

**JIMMA UNIVERSITY  
COLLEGE OF SOCIAL SCIENCES AND LAW  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
GRADUATE PROGRAM**

**AN INVESTIGATION OF TEACHERS' USE OF OFFICIAL LANGUAGE  
(AMHARIC) IN ENGLISH AS A FOREIGN LANGUAGE IN ASOSA ZONE  
SECOND CYCLE SCHOOLS: FOCUS ON GRADES SEVEN AND EIGHT**

**BY: KIFLE BIDIKA**

**A THESIS SUBMITTED TO  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A  
FOREIGN LANGUAGE (TEFL)**

**MAY, 2014**

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## **Abstract**

This study investigated teachers' use of mother tongue in EFL classrooms in Benishangul Gumuz region, Asosa Zone junior schools during actual classroom instruction of first and second semesters in 2014 academic year. The investigation focused on the functions of Amharic language and its amount in target language classroom. Subsequently, it looked at teachers' knowledge of L1 use in L2 and if they had guidelines of how mother tongue (Amharic) could be well treated in EFL classes. To select target population for the study, cluster and simple random sampling techniques were used. Stratified sampling technique was also employed in order to select target population proportionally from clustered woredas. To answer the research questions qualitative and quantitative data were employed. Classroom observations, interviews and questionnaire were used to collect data. Observations were accompanied by tape recording and recorded data were transcribed and analyzed to investigate the functions of Amharic during lessons, amount of L1 production and the distribution of L1 use within teachers and across lessons. It was found that the amount and functions of L1 used were varied between teachers, and the overall proportion of L1 talk was higher than that of found in previous studies. Some teachers consistently used high L1 within the lesson. Data obtained through interview confirmed that the variability was attributed to teachers' personal feeling about L1 in L2 use. Most of the teachers used Amharic for specific functions such as translation and maintaining discipline. Questionnaire was also used as a complement of qualitative data that aimed at gathering data on teachers' knowledge of the pedagogical values of L1. The finding showed that there was disparity between all teachers (beginner-higher led teachers) in responding to items and ANOVA confirmed that there was no significant difference between groups of teachers on the current trained of L1 in EFL classroom. Finally, it was found that most of the teachers had no clear guidelines of how to handle Amharic in EFL classes. Finally, teachers' commitment in maximizing target language input appeared to be indispensable in English language teaching. Educational experts and teacher trainers are also needed to intrude on the problem of maximal amount of mother tongue in target language classroom.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

The history of language teaching tells us the foundation for mother tongue use in the target language was introduced by grammar translation method and it was dominantly used since 1840s to 1940s (Richards, 1986). The approach had an extreme popularity in translating target language into mother tongue. The follower of grammar translation method was the direct method that aimed at making the language teaching more like first language and called it “natural method” (p.9). This method promoted the idea of L2 only and highly focused on the exclusion of mother tongue in second language classroom (Richards, 2001).

Similarly, during the introduction of direct method, one of the principles was the promotion of teachers of native speakers or natively like speakers for second language teaching (Richards, 2001). During the period, the idea of monolingualism was highly encouraged and there was no room for mother tongue (MT) in EFL classroom. Opponents of MT firmly argued that teachers would be native/natively like speakers and “classroom instruction was exclusively in the target language” (Richards, 2001, p.9). This implies that the methodological importance of mother tongue to facilitate target language learning was not considered and thought to result in inefficient language learning.

Nowadays the use of L1 (mother tongue) in L2 (EFL) classroom is becoming a popular agenda among language experts. Recently, scholars have come up with some empirical evidences concerning the inclusion of mother tongue in target language as it brought effectiveness in assisting teaching of English as a foreign language. The perspective is becoming increasingly common and often it draws on Vygotskian theory. Moore (2013) exemplifies some of the researchers who overviewed bilingual issues (Gracia, 2009; Gumperz, 1976; Turnbull & Dailey-O’Cain, 2009a, 2009b) “arguing not whether L1 use should be sanctioned but whether it should be fostered” (p.239).

Cook (2001) states that L1 has already been used in “compartmentalization of the two languages in mind to maximize students exposure to second language alternating language method that actively creates a link between L1 and L2” (p.402). Though these researchers support the methodological importance of mother tongue, it is not without argument. The proponents of L2 only, on the other hand, devalue the methodological importance of mother tongue in the target language. They argue that “language learning is similar to child learning of the mother tongue and first language influence may be an indication of low acquisition, therefore, it can be eliminated or at least reduced by natural intake and language use” (p.67).

Others argue that the above idea seems ideal from the angle of actual classroom practice. Though making classroom only L2 is the consent of some scholars and “government agency” teachers teach students of EFL by including L1 implicitly (Macaro, 2005, p.35). Harbord (1992) also illustrated from the ground that teacher inability in performing second language strategies. He pointed out that “many teachers may have tried to switch to ‘all-English classroom but they found themselves with inadequately use of L2 strategies” (p.350).

In order to mediate the gap, there are scholars who advocate the inclusion of L1 in L2 is important for target language teaching but the systematic inclusion is required to deserve the ultimate benefit of pedagogical value of L1 when teaching target language. The methodological use of mother tongue, consequently, appeared to be a big deal of scholars. According to Cook (2001), what is challenging is “how can the L1 be better integrated in to teaching?” (p.410). One of the solutions forwarded by Cook (2001) was that to think over all teaching method that makes use of the L1 actively with in the classroom. In contrast to this idea, the advocators of the target language only claim that EFL classroom ought to be L2 only and if not it reduces input. Krashen (2002) stated:

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interactions in the target language-natural communication-in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (p.1).

The idea conveys that in language acquisition, the learner needs to focus on the extensions of utterances than that of looking in to the patterns of the language. He stresses that language

learning is like that of first language (Krashen, 2002). Accordingly, learners who are exposed to most target language input demonstrate the greatest proficiency (Freeman, 1985 as cited in Dickson, 1996) has led to the assumption that quantity of input is of prime importance (Dickson, 1996).

The interest of making the classrooms only target language was not only arose from researchers. Educational authorities also discouraged the use of L1 in L2 classroom arguing that ESL classroom ought to practice only in target language (L2). For instance, Macaro (2005) states that in the beginning of 1990s a government agency in the English education system made a number of policy statements which state the mother tongue of the students in a second language classroom “should be banned and that teachers should use the target language exclusively” (p.35). Following this principle, the inclusion of L1 in L2 classroom has already been seen as guilty. Harbord (1992) states that:

...nonnative speakers who make up the vast majority of language teachers have been to make them feel either defensive or guilty at their inability to match up to native speakers in terms of conducting a class entirely in English (p.350).

France also declared that “language teachers should not use L1 in target language classroom” (APEF, as cited in Bourque, Cormier and Tirnbull, 2012, p.182). In Ethiopia English is used as a medium of instruction and provided as a subject in all school cycles. The Ethiopian Educational Policy highly values the exclusive use of the target language. According to INE (2012) this was declared in 1994 of Ethiopian Educational Policy (ETP) framework. Moreover, Birhanu (2009) states that the policy “accords high practical status to the mother tongue as medium of instruction, particularly at the primary level; transition to English at grades 5, 7, or 9 depending upon the region” (p.1089). In the country, on the other hand, though the declaration announces English as a medium of instruction, how teachers treat students’ mother tongue (L1) in English classroom was not explicitly stated.

In classrooms, it is natural that students have access to mother tongue at all levels: elementary, junior and high schools EFL classrooms. This indicates the fact that it is challenging to avoid L1 completely from EFL classroom. Butzkamm and Caldwell (2012) state that learners own language cannot be switched off....they are the greatest asset that beginner learners bring in to

the learning process. The reason is that mother tongue is unavoidable and even children sometimes observed when they speak to themselves to learn the target language and this referred to as intrapsychological plane. Hence, it is a bit difficult to dismiss mother tongue of students though the declaration is obviously based on the theoretical foundation of target language only in target language learning and teaching. Instead tuning classroom methodological fascination of mother tongue in English language teaching is indispensable part of language teaching pedagogy.

Besides the above facts, Ethiopian teachers are bilingual English teachers (BETs) and they commonly observed shifting to mother tongue for various purposes when teaching the target language. This study, therefore, attempted to make a glance on the pedagogical functions of mother tongue (L1) in L2 (EFL), how many words and utterances used, teachers' awareness on current trends of scholarly identified techniques of L1 use in EFL classroom and if they had guidelines in using mother tongue in English language classrooms.

## **1.2.Statement of the Problem**

As an EFL teacher, the researcher frequently observed English language teachers frequent use of Amharic in EFL classes particularly in Benishangul Gumuz Asosa zone. It is clear that an inexhaustible use of mother tongue in EFL classroom affects the teaching of the target language. As far as the main objective of English language teaching is fostering the target language, unsystematic use of mother tongue results in inefficiency in learning the language. Despite this fact, it is true that it is not as such easy task to ban mother tongue in classrooms. Butzkamm and Caldwell (2012) pointed out that mother tongue is not switched off in the target language.

Additionally, Harbord (1992) also suggested that many teachers try to make the whole lesson target language but unable to handle the entire lesson in the target language due to different factors (Harbord, 1992). Hence, as far as the topic is not resolved for the past years overlooking the methodological practices of teachers in Benishangul Gumuz is required for the fact that unempirical use of mother tongue in EFL classroom obviously results in poor language proficiency. Grim (2010) explains that EFL teachers have to make significant decisions about their teaching "methods and styles," including the use of the first language L1 (mother tongue) whose role become a topic of discussion among different teachers and researchers.

In mediating the above issue, since the near past, the importance of L1 in EFL classroom is taking the floor in the field of language teaching. The major premise of the inclusion of L1 in EFL classroom is that L1 facilitates learning of the target language (L2). Improper use of L1, on the other hand, deteriorates teaching of target language. Hence, the systematic use of L1 in EFL classroom is being acknowledged by researchers and there are no clear empirical reasons to avoid it from EFL classroom. Macaro (2001) points out that “there is no evidence, as yet that the L1 should be excluded from language classroom” (p.534). In line with this view, researchers identified some of the techniques in which L1 can be used as supporter of EFL learning.

Atkinson (1989) identified some reasons for use of L1 in L2 classroom. These are “learners preferred strategy, a humanistic approach and an efficient use of time” (pp.350-351). According to him by “learners’ preferred strategy” he means students’ desire to translate without the encouragement from the teachers. The humanistic approach is to do with permitting learners what they like to say and in proficient use of time is to do with mother tongue enhances the use of time appropriately by facilitating communication. Atkinson (1987), moreover, identified the way in which the use of mother tongue appears to be effective in EFL classroom. These are for eliciting language, checking comprehension, giving instructions, co-operations among learners, discussion of classroom methodologies, and presentation on reinforcement of language checking for sense and testing.

Cook (2001) also identifies five points in which L1 can positively use in EFL classroom. These are “to convey meaning of words or sentences, for explaining grammar, for organizing tasks, maintenance of discipline and gaining contact with individual students” (pp. 114-417). Lay and Lally, as cited in DiCamilla and Anton (2012), also confirmed that the use of L1 during the pre-writing and planning stages of L2 writing may be beneficial in the organization of a composition. DiCamilla and Anton (2012) also found out that “L1 use in L2 learning has communicative, cognitive, and hence real pedagogical value” (p.185).

The other area where L1 showed a great role in EFL according to Mohamed (2004 as cited in Carless, 2008) is that consciousness raising tasks that seek to lift up the students’ understanding of the formal properties of language features. The study by Scott, Di La Fuente (2008) shows that in joint consciousness-raising students talk to oneself in L1 as they translate the text, recall grammar rules, review the task and plan what to say in L2. While the benefit of L1 in teaching

EFL seems to have acceptance among language experts, the degree and intensity of L1 in L2 (L1 words) is not clearly identified by scholars. Copland and Neokleous (2010) found out that in Greek Cyprus teachers' belief about the place of the L1 in L2 classroom had complex and even emotional relationship with its use professing affective and cognitive reasons for using L1 in the classroom.

Besides the above facts, the use of L1 in EFL becomes destructive unless teachers use it in a proper way. This is the big issue among ELT experts particularly in specifying the amount of L1 and the systematic use of L1 in L2 and that is why researchers keep their eyes on the fascination of L1 in L2. Because of this, it is the spot that every teacher of EFL has to have note of it. One of the ELT experts Harbord (1992) recommends that though L1 helps us to do all mentioned points, however, excessive dependency on mother tongue consequences problem in L2 teaching. Carless (2008) strongly commented that "more concrete guidance" (p.336) need to be provided for teachers from the side of teacher educators as when students need to use mother tongue.

It is true that in Ethiopia almost all of learners and teachers of EFL speak one of the countries' languages in the classroom. Teacher unconditionally use L1 (Amharic) or any language of the country) in L2 (English) classes. Truly speaking, as far as the current researcher is an EFL teacher and has been observing teachers of junior schools in Assossa Zone, he has noticed inexhaustible L1 use in EFL classroom. Some of his informal observation led him to provoke an idea that teachers are not using target language only. They have some deficits in systematic use of mother tongue and it seems that teachers have no clear understanding of the pedagogical values and guideline as to how they use it.

The domestic scholarly researches made by Jemal (2012 and Kenenissa (2003) were attitudinal study that Jemal focused on teachers and students perception of the use of the Oromo language in EFL classroom around colleges whereas Kenenissa investigates on the frequencies of L1 (Oromo) in EFL classes particularly assessing students' desire of their teachers to speak in EFL. The other domestic researcher was Abyi (2012) who assessed the impact of L1 use in pre-writing (idea generating) stage on L2 writing. Other researchers were Abyi and Mohammed (2011) who reviewed attitude of teachers and students in using Amharic in English language classroom in Bahir Dar elementary schools. They found that teachers and students have positive attitude

towards the use of mother tongue but still it demands investigating teachers understanding of the theoretical values of adding L1 in L2 classroom.

This study, therefore, attempts to look at whether or not teachers have vivid hypothetical affirmation about the use of mother tongue in EFL classroom and its pedagogical purpose. This is for the fact that maximal dependency of teacher on L1 affects teaching of English language. It is also true that students in EFL classroom are expected to be exposed to target language input that produced from their teacher. By doing so, students can have the opportunity to internalize the target language even by modeling the teacher.

Finally, no study was conducted currently regarding the use of teachers' L1 in EFL classrooms in Assossa schools and not yet rationalized why use of L1 in EFL classrooms by teachers of Assossa junior schools. Most importantly, it is not clearly justified whether or not EFL teachers share the pedagogical advice of researchers; concerning how L1 better incorporate in EFL classroom. The very reason for this study is, hence, to look at whether teachers have clear understanding of the systematic integration of L1 for pedagogical uses, functions of L1, its amount and teachers' guideline in teaching EFL in Asosa junior schools.

### **1.3. Research questions**

To achieve the purpose of the study, the researcher raised the following four questions.

1. What are the functions of L1 in teaching EFL from the teachers' side?
2. How many Amharic words do teachers use in EFL?
3. What is the extent of teachers' knowledge about the pedagogical values of L1 in English classroom?
4. Do teachers of junior schools of Asosa zone set a specific guideline based on the theoretical assumptions and techniques of L1 use in l2?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

This study generally aimed at investigating teachers' use of students' mother tongue in EFL classrooms. The inquiry was tried to assess the gap between literature and actual teachers' practice of using L1 (Amharic) in EFL classes. The study attempts to find out whether teacher

use L1 in accordance with the literature review and scholarly identified empirical findings or if they use L1 in EFL classrooms unreservedly.

#### **1.4.2. Specific Objectives**

This study specifically aimed to:

1. Describe the pedagogical functions of Amharic in EFL classrooms.
2. Investigate the amount of Amharic included in EFL (English) compared to other scholarly identified amount.
3. Explain is the extent of teachers' knowledge about the pedagogical values of Amharic in teaching ESL classroom.
4. Explore the extent to which EFL teachers set a specific guideline and reasons in using L1 in EFL classroom.

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

The study is important in contributing to scholarly knowledge about using L1 in L2 classroom. The finding of the study thought to shed light on problems of teachers in using L1 in EFL classroom, particularly the pedagogical aspect of when and how L1 facilitates EFL learning and it attempts to add some knowledge of using mother tongue in EFL. More specifically, the research was anticipated to help English teachers in providing the necessary pedagogical support by informing background of L1 use in EFL by describing the extent to which L1 helps to teach English. Finally, it was thought that the finding would help teachers of junior schools in Assossa Zone regarding use of mother tongue in EFL classroom. Hence, the study was crucial in informing teachers regarding English language teaching.

#### **1.6. Scope of the Study**

The study was undertaken in Benishangul Gumuz Regional state. It was specifically delimited to junior schools of Assossa zone particularly Grades 7-8. In the study problems that are maximum utilization of L1 in second cycle (upper primary) schools in EFL or scholarly not supported use of L1 in EFL classroom were addressed. The assumptions are maximum quantity and empirically not supported amount of Amharic appears to be destructive in learning the English language.

#### **1.7. Limitations of the Study**



The study would have some sampling limitations. Since this paper was anticipated to answer some of the problems related to using mother tongue in EFL classes, large number of sampling was required. However, the researcher was unable to maximize the amount of schools to 65 to accept  $\alpha$  level of 0.05 marginal error ( $\pm 5\%$ ) and to maximize the confidence level to 95% because of factors related to distribution of schools to collect data from 65 schools; and as a consequence, the researcher reduced the number of schools to 44 at  $\alpha$  level of 0.100 and willing to accept marginal error of ( $\pm 10\%$ ). It was also not inspirational for the study if teachers (subjects) may revert from the usual way of teaching English (using mother tongue in classroom) during classroom observations. It was also risk for the study if they assumed using L1 in existence of stranger (researcher) would let them feel guilty- breaking the convention of English only in EFL classroom. To create friendly social environment with teachers, the researcher spent 3 days in contact with teacher who were selected for classroom observation. The above sample calculation was made by using statistical formula accessed from survey monkey (see page 39).

## **1.8. Definitions of Key Terms and Acronyms**

### **1.8.1. Definitions of Key Terms**

**Interpsychological Plane:**, use of the native language enabled learners to collaborate effectively by providing each other with scaffolding help

**Intrapsychological plane:** use of the native language enabled learners to collaborate effectively by providing Scaffolding to oneself

**Scaffolding:** the support provided to learners to enable them to perform tasks which are beyond their capacity.

### **1.8.2. Acronyms**

**APEF:** Atlantic Provinces Education Foundation

**BETs:** Bilingual English Teachers

**EFL:** English as a Foreign Language. This term referred to non-native speakers who are learning English language in a non-native English environment

**ELT:** English Language Teaching

**ESL:** English as a second language. This term referred to non-native speakers who are learning English language in an English language environment.

