

THE INFLUENCE of ANXIETY AND MOTIVATION ON  
GRADE 10 STUDENTS' ENGLISH LANGUAGE  
ACHIEVEMENT in WEST WOLLEGA ZONE OROMIA  
REGION

BY

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PSYCHOLOGY

## DECLARATION

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

Name

Signature

Alemu Dugasa

\_\_\_\_\_

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## **ACRONYMS**

AMTB: Attitude motivation test battery

EFDR: The Ethiopian Federal Democratic Republic.

ELLS: English Language Learners.

FLAS: Foreign Language Anxiety Scale

NEA: National Education Association.

NNS: Non-native speakers

SPSS: Statistical Package For Social Science.

## ABSTRACT

*The aim of this investigation was to explore the influence of motivation and anxiety on grade 10 students' English language achievement in West Wollega zone, Oromia region. Five secondary schools were randomly selected and 319 students and 17 English language teachers were involved in the study. Sample of students were selected using stratified sampling technique and availability sampling technique was engaged to select sample of English language teachers. The motivation scale, anxiety scale, English language test, and questionnaire were the data gathering tools used in the study. The researcher engaged the quantitative data analyzing methods- frequency, percentage, Pearson product moment correlation, and multiple regressions. Accordingly the following conclusions were made. Firstly, From analysis of frequency and percentage the researcher concluded that, to respond questions without preparation in English, Misunderstanding of every word the English language was saying, worrying about making mistakes, English language teachers' correcting of every mistakes the students made, thinking as if the other students were better at English than them, Misunderstanding of what the English teacher was correcting, fear of other students' laugh when to speak in English were identified as anxiety provoking situation among majority of the students in the five secondary schools. Secondly, from the person product correlation the researcher concluded that, the students' English language class anxiety was moderately and negatively correlated with their English language test score mean. This means as students' anxiety score mean increase their English language achievement decreases and vice versa. Thirdly, the researcher concluded that, students' English language learning motivation was significantly and positively related to students' English language test score. This means as students' English language motivation increase their English language achievement also increase. Lastly, from the regression analyses the researcher concluded that, English language learning motivation and English language class anxiety were found to be significantly predicting grade 10 students' English language test performance. Sixty point nine percent (60.9%) of students' English language test performance was accounted for students' English language class anxiety and their English language learning motivation. On the bases of the above conclusions the researcher suggested the following recommendations. English language teachers should check whether the students did enough preparation before asking students strange questions; English language teachers should teach students good test preparation to make them able to control test anxiety; Students must aware that making mistakes is normal in learning teaching process to decrease worrying about making mistakes; English language teachers should focus on rewarding students for their progress rather than focusing on criticizing them for their every mistakes.*

**Key terms:** Anxiety, Motivation, Achievemen

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study.

Nowadays the world is becoming a village in its' all dimensions. In this network language does play a vital role. As John a language is a system of convectional vocal sign by means of which human beings communicate (John Algeo, 2010). According to Baiji.k.Nath language is one attribute that sets human apart from all other creatures and it links human across the world over (*Baiju.K.Nath, 2010*).

Speaking English nowadays could be understood as the act of being able to stay in contact with the outside eclectic world. World languages & culture claims, studying foreign languages are leading to the personal, social, professional and economic advantages (World languages & culture, 2012, P.12).

As Patrick Plonski, today 26 countries in sub-Saharan Africa uses English either as an official language exclusively (like Nigeria and Ghana) or as an official language alongside another African language (like in Kenya or South Africa); and is used for communication purposes in some 53 countries in Africa. English is used as a medium of instruction in many African countries, from primary school up to the tertiary level (Patrick Plonski, 2013).

As Eshetie Amlaku (2013) in Ethiopia, the English language has gotten an increasing power over Amharic in Education, since the introduction of modern education, and in business since the enthronement of the incumbent political power. Also the Ethiopian present government (The Federal Democratic Republic of Ethiopia), revived and strengthened the role of English as a medium of instruction in the New Education and Training Policy 1994. This police has capitalized the role that English plays in the education system and the recent introduction of English as a subject starting from Grade one and the allocation of greater English contact hours at tertiary level indicate the present government's concern and commitment to improve the quality of English (Federal Democratic Republic of Ethiopia (1994).

Even though, the introduction of English language in Ethiopia is as long as the introduction of modern Education in the country there is a practical problem. Concerning this, Eshetie Amlaku explained that, even though English language has a wide coverage of functionality in Ethiopia, its appropriateness and accuracy are low (Eshetie Amlaku ,2013).

Thus, cultivating students' competence in English language in all school levels is one way through which appropriateness, accuracy, and achievement of English language be improved in the country. Many Psychologists and academic scholars raised motivation and anxiety as the main issue from the determinant factors of students' academic achievement as general and for language achievement particularly. Anxiety is the other Psychological factor that determines students' academic performance and achievement. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Elaine K. Horwitz, Michael B., Horwitz, Joann Cope, 2012). Whereas Motivation is the drive that helps one meet his/her desired goals (Lee, 2005).

As Salima, Pupils with higher anxiety and low motivation have problems achieving good results in foreign language despite the fact that they may have good linguistic abilities (Salima Mazouzi, 2013). Being motivated is one of the most important factors in learning a foreign language (Abdelrahim I., and Humaida, I, 2012). As Po-Chi Kao1 Philip Craigie anxiety variable and English language achievement variable are negatively related (Po-Chi Kao1 Philip Craigie, 2010).

### **1.1. Statement of the problem**

In Ethiopia English is taught as a subject from grade one and is a medium of instruction from grade nine through colleges and universities nationwide (Heugh *K. Benson*, 2006 cited in Mulatu Mebratu,2015).Thus students are required to read and understand different academic books which are written in English language. They are also required to demonstrate their understanding in the form of term paper, assignment, project work and various reports in English. So students are expected to be competent enough in

English language. As Abdulkadir the knowledge of the medium of instruction has an effect on students overall achievement If students know English well, their academic success is positively affected from instruction in English-the medium of instruction. Thus learners are expected to master content in English before they had reached a certain Education level (Abdulkadir Civan, 2016).

Although English language has been the medium of instruction for a century in Ethiopia, there is still an implementation gap. Dennis Van Roekel explained that, Universal organizations drawing some much needed attention to the achievement gap of English language, but there is still much implementation gap (Dennis Van Roekel, 2008). As Annual Education Statistics description of grade 10 and grade 12 students' national examination result average of five years from students' English language result of both grades is not better. Only About 17.8% of students from grade 10 and about 25.9% of students from grade 12 had achieved 50% and above (Ministry of Education, 2010). This was also true in the study area-West wollega zone, Oromia region. As obtained from the west Wollega Education Bureau, grade 10 students' national examination English result of the three consecutive years from 2014 to 2016, about 26.1% of grade 10 students scored A&B, 41.2% of them scored C, and the rest 32.7% of them scored D & F grades (West Wollega Education Bureau, 2016).

**Table 1: The West Wollega Zone Grade 10 Students' English language National Examination Result From 2014-2016.**

Year	A	B	C	D	F
2014	1.06	16.95	37.35	43.1	1.53
2015	1.87	18	45.53	29.67	4.92
2016	4.79	30.43	40.25	19.53	5

Concerning the issue of poor English language achievement in Ethiopia, some researchers conducted studies in different areas of our country. Muluadam Haimanot conducted an assessment of the integrated English with reference to the Delachin Secondary School, Addis Ketema. And she found that teachers did not effectively employ the integrated skills practice, both the teachers and the students did not play their roles (Muluadam Haimanot, 2015).

Similarly, Tulu Geberew investigated a survey study at Adama in 3 secondary schools on Boys' and girls' attribution of performance in learning English as a foreign language. The results of the study revealed that boys and girls conceptualized different attribution patterns of their performance in learning English as a foreign language. That is, girls tend to ascribe the cause of their successes more to effort and luck than boys do. On the other hand, boys cite lack of effort in explaining their failure whereas girls refer to factors such as lack of ability and unluckiness as being the causes for the failure (Tulu Geberew, 2013). Mulatu Mebratu also conducted a survey study on Roles and Challenges of Teaching English Language in Ethiopian context in three secondary and four primary schools in *Hawassa*. He found that the problem seems deeply rooted due to various contributing factors such as poor capacity building activities, unavailability of opportunities to use the language except the English class (Mulatu Mebratu ,2015).

Also Firew Melkamu conducted a survey study at Dembecha Preparatory school in West Gojjam on Anxiety and English Achievement and he found that, English language classroom anxiety and English achievement were negatively correlated (Firew Melkamu (2008).

Moreover, Negede Dereje, investigated study on “Primary English as a Foreign Language Teaching in Ethiopia”. And he found that, teachers lack of the required expertise to effectively handle the English textbooks, the unavailability of work books, audio-visual and other resources which appear to be practical supports to children’s English language acquisitions (Negede Dereje, 2012).

Even though the above explained researchers were investigated in different areas of the country on poor English language achievement; there was no enough research conducted on Psychological effects such as anxiety and motivation in the country as general and in the study area as particular. Accordingly, this study tried to contribute in filling the research gaps by formulating the topic “Anxiety and Motivation as factors influencing grade 10 students’ English language achievement in West Wollega zone Oromia region”. In accordance, the researcher formulated the following research questions:

- What are the English language class anxiety provoking situations among grade 10 students in the study area?
- What is the relationship between grade 10 students’ English language class anxiety and their English language achievement in the study area?
- What is the relationship between grade 10 students’ their English language learning motivation and their English language achievement in the study area?
- To what extent do grade 10 students’ English language learning motivation and their English language class anxiety predicts students’ English language achievement in the study area?

## **1.2. Objective of the study**

### **1.2.1. General objectives:**

The general objective of this research is to explore the influence of grade 10 students’ English language class anxiety and their English language learning motivation in their English language achievement.

### **1.2.2. Specific objectives**

- To identify the English language class anxiety provoking situations among grade 10 students in the study area.
- To indicate the relationship among grade 10 students’ English language class anxiety and their English language achievement in the study area.



- To indicate the relationship among grade 10 students' English language learning motivation and their English language achievement in the study area.
- To indicate the extent of grade 10 students' English language learning anxiety and their English language learning motivation to predict their English language achievement in the study area.
- To suggest an alternative solution in improving grade 10 students' English language learning motivation and how to minimize their English language class anxiety in Secondary schools of west Wollega Oromia Regional State.

### **1.3. Significance of the study**

The findings of this study are hoped to have both theoretical and practical implication from various angles. To begin with, teachers, students, Experts, the Institute of curriculum development and research is hoped to benefit from the finding by using the alternative recommendations given by the researcher.

### **1.4. Delimitation**

The current study was focused to examining the influence of Anxiety and Motivation on grade 10 students' English language achievement in West Wollega zone, Oromia Region. This study was focused on 5 government secondary schools from West Wollega Zone Oromia region; Namely, Agar Alaltu secondary school, Jarso secondary school, Haro Biru secondary school, Babo Gambel secondary school, and Qarsa gembel secondary school. The cause of selecting thesis zone was since the researcher was living and working in this place, he was familiar with the area. But this investigation didn't include all non-governmental schools, other secondary schools rather than the above mentioned, and other grade level. The cause for selecting government schools was most number of the schools in this zone were government or public schools

### **1.5. Limitation of the study**

The researcher faced some problems those might influence the quality of the study negatively. The firstly serious challenge the researcher faced during this investigation was lack of online researches on the topic especially in our country as general and in Oromia region particularly. Secondly, getting respondents at school was another challenge the researcher faced during the time of data collection. Because of that time there was great political problems in Ethiopia as general and in Oromia region as particular, most of the time students were being absent from school for more than two consecutive weeks at once. Thirdly, the other problem the researcher explained was about the quality of the gathered data. Since the greater portion of data for this study was gathered from students' self report about themselves it might lack quality. Although the researcher gathered additional data from English teachers to triangulate the information from both students and teachers, it was not without limitation. So, gathering additional data by observation of the natural setting might more strengthen the quality of the data more.

### **1.6. Operational definition and key terms**

***Students' English language class Anxiety:*** In this context refers to grade 10 students' self test score mean on the foreign Language Class Anxiety Scale (FLCAS) which had 20 items and given to students by the researcher during data collection for the purpose of this study

***Students' English Language Achievement:*** English Language achievement in this context refers to grade 10 students' English language test result which was prepared for the purpose this study by Grade 10 English language teacher and given to the students by the researcher during data collection.

***Students' English language learning Motivations :*** Refers to grade 10 students' self test score mean on the Attitude Motivation Test Battery (AMTB) which had 8 items and given to the students by the researcher during data collection for the purpose of the study.

