual activity, a hands on activity, and an activity where students can move a round while they learn. So far the scholar has tired to show that a teacher should use different activities to motivate every one in the class by meeting his/her needs and interest. The scholar further states that.

If the activities you do satisfies some or one student there will be many student in the classroom who are left out and un motivated those students will lose all motivation for the subject. With this, if the lessons are short students will have an easier time remaining engaged. Most people have a hard time concentrating for more than twenty minutes at a time, if possible try moving around the classroom for different activities and make the lessons as short yet as informative as possible.

The above statements also strengthen the notion teach them according to their needs, ability, interest and experience which intern results in motivation to learn. So the statement seems to elaborate the techniques a teacher should use in the class to have motivated students who are engaged in different activities to learn. Dornyei (Ibid) further describes that teachers too often want the students to not simply use the language but to use it correctly. Of course, this requires a lot of work and dedication on the part of teacher and the student, and is one of the many factors account for the learning of second language to be difficult and time consuming task. The above utterances describe that the learning of a second language requires a lot of work and exercises. Nevertheless, language teachers do not want their students make mistakes but teaching a second language without allowing students to make mistakes in the target language does not seem to be realistic.

2.3.3.1 The Peers and the Classroom

Along with parents and teachers, another group that a student interacts with everyday is their peers. Oxford word power dictionary (1998: 457) defines peers as a person who is of the same age or rank. Peers have a strong role in the motivation of students especially at the secondary level where students

are trying to find themselves. They do this by trying new things (Tuman, 2002) cited in Nevada University (2005: 30) says that "A student who is more confused about who he is, depend more on their peers' opinions. A student in this situation may be more motivated to impress their peer than to work hard in school. In relation to learning, studies have shown that low peer acceptance can result in low academic achievement. Similarly, the main factors in adolescents day to day behavior and attitude indicate how much time they devote to their studies, how well they perform in class and the degree to which school related achievement involved, and engagement in risk taking activities which can be either negative or positive.

Based on the above discussion, we may understand that peers have a large role in the motivation of the students. The scholar emphasizes that secondary level students are specially affected with the situation of their peer of course effects can be both negative and positive. He adds that students can rely on their peers to help them with school work peer tutoring to increase motivation, etc. When it comes to the general situation of the students, one can see that majority of them go to school simply because others do it. The scholar further underlines:

... probably the majority of students are studying foreign language or second language because it is part of curriculum some students may have dreams of becoming bilingual, but they like to be the minority when students first start the language they may be motivated by dreams of being able to speak the language in a few weeks. They are unaware of the demand that are placed on them quite often they are very exited about learning another language and begin the study with the enthusiasm this often doesn't last very long.

The scholar seems to indicate that students in general are unaware of learning a foreign language. He elaborates that the learners do not identify the objectives, demands and difficulties in learning a second language. Thus they simply learn because it is a part of their curriculum and they think that it is possible to master it with in weeks time. However, they latter on find it

difficult and their happiness to learn the language changes into unhappiness. Other problems of learning a second language may have happened because of age and absence of model speakers of the language. This situation may be called a problem arise from the absence of a good model speaker in and outside school, methodological approach as the teacher may not make them aware of learning the language, and the classroom situations.

Gardenr, (1991) elaborates that much of difficulties arise because the learner must pass the course, acquire the language contents vocabulary, grammar and the like and acquire language skills. They also must develop some degree of automaticity and fluency etc. As it could be observed from the elaboration, a child who is unaware of why and how he learns a second language faces with many problems. These problems finally cause problems of motivation.

2.3.3.2 Classroom Environment

For many reasons the environment of classroom is important in the teaching, "room temperature, comfort of seating, background and visual directions are all factors in the environment that can affect concentration and motivation" (Johnson, K. and Moorow, K. 1992).

The scholars further describes that students must be comfortable for effective learning to occur. To keep students engaged, teachers must also consider the set up of their classroom. If for example there is a lot of discussion in the classroom, or moving around, it might be more effective to set up the classroom in a semicircle structure, etc. Besides the discussion conforms that the teacher plays sounding role in setting up the classroom environment to facilitate learning and promote student motivation. In general, the scholar seems to mean that setting up classroom fitness for learning is promoting motivation and participation.

2.3.3.3 Socio-Cultural Situations

Geographical, socio linguistic, phonological, etc. variations create diversity among the speech community of different language in the world. Crystal (1985) cited in Jenny. C. (1994) utters that new English of different standard and non standard varieties are spoken on regular base in more than 60 countries around the world. According to the scholar, the varieties among the English spoken in these countries were created both because of geographical, socio linguistic and the system of teaching the language in general. When it comes to the teaching of English in Ethiopian context, it could also be related with the above situation. To make it clearer, the words of Jenny. C (1994) states that

English is a family of European language there exist both social and linguistic differences between the languages of African and that of English. The form of English taught in Africa (Ethiopia) is restricted to formal language from very beginning. The language is learned at school and used at work place formally only. This formal language lacks, colorful English idiomatic expression, and the like which are important features of the relaxed, every day social use of the language.

From this references one may understand that informal form of language which is very important for the second language learner to build confidence are lacking. According to the writer other factors to be considered are, discouraging jokes and the belief of British which could even be considered as major contributors to the learning of only formal English Jenny, C (Ibid: 393-5) further elaborates that

Jokes about those who speak English with mother tongue interference, imitate each others mistakes such as devoicing the voiced English sounds, etc. in schools and universities (especially in Africa). Contribute to the problem. African literary lacks literary usage, idiom, colloquialism etc. This is generally because British did not aim at teaching English to Africans earlier within its wide cultural context. (as they believe to have a separate social and cultural development for people of different races in the world). Consequently, the teaching learning of English in Africa remained to be formal (written) only, especially in East Africa.

As local and foreign findings indicate, Ethiopian students have never had the English language environment thus they hardly use the language out of the classroom.

Language Socialization

According to Shiffelin (1995), socialization has been defined in different ways by different scholars. As a result, it is through the process of socialization that individuals internalize the value of society including those related to personality and behavior. The concept of socialization through language and socialization to use language is termed as language socialization (Shiffelin, Ibid). The educator further described that language in use is a major tool for covering socio cultural knowledge and a powerful medium of socialization.

Jenny (Ibid: 394-399) also indicates that language has two features (dimensions). Teasing (playful not serious, not real) and serious (such as insults, criticism, and claims) forms. The educator finally confirms that language provides a good environment of learning important linguistics and socio cultural structures through activities (literary events).

Based on this, it seems that it is difficult to teach a language out of the setting of native speakers of it effectively. Recent comparative studies have shown that there is a great difference between the teaching of English as (ESL) in western countries and the Ethiopian (EFL) cultural and educational context.

2.3.3.4 Curriculum and Educational Resources in Teaching Spoken English

One of the major variables that affect the teaching of spoken English is the way in which curriculum is prepared. Curriculum preparation affects the teaching learning of speaking in terms of its objectives, contents implementation, and evaluation in general.

2.3.3.5 Objectives and Contents of the Curriculum

Based on their preparation objectives of the curriculum can facilitate or hinder the teaching learning of speaking in many aspects. Different educators have different ideas about the uses of language objectives. For instance some of them say that language objectives should be prepared in process, not prior to instruction. Similarly Van EK (1987), also states "that language learning objectives can never be defined with absolute explicitness. In contrast to this idea, educators like Richard and Rodgers (1989), argue that English language objectives need to be pre-specified in observable way and measurable terms. They claim that stating objectives in a specific way helps the English teacher to organize contents select methods of teaching, communicate, and measure the intended learning out comes. As it can be analyzed from the discussion, different scholars have different view of preparation of English objectives.

In the past decades appropriate language contents were structure of grammar which dealt with abstract rules that govern the grammatical system not actual situation of language use (Johnson, 1982). The educator further underlines that the grammar/ structure syllabus is criticized from different points of view. The grammatical system often reduces the motivation of those who need to see some immediate practical return for their learning. And it attributes to learners deficiency in using the language. According to the educator situational approach which created the possibility of a learner centered syllabus has to replace the subject based grammatical one. Of course, the contents for the teaching speaking are expected to be communicative or student centered. However, the educators emphasize that no curriculum can teach all of language items at a time. Thus language items need careful selection to integrate whole language teaching content. Hence, the effects of curriculum are discussed in this study.

2.3.3.6 Educational Resources

Resources in this study refer to instructional materials, student textbooks, and reference books MOE (1994) said that there were no enough basic

materials such as chalk boards, textbooks, teacher's guide, syllabus etc, in most schools because of budgeting, producing and distributing problems in general.

As a result, most of the learners (grades 1-10) were supplied with neither ample text books nor supplementary educational materials. In addition to these problems, weak tradition of supplying reference books to libraries, poor culture of reading, poor effort to create literate environment, less efforts of teachers to prepare and use self made supplementary teaching materials are also other major problems MOE (Ibid: 61-63).

From this point of view the learning of English which rather requires more materials and efforts may be affected by unavailability of instructional materials. Thus, this study takes the effect of resources into account.

2.4 Summary of the Chapter

From research literature on student motivation in learning English speaking it has been discussed that speaking is a very important skill that must be developed through different activities in learning a second language. Nevertheless, the teaching of speaking has been devalued and perceived to be repeat of drills and memorization in the mind of many teachers. In reality, the teaching of speaking is neither the teaching of memorization of drills nor the oral production of written language. It is rather described as an overall competence in spoken language that involves learner's mastery of language in different settings. With respect to its uses as a world language, English is widely used as a language of diplomacy, tourism, airlines, commerce, science and technology and education. It is also reported that English has a dominant role, in media mail, and storing computerized data. Regarding the teaching of English in Ethiopia the literature revealed that problems of teachers, students, schools and the like affect the teaching of speaking by causing student motivation problems.

Concerning motivation, the review of literature has evidently shown that it is a general issue and is defined in different ways by different scholars. Of course, the description of the scholars emphasizes that motivation is an internal and external force which energizes, sustains and directs a person toward a goal. The literature indicated that motivation comprises internal and external motivation stressing that intrinsic motivation is the best for learning as it makes a person work for his own sake while externally motivated person works because of external pressures such as the earning of good grades and avoiding punishment. Thus the former one is a life long motivation while the later is temporary. Regarding achievement motivation, a number of educators state that family, society, school, teacher, and peers are its sources. The research literature also demonstrates the factors/ variables/ that affect student motivation such as parental involvement, teacher capacity, (language proficiency and methodological know how) students and peers and the environment as the major ones. The nature of curriculum and socio-cultural situations are also mentioned. Finally the literature stresses that one must first understand motivation and what affects to get students motivated in the class. The two different types of motivation are extrinsic and intrinsic motivation. The literature confirms teacher should strive to generate intrinsic motivation in the students because intrinsic motivation is more permanent and makes students more successful in the future. Extrinsic motivation causes no permanent changes in the students behavior. The literature underlines that the ultimate goal in motivation is self efficacy in which all of the needs are met. Many other things are included in motivating students such as parental involvement, teaching techniques, peers and even the classroom environment. Nevertheless, educators stress that it is difficult and nearly impossible for a teacher to provide all of these things for their students although making effort in this direction is beneficial. The literature indicates that studying the issue is indispensable and if our students do not have motivation in learning, this will be passed on the future generations and education loses its meaning and loses its quality. Thus this study is supposed to contribute to implementation and quality.

CHAPTER THREE

3. RESEARCH METHODOLOGY

In chapter two the review of literature on the concept of motivation, the relationship between motivation and learning of English speaking and the factors influence motivation have been discussed in depth. In this chapter the research settings, the research methodology, types of instruments which were used for data gathering and summary of the chapter are presented.

3.1 The Research Settings

This research was conducted in Oromia Region East Shoa zone in five secondary schools which were selected purposively for the study. These five schools were; (1) Bishoftu secondary school, (2) Boset secondary school, (3) Chefe Donsa secondary school, (4) Odanebe secondary school and (5) Tulu Chukala secondary school. All of the schools were similar in the year of their gaining the status of high school from primary school level as they all were up graded from primary school to high school, except Boset secondary school which was built in 2002 for the purpose of high school standard. Like any other schools in the country these schools offer general secondary education. More specifically the setting are similar in many aspects.

3.2 Qualitative Research

Before discussing the research method that was used in the study and why it was preferred, having a brief definition of qualitative research design and case study is important.

According to Solomon (2004: 2), research methodologies are divided into two major parts, qualitative and quantitative approaches. A major contrast between qualitative and quantitative research design is how information is



gathered and analyzed while the choice to use either of them is based on the type of questions to be answered.

As Patton (1990) puts, all qualitative research methods have in common the uses of qualitative data, context sensitivity, emphatic neutrality, and inductive analysis as well as other themes. Concerning qualitative research questions and problems many educators report that they come from real-world observations dilemmas, and questions which are posed in the form of what, why and how of the phenomenon.

Qualitative research is generally defined as a category of research design or model which elicits verbal, visual tactile and gustatory data which take the form of descriptive like field notes, recordings, or other transcriptions from audio video tape etc. (Preissie and Diane cited in Solomon, 2004: 3).

✓ From this utterances one can analyze that qualitative research design is based on description, observation, understanding reality, value etc. and can only be identified through human experiences. This is because the researcher participates in the context with the subjects. There are a number of different ways in which qualitative research is viewed.

As Solomon (Ibid) underlines when the researcher attends to context, attempts to construct holistic views of events such as students, teachers, principals, classrooms, and curricula in general, community and socio-cultural context, qualitative research plays significant role in investigating problems in the field of education. Thus this study preferred qualitative research method on the bases of the type of the questions to be answered and the nature of topic under investigation. To investigate the issue and achieve the objective of the study, a qualitative case study was used. This is because ✓ a case study is planned to investigate human motivation which is a form of behavior. More specifically, case study was used in this study because it is used to study a social unit or institution analyzes interaction between factors,

uses multiple methods to study attitudes and behavior, and it is used to describe a phenomenon on selected cases.

3.3 Case Study

Before defining the cases under investigation, defining the meaning of case study also seems to be appropriate for the sake of clarity.

Different educators define case study in different ways. They define it as 'a detailed examination of one setting', or 'one single subject', or 'one single depository of documents', or 'one particular event'.

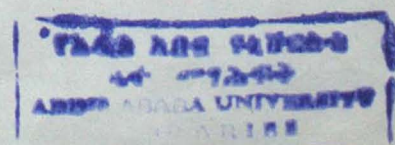
For instance Merriam cited in (Solomon, 2004) defines case study as an investigation of any phenomenon that is clearly separable from other phenomenon such as programs, events, persons, processes, institutions, and groups.

According to some educators a case study can use qualitative, quantitative or mixed methods while it can also be about a single case or collective cases.

Thus they (the educator) say that a case study is an account of: one individual or one classroom, two or more individuals, one organization, two or more organizations, one or more groups, specific events or relationships, etc.

As one can see from the above definitions, a case study is perceived in different ways by different scholars. As a result giving a single definition seems to be inappropriate. In addition, case study can use multiple or single method of data collection. However, in collection of data observation, interview, and documents are the major ones.

With respect to problems in case study scholars such as Patton (1990) also have described that generalizability of findings is difficult. He mentions this as a major problem. This is because case study researchers do not agree in their assumptions about the nature of reality and scientific inquiry. They said



that their different assumptions lead to hold different views about how to conceptualize and assess the validity and reliability of case study findings.

From the discussion one can see that it is too difficult to deduce the whole situation on the bases of investigation of very few participants only.

However, although generalizability is considered problematic in qualitative case study, it is possible to minimize this problem by selecting typical cases (phenomenon) which is based on provision of this description, selection of representing general phenomenon and conducting cross-case analysis.

With respect to case study as a form of qualitative inquiry, it seems to be advantageous to give attention to what Solomon (2004: 7) says:

Recently, there is a tendency to use case study among educational researchers. This is because exploring the processes and dynamics of educational practices seem to lend themselves to this design. Thus, I suggest a qualitative case study design in order to approach problems and practice curriculum implementation from holistic perspective. I also suggest a qualitative case study design to be employed in order to get an in-depth understanding of the implementation situation and its meaning for those involved...

In summary, a case study is preferred when 'how', 'why', and 'what' questions are posed and deep investigation of the phenomenon/ theme/ is required. A qualitative case study is an intensive, and a holistic description (Solomon ibid). As in the above there are different views about case study. However, types of case study, what they do, and problems of generalizability, are common characteristics of case studies.

3.4 The Research Methodology

The research method that was used in this study is qualitative case study. This is because qualitative case study is an appropriate method for exploring attitudes, and perceptions of participants including their motivation. In

Thus this research investigates the issue based on the above objectives and attempts to understand students motivation in learning English speaking, which is a specific case to be investigated.

The teacher's guides further state that each grade level (grade 9 and 10) is supposed to have five periods a week for the successful completion of the program which includes language activities such as reading comprehension, discussion, vocabulary, grammar, listening speaking and writing mainly under which there are a number of sub skills to be treated.

I was initiated to study this case for the following reasons. As I have seen from my professional experience there is always resistance against the change of teaching approaches on the part of the learners and the teachers. Consequently different methodologies are not fully applied.