**INE:** Institute of National Education

**L1:** First Language; Native Language: The acronym “L1” in this paper is shorthand for referring (Amharic). This is generally used in contrast to L2 (English)

**L2:** Second Language; Foreign Language: The language a person knows, or is learning or is acquiring in addition to his native language (L1)

**TESOL:** Teaching English to Speakers of Other Languages

**ZPD:** Zone of Proximal Development

**MKO:** More Knowledgeable Other

**T 1, T2, T3 and T4:** Stand for teacher one, teacher 2 teachers 3 and teachers 4 who were selected for classroom observation

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Rationales for L2 Only Classroom

The L2-only position dated back to the 1880s, when the direct method emerged as a popular L2 teaching approach (Cook, 2001). For more than thirty years EFL teachers have been totally in agreement with the idea of L2 should be used as much as possible in FL classroom (Scott and Di La Fuente, 2008). The very reason for the justification of L1 avoidance in EFL classroom is language learning is “probably the ways in which monolingual children acquire their first language” (Cook, 2001, p.406). He added that the only entirely successful method of acquiring a language is that used by L1 children, teaching ought to be based on the characteristics of L1 acquisition.

Krashen is one of the advocators of target language in classroom and he argued that people learn the language in the same way as they learn their first language; hence, the use on L1 in L2 shows lack of competence from the learner (Krashen, 2002). Krashen also pointed out that “first language influences may be an indicator of low acquisition or the result of the performer attempting to produce before having acquired enough of the target language” (p.8). He added that the use of mother tongue in second language learning is an implication of lack of input because children learn their first language in “silent way” and build up acquired competence and most second language learners need to learn language in “silent way” (p.8).

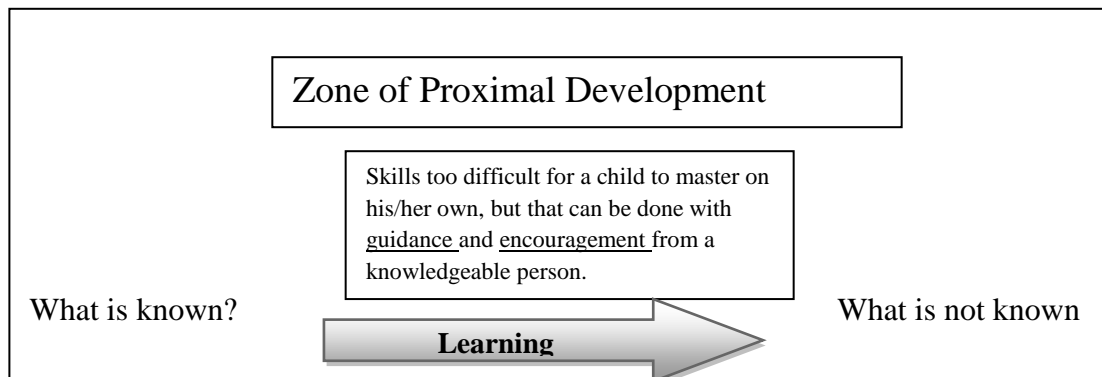
The inclusion of L1 in L2 also perceived as if it creates an artificial classroom and fails to achieve its objective of target language. For instance, researchers revealed that the exclusion of mother tongue in the classroom helps to make all language use “real and immediately functional” (Meij and Zaho, 2010, p. 397). In addition to the proponent of L2 only political authorities take more consideration about it. Baron (1990 as cited in Auerbach, 1993) states that the spread of ESL (English as a second Language) instruction in the first quarter of the 20<sup>th</sup> century was a direct outcome of the “Americanization movement; it was at this time that direct methods stressing oral English gained favor over methods which allowed the use of the students' native language, and English only became the norm in ESL classes” (p.12). Some of the official guideline did not only terminate to suggestion of English only but they considered as a guilty

from the side of teachers. In sum up, as it was mentioned earlier, proponents of L2 claimed that the use of L1 is mark of lack of sufficient amount of input L2, language needs to be learnt as child learns first language, using target language provides a great importance to oral proficiency, and target language is authentic and real than that of first language.

## 2.2.The Ground Theory for L1 in L2

In the social development theory, Leo Vygotsky explains that socialization affects the learning process in an individual. He explains consciousness or awareness as the result of socialization. In the field of teaching, social interaction theory answers some of the questions; how do foreign language learners’ best acquire English? How can English language teachers best support their students’ learning (Smith, 2001). Teachers of English as a foreign language approve this prospective, which oversees language learning as socialization, not merely cognitive that recognizes learners as lively participant with prior knowledge and experience.

Social development theory includes three major concepts. These are comprised of the role of social interaction in cognitive development, the more knowledgeable other (MKO) and the zone of proximal development (ZPD) (<http://explorable.com>). The MKO is any person who has a higher level of ability or understanding than the learner in terms of the task, process or concept at hand. Normally, when we think of an MKO we refer to an older adult, a teacher or an expert. The ZPD, on the other hand, is the difference between what is known and what is unknown by the learner. It is the gap between the ability of learner to perform a specific task under the guidance of his MKO and the learner’s ability to do that task independently” (<http://explorable.com>).The following diagram shows the theoretcal frame work of ZPD.



Figure, 2. 1, Vygotesky’s Zone of Proximal Development

As we can see from the above model there are certain things that we grasp how teacher can assist learning of English language by adding some knowledge to what students already know. To verify this we can make inferences out of conceptual representation of the diagram how L1 triggers EFL learning. According to this framework, teachers can assist multilingual students by using “tool” that metaphorically used by (Thorne and Lantolf, 2006, p. 199). In our case this “tool” is represented by L1 (Amharic) that is supposed to facilitate teaching of EFL students and merely aims at achieving the teaching of English language. If we see ZPD in this context of teaching English, it shows a foundation that students are exposed to English language; spoken or written, competence, from primary to junior schools and the knowledge that they acquire during the passage of elementary to junior and later to high school levels.

Here, in this context it is not fair to conclude that every one of students has no hint about the language that helps them as spring board for the next lesson. For instance, students at junior level are expected to know how to make simple tense (as it has been shown as what is known). In this stage children require implicit and explicit mediation (involving varying levels of assistance, direction, and what is sometimes described as scaffolding) by parents, siblings, peers, coaches, and so on (Thorne and Lantolf, 2006).

In the zone of proximal development the capacity begins by learner (what is known) but it is still too difficult for the learner to master on his/her own. In this stage, therefore, the learner requires guidance; teacher, peer or parents. The underplaying point here is; the teacher can assist; for instance, students who already know how to construct simple tense and unable to identify past perfect continuous tense and past perfect passive by relating two grammatical structures; ‘I had been reading the book’ and ‘The book had been read.’ On the other hand, as far as students are thought to be familiar with simple tenses, the teacher may negotiate with students in Amharic to assist them, if necessary, by explaining how things go in the past perfect and how passive can be formed in past perfect and even how irregular verbs, for instance, ‘read’ can be used in past.

This implies that there is additional input to the learners’ knowledge apart from the elementary level ‘simple tense’ that help the learner as a basement for the grammatical concept of ‘past perfect continuous tense’ and ‘past perfect passive’ that both have the verb ‘been’ that ideally represented in the diagram as “skill to difficult for the child to master” and the student can master by the aid of the teacher so that the student can achieves what is referred to as “capacity

developed” to him (Lantolf, 2006) . In this discussion we attempted to see only L1 for explaining grammatical concepts in teaching EFL; however there are scholarly identified use of L1 in teaching English language that the EMTs (Amharic speaker teachers in this context) intended to use as strategy for teaching L2. Thorne and Lantolf (2006) explain the theory of socio cultural interaction by using the metaphorical expression given bellow to show the clear picture of what the theory shows for teachers of EFL that they can draw pedagogical meaning out it.

If we want to dig a hole in the ground in order to plant a tree, it is possible, following the behavior of other species, to simply use our hands. However, modern humans rarely engage in such non mediated activity; instead we mediate the digging process through the use of a shovel, which allows us to make more efficient use of our physical energy and to dig a more precise hole. We can be even more efficient and expend less physical energy if we use a mechanical digging device such as a backhoe (p. 100).

As it was indicated above EFL teaching needs tool that helps to trigger learning English than delaying it. What matter is using the mother tongue efficiently and properly to help students than that of using it inefficiently; example, massive amount of L1 that will result inefficiency and poor leaning as far as the major objective is teaching EFL. Tools that are referred as “shoves” and “backhoe” are used to make precise hole than that of “hands.” Likewise Amharic helps students to internalize some difficult concept like other strategies used to teach EFL. This internalization, according to (Winegar, 1997 as cited in Lantolf and Thorne, 2006) is a negotiated process that reorganizes the relationship of the individual to her or his social environment and generally carries it into future performance.

### **2.3. Rationales for the Inclusion of L1 in L2 Classroom**

Cook (2001) identified an approach that the two languages can serve students in learning the target language. He called the method “the Concurrent Method” (p.412). Jacobson (1990, as cited in Cook, 2001) suggested that teacher switching from one point to another is important in helping target language. While teachers teach English to any other language speakers of children, the teacher can switch to the L1 when “concepts are important, when the students are getting destructed, or when a student should be praised or reprimanded” (p.412).

This is for the fact that researchers are becoming aware of lack of perfect and smooth condition to teach students by using only target language. Macaro (2005) pointed out that L2 was only really learnt through the second language, however, in second language classroom there are no perfect learning conditions (p.104). Cook (2001) explains that;

Recent methods do not so much forbid the L1 as ignore its existence altogether. Communicative language teaching and task-based learning methods have no necessary relationship with the L1, yet . . . the only times the L1 is mentioned is when advice is given on how to minimize its use. The main theoretical treatments of task-based learning do not, for example, have any locatable mentions of the classroom use of the L1 . . . . Most descriptions of methods portray the ideal classroom as having as little of the L1 as possible, essentially by omitting reference to it (p.36).

Cook (2001) argues for judicious use of the L1 in the teaching of second/ foreign languages but cautions that despite the legitimacy of using the L1 under certain conditions, it is clearly useful to employ large quantities of the L2, everything else being equal. Nzwanga (2000, as cited in Grim, 2010) suggested that in the case of his study, the L1 seemed to be unavoidable, and therefore, teaching methods should incorporate the L1 in order to provide pedagogical accommodation for teachers who regularly employ the L1.

Similarly, Turnbull and O’Cain (1998) also argued in contrast to the references to the prohibition of all first language use in the foreign language classroom. They suggested that first language can be beneficial as a cognitive, social interaction, and pedagogical in second language learning. Carless (2008) explains that “mother tongue use has potentially both positive and negative consequences” (p.311). Danchev (1982, as cited in Harbord, 1992) also elaborated that “translation or transfer is a natural phenomena and an inevitable part of second language acquisition even where no formal classroom learning occurs” (p.351). According to Bygate (2001, as cited in Carless, 2008) teachers are also in fever of importance of L1 in tasks performance. They suggested that task repetition might be a strategy to promote increased use of the target language and tasks can be rehearsed in the mother tongue first.

Copland and Neokleous (2011) also listed some of the significances of L1 in L2 classroom. These are: translation, explain/revising grammar, question and answer. Harbord (1992) also



stated that L1 can help in facilitating communication, interpersonal relations and administrative purposes. Scott, Jose and De La Fuente (2008) also found that L1 helps for teaching grammar and writing skills by consciousness raising. Thus, L1 should not be metaphorically represented as a bomb that explodes and distracts the L2 in classroom rather it serves as a strategy that used to trigger L2.

### 2.3.1. L1 as Learning Strategy in Second Language Classroom

Harbord (1992) identified three groups of L1 use as strategy which are predominantly communication. He pointed out that one of the advantage of L1 use in second language classroom is to save time that the teacher waste in helping students in communication. The three strategies identified by (Harbord, 1992) are:

<b>Group A</b>	<ul style="list-style-type: none"> <li>• <b>Discussion of classroom methodology during the early stages of a course</b></li> <li>• <b>Explain the meaning of a grammatical item (e.g. a verb tense) at the time of presentation, especially when a correlate structure does not exist in L1</b></li> <li>• <b>Giving instructions for a task to be carried out by the students</b></li> <li>• <b>Asking or giving administrative information such as time table changes, etc., or allowing students to ask or answer this in L1.</b></li> <li>• <b>Checking comprehension of a listening or reading texts.</b></li> </ul>
<b>Group B</b>	<ul style="list-style-type: none"> <li>• Explain the meaning of a word by translation.</li> <li>• Checking comprehension of structure, e.g. “I’ve been waiting for ten minutes” in (L1)?</li> <li>• Allowing or inviting students to give a translation of a word as a comprehension check.</li> <li>• Eliciting vocabulary by giving the L1 equivalent.</li> </ul>
<b>Group C</b>	<ul style="list-style-type: none"> <li>• L1 explanation by students to peers who have not understood.</li> <li>• Giving individual help to a weaker student, e.g. during individual or pair work.</li> <li>• Student-student comparison or discussion of work done</li> </ul>

**Source:** (Harbord, 1992, p.350).

Some findings also indicate that task instruction in L1 will facilitate acquisition of academic as well as linguistic skills in a second language (L2). Perozzi (1992) made a study that looked the impact of instruction in second language learning. They suggested that Group “A” received instruction in Spanish prior to instruction in English, and Group “B” received instruction in

English only. The results indicated that the subjects in Group “A” acquired the English prepositions and pronouns twice as rapidly as the subjects in Group B.

### **2.3.2. To Convey Meaning of the Word**

L1 is important in understanding some of the difficult words in the EFL classroom. (Harbord, 1992) identified L1 helps to explain the meaning of L2 as strategy. It was also mentioned as a time saving device. Teachers use such translation whenever they think there is challenge in helping students to understand the context of the word. Lui, (2008) found out that during EFL vocabulary teaching process, the systematic application of L1 can effectively facilitate the memorization of new words, and the bilingual method (both English explanation and Chinese translation) is welcomed by most subjects.

Cook (2001) further explained that the use of mother tongue for conveying word and sentence meaning recognizes that the two languages are closely linked in the mind. Cook (2001) explains that L2 meaning do not exist separately from the L1 meanings in the learner’s mind, regardless of whether they are part of the same vocabulary store or part of different stores mediated by a single conceptual system” (p.407).The learners’ mental state of providing meaning to a given lexis does not go away from the learners mind and then meaning of a word does not even deviated from the learners’ mental state of meaning association.

### **2.3.3. For Explaining Grammar**

The explanation of how to understand the construction of a specific language pattern by the teacher in the mother tongue tended to induced from the grammar translation method. Collingham (1988, as cited in Auerbach, 1993) explained that L1 is instrumental in providing explanations of grammar and language functions. Moreover, he attempted to justify that learning of second language is not adding of room to once house by building of all internal walls (Cook, 2001). The comparative study by Scott, Di La Fuente (2008) also shows that there are differences between two groups of students when using mother tongue for relating grammatical forms. They study was undertaken in such a way that students used in the two groups (Group 1 and Group 2) were assigned to see if L1 resolves grammar problem. The result showed that students who allowed to use the L1 (Group 1) worked collaboratively in a balanced and coherent manner.

#### **2.3.4. Personal Relationship**

In the study of socio cultural tradition L1 plays a vital role. In schools where English is used as a foreign language teachers obviously lean on mother tongue than that of target language whenever discussions and social interactions are concerned. This has great impact on creating a great interconnectedness between teachers. Students also use L1 to make a sense of a meaning or form of a text and when they evaluate an L2 text interactively (Dicamilla and Anton, 2012). The teacher also uses the L1 for social interaction with the students about the weather, the world, yesterday's baseball, game, or whatever they are interested in. This provides students with natural samples of the L2 in action that go further than the language of teaching. However, such L2 use is likely to be restricted in conversational topic, roles, and language function due to the diverse roles of students and teachers (Cook, 2001).

#### **2.3.5. Consciousness Raising**

Conscious rising, according to Ellis (1992) "is an attempt to equip the learner with an understanding of a specific grammatical feature to develop declarative rather than procedural knowledge of it" (p.232). Many teachers also report that they resort to L1 because they fear that their students lack the proficiency in L2 necessary to understand them (Chambers, 1992 and Franklin, 1990, as cited in Liu, 2004). Yet some scholars consider such a worry unfounded, claiming that teachers often underestimate students' L2 ability (Chambers, 1992, as cited in Liu, 2004, p.610). Chamber (1991, Halliwell & Jones, 1991; Macdonald, 1993, as cited in Macaro, 2001) describe that the proponents of L2 only argues learners do not need to understand everything that is said to them by the teacher and that switching to the first language undermines the learning process. However, according to researchers the importance of L1 in L2 classroom has an impact on students' cognitive processing. This is for the fact that mother tongue has some manifestation over second language in terms of recall particularly in grammatical items.

Macaro (2005) pointed out that the avoidance of L1 seems the avoidance of learners' essential tool since the L1 and L2 are highly interconnected cognitively. According to Ellis (1992) the cognitive processing theory claims that the first language and the second language are not contained in different conceptual stores. Learner acquisition of grammatical aspects of an L2 not takes place at once and it is in progressive way. Hence, the outcome of conscious raising task is

“awareness and discovery of how specific structure works” (Ellis, 1991, as cited in Scott, Jose and La Fuente, 2008).

Other researchers such as: Brooks and Danato (1994, as cited in Scott, Jose and La Fuente, 2008) found out that although observations implicitly suggested a learner should use L2 in the classroom when engaged in subconscious raising task, research has indicated that “L1 may be crucial in regulating thinking and in enabling learners to acquire new knowledge” (p.102). According to Guerrero (1996, as cited in Pan, 2010) L1 was fundamental tool for making meaning of text, retrieving language from memory, exploring and expanding content, guiding their action through the task, and maintaining dialogue .They also stressed that L1 use is “normal psycholinguistics process” that facilitate L2 production and let the learner to “initiate and sustain verbal interaction” with each other.

### **2.3.6. For Planning Writing**

Strohmeyer and McGrail (1988, as cited in Auerbach, 1993) found that allowing for the exploration of ideas in the L1 served to enhance students' ESL writing. Friedlander (1990) cites numerous other studies reporting the beneficial effects of using the L1 for L2 composing; his own study provides further support for L1 use in planning ESL writing when knowledge of the topic has been acquired in the L1(Auerbach,1993). An experimental study conducted by Abiy (2012) found that L1 use at pre-writing stage helps participants in producing better content during their writing in an L2.

Dicamila and Anton, (2012) also found out that L1 assists in retrieval of relevant information. In comparative stud they concluded that the comparison between the two groups of students (group 1 writing directly in L2 only and group 2 of students writing in L1) and translating the text in to L2. The observation revealed that lower learners benefited from writing in L1 first and then translating in to L2. So, writing in L1 helps students in organizing texts and style of writing.

### **2.3.7. Saving Time**

Copland and Neokleous (2010) explained that L1 is significant in saving time during teaching. They interviewed four teachers and three of the four teachers agree that they use Greek (L1) for function of saving time “provide a more successful classroom experience and reduce the amount of stress their students felt” (p.276). Moreover, in the study described code switching in South

Korea EFL teachers avoid wastage of time during their lesson by including students' mother tongue. According to Liu, et al., (2004) it appears that if the students' L2 ability is low, as was the case in the study, L1 may be more valuable than perhaps any of the adapted L2 strategies, especially from the cognitive learning perspective and in terms of "time-cost effectiveness" (p.621). They exemplified that when Teacher asked students in English what the basic etiquette of English is, a student answered with an irrelevant answer; "Okay". To resolve the English comprehension problem, the teacher asked the same question in Korean and received the correct answer. The teacher's switching to Korean in fact helped the students recognize the question and improved the students' comprehension in a time-cost effective way (Liu, et al., 2004).