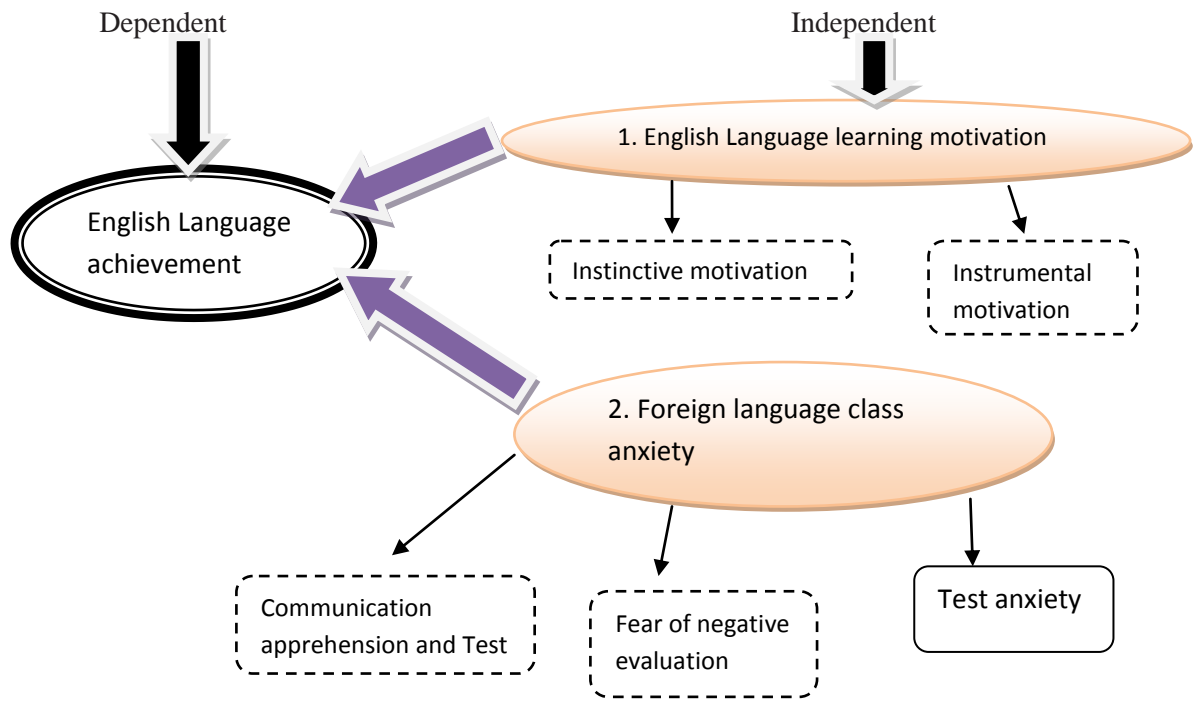
### **1.7. Organization of the study**

*This study organized under five chapters. The first chapter is an introduction which deals with the background of the study, statement of the problem, research question, research objective, and the significance of the study, delimitation, and limitation of the study.*

*The second chapter is the literature review. Different literature concerning the topic of the study was reviewed and discussed detail under this chapter. Such as Anxiety, general types of anxiety, foreign language anxiety, types of foreign language anxiety, the source of foreign language anxiety, reduce foreign language class anxiety. Motivation, theories of motivation, types of motivation, motivational and students' language achievement, factors related to motivation, are discussed under this topic.*

*The third chapter is research design and methodology. This topic deals with, the study area, research design, population of the study, sampling technique and sample size, variables, data collection instruments, data gathering procedures of data gathering, data analysis, pilot test, and code of ethics.*

*The fourth chapter is data analysis. This section deals with results and discussion of the study. The last chapter deals with summary, conclusion and recommendation.*



**Figure 1:** conceptual framework

## **CHAPTER TWO**

### **REVIEW of LITERATURE**

In this chapter, Concepts related to the focus of this research were discussed briefly. Anxiety, types of anxiety, English language class anxiety provoking situations, foreign language anxiety and language achievement, the source of foreign language anxiety, and reducing foreign language anxiety, types of motivation, motivation and students' English language achievement, factors related to motivation, were presented.

#### **2.1. Anxiety**

Due to different purposes of different researches, anxiety may have different definitions. From a psychological point of view, anxiety is defined as “a state of apprehension, a vague fear that is only indirectly associated with an object” ( Qian Huang,2012, P.5). Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, 2012)

##### *i.* **General Types of Anxiety**

Psychologists have identified different 3 main kinds of anxiety among human being. These are trait anxiety, state anxiety, and situation specific anxiety. They explained here below.

Qian Huang (2001), Wu, Guo-Cheng and Chan (2004) explained the three types of anxiety on basis of Psychological perspectives. That is trait, state and situation-specific anxiety.

**Trait anxiety:** *Trait anxiety* as this author is a stable predisposition; people with high levels of trait anxiety are generally nervous people in a wide range of circumstances.

**State anxiety:** He explained State anxiety as an apprehension expected at a particular moment in time as a response to a definite situation. State anxiety is temporary and alters over time, according to the degree of confrontation with the perceived threat, whereas

trait anxiety is relatively permanent and is a steady personality feature (Yu-Chi Wang, 2009).

***Situation-specific anxiety:*** Situation-specific anxiety refers to trait anxiety limited to a given context. According Yu-Chi Wang (2009) explanation, situation-specific anxiety, is apprehension at a particular moment in time in response to a definite situation. This perspective focuses on the situations where anxiety is aroused and thus it's called situation-specific anxiety. These situations may include public speaking, oral examinations, interview, or participating in a group discussion in English classes. Situation-specific anxiety is similar to state anxiety, but the former focuses on a single context or situation and it requires the respondents to ascribe their anxiety to a particular source (Yu-Chi Wang, 2009).

## ***ii. Foreign language anxiety***

FL anxiety is considered as a form of situation-specific anxiety (Aydin, 2008). It refers to language anxiety as individual apprehension in the language class or any situation in which the language is used. This situational anxiety varies according to environmental conditions, perceptions of the level of threat in a certain situation, and fluctuations in the individual's tension level (Yu-Chi Wang, 2009). Foreign language anxiety is a special kind of anxiety related to foreign language classes. It can be considered as a kind of 'situation-specific anxiety' just like 'stage anxiety', 'Math anxiety' and 'test anxiety' (Batumlu & Erden, 2007). When anxiety is limited to the language learning situation, it falls into the category of specifically an anxiety reactions. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations (Po-Chi Kao & Philip Craigie, 2010). Scholars have categorized foreign language anxiety to three components as briefly discussed below.

### ***a. Communication Apprehension***

Communication apprehension is a type of shyness characterized by fear of speaking and anxiety about communicating with people. Difficulties in speaking in public, listening or

learning a spoken message are all manifestations of communication apprehension (Batmlu & Erden, 2007). Communication apprehension in foreign language learning is derived from the personal knowledge that one will almost certainly have difficulty of understanding others and making oneself understood; that is why many talkative people are silent in the class (Cubuku, 2007). Hedge (2000), stated that the greatest anxiety seems to relate to negative experiences in speaking activities.

***b. Test anxiety***

As Cubuku test anxiety refers to a type of performance anxiety stemming from a fear of failure in a test (Cubuku, 2007). As Wu, Guo-Cheng and Chang, highly anxious students are overly concerned with parent or teacher evaluations and have difficulty of attending to relevant task information and they are easily distracted by incidental stimuli, being overly preoccupied with the possibility of failure. These students might have an unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously (Wu, Guo-Cheng and Chang, 2004).

***c. Fear of Negative evaluation***

As explained by Wu, Guo-Cheng and Chang fear of negative evaluation is apprehension about others evaluation, distress over their negative evaluations, and the expectations that others would evaluate ones' self regularly. Learners may be sensitive to evaluation of their peers (Wu, Guo-Cheng and Chang, 2004)

As Worde, in a foreign language context, fear of negative evaluation derives mainly from both teachers and the student's peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluation of their peers (Worde, 2003). Students with fear of negative evaluation might adopt the action of avoidance (Wu, Guo-Cheng and Chan, D.Y.Ching, 2004, Casad and Dereshiwsky, 2001). In extreme cases, students may think of cutting class to avoid anxiety situations, causing them to be left behind (Wilson, 2006). These three components are considered to have hampering effects on second language learning.

### **2.1.1. English language class anxiety provoking factors**

Many researches were done on the English language anxiety provoking situations among English language learners. Hui-ju Liu & Chien-wei Chen (2015) investigated comparative study on foreign language anxiety and motivation of academic and vocational- track high school students and suggested that there was a moderate anxiety among the students (Hui-ju Liu & Chien-wei Chen, 2015) .

Zafar Iqbar Khattack, Tanveer Jamshed, Ayaz Ahmad, Mirza Naveerd Baig (2011) Conducted research on To the cause of English language learning anxiety in students at Abdual Wali Kham University in Pakistan. From their conclusion the first five anxiety provoking situations were listed here. The majority of the student feels anxious about making mistakes in a language class. The majority of the student thinks that other students might be better than them, especially in a language class. There may be some sort of language inferiority complex in the students. The majority of the student was feeling worry about the consequences of failing in English language class. The majority of the student feels embarrassment in volunteering answer in a language class. The majority of the student feels afraid of teachers correcting their mistakes.

Mohsen Akbar, Mohammad Reza (2013) Conducted investigation on foreign language learning anxiety in Iranian Kurdish-persian Bilinguals. They identified the following English language class anxiety provoking situations. Communication anxiety revealed that Iranian bilingual participants are in (complete) agreement (64%) towards being unsure of themselves when they are speaking in English class rooms. This was also true for the item I feel shy when speaking English in front of other students with 62.4% of students endorsing feeling shy while speaking in English in front of peers. The respondents strongly agreed or agreed with such statements "I start to panic when I have to speak without preparation in English class" 70%.

The bilingual undergraduate students' responses to the items of the second FLCAS component, test anxiety, were also estimated. Analysis of the five items classified under the component of text anxiety demonstrated Iranian bilingual EFL learners' anxiety



towards being tested in English as the third language they were learning. The students strongly disagreed and disagreed with four items including "I don't worry about making mistakes in English class" (Item 2, 59%); "I am usually at ease during tests in my class 54% of them "I worry about the consequences of failing my English class 62% of them and "I am afraid that my English teacher will correct every mistake I make 50% of them. Such findings showed that the students experience a high level of anxiety before administering a test in the third language, during the test and performance in EFL, and after the test administration. These bilingual L3 learners were test-anxious either because of undue expectation of test results or because of unpleasant test experience in the past.

Elaine K. et al (2012) conducted a study on foreign language class anxiety and identified some anxiety creating conditions. "I start to panic when I have to speak without preparation in the English language "49% of the respondents strongly agreed and agreed. "I get nervous and confused when speaking in my language class"33% of them responded strongly agree and agree. They also reject statements like " I feel confident when I speak in foreign language class"(47%). Disagreeing with " I don't worry about making mistakes in language class" (65 %) of the respondents. From the above explained researches it is possible to see that foreign language anxiety is everywhere among English language learners as foreign language.

#### ***2.1.1.1. Sources of foreign language anxiety***

In order to reduce or avoid the negative influence of foreign language anxiety, it is helpful for us to explore the sources of foreign language anxiety, which can help us better explain the effects of anxiety on foreign language learning and also help English teachers find practical and effective teaching programs and strategies.

#### ***A/ personal factors***

***1. Self-esteem:*** *Self-esteem* is a "self-judgment of worth or value, based on feelings of efficacy, a sense of interacting effectively with one's own environment" (Oxford, 1990, cited in Qian Huang, 2012). According to Qian Huang Foreign language anxiety is easily

evoked by an individual's self-esteem. What other people think may cause the individuals with low self-esteem worried, because they want to please others (Qian Huang, 2012).

## **2. Competitiveness**

When people learn to use a foreign language to communicate, it is natural for them to compare themselves with others or with their idealized self-image which may be hard to realize. Thus competitiveness arouses, which can also lead to language anxiety (Bailey, 1983 cited in Qian Huang, 2012).

## **3. Beliefs**

Language anxiety can be the result of some unscientific or impractical beliefs of both learners and their teachers (Oxford, 1993 in Qian Huang, 2012).

*“Sometimes when the learners’ expectation or beliefs on foreign language learning are unrealistic, frustration and stress are inevitable and accordingly anxiety appears. Some teachers in foreign language class tend to criticize every mistake that learners have made or frequently correct the student’s poor pronunciation, which will easily intrigue learners’ anxiety. As for a lot of language teachers, the role played by teachers in language class should be dominative, directive and authoritative; otherwise the class will be out of control. So when pair work or group work is conducted, they will have much worry about the order of classroom. Such a teacher-centered language class, in which learners just play a part as passive receivers of knowledge will easily made learners feel anxious in foreign language learning” (Qian Huang , 2012,p.37).*

## **B/ Procedural factors**

Language anxiety may be rooted in some highly procedural factors, such as classroom procedures, instructor-learner interactions and test anxiety. Not only oral tasks, but also writing, reading or listening can also create fear (Horwitz &Young, 1991; Scarcella &

Oxford, 1992, in Qian Huang, 2012). Anxiety may be a result of some ineffective pedagogical practices. For example, in reading exercises, the teacher only checks the answers or simply explains the meaning of each sentence or word, while reading strategies and the structure of the reading material are ignored (Qian Huang, 2012).

#### C/ Cultural back ground

Horwitz (2001) warned that it is significant to be aware of cultural differences when teachers are designing classroom practices or preparing lessons. Related cultures knowledge is useful and helpful especially, to students' reading in the target language.

*Qian Huang stated the impact of cultural difference on anxiety as follows:*

*“Some practices prove to be relaxing and interesting to one group of learners may be difficult and boring for another group of learners from a different cultural because people from different cultural background are used for different types of classroom organizations. So, cultural differences may also lead to stress and anxiety. The studies on sources of foreign language anxiety are of great significance in that it not only contribute a better explanation of the relationship between foreign language anxiety and language achievement, but also help the foreign language teachers to work out more effective strategies and programs that may ameliorate the negative effects of language anxiety” (Qian Huang, 2012)*

#### **2.1.2. Foreign language anxiety and language achievement**

As Gouri Sharma & Deepak Pandey (2017), anxiety was directly associated with students daily life and influence their level of academic achievement (Gouri Sharma & Deepak Pandey, 2017).Maatar S.(2010) conducted a case study on “the impact of Language anxiety On academic Achievement “ at Skikda University, Algeria. And He reached at the following conclusion. English achievement, motivation, self perceived proficiency in English, and the amount of time spent in studying English after class were found statistically to have significant correlation with students' foreign language anxiety.

