



Wolkite University

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COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

STUDENTS ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING AND ITS IMPACT ON THEIR PROFICIENCY: THE CASE OF THIRD YEAR ENGLISH LANGUAGE AND LITERATURE STUDENTS AT WOLKITE UNIVERSITY

A senior essay submitted to the department of English languages and literature in partial fulfillment of the requirements of the degree of bachelor of art in English language

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Approval sheet
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College of social science and humanities department Of English language and literature

Student's attitude towards English language learning and its impact on their proficiency: the case of third year English language and literature students at Wolkite University

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Abstract

The overall objective of the study was to assess student's attitude towards English language learning and the impact of their language proficiency the case of third year English language and literature students at Wolkite University. To identify students attitude towards learning English language. Investigate the impact of student's attitude towards English language learning on their proficiency and to identify how students change their attitude towards learning English language and improve their proficiency. The researcher used descriptive research design at Wolkite university third year English language and literature students.

Then the finding of this study show that student's attitude is more affected language learning and their proficiency and Students have not positive attitude and their proficiency is low.

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CHAPTER ONE

1. BACK GROUND OF THE STUDY

Language learning is a natural and universal process for all human beings. It plays an important role in every aspect of students' learning. Through language, pupils receive most of their knowledge and acquire many of their skills. The core objective of learning a second language is to enable the learner to participate in class activities efficiently and communicate his/her views sensibly. Language learning is also defined as developing the ability to communicate in the second foreign language. Proficiency means a well-advanced skill level. In terms of language, the "proficiency" label can refer to someone who is very skilled in the use of language but who uses language less easily and at a less-advanced level than a native or fluent speaker. The ability to use a second language (language proficiency) to help in solving problems is a tool.

Vygotsky (1986) viewed intelligence as the capacity to benefit from instruction, with language having a powerful developmental role. In this sense, language is a tool for learning and an aid to improve understanding and hence academic achievement.

Proficiency in language can be defined in many ways. Some experts are of the view that language proficiency comprises various separate language components like phonology, morphology, lexicon, syntax and so on. Each of them can be further divided into distinct inventories of elements (e.g. Speech, sounds, phonemes, syllables, words, phrase structures) whereas others consider it as consisting of only one global factor (Cummins, 1980). Most linguistic researchers agree that proficiency in language is the ability to express our feelings and ideas freely and consistently.

Basta (2011) defines language proficiency as the ability level of a person to use a language both for basic communication with others and academic purposes.

Masgoret and Gardner (2003) argued that attitude and motivation are central elements to learn another language in a classroom setting because most of the factors are dependent on it.

Attitude and motivation are considered interrelated in second language acquisition. Gardner (1985) defined motivation in second language acquisition as "the combination of effort plus

desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p.10).

Generally, students’ attitude is an integral part of learning and that it should, therefore it become an essential component of second language learning pedagogy. Attitude toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc. Especially in education, if students have positive attitude towards any subject, they can achieve main things in that specific area.

There is an interaction between language learning and the environmental components in which students are grown up. Both negative and positive attitudes have a strong impact on the success of language learning. (Eagly and Chaiken, 1993:1) defines attitude as “A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor,” it is important to state that for this study attitude is operational defined as the students’ perceptions, understandings, beliefs or experiences of learning English language.

Language attitude is an important concept because it plays a key role in language learning and teaching. According to Prodromou (1992), a successful learner is the one who possess positive attitudes towards the target language. The main motivation of the is making an investigation in to students’ attitude towards English language learning and their impact on proficiency helps for effective method by which language teachers, education planers, syllabus designers and researchers can obtain greater understanding and the language learning or teaching process. Secondly, students have deference needs, preference, beliefs, learning styles and educational background.

As the researcher was the participant of the target respondent, he knows the participants area of problem. In Wolkite university major English language learners, most of the students has low performance either in speaking or writing skills in English language. Their proficiency and academic achievement also low.

1.2 Statement of the problem

Vogt and Oliver (1999) carried out a study in the Kuwait university and explored that students generally favor English language instructions in class room most of the students showed positive attitude towards English language and English based curriculum. But they did not study the

impact of attitude towards language learning on their proficiency. Attitude towards English language learning is positive or negative.

