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**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION  
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**EXPLORING THE USE OF L1 IN THE EFL CLASSROOM: THE CASE OF  
HADIYYISA WITH PARTICULAR REFERENCE TO GRADE 5 IN SOME  
SELECTED PRIMARY SCHOOLS OF HADIYA ZONE**

**BY**

**NIGATU HABTAMU**

**A THESIS SUBMITTED TO**

**THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN TEFL**

**JUNE, 2013**

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This is certify that the thesis prepared by Nigatu Habtamu entitled:  
exploring the use of I1 in the EFL classroom: the case of Hadiyyisa with particular  
reference to grade 5 in some selected primary schools of Hadiya zone On Partial  
Fulfillment of the Requirement for the Degree of Master of  
TEFL complies with the regulation of the University and meets the  
accepted standard with respect to originality and quality.

Singed by the Examining committee:

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Name of examiner	signature	date

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Name of examiner	signature	date

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Chair of Department or Graduate Program Coordinator

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### **Abstract**

*The intent of this survey study was to explore the use of L1 (in this case Hadiyyisa) in the English classroom in Hadiya zone primary schools. To this end, a descriptive research method was employed in the study. Ten grade five English teachers and one hundred grade five students selected by availability and systematic sampling were participants of the study. Data were gathered through classroom observation, questionnaires and interview. The classroom teachers and students talk was recorded and transcribed. The data gathered through the questionnaires and the recorded observation were analyzed using frequency and percentage, while those collected through interview and open-ended items of the questionnaires were qualitatively analyzed. The study depicted that both teachers and students positively perceive the use of Hadiyyisa in the English classroom. The study also divulged that teachers and students believe in the various pedagogic uses of Hadiyyisa the major ones being: explaining new words, explaining difficult concepts, giving instructions, maintaining classroom discipline and checking students' comprehension. The study further revealed that most of the teachers (80%) and students (65%) appear to be in favor of using Hadiyyisa 'sometimes'. However, actual classroom practices uncover excessive use of Hadiyyisa, about 20% out of the total English classroom talk. Finally, it was suggested that English language teachers should be given appropriate training in higher institutions .Further, appropriate workshops, seminars , etc. with regard to 'how', 'when', and 'how much' L1 should be used in the L2 classroom.*

### **Keywords and Phrases**

Native language (L1), Target language (L2), English as Foreign Language(EFL), Translation, Limited L1 use, supportive and facilitating role of L1 and Interference

## **LISTS OF ABBREVIATIONS**

- TL = Target Language
- L1 = First Language
- ALM = Audio-Lingual Method
- GTM = Grammar Translation Method
- MT = Mother Tongue
- L2 = Second Language or Foreign Language
- ELT = English Language teaching
- EFL = English as a foreign language
- SLA = Second language Acquisition
- Ss = Students
- St = Student
- T = Teacher
- T1 = Teacher 1
- T2 = Teacher 2
- T3 = Teacher 3
- T4 = Teacher 4
- T5 = Teacher 5
- T6 = Teacher 6
- T7 = Teacher 7
- T8 = Teacher 8
- T9 = Teacher 9
- T10 = Teacher 10

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

The research evidence on the history of the English language teaching methods tells us that the idea of using L1 in the L2 classroom was a respected view during the period of the Grammar Translation Method (Howatt 1984) in which bilingual approach was practiced and learners were learning predominantly through translation (Richards and Rodgers, 1986; Miles, 2004; Meyer, 2008) and enjoyed widespread acceptance until the World War II (Bowen, Madsen, and Hilferty, 1985).

However, immediately after the World War II a number of serious objections, the main problem being the lack of every day realistic spoken language content, had been raised regarding the Grammar Translation Method. Since then, a number of popular English language teaching methods including Direct Method, Audio-lingual Method as well as the recently accepted Communicative Language Teaching method tend to ban the students' mother tongue not to be included as part of L2 classroom activities (Cole 1998; Cook 1999; 2001; Prodromou, 2001). This view of learners' L1 avoidance has also been reflected in most of the modern L2 teaching materials and syllabus (Atkinson 1987; 1995; Buckmaster, 2002; Cook, 2002; Cook, 2001; Hawks, 2001; Naimushin, 2002).

According to Prodromou (2001), the mother tongue has been treated as a taboo subject (Cook 2002; Deller, 2003), source of guilt (Auerbach 1993; Frankenberg - Garcia, 2000), and a hint of teachers' weakness to teach properly (Cook 2002; Buckmaster, 2002). Furthermore, L1 has been considered as a waste of time (Januleviciene and Kavaliauskiene, 2002). As a result, the English only approach has

become an influential and often assumed to be the hallmarks of good language teaching around the world (Atkinson 1995). Yet, back in the 1960's, the cognitive psychologist David Ausubel (Ausubel, 1964) made some sound criticism about the ALM. He pointed out, amongst other things, that the rote learning practice of ALM drills could benefit neither L1 nor L2 learners; that L2 learners could potentially benefit from learning grammar deductively, and that learner L1 could function as a facilitator in the process of L2 learning.

Now a day, it is common for EFL teachers to use the students' mother tongue as a tool for conveying meaning as a means of interaction both in English language institutes and in the classroom regardless of the arguments against its role (Naiman, et al (1978). Girmaw (2007) notes in his study that effective communication is possible when appropriate medium of instruction is used. The teacher is required to have a good command of both spoken and written language he or she is supposed to teach. Apart from the problem deriving from lack of training, appropriate instructional materials seem to pose serious problems when the target language is made to serve as a medium of instruction (Ibid).

In Ethiopian context, after the Charter of Transitional Government of Ethiopia recognized the right of nationalities to use their language as an instructional media, the idea of translating English in to students' mother tongue became one of the common classroom activities although the existing Ethiopian Educational training policy did not officially endorse the issue of using students' first language in the target language classroom (McNabb, 1989). Following this, when the Ethiopian People's Revolutionary Democratic Front (EPRDF) government replaced Derg in 1991, the new government recognized the rights of nations and nationalities to speak and write in their own languages and develop their languages. Besides, a new

educational and training policy has been established with the provision for choice of nationality languages as medium of instruction in the primary education system. As a result, over twenty nationality languages have been used as a medium of instruction in primary schools in different regions of the country (McNabb, 1989).

Hadiyyisa is one of these languages spoken by people of Hadiya living in Hadiya zone which is found in the northern part of South Nation Nationalities and People's region and situated to the South west of Addis Ababa at about 230 km. The language comprises four dialects: Lemo, Shashogo, Badewacho and Sooro which wouldn't result in intelligibility problems among the speakers of the dialects. Concerning the use of the language in different domains, the pivotal role would be noted in the education sector. By making use of the advantage of the decentralized language use in education and training policy, Hadiyyisa is used as medium of instruction for grade 1-4 and given as a subject for grade 1-12. Teaching English as a foreign language in Hadiya zone, like other zones in the region, starts in grade one using translation since the students have no background knowledge about the target language they are learning. However, the issue of the extent to which the students' mother tongue, including Hadiyyisa, is used in the English language classroom is rarely raised by policy makers for primary as well as secondary schools around the country.

We can realize from this that much effort has not been given on students' first language preferences in the target language classes. Thus, students who come from mother tongue dominated first cycle primary schools fail to understand teacher's presentation when they join second cycle primary education level where English language has been supposed to be dominant, if not totally, medium of instruction. These students need each and every point of the lesson to be translated; otherwise, they hardly understand the lesson. Accordingly, to meet the needs of the students,

teachers employ learners' first language intentionally or unintentionally in the foreign language classroom. Thus, this study is aimed to assess the use of Hadiyyisa in the English classroom in some selected second cycle primary schools in Hadiya zone.

## **1.2. Statment of the Problem**

The use of L1 in L2 classes has always been controversial because different theories of L2 acquisition present different hypotheses about the value of L1 use in L2 classes. Some theorists have advocated an English only approach believing in the identical nature of the process of L2 and L1 learning, and arguing that maximum exposure to L2 and least to L1 are essential because interference from L1 knowledge obstructs L2 learning process (Cook, 2001; Krashen, 1981).

However, some language educationists have argued against the complete elimination of L1 from L2 classes (Nation, 2003; Larsen-Freeman, 2000; Cook, 2001) and have contended that a judicious and well-planned use of L1 can yield positive results. For instance, the teacher can use it for clarification (as a supportive device) when students fail to understand his ideas told in L2 (Tang, 2002). L1 can also be used to introduce new vocabulary and teach abstract ideas (Atkinson,1987). Other educators suggest how over-use of L1 can be reduced. To decrease the use of L1, teachers need to provide students with contextual meanings of words (Auerbach,1993)and teach communication strategies (Meyer, 2008). Nation (2003) recommends the use of moderately challenging (manageable), graded and non threatening tasks, and urge students to repeatedly use the L2 to reduce L1 use.

Despite the hot arguments experts hold in both sides, today, it seems that bilingual approach has received high attention for various reasons (Miles, 2004). For instance, one obvious truth is teachers and students have positive attitudes toward using L1 in

L2 classrooms (Tang, 2002). (Macaro,1997) and Prondromou (2002) found that low achiever students favor L1 than high achievers. Atkinson (1987) reported that L1 helps learners deal with word and sentence level problems, substantiate comprehension, and guess text structure and context. Other studies indicated that teachers like to use L1 to explain complex grammar items and meanings of new words, to give background information, to overcome communication difficulties and handle students' disciplinary problems (Garcia, 2006; Mohammed, 2005).

Teachers' and learners' positions on use of L1 in L2 classes have been sought in different countries and contexts. Penington, in Garcia (2006), examined the L1 use of eight English teachers. He found that teachers use L1 to help learners with low language ability, low motivation and poor discipline. It was also used to alleviate teachers' inadequacies such as lack of preparation, lack of knowledge of the subject matter, inadequate proficiency and lack of interest (ibid). This finding shows that L1 is important not only to students but also to support teachers. However, L1 has been overlooked inspite of its range of effects in supporting the learning and teaching of the target language (Atkinson, 1987; Tang, 2002; Deller, 2003; Stern, 1992; Reis, 1996; Linder, 2002; Naimushin, 2002; Urgese, 1987).

As far as my teaching experience and observation is concerned, teachers and students in the sample study area intiutively use L1 in EFL classes. That is, some teachers are seen making use of students' mother tongue in L2 classes so as to clarify some difficult and abstract concepts, to give instructions as well as to manage classes. Some others use L1 randomly and employ word by word translation intensively without having any theoretical background behind the impacts of its over use. Others still put red light in front of students' native language and discourage students not to use L1 entirely believing that it hinders L2 mastery.

However, the researcher personally believes that as long as the primary objective of the English classroom is to make sure communication and common understanding between teachers and students, then, why one disregards the limited and reasonable use of the learners' native language in the L2 classroom? But, the risk is when L1 is inappropriately used in L2 class which may in turn negatively affect mastery of target language.

The discussed arguments about the facilitative roles of limited and reasonable use of learners' mother tongue along with the negative consequences of its over use forced me to raise questions: how much? why? and when? mother tongue should be used at lower grade levels? But, there is no clear and precise answer to the question: how much? Some scholars express their views on how much of L1 should be used in the EFL classroom. For example, Tang (2002) and Nazary (2003) note moderate and judicious use of the mother tongue is advantageous, and facilitates L2 learning. But, the two terms 'moderate' and 'judicious' still do not show the exact amount for which they stand for, and are subject to personal judgments. Atkinson (1987), however, specifies that a ratio of 5% L1 use to about 95% L2 may be more profitable. Tang (2002) as well, suggests a five to ten percent of L1 use to be facilitative in the English classes.

As far as the previous local studies in relation to the present one is concerned, no study has been done on the utilization of L1 in the EFL classroom in the context of Hadiyyisa. Italo (1988) carried out a study with the intention of comparing the Oromo Language and the English segmental phonemes with its implications for English language teaching. His finding revealed that there are areas of difficulties of pronunciation among the Oromo learners of English that English teachers need to consider.

In fact, an issue related to the present study was addressed by Tafesse (1988) in the Amharic context and Kenenisa(2003) in Oromo Language context. In his study, Tafesse concludes that there was an over use of Amharic in the English classroom (71% English to 29% Amharic). Though the topics are related, differences exist between Tafesse's work and mine in the area of research aims, tools and context. Firstly, unlike Tafesse's, my study is not merely aimed at investigating the proportion of L1 to L2 but at exploring teachers' and students' perception on using L1, the relative amount, frequency and purposes of L1 (Hadiyyisa in this case) used in the English classroom. Secondly, Tafesse used only audio recording lessons to collect his data. However, I used questionnaire and interview in addition to recording the classroom observation. Thirdly, the participants in Tafesse's study were first cycle primary school students and English teachers while in mine the participants were students and English language teachers in second cycle primary schools. Fourthly, Tafesse conducted his research in the context of Amharic while mine is in the the context of Hadiyyisa.

Kenenisa's study, on the other hand, was conducted with the aim of examining the English classroom use of the Oromo language on diploma students majoring in English at Adama Teachers College to assess whether or not using of Oromiffa really exists in Adama college EFL classes. His research was conducted specifically with the central aim of assessing the attitude of teachers and students towards using the Oromo language in the English classroom at the college level. However, my study explores the frequency, purpose and the relative amount of Hadiyyisa used in EFL classes together with assessing perceptions of teachers and students on using L1(Hadiyyisa) in their L2 classes.Finally, Kenenisa's study was done at college level; but mine was conducted at primary level. Having this gap in mind, this study

attempts to investigate the use of L1 (Hadiyyisa) in the English language classrooms.

To this end, the following research questions were designed to be answered.

- ❖ How do EFL teachers and students in Hadiya zone perceive using of Hadiyyisa in EFL classes?
- ❖ How often do English teachers and students in Hadiya zone employ Hadiyyisa in the EFL classes?
- ❖ For what purposes do English teachers and students in Hadiya Zone use L1 (Hadiyyisa) in L2 classes ?
- ❖ About how much of L1 (Hadiyyisa) and L2 (English) is used by the English language teachers and students in EFL classes ?

### **1.3. Objective of the Study**

The objective of this survey study was to assess the students' and teachers' perception on the use of L1, frequency, purpose and relative amount of L1 (in this case Hadiyyisa) used in the English classroom in second cycle primary schools.

More specifically, the objectives of the present study were :

- ❖ To investigate perception held by English language teachers and students in Hadiya zone towards using Hadiyyisa language in EFL classes.
- ❖ To find out how frequently English teachers and students in Hadiya zone employ Hadiyyisa in the EFL classes.
- ❖ To identify the purposes for which English teachers and students need to employ Hadiyyisa in the EFL classes.
- ❖ To explore relative amount of Hadiyyisa and English used in the English language classrooms in Hadiya zone.

## **1.4 Significance of the Study**

The findings of this study were expected to be helpful to the following stake holders:

- English language teachers become conscious of the role L1 in teaching and learning the target language and reexamine their foreign language teaching methodology at the primary schools.
- Teachers acquire awareness about the well judged and limited use of L1 in L2 classrooms.
- Teacher training institutions use the advantage of the findings to make their trainees aware when to integrate L1 in L2 classrooms at lower levels
- Language teaching methodology researchers would be initiated to conduct further research in the area which may open the way to the development of a new English language teaching method and techniques that work to incorporate L1 use in the EFL classroom while preparing teaching materials, designing the syllabus.

## **1.5 Scope of the Study**

It would be appropriate to carry out the study in larger scale than the range covered by the present study. However, the limited time and other resources did not allow me doing so. Hence, the present study confined itself to exploring the use of L1(Hadiyyisa in this case) in EFL classrooms of ten second cycle primary schools in two woredas (Lemo and Gombora) in Hadiya zone. These primary schools in the two woredas were likely to represent other second cycle primary schools in Hadiya zone as there is lingual homogeneity. That is, Hadiyyisa is used as students' mother tongue in all the woredas and primary schools.

## **1.6. Operational Definitions of Terms**

The terms ‘second’, ‘foreign’ and ‘target’ have been used interchangeably to mean the same thing; in most cases, these terms refer to the English language. The terms ‘first’ and ‘native’ were used to mean students’ mother tongue (L1). Translation means a cross-lingual mediation from L2 to L1 (e.g English in to Hadiyyisa). Limited L1 use approximately, it means using L1 as a way to the meaning of L2. This may include using L1 to check understanding, clarify concepts, word meanings, maintaining discipline and giving instructions.

## **1.7. Organization of the Study**

The organization of the general work of this paper is presented as follow: Chapter one presents the introduction section including background of the study, problem statement, objectives, significance, scope and definition of terms. Chapter two is discusses review of related works or literature of other scholars; chapter three deals with research methodology; chapter four puts forward the discussions and presentation of data; chapter five overviews conclusions and recommendations. Finally, the paper ends with the references and appendices.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1 Overview**

This chapter presents the review of some previous works that are meant to provide background information on the use of students' first language in the L2 classroom. Firstly, it discusses the historical backgrounds of using students' first language in the EFL classes. Secondly, it presents the major arguments against the use of L1 and other factors contributing to the avoidance of L1. Thirdly, it deals with the supportive arguments of L1 use with respect to the pedagogic and psychological purposes for which students' native language could be employed in the L2 classroom. Fourthly, it gives an insight into the occasions in which Teachers' and Students' use L1 in the EFL Classes. Fifthly, it addresses some views of the teachers and learners on using students mother tongue in the English classes in some countries and the empirical studies on the reasonable and judicious use of L1 in accord with learners' proficiency level in the target language. Then, it overviews factors affecting both teachers' and students' language choice. Lastly, the chapter highlights how the recently adopted Communicative Language Teaching method (CLT) sees the role of students' first language, along with a brief summary.

#### **2.2. Historical Background of Using L1 in Foreign Language**

##### **Learning**

A glance at the history of L1 use in the L2 classroom quickly reveals periodic but regular changes in how it is viewed (Auerbach, 1999). Several hundred years ago bilingual teaching was the 'norm', with students learning through translation. The use of L1 to study L2 was almost universal and readily accepted, partially because

language teaching placed an emphasis on the written word above the spoken word. In the 19<sup>th</sup> Century, this trend slowly reversed itself towards a monolingual approach to some extent due to a shift towards an emphasis on the spoken word. The impact of mass migration, colonialism and a large increase in research in the field, would further strengthen the Monolingual Approach in the 20<sup>th</sup> Century. Thus, since the early twentieth century, utilization of L1 has been out of fashion and has little or no public support (Cook 2002). Even, the use of L1 in the EFL classroom started to be seen as uncommunicative, boring, pointless and irrelevant (Harmer, 2001).

In other words, this method was challenged for doing "virtually nothing to enhance students' communication ability in the language" (Brown, 2000). This lack of public support seems to have led modern language teachers to associate the use of translation with the Grammar Translation Method (Edge 1986; Linder 2002; Weschler 1997). When teachers associate translation activities with the Grammar Translation Method and other traditional language teaching, they tend to consider such activities as non-communicative and non-natural (Linder 2002). In effect, they tend to assume the exclusion of L1 as the only solution to the ineffectiveness of the Grammar Translation Method (Auerbach 1993).

The appearance of the Direct Method of teaching just over a hundred years ago also contributed greatly to the consolidation of the idea that all L1 should be excluded from the classroom (Harbord, 1992). The premise of the Direct Method was that second language learning mirrored first language acquisition: lots of oral interaction, little grammatical analysis and no translation. Advocates of the Direct Method and the Audio-lingual Method, thus, emphasized banning the use of L and viewed L1 and L2 as two different systems that should not be linked so as to avoid L1 interference. The

Direct Method would soon be discredited when it failed in the public education system (Brown, 1994), but it would have a lasting influence on ESL/EFL classrooms. Within the same context, Krashen (1981) suggested that comprehensible input should provide opportunities for subconscious and implicit learning, which leads to achieving language competence. Therefore, the superiority of target language may indicate prohibiting L1 in the classroom.

Other scholars believe that the focus on foreign language can enhance communication and activate both conscious and unconscious learning. They added that learners could understand the message even when they do not know the exact meaning of words or structures, which indicates that they do not need to grasp all the words they read or hear. Subsequently, the total use of English to teach English as a foreign language was obligated, and throughout the 1970s and 1980s, according to the communicative approaches, the use of L1 was still considered as undesirable (Piasecka, 1988; Atkinson, 1993 and Mahmoud, 2006).

However, these days, the taboo against using L1 in the classroom is breaking down, and the attitude to L1 and translation in language classes has seemingly witnessed a positive change following the recognition that some learners use the L1 as a communicative as well as a learning strategy to learn and use the FL (James 1998 and Cook 2001).