Salima Mazouzi (2013) Conducted case studies on “Analysis of Some Factors Affecting Learners' Oral Performance” in Algeria at Biskra University. His conclusion was as follows. Pupils with higher anxiety and low motivation have problems achieving good

results in speaking the foreign language despite the fact that they may have good linguistic abilities. On the other hand, pupils of higher self-esteem and motivation and lower anxiety attain a good level of spoken language production.

Po-Chi Kao<sup>1</sup> Philip Craigie (2010) conducted a survey study among undergraduate English-major students of Shih-Chien University in Taiwan. He concluded that anxiety variable and English achievement variable are negatively related.

Ebrahim Ghorban Mohammadi, Reza Biria, Mansour Koosha, Azam Shahsavari (2013) did study on The Relationship between Foreign Language Anxiety and Language Learning Strategies among University Students And reached on the following conclusions.

1. There was a meaningful negative relationship between *cognitive, compensation and social of English Language learners, their level of English class anxiety.*

2. The learners who had a relatively higher extent of language use, report less English class anxiety than students who have a relatively lower extent of English language use. Firew Melkamu (2008) conducted studies on the title “High School Students English Language Learning Anxiety and English Achievement” in West Gojjam and reached at the following conclusion. English language classroom anxiety and English achievement were negatively correlated. So, anxiety was a debilitating in language learning, especially anxiety of speaking, fear of negative evaluation and English classes.

#### **2.1.2.1. Reducing Foreign Language Classroom Anxiety**

Chan & Wu (2004) viewed that; anxiety may hinder input, processing and output. Therefore, anxious students should be given opportunity to review the material in order to compensate for this division of cognitive process. (Zhao Na, 2007, Casado and Dereshiwsky, 2001, Gregersen and Horwitz, 2002) suggest the following ways or reducing anxiety in the language classroom: Help students understand that language anxiety episode can be transient and do not inevitably develop into a lasting problem, reduce the competition present in the classroom, providing students with positive

reinforcement and creating a relaxed classroom environment, conducting classroom activities in groups and teachers should avoid negative evaluation of students in classroom and comment on students' behaviors with more encouragement. Therefore, efforts must be made to find ways of assisting students to feel more secure in their foreign language classroom, in order to maximize the language learning experience.

## **2.2. Motivation**

Motivation was given a number of distinct definitions; some of these definitions are the following: As Brown motivation is "quite simply the anticipation of reward" Brown (2000). As definition proposed by Lee motivation is: "The source behind behavior and provides an explanation for why people do things" (Lee, 2005). In other words, motivation is the drive that helps one meet his/her desired goals. Motivation, indeed, is fundamental in learning that it controls the students' behavior; it serves as an evidence for teachers to interpret how many students are willing to learn. Psychologists categorized motivation in different parts from which two types of them are explained here for the purpose of this investigation.

### **i. Instrumental Motivation**

Tileston (2010) defined instrumental motivation as the motivation that engenders due to the promise of a touchable, salable prize. As Seyedeh S. J. instrumental motivation refers to when we acquire a language just for instrumental goals or it means to learn a language with non-interpersonal purposes such as to pass an exam or just to have a career (Seyedeh S. J., 2013). She also explained that, learners with an instrumental motivation want to learn a language because of a practical reason such as getting a jobs or getting into college. Moreover, as Al Rifai explained, second language students not only learn the language for task comprehension and completion, but also for instrumental reasons, employment opportunities, social communication, or academic purposes (Al Rifai, 2010 in Phon Sokwin, 2017). "In most cases, success in learning a second language is consistently associated with their motivation of career choices" (Zang & Hu, 2008).

## **ii. Intrinsic motivation**

Dornei (2000) and Tengku S. T. (2012) definition of intrinsic motivation is stated as follows” Intrinsic motivation is a mental satisfaction gained directly from accomplishing the activity itself. As Deci & Ryan intrinsic motivation there is no reward except the activity itself, It means that the essence of motivated action, that is, a sense of autonomy and the desire is self – initiating and self – regulating (Deci & Ryan, 1985 in Seyedeh S. J.,2013) .

### **1.1.1. Theories of motivation**

Over the past decades, theorists, in an attempt to clarify the concept of motivation, carried out numerous studies that showed a range of explanations. The definitions suggested may be interpreted in so many ways, “depending on the theory of human behavior you adopt”. (Brown, 2001).

#### ***1.1.1.1. The behaviorist Theories of motivation***

Behaviorists approached motivation in a scientific way in the sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (Slavin, 2003). This perspective was influenced by Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and mainly by Skinner (Operant Conditioning). (Slavin, 2003) defined a reinforce as “any consequence that strengthens a behavior”. Students, for example, when feeling ambitious for a positive reinforcement, push themselves to perform according to prior experience with reward (teacher’s praise) when giving a correct answer to win another positive comment (reward).

#### ***1.1.1.2. The cognitive theories of motivation***

Unlike the behaviorist theory that views motivation in terms of anticipation of reward, the cognitive view of motivation “centers around individuals making decisions about their own actions” (Williams & Burden, 1997) that is to say, individuals are in command of their acts; they make decisions on their own in order to achieve the goals they traced.

This view was influenced by many cognitive researchers who mapped out three main theories that are put.

i. Attribution Theory

Attribution theory tries to find reasons and justifications for why things happen because it represents the motivation theory that is most concerned with answering the question why people do something (Alderman, 2004). In other words, it looks for ways to explain the reasons of success and failure. Attribution theory is concerned with people's explanations of a behavior, event, or outcome that has occurred. That is, people's perceptions of why an event or behavior happened. Hence, attributions of causes are made for a wide variety of outcomes, including success or failure, social acceptance or rejection, physical conditions, such as death or disease, or behaviors such as aggressive actions or requests for help (Weiner, 1992 in Geberew Tulu, 2014)

ii. Expectancy theory

(Pintrich, 2003) defines expectancy components as "beliefs about one's ability to control, perform, or accomplish a task". This means that what learners believe they are capable of doing, how much control they believe they have on their performance, and the belief of how well they can do well all contribute in motivating learners to start, control and keep up a certain pattern of behavior. Learners are most likely to achieve highly through selecting what activity to perform, using the necessary abilities, and engagement and determination in the task if they hold strong beliefs about their capabilities and control over them (Pintrich, 2003).

iii. Self-Determination Theory

Salkind (2008) explained that self-determination theory is: "the experience of choice and endorsement of the actions in which one is engaged." He noted that self determination theory is founded on three factors: autonomy, competence, and relatedness. First, autonomy that indicates the compatibility that exists between one's deeds and emotions, and willingness and volition. In other words, it is the degree of freedom by which students decide to perform a particular task. Second, Competence, briefly, means one's

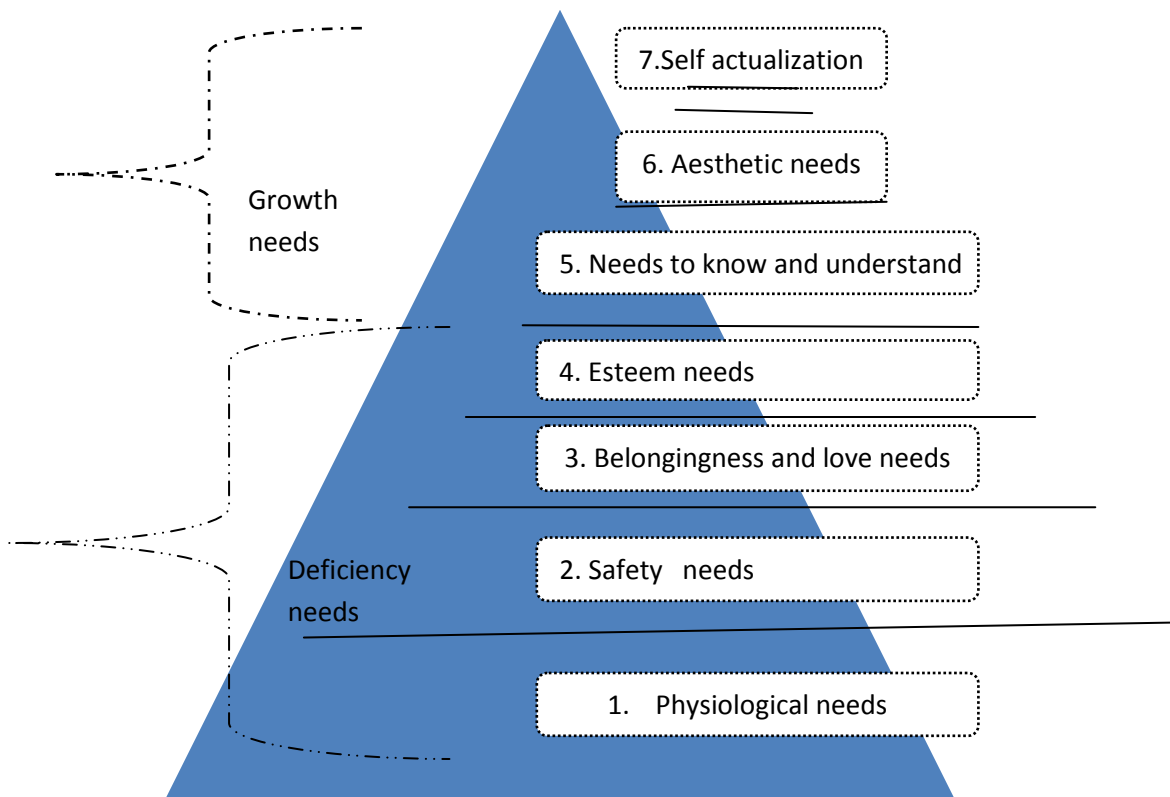
belief for how well s/he can perform a task. Third: relatedness, which signifies the need of belongingness to a particular group, and the need to uphold strong relationships within this group.

### 1.1.1.3. *Humanistic Theory*

Humanistic views of motivation perceive the individual as a whole and examine the interrelationship of the diverse human needs. One of the most influential humanistic theories is the Abraham Maslow hierarchy of needs which was introduced to the world in the 1940's and 1950's.

#### i. Abraham Maslow Hierarchy of Needs

Maslow believed that people have several needs to satisfy during the course of their life. He, figuratively, classified these needs hierarchically in a pyramid from the lowest to the highest.



**Figure 2:** Abraham Maslow Hierarchy of Needs



Maslow (in Salkind, 2008) made a distinction between “deficiency needs” and “growth needs”. He classified the lowest four layers of the pyramid as “deficiency needs” that overlap: the physiological needs; i.e. need for survival (hunger, thirst, sleep...), safety needs (need for security, protection, stability, freedom from damage...), belongingness and love needs (needs to belong to and feel loved by important persons like family, friends, colleagues at work...), and esteem needs (needs for appreciation, status, confidence, self-respect...). Slavin (2006) stated that once these basic needs are satisfied, “a person’s motivation to satisfy them diminishes.” However the “growth needs” keep growing and are by no means fully satisfied. Salkind (2008), again, noted that Maslow classified the three highest layers as “growth needs”. These needs include: cognitive needs (needs to know, understand, to explore...), aesthetic needs (needs to appreciate, and look for beauty and tidiness in the environment), and self-actualization (acceptance of self and others, spontaneity, extroversion, creativity...). Self-actualization is “the desire to become everything that one is capable of becoming” (Slavin, 2006)

### **2.2.1. Relationship between Language motivation and language achievement**

It has been continually stressed through history that motivation has an important role in successful learning, which indicates that motivated learners score better than non-motivated ones. Jordan (2008) stated that if learners are energetic to learn they will learn and perform successfully. Tengku S. T. (2012) explained that motivation is a very important and effective factor in the field of learning language. According to Abdelrahi I. & Humaida I., the student’s learning is facilitated most effectively when they are motivated, so a less able student who is highly motivated achieves greater success than most intelligent student who is not well motivated. Being motivated is one of the most important factors in learning a foreign language (Abdelrahi I. & Humaida. I., 2012).

The motivated students are more likely to perform and achieve more than the less motivated students. Robinson Ritho (2015) and Kusrkar • Th. J. Ten Cate • C. M. P. Vos • P. Westers • G. Croiset (2012) discussed that, motivation positively affects academic performance through deep strategy towards study and higher study effort.

Students' learning attitudes and motivations are integral to the success in second language studies (Mat & Yunus, 2014). The term "attitude" refers to "the way a person views something or tends to behave towards it, often in an evaluative way" (Collins Dictionary, 2015 in Phon Sokwin, 2017).

The learners' attitude toward learning English has a strong impact on their English language academic performance (Phon Sokin, 2017). As argued by Lightbown and Spada (2001) the study of a second language can be fun and enrich learning motivations according to the learners' attitude. This type of learning attitude occurs, for instance, when students feel happy or proud to speak English with native speakers and to see others being able to speak English. Meanwhile, the achievement of second language students depends primarily on their motivation. A teacher notices motivated students by their active participation in class, their strong interest in subject matters, and their efforts (Lightbown & Spada, 2001). In contrast, students without motivation have shorter attention spans, and even sometimes, they do not reflect what they hear.

As in the field of second language acquisition, second language students didn't only learn the language for task comprehension and completion, but also for instrumental reasons, employment opportunities, social communication, or academic purposes (Al Rifai, 2010). In most cases, success in learning a second language is consistently associated with their motivation of the career choices (Zhang & Hu, 2008).