### **2.3.8. Code Switching**

Code switching serves as strategy for L2 learning. The term is defined by different scholars in almost the same way. "Code switching is a mixing of words, phrases and sentences from two distinct grammatical (sub) systems." (Meij & Zhao, 2010, p.397). Hence, according to this definition code switching is to do with including some language items into another language in the classroom. The assumption here is that learners tend to include an item from one language to other not for the matter of inclusion but for the benefit that they get to learn second language effectively.

Some researchers argued that code switching need to be avoided from second language classroom (Gabrielatos, 2001, as cited in Meij and Zaho, 2010). They claim that "code switching undermines learning process" (p.397). In contrary, others argue that one of the desires for code switching is for the purpose of facilitating communication. In a study on cooperative learning and small group work Brooks, Donato, and McGlone (1997) observed that communication problems were often resolved when the learners reverted to the L1.

The importance of code switching in L2 is further elaborated by Meij and Zaho (2010) that there are certain environment where English language teacher enforced to use code switching. For instance, there is no English alternate with the Spanish word "*cariño*," which refers to a combination of "linking and affection" (Meij and Zaho, 2010, p.137), but neither of these words alone correctly convey its meaning. In addition, Butikamm (2003, as cited in Meij and Zaho, 2010, p.397) argued that accurate meaning is central to many students rough grasp afforded by this technique is then not simply good enough. Most importantly they pointed out that in such

situation none of the common techniques teachers employ will work in the L2 to convey meaning. Thus, it is convincing if teachers of L2 revert to students mother tongue.

### **2.3.9. Instruction and Administrative Purpose**

In English as a second language classroom clear instruction plays a vital role in facilitating the teaching learning activity particularly for various tasks. Giving instruction for a task is one of the most legitimate opportunities for teacher- student communication in the classroom (Harbord, 1992). According to Atkinson (1987) this is an indispensable way to even making easy complex activity that teachers devote much time to explanation. Furthermore, in dealing with classroom administration L1 is a strategy for non native speakers particularly for conversational activities. Harbord (1991) commented that L1 helps non native speakers to handle communicative activities particularly conversation of L2 that appears outside the context of the language lesson.

### **2.3.10. L1 for Personal Interaction in L2 Classroom**

Most research on the role of L1 in L2 classroom overviewed the interactionists view and how L1 contributes to classroom interactions. Scott et al, (2008) pointed out that learner interaction in L1 in L2 classroom helps for resolution of communicative problem, problem solving tasks, socio cultural interaction and verbal interaction. Brooks, Donato, and McGlone (1997) suggested that in target language classroom communication problem often resolved when the learner reverted to L1. The other advocator of learner interaction is the socio cultural theory. Vigotsky (1978; 1986, as cited in DiCamilla and Anto'n, 2012) argued that learning is social interaction. Hence, the value of L1 is significant and often essential semiotic device that mediate the learning process even in the second language classroom.

L1 also plays role in smoothening the interaction between teacher and students. Harbord (1992) stated that students' teachers interaction in L1 helps for minimizing anxiety. He suggested that, "chatting in L1 before the start of the lesson to reduce students' anxiety; telling jokes in L1" (p.354). However Harbord (1992) commented his doubt about the use of L1 "when many effective L2 strategies are available to the teacher" (p.354). Thus, he stressed that commented using L1 for minimizing anxiety is not much more convincing when there are opportunities that teachers can help the learner to lower anxiety by presenting different L2 jokes and chats.

The other importance value of L1 use in L2 classroom according to Anto'n and DiCamilla (2012) is “social and cognitive function of L1 in collaborative interaction” (p.164). They found out that beginning-level learners of Spanish revealed that the mother tongue was used as a powerful tool of “semiotic mediation” both on the “interpsychological” (between individuals) plane and “intrapsychological” (with in individuals). According to these researchers, “interpsychological plane” use of L1 helps learners integrate by providing “scaffolded” (Wood et al., 1976) that facilitates “intersubjectivity” (p.164). Thus, the point here is L1 can serve as a tool that enhance interaction between peers groups and even within the individual himself as the student is always mentally supposed to be active during language learning

More systematically DiCamilla and Anto'n (2012, p.165) referred to this “intrapsychological plane” for L1 was “a vehicle of private speech when a learner was faced with a cognitively difficult task” and “intrapsychological plane” for it lets the learners talk privately that leads them to analyze the task independently. The private talk was assumed as self-addressed than to some else. Hence, it is within the individual because “there is no requirement for explicit expression of one’s thought.

#### **2.4.Quantity of L1 used in EFL Classrooms**

Macaro (2001) stated that a number of assessment of studies across a number of teaching contexts are produced, in some detail, by the researchers in each of these studies, the overarching question was whether one could or should exclude the L1. From these studies a number of conclusions were drawn, particularly that:

none had found a majority of teachers in favors of excluding the L1 completely, none had found a suggestion that more L1 should be used than L2 because; generally the majority of the instruction was expected to be in the L2, the L1 was used mostly for procedural instructions for complex activities, relationship building, control and management, teaching grammar explicitly, and providing brief L1 equivalents or vice versa, Learner ability (level of competence) is a major factor in how much L1 was used, time pressure(e.g. in exams) where a major factor in how much L1 was used (p.535).

Macaro (2001, p.535) also identified three theoretical positions on the issue of L1 in L2 classroom.

1. *The virtual position.* The classroom is like the target country. Therefore, we should aim at total exclusion of L1. There is no pedagogical value in L1 use. The L1 can be excluded from the FL classroom as long as the teacher is skilled enough.
2. *The maximum position.* There is no pedagogical value in L1 use. However, perfect teaching and learning condition do not exist and therefore teachers have to resort to the L1.
3. *The optimal position.* There is some pedagogical value in L1 use. Some aspects of learning may actually be enhanced by use of the L1. There should therefore be a constant exploration of pedagogical principles regarding whether and in what way L1 use is justified.

According to Macaro (2001) the literature did seem to suggest that the “virtual position” was unattainable and that the maximum position lead to feeling of guilt and inadequacy among teachers; and he commented that the teachers need to aware of the national recommendations. Neil (1997 as cited in Macaro, 2001) found in his study that teachers’ L2 use varied between 97.5% and 33.1 % as a proportion of lesson time. Macaro (2001) commented on the finding that “not all of the lessons were analyzed, however, and it is unclear on what criteria the sample was selected” (p.535).

Neil (1997, cited in Macaro, 2001) reported using a 10 second sampling technique found out in his review of research estimated about 70% L2 used by teachers in “Core French” classrooms. In Chaudron’s study Macaro again commented that “it is unclear whether these percentages related to total talk or to the lesson as a whole (p.535). The other study by Macaro (2001) was a 5 second sampling record relatively little (relative to the above study) L1 used by the six teachers. According to the finding only 4.8% (mean) use of the L1 across the lesson was recorded as a proportion of total lesson time and only 6.9% (mean) as a proportion of talk.

Macaro concluded that the L1 used in L2 classroom was very little by the 6 trainees in the study. He commented that if future research found such low level of L1 use to be the norm it would provide little basis for the concern that time in the L1 distracts from the exposure to the L2. He stated that there was a considerable range of L1 used between lessons. On the other hand, the L1



as a proportion of a lesson ranged from 0% to 15.2%. an analysis of the transcriptions showed that the communicative content of an utterance in the L1 can be delivered in a very short time compared to the lengthy sequence that are a feature of L2 interaction in which many type of input modification technique and repetition technique are used.

More over, Rolin-Ianziti and Brownlie (2002, as cited in de la Campa, & Nassaji, 2009) found an average of 8.8% and a range from 0 to 18.1% L1 use in five first-year French courses. On the other hand, in studying the use of L1 in L2 English classes at a Japanese high school, (Kaneko , 1992) found that instructors and students used L1 51 to 74% in senior classes and 64 to 83% in junior classes. These studies suggest that the teaching context may have an important influence on L1 use in L2 classrooms. Furthermore Duff and Polio (1990) studied thirteen L2 classes and found out that there was a range of from 10 to 100 percent FL use by teachers in twenty- six hours of sampled classroom discourse.

Duff and Polio (1990), furthermore, pointed out that among thirteen classes several classes had very low L2 use...six of the thirteen teachers used the L2 ninety percent or more of the time” (p.161). In summary, these findings showed that the instructors in this study used a low but noticeable amount of L1 in their classes and that they did so for important instructional purposes. For these instructors, L1 played an important role in their teaching, so they used it as a pedagogical tool.

In Ethiopia a study made by Abyi and Mohammed (2011) revealed that on individual basis, from five teachers, Amharic was most frequently used by teacher T 1043 times which was 47.87% of his total utterances, and least frequently by teacher K 54 times which was 3.87% of her total utterances. The other teachers A, Y and M used 20.46%, 17.04% and 13.47 % of Amharic in their total utterances in that order. According to Abyi and Mohammed (2011), concerning the amount of L1 to be added in L2 “teachers responded that Amharic should cover 5-10% of the total utterances. The observation result, however, revealed that teachers used 47.87% (Teacher T), 20.46%.” They concluded that As a result, the frequencies of Amharic used have become more than what experts such as Miles (2004) have suggested. This might have resulted from teachers’ low level of English language proficiency and lack of training about when to use the L1 (Atkinson, 1987). However, these researchers did not indicate the actual number of L1 to be used in L2 suggested by Miles (2004).

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Research Design

This section contains method and design that the researcher used to undertake the study. The research methodologies employed in the study were both qualitative and quantitative methods. These methods appeared necessary for the researcher in order to investigate the use of L1 (Amharic) in EFL classrooms of Asosa zone junior schools. It is also helpful to mix both methods in order to strengthen the study by triangulating both methods. According to Frankel, Wallen and Hyun (2012) those who engage in such research claim that the use of both methods provides a more complete understanding of research problems than does the use of either approach alone and referred to as mixed research.

The assumption behind the employment of qualitative method in the study is to identify the function and amount of Amharic utterances in EFL classroom. The quantitative method, on the other hand, aims at gathering data about teachers' knowledge regarding the current practice of L1 in EFL classroom specifically the pedagogical values of L1 in teaching EFL, and if teachers have specific guideline about the use of L1 in L2. Moreover, it helps to count the transcribed data utterances during observation to see why teachers use mother tongue in the classroom. The quantitative approach was employed to strengthen the qualitative and questions were prepared based on the literature review.

To get meaning out of raw data, descriptive research design was used. The major purpose of descriptive research is describing of the state of affairs as it exists at present (Kothari, 2004). With this ground, the researcher described qualitatively as well as quantitatively what was actually going on EFL classroom concerning the practice of L1 particularly from teachers' side. Thus, description was carried out both by using statistical analysis and narrative techniques. The statistical analyses incorporated percentage, frequency and mean. In a small portion of the analysis inferential statistics was used to see if there is significant difference between groups of teachers about knowledge of L1 in L2 based on their service year.

### 3.2. Population of the Study

In Benishangul Gumuz region there are 3 zones and 20 Woredas. The numbers of EFL teachers vary from Woreda to Woreda but the number of Woreda in the region is almost similar. The population for the study is EFL teachers of Benishangul Gumuz of Asosa Zone second cycle schools. The total number of schools consisted of grade 7 and 8 in the zone is 78 and the total number of Woredas is 7. The total number of teachers who are currently teaching grade 7 and 8 in the zone is 81. To see the demographical distribution of zones and Woreda in the region, let us see the table bellow.

Table 3. 1. Population of the study

Zones	Asosa	Metekel	Kamashi
Woreda	Asosa	Wenbera	Agalo Mite
	Bambasi	Bulen	Belo Jegonfoy
	Sherkole	Dibate	Kamashi
	Homesha	Guba	SirbaAbbay
	Kormuk	Dangur	Yaso
	Mengie	Mandura	Mao Komo
	Oda Buldigilu	Pawe	-
<b>Total</b>	7	7	6

As it is mentioned in the above table, within three zones there are twenty woredas. Asosa and Metekel consist of equal number of Woreda whereas Kamashi zone contains relatively similar amount.

### 3.3. Sample Size and Sampling Technique

Since it was difficult to investigate all zones in the Region, the researcher employed random sampling technique to get the target zone and Woredas so as to identify the schools for the study. In order to achieve this, each element [zones] in a sample frame was assigned a number (Solomon, 2005, p.112). To identify the target zone the researcher wrote each of the possible samples on a slip of paper, mix these rolled papers thoroughly in a container and then draw as a

lottery. “Such a procedure is obviously empirical” (Kothari, 2004, p.60). Consequently, the selected zone for the study was Asosa zone.

In Asosa zone there are 7 Woredas and they are highly dispersed from one another for the fact that schools are geographically blended to Woredas; and consequently, it required high amount of cost to collect relevant data. To overcome this problem, the researcher preferred to use cluster sampling technique. According to Kothari (2004) the assumption behind cluster sampling is that “under area sampling we first divide the total area into a number of smaller non-overlapping areas, generally called geographical clusters, then a number of these smaller areas are randomly selected, and all units in these small areas are included in the sample” (p.16). Therefore, clustering technique was undergone in such a way that clustering three Woreda in one and four Woreda in the other geographically and simple random sampling was employed to select the target Woreda from each clustered woredas.

To determine the sampling size the statistical formula  $\frac{N}{1+N(e^2)}$  was used. Where N= total population and  $e$  = the percentage of marginal error willing to accept <http://www.surveymonkey.com>. In order to maximize the sample size, the researcher preferred to use more than 50% of Woredas. According to Kothari (2004) the measurement of sampling error is usually called the precision of the sampling plan. If we increase the sample size, the precision can be improved. Accordingly, 5(71%) Woreda such as Asosa, Mengie, Kurmuk, Sherkole and Bambasi Woredas were randomly selected (by following the above lottery method) from each cluster.

The aim of maximizing the number of Woreda was to get 67 (83%) of respondents (teachers) out of total number of 81(100%) respondents. The justification of determining the number to 67 was that the researcher has to use 67 respondents in order to increase his confidence level to 95%. Hence, he has a willing to accept  $\pm 5\%$  marginal errors with the confidence of (95%) at  $\alpha$  level of 0.05. This means that the actual proportion of the response by respondents ranged from 62.3% to 72.3% (67%  $\pm 5\%$ ). The rationale behind exclusion of 13 respondents found in the excluded samples (Homosha and Oda Buldigilu) was that the researcher was not able to round all 7 woredas to obtain 81 respondents.

Following this, to select schools from each selected Woreda, proportional selection was crucial under stratified sampling technique. The underlying principle behind this technique is that there was no homogeneity of school number in each Woreda. If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample (Kothari, 2004). If the researcher selects a number of cases from each sub list proportional to the numbers for that characteristic in the population, the sample will be representative of the population (Healey, 2012). Therefore, the researcher desired to use 44(56%) schools out of 78(100%) schools that were selected proportionally from each Woredas. The reason behind determination of school numbers to 44 was to get maximum amount of sample schools and willing to accept 10%( $44 \pm 10\%$  population value) marginal errors at  $\alpha$  level of 0.100 which means 90% confidence that the interval contains the population value. If the researcher decreases the marginal error to  $\alpha$  level of 0.05 the school sample would be increased to 65.27 with confidence interval of 95% but there is constraint of time and finance to round 65 schools to collect data.

Subsequent to determination of the total number of schools to 44 (56%), schools were selected proportionally under stratified sampling technique as far as the number of schools is not equal in each targeted Woreda. Accordingly, 11 schools from 14 junior schools of Asosa, 8 schools from 11 schools of Mengie, 7 schools from the 9 schools of Kurmuk, and 10 schools from 12 schools of Sherkole and finally 8 schools from 11 schools of Bambasi were selected and lottery was drawn to select target schools. Despite the mentioned number of respondents planned for filing the questionnaire, 6 teachers were unable to submit questionnaires, and consequently, responses of 61 teachers were incorporated in the study.

According to sample calculation 67.3% respondents were used out of the total population 81(100%) in five Woredas. This was in use for the fact that the researcher would have willing to treat marginal error of 5% that is 95% confidence (which means that there is only a 5% chance of sample results differing from the true population average). In other word there is 5% that the result might be different from the population value. Accordingly, the researcher would have the willing to accept  $67.3 \pm 5\%$  error. This means that the actual proportion of responses made by respondents ranged from 62% to 72.3% ( $67\% \pm 5\%$ ). Hence, based on this the sample is intended to represent the population as far as 67 respondents used out of the total number of 81.

During the actual data collection session; however, six teachers were unable to return the questionnaire within the required time framework.

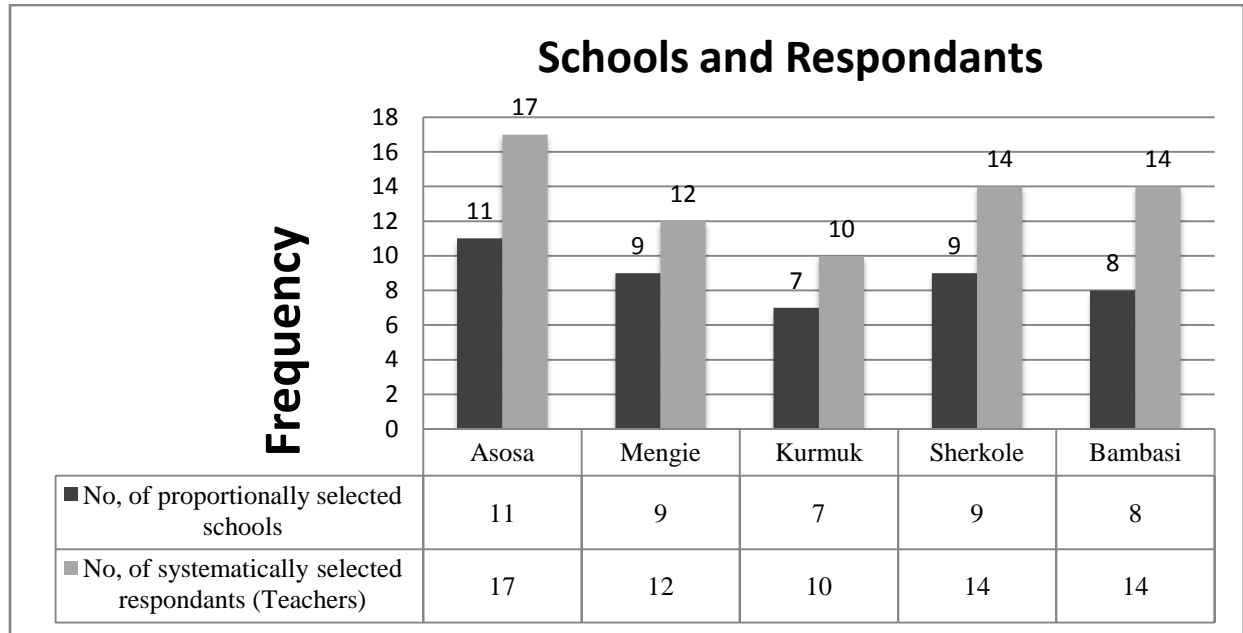


Figure 3. 1, demographic characteristics of target schools and systematically (respondents) teachers

To select the target classroom for observation, purposive sampling was employed. According to Frankel et al (2012) based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select a sample. Therefore, the researcher selected 4 classes from Bambasi General Primary and Junior School for observation as far as teachers of Asosa zone schools thought to have similar background. The selection of EFL teachers for observation was employed randomly from beginners (1-2) to higher led teachers (>19). Accordingly, four teachers between service year of 8-17 were selected to make an investigation on the amount and pedagogical functions of L1 (Amharic) in L2 (English). Classroom observations were accompanied by tape recording. All recordings were maintained for 30 minutes in each selected sections and transcribed independently. Observed teachers were also interviewed after the end of lessons depending of the circumstance of classroom presentation.