### **2.3. Major Arguments Against L1 Use**

The issue of whether or not to use L1 in the L2 classroom has been touchy in language teaching. Two approaches have appeared with regard to using the L1 in EFL teaching: the Monolingual approach and the Bilingual approach. Many linguists disapprove using L1 in EFL teaching on the ground that it hinders learning. In

monolingual approach, for example, the inclusion of L1 in the L2 classroom is unacceptable (Tang, 2002) because it is considered that L2 facilitates (Richards and Rodgers, 2001) and maximizes exposure (Krashen,1981) to the target language. The L1 use was considered as indirect and time-consuming (Nation, 1978), an obstacle to advance the study of L2 and thinking in the L2 (Hilton, 1974; Nazary, 2008) and a hindrance to develop fluency in an L2 (Tafesse, 1988). This view emerged with the introduction of the direct method around the turn of the 20th century (Harbord,1992).

In view of that, the Monolingual approach maintains that the foreign language should be the only medium of communication in the classroom. According to Sharma, (2006) the rationale for using only the target language in the classroom is that the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it. He add that when L1 is used, errors might emerge owing to negative L1 transfer.

### **2.3.1. The L1 Acquisition/Learning Argument.**

This idea is chiefly advanced by Krashen and Terrell (1983). Krashen and Terrell, advocates of monolingual approach, argue that learners acquire FL following the same path they acquire their L1. They believe that L2 learning follows a process similar to L1 learning and claim that exposure is vital in the learning of L2 (Cook, 2001). In other words, learners of L2 should be exposed to an L2 environment as much as possible. Krashen(1985), a central advocate of the only-L2 use in the classroom states that comprehensible input is the only causative variable in second language acquisition. He means that success in a foreign language can be attributed to input alone (Brown, 2000). Thus, he claims that all the lesson as much as possible

should be in L2, as using the mother tongue in the EFL classroom prevents students from acquiring the valuable input in the L2 since there was a definite relationship between comprehensible input in L2 and proficiency (Krashen, 1985). In the same view, Deller and Rinvoluceri (2002) do not support the random use of the native language and warn the language teachers of the negative effects of its over-use in the EFL classroom.

Crucially though, this perhaps implied that time spent using L1 would only detract from learning. He even suggested that the reason exposure was not always successful in facilitating proficiency, is because learners had access to their L1 either in class, or out of it (ibid). Others such as Phillipson (1992) agreed, by claiming that the language being studied should be the mode of communication in the lesson. This idea that the L2 lesson should be taught in L2, in order to maximize exposure, and thereby learning, is perhaps the key concept which monolingual supporters have based their approach on.

The justification put forward for the claim is that L1 acquisition does not depend on another language or children in the L1 cannot fall back on another language. Cook (2001), however, argues that the appeal to L1 acquisition is simply irrelevant; the fact that by definition L1 children do not fall back on another language has no implication for whether or not L2 learners should use their L1 while learning English as a foreign language. Weschler (1997) states that Children take years following the natural order of acquisition to master the concrete before the abstract. By contrast, already having mastered the later, adults can take shortcut". Thus, there are indeed, differences between the first and the second language acquisitions in terms of age and situations (Cook, 2001).

Cook (2002) as well, notes that the idea of relating L2 learning to L1 acquisition is based on contention without evidence or weak evidence. As far as language learning is concerned, the researcher, also personally believes that it is not likely to generalize what is applicable for children to be applicable for adults since children and adults are different in experience as it is already claimed by scholars. It should be noted that learners at any level make reference to their L1 knowledge while learning L2. This tells us that an attempt to avoid students' L1 is not feasible on any grounds in the L2 classroom.

### **2.3.2. The Language Compartmentalization Argument**

This view suggests that successful L2 acquisition depends on unscrambling L2 from the L1 and seeing the L1 and the L2 as separate entities Cook (2001); Cook states that one main reason for thinking this way is the fear of L1 interference. Even if the two languages are distinct in principle, they are interrelated in the L2 users' mind in many ways (phonology, morphology, syntax and pragmatics) so that L1 is affected by L2 and vice versa (Cook, 2001; Atkinson, 1987; Cook, 2002; Harbord, 1992; Stern, 1992). Cook (2002), for example, feels that switching and negotiation between languages is an essential part of every day language use for the majority of the world population. Likewise, Stern (1992) contends that the L1-L2 association is an inevitable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language.

The scholars, thus, seem to be convinced in a simple notion that an attempt to keep L1 from the target language classroom is hardly reasonable since the mother tongue and target language are both frequently present in the learners' mind as well as in the learning activities that the learners engage in. One important argument that led

translation to have bad name was the fear of interference errors. The argument is that translation fosters a sense of false equivalence between the two languages resulting in the inter-language errors (Cook 2002). In order to avoid and eliminate the errors caused by L1 interferences, students are encouraged to suppress the use of L1 as a means of learning the TL.

However, second language acquisition research (Dulay & Burt, 1973; Johnson & Newport, 1994) has revealed that the difficulties and errors of foreign language learning cannot be completely attributed to interference by the learners' first language. In an investigation analyzing the sources of errors among native-Spanish-speaking children learning English, Dulay and Burt (1973) found that only 3% of errors came from L1 interferences and 85% of errors were developmental in nature. These findings imply that the fear of using L1 in foreign language classrooms, which results in negative transfer, should be reduced.

Like wise, Stern (1992) argues that it is impossible to avoid the interference errors at any cost since L2 learners often use their L1 for reference; rather we need to acknowledge them as a psycholinguistic given. Stern proposes that we can help learners to gradually develop a new L2 reference system by demonstrating where the L1 and L2 are similar and different this inturn will aid learners to respond to the likely errors in advance. A study conducted by Tomasello and Herron (1989) in the context of Portuguese also seems to validate the importance of contrastive analysis (Lado, 1964). Their finding shows that translation techniques that stress the comparison and contrast between L1 and L2 elements as phonology, morphology, etc. are effective ways of dealing with the interference and over generalization errors. It was reported that the analysis helped students to notice areas of differences between

Portuguese and English and review their hypothesis regarding what is different and what is similar in the two languages.

Thus, it would possibly be concluded from the scholars view that encouraging learners to relate L2 to L1 so as to help them discover the similarities and differences between the two languages likely reduces the possible occurrences of the transfer errors although L1 interference is there. However, from my personal viewpoint as a teacher, I believe that the use of L1 may interfere with and hinder the process of learners' inter-language development since their reasoning may become dependent on associations and thus, learners may not develop the necessary framework to establish sense relations in L2 due to mere dependence on L1 framework inspite of the fact that it shapes their learning of L2.

### **2.3.3. Argument supporting Provision of the Maximum Target**

#### **Language**

One common belief held among the opponents of L1 use is that L2 learners often have little or no exposure to the target language outside the classroom. The appeal of classroom communication in the target language as much as possible is the view that most teachers and theorists agreed upon (Harbord 1992). Yet, this does not mean that L1 should not be used at any cost (Cook, 2001; Turnbull, 2001). According to Cook and Turnbull, teachers can maximize the use of the target language without going for the students' first language. Turnbull(2001) states that a principle that promotes maximum teachers' use of the target language acknowledges that L1 and L2 can exist simultaneously.

The researcher also believes that if one assumes that the basic doctrines of the true communication should be 'comprehensible input' as used by Krashen, teachers should

fill the classroom with as much of L2 as possible is obviously acceptable and using the students' native language may at times be necessary. However, an exclusive target language use may not ensure students' comprehension of the meanings of certain L2 language elements. The principle, thus, should be "Use English where possible and learners' mother tongue where necessary" (Weschler 1997).

#### **2.3.4. The Nature of the Teaching Materials and the L2 Teachers**

##### **Training System**

Most modern ELT teaching materials make no reference to the students' first language (Atkinson 1987, 1995; Buckmaster 2002; Frankenberg-Garcia 2000). Thus, the deletion of L1 in the English language teaching materials too has contributed to keep students' first language well away from the classroom by making teachers feel unease about using L1 in the target language classroom.

Along with this, English language teachers in all levels have passed through the training system that repeatedly looks upon the use of L1 as something contrary to the accepted belief and taboo culture (Naimushin, 2002; Schweers, 1999 and Frankenberg-Garcia, 2000). In view of this, Harbord (1992) who is discontented particularly with the influence of the European (British-based) ELT teachers training, argues that the development of ELT is a causal career for young people visiting Europe encouraged teachers to make advantage of the necessity of using only English. Additionally, the subsequent growth of the British-based teacher training movement out of the need to provide training for teachers working with multilingual classes served to reinforce the strategy of mother tongue avoidance (ibid). As a result of the monolingual training approach, it is common for language teachers to feel anxiety about L1 when they happen to slip into the students' first language or when they are unable to keep their students from using the L1 (Frankenberg –Garcia 2000).

## **2.4 Popular Arguments Supporting L1 Use in the EFL Classroom**

As a forementioned, advocates of monolingual approach maintain that using only L2 provides learners with maximum input, assuming L1 use as disadvantageous to language learning. That is, the more students are exposed to L2, the more quickly they will learn; as they hear and use L2, they will internalize it and begin to think in L2 (Auerbach, 1993). Thus, the use of translation as a teaching technique has long been viewed with doubt by language teachers and many, of course ban it altogether as a matter of principle.

However, the Monolingual Approach has been criticized by researchers, teachers, and learners, who hold the idea that L1 use is advantageous in EFL classes at more than one level. Evidence from both research and practice suggests that the underlying principle used to justify English only in the classroom is neither conclusive nor pedagogically sound. It is suggested that strong initial literacy is a key factor in successful second language acquisition and academic success (Cummins, 1981). Phillipson (1992) says that the philosophy of monolingualism implies the rejection of the experiences of other languages, meaning the exclusion of the child's most powerful existential experience. Elimination of the native language within the context of ESL instruction may obstruct language acquisition precisely because it mirrors disempowering relations.

Researchers who advocate bilingual approach such as Atkinson (1993; 1987) and Macaro (2001); Deller and Rinvoluceri (2002); Widdowson (2003) and Harbord (1992) argue that L1 represents a powerful source that can be used to enhance FL learning, but it should be used in a principled way. Macaro (2001) argues that it is not only impractical to exclude the L1 from the classroom, but that it is also likely to deprive

learners of an important tool for language learning. Within the same context, Harbord (1992) points out that many English language teachers have tried to create English-only classrooms, but have found that they have failed to get the meaning across, leading students to lack of understanding and resentment. Proponents of L1 use in the foreign language classroom maintain that limited use of student' native language plays a number of Pedagogical and psychological roles as follow:

### **2.4.1 Argument Supporting Pedagogical Roles of L1**

Supporters of L1 in the EFL classes insist that use of students' mother tongue has multiple advantages to students. In favor of pedagogical roles, Bolitho (1983) contends that L2 learners do not come to the class with their blank mind. They use their mother tongue experiences to cope with the new challenge (i.e. L2 learning). Thus, he advises teachers to be familiar with the learners' first language. (Widdowson,2003) notes that translation can be very useful pedagogic and indeed in some circumstances the most effective means of learning. Stern (1992) as well, believes that L2 learners always make reference to the language they already know and they can be endowed with comprehensible input using the L1 Prondromou (2002).

Learners use their first language as a strategy of studying their target language even outside the classroom since translation is a natural phenomenon and an inevitable part of second language acquisition even where formal classroom learning does not occur (Auerbach, 1933). Students will also try to examine a target language structure or lexical item through their mother tongue whether they are allowed or not Harbord (1992).Thus, treating the students' first language as a resource instead of considering it as an obstacle to the target language learning will help to enhance more authentic

users (Cook, 2001). Thus, whether we like it or not the new language is learned on the basis of the previously acquired language (Stern,1992).

In line with this, Schema theory suggests that cognitive knowledge is organized into interrelated patterns. These are based on an individual's previous experiences regarding a given aspect of the experiential world (i.e. their first language) and allow them to hypothesize about future experiences (Nunan, 1999). Schema theory is supported by other similar theories, such as Asubel's Meaningful Learning Theory (Brown, 2000) and Nativist Model (Ellis, 1985). Ausubel contends that humans relate new events or items to their existing cognitive concepts (Brown, 2000).

Meaningful learning occurs when new material is related or anchored to relevant established entities in cognitive structure (ibid). This refers to the use of schema in L2 learning as the accumulation of knowledge from instances of incomprehension embedded in the comprehensible (Cook, 2001). Here we can conclude that using the student's native language is, thus, possibly the best way to make new material relatable to the learner's structure of knowledge, especially at low levels since learning L2 is a building up on the assets learners bring with them to the classroom. That is, owing to their native language skills and varied experiences, translation is believed to be an important tool in bridging the gap between what learners bring and the one which is new and difficult (L2).

Besides, using mother tongue in the English classroom compensates teachers' weaknesses in using the L2 (Miles, 2004). Obviously, all teachers are not native speakers. The English language proficiency of these teachers may not be very good. As a result, pushing such teachers to depend only on English may result in unsuccessful teaching and the alienation of learners from appropriate learning settings (Phillipson, 1992). This reality shows that L1 is not only necessary to help learners

but also to lessen teachers' inadequacies in the L2. Because of its significant contributions, the rejection of the cross-lingual strategy has been questioned from time to time.

#### **2.4.2. Arguments Supporting Psychological Roles of L1**

Furthermore, scholars who are in favor of reasonable L1 use contend that students' mother tongue mainly plays emotional or psychological role in such a way that it could create a more comfortable learning environment, which in turn, enhances the L2 acquisition process by empowering the learners to feel more confident and feel at ease.

Concerning this view, Langer (2001) argues that by allowing the mother tongue in the classroom, teachers can give their students a valuable tool to arrive at a meaningful communication. Acquiring a second language is, to some extent, dependent on the societally determined value attributed to the L1, which can be either reinforced or challenged inside the classroom. If one is banned from using his/her mother tongue, Langer explains that one feels he/she is relegated to a position of unimportant. Shamash (1990), quoted in Auerbach (1993) believes that using the mother tongue allows the learners to experiment and take risks in English. Echoing Shamash's view, Auerbach (1993) herself deduces that starting with L1 provides a sense of security and authenticates the learners' lived experiences, allowing them to express themselves.

More over, supporters of bilingual approach, who advocate the inevitability of L1 use in L2 classrooms (Harmer, 2001; Medgyes, 1992), contend that the prohibition of the L1 is a disapproval of its value and a relegation to low standard. This contention of the L1 may result in complex psychological problems upon learners (Tang, 2002);

and its exclusion to increase exposure to L2 may not necessarily be productive (Miles, 2004). Although the proponents of the bilingual approach admit that exposure to L2 is important, they contend that factors like the quality of teaching materials, trained teachers and sound methods of teaching are more important than the amount of exposure (Phillipson, 1992). Hence, they claim that the exclusion of L1 cannot be taken as guarantee to the effective teaching and learning of L2.

To speak differently, the use of L1 may assist students in reducing emotional barriers and increasing their confidence in their ability to successfully grasp the TL (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992). These scholars, specifically indicate that lower proficiency students usually have complicatedness in expressing their thoughts with confidence and precision, so they should be allowed to fall back on L1 to understand the TL (Atkinson, 1987; Auerbach, 1993; Harbord, 1992). Likewise, Liao (2006) has observed that when the TL is the only medium allowed in discussions, students remain silent due to their nervousness or lack of English competence. In contrast, when both L1 and TL are allowed as medium for discussions, there will be more participation and meaningful communication is lasting longer. Therefore, the use of L1 results in an increased willingness by students to express their ideas (Atkinson, 1987; Auerbach, 1993; Cook, 2001).

Many young TL learners regard L1 as an essential tool in the learning process because they work together with peers and teachers and using L1 often assists TL learners in their creation of a social and cognitive space within which effective work can be done toward improving their learning (Anton & DiCamilla, 1988). Moreover, the teacher's use of L1 provides an enhanced form of input that is more important for the learners, more easily processed, and consequently promotes their learning (ibid).

Janulevicine and Kavliauskiene (2002) on their part claim that the ability to switch to a native language, even for a shorter time, gives learners an opportunity to maintain self-image, get rid of anxiety, build confidence and feel independent in their choice of expression. To Atkinson (1993), the occasional use of L1 allows (particularly teenagers) to show that they are intelligent and advanced people.

Similarly, according to Murakami (1999), in Kenenisa (2003), using mother tongue establishes identity and therefore, should neither be neglected nor subordinated to any languages. Damim, et al (2002) shares Murakami's view that learners have their own styles which they do not want to lose while learning the L2 as this is a part of their identity.

## **2.5. Emperical Studies on Teachers' and Students' Positions towards the Use of L1 in the EFL Classes**

There has been very little research done on what use of L1 is actually made in practice in the classroom and what the perceptions are of students and teachers in the use of L1 in the EFL classroom. To see some of them: Tang (2002) studied the use of the L1 by 20 Chinese English teachers and 100 learners' perceptions towards it. The results showed that both teachers and learners responded positively to using the L1 as a supportive and facilitating teaching tool. That is, The research shows that limited and judicious use of the mother tongue in the English classroom does not reduce students exposure to English, but rather can assist in the teaching and learning processes.

Schweers (1999) as well, investigated the positions of learners and their nineteen teachers towards using the L1 in an EFL context where the L1 was Spanish in Puerto Rico. He noted that a high percentage of students (over 80%) found the use of L1 in the classroom useful. They cite the following as instances when they find L1 use the most useful: to explain difficult concepts; to feel more comfortable and confident; to

check comprehension and to define new vocabulary items. This study, thus, illustrates that the greater part of the teachers and learners agreed that the L1 should be used sometimes.

Prodromou (2002) carried out research to find out reaction and perceptions of 300 Greek students regarding L1 use in the monolingual classroom at three levels – beginner (elementary), intermediate and advanced. A relatively high percentage of beginner and intermediate students (between 53% and 66%) answered that both the teacher and the students ‘should use the mother tongue’ and thus, showed more tendencies to accept the use of their mother tongue, while only a minority of advanced learners supported those views. This contrasts with the students’ opinions concerning the use of L1 in specific classroom situations (i.e. giving instructions, explaining new words and so on). Here, L1 use receives a small amount of support from the advanced level groups. Prodromou concludes that his study presents a clear pattern: the more English students learn, the less reliant they are on the L1 and that on the whole, his students seem to have a varied opinion of L1 use in the classroom at different levels.

In a study involving the use of mother tongue in an EFL classroom setting of Chitwan high school students in Nepal, Sharma (2006) uses classroom observation of four teachers and questionnaire responses of one hundred students and twenty high school English teachers. Many respondents report that they prefer occasional use of L1 in the EFL classroom for many reasons: to clarify the meaning of difficult words, to explain grammar rules, to establish close relationship between students and teachers and so on. L1 use ought to be judicious and this is justified since it reveals that L1 helps students learn English more effectively, saves time and makes students feel easy and comfortable when they are provided with L1 equivalents (ibid).

Burden (2001) investigated the attitudes of 290 students and 73 teachers at five universities. The results showed that both students and teachers believe the importance of L1 in explaining new vocabulary giving instruction, talking about tests, grammar instruction, checking for understanding and relaxing the students.

With regard to local studies, Kenenisa accomplished a study with the aim of assessing teachers and students positions towards the use of the Oromo Language at the college level in the Adama College of Teacher Education in Ethiopian context. The study specified that both teachers and students have positive attitude towards using the Oromo language at the higher (college) level.

From this we can infer that the use of L1 in the L2 classes is accepted not only by lower level English teachers and students but also by intermediate and higher level instructors and students. Taken as a whole, there is some evidences showing that teachers and learners prefer to use their native language in English class lessons.

## **2.6. Purposes of Using Mother Tongue in the EFL Classes**

According to the advocates of L1 use, teachers can take advantages of their students' first language in many occasions despite the fact that they do not advise to use it all the time. Atkinson (1987), Auerbach (1993), and Cameron (2001), for example, list different circumstances of the L1 use in L2 classrooms: translating new words and abstract ideas, explaining complex ideas, classroom management, giving instructions and checking learners' understanding. Nation (2003) suggests that classroom management in the L2 can be a source of meaningful L2 input for learners.

Cole (1997) also asserts that at the beginning and lower levels, it may be helpful to use the mother tongue since the students at this stage have no knowledge about the L2. He adds that L1 is justified to be used for different reasons: it can be used to:

introduce the major differences between the L1 and the L2, save a lot of guessing, motivate students and to reduce their anxiety. He, further states that abstract words or expressions which are difficult to explain in the L2 should be translated. However, Harbord (1992) warns that teachers should not use this strategy when one to one translation is not possible. He advises teachers to use an alternative L2 strategy wherever possible, such as visual prompts, miming and situational contexts.