In contrast, students without motivation have shorter attention spans, and even sometimes, they do not reflect what they hear. Al Rifai (2010) provided some examples concerning these sorts of students that once they are given in class or take-home assignments; they work on them in order to pass the grade, not to get the real knowledge or skills from those activities. Some of them may be serious about getting good grades, without being interested in the unit content they are studying

### ***2.2.1.1. Factors related to motivation***

As explained by Seyedeh Sara Jafari (2013) many factors influence motivation and acquisition of foreign language. These factors include personality variables, attitudes towards the social and cultural milieu, and linguistic and nonlinguistic outcomes of the learning experience. Personality variables are one of these factors. Many believe that there is a positive relationship between personality characteristics and learning a second language successfully.

According to Giles and Copland the individual differences such as intelligence, aptitude, motivation and anxiety can influence the acquisition of the second language. These variables depend on the context which learning takes place. For example, in a formal setting, intelligence and aptitude play an important and basic role in learning, while in an informal setting exert a weaker influence. Another factor which influences motivation is attitudes which learners have (Giles and Copland , 1991; cited in Seyedeh Sara Jafari ,2013). Positively motivated students are more pleasant to teach, prepare more carefully for class, participate more actively in class, and achieve more than negatively motivated students.

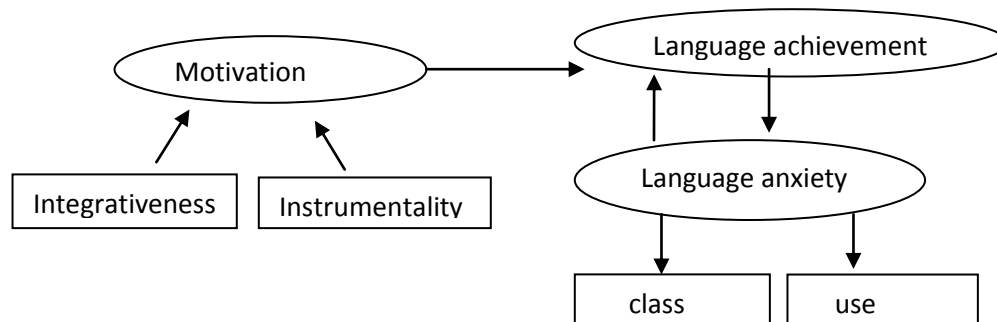
For enhancing positive motivation teachers have to attend to other classroom factors such as classroom management, Teacher-student affiliation and methods of instruction (Seyedeh Sara Jafari, 2013).Motivating students is not easy. The following points were listed in Seyedeh referred as situations in which students are likely to be motivated to learn.

1. Deal with material geared to their level.
2. See purpose in their activity and study.
3. See their studies as important.
4. Given a demanding work.
5. Live in a secure environment.
6. Feel the learning is for them not for the teacher.
7. Work with interesting material.

8. Experience more success than failure.
9. Convince of themselves as capable individual.

### Theoretical Frame Work

Robert C. Gardner (2005) explained Factors related to language achievement using the following figure.



#### 2.2.2. Motivation and anxiety as predicting students' English language learning

Dashisha studies in language and culture report suggested the role of anxiety and motivation in language learner task performance was significant. Thirty percent (30%) of the variance in the oral delivery score was accounted for motivation and anxiety. While controlling for both motivation tips the change in  $R^2$  under the new model indicates that anxiety alone accounts for 19% of the overall variance (Peter.2007).

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the research design, Subject or participants, Instrument of data collection procedures, sampling techniques, data collection procedures, and data analysis procedures.

#### **3. Study area**

This study investigated in West Wollega Zone, Oromia regional state. The zone is found in the south west of Ethiopia at a distance of 440 kilometers from Addis Ababa. About 858,000 male and 784,000 female sum of 1,642,000 people are living in the Zone. It has 20 districts. The weather condition of the zone is woinadega. More than 90% of the people are living on agriculture. The rest are merchants and government employees. Many schools and educational institutes have been established and giving service to the people by this day. There are about 76 pre-primary schools, 972 primary schools, 87 secondary schools and 27 preparatory and 1 Technical and Vocational Education and Training College (TVET) are giving educational service to the zone community.

#### **3.1. Research design**

Cross-sectional survey research design was conducted for the investigation. The researcher used quantitative data analysis method. Survey study has a penetrating power to analyze realistic Conditions. Creswell (2009) states survey design provides quantitative or numeric descriptions of trends, attitudes, or opinions of a population by studying a sample of that population. It is also a relatively cost-effective way of gathering information from a large number of people. Thus, the design was preferred on this basis.

#### **3.2. Population of the study**

Five (5) secondary schools, namely, Agar Alaltu Secondary School from Nejo Town Administration, Babo Gambel Secondary school and Qaresa Gambel Secondary school from Babo Gambel district, Jarso secondary school, and Haro Birru Secondary School

from Jarso district were population of the study. Grade 10 students of these five schools and Grade 10 English language teachers were subject of the study.

### **3.3.Sampling techniques and sample size**

It is impossible to include every member of the population in the study due to a number of constraints (time money and others) and effort. So some portion of the total population (sample) was selected and used as respondents for the investigation.

**A Sample of students:** The sample size of students for this study was determined on the basis of Sample size, confidence levels and confidence intervals for random samples explained by Louis Cohen, Lawrence Manion and Keith Morrison (2007). On this basis, from a total sum of 1920 students, (1002 males and 918 females), Sample of 319 students (16.61%), (166 male and 153 female) were participated as respondents. The number of student respondents for each school was determined using a quota sampling technique by keeping their proportion. The total population and sample of grade 10 students in each of the sample schools were: selected by using stratified sampling technique from each section.

**Sampling of teacher respondents:** Teachers respondents were selected using the purposive sampling technique. There were a total number of 17 English teachers (male=15 female 2). So these 17 teachers were participated as respondents.

**Table 2: Sample of respondents those participated in the research.**

No	Secondary schools	Sex	Students			Teachers		
			Popu	sample	%	Popu	Sample	%
1	Jorso	Male	273	35		3	3	100
		Female	266	35		1	1	100
2	Babo Gambel	Male	259	36		4	4	100
		Female	242	30		-	-	-
3	Agar alaltu	Male	203	31		3	3	100
		Female	218	34		1	1	100
4	Haro Biru	Male	158	34		3	3	100
		Female	108	27		-	-	-
5	Qersa Gambel	Male	109	30		2	2	100
		Female	84	23		-	-	-
Total		Male	1002	166		15	15	100
		Female	918	153		2	2	100
		Sum	1920	319		17	17	199

### 3.4. Variables

There were two categories of variables those involved in this study. They were two independent variables and one dependent variable.

#### 3.4.1. Independent variable

The independent variables involved in this study were: English language class anxiety and English language learning motivation.

#### 3.4.2. Dependent variable

The dependent variable that involved in this study was students' English language achievement.

### 3.5. Instruments of data collection

The datum was collected from primary data source. The researcher used four data gathering tools. These were, the Attitude Motivation test Battery (AMTB), Foreign Language Class Anxiety Scale (FLCAS), Questionnaire, and achievement test. The Attitude and *Motivation Test Battery (AMTB)* was adapted from Gardner's Attitude and Motivation Test Battery (2004 in Ahmed Zanghar, 2012). It has 8 items and the Cronbach's alpha was .84. Items 1- 4 is intrinsic motivation and items 5-8 instrumental motivation.

***The Foreign language Anxiety scale.*** It was designed by Horwitz, Horwitz and Cope (1986). It has 22 items and its Cronbach's alpha was .84. Items 1-6 is communication apprehension, items 7-11 is English language class anxiety, and items 12- 20 is fear of negative evaluation.

***Questionnaire.*** A questionnaire was prepared by the researcher to gather additional data from English language teachers.

**Achievement test:** Achievement test was prepared by grade 10 English language teachers.

### **3.6.Data collection procedures.**

To contact concerned bodies and organizations the researcher asked for ethical clearance starting from Jimma University down to the schools under the study. The researcher made concuss with the school administration and teachers on how to get the required information. The researcher respected for the confidentiality of the information gained from the school. All questionnaire, Motivation scale, and anxiety scales which were prepared for student respondents were translated in to students' mother tongue (Afan oromo); But for teacher respondents English language was used as English teachers can understand it. The questionnaire and the achievement test were given to all student sample respondents. Through this way the researcher gathered the raw data.

### **3.7. Data analysis.**

The gathered datum were coded, tallied, organized, checked, refined, and entered (put) in to SPSS. Descriptive data analysis method, frequency and percentage were used to analyze English language class anxiety provoking situations among grade 10 students. Pearson product moment correlation was used to analyze the relationship among grade 10 students' English language class anxiety score, grade 10 students' English language learning motivation score, and their English language test score. And multiple regression was used to analyze the extent of students' English language motivation and students' English language class anxiety to predict students' English achievement.



### **3.8. Pilot test**

The researcher conducted a pilot test to check the reliability and validity of the scales by taking 32 grade 10 students and 4 English teachers in one school other than schools those under study. For validity some instructions were modified and some minor errors were corrected after the pilot test. To check reliability, the Cronbach's Alpha for motivation scale, foreign language anxiety scale, and questionnaires' for English teacher were  $r=0.784$ ,  $r=0.85$ , and  $r=0.813$  consecutively. So, since  $r$  is greater than 0.7 for all cases the scale was found to be reliable enough.

### **3.9. Ethical consideration**

The researcher made concuss with the school administration and teachers on how to get the required information. The researcher respected for all the school workers and students. He respected for the confidentiality of the information gained from the school. He also gathered the data without making influencing students learning time.

## CHAPTER FOUR RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the study. As noted earlier the study aimed at investigating study on Anxiety and motivation as Influencing grade 10 students English language achievement. To conduct the study data was gathered from student and teacher respondents. The gathered data was analyzed by the earlier proposed data analyzing methods, frequency, percentage, Pearson product moment correlation, and multiple regression analyzing methods.

**Table 3: Characteristics of English language teacher respondents**

Age		22-28	29-35	36-42	43-49	Total
	Male	4	5	5	1	15
	Female	1	1			2
	Total	5	6	5	1	17
Year of experience		3-10	11-18	19-26	27-34	Total
	Male	6	6	2	1	15
	Female	1	1			2
	Total	7	7	2	1	17
Subjects of qualification		English	Other language	Other subject		Total
	Male	15				15
	Female	2				2
	Total	17				17
Level of qualification		Diploma	BA degree	MA degree	Other	Total
	Male		15			15
	Female		2			2
	Total		17			17

As table 3 in the above showed the total English language teacher respondents were 15 (88.23%) male and 2 (11.76%) female teachers. These were all English teachers who teach at the five secondary schools under the study. They were of different ages. Five or 29.4% of the were between 22-28 age level, six or 32.29% were between 29-35 age level, five or 29.45 were between 36-42 age level, and 1 or 5.88% of them were between 43-49 age level.

They all were of different years of experience in teaching. Seven (41.18%) of them were between 3-10 years of experience in teaching, seven (41.18%) of them were between 11-18 years of experience in teaching, 2(11.76%) of them were between 19-26 years of experience in teaching, and 1(5.88%) of them was between 27-34 years of experience in teaching. They all were BA degree holders in English language.

**Table 4: student respondents' characteristics**

Grade	Gender	Age groups			
		15-16	17-18	19-20	Total
10	Male	73	71	22	166
	Female	70	57	26	153
	Total	143	128	48	319

As shown in table 4 above, there were 166 (52%) male and 153 (48%) female grade 10 students from the five secondary schools those participated as respondents in the study. They were of different age group. 143 (44.83%) of them were between 15-16 age group, (40.12) % of them were between 17-18 age group, and 48(15.05%) of them were between 19-20 age group.

#### **4.1. Results**

The result was presented corresponding to the research question formulated in the first chapter. Firstly, English language class anxiety provoking situations among grade 10 students in the five secondary schools were discussed. This was done by using frequency and percentage. Secondly, the relationship among grade 10 students' English language class anxiety, their English language learning motivation, and their English language test score were presented. And lastly, the extent of English language class anxiety and English language learning motivation to predict students' English language test performance was discussed. This was done by using multiple regression analyzes.

#### 4.1.1. Anxiety provoking situations among grade 10 students.

To analyze the anxiety provoking situations among grade 10 students the researcher used more of students self test on the anxiety scale and some of English language teachers' view.

#### I/ Descriptive analyze of students' response on English language class anxiety provoking situations

Table 5: Grade 10 students report on English language communication apprehension scale

No	St.Ag	Ag.	Disa.	St.Dis
1 I never feel quite sure of myself when I am speaking in my English class.	22.6%	72.1%	5.3%	
2 I start to panic when I have to speak without preparation in English class.	31.7%	54.9%	12.5%	9%
3 I feel confident when I speak in English class.	0%	11.3%	73.4%	15.4%
4 I feel very self-conscious about speaking English in front of other students.	18.2%	68.3%	13.5%	
5 I get nervous and confused when I am speaking in my English class.	26%	59.9%	14.1%	
6 I get nervous when I don't understand every word the English teacher says.	13.5%	74%	12.5%	

**St.A= strongly agree, Ag= agree, Disa=disagree, St.dis= strongly disagree**

Table 5 in the above showed that students were asked in item 1 as if they feel quite sure of themselves when they were speaking in English class and 22.6% of them replied strongly agree, 72.1% agree, 5.3% of them replied disagree. This indicated, the majority of the students did not feel quite sure of themselves when they were speaking in an English language class. In item 2 students were asked to respond on whether they start to panic when they had to respond without preparation in English class and 31.7% of them replied strongly agree, 54.9 % of them agree, 12.5% of them responded disagree, and 0.9% of them replied strongly disagree. From this the researcher concluded that the majority of the student was starting to panic when they had to respond without preparation in English class.

