



**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**AN INVESTIGATION OF THE INFLUENCES OF USING STUDENTS' NATIVE  
LANGUAGE IN TEACHING ENGLISH LANGUAGE SKILLS: THE CASE OF  
KECHEMA PRIMARY SCHOOL**

**By**

**Assefa Chibsa**

**A THESIS PAPER SUBMITTED TO THE DEPARTMENT OF ENGLISH  
LANGUAGE AND LITERATURE IN FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER'S IN TEFL**

**DECEMBER , 2022**

**JIMMA, ETHIOPIA**

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## DECLARATION

### **THESIS PAPER SUBMISSION APPROVAL SHEET** (Submission Sheet 2)

This is to certify that, the thesis entitled, **“An Investigation of the Influences of Using the Students’ Native Language in Teaching English Language Skills, The Case of Kechema Primary School, Grade Seven in Focus”** submitted in partial fulfillment of the requirements for the Degree of Master’s with specialization in teaching English as a Foreign Language (TEFL). The graduate program of the Department of English Language and Literature has been carried out by Assefa Chibsa under our Supervision. Therefore, we recommend that the student’s research report can be presented for review and open oral presentation and hence, here by, can submit the thesis paper to the Department of Defense.

I would like to acknowledge the resources I took from various scholars. I ascertain that the work is my original thesis.

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Chair Person	Signature	Date

## **ACKNOWLEDGMENTS**

First of all, my sincere gratitude goes to God for granting me good health and energy to begin and complete this research study.

I am very grateful to my advisors who contributed towards the success of this thesis paper. In writing this thesis paper, I heavily relied on the counsel and guidance of my advisors, Mr. Habib Beshir and Dr. Yimam Workineh. Provided that they had not counseled me, my study paper really would not have taken the present shape. I am sincerely grateful for their commitment and the time they accorded me during the writing of this thesis paper from the very beginning of the proposal time up to the end of the submission time.

My thank also goes to Kechema Primary School principals, teachers and students for their supporting me in organizing the situations so that I could collect data from both the sampled students and teachers.

Likewise, I would like to thank the postgraduate librarians for their supporting me with reference materials and help me use computer to analyze data and to write the thesis paper as well

## Acronyms and Abbreviations

**ANOVA:** Analysis of Variance

**CA:** Contrastive Analysis

**E.C.:** Ethiopian Calendar

**EFL:** English as a Foreign Language

**EQUIP:** Education Quality Improvement Program

**KCSE:** Kenya Certificate of Secondary Education

**L1:** First Language

**L2:** Second Language

**MT:** Mother Tongue

**R:** Value given to the Coefficient of Correlation

**R Square:** Value given to the coefficient of determination

**SEPUP:** The Science Education for Public Understanding Program

**Sig.** Significance

**SPSS:** Statistical Package for Social Sciences

**Std.:** Standard deviation

**TL:** Target Language

**TEFL:** Teaching English as a Foreign Language

**TELL:** Teach English for Life Learning

**UNESCO:** United Nation Educational Scientific and Cultural Organization

**USAID:** United States Agency for International Development

## **ABSTRACT**

*The research paper at hand sought out the impacts of using the students' native language in teaching English language skills in Kechema Primary school grade seven in focus. The general objective of this study was to investigate whether the mother tongue (Afan Oromo) had any impact in the learning of English language in the 7<sup>th</sup> grade students in the school. In this study, the researcher employed the one-group pretest-posttest experimental research design. This was a design which involved both pretest and posttest study by carrying out a study on a single group before and after a treatment was administered. The target populations were students and English teachers in the school. The School was sampled using purposive sampling while 50 students were sampled using comprehensive sampling technique. Three English teachers were sampled using purposive sampling technique. Test was the major tool to gather data from the sampled students. The students were given pretest. After the intervention that lasted for about two weeks, they were again given a posttest. The pretest and posttest scores were analyzed via SPSS. The output data then, was correlated, and the effect of mother tongue on English was set out. Questionnaires, observation checklist and interview guides were also used for the sake of data triangulation. A questionnaire was used to collect data from students, while interview guide and observation checklist were used to collect data from the teachers. The study found out that the use of mother tongue has a significant influence on the way students pronounce, sequence words, understand meanings and communicate in English, hence negatively influencing the performance of English in the school..*

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## **CHAPTER ONE: INTRODUCTION**

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

Mother tongue is the greatest asset people bring to the task of foreign language learning and provides Language Acquisition Support System. The importance of English in this modern time cannot be denied. English is one of the greatest languages of the world. It has become international language of science, technology, commerce, business, international politics and diplomacy. Rana Muhammed et.al. (2017) estimate in their work that 1.4 billion people use English as their official language. It is the language of more than 1500 million non-native speakers. It is claimed that three out of four speakers of English are non-natives. In Ethiopia, English is taught as a compulsory subject in primary and secondary schools. The use of mother tongue, (Afan Oromo), goes side by side with English. So, it's Influences in learning English cannot be denied and over ruled.

Several studies have already been conducted on native language influences on second or target language. Dulay et.al. (1982) has defined interference of first language as the automatic transfer of the surface structure onto the surface of the target language due to habit. Ellis (2001) refers to interference as 'transfer', which he says is 'the influence that the learner's first language exerts over the acquisition of his/her second language. He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in second language learning. In learning a target language, learners construct their own interim rules (Ellis, 2001) with the use of their first language knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the second language for transfer to be possible.

This concept has been very much debatable among the researchers and linguistics for many decades. The impact of mother tongue on second language can be observed from mere pronunciation to even grammar and vocabulary of the language. Mackay (1967) says that error in pronunciation may be due to transfer from the native language to the target language by the bilingual or multilingual speakers. Lack of accuracy and language skill is also the result of native language influences. On the contrary, Olanipekun et.al. (2014) pointed out that mother tongue has no effect on the learning of English. They did not find any correlation between student's performance in English and mother tongue.

In the second language teaching learning context such as in Ethiopia, pronunciation of the English language is generally not given adequate importance. But it plays a pivotal role in the entire process of language learning. It develops the communicative skills and helps the learners to acquire a good command of the language he/she learns. It is normally argued that to acquire command of a second language, a learner has to develop four basic skills listening, speaking, reading and writing. All these four skills interact with each other and they are essential for teaching and learning of second language.

Although students in Ethiopia learn English Language as a foreign language, they learn it after the acquisition of their various mother tongues. These learners who are vast in their mother tongues before coming to the school system are compelled to learn English because of the roles it would play in their lives. Hence, most of these learners find it more convenient to use their mother tongue more often than the English language even in the school environment. The resultant effect of this is that some Ethiopian students seem to be deficient in English language performances. The research work at hand, therefore, is intended to fill this gap identifying whether the native language (Afan Oromo) influences English language learning at this grade level of students. It is very important to look at whether mother tongue (Afan Oromo) has any impact on the performance in English language.

## **1.2 Statement of the Problem**

Nowadays, there is a sudden movement in the expansion of primary and secondary schools in Ethiopia. Most of the emerging schools are in the rural areas where learners prevalently use mother tongue at home and schools. The role of mother tongue (L1) knowledge in second language (L2) acquisition is well-established for the development of second-language phonological inventory (e.g., Harrison & Kroll, 2007). However, EFL vocabulary learners could face problems both with regard to the number of vocabulary words to be acquired, and the improvement of in-depth semantic understanding of such lexical representations. Kechema primary school students were not exceptional. Mwangi (2009) in this regard said that, this prevalence use of mother tongue was an issue of concern since it was a challenge that influenced the performance of English. Thus, there was the need to examine the influence of mother tongue on performance of grade seven English learners in Kechema Primary school.

Earlier studies displayed that EFL learners differ from native speakers in both the size of their lexicon and in the richness of semantic representations associated with the lexical items (e.g., Verhallen & Schooner, 1998). For instance, it has been observed that bilinguals often utter less sensible responses in their word-association assignments in second language than monolingual speakers while having little semantic comprehension. The same thing is true with the Ethiopian students' English language learning performances.

Fikadu Dagnaw and Hussein Kediro's (2019) overall statement of English language use displayed that, there was a mixed picture of complexities and confusing paradoxes in Ethiopia. Fikadu Dagnaw and Hussein Kediro (2019) write:

*English language is used, along with native language, in government, commerce centers, entertainment and various forms of media outlets. Yet, it is not common to see people using English for interpersonal communication. English language is being taught as a subject starting from grade one. It is also the medium of instruction at secondary level and higher education. However, the majority of students fail to attain adequate English language skills for basic communication.*

Accordingly, they found that the major challenges of using English language for various purposes are: a) the low level of English language awareness, b) lack of socialization to use and using English, c) the prevalence of a fixed mindset for English language learning, d) the socio-cultural context of Ethiopia, and e) problems inherent in the English language education within the general education system.

American Institutes for Research (AIR) under the USAID EQUIP1 TELL Program (2012) stated that, Ethiopian students have been taking English as a subject starting from grade one so that they could begin developing the necessary English literacy skills as soon as they were formally enrolled in the education system. They started learning English through bilingual approach. However, most of the students at the grade seven levels didn't even know the basic vocabulary even though they read the same textbooks across the country with similar type of vocabulary and resembling exercises in those textbooks. That was the need for the study to be conducted in order to investigate whether the influence of the students' mother tongue (Afan Oromo) was the cause for the students' inability.

The performance of English in the school has been declining and the results in the roster sheet reflect this decline. For instance, English was the subject with declined record in 2013EC academic performance with a mean score of 62.70% as compared to 65.81% in 2012EC (Appendix H of Grade 7 Roster sheets,2012-2013 EC). The highest possible mean score in the grading system of the school was above 90% which was remarked as "Excellent", while the lowest was below 50% which represented "failure remark". Other means scores and corresponding remarks included: 75-89% Very good, 60-74% Good, 50-59% fair and below 50% poor that leads to failure.

No recent studies that have investigated on the influences of using native language in teaching second language skills except that they have only highlighted mother tongue as a factor affecting English learning performances. Therefore, in this study the researcher endeavored to investigate the influence of mother tongue on performance of English language learning.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of this study was to investigate whether the mother tongue (Afan Oromo) had any impact in the learning of English language in the 7<sup>th</sup> grade students in the school.

#### **1.3.2 Specific Objectives**

The specific objectives of this study were to:

- test if English Language learning was Influenced by the students' mother tongue (Afan Oromo).
- identify whether the grammar, vocabulary, accent and intonation of the mother tongue had any impact on the learning of English language.
- examine how the native language vocabulary facilitated the learning of target language vocabulary.

## **1.4 Research Questions**

The present study sought answers to the following research questions:

1. To what extent did the native language (Afan Oromo) had influenced on the English Language learning?
2. What were the impacts of mother tongue on learning grammar, vocabulary, pronunciation, accent and intonation of English as a foreign language?
3. How did the native language vocabulary facilitate the learning of the target language vocabulary?

## **1.5 Research Hypothesis**

1. Native language (Afan Oromo) has a significant influence on English language learning. (alternative hypothesis)
2. Native language (Afan Oromo) has no significant influence on English language learning. (null hypothesis)
3. Grammar, vocabulary, accent and intonation of mother tongue (Afan Oromo) had noticeable impact on the learning of English language.
4. Native language (Afan Oromo) vocabulary facilitated the learning of target language vocabulary through bilingual method.

## **1.6 Significance of the Study**

The school administration, teachers, students, parents and community at large were assumed to be the beneficiaries of these research recommendations. The information about the influence of the use of mother tongue in the school wouldn't not only be useful in Kechema Primary school, but also in the district and in the region at large.

Specifically, the school administration would be able to gather information that would be helpful in their endeavor to address school's language policy issues in terms of focus on use of mother tongue in school and how it influenced performance in English and by extension academic performance. Consequently, the school principals could utilize the information, findings and recommendation to look for ways and means of coming up with informed language policies.



The findings also would benefit teachers by providing them with information to re-examine their personal and their professional practices in terms of use of languages, with an aim of improving the students' performance in English. Parents or guardians, on the other hand, could use the research recommendation to help them contribute positively to their children performance in English. Students also could benefit from the findings by identifying personal characteristic in terms of their interaction patterns with colleagues and thus could pick the right practices that can enhance their performance in English.

Finally, the research could contribute to the existing knowledge on the use of mother tongue and how it would influence performances of English. It also would help future researchers in identifying priority areas in which to carry out more research in terms of use of language in the context of junior secondary schools. The findings might also serve as useful feedback to language policy makers, curriculum developers and implementers.

### **1.7 Scope of the Study**

The study focused on how the use of mother tongue by the students and teachers influences the grade seven students' performances of English language learning in Kechema Primary School. The study would be delimited to the students and teachers in grade seven of Kechema Primary school in Seka Chekorsa district of Oromia Regional State. Teachers of English language were selected since they were presumed to be the teachers with first hand teaching experience in English and therefore could adequately represent other teachers and school principals' views.

In addition, the study was delimited in terms of the time available. It was conducted from May 08, 2022 to October 07,2022 GC. It was not practical for the researcher to visit all the grade levels in the school and at the same time to carry out quality research. In order to write the scope of the study, the researcher had to be clear on the research parameters. These parameters usually consisted of the sample size, the duration, inclusion and exclusion criteria, the methodology and any geographical or monetary constraints (Community Blog/Discover PhDs, 2020, Para.6). Furthermore, to the best of the researcher's knowledge, no other similar study to mother tongue influence had even been conducted in the school. In addition, the study focused on English performance only, leaving out all other subjects at the school.

## **1.8 Limitations of the Study**

The findings of this study have to be seen in light of some limitations. Addressing the potential weaknesses of the study actually strengthens the honesty of the study by identifying any problems before other researchers or reviewers. Accordingly, the limitations of this study were thought to arise from the challenges the researcher faced in terms of time constraint, access to data and revising related literature. Any study to be successfully conducted, needs basic requirements and the failure to have those requirements would obviously affect the success of the study. In this regard, Discover PhDs (2020) states that, limitations relate to the validity and reliability of the study. They are characteristics of the research design or methodology that are out of the researcher's control, but influence the study findings.

In the first place, time available to study the research problem and to measure change over time was constrained by such practical issues as teaching performances and other school jobs. These constraints negatively impacted the study in any way and needed acknowledgement by mentioning a need for a future study to answer this research problem. As the result of time constraints, the researcher has not conducted a small-scale test of the methods and procedures to be used on a larger scale, and hence, the paper lacks pilot study

The second limitation concerns the limited access to data. Some students failed to return back the questionnaire papers. Five Students out of the proposed sample students dropped out of school and some other five students failed to return the paper back to the researcher, and as a result, there was a little bit failure to access all the information required of the sampled students. In this case, the researcher was sure of his finding to be reliable and valid despite this limitation because those students who dropped out of school and those who failed to return back their responses were excluded and the sampling technique was still comprehensive.

Network connection was another factor that could limit the practicality of the study. This system, nowadays, is the modern technology through which the students consult internet to revise related literature and to communicate with their advisors. However, there was connection timeouts and failure in the connection system while consulting the internet. This challenge also limited the study and therefore, the paper lacks review of sufficient experimental research studies but descriptive.

## **1.9 Operational Definitions of Key Terms**

**Code-Switching:** Code switching is when a teacher or student speaks in English for a while and then switches to mother tongue for a while and back to English during the teaching-learning process.

**Code-mixing:** Code mixing is when a teacher or student mix languages during their conversation. Words from the two languages are mixed during conversation.

**English Language Skills:** - Listening, speaking, reading and writing are the four major language skills, whereas vocabulary, grammar, pronunciation, accent, intonation etc. are some other minor language skills.

**Exogenous Language:** A language that is foreign to people of a certain country.

**First Language:** The first language is a language an individual acquires at an early age.

**Influences:**-the capacity of native language (Afan Oromo) to have an effect on the development of English Language skills

**Mother Tongue Education:** Mother tongue education is the education which uses a person's mother tongue as its medium of instruction.

**Mother Tongue:** Mother tongue is a language which a person acquires in early years and which normally becomes their instrument of thought. In this paper, the researcher is going to consider mother tongue as the language of the catchment area since in the context under study, the vernacular used is also the mother tongue.

**Native Language:** - The term native language refers to the language that a person acquires in early childhood because it is spoken in the family.

**Second Language:** A language that an individual learns or acquires after acquiring the first language.

**Target Language:** A language that is aimed or targeted to be learned.

**Vernacular:** Vernacular is the language a child is expected to learn as a result of social interaction or the language of the catchment area.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. Introduction**

This chapter began with the revisions of international, regional and local literatures reviews. In the chapter, arguments in support of use of mother tongue and those against use of mother tongue were discussed. It further discussed literature on the effect of mother tongue (first language) on English (second language) and thus performance of English. In addition, the issue of code switching and code mixing in classroom was discussed. Perception of how mother tongue influences performance of English and the concept of contrastive analysis were equally discussed. The literature was critiqued and gaps of knowledge were identified. Finally, it provides scientific justification through theoretical foundation for the study.

### **2.2 Global Perspectives on First Language Influence on Second Language**

Various scholars have discussed the concept of first language influence on second language. Literature herein has brought out various issues regarding the influence of first language on second language discussed from a global point of view. This literature helped the researcher to be grounded with information that would assist him in interpreting the findings.

#### **2.2.1. How First Language Affects Second Language: Transfer or Interference**

The word “transfer” in learning language is defined by Odlin (1989) as “the influence resulting from similarities and differences between the target language and any other language that has been previously acquired” (p. 27). Transfer is a psychological term that is used to describe a situation where one learned event influences the learning of a subsequent learning event. The influence in this case has two phases; commonly known as interference or negative transfer and positive transfer. Positive transfer or facilitation entails transfer of skill or part of the native language which facilitates the learning of the target language. On the other hand, negative command of transfer or interference is transfer of a skill which impedes the learning or has negative influence on the command of a skill in the target language. This study tries to find out whether use of mother tongue in the context under study influences (interferes or transfers) acquisition of skills in English and thus performance of English in the school. According to (Wardhaugh, 1970) transfer is a tool used to account for or explain the errors which actually occur. He further argues that transfer is the basis for predicting which patterns in second language (L2) will be learnt more readily and which will

prove more troublesome. The assumptions held under this point of view are: the chance of second language learning problems occurring will increase proportionally to the linguistic differences between first language (L1) and L2- linguistic differences give rise to negative transfer or interference; the second assumption is that the chance of L2 learning problems occurring decreases proportionally to the absence of linguistic differences between L1 and L2- absence of linguistic differences give rise to positive transfer or facilitation. Thus this is important to this study because the researcher endeavors to find out whether the difference in mother tongue influences the performance in English.

Corder (1981) observes that when people are learning a second language, they already have a first language (L1). He also realized that the rules they have learned and understood in first language are used in second language (L2). As a result people form habits of using the rules of first language in the second language and therefore make errors. These findings are important to this study because the researcher need to figure out the influence of mother tongue (first language) on acquisition of English (second language) skills and thus performance of English.

