

**USING L1 IN THE EFL CLASSROOM:
THE CASE OF THE OROMO LANGUAGE
WITH PARTICULAR REFERENCE TO
ADAMA TEACHERS COLLEGE**

**BY
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Abstract

The principal intent of this research was to investigate classroom use of L1, in this case the Oromo language, in the English classroom at Adama Teachers College. To this end, a descriptive research method was employed. Fifty first year regular diploma students majoring in English and five instructors participated in the study.

Pertinent data were elicited through questionnaires and interview. Moreover, classroom teachers' and pupils' talk were audio taped. While most of the data gathered through the questionnaires and tape recording lessons were analyzed with the aid of frequency and percentage, those collected through interview and the open-ended items of the questionnaires were sorted out and summarized.

The study indicated that both teachers and students have positive attitude towards the use of Oromo language at a college level. It also showed that certain amount of Oromo language has been used in the EFL classroom: 1.28% of Oromo language, which accounts for about 1.25% of the class time. However, the time devoted to the Oromo language was found to be less than what was deemed acceptable by the teachers and the students (i.e. 6-10 % of the class time) suggesting that there was a gap between teachers' perception and their classroom practice.

Even if the gap existed, even that small amount of Oromo language used could imply that it has played a supportive and facilitating role in the English classroom though the effect of L1 on L2 learning needs further studies.

What is more, the amount of Oromo language that was evident in the classroom, together with the positive attitude of teachers and students towards its use suggests that certain amount of Oromo language ought to be used in the English classroom.

Keywords and Phrases

- Native language (L1)
- Target language (L2)
- Translation
- Limited L1 use
- L1's supportive and facilitating role
- Interference

CHAPTER ONE

Introduction

1.1 Background to the Study

The literature on the history of the development of English language teaching methods (e.g., Howatt 1984) tells us that the idea of using L1 in the L2 classroom was a respected view during the era of the Grammar Translation Method. However, according to Howatt, immediately following the First World War a number of serious objections, the main problem being the lack of every day realistic spoken language content, had been raised with regard to the Grammar Translation Method. Since then, all popular English language teaching methods including the recently accepted Communicative Language Teaching tend to discourage the use of L1 in the L2 classrooms (Cole 1998; Cook 1999; 2001 a,b; Prodromou 2001). This view of learners' L1 avoidance has also been reflected in most of the modern L2 teaching materials (Atkinson 1987, 1995; Buckmaster 2002; G. Cook 2002; V. Cook 2001 b; Hawks 2001; Naimushin 2002) and syllabus or curriculum (Cook 2002; Swan 1985).

According to Prodromou (2001), the mother tongue has been treated as a taboo subject (also Cook 2002; Deller 2003), source of guilt (also Auerbach 1993; Frankenberg - Garcia 2000), and a hint of teachers' weakness to teach properly (also 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 (Atkinson 1995). In fact, the view has greatly changed the learners' mind to the extent of demanding that only L2 be used (Frankenberg -Garcia 2000).

Despite the almost undisputed acceptance of the monolingual orthodoxy to ESL/EFL teaching, recent years have witnessed a considerable shift of views among the ELT professionals concerning the utility of students' mother tongue in the L2 classroom arguing that classroom use of the learners' native language has certain advantages in some ways (Cole 1998; Deller 2003; Frankenberg-Garcia 2000; Harmer 2001; Hawks 2001; Reis 1996).

There is a considerable amount of literature which strongly suggests that the use of L1 in the L2 classrooms can be productive or may even be necessary at times (e.g., Atkinson 1987; Bolitho 1983; Choffey 2001; Dajani 2002; Deller 2003; Frankenberg-Gracia 2000; Harmer 2001; Hawks 2001; Langer 2001; Murakami 1999; Prodromou 2001; Rinvoluceri 2001; Urgese 1987). Apart from giving the theoretical roles of L1, some of these (e.g., Choffey 2001; Deller 2003; Urgese 1987) have demonstrated the many ways in which L1 can be used constructively in the L2 classrooms. Several others (e.g., Harmer 2001; Nunan and Lamb 1996; Ministry of Education 1997) give useful advice on the importance of the occasional use of students' first language.

According to Januleviciene and Kavaliauskiene (2002) recently a shift has been noticed in non-native teachers' (also Harbord 1992; Linder 2002) and learners' attitude towards the role of L1. The latest findings of small number of studies (e.g., Burden 2001; Schweers 1999; Tang 2002) too seem to strengthen this attitudinal changes among the L2 teachers and students. Some up-to-date ELT teaching materials are also beginning to recover the importance of L1. The Headway series (Soars and Soars, 1996), "the most successful-if eclectic-communicative text book of all the time" (Prodromou 2001:2), for example, utilizes translation of sentence structure to contrast the grammar of L1 and L2 (Cole 1998; Frankenberg-Garcia 2000).

Supporters of L1 in the L2 classroom contend that there are many instances when L1 is appropriate. A pioneering work in the constructive use of L1 has been carried out by Atkinson (1987). He (p. 241) claims that "the potential of mother tongue, as a classroom resource is so great that its role should merit considerable attention and discussion in any attempt to develop a 'Post-communicative Approach' to TEFL for adolescents and adults" Atkinson (p. 242) offers three general reasons for allowing a limited L1 use in the L2 classroom: as a learner preferred strategy, as a humanistic approach, and as an efficient use of time. Acknowledging the importance of the occasional use L1, Willis (1981: XIV) on her part indicates that there are times to drop English, for example, to explain the meaning or use of a new word, to explain the aim of the lesson or the next activity, to check students' understanding after the presentation, and to discuss the main ideas after a reading passage in pairs.

Observing a number of language teachers at work, Macaro (1997) has identified five cases that often led them to L1 use: for giving instructions about activities, checking comprehension, giving feedback and maintaining discipline.

There are also good psychological reasons for allowing L1 use in the EFL /ESL classroom . Emphasizing this issue, Schweers (1999) citing Piasecka in Hopkins (1988: 18) for instance, writes, “If a learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened.” Echevarria and Grave (1998) on their part point out that when students native language is welcomed into the classroom, they feel that their language is respected and valued. Nation (1990), quoted in Tang (2002: 37), believes that “the degradation of the mother tongue has harmful psychological effect on learners.”

Looking from socio-cultural perspective, Kramersch (1993), on the other hand, places mother tongue in the context of methodology designed to make the most interfaces among different cultures. L1, in Kramersch’s view, allows for the entertainment of the diversity of cultures. According to Kramersch, through the culture that the mother tongue embodies, teachers can facilitate the progress of their students towards the other culture, the other tongue. Put it differently, using L1 would bridge the gap between L1 and the target language cultures.

In conclusion, as it is possible to learn from the scholars' argument, L1 can have productive pedagogical, affective and socio-cultural roles and thus a certain amount of L1 could be allowed in certain situations into the L2 classroom.

From my personal experience as a student and the 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. It is however, useful to note that using L1 in the target language classroom could have some pitfalls. One common problem of L1 use is the fear of excessive dependence (Atkinson 1987; Turnbull 2001; Cole 1998; Gabrielatos 2001). Though generally in favor of L1 use, Atkinson (1987), for example, broadly lists the following as the possible dangers behind the overuse of L1:

1. 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.
2. The teacher and/or the students fail to observe distinction between equivalence of form, semantic equivalence, and pragmatic feature and thus over simplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom it is crucial that they use only English.

(Atkinson 1987: 246)

Thus, teachers and students need to be aware of the why, when and how much of L1.

Otherwise, the imprudent use of L1 could have long lasting negative effects on learners' production of the target language.

1.2 Issue of the Study

Do EFL teachers use their students' first language or allow them to do so? If so, to what extent? Several scholars argue that L1 has been discredited despite its seemingly various roles in facilitating the learning and teaching of the target language (e.g., Atkinson 1987; Tang 2002; Deller 2003; Stern 1992; Reis 1996; Linder 2002; Naimushin 2002; Urgese 1987).

Atkinson (1987), for example, writes that, "At present it would seem to be, in general, that in teacher training very little attention is given to the native language. Similarly, Tang (2002) remarks, "the value of using mother tongue is a neglected topic in the TEFL methodology literature." Also, Deller (2003) concurs the above views as "one particular, baby that has been thrown out with the bath water is the use of the mother tongue" (p. 5).

I, however, ask 1) if the prime objective of the classroom is to achieve communication and understanding between teachers and students, and 2) if there is no one best method of language teaching as Chapman (1958:34) succinctly puts " There is no open method with a capital M which excels all others ", why it is so necessary to disregard the role of the learners' L1 in the L2 classroom? The present study is therefore an attempt to examine whether this not using of L1 really exists in the context of the Oromo Language.

As far as the previous local studies in relation to the present issue is concerned, to my knowledge no study has been carried out on L1 use in the EFL classroom in the context of the Oromo Language. Italo (1988) did focus on the comparison of the Oromo Language and the English segmental phonemes with its implications for English language teaching. His finding indicates that there are areas of difficulties of pronunciation among Oromo learners of English that English teachers need to consider. In fact, a topic similar to the present one was handled by Tafesse (1988). In his study, Tafesse concludes that there was an over use of Amharic in the English classroom. Though the topics are similar, differences however, exist between Tafesse's work and mine in the area of research aims, purposes, tools and context.

Firstly, unlike Tafesse's, the present study is not only interested in determining the classroom L1-L2 proportion but also intends to explore students' and teachers' attitude towards using L1 in the English classroom. Secondly, Tafesse employed audio recording lessons in order to collect his data. However, I added two more instruments-questionnaire and interview. Thirdly, the participants in Tafesse's study were junior secondary school students and English teachers while in mine the participants are first year English major diploma students and the English language instructors. Fourthly, Tafesse did his research in the context of Amharic while in mine the context is the Oromo Language.

1.3 Objective of the Study

As has been discussed in the background of the study, use of learners' L1 appears, in some ways, to be beneficial for learning and teaching the target language. From the literature mentioned in the statement of the problem, it has also been learned that scant attention has been given to the students' first language. It is thus in light of the possible merits of learners' L1 and the little value given to it that the present study principally intends to investigate use of students' native language, in this case the Oromo Language, in the English classroom at Adama Teachers Training College in Oromia. More specifically, the study tries to seek answers to the following basic questions:

1. What is the attitude of teachers and students towards using the Oromo language in the English classroom?
2. To what extent do TEFL instructors and students believe in the role of the Oromo language?
3. How frequently do instructors and students use the Oromo language in the EFL classroom?
4. How often do students want their teachers to use the Oromo language in the English class?
5. How often do students want to use Oromo Language themselves?
6. When do students and instructors employ the Oromo language?
7. What is the L1-L2 proportion during the English lessons?

1.4 Significance of the Study

The findings of the present study are hoped to be useful to the following four groups:

1. Language teachers-can make use of the findings and become aware of the role L1 plays in teaching and learning the target language.
2. Teacher educators-could aid them to reexamine their foreign language teaching methodology at the teacher training and development centers.
3. Material writers, syllabus designers-may make them to consider learners' L1 while, preparing teaching materials, designing the syllabus.
4. Language teaching methodology researchers-might stimulate them 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.

More generally, the results of this study could be important in raising our awareness of where we are at present in our use of L1 and in preparing the ground for a more reasoned use of L1 in the L2 classroom.

1.5 Scope of the Study

The present study confined itself to first year regular diploma students majoring in English and the English language instructors at Adama Teachers College. The college

was opted for its proximity and convenience. The English Department was chosen because the 'College English II' course, which was favored for the audio recording lessons, is offered during the second semester (i.e. when I scheduled to collect the data) only to students majoring in English language. Similarly, first year students were preferred because I believe that English classroom use of the Oromo language (i.e. the use of translation) may be more important to students in their first year than to those in their second year of study.

1.6 Limitation of the Study

Initially the study was intended to be carried out on two of the teachers training colleges in Oromia (i.e. Adama and Jimma Teachers Colleges). However, due to time constraint, I was compelled to drop one of the two colleges.

1.7 Operational Definitions of a Term, Phrase and Acronym

L2: refers to a second or a foreign language. The terms 'second' and 'foreign' have been used interchangeably to mean the same thing. Furthermore, in most cases, both terms refer to the English language.

Translation: In most of the cases, it means a cross-lingual mediation from L2 to L1.

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, and/or word meanings and interpret texts.

CHAPTER TWO

Review of the Related Literature

2.1 Overview

This chapter presents the review of key previous works that are meant to provide background information on the use of students' first language in the L2 classroom. Firstly, it discusses the major arguments against the use of L1 and other factors contributing to the avoidance of L1. Secondly, it deals with the arguments favoring L1 use and the pedagogic purposes for which students' native language could be employed in the L2 classroom. Thirdly, it gives an insight into the theoretical and research evidence favoring and disfavoring the use of L1. Fourthly, it treats some views and the empirical studies (if any) on the amount of L1 and the corresponding learners' proficiency level in the target language. Lastly, the chapter discloses how the recently adopted Communicative Language Teaching approach sees the role of students' first language, and provides a brief summary.

2.2 Factors Contributing to the L1 Avoidance

Though concrete reasons as to why L1 should be avoided in the L2 classroom have been implicit and rarely stated (Cook 2001 a, b; Hawks 2001), following are some of the factors that are assumed to be responsible for keeping L1 away from the L2 classroom.

2.2.1 Arguments Against L1 Use

Many and varied arguments have been put forth for not using the students' mother tongue (L1) in the ESL or EFL classroom. Cook (2001b) presents three main arguments for L1 avoidance in the target language classroom

1. The L1 Acquisition Argument
2. The Language Compartmentalization Argument
3. The Maximum Provision of the L2 Argument

2.2.1.1 The L1 Acquisition Argument.

This idea is chiefly advanced by Krashen (1981). The philosophy behind this claim is that adults learn the L2 similar to the way children pick up their mother tongue. The justification put forward for the claim is that L1 acquisition does not rely on another language or children in the L1 cannot fall back on another language.

Cook (2001a,b) however, argues that the appeal to L1 acquisition is simply beside the point; the fact that by definition L1 children do not fall back on another language has no implication for whether or not L2 learners should make use of their L1 while learning an L2. There are indeed, differences between the first and the second language acquisitions in terms of age and situations (Cook 2001a,b). Weschler (1997) too explains, "Children take years following the natural order of acquisition to master the concrete before the abstract. By contrast, already having mastered the latter, adults can take shortcut" (p. 4). In the same vein, G. Cook (2002) notes that the misguided vision of the first language acquisition is one of those factors that have

outlawed the role of translation in second/foreign language teaching. He further comments that the idea of relating L2 learning to L1 acquisition is based on assertions without evidence or weak evidence. In my opinion, it is a mistake to generalize what is true for children is also true for adults as far as language learning is concerned. As the foregoing scholars argue, children and adults are different in experience. It is inevitable that adults make reference to their L1 knowledge while learning L2. This tells us that an attempt to avoid students' L1 is not achievable on any grounds in the L2 classroom.

2.2.1.2 The Language Compartmentalization Argument.

This is the view that successful L2 acquisition depends on keeping the L2 separate from the L1 and seeing the L1 and the L2 as a separate entities; one main reason for thinking this way is the fear of L1 interference (Cook 2001b: 406).

Cook again argues that even if the two languages are distinct in theory, they are interrelated in the L2 users' mind in many ways (phonology, morphology, syntax and pragmatics). Thus L1 is affected by L2 and vice versa (Cook 2001a,b).

With regard to the L1-L2 connection Cook is not alone. There is an abundance of literature that strongly claims for the impossibility of keeping the L1 and L2 apart (e.g., Atkinson 1987; Cook 2002; Cohen 1996, cited in Weshler 1997; Edie 1999; Harbord 1992; Stern 1992; Swan 1985).

Stern (1992), for instance, notes that "the L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language" (p. 282). Likewise, Cook (2002: 6) feels that switching and negotiation between languages is a part and parcel of every day language use for the majority of the world population.

In sum, the scholars seem to believe in a simple notion that since the mother tongue and target language are both frequently present in the learners' mind, they should also be present in the learning activities that the class engages in and an attempt to keep L1 from the target language classroom is often in vain.

The idea of interference is clearly tempting. According to Hailai (1989: 288), 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). Gowers and Walters (1983) in their 'Teaching Practice Hand Book', for example, clearly describe the dangers of translation in encouraging structural or lexical equivalences.

Despite the oppositions, however, there appears to be a wide spread assumption that language interference is an important characteristics of second language learning (Januleviciene and Kavaliauskiene 2002).

On the other hand, Stern (1992) argues that since L2 learners often use their L1 for reference, it is impossible to avoid the interference errors at any cost; rather we need to acknowledge them as a psycholinguistic given. Stern states that we can help learners to gradually develop a new L2 reference system by demonstrating where the L1 and L2 are similar and different (be it at phonological, lexical and grammatical levels); in effect, this will aid learners to respond to the likely errors in advance (p. 297).

Richards (1986) quoted in Weshler (1997) holds a similar view that comparing and contrasting of the two languages would allow the learners to predict the possible L1 interference. Richards (in the same source) further suggests that interference problems can be addressed through carefully designed teaching materials.

Research study conducted by Tomasello and Herron (1989) in the context of Portuguese also seems to validate the importance of contrastive analysis (Lado's 1964). Their finding shows that translation techniques that stress the comparison and contrast between L1 and L2 elements (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.

The result of their study seems to challenge the wide spread assumption that L1 should be avoided because its use results in the fallacy of equivalence between the two languages.

From the arguments and evidence from the research finding, it is thus possible to notice that even if L1 interference is there, encouraging learners to relate L2 to L1 to discover the similarities and difference between the two languages would reduce the possible occurrences of the transfer errors. As far as I am concerned, the use of L1 may interfere with or even hinder the process of learners' inter-language development since their reasoning may become dependent on associations, which might be unnecessary depending. In this respect, learners may not develop the necessary framework to establish sense relations in L2 due to dependence on L1 framework. Nevertheless, the fact that learners have and that it shapes their learning of L2 cannot be ignored.

2.2.1.3 Provision of the Maximum Target Language Argument

This is the most common argument against the use of L1 in the L2 classroom (Tang 2002). 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. It follows therefore that teachers should not spend this valuable classroom time using L1.