In item 3 students were asked to respond on whether they felt confident when they speak in English language class and 11.3 % of them replied agree, 73.4% of them replied disagree, and 15.4% of them replied strongly disagree. This indicated that majority of grade 10 students in the five secondary schools were not felt confident when they spoke in English language class. In item 4, students were asked to respond on whether they felt self-conscious when about speaking English in front of other students and 18.2% of students replied strongly agree, 68.3% of them replied agree, 13.3% of them replied disagree. Thus grade 10 students in the five secondary schools were feeling self-conscious about speaking English in front of other students.

In Item 5 for the statement “I get nervous and confused when I am speaking in my English class”, 26% of students replied strongly agree, 59.9 % of them replied agree, 14.1% of them replied disagree. These showed majorities of grade 10 students in the five secondary schools were getting nervous and confused when they were speaking in their English language class. In item 6 for the statement “I get nervous when I don’t understand every word the English teacher says”, 15.4% of the students replied strongly agree, 74% of them replied agree, 12.5% of them replied disagree. This indicated majority of the students in the five secondary schools were getting nervous when they did not understand every word the teacher said.

From all these descriptions majorities of grade 10 students in the five secondary schools were more anxious in the following situations. These were, item 1 “I never feel quite sure of myself when I am speaking in my English class”, supported by 94.7% of students those responded agree or strongly agree. On Item 2 “I start to panic when I have to speak without preparation in English class”, supported by 86.6% of the students those replied agree or strongly agree. Item 3, “I feel confident when I speak in English class”, opposed by 88.8 % of the students those responded strongly disagree or disagree. And on item 6, “I get nervous when I don’t understand every word the English teacher says”, supported by 87.5% of the students those replied agree or strongly agree. This finding was supported by Mohsen Akbar & Mohammad Rezas’ finding.

Mohsen Akbar & Mohammad Reza (2013) Conducted investigation on foreign language learning anxiety in Iranian Kurdish-persian Bilinguals. They identified the following English language class anxiety provoking situations. Communication anxiety revealed that Iranian bilingual participants were in (complete) agreement (64%) towards being unsure of themselves when they are speaking in English classrooms. This was also true for the item I feel shy when speaking English in front of other students with 62.4% of students endorsing feeling shy while speaking in English in front of peers. The respondents strongly agreed or agreed with such statements "I start to panic when I have to speak without preparation in English class" 70%.

**Table 6:Grade 10 students' report on English language test anxiety scale**

No		St.Ag	Ag.	Disa.	St.Dis.
7	I don't worry about making mistake in English class		13.2%	65.5%	21.3%
8	I am usually at ease during tests in my English class	.3%	11.3%	74%	14.4%
9	I worry about the consequences of failing my English class	15.4%	71.2%	13.5%	
10	I am afraid that my English teacher will correct every mistake I make	16.3%	73%	10.7%	
11	The more I study for an English test, the more confused I get.	21.6%	62.4%	16%	

**St.A= strongly agree, Ag= agree, Disa=disagree, St.dis= strongly disagree**

As table 6 in the above indicated grade 10 students were asked to respond to the five items of test anxiety scale. Item 7 "I don't worry about making mistakes in English class"13.2% of the students responded agree, 65.5% of them responded disagree, and 21.3% of them responded strongly disagree. This indicated that worrying about making mistakes was accounted as the test anxiety creating situation among a large number of students in the five secondary schools. Item 8 "I am usually at ease during tests in my English class" 14.4% of students replied strongly disagree, 74% of them responded disagree, 11.3% of them responded agree, and .3% of them replied strongly agree. This

indicated the majority of grade 10 students in the five secondary schools were not at ease (they were anxious) during English tests.

Item 9 “I worry about the consequences of failing in my English class” 15.4% of the students replied strongly agree, 71.2% of them replied agree, and 10.7% of them replied disagree. This indicated that majority of grade 10 students in the five secondary schools was worrying about the consequence of their failing in English class. Item “10 I am afraid that my English teacher will correct every mistake I make” 16.3% of them responded strongly agree, 73% of them responded agree, and 10.7% of them replied disagree. So grade 10 students in the five secondary schools were afraid the English language teachers correction of every mistake. Item 11 “The more I study for an English test, the more confused I get”, 21.6% of the students responded strongly agree, 62.4 % of them responded agree, and 16 % of them responded disagree. From this majority of grade 10 students in the five secondary schools were getting more confused as long as they studied more for the English language test.

Regarding the English language test anxiety, majority of grade 10 students in the five secondary schools were more anxious in the following situations. These were, Item 7“ I don’t worry about making mistakes in English class”, 86.8% of students opposed by responding disagree or strongly disagree; item 8“ I am usually at ease during tests in my English class”, 88.7% of the students opposed by responding disagree or strongly disagree; item 10, “I am afraid that my English teacher will correct every mistake I make” 89.3% of the students replied agree or strongly agree.

This finding was similar with Zafar Iqbar Khattack, Tanveer Jamshed, Ayaz Ahmad, Mirza Naveerd Baig (2011) Conducted research on the cause of English language learning anxiety in students in Pakistan. From their conclusion, the majority of the student feels worried about the consequences of their failing in language class. The majority of the students feels afraid of teachers correcting their mistakes. Thus, correcting every mistake the students make was identified as the English test anxiety provoking situations of grade 10 students in the five secondary schools.

Table 7: Grade 10 students report on fear on negative evaluation scale

N o	Items	St.Ag	Ag.	Disa.	St.dis.
12	I tremble when I know that I'm going to be called on to speak in English class.	16%	64.9%	16.3%	2.8%
13	I keep thinking that the other students are better at English than I am.	17.2%	72.4%	10.3%	
14	It embarrasses me to volunteer answers in my English class.	20.7%	59.9%	19.4%	
15	I get upset when I don't understand what the teacher is correcting.	10%	78.4%	11.6%	
16	I can feel my heart pounding when I'm going to be asked to speak in English class.	17.9%	63.6%	18.5%	
17	I always feel that the other students speak English better than I do.	14.1%	73.7%	10%	2.2% %
18	English class moves so quickly that I worry about getting left behind.	13.2%	12.7%	14.1%	
19	I am afraid that the other students will laugh at me when I speak English.	19.7%	68%	10.7%	1.6%
20	I get nervous when the English teacher asks questions which I haven't prepared in advance.	19.1%	69.9%	11%	

**St.A= strongly agree, Ag= agree, Disa=disagree, St.dis= strongly disagree**

As table 7 in the above showed grade 10 students in the five secondary schools were asked to respond in fear of negative evaluation scale. Item 12 "I tremble when I know that I'm going to be called on to speak in English class" 16% of student respondents replied strongly agree, 64.9% of them replied agree, and 16.3% of them replied disagree. This indicated that speaking in English class causes tremble among grade 10 students in the five secondary schools. Item 13 "I keep thinking that the other students are better at English than I am" 17.2% of the respondents replied strongly agree, 72.4% of them replied agree, 10.3% of them replied disagree. This indicated that majority of grade 10 students in five secondary schools were thinking as the other students were better than them in English language.

Item 14 "It embarrasses me to volunteer answers in my English class" 20.7% of the students replied strongly agree, 59.9% of them replied agree, and 19.4% of them replied disagree. From this the researcher concluded that majority of grade 10 students in the five



secondary schools were shamed to voluntary answering in English language class. Item 15 “I get upset when I don’t understand what the teacher is correcting” 10 % of the students replied strongly agree, 78.4% of them replied agree, 11.6% and of them replied disagree. From this the researcher concluded that majority of grade 10 students in the five secondary schools was distressed when they couldn’t understand what the teacher was correcting.

Item 16 “I can feel my heart pumping when I’m going to be asked to speak in English class” 17.9% of the student respondents replied strongly agree, 63.6% of them replied agree, 18.5% of them replied disagree. Thus, majority of grade 10 students in the five secondary schools hearts was pumping when they were going to speak in English class. Item 17 “I always feel that the other students speak English better than I do” 14.1% of the students were replied strongly agree, 73.7% of them replied agree, 10% of them replied disagree, and 2.2% of them replied strongly disagree. From this the researcher concluded that majority of grade 10 students in the five secondary schools felt that the other students speak English than they did.

Item 18 “English class moves so quickly that I worry about getting left behind” 13.2% of students replied strongly agree, 12.7% of them replied agree, and 14.1% replied disagree. This indicates a majority of the students in the five secondary schools were worrying about getting behind as English language class went quickly. Item 19 “I am afraid that the other students will laugh at me when I speak English” 19.7% of student respondents replied strongly agree, 68% of them replied agree, and 10.7% of them replied disagree. From this grade 10 students in the five secondary schools were afraid the other students laughing at them.

Item 20 “I get nervous when the English teacher asks questions which I haven’t prepared in advance” 19.1% of students replied strongly agree, 69.9% of them replied agree, and 11% of them replied disagree. So the majority of grade 10 students in the five secondary schools was getting nervous when the English language teacher asked questions which they haven’t prepared in advance.

Although in all situations, grade 10 students in the five secondary schools were anxious, the researcher identified the situations in which majority of the students were more anxious. These were: Item 13 “I keep thinking that the other students are better at English than I am”, supported by 89.7% of students’ respondents those replied agree or strongly agree; item 15, “I get upset when I don’t understand what the teacher is correcting” supported by 88.6% of the students those replied agree or strongly agree; item 19, “I am afraid that the other students will laugh at me when I speak English” supported by 87.7% of student respondents those replied agree or strongly agree; item 20, “I get nervous when the English teacher asks questions which I haven’t prepared in advance” supported by 89 % of the students those replied agree or strongly agree.

This finding was supported by Zafar Iqbar Khattack, Tanveer Jamshed, Ayaz Ahmad, Mirza Naveer Baig (2011). Their research finding suggested that majority of the students thinks that other students might be better than them especially in a language class. Also Mohsen Akbar & Mohammed Reza (2013) supported this finding. They concluded that the Majority of the students was getting dressed when they didn’t understand what the English teacher was correcting, supported by 52% of the students; majority of the students were nervous when the English teacher asked questions which they didn’t prepare for in advance.

**II/ Descriptive analysis of English language teachers’ view on the level of grade 10 students’ English language class anxiety.**

**Table 8:English language teachers’ response on the situation of grade 10 students’ English language class anxiety**

No	Statements of the items	St.Ag	A g.	Disa	Str.dis
1	My students feel shy when asked to give response to questions in English in front of other students.	41.2%	35.3%	23.5%	0%
2	My students get nervous when I ask questions which they have not prepared in advance.	35.3%	47.1%	11.8%	5.9%
3	My students don’t usually get clear idea when they have to respond to question in English language class.	29.4%	41.2%	23.5%	5.9
4	My students feel confident when asked to participate in English language.		5.9%	41.2%	52.9%
5	My students not be volunteer to answer in English language class.	23.5%	35.3%	35.3%	5.9%
6	I watch the students are afraid of each other when they asked to speak in English.	29.4%	52.9%	17.6%	
7	My students don’t worry about making mistakes in English language class.		17.6%	23.5%	58.8%
8	My students don’t reflect ( think deeply) what they have leaned in English course.	29.4%	47.1%	23.5%	

**St.A= strongly agree, Ag= agree, Disa=disagree, St.dis= strongly disagree.**

As shown in table 8 above, English teachers were also asked to response to anxiety provoking situations among grade 10 students. In item 1 English language teachers were asked to respond if the students were feeling shy when they asked to give response to questions in English in front of other students and 41.2% of students replied strongly agree, 35.3% of them replied agree, 23.5% of them replied disagree. Thus responding to questions in front of other students creates anxiety among grade 10 students in five secondary schools. In item 2 English language teachers were asked to respond on whether the students were getting nervous when the teacher asked questions which they had not prepared in advance and 35.3% of the students replied strongly agree, 47.1% of them replied agree, 11.8% of them replied disagree, and 5.9 % of them replied strongly

disagree. Thus, asking questions which the students were not prepared in advance created anxiety among grade 10 students in the five secondary schools.

In item 3 English language teachers were asked to respond on whether grade 10 students were not getting clear idea when they had to respond to questions in an English language class and 29.4% of the English language teachers replied strongly agree, 41.2% of them replied agree, 23.5% of them replied disagree, and 5.9% of them replied strongly agree. From this grade 10 students in the five secondary schools were not getting a clear idea when they had to respond to questions. In item 4 English language teachers were asked to respond on whether grade 10 students were feeling confident when asked to participate in English language and 5.9 % of them were responded agree, 41.2% of them replied disagree, 58.8% of the teachers responded strongly disagree. This indicated grade 10 students were not feeling confident when they asked to participate in an English language class.

In item 5 English language teachers were asked to respond on whether grade 10 students were not being volunteered to answer in English language class and 23.5 % of the teachers replied strongly agree, 35.3% of them replied agree, 35.3% of them replied disagree, and 5.9% of them replied strongly disagree. From this, the researchers concluded that grade 10 students in the five secondary schools were not volunteers to answer in English language class. In item 6 English language teachers were asked to respond on whether grade 10 students were afraid of each other when asked to speak in English and 29.4% of the teachers replied strongly agree, 52.9% of them replied agree, 17.6% of them replied disagree. From this the researcher concluded that grade 10 students in the five secondary schools were afraid of each other when they were asked to speak in English language.

In item 7 English language teachers were asked to respond to if grade 10 students didn't worry about making mistakes in an English language class and 17.6% of the teachers replied agree, 23.5% of them replied disagree, and 58.8% of them replied strongly disagree. Thus, grade 10 students in the five secondary schools were worried about making mistakes in an English language class. In item 8 English language teachers were

asked to respond to if grade 10 students did not reflect (think deeply) what they had learned in English course and 29.4% of them replied strongly agree, 47.1% of them replied agree, 23.5% of them replied disagree. From this the researcher concluded that grade 10 students did not reflect what they learned in an English course.