Researches that have been done in the area of native language show there is interference of native language on the target language. Various scholars have addressed the issue of interference: Dulay and Burt (1982) consider interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue' (p. 256). Ellis (2001) refers to interference "as transfer which he says is 'the influence that the learner's L1 exerts over the acquisition of an L2'" (p. 51). He argues that transfer is governed by learners' perceptions about what is transferable in L2 learning. According to Ellis (2001) in learning a target language, learners construct their own interim rules with the use of their L1 knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible. This study seeks to find out the influence of mother tongue (L1) on acquisition of English (L2) thus performance. Perception of teachers and students on the influence of mother tongue on English are sought in terms of whether they think mother tongue would influence the performance of English.

According to Corder (1981) errors are deviations from correct usage because a learner does not know the relevant language rule yet. Furthermore, a distinction between mistake and error is made. Both McLaughlin (1990) and Lott (1983) reveal a criterion that helps us to do so: it is the self-correctability criterion. A mistake can be self-corrected, but an error cannot. Errors are systematic, that is, likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (McLaughlin, 1990). This is important for this study since it investigated the influence of mother tongue on written English. Thus, it essentially endeavored to find out whether the transfers or errors emanating from using mother tongue influenced the performance of English. It was noted that teachers identified direct translation as an error that went unnoticed by the learners.

McLaughlin (1990) notes that there is an influence between the first and second languages because acquiring one's first language gives one a certain "routine" or experience, strategies and metacognitive skills, which can be generalized to subsequent languages, but there are also language-specific constraints in L2 perception and comprehension. Thus this study strives to find out the extent to which mother tongue influence the performance of English. The study wanted to find out the extent in terms of perceptions from teachers and students, to which the first language affects the second language.

### **2.2.2 Pro Mother Tongue Use Advocacy**

There is a divergent view by scholars about use of mother tongue in education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) report of 1968 articulated the significance of using mother tongue as language of instruction in early schooling. United Nations Educational, Scientific and Cultural Organization (1968) observes:

It is obviously true that the best medium for teaching a child is his [her] mother tongue. Psychologically, it is the system of meaningful signs that in his [her] mind works automatically for the expression and understanding. Sociologically, it is a means of identification among members of the community to which he [she] learns more quickly through it than through an unfamiliar linguistic medium.

According to the observation above learning using mother tongue hastens the process of learning since the learners are considered to be familiar with the language of instruction. However, in the context under study, English is the medium of instruction; consequently

mother tongue has no place in the teaching-learning process. Therefore, does mother tongue have an influence in the performance of English when it is used in the context under study?

United Nations Educational, Scientific and Cultural Organization (1968) maintain that literacy acquisition and second language proficiency depend on well-developed first language proficiency; that is, proficiency in mother tongues. However, United Nations Educational, Scientific and Cultural Organization (1968) cautions that a mother tongue need necessarily not be the language which a child's parents use or need it be the first language a child speaks. Mother tongue is the language, which a person acquires in early years and which becomes his or her natural instrument of thought and communication (UNESCO, 1968). However, mother tongue in most cases will be the language spoken by the parents because the parents are normally the first people to be in contact with the child and hence their language. In addition, the question of whether proficiency in mother tongue leads to proficiency in acquisition of the second language is not well explained, in that, United Nations Educational, Scientific and Cultural Organization (1968) does not take into consideration the use of the second language as the medium of instruction and how the previous and current use of the mother tongue affect later performance in English.

United Nations Educational, Scientific and Cultural Organization (UNESCO, 1968) advocate for the use of mother tongue on psychological, sociological and educational grounds. Mother tongue education is supported by educationists due to its applicability to the cognitive development of a child. Learners have difficulties in developing cognitive skills when taught through the medium of a second language especially if it is not related to the learners' mother tongue. UNESCO (1968) advances the point of view that pupil's mother tongue is the best for expressional and understanding of concepts. This is compared to exogenous languages like English, which the pupil has to learn the subject before being instructed in the language. Educationists support the view that learners best learn from simple to complex, known to unknown. The known language that a child encounters in his/her life is mother tongue. Cummings (1964) thus proclaims succinctly:

Elementary schooling in a language other than the child's mother tongue represents a serious departure from the fundamental educational rule that one should move from known to unknown. Only the mother tongue with its links to the child's environment and experiences can introduce the child to the world of abstract experiences and high culture (p. 180).

Essentially, the above argument shows that the use of mother tongue is favorable for learners especially at the elementary level. It implies that when English is used at elementary level, it becomes a challenge in terms of making sense out of the abstract ideas. Therefore, I am of the opinion that for sustainability of consistency in thought, learners should be introduced to English at a tender age though this contradicts the proponents of those who believe in the use of mother tongue. Early introduction to English will remove interference/barrier brought about by mother tongue leading to enhanced performance in English.

### **2.2.3 Language Use in Diverse Contexts**

According to Asher (1986) it is important to check how students use language both written and spoken to make sense of their own lives and what they learn in school. This can therefore insinuate that teachers need to check out the kind of language student's use in school. United Nations Educational, Scientific and Cultural Organization (2006) argue that the best medium to teach a child is through their mother tongue. However it is not possible to teach in schools (especially secondary schools) using mother tongue in Kenyan context because of the many mother tongues available.

A misconception lies in the belief that many bilingual students appear to experience restricted educational success, with bilingualism the attribute of liability (Schumann, 1990). This statement provides the substance of my study; to what extent does bilingual students who use mother tongue in an educational context that emphasize the use English as the language of instruction perform well in English? Is use of mother tongue a liability or an asset? The answer to this question provides us with the opportunity to evaluate the influence of mother tongue on performance of English; whether positive or negative; transfer or interference. Therefore, this puts us in a situation that raises the query as to what is the influence of use of mother tongue or first language on academic performance.

Stubbs (1996) claims that reading problems in second language emanate from inadequate knowledge in second language since the reader may lack adequate proficiency to pick cues that will enable him to make correct predictions or guesses. It is equally argued that individuals proficient in first language will also be proficient in second language (Stubbs, 1996). This argument tends to simplify the proficiency in mother tongue and assume that this proficiency will automatically lead to proficiency in the second language. The argument does not consider the effort made by individuals in acquiring the second language through reading, writing, listening and speaking. It does not consider orthographic and phonological



processing which require sets of knowledge and strategies. In as much as the researcher has tried to show a correlation between proficiency between first and second language, there is a gap that is left in terms of how direct translation from mother tongue to second language influences communication. Does this influence the performance of students in English?

Use of mother tongue can affect both reading and writing and thus performance of English since the more the students' dialect departs from the Standard English, the greater the students show problems in learning in printed words both in reading and writing (Asher, 1986). It is therefore important for teachers to know as much as they can from the students' dialect for them to optimally teach them. Mother tongue interference retards the progress for reading, speaking and writing since patterns of mother tongue do not correspond with those of English. This study endeavored to find out whether indeed use of mother tongue in the context under study influenced the performance of English in terms of the pronunciation and when students are writing in English.

Cummins (2000) argues that, students need to have control of formal English in order to do well in English exams. They also argue that language develops through authentic language use. This is a clear indication that, if students frequently use mother tongue, their written English will be greatly influenced. In addition, students need more than social language skills to be successful in school, they need academic language skills which involve using both receptive and productive language, thinking and reasoning in all content areas. According to Cummins (2000) schools have a responsibility to provide a wide "range of experiences that will facilitate language development for social interaction, performing highly in English as well as language for academic purposes" (p.29). This explains why schools have mechanisms to curb mother tongue speaking. In this study, the researcher wanted to find out some of the mechanisms that were put in place by schools to curb the use of mother tongues and whether these mechanisms worked.

#### **2.2.4 Direct Translation as a Product of First Language**

On the basis of Corder's (1981) investigation about the phenomenon and questions of the term transfer, he suggests that mother tongue influence as a neutral and broader term to refer to what has most commonly been called transfer. Corder says that since most studies of error were made on the basis of the performance of learners in English in formal situations where it appears that errors related to mother tongue are more frequent, it was natural that an explanation of the phenomenon was of considerable concern to a linguist. In a way Corder

(1981) acknowledges errors in second language are a result of mother tongue. Thus this investigation aims to find out whether indeed this was true; does mother tongue influence the performance of English in the context under study?

Corder (1981) also displays that when a second language learner is under pressure, “the learner will borrow or substitute words from the mother tongue” (p. 26). He further says that borrowing occurs because communication is the learner's primary goal, rather than obedience to grammar rules. Borrowers retrieve words and structures from mother tongue to help their developing sense of the second language (Corder, 1981). In both cases, however, being understood is the primary goal. According to Cummins (2000) there are two independent systems of second language performance: “the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful Language in interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act” (p. 68). The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. This is important to this study since the researcher wants to know whether the unconscious system learnt by learners in their mother tongue influences their construction in the conscious system through learning English in school.

### **2.2.5 Language and Gender**

Lado (1995) states that men and women use language in different way during their conversations. In the studies of language and gender, identified dominance in speech as a trait is manifested by female. Women talk too much and speak in private contexts while men speak in public, negotiate status or avoid failure and speak one at a time. Unlike men, women are more likely to initiate conversation than men, but less likely to make the conversation succeed. This affects females' rate of learning and acquiring a language (Lado, 1995). This study considered the genders due to their differences as a result of strength or weakness in dominance in speech.

Communication styles are always a product of context, and as such, gender differences tend to be most pronounced in single-gender groups (Corder, 1981). One explanation for this is that people accommodate their language towards the style of the person they are interacting with. Therefore, in a mixed-gender group, for instance a mixed secondary school, gender

differences tend to be less pronounced. A similarly important observation is that this accommodation is usually towards the language style, not the gender of the person (Corder, 1981). That is, a polite and empathic male will tend to be accommodated to on the basis of their being polite and empathic, rather than their being male. This study ensured that there was an even representation of genders so that both the attributes of male and female were captured.

### **2.2.6 The Concept of Contrastive Analysis**

Lado (1995) argues that grammatical structure opens the way to a comparison of the grammatical structure of the foreign language with that of the native language to discover the problems of the students in learning the foreign language. It is from this premise that Lado (1995) argues that the result of such a comparison tells teachers what they should test and what they should not test. Thus comparison of grammatical structures is important in this research since the researcher endeavors to analyze the influence of mother tongue on performance of English. The challenge of direct translation is identified as result of comparing the grammatical disposition of mother tongue and English. In addition, Lado (1995) argues that the teacher who has made a comparison of the foreign language with the native language of the students will know better what the problems are and can provide for them while teaching. This is important to this research since it is from this point of view that the researcher finds out whether use of mother tongue influences both writing and pronunciation of learners.

According to Dulay and Burt (1977) second language learning difficulty was the result of interference from old habits in the learning of new habits. Therefore the old habits are those of first language while the learnt habits are those of the second language. The greater the differences between the two languages the greater the difficulty and more errors will be made. The findings of Dulay and Burt (1977) raised doubts about negative transfer as a major factor in the process of second language acquisition. This is important for this study since this study sought to establish whether these differences between mother tongue and second language, consciously or unconsciously influences the performance of English in the context under study.

Thus, in Contrastive Analysis (CA), it is assumed that learning a second language is facilitated whenever there are similarities between that language and mother tongue. Learning may be interfered with when there are marked contrasts between the mother tongue and second language (Lado, 1995). The CA analysis emphasizes the influence of mother tongue in learning a second language at phonological, morphological and syntactic levels. An examination of the differences between the first and the second language helps to predict the possible errors that can be made by L2 learners (Lado, 1995). This study sought to find out whether mother tongue in the area under study influences the learning of English and thus its performance.

According to Krashen (1985) language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). However it must be emphasized that not all similarities result in ease of learning and differences in difficulties. Therefore this study sought to find out whether the performance of English is influenced by use of mother tongue in writing and pronunciation. By finding out this, this was bound to provide language policy makers with sound knowledge of whether to encourage or discourage the use of mother tongue in school.

Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, “such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends” (Krashen, 1985, p. 58). In this study the questions regarding the influence of mother tongue to writing and pronunciation intend to establish influence of mother tongue on grammatical patterns and eventually performance of English.

### **2.2.7 Reward and Punishment versus Second Language Learning**

According to Krashen (1985) affective variables play a facilitative but non-causal role in second language acquisition. These variables include motivation, self-confidence and anxiety. Krashen (1985) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to form a mental block that prevents comprehensible input from being used for acquisition. In addition, Krashen (1985) emphasis seems to be that classroom learning does not lead to fluent, native-like speech. This is important in this study since the researcher asked whether students who

used mother tongue were punished and whether those who used English were rewarded. Furthermore, the researcher wanted to know whether the punishment deterred the students from using mother tongue.

According to Krashen (1985), the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. However, he argues that examining irregularity, formulating rules and teaching complex facts about the target language is not language teaching. The only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction. It can be insinuated that when the students are not motivated to learn English in the context under study then learning will be thwarted and thus eventual influence on the performance of English.

Consequently, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher should be skillful enough to present explanations in the target language (thus discourages Codeswitching) so that the students understand. In other words, the teacher's talk meets the requirements for comprehensible input and perhaps with the students' participation classroom becomes an environment suitable for acquisition (Krashen, 1985). This is important in this study since the investigation considers the existence of a language policy and the consequences of failing to follow the policy. Thus by insisting on the language policy the teacher encourages the learners to take risks for making mistakes during their conversation and correcting them later, this eventually aims to improve their performance in English. This study therefore strives to find out whether the existence of a language policy deters students from using mother tongue in their communication.

### **2.2.8 Acquisition and Learning Distinction**

Krashen (1985) considers language acquisition to be a subconscious process; language acquirers are not aware they are acquiring language. This is shown when children acquire their first language. Generally the acquirers are not aware of the rules of the language. This essentially is informal learning of language. The second way to develop competence in a second language is by language 'learning' (Krashen, 1985). The term 'learning' in this context is used "to mean conscious knowledge of second language knowing the rules, being aware of them and being able to talk about them" (p. 10). This literature was important to this

study since the study endeavored to find out the unconscious influence of mother tongue to writing and pronunciation. On the other hand the formality that is used in teaching English as a subject to students has to be taken into consideration.

Krashen (1985) further identifies that error correction has little or no effect on subconscious acquisition, but is thought to be useful for conscious learning. Error correction supposedly helps the learner to induce or figure out” the right forms of a rule. If for example, a student of English as second language says “I goes to school every day”, and the teacher corrects him or her by repeating the utterance correctly, the learner is supposed to realize that the /s/ ending goes with the third person and not first person and alter his or her conscious mental representation of the rule.

Asher (1986) says that as a child develops control of his native language many aspects of perception and production becomes more and more fixed, he loses much of the flexibility he had to produce sounds that are not in the language around him; he soon tends to hear all sounds in terms of the phonological system of his own language. This was important in this study since it endeavored to find out whether mother tongue influenced pronunciation of words and thus performance of English especially the ‘Oral Skills Section’ tested in Paper 1, Functional Skills

## **2.3 Regional Perspectives on Mother Tongue Influence on Learning English**

Discussion on regional perspectives is important since it provides the study with perceptions about mother tongue and its influence on English. Studies conducted across the region provide this study with comparative methodologies which assisted this study to be done in a better way. Studies on code switching provided an understanding on how code switching abets prevalence of use of mother tongue.

### **2.3.1 Negative Conception of Mother Tongue Use**

Adebayo (2008) uses a survey design to examine the influence of mother tongue on performance of English language in Junior School Certificate Examination in Western Nigeria. He found that mother tongue influences the students’ performance in English language in Junior School Certificate Examination in Western Nigeria. He recommends that English language should be used as a medium of communication within and outside the classroom and both teachers and students should endeavor to improve their proficiency level

of the language which will eventually lead to improved performance. Adebayo's study does not explicitly indicate to what extent mother tongue influence the performance; this sought to establish what Adebayo (2008) failed to capture in his study by analyzing the extent to which mother tongue influences performance of English.

Kolawole and Dele, (2002) also confirmed that students' performance in English language in secondary schools of Nigeria was very poor. He stressed further that the standard was poor due to a number reasons such as the use of mother tongue; some students do not understand the grammar because their teachers themselves do not know it and in most cases English language teachers in the senior primary and junior secondary schools resort to the use of mother tongue to teach (code switching); they use mother tongue to explain concepts. This might be true to Ethiopian case especially in day schools where learners are drawn from a local context of a familiar native language. The researcher seeks to find out whether teachers indeed code switch or use mother tongue in the school and how this has an influence in performance of English.

Kolawole and Dele, (2002) recommends that pupils should have exposure to the English language quite early in primary school irrespective of the perceived advantages of mother tongue. This scholar emphasizes on firm foundation in English language for better performance in the subject in future and argues that a solid foundation in English essentially provides students with fundamental skills of English language.

### **2.3.2 Code-Switching and Code-Mixing in the Classroom**

Kamisah (2009) in her study on code switching and code mixing in the classroom discourse, where English is the medium of instruction, found that code Switching or code Mixing serves some functions such as signaling topic change, giving and clarifying explanation, enacting social relationships and aggravating and mitigating messages. She argues that code switching or code mixing affects the performance of English since learners tend to directly translate connectors from their mother tongues. An investigation on code switching and other language practices in Mathematics, Science and English language classrooms was done in South Africa and found out that despite the pedagogical validity of code switching and code mixing, there was a dilemma among teachers between "access to meaning and access to English" (Setati, et al., 2002, p. 140). This is because although they could reformulate the concepts in the students' mother tongue, students needed to receive and produce the content in English as it is the language that they will be assessed. The practice of code switching or code mixing in

class might jeopardize students' ability to answer examination questions in pure English thus affecting their performance in English. Merritt et al. (1992) in research on determinants of Codeswitching in Kenyan Primary Classrooms found that code switching and code mixing between English and the mother tongue in three Kenyan primary schools occurred when teachers wanted to reformulate information, bring new content information, attract students' attention and substitute words, this affects learners understanding of concept in English and thus their performance in English.

### **2.3.2.1 Code Switching as a Countenance of Language Interference**

Kamisah (2009) suggests that code switching occurs when an individual who is bilingual alternates between two languages during his/her classroom presentation with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language. This type of alteration, or code switching, between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. In this study the researcher endeavors to find out the prevalence of code switching by both teachers and students in context under study.

There are a number of possible reasons for the switching from one language to another. Kamisah (2009) identifies one of the reasons is that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. Thus the study endeavors to find out whether the teachers and students code-switched for whatever reason and whether this influences their performance in English.

## **2.4 Local Perspectives on Mother Tongue Influence on Performance of English**

Local perceptions on the use of mother tongue and its influence on performance of English has been highlighted in the literature herein. Since the study sought to find perceptions of



teachers and students, this literature was of importance in terms of drawing comparison. Furthermore, local literature helped the researcher to identify research gap.

#### **2.4.1 Mother Tongue Influence on Performance of English**

Njoroge (1987) studied the acquisition of six morphosyntactic structures of English by Kenyan school children and looked at how First Language (L1) of students from different mother tongues in Kenya interfered and affected learning of English. He found out that children's First Language (L1) usually interferes with acquisition of Second Language (L2) skills. Njoroge's study is important to this research in that it is looking at errors that are as a result of mother tongue influence on the performance of English.