According to Yonas (2003: 37) and Girma (2003: 123) Ethiopian teachers have problems in both language proficiency and implementation of the new methodologies. The educators further elaborate that the teachers face resistance from the part of the learners when they use communicative approach. One can conceptualize two major problems firstly the teachers themselves have experiential and background problems, secondly the learners resist communicative approaches and accept grammar approach. Thus the learners who learn under this condition could have problems in being motivated towards active involvement in the learning of spoken English. As Girma (Ibid) further noted, lack of awareness, lack of positive attitude towards the learning of language on the part of the students and the teachers, and other problems which I learnt initiated me to study the issue.

The reason why the setting was selected for the study was the existence of the problems at the target education level in the country. As an English teacher and a dweller in the area (zone), I came to observe and am personally initiated to understand the problems of students' participation in the English classes, where most of the learner are not motivated (feel fear or shy) to speak.

3.6 Research Participants and Selection Procedure

The participants of the study were grade nine and ten students of five schools in East Shoa zone who were attending regular program in 2006/07. Secondary school level students were chosen because they begin to learn all subjects in English at this level, they are required to communicate in English with the teachers of other subjects as well and their current situation reveals their educational and experiential background. Thus, it is the level where most of the learners experience difficulties in learning. In addition, the learners of this level also experience behavioral change because of their physical and biological development changes which causes shyness, anxiety and fear of being criticized by peers. The level is also a spring board where they are exercising English for higher learning.

The informants were selected on purposive selection method on the bases of their school marks high and low achievers because I purposefully selected to take those individuals whom I believed would give me the required data and made considerable efforts to include students of different ability level on the bases of their grades in the mark list.

I studied spoken English because English was my major area of specialization during my under graduate study, I was also well aware of the problems as I have professional experiences on the area. Thus the skills I acquired enabled me to see the problems and factors that cause them in learning English at the level. I then used different inquiries to see the problem form different angles. Moreover, I could secure adequate cooperation from the educational officers, teacher and school directors because of my familiarity with them during my service in the zone.

The total number of secondary schools in the zone is sixteen among which five of them were selected for the study. This is because it was not manageable to study the case of all schools. To select five sample schools first five woredas in the zone were randomly selected by re-arranging them all

alphabetically. Then the schools in the woredas were selected in such a way were purposively (directly taken for the study). Accordingly, Adea, Akaki, Boset, Chefedonsa, and Tullu Chukala woredas were selected. Thus the secondary schools in these woredas Bishoftu Secondary School, Odanebe Secondary School, Boset Secondary School, Chefe Donsa Secondary and Tuluchu Kala Secondary School were directly selected for the study.

Table 3.1: School, Grade-level, and Sex-distribution of the Research Participants (Students)

No	Woreda	School	Grades				Total
			9		10		
			M	F	M	F	
1	Adea	Bishoftu Secondary School	8	7	8	7	30
2	Akaki	Odanebe Secondary School	6	6	6	5	23
3	Boset	Boset Secondary School	6	6	6	5	23
4	Chefe Donsa	Chefe Donsa Secondary School	6	6	6	5	23
5	Tulu Chukala	Tulu Chukala Secondary School	4	4	4	4	16
	Total	5	30	29	30	26	115
		Grand total	59		56		115

Then ten sections were purposively selected at schools. The total number of grade 9 sample school students were 2652. There were also 1375 students of grade 10 and the total number of English teachers was 22 at the sample schools (12 for grade nine and 10 for grade ten). These teachers filled in questionnaire as one of substituting information.

For the purpose of obtaining sound information, all English teachers in grades nine and ten of the sample schools were included in the study. It was planned to involve 65 grade 9 and 65 grade 10 students totally in filling questionnaires, taking achievement tests, interview, document analysis and classroom observation. However, only 50 students were involved in focus

groups discussion. That is ten participants from each school which involves five grade 9 and five grade ten students who were supposed to give sounding information were purposively selected to discuss on key issues.

More specifically, focus group discussion is based on key common issues which were raised by most the participants of both grades 9 and 10 during the interview. As a result, key issues were discussed in group with key informants who were identified during the interview and from personal document.

On the other hand, from among 130 students who were selected purposively for the study 15 of them 10 grade 9 and 5 grade 10 students did not participate in the study. Thus the data was secured from 55 and 60 students of grade nine and ten respectively,

Table 3.2: Education Level and Sex Distribution of English Teachers

Service years	Education level											
	Diploma (12+2)			Degree (12+4)			12+3			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
0-4	2	3	5	0	0	0	0	0	0	2	3	5
5-10	0	0	0	1	3	4	0	0	0	1	3	4
11-15	0	0	0	1	1	2	1	1	2	2	2	4
16 and above	0	0	0	7	-	7	0	0	0	7	-	7
Total	2	3	5	9	4	13	1	1	2	12	8	20

3.7 Data Collection Strategies

Interview, classroom observations and focus groups discussions were main techniques of data collection while student achievement tests, student document analysis and the questionnaires for the teachers and students were used as substantiating tools for the main data collecting strategies and process.

The students official records were used to list out the students of all ability level (high, low achievers) to be involved in the study. This is because there is strong correlation between level of motivation and level of achievement as Earl J. (1988) underlines. The document was secondly used to see the correlation between achievement tests and the score in the school. This was finally used to see the correlation between the students' achievement and their level of motivation to learn English speaking.

As Solomon (2004: 5) underlined in qualitative research there is no one and final superior instrument that is used to gather information rather varieties of instruments are advised to be used. On this base I used the above methods to gather information from multiple points of view.

Before conducting the observation, the interview and the focus group discussion the participants were informed about the objectives of the study, and the procedure to be followed by the participants and the researcher. This was followed by their consent. Finally all the names that were used in the report are pseudonyms because anonymity throughout the report of the study was very important.

3.7.1 Interviewing

Interview is the process of interaction or communication in which a participant gives the needed information verbally in a face to face situation. (MOE, 2002: 23).

In this study the focus of the interview was to understand the experience, perception, interest, views, and difficulties the participants face in learning spoken English which in turn could indicate their motivation towards learning. The interview was used as a major instrument to obtain first hand information about the issue.

In this study, the interview was the first instrument to be administered. I intentionally did this because it helps me to use other instruments effectively.

In other words, the information I obtained from the interview could inform me what to do next. For instance, group discussion was conducted after learning from the interview. According to Golden, C. (1992) a case study researcher might begin a case with one method of data collection and gradually shift to add other methods.

In this study, open-ended interview questions were prepared to elicit information from the interviewees. These were opinion, behavior, feeling, knowledge, experience, etc.

Apart from the open-ended questions prepared ahead of time a number of questions were raised by participants and were discussed in depth.

In the process of interview the first activity was the discussion on ethical issues which facilitated voluntary information. I interviewed 59 grade 9 and 56 grade 10 sample students from whom I obtained the required first hand information. To record the interviewee I used a small tape recorder. Then, the recorded interviews were played back to the participants and reviewed. Thus finally the interview data were described, discussed and interpreted.

3.7.2 Classroom Observation

This instrument was used to see the participation of the students in the actual classroom condition. Many scholars believe that observation provides an accurate information about an issue under investigation. In this study classroom observation of the same group was made on 60 students 70 male and 50 female for four (10x4=40) periods of forty minutes in each of the ten sections at the schools. The behaviors observed during each observation period was filled in the observation checklist and field notes. The checklist was prepared in the way the observer can tick (✓) or mark under 'yes' or 'no' columns according to the behavior observed. In addition notes were taken to supplement it. This instrument is specially used to substantiate and consolidate the information obtained through interview and groups discussion because it was conducted on the same group. There were

discussions between the non-participant observer and the observed after each observation and the final data were prepared and interpreted.

3.7.3 Focus-Group Discussion

In this study the focus groups (group interview), was used to obtain an in-depth information about the issue from different points of view. It was used to obtain information about the problem as it is based on the points from the interview.

I conducted groups discussion with five groups of the participants (one group discussion from each school). The discussions posed crucial questions which assessed the issue from different points of view. The discussion was also recorded and reviewed by the members of the discussion for ethical issue. Then it was transcribed and interpreted letter on.

3.7.4 Achievement Test

According to Oliva, F. (1988), administering tests and self report measures are the main ways in which researchers collect data about individuals. According to the educator, these instruments can reveal information about aptitudes, academic achievements and various aspects of personality. As motivation is a construct which cannot be observed directly and is inferred from self-report and texts, using this instrument is unavoidable.

According to Oliva F (Ibid: 263), there are ten type of tests that are commonly used in educational research. These instruments can be grouped into two categories (1) performance tests which include intelligence, aptitude, achievement and diagnostic measures and (2) personality measures which include measurement of personality traits, creativity, self concept, attitude and interest. In this study, I used the achievement test which is a type of performance measurement. Because it is a type of test which covers various school subjects from kindergarten through high school (Oliva, F, Ibid: 263).

In this study also the achievement tests were used for assessing the level of students' performance in English speaking. Two achievement tests (one for each target grades) were prepared based on the grade level, objectives given in the English syllabuses (2005) and the content covered in the textbooks of the target grades. The tests comprised two parts part one has ten items which are multiple choice and part two also has ten items that are supposed to assess conversational ability such as participation, clarity, comprehensibility, accuracy, fluency, etc. The marking system took place by working in a group of three individuals who listen to the speech of the testee and give mark. While part one was directly marked by the researcher. The speech was also recorded to carefully evaluate the testee. The preparation and marking followed table of item specification and system of marking in language (see Appendix – F).

3.7.5 Document Analysis

In this study participants' marklist of the first semester 2007, was used for the analysis to see the correlation between the students' motivation and their achievement. In addition to the above reason, I also used this instrument for purposive selection as an instrument to categorize the participants on the bases of their grades (high achiever, and low achievers). Finally I included the participants of different level of achievement in the analysis and adopted a checklist format to fill the necessary information in thus it was made ready for description and interpretation.

3.7.6 Questionnaires

Self-report measurements in which the individuals are asked to respond to questions are the commonest method of evaluation (Morgan, 1986). According to the educator, although such instruments have their own short comings they are unavoidable in such attitudinal studies which influence motivation.

Two separate questionnaires were prepared for students and teachers. The questionnaire for students (self-report) was structured and used to collect data about the entire status of the issue under investigation. It was also supposed to supplement all the other instruments in the study. The questionnaire was administered to 115 (one hundred and fifteen) students of the five sample schools. The participants filled in the questionnaire after lightening to the explanation. Then only 110 participants returned the questionnaire papers after correctly filling in.

The questionnaire prepared for teachers also was structured and used to understand how the issue under investigation is analyzed from the point of view of English teachers. This instrument is also supposed to survey the total state of the issue. The questions were prepared in English and distributed to 20 English teachers although only 18 of them returned the questionnaire papers filled.

3.8 Data Analysis Methods/ Techniques

As Solomon (2004) explained clearly about analysis in a qualitative case study, data collection and analysis are usually simultaneous activities. He underlines that analysis begins with the first interview, observation, and document record. This simultaneous data collection and analysis took place at different stages (levels) of the study.

The first stage was the level at which the raw data that were obtained through interviewing, document analysis, observation, questionnaires, student achievement tests and focus groups discussion were classified and categorized.

The second stage was the level where the organization and summary of data was the major task to be accomplished. Thus the data were made ready for interpretation and discussion.

The third stage was the level where description, interpretation and discussion took place. This involved a detailed analysis, and discussion which led to conclusion. The data were obtained through interview, observation and focus groups discussion were classified, grouped and summarized using word expressions the questionnaire, test and documents substantiated the interview observation and group discussion. In sum, the data were analyzed discussed transcribed and interpreted.

CHAPTER FOUR

4. DISCUSSION AND ANALYSIS

This chapter consists of analysis and interpretation of five small case studies cross-case analysis, and generalization mainly. The emphasis was given to the phenomenon which make the case studies similar, different, or unique so that the analysis is based on what is similar or common and what is different among the cases. Then each case summarizes the analysis and interpretation to facilitate the analysis in cross-case in which a wider discussion and deeper analysis held to include all the things in the five cases. Finally summary of the chapter showing generalizability of phenomenon (themes) at all the five sites is given. Based on this, analysis and interpretation of the five cases is presented below.

4.1 Case One (C1) Tulu Chukala Secondary School

This school was up graded in the year 2005/06 from second cycle primary school to first cycle secondary school. As it was reported by the informants, the school has scarcity of basic educational materials and appropriate manpower. The analysis of data collected from the school through interview focus group, observation and questionnaire is presented below.

4.1.1 Students' Motivation to Learn Spoken English

In chapter two the sources of problems of motivation were widely discussed from literature. Based on those factors data were gathered through interview, focus group discussion, document analysis, questionnaire and classroom observation from each case. According to the information it is learnt that there are problems of motivation with the participants. When case one is investigated there are more problems in this school than in any another schools. As shown in table 4.1, informants experience problems of motivation, willingness to use oral language and interest. As a result, there is lack of

participation which influences motivation to learn speaking English. One of the informants (student) confirms this saying.

We face problems in learning English speaking. Most of the students in my class are unmotivated, and they disturb those who try to speak in English. I think this is a serious problem which cannot be solved by teachers only. Every body should work on it from the ministry of education up to school level. (09/04/07).

As described above the student's participation in the English classes seems to be a major problem as it is reflected in different studies conducted in the field of education. In this study the respondents again blame the teachers for the problem. For instance, some of the participants complained that some English teachers do not understand the problems of students. They rather add to the problems because they do not pay attention to speaking and teach grammar directly or indirectly.

In contrast to the above idea, one of the participants 'Sena' puts:

Many students in the class have problems of fear /feel shy/. I think this happens because they are not interested in learning speaking. If they were interested they would not be worried about criticisms. So, I can say their interest is not genuine although they say 'we are interested to learn English'.

Sena argues that peers' criticism cannot limit one's participation if he/she is really interested (motivated). Therefore, the idea 'we fear our peers' may not be true for all students because clever student like 'Sena' claim that peers laughter and criticisms cannot and should not be considered as a worst hindrance /drawbacks/ against learning.

In brief, the above opinions reveal that unmotivated students fear criticism while the motivated do not.

4.1.2 Factors that Affecting Students' Motivation

The effects of parental involvement in their children's learning

Many informants in this school responded that their parents did not help them at home and at school. One of the informants (Gete) for instance has the following to say:

My parents always want me to work for them at home. They do not also go to the school when my teacher wants them for meeting. Nor they talk with my teacher about my lessons or whether I am good or bad at a subject. Some times I face the problem of buying educational materials even. (19/03/07)

The above description implies that some parents are not involved in their children's learning. In their questionnaire also more than 65% of participants reflected that their parents do not take part in children's schooling, for different reasons such as lack of awareness and education.

Table 4.1: Integrated Table of Students' Responses on Factors that Affect their Motivation to learn Spoken English

No	Item	C1				C2				C3				C4				C5			
		Yes		No		Yes		No		Yes		No									
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Do learners them selves make the learning of English speaking difficult?	12	75	4	25	14	60.86	9	39.13	20	86.95	3	13.04	17	73.91	6	26.08	17	56.66	13	56.52
2	Do teachers make the learning of speaking English difficult?	12	75	4	25	13	56.52	10	43.47	13	56.52	10	43.47	12	52.17	11	47.82	18	60	12	40
3	Is peer's criticism (teasing) a major problem Of learning speaking?	14	87.5	2	12.5	17	73.91	6	26.08	18	78.26	5	21.73	17	73.91	6	26.08	8	26.66	22	73.33
4	Do your parents help you with your English?	4	25	12	75	6	26.08	17	73.91	5	21.73	18	78.26	6	26.08	17	73.91	8	26.66	22	73.33
5	Is your school conducive for the learning of speaking	5	31.25	11	68.75	9	39.13	14	60.08	7	30.43	16	69.56	8	34.78	15	65.21	9	30	21	70

Confirming this idea one of the teachers also stated the following in his comment.

... when I want to talk to my students' parents most of them (students) say 'my parent is not volunteer or too busy to come or some of them say 'my parents are in a rural kebele and he/she cannot come' some other come with other individuals who are not their parents. So, parents (specially who live far away form the school) do not appear when they are wanted to (04/04/07)...

As one can see from the responses of the participants (students and teachers) one may imagine that the trends of parents absence of involvement shows that there is no adequate support for the participant from the part of the parent. Consequently, this can restrict the level of academic ability and motivation to learn because parental involvement is important in motivating students. Therefore, one could say that the situation of parent may have impact on motivation to learn spoken English too.

The Effects of Teacher

As in the above discussion and analysis, the informants (students) have indicated that the subject teacher influences their entire activities in schooling. In their reflection to questions, 70% of the participants have indicated that their teacher did not use any supplementary materials to help them learn English speaking. Similarly, during the interview some other informants complained that some teachers do not encourage them. For instance, 'Desu' said:

... our English teacher does not encourage us to speak in English in the class. When a student makes grammatical mistakes, he always says 'stop! and talk in your language' 'you cannot speak correctly' some students who used to try to speak stop when ever he says 'stop you can't'. I was one of them and stopped talking since I made a grammatical mistake and was told to 'stop' by my English teacher because I fear to be criticized. (04/04/07)

One can understand from this discussion that teacher's methodological know how is directly associated to students' motivation to learn speaking. Firstly the teacher did not show a green light to the learner to participate, secondly, he wanted the learner to be accurate all the time and thirdly he told him (the learner) not to speak if he were not correct grammatically. This of course may be related to the level of education, experience of teaching and ability in the subject matter which again determine methodological know-how.