The desirability of classroom communication in the target language as much as possible is the view that most teachers and theorists agree upon (Harbord 1992: 351). However, this does not and should not imply that L1 ought not to be used at any cost (Cook 2001b; Turnbull 2001; Dajani 2002). According to Cook and Turnbull, teachers can maximize the use of the target language without overlooking the students' first language. "A principle that promotes maximum teachers' use of the target language acknowledges that L1 and L2 can exist simultaneously" (Turnbull 2001: 535).

I too believe the idea that teachers should fill the classroom with as much of L2 as possible is obviously acceptable. However, an exclusive target language use may not ensure 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' (to use Krashen's 1985 term), using the students' language may at times be necessary. The principle thus should be "Use English where possible and L1 where necessary" (Weschler 1997: 5).

2.2.2 The Bad Press on Grammar Translation Method

Since the early twentieth century, translation has been out of fashion and has little or no public support (Cook 2002: 6). The major problems were: failure to develop students' oral fluency, interference and boredom in the classroom (Heltai 1989: 288). 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).

Edge (1986), for instance, disassociates as one of the reasons that have kept L2 language teachers and translation apart and writes as: “the thirty years war (still going strong in many countries) against the Grammar/Translation as the basic method of language teaching seem to have made us see foreign language teaching (FLT) and translation as unconnected” (p.121).

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: 15). Writers like Weschler (1997) however, strictly oppose the idea of rejecting the value of translation by a mere association with the Grammar Translation Method. This is because, he argues, “what are commonly seen as inherent flaws in the Grammar Translation Method are not necessarily flaws at all” (p.7). Heltai (1989) also contends that translation has been abused.

2.2.3 The L2 Teachers Training System and the Nature of the Teaching Materials

Naimushin (2002), Schweers (1999) and Frankenberg-Garcia (2000) note that modern ESL/EFL teachers have passed through the training system that often regards the use

of L1 or translation as something heretical. In view of this, Harbord (1992) writes, particularly emphasizing the influence of the European (British-based) ELT teachers training, the following:

The development of ELT is a causal career for young people visiting Europe encouraged teachers to make virtue of the necessity of using only English. Added to this 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

(Harbord 1992: 350)

Also, the influence of the 'jet in' 'jet out' kind of British and American ELT experts who often advocate the English-only approach in many parts of the world is the point that should not be forgotten (Atkinson 1995).

As a result of the monolingual training approach, therefore, it is not uncommon for language teachers to feel unease 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).

Equally important as the training is the effect of the course books and /or syllabus on the use of L1. Most modern ELT teaching materials make little or no reference to the students' first language (Atkinson 1987, 1995; Buckmaster 2002; Naimushin 2002; Frankenberg-Garcia 2000). For instance, some introductory TEFL courses such as the one developed for non-native speaker teachers by Haycraft (1978) and Hubbard *et al*

(1983) do not make any significant reference to the L1 (cited in Atkinson 1987: 241), Similarly, Munby's (1978) 'Communicative Syllabus Design' entirely ignores the students' first language.

Thus, the omission of L1 in the TEFL methodology materials too has contributed to keep students' first language well away from the classroom by making teachers feel uneasy about using L1 in the target language classroom.

2.2.4 The Classroom Context

Indeed, many writers (e.g., Cole 1998; Cunningham 2000; Frankenberg-Garcia 2000; Hawks 2001; Heltai 1989; Medgyes 1992; Titford 1983; Urgese 1987) believe that the use of L1 in the L2 classroom is not possible when the mother tongue of the pupils and the teacher differs. However, when L1 is common to them, they argue, it can be utilized.

Yet, even in a situation where students speak different first languages, some scholars argue, there is still a room for L1 to come in. The case in point is Stern (1992: 293) who reminds us that even in linguistically diversified classes, the possibility of cross-lingual technique is not totally ruled out. Indeed, he notes, the range could be more limited and the situation may not be as easy as in the case of the monolingual classes. Rinvoluceri (2001: 41) on his part demonstrated that the use of L1 is also possible whether the teacher speaks the students' language or not and whether the classroom

is monolingual or multilingual. Rinvoluceri designed activities that he thought could entertain these situations. On top of this, Echevarria and Grave (1998) remind us that there are a number of ways for a teacher to incorporate students' native language into the classroom even when the teacher does not speak the students' language. He/she could let students assist or tutor each other, the teacher him/her self could ask other students or colleagues for help or use bilingual dictionaries.

The whole thing therefore is that though the classroom context affects the use of L1, the reasons should not be always taken-for-granted or an excuse for not using L1. The L2 classroom situation does not totally preclude the use of L1.

And, in any case, the practical reasons for avoiding the first language in multilingual class do not justify its avoidance in classes with a homogeneous groups of learners; it is hard to find concrete reasons for ignoring the first language in these circumstances (Cook 2001a: 154).

2.2.5 Power and Economic Reasons

Apart from the methodological perspective, some scholars extend the roots of L1 avoidance to power and economic issues. The issues are, in fact, rarely stated and hardly challenged by the researchers and remained to be secret for many years (Phillipson 1992, cited in Auerbach 1993).

In her provocative article, which primarily addresses the situation of the immigrant students studying in the United States, Auerbach (1993) gives a socio-political rationale for the true source of monolingual approach to English language teaching. She expresses the view as:” Although the exclusive use of the English in teaching ESL has come to be seen as a natural and common sense practice which can be justified on pedagogical grounds... it is rooted in a particular ideological perspective, rests on an unexamined assumptions and serves to reinforce inequities in the broader social order” (p.9). She (P. 15) goes on explaining that the natives tendency inherent in Americanization movement has mirrored in the discourse of the present day innovative approaches. Phillipson (1992), quoted in Auerbach (1993) on his part firmly relates the global roots of English-only orthodoxy with the British colonial and neo-colonial policies. He mentions the case of ELT expertise priorities of the Common Wealth Conference on the teaching of English as a second language held at Mekere University in Uganda, in 1961 to support his view. According to Phillipson, five tenets were formulated at this conference:

1. English is best taught monolingually.
2. The ideal teacher of English is a native speaker.
3. The earlier the English is taught, the better the results.
4. The more English is taught, the better the results.
5. If other tongues are used too much, standards of English will drop.

(Phillipson 1992, cited in Auerbech 1993: 14).

He notes that these tenets were unofficial and have remained unchanged doctrine underpinning all ELT works and decisively affecting the nature of ELT practice all over the world till today.

Thus, both Auerbach (1993) and Phillipson (1992) strongly argue that the root of the insistence on using English-only in the L2 classroom is more of a taken-for-granted and a naturalized every day practice than having any pedagogical truth. The idea of a taken-for-granted has also been reflected by Cook (2001b) as:

While fashion in language teaching ebbed and flowed during the twentieth century, certain basic assumptions were accepted by most language teachers... Though the assumptions have affected many generations of the students and teachers, they are rarely discussed or presented to the new teachers but are taken-for-granted as the foundation of the language teaching. Part and parcel of this tradition is the discouragement of L1 use in the classroom.

(Cook 2001b: 403- 404).

Related to the ideological issue is the idea of discrediting L1 for commercial advantage. Weschler (1997) contends the current English-only approach may have more to do with the commercial interest than the ideal pedagogy and this, together with some practical limitations have largely overshadowed the true needs of the students [the use of L1]. Likewise, Cook (2002) mentions the political and market benefits as one of the major reasons for the outlawing of translation in the language teaching methodology; native speaker teachers have been privileged and the status of local experts undermined (p.7). Rinvolutri (2001: 41) reminds us the situation in which schools have earned a lot of money by propagating the view that the most and best from which students learn English is the native teacher.

2.3 Arguments Favoring L1 Use

2.3.1 The Pedagogical Role

Contrary to the claim that the use of L1 will harm or affect the progress or effectiveness of L2 learning, many scholars argue that L1 has a place in L2 learning. One basic argument is for its pedagogic value in the L2 classroom. The major notion behind this argument is that learners use their L1 as a 'reservoir' (to use Prodromou's 2001 term); L1 creates a crutch for students. Bolitho (1983: 238) quoted in 'Talking Shop' contends that L2 learners do not come to the class with their empty mind. They use their mother tongue experiences to cope with the new challenge (i.e. L2 learning). Thus, he advises teachers to recognize the learners' first language. Stern (1992: 282) believes that "L2 learners always make reference to the language they already know; therefore, whether we like it or not the new language is learned on the basis of the previously acquired language." He (p. 294) goes on explaining that even when students have another L2 to fall back on, this language itself should be treated as an additional resource to learn the target language. Gabrielatos (2001) says that L2 learners tend to rely on their existing knowledge (L1 and other languages) to understand the logic and organizational principles of the target language. Swan (1985) asserts that we should never learn a foreign language unless we keep making correspondences between the elements of the two languages. Both Swan (1985) and Dajani (2002) conclude that learning a second language is the continuation of the already existing L1 knowledge.

Therefore, since learning L2 is a building up on the assets learners bring with them to the classroom i.e. 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 (i.e. L2). In fact, one bridging function of translation is its usefulness to create opportunities for comparative analysis between the mother tongue and the target language (Murakami 1999, Namushin 2002). For example, by enabling the students “to relate form and function in their L1 to form and function in the L2” (Titford 1983: 57).

Some see the comparative and contrastive role of translation from the perspective of Universal Grammar. According to Chomsky (1976:29), “the grammar of a language consists of universal principles of a language.” Building on this idea, Towell and Hawkins (1994) indicate that L2 learners transfer the grammatical properties of their L1 into their L2 grammar. In the same way, Ringbom (1987) notes that L2 learners would facilitate the already known knowledge in their native language to help them understand the new language. This possibility of transferring L1 knowledge to L2 learning is also a strategy used by most L2 learners in most of the places (Atkinson 1987; Harbord 1992; Rubin 1975; Stern 1992).

The above theoretical underpinnings of L1 role, together with her own reasoned convictions must have helped Deller (2003) to believe that L1 is an excellent resource

for L2 learning [especially, for students at lower level of L2 proficiency] if used effectively. She demonstrates seven possible uses of L1:

1. It is useful to notice differences and similarities between the two languages.
2. Learners can enjoy materials that might otherwise be too difficult for them.
3. Learners can develop and produce their own materials including their own tests.
4. Allowing the use of mother tongue can encourage spontaneity and fluency.
5. Using mother tongue can equip learners with the words and expressions they really want and need in English.
6. Using mother tongue can have beneficial effect on group dynamics.
7. Using mother tongue ensures that learners are able to give on going feedback.

(Deller 2003:3).

2.3.2 The Psychological Role

According to Richard-Amato (1996), cited in Langer (2001), attitude towards self, the target language and the people who speak it, the teacher and the classroom environment have an influence on the acquisition of a language. Basing on this view, Langer (2001) argues that by permitting the mother tongue in the classroom teachers can give their students a valuable tool to arrive at a meaningful communication. If one is banned from using his/her mother tongue, Langer explains, 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. Building on Shamash's (1990) belief, Auerbach (1993:19) herself concludes, "starting with L1 provides a sense of security and validates the learners' lived experiences, allowing them to

express themselves (Auerbach 1993: 19). According to her, the use of L1 reduces the psychological barriers to English learning and allows for a more rapid progression. Janulevicine and Kavaliauskiene (2002) on their part claim that “the ability to switch to a native language, even for a shorter time, gives learners an opportunity to preserve 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, adults and teenagers) to show that they are intelligent and sophisticated people.

According to Murakami (1999), using mother tongue establishes identity and therefore should neither be neglected nor subordinated to any languages. Accentuating teenagers’ need for L1 to preserve their identity, Damim *et al* (2002: 10) second Murakami’s view that teenagers have their own styles and idioms, which they do not want to lose while learning the L2 as this is a part of their identity.

In sum, the arguments for the psychological merits of L1 tell us that by empowering the learners to feel more secure, L1 could create a more comfortable learning environment, which will in turn, enhance the L2 acquisition process.

2.3.3 The Socio-cultural Role

Prodromou (2001) sees the use of mother tongue as a means through which L2 learners bring their cultural backgrounds into the L2 classroom. To Prodromou, classroom ethnic cultures are indeed a starting point for a variety of classroom

activities. While discussing the authenticity of the classroom, Widdowson (1996:68) also argues that contexts, which will be meaningful for students, have some how to be constructed in the classroom out of the primary experience of the mother tongue culture. According to Widdowson, the classroom culture and the culture of the society in which they live is a good starting point for helping students to authenticate the target language. To Linder (2002), the use of classroom translation activities can promote the cultural transfer skills. Using L1 also helps to value cultural diversity (Dove 1992, cited in Auerbach 1993). Choffey (2001) has demonstrated that students' L1 culture and physical environment are of great help in designing L2 classroom activities. He lists three major reasons for using the L1 cultural and physical environment to learn the L2:

1. To link the activities to the students' situation (experience)
2. Students learn how to deal with specific lexical items between the L1 and the L2 cultures.
3. To establish firm relationships between L1 and L2.

Perhaps in general, considering the following lists of Prodromos' (2001) metaphoric expressions might briefly summarize the foregoing three claims for the merits of using L1 and the problems that may ensue as a result of its imprudent use. L1 is:

1. a drug (though with therapeutic potential, it can damage your health and may become addictive).
2. a reservoir (a resource from which we draw).
3. a wall (an obstacle to teaching) .
4. a window (which opens out into the world outside the classroom; if we look through it we see the students' previous experience, their interest, their knowledge of the world, their culture.
5. a crutch (it can help us get by in a lesson, but it is a recognition of weakness).
6. a lubricant (it helps the wheels of a lesson moving smoothly; it thus saves time).

2.4 When Do Teachers and Students Have Recourse to L1?

According to the proponents of L1 use, teachers can take advantages of their students' first language in many occasions. Atkinson (1987: 245-44) has listed the following as an area of foreign language teaching in which teachers can make use of L1: eliciting language, checking comprehension, giving instruction, discussion of classroom methodologies, checking for sense, presentation and reinforcement of language, and testing. Agreeing with many of these uses Cook (2001 b: 414-416) suggests that teachers can use L1 as a way to: convey and check meanings of words or sentences, explain grammar, organize class, maintain discipline, gain contact with individual students and test. Piasecka (1988), cited in Auerbach (1993:21) includes the following in her lists of possible occasions for using mother tongue: negotiation of the syllabus and the lesson, record keeping, classroom management, scene setting, language analysis, presentation of rules governing grammar, phonology, morphology and spelling, discussion of cross-cultural issues, instructions or prompts, explanation of errors, and assessment of comprehension. Collingham (1988), quoted in Auerbach (1993) again concurs with many of L1 in Piasecka's repertoire and lists some more: to develop ideas as a precursor to expressing them in the L2, to reduce inhibitions or affective blocks to L2 production, to elicit language, and discourse strategies for particular situations, to provide explanations of grammar and language functions and to teach vocabulary. Urgese(1987) shows that teachers can use L1 to check writing and reading comprehension exercises and in teaching and testing 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 (Dajani 2002: 65).

With regard to the students' use of L1, Cook (2001b: 417) suggests three important cases that might lead learners to use their L1:

1. As a part of the main learning activities.
2. Within classroom activities (group/pair work).
3. As a way to the meaning of L2 words both inside and outside the classroom (e.g., the use of bilingual dictionaries).

Nevertheless, particularly, teachers have often been given advice about how to discourage students from using their first language in pair/ group work. For example, as Ur(1996:121) 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."

Yet, Cook (2001 a: 157) argues that code switching is a normal feature of L2 use (also Harmer 2001; G. Cook 2002; Harbord 1992). When the students share two languages without the distrust of L1, there is no reason why students should not resort to their L1. To Cook (2001 b), L1 provides a scaffolding help: 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. According to him, L1 is especially helpful when the activities involve problem solving in which case

students could put their heads together and discuss the solution to the problem (s) (p. 418).

In harmony with Cook's (2001 b) view, Harbord (1992:354) explains that L1 has a variety of roles: 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. Cunningham (2000) makes a strong statement that denying the use of L1 in pair /group work is almost tantamount to denying students' access to an important learning tool: the other students. Students are drawing on each other's knowledge (Atkinson 1993). Harmer (2001:132) believes that L1 use is quite acceptable, for example, when students are working in pairs studying a reading text. He, however, does warn 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:

Enlist 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 explicate and build on each other's partial solutions to the specific problems throughout the task.

(Anton and DiCamila 1998: 321)

Thus, as Choffey (2001: 40) notes, 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.

2.5 Theoretical and Research Evidence Favoring and Disfavoring L1 Use

Except for few specific references mentioned for the benefits of not using L1 (e.g., Ellis 1984; Chamber 1991, quoted in Hawks 2001) who themselves do not give any detail account of L1 avoidance but based their arguments solely on practical survey, there is hardly any research and theoretical evidence that validate the benefits of ignoring the learners' L1 in the L2 classroom. In this connection, Auerbach (1993:9), for instance, writes, "evidence from research and practice suggests that the rationale

used to justify English-only in the classroom is neither conclusive nor pedagogically sound". Weschler (1997) has echoed similar view, noting that the English only approach is without any sound theory or substantiated research. Macaro (1997) adds that the exclusive use of L2 has not been justified yet. Concurring many of the above views, Cook (2001a: 157) reveals that second language acquisition researchers have been unable to provide any real reasons for keeping L1 from the L2 classroom.

On the other hand, findings from small number of studies (e.g. Burden 2001; Schweers 1999; Tang 2002) in Japanese, Spanish and Chinese contexts respectively have shown that both university teachers and students have positive attitude towards the use of L1 in their English classroom. The results of their studies further suggest that a limited amount of L1 has a supportive and facilitating role in the English classes and thus it needs to be welcomed. In the case of Prodromou's (2001) study however, university students were skeptical about the role of L1 (Greece) at the university level. On the contrary, both teachers and students at beginner and intermediate levels have overwhelmingly accepted the use of L1 (Greece) in their English classes.

Thus, as (Cook 2001a: 155) notes "if the twenty-first century teaching is to continue to accept the ban on the first language imposed by the late nineteenth century, it will have to look else where for its rationale."

2.6 Amount of L1 and the Learners' Level.

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. Atkinson (1987), Harbord (1992) and Bolitho (1983) have also shared this view. The majority of teachers in Schweers's (1999), Tang's (2002) and Burden's (2001) studies too emphasize the importance of the occasional use of L1 in the L2 classroom.

