



**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Assessing Second Year English Language Major Students' Attitudes Towards  
Using English As A Medium Of Communication In The Classroom: The Case  
Of Wolkite University Students**

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## **Abstract**

*The study aimed at assessing second year English language and literature students' attitudes towards using English as a medium of communication in the classroom level. 12 students were participant of the study. Comprehensive and purposive sampling techniques were applied to select the participants for questionnaire, and interview, respectively. 12 questions were distributed to the students to gather quantitative and qualitative data. Interview (semi-structured) was conducted with six students to get qualitative data and finally analyzed by the researcher. The data that gathered through closed-ended questionnaire was analyzed quantitatively by using percentage and tabulation. The data that gathered through open-ended questionnaire and interview was analyzed through the qualitative and quantitative method. The finding of this study revealed that most of the second year English language and literature students have positive attitudes towards using English language as a medium of communication.*

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## **ACRONYMY**

**BICS Basic Interpersonal Communication Skills**

**CALP Cognitive Academic Language Proficiency**

**DoDEA Department of Defense Education Activity**

**EFL English as Foreign Language**

**ELL English learner language**

**ESL English as Second Language**

**GPA Grade Point Average**

**HLQ Home Language Questionnaire**

## **CHAPTER ONE**

### **1. INTRODUCTION**

In this part the researcher would discuss background of the study, statement of the problem, objectives (general and specific), research questions, and significance of the study, delimitation of the study.

#### **1.1 Background of the Study**

English has become more dominant around the world as the main language and used as a medium of learning and scientific research (Mohamed Jemal, 2005: p.6). Another expert also defined that "English is well Germanic language spoken first in early medieval England and now it is a global language" (Crystal 2003:p.6 and Woodhaven: p.55).

According to Earlnightingal (2003) cited in Mohamed (2015), our attitude towards life determines life's attitude towards us. On the other hand, positive attitude connects us with the real world of ourselves regardless of feelings and experiences that we have ([WWW.teach.kid.attitude.ist.com](http://WWW.teach.kid.attitude.ist.com)). Therefore, attitude has great role on our success and failure of someone in something.

In general speaking, currently English is very dominant language in the world. Non-native speakers, especially students need to be proficient in using English language. Because it is used as educational as much more; and it also used to reflect social, economic, and political, etc. aspects of one country. Thus, it is vital to conduct the research on students' attitudes

towards using English as a medium of communication in the classroom. The reason why the researcher focuses on attitudes is that, attitude has unlimited role in someone's idea, concept, believes, practice and any other things throughout the life.

## **1.2 Statement of the Problem**

It is known that English is the most widely used language in Ethiopia and its people; especially learners need to be fluent and use English effectively. Nevertheless, students are passive in the use of English as a medium of communication in the classroom level. English language learners have to prevent their literary work analysis and interpretation in English but even students who have good ability to speak English prefer to use their native languages to English in the classroom. In the past years, a number of studies have been done related with this problem. For example, Liv (2009) -----reasons for reserved of the ESL/EFL language students. He cited the following reasons: educational level, cultural background, low confidence. Mohamed (2015) also conducted a research on students' attitudes towards using English as a medium of communication outside the classroom. He pointed out that students have positive attitudes towards using English.

Even though those researchers conducted such studies, there is a research gap in English language learners' attitudes towards using English in the classroom. The researcher observed that the students communicate with their peers and instructors in their native language. This problem has initiated the researcher to assess it; and so she attempted to fill this gap by conducting the research on assessing students' attitudes towards using English as a medium of communication. The researcher wants to identify whether second year English language students have positive or negative attitudes towards using English as a medium of communication in the classroom.

### **1.3.1 General Objective**

The main general objective of this study is to assessing second year English language major students' attitudes towards using English as a medium of communication in the classroom: the case of wolkite university students.

### **1.3.2. Specific Objectives**

The specific objectives of the study are to:

- To assess students' attitudes towards using English as a medium of communication at classroom level.
- To identify factors that affect students' attitudes towards using English as a means of communication in the classroom.
- To make Significances of Communicating in English at the Classroom Level English language in the actual practice.

### **1.4 Research Questions**

This study is designed to answer the following questions:

1. What is the attitude of second year students towards using English as a medium of communication in the classroom?
2. What are the factors that affect student's attitudes towards using English for communication in the classroom?
3. What is the Significances of Communicating in English at the Classroom Level?

### **1.5 Significance of the Study**

The researcher hopes that the study would have unlimited importance in providing information about the importance of using English as a medium of communication at classroom level. The first beneficiaries of this study are students depending on the result; it strengthens positive attitudes magnifying the essence of using English in the world. The second beneficiaries are

teachers. This study helps instructors to teach on the base of students' attitudes. Other studies also benefited, in having a reference source from the findings of this study in conducting other study in depth.

### **1.6 Delimitation of the Study**

This study has been limited to assessing Wolkite University second year English Language and Literature students' attitudes towards using English as a medium of communication at the classroom level. The researcher selected this place because it is easy to accessible near to her and these students are more familiar with her than third year students. So, she assumed that second year students would give enough information to her. Because the Researcher has more friends in the second year.