According to various literature for instance, Earl, J. (1987), Wright, T. (1991) teacher-characteristics such as teaching experience, devotion to teaching, expectation of students, and attitudes towards his profession have strong effects on the teaching learning process. From this points of view and the students responses, I understand that the teacher's situation has considerable effects on students motivation in learning spoken English.

According to Earl J. (Ibid) the pedagogy of the teacher may make the subject dull or interesting. The educator further relates this situation with the way the teacher plans, directs, asks and explains. When the teachers at Tulu Chukala school are observed they are teaching above their qualification. They are also un experienced as their service year is less than 5 years. Teacher's capability is a crucial factor which motivates students (Perry 2002 in Nevada US).

As education level and experience of teaching have influence on methodological know how, I understand that teacher situation at this school could be conceptualized as one of the major factors which cause motivational problems on the part of the learners.

Environmental Effects

Although environment includes many issues it refers to the situation of peers, classrooms, English clubs, minimedia and English department in this case study. The analysis and interpretation, therefore, examines the influence of these themes in the teaching learning of spoken English. Accordingly the

assessment indicates that English club, English department and minimedia are not available in the school while peers criticize one another strongly. One of the informants for instance pointed out that peers criticism adversely hampered his participation in English classes. He said:

... our school has many problems firstly students are not volunteers to be involved in group work and exercise English. Because we criticize each other. Secondly teachers do not force us to speak in English, they leave us alone when we refuse to speak in English. There is no any English club and English department also. We are not involved in any speaking activities. (04/04/07)

From the expression one may see that the students do not have opportunities to exercise speaking in English at school. Firstly, they fear of peer's criticisms in the class, secondly, there are no extra curricular activities (English club, minimedia) in the school to be involved in

Another student also says that the problem of shyness and fear adversely hampered his participation. He said:

Most of us are not volunteers to discuss in groups and present to the class what we discussed. One day our English teacher grouped us, gave us a topic and said "now discuss on the topics and report to the class" we were about 75 students. About 5 of us only were volunteers while the rest 70 were not. They rather began to disturb the teacher saying we cannot speak in English. They refused to speak and the teacher hardly gave time for speaking (paid attention to grammar since then).(8/04/07)

From the above description we can understand that students' fear one another, feel shy, and criticize one another negatively. In addition to this, they reflected disciplinary problems. This may be of course, because they are not intrinsically motivated and lack awareness although these problems seem to require teacher's efforts, those teachers who tried to get the learners involved also could not succeed because such acute problems cannot be solved by some or a single teacher.

Table 4.2: Level of Students' Motivation to Learn Spoken English

No	Item	Case 1									
		Strongly agree		Agree		Disagree		Strongly Disagree		Undecided	
		No	%	No	%	No	%	No	%	No	%
1	My motivation to learn spoken English is high	3	16	3	16	6	40	4	25	0	0
2	My motivation to learn spoken English is low	6	36	3	18	4	25	3	18	0	0
3	My interest to learn spoken English is high	2	13	4	25	8	50	2	13	0	0
4	My interest to learn spoken English is low	6	36	4	25	3	18	3	18	0	0
5	My Willingness to use oral language is high	3	18	2	13	6	36	5	32	0	0

4.1.3 Relationship between Students' Motivation and Achievement

According to Earl, J. (1988) there is strong correlation between students' motivation student and their achievement. The educator indicates that high achievers are usually motivated learners. On the other hand, motivation is also affected by other factors. In case study one (C1) it could be observed from table 4.6 that the scores in both class-marks and achievement test are similar. I understand that this reveals the difference between high achievers and low achievers. In other words the difference between motivated and unmotivated learners.

As we could see from the utterances, school environments which are not conducive may cause motivation problems which can affect academic achievement including the learning of English speaking.

Concerning this, Johnson and Johnson (1985) stresses that student-student relationship can negatively or positively influence the performance or motivation of the learners according to their situation.

Based on the above description, it is possible to say that the setting (situation) of the school has strong effects on motivation. For instance, one of the informants students who seems to have positive attitude said:

I have a deep interest to learn English. I always make efforts to study all English skills and exercise speaking at home at school and any where with my class mates. I do not worry, do not feel shy, and feel what ever they say, of course, I was nicknamed 'English man' it is nothing I like it.(09/04/07)

As we can see from the above description firstly, the motivated boy, has a deep interest to learn spoken English and always makes efforts to study. As a result, he is a confident and never feels shy and fear. According to the achievement test and document analysis this boy was a high achiever. From this point of view I can say that clever/ high achievers/ are motivated students. In another case, unmotivated students have very low interest in learning. Thus they may not work hard on their lessons.

Summary of Case – One (C1)

In the above discussion and interpretation the effects of parents, teachers, and environments on learning in general and that of spoken English in particular have been discussed. These major themes/ headings' were emphasized because they are associated with the settings. For instance, the same theme /heading/ may influence learning of different levels when it is examined with different situations and settings.

The effects of parent-involvement in their children's schooling at home, at school and interaction with teachers was analyzed and interpreted as it has strong effects on both learning and motivation to learn. Teacher- situation also was examined as one of the major effects of motivation to learn spoken English in school. This is because teacher's ability of subject matter, education level and methodology are positively or negatively related to motivation. In other words, when the teacher is qualified and is experienced for the level there is positive relation. Similarly the theme environment was

discussed based on the presence or absences of English club, English department, minimedia. More specifically peers' situation was emphasized because fear/ shyness/ which was caused by peers was common problem for all cases (1 to 5).

Finally, the analysis and interpretation summarized that motivation to learn, spoken English is affected by absence of parents involvement, teacher-methods, education level, and while environment related factors are absence of English club, mini media, department, and the existence of peers'-criticism (laughing, teasing). Thus, case one has many problems as compared to other cases.

4.2 Case Two (C2) Chefe Donsa- Secondary School

Chefe-Donsa secondary school was upgraded in the year 2004/05 from second cycle primary school level to first cycle secondary school. The school is attempting to implement the existing curriculum. It is however, reported by the informants that there are some impediments against this efforts. The discussion about students motivation in learning spoken English is focused on parental involvement, teacher-situation and environment, factors. The discussion and interpretation is finally summarized.

4.2.1 Students' Motivation to Learn Spoken English

It has been discussed that motivation has a crucial role on learning. In this small case study also the how of students' motivation in learning spoken English has been discussed.

According to table 4.3, 70% of the informants have low motivation while only 30% of them are motivated. Similarly, 74% of the participants said they were not willing to participate in using oral English while still about 23% of them are interested to learn spoken English.

In the interview and focus group the participants indicated that the sources of problems of motivation to learn spoken English are the teacher, the students, the parents, and the curriculum.

Some informants say that students themselves cause problems. For example one of them said.

In my class a few students only want to be involved in oral activities in the English classes while most of us do not participate because we are unmotivated. I am sure that most of the students would make efforts to participate in speaking oral activities and improve their English in short period of time if there were a sort of English speaking test and if all English teachers do this uniformly.

This participant evidently puts that there is less attention paid to speaking from the part of the teacher. Still other participants believed that they should not be parts of the problems only, but also parts of the solution. Thus they recommended mutual understanding between the teacher and students.

The above discussion then highlights the importance of teacher's commitment for success of the teaching learning process. Based on this, I can understand that it is possible to say the methodology of teachers which is largely based on grammar cause the problem of motivation in many ways. Firstly, it is a teacher centered method which does not give room for student's participation, secondly, it deals with accuracy before fluency and does not permit to learn from one's own mistakes. Thirdly, it is focused on formal English only which is limited to written language, fourthly, the learners memorize the rules of grammar in their own language to answer the question on grammar, fifthly the teacher gives correction that makes the learner fear to make mistakes. As a result, more than 90% of participants said 'I fear to speak because I make mistake and will be laughed at' they mean that they may speak ungrammatical English and are laughed at.

Although it is about 10 years, since communicative approach of teaching was introduced to Ethiopia, it does not seem to be fully applied at schools currently as the participants have frequently reported. Rather, both the teachers and students persisted to give emphasis to grammar / structure of the language.

4.2.2 Factors that Affect Students' Motivation to Learn Spoken English

The effects of parental involvement

In their self reports most of the informants of the school (participants) uttered that their parents do not help them in most cases. 74% of them confirm this. In the interview also one of the informants for example Gadise said:

*... my parents do not contact my teacher for my case. They do not also help me study at home. They rather want me to do routines and nor buy me the materials I want to supplement to learn. This situation does not help me to learn effectively. So, I am not good at all subjects.
(14/03/07)*

When the above response is examined, I understand that what parents do, to help their children in schooling is one of the influencing factors for learning and motivation to learn. Many respondents say that their parents simply send them to school but they neither discuss about their problems with the teacher at school nor help them at home.

Parental involvement in schooling as one of the major factors has impacts on effective learning and motivation. Concerning this Deutscher (2003) indicates that the relationship between parental involvement and student motivation is crucial.

The Effects of Teacher

As mentioned in case one (C1) by teacher- situation I mean capacity in his subject, level of education, methodological know how, and experience of teaching. According to Ephram, N. (1996: 179), teachers' appropriate support to the student from the beginning of the learning process helps him to use

appropriate strategies of learning. Appropriate strategies in other words mean the techniques students use to become independent learners.

As it could be seen from the description, the situation of the teacher influences students' learning strategies which leads him to independent learning. Of course, the learner is also responsible for his own learning. However, the responsibility of putting him on the right truck is that of the teacher. In order to carry out this, the teacher is expected to be well trained and experienced. Accordingly, when we investigate situation of the teachers in Chefe Donsa secondary school there were one degree holder and two diploma holders in English, while their service was between one year and seven years.

From the points of views of the importance of methodological know how, the length of service years seems important when the teacher is also qualified for the level. However, in Chefe Donsa secondary school, the current English teachers seem to lack adequate experience and some teachers teach above their qualification. This on its part may cause problem because the teacher requires to be sufficiently proficient to have the knowledge and skills to teach the language. Otherwise, methodological know how of the teacher is affected by experience of teaching at large which in turn has effects on students' motivation in learning. In other words there is logical relation among teacher capacity, education level, teaching experience and methodological know how as Earl. J (1987) and Azarove U. (1988) underline.

Concerning the problems caused by English teachers one of the informants complained:

... There are a lot of difficulties with us when we learn English. These difficulties are caused by both the learners and the teacher. My English teachers do not understand the problems of students. They simply rush to cover the portion. They are so fast that they do not stop and help us. In addition they teach us what they have in the book as it is. They do not help us understand the text. Consequently English becomes very difficult for most of us and we lose hop and interest to learn (14/03/07).

This response evokes what a teacher should do before communicating subjects and how he/she should help every one in the class according to his/her needs and ability. Of course, this is possible when the teachers' ability, education, and methodological know are at the required levels.

Thus it is possible to generalize that teachers could make the learning of speaking difficult for the learner.

Teacher's capacity can affect students' motivation towards learning in many aspects. If the teacher is not competent, firstly he is not proficient in his subject, secondly, he can not communicate the lesson effectively and thirdly he cannot use different techniques which motivate learners. Concerning this idea the participants contested that many teachers do not pay attention to the teaching of speaking. Zike for instance, noted:

*Our teacher never uses a period for the teaching of speaking English nor he gives us a speaking test. I haven't ever studied English for a speaking test our/ my teacher most of the time teaches us grammar (rules) and he gives us tests based on grammar that he teaches us. Both teaching and testing are grammar based.
(18/04/07)*

On the contrary 70% of the teachers reported that they evaluated the speaking ability of their students. Of course evaluation from teachers' point of view was asking questions, trying to get them involved or asking the students to talk on a topic with no grade in the class. Students said that teachers' evaluation of speaking with no grade could not help them exercise spoken English.

Moreover, many participants responded that teachers do not pay attention to the teaching of speaking. For instance, in self reports 73% of informants confirmed that teachers do not pay attention while 27% only said that teachers emphasize on teaching of speaking as it could be seen from table 4.3.

From the description it could be seen that the teaching of speaking is not given attention in both presenting and evaluating the speaking skills.

On the other hand, many English teachers (85%) of them reported that most of their students were not volunteers to exercise English speaking.

The teachers stressed that it was very difficult for them to get the participants involved in different oral activities as volunteers do not exceed five to ten students in classes that accommodate 65 to 75 students. From the description, one could observe that teacher's capacity and methodological employment has effects on students' learning motivation.

Effects of the Environment

The environment includes the teacher, peers, English club, minimedia, department (school). These themes could have generalizability with case one. However, there may exist slight difference because of the difference of settings. As the informants of the school indicate in group interview, questionnaire, and interview, peer's laughter and teasing were considered as major external influences to participate in the class. If we use the words of Chala (one of the participants):

... our class is not comfortable to move from place to place because we are many and the desks are too big to move. In addition we laugh, tease and criticize one another. This causes fear/shyness/ and clever students even do not have self confidence to speak. There is no enough exercise we simply try to answer questions which are asked by the teacher/ grammar. (14/03/07)

One can conceptualize what could happen in such a class where there are a number of barriers against students' participation. The class furniture, the peers' problems feeling fear/ shy/ etc all hamper learners' motivation in one or another way.

Other themes such as English clubs, minimeida, and English department also have sounding role in the teaching learning of speaking.

However, in Chefe-Dosna school there are English department and minimedia while English club has not been formed so far. Of course, it was reported by the informants that English club is badly needed for their spoken English improvement.

The responses of informants evidently reveal that peers' criticism is one of the major problems. In table 4.1 above 78% of them put that peers are one of the sources of the problem related to motivation.

On this point many participants reflected that fear and shyness which are caused by their peers specially by those who are not good at English but good at teasing others, are the major causes. Concerning fears (shyness) which is caused by peers: Alemu also pointed out:

I do not usually try to speak in English in my class, because I fear making mistakes and being laughed at by the classmates. I know very well that they criticize me when I try to speak and go out. My classmates nick name one another for teasing saying ፈረንሳይ 'English man' when one tries to speak. (10/04/07)

In all the above cases fear and shyness are caused by peers. The participants say that the teachers did not pay attention to this problem.

Table 4.3: Level of Students' Motivation to Learn Spoken English

No	Item	Case 2									
		Strongly agree		Agree		Disagree		Strongly Disagree		Undecided	
		Nº	%	Nº	%	Nº	%	Nº	%	Nº	%
1	My motivation to learn spoken English is high	5	21.73	2	8.69	10	43.47	6	26.08	0	0
2	My motivation to learn spoken English is low	10	43.47	6	26.08	3	13.04	4	17.39	0	0
3	My interest to learn spoken English is high	4	17.39	5	21.73	5	21.73	9	39.13	0	0
4	My interest to learn spoken English is low	10	43.47	8	34.78	3	13.04	2	8.69	0	0
5	My Willingness to use oral language is high	4	17.39	2	8.69	9	39.13	8	34.78	0	0

4.2.3 Relationship between Student's Motivation and Their Achievement

Achievement test was one of the instruments used to measure the basic questions. It was used to investigate the relation between motivations to learn English speaking by correlating with the class test. Thus as it could be observed from table 4.6 those informants who scored high in class test also scored high in the achievement test. This indicates that the students who are high achievers are motivated and work hard while the opposite is true for low achievers. Hence, one can see that there is logical association between motivation and achievement.

As we could see from the utterances, school environments which are not conducive may cause motivational problems which can affect academic achievement including the learning of English speaking.

Concerning this, Johnson and Johnson (1985) stresses that student relationship can negatively or positively influence the performance or motivation of the learners according to the condition they are in.

Based on the above discussion, it is possible to speculate that the setting (situation) of the school has strong effects on motivation. One of the students. Who seems to have positive attitude said:

I have a deep interest to learn English. I always make efforts, to study all English skills and exercise speaking at home at school and any where with my class mates. I do not worry, do not feel shy, and feel what ever others say, of course, I was nicknamed 'English man' it is thing I like it.

As we can analyze from the description firstly, the motivated boy has deep interest to learn spoken English/ and always makes efforts to study. As a result, he is confident and never feels shy and fear. From this point of view I can say that clever / high achievers/ are motivated students. In another case, unmotivated students have very low interest in learning.

Summary of Case – Two

In the analysis and interpretation has been made in this case study also effects of parents' involvement in schooling teacher-character, and environmental effects on learning the speaking skill in particular were examined. This is because these major themes of the case have association with learning and motivation in general although they are restricted according to the setting they are in.

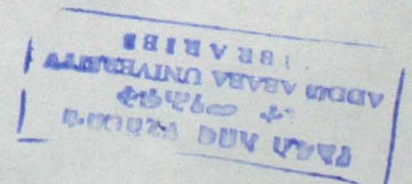
The effects of parents' involvement in their children's schooling at home and at school in this school was analyzed and interpreted. The responses of the informants indicated that most of their parents do not help them academically at home. Teacher- situation also was discussed interms of his/her qualification teaching experiences and methodological know how. Similarly, environmental situation such as classrooms, clubs and peers were discussed, analyzed and interpreted with special emphasis on peer's character because it was reflected as a major issue by all participants.