Regarding to the students' use of L1, Cook (2001) puts forward three important cases that might lead learners to use their L1: As a part of the main learning activities; within classroom activities (group/pair work) and as a way to the meaning of L2 words both inside and outside the classroom. That is, through L1, students may explain the tasks to each other, negotiate the role they are going to take, check their understanding or production of the language against their peers Cook (2001).

Cook (2001) notes that L1 is especially helpful when the activities involve problem solving in which students could put their heads together and discuss the solution to the problems. She further suggests that teachers can also use L1 as a way to: convey meanings of words or sentences, organize class, maintain discipline and gain contact with individual students. In accord with Cook's (2001) view, Harbord (1992:354) explains that L1 has a variety of roles like explanation by students to peers who have not understood (also Atkinson 1987), giving individual help to weaker students during pair or group work, and student-student comparison or discussion.

Atkinson (1987) has also listed the following as an area of foreign language teaching in which teachers can make use of L1: such as eliciting language, checking comprehension, giving instruction, discussion of classroom methodologies, checking for sense, presentation and explaining unfamiliar concepts and words. Regarding instructions, Atkinson (1987) states that low level learners often find it difficult to

understand instructions given in the target language. Therefore, it is useful to give instructions in the L1 so that learners understand what the teacher is asking them to do.

Aurebach (1993) again states some roles of L1 as developing ideas as a base to expressing them in the L2, reducing inhibitions or affective barriers to L2 production, eliciting language, providing explanations of grammar and teaching vocabulary. The use of L1, thus, insures learners' emotional and cognitive development motivating them to express their experiences, needs and feelings and enhances their "accuracy, clarity and flexibility" (Stern, 1992:282). Urgese(1987) still proposes that teachers can make use of L1 to check writing and reading comprehension exercises and in teaching listening comprehension. To help learners to become more reflective and self regulated, L1 can also be used by teachers to raise awareness of their students' styles and the strategy they use (ibid).

Harbord (1992) elaborates that using mother tongue facilitates communication and the learning of L2. Avoidance of the students' first language in the second or foreign language classroom may, thus, increase the level of anxiety which, in turn, may result in communication anxiety, fear of negative social evaluation and nervousness over academic evaluation (Meyer, 2008 and Auerbach, 1993). In general, L1 represents a powerful source that can be used to enhance the L2 learning (Harbord, 1992; Auerbach, 1993). In this situation, there is a considerable amount of literature which strongly suggests that the mother tongue can play a supportive and facilitating role in the EFL classroom as a valuable linguistic resource, and consequently, it should not be totally avoided (Schweers, 1999; Nation, 2003; Auerbach, 1993; Meyer, 2008; Atkinson,1987).

These writers, however, warn teachers against the negative impact of its over-use such as high dependency on L1(Hawks, 2001). That is, caution has been raised against the

disproportionate use of L1 (Nation, 2001). Relying heavily on the mother tongue in the EFL classroom will deprive the students of being exposed to English to learn more and better English. This supports the belief that using L1 might be harmful for the students' learning process since it reduces their opportunities for using the target language (Polio & Duff, 1994; Turnbull, 2001; and Deller & Rinvoluceri, 2002). Harmer (2001), states that the overuse of L1 obstructs the students' exposure to the target language.

Atkinson (1987) as well, broadly lists the following as the possible dangers behind excessive use of L1 as follow:

- The teacher and/or the students begin to feel that they have not 'really' understood any item of the language until it has been translated.
- The teacher and/or the students fail to observe difference between equivalence of form, semantic equivalence, and pragmatic feature and thus over simplify to the point of using crude and inaccurate translation.
- Students speak to the teacher in the mother tongue habitually, even when they are quite capable of expressing what they mean.
- Students fail to realize that during many activities in the classroom it is crucial that they use only English.

Here, we can realize that the use of L1 in foreign language teaching cannot be seen an easy decision and the use of L1 to a great extent in second language learning will be a hindrance to achievement in the target language. Thus, teachers and students need to be conscious of why, when and how much of L1 is used in the EFL classes; otherwise, inappropriate use of L1 can have long lasting negative effects on learners' production of the target language.

In fact, teachers have often been given advice about how to discourage students from using their first language in pair/ group work. Ur (1996:121), for instance, states “If they are talking in small groups, it can be quite difficult to get some classes particularly, the less disciplined and motivated ones to keep to the target language.” However, Cunningham (2000) makes a strong statement that rejecting the use of L1 in pair /group work is almost equivalent to denying students’ access to an important learning tool: the other students. Students are drawing on each other’s knowledge (Atkinson 1993). Harmer (2001) believes that L1 use is quite acceptable, for example, when students are working in pairs studying a reading text. He, however, warns that using L1 for an activity like oral fluency is almost pointless.

A study carried out by Anton and DiCamilla (1998) also shows that using L1 in pair/group work provides students with scaffold help. In the analysis of learners’ collaborative speech, they discovered that students deployed L1 to carry out the following: Join up and maintain each other’s interest in the task through out its performance, develop strategies for making the task manageable, maintain their focus on the goal of the task, foreground important elements of the task, discuss what needs to be done to solve specific problems and explain and build on each other’s partial solutions to the specific problems throughout the task.(Anton and DiCamila 1998). Thus, as Choffey (2001) notes that allowing L1 during group/pair work ensures that there will be both productive collaboration and discussion among the fellow students.

However, students’ use of L1 in collaborative activities is not without its problems. There, for example, could be a problem of differentiating between the on-task talk and the off-task chatting, and difficulty to keep some groups to the target language. The best way to control the problem is however to persuade and create awareness among the students as to when mother tongue is permissible or when the use of the target

language is absolutely important (Harmer 2001, Harbord 1992). Encouraging the positive use of L1 empowers the learners when they should use and when not (Buckmaster 2002). Thus, teachers are expected to make the whole thing clear to the students right from the outset of the activities.

## **2.7. Judicious Use of Mother Tongue in the Young Learners' EFL Classroom**

A number of researchers agree that judicious and planned use of mother tongue can promote target language learning (Ur, 1996; Cameron, 2001) and enhance learners' competence level in the target language. Deller and Rinvoluceri, 2002:10) contend that mother tongue is the womb that the new languages are born. Atkinson(1987) emphasizes that to ignore the mother tongue in the monolingual classroom is almost certainly to teach with less than maximum efficiency.

Cook (2001) illustrates that MT avoidance promotes a pretend monolingual situation in the foreign language which diminishes classroom reality. She added that the students are pretend native speakers of the second language rather than true L2 users. In Prodromou's (2000) survey in Greek students 65% and 66% of beginner students believe that teachers should know and use students' mother tongue. Here, we can infer that young learners not only need to use their mother tongue but also they need their teachers to employ L1 in the foreign language classroom.

The existing literature on L1 use puts together appropriate and effective L1 use into the following major categories (Chang, 2009; Macaro, 2001; Turnbull & Arnett, 2002). The first category is for curriculum access such as conveying meaning of words or sentences, explaining grammar, etc). The second category is for classroom management as organizing tasks, disciplining, and praising students. The third and

final grouping is for interpersonal relations (humanization of the affective climate of the classroom, such as chatting with students and telling jokes).

In terms of conveying the meaning of new words, the students' previous L1 learning experience may be beneficial to them because it can be exploited to increase their understanding of the TL (Prince, 1996). According to Atkinson (1993), learning a language is a difficult and often frustrating process for many students, particularly at low levels. In line with Atkinson, Lee (2000) states that when addressing vocabulary difficulties, students use L1 to confirm or to guess unfamiliar TL words. It is possible that the students' ability to utilize the L1 input enable them to complete their reading tasks more successfully. This argument may be extended to include the fact that teachers can facilitate student learning by making the L1 available to them. However, Harbord (1992) cautions teachers to restrict the use of L1 explanations to abstract, complicated words or sentences that would otherwise confuse students if explained in the TL. If a word or sentence is simple enough, it is advisable to take the time to define or explain it in the TL. When a teacher continues using L1 to explain simple vocabulary or sentences, they are using too much L1. In Harbord's opinion, students still require abundant exposure to TL unless instructions communicated in TL lead to miscomprehension and frustration.

As for grammar explanation, Cook (1997), contends that even advanced TL users are less efficient at absorbing linguistic information from the TL than they are from the L1. She, Sthus argues that L1 should be used for grammar instruction because lower proficiency students possess little TL linguistic information, so that L1 would provide a shortcut for constructing associations between L1 and TL knowledge in students' mind. Likewise, Husain (1995) claims that the use of L1 provides foreign language learners with a quick and efficient method for analyzing and comprehending the

structure of the target language. Moreover, Atkinson (1987) proposes that teachers should explain grammatical rules in L1 and then develop TL dialogues that integrate these rules enabling students to strengthen them.

In connection with organizing tasks, TL instruction is certainly recommended for simple tasks due to the fact that explaining an activity in the TL is genuine communication. However, some scholars like Willis, 1981 and Weschler, 1997 believe that using L1 to give instructions for complicated tasks, particularly to lower-level students, is a reasonable use. From this I could assure that a little L1 can go a long way towards making an enjoyable task possible in these situations.

Concerning managing student behavior, one of the many responsibilities of teachers is to create a non-interfering learning environment. When students perform a good job, Edstrom (2006) suggests using of L1 to let them know how well they have done for the reason that the use of L1 may reinforce the fact that the praise is genuine. Likewise facilitating the student-teacher relationship, lowering student anxiety and achieving a good teacher-student rapport are quite desirable aims of using students first language that should be actively encouraged. Harbord (1992) suggests that teachers chat in L1 before class starts and tell jokes in L1 to reduce student anxiety. Furthermore Stern (1992) claims that it would be advisable to allocate some time in which L1 is used in order that questions can be asked, meanings can be verified, uncertainties can be clear and explanations can be given which may not be possible to the students through the use of L2.

However, what exactly constitutes the appropriate mixture of L1 and L2 has not been well investigated (Stern 1992; Turnbull, 2001) and thus, further explorations need to be done to address this issue. Atkinson (1987) proposes, a “ratio of about 5% native language to about 95% target language may be more profitable at early levels”. In a

study of elementary Core French in Western Canada, Colman and Daniel (1988) specified 95% of the target language as the acceptable quantity by the teachers (cited in Turnbull 2001). Tang (2002) also reported a 5% to 10% of the L1 deemed to be appropriate in the EFL classrooms. While these findings are not overtly conclusive, they do, however, illustrate that there is a disparity between the reports with regard to the L1-L2 proportion. It seems from this that Turnbull (2001) recommends further studies to be carried out in this area. With regard to the level of students, Atkinson (1987), Stern (1992) and Hawks (2001) suggest that the mother tongue has a variety of roles at all levels. But, as Stern (1992) and Hawks (2001) note that it may be more important to use mother tongue at lower levels judiciously and to gradually reduce that quantity of L1 as the students become more and more proficient in the target language. In general, though it is very difficult to quantify the possible amount of mother tongue required for effective second language learning, it seems that it would be at least important to be aware of the fact that L1 can be used systematically with varying intensities for learners at lower to advanced levels. On the other hand, as significant amount of literature claims (Medgyes, 1994; Murakami 1999; Reis, 1996) an attempt to employ 100% target language, especially, with students at lower levels of L2 proficiency appears to be impractical. If one does, it is to try to “teach the target language with almost less than the maximum possible efficiency” (Atkinson 1987: 247).

## **2.8. Factors Affecting Teachers’ and Learners’ Language Choice**

There are some factors that may possibly determine the language choice of both teachers and learners in the EFL class room. As to the teachers’ language choice, factors such as initial and in-service training (Cameron,2001; Harbord,1992) play a very important role. There is usually inadequate training in alternative L2

strategies(Harbord, 1992) that in turn results in lack of competency and fluency in the TL making teachers less confident (Cameron, 2001). Teachers' beliefs about the purpose of the programme will also determine the language to be used.What research has shown is that language choice is not as much determined by the teachers' proficiency as by the perceived level of their learners (Pennington,1995, cited in Cameron, 2001).

Learner related factors, on the other hand, include, first of all, teachers' language choice (Harmer, 2001). The teacher holds a more powerful position and is the one in power to change the language of the discourse (Cameron,2001). The choice of the task(Harmer, 2001) will also influence students' language choice. More complex and difficult tasks will prevent the learners from using the TL (Robinson, 2001).In addition, lack of confidence, fear of making mistakes and peer pressure will affect learners' language choice (Careless, 2008).

## **2.9. Students' Mother Tongue and the Communicative Language**

### **Teaching**

At present the Communicative Language Teaching has been the accepted language teaching approach (Cunningsworth 1995; Cook 2001). Yet, there is little to show that the advocates of communicative pedagogy address the use of L1 (Atkinson, 1993; Harmer, 1983). In literature on Communicative Language Teaching (CLT), there is a curious absence of discussion of the use of L1. That is, Communicative Language Teaching fails to recognize the use of L1 in the L2 classroom (Buckmaster, 2002; Cook 2002; Cook 2001; Cole 1998; Swan 1985). Swan (1985) indicates that there is an absence of discussion of the use of L1 in literature on Communicative Language Teaching.

Despite the absences noted above, more coursebooks are recommending controlled use of L1. The Headway series (Soars & Soars, 1996) utilizes translations of sentence structures to contrast the grammar of L1 and L2. Atkinson (1993), contends to integrate communicative methodology with selective and limited use of L1 and noted : it is impossible to talk of a 'right balance' or a perfect model for using L1- it is not that simple. L1 can be a valuable resource if it is used at appropriate times and in appropriate ways.

Likewise, Piasecka (1988) claims that if the Communicative Approach is to live up to its name, then there are many occasions in which the original impulse to speak can only be found in the mother tongue. At the initial stage of learning a new language, students' repertoire is limited to those few utterances already learned and they must constantly think before speaking. We need to speak in order to sort out our ideas, and when learning a new language this is often best done through the mother tongue ( Auerbach 1993: 20).

Weschler's (1997) mixture of CLT and the grammar-translation method, which he calls the "Functional-Translation Method," on the other hand, emphasizes the social meaning of everyday language and makes use of students' L1 for comparative analysis of L2. Here, he considers the students' first language as an important aspect of the L2 teaching methodology. Further, communicative language learning is a difficult and often frustrating process for many learners, particularly at low levels. Atkinson (1993) notes that for many learners, teenagers in particular, occasional use of the L1 gives them the opportunity to show that they are intelligent and highly developed people.

In line with this, Swan (1985) claims that if the mother tongue is a central element in the process of learning a foreign language, why it is so obviously absent form the

theory and methodology of the communicative Approach? Why is too little attention paid, in this and other respects, to what learners already know?(Swan 1985:86). Recommending that the Communicative Language Teaching needs significant re-examination, Swan (1985: 86) puts forward a four-model needs analysis to the Communicative Language Teaching. According to his model, English language teachers are expected to find out what learners need to know; then find out what learners already know; subtract what they already know from what they need to know and finally teach the remainder.

In conclusion, CLT gives little or no consideration to the place of L1 in the target language classroom. Therefore, Supporters of L1 use suggest that it should acknowledge what the students already possess. I, too believe that if there is no single open Method with a capital M which excels all others as proposed by Chapman (1958: 34), then why does CLT Method ignore the limited and controlled L1 use in communicative EFL classroom?

### **Summary**

The use of students' first language (L1) in a second or a foreign language classroom has been a point of argument. Some see its use as a negative and harmful to the L2 learning and teaching process while others view it as a valuable tool or resource. The root of L1 avoidance in the English classroom is more of a taken-for-granted practice and a common sense assumption than having any theoretical and research basis. This practice and the common sense assumption could be credited to the influences of one or more of the following: Krashen's L1 acquisition theory, L2 teachers training system and the nature of the teaching materials. Opponents of L1 use mainly hold forth the Krashian theory that adults can learn a foreign or a second language in the same way as children pick up their mother tongue, and so there is no need of

translation between the L1 and the L2. The fear that using L1 will interfere with L2 and its use also reduces students' exposure to the target language are also further arguments often put forward against the use of students' first language in the L2 classroom.

Acknowledging that using L1 has some drawbacks, proponents of students' native language use, however, argue that the occasional and reasonable use of L1 has a supportive and facilitating role in learning and teaching of the target language. The supporters believe that L1 can have a number of important purposes including pedagogic and the psychological ones. Recent empirical studies (Burden 2001; Schweers, 1999 and Tang, 2002) also seem to reinforce what has been argued by the supporters of L1. Their findings show that L1 has a place in L2 learning. Even their findings reveal that teachers and students at different levels hold positive attitudes towards L1 use in the EFL classroom. Other than suggesting that certain amount of L1 is useful in L2 learning with varying intensities in harmony with the relative level of learners, what exactly should be the acceptable amount of L1 in the L2 classroom couldn't be specified by the supporters of L1 use except Atkinson (1987). Above and beyond, teachers and students language choice in the L2 classroom is determined by different factors including inadequate training in alternative L2 strategies (Harbord, 1992) that in turn results in lack of competency and fluency in the TL making teachers less confident (Cameron, 2001) concerning teachers. Likewise, the choice of the task (Harmer, 2001) will also influence learners language choice in which more complex and difficult tasks will prevent them from using the TL. In addition, lack of confidence, fear of making mistakes and peer pressure will affect language choice of learners.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

This section describes the research design and the methodologies employed for carrying out the study. It provides detailed information about the design, participants, the sampling techniques, the instruments used to collect data and finally data analysis techniques.

#### **3.1. Research Design**

Research design is a logical sequence that connects empirical data to the study's initial research questions and ultimately to its sound conclusion (Mertler, 2005). In order to describe and specify naturally occurring events, the researcher used descriptive survey method as suggested by Silger and Shohamy (1989) to analyze data collected through research tools like questionnaire, semi-structured interview and audio-taped lessons. To this end, both qualitative and quantitative approaches were employed to analyze collected data. The main purpose of using qualitative approach was to narrate the qualitative data in words. Quantitative research approach, on the other hand, was employed to describe quantitative data numerically in the form of frequency and percentage.

#### **3.2 Subjects and Sampling Procedures**

The target population of this study were ten primary school English language teachers and one hundred grade five students selected from ten sample primary schools in the two sample woredas ( Lemo and Gombora) in the Hadiya zone.

##### **3.2.1. Selection of the Woreda and Sample Schools**

Concerning sample woreda selection, among ten woredas and one administrative city (Hossana town) in Hadiya Zone, two woredas (Lemo and Gombora) were selected by

lottery system of simple random sampling techniques after coding each of them using codes 01-10. Hossana town was intentionally left out by the researcher because teachers in this town employ Amharic in the EFL classes which was not the issue of the present study. Concerning the sample size of the schools, the researcher has decided to take 20% of the total schools in the two sample woredas. Bearing this sample size in mind, the following procedure was employed in the selection of the sample schools.

First, all the schools in the two sample woredas were divided into clusters as follows: Lemo woreda has six clusters containing a total of twenty eight schools, i.e six schools under cluster-1, four schools under cluster-2, four schools under cluster-3, five schools under cluster-4, four schools under cluster-5 and five schools under cluster-6. Thus, after listing and coding all the schools under each cluster in Lemo Woreda, six schools namely: Koicho, Ashe, Ambicho, Lareba, Jawe, and Balesa second cycle primary schools, one from each cluster, were picked out by employing lottery system. The same procedure was followed to choose sample schools from Gombora Woreda. That is, among four clusters in the Woreda having twenty two schools (i.e six schools under cluster-1, five schools under cluster-2, five schools under cluster-3 and six schools under cluster-4), four schools, one from each cluster, namely: Bushana, Shalala, Gorta and Orde second cycle primary schools were picked out by applying lottery system. In general, a total of ten second cycle primary schools were selected as a sample from the two woredas as shown in the fig 1 below.