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## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 Nature of Language

Language is the most important phenomenon in the world. From birth to death, our activities are regulated by language. The human knowledge and culture are stored and transmitted in language. Thinking is only possible through language. Language dominates every aspect of human life. Language is a means of communication. With the help of language we can express our thoughts, feelings and actions to others. Without language society would be impossible. (<http://dedoglo.wordpress.com/>).

H.A Gleason defined “language as one of the most important and characteristic form of human activity or behavior.”(Leonard Bloomfield 2007) also stated that “each communication is formed by the activity of the language.”

#### 2.2 Factors That Affect Students’ Attitudes towards Using English as a Medium of Communication

The poor socioeconomic background is one of the factors that create learners face with the use foreign.(Muhammad, 2007), on the investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language found difficulties of language learning, differences in learners’ and target language cultures, the difference in social status of the speakers are the factors that affect to the students’ weakness of language learning. In addition, a study of problems encountered by Arab

EFL learners showed that learners preferred to use Arabic rather than English for communication in both outside and inside the classroom, the lack of the target language exposure as spoken by its native speakers, the shortage and weakness of the contribution in their language teaching context, and lack of their personal motivation (Loae, 2011). Normazidah, Koo, & Hazita (2012);Trawiński (2005) also presented the factors that impact the EFL learners to have poor performance in English language learning as: follows

- English is regarded as a difficult subject to learn.
- Learners' learning depends on the English teachers as authorities.
- There is a lack of support to use English in the home environment and in the community.
- Learners have insufficient orlack of exposure to the language as there is a limited opportunity to use English outside the classrooms.
- Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.
- Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.
- Lack of motivation for learning or negative attitude towards the target language.

Chang (2010), indicated for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions. Moreover, according to Dembo (2004),that time management is involved in students' educational achievement; for instance, students with better time-management skills tend to have higher grade-point average (GPA) than students with poorer time-management skills. Alderman (2004), states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning

strategies, whereas a good language learner is a highly motivated student and a successful user of a large number of different strategies (Trawiński, 2005). So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.

According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say: Students have no motive to express themselves.
3. Low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves

(Littlewood, 1984, p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981).

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of schoolteachers because of the large number of teachers compared with the number of cassettes available. Teacher-training programs were found to be not very successful in changing the teachers' methodology (Rababa'ah, 2005).

Furthermore, all the other subjects are in Arabic, and English is seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36).

Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadevelu, 2003, p.27). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani, 2010).

### **2.3 The Importance of Language**

The dominant use of English as a world language forces it upon our attention in a way that no language has ever done before. As English becomes a chief means of communication between nations, it is crucial to ensure that it is taught accurately and efficiently, and to study changes in its structure and use. Getting the language right is a major issue in almost every corner of the society. No one wants to be accused of ambiguity, and obscurity, or find them talking and writing at a purpose. The more we know the language the more we succeed whether we are advertisers, politicians, priests, journalists, doctors, lawyers just ordinary people at home trying to understand. Language has a wide range of uses like to inform, persuade, intervene, destroy, and substitute and to wide.

English plays a very significant role in education. According to Tsau (1991), English is taught as a subject in primary school but gradually at class 5 and class 6 it is used partly also as a medium of instruction. At the secondary level, English is not only a subject but also the medium of instruction. Although English is the official medium of instruction both at primary and secondary schools, it is not really in practice. Most teachers find it easier to teach in Tongan. So they either teach English using as a medium or they use both Tongan and English alternately as the medium when teaching. Both oral and written English are used in education. English also appears to be the written language of commerce, trade, technology and higher administration. Written English is also used at the street and road signs intended for tourists and environment can be considered another problem, which of course results in a lack of involvement in real-life situations. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36).

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tourists and visitors. Like many countries in the world today, English is used for international communications (Latu, 1994).

#### **2.4 English as a World Language**

The primary means of communication among the people of the world is language. It is impossible for us to fully participate in the globe without knowing a common language (Maurais, Jaefues and Maries, Michael A, 2003).

Tom Macarthur, “in the closing years of the twentieth century, the English language has become a global resource. As such it does not owe its essence to any nation or group.

There is no official definition of "global" or "world" language, but it essentially refers to a language that is learned and spoken internationally, and is characterized not only by the number of its native and second language speakers, but also by its geographical distribution, and its use in international organizations and in diplomatic relations. A global language acts as a “lingua franca”, a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis.

#### **2.5 English as a Second Language**

English as a second language is often used for non-native English speakers learning English in a country where English is commonly spoken. The term English as a second language has been interpreted wrongly by some people to indicate that English would be at secondary important. However, it simply refers to the order in which the language was learned consistent with the linguistic terminology of second language acquisition (Wright, W.E, 2010).

The English language is now closer to being the world's second language than any other since the dominance of Latin in Western civilization. Today, English is the official or first language of

23 nations with a combined population of about 500,000,000. In addition, it is a co-official or widely used second language in another 25 nations with more than 900,000,000. The best estimates are that 50,000,000 primary school students and 75,000,000 secondary school students are currently studying English as a second language. To this can be added millions more who are studying English at the adult and college/university levels. China alone is said to have more people (500,000,000) studying English than the combined populations of the UK (61,000,000). The USA (305,000,000) and Canada (33,000,000) among whom 75%- 80% claim English as their mother tongue. As a student of English, you have a lot of company. You are part of a truly global enterprise.