Wagikondi (2004) did an investigation into factors contributing to poor achievement in English in Kirinyaga District, Kenya and identified that when language of communication at home and school is mother tongue, then acquisition of English skills is inhibited and thus the performance of English is affected. Wagikondi (2004) also recommends that there is need to carry out a research to investigate the influence of mother tongue on student's performance in English. Hasindu (2011), in his research work found out that, classroom talk was encouraged in English because the policy in majority of the schools in the district is that students must communicate in English. He therefore suggested that further studies should be carried out on the use of mother tongue in schools as a factor that influences performance of English.

Kenya Institute of Education Handbook (2009) indicates that the English secondary school teacher is instructed and expected to provide students with pronunciation skills. English vowels are confusing and this confusion occurs with practically all mother tongues. Most teachers are faced with this challenge and leave out the pronunciation drill exercise to the disadvantage of the student thus teachers' inadequacy in pronunciation due to confusion brought about by their mother tongue influence hinders acquisition of pronunciation skills thus affecting performance of English especially English Paper 1 (Functional Skills) in KCSE (Kenya Institute of Education, 2009).

Ochieng (2006) in his research on students' attitude towards and performance in integrated English syllabus in secondary schools in Rongo Division, Migori, points out infiltration of languages other than English like 'Sheng' and uncontrolled use of 'mother tongue' in some of the schools as factor that challenges not only teaching of integrated English, but also influences performance of English.

## **2.4.2 Contextual Use of Language**

Most supporters of mother tongue-based learning agree that a child's home language can effectively be used as a language of instruction in the early years of their schooling as a bridge to learning a foreign language however it becomes an impediment in learning English and thus performance of English in secondary school (Gacheche, 2010). This study explores the use of mother tongue and code switching in an effort to establish the extent to which use of mother tongue influences the performance of English.

A system where instruction is carried out in a language children do not speak (or if they do, they speak a language that is broken and incoherent) is referred to "as submersion, as it is comparable to forcibly holding a child under water" (Skutnabb-Kangas 2000, p. 105). On the other hand immersion has to do with using of the revered language, probably mother tongue to teach, for instance, code switching to Kikuyu language as a medium of instruction in a context that predominantly use English as a language of instruction. Hence this study strives to find out the prevalence of code switching in the context under study.

According to Ochieng (2006) it is checking how students use language both written and spoken in school and at home is important. He emphasizes that teachers and parents ought to help learners to use a language that will help them to understand concepts in the process of learning. Mother tongue is not use as a medium of instruction and therefore if frequently used it will be counterproductive. Therefore, when mother tongue is used, it will in a sense influences the acquisition of skills in English thus the performance of English. He further suggests that a research be done on the influence of mother tongue on performance of English.

## **2.4.3 Perception of Stakeholders towards Mother Tongue and Performance of English**

A study conducted by Kamano (2011) on the influence of instructional language choice on secondary school students on performance in English in Kikuyu District, Kenya and found out that speaking skills using language of instruction have an impact on classroom participation and thus performance of English. Those students who can orally express themselves in English enjoy participation in classroom activities such as discussions and storytelling while those who cannot prefer to keep quiet. This state of affairs is an advantage to few learners who grasp the academic content at the expense of many who are linguistically

disadvantaged. This translates in difference in performance of English in favor of learners with capabilities in speaking in English.

Overdependence on foreign colonial languages like English and French coupled with negative attitudes of Africans towards their mother tongues may lead to a situation one may call 'linguistic imperialism' (Webb & Kembo-Sure, 2000, p. 53). As a matter of fact, in some schools in Kenya, pupils were (are) punished for speaking their mother tongue. Ngugi wa Thiong'o (1986) succinctly writes:

*The language of our evening teach-ins, and the language of our immediate and wider community, and the language of our work in the fields were one. And then I went to school, a colonial school, and this harmony was broken. The language of my education was no longer the language of my culture. English became the language of my formal education. In Kenya, English became more than a language: it was the language, and all the others had to bow before it in deference. Thus one of the most humiliating experiences was to be caught speaking Gikuyu in the vicinity of the school. The culprit was given corporal punishment or was made to carry a metal plate around the neck with inscriptions such as I AM STUPID or I AM A DONKEY. This sets a bad example that indigenous language is inferior compared to other languages like English. When a teacher punishes a pupil for speaking his/her mother tongue, a strong message is communicated that he/she should "renounce any allegiance to their language and culture".*

The issue of attitude should not be given a center stage but rather the focus should be on mother tongue's influence on performance of English. Gacheche (2010) notes that when children do not speak the language of instruction, teachers are forced to use traditional techniques such as chorus teaching, repetition, memorization, recall, code-switching and safe talk. In this context authentic teaching and learning cannot take place. Such situation accounts largely for low performance of students in English. .

Ouma (2010) conducted a research on factors affecting performance in Kenya Certificate of Secondary Examination, English examinations in Nyamache Division, Gucha District, Kenya and found out the use of mother tongue was one of the factors which affected students' performance in English. Ouma (2010) found that 58.8% of the teachers said that mother tongue was the most frequently used language in the school, while many students, 39.4 %

said they used mother tongue at school, this they believed had unconstructive influence in the performance of English.

In Kenya, most parents prefer their children to be taught in English and not mother tongue even at lower primary because of the value attached to English (Mwangi, 2009). Parents' attitudes towards mother tongue education in Africa is best captured by Kamano (2011) who highlights the idea that a child will benefit if his or her initial education is given in the first language is disputed by many so-called educated parent; parents who prefer an English medium education sometimes do so because they see the products of an English-medium getting rewards in terms of lucrative jobs and upward social mobility.

The major argument advanced by Webb and Kembo-Sure (2000) is that English is the language of a wider communication and the world. The international status that English enjoys makes parents feel that it is the language of the future for their children. Consequently, parents discourage their children from using mother tongue in favor of English hoping that this will improve their performance in English.

Gacheche (2010) affirms that indeed poor performance in English and general academic performance was attributed to the use of mother tongue as a language of instruction in the 1950s and this was reflected by the dismal performance of African and Asian children in exams-which were written in English- compared to European pupils.

## **2.5 Theoretical Framework**

This study was based on Acculturation Theory. This was an environmental-oriented theory proposed by John Schumann in 1978. It was used in 1980 in the field of Linguistics, precisely, Second Language Acquisition. A 1978 review by Schumann stated that, Second Language Acquisition was the result of acculturation, which he defined as “the social and psychological integration of the learner with the target language (TL) group” (as cited in Julius Angoli Atetwe, 2013, p. 9). The major claim of the theory was that acculturation, which was a cluster of social-psychological factors, was the major cause of Second Language Acquisition (Schumann, 1990). Schumann stated that any learner could be placed along a continuum ranging from social-psychological distance to social-psychological proximity with the speakers of the target language. The degree of language acquisition, then, would correlate with the degree of the learner's proximity to the target group. Thus, the acculturation theory argued that learners would be successful in Second Language Acquisition if there were fewer

social and psychological distances between them and the speakers of the second language. Some of the factors that account for the acquisition of second language according to the theory include: motivation and attitude of the learner, limited integration of cultural groups and how tight-knit the group is. This theory was applied to this study because it was supposed to find out how the use of mother tongue language in a social context influenced second language acquisition. The theory also indicated that learners would be successful in Second Language Acquisition if there were fewer social and psychological distances between them and the speakers of the second language. This study sought to establish the influence of use of mother tongue (which was a social factor) and the attitude towards use of mother tongue (a psychological factor) and how the distance created by use of mother tongue (Afan Oromo) influenced acquisition and thus performance in second language (English). Acculturation theory's strength lay in the fact that it considered motivation to be instrumental and integrative. The motive for learning second language was important, however, the theory assumed that there would always be a group which was familiar with the second language; this was not always the case.

## **2.6 Conceptual Framework**

The title of the study at hand has two types of variables dependent variable and independent variable. It was built from one dependent variable and one independent variable. Its dependent variable is teaching English language skills and its independent variable is using the students' native language(Afan Oromo).

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1. Introduction

This chapter describes the methodology that guided the study. Specifically, the chapter gives information about research design, target population and study location, data collection instruments, sample size and sampling technique. In addition, it discusses data collection and data analysis procedures. Finally, the chapter discusses ethical considerations of the study.

### 3.2. Research Design

In this study, the researcher employed the one-group pretest-posttest experimental research design. This is a design which involves both pretest and posttest study by carrying out a study on a single group before and after a treatment is administered, with the former being administered at the beginning of a treatment and later at the end. Blog (2020) classified experimental research design in to three broad categories namely: pre experimental, quasi experimental and true experimental research designs. He further classified pre experimental research design as: one-group pretest-pottest research design, one short case study research design and static group comparison. Blog (2020) added,, in a one-group pretest-posttest research design, either a group or various dependent groups were observed for the effects of applications of an independent variable, which was presumed to cause changes. It was the simplest form of experimental research design and was treated with no control group.

Kothari (1990) in this regard stated, “In the before-and -after without control design, a single test group or area is selected and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced and the dependent variable is measured again after the treatment has been introduced” (p.41).

The researcher, therefore, selected the **before-and-after without control** design since he has only one group of students as a study population. He used this type of research design because it enabled him to predict and to draw conclusions on the subject matter. It was particularly used in education to involve students in performing experiment, in improving the students' standard of an academic institutions and in human behavior to test human behavioral changes (Blog, 2020).

### **3.3 Target Population**

The population of this study were primary school students who were attending 7th grade level through the instructional medium of regional language and the EFL teachers who have been teaching English as a foreign language. Thus, the study was conducted in Kechemba Primary School, which is located in Oromia region, Jimma Zone, Seka Chekorsa district.

### **3.4 Data Collection Instruments**

To collect relevant data, the researcher used three type of data collection techniques namely: observation, questionnaire and interview in order to triangulate the data while analyzing and interpreting. Therefore, the researcher prepared observation checklist, question items for questionnaire and interview guide.

#### **3.4.1 Observation and Tests**

The researcher employed observation to collect required data. The researcher conducted the observation three times: before, during and after the treatment. The researcher observed English language lesson presentations (class organization & interaction) and the students' participation. The researcher also tested and recorded the pretest-posttest results as a way to measure the students' growth. Pre-test was aimed to know the students' levels of English language skills and to know what level of skills should be taught in the treatment. Likewise, post-test was aimed to see the students' achievements after being given treatment.

Observation time interval was required for the sake of measuring the effects of treatment. Kothari (1990) states, “the effect of the treatment would be equal to the level of phenomenon after the treatment minus the level of phenomenon before the treatment.” (p.41).

Observation was advantageous in that, it was free of subjectivity. The main advantage of observation is that, subjective bias is eliminated if observation is done accurately (Kothari, 1990, p. 96). In this regard, the participant type of observation was employed. Kothari (1990) added, “If the observer observes by making himself, more or less, a member of the group he is observing so that he can experience what the members of the group experience, the observation is termed as participant observation.” (p. 96). This type of observation was employed because the researcher was group member of the EFL teachers who experienced the same situation with the other group members in that school.

### **3.4.2 Questionnaire**

Questionnaire was another tool that the researcher used to collect data from the sample students. It was a list of questions or items used to gather data from the respondents about their attitudes, experiences, or opinions. Bhandari (2021) stated that, designing questionnaire meant creating valid and reliable questions that addressed the researcher's objectives, pacing them in a useful order and selecting an appropriate method for administration.

The questionnaire consisted of three parts. The first part contained demographic profile of the students. The second part consisted of variables related to the Influences of mother tongue in English language learning, and the third part held English language learning.

The questionnaire included both open-ended and close-ended questions in combination. Using close-ended questions limited the respondents, while open-ended questions enabled the respondents provide a broad range of answers. Thus, the researcher needed to balance that consideration with the available time and resources.

### **3.4.3 Interview**

Interview was the third type of data collection tool that the researcher used to collect data through from the designed EFL teachers. Interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Mertens, 1998). The researcher used interview for the sake of triangulation, i.e. it will enable the researcher to capture what the observation and questionnaire techniques missed in gathering data. It also helped him to find out detail information about the respondents' thoughts and behavior or to explore new issues in depth. In this technique, the interview guide was employed to gather basic data related to:

- the existence of language policy in the school that would help to limit the use of mother tongue,
- identification between students who usually use mother tongue and who do not during English language learning performances,



- the challenges brought about by the use of mother tongue in the process of learning English language and suggestions for the improvement. The items in the interview guide, questionnaire and observation check list were developed through the researcher's experience and through the assistance by the advisors. They were also be extracted from the related literature review and from the basic research questions.

### **3.5 Sample Size and Sampling Technique**

In this study for sampling population, comprehensive sampling technique was applied to both students and EFL teachers. It was the technique in which all the available populations were included in the sample size. According to Israel (1992), one approach is to use the entire populations as the sample. Although cost consideration makes this technique impossible for large population, a census is attractive for small populations.

The comprehensive sampling technique (using a Census for Small Populations Approach) was appropriate for the study at hand since the number of population in the school (grade seven students and EFL teachers) was small. There was only one section of grade seven students that held about sixty students all of which were supposed to be included in the sample size. Likewise, available EFL teachers who have been teaching the students in the school are about three in number and they are also included in the sample size. The comprehensive sampling technique was used because it eliminated sampling error and it provided data from all individuals in the populations.

### **3.6 Data Collection Procedure**

Before collecting data, the researcher acquired a recommendation letter from Jimma University and permission from the school principals. According to Cohen (2000), researchers will need to ensure not only that access is permitted, but is, in fact, practicable. Therefore, the researcher ensured that access to the sampled school is practical. The researcher booked appointments with the sampled students and teachers through the principal and visited the school. Class teachers assisted the researcher to get the participants in the sampled class. Before administering the study, the researcher met the participants and explained to them the purpose of the study and their importance in the study. The researcher then administered the study to the sampled students and teachers.

### **3.7 Method of Data Analysis**

Analysis of data was based on the research questions. For the fact that the study was basically experimental, the researcher administered a pre and post assessment of students' performances using the provided item bank for any SEPUP unit as a way to measure the students' growth. There were five steps involved in analyzing the data.

Firstly, the researcher located and assigned pre-test before implementing curriculum. The aim of pre-test was to know the students' level of English performance. It has aimed to know what level of language skills to be taught in the treatment. Then, the researcher scored and evaluated the pre-test results. After the pretest, the researcher taught them for about two weeks. The contents of the treatment were mainly: listening comprehension, reading comprehension, vocabulary, grammar, speaking writing, and some other micro skills like: fluency, syllabification, blending, word classes etc. Next to the intervention time, the researcher assigned post-test. Then after, the researcher scored and evaluated post-test results. Finally, the researcher compared, correlated and interpreted pre and post test results to draw conclusion.

Quantitative information gathered through questionnaire was organized, coded and summarized using SPSS, version 20.0. After collecting the raw data, the questionnaires were coded in to numerical values which were then keyed into the computer. The open-ended items were categorized into themes. The analyzed data were summarized using descriptive statistic such as frequency, percentage and presented using tables pie charts and bar graphs. According to Gay (1996), when making the results known to a variety readers, simple descriptive statistics such as percentage have a considerable advantage over more complex statistics.

Likert summated rating scale was also employed to analyze question sections: which measured the extent of influences/impacts of mother tongue on performance of English. Since the items in this question were positively stated, the response "strongly agree" means that the item has a lot of influence on performance of English while the response "strongly disagree" means that the item will have less influence on performance of English. The responses were scored as strongly agree=1, agree=2 undecided=3, disagree=4, strongly disagree=5 for each of the question. Other Likert summated rating scales were scored as: Very Often=1, Often=2, Rarely=3, Never=4. The rest items were scored as: Yes=1, and No=2. The extent of influence scores were grouped into categories which are most

influential, influential and less influential. The three categories were replicated in each of the question depending on the highest score and the lowest score on each question. Perceptions of the students on influence of mother tongue items each of which scored 5 as the highest score and 1 as the lowest score. Therefore, perception of students on influence of mother tongue on English scores were summed up and grouped into categories which were less influential, influential and most influential.

Likewise, responses from the interviews and open-ended questions were carefully coded and written down into narratives used to support findings of the quantitative data. Coding involves critically analyzing the data and identifying themes and topics which represents categories in which numerous pieces of data could be classified (Gay, 1996). Similarly, data were coded under relevant themes, presented in narratives showing excerpts from participants. Furthermore, items on challenges brought out by use of mother tongue were 3 and each item score 5 as the highest score and 1 as the lowest score. So, the highest total score for these items was 15, while the lowest possible score was 3. The scores summed up and put into the three categories as follows: less influential, influential and most influential.

### **3.8 Ethical Considerations**

Respect and consideration to the participants was an important aspect of research. Research ethics called for responsible conduct of researcher. According to Cohen (2000), at all times, the welfare of subjects should be kept in mind by the researcher. Therefore, the researcher of this study took in to consideration the three areas: consent, privacy and assent.

## CHAPTER FOUR: RESULTS, DISCUSSIONS AND INTERPRETATIONS

### 4.1 Introduction

This chapter presents, discusses and interprets the findings in relation to, research questions under the following themes: pretest-posttest score analysis, questionnaire return rates, and background information of participants and prevalence of use of mother tongue. It also discusses the findings on perception of teachers and students on the influence of mother tongue on performance of English, measures taken to curb use of mother tongue and challenges brought about by use of mother tongue. The chapter finally presents findings on strategies to improve performance of English in seventh grade of Kechema Primary School.

### 4.2 Background Information of the Participants

This section refers to the background of the participants in terms of their gender and age. It also considers and length of teaching experiences of the teachers.

#### Gender Distribution of the Students' Participants

Out of the 50 students who were involved in the intervention and in filling the questionnaire 20 (40%) were male while 30 (60%) were female and therefore both genders were well involved. It was important to find out the gender of the participants for further analysis of the responses; for example, finding the number of boys or girls who felt that use of mother tongue influences the performance of English. According to Lado (1995) when doing a study on a language both genders have to be considered since they show different characteristics in terms of use of language.

#### Age Distribution of the Students Participants

The age distribution of participants was considered in an effort to confirm whether the participants are of primary school second cycle age. Table 1 summarizes the findings.

*Table 1: Responses on Age Distribution of the Students Participants*

Students' age	Frequency	Percentage
<15	1	2%
15-18	40	80%
>18	9	18%
Total	50	100%

The above table shows that a majority of the participants (40) 80% were in the age between 15-18 years, while (9) 18 % were in the age of more than 18 years and only (1) 2% of them is below 15 years of age. The findings indicate that all of the participants were within the ages of 15-18 years and they were assumed to be old enough compared to the ages of the other class level students in the school and therefore, they were capable of providing the required information related to their schooling. Julius, (2013) confirms that, data on the age of the participants were important to ensure that students were within the age of primary school second cycle students.

### **Gender Distribution of English Teachers**

Available English teachers in that school was taken as respondents It was important to ensure balanced views from the two genders. Table 4 summarizes gender distribution of English teachers.