### **3.4. Instruments for Data Collection**

#### **3.4.1. Observation**

In this study, observation was intended to play vital role in gathering data about classroom practices of L1 during English lesson. It was also anticipated to answer research question 1 and 2 by providing an adequate data regarding functions of L1 and its amount in English teaching. To get relevant data: therefore, four classes were observed. The type of observation employed was systematic or direct observation because Ary et al. (2010) justified that “systematic or direct observation of behavior is the most desirable measurement method” (p.216).

The researcher made an intimate relationship in advance of the observation. Frankel et al. (2012) advice that researchers better spend “four to five days in the classroom before starting to record observations to enable the students to become accustomed to their presence and go about their usual activities” (p. 448). During the observation, the researcher “sits on the sidelines” and watch (Frankel et al, 2012, p.446). Checklist and tape recording were the main recording tools during the observation. Unlike Macaro’s, 5 second talk and Neils’s 10 second sampling technique, the researcher desires to record four consecutive classes for 2 hour. The observation was employed under the administration of the researcher and other English teacher teaching lower grades.

#### **3.4.2. Questionnaire**

The role of the questionnaire is to elicit the information that is required to enable the researcher to achieve the objectives of the research (Brace, 2004). To do this, the questionnaire should not only “collect the data required, but collect the data in the most accurate way possible” (p.7). Hence, to answer to research questions number 3, and 4 the researcher used questionnaire as it enables him to gather information regarding stipulations how teachers rationalize the scheme of L1 in L2 in teaching EFL and if teacher have some specific guideline to use L1 in target language classrooms of Assossa zone of second cycle schools.

To get relevant data, the questionnaire consisted of both close-ended and open-ended questions. Frankel et al, (2012) pointed out that closed ended questions are so important that they “enhance, consistence, of response across, respondents easier and faster to tabulate, more popular with, respondents” (p.400). Open ended questions, on the other hand, have an advantage in allowing more freedom of response and easier to construct. They also allow for elaboration in a response

and so can provide insights into the meanings which respondents attach to their actions and beliefs (Miler and Brewer, 2003). With this empirical justification the questionnaire integrated both open and closed ended questions. More specifically, the first sections of the questionnaires contained questions, concerning participants’ perceptions and knowledge of how L1 can be used in L2. The second section of the questionnaire is concerned with issues related to functions of mother tongue and the final part concerns whether or not EFL teachers set specific guidelines for inclusion of Amharic in EFL classroom. The design of the questionnaire was based on the common findings of L1 in L2 recommended by the literature; (Atkinson, 1987; Harbord, 1992; and Cook, 2001; Collingham, 1988, as cited in Auerbach, 1993; Liu, 2008; Abyi, 2012; Scott, Jose and La Funten, 2008).

The questionnaire contains 24 items. It was prepared by the researcher based on the literature review. The assignment of numbers to closed ended questions was undertaken according to Creswell (2012, p.175) that Likert scales “strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1).” Finally data entered directly into a statistical program called SPSS version 16.0.

Finally, the three main sections of the questionnaire were to do with the responses to Likert-scale items. Accordingly the following interpretation table has been used for Likert scale item appeared on the question.

Table 4.2, interpretation of Lickert scale used in the questionnaire.

<b>Mean</b>	<b>Degree</b>	<b>Opinion</b>
<b>4.5–5</b>	Very high	Strongly agree
<b>3.5–4.4</b>	High	Agree
<b>2.5–3.4</b>	Moderate	Undecided
<b>1.5–2.4</b>	Low	Disagree
<b>1.0–1.4</b>	Very low	Strongly disagree

Source: Walters and Küçük (2009). ELT Journal Volume, 63(4), 332-342).



### **3.4.3. Interview**

In addition to observation, a second category of data collection involves interviewing the teachers from whom information was desired. Data collected through observations often can suggest questions to follow up on through interviews or the administration of questionnaires (Frankel et al., 2012). In addition, administering interview for four selected teachers was valid and a productive way to assess the accuracy of observations. One of the most efficient ways to collect interview data is to use an audio recorder (Ary et al, 2010). The interview was, therefore, accompanied by tape recording. It was aimed to get data that might have generated from the researchers mind after classroom observation. Interview questions were followed when the teacher finished the lesson and get out of the room that the observer asks questions depending on what he observed in the classroom.

### **3.5. Piloting the Instruments**

To see the extent to which the instruments gather the needed information from participants it was important to test tools in advance of distribution. In order to achieve this, ten questionnaires were distributed to EFL teachers in four junior schools during pilot testing. This was the necessary step of the research as far as the issue of reliability and validity is indispensable part of both qualitative and quantitative data gathering tools. Frankel et al, (2012) pointed out that the quality of the instrument used in research is very important, for the fact that the conclusion researchers draw are based on the information obtained using instruments.

#### **3.5.1. Reliability and Validity of the Questionnaire**

As it was already mentioned in the above discussion, to obtain the advantage of reliability of the questionnaire, the researcher employed test retest in 4 junior schools (Hoha number 1 and 2, Megele number 2, and Ura schools). Accordingly, the result calculated by Cronbach Alph indicated 0.827. This result was obtained without omission or addition of 24 items. The test result however was varying when item 13, 22 and 24 omitted from the total questions. Hence, three items were omitted and; as a result, the analysis showed higher result revealing 0.830.

According to Brown (2004) the issue of reliability goes beyond test-retest. He identified some of the factors that can affect the reliability of the test. These factors are respondent related factors, rater related factors and test administration. To minimize problems related to respondents, they

were requested to feel free in responding to the questionnaires. The rating system (particularly filing in tally sheet) was completed by one rater so that rater related errors were properly maintained.

Validity test was crucial in judging the “appropriateness, meaningfulness, and usefulness of the instrument” (Frankel et al, 2012, p.148). In order to maintain the validity, instruments were prepared in accordance with the relevant review of literature and looking how the concept works. This was made to get relevant inference for the study in line with the described literature review. Items were also checked, edited and well written to tackle the problems. Moreover questionnaires were given to lecturers of EFL who are currently teaching in Jimma University. This was intended to get the benefit that they can comment on the questionnaire in line with the professional knowledge they acquired concerning L1 in L2; and hence, the tool can achieve the objective of variables that are going to be studied.

As far as the qualitative instruments are concerned, they are also prepared based on literature review. Furthermore according to (Frankel et al, 2012) cooperation of respondents highly contribute to validity of the instrument. In order to deserve this benefit and thereby to maximize the validity of qualitative data cooperation of all selected teachers for classroom observation was decisive during the research endeavor.

### **3.6. Data Treatment**

#### **3.6.1. Qualitative Data**

Creswell (2011) demonstrated that the first step the researcher needs to do after completion of the collection is organizing data for analysis. Qualitative data were expected to be a compliment of the quantitative data during the analysis. The qualitative data included tape recordings, interviews and open ended questions. Interviews were recorded, transcribed and analyzed so that it was interpreted in harmony with recorded observation. The interviews were held face to face, so that the interviewer worked directly with the respondent to ask questions and record their responses. This method is thought to be important according to Bhattacharjee (2011).The interview was open ended. As the researcher and the teachers are speakers of Amharic, the interviews were conducted in Amharic but contained occasional recourse to English. It was translated back to English.

### **3.6.2. Quantitative Data**

Quantitative data were collected through closed ended questions and checked by eliminating unacceptable questionnaires, identifying incomplete questions, instructions not followed, and missing pages and so on. During data collection six teachers were not able to return questionnaire and excluded from the sample. Subsequently, the researcher assigned a numeric score (or value) on a tally sheet according to response category for each question and a statistical technique was applied.

Additionally, in order to get meaning out of the collected raw data, descriptive statistics such as frequency distribution, percentage, mean and standard deviation were used. The frequency distribution was undertaken in such a way that lists each category of data collected by questionnaire and looking for the number of occurrences for each category of data. Percentage was also used to compare the number of word count (L1 and L2) and demographic characteristics of respondents. Mean was intend to compare the reasons why teachers use L1 in L2 classroom and under which scholarly identified functions they more prefer to use L1 in L2.

In very small portion of the study inferential statistics was employed. This was thought to see reliability of inter-item correlation and differences between groups of teachers. Finally, to show a clear picture of the demographic characteristics of the respondents graphs were used. Graphs allow us to see the data and get a sense of what the data are saying about the participants in the study. This was done for the fact that a picture is worth a thousand words, and has a similar application when dealing with data. The application was carried out by using Excel Micro Soft Word.

### **3.7. Research Procedures**

The researcher followed certain procedures to complete the study in the needed time framework. The procedure was undergone in such a way that the researchers prepared data collection tools; questionnaire, and unstructured interview in advance to the data collection. Next, questionnaire was distributed to 4 schools (Hoha number 1 and 2, Megele number 2, and Ura schools) 10 teachers of Asosa zone for piloting.

After completion of questionnaire preparation, the researcher received letter from Jimma University department of English language and Literature that informs the researcher was from

Jimma University and to be presented to all authorities in the target schools. The questionnaire was distributed by the aid of assistants so that the researcher supervises the activity during the process. Interview was prepared before the observation, however, depending on the circumstance in the classroom to be observed, the researcher have prepared interview for eliciting more idea from teachers after observation.

Finally, the researcher come back to Jimma University and the collected data through questionnaire was cleaned, arranged and entered in to SPSS version 16.0 for analysis. Tape recordings were transcribed and number of Amharic in English language classroom were counted and arranged for analysis. Finally, the researcher analyzed all collected data and get meaning out of it by using descriptive research design that leads to interpretation and conclusion of the finding.

### **3.8. Ethical Considerations**

In social science ethics is decisive part of the study. In all steps of the research process, the researchers need to engage in ethical practices. Practicing ethics is a complex matter that involves much more than merely following a set of static guidelines such as those from professional associations or conforming to guidelines from campus institutional review boards. Ethics has become a more persistent idea stretching from the origins of a research study to its final completion and distribution (Creswell, 2012).

Miller and Brewer (2003) pointed out that while the deliberate falsification of results obviously is inexcusable, inappropriate analysis and reportage of findings can be as misleading as deliberate fascination of data. In any rigorous study, the researcher should reveal the technical shortcomings of the research and, moreover, report all results whether positive or negative (p.98).

By sharing this knowledge of ethical issues the researcher honestly reported all findings according to responses obtained from respondents. In addition to this the respondents consent was not violated. According to Frankel et al, (2012, p.62), “the information obtained from research participants during the course of an investigation is confidential unless otherwise agreed upon in advance.” To make the study more confidential, once the data in a study have been collected, “researchers should make sure that no one else (other than perhaps a few key research

assistants) has access to the data.” (p.62). Names of the subjects had been removed from all data collection forms. Regarding legality of the study legal letter was received from the department of English language and literature to inform concerned bodies whenever it is necessary.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This chapter contains analysis and interpretation of the research. It presents the demographic characteristics of the population, results of classroom observation, questionnaire and interviews. The analysis undertaken in this chapter incorporates descriptive statistics, inferential statistics and narration. In line with the analysis and interpretation, this chapter also contains discussion of the findings.

#### 4.1. Demographic Characteristics of the Respondents

The demographic characteristic of the respondents provides some information about the number of participants in the study by sex, service year, and mother tongue.

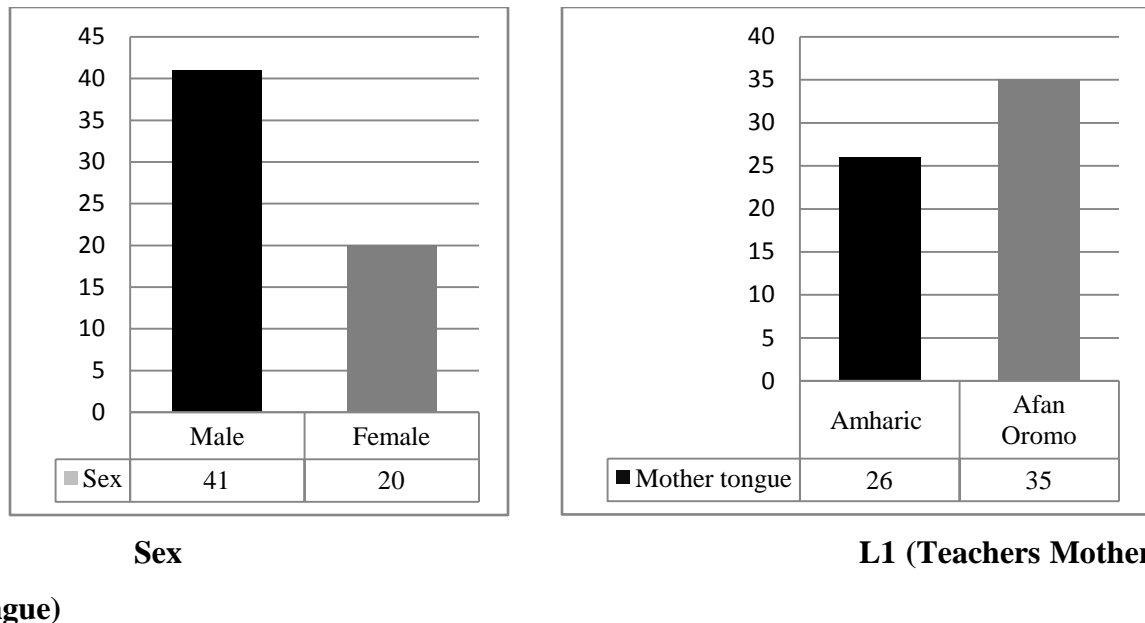


Figure 4.1. Number of respondents by sex and mother tongue

The distribution of respondents in figure 4.1 shows there are 41 (67%) male and 20(33%) female EFL teachers in the selected sample schools. In addition, 26(32%) of the teachers' mother tongue is Amharic and the rest 35(57%) of respondents mother tongue is Afan Oromo

Table 4.1, demographic characteristic of respondents in service year by Woreda

Service	Woredas					Total
	Asosa	Mengie	Kurmuk	Sherkole	Bambasi	
<b>Beginner 1-2 years</b>	0	1	0	4	5	10
<b>Intermediate 3-6 years</b>	0	1	3	2	4	10
<b>Teacher 7-9 years</b>	2	3	2	3	2	12
<b>Higher teacher 10-12</b>	3	2	0	1	0	6
<b>Assistant teacher 13-15 years</b>	1	0	0	1	0	2
<b>Led teachers 16-18</b>	0	1	3	1	0	5
<b>Higher led teachers &gt;19</b>	10	3	2	1	0	16
<b>Total</b>	16	11	10	13	11	61

Source: MoE (1991). Teachers' development ladder

With regard to the work experience of respondents the next figure illustrates 20 teachers worked between 1-6 years. Other 18 teachers have served for between 7-12 years. The number of assistant teacher was 2 and their service ranges between 13-15 years. Finally, 21 teachers have served for 16-19 years. Grouping teachers according to their service year was appeared to be crucial in order to avoid overgeneralization about teachers' knowledge of L1 in L2 particularly novice and experienced teachers.

The study was held in Asosa zone particularly junior schools from November, 2013 to May, 2014 which was supposed to cover nearly two semesters. The data sources for the research were primary sources of data such as; observation, interview and questionnaire. To get meaning out of raw data, descriptive statistics such as; mean, percentage, frequency and standard deviation were primarily used. Inferential statistics such as Cronbach alpha and One Way ANOVA were employed in order to check reliability of instruments and the differences between groups of teacher in service year.

## **4.2. Analysis and Interpretation of Data**

As it was mentioned in the previous part, classroom observations were held in four sections for 30 minutes in each class of grade eight for T1 and T3 and grade seven for T2 and T4. (Note that T1, T2, T3 and T4 in this study stand for teacher 1, teacher 2, teacher 3 and teacher 4). T1 and T2 worked for 8- 9 years that is leveled as teacher level. T3, on the other hand, worked for 13 years (assistant teacher level) and finally T4 worked for 17 years that is leveled as led teacher.

All observations were accompanied by tape recording in each section. Recordings were transcribed (see Appendix A, B, C and D) to answer research question number 1; the function of Amharic in teaching EFL and 2; how many L1 is used in L2 classroom. An observation form was filled out documenting the teachers' code time started and ended (see Appendix F). In order to answer research questions; 3 and 4 questionnaire was prepared based on literature review. The questionnaire consisted of items related to theoretical knowledge of teachers about L1 use in EFL teaching, the extent of teachers' knowledge about the pedagogical functions, and the extent to which teachers set a specific guideline to substantiate Amharic with EFL teaching.

Items in the questionnaire were administered in English language because respondents were English teachers.

### **4.2.1. Data Obtained through Observation: Functions of L1 Use**

This section deals with the first research question that is to do with the pedagogical function of Amharic language during EFL teaching. To determine the purposes of L1 use, first, the researcher identified all L1 utterances from transcribed data, obtained during classroom observation. An L1 utterance was an utterance in which an instance of L1 had been used. In other words, by identifying the range of L1 functions found in the data, the researcher discerns which ones were more readily performed in the classroom. Accordingly the following functions were observed.

#### **4.2.1.1. Translation**

When the teacher gave the Amharic equivalent word for English, it is labeled as a translation. From this point of view, the transcription of the recorded data depicted that Amharic was used for translation in EFL classrooms. The recording instances showed that T3 translated for the



students first with students request and later by his consent. As one can observe from the following extract 1, T3 was translating English words into Amharic during students group work. In this particular extract, the teacher translated Amharic words into English because students preferred the teacher to translate English words.

Extract 1: T3

S: Care ማለት ምንድን ነው? [Meaning: what is the meaning of the word care?]

T: መንከባከብ ማለት ነው:: [Translation by the teacher]

S: Environment ማለት ምን ማለት ነው? [Meaning: what is the meaning of the word environment?]

T: አካባቢ ማለት ነው:: [Translation by the teacher]

S: Characteristics? [Meaning: what is the meaning of the word characteristic?]

T: ባህሪ:: [Translation by the teacher]

From the above extract the interrogative “care ማለት ምንድን ነው?” the word “care” was demanded by the students to be translated into Amharic. Subsequent to teachers’ response, students steadily asked the teacher to translate even other English words; environment and characteristics. In addition, the following extract shows the interactions between the teacher and students through mother tongue that reveals teachers preference of translating English words.