The fact that English is a key to many doors to technology, science, business, politics, culture accounts in large measure for its present attractiveness. To any list of causes that might be offered for this widespread use, we should keep in mind that in sharp contrast to those who have made a near fetish out of their languages, native speakers of English have not fixed it within any standard, except intelligibility. The absence of any high authority to decide what is and what is not "English" has given the language a relatively unfettered line of development which is probably more dynamic today than ever before. English has never echoed to any call for "purity." Because it is not afraid of being "corrupted" and has such a high tolerance for new words and expressions, regardless of their origins, English is able to adapt to local conditions with ease. (Lane, Munteanu, & Samoilovich, n.d.)

The purpose of the English as a Second Language Program Guide: Planning for English Language Learner Success, is to provide guidance to DoDEA areas, districts and schools on the Implementation of DoDEA regulation 2440.1, "English as a Second Language Programs," April, 2006. This guide supersedes and cancels DS Manual 2440.2, "English as a Second Language Program", July 1998 and replaces previous administrative procedures and associated

information the ESL program. DoDEA provides a program for English language learners (ELL) to increase students' English

Language skills so their academic performance is equivalent to native English-speaking students of the same age and grade level. The focus is to provide the educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member of society. The ESL program provides consultation at the pre-kindergarten level and a continuum of services from kindergarten through the twelfth grade that develops both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The DoDEA Home Language Questionnaire (HLQ), performance on language proficiency and system-wide assessments, records reviews, and referrals are used to identify potential students eligible for the ESL program. These results, along with the student's academic performance, are used to determine eligibility for program placement and services.

Using a variety of program delivery models and providing a continuum of support services, general education and ESL teachers have a shared responsibility to ensure all ELLs reach full educational parity with their native English-speaking peers, and to provide a language-rich environment that

Promotes high expectations for academic achievement. ELLs are immersed within the general Curriculum and receive instructional services through support in a collaborative classroom.

The DoDEA program for ELLs encompasses both social and academic needs. ELLs can develop Social and academic language at the same time. Emphasis should be placed on supporting the Student's performance and mastery of English in the content areas. Learning language through the content areas enables the student to acquire age/grade appropriate content standards while developing English language proficiency. While English is the language of instruction, students are encouraged to continue to develop proficiency in their first language as they acquire English. Teachers of ELLs are encouraged to validate the first culture and language by connecting the curriculum with the student's personal experiences while providing a bridge to English proficiency. The over-all focus of the DoDEA English as a Second Language Program is to provide opportunities for ELLs to reach full parity with their native English-speaking peers. The three broad goals set forth in the Teachers of English to Speakers of Other Languages, 1997 (TESOL) *ESL Standards for Pre-*

## **2.6 English as a Working Language**

According to Wikipedia, working language is a language that primarily is given unique legal status a super in national company, society, state, or organization as its primary means of communication. Ammon (2006) stated that English is stated as a working language in many regional international organizations such as the European peer trade associations even though most of the member countries are not countries with the native speakers of English.

## **2.7 Attitudes and its Influence**

According to Oxford Word Power Dictionary, the term attitude can be defined as the way that you think, feel, and behave towards something. An attitude is an expression of favor or disfavor towards a person, place or thing, and event (Wikipedia. com).

There are two types of attitudes: attitudes to the people who speak the target language; and attitudes to the practical use to which the learner assumes he or she can put the language being learned. Attitudes do not have direct influence on learning, but they lead to motivation which does. Motivation as a complex construct for it 'involves four aspects a goal effortful behavior a desire to attain the goal and favorable attitudes towards the activity in question.(Latu,1994).

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude (Zainol Abidin, Pour-Mohammadi, & Alzwari, 2012).

## **2.8 The Influence of Positive Attitudes in Learning**

In education positive attitude is not mere obedience isunthinking conformity. A positive attitude towards education about learning to be touched in reality which inherently means that long process of continuously depending on our practice disillusionment (Bergd, 2009). Students' ability to learn is influenced by their attitude towards the target language skill (Ellis, 1994).

“Attitudes are important to us because they cannot be neatly separated from study.” Attitude is considered as an essential factor influencing language performance. Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one (Zainol Abidin etal, 2012).That negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya(Zainol Abidin et al., 2012).

I'll be very happy to join a post-graduate program in English. I will also advise my friends to join programs where teachers use English in teaching because I am currently engaged in reading books, articles, etc. in English as requirements for some of my courses that [laughter] instructed in Chinese despite the actuality instructors can use English.... I guess I spend one third of my time for reading English materials.... I am fully aware that English is important in my field and I'm fully ready to spend all time in reading English materials and not mixing [Chinese and English] that distracts my attention here and there(Muthanna & Miao, 2015).

## **2.9 Attitudes of EFL/ESL Students towards English**

Students and non-native English speaker can have attitudes towards English. The study on Brazilian students' attitudes towards English discovered that the majority of students like English

native Portuguese as a prestigious international language and as a symbolic use among adolescent peer groups (El.Dashl and Busnard, 2001).

Smith (1974) states that no student is born liking or disliking foreign language. If the student enters the class with neutral attitudes about it, or even positive ones, his/her attitudes about foreign language and foreign language learning will be strongly influenced by the situation itself.