***Table 2: Responses on Gender Distribution of English Teachers***

<b>Teacher' gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	2	66.7%
Female	1	33.3%
Total	3	100%

Table 2 shows that all the available English teachers who participated in this study were female (33.3%) while 2 (66.7%) were male. Thus the two genders are adequately represented.

### **Length of Teaching Experience**

Teaching experience was important because the researcher purposively sampled English teachers on the premise that they are rich of information. Table 3 shows the length of teaching experience for the English teachers.

***Table 3: Responses on Length of Teaching Experience***

<b>Years of teaching experience</b>	<b>Frequency</b>	<b>Percentage</b>
<10	1	33.3%
11-20	1	33.3%
>20	1	33.3%
Total	3	99.9%

Table 3 shows that (1) 33.3% of English teachers had taught between one to ten years. Another 1 (33.3%) had taught between 11-20 years. Similarly, 1 (33.3%) had taught for more than 20 years. Therefore, almost all of the teachers had taught for long years indicating that they had adequate teaching experience. Thus, they could give informed views about how use of mother tongue influences performance of English.

### **4.3 Discussion and Interpretation**

#### **4.3.1. The Extents to which native language (Afan Oromo) affects English Language learning**

##### **4.3.1.1 Pretest posttest Return Rates**

The researcher conducted experiment upon the students who were attending the seventh grade level at Kechema Primary School from the date of May 15-30/2014E.C. In line with Kothari's (1990) and Blog's (2000) procedure of experimental research design, the researcher applied the one-group pretest-posttest research design. The students were given a pretest that encompasses such language skills as listening, speaking, reading, writing, vocabulary and grammar (Appendix D). The pretest was checked and converted into percentage. Next to the pretest administration, there was intervention of lesson delivery through task based approach. The lesson was delivered in accordance with the task-based lesson plan (Appendix C). The students were taught for about two weeks by using both languages (Afan Oromo and English). They were allowed to use their native language (Afan Oromo) both in class and in the school compound. The students freely used their first language in class while discussing, participating and doing all learning activities during the intervention time. The task-based material for the intervention was attached as an (Appendix E) to the paper. After the intervention time, they were given a posttest and the result of the test was converted into percentage (Appendix F). The result of the analyzed data via SPSS can be displayed as follows.

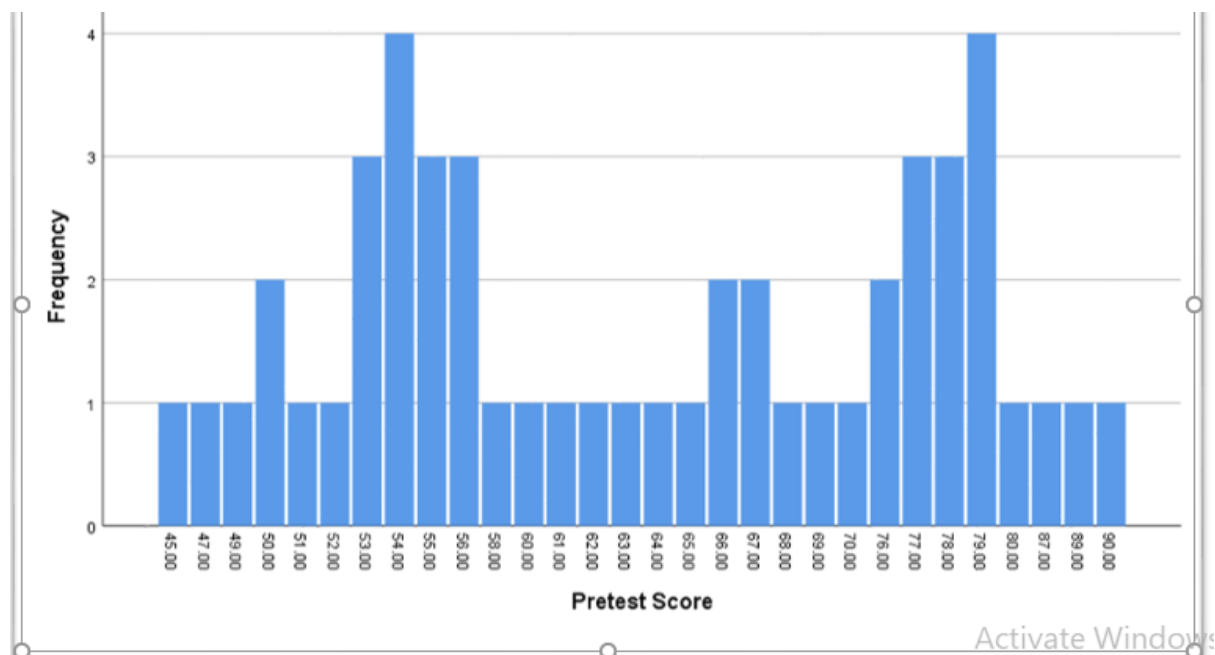
**Table 4: Pretest Score**

Pretest Score		
N	Valid	50
	Missing	0
Mean		64.7400
Std. Deviation		12.19704
Minimum		45.00
Maximum		90.00

Pretest Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	1	2.0	2.0	2.0
	47.00	1	2.0	2.0	4.0
	49.00	1	2.0	2.0	6.0
	50.00	2	4.0	4.0	10.0
	51.00	1	2.0	2.0	12.0
	52.00	1	2.0	2.0	14.0
	53.00	3	6.0	6.0	20.0
	54.00	4	8.0	8.0	28.0
	55.00	3	6.0	6.0	34.0
	56.00	3	6.0	6.0	40.0
	58.00	1	2.0	2.0	42.0
	60.00	1	2.0	2.0	44.0
	61.00	1	2.0	2.0	46.0
	62.00	1	2.0	2.0	48.0
	63.00	1	2.0	2.0	50.0
	64.00	1	2.0	2.0	52.0
	65.00	1	2.0	2.0	54.0
	66.00	2	4.0	4.0	58.0
	67.00	2	4.0	4.0	62.0
	68.00	1	2.0	2.0	64.0
	69.00	1	2.0	2.0	66.0
	70.00	1	2.0	2.0	68.0
	76.00	2	4.0	4.0	72.0
	77.00	3	6.0	6.0	78.0
	78.00	3	6.0	6.0	84.0
	79.00	4	8.0	8.0	92.0
80.00	1	2.0	2.0	94.0	
87.00	1	2.0	2.0	96.0	
89.00	1	2.0	2.0	98.0	
90.00	1	2.0	2.0	100.0	
Total		50	100.0	100.0	

As it could be noticed from the above table, all the 50 (students) took the test with no missing value. The mean of the pretest read 64.74, standard deviation read 12.19704, minimum value read 45% and maximum value read 90%. Range of the data could be calculated by subtracting minimum value from the maximum value and it could be (90%-45%) which read 45. The standard deviation (12.19704) was the measure based on the distance each data value was from the average value (64.74). The bar chart below also provides useful information in the same way as the table above about the pretest result.

**Figure 1: Pretest Score**



The “X” axis or the horizontal line of the graph is the representative of the pretest scores that range from minimum score (45%) to maximum score (90). Likewise, the “Y” axis or the vertical line of the graph is the representative of the frequency level of the score. For instance, the most frequent scores are (54%) & (79%) while the least frequent are many in numbers.



**Table 5: Posttest score**

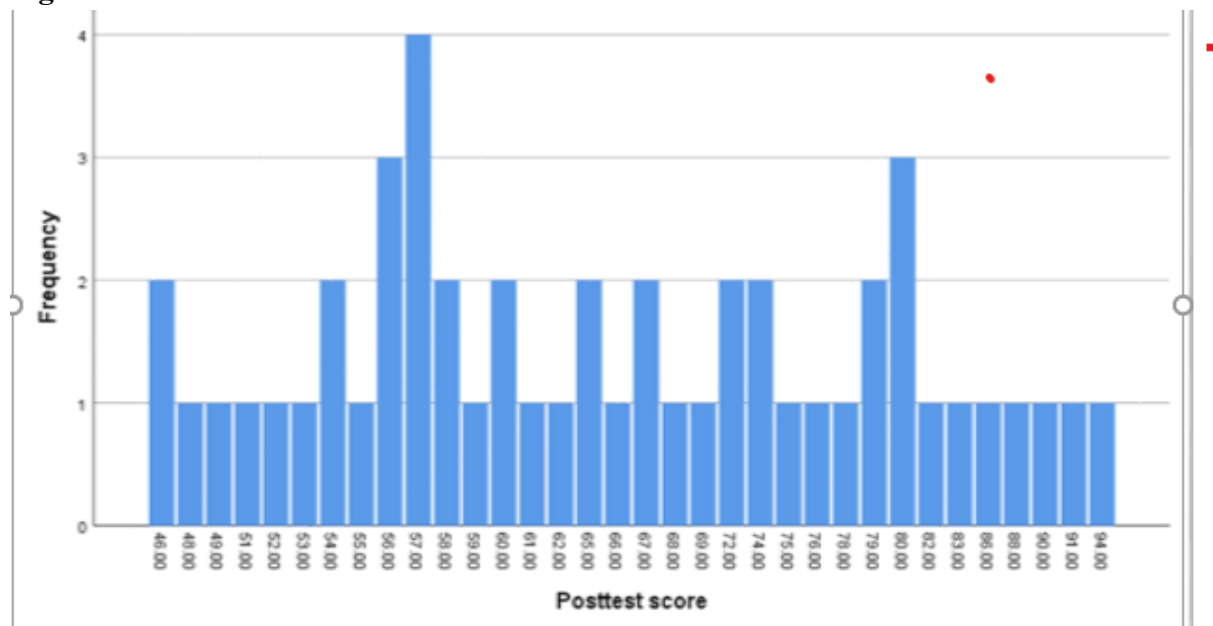
Posttest score		
N	Valid	50
	Missing	0
Mean		66.4400
Std. Deviation		12.93494
Minimum		46.00
Maximum		94.00

Posttest score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46.00	2	4.0	4.0	4.0
	48.00	1	2.0	2.0	6.0
	49.00	1	2.0	2.0	8.0
	51.00	1	2.0	2.0	10.0
	52.00	1	2.0	2.0	12.0
	53.00	1	2.0	2.0	14.0
	54.00	2	4.0	4.0	18.0
	55.00	1	2.0	2.0	20.0
	56.00	3	6.0	6.0	26.0
	57.00	4	8.0	8.0	34.0
	58.00	2	4.0	4.0	38.0
	59.00	1	2.0	2.0	40.0
	60.00	2	4.0	4.0	44.0
	61.00	1	2.0	2.0	46.0
	62.00	1	2.0	2.0	48.0
	65.00	2	4.0	4.0	52.0
	66.00	1	2.0	2.0	54.0
	67.00	2	4.0	4.0	58.0
	68.00	1	2.0	2.0	60.0
	69.00	1	2.0	2.0	62.0
	72.00	2	4.0	4.0	66.0
	74.00	2	4.0	4.0	70.0
	75.00	1	2.0	2.0	72.0
	76.00	1	2.0	2.0	74.0
	78.00	1	2.0	2.0	76.0
	79.00	2	4.0	4.0	80.0
	80.00	3	6.0	6.0	86.0
	82.00	1	2.0	2.0	88.0
	83.00	1	2.0	2.0	90.0
	86.00	1	2.0	2.0	92.0
88.00	1	2.0	2.0	94.0	
90.00	1	2.0	2.0	96.0	
91.00	1	2.0	2.0	98.0	
94.00	1	2.0	2.0	100.0	
Total		50	100.0	100.0	

In the same manner, posttest score table shows that, all the 50(students) took the posttest with no missing value. The mean of the posttest read 66.44, standard deviation read 12.93494, minimum value read 46% and maximum value read 94%. Range of the data could be calculated by subtracting minimum value from the maximum value and it could be (94%-46%) which reads 48. The standard deviation (12.93494) was the measure based on the distance each data value was from the average value (66.44).

The bar chart below also provides useful information in the same way as the table above about the posttest results. The “X” axis or the horizontal line of the graph is the representative of the posttest scores that range from minimum score (46%) to maximum score (94). Likewise, the “Y” axis or the vertical line of the graph is the representative of the frequency level of the score. For instance, the most frequent score is (57%) while the least frequent scores are many in numbers.

**Figure 2: Posttest Score**



There was a mean score difference between the pretest score and posttest score. Posttest mean score is different from the pretest mean score by +1.7. This variation seemed to arise from the mother tongue influence. There are various perceptions by different elites about use of mother tongue. The UNESCO (1968) report articulated that, the significance of using mother tongue as language of instruction. It observed that, the best medium of teaching a child was his (her) mother tongue. On the contrary, UNESCO's (1968) articulations seemed to contradict with the Lott's (1983) view point to the significance of use of mother tongue. Lott (1983) defined mother tongue interference as 'errors in the learners' use of foreign

language that can be traced back to the mother tongue. Kolawole (2002) on his behalf also recommends that pupils should have exposure to the English language quite early in primary school irrespective of the perceived advantages of mother tongue. This scholar emphasizes on firm foundation in English language for better performance in the subject in future and argues that a solid foundation in English essentially provides students with fundamental skills of English language.

The gaps between those two perceptions seemed to arise from the fact that, UNESCO (1968) didn't take into consideration the use of second language as medium of instruction and how the previous and current use of mother tongue affects latter performances in English.

#### **4.3.1.2 Testing Hypothesis**

As far as the experimental research design was concerned in this study, the researcher tested hypothesis of causal relationships between the variables. According to Kothari (1990), in the context of statistical analysis, we often talk about null hypothesis and alternative hypothesis. We may think that the method A is superior or method B is inferior, we are then stating what is termed as **alternative hypothesis**. As against this, if we are to compare method A with method B about its superiority and if we proceed on the assumption that both methods are equally good, then this assumption is termed as the **null hypothesis**.

In the context of this study, the hypothesis there is, " **Native language (Afan Oromo) has a significant influence on English language learning**". This assumption seems to be that we are stating the **alternative hypothesis**. Under this framework the researcher conducted experiment and tested hypothesis with regard to the causal relationship between using the students' native language and learning English language skills. The following tables of linear regression show the result of the conducted experiment where in the correlation of the variables, R square, alpha (the level of confidence) and other useful information were displayed.

**Table 6: Linear Regression**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.897 <sup>a</sup>	.805	.801	5.43650

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5870.954	1	5870.954	198.641	.000 <sup>b</sup>
	Residual	1418.666	48	29.556		
	Total	7289.620	49			

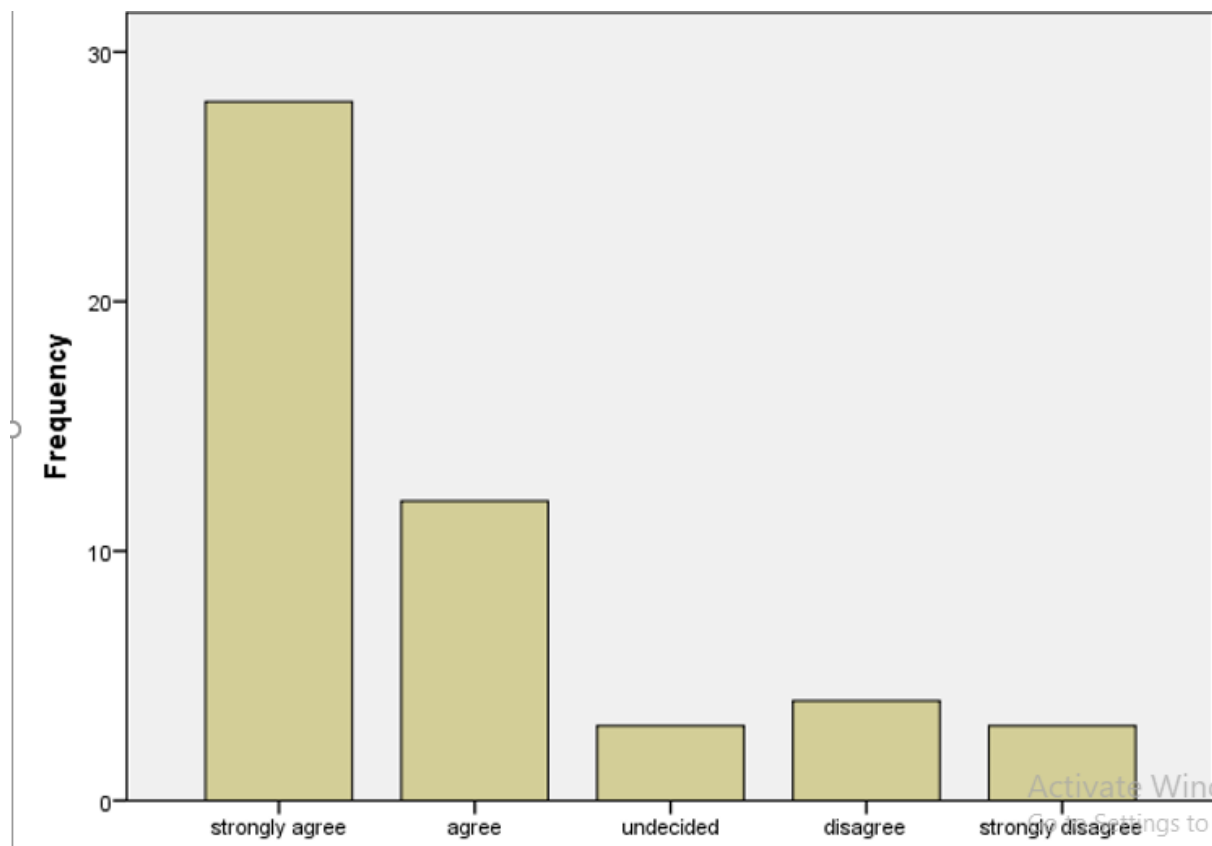
In the model summary table of SPSS we can read that, the correlation analysis of the variables (R) is 0.897, which is to mean that there is a strong and positive relationship between the two variable. According to Pearson, correlation coefficient value (R) ranges from -1 to 1 (from positive 1 to negative 1) (Kothari, 1990). In the context of this experiment, R is 0.897 and it can be interpreted as there is a strong correlation between using the students' native language (Afan Oromo) and learning English as a foreign language. On the other hand, R Square of the variables (0.805) explains how much effect the use of mother tongue has on learning English as a foreign language. This value can be interpreted as using Afan Oromo has (80.5%) effect on teaching English language skills. In the same manner, one can understand from the ANOVA table above that the significant effect of mother tongue on learning English as a foreign language is (0.00) value. This means that, the researcher is confident with the cause and effect relationship between the two variables. According to Kothari (1990), the researcher is willing to take as much as (0.05) risk of rejecting the null hypothesis. In line with this, the researcher of this study is the most confident with less than (0.05) level of significance. This means that native language used by both teachers and students strongly affected learning English as a foreign language. McLaughlin (1990), in this regard, highlighted the extent to which mother tongue influenced the performance of English. He noted that, there was an influence between the first and second languages because acquiring one's first language gives one a certain "routine" or experience, strategies and metacognitive skills, which could be generalized to subsequent languages, but there were also language-specific constraints in L2 perception and comprehension. Therefore, the researcher recommends that, teachers of English Language need to revise their ways of teaching and need to choose alternative teaching methods like task based method, communicative method, role play method and others that are appropriate to those level of students.