All students have their own attitude; it may be positive or negative. Negative attitude may have an impact on their proficiency on second learning. Negative attitude can lead them to academic failure. But positive attitudes have positive impact on their proficiency on second learning.

Ellis (1994) mentions that positive attitudes towards the second language and its speakers can be expected to enhance learning while negative attitudes impede it. Learner attitude towards second language has an influence on their proficiency achieved by individual learners. Thus, learners with positive attitudes become successful in achieving their goals whereas those with negative attitudes find it difficult to acquire the expected level of proficiency in English.

As Mohamed in (2015) Rasht Islamic Azad university, also studies on students' attitude towards using English as a medium of communication outside classroom level he pointed out that students have positive attitude towards English. Even though those researchers were conducting research in English language learners' attitude towards using it in the classroom and also some researchers were done gathering information about students' attitude towards English language learners discussion on issue together as others and share any ideas, message in their native language they not use second language.

Megersa conducted his thesis at Dire Dawa University on related area of student's attitude and motivation towards English language learning. And his outcome was that students have positive attitude in general. He was not include student's attitudes impact on their proficiency.

Addisu Sewbihon Getie conducted research at Debre markose secondary school, about student's attitude towards English language learning and his findings showed that language learners has positive attitude.

So, most of the above researches were only focused on students' attitude towards English language learning and they didn't include the impacts of student's attitude on their proficiency. In **contrary** to the above researches this study attempted to fill the gap in relation with students' attitude towards English language learning and its impacts on their proficiency. The researcher

was to identify major English language and literature students have positive or negative attitudes towards using English language and its impact on their proficiency.

This study was conducted at Wolkite University on third year major English language and literature students. This study intended to assess that major English language and literature students have been influenced by their attitude to achieve their proficiency.

1.3 Objective of the study

1.3.1 General objective of the study

The general objective of the study was to assess students' attitude towards English language learning and its impact on their English language proficiency.

1.3.2 Specific objective of the study

The specific objectives the study was to:

- Identify students' attitude towards learning English language.
- Investigate the impact of students' attitude towards English language learning on their proficiency.
- To identify how the learners change their attitude towards learning English language and improve their proficiency.

1.4 Research Question

The research questions of this study was

1. What were the students' attitudes towards learning English language?
2. What were the factors that affect students' attitude towards English language learning?
3. What were the effects of students' attitude towards English language learning on their proficiency?

1.5 significance of the study

The study has a prominent effect in many ways on major English language learners and for the concerned body.

This research creates awareness on the impacts of learners' attitude towards learning English language on their proficiency and how to improve it. Also the study serve as a source of reference for other researchers and the researcher recommended for the findings for the university, curriculum designer and other concerned body.

1.6 scope of the study

This study focused on third year major English language and literature students of Wolkite University. The study was all about attitudes of student towards English language learners and its impact on their English language proficiency.

1.7 limitation of the study

Lack of updated reference book and research work were great challenges to support the idea with scholars thought. And covid-19 was major obstacle because the students were not found timely and the time was short to done this research. Farther more, the time was crowded because the researcher has class, assignments, test and final exam.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Attitude

Attitudes are thought that you have accepted as true and that lead you to think, feel or act positively or negatively towards of person, idea, or event. Attitude is also measurable and changeable as well as influencing the person emotion and behavior. Language attitudes are the feelings people possess about their own language or the language of others. Crystal (1992) as cited in Wikipedia free encyclopedia that is mother tongue speakers may feel score about language and take pride in using it. If so they want their language to be very distractive from other language in the world. This is what we call it language attitude, in other words, attitude is state of mind, feelings, or mental disposition. Attitude is the most important word in English language. It applies to every sphere of life including one's personal and professional.

The foundation of every successes attitude (Shirkhera, 2007:2), if we bring the above idea to language attitude student cannot be proficient of a given language without having good attitude towards that language. He said that no persons can be achiever of goal without good attitude. Therefore attitude is the core element in being good proficient. This fact is most of the time applied to second languages learners who are aimed at auguring or master in languages proficiency in second language. The implication of the above idea is that for every need of achievement in life having right attitude towards that object is the core. Some researchers believed that attitude and motivation are closely related. They claim that integrative and instrumental motivation reflects the basic attitude of the language learner towards learning languages and towards the second language culture. Negative attitude may lead to decreased motivation and all likely hood failure in proficiency. According to McKay and Horn Berger (1996), attitude has cognitive, affective and co native components. This means it involves emotion believe and behavior related to the object of attitudes. It is sometimes supposed from peoples set of believers and thinking about the objective of attitude. The cognitive component refers to an individual's believe structure. The affective component refers to emotional reaction. The co native component refers to comprehension or the tendency to behave in a certain way towards the attitude.