In summary, less participation of parents, less experience and qualification and methodological problems of the teachers as well as environmental factors such as peers, absence of English clubs are prevailing factors.

4.3 Case Study Three (C3) Boset Secondary School

Boset secondary school was established in the year 2002/03. The school was built for the secondary school level standard and it is now serving as junior secondary and senior secondary school (grades 9 to 12).

The analysis and presentation of the phenomenon in this school is also based on the themes discussed in case 1 and case 2. These include parental involvement, teacher- situation and environmental factors. The analysis and the interpretation was summarized at the end to facilitate cross-case analysis and generalizations.



4.3.1 Level of Students' Motivation to Learn Spoken English

In this case study also the situation of Participants' motivation is similar to the rest. As we can observe in table 4.2 68% of them responded that they were not motivated while 56% of them also indicated they were not interested (willing) to use oral language. Similarly, in the interview, focus-group discussion, and classroom observation, most of the participants indicated that they were not motivated to learn spoken English. Based on this, it could be said that the learner's motivation to learn spoken English has a problem.

4.3.2 Factors that Affect Students' Motivation to Learn Spoken English

The Effects of Parental Involvement

According to some literature, the foundation of children social attitudes and skills are laid in the home. For instance Deutscher (2005) underlines that family interferences in children's schooling at home, and at school plays sounding role in their learning. According to the educators, this has great impact on the child motivation to learn. In spite of this, some parents are not involved in their children's schooling. One of the informants (Kassa) utters;

My parents do not ask me about what I learn and nor they tell me to study. I think it is because they are both (father and mother are non educated. Of course, they provide me with whatever I asked for education. But they do not follow me up whether I got to school every school day or not. They do not also talk to my teacher about my education (17/03/07).

As it could also be observed from table 4.1 78% of the informants claim that their parents do not help him at home and at school.

As Gonzalez (2003) cited in Gardner (1991) parent expectation and close support has effects on learner's achievement. The educators utter that this situation in turn determines motivation to learn in general. Therefore, family related factors have positive or negative effects according to its rates and extent of involvement. As most of informants indicate in the interview, group

discussion and self response questions family involvement in their schooling was not considerable in Boset secondary school too. For instance, many respondents claim that English specially speaking is difficult for them but non-of them discussed this difficulty with their parents. This shows that the family (most of them) are not involved in their children's schooling. This on its part may result in problems of motivation to participate in the class activities.

The Effects of Teacher

Some educators (Perry (2002) and Earl J. (1987), evidently put that the capacity, and methodology of the teacher have determining roles in the process of teaching learning. Accordingly, the discussion and interpretation in this sub heading is focused on the capacity and methodology of the teacher which is affected by the level of education and experience of teaching in turn.

The teachers who were teaching English at Boset secondary school in grades 9 and 10 were degree holders and have more than 25 years service /experience/ of teaching. Concerning the teachers the informants /participants/ indicate that most of them strive to get the students involved indifferent activities while very few of them only try to stick to the same method (teacher centered) one of the participants.

Belay said '... some teachers make effort to get students involved in different activities while others do not. But if all teachers try their best uniformly, we would also try our best. But teachers themselves are different in their efforts. This makes students hesitate to participate...' Similarly 58% of the informants indicated that teachers make the learning of English speaking difficult for them.

As it could be analyzed teachers make effort this may be because of their long experience of teaching and education level. However, the students still have motivational problems. As Ehrman (1996: 179) puts, teachers have to help the leaner with planning and using appropriate strategies of learning but these experienced teachers did not use this effectively. This may be because

of other factors. Among these factors all the informants have mentioned that they feel fear/ shy/ to speak in the class. One of the interviewee said:

... the biggest problem with us all is fear to speak. This happens because the students want to be accurate immediately and do not want to be criticized by making mistakes in grammar. They think that we must always be able to speak the language correctly which is impossible. We then fear of making mistakes in both speaking and answering questions (17/03/07)

The respondents did not deny the efforts teachers made to get them involved in different language activities. They neither did deny their own difficulties. But they still indicate that teachers approach makes a lesson difficult or easy for the learner. One of the respondents, Demelash for instance was in favour of this idea. Saying:

... we have motivation but there are a lot of factors which affect this motivation. For example some students dislike to participate when they are not doing well with the subject teacher. Of course, some teachers try to help their students to be interested in their subjects while others do the reverse. I therefore, feel that subject teachers affect participation at large.... (18/03/07)

On the contrary, some students confirmed that they do not use group/ pair works effectively although their teachers always insist on motivating them. From this expression it is possible to analyze that teachers can do a lot and the teachers at the site did a lot to help their students because of their experience and level of education.

Environmental Effects

Environment in this discussion also refers to peers, classroom, English club, minimieda, and English department. Concerning association between environment and learning Tuman (2002) in Nevada (2005) said that it can influence many aspects of children's education.

As it could be thought from the above discussion, participation of the learners is affected by peers and classroom condition. In Boset Secondary School, it was reported by the participants that there were no any English clubs and

minimieda where the learners can be involved in different activities of language. In their self response questionnaire, interview and focus group discussions the informants reflected that there were no any conducive environment for learning English except regular class where they do the activities in the books only. From this explanation I understand that the learning of spoken English in school context is not motivating because the environment is not conducive. This could cause negative attitude towards the teacher, the subject, one's classmates and the school at the end. Thus it could be underlined that environment has considerable impacts on motivation to learn.

In another case, there is English department where teachers discuss about implementation and evaluation of English language teaching at the school. Nevertheless, the absence of English club and minimedia could make the learning of speaking difficult for the learners as there is no any access to exercise spoken English out of the classroom.

As it is observed from table 4.1 87% of the respondents said English is difficult for them because of their peer's criticism.

Table 4.4: Level of Students' Motivation to Learn Spoken English

No	Item	Case 3									
		Strongly agree		Agree		Disagree		Strongly Disagree		Undecided	
		Nº	%	Nº	%	Nº	%	Nº	%	Nº	%
1	My motivation to learn spoken English is high	3	13.04	2	8.69	8	34.78	8	34.78	2	8.69
2	My motivation to learn spoken English is low	8	34.78	8	34.78	5	21.73	2	8.69	0	0
3	My interest to learn spoken English is high	2	8.69	5	21.73	8	34.78	8	34.78	0	0
4	My interest to learn spoken English is low	8	34.78	8	34.78	5	21.73	2	8.69	0	0
5	My Willingness to use oral language is high	3	13.04	5	21.73	8	34.78	6	26.08	1	4.34

4.3.3 The Relationship between Students' Motivation and Achievement

Table 4.6 shows that the informants who are high achiever in class tests are also high achievers in the achievement tests. This seems to show that there is correlation between the two tests. In other words motivated students are high achievers and unmotivated students are low achievers. This means that motivation makes one work hard and results in a high achievement while less motivation makes less effort and thus the result also would be low. Thus it could be speculated that there exists association between achievement and motivation.

Summary of Case – Three

As in the above two cases the discussion and interpretation in this case study is also based on the themes can have different level of effects on learning from settings to settings. These themes are parental-involvement, teacher- and environmental situations.

According to some educators (Thompson 1981 and Deutscher 2005) parents involvement has great impact on child's learning. However, parents participation at this school was not as such encouraging. When it comes to teacher- situation the analysis examined their experience of teaching and education level basically. As they all (those who were teaching in the target classes) had long services and used better approaches, the informant did not complain about them. This revealed the association between education level, experience and methodology. Similarly environmental effects were investigated with respect to peers- situation, absence and presence of co curricular clubs such as English club, minimedia and even English department which have strong effects on learning with special attention to peers-situation. This is because peers' criticisms (teasing, laughter) which cause fear (shyness) were mentioned by all informants in this and other case studies too.

In summary, the problems of motivation were reported as lack of parents help at home, that of peers and cocurricular (absence of clubs) such as (English club and minimedia).

4.4 Case Four (C4) Oda Nebi Secondary School

This school was up graded in the year 2005/05 from second cycle primary school level to first cycle secondary school (grades 9 to 10). The analysis and interpretation in this study takes this school as one of the cases whose phenomenon would be investigated through variety of instruments. Accordingly parental involvement, teacher situation, environmental effects are investigated briefly.

4.4.1 Level of Students' Motivation to Learn Spoken English

Learners in this case study /school/ may have motivational problem which are caused by the same factors to the rest case. According to the data collected form the informants the learners at this school also have problems of motivation. For instance, most of them said that they have problem in interview, focus group and self response question. More than 70% of them indicated that they have problems. Similarly more than 52% of the participants said that they were not willing to use oral language

Thus I understand form this that there is a problem of motivation with the respondents. In another case, some of them claim that they were motivated although they do not want to participate in activities of speaking. This also may indicates that their motivations is not genuine (real) confirming this, Sisay said the following.

I have a high motivation to learn speaking, but I do not want to be involved in speaking activities in English classes because I feel fear (Shy). I do not know how to avoid fear and shyness but I want to learn spoken English. (10/04/07).

As in the above, the learners (almost all of them) said that they want to participate in oral activate but they fear. Of course, they blame their teachers for this problem. Some of them said "if the teachers taught us speaking from primary school effectively", other say 'if he forces us to speak always, and still others say if he gives us speaking tests, we would be able to speak without fear.

In principle teachers are expected to use different techniques of teaching to meet interest and needs of the learners. With regard to this idea 75% English teachers responded that they make interest, ability, needs, problem and motivation inventories before teaching a new group. But the students did not confirm this. What teachers said may be done informally.

Generally, from the point of view of both teacher and students, there are a number of drawbacks against student's motivation. This reveals that there is a gap between the students and teachers which requires discussion. In other words, to get students motivated in the classroom, one must first understand motivation and what affect it.

4.4.2 Factors that Affect Students' Motivation to Learn Spoken English

The Effects of Parent Involvement

During the interview, focus group and self response questionnaire the informants described that the interference of parents in their schooling is not considerable in this school. Trends of parent involvement in this school is therefore, similar to other schools, although there is a slight difference. For instance, one of the respondents Lemi said:

... my parents provide me with materials and money I ask for, they also give me time to study and are volunteers to visit my school when they are wanted by the teacher or school. But they do not help me with academic cases, my father works in an office, he hasn't ever helped with the difficulties I have in English. Nor did I ask him to (23/03/07)

As it could be analyzed some parents do not help their children at home while others do. Similarly 52% of the respondents said that their parents never help them at home. In focus group discussion also the participants have said that parents follow-up at home is crucial for motivating learners. However, 74% of the respondents responded that their parents do not help them.

The Effects of Teacher-Character

The points to be raised under this heading are teacher's ability of subject matter, teaching experience, qualification, and methodological approach. These factors influence the teaching learning directly or indirectly. Thus analyzing the issue in relation to this is important. Based on research literature teacher's knowledge and skill to teach language was found to be important. This could be because of training and experience.

The teachers who were teaching English during the research were two. One was a degree-holder and had six years service while another was diploma holder and had fifteen years service. The informants point out that there are problems with the learners, the teachers, the school and the book in the teaching learning of English language, Leta (one of the informants) complained:

...speaking in English is difficult for me. Because I do not pay attention to exercising. In addition when the teacher asks me to speak I do not become volunteer to utter a word. I think the teaching method also has a problem. It does not interest me. The teacher simply sticks to the book, he has not ever tried to teach us in different ways. (21/03/07)

This respondent seems to understand some problems of learning English specially that of speaking. He touched upon all major sources of the problems. Another respondent who is in favour of this idea, said:

I know that English gives me many benefits. But both grammar and speaking are difficult for me. Another big problem probably my worst enemy is feeling fear and shyness to speak in English. But I wish and recommend joint efforts of students, school and teachers to solve the problems of participants. (21/03/07)

I understand that there may be methodological problem which should put the learner on the right truck. Thus teacher's methodological know how including other characters (education level, attitude to the profession, teaching experience etc) are related to effective teaching that bridges the gap between the leaner and the teacher.

*I doubt whether my teacher is proficient in English. Because he does not reinforce us to learn what is good for us. Since he is a teacher he has to help us in different ways. But I always see him doing the same activities in the classes. That is limiting the lesson to the book.
(03/04/07)*

Similarly, many participants complain that their teachers neither made them aware of the uses of learning speaking, nor re-enforced them to learn.

In relation to this, the participation of the learner is not sounding compared to their number in the class. For instance, the participants themselves confirmed that 20% of them only participate in total activities in the classes. During the classroom observation also it was observed that 80% of the students were not participating in any oral activities.

When they were asked why thy did not participant after the observation, the learners said 'that they fear to be laughed at by their classmates. In the self report questionnaire also 62% of them reported that they fear (feel shy) to speak as they lack confidence and think they may make grammatical errors. Similarly, 53% of them said that they are worried whenever their teacher asks them to speak in English.

In addition, 66% of the teachers reported that they always face resistance (challenges) when ever they pay attention to the speaking skill/ get their students involved/.

According to Earl J. (1987), any subject is not interesting or dull, easy or difficult inherently. It is teacher's planning and implementation of

instructional objectives that makes it motivating or not. Thus the teacher is largely responsible for students' participation.

I understand that the learners have problems of fear (shyness) and attitude or motivation to participate in different oral activities in English classes. Consequently, they prefer to learn grammar for their English tests only. On the part of the teacher there are problems of language proficiency and methodological know how and professional commitment. As a result of this, the link between students and the teacher is not as strong as it had to be. Thus motivation of the learners seems to be low in general.

As Ephram M. (1996: 141) noted dealing with motivation is difficult. Firstly when there is no enough secondly when there is too much. According to the educator, over or under motivated students both require consultation service.

Regarding the importance of consultation one of the participants Gidey also said:

... in my school we do not have access to any consultation services. No one advises students who face academic problems at school. In my part I do not even know why, how, and how much I should work. I know this simply from informal information. I know that most of the students in my school are not aware of their duties as students. They simply go to school go home etc. I feel there should be some one who helps us in consultation otherwise most of us do not know where to go and why to go there.(11/04/07)

The above description still consolidates the idea that the teacher is responsible for students motivation because the effect of teachers on students motivation is very high in all aspects.

However, the above assertion may not be dependable as both the teacher and students are responsible for the success or failure of instructional objectives in principle. Consequently, the learners claim that they were not good at English because of their teacher's problems.

The Effects of Environment

As in other case studies, the components of school environment such as peers, classroom, English club, minimedia, etc which are felt to be important for the study are over viewed under this heading.

According to the assessment during the study Odanebi secondary school had no English club and minimeida while English department functions to implement curriculum of the level. The most important environmental component is peers in the class. Their situation in the actual classroom and in school compound enhances or hinders performance and motivation of a learner. In relation to this situation, Tamiru noted that his problem in learning English is caused by the peers in most cases. He elaborates:

I fear/ feel shy/ because I may make mistakes in grammar. I have interest to speak (exercise) English speaking. But the fear and shyness hinders my effort. Of course I do not blame teachers on my part. We do not make efforts although teachers encourage us. We rather laugh at one another. (21/03/07)

In addition to this, in focus group discussion, and questionnaire all informants claimed they feel fear/shy/ while they were also observed worried and feel shy during observation of the class.

What I understand is that the problems caused by the peers are the most influential. As Earl J. (1987) noted whatever the teachers do can (help) nothing if the learner is not intrinsically motivated. Thus it could be concluded that intrinsically unmotivated person does not perform a task effectively as a result of the external motivation only. In other words external pressure such as peers' situation may influence internal motivation negatively or positively. In contrast all informants reflected that they all were interested in learning speaking but they fear to participate. This of course shows that they are not genuinely interested in learning spoken English.

Table 4.5: Level of Students' Motivation to Learn Spoken English

No	Item	Case 4									
		Strongly agree		Agree		Disagree		Strongly Disagree		Undecided	
		No	%	No	%	No	%	No	%	No	%
1	My motivation to learn spoken English is high	4	18	1	6	7	31	9	39	2	7
2	My motivation to learn spoken English is low	7	31	9	39	5	22	2	8	0	0
3	My interest to learn spoken English is high	3	9	4	18	7	35	9	38	0	0
4	My interest to learn spoken English is low	7	31	7	31	4	18	3	9	0	0
5	My Willingness to use oral language is high	4	18	3	9	8	34	6	18	2	9

4.4.3 The Relationships between Students' Motivation and Achievement

Many educators have indicated that achievement has close relationship with motivation. They say that a motivated person works hard on a task for his own and scores a high mark while the opposite is true for unmotivated person. Based on this description when the achievement of the participants is investigated in terms of motivation, it shows that those learners who scored high mark at school also got high marks in the achievement test. Thus one may say motivation leads to hard work and hard work also leads to high score. I can therefore, understand that there is relationship between motivation and achievement. Therefore, the results of the two tests in table 4.6 show that there is correlation between motivation and achievement.

Summary of Case Four

In the analysis and interpretation, parent participation in their children's schooling was reported to be less at home while the situation of the teacher also was mentioned in the data as a problem. When environmental situation

is analyzed, the absence of co-curricular clubs (English, and minimedia) and problems caused by peers criticism are the major ones. It is because clubs create the chance of exercising while peer's criticism (situation) affect the entire situation of a learner. In most cases peer's criticism was strongly blamed by all informants. In summary, parental problems, peer's criticism at school which causes fear/ shyness/, and absence of co-curricular clubs (English club and minimeida) were analyzed to be major (common) problem of the themes in this case study.