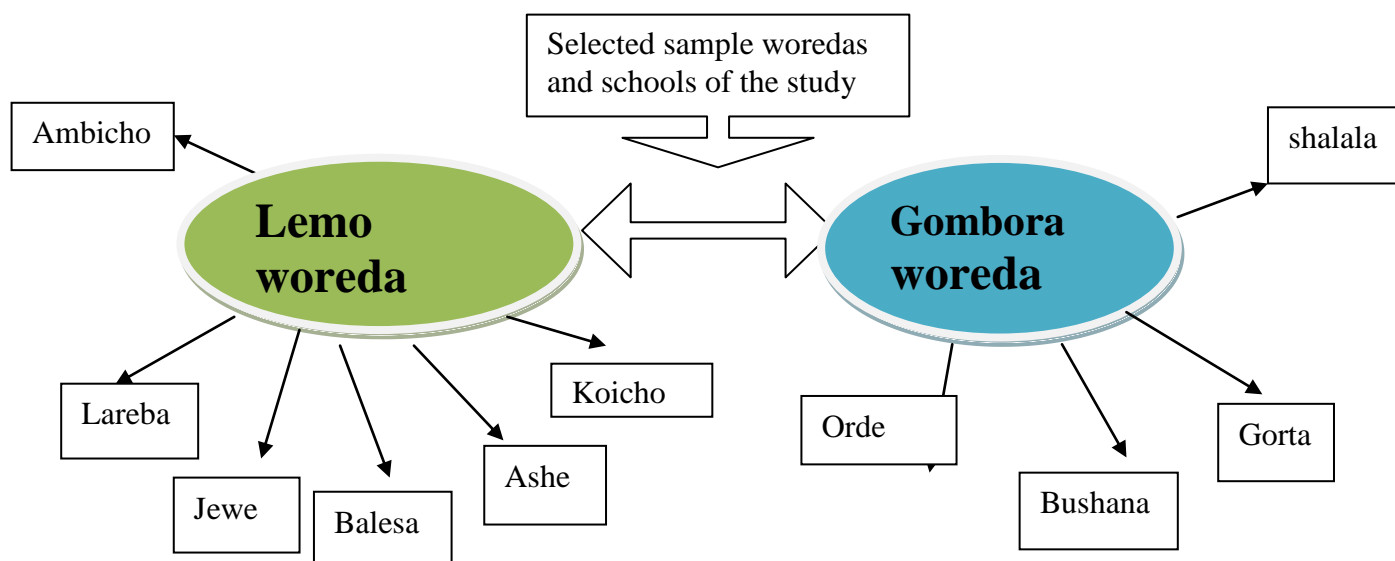


Figure 3.1 Diagrammatical Representation of Sample Woredas and Schools of the Study Area

Next, with regard to section selection, amongst the sample schools having only one section (such as ‘Lareba’, ‘Balesa’, ‘Ashe’ and ‘Jawe’ primary schools from Lemo Woreda along with ‘Orde’, ‘Gorta’ and ‘Shalala’ primary schools from Gombora woreda), each section was taken using availability sampling as these were the only ones the schools have. However, among the rest three sample schools having more than one section (as ‘Ambicho’ and ‘Koicho’ primary schools from Lemo woreda and ‘Bushana’ from Gombora Woreda), one section from each school is taken randomly. Thus, ten sections of grade 5 students from the ten sample schools, having 666 total population (320 males and 346 females), were selected through the above procedure.

### 3.2.2. Selection of Students

Regarding sample size, descriptive research typically uses larger samples; it is suggested that 10-20 percent of the accessible population could be selected for the sample (Singh, 2006). Thus, concerning the students’ sample size, 15% of the total population of the students was decided in order to reflect fair distribution that exists

among the population as suggested by Mertler (2005:146). Based on the above sample size, one hundred grade five students from the sample schools were taken as the sample of the present study by applying different sampling techniques. More specifically, the researcher employed the following procedure to select students' sample:

Considering the previously decided sample size, fifteen percent of students from each sample school was computed with varying number based on their size in each school. Accordingly, 9 students from Ambicho (60 x15%), 11 students from Koicho (74x15%), 10 students from Lareba (66x15%), 11 students from Balesa (73x15%), 10 students from Ashe (69x15%), 11 students from Jawe (74x15%), 9 students from Orde (62x15%), 10 students from Bushana (66x15%), 9 students from Gorta (60x15%) and 9 students from Shalala (62x15%) second cycle primary schools were selected. The specified number of sample students from each sample school were picked out of the students attendance lists employing systematic sampling. Here, the researcher took every seventh term from the lists of the students until the required sample size was achieved in each school. This made a total of one hundred sample students who participated in the study.

### **3.2.3. Selection of Teachers**

Ten English language teachers taken from the ten sample schools participated in the study as they were directly connected with issue under study. They were taken by availability sampling because there were minimum number of English teachers teaching grade five in each sample school as well as all of them speak Hadiyyisa as their mother tongue. The respondents were all diploma holders in English. All had

more than five years of English teaching experience. Thus, they are all in the category of experienced teachers as it is suggested by Nunan (1992).

### **3.3 Data Collection Instruments**

Three research tools were employed to collect relevant information for the study. These were tape recording lessons, questionnaires and interview. Though different researchers make use of different orders of collecting data, the present study, employed Tang's (2002) order of collecting information. That is, tape recording lessons, questionnaires for students and teachers and an interview with teachers believing that it would provide the study with a more authentic and reliable data.

#### **3.3.1. Classroom Observation**

Recording is supposed to provide researchers with rich data on classroom interaction behavior and can easily yield the amount of teachers' and pupils' talk (Wallace, 1998). Having this in mind, the researcher observed and recorded ten English lessons in ten different sections of English' class conducted by ten different teachers. Initially, the researcher conducted first round observation in the sample schools without recording the classroom lesson mainly with the aim of familiarizing himself with the students and teachers to make them not act unnaturally in the classroom. Then, the classroom recordings were done for ten periods of the ten teachers' EFL classes. Accordingly, a total of about 345 minutes of the observation was recorded in which the duration of the recordings were about 30 up to 40 minutes.

The major purposes of the recordings were: to find out the proportion of Hadiyyisa to English, occasions in which Hadiyyisa was used in the English classroom as well as to confirm the data obtained through the questionnaires. Other than telling them that the observations and recordings were for research purposes only, both teachers and

students were not informed about the exact objective of the research (i.e. the classroom use of Hadiyyisa) in advance with the aim of avoiding the risk of attempting to show behavior different from the usual ones and thereby to obtain a more authentic classroom data.

### **3.3.2 Questionnaires**

Questionnaires were employed to collect data for the study from students and teachers. A questionnaire containing ten items was designed and administered for one hundred students. The other one having seventeen items was administered for ten teachers. In fact, it would be appropriate to administer the questionnaire for more teachers than this. Yet, these were the only teachers available in the sample schools teaching grade five English. Both the students and teachers questionnaire had items, which were a mixture of close ended and open ended. The teachers' questionnaire was set in English ; but students' questionnaire was translated in to their mother tongue (Hadiyyisa) so as to help them understand the questions with out confusion and misunderstanding.

Both students' and teachers' questionnaires were intended to elicit relevant data mainly on the issues such as the perceptions of students and teachers towards the EFL classroom use of Hadiyyisa, the relative amount of their actual classroom use of the L1 and L2 while learning English as foreign language together with the frequency and main purposes of employing students' mother tongue in the study areas.

The administration of the students' questionnaire was conducted in the presence of the researcher in order to help them to clear up some of the misconceptions that they would come across while completing the questionnaire. Students were given sufficient time to read each item and provide their genuine responses appropriately. All the questionnaires administered to students and teachers were filled out and returned.

### **3.3.3 Interview**

Semi-structured interview questions were set out to get pertinent data from the ten teachers whose classes were observed and recorded. Semi-structured interview was preferred because it is thought that it gives relatively wider freedom to the interviewees to express their views and beliefs (Shohamy and Seliger 1989; Wallace 1998).

The interview was felt to be suitable for the study for two main reasons. Firstly, it was aimed to generate some information from the interviewees on matters related to the use and non-use of students' first language in the EFL classroom. Secondly, it was used as a follow-up to the questionnaires' responses. The interview was conducted after the lessons were audio recorded and observed and the questionnaires were administered. This was because as indicated earlier, one purpose of the interview was to use it as a follow-up to the data obtained through the questionnaires.

### **3.4. Techniques of Data Analysis**

As stated earlier classroom observation with recording, questionnaires and interview were instruments used to obtain relevant data for the study. The data gathered through these tools were going to be analyzed: the data transcribed from the tape recorder, the total number of Hadiyyisa and English words uttered during the ten lessons were counted using a word as a unit of measurement and converted into percentages. The paralinguistic features of the languages both vocal and physical such as gestures were not considered while counting as the audio tape cannot capture these aspects of the languages.

The data gathered from the students' and teachers' questionnaires were tallied and the frequencies were changed to percentage. Percentage value was favored because it is

easier to compare data from students and teachers participated in the study. The open ended parts of the questionnaires were summarized and narrated. Interview data secured from ten primary school English teachers of Hadiya zone were summarized and presented. The data obtained through the instruments were triangulated in the discussions and interpretations to arrive at sound conclusions regarding the use of Hadiyyisa in the EFL classroom. The researcher made an attempt to link the discussions and interpretations with the works reviewed in the literature section.

## CHAPTER FOUR

### 4. DISCUSSIONS AND RESULTS

This section presents discussions and interpretations of the data collected through the questionnaires, classroom observation and interview.

#### 4.1 Questionnaire Results

The questionnaire data collected from both teachers and students have been discussed and interpreted in this section subsequently.

##### 4.1.1 Analysis of Students' Questionnaire

Table 1. Students' perceptions about the frequency and occasions of their own use of Hadiyyisa in the EFL classroom

No	Item	Alternatives	Freq	%
1	Do you use Hadiyyisa in your English lesson periods?	Yes	100	100
		No	0	0
Total			100	100
2	If you responded 'yes' for item 1, how often do you use Hadiyyisa?	Always	2	2
		Most of the time	33	33
		Sometimes	65	65
Total			100	100
3	In what occasions do you use Hadiyyisa in your English classroom?	During pair or group work	57	57
		When asking and answering questions	51	51
		When chatting with peers	8	8

Note: In item 3, participants chose more than one answer, total adds up to more than 100%.

Table 1 represents the data obtained in response to 3 items (i.e. 1, 2 and 3) in the questionnaire. Item 1 was designed to see whether or not students use Hadiyyisa during their English lesson periods. Accordingly, all of the students (100%) mentioned that they use Hadiyyisa during the English lesson periods. From this we

can, thus, conclude that students want not only their teachers to use the language but also use it themselves.

The second item, which is an extension of the first one, seeks information on how frequently students prefer to use their native language in the English class. With regard to this, most of the respondents (65%) replied that they like to employ it sometimes and 33% of them preferred to use it most of the time. Very few were in favor of using it always. The figure seem to show that most of the students expect to use Hadiyyisa sometimes in their English classes. In response to the last item in the same table, concerning the situations in which they use Hadiyyisa, majority of learners pointed out that they need to use Hadiyyisa either during pair or group work (57%) or when asking and/or answering questions in the class (51%). When students work in pair or group it is expected, especially lower levels, to use the L1 because its use improves their understanding of English (Atkinson,1987) Sometimes, peers are more successful in providing more justification among themselves when teachers clarifications have failed (Atkinson, 1987). The remaining few others (8%) need to use it while chatting with peers. Some of students also specified the following additional occasions in which they want to use Hadiyyisa in their English classroom for the option 'If others, please specify' : when they already know the answer to the questions but fail to have a corresponding term in English as well as when they face difficulty to communicate their ideas in English.

Though the students expressed their positive feelings towards the use of L1 (Hadiyyisa) in pair or group work, there are contradicting views in the literature on the students' use of L1. Some like Ur (1996) oppose the idea mainly because it is difficult to keep the students to the target language once they started talking in their

L1. Cook (2001) and Atkinson (1987) favor it with the belief that using L1 is a normal phenomenon through which students can help each other in the L2 classroom.

As many of the scholars like Cook (2001); Harmer (2001), the researcher believes that rather than putting red light in front of students' mother tongue during pair/group work and other situations, teachers better give them considerable amount of advice on when to use and when not. In fact, students may use their L1 even without being recognized. Even then, the suggestion is sensible in that the advice is still useful in minimizing the unwanted tendency of using L1.

Table 2. Students' perception towards teachers' use of Hadiyyisa in the English lesson period

No	Item	Alternatives	Freq	%
4	In your opinion, should English teachers use Hadiyyisa in the English classroom?	Yes	97	97
		No	3	3
Total			100	100
5	If 'Yes' for item 4, why do you think the use of Hadiyyisa important in the English classroom? Because it helps me: (You can choose more than one option)	understand new words	48	48
		Understand difficult concepts	58	58
		ask teacher or peers for clarification	3	3
		feel at ease, comfortable and less stressed	12	12

Note: participants chose more than one answer for item 5, total add up to more than 100%.

As it is possible to see the information in the table above, majority of the respondents (97%) felt that their EFL teachers should use Hadiyyisa while teaching English. 'No' answer was favored by few students (3%). The figure from these responses clearly denotes that students have positive expectation towards teachers' use of Hadiyyisa at lower levels. Concerning item 5 of the same table, most of the students (58%) indicated that teachers' use of Hadiyyisa helps them to understand difficult concepts.

Likewise, 48% and 12% of the students answered that its use aids them to comprehend new words and feel at ease, comfortable and confident while learning English in that order. Though, all the options were not left unmarked, it is not difficult to see that students need Hadiyyisa more in a situation when they encounter unfamiliar concepts and new words as a means of facilitating their understanding. The open ended ‘other reasons’ option of this item, some students reported that teachers’ use of Hadiyyisa helps them to ask questions when they could not ask in English.

Table 3. Learners’ opinion on the frequency, quantity and purposes of teachers’ use of Hadiyyisa in the EFL classes

No	Item	Alternatives	Freq	%
6	Do your English teachers use Hadiyyisa in your English class?	Yes	100	100
		No	0	0
Total			100	100
7	If ‘Yes’, how often do they use Hadiyyisa?	Always	0	0
		Most of the time	31	31
		Sometimes	69	69
Total			100	100
8	About what percentage of the English lesson period (of 40 minutes) do you think should English teachers use Hadiyyisa?	5%	30	30
		6% - 10%	40	40
		11% - 20%	19	19
		21% - 30%	11	11
		31-40%	0	0
Total			100	100
9	What ever your response to ‘8’ above is, for what purposes do Your English teachers use Hadiyyisa (you can choose more than one option)	to explain new words	30	30
		to explain difficult concepts	50	50
		to explain the aim of lesson	8	8
		to maintain discipline	40	40
		to chat with students	10	10
		to give instructions	45	45

Note: participants chose more than one answer for item 9, total adds up to more than 100%

As can be figured out from the responses given to item 6 in the table 3, all of the respondents (100 percent) responded that their teachers use Hadiyyisa during the English period. On the other hand, concerning the frequency of teachers' use of Hadiyyisa, most of the students (69%) reported that their teachers sometimes use Hadiyyisa.

As can be clearly observed from table 3 regarding the relative amount of Hadiyyisa used in one English lesson (in 40 minutes), majority of students (40 and 30% of the students respectively) favored Hadiyyisa to be used either between 6 and 10% or less than 5% of the 40 minutes English class time. Other students (19%) preferred it even to be between 11 and 20% along with few others (11%) who preferred it to be 21 to 30% out of the forty minutes normal English lesson. Six to ten percent class time L1 use, though, appears to be quite acceptable by the majority of student respondents. Perhaps by implication, this percent may describe what students signify the 'sometimes' use of Hadiyyisa. This figure is approximately similar to what Tang (2002) reports i.e. 5 to 10 percent of the class time in Chinese context. Except few recent studies, as Turnbull (2001) notes, what exactly should the share of L1 in the L2 class time has, in fact, not been well studied.

In connection with the purposes for which teachers utilize Hadiyyisa in the last item of the same table, students reported a number of dominant cases as in which teachers use Hadiyyisa: making difficult ideas clear (50%), giving instruction (45%), maintaining classroom discipline (40%) as well as explaining new words (30%). Here, it is important to consider that other few students saw teachers' use of Hadiyyisa in stating aim of the lesson (8%) and chatting with students (10%). The data, thus, shows that teachers use L1 in the in the EFL classes for various purposes.

Table 4. Learners' view on the degree of their comprehension when their English teachers teach only in English

No	Item	Alternatives	frequency	Percentage
10	How difficult do you think it would be for you to understand the English lessons if your English teacher exclusively used English?	very difficult	51	51
		quite difficult	34	34
		difficult	15	15
		not difficult	0	0
Total			100	100

As is evident from table 4, 51% of the subjects thought that it would be very difficult for them to understand if the teachers teach entirely in English and to 34 percent of the subjects, the exclusive use of English is quite difficult and the rest 15 percent felt that it would be difficult to understand English if their teachers employ solely English to teach English.

The result clearly signals that using all English is not feasible. Medgyes (1994:66) also argues that the monolingual approach to English language teaching is "unsound on any grounds, be it psychological, or pedagogical". Hence, it is advisable for teachers to resort to the students' native language in certain situations. To do this, however, English language teachers seem to require information such as in table 3, item 9 above concerning the purposes for which their students need L1 to be used in the English classroom.

#### 4.1. 2. Analysis of Teachers' Questionnaire

Table 5- Teachers' opinion on classroom use of Hadiyyisa and reasons for using it

No	Item	Alternatives	Freq	%
1	In your opinion, should Hadiyyisa be used in the English classroom?	Yes	10	100
		No	0	0
Total			10	100
2	If 'Yes', how often should it be used ?	Frequently	1	10
		Sometimes	8	80
		Rarely	1	10
Total			10	100
3	Why do you think is the use of Hadiyyisa important? (You can choose more than one option)	It creates cooperation among students	5	50
		It helps learners to ask for clarification	3	30
		It facilitates teacher-student interaction	3	30
		It is less time consuming	3	30
		It helps pupils feel confident and at ease	4	40
		It aids English comprehension	5	50
		It reduces language anxiety	6	60

Note: participants chose more than one answer for item 3, total adds up to more than 100%.

As table 5 shows, all of the teachers (100%) seem to welcome use of Hadiyyisa in to the English classroom. When we come to the frequency of using Hadiyyisa in item 2 of the same table, majority of teachers (80%) suppose that Hadiyyisa ought to be used 'sometimes'. The rest (20%) claim it to be used frequently and rarely (10% each). Coming to their opinion on why students and teachers use Hadiyyisa in reply to item 3, the teachers thought that L1 helps students' understanding of English lessons and create cooperation among students during pair or group work (50% each).

A considerable number of teachers deem that their utilization of Hadiyyisa is pleasing when students ask the teachers and peers for clarification on unclear concepts in the

classroom. Teachers' attitude is quite similar to that of the students. The table also indicates that 60% and 40% of the teachers respectively believed that using L1 reduces language anxiety and make students feel more comfortable and confident in learning English. Still other 30% of the teachers thought use of Hadiyyisa in the English classroom facilitates teacher-student interaction. It appears, therefore, sound to say that the teachers were not without reasons when they were inclined to support the use of students' native language in the EFL classroom. In filling the open-ended 'others' choice of item 3, one of the teachers replied that students might use Hadiyyisa when they want to have discussions with their teachers and classmates about their academic difficulties and when they seek advice.

Table 6. Opinion of teachers on the amount and pedagogic purposes of Hadiyyisa used in the English classroom.

No	Item	Alternatives	Freq	%
4	About what percentage of Hadiyyisa, do you think should be used in one English lesson (for example, in 40 minutes lesson)?	5%	1	10
		6- 10%	7	70
		11-20%	2	20
		21-30%	0	0
		31-40%	0	0
Total			10	100
5	Whatever your response to item 4, for what purposes do you think Hadiyyisa should be used in the EFL classes ? (You can choose as many alternatives as you think is appropriate)	explain the aim of the lesson	0	0
		explain new vocabulary items	6	60
		explain difficult concepts	10	100
		check students' understanding	4	40
		maintain classroom discipline	8	80
		give instructions	8	80
		as students' learning strategy	3	30

Note: participants chose more than one answer to item 9, total adds up to more than 100%.

Regarding item 4 on table 6, most of the teachers (70%) felt that 6 to 10 percent classroom time use of Hadiyyisa is advantageous which may possibly show what

teachers mean by 'sometimes' use of Hadiyyisa. From the data in the table in general, one can easily say that teachers are quite agreed in their opinion on the idea of allowing a limited amount of Hadiyyisa, perhaps by implication, for about 6 to 10 percent of the L2 class time. Data obtained from students in their response to similar question (see table 3) verify this data, 40% of the students agreed up on 6 to 10% of the single English period. Occasional use of the students' mother tongue was also favored by the majority of teachers and students in Tang (2002) study. The findings showed that both teachers and learners responded positively to using the L1 as a supportive and facilitating teaching tool. That is, limited and judicious use of the mother tongue in the English classroom does not reduce students exposure to English, but it more readily assists the teaching and learning processes of the target language (Tang, 2002).