2.2. Factors that Determine Attitude

According to Malallah S (2000) there are primarily three factors that determine our attitude, these are:

1. Environment
2. Experience
3. Education

1. **Environment:** Environment is the actual situation in which we are forming our attitude starting early in the childhood to situation in which we are now.

- Home – positive or negative influence from our family.
- School – friendship and peer pressure can shape our attitude.
- Work – supportive or critical master can also shape our attitude

2. **Experience:** our behavior may alter depending, our experience with various people around us. If we have good experience with our attitude towards everything is likely to be positive unless we may have developed some things that can change our attitude.

3. **Education:** The role of education in shaping attitude is vital. Both formal and informal education affects our attitude. It is useless if we are drowned in information because we have to have knowledge and wisdom besides as well. Education is one of the greatest instruments that determine our attitudes.

2.3. Motivation

According to Suliman HH (2006) Motivation is what inspire us to do, what we desire or what enforce us to do, what we intend. Motivation is defined as the process that initiates, guides and, maintains goal-oriented behaviors. The different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, and social recognition. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross word puzzle purely for the personal gratification of solving a problem.

Regarding to this, Yule (1995) stated, there are several factors which combine in profile of the success full second language learner obviously, the motivation to learn is important. However,

It has been noted that, those who experiences some success are among the most motivated to learn. Thus, motivation may be as much as result of success as cause. A language learning situation that encourages success and accomplishment must consequently become more help full than one that dwells on errors and corrections indeed. Then in this situation what took a crucial role is the inside desire of people motivation to learn and to master without initiating our self, nothing can be done. Every student who has great motivation to learn is likely to proficient in that language.

According to McDonough, (1983, p.142) “motivation of the students is one of the most important factors influencing their success or failure in learning the language.” The relation between motivation and attitudes has been considered a primary concern in language learning research. Additionally, motivation is very hard to define as Gardner (1985, p. 242) states “motivation is a very complex phenomenon on with many faces.... Thus, it is not possible to give a simple definition.” This is because the term motivation has been viewed differently by different schools of thought.

2.4. Attitude towards Language in Education Setting

According to MC Kay and H. Berger (2005), language attitudes have more integration with an underlying factor, such as, perceived competence personal experience and academic self-esteem or ethno linguistic status. People regard language with ethnic identity and due to this; they may develop negative attitude towards language of others and positive attitude to their language. The same is when student attain their class, they may related the language with external factors like ethnic identity, group identity, and the language of others. As a result they may begin to develop negative attitudes towards the target language (English) language. The attitudes of students are certainly determined by personal experience of schooling and by particular learning contexts. Learners of English as second language, their level of understanding whether standard dialects is influenced by the amount of practice and exposure to the language. This is when they likely positive attitude and motivation to learn English as second language.

2.5. Language Proficiency

Language proficiency is the ability of an individual to speak or perform in an acquired language. According to (Harley, et al 1996), language proficiency includes the grammatical, or ethnographic, phonological, semantic and pragmatics components of language. It is the ability to

use language in appropriate way in varieties of contexts and it is the ability to organize ones language. Therefore, language proficiency is coping up with complex structures and process of human language. Language proficiency is the most poorly defined concepts in the field of language testing. Nevertheless, in spite of, differing theoretical views as to its definition, a general issue on which many scholars seems to agree is that the focus of proficiency tests is on the students' ability to use language. Proficiency tests are supposed to be independent of the ways in which language is acquired.