### 4.3.2. Impacts of Mother Tongue on English Language Grammar, Vocabulary, Pronunciation, Accent and Intonation

This section deals with answering research question two which sought to figure out challenges brought about by use of mother tongue as perceived by both teachers and students. Although the study at hand was basically experimental, the researcher also employed questionnaire and interview in order to maintain data triangulation (Appendices I, J &L). Andrea J. (2020) in this regard articulated that, most often, triangulation helps validate research findings by checking that different methods or different observers of the same phenomenon produce the same results. This implies that the weakness of one technique could be supplemented by the strengths of the other technique. Accordingly, among the challenges addressed in this section include; challenges in grammar, vocabulary, accent and intonation arising in use of mother tongue and challenges in pronunciation.

The bar graph below summarizes responses of the students on impacts brought about by the use of mother tongue on English language grammar.

**Figure 3: Students' Responses on influences Mother tongue has on English Grammar**

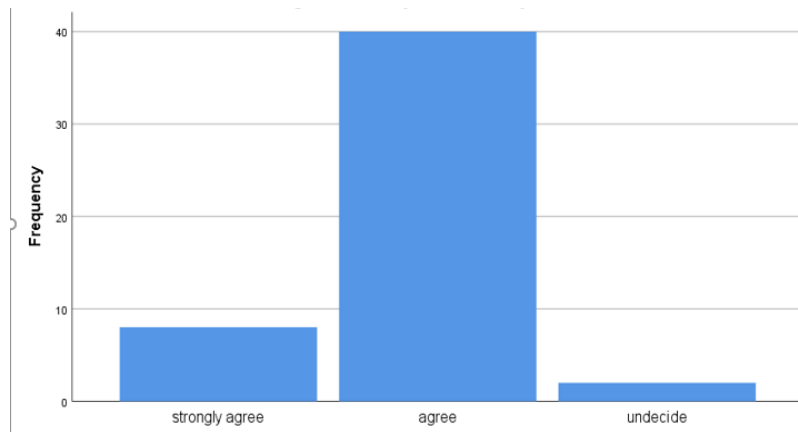


The bar graph above indicates that, majority of the students strongly agreed upon the negative effects of using mother tongue in learning English grammar. Some number of students also agreed upon impacts mother tongue had on learning English grammar. However, there were few proponent students to the use of mother tongue and they had similar view points to Cummings (1964) who argues that, elementary schooling in a language other than the child's mother tongue represents a serious departure from the fundamental educational rule that one should move from known to unknown.

Likewise, when teachers of English language were asked whether use of mother tongue had influenced the way students write in English, 100% agreed that use of mother tongue had influenced the way students wrote in English. Those teachers who indicated "yes" gave various reasons as how mother tongue affects the performance of English. They identified that, students were often unable even to express themselves efficiently and thus made many ungrammatical mistakes. They highlighted that students use ungrammatically structured sentences as a result of frequent use of mother tongue and this adversely affected their performance in English. Furthermore, all the interviewed English teachers identified that, poor spelling formation was as a result of students using mother tongue. Some of the challenges that were highlighted by students who agreed that use of mother tongue influenced their writing in English were that it becomes difficult to put an idea in English since one is used to mother tongue and thinks in mother tongue. Another challenge observed was that of direct translation. This entails translation of mother tongue to English. This eventually influences the intended meaning not only in spoken form of English but also in written form. This finding matches with Wagikondi's (2004) and Corder's (1981) identifications. They did investigation into factors contributing to poor achievement in English performances and identified that, errors in second language are as a result of mother tongue interference. They found that, when language of communication at home and school is mother tongue, then acquisition of English skills is inhibited and thus the performance of English is affected. Therefore, I as a researcher suggest that, teachers and parents ought to help learners to use English language both written and spoken in school and at home in order that it will help them to understand concepts in the process of learning.

On the other hand, the following bar graph depicts that, except very few students with undecided perspectives, the number of students with high degree of frequency (40) agreed upon the impact of mother tongue on learning English language skills; and in fact, there existed a considerable amount of students with a strong agreement about the impact.

**Figure 4: Mother tongue vocabulary affects English as a foreign language**



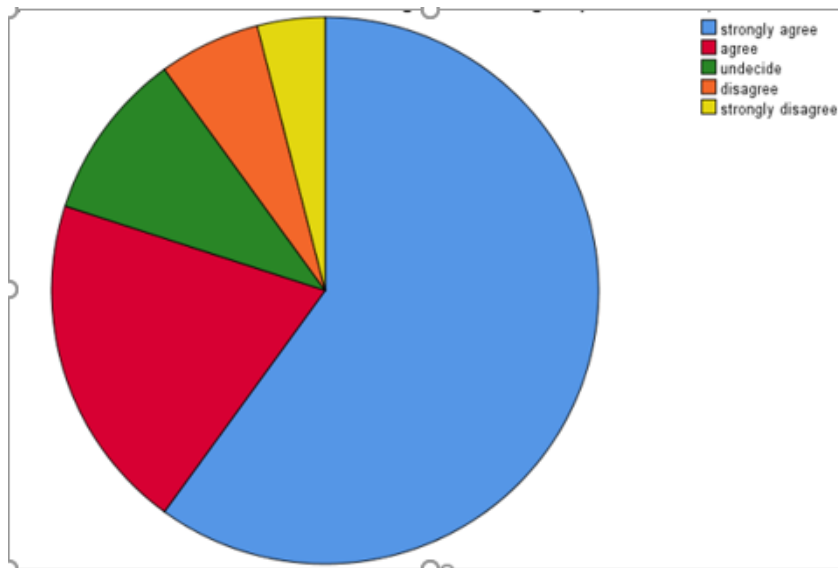
The teachers also said on the observation checklist (Appendix K) that, students used direct translation to respond to questions in classroom and the teacher also accepted the answers in native language, hence, hindering communication between teachers and students in English language. Especially when the teacher tried to communicate in English with the learners, responses from the students totally stopped and the students kept silent until the teacher switched the language to their mother tongue.

Another issue identified by interview response (Appendix K) was that, mother tongue limited the vocabulary one had known in English. They felt that their vocabulary in English was limited by their frequent use of mother tongue. They also pointed out the challenge of putting across ideas and thoughts in English and acknowledged that this resulted into direct translation and thus poor performance in written English.

Julius, (2013) supported this idea in his research work and said that, as a result of use of mother tongue by both students and teachers, the learners can hardly read texts and poorly communicate in English. In addition to this he said adding, the impact of mother tongue really affected the pace of covering the syllabus of English. This implies that, practice of code switching or code mixing in class might put learning the target language in danger and as the result, the students fail to answer examination questions in pure English thus affecting their performance in English. Hence, once again, the researcher comments that, the school should set language club wherein the learners freely participate in so that they can improve their communication skills.

Likewise, the next pie chart displays responses of the students on challenges brought about by use of mother tongue on English pronunciation, accent and intonation..

**Figure 5: Responses of students on whether Mother tongue affects English pronunciation, accent and Intonation**



The majority of students, as can be noticed from the key of the pie chart strongly agree that, the use of mother tongue affected the way they pronounce in English while considerable amount of students agree upon the negative influence of use of mother tongue. These findings show that use of mother tongue in the school of Kechema Primary influences the way students pronounce words in English. Students indicated that use of mother tongue influenced their pronunciation; thus use of mother tongue affected articulation of words and sounds in English e.g. /factory/ for /victory/, /f/ for /v/ since /v/ sound was not found in Afan Oromo language. These findings tend to agree with Asher (1986) who argues that students tend to hear and produce all speech sounds in terms of phonological system of their own language. Basically, when students use mother tongue they become unfamiliar with pronunciation of English words and sounds in English. Accordingly, Krashen (1985 p. 58) argues, “Second language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, “such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends” When teachers were asked whether use of mother tongue influence the way students pronounce words in English, explained that use of mother tongue influenced the way students articulate their words in English. Teachers explained that use of mother tongue contributed to low self-esteem especially in forums that required use of the English language e.g. debates. They also identified that use of mother tongue affected pronunciation and thus performance of oral skills section thus influencing performance of English. Hence, the researcher of this study recommends that English



language should be used as a medium of communication within and outside the classroom and both teachers and students should endeavor to improve their proficiency level of the language, and especially the teachers need to be good role models of the students in this regard.

### 4.3.3 How the Native Language Vocabulary Facilitates Learning of the Target Language Vocabulary

Here under is the discussion that tries to answer research question three which sought to figure out how native language vocabulary facilitates learning English language skills. The following table summarizes responses on challenges brought about by use of mother tongue.

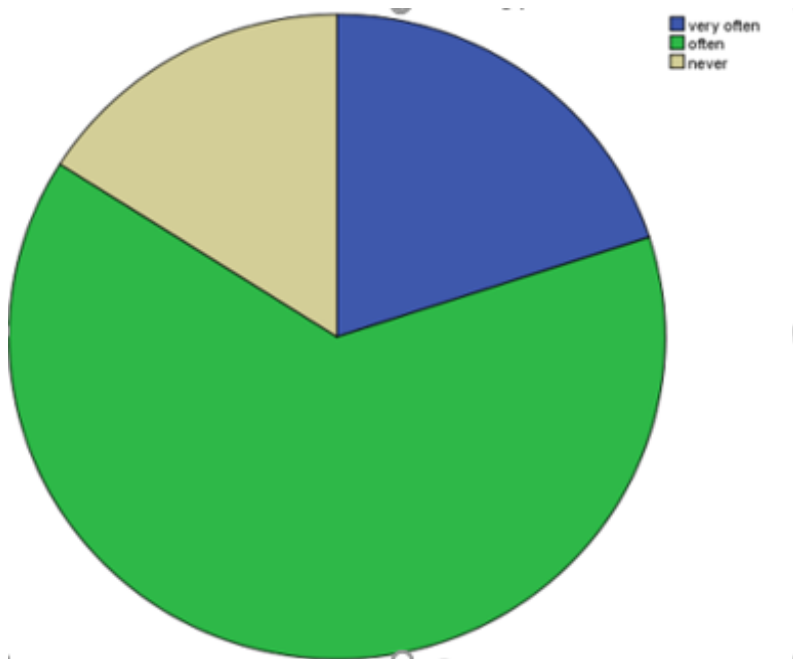
**Table 7: Students' Responses on the influence Mother tongue Has on Learning English Vocabulary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	35	70.0	70.0	70.0
	agree	6	12.0	12.0	82.0
	undecided	5	10.0	10.0	92.0
	disagree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Table 7 illustrates that most of the students strongly agreed that mother tongue has a great effect on learning English vocabulary while least of them responded that mother tongue has no impact on learning English vocabulary. On the other hand, proponent teachers of using mother tongue seems to argue for the use of native language from the view point that it takes too long times to describe issues, events and occurrences simply in English because students aren't familiar with English and are more familiar with mother tongue. Sometimes teachers found it difficult to explain concepts due to limited vocabularies of the learners. For instance, one of the interviewed teacher responded that they had to read a passage at least twice for students to understand. Therefore, in order to save their times, they prefer to translate to the students' mother tongue and switch language so that they could grasp the basic concepts of the texts. This finding, perhaps, matches with UNESCO's (1968) argument. The organization maintains that literacy acquisition and second language proficiency depend on well-developed first language proficiency; that is, proficiency in mother tongues. It advocates adding that, learners have difficulties in developing cognitive skills when taught through the medium of a second language especially if it is not related to the learners' mother tongue.

The following pie chart illustrates how often the teachers switch language to the students' mother tongue.

**Figure 6: Students response on how often Teachers Switch Language during Presentation**



The analyzed data in the pie chart above displayed that, the teacher, during all the observation times, switched language to the students' native language often when organizing the class and when interacting with the students. However, this perspective contradicts with many opponent scholars to the use of native language in teaching English language skills. For instance, Gacheche's (2010) argues that, indeed poor performance in English is attributed to the use of mother tongue as a language of communication in the school. Kamisah (2009) on her behave also argues that code switching or code mixing affects the performance of English since learners tend to directly translate connectors from their mother tongues. Ochieng (2006) is another opponent scholar to the use of mother tongue. He explained in his research on students' attitude towards and performance in integrated English syllabus in secondary schools, pointed out infiltration of languages other than English like 'Sheng' and uncontrolled use of 'mother tongue' in some of the schools as factor that challenges not only teaching of integrated English, but also influences performance of English. Ouma (2010) who conducted a research on factors affecting performance of English in Kenya Certificate of Secondary Examination strongly argue against use of mother tongue in teaching target

language. He found out that, the use of mother tongue was one of the factors which affected students' performance in English.

Therefore, the finding of this study to basic research question number three does not support the idea that states, native language vocabulary facilitates learning of the target language vocabulary, rather it shows that, teachers often switch English to the students' native language in organization and interaction session and hence, it matches with the finding by the experiment and it confirms that, native language has negative influence on the performance of English language skills.. Thus, this indicates that poor performance of English by Kechema Primary school students was attributed to use of mother tongue. So, I as a researcher, suggest that, teachers need encourage the learners to communicate in English rather than translating to their native language. The school had better establish language policy that reinforces the learners for using English inside and outside the classroom rather than using native language

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1. Introduction**

In the last chapter of the study, the researcher presents the summary and conclusions drawn from the findings of the study. The chapter also presents recommendations and suggestions for further research.

### **5.2 Summary of the Study**

This study dealt with an investigation of the influence of mother tongue on students' performance in English in Kechema Primary Second cycle school. It provided a background on the influence of mother tongue on performance of English in the school. In the background session, the researcher has pointed out to the use of mother tongue as a factor that influence performance of English by revising from various scholars' research works. This study precisely investigated through experiment the influence of mother tongue on performance of English in seventh grade of Kechema Primary School. The researcher used three research questions to guide the study and came up with data on the influence of mother tongue on performance of English in the school. The significance of the study was that it would provide useful information to all education stakeholders on how to improve performance of English in the school. The study was conducted in Kechema Primary School and it was delimited to grade seven students and English teachers. Review of the related literature addressed the issue of code switching, transfer or interference, perception of mother tongue and influence on performance of English. However, it did not show any experiment to test the extent to which mother tongue can influence the performance of English. Thus, this study investigated the use of mother tongue and its influence on performance of English. The researcher used an experimental research design. English teachers and students were sampled to participate in this study. Information was obtained from students through intervention and questionnaires while information from English teachers was obtained through interview guide. Both quantitative and qualitative data were obtained. Quantitative data were analyzed with help of SPSS version 20.0 while qualitative data were analyzed through arranging responses into themes and summarized using descriptive reports. Analyzed data were presented in frequency tables and bar graphs.

### 5.3 Findings and Discussions

This finding indicated that, almost all of the participants were within the ages of 15-17 years and they were assumed to be old enough compared to the ages of the other class level students in the school and therefore, they were capable of providing the required information related to their schooling.

The study research question number one aimed at finding out the extents to which native language (Afan Oromo) affects English Language learning. The study found out that Afan Oromo has (80.5%) effect on teaching English language skills. In the same manner, the significant effect of mother tongue on learning English as a foreign language is (0.00) value. This means that, the researcher is confident with the cause and effect relationship between the two variables with more than 95 % (the standardized level of confidence). In line with this, the researcher of this study is the most confident with less than (0.05) level of significance. This means that native language used by both teachers and students strongly affected learning English as a foreign language and the teachers needed to revise their ways of teaching and needed to choose alternative teaching methods that were appropriate to those level of students.

The second research question aimed at finding out the impacts of mother tongue on English language grammar, vocabulary, pronunciation, accent and intonation. Accordingly, (60%) of the students responded that mother tongue grammar (Afan Oromo) influences learning English as a foreign language, while (40%) of them replied that mother tongue grammar does not have any impact on learning English language skills. When English teachers were asked whether use of mother tongue had influence the way students wrote in English, 100% agreed that use of mother tongue influenced the way students wrote in English. Those teachers who indicated “yes” gave various reasons as how mother tongue affects the performance of English. They identified that, students were often unable even to express themselves efficiently and thus made many ungrammatical mistakes. They highlighted that students use ungrammatically structured sentences as a result of frequent use of mother tongue and this adversely affected their performance in English. Furthermore, all the English teachers identified that, poor spelling formation was as a result of students using mother tongue. Some of the challenges that were highlighted by students who agreed that use of mother tongue influenced their writing in English were that it became difficult to put an idea in English since one used and thought in mother tongue. It was also found out that Afan Oromo vocabulary

affects the target language vocabulary in the process of EFL learning and teaching. The study found out that, the number of students with very high degree of frequency (40) agreed upon the impact of mother tongue on learning English language while the number of very low degree of frequency were with the undecided perspectives. The teachers also said on their interview response that mother tongue limited the vocabulary one knew in English. They felt that their vocabulary in English was limited by their frequent use of mother tongue. They also pointed out the challenge of putting across ideas and thought in mother tongue in English and acknowledged that this resulted into direct translation and thus poor performance in written English. Another issue identified by teachers was that students used direct translation to respond to questions in classroom thus hindering communication between teachers and students especially when the teacher did not share a mother tongue with the students.

The study also found out that the majority of students, (60%), indicated that use of mother tongue affected the way they pronounce in English while (40%) indicated that use of mother tongue does not influence the way they pronounce English words. These finding shows that use of mother tongue in the school of Kechema Primary influences the way students pronounce words in English. Students indicated that use of mother tongue influenced their pronunciation; thus use of mother tongue affected articulation of words and sounds in English e.g. /fictory/ for victory, /f/ for /v/ since /v/ sound was not found in Afan Oromo language. It was also found from the teachers that use of mother tongue contributed to low self-esteem especially in forums that required use of the English language e.g. debates. They also identified that use of mother tongue affected pronunciation and thus performance of oral skills.

The third research question aimed at finding out how the native language vocabulary facilitates learning of the target language vocabulary. The study found out that most of the students (96%) agreed that mother tongue affects learning English vocabulary while least of them (4%) responded that mother tongue has no impact on learning English vocabulary. Proponent teachers and students of using mother tongue seems to argue from the view point that It takes too long times to describe issues, events and occurrences simply in English because students aren't familiar with English. Teachers responded adding, sometimes they found it difficult to explain concepts due to limited vocabulary of the learners. Therefore in order to save their times, they prefer to translate to the students' mother tongue so that they could grasp the basic concepts of the texts.