However, what exactly constitutes the appropriate mixture of L1 and L2 has not been well investigated (Stern 1992; Turnbull 2001). Turnbull further recommends that more explorations need to be done to address this issue. Atkinson (1987) suggests, "at early levels a ratio of about 5% native language to about 95% target language may be more profitable." In a study of elementary Core French in Western Canada, Shapson, Kaufman and Durword (1987) stipulated 75% of the target language as the acceptable quantity by the teachers (cited in Turnbull 2001). Similar study but a bit larger scale evaluation of the same program by Colman and Daniel (1988), quoted in the same source, in central Canada shows that 95% use of the target language was deemed appropriate by the researchers and school board. 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 it may be more important to use mother tongue judiciously and 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 (foreign) 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 ranging from early levels to the more advanced ones. On the other hand, as significant amount of literature claims (e.g., Medgyes 1994; Nunan and Lamb 1996; Murakami 1999; Reis 1996) an attempt to employ 100% target language, especially, with students at lower level 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). I also understand that the monolingual approach to L2 teaching may leave the learners uncertain about the meanings of some words or concepts even with the aid of visual or contextual clues.

2.7 L1 and the Communicative Language Teaching

At present the Communicative Language Teaching has become the accepted language teaching approach (Cunningsworth 1995; Cook 2001 a, b; Naimushin 2002). Because of

its wide adoption, the approach has also become the basis for the development of a large number of current language teaching materials (Nolasco and Arthur 1988; Johns in Celce-Murcia 1991).

However, the Communicative Language Teaching fails to recognize the use of L1 in the L2 classroom (Buckmaster 2002; G. Cook 2002; V. Cook 2001 a, b; Cole 1998; Swan 1985). If it mentions at all, it is when advice is given on how to minimize the L1 use (Cook 2001 b: 404).

Buckmaster (2002), for example, expresses the absence of focus on L1 in the Communicative Approach in the following paradox:

It is becoming common to re-label the teaching methodology known as 'Communicative' as 'eclectic'. Eclectic teachers should apply whatever techniques to a class they think necessary. Yet it still seems that publishers, writers and methodologists to a great extent consider that despite the eclectic nature of learning learners are all the same. The global course book shows this. The lack of tolerance towards L1 use confirms this

(Buckmaster 2002:1)

Likewise, Swan (1985) indicates that there is an absence of discussion of the use of L1 in literature on Communicative Language Teaching. He describes the situation as:

If ... the mother tongue is a central element in the process of learning a foreign language, why it is so conspicuously absent from 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)

This absence of significant reference to L1 in the Communicative Language Teaching might have led Piasecka (1988) to write:

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

(Piasecka 1986:97, cited in Auerbach 1993: 20).

Asserting that the Communicative Language Teaching needs considerable reassessment, Swan (1985: 86) on his part proposes a four-model needs analysis to the Communicative Language Teaching. According to him, the Communicative Approach seems to have a two-stage approach to needs analysis.

1. Find out what learners need to know
2. Teach it.

Swan's new model to the approach looks:

1. Find out what learners need to know.
2. Find out what he/she knows already
3. Subtract the second from the first
4. Teach the remainder.

Others like Weschler (1997) have gone to the extent of proposing a new language teaching method (the Functional-Translation), which is thought to consider the students' first language as an important aspect of the L2 teaching methodology.

In conclusion, a critical look at a Communicative Language Teaching tells us that it gives little or no attention to the place of L1 in the target language classroom. Supporters of L1 use, therefore, suggest that it should acknowledge what the students already possess.

Summary

The use of students' first language (L1) in a second or a foreign language classroom has been a point of contention. Some see its use as a negative and harmful to the learning and teaching process while others view it as a valuable tool or resource.

Opponents of L1 use mainly intone 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 pitfalls, proponents of students' native language use, on the other hand, argue that the occasional use of L1 has a supportive

and facilitating role in learning and teaching of the target language. The supporters believe that L1 can have three important functions: the pedagogic, the affective (psychological) and the socio-cultural roles. Recent empirical studies (e.g., Anton and DiCamilla 1998; 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.

Other than suggesting that certain amount of L1 is useful at all levels of L2 learning with, in fact, varying intensities, what exactly should be the acceptable amount of L1 in the L2 classroom, however, is still inconclusive.

According to some scholars, 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. The taken-for-granted practice and the common sense assumption could be attributed 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, and the political and economic interest of the native English speakers.

Indicating that the recently accepted Communicative Language Teaching approach lacks a role for L1, the proponents of L1 use suggest that the approach should consider the students' first language if it is to live up to its name.

CHAPTER THREE

Research Methods

3.1 Subjects and Sampling

3.1.1 Students

The entire first year regular diploma students (50) in the two sections of the English Language Department at Adama Teachers College were the participants of the

present study. The students came to the college with the ESLCE result less than what the Federal colleges and universities often require. According to the information obtained from the English Department there, they joined the department based on their choice and their English language ESLCE grade. They all speak the Oromo language as their mother tongue.

3.1.2 Instructors

Five out of eight English language instructors were the target population of the study. The three instructors were left out because two of them participated in the pilot study and the remaining one is a foreigner who came to the college via Voluntary Service Overseas (VSO) and does not speak the Oromo language. The instructor participants are all M.A. holders; four of them in TEFL and one in literature. All have more than five years of English teaching experience. According to Nunan (1992b), they are all in the category of experienced teachers. Like the students, all of them speak the Oromo language.

3.2 The College

Adama Teachers College is one of the regional teachers education colleges recently upgraded from first cycle primary teachers training institute. The college was established with the primary objective of training teachers for upper primary (grade 5-8) level of education in Oromia. It trains teachers at a diploma level in English and in many other fields of study.

3.3 Data Collection Instruments and Procedures.

Three research tools, which were first piloted, were employed to collect relevant information for the study. These were tape recording lessons, questionnaires and interview. Though different researchers may employ different orders of gathering data, the present study, however, had adopted Tang's (2002) order of collecting information i.e. tape recording lessons, questionnaires for students and teachers, and an interview with teachers. The sequence was adopted thinking that it would provide the study with a more authentic data.

3.3.1. Tape Recording Lessons

Recording is said to provide researchers with rich data on classroom interaction behavior and can also easily yield the amount of teachers' and pupils' talk (Wallace 1998). Having this in mind, two different sections of first year English major students' 'College English' class conducted by two different teachers were observed and recorded. The 'College English' course was favored because I felt that it may give me a wider opportunity to examine the classroom major pedagogic uses of Oromo language as it treats almost all language items (e.g., grammar, vocabulary, language skills, etc.) as compared to other courses such as, 'Language Teaching Skills', and 'Materials Analysis and Preparation I', which were also being offered during the second semester.

The classroom observations were made for four periods, two periods each, of the two teachers' class. The purpose was to familiarize myself with the students and teachers so that my presence may not alter their behavior during the recording.

After the observations were made, four lessons, two lessons each, of the two teachers' class in total about 134 minutes were recorded. The durations of all the recordings were less than 50 minutes (i.e. the standard one lesson time limit). This is because any of the classroom oral talk did not last that much long.

The major purposes of the recording were: to find out the proportion of Oromo language to English, amount of class time devoted to each language and occasions in which Oromo language was used in the English classroom. The information obtained from the recordings was also used to confirm or confute 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 the Oromo language) in advance. This was done to avoid the risk of sensitizing and tempting them to show behavior different from the usual ones and thereby to obtain a more authentic classroom data.

3.3.2 Questionnaires

Two types of questionnaires were used to collect data for the study. The first one was designed for students and had fourteen items. The other was for teachers and had nineteen items. Both types of questionnaire had items, which were a mixture of close-ended and open -ended, and were set in English. Some of the items were in fact, adapted from Schweers (1999) in such a way that they suit the purpose of the study.

Both students' and teachers' questionnaires were intended to be used to elicit pertinent data mainly on two important issues: the attitude of students and teachers towards the EFL classroom use of the Oromo language and the extent of their actual classroom use of the language.

The administration of the students' questionnaire was conducted in my own presence. Students were given ample time to read each item at their own convenience and fill in their genuine responses appropriately. My presence had helped them to clear up some of the misunderstandings that they encountered while completing the questionnaire.

All the questionnaires administered to students and teachers were filled out and returned.

3.3.3 Interview

Seven unstructured interview questions were set to solicit pertinent data from the two teachers whose classes were observed and recorded. Unstructured interview

was preferred because it is thought that it gives a 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 in depth 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 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 The Pilot Study

The pilot study was conducted to see whether the intended instruments could work as planned. The tools were tried out on twenty first year evening diploma students majoring in English and two English instructors during the first semester at Adama Teachers College. The study suggested that certain items of the questionnaires and interview need to be modified. Accordingly, some inconsistencies among the items were avoided and the ambiguous questions were corrected. The probing of the audio- recording lessons had also given me a good opportunity to identify a better position for the tape recorder in the classrooms to be recorded.

3.5 Techniques of Data Analysis

As stated earlier tape recording lessons, questionnaires and interview were the three instruments used to secure relevant data for the study. The data gathered through these tools in the stated order were analyzed as follows:

From the data transcribed from the tape, the total number of Oromo language and English words uttered during the four 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) were not considered while counting. This is because the audio tape cannot capture these aspects of the languages.

The responses obtained from the students' and teachers' questionnaires were tallied and the frequencies were converted to percentage. Percentage value was favored because it is easier to compare taking into account that a different number of students and teachers participated in the study. The open-ended parts of the questionnaires were sorted out and summarized.

Interview data obtained from the two 'College English' instructors through an unstructured interview were summarized and presented.

The data obtained through the three instruments were triangulated in the discussions and interpretations to arrive at sound conclusions regarding the use of Oromo language in the EFL classroom. An attempt was also made to link the discussions and interpretations with the works reviewed in the literature section of this paper.

CHAPTER FOUR

Results and Discussions

This chapter presents discussions and interpretations of the data collected through the questionnaires, tape recording lessons and interview.

4.1 Questionnaire Results

4.1.1 Analysis of Students' Questionnaire

Table 1. Students' attitude and their reasons towards their teachers' use of the Oromo language in the English lesson period.

Item no.	Item's stem and options	Freq.	Per.
1	In your opinion, should English teachers use the Oromo language in the English classroom at a college level? a. Yes b. No	43 7	86 14
Total		50	100
2	If 'Yes', why do you think that the use of Oromo language is important in the English classroom? Because: a. It helps me to understand new vocabulary items. b. It helps me to understand difficult concepts c. It makes me feel at ease, comfortable and less stressed. d. I feel less lost e. Other reasons (please specify) _____	16 32 11 5	25 50 17.19 7.81
Total		64	100

As is possible to read the data in the table above, the overwhelming majority of student respondents (86 percent) felt that their TEFL teachers should use the Oromo language while teaching English. 'No' answer was favored by few students (14 percent). The picture thus emerges from these responses is clear: students have positive attitude towards teachers' use of the Oromo language at a college level.

Regarding item 2 of the same table, half of the students (50 percent) indicated that teachers' use of the Oromo language helps them to comprehend difficult concepts. 25 and 17.19 percent of the students, on the other hand, answered that its use aids them to understand new vocabulary items, and feel at ease, comfortable and confident in learning English respectively. Though all the options were not left unmarked, it is not difficult to see that students need Oromo language more in a situation when they encounter difficult concepts as it enhances their comprehension ability. In choosing the open – ended 'other reasons' option of this item, few students reported that teachers' use of Oromo language helps them to ask questions when they could not ask in English and understand complex teachers' questions. Their responses may generally reflect the deep seated and reasoned convictions, which the students held. The result also hints that teachers ought to resort to the Oromo language in certain situations.

Table 2. Students' opinion on the usefulness and frequency of TEFL teachers' Oromo language use

Item no.	Item's stem	Options	Freq.	Per.
3	In your opinion, how much does English teachers' use of the Oromo language help you to learn English?	a. a lot	14	32.56
		b. some	24	55.81
		c. very little	5	11.63
Total			43	100
4.	How often do you like your English teachers to use the Oromo language?	a. fairly frequently	1	2.33
		b. sometimes	32	74.41
		c. rarely	10	23.26
Total			43	100

As can be vividly seen from item 3 in table 2, a noticeable percent of students (55.81percent) said that classroom use of the Oromo language helps them to some extent. Others (32.56 percent) claimed that it has many roles. The remaining (11.63 percent) saw that it has hardly any importance. Students' opinion on the whole tells us that using Oromo language in the English classroom has certain roles in facilitating their learning of English.

In response to item 4 in the same table, a large proportion of students (74.41 percent) responded that they sometimes want their EFL teachers to employ Oromo language. The minority of the respondents (23.26 percent) however, appear to favor its rare use. Nevertheless, it is logical to conclude that students need their teachers' sometimes use of the Oromo language. Responses to item 5 in the following table may imply what students mean by the 'sometimes' use of the Oromo language.

Table 3. Learners' view on the quantity of Oromo language that teachers ought to employ in 50 minutes English lesson.

Item no.	Item's stem	Options	Freq.	Per.
5	What percentage of the English lesson period (say, in 50 minutes) do you think should English teachers use the Oromo language?	a. less or equal to 5% b. 6% - 10% c. 11% - 15% d. 16% - 20%	5 25 6 7	11.63 58.14 13.95 16.28
Total			43	100

Note: **Though the students were offered more options than what is presented here in table 3, no 5, no student answered higher than 16% to 20% (see appendix A, students' questionnaire).**

As can be clearly observed from table3, few numbers of students preferred Oromo language to be used either between 11 and 15 percent or 16 and 20 percent of the 50 minutes English class time. Few other students (11.63 percent) preferred it even less than 5 percent. A 6 to 10 percent class time L1 use however, seems to be deemed acceptable by the majority of student respondents. Perhaps by implication, the 6 to 10 percent may define what students mean by the 'sometimes' use of the Oromo language (see table 2, item 4). This figure is also similar to what Tang (2002) reports i.e. 5 to 10 percent but less than what Schweers (1999) finds i.e. 20 to 30 percent of the class time in Chinese and Spanish contexts respectively at a university level.

Except these few recent studies, as Turnbull (2001) reveals, what exactly should the share of L1 in the L2 class time has, in fact, not been well studied. I however, believe

that whatever the cases may be the students' responses need to be trusted and acted upon.

Table 4. Students' attitude, beliefs about the frequency and occasions of their own use of the Oromo language in the EFL classroom

Item no.	Item's stem	Options	Freq.	Par.
6	Do you like to use the Oromo language in your present English lesson periods yourself?	a. Yes	37	74
		b. No	13	26
<u>Total</u>			50	100
7	If 'Yes', how often do you like to use it (for example, in one lesson period)?	a. fairly frequently	0	0
		b. sometimes	27	72.97
		c. rarely	10	27.03
<u>Total</u>			37	100
8	When do you like to use the Oromo language?	a. During pair or group work	20	39
		b. When asking and /or answering questions	22	43
		c. When using English - Oromo dictionaries	9	18
		d. Other occasions (Please specify)		
<u>Total</u>			51	100

Table 4 reveals the data obtained in response to 3 items (i.e. 6,7 and 8) in the questionnaire. Item 6 was designed to see whether or not students like to use Oromo language during their English lesson periods. Accordingly, a substantial number of students (74 percent) argued that they themselves like to use the Oromo language during the English lesson periods. Only 26 percent said they do not want to use it. One can thus safely conclude that students want not only teachers to use the language (see table 1) but also they themselves.

The seventh item, which is an extension of the six one, was needed to seek information on how frequently students prefer to use their native language in the English class. With regard to this, most of the respondents (72.97 percent) revealed that they like to employ it sometimes. Very few preferred to use it in rare cases. The figure generally shows that students like to use the Oromo language sometimes in their English lesson periods.

In response to the last item in the same table, the majority of learners indicated that they need Oromo language either during pair or group work (39 percent) or when asking and/or answering questions in the class (43 percent). The remaining few others (18 percent) like to use it while referring to the English-Oromo dictionaries. Many students also specified the following additional occasions in which they want to use the Oromo language in their English classroom:

- When they know the answer to the questions but fail to have a corresponding term in English
- When they face difficulty to communicate their ideas in English.

Though the students expressed their positive feelings towards the use of Oromo language in pair or group work, there are contradicting views in the literature on the students' use of L1. Some (e.g., 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. Others (e.g., Cook 2001a,b; Atkinson 1987) favor it with the belief that code switching is a normal phenomenon through which students can help each other in the L2

classroom. Research finding (e.g., Anton and DiCamilla 1998) on the other hand, indicates that using L1 in pair or group work provides students with scaffold help. In my opinion, as many of the scholars (e.g., Cook 2001a,b; Harmer 2001) believe; rather than prohibiting students from using their L1 in pair/group work, it is better to give them considerable amount of advice on when to use and when not. In fact, one thing is true. Students may use their L1 even without being licensed. Even then, the suggestion is sensible in that the advice is still useful in minimizing the unwanted tendency.

Table 5. Learners' view on the degree of their comprehension when their English teachers teach entirely in English

Item no.	Item's stem	Options	Freq.	Per.
9	How difficult do you think it would be for you to understand the English lessons if your English teacher exclusively used English?	a. Extremely difficult	5	10
		b. very difficult	16	32
		c. difficult	22	44
		d. not difficult	7	14
Total			50	100

As is evident from the table above, 44 percent of the subjects thought that it would be difficult for them to understand if the teachers teach entirely in English. To 32 percent of the subjects, the exclusive use of English is even very difficult. 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 "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. To do this

however, English language teachers seem to need information such as in table 4, item 8 above regarding the purposes for which their students need L1 to be used in the English classroom.

Table 6. Students' opinion on the frequency of and purposes for their 'College English' teachers' use of the Oromo language.