Extract 2: T3

“feeding መመገብ ማለት ነው:: growing ማደግ ማለት ነው:: inspire ማለት መደሰት ማለት ነው::”

According to this extract the teacher was in a position to translate the English words without students’ demand for translated words by the teacher. Regarding this Harbord (1992) states that translation is “learners’ preferred strategy” that they can be given an opportunity to translate without encouragement (p.350). According to this extract, however, the teacher was translating English words during the presentation of the lesson with the interest emanating from him. Moreover, the recorded data showed that T2 was translating English sentences in the middle of his presentation without clear signal of word difficulty from students’ side. The next extract can show us accurately about the case.

Extract 3: T2

“...from mid of September to mid of March. ከታህሳስ አጋማሽ እስከ መጋቢት አጋማሽ ድረስ...”

As the extract shows, translation of English words into Amharic by T2 and T3 did not come from many attempts to explain in English. Both teachers translated while they were working on the exercises. For example, T2 translated [borderland ማለት አዋሳኝ ማለት ነው::] which the word “አዋሳኝ” in Amharic means “borderland.” This technique was applicable during the grammar translation method that focused on translation of every word in to mother tongue. However, such an approach has been discredited on a number of grounds and it is not my intention to advocate its reintroduction. Cook (2001) pointed out that the use of L1 for conveying word and sentence meaning recognizes that the two languages are closely linked in the mind. The teacher explained on the interview as the following:

“I am afraid that students can’t listen to all English words ...and even they can’t catch anything when I always use English.”

This response indicates that, teacher’s use of mother tongue was manifested from his personal feeling that is also referred to as self approach. The recording instance also showed that T3 first translates English words for students when students asked him to do so. Literature is not against translation in the process of language learning when it is based on students’ preference. Harbord (1992) convinced that translation is an inevitable part of second language learning even where no formal learning occurs. What matter is translation is not regarded as teachers’ strategy of EFL teaching; however, it is learner preferred strategy and the teacher needs to work with student natural tendency rather than against it. Teachers use such translation whenever they think there is challenge in helping students to understand the context of the word.

In extract 2 and 3, nonetheless, the interest for translation was not radiate from students. For instance, T2 observed translating sentences and phrases whenever he explained points in English. Hence, it is obvious that translation in this context came from teacher’s desire. According to researchers, translation is valuable when students perform to simplify texts or any language aspect. According to DiCamila and Anton (2012; Harbord, 1992) learners resorted to their native language when they tried to make sense of the meaning or form of the text and when they

evaluated an L2 text either in the form of translation or by externalizing their explicit knowledge about the L2.

#### 4.2.1.2. Maintaining Discipline

According to transcriptions three teachers used Amharic for maintaining discipline. The following extracts were taken from three teachers because T4 had never used Amharic for maintaining discipline.

Extract 4

T1: ዝምብላችሁ እኔን ተከታተሉ:: [follow me with silence]

T2: ሹ...ሹ... እየተስማማን እንሂድ እሺ? ከተጠያቂው ወጪ ማንም ሰው እንዲያወራ አልፈልግም:: ምንም ድምጽ መስማት አልፈልግም:: [Silent...let agree, ok? [I don't want others students to speak except the one that is allowed to speak. I don't like to hear any voice, ok?] የምትስቁ ተማሪዎች be careful. አትሳቅ West በየት በኩል ነው east በየት በኩል ነው ያለው? ኢታቅም? ኢታውቅም ለዛ ነው የምትስቀው:: [...those who are laughing....don't laugh...where is east? where is west? You don't know where east and west are. That is why you are laughing].

T3: አትበጥብጥ አንተ አትረብሽ . ሹ . . ሹ . . ባካችሁ ዝም በሉ [please do not disturb... you do not disturb!] በቃ...በቃ...በቃ... አንድ ሰው እንዳይተነፍስ:: [stop!...Stop!...Stop...no one should speak!] ዝም በል አንተ ልጅ....[you...boy...keep silent!]

The above extracts show us that three teachers used Amharic for creating silence in the classroom. During the observations, teachers were using mother tongue repeatedly even to control one or two students. T4, however, did not use Amharic utterances to maintain discipline. Most importantly, teachers were highly interested in mother tongue of students rather than English when students misbehave in the classroom. Some of spoken words were produced from teachers' emotional conversation with some misbehaved students.

T1 used Amharic for the similar purpose only once. He preferred students' attention only at the beginning of the lesson. T3 also used Amharic utterances for discipline and his utterances were emotional: አትበጥብጥ አንተ አትረብሽ!. ሹ . . ሹ . . ባካችሁ ; በቃ...በቃ...በቃ... አንድ ሰው እንዳይተነፍስ:: Meaning: [ you...boy don't disturb....please, stop! Stop! No one should whisper!]

The way T3 used L1 shares some cultural incident which let students seek attention of their teachers when they warns in Amharic language. Regarding this, Cook (2001) pointed out that the need to maintain discipline sometimes calls for L1. He added that saying “shut up or you will get a detention!” in the L1 is a serious treat rather than practice of imperative and conditional constructions (p. 415). Macaro (1997, as cited in Cook, 2001) found out students report “once their teacher slipped into the L1 it is something really bad!” (p.415). Franklin (1990, as cited in Cook, 2001) also found out that 40% of teachers preferred the L1 for discipline. The data gathered through observation in table 4.12 (see page 60) also shows that teachers are highly interested in mother tongue for discipline purposes.

#### 4.2.1.3. Explaining Grammar

The other taxonomy on L1 function found from the recorded data was Amharic for explaining grammar. The following pieces of extracts show that T4 used Amharic as a strategy to explain grammar lesson. According to the recorded data, T4 showed an interest to correlate Amharic sentences to help students internalize two grammatical forms.

Extract 5

**T4:** Comparative የምንለው ሁለቱን ነገር ለማወዳደር ነው። [...to compare two things]  
Superlative adjective ደግሞ ከሁለት በላይ ለሆኑ ነገሮች ነው። [...to compare more than two things].

As it can be seen in the above data, T4 used Amharic sentences to elucidate the difference between comparative and superlative degrees. The teacher employed the strategy to help students conceptualize grammatical patterns by explaining the two forms in Amharic. In the interview section the teacher gave his opinion why he included a very small amount of mother tongue into EFL. He suggested that,

I do not always use Amharic in my classroom because I know that it is not allowed in English classroom though students want me to clarify ideas in Amharic. And I know that students are very alert when I use Amharic but how can they learn the language unless at list avoid fear of speaking the language...

According to T4 making a shift into Amharic does not support teaching the target language suitably. It is also possible to deduce that the teacher was meticulous in integrating the two languages. During the observation the researcher noticed that he shifted to L1 after a heated discussion about what comparative and superlative degrees are between students and him.

Ellis (1992) pointed out that L1 is legitimate for explaining grammar rules. According to researchers mother tongue raises students' awareness of and elicit conscious reflection on a grammatical structure through a focus on the difference between two languages (Scott et al, 2008). Nevertheless, the teachers' emphasis on clarifying the meaning of comparative and superlative degree than explaining forms of the two grammatical structures in Amharic. If it were in such cases, the L1 may help students to formulate hypotheses about language and support them in developing explicit understandings about how grammar operates in the target language (Careless, 2008).

#### 4.2.1. 4. Amount of L1 use in EFL

The second research question was finding out the amount of mother tongue used in EFL classroom. In order to determine the amount of L1 used in the observed classes, first, the researcher carried out a word count of all L1 and L2 utterances. Then he calculated and compared the amount of L1 used by each teacher.

Table 4.3. The amount of Amharic and English words observed from four lessons in 2 hours.

Teachers		T1		T2		T3		T4	
Amount		N	%	N	%	N	%	N	%
Languages	English (L2)	429	81%	860	59%	881	84%	721	96
	Amharic(L1)	101	19%	552	41%	169	16%	31	4
	Total	530	100%	1412	100%	1050	100%	752	100%

*N: total number of word distribution for each teacher*

As it is presented on the above table, the amount of Amharic and English words used during recordings of each section was that, T2 used 860 (59%) English and 552 (41%) Amharic words with total of 1412 spoken words within 30 minutes. T3, on the other hand, used 881 (84%)

English and 169 (16%) Amharic with the passage of 30 minutes recording time. In addition, T1 built-in 429 (81%) English and 101 (19%) Amharic words. Finally, T4 performed 752 (96%) English and 31 (4%) Amharic words from the total of 752 words. In sum, 2891 English and 853 Amharic words were used across all lessons.

As can be indicated in the previous extracts, of all teachers, T2 relatively used maximum quantity of Amharic words followed by T3. The transcript showed that T2 was not aware of specific points when to use Amharic language. Some of the words he produced implied that he was emotional on the methodological approach to assimilate the two languages. For instance, there was no valid reason when he included the following Amharic utterances into English language reading lesson.

Extract 6: T2

Kilimanjaro is the second largest. የዓለም ትልቁ ተራራ ሚባለው...which is Evert ነው። ይህኛው በታንዛኒያ ውስጥ የሚገኝ የአፍሪካ ትልቁ ተራራ ነው። ከፍታዉ አምስት ሺህ ስምንት መቶ ስንት ነው? ዘጠና አምስት ሲሆን ይህ ተራራ Kilimanjaro ተራራ ነው። which covers with what? Snow...በበረዶ የተሸፈነ ነው።በዚያ ተራራ ላይ ምን አለ? ሦስት volcanic Center የሚባሉ አሉ። Three የሆኑ ሴንተሮች አሉ። This volcanic center appears in Kilimanjaro. በዚህ ተራራ ውስጥ so አንደኛ “woshra” ሁለተኛ “Mawanzi” ሶስተኛ “Shira” የሚባሉት ናቸው። The third one is “Shirah.” The second is “Mawanzi” The third one is what? Snow caven በሚባለው ቦታ እንዳለ ያመለክታል። The first one is Mawanzi, the second one is “Shira” and snow shaved; then ይህንን ተራራ ሰዎች የሚጠቀሙት ለምንድን ነው? በአፍሪካ ውስጥ የሚገኝ ሲሆን is used for tourist attraction.....ለቱሪዝም መስብህነት ይጠቅማል። Specially, for African የገቢ ምንጭ ከመሆኑም በላይ ሰዎች ሲመጡ ያንን ተራራ ሄዶ ለማየት..... Because this is the essential and we can know the direction of the country which ከሰሜን በረሀ ውጪ የሚገኙ አገሮችም እንደዚያ ነበሩ። ናይጄሪያና ማን ነበሩ? እስኪ አንድ ጥቀሱልኝ።

This particular extract was taken from T2’s presentation that indicated an overuse of Amharic utterances when the teacher attempted to inform about mountain Kilimanjaro. The number of Amharic words immersed in the extract exceeds the number of English words. When we count up Amharic and English words for this particular extract, the teacher used 87 Amharic and 79 English words. The extract also indicated that, there are no empirical evidences to validate the legitimacy of speaking about mountain Kilimanjaro by including massive mother tongue in

triggering target language. The teacher highly focused on the content of the lesson instead of focusing on the linguistics aspects of the language. And, therefore, still there is no clear indication about the extent to which this particular target language aspect demands the fascination of Amharic utterances to facilitate students learning.

The extract also showed that T2 had a feeling of self approach that was also manifested during the interview session. The interview made after the classroom observation showed that the teacher thought students may not understand what he is saying in English; and consequently, he preferred the reversion into Amharic frequently. After the lesson the teacher responded that:

I used Amharic because when I speak English language they miss the direction of the daily lesson and students even become idle and passive as far as they cannot listen to the whole English words during my presentation.

The distinctive activity examined from tape recording was that, T2 and T3 strived to add Amharic letters in to English words that referred to as negative transfer (Brown, 2004). As it is found from tape recording teacher were translating English sentences in to Amharic and frequently adding Amharic sounds into English words: [-ʔ] as [-n], [ɲ-] as [bə-] [h-] as [k].

Extract 7: T2: Kilimanjaroʔ; hlongest; ɲsnow;

T3: threeʔ

Although T2 and T3 had a lot of efforts to clarify the daily lesson, they produced a lot of Amharic words while the classroom was English. Both teachers also preferred to prefix and suffix Amharic morphemes into English words in the middle of their speech. For example, T2 added the Amharic letter “ɲ” [bə] as a preposition “by” when he make emphasis on specific object or noun in the passage. In the above extract he supplemented the Amharic latter “ɲ” [bə] on the noun “snow” that became [ɲsnow] to say “it is covered by snow.” Additionally, the teacher used similar approach when he wanted to give emphases on the theme of the lesson and thereby to draw students’ interest by adding similar affixation on mountain “Kilimanjaro” (see appendix B). The same technique was used by T3 that he added the Amharic letter “ʔ” to the number “three” that to inform exercise that became “exercise threeʔ.”

T1 and T4, on the other hand, used Amharic utterance for mediating some difficult sections of the lesson for students. According to classroom observation T1 used Amharic after frequent questions to elicit students to talk about the rights of disabled people. T4 also turned to mother tongue after active participation of students that he realized students were unable to realize about the two grammatical forms (superlative and comparative). However, the amount of Amharic words used by T1 was high for the mentioned specific activity. For instance, the following extract shows T1 used more Amharic words than English when he desired to provide examples on “the rights of disabled people.”

Extract 8: T1

ለምሳሌ፡-የተለያዩ ህንፃዎች በሚሰሩበት ጊዜ አካል ጉዳተኞችን ግምት ውስጥ ያስገባ መሆን አለበት። ይህ ለምሳሌ አካል ጉዳተኞችን በግምት ውስጥ ያስገባ መብት ነው። So they have to be considered in that way. Because still it thought that they are culturally ignorant ብዙ ጊዜ አካል ጉዳተኞች በባህል ተጎድተዋል ተብሎ ነው የሚታሰበው። Specially በተለያዩ በሽታ በሚጎዱበት ጊዜ ወደ ሰው አያቀርቧቸውም። But all have to be treated equally ሁሉም ሰው እኩል መብት አለው አይደል? አዎ በዚህ ዘመን ማንም ሰው እኩል ነው። ስለዚህ የሌላውን መብት መንካት አግባብነት ለውም።

Besides, in similar way to T2, T1 focused more on the content of the lesson than the language aspect. Unlike the three teachers, T4 relatively added small amount of mother tongue during 30 minute recording. He used mother tongue for ordering students in class work and explaining the concept of grammar. For more illustrations, the proportional amount of English and Amharic utterances between four teachers is presented bellow.

Table 4.4. The proportional amount of English and Amharic words used between teachers

Teachers		T1		T2		T3		T4		Total words	
Amount		N	%	N	%	N	%	N	%	N	%
Languages	English	429	14.83	860	29.74	881	30.47	721	24.93	2891	77.21
	Amharic	101	11.84	552	64.71	169	19.81	31	3.63	853	22.79
Total		530	26.67	1412	94.45	1050	50.28	752	28.56	3744	100%

*N: the amount of words used between teachers*



The table shows that the total amount of words used by four teachers were 3744 out of which 2891 (77.21%) were English and 853 (22.79%) Amharic. When we see the proportional amount of words used between teachers, the above table displays that, T2 used 860 (29.74%) English and 552 (64.71%) Amharic words. Secondly, T3, used proportionally 881(30.47) English and 169 (19.81%) Amharic words. Thirdly, T1 used proportionally 429 (14.83%) English words and 101 (11.84%) Amharic words. Finally, T4 employed 721 (24.93%) English and 31 (3.63%) Amharic words which was proportionally the smallest of all the three teachers. It is possible to deduce from the table that there is no uniformity between teachers in substantiating L1 and L2.

According to table 4.3 the word count carried out after the transcription of recorded data showed all teachers immersed different amount of L1 across lessons that relatively range from 31 (3.63%) to 552 (64.72%). This is highly greater than the proportional amount of L1 found across lessons by Macaro (2001). He found that L1 as a proportion of lessons ranged from 0% to 15.2%. This difference indicated that there was a considerable range of L1 use across all lessons. Additionally, the proportional mean of L1 (Amharic) talk by all teachers across four classes is 22.7 % and this is also highly greater than Macaro's 5 second sampling record of 6.9% as a proportion of talk (see Macaro, 2001).

The proportional amount of L2 across lessons found in this study also ranges from 14.83% to 30.4% this is also smaller when it is compared to Neil (1997, as cited in Macaro, 2001) found in his study that teachers' L2 use varied between 97.5% and 33.1 % as a proportion of lesson. The analysis of the transcription informs that many utterances were used to provide very small and limited activities such as discipline, translation, explaining grammar. Finally, what is to be considered is that, selected teachers for classroom observations were teachers level (8-9 years), assistant level (13) and led teacher level (17years). Therefore, it might not be difficult for these teachers to strike a balance between using L1 and in the target classroom.

The total proportional amount of L1 obtained is 853 (22.79%) and 2891 (77.21) English words. Surprisingly, the average amount of English and Amharic words found by Abyi and Mohammed (2011) in Bahir Dar elementary schools was 7136 (77.7) English and 2048 (22.3) Amharic. This value was obtained from 10 observations in 5 classes (observing one class two times) that varied between 22 to 33 minutes in each observation. This result clearly indicates that there is high reliability between teachers of Bahir Dar elementary schools and Asosa second cycle schools in

using L1 in L2 classroom as far as they persistently used the same amount of utterances for both languages.

#### **4.2.2. Data Obtained Through Questionnaire**

##### **4.2.2.1. Teachers' Knowledge about the Inclusion of L1 in L2**

The third major research question concerning mother tongue use in EFL was about the knowledge of teachers regarding the pedagogical value of mother tongue in EFL classroom. The aim of this research question was to find out teachers' awareness about L1 use in L2 (EFL) classroom by teachers of Benishangul Gumuz particularly Asosa zone. To get relevant data 8 questions were prepared under the category of teachers' perception of pedagogical value of L1 in the questionnaire; particularly, the emergency of mother tongue in EFL classroom that is thought to facilitate teaching of the target language. The analysis of the questionnaire was made by categorizing teachers' service year in order to compare their mean value at different hierarchical levels. Categorization was deliberately planned in order to avoid overgeneralization that might occur in case of service year in relation to teachers' knowledge of mother tongue use in the target language classroom.