According to the data in item 5 of the same table, teachers seem to lend themselves to some of the pedagogic purposes of Hadiyyisa: to explain difficult concepts (100%), to maintain classroom discipline and give instructions (80% each) and to explain new words (60%) were teachers' priorities. Using Hadiyyisa to check comprehension (40%) and as students' learning strategies (30%) were the next teachers' priorities. It is also useful to note that most pedagogic tasks attracted the attention of most of the teachers which indicate that Hadiyyisa may serve purposes listed in the table with varying intensities.

Another useful point according to the students' report (see table 6) was the fact that teachers' beliefs about some of the major pedagogic purposes of Hadiyyisa (e.g., explaining difficult concepts and vocabulary items, and comprehension) were more or less evident in their English classes. Certain aspects of their beliefs (e.g.,

comprehension checking, vocabulary explanations maintaining class room discipline and giving instructions) were also noticed in the data recorded (see table 11).

Table 7, Opinion of teachers on the frequency of learners' using English and the degree of their comprehension when teachers use only English in the EFL classes

No	Item	Alternatives	Freq	%
6	How often do your students use English in the EFL classes?	Always	0	0
		Most of the time	0	0
		Rarely	10	100
		Not at all	0	0
Total			10	100
7	If you responded 'Rarely' or 'Not at all' for item 6, how difficult do you think it would be for your students to understand your English lesson if you use only English?	very difficult	8	80
		Difficult	2	20
		Not difficult	0	0
Total			10	100
8	If you responded 'Very difficult' or 'difficult' for item 7 what technique do you use when your students fail to understand the meaning you are trying to convey in your EFL classes? (You can choose more than one option)	More explanations in English	0	0
		Objects	1	10
		Gesture and actions	2	20
		Pictures/photographs/drawings	2	20
		Translate English to Hadiyyisa	5	50
Total			10	100

As is evident from the above table, when teachers are asked about the frequency in which students use the target language in the classroom, all of them replied that rarely use English since their competence level is too low. 80% and 20% of the subjects respectively thought that it would be very difficult and difficult for them to understand if the teachers teach totally using English. In item 8 of the same table, when the teachers are asked regarding the techniques they apply when their students fail to understand English, half of them responded that they practise translating English into Hadiyyisa. Others (40%) reported that they use gestures, actions, and pictures/photographs. The rest (10%) replied that they use objects to teach English.

The result clearly implies that using only English is not practicable to teach English essentially in lower levels. Medgyes (1994:66) also argues that the monolingual approach to English language teaching is "untenable on any grounds, be it psychological, linguistic or pedagogical". Hence, it is advisable for teachers to resort to the students' native language in certain situations since for young learners who are not proficient enough in English, Hadiyyisa can be sometimes used as a facilitating tool. However, teachers have to find ways to modify their English input. For example, they can use visual aids such as pictures, flash cards and gestures to make their input understandable (Polio & Duff, 1994). Hence, they won't depend too much on Hadiyyisa, and students will benefit from this increased exposure to English

Table 8. Whether TEFL teachers received any training on the role of L1 and the influence of these on their present use of learners' first language

No	Item	Alternatives	Freq	%
9	Did you take any training on the role of local languages in the English classroom?	Yes	0	0
		No	10	100
Total			10	100
10	If 'No' to item 9, how has this influenced your present use of students' first language in your English classroom? It made me:	use more L1 than L2	6	60
		balance the use of L1 and L2	0	0
		use less L1 than L2	4	40
		not use L1 in the L2 class at all	0	0
Total			10	100

Table 8 presented a series of items denoted by numbers 9 & 10 in which responses to item 9 pointed out that all of the teachers (100 percent) did not take any training on the role of students' first language. As indicated by the majority of these teachers' response to item 10, lack of training seems to have made them use more L1 (60%). The data indicated that teachers' lack of training on the role of the local languages

seem to have contributed partly or entirely to EFL teachers' relatively more use of students' native language in their EFL classrooms. 40% of the teachers seem to be convinced in that their lack of training has made them employ less Hadiyyisa.

Thus, it can be concluded that the teachers in the study area randomly use students' mother tongue seemingly without having any theoretical background on how to systematically incorporate L1 in the L2 classroom and without realizing the negative consequences using it owing that they lack the opportunity of training concerning the limited use of L1.

Table 9 Teachers' perceptions and degree of agreement on the use of L1 (Hadiyyisa)

N	Statements	Responses					
			1	2	3	4	5
11	Using only English for lower grade level students won't work in Ethiopian schools context.	Freq	0	2	0	3	5
		%	0	20	0	30	50
12	I'm still not satisfied with my English. I think I often make mistakes while I use only English in the class. So, I wouldn't use it too much. Instead, I use Hadiyyisa.	Freq	0	2	2	2	4
		%	0	20	20	20	40
13	I want to promote as much English as possible in my class, but I also use effective bilingual techniques.	Freq	0	1	1	3	5
		%	0	10	10	30	50
14	Sometimes, I check if my students have understood my English lesson by asking them to give me Hadiyyisa equivalent as evidence of understanding.	Freq	0	0	0	4	6
		%	0	0	0	40	60
15	I try to create English atmosphere in my classroom and establish English as a general class room language, but whenever I want to maintain discipline when the class is noisy, I use Hadiyyisa	Freq	0	1	0	4	5
		%	0	10	0	4	5
16	Students obviously feel that they are trying to say is important but I can't understand what they mean. so I often get them to say it in Hadiyyisa and then I will help them say it in English.	Freq	0	0	0	5	5
		%	0	0	0	50	50
17	Translating the foreign language (L2) form into the native language(Hadiyyisa) is an excellent way to reduce further redundant grammatical explanation and to save time	Freq	0	1	1	3	5
		%	0	10	10	30	50

Note: 1- Strongly disagree, 2- disagree 3- Undecided 4- Agree 5- Strongly agree

Table 9 presents a series of items (item 11 to 17) which were meant for getting awareness on how much the teachers agree with each of the given statements concerning different occasions of employing Hadiyyisa in their English classroom.

Accordingly, for item 11, which says “ using only English for lower grade level students won't work in Ethiopian schools context”, half of the respondents(50%) and 30% replied ‘strongly agree’ and ‘agree’ respectively. But only 20% expressed their disagreement.

Along with this, when the teachers are provided with a statement about their English proficiency on item 12 which says ‘ I'm still not satisfied with my English. I think I often make mistakes while I use only English in the class. So, I wouldn't use it too much. Instead, I sometimes switch to Hadiyyisa’, majority of them did not deny this truth. That is, 40% and 20% respectively were on strongly agree and agree positions. The rest 40 percent (20% each) had been on ‘undecided and disagree’ positions. From this one can understand that not only the learners but also the teachers have language problems to employ only English in the EFL classes.

The teachers’ responses for 13 concerning which language to use, describe that a great number 80% (i.e.50% and 30% being on ‘strongly agree’ and ‘agree’ points respectively) of the teachers show their agreement to the positive statement with regard to promoting as much English as possible in their class, and using effective bilingual techniques. Only 20% of the teachers are on the point of ‘disagree’ and on ‘undecided’ point (10% each). This shows that the sum percentage of ‘strongly agree’ and ‘agree’ (80%) is greater than the sum percentage of ‘undecided’ and ‘disagree’ (20%). In general, the above statements imply that a great majority of the teachers

have high perception of using L1 while a small minority of them have weak view of the concept.

For item 14 on the same table, 60% and 40% teachers strongly agree and agree respectively on the idea that they Sometimes check if their students have understood their English lesson by asking them to give Hadiyyisa equivalent as evidence of understanding. In line with this, for item 15 of the same table, 90% (50% strongly agree and agree respectively) of the teachers show their agreement to the positive statement with regard to creating English atmosphere in their class room and establishing English as a general class room language, and switching to Hadiyyisa whenever they want to maintain discipline when the class is noisy. Yet, merely 10% expressed their disagreement. This implies that most of the teachers in the study area have positively perceived facilitative role of Hadiyyisa in their English classroom.

In line with this, in item 16, concerning learners' code switching, all of the respondents strongly agree and agree (50% each) regarding getting the students to say what they want in Hadiyyisa and then helping them say it in English since students obviously feel that they are trying to say is important but the teacher can't understand what they mean. Thus, this indicates that teachers accept their students' limited use of their mother tongue to elicit language in the English classes.

For the Final statement on item 17, concerning translating the foreign language (L2) form into the native language (Hadiyyisa) as an excellent way to reduce further redundant grammatical explanation and to save time, majority (80%) of the subjects (i.e 50% and 30% being on 'strongly agree' and 'agree' points respectively) of the teachers show their agreement to the statement. Hence, the sample teachers seem to be convinced to employ students' mother tongue in stead of repeatedly explaining grammar.

## 4.2 Analysis of Classroom observation

As stated earlier in chapter three, ten English class lessons, one each, conducted by ten different teachers were recorded after the first round observation in order to discover the proportion of Hadiyyisa to English, purposes for which Hadiyyisa was used as well as to cross check the data gathered through questionnaire.

**Table 10. Classroom English -Hadiyyisa proportion in the EFL classroom**

Teacher	Duration of recording time(in minute)	Total English words Uttered both by the teacher& pupils	%	Total Hadiyyisa Words uttered both by the teachers & pupils	%	Total English & Hadiyyisa words uttered both by teachers and pupils
T1	37	427	69.7	186	30.3	613
T2	34	357	79.2	94	20.8	451
T3	35	403	84	77	16	480
T4	31	436	78.1	122	21.9	558
T5	29	316	77.6	91	22.4	407
T6	35	360	82.9	74	17.1	434
T7	33	428	85.4	73	14.6	501
T8	38	489	83.3	98	16.7	587
T9	37	538	79.4	140	20.6	678
T10	36	523	83.8	101	16.2	624
Total	345	4277	80.2	1056	19.8	5333

Source: Recorded classroom observation data from the English Teachers'and pupils' classroom talk in the EFL classes of the sample schools.

As clearly shown in table 10, wholly, an average of 19.8% of Hadiyyisa words were used against 80.2% of English words. When expressed in ratio, it is about 1:4. This figure may tell us that teachers and students in the EFL classrooms at these primary schools have used relatively large amount of Hadiyyisa.

On individual basis, Hadiyyisa was most frequently used by teacher one: 186 times which was 30.3% of his total utterances, and least frequently by teacher seven: 73 times which was 14.6% of his total utterances. Other teachers such as teacher 2, 3, 4, 5, 6, 8, 9 and 10 employed 20.8%, 16%, 21.9%, 22.4%, 17.1%, 16.7%, 20.6% and 16.2% of Hadiyyisa respectively in their total utterances in their EFL classes.

No matter how different the frequency was, it was possible to conclude that all the teachers preferred to use their learners' mother tongue (Hadiyyisa) while teaching English. This result goes in accord with the teachers' and students' questionnaire and interview responses. All the ten teachers (100%) agreed upon the use of L1 (Hadiyyisa) in teaching English (See table 5) and almost all the students'(97%) also did the same as it was discussed in Table 2 of the students' questionnaire.

On the other hand, conflicting results were reached between the recorded actual classroom data and the questionnaire results (See Table 6). For this item, majority of the teachers (70%) responded that Hadiyyisa should cover 6-10% of the total utterances which may perhaps imply using Hadiyyisa sometimes. The actual classroom data, however, disclosed that teachers used an average of about 20% Hadiyyisa of the total utterances. This indicates that the classroom realities and what the teachers thought were fairly different.

None of the teachers' talk matches with the suggested amount of utterances by Atkinson, 1987 (95% English words to 5% L1). This figure is even greater than what Tang (2002) reports: 5 to 10% of the class time in Chinese context. Hence, conclusion can be drawn from this that there appears a gap between teachers' and students' perception and what they carry out in the actual classroom in the study areas.

The researcher personally believes that Hadiyyisa is likely to be employed especially at lower grade levels to aid pupils' understanding of the target language through explaining new words and difficult concepts since learners at this level don't have background knowledge of L2 and so they may use their mother tongue as their reference point. However, the students' mother tongue being employed in the EFL classes in the study areas could be judged to be relatively excess and inappropriate which may inturn impede learning of the target language. The principle, thus, should be use English where possible and learners' mother tongue where necessary as noted by (Weschler 1997) instead of teaching English in L1 through out the whole lesson.

Table-11 Teachers' Purposes of using Hadiyyisa in the EFL classroom

Teacher	Total Hadiyyisa words used	Purposes													
		Explaining new words		Explaining Difficult Concepts		Giving instruction		Maintaining Classroom discipline		Checking understanding		eliciting language		Asking & answering questions	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
T1	186	36	19.4	39	21	33	17.7	24	12.9	23	12.4	14	7.5	17	9.1
T2	94	19	20.2	22	23.4	25	26.6	10	10.6	5	5.3	-	-	13	13.8
T3	77	10	13	20	26	22	29	10	13	9	12	-	-	6	7.8
T4	122	32	26.2	31	25.4	20	16.4	15	12.3	14	11.5	-	-	10	8.2
T5	91	19	20.9	15	16.5	23	25.3	11	12.1	6	6.6	8	8.8	9	9.9
T6	74	14	18.9	19	25.7	18	24.3	9	12.2	6	8.1	8	10.8	-	-
T7	73	10	3.7	17	23.3	20	27.4	7	9.5	9	12.3	-	-	10	13.7
T8	98	17	17.3	26	26.5	20	20.4	13	13.3	10	10.2	5	5.1	7	7.1
T9	140	30	21.4	36	25.7	25	17.9	8	5.7	17	12.1	9	6.4	15	10.7
T10	101	19	18.8	21	20.8	19	18.8	13	12.9	11	10.9	8	7.9	10	9.9
Total	1056	206	19.5	246	23.3	225	21.3	120	11.4	110	10.4	52	4.9	97	9.2

Source: Recorded data from English Teachers' class room observation in the EFL classes of the sample schools.

Table 11 reveals that Hadiyyisa was utilized to explain difficult concepts, to clarify instructions, to give meanings of new words, to maintain classroom discipline, to check understanding of the daily lesson, to elicit language and to ask and answer questions in the class. The teachers made use of more Hadiyyisa (246 times, 225 times and 206 times) to explain difficult concepts to give instructions and to explain new words respectively. On the other hand, the teachers used the smallest amount of Hadiyyisa (52 times) to elicit new language. The Table as well shows that teachers used Hadiyyisa in different frequencies for various purposes.

Likewise, the teachers were observed using Hadiyyisa in similar ways but with different frequencies. All the teachers used Hadiyyisa without primarily trying meta-explanation. When the data were considered further on individual level, teacher 1 used 186 Hadiyyisa words. In the observation, the teacher used the highest frequency of Hadiyyisa (21%) to explain difficult concepts, to explain new words(19.4%), to give instructions (17.7%) and 12.4% to check understanding. He used very few Hadiyyisa words (7.5%) to elicit language.

Teacher 1 used Hadiyyisa more frequently than the other teachers observed. He used 23 Hadiyyisa words (12.4% of his Hadiyyisa total utterances) for checking comprehension. This was the highest use of Hadiyyisa compared to others who used it for this purpose. He was using it to explain some unfamiliar concepts as: kabeyyonne moo'nummok Anniittoo yakkam manchi heechchi aganna. Heechchi agna yimmi mat manchi hannonne hinkid hee'uda'e kuroohanne. Its English version: here we tried to see life story of a person called 'Annito. Life story indicates some one's place of living, way of living as well as his or her major achievements. Beside this, he was observed using Hadiyyisa to check his students' understanding as: Ku manchii ixxi abaroosii hannonne hee'amukko? Annitti haqaawwi maruchcho? Anniit hoffi beet ihubikkina mahi maceesammukko? Its English version: where do Anito and his families live? What was his dream? What did he feel about his being little boy at the beginning of the story?

Teacher 9 was the second highest user of Hadiyyisa (140 times) among the recorded teachers in which he applied more Hadiyyisa (25.7% and 21.4%) to explain difficult concepts and to give instructions consecutively. He, for instance, made use of Hadiyyisa to explain difficult concepts as: Kobi'llishshina buna hinkidi afallakkamda' e moo'nnoommo.Luxxekka wo'o iibbissakka'a buna haatakkammo; Eelasage buna tumakka'a jabananne issakkamo; Lasaanchonne firoohaare siinnuwwanne inkiirakka' agakkamo. Its English version: we can see the steps of making coffee: first of all, we boil water in the pot and roast the coffee beans; then we grind the roasted coffee beans; after that we add the powder in to the boiled water and we finally drink a good coffee.

Moreover, he used Hadiyyisa to give instruction as: kannii woroon idi 113-nnee uwwamu qanannaato antabaa'i wox bikkina qananaa'lla lasage awwoonoo xa'mmichchuwwa dabare. Its English version: read the following passage about 'doro wat' and answer the questions that follow it.

This evidence matches with teachers' responses to item 9 of the questionnaire (See Table 6): all of the teachers responded that they use Hadiyyisa to explain difficult concepts. 50% of students also indicated in their questionnaire response that Hadiyyisa should be used to explain complex concepts (See Table 3).

Teacher 4 was the third highest in using Hadiyyisa among the observed teachers. He used Hadiyyisa 122 times where 26.2% and 25.4% & 16.4% of his total Hadiyyisa utterances were employed to explain new words, to explain difficult ideas and to give instructions respectively. For example, he gave instruction using Hadiyyisa as: kuk maha yukkkuuyyi yookkokki beyyi kur sagalluwwa awwaxxitakka'a awwoonaa yoo xa'mmichchuwwa baxehee yookko. Its English version: Here it says make sentences of your own using the following prepositions of place or position.

Similarly, most of the respondents expressed in the interview that they use Hadiyyisa to make difficult concepts clear; to give instructions, explain new words, maintain discipline and so on. Like others, Teacher 4, directly translated English words in to Hadiyyisa as: in-woronne, under-lugumonne, on- hannenne, near-gadannonne, between-lambe'enne. Correspondingly, teacher 5 applied word for word translation as: water-wo'o, milk-ado, cabbage –shaana, onion- sunkurutta, tomato- timaatima and so did teacher 8 as: in front –illagenne, on- hannenne, in- woronne yimma-mat luchchiharachchi te'im saaxxi'n woronne ihoo ammane –in- yinnommo.

Teacher 7 gave Hadiyyisa equivalent to words of the body parts such as cheek, chin, neck, knee, lip and so on rather than attempting to explain trying her best to teach words of body parts. Teacher 9 still employed word for word translation as: pepper – barbaro'o, chicken-antabaa'a, feather–lado, slaughtered- durimma, chop-murimma. Teacher 10 translated some words of occupation in to Hadiyyisa like: mechanic-kaame'e cacao mancho, farmer –abuullancho, shopkeeper–suuqanne uullaa daddaroo mancho, and butcher – maara duraa bitesoo mancho, etc.

From this data the researcher could draw conclusion that majority of the teachers employ direct translation of L2 in to L1 with out trying other ways of teaching or explaining English words in the study areas. However, as it is reviewed in the literature section, Harbord (1992) warns teachers to restrict the use of L1 explanations to abstract, complicated words or sentences that would otherwise confuse students if explained in the TL. If a word or sentence is simple enough, it is worthwhile to take the time to define or explain it in the TL. When a teacher continues using L1 to explain simple vocabulary or sentences, they are using too much L1 For young learners who are not proficient enough in English, Hadiyyisa can be sometimes used as a facilitating tool. However, teachers need to find ways to modify their English

input. For example, they can use visual aids such as pictures, flash cards and gestures to make their input understandable (Polio & Duff, 1994). Hence, they won't depend too much on Hadiyyisa, and students will benefit from this increased exposure to English. The L1 can play both positive and negative roles in L2 learning depending on how similar the two languages are. The beginning stages of learning a second language are especially susceptible to inter lingual transfer from the native language, or interference. In the early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw (Brown, 2000: 224).

What's more, during the classroom observation and recording, the researcher realized that in most cases students were seen answering the teachers' questions in Hadiyyisa and even they were talking to each other as well as they were discussing group and pair works using Hadiyyisa (See appendix D).

As well, the data from the above table reveals that despite the difference in the frequency using students' native language, majority of the respondent teachers were observed using more Hadiyyisa to explain difficult concepts, to give clear instructions, to explain unfamiliar words and so on. However, their use of Hadiyyisa was inconsistent with the amount Atkinson (1987) suggested. Atkinson recommended the use of the mother tongue not to exceed 5% of the total language use in the English classroom and even it is beyond the figure suggested by Tang (2002) – 5 to 10 percent in the Chinese context.

To put it in a nutshell, the subjects employed their students' mother tongue (Hadiyyisa) for different purposes at varying degrees or frequencies while teaching English and so did their students.