Item no.	Item's stem and options	Freq.	Per.
10	Does your 'College English' teacher use the Oromo language in your English class? a. Yes b. No	40	80
		10	20
Total		50	100
11	If 'Yes', how often does he use it (say, in one lesson period)? a. fairly frequently b. sometimes c. rarely	0	0
		10	25
		30	75
Total		40	100

12	Whatever your response to ‘11’ above, for what purposes does your teacher use the Oromo language?		
	a. to explain new vocabulary items	23	15.44
	b. to explain difficult concepts	32	21.15
	c. to explain the aim of the lesson	4	2.68
	d. to compare and /or contrast English and Oromo language (e.g., phonology, morphology, grammar, etc.)	19	12.75
	e. to maintain discipline	5	3.34
	f. to joke around with students	5	3.34
	g. to check comprehension	20	13.42
	h. to give complex instructions	14	9.39
	i. to elicit language (e.g., How do we say X in English?)	13	8.72
	j. to test (e.g., vocabulary)	0	0
	k. to give suggestions on how to learn English effectively.	14	9.39
	l. to use Oromo culture as a context for English classroom activities		
m. other cases (please specify) _____	0	0	
Total	149	100	

As can be observed from the responses given to item 10 in the table, a slightly over three fourths of the respondents (80 percent) replied that their teachers use the Oromo language during the English period. Only 20 percent said their teachers do not use L1. Nevertheless, when we come to the frequency of teachers’ use of Oromo language, as can be observed from students’ responses to item 11 in the same table, most of the students (75 percent) reported that their teachers rarely use the Oromo language.

With regard to the purposes for which teachers employ the Oromo language i.e. which the last item of the same table again aims to discover, students reported four dominant cases:

- a. to explain difficult concepts (21.15 percent, which seems to be the leading teachers' priority).**
- b. to explain new vocabulary items (15.44 percent).**
- c. to check comprehension (13.42 percent) and,**
- d. to compare and/or contrast English and Oromo language (12.75 percent).**

Among these priorities, 'vocabulary explanation' and 'comprehension checking' were also observed in the data obtained from the lessons recorded (see table 17). It is however, worth considering that no student saw teachers' use of the Oromo language in testing and in designing classroom activities using Oromo language as a context.

Table 7. 'College English' teachers' reactions to students' use of the Oromo language – students' witness.

Item no.	Item's stem	Options	Freq.	Per.
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13	If ever you use the Oromo language in the English classroom, how does your 'College English' teacher react to this tendency?	a. He often encourages your use of the Oromo language.	3	6
		b. He often discourages your use of the Oromo language.	34	68
		c. He sometimes encourages and sometimes discourages your use of the Oromo language.	5	10
		d. He neither encourages nor discourages your use of the Oromo language.	8	16
Total			50	100

As is possible to see from the data in the above table, a very noticeable percent of students (68 percent) disclosed that their 'College English' teachers' frequently discourage their use of the Oromo language. About 16 percent of the students did not notice how the teachers were reacting. Few (10 percent) of the students however, seem to notice that their teachers have showed both tendencies. Those students who replied that their teachers encourage and discourage them sometimes were asked to explain occasions in which teachers showed these tendencies (see appendix A, item 14). Accordingly, very few of them explained that their teachers encourage them to use Oromo language when to compare and/or contrast English and Oromo languages and when they could not communicate their ideas clearly to their teachers. On the other hand, the teachers discourage them when they are found using too much of the Oromo language. In my opinion, these are tendencies that need to be encouraged, as it seems that teachers have used the learners' native language on systematic basis.

4.1.2 Analysis of Teachers' Questionnaire

Table 8. Teachers' attitude and their reasons towards TEFL teachers' use of the Oromo language.

Item no.	Item's stem and options	Freq.	Per.
1	In your opinion, should English teachers use the Oromo language in the English classroom at a college level?		
	a. Yes	4	80
	b. No	1	20
Total		5	100
2	If 'Yes', why do you think they should use the Oromo language? Because:		
	a. it aids students' comprehension of English	4	57.14
	b. it is less time consuming	1	14.29
	c. it helps students feel more comfortable and confident		
	d. others (please specify) _____	2	28.57
Total		7	100

According to the responses to item 1 in table 8 above, only one teacher believes that Oromo language should not be used in the English classroom. In response to an open-ended question (see appendix B, item 3), which required the teachers who reported he/she does not support the use of L1 to explain why, he argued that it is not advisable to use any local language during English classes because, he said, it deters students' communication skill and language development. This teacher seems to believe in the exclusive use of the target language – an idea which has been argued as inappropriate and impractical by Medgyes (1994), and Nunan and Lamb (1996) (see the Review of Related Literature, p.35). Data obtained from the two teachers through an interview, in fact, disclosed that using L1 has some pitfalls: may reduce students' power of guessing and may encourage both teachers and students to a frequent use of translation in the classroom.

On the other hand, more than three fourths of the students (80 percent) supported the classroom use of L1. Teachers' attitude is quite similar to that of the students (see table 1). In reply to item 2, which was an extension of item 1, more than half of the teacher respondents (57.14) thought that L1 helps students' comprehension of English lessons. The table also indicates that 28.57 percent of the teachers believed L1 could make students feel more comfortable and confident in learning English. One teacher felt that using L1 helps to save class time-a view, which has been emphasized by Atkinson (1987). In completing the open-ended 'others' option of this item one of the teacher respondents reported that using Oromo language helps to clarify instructions and strengthen student-teacher rapport. In general, it is possible to understand that the teachers were not without reasons when they tend to support the use of students' native language in the EFL classroom.

Table 9. Opinion of teachers on the usefulness, frequency and amount of Oromo language in the English lesson period

Item no.	Item's stem	Options	Freq.	Per.
4	In your view, how much does teachers' use of the Oromo language help students' learning of English?	a. a lot b. some c. very little	0 4 0	0 100 0
Total			4	100
5	How often do you think should they use the Oromo language (say, in 50 minutes English lesson period)?	a. fairly frequently b. sometimes c. rarely	0 4 0	0 100 0
Total			4	100
6	What percentage of English lesson period (say, in 50 minutes) do you think should English teachers use	a. less or equal to 5% b. 6% -10%	0 3	0 75

	the Oromo language?	c. 11% -15%	1	25
Total			4	100

Note: Though teachers were offered more options than what is presented here in table 9, item 6, no teacher answered higher than 11% - 15% (see appendix B, teachers' questionnaire).

The above table presented three items (4,5and 6). In reply to item 4, all teachers (100 percent) seem to be convinced that using Oromo language to some degree is useful. Similarly, all of them (item 5) also declared that Oromo language ought to be used sometimes in the EFL classroom. Regarding item 6 in the same table, which may hint what teachers mean by the 'sometimes' use of the Oromo language, three quarters of the teachers (75 percent) felt that 6 to 10 percent classroom time use of the Oromo language is profitable. From the data in the table in general, one can easily say that teachers are quite unanimous in their opinion on the idea of allowing a limited amount of Oromo language, perhaps by implication, for about 6 to 10 percent of the L2 class time. Data obtained from students in their response to similar questions (see table 2 and 3) confirm this finding. The 'sometimes' use of the students' mother tongue was also favored by the majority of teachers in Schweers' (1999) study.

Table 10. Views of teachers on the major pedagogic purposes that Oromo language could be used for

Item no.	Item's stem and options	Freq.	Per.
7	In your opinion, the Oromo language could be used:		
	a. to explain new vocabulary items	2	7.69
	b. to explain difficult concepts	4	15.38
	c. to explain the aim of the lesson	2	7.69
	d. to compare and/or contrast English and Oromo languages (e.g., phonology morphology, grammar, etc.)	4	15.38
	e. to check comprehension	4	15.38
	f. to maintain classroom discipline	4	15.38
	g. to joke around with the students	2	7.69
	h. to give complex instructions	2	7.69
	i. to elicit language (e.g., How do we say X in English?)	2	7.69
	j. to test (e.g., vocabulary)	2	7.69
	k. to give suggestions on how to learn English effectively (students' learning strategy awareness)	2	7.69
	l. to use Oromo culture as a context for English classroom activities	1	3.85
	m. other reasons (please specify) _____	1	3.85
		1	3.85
		1	3.85
Total		26	100

According to the data in table 10, teachers seem to confine the pedagogic roles of the Oromo language more to: explain difficult concepts, compare and/or contrast the structures of the two languages and check comprehension (15.38 percent each). Using Oromo language to explain new vocabulary items, explain the aim of the lesson, maintain discipline, joke around with the students, give complex instructions were the

next teachers' priorities (7.69 percent each). It is also useful to note that every pedagogic task had attracted the attention of at least one teacher which indicates that Oromo language may serve all the purposes listed in the table with, in fact, 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 the Oromo language (e.g., explaining difficult concepts and vocabulary items, comparing and/or contrasting the structures of the two languages, and comprehension) were more or less evident in their English classes. Certain aspects of their beliefs (e.g., comprehension checking and vocabulary explanations) were also noticed in the data recorded (see table 17)

Table 11, Opinion of teachers on the comprehension of learners on teachers' exclusive use of English

Item no.	Item's stem	Options	Freq.	Per.
8	10. How difficult do you think it would be for your students to understand if you exclusively used English?	a. extremely difficult b. very difficult c. difficult d. not difficult	1 0 3 1	20 0 60 20
Total			5	100

As is evident from the table above, 20 percent of the respondents said that the exclusive use of English is either extremely difficult or not difficult at all. However more than half of the teachers (60 percent) believed that using all English in the classroom would make comprehension difficult to the learners. The result suggests that teaching English without making any reference to the students' native language may not ensure students'

understanding of English lessons. Indeed, students themselves confirmed that the entire use of English would make the lesson difficult to them (see table 5). The interview data (p.72-73) on a similar question also indicated that the all use of the target language is not advisable. The interviewees noted that its use may even be necessary at times such as in comprehension checking and explaining culture specific things. The finding on the whole seems to challenge Krashen's (1981) argument that there is little or no room for L1 in the L2 classroom.

Table 12. Teachers' overall evaluation of the quantity of their own current use of the Oromo language

Item no.	Item's stem	Options	Freq.	Per.
9	In your view, the amount of your current use of the Oromo language is generally _____	a. very much b. much c. some d. very little e. nil	0 0 1 3 1	0 0 20 60 20
Total			5	100

Answers to item 9 in table 12 show that only one teacher claimed he has used some amount of Oromo language. A notably higher percentage of teachers (60 percent) however, conceded that their classroom use of the Oromo language has been very little. Students' opinion on the actual use of L1 by the teachers in the questionnaire (table 6, item 11) and the data recorded (table 16) seem to reinforce this finding. Why have teachers used little amount of Oromo language despite their belief in the importance of using it 'sometimes' (table 9 item 5)? The interview data (p. 74) generally yielded two different reasons: lack of awareness on the part of the teacher and the fear that students

may think that the teacher is not teaching them well. The interview data seem to signal the influence of the English only tradition, which Auerbach (1993) views it as a taken-for-granted practice and a common sense assumption. Teachers' responses to the four following questions (table 13 below) may also shed light on the question raised above.

Table 13. Whether TEFL teachers received any training on the role of L1; whether the course books/teacher's book make references to students' native language and the influence of these on their present use of learners' first language.

Item no.	Item's stem and options	Freq.	Per.
10	Did you take any training on the role of local languages in the English classroom?		
	a. Yes	1	20
	b. No	4	80
Total		5	100
11	Whatever your response to '10' above, how has this influenced your present use of students' first language (L1) in the English Classroom?		
	a. I use more L1 than I would have otherwise used	0	0
	b. I make a balanced use of L1 and English.	1	20
	c. I use less L1 than I would have otherwise used	3	60
	d. I never use the local language in the English class at all	1	20
	e. I do not know the effect	0	0
Total		5	100
12	Do the course books/teacher's book that you are using to teach English at present encourage any use of students' first language		
	a. Yes	1	20
	b. No	4	80
Total		5	100
13	Whatever your response to '12' above, how has this influenced your present use of the students' first language in the English classroom?		
	a. I use more L1 than I would have otherwise used.		
	b. I make a balanced use of L1 and English	0	0
	c. I use less L1 than I would have otherwise used.		

	d. I never use the local language in the English class at all.	1	20
	e. I do not know the effect	3	60
		1	20
		0	0
Total		5	100

Table 13 above presented a series of items denoted by numbers 10, 11, 12 and 13. Responses to item 10 indicated that more than three quarters of the teachers (80 percent) did not take any training on the role of students' first language. According to the majority of these teachers, as can be noticed from their replies to item 11, their lack of training seems to have made them use little L1. Likewise, quite a large proportion of teachers (80 percent) in their responses to item 12 in the same table disclosed that the course books/ teacher's book which they are using at present do not make any reference to the students' mother tongue. This absence of attention to L1 in the course books/ teacher's guide seems to have also contributed to their present little or no use of learners' native language in the EFL classes (see their responses to item 13 in the same table again).

The data generally depict that teachers' lack of training on the role of the local languages, together with the absence of attention to the place of L1 in the course books or teacher's book seem to have contributed partly or wholly to TEFL teachers' little or no use of students' native language in their present EFL classrooms. The view that the monolingual L2 teachers training approach and the absence of attention to

the place of L1 in the ELT materials has kept L1 away from the L2 classrooms, has also been widely advocated in the literature (e.g., Atkinson 1995; Frankenberg-Garcia 2000).

Table 14. Views of teachers on students' use of the Oromo language and purposes for using the language

Item no.	Item's stem	Options	Freq.	Perce.
14	In your opinion, should students use the Oromo language in the English classroom?	a. Yes	4	80
		b. No	1	20
Total			5	100
15	If 'Yes', for what purposes do you think they could use it?	a. to talk in groups or pairs (cooperation among students)	2	20
		b. to ask and/or answer questions.		
		c. to translate an English word into Oromo language to show that they understand it	2	20
		d. to translate an English text into Oromo language to show that they understand it		
		e. to use English - Oromo dictionaries	4	40
		f. others (please specify) _____	1	10
		1	10	

Total	10	100
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As table 14 reads, a greater number of teachers (80 percent) seem to accept students' use of their own language. Coming to their opinion on when students could use the Oromo language (item 15 of the same table), a considerable number of teacher respondents felt that students' use of the Oromo language is acceptable when they translate new English words into Oromo language to check that they understand it. 20 percent of the teachers thought that students could use the Oromo language either when they talk in pairs/group or when they answer and/ or ask questions in the classroom. It looks therefore sound to say that teachers seem to restrict students' use of their own language more to translate new vocabulary items to check their own comprehension than the other purposes specified.

In filling the open-ended 'others' choice of item 15, one of the teachers replied that students could use Oromo language when they want to have discussions with their teachers about their academic difficulties and when they seek advice.

An extension of item 15 was the open-ended question that asked teachers to provide their reasons if they do not support students' use the Oromo language (see appendix B, item 16). Accordingly, one of the teachers explained that allowing students to use of the Oromo language is not advisable because, he argued, this would rather hamper their acquisition of the target language.

Table 15. Teachers' opinion on whether or not their students use the Oromo language and if they do, the extent of their use

Item no.	Item's stem	Options	Freq.	Per.
17	Do your students use the Oromo language in your present English lesson periods	a. Yes b. No	5 0	100 0
	Total		5	100
18	If 'Yes', how often do they use it (say, in one lesson period)?	a. Fairly frequently b. sometimes c. rarely	0 5 0	0 100 0
	Total		5	100

According to the replies to item 17 in the figure above, all teacher respondents claimed that their students use Oromo language. When we come to the frequency of their use again (item 18 of the same table), the same number of teachers argued that students use Oromo language 'sometimes'. Students' responses on the other hand, indicated that teachers were often discouraging them (see table 7). Hence, there appears to be a discrepancy of ideas between teachers and students on the frequency of students' use of L1. Summary of teachers' interview (p.75) showed two slightly different responses: while the first teacher rejected the students' criticism, the second one accepted with some reservation. He admitted that he was discouraging the use of Oromo language in pair or group work. This teacher seems to share Ur's (1996) view that allowing students to use their L1 in cooperative work would create difficulty of keeping them to the target language.

4.2 Analysis of Tape Recording Lessons

As stated earlier in chapter three, four college English' classes, two each, conducted by two different teachers were recorded to discover the proportion of Oromo language to English, time devoted to each of them and occasions in which Oromo language was used.

Table 16. Classroom Oromo language - English proportion and amount of time devoted to each

Teacher	Lesson	Time of recording (in minutes)	Total English words (pupils + teachers)	Per.	Total Oromo language words (pupils + teachers)	Per.	Time taken to utter total English words (in minutes)	Per.	Time taken to utter total Oromo language words (in minutes)	Per.
T1	L ₁	40	4220	31.02	78	0.57	39.27	29.31	0.73	0.54
	L ₂	30	2982	21.92	87	0.64	29.15	21.75	0.85	0.63
T2	L ₁	34	3411	25.07	10	0.07	33.90	25.3	0.1	0.08
	L ₂	30	2818	20.71	0	0	30	22.39	0	0
Grand Total		134	13431	98.72	175	1.28	132.32	98.75	1.68	1.25

Note: L₁ and L₂ refer to lesson one and lesson two respectively.

As clearly depicted in table 16, 1.28 percent of Oromo language words were used against 98.72 percent of English words. When expressed in ratio it is about 1:77. The ratio may tell us that teachers and students in the EFL classrooms at this college have used certain amount of Oromo language. The same table further disclosed the time taken to utter the Oromo language and English words during the four lessons. Accordingly, time spent to utter Oromo language and English words within the 134 minutes recording was 1.68 and 132.32 minutes respectively. The 1.68 minutes devoted to Oromo language is found to be less than what both students and teachers ought to have used in the 50 minutes English lesson. According to their views, 6-10 percent of the 50 minutes class time i.e. about a minimum of 3 minutes (see table 3, item 5 and table 9, item 6) was deemed acceptable, which in turn imply that, a minimum of about 8 minutes of the 134 minutes recording should have been devoted to the use of Oromo language.

Hence, there appears a gap between teachers' perception and what they do in the classroom. This result also appears to endorse what students reported (see table 6, item 11) and the teachers themselves admitted in the questionnaire (table 12, item 9), and in the interview (p.74).

As discussed earlier in this paper under table 12 and 13, the apparent difference could wholly or partly be attributed to the influence of the English-only tradition which in one way or another is related to teachers' lack of awareness on the role of students' first language and the absence of reference to L1 in the present ELT materials.

Table 17: Number of times and purposes for which Oromo language was used

Teacher	Lesson	Purposes		
		Concept checking	Explaining word meanings	Cultural comparison
T1	lesson 1	1	0	1
	lesson 2	1	0	0
T2	lesson 1	-	1	0
	lesson 2	0	0	0
	Total	2	1	1

The table shows that Oromo language was used in the two teachers' classes to check difficult concepts, explain the meanings of new word and to compare cultures. The greater use of Oromo language, 2 times, was concept checking. T1, for example, used it to check whether students have understood the main ideas of sentences as: "Maali amma yaadni as keessa jiru? Maali? Yaadni isaa xinnoo kan isinii hingalle fakkaata, maali yaadni? Yaadni as keessa jiru maali?" (p. 107).