The range of individual preferences, beliefs, values, or attitudes is staggering. There are many reasons why this is true. A complete explanation, of the wide variety in individual attitudes, would presumably include references to family socialization, peer group influence, specific events in the individual's past, sources of anxiety, basic strivings, mechanisms of defense, education, income, occupation, mass media, class affiliation, residence, religion, and host of personal variables including intelligence, age, sex, interests, and aptitudes. Let us now look at a specific definition of attitude. An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. An attitude is relatively enduring because it is learned, it can be unlearned. Because it is learned, it can be taught. Liking a foreign language can be learned. If the student enters to the class with fairly neutral attitude about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself. Attitudes develop within a frame of reference. Attitudes are situational and can therefore be generalized. Language, teacher, class, book and homework are within the frame of reference of learning and within the situation of school. A student who doesn't like learning and school, teachers and homework can walk into foreign language classroom and quickly generalize his dislikes.

Therefore, good attitudes and feelings are needed to raise the efficiency of the students in language learning classes. (Oroujlou & Vahedi, 2016)

English as Foreign Language (EFL) speakers often choose to remain silent and are unwilling or less willing than other students to participate in speech communication in class; then, because of silence and unwillingness to speak the language in class, they become anxious. (Rahimi, 2012)

The unwillingness during English speaking process is considered as one of the biggest obstacles for English as Foreign Language (EFL) learners. This unwillingness can take various forms: apprehension, low self-esteem, lack of communicative competence, alienation, anomie and introversion. People who experience a high level of communication apprehension “withdraw from and seek to avoid communication when possible”. Introverted and reserved people tend to be quieter and less willing to communicate. Participants with high level of communication apprehension have a marked tendency to avoid public speaking, furthermore, reticent people are sometime seen as less trustworthy, less competent, less dynamic, less socially and physically attractive, tenser, less composed less dominant people than people who are not reticent. (Tok, 2009)

A study of Arab students’ motivation and attitudes for learning English as a foreign language, Arizona: Arizona State University investigated 22 Arab university students’ motivation for studying English as a second language, their attitudes toward Americans and the United States, and future expectations for the study of English. All of the students have at least five years of ESL study at Arizona State University. Results revealed positive feelings and also gender-related differences in motivation (Eshghinejad, 2016).

## **2.10 Communication**

### **2.10.1 Definition of Communication**

Communication is not just an act. It is the process that includes, skill, knowledge, by using symbols, words, pictures, figures etc. The act of communication is referred to as transmission. Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Very often, we take the ease with which we communicate with each other for granted, so much so that we sometimes forget how complex the communication process actually (Muthanna & Miao, 2015).

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message, and an intended recipient; however the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, through media, i.e., pictures, graphics and sound, and writing.

### **2.11 Types of Communication**

Communication classifications are different in type. There are verbal and non-verbal communications. (M Argyle Salter, H Nicholson, 1970)

#### **2.11.1 Verbal Communication**

It is the type of message transferring process by the word or mouth and a piece of writing. It is also again classified in to two: oral and written communication.

### **2.11.1.2 Oral Communication**

It is the type of verbal communication in which messages are transferred through spoken words. It might be conducted face to face, speech, telephonic.

### **2.11.1.2 Written Communication**

According to Wikipedia, written communication is the communication done by written signs or symbols. It can be printed. E.g. letter, report, email etc.

### **2.11.2 Non-Verbal Communication**

In this way of communication, body languages (gesture, facial expression, and posture) demonstrations (task, aim, tone of conversation, and can seriously undermine the message contained in the words (Mikoluk, 2003).

## **2.12 Significances of Communicating in English at the Classroom Level**

Communication is essential and obligated everywhere in the world. Communicating in English is also very important for students, particularly English learners. It helps the learners to:

- ✓ share information
- ✓ explore and come to understand concept
- ✓ identify and solve problems
- ✓ organize the experience and knowledge
- ✓ Express and clarify their thought, feelings, and options. Communication in the classroom level is crucial for students to be succeeded on their intended goal.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGIES AND DESIGN

#### 3.1 Introduction

In this part, the researcher attempted to discuss research design, population of the study, sample size and sampling technique, data gathering instruments, and data analysis methods.

#### 3.2 Research Design

The main objective of this study is to show the attitudes of second year English major students towards using English as a medium of communication and to incite the way how to solve the problems that affect students' attitudes towards using English in the classroom level. To investigate this issue, the researcher used methods to collect like closed-ended, open ended, questionnaire and semi-structure interview. This method also used for generalization. These are the reason why the researcher used mixed type of research design.

#### 3.3 Population of the Study

The total target population is second year English language major students who are twelve in number who are now attending in Wolkite University in one section. Among them the researcher will select 10 and 6 students for closed-ended and interview questionnaires respectively to make the study manageable.

#### 3.4 Sample Size and Sampling Technique

To find out whether students' attitude towards using English in the classroom is positive or negative, the researcher used most sampling technique because the population is not too and it will be easy to control. From the total population, the researcher picked out six (6) students who have good academic achievement for the interview.

### **3.5 Data Gathering Instruments**

To gather data, the researcher used questionnaire and interview. The researcher used primary source of the data to gather valuable information through those instruments.

#### **3.5.1 Questionnaire**

Questionnaire is used as the main data gathering tool for the mixed, quantitative, and qualitative methods. The questionnaires contained closed-ended and open-ended questions. And the researcher disseminated them to the conscript participants.