Table 4.5, teachers' perception about L1 in L2

Service year		Q1. Using mother tongue is necessary for teaching English language	Q2. All EFL teacher have to have knowledge how to use L1 in L2	Q3. Methodologically using MT with students natural tendency	Q4. Teachers need to use Amharic in EFL classes
Beginner 1-2 years	M	2.8000	2.9000	4.2000	2.2000
	N	10	10	10	10
	SD	1.13529	1.19722	1.87380	1.22927
Intermediate 3-6 years	M	3.0000	3.5000	3.5000	2.9000
	N	10	10	10	10
	SD	1.24722	.84984	1.43372	1.28668
Teacher 6-9 years	M	3.4167	3.4167	3.5000	3.0000
	N	12	12	12	12
	SD	1.37895	1.24011	1.00000	1.04447
Higher teacher 10-12 years	M	2.8333	3.6667	3.1667	2.3333
	N	6	6	6	6
	SD	1.32916	1.03280	1.47196	1.75119
Assistant teacher 13-15 years	M	4.0000	4.0000	4.0000	2.5000
	N	2	2	2	2
	SD	.00000	.00000	.00000	.70711
Led teacher 16-18	M	3.8000	3.0000	3.4000	3.0000
	N	5	5	5	5
	SD	1.09545	.70711	.89443	.70711
Higher led teacher >19	M	2.8750	3.1875	3.1250	2.2500
	N	16	16	16	16
	SD	1.02470	.75000	1.54380	1.00000
Total	M	3.0984	3.2951	3.4918	2.5738
	N	61	61	61	61
	SD	1.17905	.97201	1.40976	1.16131

Key: 4.5-5 - Very high: Strongly agree; 3.5-4.4- High: Agree; 2.5-3.4- Moderate: Undecided; 1.5-2.4- Low: Disagree; 1.0-1.4- Very low: Strongly disagree

In table 4.5 the mean value of teachers' response for item1 about the importance of using mother tongue for teaching English language indicated moderate (undecided) for beginner, intermediate teachers, higher teachers and higher led teachers. This item, on the other hand, showed agreement for assistance teachers and led teachers with the mean of 4 and 3.8 respectively.

The response showed that there is dissimilarity between teachers in responding to the item according to their service years. On one hand, the item showed agreement for assistance and led teachers. On the other hand, beginner, intermediate teachers, higher teachers and higher led teachers disagreed. Copland and Neokleous (2012) pointed out that in academic circle educators interest has shifted to judicious use of the L1 to support the learning and teaching of L2. Despite the agreement of two level teachers showed their knowledge about L1 supports L2, there is no clear evidence why only assistant and led teachers agreed on the item. The overall mean value was 3.09 for the item fall in the range of moderate (undecided). This implies that teachers have no similar knowledge on how L1 facilitates teaching of L2 because there is unevenness of responses between teachers.

Item 2 deals with whether or not all EFL teachers have to have knowledge how to use L1 in L2. Only intermediate, higher teacher and assistance teachers were high (agreed) with the mean of 3.5, 3.6, and 4 respectively. The mean value for others such as: beginner teachers 2.9, teachers 3.4, led teachers 3, and higher led teachers 3.18 indicated moderate. The total means of respondents for the item showed that moderate (undecided) with 3.2. The result indicates teachers have no concrete thought on the methodological use of L1. Grim (2010) explains that EFL teachers have to make significant decisions about their teaching "methods and styles," including the use of the first language L1.

As far as item 3 is concerned, teachers responded differently about whether or not they use mother tongue methodologically with students' natural tendency. Beginners, intermediate, teacher and assistant teachers responded high. The means of these respondents are 4.2, 3.5, 3.5, and 4 respectively. Others, higher teachers, led teachers and higher led teachers chose moderate (undecided). Their mean values for these respondents were 3.1, 3.4, and 3.12 respectively. The total mean of teachers showed moderate (undecided) on the methodological use of mother tongue with students natural tendency. Harbord (1992) commented that teachers should attempt to work on important aspects of students' natural tendency rather than rejecting it. However, advanced

teachers (with service year of >16) preferred to chose undecided which indicated moderate on the interpretation scale. This also implies lack of uniformity between teachers about the pedagogical values of L1.

Concerning item 4 whether teachers have to use mother tongue in EFL classroom beginner teachers, higher teachers and higher led teachers responded low (disagree) with the mean value of 2.2 and 2.3 and 2.2 respectively. The rest of respondents, intermediate and teacher level teachers were moderate about the item with mean of 2.9 and 3 respectively. Assistant and led teachers have a mean of 2.5 and 3 respectively that indicated moderate response. In sum up, the overall mean of this item indicated moderate with 2.5 mean values.

The decision on this item appears to be not patent as far as it is not plausible to avoid mother tongue in language teaching classroom. Butzkamm and Caldwell (2012) explained that it is not possible to stop students' mother tongue in the target language classroom. Oxford (2001) also identified mother tongue as compensation strategy that help teachers overcoming limitations in speaking and writing.

Table 4.6. Teachers' perception about L1 in L2

Service		Q5. Including Amharic does not affect EFL teaching	Q6. Amharic makes teaching EFL easier	Q7. Use Amharic throughout EFL classroom	Q8. Amharic should be completely avoided from EFL classroom
Beginner1-2 years	Mean	3.0000	3.7000	3.4000	2.7000
	N	10	10	10	10
	SD	1.15470	.82327	1.17379	1.49443
Intermediate 3-6 years	Mean	3.1000	3.0000	3.1000	2.5000
	N	10	10	10	10
	SD	1.28668	1.15470	1.28668	1.50923
Teacher 6-9 years	Mean	3.0000	3.7500	2.9167	2.2500
	N	12	12	12	12
	SD	1.20605	1.21543	1.44338	1.42223
Higher teacher 10-12 years	Mean	2.5000	3.0000	2.6667	2.6667
	N	6	6	6	6
	SD	1.76068	1.54919	1.50555	1.63299
assistant teacher 13-15years	Mean	2.0000	3.0000	2.5000	2.5000
	N	2	2	2	2
	SD	.00000	1.41421	.70711	.70711
Led teacher 16-18	Mean	2.8000	3.4000	2.4000	2.4000
	N	5	5	5	5
	SD	1.64317	.89443	1.14018	.89443
Higher led teacher >19	Mean	2.6875	3.8125	2.4375	2.6875
	N	16	16	16	16
	SD	1.13835	4.67930	1.03078	1.40089
Total	Mean	2.8361	3.5082	2.8197	2.5410
	N	61	61	61	61
	SD	1.24070	2.54049	1.23164	1.36105

Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree

In response to item 5 about including Amharic does not affect EFL teaching, only assistant teachers responded low (disagree) with the mean value of 2. Others respondents chose moderate. The mean of beginner teachers for this item was 3, intermediate 3.1, teacher 3, high teacher 2.5 led teachers 2.8 and higher led teachers also 2.8. The total result of respondents for the item falls in the range of moderate (2.83). Researchers argue that teaching first language influence may be an indication of low acquisition. So, it can be eliminated or at least reduced by natural intake and language use (Krashen2002). Careless (2008) also explained that use of mother tongue has both positive and negative consequence. Hence, mother tongue affects teaching of target language when it lacks theoretical knowledge from teachers' side.

Item 6 was designed to elicit the knowledge of teachers whether or not Amharic language makes teaching of EFL easier. As it was indicated in the table beginners, teachers, and higher led teachers agreed that Amharic makes teaching EFL easier. The mean values for these teachers were 3.7, 3.75 and 3.8 respectively. On the other hand, the mean value for intermediate, higher teachers, assistant teachers and led teachers showed moderate value. The entire mean result for this item indicated high (agree) with the mean value of 3.5 which depicts Amharic makes teaching of EFL easier. Literature supports the response of teachers where everything is under normal condition. Turnbull and O'Cain (1998) suggested that first language can be beneficial as a cognitive, social interaction, and pedagogical in second language learning.

Item 7 concerned with the use of Amharic throughout EFL classroom. The response showed that led-teachers and higher led teachers chose mean value of 2.4 which indicated low (disagree). The rest of respondents answered moderate. The total mean value for this item also showed moderate with mean value of 2.8. This implies that teachers lack knowledge about using mother tongue thoroughly in target language affects target language learning. In contrast to item seven, item 8 deals with teachers' response concerning whether or not Amharic should be completely avoided from EFL classroom. Teachers and led teachers responded low (disagree) and the mean value for this item was 2.2 and 2.4 respectively. The rest of teachers preferred to chose moderate. Finally, the mean of total respondents for this item indicated 2.5 that leveled as moderate (undecided). It is not as such convincing to make complete avoidance of L1 in targets classrooms where BETs are implementing the instruction, however, there are still scholarly advices about judicious use of mother tongue.

Table 4. 7, ANOVA table to see if there if any difference between teachers by service year

Items		df	F	Sig.
1. Using mother tongue is necessary for teaching English language	Between Groups	6	0.890494	0.508454
	Within Groups	54		
	Total	60		
2. If EFL the teacher have knowledge how to use L1 in L2	Between Groups	6	0.794993	0.577958
	Within Groups	54		
	Total	60		
3. Methodologically using MT with students is a natural tendency	Between Groups	6	0.678759	0.667326
	Within Groups	54		
	Total	60		
4. Teachers need to use Amharic in EFL classes	Between Groups	6	0.930849	0.480533
	Within Groups	54		
	Total	60		
5. Amharic does not affect EFL teaching	Between Groups	6	0.378039	0.88984
	Within Groups	54		
	Total	60		
6. Amharic makes teaching EFL easier	Between Groups	6	0.171915	0.983273
	Within Groups	54		
	Total	60		
7. Use Amharic through EFL classroom	Between Groups	6	0.847003	0.53955
	Within Groups	54		
	Total	60		
8. Amharic should be completely avoided from EFL classroom	Between Groups	6	0.150386	0.98821
	Within Groups	54		
	Total	60		

*The mean difference is significant at 0.05 levels*

*Key: df: degree of freedom; F: value between groups and with in groups [to be referred from F table]; Sig: significant difference between groups*



In the above table, analysis of One Way ANOVA showed that the calculated value of  $F$  is less than the table value of 2.34 (6, 54: see distribution of  $F$  on statistical table value) at 5% level with degree of freedom being between groups = 6 and within groups= 54 could have arisen due to chance. This analysis supports the null-hypothesis of no difference in sample means. We may, therefore, conclude that the difference in result about knowledge of L1 in L2 was insignificant and is just a matter of chance. In other words, there is no statistically significant difference between all teachers (beginner to higher led teachers). This does mean that all levels of teachers have the same knowledge regarding the general perception of the inclusion of Amharic in EFL classroom with  $p < 0.05$  for all variables. It also indicated that the frequent inclusions of Amharic in EFL classroom were without clear justifications of how L1 works in EFL classroom.

#### 4.2.2.2. Teachers' Knowledge about the Pedagogical Functions of L1 in L2

This is the second part of the questionnaire and devoted to gathering data about teachers' knowledge of scholarly identified functions of mother tongue in teaching the target language. This part was intended to support classroom observation for the fact that it triangulates teachers' actual teaching and their underplaying reasons of L1 use for different pedagogical functions.

Table 4.8. Teachers' perception about translation of target language

Items	N	Mi n	Ma x	Su m	Mean	SD
<b>Q9. Translation of the whole passage enhances learning</b>	61	1	5	143	2.344262	0.910773
<b>Q11. Translation reduces EFL input</b>	61	1	5	173	2.836066	1.171613
<b>Q10. Translation to Amharic motivates students</b>	61	1	5	203	3.327869	1.234522
<b>Q13. Translation is natural</b>	61	2	5	208	3.409836	0.882743
<b>Q12. Amharic is important for translating new words</b>	61	1	5	217	3.557377	1.245319

*Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree. SD standard deviation; N: total number of respondents. Minimum: minimum score for the item Max.: maximum score for the item. Sum: the total score for the item.*

The result in the above table is in ascending order from low to high. As can be seen from the above item 12 about the functions of Amharic language for translation of English, mean of 3.6 respondents agreed that Amharic is important for translating new words. Other respondents reacted moderately (undecided) to item 10, 11 and 13. On item 9, however, respondents disagreed that translation of the whole passage enhances learning. The mean value of these respondents was 2.3. Hence, in this category of function of L1 in L2 respondents agreed that Amharic is important for translating strange words. For item 13 none of respondents chose 1 (strongly disagree) and in case their choice fall between 2 and 5 (disagree and strongly agree).

The important point to be considered from the responses obtained in this category was that it seems contradictory with the findings obtained from classroom observation. As it has been mentioned in the previous analysis of recorded data three out of four teachers were highly subjected to translating English into Amharic words. The result in the above table, however, revealed moderate result on L1 as translation tool for EFL teaching. We can affirm responses of item 9 and 12 for the fact that none of four observed teachers translate the whole passage, however, still with doubt whether all translated words were strange words. In addition, the table below conveys the perception of teachers whether or not Amharic fosters teaching of grammar lesson.

Table 4.9, teachers' perception about function of L1 for teaching

<b>Items</b>	<b>N</b>	<b>Mi n</b>	<b>Max</b>	<b>Mean</b>	<b>SD</b>
<b>Q14. Amharic helps to explain complex sentences</b>	61	1	5	3.344262	1.15304
<b>Q 15. Amharic is necessary for explaining grammar lesson</b>	61	1	5	3.262295	1.15328
<b>Q16. Mother tongue is used for classroom discipline</b>	61	1	5	2.9672	1.16858
<b>Q17. Mother tongue is used for generating idea during planning stage of writing skill</b>	61	1	5	3.1148	1.06612
<b>Q20. Amharic creates friendly social environment</b>	61	1	5	3.21311	1.06637

<b>Q 19. Amharic is necessary for checking comprehension</b>	61	1	5	3.2951	1.14520
<b>Q18. Mother tongue is used for task instruction</b>	61	1	5	3.3770	1.06714

*Key: 4.5–5 - Very high: Strongly agree; 3.5–4.4- High: Agree; 2.5–3.4- Moderate: Undecided; 1.5–2.4- Low: Disagree; 1.0–1.4- Very low: Strongly disagree. SD: Standard deviation between means.*

As it was presented in the above table majority of teachers reacted to the item choosing moderate whether or not Amharic supports to explain complex sentences and grammar during EFL teaching. As it has indicated on the table teachers lack the theoretical knowledge of mother tongue for fostering grammar teaching. DiCamila and Anton (2012; De La Campa, 2009; Harbord, 1992; Cook, 2001) identified L1 for explaining grammar. Likewise, consciousness raising according to (Ellis, 1992) is “an attempt to equip the learner with an understanding of a specific grammatical feature to develop declarative rather than procedural knowledge of it” (p.232).

Similarly Deller and Rinvoluceri (2002, as cited in Careless) suggest that students can profitably use mother tongue to make comparisons between the grammars of their first and second languages. Nevertheless, none of teachers used Amharic language for these specifically identified techniques of mother tongue during grammar lesson. One of the teachers used Amharic in grammar lesson appeared only to translate what comparative and superlative degree mean and this share some part of translation in order to simplifying the concept by comparing the two grammatical meanings.

From the table still we can deduce an important point about contradiction between observation and questionnaire on L1 for maintaining discipline. According to extract 4, three teachers frequently applied mother tongue to create silence in the classroom. In contrast, item 16 of this table showed teachers preferred to undecided on the importance of mother tongue for maintaining classroom discipline. Additionally, from the table we can grasp that the response of teachers about L1 for generating idea during planning stage of writing skill, to create friendly social environment, for checking comprehension and task instruction appeared to be moderate. Abyi (2012) found that L1 supports students during idea generating stage of writing skill. Atkinson (1987) also pointed out that mother tongue is instrumental for checking comprehension, friendly social environment and task instruction.

### 4.2.3. Finding of Teachers' Guideline of L1 in L2 Classroom

The fourth research question about whether or not teachers have clear guideline about L1 in L2 appeared to be answered through questionnaire.

Table 4.11. Specific guideline how to use mother tongue in EFL classroom

Item	Yes	%	No	%
<b>Q 21. Have you any specific guideline as how to use Amharic in EFL classroom?</b>	12	19.67	49	80.32%

As it has displayed in the above table, the number of teachers who do not have specific guideline how to use Amharic in EFL classroom was four times double than those who have specific guideline on the use of mother tongue in EFL classroom. The table conveyed that 49 (80%) of the respondents have no any guideline on the use of L1 in L2. The number of teachers who set a specific guideline how to integrate mother tongue in to EFL was four times less than those who do not have guideline. The number of these respondents was 12(19.67%).

The above item was followed by an open ended question that was prepared to get the attributions of teachers, if they responded no (see appendix G) or yes, whether they have specific guideline how to treat L1 in L2 classroom. Those who responded no wrote down on the blank space that it is strange idea for them. They pointed out that they have ample guidelines particularly on classroom supervision, peer evaluation, continuous professional development plan (CPD), school improvement plan (SIP) and continuous assessment. However, there is no guideline how to treat mother tongue in English language classroom. Even some of the respondents replayed that, the issue of how to treat mother tongue in English classroom is becoming a big debate between teachers during peer evaluation. Those who responded yes, on the other hand, were unable to write their guideline.

Lack of guideline at school level as well as national level highly affects English language teaching. Duff and Polio (1990) found out that, for different teachers some of the factors determining the different amounts of L1 and L2 were lack of departmental policy guidelines and

pedagogical training. Hence, an absence of written guideline and policies at the school level contributes to poor practice of L1 in L2. From open ended responses, there are also indications of low attention from Ethiopian training policy. The issue of mother tongue in target language classrooms was not uncovered in ETP set in 1994. This is also contributing to inefficient language teaching.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part is devoted to summary of the findings, conclusions and recommendations that tend to be useful in informing the finding about the utilization of Amharic language in Asosa zone junior schools. The conclusion of this study is drawn from data analysis which is also a basement for recommendations in the study. According to data analysis, therefore, the following conclusions have made.

#### 5.1. Summary of the Major Findings

Let us begin with a brief overview of the study and then summarizes the results. The main purpose of the study was investigating teachers' use of mother tongue (Amharic) in teaching English language in Asosa zone: focus on grade 7 and 8. In order to achieve the purpose of the study, the following basic research questions were raised:

1. What are the functions of L1 in teaching EFL from teachers' side?
2. How many Amharic words do teachers use in EFL?
3. What is the extent of teachers' knowledge about the pedagogical values of L1 in English classroom?
4. Do teachers of junior schools of Asosa zone set a specific guideline based on the theoretical assumptions and techniques of L1 use in L2?

In order to address these basic research questions related literatures were reviewed. Additionally, different sampling techniques were employed to select the target schools. Consequently, 44 schools were selected from 78 in order to distribute questionnaire. From the proposed 67 teachers 61 teachers were able to fill the questionnaires and returned on time. The total population of the study was 81 teachers who are teaching only grade 7 and 8. Tools employed for data collection were classroom observations, questionnaire and interviews. Tape recording was also crucial in recording sounds of teachers during English teaching. The analyzed data; therefore, indicated the following findings.

### **1. Functions of Amharic (L1) in English Classroom**

During classroom observations teachers incorporated Amharic in the middle of instruction for translation, maintaining classroom discipline and explaining grammar. The analysis of tape recording showed that these functions were not systematic in assisting target language teaching. Teachers were highly subjected to self centered approach in concocting the two languages. This explicitly indicated poor language proficiency. Moreover, though teachers performed some of scholarly identified functions of L1 in L2, they were employed without clear knowledge how they work in L2. The data obtained through questionnaire and observation also revealed that there was variability of knowledge on the area under discussion between teachers; and consequently there was inconsistency in employing functions.

### **2. The Amount of Amharic used in EFL**

As it has already presented in the discussion part, there was a frequent addition of L1 into L2 spoken sentences. Most of L1 utterances recorded in the presentations were more employed for very specific purposes: particularly discipline and translation. The amount of L1 used across lessons relatively range from 31 (3.63%) to 552 (64.72%). There is a high range between T4 (3.63%) and T2 (64.72%). This is also highly greater than the proportional amount of L1 found across lessons by (Macaro, 2001) which was proportionally ranged from 0% to 15.2% across lessons.