Its English Version: It seems that you have not got the main idea. What do you think is the message? What is the main point here?

He also used L1 to encourage students to compare the marriage culture mentioned in the text with the home culture as: "Akkamitti laaltu kana? Akkamitti laaltu? Aadaa fuudhaafi heerumaa kana akkamitti ilaaltu? Wanti kun biyya keenya keessatti akkamitti ilaallama?" (p.114).

Its English Version: How do you compare the marriage culture (i.e. mentioned in the text) with that of our country?

Teacher 2, on the other hand, employed the students' L1 to explain word meanings such as *burden* following his English explanations as: "Baayyina hojii jechuudha. Hojiin namatti baayyachuu." (p.133)

Its English Version: It means workload, or having a lot of duty to carry out.

In most of the cases, students answered the questions in Oromo language (see the italicized words in appendix C). From the data, one can possibly see that teachers resorted to Oromo language because they thought that using English only did not ensure students' understanding. Hence, L1 plays a supportive and facilitating role in the L2 classroom.

4.3 Summary of Interview Data

The two 'College English' teachers whose classes were recorded were asked about seven questions. Five of the questions were general questions intended to draw information on the use and non-use of L1 while the remaining two were follow-up questions based on the data secured from teachers and students through the questionnaires (see appendix D).

In response to how they view the common criticism that using L1 reduces students' exposure to English, teacher 1 said, "this depends on the teacher. If he/she uses on purpose such as comprehension checking, that does not reduce the students' exposure because the teacher uses it only when it is necessary". He, however, noted that aimless

L1 use could simply take the valuable class time that students need to learn English. Teacher 2 forwarded similar answer. He, in fact, focused on the amount of L1 to be used. He indicated that too much L1 is not advisable as it affects students' attempt to learn English through English.

With regard to the second question, which was designed to draw information on the view that using L1 in the English classroom is a hint of teachers' weakness to teach properly, teacher 1 again replied, "it depends". He commented as: "I remember some of my school English teachers who could not express themselves in English leave alone teaching English. They often used to teach us in Amharic. But as I said earlier, if the teacher knows when and why he/she uses it, I think that cannot be a sign of incompetence". To teacher 2, this idea arises from the belief that good teaching means teaching using only English. The idea is particularly common among students who think that a teacher who uses English the whole period is often called a 'clever' teacher. He cited the case of some students who often heard speaking that teacher X is a 'clever' English teacher: he never uses Amharic, Oromo language or whatever L1 in the English classroom.

In reacting to the third question "How do you view if an English teacher entirely teaches in English", teacher 1 responded, "I should again say it depends, because the purpose dictates teachers' use of the students' first language. In some cases teachers may teach only in English without any translation. But the whole semester or year without any translation, I think, that could be difficult". He explained that there are

instances when L1 can express things better than English does, for example, in explaining culture specific things. Indeed, if he/she thinks that his/her students understand the lesson, there is no reason why the teacher needs translation. To teacher 2, using all English may not be advisable because of two important reasons: firstly, some students may not understand the whole lesson and may miss some meanings. Secondly, using L1 could give the teachers a hint whether or not they should repeat the lessons already covered.

In mentioning some of the draw backs of using students' native language (i.e. question no. 4) teacher 1 answered that the use of translation may affect both the teacher and the students. 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. In the long run, this may affect the teacher's fluency in English. A similar thing may happen to the students. Teacher 2, on his part believes that using L1 may discourage students' skill of using contextual clues. It may encourage them to run to the dictionary or wait for the teacher to translate instead of attempting to work out the meaning of the words by themselves.

Concerning the fifth question which asked teachers to comment on the argument that the root of L1 avoidance in the English classroom is more of political and economic reasons than a pedagogical, teacher 1 commented that it could be true because, he said, language could be used as one means of cultural dissemination and power expansion. Teacher 2, on the other hand, reported that he had fortunately read

Auerbach's (1993) article in TESOL Quarterly on this issue while he was working for his M.A. [The article says that the root of L1 avoidance rests on the political agenda of the dominant groups and serves to reinforce the existing relations of power]. He said that he shares her view to some extent. He further mentioned that the tendency might also open the opportunity for native English teachers to work in every parts of the world. Hence, they could make a lot of money.

In explaining why he/she used little amount of Oromo language in his/her present English classes (question no. 6), teacher 1 noted that he sometimes does not even remember using the Oromo language and teaches entirely in English. He was unable to trace the exact reasons why he has used little amount of Oromo language other than his lack of awareness. He, however, expressed his dissatisfaction that what he had used is less than what he ought to have used (i.e. sometimes) Teacher 2 citing his earlier view on question number 2 above thought that students may not feel that he is teaching them very well.

The last question was aimed at assessing teachers' view on the discrepancy of the opinions that existed between themselves and their students-teachers said that their students 'sometimes' use Oromo language. Students however, claimed teachers often discourage them.

With regard to this apparent difference, teacher 1 reacted: "well, our perception could be different. What I mean 'sometimes' might be discouragement seen from the students' side. Therefore, I would say that the difference could be the difference in perception". Teacher 2, on the other hand, disclosed that he discourages students' use of Oromo language during pair or group work because he thinks that students may not use English at all. In other classroom activities however, he claimed that students were not discouraged.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

The study was conducted with the central aim of examining the English classroom use of the Oromo language on first year regular diploma students majoring in English at Adama Teachers College. More specifically, it attempted to answer the following leading questions:

1. What is the attitude of teachers and students towards using the Oromo language in the English classroom?
2. To what extent do TEFL instructors and students believe in the role of the Oromo language?
3. How frequently do instructors and students use the Oromo language in the EFL classroom?
4. How often do students want their teachers to use the Oromo language?
5. How often do students want to use their L1 themselves?
6. For what purpose do the instructors and students employ the Oromo language?
7. What is the L1-L2 proportion during the English lesson?

To this effect, three research tools were used. These were audio recording lessons, questionnaires and interview. Based on the data obtained through these instruments the following major conclusions could be drawn:

The findings of the present study indicated that teachers and students have positive attitude towards the use of the Oromo language at a college level. Both teachers and students agreed that EFL teachers' 'sometimes' use of the Oromo language could assist the students' learning of English. The study also revealed that teachers believe in the various pedagogic uses of the Oromo language, the major ones being: explaining difficult concepts, comparing and/or contrasting the structures of the two languages, and checking students' comprehension.

The idea of total prohibition or avoidance of Oromo language in the English classroom was not supported by the majority of teachers and students. This might imply that the exclusive use of English during the English lesson periods could perhaps minimize the effectiveness of students' learning of English.

Teachers were also found to reject the common argument (mentioned in the Literature Review, p.16) that using students' first language reduces students' exposure to English. In fact, the data obtained from them tend to suggest that the excessive use of L1 could result in two possible problems: the possible development of the unprincipled translation habit among both students and teachers and its effect of reducing students' skill of using contextual clues to guess word meanings.

Though teachers have positive attitude and certain amount of Oromo language has been used in the English classroom, there however, appeared a gap between teachers' perception, students' expectation and the classroom interpretation. According to the

information secured through the questionnaires, both teachers and students believe in the 'sometimes' use of the Oromo language. However, they both reported that the actual classroom use has been rare. Data obtained through the audio recording also tend to show that there is a difference between what was intended and what was evident. According to the data elicited through the questionnaires again, both teachers and students deemed 6-10% class time use of the Oromo Language appropriate. Nevertheless, what was apparent in the classroom was about 1.25%.

As reflected by the teachers themselves in their responses to items 10, 11, 12 and 13 in the questionnaire and which I also share, the apparent disparity could wholly or partly be ascribed to teachers' lack of sufficient awareness on the role of local languages in the EFL classroom and the absence of its reference in the English language teaching materials that the teachers are employing at present. To put it differently, the mismatch could be due to the influence of the English only tradition that has dominated ELT methodology for a number of years.

Even if there existed a disparity between the teachers' belief, and what they do in the classroom, the 1.28 % of Oromo language used during the English lesson periods could perhaps signal that Oromo language has played a supportive and facilitating role in learning English. This figure, together with the positive attitude of teachers and students towards the use of Oromo language seems to challenge Krashen's (1981) view of the monolingual approach to English language teaching. They could

also imply that the English only tradition needs to be replaced by a more relaxed or differentiated approach. Indeed, these are important observations of this research.

What is more, it is noteworthy that there is a qualitative, if not quantitative, agreement between Schweer's (1999), Tang's (2002) and Burden's (2001) studies in the contexts of Spanish, Chinese and Japanese respectively and the present results-both student and teacher participants responded positively towards the use of a limited amount of students' first language in the English classroom.

5.2 Recommendations

Based on the above conclusions the following recommendations should be made:

1. As indicated in the conclusions, there existed a difference between students' interest and the teachers' classroom practice on the use of Oromo language in the English classroom. Nunan (1989) writes that the effectiveness of a program relates to the expectation of learners, and if students' subjective needs and perceptions related to the learning process are not recognized by teachers, there can be a mismatch of ideas. Therefore, teachers should make their own personal efforts to address the need of the learners as the students' feelings should be respected and acted upon.

2. The Ministry of Education and other concerned bodies ought to give teachers proper training (workshops, seminars, etc.) on the role of the local languages in the EFL classroom.

3. As the writers of the new English textbooks for grades eleven and twelve did, textbook /course book writers, syllabus /curriculum designers for the level under study should also make reference to the students' mother tongue wherever appropriate while preparing English language teaching materials.

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Appendix A

Questionnaire to Be Completed by Students

The objective of this questionnaire is to investigate your attitudes towards the use of the Oromo language in the English classroom at a college level. The questionnaire also aims to examine the extent of your and your 'College English' teacher's actual classroom use of Oromo language during your English lesson. Your answers will be used for research purpose only. Thus, you are kindly requested to respond 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 do not need to write your name.

Thank you in advance.

1. In your opinion, should English teachers use the Oromo language in the English classroom at a college level ?
 - a. Yes
 - b. No

2. If 'Yes', why do you think that use of Oromo language is important in the English classroom? Because:
 - a. it helps me to understand new vocabulary items
 - b. it helps me to understand difficult concepts

- c. it makes me feel at ease, comfortable and less stressed
 - d. I feel less lost
 - e. other reasons (please specify)
-
-

3. In your opinion, how much does English teachers' use of the Oromo language help you to learn English?

- a. a lot
- b. some
- c. very little

4. How often do you like your English teachers to use the Oromo language?

- a. fairly frequently
- b. sometimes
- c. rarely

5. What percentage of the English lesson period (say, 50 minutes), do you think, should English teachers use the Oromo language?

- | | | | | |
|-----------------|------------|------------|-----------|-----------|
| a. Less than 5% | e. 21%-25% | i. 41%-45% | m. 61-65% | q. 81-85% |
| b. 6%-10% | f. 26%-30% | j. 46%-50% | n. 66-70% | r. 86-90% |
| c. 11%-15% | g. 31%-35% | k. 51-55% | o. 71-75% | |
| d. 16%-20% | h. 36%-40% | l. 56-60% | p. 76-80% | |

6. Do you like to use the Oromo language in your present English lesson periods yourself?

- e. Yes
- b. No

7. If 'Yes', how often do you like to use it (for example, in one lesson period)?

- a. fairly frequently
- b. sometimes
- c. rarely

8. When do you like to use the Oromo language?

- a. during pair or group work
- b. when asking and / or answering questions
- c. when using English-Oromo dictionaries

d. other occasions(please specify) _____

9. How difficult do you think it would be for you to understand the English lesson if your English teacher exclusively used English

- a. extremely difficult b. very difficult
- c. difficult d. not difficult

10. Does your 'College English' teacher use the Oromo language in your English class?

- a. Yes b. No

11. If 'Yes', how often does he use it (say, in one lesson period)?

- a. fairly frequently b. sometimes c. rarely

12. Whatever your responses to '11'above, for what purposes does your teacher uses of the Oromo language?

- a. to explain new vocabulary items
- b. to explain difficult concepts
- c. to explain the aim of the lesson
- d. to compare and/or contrast English and Oromo language (e.g., phonology, morphology , grammar)
- e. to maintain classroom discipline
- f. to joke around with students
- g. to check comprehension.
- h. to give complex instructions
- i. to elicit language (e.g., How do we say X in English?)
- j. to test (e.g., vocabulary)

- k. to give suggestions on how learn English effectively
 - l. to use Oromo culture as a context for English classroom activities.
 - m. other cases (please specify) _____
-

13. If ever you use the Oromo language in the English classroom, how does your 'College English' teacher react to this tendency?

- a. he often encourages your use of the Oromo language.
- b. he often discourages your use of the Oromo language
- c. he sometimes encourages and sometimes discourages your use of the Oromo language
- d. he neither encourages nor discourages your use of the Oromo language

14. If you responded 'C' to 13 above, when does he:

- a. encourages your use of the Oromo language_____

- b. discourage your use of the Oromo language_____

Thank you once again

Appendix B

Questionnaire to Be Completed by Teachers

The objective of this questionnaire is to investigate your attitudes towards the use of Oromo language in the English Classroom at a college level. The questionnaire also aims to examine the extent of your and your pupils' actual classroom use of the Oromo language. Your answers will be used for research purpose only. Thus you are kindly requested to respond 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 do not need to write your name.

Thank you in advance.

Section One: Background information

1. Qualifications: _____
2. Years of English teaching experiences: _____

Section Two: Questions Related to Oromo language use in the English Classroom

1. In your opinion, should English language teachers use the Oromo language in the English class at a college level?
 - a. Yes
 - b. No
2. If 'Yes', why do you think should they use the Oromo language? Because:
 - a) it aids students' comprehension of English
 - b) it is less time consuming

c) it helps students feel more comfortable and confident

d) others (please specify)

3. If 'No', why not?

4. In your view, how much does teachers' use of the Oromo language help students' learning of English?

a. a lot b. some c. very little

5. How often do you think should they use the Oromo language (say, in 50 minutes English lesson period)?

a. fairly frequently b. sometimes c. rarely

6. What percentage of English lesson period (say, 50 minutes) do you think, should English teachers use the Oromo language?

a. Less than 5% e. 21%-25% i. 41%-45% m. 61-65% q. 81-85%

b. 6%-10% f. 26%-30% j. 46%-50% n. 66-70% r. 86-90%

c. 11%-15% g. 31%-35% k. 51-55% o. 71-75%

d. 16%-20% h. 36%-40% l. 56-60% p. 76-80%

7. In your opinion, the Oromo language should be used:

a. to explain new vocabulary items

b. to explain difficult concepts

c. to explain the aim of the lesson

- d. to compare and/or contrast English and Oromo languages (e.g., phonology, morphology, grammar)
 - e. to check comprehension.
 - f. to maintain classroom discipline
 - g. to joke around with students
 - h. to give complex instructions
 - i. to elicit language (e.g., how do we say X in English?)
 - j. to test (e.g. vocabulary)
 - k. to give suggestions on how to learn English effectively (students' learning strategy awareness)
 - l. to use Oromo culture as a context for English classroom activities
 - m. other reasons (please specify)
-
-

8. How difficult do you think it would be for your students to understand if you exclusively used English?

- a. extremely difficult
- b. very difficult
- c. difficult
- d. not difficult

9. In your view, the amount of your current use of Oromo language is generally

- A. very much
- b. much
- c. some
- d. very little
- e. nil

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

- a. Yes
- b. No

11. Whatever your response to '10' above, how has this influenced your present use of students' first language (L1) in the English classroom?

- a. I use more L1 than I would have otherwise used
- b. I make a balanced use of L1 and English
- c. I use less L1 than I would have otherwise used
- d. I never use the local language in the English class at all
- e. I do not know the effect.

12. Do the course books/teacher's books you are using to teach English at present encourage any use of students' first language?

- a. Yes
- b. No

13. Whatever your responses to '12' above, how has this influenced your present use of students' first language in the English classroom?

- a. I use more L1 than I would have otherwise used
- b. I make a balanced use of L1 and English
- c. I use less L1 than I would have otherwise used
- d. I never use the local language in the English class at all
- e. I do not know the effect.

14. In your opinion, should students use the Oromo language in the English classroom?

- a. Yes
- b. No

15. If 'Yes', for what purposes, do you think, they could use it?

- a. To talk in groups or pairs (cooperation among students).
- b. To ask and/or answer questions.
- c. To translate an English word into Oromo language to show that they understand it.
- d. To translate an English text into Oromo language to show that they understand it.
- e. To use English -Oromo dictionaries
- f. Others (please specify) _____

16. If 'No, why not?

17. Do your students use the Oromo language in your present English lesson period?

- a. Yes
- b. No

18. If 'Yes', how often do they use it (say, in one lesson period)?

- a. fairly frequently
- b. Sometimes
- c. rarely

19. If you responded 'No' to '17' or 'rarely' to '18' above, what do you think, the reasons might be? Because:

- a. you discourage the tendency
- b. the textbooks and /or teacher's book do not encourage the tendency
- c. students do not want to use it
- d. others (please specify)

Thank you once again

Appendix C

The Tape Script

Teacher 1, Lesson 1

Alright class, today we are going to see the vocabulary part. This is on page 12. It says using context clues to guess word meanings. Do you know what contexts are? Context? Because the whole activity is just focusing on context, I think you must be clear with what we mean by context. What is your understanding of context? What do we mean by context? What is the context? Yes, please?

S: Passage.

T: Passage. Any more, any else, any better answer? Yes?

S: Using words in a sentence

T: Good, Yes?

S: The term in accordance with the passage. It may be either the word or the sentence. T: T: Yes(2)?

S: Piece of writing.

T: A piece of writing, Yes?

S: The meaning of word according to the sentence

T: According to what?

S: According to the sentence.

T: According to the idea of the sentence. I think you have already used this word(2) several times, context (3). How can we best given meanings of words? It is through what?

Ss: Context

T: So what do we mean context? There are many words of this kind, which we usually fail to explain it but yet understand it. You understand when people are using the word but you may fail to use it or explain it. All right, now. Yes, please?