## 5.4 Conclusions

The use of mother tongue was prevalent among students in Kechema Primary school of Seka Chekorsa District. Thus, the researcher learned from this study that :-

- ❖ The prevalent use of mother tongue adversely influenced performance of English.
- ❖ The perception of teachers and students regarding influence of mother tongue on performance of English was equally important.
- ❖ Teachers and students held the perception that use of mother tongue has a negative influence on performance of English.
- ❖ To control use of mother tongue, proper measures needed to be put in place. Language policies could reduce the use of mother tongue if they were implemented in the right way.
- ❖ It was thus concluded that teachers had better employ reward for students who use English and punishment for those who use mother tongue was important to encourage students to converse in English and ban those who intend to converse in mother tongue.
- ❖ Challenges that are as a result of use of mother tongue were varied. Use of mother tongue brought about challenges in grammar, vocabulary, pronunciation, accent and intonation skills.
- ❖ Students also exhibited a challenge of lack of confidence and poor communication skills as a result of use of mother tongue.
- ❖ The challenges that could arise could be eliminated by provision of a conducive environment for learners to use English.

## 5.5 Recommendations

In order to improve performance of English in the school, the study made the following recommendations;

1. Teachers had better cultivate a positive perception towards the use of English in school. It is good for the teachers to be role models to the students and encourage them to converse in English.
2. The school is recommended to come up with a reward system to encourage use of English in class and school compound rather than using in mother tongue.

3. Teachers are advised to come up with teaching methods that are interactive to ensure that students are given an opportunity to interact with each other in English so that students can have good communication skills.
4. The school need renew their debating clubs. It need reward the winning teams so that the students can nurture a competitive environment that would expand the use of English
5. In general, teachers have to provide students with an environment to cultivate their English language learning skills.

### **5.6 Suggested Areas for Further Study**

1. Further research should be conducted on how mother tongue influences phonological elements of English in the area under study.
2. A study should be carried out to establish the relationship between language of thought and performance of English.
3. The study should be carried out on need analysis with respect to the interests of the students in learning English language.



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## APPENDIX A

### Research Time line

No	Activities	D u r a t i o n s											
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1	Writing concept note and introduction						■						
2	Background of the study						■	■					
3	Need of the study						■	■					
4	Objective and research questions						■	■					
5	Reviewing related literatures						■	■	■				
6	Writing research design and technique						■	■	■				
7	Proposal defense and correction								■	■			
8	Data collection									■	■		
9	Data analysis discussion and interpretation										■	■	
10	Summary conclusion and recommendation											■	■
11	Final submission of thesis paper												■

## APPENDIX B

### Budget Break Down

No	Activities	Unit cost	Total cost
1	For data collection	7500	7500
2	For Per diem	7500	7500
3	Total		15000

## APPENDIX C

### Sample Task-Based Lesson Plan (Willis, 1996, p. 38)

**Name of the school:** Kechemma Primary School

**Date:** 21/09/2014 E.C.

**Teacher's name:** Assefa Chibsa

**Grade:** 7

**Subject:** English

**No of students:** M: 20 F: 30 Total: 50

#### Contents: Reading Comprehension

1. Word study
2. Reading passage “ Ethiopian Coffee”
3. Vocabulary

**Learning Objectives:** At the end of this lesson the students will be able to:-

- Segment the provided words in to prefixes and root words.
- Read and comprehend the ideas of the passage.
- Read the passage and answer the comprehension questions.
- Match the vocabulary words with their contextual meanings.

#### Pre-task

Introduction to topic and tasks
<p><b>Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.</b></p> <p>Introduce the learners with the new topic” Farming”</p> <p>provide them high light about English syllables and</p> <p>ask them revise consonant and vowel sounds</p> <p>List some words from the passage ahead of time and ask them how many syllables they have</p> <p>Provide them examples and guide them to the activity under word study</p>

### Task cycle

Task	Planning	Report
<p><b>Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.</b></p> <ol style="list-style-type: none"> <li>a. Students discuss with their partners and segment the words in to prefixes and root words</li> <li>b. Students do pre reading activities</li> <li>c. Students read the passage silently</li> <li>d. Students do the while and post reading activities</li> <li>e. Teacher encourages and helps with difficulties</li> </ol>	<p><b>Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.</b></p> <ol style="list-style-type: none"> <li>a. The teacher go round and check understanding</li> <li>b. Students take notes</li> <li>c. Students organize their ideas, write report for presentation</li> <li>d. Teacher insures each individuals involvement in the participation and check the way they organize points of presentation</li> </ol>	<p><b>Students exchange or present report. Teacher listens and then comments</b></p> <ul style="list-style-type: none"> <li>• Students present their points of discussion</li> <li>• Students reflect upon the pre reading activity from their own previous knowledge</li> <li>• Students answer the comprehension questions orally and in written forms</li> <li>• Teacher attends their presentation and give comment</li> <li>• Evaluate and record their works</li> </ul>

#### Language focus

Analysis	Practice
<p><b>Students examine then discuss.</b></p> <ol style="list-style-type: none"> <li>1. Students do the post reading activity</li> <li>2. Discuss and examine how coffee in their home area is prepared and drunk</li> <li>3. Relate the passage with the situation in their real context</li> </ol>	<p><b>Teacher conducts practice of new words.</b></p> <ol style="list-style-type: none"> <li>i. Teacher helps them understand the contextual meanings of vocabulary words</li> <li>j. Guides them match the new words with their contextual meanings</li> </ol>

Sign of the teacher: \_\_\_\_\_

Comments by the Dep. Head

Date: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



## APPENDIX D

### Pre- test Questions

#### I. Listen to this Text and complete the gaps with the correct words based on the text

(5%)

#### The Smart Dog

Once, a farmer and his wife who lived near a park had a **flock** of sheep. Even after all their efforts, a wolf ate up all the sheep and only one sheep was left. Once, the couple sat talking about selling the remaining sheep. The sheep heard them and thought, "I'd rather live freely than be killed by a **butcher**." So the sheep left the farm at night with the guard dog. By chance, the wolf saw them and thought to get the sheep for dinner. But he knew that he could not harm the sheep in the **presence** of the dog. So he said to the sheep, "Hey sheep! Come here and return the coat that I lent you last week." The dog understood what the wolf wanted. He saw a trap laid by the farmer near a tree. So he said, "We will believe you, if you touch the holy chain **hanging** near the tree." As soon as the wolf went near the tree, his feet got caught in the **trap**. In the morning, the farmer was happy that the wolf had been caught. So the sheep and the guard dog were needed again. Hence they went home and lived happily. The farmer and his wife decided to move far away from the park.

*Source: Grade 7 English Text book*

1. Once upon a time, the couple had a \_\_\_\_\_ of sheep.
2. The \_\_\_\_\_ saw the sheep and thought to have them for dinner.
3. But the wolf knew that he could not harm the sheep in the \_\_\_\_\_ of the dog.
4. What happened to the wolf as soon as it went near the tree? \_\_\_\_\_
5. Who was the guard of the dog? \_\_\_\_\_

#### II Speaking: Study the dialogue and complete the blank spaces with the appropriate words given in the box below (5%).

Cities	Plan	Alone
travelling	meet	

**Chaltu:** When will your grandmother go on her trip?

**Merga:** She may be (1) \_\_\_\_\_ next week.

**Chaltu:** With whom will she be traveling?

**Merga:** She might travel (2) \_\_\_\_\_.

**Chaltu:** Which (3) \_\_\_\_\_ will she visit?

**Merga:** She may visit London, Paris and Berlin.

**Chaltu:** How will she travel?

**Merga:** She will go by (4) \_\_\_\_\_. Then she might travel by train, bus or car.

**Chaltu:** If she goes alone, she may feel lonely.

**Merga:** No, my uncle may (5) \_\_\_\_\_ her at the airport.

**III. Reading: Read the following sentences. Decide if they are 'true' or 'false' as you read the text. (2%)**

**Kenyan Languages**

Kenya neighbors Ethiopia to the south. It has many things in common with Ethiopia such as geography, wildlife and common crops. However, the two countries do not share the same languages. Most Ethiopians speak Amharic, whereas the official languages of Kenya are English and Swahili. In Kenya, English is the language used in business, upper level education and government. Swahili is spoken by many people in daily life and work. Television shows and newspapers are in both Swahili and English. Radio shows may be heard in Swahili, English and other local languages. In schools, children are instructed in their local language, Swahili and English. Swahili first developed as a common language among traders and communities living along the coast of Kenya and Tanzania. Other languages have added words to Swahili over the years. It easily adds words from languages like Arabic, Hindi, Persian and English. Because of its use of words from other languages, Swahili has been called the most adaptable language in East Africa! Swahili's adaptability has also been used to create a new language that is spoken in Kenya's cities, especially the capital city, Nairobi. This new language, which is called Sheng, is made from putting together words from Swahili, English and other local languages in Kenya. It is mostly spoken by youth. Different social groups, whether they are minibus drivers, schoolmates, football teams or neighbors speak a style of Sheng with a distinct vocabulary. Sheng was first invented by poor, marginalized people in Nairobi's slums. Today, Sheng has become popular across Kenya. Educated men and women, secondary school students and city residents are all speaking Sheng. Sheng shows us that languages are changing, developing and being influenced by each other all the time.

*Source: Grade 7 English text book*

1. Kenyan children learn Swahili, English and their local language at school.
2. Swahili has added only English words to the language over the years.
3. Sheng was developed by language experts in Nairobi.
4. Educated men and women, secondary school students and a lot of other people can speak Sheng.

**IV. Vocabulary: Match each word under “A” to its correct meaning under “B”(3%)**

Word	Meaning
1. coast	A .to keep someone powerless or unimportant within a society or group
2. marginalize	B. young people
3. adaptable	C. able to change in order to work better in a situation
4. youth	D. the land along or near a sea or ocean
5. distinct	E. the power to change something in an indirect but important way
6. influence	F. different in a way that you can see, hear, smell or feel

**V Grammar: Insert “ever” or “never” where necessary in the following sentences (2%)**

1. Have you been to Lalibela?
2. Has she met the President of Jimma University?
3. It is the first time that I've eaten fish spinach.
4. I have climbed Mountain Kilimanjaro.

**VI. Writing: Read the paragraph and pick out three compound words. Then make Sentences of your own by using them (3%).**

My classmate and I were walking in the **hallway** one day. We were carrying our **homework** in our **backpacks**. We were on our way to go **outside** to play football. Suddenly we heard a loud crash. It was the beginning of a **thunderstorm**. I was wearing my **waterproof** shoes, but my friend did not want to get wet. Instead, we stayed inside and read the **newspaper**. Then the rain stopped and **sunshine** started to dry the compound. We said goodbye and went home for the **weekend**.

## APPENDIX E

### Intervention

#### Unit One- Farming

#### Lesson 1: Word Study

Do the activity in the table based on the given example.

Syllable forms	Word	Prefix	Root word
1.in-ter-act	interact	inter-	act
2. in-ter-na-tion-al			
3. in-ter-sec-tion			
4 .in-ter-ac-tion			
5. in-ter-view			
6. in-ter-de-pend			

#### Lesson: 2. Reading

##### Pre-reading Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. Why is coffee important for Ethiopians?
2. When do people in your family gather together to drink coffee?

##### While-reading Activity

**A. Copy the sentences into your exercise book. Fill in the gaps as you read the text.**

1. According to Ethiopian history, a man named \_\_\_\_\_ took coffee to the \_\_\_\_\_ in his village.
2. Today coffee is the world's second most popular drink after \_\_\_\_\_.
3. In Ethiopia, over \_\_\_\_\_ people work in the coffee business.
4. Coffee is served in small cups with \_\_\_\_\_ or \_\_\_\_\_.
5. It is traditional to serve \_\_\_\_\_ three cups of coffee in Ethiopia.

**B. Read the questions and answers. Read the text and choose the correct answers.**

1. Coffee was discovered about \_\_\_\_\_.

- A.10,000 years ago    B.1,000 years ago    C.100 years ago
2. Kalid was a \_\_\_\_\_.
- A. farmer    B. monk    C.coffee trader
3. Kalid's wife told him to take the coffee to the\_\_\_\_\_.
- A. monks    B. market    C. guests
4. At first, the monks thought the beans were \_\_\_\_\_.
- A. interesting    B.evil    C. useful
5. Which sentence is not true?
- A. Coffee is an important business in Ethiopia.
- B. Coffee drinking is an important social custom in Ethiopia.
- C. Coffee has dangerous health effects.
6. Dried coffee beans are \_\_\_\_\_.
- A. red    B. green    C. dark brown

**C. Identify which noun each of the following pronouns refers to:**

- |                        |                         |
|------------------------|-------------------------|
| 1. 'he' (paragraph 1)  | 3. 'them'(paragraph 2)  |
| 2. 'it' (paragraph 1 ) | 4. 'they' (paragraph 4) |

**Ethiopian Coffee**

Ethiopian history says that coffee was discovered 1,000 years ago by a fanner called Kaldi. One day he saw that his animals were excited after eating small red fruit growing on the trees. When **he** tried the fruits, he liked the taste and energy he felt. He shared his discovery with his wife, who told him to take the strange fruit to the monks in their village. The monks called the fruit evil and threw **it** into the fire. The smell of roasting coffee beans filled the temple.

The roasted beans were rescued from the fire. The monks poured boiling water over **them** to stop the smell. That night the monks sat up late, drinking the wonderful liquid that they had discovered. Today, coffee is the world's second most popular drink after tea. Ethiopia grows some of the finest coffee beans in the world. People all over the world drink Ethiopian coffee.

Most of the coffee in Ethiopia grows wild in the forests and hills. Over twelve million people in Ethiopia work in the coffee business. Coffee is important for both Ethiopia and the livelihoods of many people. Making and drinking coffee is also an important social custom in Ethiopia. The process of making coffee starts with dried green coffee beans. These are roasted over a small wood fire and stirred until they give off a nice smell.

After the beans turn dark brown, **they** are ground and the coffee is prepared in a special coffee pot. The coffee is served in small cups with sugar or salt. Usually, three small cups of coffee are offered to guests when they visit an Ethiopian home. Coffee drinking is a time for talking, relaxing and forgetting about the worries of life.

*Source: Grade 7 English text book*

**Post-reading Activity**

**Discuss the following question with a partner.**

1. How do people drink coffee in your family?

**Lesson 3: Vocabulary**

**Match each word to its correct meaning.**

Words	Meanings
1 energy	A a building for worship
2 discovery	B morally bad
3 evil	C the physical or mental strength that allows you to do things
4 roast	D something which is brought to be drunk or eaten
5 custom	E something seen or learned for the first time
6 temple	F to cook with dry heat in an oven or over a fire
7 served	G to give someone the opportunity to accept something
8 offer	H an action or way of behaving that is usual and traditional among the people in a particular group or place

**Lesson4: Listening**

**Exploring Agriculture**

**Pre-listening Activity**

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. What are the advantages of agriculture?
2. Have you ever engaged in farming?

## While-listening Activity

### A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.

1. The Government of Ethiopia (GOE) has identified key \_\_\_\_\_ areas to increase productivity of smallholder farms.
2. GOE is looking to the agro-processing sector as one \_\_\_\_\_ to spur future economic growth.
3. Investment in commercial farming requires considerable due \_\_\_\_\_
4. Homegrown economic reform plan identified structural and institutional bottlenecks affecting the \_\_\_\_\_ sector in Ethiopia.

## Ethiopia- Agriculture Sector

Ethiopia is endowed with abundant agricultural resources and has diverse agro-ecological zones. Agriculture is the mainstay of the economy. The Government of Ethiopia (GOE) has identified key priority intervention areas to increase productivity of smallholder farms and expand large-scale commercial farms. Under the current administration, the GOE has renewed its emphasis to develop the agriculture sector, ensure food security, and achieve import substitution. Among the top priorities identified by the GOE include: small and large-scale irrigation development, financing agricultural inputs, increasing productivity of crops and livestock, improving agricultural production methods using mechanization, post-harvest loss reduction, developing a research-based food security system, and natural resource management. In addition, the GOE is looking to the agro-processing sector (also a best prospect sector detailed below) as one engine to spur future economic growth. With respect to increasing productivity, the GOE, alongside its international partners, has a number of interventions to support the development of the agriculture sector. These made activities have contributed to higher yields and increased production of both crops and livestock. At the same time, to accelerate the country's agricultural development, the government established the Agricultural Transformation Institute (ATI) to address systemic bottlenecks in the agriculture sector by supporting and enhancing the capability of the Ministry of Agriculture (MOA) and other public, private, and non-governmental implementing partners.

To promote commercial-scale farming, the Ministry of Agriculture (MOA) created the Ethiopian Agricultural Land and Investment Administration Agency dedicated to overseeing any new large-scale commercial farm deals. The directorate's goal is to increase productivity, employment, technology transfer, and foreign exchange reserves by attracting investors with incentives and favorable land lease terms. Some of the land targeted for commercial development is considered marginal, prone to conflict, and/or has limited access to water. Land ownership is also a complicating factor. Therefore, investment in commercial farming requires considerable due diligence. The MOA is supporting the development of the country's livestock sector, which is one of the largest in Africa.

With the support of the IMF, the Ethiopian government has developed an ambitious Homegrown Economic Reform Plan to propel the country's economic progress. The Homegrown economic reform plan identified structural and institutional bottlenecks affecting the agricultural sector in Ethiopia. The major binding constraints of the sector are insufficient yields due to inefficient provision of inputs and services, unclear land lease rights, limited investment in R&D and irrigation, marketing and logistics related problems, and lack of agriculture-specific financial services. The economic plan prescribes the following comprehensive measures to overcome the challenges facing the agricultural sector:

- Enhance productivity of small-holder farmers and pastoralists through provision of modern inputs and services;
- Develop a legal framework that will allow farmers to lease land and to become shareholders in large commercial farms;
- Modernize livestock production through improving veterinary infrastructure, research and innovation, and establishing linkages with other industries;
- Establish effective linkages between agriculture producers and commodity markets as well as the commercial value chain;
- Encourage private sector investment in agricultural R&D and exploring PPPs to expand medium and large-scale irrigation infrastructure; and
- Develop a legal framework for agriculture-specific financial services such as micro-lending, crop insurance and forward contracts

*Source: Ethiopia-Country Commercial Guide line*



**B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.**

1. Enhancing productivity of small-holder farmers is one of the measure to be taken
2. Developing a legal framework that will allow farmers to lease land was another considerable measurement.
3. Government of Ethiopia has a number of interventions to support the development of the agriculture sector.
4. It is not important to know about soil and water when working in agriculture.

### **Post-listening Activity**

**A. Talk with a partner to see if your prediction is correct.**

**B. Retell the text to your partner in your own words.**

**C. Talk with a partner about the following:**

Why is agriculture important for Ethiopia's economy and people?