#### **3.5.2 Interview**

Interview is another powerful instrument to gather information in depth. It also motivates interviewee to tell their perception, feeling, and understanding. The researcher prepared four (4) interview questions for six students who are selected purposively and gathered information about students' attitudes towards using English as a medium of communication.

### **3.6 Data Analysis Techniques**

The researcher used quantitative and qualitative data analysis techniques which are the most important methods and advisable for this study.

#### **3.6.1 Quantitative Data Analysis**

The data that was gathered through questionnaire is analyzed in quantitative techniques. Due to this reason, the researcher analyzed the data collected through close ended questionnaire in the way of table, and put those numbers in percentage.

### **3.6.2 Qualitative Data Analysis**

Qualitative data analysis method was convenient to analyze the data that will gather through open ended questionnaire and interview. Thus, the researcher analyzed the data qualitatively that is gathered. This means after the data adjusted in their themes.



# Chapter Four

## 4.1 Data Analysis and Interpretation

The researcher analyzed and interpreted the data which were gathered through questionnaires, interview, check list from thus, the response of participants for each question of the questionnaire and interview

## 4.2 Analysis and Interpretation of Students Questionnaires

In this part the researcher analyzed the information which was collected through closed ended questions from students. These questions were designed to assess second year English major and literature students' attitude towards using English as a medium of communication in the classroom level.

### 4.2.1 Tables for Students' Response Related to their Belief on the Scope of Using English

Table 1

	Items	Alternatives	Respondents	Percentage
1	I always prefer to speak in English in the classroom.	Strongly disagree	5	41.7
		Disagree	2	16.7
		Undecided	1	8.3
		Agree	2	16.7
		Strongly Agree	2	16.7
<b>Total</b>			<b>12</b>	<b>100</b>

As indicated on the table1: 5(41.7%) of the respondents replied as they did not always prefer to learn English in classroom. Another 2(16.7%) of respondents also disagreed on learning English in the classroom every day. From the total respondents 1(8.3%) did not decide whether they always prefer to speak English in the classroom or not.

On the other hand, 2(16.7%) of the respondents replied that they always prefer to learn English in the classroom. Beside this, 2(16.7%) of respondents strongly agreed that they prefer to learn English always in classroom. Therefore, most students always prefer to speak English in the classroom.

**Table 2**

2	I want to communicate with my friends in English in the classroom.	Strongly disagree	2	16.7
		Disagree	1	8.3
		Undecided	2	16.7
		Agree	5	41.7
		Strongly agree	2	16.7
<b>Total</b>			<b>12</b>	<b>100</b>

2(16.7%) of respondents replied that as they strongly disagree on communicating in English with their friends in the classroom, while 1(8.3%) of the respondents said that disagree they communicate in English.

In contrast of this, 2(16.7%) of the respondents did not decided whether they want to communicate with their friend in English or not in the classroom. But 5(41.7%) and 2(16.7%) of the students replied that they agree and strongly agree respectively on communicating in English with their friends in the classroom. Therefore, most of the students want to communicate with their friend in English in the classroom.

**Table 3**

3	Using English outside the classroom helps us practice more English.	Strongly disagree	3	25
		Disagree	1	8.3
		Undecided	2	16.7
		Agree	5	41.7
		Strongly agree	1	8.3
<b>Total</b>			<b>12</b>	<b>100</b>

According to the above table, 3(25%) of the respondents replied strongly disagree as using English outside the classroom did not help them to practice more in English. Beside this, 1(8.3%) of the respondents replied disagree as communicating in English outside classroom did not help

them to practice more in English. However, 2(16.7%) of the respondents replied undecided. They did not decide to disagree or agree, strongly disagree or strongly disagree.

On the other hand 5(41.7%) of the respondents replied agree, on communicating in English outside classroom made them practice English more. Moreover, 1(8.3%) of the respondents strongly agree, communicating in English outside classroom made them practice English more. Therefore, most students replied communicating English outside classroom made them practice English more.

**Table 4**

4	In the classroom, I always present my analysis, interpretation, of any literary work in English.	Strongly disagree	3	25
		Disagree	1	8.3
		Undecided	1	8.3
		Agree	6	50
		Strongly agree	1	8.3
<b>Total</b>			<b>12</b>	<b>100</b>

Table 4: also indicated that 3(25%) of the researcher respondents said strongly disagree they always present the analysis, interpret any work in English. 1(8.3%) of the respondents also agree on this idea.

However 1(8.3%) of the respondents said that undecided. This indicated that some of the students did not present any work. They neither preferred nor present any type of analysis, interpretations, assessment in English. On the other way 6(50%) and 1(8.3%) of the participants said agree and strongly agree respectively on that they prefer to present their analysis, interpretation in English in classroom always. This indicated that respondents have good attitudes to present their analysis and interpretation of any literary work

**Table 5**

5	I have a good ability to speak English but I like to use my native language in classroom communication.	Strongly disagree	4	33.3
		Disagree	5	41.7
		Undecided	1	8.3
		Agree	1	8.3
		Strongly agree	1	8.3
<b>Total</b>			<b>12</b>	<b>100</b>

As the above table conveyed, 4(33.3%) of the respondents said that strongly disagree and 5(41.7%) of the respondents said that disagree. This indicated that they do not have good ability of speaking English but they did not like to use their native language. Whereas, 1(8.3%) of the respondents said that undecided.