### **4.3. Summary of Interview data**

The ten 'primary English teachers whose class observed and recorded were asked four questions which were intended to draw information on the use and non-use of L1(Hadiyyisa) as well as to follow-up the data secured from teachers' and students' questionnaires (see appendix E).

In response to the first question, which was intended to find out teachers' belief on whether Hadiyyisa should be used or not and why it is important so as to prove teachers' response in the questionnaire completed earlier, the interviewees confirmed that there exist a number of situations in which they make use of it. Here, teacher 1 asserted that he felt that using L1 helps to save class time- a view, which has been emphasized by Atkinson (1987). He admitted that he uses Hadiyyisa when he notices serious problem of understanding on part of the learners.

Teacher 2 narrates that teachers can utilize L1 to explain abstract words. He disclosed that it is easier for teachers to present concrete vocabulary to younger learners using flash cards and real objects at their disposal. The advocates of limited use of L1 also support this as it was discussed in the review of related literature. Cole (1999) states that abstract words or expressions which are difficult to explain in the L2 should be translated. Echoing Cole's view, Green (1970) notes that the problem is with abstract words which can cause confusion; therefore giving an L1 equivalent saves valuable time and effort. Harbord (1992), however, advises teachers to use alternative L2 strategies wherever possible, such as visual prompts, miming and situational contexts.

Teacher 3 states that Hadiyyisa should be used to give complex instructions, whenever students face comprehension problems and as a part of the students' main

learning activities. He continued his speech by saying that explanation by students to peers who have not understood (the case advocated by Atkinson, 1987) and giving individual help to weaker students during pair or group work could be carried out using L1 (Hadiyyisa) in the English classroom.

Teacher 4 shares his idea indicating that using Hadiyyisa helps to facilitate L2 Learning. He agreed in the following as an area of foreign language teaching in which teachers can make use of L1: eliciting language, checking comprehension, giving instruction, discussion, classroom management, checking for understanding, checking writing and reading comprehension exercises, explaining unfamiliar and difficult concepts and strengthening student-teacher as well as student-student relationship.

Teacher 5 recounted that Hadiyyisa should be used to reduce the psychological barriers to English learning allowing for a more rapid progress. Teacher 6 again coincided with uses of L1 in many of the others idea and lists some more: to reduce fear or anxiety to L2 production, to produce language, to provide explanations of difficult expressions and to teach vocabulary. In connection with others, teacher 7 narrated that Hadiyyisa could be used to help learners become more reflective and self regulated by avoiding the nervousness generated due to lack of confidence to use the newly materialized L2 because of poor and low proficiency in English. Teacher 8 on her part held more or less similar views having echoed the others' notions claiming that using native language (Hadiyyisa) to some extent gives learners an opportunity to maintain self-image, get rid of anxiety, build confidence and feel independent in their choice of expression especially when they face the new language (English) for which they lack background knowledge.

Teacher nine on his part believes that teenager L2 learners always make reference to the language they already know (Hadiyyisa in our case); therefore, whether we like it

or not English as a new language is learned on the basis of the previously acquired language(Hadiyyisa). He goes on explaining that even when students have got another L1 to fall back on, let's take Amharic, for example; this language itself should be treated as an additional resource to learn the target language. Similarly, agreeing with many of these uses, teacher 10 states that Hadiyyisa is likely to be employed especially at lower grade levels to aid pupils' understanding of the target language through explaining new words and difficult concepts since kids at this level don't have background knowledge of L2. Further, he put forwarded the following situations in which L1 ought to be employed: classroom management, presentation of rules of grammar, spelling, discussion, instructions, clarification of errors, and checking of comprehension.

The interview data portrayed that teachers in the study areas are habituated with employing Hadiyyisa in the target language classrooms for a number of purposes, the major ones being using it to explain difficult concepts, to define new words, to give instructions, to maintain classroom discipline and to help the learners to feel at ease and avoid anxiety generated from L2 learning. The analyzed questionnaire data from teachers and students also proved that L1 (Hadiyyisa) was used for different purposes.

In response to second question which seeks to know how teachers view the common criticism that using L1 reduces students' exposure to English, teacher 1 and 2 verified almost similar positions claiming that it all depends on the teacher's purposes and circumstances in which he or she uses L1. They seemed to admit that if the teachers utilize limited L1 at the right time, in a controlled way and for appropriate purpose such as comprehension checking, explain unfamiliar words and concepts, it facilitates the target language learning rather than reducing the students' exposure because the

teacher uses it only when it is necessary. They, however, noted that aimless L1 use could simply take the golden class time that students need to learn English.

Other four Teachers forwarded almost similar opinion with the above two respondents. They, in fact, focused on the amount of L1 to be used. They indicated that too much L1 is not advisable as it affects students' attempt to learn English through English. One of the respondent teachers (teacher 7), on the other hand, expressed his view by saying from my personal experience as a teacher of English as a foreign language, I have also learned that a limited and a systematic use of learners' mother tongue can support and facilitate the learning and teaching of the target language. He continued his position by saying it is, however, useful to note that using L1 in the target language classroom could have some limitations. One common problem of L1 use is the fear of excessive dependence (as it is stated by Atkinson, 1987).

Teacher eight, too, deemed that teachers should fill the classroom with as much of L2 as possible is apparently acceptable. However, an exclusive target language use may not guarantee students' comprehension of the meanings of certain L2 language elements. Therefore, if one assumes that the basic tenets of the true communication should be 'comprehensible input' (as stated by Krashen 1980), using the students' language may at times be necessary. The principle, thus, should be "Use English where possible and L1 where necessary"

The rest two teachers (teacher 9 and 10) agree on the notion that both students and teachers shouldn't employ too much mother tongue in the EFL classroom since it may possibly interfere with L2 learning. They further claim that instead of translating each word of English in to L1 (Hadiyyisa) it is advisable to employ other techniques like visual aids including manmade and real objects together with role plays, gestures and actions.

The interview data generated from the teachers clearly represented that almost all the respondents admitted the fact that limited and judicious use of L could facilitate the target language learning rather than blocking it. Conversely, the interviewees did not deny that aimless and random use of it may possibly hinder students' exposure to L2 learning.

In mentioning some of the draw backs of using students' native language, (question 3) almost all teachers agreed that excessive use of translation may affect both the teacher and the students learning of the target language. They further claimed arguing that if a teacher frequently uses translation, he/she may be accustomed to the situation and may use L1 even when English can better serve the purpose which, in the long run, may affect the teacher's as well as students' fluency in English.

Three of the respondent teachers held common assumptions on employing students' mother tongue believing that using L1 tremendously may hinder students' skill of using contextual clues. It may encourage them to be dependent on the teacher to translate instead of attempting to work out the meaning of the words by themselves using their own little effort and they claim that if the teacher knows when and why he/she uses it, definitely that cannot be a sign of weakness to teach in English. Yet they didn't deny that limited use of Hadiyyisa is likely to facilitate L2 learning.

Still other respondent teachers have shared area on the raised issue under question three claiming that good teaching is not teaching using only English; but one can incorporate students' mother tongue systematically so as to help them acquire the necessary input of the target language. However, they agreed that if the teacher as well as his/her students uses L1 over and over again, this may inturn interfere with their learning of the target language. Thus, teachers need to plan beforehand when to use and not to use L1 in the EFL classroom. However, the recorded classroom

observation data revealed that students' mother tongue is used more than what the teachers reported in their interview (see table 10).

In reaction to the last question which says, "What problems do you think your students face if you use only English in the English classroom?" Teacher 1 replied, "I should again say it depends, because the purpose determines teachers' use of the students' first language".

Echoing teacher one's view, teacher 2 argues that in some cases teachers may teach only in English without any translation. But, the whole period without any translation, I think, could be difficult". In line with this, teacher 3 expressed his idea claiming that especially for lower grade kids who lack proficiency in English language, there are instances when L1 can express things better than English does, for example, in explaining new words, giving directions on how to work on a given class room task or activity which teacher four shares. Thus, 'in such situations' he said, if one tries to use only English, almost no student pays attention to his/her lesson as they have no clear idea about what he or she is going to teach. Indeed, if he/she thinks that his/her students understand the lesson, there is no reason why the teacher needs translation.

To teacher 5, using all English may not be advisable especially in lower grades because of two important reasons: firstly, almost all students may not understand the whole lesson and may miss some meanings. Secondly, using L1 could give the teachers a hint whether or not the students repeat the lessons already covered. Teacher 6 on his part assert that if I don't give directions on how to do a given task in Hadiyyisa, the students including the high achievers hardly work on the given group or pair work.

Teacher 7 shares teacher 6 ideas and contended that it is quite difficult for students to do an activity unless at least instruction is given how to do the given task in their mother tongue. Teacher 8 still argues that since students in lower levels are beginners of English language learning, everything is new for them as there is no background knowledge of L2 and thus, they face problem of learning English monolingually.

Teacher 9 and 10 reflected almost similar view and agreed in such away that unless the teacher is very systematic to present the lesson in the simplest form using body language and employ visuals, pupils face hardship and even get demotivated to learn the target language. Thus, teachers ought to employ limited L1 (Hadiyyisa) in the EFL classes.

## **CHAPTER FIVE**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

The study was carried out with the major aim of exploring the English classroom use of Hadiyyisa in some selected primary schools in Lemo and Gombora woredas in Hadiya zone. To this end, three research tools: classroom observation, questionnaires and interview were employed. The following major conclusions could be reached based on the data gathered and analyzed.

It may be possible to conclude that both English teachers and students are interested in using of Hadiyyisa at the lower grade levels in the study areas. That is, the data magnificently indicated that in the selected second cycle primary schools students need their teachers to translate and use their own mother tongue in the English classroom. The study also divulged that teachers and students believe in the various pedagogic uses of Hadiyyisa the major ones being: explaining new words, explaining difficult concepts, giving instructions, maintaining classroom discipline and checking students' comprehension. However, it seems they did not apply it properly. That is, teachers in the target schools were observed relatively over using Hadiyyisa. Majority of them tend to translate English words in to Hadiyyisa randomly before they attempt to explain ideas using the target language which may inturn negatively affect the English language proficiency of students as well as teachers' competence in the target language. In fact, the recorded observation data tend to suggest that the over use of L1 could result in development of the unprincipled translation habit on both students and teachers and reducing students' skill of using contextual clues to guess word meanings.

Though, both teachers and students believe in the ‘sometimes’ and limited use of Hadiyyisa in the English classroom, based on the information collected through the questionnaires, there, however, appeared a gap between teachers' and students' perception, and the actual classroom use of L1 (Hadiyyisa).

That is, data obtained through the recorded observation was inclined to be evidence in that there appeared a mismatch between what was proposed by the teachers and students and what was manifested in the actual classroom. To put it differently, most of the teachers and their students were observed and recorded using L1(Hadiyyisa) frequently and inappropriately inspite of the fact that the majority of teachers and students presupposed 6-10% class time use of Hadiyyisa appropriate which may possibly imply ‘Sometimes’ based on the data obtained through the questionnaire. What was realized in the classroom, on the other hand, was about 20% or about 1:4 in ratio form. This figure was inconsistent with the amount Atkinson (1987) suggested. Atkinson recommended the use of the mother tongue not to exceed 5 percent of the total language use in the English classroom as well as it is beyond the figure suggested by Tang (2002): 5 to 10% in the Chinese case.

The inconsistency may possibly be due to the influence of students' inability to understand English on condition that teachers frequently use English. In fact, the idea of total prevention of L1 (Hadiyyisa) in the English classroom was not supported by the majority of teachers and students which implies that the exclusive use of English during the English lesson periods could probably negatively affect the effectiveness of students' learning of English.

After all, it should be taken into account that the findings from this limited data might not be generalized to ascertain the limitations to be observed in other similar schools of Hadiya Zone.

## 5.2 Recommendations

On the basis of the findings, the following recommendations were forwarded:

- ✍ Teachers should make their own personal efforts to plan before hand when and why to use students' mother tongue in order to address the need and preferences of the learners. Like wise, it is good to consider the students' level and to create an English environment along with choosing suitable tasks
  
- ✍ Teachers ought to be provided with appropriate workshops and seminars on when, why and how much L1 should be in the EFL classroom.
  
- ✍ For young learners who are not proficient enough in English, Hadiyyisa can be sometimes used as a facilitating tool. However, teachers should modify their English input, for example, using visual aids such as pictures, flash cards and gestures to make their input understandable. Hadiyyisa should be used as a final resort only when all means of conveying meanings become unsuccessful. In other words, teachers need to identify when translation may be desirable, and employ it thoughtfully in such a way that using L1 should not deprive students of FL exposure.
  
- ✍ Teachers should use English where possible and the L1 where necessary. That is, L1 should be a consciously chosen option with a supportive role since using it randomly likely impedes the target language learning.

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**APPENDIX A**  
**ADDIS ABABA UNIVERSITY**  
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**Questionnaire for Students**

The objective of this questionnaire is to explore the use of Hadiyyisa in the English classroom at primary schools in Hadiya zone .The questionnaire is mainly aimed at exploring teachers' and students' perceptions towards using Hadiyyisa,the frequency,the purpose and ammount of using Hadiyyisa during English lessons. Your answers will be confidential and used for research purpose only. Thus, you are kindly requested to respond the questions sincerely and thoughtfully. Please indicate your responses by circling the letter (s) of your choice or filling in the blank spaces as required. In case you have more than one answer, you can circle more than one option. You need not write your name.

**Thank you in advance.**

1. Do you use Hadiyyisa in your English lesson periods ?
  - a. Yes
  - b. No
  
2. If you responded 'Yes', for item 1, how often do you use it ?
  - a. frequently
  - b. Sometimes
  - c. rarely
  
3. In what occasions do you use Hadiyyisa in your English classroom?
  - a. during pair or group work
  - b. when asking and answering questions
  - c. when chatting with peers
  
  - d. other occasions (please specify)\_\_\_\_\_
  
4. In your opinion, should English teachers use Hadiyyisa in the English classroom?

- a. Yes                      b. No

5.If 'Yes' for item 4, why do you think the use of Hadiyyisa important in the English classroom? Because it helps me:(You can choose more than option)

- a. understand new words                      b. understand difficult concepts  
c. ask teacher or peers for clarification   d. feel at ease, comfortable and less stressed  
e. other reasons (please specify)\_\_\_\_\_

6. Do your English teachers use Hadiyyisa in your English class?

- a. Yes      b. No

7. If 'Yes' how often do your English teachers use Hadiyyisa?

- a. Always                      b. Often                      c. Sometime

8.About what percentage of Hadiyyisa do you think should be used in the English lesson period ( for example in 40 minutes)?

- a. 5%                                      b. 6%-10%  
c. 11%-20%                              d. 21%-30%                              e. 31%-40%

9.What ever your response item 8, for what purposes do your English teachers use Hadiyyisa? They use it to:(you can choose more than one option)

- a. explain new words                                      d. maintain classroom discipline  
b. explain difficult concepts                                      e. chat with students  
c. explain the aim of the lesson                                      f. give instructions  
g.others (please specify)\_\_\_\_\_

10. If your English teachers use only English,how difficult do you think it would be for you to understand the English lesson?

- a. very difficult                      b. quite difficult      c. difficult      d. Not difficult

## APPENDIX B

### Students' questionnaire Translated in to their Mother tongue

#### Losaanina gudukki xa'mmichchuwwa

Kannii woroon uwwamu xa'mmichchuwwi losisaan Ingliizis suume losisamoo ammane hinkaana Hadiyyisa awwaaxxitamda'ee, mah baximmina awwaaxxitamda'ee hinka ammane awwaaxxitamda'ee soroobimminate. Eebikkina kiina labaa siidamu dabachcha do'llimmine te'im bon beyyonne wonshimminne dabatakkona hayiddimminne xa'mmoommo. Kigaqqi summa kitaabimmi hasisooyyo .

#### Galaxxoommo!

1. Ingiliizis suume lossakkam ammane baxxanchanne Hadiyyisa awwaaxxitakamonihee?
  - a. Eeyya awwaaxxiinoommo
  - b. Aa'e awwaaxxiinoommoyyo
2. Luxxi xa'mmichchina dabachcha "eeyya" yitakkolas, hinkaa'n ammane awwaaxxitak kamo?
  - a. araq ammane
  - b. matmat ammane
  - c. Higaa higaa
3. Ingliizis losa'n baxxanchanne Hadiyyisa awwaaxxitakkamok hinkido'i ammane?
  - a. Gaalchi bax ammane
  - b. Losiisaano aagu bee'I luwwa xa'mmimmina
  - c. Losisaanchi xammo xa'mmichcha dabarimmina
  - d. Mulli keenim yoolas

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4. Ingliizis suu'm losisaan Hadiyyisa awwaaxximmi hasisookko yitaa sawwitohonnihe?
  - a. Eeyya
  - b. Aay awwaaxximmi hasisooyyo
5. "Eeyya" yitilas, Hadiyyisa awwaaxximmi mahina hasisookko yitaa sawwitoo?
  - a. Haareechchi sagalluwwa annanni issakka'a caakkisimmina
  - b. Kee'mmo sawwite qalbeexximmina
  - c. Aagu bee'i sawwite losisaancho te'im gaalcha xa'mmimmina
  - d. Losaan illagenne baddakkoo'n wocimmina
  - e. Mulli keenim yoolas caakkise \_\_\_\_\_

6. Ingliizis suu'm losisaan baxxanchi woroonne Hadiyyisa awwaaxxitamoonihe?
- a. Eeyya                      b. Aayi Awwaaxxitamoyyo
7. 'Eeyya' yitakolas losisaan hinkaan ammane awwaaxxitamo?
- a. Hundem ammane      b. araq ammane      c. matmat ammane
8. Mat losa'n gudo'onne losisaan hinkaa'n Hadiyyisa awwaaxximmi hasisookko yitaa sawwitoo?
- a. 5%      b. 6%-10%      c. 11%-20%      d. 21%-30%      e. 31%-40%
9. Sedeenti xa'mmichchina ki dabachchi ayyetem ihukko, losisaan Hadiyyisa awwaaxxit amokki maha baximminatte?
- a. Haareechchi saqalluwwa caakkisimmina    b. Kee'mmo sawwite caakkisimmina
- c. Horoor sawwite caakkisimmina    d. Baxxanchi woro'l seera egeesisimmina
- e. Losaaninne gurubimmina      f. Ijaajo kurimmina
- g. Mulli keenim yoolas caakkise\_\_\_\_\_
10. Ingliizis suu'm losisaan xale'i ingliizisa awwaaxxamuta'n losan kiina hinkaa'na keemookko?
- a. Hore'em araq kee'mmookko      b. Araqa kee'mmookko
- c. Hoffokkam kee'mmookko      d. Eehannam keemmooyyo

**Galaxxoommo!**

## **APPENDIX C**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES ,**

**JOURNALISM AND COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

### **Questionnaire for Teachers**

The objective of this questionnaire is to explore the use of Hadiyyisa in the English classroom at primary schools in Hadiya zone .The questionnaire is mainly aimed at assessing teachers' and students' perceptions towards using Hadiyyisa,the frequency,the purpose and ammount of using Hadiyyisa during English lessons. Your answers will be confidential and used for research purpose only. Thus, you are kindly requested to respond the questions sincerely and thoughtfully. Please indicate your responses by circling the letter (s) of your choice or filling in the blank spaces as required. In case you have more than one answer, you can circle more than one option. You need not write your name.

**Thank you in advance for your cooperation.**

### **Part I: Background information**

1. Educational background: a. certificate                      b. Diploma.                      c. Degree
2. Years of teaching experience
  - a. 1-5      b. 5-10      c. 10-15      d.15-20      e. more than 20

### **Part II: Questions Related to Hadiyyisa use in the English Classroom**

1. In your opinion, should Hadiyyisa be used in the English classroom?
  - a. Yes                      b . No

2. If 'Yes', how often should it be used ?

- a. Frequently
- b. Sometimes
- c. Rarely

3. Why do you think is the use of Hadiyyisa important? (You can choose more than one option)

- a. It creates cooperation among students
- b. It helps learners to ask for clarification
- c. It facilitates teacher –student interaction
- d. It is less time consuming
- e. It helps pupils feel more confident and comfortable
- f. It aids English comprehension
- g. It reduces language anxiety
- h. Others (specify \_\_\_\_\_)

4. About what percentage of Hadiyyisa do you think, should be used in the English lesson period (for example in, 40 minutes lesson)?