4.5 Case Study Five (C5) Bishoftu Secondary School

This school also was up graded from second cycle primary school to secondary school in 2004/05. As in other case studies, parental involvement teacher-situation and environmental effects are emphasized in analyzing, discussing and interpreting the case briefly.

The Effects of Parent Involvement

In self report questionnaire, interview and focus group with the informants it was reported that the trends of many parents specially those who come from rural areas do not take interest in their children's schooling (they do not usually help them at home and interact with the teachers at school). Generally, the situation of parental involvement is similar to other case studies that it does not require further description.

4.5.1 Level of Students' Motivation to Learn Spoken English

The data which were gathered through different methods reveal that student's motivation in this case study is also low. The participants in their interview, group discussion, and self report questionnaire indicated that their motivation is low because of external factors which affect their motivation. For instance, one of the participants said. 'My problems in learning spoken English are lack of interest, absence of exercise lack of support from the teacher and family.'

From these utterances I understand that the learner's motivation is affected by the problems he mentioned. The informants all have disclosed that the criticism (teasing) of peers is a common and worst problem because students interact with their peers everyday in addition to their parents and teachers. According to Tuman (2001), peers have a storing role on students' motivation especially at the secondary school level. The interaction may have either motivating or de motivating role according to the behavior of the group. In this study almost all participants reported that they fear (feel shy) to speak in English because they are laughed at, criticized, and are teased by their peers. From the interview, focus group discussion and classroom observation it was reported that peers criticism adversely hampered their motivation towards learning spoken English. Regasa for instance commented:

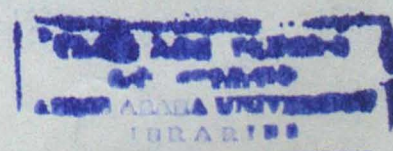
I always aspire to exercise English speaking. But some demoralizing words come to my mind. In my class when a student tries to speak in English, first all students turn their face to him and stare at him. Then they laugh at him. Finally when they are out of the class they also nick name him saying " የፈረንጅ በጥንቃቄ ልጅ" meaning: one who was attacked with an evil eye. So, no one frequently tries to speak in English. Unless he/she wants to be criticized by peers. (11/04/07)

Many participants reflected that fear and shyness which are caused by their peers are the major causes of their problem of motivation. As one may see from the above description peers' criticisms may be considered as one of the leading factors which cause problems of motivation. Thus in the self report questionnaire also 77% of the respondents said that their motivation is low.

4.5.2 Factors that Affect Students' Motivation to Learn Spoken English

The Effects of Teacher Situation

Teacher situation in this school is also analyzed in terms of subject ability, education level, teaching experience, and methodological approach. There are 11 English teachers in this school six diploma holders and five degree holders whose service ranges from six years to twenty-seven.



The diversity of education level and teaching experience may have impact on success and failure of learning. Concerning teachers' competence and methodology employed by them the informants in interview and focus group discussion/ express it as:

... I understand that most of us fear to speak. This is very bad since fear is the killer of ability. Lack of awareness, fear, shyness, lack of attention are problems on the part of the learner. While the school and the teacher-himself have their own problems. Because they did not try to solve the problems of learning English speaking which is reflected here. This is because the school does not provide us with supplementary materials and does not create situation such minimedia and English club adequately. (23/03/07).

This description has revealed that there are a number of problems in learning spoken English. Firstly, the students tease one another, secondly they do not make efforts to read supplementary materials, thirdly the school does not adequately supply them with what they need to improve their English. Fourthly the teachers give emphasis to grammar content and teacher fronted method. Thus the students lack exercise and lose confidence and interest. This finally causes absence of good attitude and motivation to learn the subject.

Nevertheless, experiences of some students reveal that intrinsically motivated students can improve their ability of speaking in English Zinabu one of motivated students said:

.. I am interested to learn English. My friend and I discuss in English when we study. I study speaking by speaking with other peers too. I have a deep interest for English language and always make efforts at home and school. I do not fear to speak in the class because I am interested (22/03/07)

Table 4.6: Integrated Table Showing the Relationship between Students' Motivation to learn Spoken English and their Performance

No	Case	Grade	Students'				Correlation	
			Code number	Sex	Class-mark in %	Achievement test %	Class mark	Achievement Test
1	C1	9	Tch/0999	M	80	78	High	High
2		9	Tch/09106	F	30	32	Low	Low
3		10	Tch/111	M	75	60	High	Medium
4		10	Tch/117	F	60	55	Medium	Medium
1	C2	9	Css/0778	M	85	90	High	High
2		9	Css/0787	F	45	49	Low	low
3		10	Css/0888	M	85	80	High	high
4		10	Css/0899	M	55	50	Low	low
1	C3	9	Boss/0555	M	75	88	High	High
2		9	Boss/0566	F	55	58	Low	Low
3		10	Boss/0666	M	90	89	High	High
4		10	Boss/0667	M	55	67	Low	Low
1	C4	9	Oss/0334	F	90	94	High	High
2		9	Oss/0344	M	40	40	Low	Low
3		10	Oss/0444	F	75	79	High	High
4		10	Oss/0455	F	60	80	Low	Low
1	C5	9	Bss/0111	M	82	70	High	High
2		9	Bss/0125	M	40	50	Low	Low
3		10	Bss/0222	M	75	80	High	High
4		10	Bss/0236	M	40	45	Low	Low

The Effects of Environment

By environment here also meant the character of peers, absences or presence of English clubs, minimeida, and English department. In Bishoftu secondary school there are no English club and minimedia where the learners may participate and exercise English speaking. Of course English department exists for the sake of implementing the subject. With regard to the absence of co-education clubs one of the participants (Almaz) explained:

... if there were clubs (English and minimeida) at least a few of us would air our thoughts and exercise speaking. Look! We do not speak in the class because of peers criticism, and do not utter an English word outside because there is no chance. Absence of clubs, teacher's grammar, fear of participation, etc. are all problems we face to learn speaking (22/03/07)

As the participant contends to explain there are a number of impediments which make English difficult for the learner. Similar problems exist at other schools although it differs from case to case.

In this school also the most difficult issue is 'peer's criticism' and 'the fear and shyness'. All of the participants claim that they fear of being laughed at by peers. Some respondents blame their background and peers (Sinknesh) complained as in:

... Firstly I hate my English teacher and the subject. I think this is because my primary school teacher did not teach me effectively. Secondly I fear to speak in the class because I do not want to be criticized by my classmates as I know they tease one another, therefore, I hate English and English teacher... (22/03/07)

As Earl. J (1987) and other educators put, whatever the teachers do to teach the learner is useless if the learner is not motivated intrinsically. As I can understand from the learners idea teaching a demotivated learner is very difficult.

So, where there is no conducive environment problems of motivation continue to hamper the teaching-learning process in general.

Table 4.7: Level of Students' Motivation to Learn Spoken English

No	Item	Case 5									
		Strongly agree		Agree		Disagree		Strongly Disagree		Undecided	
		No	%	No	%	No	%	No	%	No	%
1	My motivation to learn spoken English is high	3	10	6	20	12	40	6	20	3	10
2	My motivation to learn spoken English is low	12	40	11	37	2	7	5	17	0	0
3	My interest to learn spoken English is high	4	14	5	17	10	34	10	34	1	4
4	My interest to learn spoken English is low	10	34	10	34	7	24	2	7	1	4
5	My Willingness to use oral language is high	6	20	8	27	8	27	7	24	1	4

4.5.3 Relationship between Students' Motivation and their Achievement

Many educators relate achievement and motivation. For instance, they put that there is relationship between students' motivation and achievements. As observed from table 4.6. those participants who are high achievers in class marks are also high achieve in achievement tests and vice-versa. In other words, motivated students work hard and achieve high marks while unmotivated (less motivated) make less efforts to make good grades that it leads to low achievement. Thus one may say that there is relationship between motivation and achievement.

Summary of Case Five

To summarize the main points in this case study also the focus of discussion was on the themes named. Parent involvement teacher situation and environmental effects. According to the evidences collected from the respondents parents' involvement at home and at school was one of the problems while teachers problems were not emphasized this much in this case. With regard to environmental problems the analysis stressed to that absence of English club and presence of peers' criticism (teasing) are common problems.

In summary, evidences indicated that parental participation, peer's strong criticism, absence of English club, and minimedia were the major problems in this school.

CHAPTER FIVE

5. CROSS – CASE ANALYSIS

In chapter four the five small case studies treated students' motivation, factors that influence students' motivation in learning spoken English speaking and the relationship between achievement and motivation. The condition of these three issues which are basic questions, in the study vary from one school to another for different reasons. In this chapter, the issues which do not change from school to school namely socio cultural, and curriculum are also over-viewed in combination. It is because socio-cultural and curriculum are the same for all case studies so that they should not be investigated in isolation for each of the case studies. Finally the discussion and interpretation cross-case analyzed.

5.1 Level of Students' Motivation to Learn Spoken English

As discussed in each case study students' motivation towards learning of spoken English has problems for similar reasons although the depth of the problem differs from school to school. This is because of the number and conditions of the factors that affect motivation. For instance, Tuluchukala Secondary School (C1) experiences challenges in many aspects; such as absence of qualified and experienced teachers, parental support to their children, environmental problems, socio-cultural situation, curriculum related problems, absence of English clubs, minimedia and English department. These in turn could hamper motivation of the learners'. Therefore, their motivation is low.

Chefe Donsa school (case study two) also experience the above problems except the availability of English department. This only does not make any change, and the learners of this school also have low motivation to learn spoken English.

Boset secondary school (Case study 3) has English department, minimeida, and experienced teachers while it lacks the rest condition parent involvement, English club, socio-cultural, curriculum, environment. This school also experiences the challenges of lack of students' motivation to participate in English classes. So, their motivation is low.

Oda Nebi and Bishoftu Secondary schools /cases four and five/ both of them experience similar problems. They both have relatively experienced teachers and English department. But English club, minimedia, parental involvement also were reported to have problem while environment, socio-cultural situation, and curriculum cause problems of motivation as in other case studies. Thus, the students of these two schools also have low motivation towards the learning of English speaking. The discussion in all case studies revealed that the majority of the participants are not intrinsically motivated. All case studies indicated that the motivation of the participants was influenced by different factors which are common for them.

5.2 Factors that Influence Students' Motivation to Learn Spoken English

As many educators underline and it has been discussed in this paper, factors that affect students' motivation towards learning are external and internal, Educators such as Aggarawl (1994) and Baron (1995) noted that an intrinsically motivated person is engaged in a task for his own sake, while extrinsically motivated person is engaged in a task as a means to an end come form outside.

From this point of view, factors which influence motivation have been discussed in this study are based on the literature and analysis of data gathered from sample schools. Thus the major factors investigated were environmental effects, teacher effects, parental involvement which were separately discussed in each case study while other factor which have the same impact or which do not change in terms of the school setting such as

curriculum and socio cultural effects were discussed as common issues for all case studies in combination.

In other words, since the socio cultural situation is similar and the curriculum which is prepared centrally is also the same for all schools, it was not necessary to discuss their effects in isolation.

Accordingly, the analysis of data through out the cases indicated that the factors have been discussed above, influence the learning of spoken English in grades 9 and 10 of the selected schools. Although there could be seen slight difference between the effects (factors) cause in each case study thus there is similarity (generalizability) in most cases. Therefore, the above factors (parental involvement, teacher-character, environment, socio cultural situation and curricular issues) could be considered as the major factors which influence the learning of spoken English in all case studies.

In summary common factors such as socio cultural situation and curricular issues are discussed below.

5.2.1 Socio-cultural Situation

Socio cultural situation is one of the most important conditions to learn a language. It is because authentic language (informal) can directly be learned from the speech community. According to Crystal (1985) cited in Jenney, C. (1994) geographical, socio linguistic and phonological variations have created diversity among the speech community of different languages in the world. This differences make the learning of a second language out of the speaking community. In this study the respondents have reflected that they had no access to any English speaking individuals or condition.

For instance, Tariku (one of the participants) mentioned:

I haven't ever spoken in English to any foreigner who does not speak my language. There is no chance to speak in English outside the class, because every one speaks my language. I have not ever faced a problem that forces me to use English. I haven't also listened to any foreigner speaking English except in TV-program. (24/03/07)

Tariku and other participants said that they do not worry to speak in English. They justify this by saying firstly we do not need English for communication in our areas secondly, we can study grammar for tests as there is no any speaking tests.

From this assertion, I understand that the participants were not motivated to study spoken English as it was not important for them or as they use it neither for communication nor test. But if these participants were in the speaking community they would need it badly and learn the authentic language effectively as well.

Similarly Tigist argued:

I know that I use English to learn other subjects through. But I do not need to communicate with people around me in English. I can study grammar for tests. Then I do not worry to study speaking nor did I so far. In addition I never try to speak in the class because I fear (feel shy) so that my classmate would not criticize me. (21/03/07)

In relation to this idea, some participants added that they would practice speaking if they go abroad because of the demand for communication. Thus they believed that they would master the spoken English in a short period of time. The above descriptions indicate that there is no any motivating situation to learn English speaking as they need it neither for communication nor examination.

Concerning language socialization on the learning of a second language, a number of scholars confirm that it is difficult to teach/learn a language out of

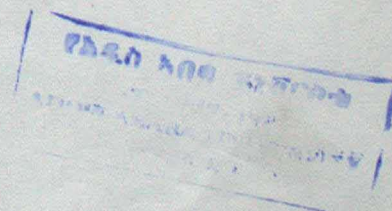
the settings of native speakers of it effectively. Because "cultural difficulties affect the learning in a less profoundly personal way too. (Ephram. M., 1996: 167). The scholar further says that previous exposure to languages and other cultures is helpful to learn how to learn a language. Comparatively seen, the teaching learning of English in our country has many problems. Firstly, it is a second foreign language for every student, secondly, it is a foreign language whose culture of the native speakers is not familiar to the learners and thirdly the difference between sound and spelling (orthographic writing) in English language has impact on reading and pronunciation (speaking correctly). As a result of these difficulties a learner may lose confidence and be demotivated to learn spoken English.

However, in the class where both the teachers and students make considerable efforts, it is possible to teach a second language effectively out of the setting of its speaker even. According to Chaney (1998), English second language (ESL) teachers should create a class room where students have a real life communication, authentic activities and meaningful tasks to promote oral language.

The intent of the above description is to reflect that teacher's efforts which is based on a workable approach and students' collaborative learning can lessen (minimize) the difficulties students face in ESL classes.

5.2.2 Curricular Issues

Curriculum or assigned textbooks have effects on the teaching/learning of spoken English. To analyze this objectives, content and methodology of teaching have been taken into account. Thus, these sub topics have briefly been discussed, analyzed and interpreted on the bases of the responses of participants (learners) of the five schools and trends of learning and evaluation of textbooks.



Objectives, Contents and Methods in the Assigned Textbooks

In education objectives may be called an intended learning outcome or learning objective (Johnson, 1967, Goodlad and Richeter, 1966) cited in Derbessa (2004). The content of education on its part may be called the means which are required to accomplish curricular objectives. The intent of this study in this part is to see how the curriculum affects the learning of English speaking.

According to MOE (2005: 1-28) the books for the target groups were prepared to promote communicative approaches so that the teachers use them communicatively. When one analyses the content, objectives, and methodology in grades 9 and 10 English textbooks, they are mostly based on grammar and do not seem to promote the communicative way of teaching. In other words the speaking skill is not emphasized as such as it is indicated in teacher-guides of both grades 9 and 10.

Firstly, the contents in speaking sections of both grades 9 and 10 are groups of simple drills which encourage memorization. Secondly, these drills even were not presented in the way they interest the learner. Thirdly, they are not provided adequately.

When the issues of students' problems is discussed, analyzing the curriculum and its contents and approach is unavoidable. The question how, why, how much, what and when may also be raised. Consequently, the textbooks for grades 9 and 10 and their teachers' guides were over viewed to understand their effects on the target groups' motivation to learn spoken English.

Objectives in the two Textbooks (English for Grades 9 and 10)

The objectives of the texts were described in teachers guide. They generally indicate that the books are supposed to help the learners to improve their English academically and communicatively by using different oral activities which enable them to master the language. From the analysis one may see that the books are planned to maximize active learning which is student

centered. But when it comes to the reality in the books and in the classes, the objectives and the practices are not compatible.

Table 5.1: A Chart Showing Objectives and Contents Presented in the Books (Grade 9)

No	Objectives (activities)	Contents (examples)
1	Dialogue	Do you know... ?
2	Asking for clarification	I'm sorry I don't understand...
3	Asking to borrow something	Can/ could/ may/ I borrow... ?
4	Asking for permission and giving or refusing'	Is it alright if I... ?
5	Saying what you think might happen	What do you think...? I think..., I'm sure...
6	Asking for and giving opinion	I'm sure that, I'm not sure that...
7	Dialogue (wh- questions)	What is...? why...?
8	Commands and requests	Will you ...? Go there, would you... please Could you...?
9	Order of events	Pictures
10	Practicing dialogue	Telling stories.