S: Content

T: Content. Ok, all right. Now when we say context it means words or sentences that you find around the new word. It is nothing but words or sentences that lead you to the meaning of the new word is what? a context. It could be (2) clues before the new word or clues or hints after the new word. Ok? So, always when you come across any new word, see what is around either before it or after it. You may get clues before it or after it. These are sentences or it could be phrases or it could be words that give you clue to the meaning of the new word is called context, Alright? Do you have equivalent meaning in your native language? Have you ever raised this issue when you learn Afan Oromo? Eh? Haven't you ever raised knowing about the meaning of words? Alright, any how, you have got the concept. Yes? Alright, now, I just want you to go through four questions on page 12. I just give you five minutes may be to go through and we will see what do we mean by context. Alright, now, you are going to do other activities based on this explanation given. Alright? These are very important. The note you are given on page 1,2,3,4 and 5 it is of course after 4, will help you to do other activities. Now the summary is given may be sometimes one of the context that you can have in any vocabulary exercise may be collocation (2). I think you know what we mean by collocation. To collocate means (2) to go. . . ?

Ss: Together.

T: Together (2). Words have, some words have the nature of going together. They go together. For example, if the new word goes with other words you know may be if it goes with other words you know at the expense of the words you know, it is possible for you to get the meaning of the new word. For example, from the note you already read, either in one of the explanations given you have collocations, which one is it? Which one? In one of the explanations given, 1-4.

S: Four

T: Number four, exactly. Can you tell me that? Can you tell me? Yes?

S: Burden

T: Yes, what is the new word here?

Ss: Burden

T: Burden; burden goes with what?

Ss: Domestic.

T: Domestic, burden, task, and so on. So from here when we say burden you understand that it is something that can be shared by what? others. Because it is very difficult to carry it by one self. It is something to be shared by others because it is very difficult to carry alone, alright? This is what we mean. So, burden goes with domestic like, domestic activities, alright? You know the word domestic, you may not know. Any way, when we say domestic or burden or domestic work, these words go together. Either you may know the word domestic or you may know the word burden. One of them may be a new word. But if you know one of them, it is possible for you to guess the new word. That is what it means by collocation, ok?

Again words may be repeated several times in the same examples, in similar examples. Words may be here and there several times. These repetitions will help you to guess the meaning. If you fail to guess it some where you may be able to guess it else where. Else where in a sense, the word may appear several times either in a paragraph or what? in a given sentence. There might be in a group of sentences. This word may occur several times not only ones. If you fail to guess it for example in a given line, in a sentence, one sentence, you may be able to guess it in the second sentence or in the third sentence. So again here the same example on page 12 the word domestic is repeated several times. The context may contain other related words like work and task. Well, this is more or less the same as what? Collocation. And the other is you may use your knowledge of grammar. May be a very good example is the one given on page 13. Men's contribution to house work is negligible. Now from your knowledge of grammar a sentence which ends with a period usually begins with what? Subject. Is it clear?

Ss: Yes.

T: Subject is there. You have a subject, there may be a verb. The verb may be be-verb and then what else? What do you expect like for example, he is ____ (2). Now make this sentences meaningful, complete it now

S: Student

T: He is _____

Ss: Student

T: He is a student. what is student?

S: Object.

T: Is it object? It is complement. It is the word that completes the sentence. Is it clear?

Ss: Yes.

T: But student is what? a noun. It is a noun. That means you can use a noun as a complement. Please try again. Any other possibility? Not only a student you can mention, you can fill here many words. Can you try? Do not use this time noun something else. He is_____.He is a student.

S: He is working in the office

T: He is working . . . ?

S: In the office.

T: He is working in the office.

T: So, still office is a noun. I am interested in, I want you to use some other words.

Yes?

S: He is happy.

T: He is happy (2). What is happy?

S: Adjective.

T: Adjective. So it means you can have a noun or what? an adjective as a complement. So from here now it says men's contribution to house work is negligible. So, what is negligible? (2). Is it a noun? Is it an adjective? (2).

Ss: An adjective

T: It is an adjective. So here you are using your knowledge of what? grammar. I think this is very important.

The other is sometimes you may break into its component parts (2). For example, if you know the word product, you do not fail to guess the meaning of productive.

What is this? (he writes -ve on the black board). This is what? an adjective, an adjective marker. It is what? a suffix. How about this one? (he writes re-on the black board).

Ss: Prefix.

T: Prefix. Ok, reproductive, re- is what?

Ss: Suffix.

T: So reproductive means? what is that? reproductive? re-means again. So reproductive is a sort of task that you do regularly (2). Can you regularly, continuously without any (2) break-Ok? For example, what kind of work or task is called reproductive? eh? Can you guess? Yes (2)?

S: Respiration

T: Alright. Now, may be this is something related to routine work. You know routine work? that you usually do it. Regularly. Today you do it, tomorrow you do it and so on. But it is not a sort of what? an income earning task. It is not an income earning task. eh? Productive is something an income earning task. Productive means you know it is positive. It is an income earning task. meaning you can benefit from it. But reproductive is a kind of routine work that you usually do. But it does not generate money. Can you give me examples of these? Yes?

S: Cleaning house

T: Yes, Cleaning house, very good, Cleaning house. Women usually clean house in the morning, Ok? what happens tomorrow the same thing . The other day, the same thing. Does this activity generate money?

Ss: No

T: It does not, Ok? like preparing wot, preparing what? breakfast, making injera, what else? washing clothes, even collecting fire wood. These are an example of what? reproductive works. For example, take farming. Is it reproductive? (2)

S: Yes

T: Is it?

Ss: No,

T: Is farming the same as cleaning a house?

Ss: No

T: Which one can generate money?

Ss. Farming.

T. Farming. So, that is productive, that is what?

Ss: Productive.

T: Productive. When we say re-that is done again and again. You see? Does it generate money? So farming is an example of what?

Ss: productive.

T: Productive. Because you plough the land, you sow crops, and then you harvest it thresh it and may be you can sell the grain. That is an income-earning task, ok? So when we say reproductive you are referring to all house work tasks (2). That is usually done by? Women. So anyhow, now by just breaking the word into its component parts it is possible to guess the meanings. It is possible, if you take 'reproductive' you can break into its component parts. This is a prefix this is a root word. This is the suffix. It is an adjective marker (teacher pointing to the word reproductive and its components) All these are contexts.(2) They give us clues to the meaning of the new word.

Now we are going to use this background information. We have already obtained from this explanation, information we are given. This explanation to complete activities found on page 14.

Task 9 using context clues to guess word meanings. Now it is time to guess the meaning of new words but the main emphasis is that you should be wise when you are guessing. Wise guessing. Random guessing is not good. When we say wise guessing, when we guess the meaning of the new word, try to ask your self what evidence I have from the sentence. Is there any evidence to say that the meaning of x is y. For example, if you say the meaning of x is y, x being the new word, y being your what? Definition, the meaning you must ask your self do I have evidence? Do I have clues in the sentence given? So this is what I want you to focus on. Try to focus on the clues. These clues may be even before the new word. In fact, the words are in bold type as you can see they are from 1-6. The words are written in different sizes. In bold type. So, what you do is look at clues before these words or after these words. Some times it may be even across sentences. Can you try that one? Just let me give you five minutes. Can you try that? Please write down the meaning of the words. You should write down the meaning of the new word, ok? Well, it does not matter. You may be successful in your guessing or you may not be. It does not matter. But I want you to show me or tell me the meaning of the new word. What is the possible meaning of the word in bold type? Look at the context. Just this is an individual work. Do not do it in pairs or in groups. Just give your own meaning. But when you give focus on clues given (2), ok?

Well, one interesting thing I observed in your activity is some of you are bringing your prior knowledge to the meaning, to guess the meaning. That is good. But do not deviate much.(2) Stick, keep to the context given. Well, I just take some not all,

please? We just deal with some which can be good examples for guessing word meaning from the context. Now let us take the first one. The first word in bold type is what?

Ss: Chores

T: Eh? What is the word?

Ss: Chores

T: Chores.(2) Ok, what is the meaning of chores in this context?

S: Work.

T: Work, exactly. Excellent. Work, activity, job task-all these are possible. Which clues helped you to guess this meaning? Which clues? Now this is the very important area Which clues? Can you show me the area? Yes?

S: Collecting fire wood

T: Yes, say it loudly?

S: Collecting fire wood.

T: Very good. Like collecting firewood, water and looking after the younger brothers. This is a task. It is a task. It is a work which is usually done where? in the field? At home? Where is it? Where are there activities done? eh? Is outside like for example, collecting fire wood, fetching water, looking after . . . They are all house hold activities which you have already told domestic activities or reproductive work. These words are interchangeable. It is sometimes called domestic activities. You can call them reproductive activities. So the phrase like collecting firewood and water, looking after the younger brothers is very important. They give you clues. And the other is bear. Some of you may say giving birth to the child. Of course, it may have that meaning in another context. But does that the meaning we have in this context? It is? Is it the meaning? What is the meaning of bear?

S: Difficult

T: Difficult, ok, yes?

S: Successful

T: Successful, yes?

S: Performance

T. Performance. Well you seem not to understand what the idea in the context given is. The idea; what is the main, what message do these sentences convey? Can you explain? What kind of message they are conveying for example? What is the main idea here? What is it talking about in simple term. *Maali amma yaadni as keessa jiru? Maali? Yaadni isaa xinno kan isinii hingalle fakkaata. Maali yaadni? Yaadni as keessa jiru maali?* Can you tell me? What is it talking about? *Ehe?*

S: *Akka ijolleen haadha isaanii bira dhaabbattee waan tokko tokko, kan humna isaanii ta'e gargaartuudha.*

T: *Eyyeeni, kana hoo ta'uu baate ammoo. . . ?*

S: *Haati qofti hojii sana bakkaan gahuu hin dandeechu jechuudha.*

T: Exactly, very good. So, that is the message. So, what does the word bear means? It is, it would be impossible for adult women to bear? *Ehe?*

S: To do

T: To do, yes?

S: To endure

T: To hold, yes?

S: To live

T: May be, yes?

S: To cover

T. Exactly, to cover.(2) To do that activity by them selves. To stand that activity, tolerate that activity are the possible meanings. They can tolerate it. They can do that you know all these activities by themselves. They should be helped by whom?

Ss. The children

T. It is obvious that children usually help their parents, especially, their mothers by collecting firewood and water, looking after their younger brothers and so on. I think these are tasks that are usually done by children. So if children do not help their parents by involving in these activities, it will be very difficult for women to bear all the workload. Women may not be able to bear all the workload, ok? Another very difficult example is the one given on. . . . just focus on number 3. As can be seen in the Middle East only 42% of all females within age 15 to 19, and 10% within ages 20 to 24 have not married. Two women in every 100 reach age 30 without procuring a husband. What is the meaning of procuring?

S: Getting

T: Without getting, very good. Without?

Ss: Getting

T: Can you tell me the clues you have? The clues?

S: Without

T: Is that enough? (2)

S: Without and husband

T: Yes, getting husband, obtaining husband-all are the possible meanings. But the question is how do you manage to get the meaning. How? what clues helped you to just in every 100 reach age 30 without procuring a husband. The previous sentences are also talking about that women have not married. So here it is giving you what? The percentage. Two women in every 100. Out of every 100 women 2 reach age 30 without

what? Procuring a husband that is the percentage in every 100 women. Two of them reach age 30 without what? Procuring, getting husbands, obtaining husbands. So the preceding sentences are very important. Ok, go to number 4 please.

S: How about number 3?

T. Well, just forget number 3 because that is not a good example. It does not have enough clues. That is why. I think it is better if we treat the rest because we do not have time. Ok, now, number 4. Here we have two new words, intact and separated. Of course, I think the word separated is not this much difficult for you. Is it difficult?

Ss: No

T: Not. So let focus on intact. What is the meaning of intact?

S: Show

T: Show

S: Join

T: Join. Give that meaning the meaning of getting or obtaining to the word procuring? I want you to tell me the clues that you have in the text. The clues that you have, yes?

S: Two women in every 100 reach age 30 without.

T: Ok, Obviously if you look at the sentence before.(2) the new word, what are they talking about? (2) It is talking about what?

S: Women's marriage.

T: Women's who are not what?

Ss: Married

T: That is it. So these sentences are very important. They give clue. It is just talking about not married.(2) The same thing is just repeated in the last (2) sentence. Two women

Ss: Promise

T. Promise, can any one read me the whole sentence? Yes? Ok, you have to take the whole sentence (2). Take the whole sentence. Can you read one sentence? Any one who can read me? Yes, read it loudly.

S: According to the latest statistics available for 4 Latin American countries an average of 53 adult women among every 100 have been officially married.

T: Very good. Now just let me stop you there. An average of what? 53 adult women among every 100, out of 100 what? have been officially married. They have what? married. The next sentence is illustrating this. It is just illustrating this 53%. Ok, go on please.

S: Of these, 42% report intact marital unions, 8% are widowed, and 3% are either divorced or separated from their husbands.

T: Ok, very good. Now what you are given is that out of the 53%, 42% report what? intact marital unions, the word widowed is very important. 8% are what? widowed. What does it mean?

Ss: Their husbands died

T: Their husbands?

Ss: Died

T: Their husbands have died. Very good. So they are not living with their?

Ss: Husbands

T: And the 3% are either divorced or separated. I think this is clear.

Ss: Yes

T: Very good. This is a very piece of information for you. So what would be 42 if 8% are widowed, 3% are either divorced or separated? What would be 42%. All together the 11%, if you add up the 8% and 3%, you will get what? 11% These percentage of women are not living with their husbands. It is just talking about women who do not live with their husbands because of various reasons. So, now, what about 42 % report intact? What does it mean? You have to make a contrast (2). Ok, how many percent married? 53. Out of this 53,42% report (2) intact marital union where as 8% are widowed and 3% are either divorced or separated from their husbands. So, what is the 42%?

S: Lonely.

T: Lonely, what is the meaning you understand about the 42%? Are they living with their husbands or not? That is the question.

Ss: Living

T: They are living . So what is intact then?

S: Not managing

T: Not managing, Yes?

S: Agreement

T: Ok, yes?

S: Tough

T: Tough, yes?

S: Strong, Yes you have got the idea. Intact marital union means they are living together. There is nothing damage occur to their marriage. They are living together.(2) That is completely they are living with their what?

S: Husbands

T: Husbands. Intact means complete, not damage. Damage in a sense they are not separated. Alright, now let see number 5. Contract union. What is the meaning of contract a union? Yes?

S: Join

T: Join. Ok, anyone.(2) Anyone who has other possible meaning? who can give other possible meaning to the word contract a union? what is it talking about? what is the whole sentence taking about? Can you tell me? Yes?

S: About marriage.

T: About?

Ss: Marriage. Are they married or are they single? Are they married? So the whole sentence, the regional average for Latin American show 18% of all adult women between ages 30 and 39 as single with almost as many single women in their forties as in their fifties. Evidently the possibility for Latin American women past 30 to contract a union, whether a legal marriage or a non-legal irregular relationship is very slight. So what is contract a union? what do you understand here? You understand here that most of them remain single. This is what you get from the text. Most of them remain single. Stay without marriage, ok? The possibility for a Latin American women past 30. What is 30? 30 is what? age. Past 30 to contract union (2)

whether a legal marriage or a non-legal irregular relationship is very slight. So what is to contract a union here means? What does it mean? Yes?

S: Strength

T: Is it strength? Yes?

S: Make agreement

T: Make agreement, with whom?

S: With men

T: With men, this is right. It has almost that kind of meaning. Establish relationship. With what? with her life partner, ok? Establish relationship. This relationship is what? marriage. In fact you are given clues. Whether a legal marriage or non-legal irregular relationship. Still can contract a union means establish relationship. That relationship is what? marriage. Obviously you establish relationship between your what? life partner. Before marriage you have to establish a sort of what? relationship. This is the same as marriage, ok? and the last one, stems. How is this similar to the context we have here. How is it? How is relationship established between life partners? Does it last as long as for example, till the age of 30 or 39? In our country, is it true? *Maaliidha, akkamitti. Akkamiidha amma waa'ee umrii isaanii woggaa ilaaltan amma rakkina guddaatu jira jechaadha.* Women remain single for a long time. They stay longer. Age 30 means almost they are what? older than you are. *Akkamitti laaltu kana? Akkamitti laaltu? Aadaa fuudhaafi heerumaa kana akkamitti ilaaltu? Wanti kun biyya keenya kessatti akkamitti ilaallama?*

S: After 30 the chance of getting husband is very rare.

T: Very rare here in Ethiopia also? Yes? Do you think so, why? Foreexample, if the woman reach the age of 30, *umriin ishii you soddom a gahe, you soddomi sagal gahe maal ta'a?*

S: They are not acceptable.

T: Yes, they are not acceptable .It is unlikely for them to get what? husband. why (2)?

S: She is not known.

T: Yes, she is not known.(2) Ok, could she be able to get a husband for example, That is the question. These people as you can see from the context are trying to get husband after the age of what? 30. They contract a union.(2) Establish relationship with some one to marry them after the age of what? 30. It is surprising. There is a wider gap between the marriage context in our country. Meaning people stay more. Stay longer, alright? What happens for example if the women remains without husband till 30 or 39? How does the society view that, positively or negatively?

Ss: Negatively

T: Negatively, why?

S: It is a shame.

T: It is a shame?

Ss: Yes.

T: Yes?

S: She is going to be in her menopause and cannot produce children.

T: Ok, but this is what is happening in Latin America.(2) So people start finding life partners may be after they stay longer. I do not know the reason. Why the reason?

Can you say something why? Are they passing all these years without enjoying themselves?

Ss: No.

T: So what is your assumption? Anyhow this is the context. May be the last one, Stems.(2) What is the meaning of that? well, here you are told that there is marriage postponement. People postpone their marriage or delay it for several reasons, ok? One of the reasons that this situation stems from the fact that this women provide a potential labour supply which is available at all age levels. These group of people are supplying, you know, potential labour supply which are available at all age levels. They are involved in various activities. They are not free. They are involved in various activates. Because of these situations sometimes there is postponement of what? marriage, ok? So this situation stems from the fact that these women provide a potential labour supply which is available at all age levels. Stems from , what is the meaning of stems from? what is the meaning? Ok, think over these. Stems from? I think this not this much difficult. What is the reasons (2) for them to just postpone their marriage? Where does this situation stem from? Where does it stem from? It stems from. . .?

S: Employment

T: Yes, female employees participating in various activities. They are occupied. Because of that they delay their marriage, ok? This marriage postponement stems from that. Ok? Results from that, arises from that, such kind of meanings can be given to this, alright. Thank you very much.