### **Lesson 5: Speaking**

**A. Study the dialogue and act it out with a partner.**

**Jane:** My mother said that it **could rain** tomorrow.

**Sami:** Really? It might rain? That's great! **I could prepare the soil for planting trees.**

**Jane:** Don't get too excited. If there are powerful winds, it **could be too difficult to work outside.**

**Sami:** Well, I guess **I could** still **fence** the garden.

**Jane:** That's a good idea. You **could** also **do** work around the house if it rains.

**Sami:** Yes, I **could.** Maybe we **could drink** some coffee inside to stay warm.

**B. Work with a partner to create a dialogue that expresses possibility with the word could.**

### **Lesson6: Grammar: Adverbs of Time**

**A. Copy the sentences into your exercise book. Read the words in the word Bank and choose the correct word to fill in the gaps in the sentence**

#### **Word Bank**

<b>never</b>	<b>yesterday</b>	<b>today</b>	<b>since</b>
<b>sometimes</b>	<b>always</b>	<b>last year</b>	<b>for</b>

1. We have learned science \_\_\_\_\_ seven years.
2. My friend and I have been in the same class \_\_\_\_\_ grade three.
3. I have \_\_\_\_\_ been to the cinema, but I would like to go one day.
4. She \_\_\_\_\_ goes to the market after church when she has time.
5. He told me what he thought about my essay \_\_\_\_\_. I will talk to him about it \_\_\_\_\_.
6. My sister graduated from university \_\_\_\_\_ and she still has not found a job after all this time.
7. I \_\_\_\_\_ go straight home after school. I never go anywhere else.

**B. Write your own sentences using the words 'for', 'since', 'sometimes', 'always', 'later' and 'yesterday'.**

### Grammar Spot

#### Adverbs of Time

Adverbs of time tell us when, how often and for how long something happens or has happened.

**Adverbs that tell us when something happened:** yesterday, tomorrow, today, later, now, last

#### Examples:

1. I have to leave **now**.
2. I'm going to clean the house **tomorrow**.

**Adverbs that tell us how often something happened:** often, never, always, sometimes, rarely

#### Examples:

1. I **often** eat injera.
2. You must **always** brush your teeth.

**Adverbs that tell us for how long something happened:** all day, for, since, not long

#### Examples:

1. I stayed in Addis Ababa **for** three days.
2. I have not seen you **since** last Tuesday.

### Lesson 7: Reading Fluency

- A. Tell one or two things you remember from the text, "Ethiopian Coffee".
- B. Read the first and second paragraphs of Ethiopian Coffee aloud to your

partner. Say all of the words correctly and read with good rate and expression so your listener is interested.

**Lesson8: Vocabulary**

Read each sentence. Work with a partner to guess the meaning of each word in bold based on the clues in the sentences.

1. Success in agriculture comes from understanding the climate.  
 A. creature      B. soil texture    C. weather conditions      D. crop production
2. The other living creatures in the environment must be kept safe.  
 A. animals      B. forests    C. non-living things      D. products
3. Agriculture can also be foresters growing trees for lumber or even fish farmers raising fish in ponds.  
 A. wood      B. forest      C. houses      D. flowers
4. Not many of us could survive without agriculture.  
 A. harvest      B. die      C. continue to live      D. produce crops
5. Studying agriculture is when you learn about the Earth and how to use its resources wisely.

**Lesson 9: Writing**

**Writing Conventions**

**Copy the friendly letter into your exercise book. Then label each section of the letter with the correct name for its section**

Friendly letter	Sections
<p>June 5, 2009</p> <p>Dear Getu</p> <p>How is your summer vacation going? Mine is wonderful. I'm back home in my town now. I have already visited my grandparents there. I also want to go to my uncle's town, Adama. I'll spend a week there. My vacation is really nice. But I miss you a lot and I'm eager to see you when class starts again.</p> <p>Yours,</p> <p>Gemechu</p>	<p>Closing            Body            Signature            Heading            Greeting</p>

Write two or three paragraphs about the important crops that are grown and traded in your area. This is a first draft and you will have time to revise and edit it in the following week.

Information to include in your paragraphs:

- >What crops are grown
- >What care is needed for them to grow
- >Where they are traded
- >Who trades them
- >What products can be made with them

## Unit 2: Trade

### Lesson 1: Word Study

Do the activity in the table based on the given example.

No	Syllable forms	Word	Prefix	Suffix
1	Non-fic-tion			
2	Non-prof-it			
3	Non-stop			
4	Non-vi-o-ient			
5	Non-ex-ist-ence			
6	Non-ver-bal			

### Lesson 2: Reading

#### Pre-reading Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. Have you ever been involved in trade? How?

#### While-reading Activity

**A. Read the following questions. Then read the text and write down the answers to the questions.**

1. How does trade make people's lives easier?
2. How did the Silk Road help to spread information?
3. What does 'to specialize' mean?

**B. Read the following sentences. Decide if they are 'true' or 'false' as you read the text.**

1. People started trading with each other after the invention of telephones.
2. No society can produce everything they need in the exact amount they need it.
3. The Silk Road was an actual road between China and Japan.
4. Most people engage in trade every day.

## **The Importance of Trade**

Trade has been an important part of human history for thousands of years. Trade is the exchange of one thing for something else. It can be one item for another item, money for an item, an item for a service, money for a service, and so on. Trade is important because no society can produce every good and service they need in the exact amount that they need it. Usually people or societies trade things that they have too much of for something they do not have enough of. For example, a society that has good land and climate for growing coffee might trade with a society that has good land and climate for growing sugar cane. Both societies benefit because they can make or grow what they can, and then trade to get what they cannot make or grow themselves. One of the most famous and important ancient trade routes was called the Silk Road. It was not a physical road, but actually a network of trade routes that stretched across several continents for almost 3,000 years. The trade routes connected countries in the Far East, especially Japan and China, with most of Asia, Europe and the Horn of Africa. All types of goods were traded along these routes, including silk, jewels, medicines, perfumes and spices. The trade routes also helped to spread information, ideas, religions, cultures and even diseases throughout the world. It was one of the earliest ways of communication before the invention of television, radio, telephones and email. Imagine waiting days, months or even years to hear news from traveling traders about what is going on in the rest of the world! Today, most societies in the world use money to trade. People are engaged in trade every day. When you give someone at the market some birr in exchange for mangoes, you are engaged in trade. You are trading money to get an item. When you offer to help a neighbor weed his garden in exchange for payment, you are engaged in trade. You are trading your service of working to get money. Every day, people trade their time and skills for money. They can then spend that money on the things they need, and the cycle of trade continues. Trade is important because it means everyone can specialize in what they are good at or enjoy doing, and they can buy the rest of what they need. Trading for what you do not have helps to save you time because you do not have to farm all your own food, make all your own clothes, or do all of the work for your business yourself. This gives you more time to do what you are good at and what you enjoy doing, and simply trade for the rest.

*Source: Grade 7 English Text book*

### Post-reading Activity

Discuss the following questions with a partner.

1. Do you know people engaged in trade? What do they do?
2. Do you have any goods or services you could trade with others?

### Lesson 3: Vocabulary

Match each word to its correct meaning.

Words	Meanings
• Exchange	A. to limit your business or activity to one specific thing
• Service	B. to involve in a certain activity
• Exact	C. a group or system of interconnected people or things
• Network	D. giving or taking one thing in return for another thin
• Engaged	E. products that are made or grown to be sold
• Cycle	F. work done that does not include producing goods
• Payment	G. a repeating series of events or actions
• Specialize	H. fully and completely correct
• goods	I. an amount of money that is paid for something

### Lesson 4: Listening

#### Ancient Trade: Primitive Money”

Currency, which had come to an end in Aksumite times, was no longer used in this period. Gold measured by weight, was, however, employed by the merchants for large-scale transactions, but most people made use of barter, or so-called “primitive money”. The latter is the name given to articles which were used for exchange purpose instead of money. They consisted, in Ethiopia, of amoles, or bars of rock salt mined in the Danakali, or Afar, depression; pieces of iron, to be used for the local manufacture of spear-heads, sickle-blades, sword-blades, etc.; and pieces of cloth, to be later worn as clothing. After the coming of fire-arms, bullets or cartridges, were also much used as “primitive money”. Trade in those days was largely in the hands of Ethiopian Muslims, or foreigners, including Arabs, and Armenians, though Greek and Indian merchants later came to the fore.

*Source: Trade in Ethiopia Ancient Times by Dr Richard P.*

## Pre-listening Activity

**A. Make a prediction about the text based on the title and picture.**

**B. Talk with a partner about the following:**

1. How do you think trade in the past is different from trade today?

## While-listening Activity

**A. Copy the sentences into your exercise book. Fill in the gaps as you listen to the text.**

1. Currency, which had come to an end in \_\_\_\_\_ times, was no longer used in this time
2. Gold was employed by the merchants for large-scale \_\_\_\_\_.
3. The \_\_\_\_\_ is the name given to the articles which were used for exchange purpose instead of money.
4. Trade in the Axumite times was largely in the hands of \_\_\_\_\_ or \_\_\_\_\_

**B. Read the following sentences. Decide if they are 'true' or 'false' as you listen to the text.**

1. Trade in early times was very safe.
2. People who were engaged in long-distance trade used gold as money.
3. Long distance traders brought information and new cultures to cities.
4. After the coming of fire-times, bullets or cartridges were also used as a primitive money.

## Post-listening Activity

**A. Talk with a partner to see if your predictions were correct.**

**B. Retell the text to your partner in your own words.**

**C. Talk with a partner about the following question:**

- How does trade contribute to the development of a country?

## Lesson 5: Speaking

**Study the dialogue and act it out with a partner.**

**Clerk:** Which type of shirt are you looking to buy?

**Customer:** I want to buy either a red shirt or a blue shirt.

**Clerk:** That's a problem. We have neither red shirts nor blue shirts.

**Customer:** What do you have?

**Clerk:** We have either a green shirt or a black shirt.

**Customer:** I like neither green nor black. Do you have a yellow shirt?



**Clerk:** Let me look and see...yes, we do!

**Customer:** Great. I will take that. I can either pay now or later.

**Clerk:** Please pay now. Would you like the shirt either in a bag or in your purse?

**Customer:** I will put it in my purse. Thanks for your help.

**Work with your partner to create a dialogue that uses the expressions either or and neither nor.**

## **Lesson 6: Grammar**

### **Comparative and Superlative Degree**

**A. Copy the paragraph into your exercise book. Read the adjectives in the Word Bank and choose the correct word to fill in the gaps in the sentences.**

	<b>Word Bank</b>	
most delicious	fastest	cleanest
most comfortable	funniest	happier
friendlier	most helpful	best

Jonah recently moved to a new school. He likes it better than his old school. In fact, it's the (1) \_\_\_\_\_ school he's ever been to. The teachers are the (2) \_\_\_\_\_ he's ever had because they help him with his homework. The classrooms are the (3) \_\_\_\_\_ he's ever seen because there is no garbage on the floor. The library has the (4) \_\_\_\_\_ couches that students can sit in while they read. The cafeteria food is the (5) \_\_\_\_\_ he's ever eaten. The students at his new school are (6) \_\_\_\_\_ than students at his old school and they are always nice to him. They are also good at sports and the creative arts. The track team is the (7) \_\_\_\_\_ in the city and they have won many competitions. The drama club is also great. Last week he went to the (8) \_\_\_\_\_ play that made him laugh a lot. Jonah is (9) \_\_\_\_\_ at his new school than his old school.

**B. Copy the sentences into your exercise book. Fill in the gaps with the correct comparative or superlative adjective in brackets.**

1. Jebesa is the \_\_\_\_\_ student in the class, (talented)
2. Joseph is \_\_\_\_\_ him (funny)
3. Mary is the \_\_\_\_\_ person I know, (shy)
4. Who is the \_\_\_\_\_ person in your family? (talkative)
5. The \_\_\_\_\_ desert of all is the Sahara Desert in Africa, (hot)
6. The Amazon River is the \_\_\_\_\_ river in the world, (wide)

7. Ethiopia is a \_\_\_\_\_ country than Uganda, (big) 86 v y English I Grade?

## Grammar Spot

### Comparative and Superlative Adjectives

Comparative adjectives are used to compare two nouns. A comparative adjective usually ends in -er. It can also be written with the word more before the adjective. The word than is added after the adjective to show a comparison.

#### Examples:

The coffee is hotter than the tea. Tea is a more popular drink than coffee. Superlative adjectives are used to compare more than two person, things etc. A superlative adjective usually ends in -est. It can also be written with the word most before the adjective.

#### Examples:

The coffee is the hottest drink on the table.

Tea is the most popular drink in the world.

## Lesson 7: Reading Fluency

**A. Tell one or two things you remember from the text, "The Importance of Trade".**

**B. Read the third and fourth paragraphs of The Importance of Trade aloud to your partner. Say all of the words correctly and read with good rate and expression so your listener is interested.**

## Lesson 8: Vocabulary

**Copy the sentences into your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.**

Word Bank			
Profit	connect	participated	routes
Dangerous	information	goods	luxury

1. Rich people in ancient times bought \_\_\_\_\_ items such as silk and jewels from long distance traders.

2. Traders could make large \_\_\_\_\_ if they were willing to make the long, \_\_\_\_\_ journey from trading city to trading city.

3. Trading \_\_\_\_\_ helped to \_\_\_\_\_ cities together so that \_\_\_\_\_ could be shared and spread.

4. Most of the traders were men, but even some women \_\_\_\_\_ in the trade business.

5. People could buy all kinds of \_\_\_\_\_ distance traders came to town from the markets when the long.

## **Lesson 9: Writing**

### **Writing Conventions**

**Copy the sentences into your exercise book and circle the acronyms. Then write a new sentence that uses each name and acronym.**

1. The Grand Ethiopian Renaissance Dam (GERD) is one of the largest hydroelectric dams in the world.
2. African Union (AU) peacekeepers have just come back from Somalia.
3. I would love to visit the United Arab Emirates (UAE) someday and see their interesting cities.
4. Have you ever flown on a British Airways (BA) plane?

### **Writing Composition**

**Review the paragraphs you wrote in the previous week about the crops grown and traded in your area. Make sure you have proper punctuation, spelling and capitalization in your sentences. Rewrite your paragraphs and then share them with a partner.**

## APPENDIX F

### Posttest Questions

- 1. Listen to this text and complete the following sentence gaps with the appropriate words.(5%)**

#### Grand Renaissance Dam

The primary purpose of the dam is electricity production to relieve Ethiopia's acute energy shortage and for electricity export to neighboring countries. With a planned installed capacity of 5.15 gigawatts, the dam will be the largest hydroelectric power plant in Africa when completed, as well as among the 20 largest in the world.

Filling the reservoir began in July 2020. It will take between 4 and 7 years to fill with water depending on hydrologic conditions during the filling period. The second phase of filling was completed on 19 July 2021, without any binding agreement with Egypt and Sudan.

On 20 February 2022, the dam produced electricity for the first time, delivering it to the grid at a rate of 375 MW

The third filling was completed on the 12th August 2022 to a level of 600m, 25m higher than last year's completed 2nd fill.

*Source: [www.hidasse.gov.et](http://www.hidasse.gov.et)*

1. One of the primary purposes of renascence dam is \_\_\_\_\_ production to relieve Ethiopia's energy.
2. The planned installed capacity of the dam is \_\_\_\_\_ GW.
3. The first filling of the dam was completed in \_\_\_\_\_.
4. The dam will be the largest \_\_\_\_\_ power plant in Africa when completed.
5. \_\_\_\_\_ and \_\_\_\_\_ required agreement with Ethiopia about the utility of the dam.

**II. Speaking: Complete the dialogue gaps below with the appropriate words in the word bank (5%)**

Spend	family	Washing
Weekend	help	

**Helen:** Hi, Askale. Who are you going to \_\_\_\_\_ the weekend with?

**Askale:** Well... I'm going to spend it with my \_\_\_\_\_

**Helen:** What are you going to do with your family members?

**Askale:** I'm going to help them.

**Helen:** How are you going to \_\_\_\_\_ them, Askale?

**Askale:** Oh! I'm going to help them with the household chores, such as \_\_\_\_\_ clothes and cleaning houses. How about you, Helen?

**Helen:** Well I'm going to visit my friends at the \_\_\_\_\_. Do you have any more plans?

**Askale:** Yes, Helen, I am going to spend time with my friends, too.

**III Reading: Based on the text below, fill in the table gaps with the activities Bontu does from Monday to Friday after class (5%)**

**Bontu's Study Plan**

My name is Bontu. I am a grade 7 student. I want to study hard and pass my grade 7 exams with good results. To do this, I am going to develop an effective study plan. To prepare my study plan, first, I set goals. Secondly, I prepare a **schedule**. Thirdly, I arrange a place to study. Fourthly, I identify what I need to study. Finally, I **prioritize** my subjects, and allocate my free time and reserve time to non-**academic** activities. From Monday to Friday, I regularly attend classes. After classes, my first duty is doing my homework. On Mondays I study English and my mother tongue and read **newspapers**. On Tuesdays, I study mathematics and biology. On Wednesdays, I read social studies, physics and chemistry. On Thursdays, I do my English homework, study civics and ethical education and biology. On Fridays, I review the readings in my chemistry, mathematics and physics textbooks. On Saturdays and Sundays, I **spend** my time helping my family, washing my clothes, checking my homework, revising my lessons and preparing my school materials for Monday.

*Source: Grade 7 English guide book*

No.	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					

**IV. Vocabulary: Match words under “A” with their contextual meanings they have in the passage under “B”(5%)**

**“A”**

**“B”**

5. Schedule. <ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Newspapers.</li> <li>• Academic</li> <li>• Spend</li> </ul>	A. to use time to do something B. Large sheet of paper with News C. to organize events in order D. Related to course of study E. A time table containing a plan of activities
---	---

**V. Grammar: Write the comparative and superlative forms of the following adjectives (5%)**

No	Adjectives	Comparatives	Superlatives
1	fast		
2	Clean		
3	funny		
4	good		
5	interesting		

**VI. Writing: Write a paragraph with 7 to 10 sentences about your daily activities. (5%)**

**VI. Writing: Write a paragraph with 7 to 10 sentences about your daily activities. (5%)**

## APPENDIX G

### Pre-test-posttest scores

Students' Code No	Pre-test scores (X %)	Posttest scores (Y %)	(Y-X)%
01	79	82	
02	67	76	
03	62	56	
04	60	60	
05	77	61	
06	52	46	
07	54	56	
08	67	80	
09	65	67	
10	50	49	
11	58	57	
12	79	80	
13	77	75	
14	54	56	
15	76	72	
16	55	57	
17	45	46	
18	78	79	
19	64	60	
20	78	83	
21	80	74	
22	77	90	
23	87	94	
24	55	58	
25	53	59	
26	49	53	
27	61	66	
28	50	54	

<b>29</b>	66	69	
<b>30</b>	76	79	
<b>31</b>	63	79	
<b>32</b>	56	58	
<b>33</b>	51	57	
<b>34</b>	47	48	
<b>35</b>	56	65	
<b>36</b>	78	65	
<b>37</b>	90	91	
<b>38</b>	89	86	
<b>39</b>	55	54	
<b>40</b>	68	67	
<b>41</b>	70	72	
<b>42</b>	53	52	
<b>43</b>	54	55	
<b>44</b>	79	80	
<b>45</b>	53	51	
<b>46</b>	79	88	
<b>47</b>	54	62	
<b>48</b>	66	68	
<b>49</b>	69	74	
<b>50</b>	56	58	
<b>Total</b>	3,237	3,322	
<b>Mean</b>	64.74	66.44	



## APPENDIX H

### 2012 and 2013 Grade 7 English Mean scores at Kechema Primary School

2012 E.C.			2013 E.C.	
No	(%)		No	(%)
1	67		1	71
2	70		2	47
3	59		3	75
4	80		4	46
5	45		5	74
6	52		6	45
7	70		7	75
8	69		8	41
9	62		9	72
10	78		10	43
11	85		11	76
12	77		12	42
13	45		13	70
14	76		14	44
15	86		15	69
16	65		16	40
17	44		17	68
18	64		18	39
19	80		19	67

20	63		20	48
21	43		21	66
22	61		22	49
23	88		23	65
24	70		24	46
25	41		25	64
26	60		26	40
27	86		27	63
28	80		28	44
29	50		29	62
30	69		30	62
31	67		31	86
32	46		32	61
33	66		33	87
34	84		34	60
35	65		35	88
36	47		36	59
37	64		37	85
38	83		38	58
39	63		39	80
40	48		40	57
41	62		41	85
42	82		42	56
43	49		43	81

44	81		44	55
45	61		45	83
46	68		46	54
47	60		47	82
48	78		48	53
49	85		49	84
50	50		50	52
51	71		51	86
52	60		52	51
53	63		53	78
Total	3,488		54	50
Mean	65.81%		55	79
			56	49
			57	77
			58	48
			Total	3,637
			Mean	62.70

*Source: Grade 7 Roster sheets, 2012-2013EC*

## APPENDIX I

### Students Questionnaire (English version)

#### Introduction

Dear Student,

This is a questionnaire paper that the researcher prepared to gather data from you. The researcher is conducting a study on the title “**Investigating the Influences of Using the Students’ Native Language in Teaching English Language Skills, the case of Kechema Primary School**”. The objective of this study is to investigate whether the mother tongue (Afan Oromo) has any impact in the learning of English language in the 7<sup>th</sup> grade students in the school.