On the other hand 1(8.3%) of the respondents said that agree, while 1(8.3%) respondents said strongly agree. This indicated that they have a good ability of speaking English but they like to use their native language. Therefore, most of the students have a good ability to speak English but they like to use their native language in the classroom communication.

**Table 6**

6	I feel happy when my instructors encourage me to communicate in English in the classroom.	Strongly disagree	1	8.3
		Disagree	3	25
		Undecided	2	16.7
		Agree	5	41.7
		Strongly agree	1	8.3
<b>Total</b>			<b>12</b>	<b>100</b>

1(8.3%) of the respondents said that strongly disagree and 3(25%) of the respondents said that agree. This indicated that they have no good feeling while their instructors encouraged them to communicate in English. On the other side, 2[16.7%) of the respondents said undecided. They are neither happy nor sad to communicate English in the classroom when their instructor initiates them.

In contrast, 5(41.7%) of the respondents said that agree and 1(8.3%) of the respondents said that strongly agree. This indicated that they are happy when their instructors encourage them to communicate in English. Therefore, most students had good feeling when their instructor initiates them.

**Table 7**

7	It is not good to use English as a medium of communication in the classroom.	Strongly disagree	4	33.3
		Disagree	3	25
		Undecided	2	16.7
		Agree	2	16.7
		Strongly agree	1	8.3
<b>Total</b>			<b>12</b>	<b>100</b>

4(33.3%) of the respondents said that strongly disagree and 3(25%) of respondents said that disagree on the last closed-ended question. This implied that students believe using English as a medium of communication in the classroom is good. 2(16.7%) of the respondents said undecided. They are not sure that it is good or not to use English as a medium of communication at the classroom level.

Whereas, 2(16.7%) of the respondents replied that strongly disagree and 1(8.3%) of the respondents replied that agree. This implied that they did not support using English using English as a medium of communication in the classroom. Therefore, most respondents believes as it is good to use English as a medium of communication in the classroom.

In general, according to the participants response of this of this study, majority of the students preferred to learn English, communicate with their friends, outside classroom communication in English made them better, always prefer to present their analysis and interpretation of any work, always present their analysis and interpretation of any work in English. They felt happy when their instructors encouraged them to communicate in English, and it is good to use English as a medium of communication in the classroom level.

#### 4.2.2 Tables for Students' response about their reaction in English communication

**Table 1**

No	Items	Alternatives	Response	Percentage
1	I understand that learning English is not important to communicate with English speakers.	Strongly disagree	6	50
		Disagree	1	8.3
		Undecided	1	8.3
		Agree	2	16.7
		Strongly agree	2	16.7
	<b>Total</b>		<b>12</b>	<b>100</b>

As the above table revealed, 6 (50%) of the respondents said that strongly disagree and 1(8.3%) of the respondents said disagree. This implied that students have positive attitudes towards learning English is important to communicate with English speakers. Beside to this, 1(8.3%) of the respondents replied that undecided. They did not decide whether learning English is important or not to communicate with English speakers.

Whereas 2(16.7%) of the respondents said that agree. While, 2(16.7%) of the respondents said that strongly agree. This implied that they did not belief learning English important to communicate with English speakers.

**Table 2**

2	Communicating with native language in the classroom does not lead to weakness of my proficiency in English communication	Strongly disagree	5	41.7
		Disagree	3	25
		Undecided	2	16.7
		Agree	1	8.3
		Strongly agree	1	8.3
	<b>Total</b>		<b>12</b>	<b>100</b>

According to table 2, 5(41.7%) of the respondents said strongly disagree and 3(25%) of the respondents said that disagree that communicating with native language in classroom do not leads weakness of their proficiency in English communication. This indicated that

communicating with native language did not have negative effect on their proficiency in English communication. Whereas, 2 (16.7%) of the respondents said that undecided.

On the other hand, 1(8.3%) participants of the research replied that agree on communicating with native language did not weaken of their proficiency in English communication. More over 1(8.3%) of the respondents replied that communicating with native language did not strongly led to weakness of their proficient in English communication.

**Table 3**

3	I try to speak in my native language when my friends communicate with me in English	Strongly disagree	4	33.3
		Disagree	3	25
		Undecided	2	16.7
		Agree	1	8.3
		Strongly agree	2	16.7
	<b>Total</b>		<b>12</b>	<b>100</b>

4(33.3%) of the respondents replied that strongly disagree on that they try to speak in their native language when their friends communicated them in English. while, 3(25%) of the respondents also replied that disagree. Whereas, 2(16.7%) of the respondents replied undecided. They did not decide whether they try to speak in their native language or not when their friends communicated in English.

According the respondents response, majority of the students answered that they understood that learning English is important to communicate with English speakers, communicating with native language leads to weakness of communication in English; they did not try to speak in their native language when their friends communicate them in English.