Although all the situations described above were anxiety provoking situations, the researcher identified the four (4) top anxiety provoking situation among grade 10 students in the five secondary schools. These were: Item 2, my students get nervous when I ask questions which they do not been prepared in advance” supported by 82.4% of the English teacher respondents those responded agree and strongly agree. Item 4 “my students feel confident when to participate in an English language class” supported by 94.1% of English language teachers those opposed by responding disagree and strongly disagree; item 6, “I watch the students are afraid of each other when they asked to speak in English” supported 82.4% of English teacher those responded agree or strongly; item 7 “my students don’t worry about making mistakes in an English language class”, opposed by 82.3% of the English language teacher those replied disagree and strongly disagree. So, as from the English teachers’ view grade 10 students were more anxious on the above situations.

#### **4.1.2. The relationships of grade 10 students’ English language class anxiety and their English language test achievement.**

**Table 9: The Pearson product correlation of grade 10 students’ English language class anxiety and their English language achievement.**

	1	2	3	4	5
1.Communication apprehension					
2.Test anxiety	.767**				
3.Fear of negative evaluation	.743**	.773**			
4.Total English language class anxiety score	.899**	.900**	.943**		
5.Achievement score	-.341**	-.384**	.470**	-.446**	
Total	319	319	319	319	319

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As table 11 above reveals, The students' communication apprehension score mean was significantly and negatively correlated with their English language score mean ,  $r=0.341$ ,  $p=0005$ . The students' test anxiety score mean was significantly and negatively correlated with their English language score mean,  $r=-.384$ ,  $p=0005$ . The students' fear of negative evaluation score mean was significantly and negatively correlated with their English language score mean,  $r=-.47$ ,  $p=0005$ . From this the researcher concluded that the score mean of each sub – anxiety scale was moderately and negatively correlated with their English language score mean. This means, as one of the English language class anxiety sub-scale increase, the students' English language achievement decreases. Also, the students' total English language class anxiety test score mean was significantly and negatively correlated with their English language test score mean,  $r=-.446$ ,  $p=0005$ . This means as students' total anxiety score mean increase their English language achievement decreases and vice versa.

#### 4.1.3. The correlation of motivation and grade 10 students' English language achievement.

**Table 10:** Pearson Product-Moment Correlations Between grade 10 students' English language learning motivation and their English language achievement.

Measures	1	2	3	4
1. Intrinsic motivation		.522	.874	.642
2. Instrumental motivation			.809	.576
3. Motivation score				.756
4. Achievement score				

\*\* . Correlation is significant at the 0.01 level (2-tailed).

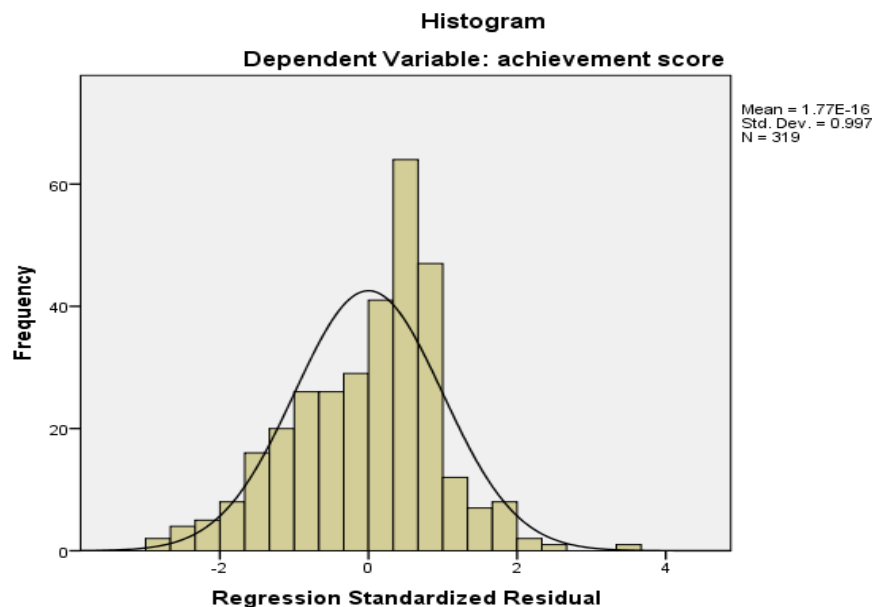
The above table reveals that, there was statistically significant positive correlation between students' intrinsic motivation score mean and students' English language test score mean,  $r=.642$ ,  $p=000$ . There was statistically significant positive correlation between students' instrumental motivation score mean and students' English language test score mean,  $r=.576$ ,  $p=000$ . There was also statistically strong positive correlation between students' total motivation score mean and students' English language test score mean,  $r=.756$ ,  $p=000$ . From this it can be concluded that, there was strong positive correlation

between each sub-motivation scales and students' English language test score mean. This means, as one of the motivation sub scale increase students English language achievement also increase. This implies that, the increasing of the total motivation scale is followed by higher progress of students' English language achievement.

#### 4.1.4. The extent to which grade 10 students' motivation and anxiety predicts their English language achievement.

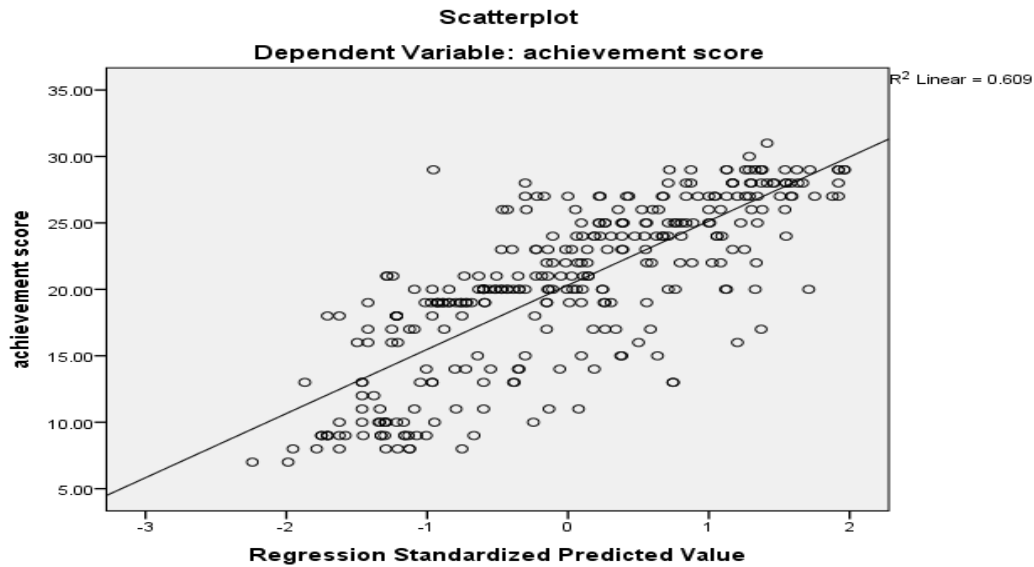
To analyze the extent to which Grade 10 students' English language learning motivation and anxiety predict their English language test performance using multiple regression the researcher go through two main steps. Firstly, the researcher checks for some major assumption of multiple regressions. This is because as explained by Julie Palant (2005) multiple regressions in general has many assumptions and it is more sensitive to some of them. Secondly, the researcher interpreted the SPSS output for the hierarchical multiple regression.

i/ Checking assumptions for hierarchical multiple regression assumptions for multiple regression.



**Figure 3:** Normality of the distribution

As figure 3 in the above shows the points were normally distributed about the standardized residual. So the assumption for normality was met.



**Figure 4: Scatter plot of the distribution.**

As shown in figure 4 above, the points were lied straight diagonal from left to top right.

This indicated the absence of outliers, so the assumption for outlier was not violated.

**Table 11 :Residual statistics for the Hierarchical multiple regression**

	Minimu m	Maximu m
Mahal. Distance	.018	12.350
Cook's Distance	.000	.066

The researcher used residual statistics to check for the impact of outlier on the data. As indicated in table 10 above, Mahanobis distance was 12.35. This value was less than 13.82 -the critical value of chi-square for degree of freedom (df)=2, and the cook's distance was 0.066 which is less than one(1). As Julie Palant (2005), if mahalnobis



distance is found to be less than the critical value, and if the cook's distance is less than one there is no impact of outlier on the data.

Multiple regression coefficient tabl

ii/Interpretation of the SPSS out put

After the researcher checked for the assumptions of multiple regressions and the assumptions were met its interpretation was presented as follows.

**Table 12: Model summary for multiple regression.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780 <sup>a</sup>	.609	.606	3.88331

a. Predictors: (Constant), motivation score, anxiety score

b. Dependent Variable: achievement score

Table 13 ANOVA summary table for multiple regression

Model	Sum of squares	Df	Mean square	f	sig
Regression	7413.336	2	370.668	245.798	.000
1 Residual	4765.316	316	15.080		
Total	12178.652	318			

**Table 14: Multiple regression coefficient table**

	B	Std. Error	Beta	Sig	Tolerance	VIF
Constant	5.990	3.123		.056		
Anxiety score	-4.077	.747	-.205	.000	.876	1.142
Motivation score	9.479	.521	.684	.000	.876	1.142

The multiple regression coefficient in table 13 revealed that, anxiety score was significantly predicted students English language test performance, (b=-4.077), sig=000; and the motivation score mean was also statistically significant predictor of students' English test performance, (b=9.479), sig=000.

The regression equation was:

Grade 10 students' English test achievement =  $5.99 + (-4.077x \text{ English language class anxiety} + 9.479x \text{ English language learning Motivation})$

## **4.2. Discussion**

The discussion of the study was presented sequentially depending on the research questions formulated. To identify English language class anxiety provoking situations the researcher used students' self test result on English language class anxiety scale and the English language teachers' view on students' English class anxiety situations. After analyzing the responses from both students' and teachers the researcher identified ten major English language class anxiety creating situations under the three sub anxiety scales. These were:

To analyze English language class anxiety provoking situations among grade 10 students in the five secondary schools, the researcher conducted frequency and percentage. The finding indicated that, there were some major situations in which majority of grade 10 students in the five secondary schools were exposed to foreign language class anxiety. These were: To respond questions without preparation in English, supported by 89 % of the students' respondents. Misunderstanding of every word the English language was saying, supported by 87.5% of the students. Worry about making mistakes, supported by 86.8% of students' and 82.35 of English language teachers' respondents.

When English language teacher was correcting every mistake the students made, supported by 89.3% of student respondents. Thinking as if the other students were better at English than they were, supported by 89.6 % of students respondents. Misunderstanding of what the English teacher was correcting, supported by 88.4% of the students respondents. Fear of other students' laugh, supported by 87.7% of students' respondents were identified as anxiety provoking situation among majority of the students in the five secondary schools.

This finding was supported by Zafar Iqbar Khattack, Tanveer Jamshed, Ayaz Ahmad, Mirza Naveer Baig (2011). Their research finding suggested that majority of the

students think that other students might be better than them especially in a language class. Also Mohsen Akbar & Mohammed Reza (2013 ) supported this finding. They concluded that Majority of the students were getting dressed when they didn't understand what the English teacher was correcting, supported by 52% of the students; majority of the students were nervous when the English teacher asked questions which they didn't prepared in advance.

To analyze the relationship between grade 10 students' English language class anxiety and their English language test score the researcher conducted Pearson product moment correlation. The students' communication apprehension score mean was significantly and negatively correlated with their English language score mean,  $r=0.341$ ,  $p=0005$ . The students' test anxiety score mean was significantly and negatively correlated with their English language score mean,  $r=-0.384$ ,  $p=0005$ . The students' fear of negative evaluation score mean was significantly and negatively correlated with their English language score mean,  $r=-0.47$ ,  $p=0005$ . From this the researcher concluded that the score mean of each sub – anxiety scale was moderately and negatively correlated with their English language score mean. This means, as one of the English language class anxiety sub-scale increase, the students' English language achievement decreases. Also, the students' total English language class anxiety test score mean was significantly and negatively correlated with their English language test score mean,  $r=-0.446$ ,  $p=0005$ . This means as students' total anxiety score mean increase their English language achievement decreases and vice versa.

The finding was similar with Firew Malkamu (2008). He conducted study on the title “High School Students English Language Learning Anxiety and English Achievement” in West Gojjam and concluded that, high anxious learners tend to perform relatively and significantly less successfully in the final exams than students experiencing lower anxiety levels.

To analyze the relationship between grade 10 students' English language learning motivation and their English language achievement the researcher conducted Pearson product moment correlation. The correlation analysis revealed that, there was statistically

significant positive correlation between students' intrinsic motivation score mean and students' English language test score mean,  $r=.642, p=000$ . There was statistically significant positive correlation between students' instrumental motivation score mean and students' English language test score mean,  $r=.576, p=000$ . There was also statistically strong positive correlation between students' total motivation score mean and students' English language test score mean,  $r=.756, p=000$ . From this it can be concluded that, there was strong positive correlation between each sub-motivation scales and students' English language test score mean. This means, as one of the motivation sub scale increase students English language achievement also increase. This implies that, the increasing of the total motivation scale is followed by higher progress of students' English language achievement. This finding was supported by Robinson (2015). He suggested that motivation positively affects academic performance thorough deep strategy towards study and higher study effort.