Additionally, the proportional amount of L1 (Amharic) talk by all teachers across four classes is 22.7 % and this is also highly greater than Macaro's 5 second sampling record of 6.9% as a proportion of talk. The proportional amount of L2 across lessons also ranges from 14.83% to 30.4% this is also smaller when it is compared to (Neil, 1997, as cited in Macaro, 2001) found in his study that teachers' L2 use varied between 97.5% and 33.1 % as a proportion of lesson.

### **3. Teachers Knowledge of Pedagogical Value of L1**

To get relevant data categorization of teachers by service year was desirable. This was also indispensable technique in order to avoid over generalization that might occur between novice and advanced teachers in relation to knowledge and perception of mother tongue use in target

language classroom. The finding showed that there were variations in responding to all items. As far as mean values about teachers' perception of mother tongue in L2 vary for all levels of teachers, employing One Way ANOVA was central. The result obtained from ANOVA indicated that there is no significant difference between groups of teachers at  $p < 0.05$ . The calculated value of  $F$  is less than the table value of 2.34 (6, 54) at 5% level with degree of freedom being between groups = 6 and within groups = 54 could have arisen due to chance.

#### **4. Basic Guidelines of Teacher How L1 Treated in L2 Classroom**

As it is indicated in the discussion part 48 (80.32%) of teachers responded that they have no basic guideline how L1 can be methodologically engaged in L2 teaching. Very small respondents replayed that they have specific guideline how to use L1 in English language. Therefore, lack of clear guide line at school as well as national level highly affects English language teaching.

#### **5.2. Conclusion**

All teachers in the study worked in similar context of governmental schools in the same region and zone. Their realistic feat of mother tongue in EFL classroom demonstrated that there was a considerable variability between teachers. They have even unclear and personal feeling on L1 use in the target classroom. As it has presented on extract 2, 3, 4, 5, and an interview of T1, T2 and T3 there is a predisposition that lead us to conclude that they have unclear and vague insight about the view of pedagogical functions and use of L1 in L2.

What seems worthy in this study was that although the literature affirms Cook (2001; Harbord, 1992) the pedagogical appreciation of mother tongue in EFL teaching, the study illustrated that the volubility of L1 for facilitating L2 became distorted because of the unbalanced use with the target language by teachers. For instance, extract 1, 2 and 3 indicated that there was continuous Amharic utterances and sentence that were uneasy to get head or tail out of it about their functions in teaching EFL. Utterances were repetitive and unsystematic which can perhaps result poor English language teaching. Teachers apply a few functions of mother tongue in EFL teaching with poor administration. For instance, the way teachers incorporate L1 for translation of English words appeared to be trivial. First, translation is learners' strategy and second teachers applied it in continuous and personal manner.



The study also showed that the number of L1 utterance counted and proportionally calculated exceeds the previous studies by (Macaro, 2001 and Neil, 1997, as cited in Macaro, 2001). This was an indication for excess amount of mother tongue use in target language classroom. In comparison to the previous study the amount of word count was proportionally high with considerable variability between teacher as well as lessons. The degree and intensity of L1 use between teachers appeared to be different extremes; high, medium and low. Therefore, from the finding there are also indications of low target input. The proportional amount of word used in both L1 and L2 became exactly similar with findings of Abyi and Mohammed (2011) in Bahir Dar elementary schools that indicates high reliability between English teacher of Asosa zone and Bahir Dar second cycle in using L1 in L2.

The other main deal in this study was, teachers at different service year responded differently to all questions regarding pedagogical knowledge of mother tongue in EFL teaching. The data illustrated something of complication about mother tongue use in EFL classroom. This implied that the issue of L1 was untouched in the study area for long time. Unsystematic and personal use of mother tongue highly affected teaching of the target language which contributed to poor language learning. It was demonstrated that even teachers of high service lack knowledge how the current language teaching pedagogy is dealing (with a bit argument) with the integration of mother tongue in English language classroom.

It is evident that on table 4.5 and 5.6 teachers from beginner to higher led levels have almost similar knowledge according to the overall mean value obtained from the questionnaire. Statistical analysis of One way-ANOVA assured that there is no significant difference between all groups of teachers at  $p < 0.05$  on the perception of L1 in L2. This implied that teachers were not considerate in accessing published academic books, language teaching journals, ELT journals and so on in order to accustom with issue of BETs and thereby to update their proficiency level. Besides, the result implied inability of teacher educators, Universities and teachers training colleges to cope up with the issue of mother tongue in target language classroom during provisions of pedagogical course of language teaching. As it has showed in table 11 lack of basic guideline and school based policies on the methodological support of L1 in L2 is clearly contributing to poor English language teaching.

The researcher also recognized that a vast amount of research effort has been made into the use of L1 in L2 and that some progress has been made in non Ethiopian context. Yet there is lack of theoretical knowledge that has persisted between groups of teachers in the sampled schools. After all, the data obtained through tape recording implies that there are also various activities that mother tongue served as a mediator between the target language and the whole classroom. It is possible to read throughout transcripts and analyse various Amharic utterances used by teachers for further study of L1 in L2. Finally, further investigation needs to be employed on the effectiveness of mother tongue use in target language classroom particularly the enhancement of communicative competence of students. It is also inspirational if further study made on students English language achievement under the instruction of different teachers as well as different extents of L1 in L2 use.

### 5.3. Recommendations

According to the conclusion there are factors that affect teaching of the target language because of inappropriate use of mother tongue in English language classroom. In order to tackle these problems the researchers would like to forward the following recommendations:

- Since, scholarly identified functions of mother tongue use in EFL classroom were not well treated by teachers of EFL, it is legitimate for teachers to have a systematic approach in implementing functions. Whenever it appears mandatory for the teacher to help students by shifting to mother tongue it is legitimate to know the purpose of L1 for that particular instance.
- Regarding the unsystematic use of L1 functions in target language observed, teachers should overview findings how the concept works and they have to be sure about the legitimacy of Amharic instances in teaching the language. It is also necessary to identify students' related strategies of mother tongue use in target language. Translation, relating grammatical patterns of the two languages and generating idea are related to learners strategies than teachers.
- Regarding disparity of L1 use between teachers, EFL teachers need to share experiences of other teachers and even schools. Most importantly make English language a medium of communication in the classroom. By doing this students are receiving more comprehensible input (Krashen) thus leading to more complex language structures instead of highly relying on mother tongue. This is for the fact that, when teachers use the L2, students are not only learning about the language but also learning through the language.
- To tackle problems of awareness, a good deal more needs to be done to communicate findings regarding the value of L1 in EFL teaching. Accessing published academic books and journals to junior school teachers who may not always be able to access such publications appeared to be crucial. It would be useful if educational bureaus, teacher educators, colleges and universities provide more concrete guidance to teachers as to when teachers use mother tongue. It is essential if ETP (Ethiopian Training Policy) have a glance on the issue of mother tongue in target language classroom particularly in formulating necessary guidelines that also seeks the attention of syllabus designer.

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**Websites:** (<http://explorable.com>).

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## Appendix A

### Transcript 1

#### Grammar lesson

#### Teacher 1

#### Word formation grade 8<sup>th</sup>

Suffixes

Good morning...

Teacher: let us go to the next one

T; Hello keep quite and follow me ዝምብላኝሁ እነን ተከታተሉ:: In the last period we have been talking about “suffixes”. Let us see the suffix that changes the meaning of the given particular ...see in the box [box ዉስጥ ያለዉን በደንብ ተመልከቱ] there are given alternatives ...”ship” abstract noun and refers to status. For example, “friend” “friendship.” The given example in the box tells us that... it expresses status. How they are related. The other is “hood” and abstract noun specially used for:

Family : Family hood

Sister: sisterhood

Brother: brotherhood

This all are related with ከምን ጋር ይገናኛሉ?

The other is “-ism”.

T: Ok students what is that

S: abstract noun and used for belief/occupation

Example: Catholicism , Socialism, Terrorism, Capitalism

This all refers to occupation

T: the other is the suffix “-ist”

Example: capitalist, socialist



These refer to the person who talk about capitalism or performer or who does that action. The other is “-er” or ‘-or’. The person he or she who has a particular job. Example; teach – teacher, act –actor

The other is “-ish.” It is an adjective that add to “-la” and tells precise meaning. Example, what we call woman- “womanish” it gives precise description. A person with a belief

“-ism” capitalism or occupation

“-ist” the person who ..... [Field by the students]

Ok, based on this we are going to talk the others....

T: a person who plays a guitar

S: Guitarist

T; a person who plays a drum

S: durmasts ከበሮ የሚጫወት ሰዉ.

Let us go to the listening part. Keep quit students. The topic is **disability right**. Those people who are disabled have right which is different from the other people have. What are those rights? Can you say something? The right that disabled people have is different from us or not similar. What are the only right that have given for disabled people? Can you mention some of these , again?

### **Discus in group**

**Write some points about the right of disabled people.**

ሌሎች ሰዎች ወይም አካል ጉዳተኞች ያላቸዉ...እኛ የሌለን መብት ምንድን ነዉ? እኛ የለሌን እነሱ ቢቻ ያላቸዉ በብት....ማለት ለአካል ጉዳተኞች ቢቻ የተገባ መብት::

S: They have the right to what?

S2: they have the right to involve on constructions

S3: they have the right ...affirmative action

T: good...to mean what? Ok may be in employment case when they have got equal mark ....the government might favor for them. In different office, they have the grantee to be taking care of. Example, when the building is constructed it needs to consider the cases of disabilities; physical disabilities,

[Amharic] ለምሳሌ:-የተለያዩ ህንፃዎች በሚሰሩበት ጊዜ አካል ጉዳተኞችን ግምት ውስጥ ያስገባ መሆን አለበት። ይህ ለምሳሌ አካል ጉዳተኞችን በግምት ውስጥ ያስገባ መብት ነው። So they have to be considers. Because still it thought that they are culturally ignorant ብዙ ጊዜ አካል ጉዳተኞች በባህል ተጎድተዋል ተበሰሎ ነው የሚታሰበው። Specially በተለያዩ በሽታ በሚጎዱበት ጊዜ ወደ ሰው አያቀባውም። But all have to be treated equally ሁሉም ሰው አኩል መብት አለው አይደል? አዎ በዚህ ዘመን ማንም ሰው እኩል ነው። ስለዚህ የሌላውን መብት መንካት አግባብነት ለውም።ok in the next class we will see the listening part በመጀመሪያ ሁሉን በደንብ አይታችሁት እንድትመጡ እና አብረን በጋራ እንመለከታለን።

## Appendix B

### Transcript 2 Reading lesson Teacher 2 Reading grade 7<sup>th</sup> Topic Natural wonders of Africa

T: Good afternoon?

S: Good morning

T: Ok, please, all of you turn on your exercise book. Before starting I order you. ደብተራችን አጠጥሮ...ባካችሁ...ሽ...ሽ...silent Ok!...before you go to today's lesson , before starting the new one....Well, what have you learned previously?...who can remember and tell us the lesson we learned in the previous time? If you have any answer response you may write ...Get in....Get in...እዚህ ከሆንክ ግባ....please. if you have any response please.....እዚህ ከሆንክ ግባ ባክህ.....ትላንትና ስለምን ነበር የተማራችሁት?

S: about natural wonders of Africa.

T: Ok, about natural wonders of Africa. Anyone else? ሌላስ? about the natural wonders of Africa which was described in your text book page 140, yes?. This is also about the use of direction. ስለ uses of direction ነገር:: there are around 55 countries are belongs to Africa. So, from this knowledge the current position of countries... and where are they? This is the main purpose of this geographical distribution to show the normal positions or place of country from each country. So, this is what we've just learned yesterday. Then there are some questions, Ok?

Question: Name the water body that surrounded Africa are? Yes, what is that? The water bodies that surrounded Africa. Atlantic and what? Indian Ocean...

S: Atlantic and Indian Ocean

T: yes, any else... Where is the source of Nile River?

S: In Ethiopia

T: From Ethiopia?

S: Region 3

T: The name of Island which separates land which is the piece of land which is appears in the water body. Island ማለት በውሃ መካከል የምትገኝ አካል ደሴት እንላለን። ትላንትና ስለዚህ ነበር የተማርነው። ዛሬ ምንማረው ስለ አፍሪካ ውስጥ የሚገኝ ስለአንድ ተራራ ነው። About what? Mountains of Kilimanjaro, about the mountain of Kilimanjaro. Ok, be silent and attend please. Do you know which mountain is the largest in the world, in the previous lesson...which mountain is the largest in the world? Kilimanjaro is the second largest. ሁለተኛው.... ዓለም ትልቁ ተራራ ሚባለው....which is Evert ነው።ይሄኛው በታንዛኒያ ውስጥ የሚገኝ የአፍሪካ ትልቁ ተራራ ነው። ከፍታው አምስት ስምንት መቶ ስንት ነው? ዘጠና አምስት ሲሆን ይህ ተራራ Kilimanjaro ተራራ ነው። which covers with what? Snow...በበረዶ የተሸፈነ ነው።በዚያ ተራራ ላይ ምን አለ? ሦስት volcanic Center የሚባሉ አሉ። three የሆኑ ሴንተርኞች አሉ። This volcanic center appears in Kilimanjaro. በዚህ ተራራ ውስጥ so አንደኛ “woshra” ሁለተኛ “Mawanzi” ሶስተኛ “Shira” የሚባሉት ናቸው። The third one is “Shirah.” The second is “Maawanzi” The third one is what? Snow caven በሚባለው ቦታ እንዳለ ያመለክታል።

The first one is Mawanzi, the second one is “Shira” and snow shaved; then ይህንን ተራራ ሰዎች የሚጠቀሙት ለምንድን ነው? በአፍሪካ ውስጥ የሚገኝ ሲሆን is used for tourist attraction....ለቱሪዝም መስብህነት ይጠቅማል። Specially for African የገቢ ምንጭ ከመሆኑም በላይ ሰዎች ሲመጡ ያንን ተራራ ሄዶ ለማየት..... because this is the essential and we can know the direction of the country which ከሰሪ በረሀ ውጪ የሚገኙ አገሮችም እንደዚያ ነበሩ። ናይጄሪያና ማን ነበሩ? እስኪ አንድ ጥቀሱልኝ። What are they?

S: Niger, Mali, Algeria, Libya and Egypt. Three countries are covered by ....Saharan desert. They are found in the northern part of Africa. central Africa የሚባሉት አሉ . . . እነዚህ ምንድን ናቸው? ጥያቄዎች አሉ አሁንም ቢሆን African countries ተብለው ይጠራሉ። Kilimanjaroን ሰዎች ምንድን ነው roof of of africa ብለው ይጠሩታል። ለምንድን ነው .Kilimanjaroን ከአፍሪካ ጋር አገናኝተው የመጥራት ነገር አለ። this decended from the nature....ከአፈጣጠሩ ተነስቶ ነው ከአፍሪካ ጋር በመገናኘት የአፍሪካ ተራራ ነው . . . የአፍሪካ ቅርጽ continent ምን አለው? የራሱ ቅርጽ አለው አይደለ እንዴ? የራሱ የሆነ feature አለው ከዚያ ጋር ተመሳሳይ ይሆናል ብለው ገምተነው ነው። that is why the roof of Africa ብለው የጠሩት ከዚያ ጋር አያይዘው ነው። ከ longest የተነሳ it is wider ስፋቱም ከቁመቱ ጋር የተያዘ ነው። ከዚህ ተነስተው ነው። ከዚህ የተነሳ the roof of Africa ብለው ጠርተውታል ሌላው ደግሞ ጎብኚዎች ሲሄዱ ይህንን ተራራ አመቱን በሙሉ በምን... በ snow ተሸፍኖ ነው የሚያገኙት ...because of that ነው። ሦስት ወራቶች አሉ በዚያ ውስጥ ሰዎች ሄደው enjoy የሚያደርጉበት። ከመቼ እስከ መቼ? from mid of September to mid of March ከታህሳስ አጋማሽ እስከ መጋቢት አጋማሽ ድረስ clear ይሆናል። የዚያን ሰዎች ሄደው ማየት ይችላሉ። ግን ጥያቄዎች አሉ።

T: where is mountain Kilimanjaro is found?

S: in Tanzania

T: good, the second one is why it is called as a roof of Africa? Mount Kilimanjaro is referred to as the roof of Africa ...why? Because of the regards of the nature that mountain ከአፈጣጠሩ የተነሣ ብለዉ የገመቱት ወይም meaning የሰጡት ከዚያ የተነሣ ነዉ::

T:Ok, name the three major volcanic centers of the mountain? I told you previously there are three.... what? Volcanic centers in mountain Kilimanjaro...then...Shira, Mwanzi and there are

Name the highest pick ምን ያህል ናቸው? ከፍተኛው አምስት ሺህ ስምንት መቶ ዘጠና አምስት . . . ምን?. . . . ኪ.ሜ ወይስ ሜትር ? ሚ.ት ok, this is about mountain Kilimanjaro. There is also a dialogue

Instruction: some of you read as a teacher and some of you read as a student ok? አንድ እንዳለ መምህር...ርዝመት ከፍታ አምስት ሺህ ስምንት መቶ ዘጠና አምስት . . . . ርዝመት ነው:: ከፍታውስ? ራስ ዳሽን የኢትዮጵያ መሆኑን ረስተህል? Ok, እዚህ ጋ... conversation ነው:: እስኪ ሁለት ለሁለት እየሆናችሁ አንዳችሁ እንደ መምህር አንዳችሁ እንደተማሪ እየሆናችሁ ይህንን exercise one እና threeን ተነጋገሩበት::Three....one of you do as what?...as a teacher and ask your partner.....make conversation ...Ok...who can make a conversation for the first. Be silent....who can make conversation? Number, 46, Ok, 60, Ok ...number 60....have you a book? Ok, conversation ማለት ንግግር ማድረግ ማለት ነው :: አንቺ እንደ መምህር ሆነሽ እርሱ ደግሞ እንደ ተማሪ ....you be silent you may start your conversation .....you start your conversation....Fekadu make a conversation with him.