Teacher 1, Lesson 2

Alright, I feel you have read this one at your dormitory. I am just giving you few minutes to read because you can just refresh your memory. So now here are questions under task 10-reading for main ideas. It is focusing on main ideas. So you are going to say true or false. Possibly writing true or false is not this much difficult. But we have to produce evidence. It you say true, why? Do you have any evidence from the text? So you have to refer back to the text or even from the table. By the way the table is from the text or from the table. So what is your reaction to question number one?(2) Yes?

S: False

T: Alright, he said false. Can you produce, can you just give evidence?

S: The article summarizes a particular country.

T: It is not through out what?

S; The world.

T: Excellent. So it is discussing about some sample countries.(2) not all countries.

Some sample countries. How many are they?

S: Three

T: Are they three?

Ss: Five

T: Five, that is five. Alright, so where do you get this information.(2) One by one.

S: From the table.

T: From the table, yes? Here again this is one evidence. We have in the table five countries and even in the text (2) Alright, how about the second? Yes?

S: True, because women participate in almost all jobs or tasks within a short period of time.

T: Yes, women bear almost all the burden of reproductive work or domestic work.

He said 'true' your evidence?

S: If we see from the table, women participate for example, in child care, fire wood collection. They participate within short period of time.

T: Which table is illustrating the kind of work that women are involved in, table 1 or table 2?

Ss: Two

T: What do you suggest, table 1 or table 2?

Ss: Table 1

T: It is table 1.(2) Table 2 is about time consumed, time used to do what? reproductive work total time. It is the time. It is just telling you the time used for reproductive work. Time used to carry out reproductive work. So can you revise your answer or is there any other possible answer for this? He said 'true' and he mentions me table 2 as an example. Yes?

S: True

T: Why?

S: Because reproductive work is participated mostly by women not men.

T: Where did you get this from?

S: From table 1

T: From table?

S: One

T: From table one. Have you calculated the participation of girls and boys? Have you ever calculated them? the time spend by what? Men, girls and boys. If you add them up may be almost they are nearer the time spent by what? women. Try that, ok? So men it is not only women that do the reproductive work. Girls, boys and men are what? they are also taking part. Also the time they spend is very less. Others also involved. Alright, number 3, what is you reaction to number 3? Yes?

S: False

T: Women are over burdened with both productive and income earning, and reproductive work in the countries described in the text Yes? Anyone? He said false. Do all of you agree?

Ss. No

T: Ok, you are trying to find out evidence. If you said 'No', the answer is likely to be what? True. If you said 'false', you are against who said 'No'. If you said 'true' can you get any (2) evidence from the text? Yes?

S: Women participate in reproductive work as well as domestic work.

T: They are participating in both what? In both work i.e. in reproductive and productive work. Are you going to supplement that?

S: Yes, men may call reproductive workers negligible (2) comparing to women's and the productive work is men's and not over burdened.

T: They are not over burdened?

S: Yeah.

T: I see, Yes?

S: Men's may call productive workers in this article negligible compared to women's

T: Can you explain that in your native language may be? I have not got you.(2) Can you just say what you want to say? Can you say it?

S: *Eyyeeni, kan ani jedhuu barbaade amma akka keeyyata tokkarratti wannoo jedhutti dhirri, gaheen warra dhiiraa guddaadhaa jedhee ibsa. Proodaaktiiviidhaan, bakka marattuu isaantuu dabaluu danda'aa jedha. Asirratti ammoo yoo shamarran yookiin dubartoota waliin laallu ammoo kan dhiiraa irra xiqqaadhaa jedha. Bayyisee ammoo isaanuu kan biiruu ofshaalii dalagan yoo ta'u kan dhiiraa jechuudha, gaheen mana keessaa ammoo ovaar baardanii ta'uu hinqabu jedha. Yeroo tokko tokko akka mana keessa gargaaran ibsa.*

T. Ok, who is helping them, men?

S. Yes

T. Men are helping the women with the reproductive work

S. Men may call the reproductive workers. Men, coming to towards this article (2) negligible comparing to women's in this article.

T. Very good. Let me brief it. Now, he is mentioning paragraph one as an example. What paragraph one says is that men's contribution to house work and child care. It is talking about what? men's contribution to house work and child care which may call reproductive work obviously this work is reproductive work is negligible compared to women's contribution to productive work or income generating work. How do you understand this statement? What is it trying to say? Yes, Please?

S: As women's trying to participate or contribute in jobs of men's, men's do not want to participate or share the works of women.

T: Very good, excellent. So what is it saying is that woman are contributing more in the productive work where as men do not contribute as much as women's contributing in the productive work. Men's do not contribute in the what? Reproductive work, alright? So it means that women are taking-do have more share in the reproductive and productive work. Obviously the reproductive work is their own work. Their own work in question actually. No one has made this division. It is man who has made this one, ok? Very good. It is culturally just women are assigned some tasks, men are assigned some tasks that is something which is very much related to culture. So in the first paragraph what you are told is that women contribute much in the reproductive work. On the other hand, men take little share in the reproductive work. There is no equal share. Women share more of men's work but men's on the other hand do not share in the same way. That is the idea. I think this is one evidence for your answer.

It says that women are over burdened both with reproductive and productive. This is one example. This is one evidence from paragraph one. What else can you say? What else? What additional examples can you have from the table? Look at table1.(2) Try to analyses table 1 for example. Ok, let me draw your attention. Well, actually the table has two parts-productive work and reproductive work. Both men and women are involved in both type of work. In the reproductive and productive work. Look at the share of what women in the productive work and compare the share (2) that women in the productive work with that of men's share in the reproductive work. Now, if you look at in table 1 women's contribution under reproductive work, look at the time, the time given. It is more or less similar to that of men. Almost it means that

they almost have equal share. So they are taking equal share. They are contributing almost equally. But if you look at here in the reproductive work, still women do take much time. But when we see men's share in the reproductive work, it is less. This suggests indirectly that women are taking part in both works. So they have much share. So we can say that they are over burdened with domestic and productive works. Very good, now let go to the fourth question. What is your reaction to this? The article implies that rural men work hard on income-earning tasks while women work hard on both domestic and income-earning tasks in the countries in the developing world. What is your reaction to this? Men work hard on income-earning tasks where as women work on both domestic work and productive work. Is it true or false?

Gamane: have not you read the text? You have read it?

Gamane: Yes

T: So what is your opinion on this?

Gamane: Women participate in both activities men only in productive activities.

T: Very good. may be, have you seen the table, the data in the table? Now may be it is the data in the table that can give you more information rather than the text. So what can you say? Look at the data. Ok, where is the emphasis? Men work hard on income earning tasks while women work hard on both domestic and productive work in the developing world. What do you think? Yes? No one? Is it a difficult question? Well, try to relate this one with question number 3. How is question number 4 is different from number 3. Yes, please?

S: It says rural women work hard ---

T: I see, rural, the world rural? Yes, please?

S: False,

T: False, do you have evidence?

S: Yes, paragraph 3. In the Javanese Village for example, the total amount of reproductive work needed each day to maintain a house hold was nearly 10 hrs. If would be almost impossible for them to do any thing else.

T: Ok. So, he is very much worried about the word rural. May be he is just saying that it is not mentioned in the text. Is it mentioned please? It is mentioned.

S: Yes, in the fourth paragraph

T: Very good, fourth paragraph, go on, read it.

S. It says of course this understating of how the domestic work load is managed does not provide any answer by itself. But at least it emphasizes the dilemmas. It exposes the ignorance, and arrogance- involved in the assumption made by many development agencies that rural women's time is free time' ready to be tilled by development activities.

T: Very good. That is it. You are given clues that the text is also talking about women who are in the rural areas. That is one evidence. Still you have more. Can you discover that?(2) Yes, please?

S: On paragraph 3, adult women are able to spend time working on productive or income earning activities only because their daughters and to a lesser extent sons, and to a still lesser extent husbands- share part of the reproductive work. Well, we are trying to answer new questions. Questions which are raised and you were in doubt whether in text the concept of rural is included or not. So it is mentioning that, it talks about women in the rural areas. Well, let me give you, may be just to save

time, let me give you a clue. Go to paragraph 2 line 3. It says we have all heard of the long hours it takes. Have you got It?

Ss: Yes

T: Ok, we have all heard of the long hours it takes to grind grain, fetch water, fuel food and water, wash clothes, prepare and cook food. When there is no electricity, piped water of washing machines. What does this indicates?(2)

S: Lack of facilities

T: Lack of for example, electricity is just referring to what? Rural. Electricity, piped water. You do not have in most of the cases in developing countries. You do not have. We are not talking about developed countries by the way. So the context is different. In developed countries there may not be differences between urban and rural areas. So it is(2) specifically talking about developing countries. So I think it is focusing on the rural context. Now we have cleared the doubt so, let us go back to our question is it true or false then?

Ss: True

T: Is it true? What is your evidence for that? The question is clear I think. Men work on income generation task where as women work on both. Reproductive and what? Productive work. Domestic work and productive work. Did you say true or false?

You Say true. So your evidence please? Yes?

S: On table 1

T: Very good, can you mention that?

S: Yes

T: Go on

S: Women work both on productive and reproductive work

T: Very good. Excellent. The time women what? spend on both work i.e. reproductive work and productive work is very high. So they are working very hard on both types of work. But If you see women, I mean men's share for example, where do they exert much effort?(2)

Ss: In productive work.

T: On productive work. If you see under reproductive work the time they spend is very (2) less. So that means they are not working hard on reproductive work. It is true. That is the evidence. Ok, and the fifth question (2). In fact when you respond to questions from any reading text, I think you should keep to the information in the text. You are giving answer to this questions based on the information in the text. Is it clear? \

Ss: Yes

T: So always you have to keep to the information in the text. This is how we do Yes?

Ok

S. From paragraph 4, for example, it says the assumption made by many development agencies that rural women's time is free time, ready to be filled by development activities. It gives the wrong assumptions of the development agencies.

T: Exactly,

S: If we continue, but it is also high lightening the dangers of the opposite assumption

T: This is a wrong assumption.(2)

S: Yes, the wrong assumption. That women are so burdened already on the both works.

T: This is the view of the writer

S: Yes

T: But it is mentioning, it is directly mentioning that it is under what? In the text. Ok, now let go to the next. What is the solution given then lastly. The solution given.

Reducing women's domestic work load is suggested in the countries as the best way of helping women to use their time more efficiently in villages in developing countries. Do you agree? Reducing their what? Domestic work load is suggested as

the best way. Do you agree? Is that what the text states? Is it mentioned in the text? Does the writer agree with this view? What is the solution given lastly?

What kind of solution is given? Is that suggested as the best way? Do you agree?

Yes?

S. It is not suggested as the best way

T: Yes, it is not suggested as the best way, exactly, your reason?

S: Because the last paragraph says that but it also highlights the dangers of the opposite assumption that women are so burdened already with domestic work that projects should concentrate on high lightening this burden, learning the real work of income generation to others.

T: So what is the writer saying?

S: It is not true, it is not expressing the real world rather it is expressing the opposite.

T: It is dangerous. He is mentioning what?

S: Dangers

T: It is dangerous? This kind of assumption is what? Dangerous. Leaving income earning tasks for men and reducing women's domestic work is not(2) the best way. It is rather dangerous. So what is the danger? What can you say just from the text? It is not directly stated but you can infer from the text. What is the danger? The writer is saying it is dangerous. What do you think is the danger? Yes, Please?

S: Men's assume reproductive work is already given to the women and they do not want to support them. So from this women's participate in both works. They may be affected.

T: I want you to know each of yours view each of your view. I think this is the question which every body can react to. Especially girls for example, what do you think? Gamane, what do you think? The writher says that it is dangerous. Leaving income-earning tasks for men, reducing women's domestic work is not good. It is rather dangerous. What is the danger behind? Just from your experience actually when you are reading this sentence you feel something. What is the danger? What is the writer's danger for examples yes any one? Do you have any suggestion? Yes?

S: Because the total amount of reproductive and productive work may decrease.

T: Have you got me? The writer is blaming that what is suggested, you know, making free, making women free from, reducing women's work load in the domestic work is not good. Making them free from income generating task is not good. That is dangerous. This cannot be the solution. What is the danger behind? What happens if women are made free from income-generating tasks and their workload in the domestic work is reduced? What is the danger? Yes?

S. The economy of the country may decrease

T. Ok, the economy of the country may decrease, good. Ok why? Because this women as you have seen here they are just taking more part. Participating, contributing to the economy of the country so if this time is reduced it can reduce the economy of the country. That is good, good inference. What else? Yes?

S: Their living conditions may be affected.

T. How?

S. If they do not contribute in productive work the income they obtain may decrease. Hence, They may face a problem.

T. What kind of problem?

S. Health problem, decrease of productive activities, meaning the income they obtain is decreasing. As a result they may become poorer and poorer.

T. Very good, poorer and poorer, then what happens as the result of that?

S. As a result of that they become dependent.

Teacher 2, Lesson 1

Today we will see tasks on page 13, 14, and 16. Alright? Part 3 go to page 12. (3). Using contextual clues to guess work meanings.(2) Alright, well, if you remember in your college English part one, you learnt how to guess meaning of difficult words. Every time you come across difficult words you do not refer to dictionaries or look up the meaning of difficult words in the dictionary. Sometimes it may be important to guess meanings of words that you think are difficult to you to understand. How do we guess? We need to have clues. What are those clues?(2) Contextual clues well, clues refers to the words or sentences in which the word that you want to guess or

the word that you know its meaning is found, alright? Because a word as you know if you come across a word it should be or must be found within some context. That context may be a sentence or paragraph or the whole text can be taken as context. One of the clues that we make use of when we guess the meaning of difficult word or when we work out the meaning of difficult word is synonymy. What is the meaning of synonymy? First we need to understand what synonymy means. What is the meaning of this word? Synonymy.

S: Words with the same meaning

T: Words?

Ss: With the same meanings

T: Yes, words with similar meanings. For instance, sad. What is the word, adjective that is similar in meaning or synonymy for that matter with Sad?(2). She is sad this afternoon. She is unhappy. Alright? Sad means unhappy. Alright? So words that are similar in meaning or words that have similar meaning can help us in guessing or looking at the meaning of difficult words. And texts, for instance, reading texts words that have similar meanings words such as, which we may call or or! For instance, if you take this sentence. They are divorced(2) what does divorced mean? They are divorce or separated. What is the meaning of divorce here? They are divorced or separated. Divorce and separate?

Ss: Similar

T: Yes, they are similar in meanings, alright? Number 2 says one type of clue is synonymy. Synonyms or partial synonyms are often separated from words you know or may not know by commas or words that indicate that the words is a synonymy such as such as, which we may call, or or! Let see one example given on

the text book. Men's contribution to house work and child care which we may call reproductive work is negligible compared with women's contribution to productive and income earning work. Assume that you want to know the meaning of child care(2), if you want to guess the meaning of child care what contextual clues are there is sentence that may perhaps help you to infer the meaning of child care? Contextual clue? What contextual clues do we have here in this sentence? Men's contribution to house work and child care which we may call reproductive work is negligible compared with women's contribution to productive and income generating work. Child, which we may call, a reproductive work are clues, contextual clue in order to guess the meaning of child care. In other words, child care is a part of reproductive work. So expressions like 'which we may call' can be of great help in guessing or working out the meaning of difficult works. Number 2 works of opposite meaning. What do we call words which have opposite meanings

S: Antonyms

T: Antonyms (2) For instance, what is the antonym of sad?

S: Happy

T. Happy, alright, good. So antonym can be used for guessing the meanings of difficult words that you many come across in a text. Let see, let take one example, let go back to one example that we have already seen under number 2. Men's contribution to house work and child care, which we may call reproductive work is negligible compared with women's contribution to productive and income earning work, alright? Most of the time in a text conjunction such as unless, however, even though, but and phrases like compared with, as opposed to, where as, etc. can be used as clues if you want to work out the meaning of difficult words. So in there, productive work is compared with what? reproductive work, alright? So in this case productive work can be taken as an opposite

of reproductive work, alright? So antonyms and synonyms can be used as clues if you want to work out meanings of difficult words.

Number 4 it is also important to consider any clues in the wider context. Some times words or phrases may not be enough to understand meanings of some difficult words that you may come across in reading perhaps in text or any other written work. Let see for instance if we want to guess at, if you want to work out the meaning of burden, what burdens is we need to see how burden is used perhaps in a wider context i.e. in a paragraph or even in a text. Let see the example given. The example here is given to demonstrate how a wider context can be used for guessing the meaning of burden. e.g. In three countries. . . men spent matter of minutes each day on domestic work. It is men's failure to share the domestic burden that accounts for women's longer working days. To understand this we need to take a look at this domestic burden.

Table 2 shows the hours spent on various domestic tasks per day, alright?? So in order to know the meaning of burden, we need to see words which are used with burden. For instance, it collocates with what? It goes with domestic. In other words, burden can be domestic. What is the meaning of domestic? (3) What is it? We say domestic animals what do we mean when we say domestic animals?

S: Animals at home

T: Animals which live at home. Yes, in our home. Animals in our home for instance pet animals, like dogs are domestic animals. They live with human beings, alright? So domestic means something that is related to home So burden has something to do with something that is done at home. Because it goes with domestic and at the same time burden can be substituted by tasks, domestic task, alright? In other words, in the place of task we can put burden. And there is another clue that is burden is something that is shared. People can share their burden(2), alright? For instance, if you feel that your friend has a lot of burden, you can share. At the same time there is one clue, last clue.

Longer working days(2) can be used as a hint or a clue for working out the meaning of burden, alright? For instance if some one works starting from let me say one up to twelve, this length of time could be taken as long working days. We can say that the person has a lot of burden. So, what is the meaning of burden here? What do you think the meaning of burden is? Yes?

S: Heavy load.

T: Ok, heavy load. What does it exactly mean in this context? Burden, something that we share, burden. Any way, in general, we can understand from the use of a wider context, alright? So this context may not help us to exactly work out to exactly arrive at the exact meaning of the word. They can give us at least some clues so that we can at least make wise guess. For instance, let me give you one example (2). What is your name for instance?