#### 4.2.3 Tables for students' response about factors in communication in English

**Table 1**

No	Items	Alternatives	Responses	Percentage
1	Because of I am ashamed of being laughed at by students when I speak in English, my attitude towards using English as a medium of communication is negative.	Strongly disagree	3	25
		Disagree	1	8.3
		Undecided	1	8.3
		Agree	6	50
		Strongly agree	1	8.3
	<b>Total</b>		<b>12</b>	<b>100</b>

In the above table 1, 3(25%) of the respondents strongly disagreed with because of the ashamed of being laughed at by students when they speak in English, their attitude towards using English as a medium of communication is negative. 1(8.3%) of respondents said that external and internal factors do not affect their attitudes towards communicating in English. On the same question, 1(8.3%) of the respondents of this study replied that undecided.

Nevertheless, 6(50%) of the respondents replied that, because they am ashamed of being laughed at by students when they speak in English, their attitude towards using English as a medium of communication was negative. Beside, 1(8.3%) of the respondents also strongly agreed on the ashamed of being laughed at by students when they speak in English, their attitude towards using English as a medium of communication was negative.

From the respondents' response, the researcher concluded that the majority of students responded that as they are ashamed of being laughed at by students when they speak in English, their attitude towards using English as a medium of communication is negative.

**Table 2**

2	I do not feel happy when I communicate in English, because of fear of losing my identity.	Strongly disagree	4	33.3
		Disagree	5	41.7
		Undecided	1	8.3
		Agree	1	8.3
		Strongly agree	1	8.3
	<b>Total</b>		<b>12</b>	<b>100</b>

4(33.3%) of the respondents agreed on that they were happy when they communicated in English, because they are not losing their identity. 5(41.7%) of the respondents also disagreed that they were not happy when they communicated in English because they were losing their identity. Others, 1(8.3%) replied undecided. They did not respond for this question.

On the other hand, 1(8.3%) of the respondents agreed on they were happy when they communicated in English because they did not their identity. Others 1(8.3%) of respondents also strongly disagreed on that they were happy when they communicated in English because they do not lose their identity.

In general, the researcher noticed that the majority of the respondents replied that the internal and external factors affect their communication in English (they are ashamed of being laughed at by students when they speak in English, their attitude towards using English as a medium of communication is negative). They did not feel happy when communicating in English because they believed that they would lose their identity.

The researcher also analyzed the data which was collected through open-ended questionnaire based on their thematic arrangement. Students' response related to their previous knowledge and its effect on their current English language, they replied Amharic and English languages were used as a medium of instructions of English in their lower grade while they were learning. However few students learnt in Afan-Oromo and Tigrigna languages in their lower grades. Even though the respondents learned with those languages they were learning with English in some parts their education life previously. They said that their previous languages had their own positive effect on our current English language. They also commented that it helped them to learn English easily and made them to have positive attitudes towards English language. Moreover they suggested that currently English language is becoming communicative as well as prestigious in the world.

According to the researcher point of view, learning with any different languages in the lower grades does not have any effect on the current English language. But learning with different languages may affect the ability of communicating skills. Ability of communication depends on interest (Mole, 1988). Therefore, if students are interested in English communication, they will be efficient and fluent in communication.

The participants of this study expressed their attitudes towards English language and others at classroom level; they did not need to use another language while their friends and instructors are communicating with them in English. According to their response, a course in a local language made them limited in their English efficiency. They forwarded that, English learners have to always use English language because it is the language that we use to communicate with all other English speakers. It is not advisable to use local language since it affects their communicating ability. In addition it is preferable to communicate with English rather than any other languages as foreign language learners.

In addition, students replied that on their instructors' native language and their friends' English communication; it is not important to use native language in which our instructors are teaching us. However, some students said that it is very important to use Amharic language while instructors are teaching us. Because it made students to understand the idea what their instructors tried to clarify with the language that all we can. They also expressed some points as it is not preferable to use native languages. It leads to lack of grammar, punctuation, and vocabulary knowledge, if you use your own native language everywhere, in every situation. Whenever instructors teach English, they have to use English language only. Using mixed languages both native and English in classroom is also unnecessary.

### **4.3 Analysis and Interpretation of Interview Questions**

In this part of analyzing information, the researcher adjusted the students' response on their themes. The researcher provided four interview questions for six students. After organizing the interview's response, the researcher analyzed and interpreted as follow.

#### **4.3.1 Students' Response Related to Assumptions or Thoughts of Using English as a Medium of Communication**

One of the respondents replied that the first thing which came in his mind is as using English language always makes bad influence on Ethiopian language and culture. Other respondent replied that English language is a prestigious language, whenever she listen people using English as a medium of communication. Three students also answered as they had interest to know English language and communicating with it whenever they hear the people communicating in

English language. The last respondent replied that he felt happy and enforced him to speak more when he heard people communicating with English language.

According to Ammon (2006), stated that English is seated as a working language in many regional, international, and organizational institutions. From thus, according to the respondents' response and Ammons' perspective, the researcher can notice that English has become lingua franca of the world. But some people faced difficulties to use English as a medium of communication in contrast most of the participants these are interested and learned in English.

#### **4.3.2 Students Response Related with their Feelings towards Instructors' Native Language**

Among five respondents of the interview question, one respondent replied that it is good to use native language while instructors are teaching English in order to clarify the idea. Regarding to this, another respondent answered that it is impossible to finish the course teaching only with English language. Therefore, using native language is too important to reach the end of the course on time; it uses to make clear the ambiguity. Another three respondents stated that native language is unadvisable when teachers teaching with English language. It had negative effect on English language. As the respondents replied, Ethiopia is the country of a diversity of nations and nationalities of people. Ethiopian people have different languages and cultures. The same is true at university level. Learners who attend in one section have different cultures and languages. It is hard for these students because a few learners might not speak like instructors' language. Thus, some students who failed did not understood what their instructor told to them before. Also they said that a university level learners and instructors, we have to use English rather than native language at class well as outside classroom level.