- a. 5%
- b. 6%-10%
- c. 11%-20%
- d. 21%-30%
- e. 31%-40%

5. What ever response to item 4 is, for what purposes do you think Hadiyyisa should be used in the EFL classes ? (You can choose as many alternatives as you think is appropriate) It should be used to:

- a. Explain the aim of the lesson
- b. Explain new vocabulary items
- c. Explain difficult concepts
- d. Check students' understanding
- e. Maintain classroom discipline
- f. Give instructions
- g. As students' learning strategy
- i. Others (please specify) \_\_\_\_\_

6. How often do your students use English in the EFL classes?

- a. Always
- b. Most of the time
- c. Rarely
- d. Not at all

7. If you responded 'Rarely' or 'Not at all' for item 6, how difficult do you think it would be for your students to understand your English lesson if you use only English?

- a. very difficult
- b. Difficult
- c. Not difficult

8. If you responded 'Very difficult' or 'difficult' for item 7 what technique(s) do you use when your students are unable to understand the meaning you are trying to convey in your EFL classes? (You can choose more than one option)

- a. More explanations in English
- b. Objects
- c. Gesture and actions
- d. Pictures/photographs/drawings
- e. Translating English into Hadiyyisa
- f. If others (please specify)

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9. Did you take any training on the role of local languages in the English classroom?

- a. Yes
- b. No

10. If your response to item 9 is 'No', how has this influenced your present use of students' first language (L1) in the English classroom? It made me:

- a. use more L1 than L2
- b. balance the use of L1 and L2
- c. use less L1 than L2
- d. not use L1 in the L2 class at all

**How much do you agree with each of the following statements? Put a (√) mark in the space provided below.**

**Note: 5= Strongly Agree, 4= Agree 3= Undecided 2= Disagree 1=Strongly Disagree**

No	Statements	5	4	3	2	1
11	Using only English for lower level students will not work in Ethiopian schools.					
12	I'm still not satisfied with my English. I think I often make mistakes when I use only English in class. So, I do not use it too much ;yet, I switch to Hadiyyisa.					
13	I want to promote as much English as possible in my classes, but I also use effective bilingual techniques.					
14	Sometimes I check if my students have understood my English explanation by asking them to give me Hadiyyisa equivalent as evidence of understanding					
15	I try to create an English atmosphere in my classroom and establish English as a general classroom language, but whenever I have to restore order in class and maintain discipline when the class is loud and noisy I use Hadiyyisa.					
16	Students obviously feel that what they are trying to say is important, but I really can't understand what they mean .So, I'll get them to say it in Hadiyyisa, then I'll help them say it in English.					
17	Translating the foreign language (L2) form into the native language (Hadiyyisa in this case) is an excellent way to reduce further redundant grammatical explanation and to save time.					

## APPENDIX D

### Transcribed Lesson

#### Teacher 1

**T:** Good morning Students

**SS:** Good morning teacher

**T:** Ok! Yesterday, we have learned about dialogue between Nasiru and Sitina. In dialogue one...

Beeballa losakko'i losano moo'immina idi 26 fooqaa'llehe. Page 26 and 27. We have seen two people making a dialogue. They are Nasiru and Sitina, talking about each other ok! And in dialogue, they are talking about what they look like, ayyi maha labooda'ee, hinki hinka labooda'ee atoorato'i atoorachchanne, lamim atooratu'uuyyi moo'nnammo. In the second dialogue, about six people are talking to one another, they were talking about their age, their weight and their height, ka la'm atoorachchanne loh manchi ixuwwi gaqqi umu'l bikkina, uullichchi bikkinaa guuraxxi bikkinaa wocu'uuyya moo'nnammo.

So, ok! What was the age of each people, or how old they were how heavy they or what was their weight? And how high were they or what was their weight? And how high were they or what their height was and so on. That was all about yesterday's lesson today, we will learn about Anito's story on page thirty one. In this story the man is living in the southern part of Ethiopia. And so is his family. The man in the story. Anito, is the oldest man of his family. Ka beyyonne moo'nnommok Aniiito yakkam manchi heechchi aganna. Heechchi aganna yimmi mat manchi hinkdi, hannonne, hee'uuda;e kuroohane. Ku manchii ixxi abaroosii hanonne hee'aa mookko?

**SS:** woroo'n Itophphe'i gassi qooxo'onnette

**T:** where do we probably get the name "Anito"?

**SS:** in Ethiopia, south Ethiopia.

**T:** yeah, Anito is one of the names of Hadiya people, isn't it? Ee'isayyonihe? listen to me, now read the passage silently and answer questions. Laqqakkahinihe? Hino kaba Aniti wocu woca ayyette gundanne kurookkook? anni kuroomo. Annit gooto'i beet ihaa ixxi gaga xana baxeena hasookko. Woshsh inukkaareem ixxi abaroosi uwwamukkoyyo. Annit haqaawwi maruchcho?

**SS:** Haqqawwonne shonkoora itaa geejjukko ihukkareem diriir baqu ammannene haqaawwi ihukkisa la'ukko.

**T:** very good, Now, let's do the comprehension questions; who can read question number one? Yohannes

**St:** How does Annito feel about being a small boy at the beginning of the story?

**T:** kuk mayimma? Feel means... Annit hoffi beetichchi ihu bikkina mahi macesamukko?

**SS:** Lirammat macesamukko

**T:** is it true?

**SS:** kichchetchchi macesamukko (he was unhappy)

**T:** correct: Good who can read question number two?

**SS:** how does Annito feel about being a small boy at the end of the story?

**T:** what it is saying, Tinsae? (Mayyolla?) hino Hadiyyisinne kure?

**SS:** Annito gotto'i ihiimma iitaakko

**T:** you are right Annito became happy about being small at the end of the story? question number three? Tinsae, read question three. Tinsae, what does annito do that makes him tall?

**SS:** shonkora itukko

**T:** you are right, he chewed or eat a pink sugar cane. Good, sara, read question number four.

Sara: why did Annito feel unhappy about being tall

**T:** ku xuunsammi woci Maha yoollak? Annit ixxiqeeraa'llimmane lirammbee'ek mahinnate

**SS:** mi'n man ixxi qeeraa'llimma hasubee'i bikkinatte

**T:** he was unhappy because his family does not like him to be taller and heavier in his dream .So, he is not happy in that situation. Question number five: do you think this is a true story? Ku aganni hanqa yitaa sawwitoo? Hino'o anga ki'isakka'a kulehe.

**SS:** true:

**T:** those who say true, rise your hands?

**SS:** yes it is true

**T:** Good try, this is not a true story, but it is an imaginary story. Manchi beet horoo'l woronme qoccamoo woca . idi sadii soor yoo assi kitaabo kinnuwwi gagina hisimita qananaa'llene. Gullitakko'onihe? iitantaato iyyaayya te'im iyyabbo yimma

**SS:** Balla Yimma

**T:** Now, try to write a letter to your friend describing yourself and your family. Kanni Hanaan qananaa'llakko'i assi kitaaphphi kobi'llshshinne ki'n beshina ki'nnuwwi gag haalato caakkiso assikitaabo kitaabehe. I will finish my today's lesson here; if you have any question ,you can ask me. I think you have no question, see you tomorrow

**SS:** God bye teacher

## **Teacher 2**

**T:** Good afternoon Students

**SS:** Good afternoon teacher

**T:** Sit down please

**SS:** thank you teacher

**T:** ok who can remember the previous lesson we discussed what and what? Who remember? Ok! No matter, I will tell you, we discussed Ethiopian dishes or cultural food who can tell me the Ethiopian traditional dishes

**ST:** Injera, Kocho, Kitfo,

**T:** very good, hanqame Beeballa lonsummoki Itophphe'enne sidaamo itakam hurbaatuwwi bikkinate. Hino'o odim anga imaa'a kurookkok

**ST:** injera, Waasa, qorosh'o,... m.k

**T:** very good, Abaynesh can you tell me some Ethiopian dishes? Hino kure Abaynesh: salalo, waasa, sulso . Good, Enjera is a staple food in all over Ethiopia. What is staple food?

**SS:** horoor hurbata, te'im hundi ammane itakkam hurbata

**T:** staple means main, very good. Injera is usually eaten in group. It is served in a wide tray by soup. What is soup?

**SS:** shorba'a te'im maraqa

**T:** Good, another Ethiopian staple food is kocho. where do we get kocho? And from what we get it. waasa mahi siidamookko?

**SS:** weesiinsi siidamookko

**T:** very good from inset, which is called false banana it is served by kitfo. Ok, students who can tell me the steps of preparing kitfo?

**ST:** Gasakka'a kashar lasaanti maara murakkamo, Eelasage haraar muu'utane barbaro'oo

buuroo issakka'a hamarakka'a lasage waasinne itakkamo.

**T:** very good, he is correct. Now, I will give you a class work try to do it,...finished? Question number one what the staple foods in Ethiopia?

**SS:** kocho, enjera, kitfo, kita and so on

**T:** excellent, these and others are main foods in Ethiopia Good another question. Describe Enjera who can describe the process of making enjera?

**St:** injeera sarakkamokki xaafe'e listisakka'a wo'i qufisakka'a shiisho ammane

**T:** Is he correct?

**SS:** yes, he is

**T:** well done, he is correct injera is made by grinding teff and pouring its powder in to water and then adding yeast (Ersho) to be Fermented. well, what is berbere?

**SS:** Barbare'i mixmixo'o sooqidi maqire tumakka'a gudisakkam luwwa

**T:** Yeah, he described well Berbere is prepared from chilli and salt by being ground together . Question 4 in which region is kocho very common? Waasi Itophene lophpha hanno siidamoo?

**SS:** woroo'n gassi qoxxo'onne

**T:** very good. The last question, what is the similarity and difference between enjera and Kocho?

**S1:** injeera xaafee'ii baxamookko; waasi odim weesii siidamookko.

**T:** excellent, he said that enjera is made from teff but kocho is made from inset ok! any other. Mulli keen? Konjit can you try ? Hino'o kutteena yakite isse.

**St:** waasa murakka'oo sarakkamo injera litisakka'a sarakkamo

**T:** very good. this means kocho is cut but enjera is ground before being cooked. Danaamo. Now, to conclude our lesson, who can remember the cultural foods of Ethiopia?

**Ss:** Kocho, enjera, berbere, kitfo, Goman, etc

**T:** Good! Do you have any question before I leave. If you don't have any question, let's stop our lesson here and good bye.

**SS:** Good bye, teacher

### **Teacher 3**

**T:** xumma hossakka'a

**Ss:** xummam honsaammo

**T:** sitdown, please

**Ss:** thank you teacher

**T:** do you have home work? Min bax hee'aa

**SS:** yes,... no... yes,... no...

**T:** silent please, Sayi'llehe. I think, we have. Isn't it?

**SS:** yes teacher

**T:** Good the home work is about connectors such as and, but..... edansaano: odim, woshshi ihukkareem yoo sagalluww bikkinatte. I think have you done it.

**Ss:** yes we have

**T:** take out your exercise books and let me check it. Good! Now, let's do it together. The instruction says, join the following sentences using and but or ka edansaano awwaxximminne kannii woroon uwwamu xuunsammi wocuwwa ammaxamsitaa kitaabe yookko. Clear? Good. Who can join the first two sentences I went to Addis Ababa. I met my friend.

**St:** I went to Addis Ababa and met my friend.

**T:** is he correct?

**Ss:** yes, he is correct

**T:** yes, he is right very good who can join question number two? la'm xa'mmichchi She teaches music. She teaches science. who can join these sentences. Ayyi edansoo?

**St:** she and she teaches music

**T:** is she correct?

**Ss:** no, she isn't

**T:** ok! Who can help her? Ayyi hara'mmo?

**St:** she teaches music and science

**T:** very good, he is correct, isn't it?

**Ss:** yes, he is

**T:** ok, question number three who can join? I went to school. She stayed at home

**St:** I went to school but she stayed at home

**T:** exactly, very good. He is correct another question, question number four says: "she is lazy. He is clever." Who can join these sentences?

**St:** she is lazy and he is clever

**T:** is he correct

**Ss:** no, he is not correct

**T:** so, who can correct him?

**St:** teacher me, she is lazy but he is clever

**T:** is he correct?

**Ss:** yes, he is

**T:** excellent , he is correct. Ok question number five? Who can read the sentence?

**St:** she bought a dress. She bought shoes

**T:** who can join these two sentences’

**St:** she bought a dress and shoes.

**T:** very good he is right. The next question says the teacher took our exercise book. He did not mark them. Ni losisaanchi dabtara massakko. Ixxi shukunukkoyyo. who can join the sentences?

**St:** The teacher took our exercise books, but he didn’t mark them.

**T:** Good, he is correct. Question number six says we work very hard. We are not paid. Kid yimmi neese lobakata banxoommo. Miqo’i bee’e. who can join the sentences?

**SS:** we work very hard, but we are not paid well,

**T:** I think he is correct, isn’t it?

**Ss:** yes he is

**T:** Good, please, silent pay attention sa’illehe “and” yakkam edansaanchi lam shiinaata moo luwwuwwa edansimmina awwaadook kko. But, woshshi ihukkareem lam waameet luwwuwwa te’im sawwittuwwa edansimmina awwaadookko. Well today, we mainly discussed connectors but, and we use but, to join two opposing ideas (waameet sawwituwwa) and we use the connector and to join two related ideas (lam labantammi? Te’im shiinaatantam sawwituwwa ammaxx annisimmihatte. Ok! Students, do you have any confusion? aagu bee’i luwwi yoo? Yes...I think every thing is clear. Good, this is enough for today. Soodo baxxanchane exxinona.

#### **Teacher - 4**

**T:** Good morning students

**SS:** Good morning teacher

**T:** Sit down

**SS:** thank you

**T:** ok! Last time under unit three we were discussing prepositions on the activity-one. And there are some prepositions of place like on, under, in, beside in front of, inside and so’on. Ku shiinnaatansaan sagalluwwi beyyi kuroo sagalluwwa. Now, let’s do the questions under activity two. The direction says in your exercise book, write the answer to each question using the given words (prepositions) and the picture. Kuk maha moo’isookko yitakkota’n beyyi kur sagalluwwa awwixa kka’a xa’mmichuwwa baxehe yookko. Clear? Good.

**T:** what is this? Kuk maruchcho?

**Ss:** xaraphpheza

**T:** yeah, it is desk and what is this ?

**Ss:** it is a duster

**T:** good. ku biisaanchi te'im dastar hanonne yookkok?

**Ss:** xaraphpez hanenne

**T:** you are right it is on the table. Good, luguminne disakkota'n mayyinoommo?

**Ss:** under

**T:** very good the duster is now under the table . woronne yoo luchchina mayyinoommo ?

**Ss:** in

**T:** very good for example where is an egg from the picture. Ku quunqi hanno siidamookko.

**Ss:** in the box

**T:** danaamo, the egg is in the bag. Good again question number one where is the ball?  
Who can tell me in full sentence?

**St:** the ball is on the table

**T:** The ball is.....?

**Ss:** the ball is on the table

**T:** ku xurbe'i hanenne yookko yinaamo mulli kobi'kkishsha edim xansiisookko. Ok, question number two says, where is the book, Rahel?

**Rahel:** the book is under the table

**T:** the book is.....?

**Ss:** under the table

**T:** very good. The third question says, where is the ruler? Ku ogossaanchi xarapheexi gadanonnette siidamookkoki eebikkina mayinommo?

**Ss:** under the table

**T:** is it under the table? Ok! Don't worry it is next to the table. Now, where is the ruler?

**Ss:** next to the table.

**T:** good look at this chalk. Where is the chalk kuk dabbara. Kuk chooka, kaba hanonne ku chook siidamookkok? Where is the chalk?

**Ss:** on the exercise book

**T:** very good, the chalk is...?

**Ss:** on the exercise book

**T:** what is this?

**Ss:** pen

**T:** ok! Good and what is this?

**Ss:** in the pocket

**T:** excellent, the pen is..... ?

**Ss:** in the pocket

**T:** Good what is this?

**Ss:** it is money

**T:** good where is the money? Ku birhanoo yookko?

**Ss:** kiisi woronne

**T:** you are right, the money is in the pocket mat luwwi saxxi'n woronne, kiisi woronne, harachch woronne siidamo luwwa "in" yinoomoo. Hannene yoo luchchina "on" yinoommo. Lugumminne yoo luchchina "under" yinoommo. Illagenne yoo luchchina "in front of" yinoommo lasinne yoo luchchina "behind" yinoommo. this is the teacher and this is the table so, where is the table?

**St:** in front of the teacher

**T:** good the table is .....?

**Ss:** In front of the teacher

**T:** good where is the teacher ? losisaanchi hanonne siidamoo

**Ss:** behind the table.

**T:** very good the teacher is.....?

**Ss:** behind the table

**T:** very good where is Meherat? Mihrate aye awwonta'atette afuuto'ok?

**Ss:** mangistu awwonta'a afutookko

**T:** so, where is meherat?

**Ss:** next to Mengistu

**T:** Good, Britukan is next to .....?

**Ss:** Meherat

**T:** good, where is Mado ?

**Ss:** next to Britukan

**T:** good what is this ?

**Ss:** it is a wall

**T:** good so, where is the teacher? losisaanchi Yookko magadanonnette?

**Ss:** near the wall

**T:** well, an kaba ki'nnuwi illagennette yoomook. So, where is the teacher?

**SS:** in front of the students.

**T:** excellent, the teacher is .....?

**Ss:** in front of the students

**T:** Danaamo. Where is the black board? ayyi illagenne yookok?

**Ss:** in front of the students

**T:** you are right, the blackboard is in front of the students. Very good. Have you any question aagu bee'i ayyixammichim yoolas? Well. I will finish my lesson here and see you tomorrow

### **Teacher 5**

**T:** xum gattakka'a losaan

**Ss:** xummami gallaamo losisaanchi

**T:** afuullehe. Take out your English books and exercise books. Ok! Last week, we started to learn about food items. Higu saanta mahi bikkinatte lonsummok ?

**Ss:** Hurbaaxxi bikkina

**T:** good, to day, we will learn about making stone soup ki'n shorba'a hinkid gudisakkamda;e, idixxi 46- nne moo'nnoommo. On page-46. The food items to make stone soup are listed. Hurbaxxi hagalluwwa moo'nnommo. These are fourteen tomatoes, fifteen onion, seventeen carrots, thirteen tomatoes three cabbages, te;im sas shaana, two liters of water sasi letir wo'o and one liter of milk te'im mat letir ado. Chickens, lam antaba akkichcho are the ingredients to make stone soup now, let me ask you meaning of some ingredient. fourteen potatoes rise your hand and tell me

**St:** Tommo soor dinnichcho

**T:** Good, fifteen onions in Hadiyyisa

**Ss:** tommo-onti shunkurutta

**T:** very good what is the meaning of garlic

**Ss:** Qadalli shunkurutta

**T:** Right, what is milk/ what is water

**Ss:** "water" yimmi wo'o, "milk" yimmi ado yimma

**T:** well ok these are some of the food items to be used to make stone soup. Let's do the activities that follow the reading activity try to complete with correct numbers based on the reading text. Kaba hanaan qananaa'nummi qananaaxx ogoranne.

Ka xa'mmichuwwa banxona. The first question says how many cabbages are needed?

**Ss:** three cabbages

**T:** yeah, three cabbages. You are right question number two, how many carrots?

**Ss:** seventeen carrots

**T:** yes, you are right. Tommo lamar cakaarottuwwa. Ok, question number three how many chickens?

**Ss:** two chickens

**T:** Good, two chickens, question number four says how many litres of milk and water ?

**Ss:** one litre of milk and two litres of water

**T:** good what is milk?

**Ss:** Ado yimma

**T:** v good, how many potatoes

**Ss:** tommo-soor dinnichcho

**T:** you are right, fourteen potatoes another question, how many onions?

**Ss:** fifteen onions

**T:** fifteen

**Ss:** onions

**T:** excellent, here we have an activity to do. Says, copy the gaped sentences in to your exercise book (on page 45) and fill the gaps with correct numbers according to the reading passage above. Hanaan qanannaatonne moo'llakko isinne kanni woroon uwwamu bonbeyyuwwa laboo xiguwwinne wonshehe aagahinihe? : ready ?

**Ss:** yes

**T:** start to copy it now and try to come up with your answers. It is home work try to write the numbers beside each food items clear?