Fill that part....you may say what....Ethiopia is belong in south west of Eretria. Borders ማለት አዋሳኝ ማለት ነው:: Sudan is not east but west of Africa an Ethiopia is east of Sudan, Ok, be ready I ask each individual student randomly....number three ሦስት ቁጥር...ሦስት ቁጥር... you? Ok,follow your text book. Silent be keep quite silent please ሸ....ሸ....እየተሰማማን እንሂድ እሺ? ከተጠያቂ ዉጪ ማንም ሰዉ እንዲያወራ አልፈልግም:: ምንም ድምጽ መስማት አልፈልግም:: Ok, question 3, which country lays west of Zambia? You know directions ;west east, south and north. Then በምህራብ በኩል Zambiaን የሚያዋስን ሀገር. One student attempted to answer] No I asked her, this question is not for all of you, Zambiaን በምህራብ በኩል የሚያዋስናት ሀገር Angola, well number 9 silent...አስራ ሦስት ቁጥር...who is number thirteen? One... three Tesfaye...question 2 which country is east of Chad? East of Chad...try to complete is please ሰዓትህ ተጠቀም:: You Egypt?...which country lays east of chad? በeast በኩል Chadን የሚያዋስን ሀገር ምንድን ነዉ? Egypt ነዉ:: well, what is the country that locates north

west of south Africa በሰሜን ምህራብ ደቡብ አፍሪካን ምታዋስን ሀገር ማን ነች? What is that? Tigist...Namibia...በሰሜን ምህራብ ደቡብ አፍሪካን የምታዋስን ሀገር ናሚቢያ ናት። Q4, which country lays east of Congo...east of Congo Congoን በምስራቅ በኩል የምታዋስን ሀገር Rwanda with what Uganda. Q5, in which direction is Sudan from Libya? Sudan with Libya...first you should understand the locations of each country. The country in the north, in the east, in the west and in the south...ይህንን ከሌያችሁ በኋላ ነው መመለስ ያለባችሁ። ሱዳን ከሊቢያ በየት በኩል ነው የምትገኘው? Ok, at the south direction.

Ok, sudan ከLibya በየት በኩል...Sudan ከሊቢያ በየት በኩል ነው የምትገኘው? Sudan ላይ አደለም...ላይ የሚገኙ የሰሃራ በረሃ የሚነካቸው ናቸው። ለቢያ ቻድ ምናምን...ጋና ናይጄሪያን ጨምሮ... central Africa ናቸው። አይደለም እንዴ? ስለዚህ Sudan ከLibya በየት በኩል ነው? South ነው አይደለም እንዴ? ሱዳን የትላይ ነው። ሱዳን...ትግስት ተነሽ...stand up! Ok ወደ ሰሜን ዙሪ...ተነሽ...be silent...please...be careful...ምስራቅ በየት በኩል ነው ያለው? Zakir ተነሽ...ተነሽ ነው የምልህ። ወደ ሰሜን ዙሪ...be silent please. የምትስቁ ተማሪዎች be careful. ምስራቅ በየት በኩል ነው ያለው? አትሳቅ West በኩል ነው east በየት በኩል ነው ያለው? አታቅም? አታቅም ለዛነው ምትስቀው። ዝም ብለህ ነው እንዴ ምትስቀው? አትሳቅ ለመማር እስከሆነ ድረስ መሳቅ አያስፈልግም።

North, south, east, west. የፀሐይ መወጫ east ነው ምትጠልቅበት west ይባላል። አዎ...ወደ ፀሀይ መወጫ በምንዞርበት ጊዜ west ይባላል። በእጃችሁ በቀኝ በኩል ያለው east ነው። በግራ በኩል ያለው west ነው። ፊት ለፊታችን ምንድን ነው? North ነው። ስለዚህ south east west እያልን መናገር እንችላለን። ስለዚህ Sudan ከLibya በየት በኩል ትገኛለች ነው? Sudan ነው Libya ነው በnorth area ያለው? Libya በnorth በኩል ነው ሚገኝው። Sudanስ በየት በኩል ነው ያለው? South...south what...south east ላይ ነው የሚገኘው...በየት በኩል ነው ያለው? በደቡብ ምስራቅ በኩል ነው የሚገኘው። Listen...Ok, ስለዚህ በዚህ ዙሪያ ላይ ጥያቄ ያለው? ያለበለዚያ..page 142 ላይ it talks about direction also. Today we have learnt about the direction about mountain Kilimanjaro and comparative degree ባለፈው ስለ comparative degree ተምረናል። Long adjective short adjective እያልን...እናም...short adjectiፎች ራሳቸው ላይ -erን እየጨመሩ comparative ይፈጥራሉ ስለዚህ ይህንን መደጋገም አያስፈልግም። age 143 ላይ አንድ exercise አለ እሱን ስርታችሁት ኑ።

**Speaking lesson**  
**Teacher 3**  
**Topic take care of wild animals G 8<sup>th</sup>**

T: Good afternoon ...

T: silent please.....

S; good afternoon teacher

T: how are you?

S: fine thank you

T: sit down

S; thank you teacher

T: Silent ....be silent

T: Take out your text book

T; have you done the homework?

S: Yes

T: Everybody take out your exercise book...ደብተራችሁን አውቱ:: Before we begin what we have discussed in the previous time ? Yes! Please raise your hands what have we discussed in the previous time? Writing composition/guided composition is that not?

Today we are going to discuss about unit 10 taking care of wild animals. Today we are going to learn about taking care of animals, write down. In this unit you will be able to describe the endemic animals in Ethiopia.

What is the wild animal and domestic animal in Ethiopia? That is what we will learn in this unit. What are wild animals domestic animal in Ethiopia? Be silent and .....the characteristics of domestic animals then.....look your text book...observe you text book. What you understand from the picture....take out your text book on page 143. Look the picture. What you understand

from the picture? Then three questions are raised. Look here! Who can read question number one?

S: Q1. List the domestic and wild animal you know

T: Ok, who can read question number two?

S: Q2 how can we take care of domestic animals?

T: number three, Remedan

S:Q3 List and describe the animal that are found around Ethiopia.

T: We know that there are many animals in Ethiopia. It that not? Such as camel, hyena, semen fox Walya ...and so on, yes? Ok, how can we take care for domestic animals? How can we take care for them?

S: Planting trees

T: Yes, planting trees....what else?

S: By providing shelter

T: Anyone else....providing food it that not? What else?

S: Protecting them from hunting or educating people.

T: Yes rights...also providing vaccination ከትባት፣ በመከተብ፣ በመመገብ፣ ንጹህ ውሃ በመስጠት አይደል እንዴ how we take care for animals that means፣ በማከም፡፡ አስቀድሞ በመከላከል and so on. This is the domestic and wild animal you know. We can categorize the domestic animal and wild animals. What are they? What are domestic animals? Domestic animals are.....

S1: Caw

S2: Sheep

S3: Got

S4: Hen



T: Ok, these are.....

T: OK, what are wild animals?

S: Zebra

S2: Lion

S3: Rat

S4: Giraffe

S5: Elephants

T: Yes....also Chilada Baboon, Wallya Ibex....all this are found only in Ethiopia but not found in...foreign countries. Example ...Chilada baboon etc

T: Silent, so according to this go to on page 144 question 1-5 is given...these questions are taken from this unit. Domestic animals and wild animals...let us discuss around these questions.

T: who can response to question number 1? ጭክ በል::

S: Q1, What are the characteristics of living things?

S: Q2, How are wild animals deny their rights? Wild animal እንዴት ነዉ መብታቸዉን የሚያጡት?

S: Q3, why must we care for wild animals?

T: The reason why we care for wild animal ለምንድን ነዉ animalsን የምንከባከበዉ? wild animal.

T: Q4,What does it meant by the term environment? You can discuss on this. number 5, ጭክ በል::

Q5, what is likely to happen? Is wild animal district in the future? ምን ማለት ነዉ እስኪ [if]የዱር እንስሳት ከጠፉ ምን ይከሰታል? If wild animal destroy what will happen in the future? Ok, then...let us classify the questions ...Q1, Q2, Q3, Q4, Q5...discuss these questions in group...what we read from the question be hurry please. Eventually, you will report the answer.

T: Be hurry please be silent, we have no time, do it now. ጊዜ ስለሌለን ቶሎ ጨርሱ ባካችሁ::

T: አትበጥብጥ አንተ አትረብሽ . ሽ. . . ሽ . . ባካችሁ

S: What is.... means? ማለት ምክር መስጠት ማለት ነው። ለአንድ ነገር እገዛ መስጠት ማለት ነው።....ማለት እናንተ የትኛውን ነው እየሰራችሁ ያላችሁት

T: Be hurry please, if you have questions I will give you clear explanation.

S: Care ማለት ምንድን ነው?

T: መንከባከብ ማለት ነው

S: Environment ማለት ምንድን ነው?

T: አካባቢ ማለት ነው።

S: Characteristics

T: ባህሪ...

T: Be silent, please.

T: Have you finished? Silent. Stop the discussion.

T: Let us hear the group discussion presentation ቢቃ...ቢቃ...ቢቃ... አንድ ሰው እንዳይተነፍስ። Silent you can speak turn by turn. If their answer is not correct you can give correction or suggestion for them.

T: Silent

T: Number 1, who is number 1? You are number 1? Silent. Silent please turn by turn. Silent. Ok, it is enough yes? Who can give us...is it correct or not? If it is correct or not you can give comment or suggestion on answers. Read question number one. Read loudly. What are the characteristics living things? 1, feeding መመገብ ማለት ነው growing ማደግ መደሰት ነው and inspire መደሰት ማለት ነው። 2? Who can read question number 2? Read loudly how animals denied their rights እንዴት እንስሳት መብታቸውን ያጣሉ? ባካችሁ....one is illegal hunting አይደለም እንዴ? ....ሌላስ? killing for their skins ኤይደለም እንዴ? ቆዳቸውን ከእነርሱ ለማውጣትና ለመውሰድ። ለምሳሌ ጥርሳቸውን ከእነርሱ ለመውሰድ ...ከዝሆን ጥርስ ለምሳሌ ኤይደለም እንዴ? again what else? For food, ለምግባቸው for meet ስጋቸውን ለመብላት አይደለም እንዴት? Animal loss their rights by such things ...that means killed for skins e.t.c...number three , how can we care for wild animals ? እንዴት? ነው የምንከባከባቸው? Yes by constructing their homes, by providing. Because of another countries are ...what do we call it in

Amharic? For...first attention we can get many benefit from animals ...what about number four?...what does it mean environment it means? in Amharic? Who can tell me? Ok, ጭክ በይ!

S: Environment means surrounding around us አይደለም እንዴ? ይህ አካባቢ ምን ይባላል? Environment በአካባቢያችን የሚገኝ ማለት ነዉ:: Yes ! አይደለም እንዴ? ይህንን አሁን ምን እንለዋለን? School environment እንለዋለን:: Environment means surrounding around us. ተፅፏል? Ok, very good. Number five and the last እስኪ ሞክሩት:: እስኪ እማኑኢል

T: ዝም በል አንተ ልጅ....if a wild animal is destroyed from your country what will happen?,

1. Loss of income from the country
2. The loss of natural beauty
3. Loss of job opportunity

T: አይደለም እንዴ? የሰራ እድል ይጠፋል፣ የአገሪቱ ገቢ ይቀንሳል፣ የተፈጥሮ ውበት ይቀንሳል:: እንሰሳት ከአገራችን መጥፋታቸውን ለብዙ ነገር ያጋልጣል ማለት ነው::there is migration of animals from one country to another. So migration of animals is hazardous is that not? Ok, .....

## Appendix D

### Transcript 4 Grammar lesson

## Teacher 4

### Comparative and superlative degrees Grade 7<sup>th</sup>

T: good morning students?

S: good morning teaches?

T: Ok, do you remember what we have discussed yesterday? Please be silent...do you remember what we discussed? Raise your hands and answer

S: Ethiopian art and crafts

T: Today ...I think there is homework...page 137 please silent and turn on your text book. The lesson is about the *comparative* and *superlative adjectives*. What is comparative adjective?

S: comparative adjective is used to compare two things.

T: Yes, comparative adjective is used to compare how many things?

S: Two things

T:who can give me an example by comparing two things? Make your own sentence by using comparative adjective.

S: Abebe is taller than Kebede

T: Good, another, be sure that there is Abebe and Kebede and we can compare the two.....so comparative adjective is used to compare two things.

S: Genet is fatter than Ayantu.

T: Who is fat?

S:Genet, yea! Genet is fatter than Ayantu

T: Another?

S: Ayantu is tallest than Kebede

T: Is it comparative adjective?

S: No

S: Ethiopia has more culture than China

T: Other simple comparative adjective?

S: China is more popular than Ethiopia.

T:Ok, what is superlative adjective?

S: used to compare two things

T: Yes, to compare more than two things. Yes and when you compare in superlative adjective you have to identify longer and shorter adjectives...and the word *most* is placed before the adjective. Make any sentence by using this....

S:Shewaye is the most beautiful girl

T: This one is long adjective we can insert more/most/less before the adjective in superlative degree. Habib is the most handsome boy in the school. Open your text book. I think...it was a homework...look complete each sentence using comparative degree or the superlative degree. Be silent...Q1, Yehwalashet school teacher was spectacular who can correct this sentence with appropriate word?

S: Yehwaleshet the school teacher was the most spectacular.

T : Why do you use the *most*? Of course, is it superlative adjective or comparative adjective?

S: Superlative adjective

T: Yes, it is superlative adjective ....because spectacular is long adjective and there is article with "*the most*" ...e.g. "*the most spectacular.*" Read the second sentence..

S: Zertihun's speech about art is more inspiring than Kifle.

T: Which word is the adjective from the sentence?

S: Inspiring

T: Is it short or long adjective? You have to identified it first....short or long. Long adjective or short adjective?

S: Long adjective

T: Yes long adjective...Meron go on....

S: Zertihun's speech is more inspiring than Kifle.

T: imm...can you correct her....there is the word "than" before the word you use as adjective. Raise your hand. Zertihun's speech is more inspiring than Kifle's. because in comparative adjective we have to use to compare two things...two thing. Zertihun's speech is more inspiring than kifle's. ok, the third question; question number three. Can you try? Ok! Alemitu's and Mistofa's flowers are the most beautiful. Is comparative adjective or superlative adjective? Yea, superlative adjective.

Question number four, ok, there is apostrophe "s" Bereket's wood curving are more attractive than Obang's or less attractive than Obang's. Because we have said before long adjective we use *more or less or most or least*. Question number five? Hmm...new participant.... Ayantu try.

S: Reading the passage was more difficult than scratching the picture

T: Is it correct? Who can try to correct. ...more difficult than scratching the picture...Ok! Ok, reading the passage was more difficult than scratching the picture/less difficult than scratching the picture. Is it comparative adjective or superlative adjective? Yea, comparative adjective. Question number six. Ok, what was your name? Tsegaw, yes, Demisew found Emebet's color more

More or most demesew found Emebet's color ...more or most? Why you use more? Is it comparative or superlative adjective? Superlative....who can make it correct please? Demise found Emebet's color more interesting or less interesting than Kidist. more or who can correct it? Now ...try all of you by comparative adjective two sentence comparative and two sentence superlative degree...quickly...write by your own. To summarize try to make your own sentences by comparative adjective and superlative adjective. I will ask you. ሁለቸውንም አጠይቃለሁ:: ሁለት ሁለት ዐረፍተ ነገር:: Comparative የምንለው ሁለቱን ነገር ለማወዳደር ነው:: Superlative adjective ደግሞ ከሁለት በላይ ለሆኑ ነገሮች ነው:: Try በሁለቱም በcomparative እና በsuperlative. ሁለቸውንም አጠይቃለሁኝ ሁለት ሁለት

ዓረፍተ ነገር ::Ok have you finished? Anyone who finished? Good, what type of sentence comparative /superlative? Comparative. Ok, any other...Ok, Lubaba ..Lubaba: Alemitu is shorter than Beletu. Read loudly please... ዛሬ ይህንን አይተናል...በሚቀጥል exercise እናያለን::





## Appendix F

### Observation

Jimma University College of Social Science and Law

Department of English Language and Literature

Graduate Program

This observation check list was used simultaneously with classroom recording. It is to be field by the researcher

Time started \_\_\_\_\_ Time ended \_\_\_\_\_

Name of the observer \_\_\_\_\_ Grade \_\_\_\_\_ Section \_\_\_\_\_

<i>Items</i>	<i>Frequencies</i>				
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
1. The teacher uses Amharic for translation	1	2	3	4	5
2. Amharic used to explain task instruction					
3. The teacher uses Amharic for classroom discipline					
4. The teacher uses Amharic for explaining grammar					
5. The teacher uses Amharic for generating idea during writing skill					
6. The teacher uses Amharic for helping weaker students					
7. The teacher uses Amharic for checking comprehension					
8. Amharic is being used for interpersonal relationship					
9. The teacher uses Amharic for methodological issues					

Date \_\_\_\_\_

## Appendix G

## Questionnaire

Jimma University College of Social Science and Law

Department of English Language and Literature

Graduate Program

Dear teachers,

The following items aim to answer research questions on the investigating teachers' use of mother tongue in English as foreign language in Asosa zone schools. To achieve the study, this questionnaire requires your kindness, cooperativeness and tolerance to arrive at the intended aims of the study and ultimately to forward the possible solution for the identified problem. Therefore, these all qualities and your consent to response to all questions will contribute to the achievements of the study. Hence, we kindly request you to react to all items listed below. Before you respond to items try to read all questions in detail, choose the alternative you prefer to choose and mark as you indicated bellow scales by crossing (x) in the box. Thank you in advance for adding your contribution to the study by responding to all questions!

### Background Information

School's Name \_\_\_\_\_ Teacher's service year \_\_\_\_\_ mother tongue  
\_\_\_\_\_ Sex \_\_\_\_\_

### Key to Frequencies

1. Strongly disagree (SD) 2. Disagree (D) 3. Undecided (UN) 4. Agree (A) 5.  
Strongly agree (SA)

No,	Items	SD	D	UN	A	SA
	<b>Attribution of Teachers on Pedagogical Value</b>	1	2	3	4	5
1.	Using mother tongue is necessary for teaching English language					
2.	As an EFL teacher all have to have knowledge how to relate the mother to teach English language					
3.	Methodologically teachers need to work with students' natural tendency (using mother tongue) rather than against it.					

4.	Whenever teachers teach English language they have to use mother tongue of students					
5.	Including Amharic does not affect teaching of English.					
6.	When I use mother tongue, teaching of English language become easy and effective.					
7.	It is advisable to use mother tongue throughout teaching of English language.					
8.	Amharic should be completely avoided from the English classroom					
	<b>Pedagogical function o fL1</b>					
9.	Translating the whole words in to mother tongue enhances learning English than translating some of the words in the text.					
10.	Translation of English word in to mother tongue motivates students towards learning English.					
11.	Translation of English words in to mother tongue reduces target language input.					
12.	Use of mother tongue is necessary to explain unknown/unfamiliar words help in teaching students.					
13.	Translation/transfer is a natural phenomenon and an inevitable part of second language acquisition even outside of the classroom.					
14.	Mother tongue can help in explaining complex sentence structures in English language classroom.					
15.	Using mother tongue for difficult concepts particularly grammar courses might contribute to learning English language					
16.	Mother tongue is useful for maintaining classroom discipline					
17.	Mother tongue helps students in planning stage of writing skill as idea generating technique					
18.	Mother tongue is used for explain task instruction					
19.	Amharic is necessary for checking comprehension questions					

20.	Using mother tongue in English L2 is to create a friendly social environment or for making a good rapport between the teacher and the student					
	<b>Guideline how L1 used in L2</b>					

21. Have you any specific guide line how to use mother tongue in EFL classroom?

- a. Yes
- b. No

22. If you answer for question number 21 is “**YES**” please mention some of the guidelines

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If your answer for question number 34 is “**NO**”, state some of the reasons how you use Amharic without particular convention and why you use it in EFL classroom.

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Dear teachers, if you have more idea on the above you can use the back side of this paper.