Contents of the Books

As it is described contents of a book have determining roles in achieving the objectives. Thus analyzing them is remarkable. This is because when content is interesting and important for a given objective, the learner is also interested and motivated to learn.

According to Cele. Murcia. M. (2001: 7) and Chaney, A. L. and T. L. Burk (1998), teaching speaking is a very important part of a second language learning. The scholars stress that linguistics and many ESL teachers agree on that students learn to speak in the second language by 'interacting'. Because communicative language teaching and collaborative learning serves better for his aim as communicative language learning which is based on real life. Thus the scholar recommend the contents (activities) which promote speaking. These activities are mainly discussion, role play, simulation, information gap, brain storming, story telling, interview, story completion, reporting, play

cards, picture narrating, picture describing, and find the difference, etc, which motivate/ re-enforce/ the learner to practice the language.

Compared with this, the text for the target groups seem to lack many qualities in promoting speaking because the activities are not only limited to memorized drills but they also lack variety and adequacy of items. The chart below shows the contents of speaking to compare with the above mentioned appropriate contents of spoken English.

Table 5.2: A Chart Showing Objectives and Contents in Grade Ten

No	Objectives (activities)	Contents (examples)
1	Expressing necessity	Must, have to
2	Expressing permission	Allow permit
3	Ask for and give direction	Would you tell me how to get to... please?
4	Describing a picture	Pictures (Drawings)
5	Wh- questions	Describing things
6	Asking for information	Do you tell me about...?
7	Speaking on telephone	Hell! Can I speak to...?
8	Ways of asking for help	Can, would you help me?
9	Puzzle solving	Find solution to.....
10	Attitudinal questions	Do you like...?
11	Talking about an event	Topic based narration
12	Reported speech / dialogue/	Conversation between two individuals

The Methods of Teaching

The above tables revealed that the speaking activities are purely formal and they do not teach relaxed language /informal/. In addition, they are presented in the way they are memorized as they are based on accuracy. So, the activities are studied in the same way as in grammar /structure/ so that they are difficult to be studied /mastered/ with real life activities.

In other words, these activities/language drills/ are based on the trends of teaching/ learning which encourage teacher centered method.

As the very aim of this study is to understand the effects content, method and objectives have on the learner's motivation to learn, I evaluated the two books on this base.

According to Amare (2004: 12) it is possible to evaluate a text by using simple tallies for the required aim on the required parts. Thus I used a simple tally to understand the occurrences of teaching method and the extent to which the textbooks reflect the necessary experiences, I therefore, tried to evaluate the content and method applied for the target group based on their occurrences in the books.

Table 5.3: A Chart for Textbooks Overview

Grade	Contents in the texts		Total	Methodologies (approaches)				Total
	Based on Grammar	Based on Speaking		Teacher centered	Group work	Pair work	Individuals (whole class)	
9	64.20	35.88	100%	52%	9%	14%	25%	100%
10	57%	43%	100%	55%	7%	10%	28%	100%

As it could be seen from the chart the items of grammar are more frequent than that of speaking. When the number of grammar items increase the occurrences of teacher centered approach and individual (whole class that is fronted by the teacher) increases. In contrast when the number of speaking items increases, the frequency of groups/ pair work also increases. From this description, it could be inferred that the situation of contents dictate the approach.

In summary, the existing textbooks have a sounding role in teaching whole language in general. However, the quality and quantity of activities which help the learner develop their spoken language do not seem to be presented appropriately. Thus they (the contents) do not reflect communicative way of teaching. Of course, what was planned in the teacher's guide (book) informs, the reader that the teaching learning is active learning that is based on

communicative approach. But what is practically observed in the books is different from what was planned in the teachers guides.

5.3 Relationship Between Students' Motivation and Achievement

According to the scholars in the field of education motivation influences achievements of a student. For instance Aggarwal (Ibid) and Woolfolk (1995) said that students pay attention, turn in their work and study for test when they are motivated to perform a task. The educators underline that sources of achievement motivation such as family, society and school affect motivation and this can in turn be reflected on achievement (As a motivated person works hard while less motivated does not). Thus it could be understood that there is a relationship between motivation and achievement.

In this study also the data collected and the discussion held with the participants have revealed that there is a bonding between students' motivation and their achievement. The evidences in each case study indicated that those students who are high achievers in school marks were also high achievers in the achievement tests and vice versa. Hence, one may conclude that there is a relationship between motivation and achievement.

Summary of Cross-case Analysis

In summary, the major themes which were analyzed and interpreted in each case the effects of parental involvement in their children's learning, the effects of teacher situation and effects of environments which influence motivation are analyzed in combination because there is generalizability on these themes within the cases. Similarly, socio-cultural and the existing target grades curriculum are also briefly analyzed and interpreted as common themes for all the cases. It is because socio-cultural situation in this study refers to the community whose native language is English or none. Since there is no site (case) where English is spoken there is no need of investigating this condition separately. And the curriculum is also the same for all cases that it should not be investigated in isolation. Hence, the generalizability or common feature

of the problems at all the five case studies could enable me conduct a cross-case analysis. Finally summary of the analysis concludes the chapter.

When the cases are cross-analyzed it could be understood that all the 5 case studies are similar on the level of students' motivation, the factors influencing students motivation in learning English speaking and the correlation between students' motivation and their achievement (performance). However, the extent of the effects caused by different factors or problems have slight difference although the result remain the same. Accordingly, in all case studies learners' motivation is low, factors affect motivation are parental involvement, teacher-character, environmental socio cultural, and curricular problems while their difference is only that some schools are affected by all factors whereas others are affected by some of the factors only.

Among the case studies, case one or Tulu Chukala School experiences problems in all aspects. Because it is ranking first in facing challenges. That is it has no experienced and qualified teachers for the level, English-club, English department and, good parental involvement and minimedia in addition to common problems which are based on socio cultural situation and curriculum. So, it is unique from the rest schools in facing problems while Chef Donsa is second.

Table 5.4: Factors that Hinder or Enhance Motivation to Learn English Speaking

Case	Teacher	Parent	Environment	Socio-cultural	Curriculum	Eng. Club	Eng. Dept.	Min media	Total			
									PI	NI	AB	P
C1	NI	NI	NI	NI	NI	AB	AB	AB	0	5	3	0
C2	NI	NI	NI	NI	NI	AB	P	AB	0	5	2	1
C3	PI	NI	NI	NI	NI	AB	P	P	1	4	1	2
C4	PI	NI	NI	NI	NI	AB	P	AB	1	4	2	1
C5	PI	NI	NI	NI	NI	AB	P	AB	1	4	2	1

Key: 1. PI = Positive Impact 3. AB = Absent
 2. NI = Negative Impact 4. P = present

Therefore, when the cases are cross case analyzed one can understand that there exist similarity (generalizability) among the cases in the five case studies.

CHAPTER SIX

6. CONCLUSION AND IMPLICATIONS

6.1 Conclusion

One must first understand motivation and factors affect it positively and negatively to get the learners involved in the activities in the classroom. In this study the two types of motivation (intrinsic and extrinsic motivation) have been investigated. Because intrinsic motivation is more permanent it is felt that the teacher should try to help the students to generate intrinsic motivation in them. This is because extrinsic motivation is not permanent thus the efforts of the teacher may not cause changes of behavior. In this study parental involvement, teaching technique, peers and classroom environment were considered as major factors that affect of motivation. Many educators advise that we should strive to motivate our students because the teaching/learning will be meaningless if the learners lose motivation to learn. To summarize this idea on the bases of the data collected, analyzed and interpreted, the following could be concluded in line with each research question.

What is the level of Students' Motivation to Learn Spoken English?

According to Thomas, L. (2003) motivation is a subjective experience that it cannot be observed directly. It must therefore, be inferred from students' self report and classroom behavior. Accordingly, in the self reports more than three fourths of the participants responded that they had low interest to learn spoken English. In the interview and group discussion also most of them reflected that they were not intrinsically interested to learn speaking for different reasons such as environment, parental involvement, teacher, curriculum etc. In addition, observation notes revealed that most of the class members do not want to participate in group/ pair works using the English language. Thus, generally, students' motivation to learn English is low.

What are the Factors that Cause Problems of Motivation to Learn Spoken English?

To answer this question, interview, group discussion and questionnaire were used. The informants/ participant responded that absence of parental involvement in their schooling, the situation of the teachers, peers' criticisms, environment situations (the school and its surroundings), the curriculum, the learners themselves (lack of effort, attention, awareness and problems of fear, shyness etc) were the factors caused the problems of students' motivation to learn spoken English.

Is there any Correlation between Students' Motivation and their Achievements

To measure the correlation between motivation to learn and achievement, the tool which was used is an achievement test. Ephram, M. (1996) and Kohn A. (1994) put that achievement test helps one to understand the strategies views, motivation and problems of a learner. Thus I selected some high achievers and some low achiever students based on the first semester (2006/07) results of their class. Finally I gave them all the same test and marked according to the marking method of the Ministry of Education for the level. As a result, high achievement in the achievement test was also mean a high achievement in regular class test and vice versa. Thus I can say 'yes' there is correlation between motivation and achievement.

6.2 Implications

Should one be Responsive or Passive?

Many educators say that motivation is determined by attitudes. It is also a form of behavior which is difficult to understand and recommend on the bases of such short time research only. Nevertheless, I used different instruments to gather information in order to analyze the issue from different points of view. The themes summarized above have shown logical relations among the learners the school, and the teacher. These three things are inseparable in both strength and weakness. Consequently, the problems one has in one or all of them have effects on the teaching learning process. This

indicates that one has to solve the problems of learning in terms of the relations among the three. Thus it is both difficult and impossible to solve learning problems by treating some or one of the above issues only. Therefore, one should be responsive instead of becoming passive to the problems of teaching/ learning in the school, with the teacher and the learners. Otherwise, the practices observed in teaching/ learning would be more and more difficult. Accordingly, the findings of the study reveal that students are to practice speaking in the target language in the class by participating actively in group/ pair and individual activities and outside the class with others. They should believe that they cannot use the language for any purpose in the future without practicing it today. In other words, they are to be encouraged, and convinced to try to do away with problems such as fear, shyness, stage fright etc which hinder them from exercising. Then they will be volunteers to be involved in speaking activities in the class. Otherwise teaching would be very-difficult without active involvement of the learner.

The students are also advised to use English language in the English classes, when they discuss in groups and pair works and when they ask and answer questions. The finding implies that the students should read different English materials and reference books. They should also be involved in English clubs and minimedia programs. Moreover, the students should listen to the advices given to them by their teachers on why and how to study the language. They should advocate the communicative way of language teaching.

The result of this study also implies that English teachers should improve their language proficiency and methodological approaches. They are expected to use workable methodology to motivate the learners. In other words, it implies that communicative approach is not fully applied so far. As a result, the problem is always affecting learners' motivation. Therefore, the teachers are to internalize the methods and use them effectively. For instance, continuous professional development training for teachers should be provided to improve their approaches.

In another case, the study has revealed that teaching/ learning is meaning less with out active participation of the learners. Thus involving them in different class activities is badly needed. To improve students' participation, teachers have to play prominent roles. This means that they should use modern methodologies which give room for students' active participation.

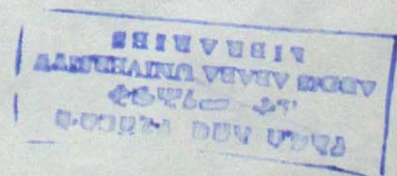
The study also underlines that schools should be conducive for teaching/ learning of language specially speaking. It shows that there are many drawbacks such as absence of English club, English department, conditions of classroom, lack of supplementary and basic educational materials which cause motivational problems of students. Therefore, to minimize the impediments, schools are to provide the students with conducive environment for learning. They should be sure whether the classrooms, supplementary materials, basic educational materials such as chalkboard, chalk, textbooks, etc, are adequately available or not. As one of the basic factors, parents are also advised to help their children at home academically and with material provision and at school by interacting with their children's teachers. As curriculum imposes a great influence on learning it is advisable if ICDR revises the syllabus for grades nine and ten. Because the speaking sections are based on drills which encourage memorization but do not seem to provide students with adequate exercises that promote their speaking skills.

Finally the study also implies that it is advisable if speaking tests are included in the tests of English language at different grade levels to re-enforce the learner towards the speaking skills.

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APPENDIX - A

Students' Document Analysis

In this study students' private document analysis is used to see whether there existed any correlation between students' motivation and their achievement. The document that is selected for the analysis is first semester 2006/07 English results of the sample subjects (high and low marks were taken). This is because of the currentness, accessibility as well as directness of the grades (results). Based on this, sample subjects of the sample schools have been listed in the following checklist.

School Name _____

Grade _____ Date _____

No	Name of the subject	Sex	Age	First semester English grades 100%	Remark
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

APPENDIX – B

Interview for the Students

Direction

The objectives of this instrument is to obtain first hand information from the participants. 14 open ended interview questions were prepared and orally presented to the participants. Then the participants answered the questions according to their understanding. This enabled the researcher to secure different information.

The Interview for students

First of all I would like to thank you for your cooperation to answer the questions below.

1. Why do you study/ learn/ English speaking?

2. How is your interest/motivation/ to learn English speaking?

3. How is your teacher in teaching English speaking?

4. What are your problems in learning speaking?

5. What trials/attempts/ do you make to solve these problems?

6. What do you feel when your English teacher asks you to talk in English?

7. Which skill/s/ of English do you like most to learn?

8. How does your school assist you to be good at English?

9. How is your feeling toward pair and group work activities in English classes? _____

10. What are things you don't like when you learn English?

11. What are things you like when you learn English?

12. How do you study English speaking?

13. What are situations that make English speaking difficult for you and your peers?

14. In your opinion, what are solutions to solve the problems of learning speaking?

APPENDIX - C

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Observation Checklist

Student's (code) _____

Sex _____

Date of Observation _____

Student Classroom Performance Observation Checklist

Direction

This instrument is designed for assessing the classroom participation and interaction of the learners in English classes. It covers classroom activities /performance. In using the instrument the observer follows the following steps.

Step 1. Use a copy of the instrument for a subject /a student.

Step 2. Put a tick mark under "yes" or "no" according to the activities/ performance observed.

Direction: Mark under 'Yes' if the student mentioned above engages in the activities given below and mark under 'No' if he/she does not engage.

Yes	No	The behaviour to be observed
		Worried, and confused in the class
		Shy and fear to speak in English
		Follow directions
		Demotivated/ seems to have no interest/
		Participates in group / pair works,
		Interested and happy
		Active participant
		Asks question mostly
		Answers questions mostly
		Teasing others/ criticizes
		Language problem
		Not volunteer to speak

APPENDIX - D

Focus Group Discussion Guide

The objectives of this discussion is to categorize, discuss and summarize the brain storming of the interviewees from the students of the sample schools. Thus the discussion compares and contrasts the ideas discussed in the interview to see the issue from different points of view/perspectives/ on the bases of the following check-list.

	Points for the focus group discussion	Points cited	Solutions suggested
1	Why do student fear to speak in English?		
2	Why don't the learners pay attention to the learning of speak		
3	How is students' awareness about the learning of speaking?		
4	How does students' discipline affect the learning of speaking?		
5	What do you say about your English teacher in teaching speaking English?		
6	What roles does the school have on teaching speaking?		
7	What are students problems in learning English?		
8	What do you say about English texts and materials?		
9	Supplement any points to be discussed		

APPENDIX - E

Student Achievement test for Grade 9 and 10

Direction

This instrument is designed for assessing the students' level of performance in spoken English. It consists of two parts. Part one question 1-10 are answered by choosing the best answer. And parts two 11-20 are the question among which one is chosen for oral talk of 5 minutes.

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Achievement Test for Students (grade 9). This tests consists two parts. The first part is done by the learner independently.

The second part is conversation from which the students choose a topic and discuss in the class.

Choose the best answer (1-10)

1. What is the time? It is _____
A. Ten o'clock B. Half past two
C. Twenty to two D. All can be answers
2. A to B will you lend me some money?
B: _____
A. Ok! B. Certainly C. I' m sorry I don't
D. No! E. All
3. A student to a teacher: excuse me, teacher, _____ You explain the meaning of audience please?
A. Are B. An C. Could D. Were

Part two conversation

In this part students will orally be assessed (asked) to converse about one of the topics (1-10) then their fluency, confidence pronunciation, comprehension clarity, participation interaction, etc. of the English language.

1. Talk about rules and regulation of your school.
2. Advise your colleague how to work hard for good grades.
3. Tell the class the uses of group work.
4. Which one is more use full, money or knowledge?
5. Discuss how to improve your village or town.
6. what are things you appreciate in your town or village
7. What is you opinion about group ad pair work activities in English classes?
8. Which subject interests you most? How do you study?
9. What does a good teacher mean to you? Tell us
10. Can you tell us why speaking in English is difficult for many students

APPENDIX – F

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Addis Ababa**

Achievement test for grade 10 students

This test consists two parts. In the first part questions (1 to 10) are done by the students in dependently. The second part questions (1 to 10) are based on conversation in which the students choose a topic and talk for 5 to 7 minutes only in the class.