**Ss:** yes

**T:** have you any question or any confusion? Aagu bee'I luwwi yoohonihe?

**Ss:** aagaakko

**T:** ok! This is all about my today's lesson. See you next time awwono losanonne exxinoommo eebe'e xummi ikkehe

**Teacher 6**

**T:** good morning students

**Ss:** Good morning teacher

**T:** How are you?

**Ss:** we are fine thank you and you

**T:** sit down please

**Ss:** thank you teacher

**T:** ok! What did we learn yesterday? We learned about...?

**Ss:** the time

**T:** the .....

**Ss:** time

**T:** for example what time is this? Who can tell me? Kuk mee'i sa'aat ihukkisa moo'isoo? Mohammed?

**St:** half past twelve

**T:** good, now, let's go to today's lesson that is lesson six, activity one, says answer the following questions after reading the passage about Rahima and Ojulu. Kanni woroon uwwamu sawwite qananaa'lla awwonoo xa'mmichchuwwa dabare yookko. Read silently I think that is enough. Rahima wakes at..... ?

**St:** six o'clock

**T:** yes she wakes up at six o'clock in the morning after that, she has break fast at...

**Ss:** at seven-thirty

**T:** very good is ginjira itamokki matonnee koll sa'aatanete and she goes to school at what time?

**St:** at eight o'clock

**T:** that is all, she goes to school at eight o'clock ise losa'n mine matamok mee'i sa'aatanette

yimma

**Ss:** lam sa'aatanne

**T:** good what is breakfast and what is lunch?

**St:** dara itakkam hurbaat" breakfast" balla itakkam hurbaata "lunch" yinoommo

**T:** yeah, what time is, evening?

**Ss:** Hiimo yimma

**T:** good, that is all. Now you have got an activity. It says copy the table about Rahima and Ojulu on page ninety six, activity 2 in to your exercise book and with your partner, complete the table kanni woroon yoo fara'lluwwa Rahimaa, Ojulu? Bikkina uwwamu sawwituwwinne wonshe. You need to write the time and their activity. Ok, stop writing and let's discuss pay attention, please. what is the first activity of Rahima?

**Ss:** she wakes up

**T:** Good, what time she wakes up?

**Ss:** at six o'clock

**T:** Good, what time does Ojulu wake up?

**Ss:** At seven,

**T:** Good at seven O'clock at what time does she takes shower? Who can tell me? At quarter

past..?

**Ss:** six very good, she takes shower at quarter pasts Rahima diriirii ki'lla'a lasage orachcho ansha qqitamo. Ok! Let's do the Rahima's activities with me and you will complete Ojulu's activities by yourself clear?

**T:** ok! When does she watch TV?

**Ss:** Hiimonette

**T:** yeah, you are right, she watches TV in the evening . good when does she study?

**Ss:** at night

**T:** that is all, she studies at night. Very good boys and girls. Base on this try to list some of the activities of Ojulu's activities in order form morning to night. Hanaan Rahima'i bikkina banxummi sawwite awwaaxximminne Ojulu'I bikkina uwwamu fararanne wonshitakka'a baxehe aagahinihe

**Ss:** Eeyya

**T:** that is home work for you. Try to come doing the home work. Celar? Ok, if you have any question ask me. Any question, aagubee;I xa'mmichchi yoolas,?... bee'e Good, bye for now.Thank you very much galaxxoommo!

## **Teacher 7**

**T:** good morning class

**Ss:** good morning teacher

**T:** sit down,

**Ss:** Thank you, teacher

**T:** I think, we have home work, mi'n bax yoo...nine?

**Ss:** Yes, eeyya yookko

**T:** Good have you done your home work? Mi'n baxo baxxakahinihe?

**Ss:** Eeyya

**T:** ok , take out your exercise book. Yesterday, we learned about parts of the body. Ok, who can tell me about some parts of the body. For example body part indicated by number one is...?

**Ss:** neck

**T:** Good, number two is what? Xiqqi lamonne mo'amukkokki maruchcho?

**Ss:** face mine yimma

**T:** ok! Number three...?

**Ss:** lip

**T:** yeah, Gadiyyisine yabura Yinoommo. Number four is what?

**Ss:** tooth,

**T:** Good, number five...?

**Ss:** chin

**T:** yes, chin Hadiyyisine eergaxa yakkamo. Number six is ...

**Ss:** Stomach

**T:** very good and number seven...?

**Ss:** knee

**T:** you are right, say knee

**Ss:** knee

**T:**that is good. Now, let do an activity it says change these scrambled or jumbled letters in to unscrambled letters to form meaning ful words. Kannii woroon uwwamu

caafulammi fidalluwwa seeramisa te'im tirato uww'isa issehe. Number one, the scrambled word is "ecnk" who can make it unscrambled?

**St:** n...e...c...k...neck.

**T:** very good, he is right. Question number two, says "hcn" who can make it unscrambled?

**St:** c...h...i...n...chin.

**T:** good, the unscrambled word is chin. Another scrambled word, "tofo" who can make it unscrambled?

**St:** f...o...o...t...foot

**T:** yes foot, show me your foot what is foot?

**Ss:** lokko

**T:** good question number four "seno" who can unscramble these letters?

**St:** N...O...S...e, Nose.

**T:** Good, "Nose" yimmi mayyimma?

**Ss:** sane yimma

**T:** you are right, question number five, "Cabk" who can tell me the unscrambled word of these letters ?

**St:** B...a...c...k, back.

**T:** very good. The unscrambled word is back. What is back? A fareenii yimma. Good what is the unscrambled form of the letters "Pli" who can tell me?

**St:** L...i...p...Lip

**T:** very good, the unscrambled word is lip. Who can show me lip. Mayyimma?

**Ss:** suum te'im yabura yimma

**T:** very good, the scrambled word" trast" when we make it unscrambled, it becomes...

**Ss:** start

**T:** very good start. Yimmi mayyimma?

**ss:** asheerimma.

**T:** ok, "thacc" can be unscrambled as...

**St:** c...a...thc...

**T:** is the correct?

**Ss:** no

**T:** who can help her? Getachun

**St:** c... a... t... c.. h, catch

**T:** He is, correct, good. Who can unscramble this scrambled word. “pots”. This is meaningless, who can make it meaningful?

**St:** sport.

**T:** is he correct

**Ss:** no,

**T:** so, who can correct

**Ss:** No,

**T:** so, who can correct it?

**St:** S...t... o... p, stop

**T:** very good, the unscrambled word is stop. Well, the scrambled or jumbled word “cera has no meaning. Who can make it meaningful.

**St:** R... a... c... e... Race

**T:** very good. What is race?

**St:** Xoreexancha yimma.

**T:** well done. The last scrambled letter are: “filt” are jumbled letters and has no meaning. Tirato uwweena xanooyyo. So, who can make it meaningful?

**St:** I... I... f... t, and become lift

**T:** oh! Very good its unscrambled form is lift. What does it mean, mayyimma? Mat luwwa iyyimma te'im ki'isimma yimma. Today, we are talking about different parts of the body. Like nose, ear, tooth, eye, lip, and so on. For example, who can show me lip?

**St:** This is my lip

**T:** Good! Show me your tooth

**St:** this is my tooth

**T:** good, what is the plural form of tooth ?

**St:** teeth

**T:** very good, teeth is the plural of tooth. This is all about today's lesson. A agubee'i luwwi yoolas, xa'mmehe, aaga?

**Ss:** Eeyya

**T:** thank you, it is enough for today

**Teacher 8**

**T:** xum gattakka'a losaan

**Ss:** xumam gallaamo losisaanchi

**T:** afuullehe

**Ss:** Galaxxinoommo

**T:** ok, take out your exercise book. Who can remember yesterday's lesson? We learned about.....?

**Ss:** preposition of places.

**T:** very good, we learned about prepositions of places like in, on, under, beside, next to, in front of an so'on. Ku keen mat luchchi afuru beyyo moo'isoo sagalluwwa te'im beyyi kur sagalluwwa yinaa lonsaamo. Today we will do some other activities on these prepositions. what is "in"?

**Ss:** woronne yimma

**T:** very good, mat luwwi harachchi te'im saxxi'n woronne siidamo ammane "in" yinoommo. Ok!' Under' means.....?

**Ss:** lugumonnette yimma

**T:** good, for example, if I say the book is under the desk, ku maxaf hanonne siidamookkok?

**Ss:** Deski lugumonnette.

**T:** well, "on" means.....?

**Ss:** hanenne

**T:** very good, for example where is the book?

**Ss:** on the table.

**T:** yeah, the book is .....?

**Ss:** on the table

**T:** excellent, 'behind' means... for example, Tsedake is behind the teacher, what does it mean? Tsadak hanonne siidamookkok?

**Ss:** losisaanchii afareen siidamookko.

**T:** Danaamo, in front of' means... for example, what is this?

**Ss:** it is a stone.

**T:** Good, where is the stone?

**Ss:** in front of the teacher

**T:** very good, the stone is in front of the teacher. Eebikkina “in front of” yimmi mayyimma?

**Ss:** illagenne yimma

**T:** well, between means... for example, Seble sits between Tsedake and Gete. So, what is between?

**Ss:** lambe’enne

**T:** now, look at the pictures on your book. Where are the birds?

**Ss:** on the tree

**T:** very good, the birds are...?

**Ss:** on the tree

**T:** what are these animals?

**Ss:** rat and cat

**T:** Good, where is the rat?

**Ss:** in front of the cat

**T:** yeah, the rat is in front of the cat. Aduunchi illagenette. Now, look at the table and the cat. Where is the cat?

**Ss:** under the table

**T:** you are right. The cat is under the table very good. what is this?

**Ss:** house

**T:** Good, what is the next animal?

**Ss:** Dog.

**T:** Good, where is the dog?

**St:** the dog is in front of the house.

**T:** good try, another student, where is the dog?

**St:** the dog is beside the house

**T:** very good, the dog is... ?

**Ss:** beside the house.

**T:** wishichchi miniinsi a fareen sidaamookko. Good, where is the boy?

**Ss:** the boy is on the road

**T:** yeah, the boy is on the road. Beet googonne taakke’oolla. Ok, now all of you go to page 96 of your text book. These, words oin page 96 are adjectives which modify nouns. Summa caakkisoo sagalluwwa. Try to give the opposites of the words. Try to give the opposites of these adjectives on page 96 clear? Aagaa?

**Ss:** Aagaakko.

**T:** what is the opposite of the word “short”?

**Ss:** tall

**T:** the opposite of short is tall, very good. Who can read this word? Tsedeke

**St:** Ancient

**T:** Very good, what is the opposite of ancient? “Ancient” yimmi...

**Ss:** Gaassi doolle

**T:** Good, ixxi waameet sagar ...

**Ss:** Haareechchi doolle

**T:** very good, what is the opposite?

**Ss:** modern.

**T:** you are right. What is the opposite of ‘wide’?

**Ss:** Xuqqa

**T:** Good, in English it is called “narrow”. What is the opposite of the word “easy”? easy’ yimmi...

**Ss:** Sholle’aalla yimma

**T:** good, so, what is the opposite word?

**Ss:** kee’mmaalla

**T:** Good, it means difficult. What is the opposite of fat? Geejja yoo sagarina waameet sagar...

**Ss:** wica te’im jiira

**T:** you are right, the opposite of ‘fat’ is “thin”. Ok, now write the opposites of these words below individually. Example, the opposite of clean is dirty, mucura yinaa xuraamo yinoommo. Right, try to write the opposites of the words on page 97 clear?

**Ss:** yes.

**T:** very good. This is home work. So, every one of you should do your home work at home and come with your answers and I will check it tomorrow. This is all about today. If you have question, please ask me, aagubee’i luwwi yoolas xa’mmehe. No, question? Good, see you!

## Teacher 9

**T:** Good morning class

**Ss:** Good morning teacher.

**T:** sit down

**Ss:** Thank you teacher.

**T:** Last time we discussed some steps of writing letter. Luxxekka kitaanboommo. Eelasage Mahi

woronne aaginsoommo?

**Ss:** posta'i te'im invelopanne aaginsoommo.

**T:** very good, after that we seal the envelope kabaxxi invelopi hannen mataba aphphiin soommo. And finally, take the letter to post office, lasaanchonne aaginsoommo yimma. Very good. This is all about the previous lesson. To day I have a reading passage for you. It is about “doro wat” I think all of you know Doro wat isn't it?

**Ss:** Yes

**T:** The passage is one pag one hundred thirteen. It is all about the steps and ingredients of making doro wat. Who can tell me about doro wat to some extent?

**St:** Antabaa'i woxa

**T:** yeah, what are the things that are needed to make doro wat, mahi mahi hasisookko?

**St:** Antabaakichchi, sunkuruta, barbaro'i, quunqa, tumma, enja, buuro, mulli keenim hasisookko.

**T:** Very good, what else,?

**St:** Zayita, soqido, wokkaashsha ,m.k hasisookko.

**T:** very good, ‘sunkurut’ in English...?

**Ss:** onion

**T:** Good, what is “qunqa” in English?

**Ss:** egg.

**T:** very good, what is “antaba'a” in English?

**Ss:** Hen or cock?

**T:** Very good, you can also, call it chicken, ok ? These and others you explained are ingredients of doro wat, the special food, in Ethiopia. Now, read the passage and answer the questions that follow the reading text. Read silently, kanni woroon idixxanonne 113 uwwamu qanannaato antaba'I woxi bikkina qananaa'lla lasage awwoonoo xa'mmichchuwwa dabare. Read about one of the delicious favourite foods in Ethiopia. Read about the steps and the ingredients. I will give you about five minutes, aagahinihe?

**Ss:** eeyya.

**T:** by the way, before you read the passage, let me explain some unfamiliar words for you .ok! What is pepper?

**Ss:** woraqata

**T:** good, but the spelling is p... e... p.... p... e... r. This is “barbaro’o in Hadiyyisa. Ok, what is chicken ?

**Ss:** Antaba’a

**T:** Yes, you are right, ‘slaughtered’ means.. durimma yimma. Antaba’a durakkamo. Good, what is feather?

**Ss:** antaba’i lado

**T:** excellent, another, ‘small pieces’ means...?

**Ss:** Wicisakka’a murimma.

**T:** excellent. Finally ‘chopped’ means... who can tell me? Mat luwwa wicisakka’a murimma te’im kattafimma. Well, now, read the passage silently.. . ..... very good, Now, on page 113, there is an activity concerning the reading text. It says choose the correct expression based on the passage. Ka qanannaaxisanne hanqo’i dabachcha amadu fidala doo’llehe yookko. Before, we discuss, try to answer the questions in your group, try to talk to your friends based on the information you got from the passage. I’ll give you two minutes. Atoorallehe. ...Finished, good, let’s discuss the answer. Question number one says doro wat is the..... people in Ethiopia like to eat. What is the correct answer for the blank space?

**Ss:** food

**T:** very good, doro wat is the food... Ok. Question number-two says “Doro wat might take \_\_\_\_\_ hours to prepare. What will be the answer? Mee’i sa’aata massokko yinaa?

**Ss:** sasio soori sa’aat afeebee massookko.

**T:** very good, the answer is “C” three up to four hours. number, three says, the chicken is cut in to \_\_\_\_\_ parts. Who can answer this question, mee’i beyyo murakkamo te’im

baxxansakkamo?

**Ss:** twelve parts

**T:** very good, there are twelve parts. The answer is. C the last question says, another word to mean “chop” is \_\_\_\_\_. Who can tell me? “chop” yimmi mayimma?

**Ss:** Cut, murimma yimma

**T:** you are right, it means “cut” in to small pieces Good, this is enough for today, thank you for your attention and participation.

**Teacher 10**

**T:** Good afternoon class

**Ss:** Good afternoon teacher

**T:** Sit down

**Ss:** Thank you.

**T:** Do we have home work?

**Ss:** Yes, we have

**T:** Good, take out your exercise books and let me check if you have done your work. Hey, pay attention, and keep quiet, sa'illehe. Last time we discussed the process of making coffee. As we learned, what are the steps of preparing coffee? Who can remember? ... it does not matter, I will tell you. First we roast coffee beans (Buna hatakkamo), then we grind the coffee beans. Next, we add the coffee powder in top boiled water and after a while, we drink the coffee. Eelasage buna tumakka'a, iibaalli jaba'n woronne issakka'a siinnuwwanne inkirakka'a agakkamo. This is about yesterday's lesson. Ok, good, today we will see some activates on page 116, there are disordered letters which are meaningless. So, you are asked to make them unscrambled or put in to meaningful order so that they can be meaningful, kanni w oroon idi 116 siidantammi caafulammi fidalluwwa tirato uwwoo'isa seeramisa ogora amadiisehe aagaa?

**Ss:** ooyya aagaakko.

**T:** Very good, for example, on number one the letters given are "xim" which are meaningless. So, who can rearrange them?

**St:** M... i... x, mix

**T:** very good, it becomes "mix". Now you are going to rearrange letters given under number 2-5 in your group. Gaalchinne ikkakka'a ogora amadisakka'a tirato uwwo'isa kitaabehe. Try to discuss with your friends in your group. Good, now, let's do it together. Who can rearrange question number two? It says "OCW" which is meaningless.

**St:** C... o...w, cow

**T:** is he right?

**Ss:** Yes, he is.

**T:** very good, dhe is correct . every one of you say cow

**Ss:** Cow.

**T:** Ok! Who can answer question number three? It says, "suph" which is meaningless.

**St:** Phus

**T:** Is he correct?

**Ss:** No

**T:** Who can correct?

**St:** P... u ... s... h, means push

**T:** I think he is correct, isn't it ? push is correct Good, number four says "kabe" who can rearrange?

**St:** B... a... k... e, means "bake" which means cook

**T:** very good, she is correct , bake means, mayyimma

**Ss:** sarimma yimma

**T:** very good, and who can rearrange the last question? Which says, "Steta"

**St:** T... a... s.. t... e. means "Taste"

**T:** Brilliant, the answer is ... ?

**Ss:** Taste

**T:** what is "Taste"? taste-yimmi mayyimma?

**Ss:** Allabinne aallimma yimma

**T:** very good, taste belongs to tongue. When we come to activity-two, it says with a partner,

find the correct word from the box to complete the paragraph. Kannii woroon yoo qooxo'i sawwite wo'mmi issooo sgalluwwa doo'llehe yookko. Gaalchii gaalchii baxehe . I'll give you three minutes..... , have you finished? do for your self. I think it is not difficult. Ki'nnuwwi gagimmi baxxehe. Danaamo, kaba oddim, idonne xibbennee, tommonnee lamarannee yoo baxo banxoommo. On your books, got to page 117 on your book at activity-three, right? There are give questions. The instruction says, complete these s enetneces with correct words from the word bank. Saga'l saxiinii fisitakku'uuyi bon beyyone wonshehe yookko. The given words include farmer, butcher, shoeshine boy, mechanic and shopkeeper. Aagaa?

**Ss:** Aagaakko.

**T:** Good, what is mechanic?

**Ss:** Makiina cacao mancho yimma

**T:** Good, shopkeeper means... ?

**Ss:** shaqaxa bitesoo mancho yimma

**T:** Very good, seller, suuqa uulla daddaroo mancho. What is farmer?

**Ss:** abuullaancho

**T:** Good, what is shoeshine boy?

**Ss:** Caamma'a shiinsho beeto

**T:** very good, now you are going to discuss the answers, clear? Aagaa?

**Ss:** eeyya

**T:** Good, I will give you about three minutes. Go on, discuss with your friends.finished? Well, let's talk on the answer before we finish our lesson. The first question says, the person who repair cars is .....? What is the answer?

**Ss:** mechanic

**T:** very good, it is mechanic who repairs at garage number two the boy who cleans shoes is called ,.....?

**Ss:** shoeshine boy

**T:** very good, number three: the person who ploughs is ,.....?

**Ss:** Farmer

**T:** very good uulla abulllo manchi abuullaancho yakkammo. Ok, question number four the

person who sells goods is called .....? who can answer?

**Ss:** Shop keeper

**T:** Good, suqanne uulla daddaroo mancho "Shopkeeper" yakkamo. The last question, the persosn who sells meat is called.....?

**Ss:** butcher.

**T:** very good butcher is the person who sells meat If you have any question or confusion, you can ask,.....No question ? ok, this is enough for today. See you on Monday.

**APPENDIX E**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,**  
**JOURNALISM AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**Interview for Teachers**

**Dear Teachers,**

the main purpose of this interview is to explore the use of L1 (Hadiyyisa) in the English language classroom. I would like to assure that any data collected will be anonymous and confidential. Thus, you are kindly request to express your own ideas and feeling to the following questions.

1. Do you think L1 (Hadiyyisa) should be used in the EFL classroom? if “yes,” why ? If “no”  
why not?
2. Some scholars argue that using L1 reduces students’ exposure to the target language. How do you see this view?
3. In your opinion, what is(are) limitation(s) of using L1 in the English classroom?
4. What problems do you think may your students face if you use only English in the English classroom?