According to (Wikipedia, the free encyclopedia) language proficiency or linguistics proficiency is the ability of an individual to speak or performing acquired language. It differentiated fluency and language competence as separate and controversial subjects. In predominated frame works proficient speakers demonstrates both fluency and accuracy use variety of discourse strategies. Thus, native speakers of language can be fluency and without being considered as proficient. American community teaching foreign languages also differentiate between proficiency and performance. In this definition, proficiency is derived from such a view, limited English proficient students is one who comes from English origin and who has sufficient difficulties of speaking, reading, writing or comprehension of the English language. And also whose difficulties may ignore such an individual the chance to learn successfully in schools where the fully in the given society. On the other hand, performance is as being the combined effect of all the following communication models interpretive, interpersonal and presentational.

CHAPTER THREE

Methodology of the study

3.1 Research Design

The researcher used **descriptive** research design. It involves gathering data that describe events and then organizes, tabulate, depicts, and describes the data collection (Glass & Hopkins, 1984). The researcher was conduct by qualitative and quantitative methods. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be express in terms of quantity.

3.2 Type and source of data

In order to meet the objectives of the study, the research used primary source of data. It is original and the data collected first hand by the researcher for this research purpose. And also, primary data collection is quite expensive and time consuming compared to secondary data collection. Primary data can be collected number of ways. However, the most common techniques are interviews, observation and questioners.

3.3 Sampling Technique and Sampling Size

The study carried out at Wolkite University on third year English language students. The populations of third year English language students at Wolkite University were 11 in number. **The researcher used all 11 students as sample for the study. These students were selected using purposive sampling** technique. It was a kind of sampling where the samples made up of cases or individuals who meet the requirements of the study's design and possess the required characteristics.

3.4 Data collecting Instrument

The type of data collection instruments that help the researcher to gather valuable data, this study would be used primary data collection. That means, data was collect from students by using questionnaires, interview and observation.

3.4.1 Interview

An interview was powerful instrument to gather information in-depth. It was also motivate interviews to tell their perception, felling and understanding. Interview was a primary ways of

data collection by ask questions for respondent in face to face interaction. The researcher asked the students about the topic.

3.4.2 Questionnaires

The questionnaire were prepare for major English language and literature students in Wolkite University. The questionnaire was focus on student's attitude and their knowledge about the impact of attitude on their language proficiency. In this research the questionnaire was comprise both open- ended and close-ended questions. The researcher was distribute eight closed ended and three open ended questionnaires for each students.

3.4.3 Observation

The researcher was observe the students in the class to show students react towards English language learning in the class.

3.5 Population of the study

The target population of the study was third year English language and literature department students at Wolkite University. The total number of populations are 11. Female students were 8 and male students were 3.

3.6 Procedures of data collection and analysis

The data was collect by using both quantitative and qualitative approach. After the data collected the researcher was analysis the data to used table and frequency counts and then changed in percentage. After changed tables and frequency to percentage and then analyzed on discussion. Conclusion and recommendation was forward based on the result of analysis.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of Students' Questionnaire

This chapter presents and interprets the data collected from the respondents. In the research, quantitative and qualitative methods are employed. In order to address each of the basic research questions of the study, first the researcher put the questions, and then the researcher analyzed and interpreted the responses in the tabulation form. And the researcher interpreted the interview and observation by using verbal form.

Table 1 Student's response on whether they like English language

Item	Question	Respondents	Number	In %
1	Do you like English language?	Yes	8	73
		No	3	27
		Total	11	100

The above table shows that 8 (73 %) of the respondents like English language and 3 (27%) of the students dislike it. This shows that most students have good interest towards English language.

2. If your answer is no, why?

According to their response 3 (27%) of the students dislike English language. And they reasoned English language is foreign language, and if we want to know English, it is difficult to understand. Furthermore, their interest towards English language is very less and that is why they dislike it. And we not spoken fluently.

Table 2 Student's response on whether they are good at using English

Item	Question	Respondents	Number	In %
3	Are you good at English language?	Yes	2	18
		No	9	82
		Total	11	100

Table 2 shows that 2(18%) of the respondents are good at using language and 9(82%) of the respondents are not good at using English language. If students good at using English language, they can perceive and understand easily other courses. They can interact with their instructors in simple way. Generally speaking, we can say students have less attitude and use English language very well.

Table 3 student's response on how can you rate your attitude towards learning English language

Item	Question	Respondents	Number	In %
4	How can you rate your attitude towards English language?	High	1	9
		Medium	2	18
		Low	6	55
		Difficult to rate	1	9
		Total	11	100

According to the above table 1 (9%) of the students have high attitude in learning English language. While 2 (18%) of students have medium attitude due to the level of language that they gave. The rest 6 (55%) of students have low attitude towards learning English language. And

1(9)of students are difficult to rate for their attitude. It is possible to say that students attitude towards learning English language is low.