I. Choose the best answer

1. Roba: Is it alright if I shut the door?

Teacher: _____

- A. No, it is b. Yes, it is not c. Yes, it is
D. No, it is not e. c and d

2. Rebitu: When I was five I _____ able to speak Afan Oromo

- a. was b. am c. will d. can

3. Lelise to Almaz. Hi! Can I join you (sit here?) Almaz _____!

- a. I am Almaz b. sure c. this is senait d. hi

4. Tsigie to Megertu: why don't you wait and talk more about your town?

Megertu: I have to go, _____.

- a. I have a class b. I've to meet some one
c. I 've an appointment d. all can be answers

5. Lema: What is wrong with Chala? Hordofa: _____

- a. he is my class mate b. he is a clever boy
c. he had car accident d. all are right

6. Worknesh to Kebede: What do you advise me? "maths is too difficult for me"
Kebede: _____
- I would advise you to work hard on it
 - Why don't you study with your class mates?
 - You'd better consult your maths, teacher
 - All are possible answers
7. Caller _____ receives
Hello! _____? Sorry you have the wrong number
- is that 33 04 92
 - hold on please
 - fine thanks & how are you
 - all
8. A buyer: could I have a pair of shoes please?
- this is may shop
 - Yesterday was Monday
 - tomorrow is Wednesday
 - they are ninety birr
9. Which is not a request?
- would you mind closing the door?
 - my mother dislikes rude children
 - will you lend me your pen?
 - could you open the window?
10. Abera to Tamirat: how about going to Sodere in the weekend?
- thanks, but I have got other plans
 - I don't know how far Sodere is
 - ok!
 - a and c are correct answers

II. Part two conversation (1-10)

In this part the student will discuss the topics for 5-7 minutes. They will be tested for their fluency, accuracy pronunciation, comprehension, participation, interaction etc, in English. These questions are asked to be discussed by the students orally.

- Can you explain to me how we can control contagious disease?
- What are your likes and dislikes?

3. Can you explain to me why many students prefer learning grammar to other skills?
4. What is your opinion about the causes of disciplinary problems in schools?
5. Can you tell me what you think of learning English speaking?
6. Act as if you were a teacher and teach us about any topics you like.
7. What does a good student mean to you?
8. Talk about any person you know very well.
9. Discuss about your method of study with your partner or tell us.
10. Talk about your future with your partner or tell us.

Table of specification for spoken English achievement test (grade 9)

No	Unit	Objectives	Periods allotted	Language items					Total
				Interaction with peers	Interview	Question request	Role play	Discussion	
1	1	Ask and respond to information	3	1	1	-	-	1	3
2	2	Ask and respond suggestion	3		1	-	1	1	3
3	3	Provides solutions to problems	4	1	1	1	1	1	5
4	4	Request for explanation	2	1	1	-	1	1	4
5	5	Ask for option	2	1	1	-	-	1	3
6	6	Asking for favour	2	1	1	-	-	-	2
		Total	16	5	6	1	3	5	20

Table of specification for spoken English achievement test (grade 10)

No	Unit	Objectives	Periods allotted	Language items					Total
				Interaction with peers	Interview	Question request	Role play	Discussion	
1	1	Talking about duties and responsibilities	2	1	1	1		1	4
2	2	Ask for and give direction	2	1	1	1			3
3	3	Describing things	4	1	1	1	1	1	5
4	4	Group discussion	4	1	1	1		1	4
5	5	Suggestion	3	1	1	1		1	4
		Total	17	5	5	5		4	20

Adapted from English Language Improvement (ELIP) Pre-course and Post Course Tests (2002)

Speaking Test Marking sheet

Name or code Number of Testee _____

Part	Item	Mark		
I	Questions 1-1	5 x 10 = 50		

Part	Criterion	Maximum mark	Mark given	Comment
II	1. Participation			
	1.1 If he/she participates confidently and fully	Between 5 and 4	-	
	1.2 If he/she has difficulty in participation at all	Between 1 and 3	-	
	2. Interaction			
	2.1 If he/she interacts comfortably and responds coherently	Between 5 and 4	-	
	2.2 If he/she has difficulty in interacting at all	Between 1 and 3	-	
	3. Clarity			
	3.1 If everything he/she says is heard clearly	Between 5 and 4	-	
	3.2 if not clear at all	Between 1 and 3	-	
	4. comprehensibility			
	4.1 If he/she can understand every thing is said /says	Between 5 and 4	-	
	4.2 If can not understand/ is understood/	Between 1 and 3	-	
	5. Accuracy of expression			
	5.1 Very accuracy use of grammar and vocabulary	Between 5 and 4	-	
	5.2 very many errors	Between 1 and 3	-	
	Total marks			

Adapted from ELIP pre-course test material (2002)

APPENDIX - G

• *Student self report questionnaire*

This instrument is design to assess the total situation about the research topic to supplement the two major instruments which are used in the study: Namely the interview and achievement test for the students. It consists of three parts. Part One (1-10) are question on attitude, part two (11-20) are questions which are based on scale and part three (21-25) are questions on level of motivation and ability.

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Questionnaire for students

Dear: students

I am conducting a research on factors (problems) that cause student motivation problems in learning spoken English. Your genuine responses to the questions will help me in to gather reliable data about the problem being investigated. Thus you are kindly requested to answer each question carefully.

You are not required to write you name

Thank you for your cooperation

Part one: Self report question on attitude

Direction: For each question (1-10) indicate you answer by putting a 'tick' (✓) in the box of your choice.

Key = 'yes' or 'no'

No	Questions	Yes	No
1	Are you volunteer to participate in group and pair work activities in English classes?	<input type="checkbox"/>	<input type="checkbox"/>
2	Are you interested (motivated) to speak in English?	<input type="checkbox"/>	<input type="checkbox"/>
3	Are you interested to improve your English?	<input type="checkbox"/>	<input type="checkbox"/>
4	Are you usually worried when your English teacher asks you to speak in English?	<input type="checkbox"/>	<input type="checkbox"/>
5	Do you feel fear (shy) when you try to speak in English in the class?	<input type="checkbox"/>	<input type="checkbox"/>
6	Do you usually read supplementary materials to improve your English?	<input type="checkbox"/>	<input type="checkbox"/>
7	Does your family help you in learning speaking?	<input type="checkbox"/>	<input type="checkbox"/>
8	Does your English text interests you?	<input type="checkbox"/>	<input type="checkbox"/>
9	Does your teacher encourage you to speak in English?	<input type="checkbox"/>	<input type="checkbox"/>
10	Does your teacher use radio cassettes and other materials to teach you speaking?	<input type="checkbox"/>	<input type="checkbox"/>

Part two: self report attitudinal questions based on scale.

Direction: For questions (11-20) indicate your answer by patting a 'tick' (✓) in the box of your choice. (✓)

Key: 1. Strongly agree 2. Agree 3. Disagree
 4. Strongly disagree 5. Undecided

No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
11	I want to learn spoken English because I want it for communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I want to learn English to learn other subjects thought it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I have opportunities to listen to or to speak to a native speaker of English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	My motivation to learn spoken English is high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	My motivation to learn English is low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I discuss with my English teacher over the problems I have with speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	My teacher helps me a lot, in learning speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Learners themselves make the learning of speaking difficult some times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	My teacher frequently uses pair and group work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Your parent encourages you by having close relation with your teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part three: questions on level of motivation and ability.

Direction: For questions (21-25) indicate your answer by putting a 'tick' (✓) in the box (✓)

Key: 1. Very high 2. High 3. Mild 4. Low 5. Very low

No	Questions	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
21	My ability to speak in English is____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	The emphasis my English teacher gives to the speaking skill is _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My interest to speak in English is____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	My grades are____ (English)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My willingness to use oral English is__	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Write any suggestions you would like on how to improve students' English speaking ability. _____

APPENDIX – H

Questionnaire for English Teachers

This instrument is also designed to survey the total situation about the problem which is under investigation. It is used to supplement the two major instruments interview and achievement test for the students. It consists of four parts. Part one background information about the respondent part two (1-13) are questions which are based on scale, part three (14-23) question which are based on 'yes' or 'no' answers and part four (24-28) questions that are based on frequency of an activity in the teaching learning process.

**Addis Ababa University
School of Graduate Studies College of Education
Department of Teacher Education and Curriculum studies
Addis Ababa**

Questionnaire for teaches of English

Dear teacher:

This questionnaire is designed for purpose of research study. Its main aim is to study factors influencing student motivation in learning speaking English in grades 9 and 10. The success of the study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly and frankly.

Your identity will remain anonymous and your cooperation will be highly appreciated.

Part One

1. Name of your school _____
2. Zone _____
3. Your age _____
4. Sex _____
5. At what grade level are you teaching (please tick ✓).
Grade 9 Grade 10
6. Academic qualification:-
Diploma 12+3 Degree M.A
7. Your field of study: Major _____ Minor _____
8. Teaching experience in years 1-4 5-10 11-15
16 and above

Part Two

For questions 10-22 indicate your answer by putting a 'tick' in the box of your choice

Key

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly disagree
5. I can not decide

No	Item (Questions)	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
1	I and my students use English as much as possible in English classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My students are willing to use English specially during oral communication activities in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My learners are assisted to adequately exercise speaking at lower grade levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The time (program allotted) for the teaching of English is appropriate (adequate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Teaching the speaking skill develops student's fluency and competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My students have low motivation to exercise speaking in English in the class and else where	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am responsible for student English problem (of learning speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	My students are not willing to participate in speaking activities e.g. (presentation, group) pair works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The methods you use are mostly teacher centered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The types of tests you set for your students for mid semester and final examination do not include any speaking test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I do not use any additional teaching aids because I do not have the access to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I have been facing problems as my students are less motivated to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	My students have lack of motivation awareness and good discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ቅጽ ለመሙላት
 የሚያስፈልግ
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Part Three

For questions 14-23 indicate your answer by putting a 'tick' in the box of your choice.

Key

1. Yes

2. No

No	Questions	Yes	No
14	Do you think the materials for teaching speaking in English are available (adequately) in your school?	<input type="checkbox"/>	<input type="checkbox"/>
15	Do you usually face problems when you try to get involved your students in your school?	<input type="checkbox"/>	<input type="checkbox"/>
16	Fear (shyness) lack of interest, and lack of good a discipline with your students are main problems	<input type="checkbox"/>	<input type="checkbox"/>
17	Have you received any training on the new approach and professional development courses?	<input type="checkbox"/>	<input type="checkbox"/>
18	Do you ever give pronunciation exercises to your students?	<input type="checkbox"/>	<input type="checkbox"/>
19	Do you think that a special teaching classroom is needed for the teaching of speaking?	<input type="checkbox"/>	<input type="checkbox"/>
20	Do you ever make interest, ability, needs, problems and motivation inventories before you start teaching any new group (class) of students?	<input type="checkbox"/>	<input type="checkbox"/>
21	Do you evaluate speaking ability of your student?	<input type="checkbox"/>	<input type="checkbox"/>
22	Most of your students are neither good at English nor motivated to learn English.	<input type="checkbox"/>	<input type="checkbox"/>
23	Do you think that most of your students are motivated to learn English specially speaking	<input type="checkbox"/>	<input type="checkbox"/>

Part four

For questions 24-29 indicate your answers by putting a 'tick' in the box of your choice.

Key

- 1. Always
- 2. Sometimes
- 3. Seldom
- 4. Rarely
- 5. Never

No	Item (Questions)	Always	Sometimes	Seldom	Rarely	Never
24	How often do you use activities that promote speaking (pair/group work etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	How often do difficulties of participation occur in your English classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	How often are your student's volunteers to speak in English when you ask them to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	How often do you encourage your students to speak in English in the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	How often do your students exercise speaking English out side with an active speaker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. If you like to comment on the quality of English language teaching in Ethiopia use the space here

APPENDIX - I

Analysis of achievement tests

Before administering the tests they were tested and item analyzed.

$$KR\ 20 = r \frac{N}{N-1} \left(\frac{S^2 - \sum pq}{S^2} \right) \quad S^2 = \frac{\sum x^2 - (\sum x)^2}{NS - 1}$$

Where: S^2 = variance

X = Individual scores

N_s = Number of students

N = Number of items

When this formula is applied the reliability index of the grade nine test 0.88 while that of grade ten is 0.90

$$\begin{aligned} &= \frac{N\sum x_i y_i - \sum x_i \sum y_i}{\sqrt{[N\sum x_i^2 - (\sum x_i)^2][N\sum y_i^2 - (\sum y_i)^2]}} \\ &= \frac{15(52,024) - (889)(847)}{\sqrt{[15(55151) - (889)^2][15(49573) - (847)^2]}} \\ &= \frac{780,360 - 752,983}{\sqrt{[827,265 - 790,321][743,595 - 717,409]}} \\ &= \frac{27,377}{\sqrt{[36,944][26,186]}} \\ &= \frac{27,377}{\sqrt{967,415,584}} \end{aligned}$$

= 0.88 highly correlated

r = correlation coefficient

N = number of students

\sum = summation

X_i = achievement score

Y_i = first semester English score

Grade 9 Achievement Test Analysis

Item No	Respondents answers		p	q	pq
	Correct	Incorrect			
1	9	1	0.9	0.1	0.9
2	7	3	0.7	0.3	0.21
3	9	1	0.9	0.1	0.9
4	8	2	0.8	0.2	0.16
5	7	3	0.7	0.3	0.21
6	7	3	0.7	0.3	0.21
7	8	2	0.8	0.2	0.16
8	6	4	0.6	0.4	0.24
9	8	2	0.8	0.2	0.16
10	9	1	0.9	0.1	0.9
	78	22	78	22	1.00

Grade 10 Achievement Test Item Analysis

Item No	Respondents answers		p	q	pq
	Correct	Incorrect			
1	8	2	0.8	0.2	0.16
2	9	1	0.9	0.1	0.9
3	7	3	0.7	0.3	0.21
4	9	1	0.9	0.1	0.9
5	6	4	0.6	0.4	0.24
6	7	5	0.7	0.3	0.21
7	8	2	0.8	0.2	0.16
8	9	1	0.9	0.1	0.9
9	8	2	0.8	0.2	0.16
10	6	4	0.6	0.4	0.24
	77	23	78	23	1.00

APPENDIX – J

Check-list for correlation between the achievement tests and first semester English scores of participants.

The correlation between the first semester English test and achievement tests have been compared as in the following by using the formula

$$r = \frac{N\sum x_i y_i - \sum x_i \sum y_i}{\sqrt{[N\sum x_i^2 - (\sum x_i)^2][N\sum y_i^2 - (\sum y_i)^2]}}$$

Where: r= correlation coefficient

N = Number of students

\sum = summation

X_i = Achievement test score

Y_i = First semester test score

The correlation is found to be 0.88 which indicates high correlation.

The list of marks of participants from the five targets schools have been presented below for clarity.

Participant's Raw Scores of achievement Tests and First Semester English Test out of %.