The questionnaire was designed to gather information to assist in carrying out the research which was part of the researcher’s academic requirements for masters of degree in TEFL. Kindly and honestly respond by ticking the appropriate responses to the questions or information needed. Your responses and information in the questionnaire will be confidential and anonymous. So, please do not write your name or any of your personal information apart from the required data.

Thank you very much!

#### Section A: Personal Information

##### Please respond to the following Questions

1. Gender Male ( ) Female ( )
2. Age Below 15 years ( ) 16-18 ( ) Above 18 years ( )
3. Duration in the school Below 1 year ( ) 1-3 years ( ) 4and above years ( )

#### Section B: Prevalence Use of Mother tongue

- a. Which language does your teacher of English use in class?  
English ( ) Afan Oromo ( )
- b. Do teachers of English switch language during presentation in the class?  
Yes ( ) No ( )
- c. If “Yes”, how often? Very Often ( ) Often ( ) Rarely ( ) Not at all ( )
- d. Do you switch language during communication in class? Yes ( ) No ( )
- e. If “Yes”, hoe often? Very often ( ) Often ( ) Rarely ( ) Not at all ( )
- f. How often do you speak in mother tongue when in school?  
Very often ( ) Often ( ) Rarely ( ) Not at all ( )

**Section C: Perception of students on the influence of mother tongue on performance of English**

a. Does the language used by teachers, when interacting with students, influence performance in English? Yes ( ) No ( )

b. If “Yes”, briefly explain how.

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c. In your own opinion, does the use of mother tongue influence performance in English? Yes ( ) No ( )

d. If “Yes”, explain how.

---

e. To what extent do you agree with the following statements? Tick appropriately.

• To what extent do you agree with the following statements? Tick appropriately.

No	Statements	Strongly agree(1)	Agree (2)	Undecided(3)	Disagree (4)	Strongly Disagree(5)
1	Teachers use of mother tongue affects students’ performance in English					
2	Teachers who use English in conversation with students influence their performance in English					
3	Teachers always discourage students to converse in mother tongue					
4	Teachers’ switching of languages in classroom help in understanding of concepts					

• To what extent do you agree with the following statements? Tick appropriately.

No	Statements	Strongly agree(1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree(5)
1	Students who use mother tongue perform poorly in English					
2	Students who use English perform better in English					
3	Use of mother tongue does not influence performance in English					

**Section D: Measures taken to curb Use of mother tongue**

- f. Does your school have a language policy? Yes ( ) NO ( )
- g. Does the language policy prohibit you from speaking in mother tongue?  
Yes ( ) No ( )
- h. Are you punished for speaking in mother tongue? Yes ( ) No ( )
- i. Are students who speak in English rewarded in any form? Yes ( ) No ( )

**Section E: Challenges brought about by the use of mother tongue**

- a. In your own opinion, does the use of mother tongue influence the way you write in English? Yes ( ) No ( )
- b. If yes, briefly explain how use of mother tongue influence the way you write in English.

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- c. In your own opinion, does the use of mother tongue influence the way you pronounce in English? Yes ( ) No ( )
- d. If “Yes”, briefly explain how the use of mother tongue influence the way you pronounce in English.

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- e. Which language do you think in? English ( ) Mother tongue ( )
- f. Does the language you think in influence the way you write in English?
- g. Yes ( ) No ( )
- h. What other challenges are brought about by the use of mother tongue?

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k. To what extent do you agree with the following statements? Tick appropriately.

No	Statements	Strongly agree(1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly disagree(5)
1	Language you think in influence your writing in English					
2	Your pronunciation is influenced by the use of mother tongue					
3	Use of mother tongue influences the way you write in English					

**Section F: Strategies to improve English**

e. What should be done to improve performance in English?

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f. What is being done to improve performance in English in your school?

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g. Does encouraging students to read story books help them improve in performance of English? Yes ( ) No ( )

If “Yes” How? If “No” Why? Explain briefly.

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h. Do the learning resources for English available in the school influence performance in English? “Yes” ( ) No ( )

If “Yes” How? If “No”, Why? Explain briefly.

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## APPENDIX J

### Students Questionnaire (Afan Oromo Version) Bargaaffii Barattootaa

#### Seensa

Kabajamaa/tuu barataa/tuu!

Qorataan qo'annoo fi qorannoo kanaa Mata-duree qorannoo, "Investigating the Influences of Using the Students' Native Language in Teaching English Language Skills" jedhu irratti qorannoo gaggeessaa jira. Kaayyoon inni guddaan qo'annoo fi qorannoo kanaa faayidaa ykn miidhaa barnoota afaan Ingilizii barachuu keessatti afaan Oromoo fayyadamuun qabu adda baasuu fi yaada falaa eeruu dha. Bargaaffiin kun immoo odeeffannoo qorannoo kana gaggeessuu dandeessisu ittiin isin irraa sassaabuuf kan qophaa'ee dha. Atis amanamummaa dhaan gaaffilee siif dhiyaataniif mallattoo [✓] tiin odeeffannoo barbaaddamu naaf kennu. Deebiiwwanii fi odeeffannoowwan ati naaf kennitu hundi iccitii isaa kan ergamuu fi eenyu irraa akka sassaabame illee kan hin himamne ta'a. Kanaafuu, maqaa keetis ta'ee jecha eenyummaa kee ibsu tokkollee waraqaa gaafannoo kana eessa irrattiyyuu hin barreessin.

Galatoomi !

#### Kutaa I: Odeeffannoo Matayyaa

Maaloo gaaffilee itti aananii jiraniif deebii kee mallattoo [✓] tiin bakka siif kenname irratti guuti.

1. Saala- Dhiira [ ] Dura [ . ]
2. Umurii - Waggaa 15 gadi [ ] waggaa 16--18 [ ] waggaa 19 fi isaa ol [ . ]
3. Turtii mana barumsaa keessaa- waggaa 1gadi [ ] waggaa 1--3 [ . ] Waggaa 4 fi ol [ ]

#### Kutaa 2: Itti fayyadama Afaan Dhalootaa (Afaan Oromoo)

a, Barsiisaan afaan Ingilizii daree keessatti irra caalaa afaan kam fayyadamuun isin barsiisa?

Afaan Ingilizii [ ]. Afaan Oromoo [ ] Kan biraa [ ]

b, Barsiisaan afaan Ingilizii yeroo isin barsiisu gidduu dhaan gara afaan Oromootin barsiisuutti ni cee'aa? Eeyyee. [ ]. Lakki [ ]

c, Yoo ni cee'a ta'e si'a meeqaaf?

Yeroo baayyee [ ] Yeroo tokko tokko [ ] Darbee darbee [ ]

d, Isin hoo daree keessatti yammuu waliin haasoftan (mari'attan) gara Afaan Oromootti ni deebistuu? Eeyyee. [ ]. Lakki [ ]



e, Yoo eeyyee jetta ta'e, si'a meeqaaf?

Yeroo baayyee [ ]. Yeroo tokko tokko. [ ]. Darbee darbee [ ]. Hin deebisu [ ]

f, Afaan Oromoo mooraa mana barumsichaa keessatti yoom yoom itti fayyadamtu?

Yeroo hunda [ ]. Yeroo tokko tokko [ ]. Darbee darbee [ ]. Hin fayyadamnu [ ]

g, Afaan Ingilizii mooraa mana barumsichaa keessatti yoom yoom itti fayyadamtu?

Yeroo hunda [ ]. Yeroo tokko tokko [ ]. Darbee darbee [ ]. Hin fayyadamnu [ ]

## 2.1 Afaan Oromoo fayyadamuun Ingiliffa barsiisuu irratti ilaalcha barattootaa

a, Afaan Oromoo fayyadamuun Ingiliffa barsiisuun dandeettiwwan afaan Ingilizii gabbifachuuf ni gargaara jettee yaaddaa? Eeyyee [ ]. Lakki [ ]

b, Yoo 'Eeyyee' jetta ta'e, attamitti? Gabaabsii ibsu.

Yoo 'Lakki' jetta ta'e, maaliif? Gabaabsii ibsu.

c, Afaan Ingilizii qofa fayyadamuun barachuun dandeettiwwan afaan Ingilizii gabbifachuuf ni gargaara jettee yaaddaa? Eeyyee [ ] Lakki [ ]

Yoo 'Eeyyee' jetta ta'e attamitti?

Yoo Lakki jette, maaliif? Gabaabsii ibsi.

d, Yaadota armaan gadiitti hangam irratti walii galta?

Lak	Yaadolee	Ciminaan irratti walii gala 5	Waliin gala 4	Hin murteessu 3	Nan morma 2	Ciminaan nan morma 1
1	Afaan dhalootaa fayyadamuun barsiisaa/tuu dandeettii afaan Ingilizii gabbifachuu barattootaa irratti miidhaa qaba					
2	Barsiisaan/tuun afaan Ingilizii qofa haasa'uun Ingiliffa barsiisu/tu dandeettiwwan afaan Ingilizii gabbifachuu barattootaa ni deeggara					

3	Barsiisonni afaan Ingilizii barattoonni isaanii afaan dhalootaatiin akka isaan waliin dubbataa baratan ni jajjabeessu					
4	Afaan tokko irraa afaan birootti gamaa gamanatti ceehaa afaan barsiisuun qabxiile ijoo qayyabachiisuuf ni gargaara					

e. Yaadolee armaan gadiitti hangam irratti walii galta?

	Yaadolee	Ciminaan irratti walii gala 5	Waliin gala 4	Hin murteessu 3	Nan morma 2	Ciminaan nan morma 1
1	Barattoonni afaan dhalootaa fayyadamuun Ingiliffa baratan raawwii afaan Ingiliziitiin dadhaboo ta'u					
2	Barattoonni afaan Ingilizii qofa fayyadamuun Ingiliffa baratan raawwii afaan Ingiliziitiin fooyya'oo ta'u					
3	Afaan dhalootaa fayyadamuun barachuun dandeettii afaan Ingilizii gabbifachuuf hin deeggaru					

## 2.2 Itti fayyadama afaan dhalootaa to'achuuf tarkaanfiiwwan fudhataman

a, Manni barumsaa kee imaammata afaanii ni qabaa? Eeyyee [ ] Lakki [ ]

b, Imaammatachi afaanii sun afaan dhalootaa akka hin fayyadamne si dhorkaa?

Eeyyee [ ] Lakki [ ]

c, Afaan dhalootaa kee yoo fayyadamte ni adabamtaa? Eeyyee [ ] Lakki [ ]

d, Afaan dhalootaa fayyadamuu isaanii irraan kan ka'e barattoota adabuun dandeettii afaan Ingilizii gabbifachuu isaan ni dandeessisaa? Eeyyee [ ] Lakki [ ]

°Eeyyee' yoo jette, attamitti? Lakki yoo jette maaliif? Gabaabsii ibsi. \_\_\_\_\_

e, Barattoonni afaan Ingilizii fayyadaman badhaasa garaagaraatiin ni jajjabeeffamuu?

Eeyyee [ ] Lakki [ ]

### 2.3 Rakkoolee Itti fayyadama afaan dhalootaatiin dhufan

a, Akka ilaalcha keetiitti itti fayyadamni afaan dhalootaa afaan Ingiliziitiin barreessuu si dandeessisaa? Eeyyee [ ] Lakki [ ]

b, ‘Eeyyee’ jetta yoo ta’e attamitti akka si dandeessisu gabaabsii ibsi. \_\_\_\_\_

c, Akka ilaalcha keetiitti itti fayyadamni afaan dhalootaa afaan Ingilizii dubbisuu irratti ni gargaaraa? Eeyyee [ ] Lakki [ ]

d, Eeyyee yoo jetta ta’e, attamitti akka si gargaaru gabaabsii ibsi. \_\_\_\_\_

e, Afaan isa kamiin xiinxalta? A/Ingilizii [ ] A/Oromoo [ ]

f, Afaanichi ati ittiin xiinxaltu sun Ingiliffaan barreessuu irratti si deeggaraa?

Eeyyee [ ] Lakki [ ]

g, ‘Eeyyee’ jetta yoo ta’e attamitti akka si deeggaru gabaabsii ibsi. \_\_\_\_\_

h, Rakkoolee biroo itti fayyadama afaan dhalootaatiin dhufan kan beektu yoo jiraate gabaabsii ibsi. \_\_\_\_\_

i, Yaadolee armaan gadiirratti hangam irratti walii galta?

Lak	Yaadolee	Ciminaan irratti walii gala 5	Waliin gala 4	Hin murteessu 3	Nan morma 2	Ciminaan nan morma 1
1	Afaan ati ittiin xiinxaltu afaan Ingiliziitiin barreessuu irratti ni gargaara					
2	Afaan dhalootaa fayyadamuun kee Ingiliffaan sagaleessuu(dubbisuu) irratti si gargaara					
3	Afaan dhalootaa fayyadamuun kee ofitti amanamummaa dhaan Ingiliffaan waliin haasa’uu irratti si gargaara					

### **Kutaa 3: Tarsiimoo Afaan Ingilizii ittiin Gabbifatan**

a, Dandeettiinwan afaan Ingilizii gabbifachuuf maaltu godhamuu qaba jettee yaadda?

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b, Akka mana barumsaa keetiitti dandeettiinwan afaan Ingilizii gabbisuuf maal maalfaatu hojjetamaa jira? \_\_\_\_\_

c, Barattoonni kitaabilee addaddaa akka dubbisa jajjabeessuun akka isaan dandeettiinwan afaan Ingilizii gabbifatan ni godhaa? Eeyyee [ ] Lakki [ ]

Deebii kee 'Eeyyee' yoo ta'e, attamitti? Lakki yoo ta'e maaliif? Gabaabsii ibsu.

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d, Leecalloonwan barnootaa ga'umsaa jiraachuun dandeettiinwan afaan Ingilizii fooyyeessuu irratti gahee ni qabaataa? Eeyyee [ ] Lakki [ ]

'Eeyyee' yoo jette, attamitti?' Lakki' yoo jette maaliif? Gabaabsii ibsi. \_\_\_\_\_

## APPENDIX K

### Observation Checklist

Name of the school ' \_\_\_\_\_ Observation Number 1    2    3

Observer \_\_\_\_\_ Date: \_\_\_\_\_

Respond to each statement using the following scale:

*1=Not at all    2= Very poorly.    3=Acceptable.    4=Accomplished very well*

#### Organization

No	Issues of Observation	1	2	3	4
1	The teachers presented overview of lesson.				
2	The teachers paced lesson appropriately.				
3	The teachers presented topics in logical sequence				
4	The teachers related today's lesson to previous/future lessons.				
5	The teachers summarized major points of the lesson.				
6	The teachers presented material at an appropriate level for students.				
7	The teachers demonstrated command of the subject matter.				

#### Interaction

1	The students used Afan Oromo as medium of communication				
2	The students used English as medium of communication				
3	The teachers used English as medium of communication				
4	The teachers used Afan Oromo as instructional medium				
5	The teachers used both English and Afan Oromo as instructional medium				
6	The teacher switches language to mother tongue when the Students' participation is low in English class				
7	The way teachers pronounce words creat confusion to the students and as the result, the students ask for translation				
8	Teachers switch to mother tongue as they move from one topic to the other				
9	Students don't pay attention to the teacher English speech, especially when he/she is dealing with unfamiliar terms, concepts and principles.				
10	Afan Oromo sentence structure affects learning English grammar, accent and intonation				
11	Students are not strict to English language performances due to the lack of established language policy in the school				
12	The teachers actively encouraged student questions.				
13	The teachers asked questions to monitor student understanding.				
14	The teachers waited sufficient time for students to answer questions.				
15	The teachers listened carefully to student questions.				

16	The teachers responded appropriately to student questions.				
17	The teachers restated questions and answers when necessary.				
18	The teachers demonstrates respect for diversity and requires similar respect in classroom.				

**Summary Comments**

19. What were the major strengths of instructor as demonstrated in the observation?

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20.. What suggestions do you have for improving the instructor’s skills or methodology?

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21. If this was a repeat observation, what progress did you discern in the instructor’s skills?

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## APPENDIX L

### Interview Guide for Teachers

#### Introduction

I want to thank you for taking the time to meet with me today. My name is Assefa Chibsa Bayisa and I would like to talk to you about your experiences regarding the influence of use of mother tongue on performance of English. Specifically, I would like to find out the challenges that use of mother tongue bring about and various strategies that should be used to improve the performance of English. The interview should take less than an hour. I will be taking notes because I don't want to miss any of your comments. All responses will be kept confidential. This means that your interview responses will only be used for the purpose of the Master's program and I will ensure that any information I include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

- a) Which language do your students use as a medium of communication?
- b) Describe situations when you switch languages during teaching-learning.
- c) How does use of mother tongue by students affect the way you teach English?
- d) How does using of mother tongue in school influence performance in English?
- e) Does your school have a language policy? If no, do you intend to come up with one?
  - a. What is the purpose of the language policy?
  - b. Describe how the policy influences performance of English?
- f) Describe how students who use mother tongue are affected in their performance in English?
- g) What challenges are brought about by use of mother tongue in the process of learning English?
- h) What should be done to improve the performance of English?