Table 4 Student’s response on their feeling when the teachers deliver lesson by using English language

Item	Question	Respondents	Number	In %
5	What do you feel when the teacher deliver lesson by using English language?	v. happy	1	9
		Happy	5	45
		Less happy	5	45
		Un happy	0	0
		Total	11	100

Table 4 shows that 1 (9%) of the students are feeling very happy when the lecture is providing in English language. 5 (45%) of the students feel happy during lecture. On the other hand, 5 (45%) of the student feel less happy in class room when the medium of instruction is English language. This implies that most of the students have negative attitude towards the lecture given in English language.

Table 5 Student’s response on learning English make competent in other subject

Item	Question	Respondents	Number	In %
6	Does learning English make competent in other subjects?	Yes	10	91
		No	1	9
		Total	11	100

Table 5 indicates that 10 (91%) of students said that learning English language makes competent in other subjects. While, 1 (9%) of respondents said that it is possible to be competent in other subjects without learning English language. Based on the above data, most of the students believed that learning English language make a competent in other subjects.

Table 6 Student’s response on whether they think that you will have a good proficiency if you have more interest in English language

Item	Question	Respondents	Number	In %
7	Do you think that you will have a good proficiency if you have more Interest in English language?	Yes	11	100
		No		
		Total	11	100

The above table 6 shows that 11(100%) of the students think that they can be proficient if their interest grows up.

To support the above idea, Shikhera (2007), said that students cannot be proficient of a given language without having good attitude or interest towards that language.

8. If your answer is yes to question 7, what do you lose or gain because of your attitude? The students reason in question 7, were all activities are depend on our interest. If you have more interest to know English language you will good at English language but if you have loss interest you could not a chive your language ability at English.

Table 7 Student's response on whether thinks that attitude has an impact on your language proficiency

Item	Question	Respondents	Number	In %
9	Do you think that attitude has an impact on your language proficiency?	Yes	10	91
		No	1	9
		Total	11	100

Table 7. Indicates 10 (91%) of students believed that their attitude has an impact on their language proficiency. And they reasoned nobody was proficient in language without having good attitude. Furthermore, attitude and proficiency are interrelated, that means our attitude predict our future notion on language proficiency. 1 (9%) of respondents believed that their attitude is not related with the proficiency of English language. To support the above idea English language attitude was very essential or has an impact on proficiency.

Table 8 Student's attitude towards in English language

Item	Question	Respondents	Number	In %
10	Do you have a negative attitude in English language?	Yes	3	27
		No	8	73
		Total	11	100

Table 8. Shows that 3 (27%) of respondents replied that they had a negative attitude towards English language. While 8(73%) of the students said that, it was possible that English language is very interesting to learn.

11. If you answer for question number 10 is yes, explain why? Three students say, yes because English language is foreign language and difficult to understand, communicate and talking by using this language.

Most of students are interested to the attitude of English language learning. This is because of, English language help to other courses. In addition, students have developed and improved their attitude.

4.2 Class Observation Analysis

The reason to conduct a personal observation was to know the attitude of the students in English language. Thus observation results are discussed as follows:

The data from observation shows that the students feel less happy during learning English language. That means students were not participate and they not give more attention for the lesson. More of the Students proficiency on English language was less interested. The students interacting with their instructors in English language was Unsatisfactory. They have also low motivation to learn in English language. So, classroom interaction showed the students have less attitude towards learning in English language. In general, students has negative attitude towards English language learning and their language proficiency was low.

4.3 Students Interview Analysis

1. What is your attitude towards English language learning? According to their response, most of

The students have negative attitude towards English language. Their reason was English language is not native language for their and it is difficult to understanding to any idea communicated by English. Farther more, they are not understand other subject preparing by English. In addition to this most of the students are not choice to join this department. But same students have positive attitude towards learning English language. The reason why, it is an international language and it has job opportunity.

2. What do you lose or gain because of your attitude towards English language.

Most of the students are not gain but they lost something especially they lost their confidence and they are not success about their academic achievement because of their negative attitude towards English language.