Grade 9

No	Code number of participant	Sex	Achievement test %	First semester English%	Remarks
1	BSS/0111	M	82	70	
2	BSS/0112	M	76	72	
3	BSS/0113	M	76	72	
4	BSS/0114	F	70	76	
5	BSS/0115	F	70	65	
6	BSS/0116	M	60	52	
7	BSS/0117	F	60	50	
8	BSS/0118	M	60	50	
9	BSS/0119	F	56	50	
10	BSS/0120	F	55	50	
11	BSS/0121	F	50	50	
12	BSS/0122	M	50	50	
13	BSS/0123	F	45	40	
14	BSS/0124	M	40	50	
15	BSS/0125	M	40	50	

Grade 10

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	BSS/0222	M	75	80	
2	BSS/0223	F	70	82	
3	BSS/0224	F	70	75	
4	BSS/0225	M	65	70	
5	BSS/0226	M	65	76	
6	BSS/0227	M	60	66	
7	BSS/0228	F	60	65	
8	BSS/0229	M	55	60	
9	BSS/0230	F	55	55	
10	BSS/0231	F	50	55	
11	BSS/0232	M	50	52	
12	BSS/0233	F	45	52	
13	BSS/0234	M	45	50	
14	BSS/0235	F	40	46	
15	BSS/0236	M	40	45	

Grade 9

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	BOSS/0555	M	75	88	
2	BOSS/0556	F	75	90	
3	BOSS/0557	M	75	85	
4	BOSS/0558	F	70	80	
5	BOSS/0559	F	70	78	
6	BOSS/0560	M	70	82	
7	BOSS/0561	M	65	74	
8	BOSS/0562	F	65	72	
9	BOSS/0563	M	65	68	
10	BOSS/0564	F	60	69	
11	BOSS/0565	M	60	59	
12	BOSS/0566	F	55	58	

Grade 10

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	BOSS/0666	M	90	89	
2	BOSS/0667	F	95	90	
3	BOSS/0668	M	90	88	
4	BOSS/0669	M	90	89	
5	BOSS/0670	F	75	73	
6	BOSS/0671	M	75	75	
7	BOSS/0672	F	70	73	
8	BOSS/0673	M	65	69	
9	BOSS/0674	F	60	68	
10	BOSS/0675	M	55	67	
11	BOSS/0676	F	50	59	
12	BOSS/0677	F	45	50	

Grade 9

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	CSS/0777		90	89	
2	CSS/0778	M	85	90	
3	CSS/0779	M	80	88	
4	CSS/0780	F	85	87	
5	CSS/0781	M	85	83	
6	CSS/0782	F	85	78	
7	CSS/0783	M	80	76	
8	CSS/0784	F	80	75	
9	CSS/0785	M	55	52	
10	CSS/0786	F	50	50	
11	CSS/0787	M	45	49	
12	CSS/0788	F	40	49	

Grade 10

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	CSS/0888	M	85	80	
2	CSS/0889	M	80	75	
3	CSS/0890	F	85	88	
4	CSS/0891	M	75	75	
5	CSS/0892	F	75	65	
6	CSS/0893	F	80	58	
7	CSS/0894	F	70	77	
8	CSS/0895	M	70	72	
9	CSS/0896	F	65	80	
10	CSS/0897	M	60	55	
11	CSS/0898	F	55	66	
12	CSS/0899	M	55	50	

Grade 9

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	OSS/0333	M	80	94	
2	OSS/0334	F	90	94	
3	OSS/0335	M	65	75	
4	OSS/0336	M	60	75	
5	OSS/0337	F	60	70	
6	OSS/0338	M	65	70	
7	OSS/0339	F	50	60	
8	OSS/0340	F	60	52	
9	OSS/0341	F	60	52	
10	OSS/0342	M	65	45	
11	OSS/0343	F	60	44	
12	OSS/0344	M	40	40	

Grade 10

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	OSS/0444	F	75	79	
2	OSS/0445	M	75	65	
3	OSS/0446	M	85	88	
4	OSS/0447	F	80	58	
5	OSS/0448	M	75	79	
6	OSS/0449	F	75	65	
7	OSS/0450	M	70	72	
8	OSS/0451	F	75	77	
9	OSS/0452	M	65	60	
10	OSS/0453	M	60	66	
11	OSS/0454	F	50	55	
12	OSS/0455	F	60	50	

Grade 9

No	Code number of participant	Sex	Achievement test%	First semester English%	Remarks
1	Tch/0999	M	80	78	
2	Tch/09100	M	50	66	
3	Tch/09101	M	50	60	
4	Tch/09102	F	50	57	
5	Tch/09103	M	66	50	
6	Tch/09104	F	50	46	
7	Tch/09105	F	46	37	
8	Tch/09106	F	30	32	

Grade 10

No	Code number	Sex	Achievement test	First semester English	Remarks
1	Tch/111	M	75	60	
2	Tch/112	M	75	60	
3	Tch/113	F	70	62	
4	Tch/114	F	65	60	
5	Tch/115	F	65	56	
6	Tch/116	F	60	50	
7	Tch/117	M	60	55	
8	Tch/118	M	65	50	

APPENDIX - K

Appendix- K

Interview Transcription in both vernacular and English version

Here are some of the major questions and responses given by the Interviewees

1. በእንግሊዘኛ መናገርን የመማር ፍላጎትህ (ሽ) እንዴት ነው ?

How is your interest to learn English speaking?

በእንግሊዘኛ መናገር በጣም ይከብደኛል። ምክንያቱም ስራዬ ብዬ ስለማላጠናው ነው። በዚህም ላይ መምህሩ ሲጠይቀኝ ቃል ለመናገር ፈቃደኛ አልሆንም እኔ የመምህሩንም አቀራረብ አልወድም። የሚሰጠው አይደለምና ሁል ጊዜ ከመፅሐፍ ብቻ ነው የሚያስተምረን የተለያየ አቀራረብ ተጠቅሞ አያውቅም።

...speaking in English is difficult for me. Because I do not pay attention to exercising. In addition when the teacher ask me to speak I do not become volunteer to utter a word. I think the teaching method also has a problem it does not interest me. The teacher simply stics to the book, the has not every tried to teach us in different ways. (21/03/07)

2. በእንግሊዘኛ መናገርን መማር ለምን ይጠቅምሽ (ሀ) ይመስልሻል (ሃል) ?

Why do you learn English speaking ?

እንግሊዘኛ ንግግር መማር ብዙ እንደሚጠቅመኝ አውቃለሁ ነገር ግን እንግሊዘኛ ግራመርም ሆነ ንግግር ይከብደኛል። ሌላ ችግሩ ምናልባትም ከፍተኛው በእንግሊዘኛ መናገርን መፍራት እና ያለመለማመዴ ነው። ነገር ግን ምኞቴም ሆነ አስተያየቴ ትምህርት ቤትና መምህራን ይህንን ችግራችንን ለማቃለል እንዲረባረቡ ነው።

I know that English gives me many benefits. But both grammar and speaking are difficult for me. Another big problem probably my worst enemy is feeling fear and shyness to speak in English. But I wish and recommend joint efforts of students, school and teachers to solve the problems of participants. (21/03/07)

3. ስለ እንግሊዝኛ መምህርህ(ሽ) የማስተማር ሁኔታ ምን አስተያየት አለህ (ሽ)?

What do you think about the way your English teacher teaches you?

የእንግሊዝኛ መምህራ በእንግሊዝኛ ጥሩ ችሎታ ያለው መሆኑን እጠራጠራለሁ ምክንያቱም የሚጠቅመንን እንድንማር ስለማይመክረን ነው መምህራችን እስከሆነ ድረስ በተለያዩ መንገድ ሊረዳን ይገባል ብዬ አምናለሁ ግን ሁል ጊዜ በመፅሐፍ ውስጥ ብቻ ያለውን መልመጃ ያሰራናል።

I doubt whether my teacher is a proficient in English. Because he does not reinforce us to learn what is good for us. Since he is a teacher he has to help us in different ways. But I always see him doing the same activities in the classes. That is limiting the lesson to the book. (03/04/07)

4. መምህርህ ስለ እንግሊዝኛ ቋንቋ መማር ጥቅም አስረድቶህ (ሽ) ያውቃለህ?

Has your teacher ever briefed you with the uses of learning English language?

በት/ቤታችን ውስጥ ምንም ዓይነት የምክር አገልግሎት የለንም። እኔ አሁን ለምንና እንዴት እንግሊዝኛ መማር እንዳለብኝ በግልፅ አላውቀውም እንግሊዝኛ መማር ጠቃሚ መሆኑን የማውቀው እንዲሁ ከሚወራውና ከተራማሪው እንጂ ከመምህሩ የተሰጠኝ ምክር የለም አንድ በምክር የሚረዳን ሰው መኖር ያለበት ይመስለኛል አለበለዚያ ምን እንደምንማርና ለምንስ እንደምንማረው አናውቅም።

... in my school we do not have access to any consultation services. No one advises students who face academic problems at school. In my part I do not even know why, how, and how much I should work. I know this simply from informal information. I know that most of the students in my school are not aware of their duties as students. They simple go to school go home etc. I feel there should be some one who helps us in consultation otherwise most of us do not show where to go and why to go there. (11/04/07)

5. በእንግሊዝኛ መናገርን መማር ያስቸግርሃል (ሻል) ? ለምን ?

Do you have any problems in learning English speaking?

እንግሊዝኛ ንግግር ለመማር ከፍተኛ ፍላጎት ቢኖረኝም በንግግር ልምምዱ ለመሳተፍ አልፈልገም። ምክንያቱም ጓደኞቼ ይስቁብኛል የሚል ፍርሀት ስላለኝ ነው። ብቻ ይህንን ፍርሀት እንዴት እንደ ማስወግድ አላውቀውም። ነገር ግን አሁንም የእንግሊዝኛ ንግግር የመማር ፍላጎቴ ከፍ ያለ ነው።

I have a high motivation to learn speaking, but I do not want to be involved in speaking activities in English classes because I feel fear (shy). I do not know how to avoid fear and shyness but I want to learn speaking English. (10/04/07)

6. የክፍልህ (ሽ) ተማሪዎች የእንግሊዝኛ ንግግር የመማር ሁኔታቸው ምን ይመስላል?

How are your class-mates in learning English speaking?

አብዛኞቻችን በእንግሊዝኛ ለመናገር እንደምንፈራ አውቃለሁ። ፍርሀት ደግሞ ችሎታችንን የሚገድል ነገር ነው። የግንዛቤ እጥረት ፍርሀት እና አይናፋርነት እንዲሁም ለትምህርቱ ትኩረት ያለመስጠት የተማሪው ችግር ነው። ት/ቤቱና መምህሩ የየራሳቸው ችግር አለባቸው። በተማሪው ላይ የሚታየውን የእንግሊዝኛ ቋንቋ ችግር ለማቃለል የሚረዱ ሁኔታዎችን አላመቻቸም።

... I understand that most of us fear to speak. This is very bad since fear is the killer of ability. Lack of awareness, fear, shyness, lack of attention are problems on the part of the learner. While the school and the teacher-himself have their own problems. Because they did not try to solve the problems of learning English which is reflected here. This is because the school does not provide as with supplementary materials and does not create situation such minimedia and English club adequately.... (23/03/07)

7. እንግሊዝኛ ቋንቋ የመናገርህ ፍላጎትህ (ሽ) እንዴት ነው? ለምን ?

How is your interest of learning English speaking?

እንግሊዝኛ ለመማር ፍላጎት አለኝ እኔና ጓደኛዬ ስናጠና በእንግሊዝኛ እንወያያለን እንግሊዝኛ ንግግርን ከሌሎች ጓደኞቼ ጋርም አጠናለሁ። እንግሊዝኛ ለመናገር ጥልቅ ፍላጎት ስላለኝም በት/ቤትም ሆነ በቤቴ ለመለማመድ ጥረት አደርጋለሁ። በክፍል ውስጥም በእንግሊዝኛ ለመናገር አልፈራም።

.. I am interested to learn English. My friend and I discuss in English when we study. I study speaking by speaking with other peers too. I have a deep interest for English language and always us make efforts at home and school. I do not fear to speak in the class because I am interested (22/03/07)

8. Barnoota kee akka barattu warri kee akkamit sigargaara?

How is your parents support in your schooling?

Warriko yero baayeee akkan manakeessa hojjadhuuf barbaadu. Yoo barsiisaan dhimma kiyya irratt mariachicsuuf waames manabarumsaas deemuun hinfedhan. Altokko tokko rakkoo messhaa barnoota bittuelle nan qaba. Kanaafuu ani rakkoo barnootaan qaba

My parents always want me to work for them at home. They do not also go to the school when my teacher wants them for meeting. Nor they talk with my teacher about my lessons or how I am good or bad at a subject, some times I face the problem of buying educational materials even. (19/03/07)

9. Mannibarumsaa keessan barnoota kennuurratti rakkoo niqabaa?

How is your school in teaching ? Is there any problem?

Mannibarumsaa keenyaa rakkolee baayyee quaba. Duraan dursee barataan hojii garee keessatt hirmmaate dubbachuu hin barbaadu, kunis waan wal-
ceephinuuf, Inni lamma ffaa waan bassiisaan akka nuyi dubbannu nuhindirqisiifneef yoo nuy/dubbachuu didne nudhiisa,

Ingliffaan

Gumiin inghiffaafi carraaleen biraa kan akka ingliffa shaakallu nutaasisan mana barumsichaa keessa hinjiroan

... our school has many problems firstly students are not volunteers to be involved in group worker and exercise English. Because we criticize each other. Secondly teachers do not force us to speak in English, they leave us alone when we refuse to speak in English. There is no any English club and English department also we are not involved in any speaking activities. (04/04/07)

Ingliffi anatti ulfaata, kunisa waan shaakkalli hinjirreef. Shaakalli kan jiraachuu dhabe immoo waan barattooni shaakaluu sodaataniif. Sodaan kan dhufes yoon graamarii doyongore hiriyooni koo anatti kolfan jechuudhan.

10. Ingliffaan dubbachuu baraachuu irratti barattoonnikutaa keetii rakkoo leen qabaan maal fa'a?

What are the problems of your peers in learning English speaking?

Rakkooleen jiran/maddirakkoolee/ shaakaluudhabuu barataa, sodachufi qaana'uu barataa, rakkooleefi haala dandeetti barsisaa. Kolfaafi ceephoo hiriyoota fakkeenyaaf, yoo namni tokko ingliffaan dubbate "kuni harruma ka'ee faranjii ta'uufii" jedhaneet it kolfama.

We have problems in learning English speaking most students in my class are unmotivated, and they disturb those who try to speak in English. I think this is a serious problem which cannot be solved by teachers only. Every body should work on it from ministry of education up to school level. (09/04/07).

11. Warrikee manabarumsaa waliin waa'ee kee mari'atu?

Do your parents interact with your teacher?

Warrikoo barrissa kiyya waa'ee barnoot kiyyaa irratt dubbisanii hibeekan. Manattis akkan qo'adhu gargaarra naaf himgudhan. Irrajiraa hojii mana keessaa akkan hojjadhuuf barbaadu. Wanta barnoota kiyyaaf anagargarrus naabituuf fedhii hin qaban kanaafu anibarnoota irratti rakkoon qaba.

... my parents do not contact my teacher for my case. They do not also, help me study at home. They rather want me to do routines and nor buy me the materials I want to supplement to learn. This situation does not help me to learn effectively so, I am not good at all subjects. (14/03/07)

12. Walumaa galatti Ingliffaa barachuurratti rakkoon gurgudoon maal?

What are the most difficult problems for you in learning English speaking?

Rakkoon guddaan nuyiqabnu ingliffaan dabbachuu sodaadha, kunis kanta'u waanta barataan sirrita'uu barbadaufi dogongoree akka itt hinkolfamne of eeguuf. Yeroo hunda sirrita'uu barbaanna kuuni immoo shaakala malee hindanda'amu kanaffuu, sodaan rakkoo guddaadha .

... the biggest problem with us all is fear to speak. This happens because the students want to be accurate at once and do not want to be criticized by making mistakes in grammar are think that we must always be able to speak the language correctly which is impossible. We then fear of making mistakes in both speaking and answering questions (17/03/07)

13. Kaka'umsi barattootaa ingliffaan dubbii barachuu maal fakkaata?

How is students' motivation to learn English speaking in your class?

Kuta keenya keessatti ingliffaan dubbachuu irratti kan hirmmaachuu barbaadu ijollee muraasa. Garuu irra jiroon keenya kaka'umsa hinqabnu. Osoo barriisaan "battle" (qormmaata) ingliffaan dubbachuu kennata'ee garuu barataan hunduu yeroo gabaabaa kessatti ingliffaan dubbaachuu nifooyyessa jedheen yaad.

... our school has many problems firstly students are not volunteers to be involved in group work and exercise English. Because we criticize each other. Secondly teachers do not force us to speak in English, they leave us alone when we refuse to speak in English. There is no any English club and English department also we are not involved in any speaking activities. (04/04/07)

14 Barattoomi hedduun "ingliffaan dubbachuu barachuuf fedhi qabna garuu hin hirmmatnu kutaa keessatti" jedhu kunimaal sitti fakkaata?

Many students claim that they want to learn English speaking but they do not want to participate in speaking activities what do you think about this idea?

Barattoonni hedduuni kutaa keessa jiran rakkoo sodaati qabu. Kuni immoo fedhii ingliffaan dubbachuu barachuu waan hin qabneef ta'uu nimala, osoo feedhii qabaatanii ceephoo namaa hinsodaatanture. Kanaafuu, fedhiin isaanii kan onneeirraa burqeemiti ingliffaan dubbachuuf fedhii qabna jedhaniillee.

Many students in my class fear (feel shy) to speak in English. I think this is because their interest is not genuine interest. If it were real interest they would not feel shy /fear/. So most of us lack motivation of learning speaking.

Researcher's Ethical Principles which were Discussed Orally with Research Teacher or Students

Thank you for coming to participate "students motivation in learning speaking English". My purpose is to conduct research as a requirement for MA qualification at the Addis Ababa University. For a better understanding of the how and the why of student motivation in learning English speaking, your cooperation is very important. At present the idea teaching/learning speaking English is highly considered. I want to understand how the teaching learning of speaking is affected by learners motivation: teaching learning activities, student participation, teachers role and environmental effects. I will try to understand the problems of sample / particular/ schools. Data will be collected through interview, tests, questionnaire with you, in addition observation and related documents will be used.

The information you share with me will be confidential and your personal identity also will be kept anonymous. The discussion results that may be help full to improve our teaching learning system is the expected benefit related to this study. I would be glad to share the findings of the study with you when the research is completed or while it is in process. Your name will not be associated with the research findings in any way, and I again assure you, your identity as a participant will be known to me only.

Principles and Procedures for the research

My ethical principles and procedures consists of the following framework. I am willing to discuss these principles with you if need be to amend the framework. Do not hesitate to ask any questions about the study before or during your participation.

1. Your participation in the research is voluntary: you have the right to withdraw from the research at any time.
2. Information give to me by you will be treated as your belongings and is only used with permission.

3. Observation and interpretations made by me will be treated as my belongings. But you can comment their fairness, accuracy, and relevance. When you are invited to.
4. I need your permission to create or use audio records. You have the rights to refuse, change your mind, or withdraw your recordings after being recorded.
5. I will securely store data.
6. Full anonymity of your identity and confidentiality of the information you offer me will be kept.
7. No data from the interviews will be disclosed in any form to third parties without your prior consent. Except for the purpose of professional collaboration in the study. Yet these protocols and procedures are applied in the collaboration.
8. I am willing to discuss these principles and procedures with you if the frameworks for the research are needed to amend and.