According to Crowther, Jonathan, and Sangutta, Indian Crowdhry, (1991) now English language encompasses the dreams and aspiration of many people and experiences of drivers' nations. As the respondents of this study replied most of them feel happy and they want to use English language as a medium of communication at the classroom level.

## **Chapter Five**

### **5. Summary, Conclusion, and Recommendation**

#### **5.1 Summary**

The study was carried to assess the second year English language and literature students' attitude towards using English as a medium of communication in the classroom level. The researcher used comprehensive sampling technique to make the data manageable and to get valid and relevant information. From the total participants, six students were selected through purposive sampling technique because the researcher assumed those students could answer correctly and give more relevant information as expected since they are group leaders.

To accomplish the purpose of assessing and showing second year English language and literature students' attitude towards using English as a medium of communication, the following research questions were formulated.

- ✓ What is the attitude of second year students towards using English as a medium of communication in the classroom?
- ✓ What are the factors that affect student's attitudes towards using English for communication in the classroom?
- ✓ What is the importance of using English as a medium of communication?

To answer these questions, data were collected through questionnaire and interview. The collected data were analyzed through quantitative and qualitative way

## 5.2 Conclusions

Based on the analysis made in chapter four, regarding to learners' response the majority of respondents had positive attitudes towards using English as a medium of communication at Wolkite University. Students, who had a good ability and interest motivation, did not like to use their native language even though there were external factors that hinder to communicate with their friends and instructors. They were also happy when the instructors encouraged them to communicate with English. They claimed that learning English is very important to communicate with every English speaker and others.

## 5.3 Recommendations

As the finding of the study indicated, most of second year English language and literature students had positive attitude towards using English as a medium of communication in the classroom level. The researcher would like to recommend students, instructors, department of English language and literature at Wolkite University, and ministry of education.

- ❖ It is so important to have a positive attitudes towards speaking and communicating with English as well as other things need a positive attitude otherwise learners will not reach their intended goal. The researcher recommended that students have to rearrange their mind and work hard to build positive outlook.
- ❖ Instructors also must encourage and guide students how to improve English communication skill.
- ❖ English department should create awareness about English language to strength students attitude and learn with their interest.
- ❖ Wolkite University also must fulfill any necessary materials for English learners for example laboratory, computers, essential reference books especially those contain all grammar and communicative skills, and launch English language club in the campus.
- ❖ Ministry of education was recommended that he has to give priority for English learners because English has become more dominant around the world as the main language.

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## Appendix A

### Wolkite University

#### College of Social Sciences and Humanities

#### Department of English Language and Literature

#### Questionnaire for students

Dear students: The main purpose of this questionnaire is to assess students' attitude towards using English as a medium of communication at the classroom level. They will be confidential and it will use for academic purpose and BA degree.

Thank you sincerely!!!

Instruction one: Please read each of the following items carefully and answer options that are available for all cases. Please put(x) in the provided space.

<b>No</b>	<b>Sentences</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1	I always prefer to speak in English in the classroom.					
2	I want to communicate with my friends in English in the classroom.					
3	I understand that learning English is not important to communicate with English speakers.					
4	Using English outside the classroom helps us practice more English.					
5	Because of I am ashamed of being laughed at by students when I speak in English, my					

	attitude towards using English as a medium of communication is unsatisfactory.					
6	In the classroom, I always present my analysis, interpretation, of any literary work in English.					
7	I have a good ability to speak English but I like to use my native language in classroom communication.					
8	I feel happy when my instructors encourage me to communicate in English in the classroom.					
9	I prefer to communicate with my peer and instructors in my native language.					
10	Communicating with native language in the classroom does not lead to weakness of my proficiency in English communication.					
11	I do not feel happy when I communicate in English, because of fear of losing my identity.					
12	It is enough for me to use English only as a medium of instruction in the classroom.					
13	Learning English is for the purpose of getting only Employment in good organizations.					
14	I have a good attitude towards students who use English as a medium of communication in the classroom.					
15	It is not good to use English as a medium of communication in the classroom.					
16	I try to speak in my native language when my friends communicate with me in English.					

Instruction two: Choose the answer from the alternatives given below.

17. In what language(s) have you been taught English in lower grades?

- A) Amharic
- B) English
- C) Afan Oromo
- D) Tigrigna

18. Based on the question 17, if you answer A, B or.....more, write its or their effect on your current English as a medium of communication.

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19. What language do you use while communicating in English with your classmates, instructors in your classroom?

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20. What do you think about instructors who use native language while they are teaching in the classroom? -----

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21. How do you feel when your friends communicate with you in English?-----

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## **Appendix B**

### Students' interview questions

1. What comes to your mind when you hear people communicating in English?
2. What is your thought on using English as a medium of communication in the classroom?
3. What do you feel when your instructors use their native language while they are teaching you?
4. Do all second year English language major students communicate in English in the classroom?  
If you say yes, tell me how often they use it, and if you say no, why they do not use it?