3. What are the factor that affect your language proficiency?

Most of the students said that, attitude is more factor that affect their language proficiency. And in Wolkite university has not success any English language learning material like lab class.in addition to this most English language teachers are teach in Amharic language.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1 CONCLUSION

The researchers concluded the finding depending on data gathered from students using questionnaire, interview and observation. As discussed under analysis of questionnaire and observation students has not positive attitude and their proficiency was low. Furthermore as it discussed in open ended and closed ended questionnaire, student's attitude at learning English language and their proficiency was low. Because students have not positive attitude to learn English language and students are not happy or satisfied when the teacher's delivering the courses in English language and they are not practice to develop their speaking skill, listening skill because their motivation is zero. So, in case of their negative attitude students English language proficiency is low.

5.2 RECOMMENDATION

- First, English language department head not register for new comer students without their interest. Not only see students entrance exam result because attitude comes first and students are not learn without positive attitude. Because your success depended on your attitude.
- Students have to know the influence of attitude towards language proficiency and they must be change their attitude to have positive attitude towards learning English language.
- Teachers should encourage students to have good attitude towards English language department on this said to create awareness about English language to strength students attitudes and learn with their interest.
- Wolkite University must be fulfill any necessary materials for English language learners for example library, lab class or computer class and English language improvement center in the campus.

Reference

1. Vygotsky (1986) languages have a power full developmental role.
2. Cummins (1980) defined language proficiency and Basta (2011) define language proficiency as the ability level of person to use language both basic communications.
3. Masgoret and Gardner (2003) attitude and motivation, Gardner (1985, p.10) defined motivation in second language acquisition.
4. Eagly and Chaiken, 1993:1 defined attitude ‘‘Psychological’’ tendency and expressed by evaluating a particular entity with some degree of favor or disfavor.
5. Prodromou (1992) successful learner possess positive attitude towards the target language.
6. Ellis (1994) mention that positive attitudes towards the second language and its speaker.
7. Mohamed (2015) studies on students’ attitude towards using English.
8. Ghanea, Pisha, and Ghanea (2011) highlighted that attitude and motivation of learners have a great impact.
9. Vogt and Oliver (Kuwait university, 1999) most of students showed positive attitude towards English and English based curriculum
10. Shikher (2007) states that students cannot be proficient of a given language without having good attitude.

APPENDIX A

Dear students, first I would like to thank you for your willing to respond these questions. The main purpose of these questionnaires is to obtain data for the study of English language learning attitude and its impact on language proficiency. Therefore, you are kindly requested to put your response genuinely and frankly.

Direction

- You are not supposed to write your name.
- Please use ✓ mark for the close ended questions and answer all response for open ended questions on the space provided.
- As much as possible try to respond to all questions.

1. What do you feel when the teacher deliver lesson by using English language?

A. Happy B. Happy C. less happ D. un hap

2. Do you like English language?

A. Yes B. No

3. If your answer is no, why?

4. Are you good using English?

A. Yes B. N

5. Do you think that you will have a good proficiency if you have more interest in English language? A. Yes B. No

6. if your answer is yes to question number 9, what do you lose or gain because of your attitude?-

7. Do you think that attitude has an impact on your language proficiency? A yes . B. No

8. Do you have a negative attitude in English language? Yes B. No

9. If your answer question number 8 is yes, explain why?

10. How can you rate your attitude towards English language?

A. High B. Medium C. Low D. Difficult to rate

11. Does learning English make competent in other subjects?

A) Yes B) No

APPENDIX B

Interview questions for students

1. What is your attitude towards English language learning?
2. What are you lost or gain because of your attitude towards English language?
3. What are the factor that affect your language proficiency?

APPENDIX C
CLASS ROOM OBSERVATION

No	Check list	Alternative	Marks
1	How they Feel	V. happy	
		Happy	
		Less happy	
		Un happy	
2	Their proficiency in English language	Interested	
		Less interested	
		Un interested	
3	Students interaction with their instructors in English language	satisfactory	
		Un satisfactory	
4	Students confidence and motivation during learning	Very high motivation	
		High motivation	
		motivation	
		Low motivation	
5	Their attitude on English language in the class room	Good	
		Poor	