To analyze the extent of grade 10 students' English language learning motivation and their English language class to predict their English language test performance, the researcher conducted multiple regression .The model table revealed that motivation and foreign language class anxiety of grade 10 students in the five secondary schools accounted for 60.9% percent of their English language achievement. ANOVA summery table in table 29 shows the there was significant effect of the motivation and English language class anxiety,  $f(2,316) = 245.9, p=000$ . The coefficient in table 30 revealed that, anxiety score was significantly predicted students English language test performance, ( $\beta = -4.077$ ),  $\text{sig} = 000$ ; and the motivation score mean was also statistically significant predictor of students' English test performance, ( $\beta = 9.479$ ),  $\text{sig} = 000$ .. This finding is supported by Petter (2007) finding. He suggested 30% of the variance in English language score was accounted for motivation and anxiety. So the researcher concluded that motivation and anxiety have great effect on students English language achievement.

Model summary in the above table 11 reveals motivation and Foreign language class anxiety of grade 10 students in the five secondary schools accounted for 60.9 %% of their English language achievement. From the ANOVA summery there were significant

effect of the total variables motivation, and English language class anxiety,  $f(3,315) = 245.798, p=000$ .

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this chapter, summary, conclusion, and recommendations presented detail. In the summary section, general highlight of the study and basic research questions were highlighted. The conclusion section dealt with the main finding of the study under the

three explained basic research question; and the recommendation section dealt with alternative solutions for concerned bodies.

#### 5.1. Summary

The aim of this investigation was to explore the influence of anxiety and motivation on grade 10 students English language achievement. The study was conducted in oromia region West Wollega zone. Five secondary schools were randomly selected and from a total of 1920 grade 10 students and 17 English teachers, 319 students and 17 teachers were involved in the study. In order to go through the investigation the researcher formulated the following five basic questions.

- What are the English language class anxiety provoking situations among grade 10 students in the study area?
- What is the relationship between grade 10 students' English language class anxiety and their English language achievement in the study area?
- What is the relationship between grade 10 students' their English language learning motivation and their English language achievement in the study area?
- To what extent do grade 10 students' English language learning motivation and their English language class anxiety predicts students' English language achievement in the study area?

Hence, the result of the study was summarized below.

## 5.2. Conclusions

At the end researcher reached on the following conclusions regarding the influence of English language motivation and English language class anxiety on grade 10 students English language achievement.

To analyze English language class anxiety provoking situations among grade 10 students in the five secondary schools, the researcher conducted frequency and percentage. The finding indicated that, there were some major situations in which majority of grade 10 students in the five secondary schools were exposed to foreign language class anxiety. These were: To respond questions without preparation in English, Misunderstanding of every word the English language was saying, worrying about making mistakes, When English language teachers correct every mistakes the students made, Thinking as if the other students were better at English than them, Misunderstanding of what the English teacher was correcting, fear of other students' laughing when speaking in English were identified as anxiety provoking situation among majority of the students in the five secondary schools.

To analyze the relationship between grade 10 students' English language class anxiety and their English language test score the researcher conducted Pearson product moment correlation. From this the researcher concluded that the score mean of each sub – anxiety scale was moderately and negatively correlated with their English language score mean. This means, as one of the English language class anxiety sub-scale increase, the students' English language achievement decreases and vice versa. Also, the students' total English language class anxiety test score mean was significantly and negatively correlated with their English language test score mean. This means as students' total anxiety score mean increase their English language achievement decreases and vice versa.

To analyze the relationship between grade 10 students' English language learning motivation and their English language test score the researcher used Pearson product moment correlation. From the analyses the researcher concluded that, there was strong positive correlation between each sub-motivation scales and students' English language

test score mean. This means, as one of the motivation sub scale increase students English language achievement also increase. This implies that, the increasing of the total motivation scale is followed by higher progress of students' English language achievement.

To analyze the extent of grade 10 students' English language learning motivation and their English language class to predict their English language test performance, the researcher conducted multiple regression. The regression analyses revealed that English language learning motivation and English language class anxiety were found to be significantly predicting grade 10 students' English language achievement (English language test performance). Sixty point nine percent (60.9%) of students' English language test performance was accounted for students' English language class anxiety and their English language learning motivation.

### **5.3. Recommendation**

On the bases of the above conclusions the researcher suggested the following recommendations.

- English language teachers should check whether the students did enough preparation before asking students strange questions
- English language teachers should teach students good test preparation to make them able to control test anxiety
- Students must aware that making mistakes is normal in learning teaching process to decrease worrying about making mistakes
- English language teachers should focus on rewarding students for their progress rather than focusing on criticizing them for their every mistake.



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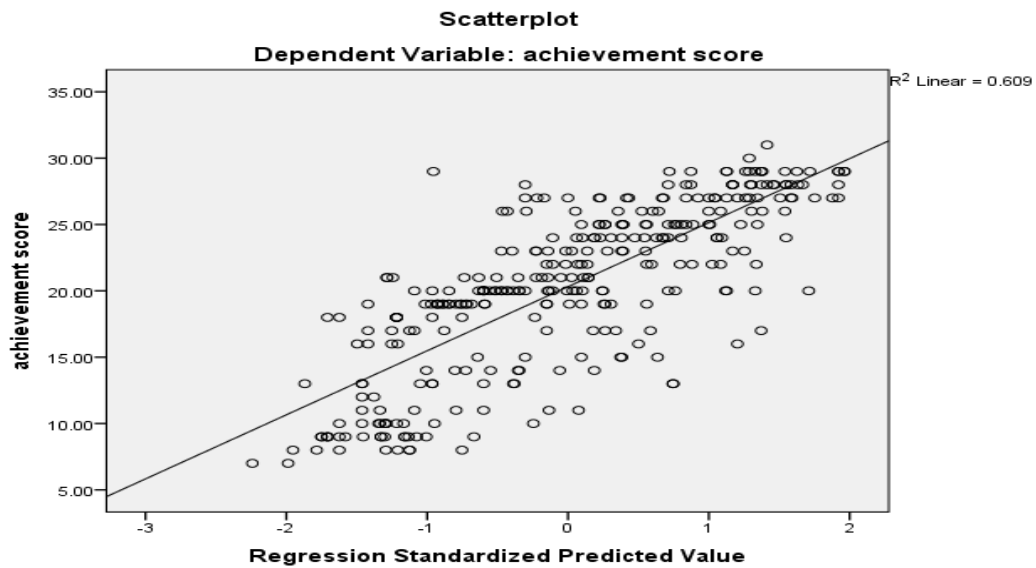
## APPENDICES

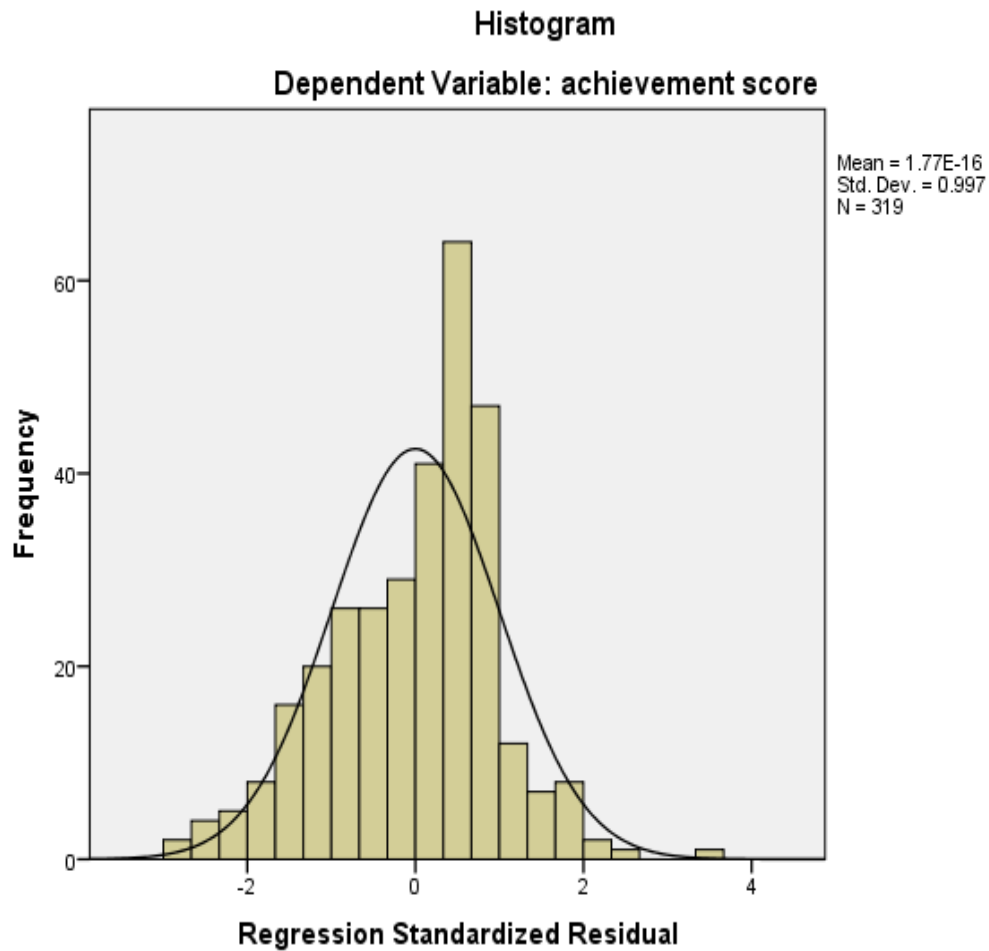
### RESIDUAL STATISTICS for CHECKING the EFFECT of OUTLINER.

Residuals Statistics <sup>a</sup>					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	9.4938	29.7900	20.3135	4.82829	319
Std. Predicted Value	-2.241	1.963	.000	1.000	319
Standard Error of Predicted Value	.219	.796	.364	.098	319
Adjusted Predicted Value	9.5422	29.8084	20.3184	4.82904	319
Residual	-10.91643	13.30143	.00000	3.87108	319
Std. Residual	-2.811	3.425	.000	.997	319
Stud. Residual	-2.838	3.447	-.001	1.002	319
Deleted Residual	-11.12518	13.46967	-.00492	3.91390	319
Stud. Deleted Residual	-2.870	3.508	-.001	1.006	319
Mahal. Distance	.018	12.350	1.994	1.716	319
Cook's Distance	.000	.066	.004	.008	319
Centered Leverage Value	.000	.039	.006	.005	319

a. Dependent Variable: achievement score

### NORMALITY CHECKING for HIERARCHICAL MULTIPLE REGRESSION USING SCATTER PLOT





**Grade 10 Students' self test report on English language Class Anxiety  
Score in the five secondary schools.**

N	St.Ag	Ag.	Disa.	St.Dis.
0				
1 I never feel quite sure of myself when I am speaking in my English class.	22.6%	72.1%	5.3%	
2 I start to panic when I have to speak without preparation in English class.	31.7%	54.9%	12.5%	.9%
3 I feel confident when I speak in English class.	0%	11.3%	73.4%	15.4%

4	I feel very self-conscious about speaking English in front of other students.	18.2%	68.3%	13.5%	
5	I get nervous and confused when I am speaking in my English class.	26%	59.9%	14.1%	
6	I get nervous when I don't understand every word the English teacher says.	13.5%	74%	12.5%	
7	I don't worry about making mistake in English class		13.2	65..5	21.3
8	I am usually at ease during tests in my English class	.3	11.3	74	14.4
9	I worry about the consequences of failing my English class	15.4	71.2	13.5	
10	I am afraid that my English teacher will correct every mistake I make	16.3	73	10.7	
11	The more I study for an English test, the more confused I get.	21.6	62.4	16	
12	I tremble when I know that I'm going to be called on to speak in English class.	16	64.9	16.3	2.8
13	I keep thinking that the other students are better at English than I am.	17.2	72.4	10.3	
14	It embarrasses me to volunteer answers in my English class.	20.7	59.9	19.4	
15	I get upset when I don't understand what the teacher is correcting.	10	78.4	11.6	
16	I can feel my heart pounding when I'm going to be asked to speak in English class.	17.9	63.6	18.5	
17	I always feel that the other students speak English better than I do.	14.1	73.7	10	2.2
18	English class moves so quickly that I worry about getting left behind.	13.2	12.7	14.1	
19	I am afraid that the other students will laugh at me when I speak English.	19.7	68	10.7	1.6
20	I get nervous when the English teacher asks questions which I haven't prepared in advance.	19.1	69.9	11	

---

**St.A= strongly agree, Ag= agree, Disa=disagree, St.dis= strongly disagree**

**Students self report on Attitude Motivation Test Battery**



N		St.Ag	Ag.	Disa.	St.Dis.
1	I can get pleasure from learning English	14.4%	48.6%	37%	
2	I always look forward to the day when we have English class	6.3%	59.6%	34.2%	
3	I would like to try to use the English which I have learned	8.8%	48 %	43.3%	
4	I hope that we have more English lessons	15.7%	37%	47.3%	
5	I may need English language for higher education	17.6%	60.5%	21.9%	
6	Knowledge of English language is part of being educated	15.6%	69.9%	14.4%	
7	Knowledge of English language will be helpful for my future career	17.9%	74.6%	7.5%	
8	Knowledge of English language will someday be useful in getting a good job.	31.7%	66.8%	1.6%	

## STUDENTS' SELF TEST Of MOTIVATION and ANXIETY SCALES

JIMMA UNIVERSITY

**College of Education and Behavioral Study**

**Department of Psychology**

**Questionnaire for students.**

DIRECTIONS:

Dear student, this year I am doing research in Partial Fulfillment for the Requirements of the Master Degree in Educational Psychology. So the purpose of this questionnaire is to find out how you feel about English and factors which you think might affect your learning of English. You are asked to give your honest and frank opinions. This questionnaire will not be seen by any of the school authorities. Only the researcher will have access to your answers. Please be as accurate as possible.

Thank you!

a. Personal information:

Code ....., Grade-----, Section-----,

Gender-----,Age-----

b.Information about your families education status.

Circle to the number that crosponds to your parets education status.

No	Parental information	digre e and abov e.	Dip ilo ma	Grade 9-12	Gra de 5-8	Gar de 1- 4	Illetr ate
A	Your father's educational status	6	5	4	3	2	1
B	Your mother's educational status	6	5	4	3	2	1

i/ Motivation scale

Direction I: Make a circle to your number of choice from the give alternatives. only one choice is possible.

(Que.1). I can get pleasure from learning English.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

(Que.2). I always look forward to the day when we have English class.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

(Que.3). I would like to try to use the English which I have learned.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

(Que.4). I hope that we have more English lessons.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

(Que.5). I may need English language for higher education.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

(Que.6).Knowledge of English language is part of being educated.

4/ strongly agree    3/ agree    2 / disagree    1/ strongly disagree

(Que.7). Knowledge of English language will be helpful for my future career.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

(Que.8). Knowledge of English language will someday be useful in getting a good job.

4/ strongly agree    3/ agree    2/ disagree    1/ strongly disagree

5. Anxiety scale

1. I never feel quite sure of myself when I am speaking in my English class.  
4/ strongly agree 3/ agree 2/ disagree 1/ strongly disagree
2. I start to panic when I have to speak without preparation in English class.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
3. I feel confident when I speak in English class.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
4. I feel very self-conscious about speaking English in front of other students.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
5. I get nervous and confused when I am speaking in my English class.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
6. I get nervous when I don't understand every word the English teacher says.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
7. I don't worry about making mistakes in English class  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
8. I am usually at ease during tests in my English class.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
9. I worry about the consequences of failing in my English class.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
10. I am afraid that my English teacher will correct every mistake I make.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
11. The more I study for an English test, the more confused I get.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
12. I tremble when I know that I'm going to be called on to speak in English class.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
13. I keep thinking that the other students are better at English than I am.  
4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree
14. It embarrasses me to volunteer answers in my English class.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

15/ I get upset when I don't understand what the teacher is correcting.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

16/ I can feel my heart pounding when I'm going to be asked to speak in English class.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

17. I always feel that the other students speak English better than I do.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

18/ English class moves so quickly that I worry about getting left behind.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

19/ I am afraid that the other students will laugh at me when I speak English.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

20. I get nervous when the English teacher asks questions which I haven't prepared in advance.

4 / strongly agree 3/ agree 2/ disagree 1/ strongly disagree

## AFAN OROMO VERSION of STUDENTS' SELF TEST MOTIVATION and ANXIETY SCALES

YUUNVEERSIITII JIMMAA

Kolleejjii Barnootaa fi Qo'annoo Amalaa.

Muummee Xiin-Sammuu.

Gaafannoo Barattootaaf

Kallattii:

Kaayyoon gaafannoo kanaa Barnootaa afaan Engliffaa ilaalchisee maal akka sitti dhaga'amu hubachuu fi wantoota barnoota afaan Engliffaa kee irratti dhiibbaa qabu jettee ati yaaddu hubachuu dha. Yaada kee dhugummaa fi amantumman akka kennituuf gaafannoo kan kabajaan afeeramtee jirta. Deebiin gaafannoo kanaa qarataa abbaa dhimma kanaa ala qaama kamiif iyyuu darebee hinkennamu.

## I. Odeeffannoo waliigalaa

Kooddii-----

Kutaa fi daree-----

Saala-----

### i/. Safartuu gulantaa onnachuu barattootaa

Callattii 1: Kan filannoo 1-4tti kaa'aman keessaa kan yaada kee bakka bu'uu danda'u itti marii.

(Gaaf.1). Barnoota afaan Inglizii dubbachuun gammachuun argadha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.2). Yeroo hundaa wayitiin barnoota Afaan Engliffaa yoom ga'e jedheen fedha guddan eeggadha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.3). Afaan Inglizii isa baradhetti gargaaramuu osoon shaakalee nan fedha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.4).Barnoota afaan Inglizii baayinaan ni baranna jedheen abdadha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.5). Beekumsi afaan Ingilizii barnoota sadarkaa olaanaa hordofuuf ana gargaara.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.6).Afaan Ingilizii beekuun ulaagaa nama barate jedhamuu keessaa isa tokko waan ta'eef afaan kana barachuu fedha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.7).Afaan ingilizii beekuun gudina gara fuula duraatiif ana gargaara.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.8).Afaan Ingilizii beekuun gaafa tokko hojii gaarii argachuuf ana gargaara.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

Anxiety scale (Safartuu Gulantaa Sodaa).

Callattii 2: Kan filannoo 1-4tti kaa'aman keessaa kan yaada kee bakka bu'uu danda'u itti marii.

(Gaaf.1) Yeroon Afaan Ingliziin dubadhu mara sirrii dubbachuu koo nan shakka.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

(Gaaf.2) Yeroon osoo itti hinqophaai'n Afaan Ingliziin dubbachuuf afeeramu soda ani to'achuu hindandeenyetu natti dhaga'ama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.3) Wayita Afaan Ingiliziitti afaan Ingiliziin yeroon dubbadhu ofitti amanamummaatu natti dhaga'ama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.4) Afaan Ingiliziitiin barattoota duratti yeroon dubbadhu akkan hindogoggorreef of baayisee of eeggannoo gochuutuutu natti dhaga'ama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.5). Wayita barnoota Afaan Ingiliziitti afaan Ingiliziin yeroon dubadhu nan dhiphadha wal-naduraa rukutas.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.6). Wanti barsiisaan ibsu tokkoon tokkoon isaa naaf hingalu yoo ta'e dhiphachuutu natti dhaga'ama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.7). Yeroon Afaan Ingiliziitiin dubbadhu dogoggoruun ana hindhiphisu.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma. (Gaaf.8). Yeroon qormaata Afaan Ingilizii qoramu yeroo baayyee ana hindhiphisu.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.9). Barnootni afaan Ingilizii waan naaf hingalleef yeroo baayyee firiin qormaata koo Afaan Ingilizii attam ta'a jedheen yaadda'a.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.10). Barsiisaan Afaan Ingilizii dogoggora koo tokko tokkoon sirreessu jedheen yaadda'a.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.11). Qormaata Afaan Ingilizii tiif baayyee yeroon qo'adhu baayyee ana duraa wal-rukutaa deema.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.12). Afaan ingiliziitiin akkan dubadhuuf yeroo barsiisaan ana gaafatan soda dhaan ollachuun eegala.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.13). Barattootni biroon afaan Ingiliziitiin ana irra caalu jedheen yaada.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.14). Wayita barnoota Ingiliziitti fedha kiyyaan harka baasee gaaffii deebisuu nansodaadha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.15). Barsiisaan Afaan Ingilizii dogoggorakoo yeroo sirreessan naaf hingalu yoo ta'e nan jeeqama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.16).Daree keessatti ka'ee Afaan Ingliziin akkan dubbadhu yeroon gaafatama naasuu irraa kan ka'e dha'annan onnee kootii ni dabala.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.17). Hiriyoonni daree kootii afaan Ingilizii ana caalaa dubbatu jedhan yaada yeroo mara.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.18). Wayta barnoota Afaan Ingilizii yeroo hedduu osoo naaf hingalin ibsi barnootichaa dafee xumuramuu dhaan nan jeeqama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.19). Yeroon afaan Ingiliziitiin dubbadhu barattootni biroon anatti kolfu jedheen sodaadha.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma (Gaaf.20). yeroo barsiisaan gaaffii Afaan Ingilizii ani dursee sirriitti itti hinqopha'in nagaafatu sodaatu natti dhaga'ama.

4/ Baayiseen itti waliigala 3/ Ittin waliigala 2/ Itti walii hingalu 1/cimseen morma

### Questionnaire for teachers

Dear teacher, this year I am doing research in Partial Fulfillment for the Requirements of the Master Degree in Educational Psychology. So the purpose of this questionnaire is to find out how you feel about English and factors which you think might affect grade 10 students' English language achievement. You are kindly requested to give your honest and frank opinions. This questionnaire will not be seen by any other bodies and other authorities. Only the researcher will have access to your answers. Please be as accurate as possible.

Thank you!

#### Direction I: personal demography

Gender: Male                  Female

Age-----

Make a tick in the next box that best explains about your qualification.

- Your qualification: make BA Degree                  MA degree
- Subject you have qualified in English                  other Language  
other subject explain-----

Year of experience in teaching-----

Direction II: Please circle to the number which corresponds to your view on each of the following items. Only one choice is possible for an item.

(Que.1).My students feel shy when asked to give response to questions in English in front of other students.

a/ strongly agree      b/ agree                  c/ disagree agree      d/ strongly disagree

(Que.2).My students get nervous when I ask questions which they have not prepared in advance.

a/ strongly agree      b/ agree                  c/ disagree agree      d/ strongly disagree

(Que.3).My students don't usually get clear idea when they have to respond to a question in English language class.



a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Que.4). My students feel confident when asked to participate in English language class.

a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Que.5). My students not be volunteer to answers in English language class.

a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Que.6).I watch the students are afraid of each other when they asked to speak in English.

a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Que.7). my students don't worry about making mistakes in English language class.

a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Ques.8) My students don't reflect (think deeply ) what they have learnt in English course.

a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Ques.9) which gender is more anxious to participate in English language Lesson?

a/girls                      b/ Boys                      c/ Almost equal

(Que.10) From my experience, anxious students are less achievers in English language than less anxious students.

a/ strongly agree    b/ agree    c/ disagree agree    d/ strongly disagree

(Ques.11.) what additional problems do you think might influence grade 10 students' language performance? \_\_\_\_\_

## ENGLISH LANGUAGE TEST for STUDENT RESPONDENTS

### Achievement test

Direction 1: Match letters under B that corresponds to words or phrases which best defines the word under column A

A	B
_____1. Huge	a/ opposite
_____2. First aid	b/ synonym
_____3. Forbidden	c/ ruled over
_____4. contrast	d/ massive
_____5. Dominated	e/ treatment for the first time
	f/ allowed
	g/ not allowed

Direction ii. Choose letter of the best answer from the following given alternatives and write it on the space available.

- \_\_\_\_\_6. My mother told me you\_\_\_\_\_ prepare the lunch on time A/have B/ must c/ should D/ can
- \_\_\_\_\_7. To\_\_\_\_\_ Chala send the letter? A/ who B/ whose C/whom D/ which
- \_\_\_\_\_8. \_\_\_\_\_You prefer? A/which B/ that C/who D/ whose
- \_\_\_\_\_9. I \_\_\_\_\_ eaten my lunch since I went to school. A/haven't B/hasn't C/didn't D/ can't
- \_\_\_\_\_10. I \_\_\_\_\_to Addis next week. A/ will go B/ would go C/ am go D/ am going to
- \_\_\_\_\_11. If you study hard, you \_\_\_\_\_ the exam. A/ will pass B/ will go C/ should passed D/ must passed.
- \_\_\_\_\_12. He often \_\_\_\_\_ his uncle. A/visiting B/ visits C/ visit D/ visited
- \_\_\_\_\_13. They \_\_\_\_\_coming to school now. A/ is B/ was C/ are D/ were
- \_\_\_\_\_14. Sofia goes to school \_\_\_\_\_foot. A/ in B/ by C/ with D/ on
- \_\_\_\_\_15. She \_\_\_\_\_a glass of milk yesterday. A/ dinks B/ drank C/ drink D/ drunk
- \_\_\_\_\_16. She did well her home work. The under lined word is \_\_\_\_. A/ adjective B/ adverb C/noun D/ noun phrase
- \_\_\_\_\_17. No body knows what will happen to the factory . Its future is \_\_\_\_\_. A/ certainly B/ uncertain C/ certain D/none
- \_\_\_\_\_18. Her leg \_\_\_\_\_ broken. A/ looks B/ feels C/ shows D/ sounds

\_\_\_19. Bontu lost her new watch. She find it \_\_\_\_\_.A/ no where B/ every where C/ some where D/ none.

\_\_\_20. Tola \_\_\_to Ambo last month. A/ go B/ goes C/ went D/ had gone

\_\_\_21.If I had a lot of money, I\_\_\_ orphan children. A/ will help B/ would help C/ would helped

\_\_\_22. I enjoy \_\_\_ Novel. A/ to read B/ reading C/ reads

\_\_\_23.I want \_\_\_ Debre Demo. A/ visits B/ visit C/ to visit D/ visiting

\_\_\_24.Do you study hard every night? The reported form of this sentence is.

A/ He asked me if I studied hard every night.

B / He asked me if I had studied hard every night.

C/ He told me that I studied hard every night.

\_\_\_25.When Kasa arrived at the party, Berta had already left. This means. A/ Berta was at the party when Kassa arrived B/ Berta was not at the party when Kassa arrived C/ Both of them met each other

\_\_\_26.I don't know who \_\_\_ the next cup. A/ will win B/ wins C/ is wining D/won

Direction iii: Fill the correct interrogative words on the provided blank space.

A/ why B/ what C/ who D/ how

\_\_\_\_\_27. \_\_\_\_\_makes carving in stone?

\_\_\_\_\_28.\_\_\_\_\_many times must you fire a glass pot?

\_\_\_\_\_29.\_\_\_\_\_do you use banana fibers for?

\_\_\_\_\_30.\_\_\_\_\_does artists need a plate?