S: Taddese

T: Let say Taddese rises up at seven and he washes his and he has his break fast after that he has to wash his clothes and after that he may be given another duty i.e. he has to study. He has to do his home work and after that he is sent to collect fire wood. After he comes back from fire wood he may be set to fetch water. After fetching water he may be sent let me say, collect animals or to look after animals. In this case, in such situations we can say, what is your name. Sorry?

S: Taddese

T: Taddese has a lot of burden or Taddese is burdened with different tasks. What does that mean?

S: Busy

T: Busy

S: Tiresome

T: Tiresome. Well burden means oppressive duty that is very difficult for some one to manage to handle. For instance, the duties that we give to these students may be oppressive. It may be difficult for some one or some body to carry out all those duties. Burden. In Afan Oromo what does it mean? Burden? (2) What does it mean? For instance, here in this college do you feel burden with different academic tasks? In this college do you feel burden? (2)

Ss: Yes

T: Why? If you say 'yes', why? Why you feel burden?

S: We have a lot of task, some assignments are given to us, we have to study and also we should wash our clothes.

T: Your clothes, Yes good. So you feel burdened, alright? She is saying that we have a lot of work to do. That is the expression, something to do with burden. I think she has understood what burden means. Who can tell us in any language that you know. Perhaps in Afan Oromo, in the language that you know very well. Afan Oromo? What is it? Afan Oromo? What does it mean in Afan Oromo? Yes? Load, work load.(2) It means work load, burden means work load. *Bayyina hojii jechuudha. Hojii namatti baayya chuu(2)* Having a lot of duty to carry out. If you have a lot of duty of carry out you may feel burdened (2), alright? Number 4 tells us that a wider context is important sometimes to work out meanings of difficult words. Or in other words it is not important or it is not good or and wise again to go to a dictionary, to refer to a dictionary any time you come across new difficult words. Number 5 another kind of clues, they come from making use of grammar. You know English grammar. You know grammar. What grammar is alright, subject verb agreement is grammar. If you

take this one, example one is given here. Men's contribution to house work is negligible. Assume that you do not know the meaning of negligible, what is the meaning of negligible?

S: Too Small

T: Too small? Alright, anyway in here if you do not know the meaning of negligible for instance if he did not know the meaning of negligible he could work out the meaning of this word perhaps by using his knowledge of grammar. English grammar. His knowledge of English grammar. For Instance, men's contribution to house work is what? what is it? It acts, these group of words acts as what? Subjects (2) In English you have subject in declarative sentence. Subject occupies the initial position, alright? At the beginning you will find a subject in declarative sentence. So what ever comes in between the subject and after the subject immediately comes what?

Ss: Verb

T: Verb. In here the verb is . . . ?

Ss: Is

T: Negligible is what?

Ss: Complement

T: Complement (2). What does it complete? In other words this sentence would have been incomplete with out negligible. Alright? So in here negligible is what? to what part of speech does it belong? Parts of speech? (2). You know parts of speech? Adverb, verb, etc.

S: An adjective

T: An adjective How do you Know ?(3). It is an adjective How do you know?(2)
How do you know negligible is an adjective? You can . . . Yep?

S: Describes the subject

T: Describes the subject (2) . That is good. Another clue is the -ble(2), alright? - ble most of the time is suffix(2) that is added to, that is most of the time added to adjective, alright? It is used with adjectives. So by using your knowledge of grammar you can at least work out the meaning of difficult words. Well, another clue comes from word formation(2) alright? Let us take one example, Reproductive.(2) We can divide reproductive into different elements.(2) Different meaningful elements, alright? If you are told to divide reproductive into different elements, into different meaningful elements, where do you divide (2) reproductive? Re-product-ive. Alright what does re-mean? Re- it is a prefix. What does it mean?

Ss: Doing again

T: Yes doing again, to produce again. Re-means to do something again, doing something again, ok, -ive?

S: Suffix

T: It is suffix.(2) It is a suffix that we use in order to change words into adjective(2), alright? This suffix is always found with adjectives. So what does it indicate? (2) reproductive is what? is not a verb neither a noun. Then what is it?

S: Adjective

T: It is an adjective. So it is an adjective. If it is an adjective, we immediately conclude that it is something used with nouns in order to describe It. So different clues are at our disposal when we work out meanings of different words. We have seen about

six clues. The first one is synonymy, the second is antonym, the third, Yes? The rest one is the wider context and the other is grammar, your knowledge of grammar, your knowledge of word formation, how words are formed can be used. Well, having this in your mind go to task 9 (2). This time you are going to do about a task that has about six questions. There are words. The words are in bold type. There words in bold type are the words the writer feels are difficult to you. You are required to work out the meanings using the contexts in which they are found. Let me give you about five minutes may be enough. You can discuss together with your friends. Try to work out the meanings of the words that are in bold type. There are about six questions. Let us do together. Number 1, one of the important contribution made by children is in time consuming chores like collecting fire wood and water and looking after their younger brothers and sister. Indeed if they did not help with these tasks the burden of reproductive work would be truly impossible for adult women to bear. There are two words given here to be guessed at the first one is chores. What does it mean?

S: Task or work

T: Task or work Yes?

S: Routine

T: Routine(2). Routine means things or tasks that we are expected to carry out every time every day, alright? What clues (2) are there that help you to arrive at the meaning?(2) What are the clues?(2) Collecting fire wood and water, looking after

their younger brothers and sister, etc. These are activities that women are expected to carry out from time to time, indeed, Bear, what does it mean?

S: Produce

T: Produce, Impossible to product, ok?

S: Give birth

T: Give birth, Does it mean giving birth in this sentence? If they do not help with these task, the burden of productive work would be truly impossible for adult women to bear. Bear here is used, it collocates with tasks, alright? Do we produce tasks? (3). Is task something that we product or is it something that we perform or carry out? Task? For instance, I gave you a task. What kind of task? Finding the meaning of difficult words. So what is it? Is it something that you carry out or some thing that you produce? It is some thing that you carry you, alright? So here bear is used with tasks. We can bear tasks, duties. We bear tasks and duties. What do we mean when we say we bear tasks and duties? We bear work. Bear means to . . . ?

S: Carry

T: To carry (2) alright, To carry, to cope with (3) You carry responsibility. You bear responsibility as well. Number 2, of course this understanding of how the domestic work load is managed does not provide any answers by itself but at least it emphasizes the dilemmas. What is the meaning of dilemmas? Dilemma?

S: Hesitation.

T: Hesitation, being undecided.(2) Good. What clues did you use in order to say hesitation in order to arrive at the meaning that you give us. Dilemma?

S: Work load

T: Work load, perhaps work load could used as a clue(2). What others? The expression does not provide any answer by itself (2) could also be used as a clue, alright? Dilemma means a difficult situation.(2) The situation in which you are not able to choose between two things (2). dilemmas. Number 3 as can be seen in the Middle East only 42% of the females within ages 15 to 19 and 10% with in ages 20 to 24 have not married. Two women in every 100 reach age 30 with out procuring husband. Procuring? (2) Yes?

S: Having

T: having- good how did you know? How having? What clues did you use? (2)

S: It says without husband.

T: With out(2) husband. Without husband. Alright, this could be a clue. Have not married, without husband, these are clues. Having not married (2) is a good clue. According to the latest statistics available for 4 Latin American countries an average of 53 adult women among very 100 have been officially married. Of these 42% report intact marital union, 8% are widowed, and 3% are either divorced or separated from their husband. Intact (2). What is the meaning of intact? Intact, what does it mean? (2)Let me give you one example. Suppose you are married (2), alright? Many things can happen to you to your marital perhaps condition. Well, you may be separated from your wife or from your husband, alright? You may be separated. In other words, you may be divorced (2). What other thins can happen to your marriage? Divorce. What other things? Your husband perhaps may die or your wife may die In that case you will be widowed (2) What other situation can happen (2), alright? Your marriage can not be affected (2) or can remain undamaged to situations that may perhaps lead to marriage. The break up of marriage bond, alright? So intact means?

S: Complete or undamaged.

T: Yes, complete or undamaged good, complete or undamaged. What does that mean?

S: Living together.

T: Living together. In other words, if your marriage is intact, you are not separated or divorced or what? divorced, separated or widowed. Alright, good what is the meaning of separated? Separated is also in bold type.

S: Divorced.

T: Divorced. How do you know?

S: There is 'Or'

T: There is 'or'(2), right? So divorce and separated have what? What do we call words that have similar meanings?

S: Synonymy

T: Yes, synonymy. Ok, divorced means?

S: Separated or stop

T: Yes you are right, alright? If you want to live with your husband or your wife, you will say ok this is the end of our marriage. You break up your marriage. Marriage bond can be taken as separation.(2) End relationships. The regional average of Latin American shows 18% of all adult women between age 30 as single, with almost as many single women in their forties as in their fifties. Evidently, the possibility for Latin American women past 30 to contract union, whether a legal marriage or non-legal irregular relationship, is very slight. So contact a union, to contact a union, what does that mean? Yes?

S: Come together

T: Come together, to start to live as husband and wife or to start living as husband and wife- good. Number 6, the importance of marital postponement and of non-marriage for the female employment rate stems from the fact that these women provide a potential labour supply which is available at all age levels. Stems? Stems from? Non-marriage for female employment rates. Stems, What is the meaning of stem?

S: Main point

T: Main Point

S: Root

T: Root, well if you take this as a tree (the teacher draws tree on the black board). From this the stem branches come out (2), alright? So stems means what ? What does it mean?

S: Base

T: Base

S: Begin from

T: Begin from? Good, good guess. Stem? Any other (2)? Stem? Stem means spring from, originates. Well, these much is enough.

Teacher 2 Lesson 2

Now I will directly take you to part 4- reading. In this reading you will explore the participation of women in the society, alright? Before you are going to read, go to task 10 - reading for main idea. There are about six questions, alright? First this questions should be answered by saying true or false and you also provide evidence for saying true or false, alright? First read the task, the questions under task 10, then

after that go to the reading passage. You will go to the reading passage in order to answer the task, alright? Now in order to do the task go back to the reading passage. I will give you. You will do this individually (2), alright? I will give you about five minutes. Five minutes will be enough. Read individually. I hope all of you have tried the task. Number 1 says this article i.e. the reading passage you already read, summarizes information on how women, men and children spend their time through out the world. Is it true or false? If you say 'true', why? If you say 'false', why? First let decide whether it is true or false. Yes?

S: True.

T: Is it true? Why true? You can provide evidence for your answer form the text. From the article. In which paragraph you can find the evidence? In which paragraph? Through out the world. How do you know the text summarize how women, men and children, let me say, spend their time through out the world. How do you know? How many countries are given there?

S: Three counties

T: Are they? Only three countries? Turn to table 1 page 16.(2) How many countries are given there in the table?

S. Five

T: Five countries: Tanzania, Burkina Faso, Bangladesh, Java, and Nepal, alright? So the very fact that the above countries are stated or given in the text or in the article will tell us that the article summarizes on how women, men and children spend their time through out the world. That is true. Number 2 women bear almost all burden of reproductive or domestic work in the countries described.

S: Teacher, where can we find the answer?

T: The answer? Go to page 16, table 1(2) Countries are given. The name of the countries are Tanzania, Burkina Faso, Bangladesh, Java and Nepal. Well, these are different countries that are found in the world, alright? Under productive work and reproductive work women men and girls and boys are given. For instance, in Tanzania women is 5.0 men how many? 5.9 girls how? 2.0 boys 1.8 Reproductive work. How many time do women spend there? 3.4, alright. Now it will summarize, it will give us the over all picture of how many women men and children spend their time through out world. Alright?

Women bear almost all the burden of reproductive or domestic work in the countries described. Is it true or false (2). What is it? Paragraph 2, form paragraph 1 and paragraph 2 you can find the answer, pieces of evidence for your answer. For instance, the first sentence of the first paragraph, what does it say? Men's contribution to house work and child care, which we may call reproductive work is negligible compared to women's contribution towards productive or income- earning work. In three countries men spend a matter of minutes each day on domestic work, alright? It is men's failure to share the domestic burden that accounts for women's longer working days, alright? Why are women in this countries given or described in the text forced to do longer periods of time? The whole day? Why are they forced to do the whole day? Why are they obliged to do the whole day? Why? Is it because they laboured ? (2). Is it because they do not give the husbands opportunity to share the work load with them, Why? (2)

S: This is because the society gives them less place.

T: So in other words the whole work whether reproductive or productive is left to women in the countries. The situation in our country may be quite different. Now we

are talking about the countries that are given in the text. As far as the situation of women and men work load is concerned in those countries a lot of work load is up on whom? Up on?

S: Women.

T: Up on women, up on females. It says here men spent a matter of(2), a matter of what ? minutes. But in our case they do not spend time on domestic work, alright?

They leave totally to whom?

S: To women

T: To women, are perhaps their wives. So it is true.(2) Number 3, women are overburdened with both productive or income earning and reproductive work in the countries described in the text.(2)

It this true or false?(2) This one is related to number 2, is it not? It is related to number 2. So what is it ? It is true. It is quite true, alright? They are overburdened with different kinds of tasks. What are those tasks for instance? what are those tasks that women are obliged or forced to carry out? What are those tasks in the countries described? Productive and?

Ss: reproductive

T: Reproductive work. What are these productive and reproductive jobs or duties? What are they? What do they do? What do women do in those countries? Even in our country women have a lot of domestic work. What are they? You can think of, you can imagine the work that your perhaps your parents. Let me say, your mothers are forced to carry out. What duties do they have? What chores do they have? Yep?

S: Grinding grain

T: In the country side they are supposed to grind grains. What else?

S: Fetching water

T: Yes, fetching water (2)

S: Cooking food

T: Cooking food. She knows very well because she is . . . Yes?

S: Washing clothes.

T: Washing clothes.(2) For instance, do your fathers wash clothes? Frankly speaking do they wash clothes?

Ss: No.

T: No (2), they do not care about washing clothes. They leave this job to whom?

Ss: To women

T: To your mothers (2). What other duties do they have? Other duties, other choices?

S: Looking after children

T: Sorry, looking after children? Perhaps these tasks most of the time are to children themselves. Child can look after their younger brothers and sisters. Any way, in the absence of perhaps children mothers may be women may be forced to look after children. What else? Child care for instance. You can think of child care (2) or you can think of what your mother did for you when you were a child or when you were children. Walala for instance what did your mother do for you when you were nearly a child? Did not you receive any care from your mother?

Walala: She cares by giving me food, and . . .

T: Ok, washing for instance, who was washing your clothes or washing your body

Walala: Me

T: You! When you were child?

Walala: Yes

T: Was the possible for you for instance when you were be low 2?

Walala: my mother

T: Your mother. It was the duty of your mother because it may be absurd to expect a child who is below 2 to wash this clothes and his body (2), alright? What else? (2) grinding. Something that you eat. Where do you get it? (2). Lunch, breakfast, dinner, Where do you get them?

Ss: From our mother

T: From?

S: Out mother

T: Yes. Your mothers should be involved to prepare what? break fast, dinner, supper. So we can think that women are truly over burdened.(2) So the situation of women in those counties stated, described in the article, alright? The article implies that the rural men work hard on income- earning tasks, whole women work hard on both domestic and income earning tasks in developing world. What about this? What is this? This is(2)_what? Is it true or false?(2) What is it? (2). Is it true or false? The first paragraph also may give you a piece of evidence. The first paragraph and the last paragraph.(2)Yes?_ And the tired paragraph as well. The third paragraph, the last two sentences of the third paragraph. It describes the situation of women in the country in a village known as Javanese village. Is it true or false?

S: True.

T: It is true (2) who can read to us the evidence from the text. Who can read at (2) the evidence from the text or who can tell us the evidence from the text in this own or her own word? Yes?

S: In the last paragraph it says the rural women's time is free time ready to be filled by development activities.

T: Then, what is this then please? How is this related to the point that we are discussing? How is it related to? Yes?

S: Paragraph 1

T: Paragraph 1, Ok?

S: Men's contribution to house work and child care, which we may call reproductive work is negligible compared to women's contribution towards productive or income earning work.

T: So are you saying it is true or false? \

S: True

T: It is true, alright. It is true. The task of doing domestic perhaps all domestic work given to the women not to the men. In the first paragraph we saw that men spent a matter of minute (3). Do you know a minute? But where as women do the whole what? the whole day (2), alright? However sometimes they may get support from whom? Where do they get support?

S: Husbands

T: From their husbands. Alright, their husbands support them at least working for a minute. Where do they get the other support? For instance, they have to work for 10 hours per day. How back breaking it is. You can imagine. It is very back breaking. It is taxing. Very difficult. A man to work for 10 hours per day. But some times they get what? They get help form? Yes? Their daughters, their children. What do their children do? Especially, girls, What do girls do? How do they support their mother?

S: Caring for child, collecting fire wood and fetching water.

T: You are right, good. Washing clothes, alright? They can help their mother. They can make some contribution by doing for example collecting fire wood or fuel wood, fetching water, looking after their younger brothers and sisters etc. Alright? Other wise If they did not get any support form their children, the work load they carry would be very (2) difficult to them to bear, alright? And the last numbers 5, the article implies that many development agencies under estimate the load of house wives in the rural villages of development countries. What about this? Is It true or false? Yep?

S: False

T: Why false? Why did you say false?

S: Because there is no under estimation of the loads

T: You are saying they do not under estimate the work load? They recognize the work load?

S: Yes

T: Ok, well he is saying they do not, the development agencies do not under estimate the work load of women in the county sides. Do you agree.(2) to what he said? The last paragraph .(2) Alright, the second sentence of the last paragraph what does it say?

S: Of course this understanding of how the domestic work load is managed does not provide any answers by itself but at least it emphasizes the dilemmas.

T: Ok, what about the next sentence (2)

S: It exposes the ignorance and arrogance involved in the assumption made by many development agencies that rural women's time is free time. So they have free time. This free time can be used for development activities. Is it true then? Are they really

free? No (2). We said they work for along period of time. Perhaps for instance for 10 hours per a day (2). Can we say for a man is free, a man who works, let me say, 10 hours a day? It is impossible to say they are free. No, they are not free. But they assume that they are not free. They wrongly assume that women are free.(2) In other words, it is saying that they are arrogant what is the meaning of arrogant?(3) What is the meaning of arrogant? What is it? Arrogant? Did you remember the statement of some Iraq officials in the reaction to Americans? He said the Iraq people make history while ancestors of George Bush were living in caves. This speech is arrogant.(2) Why arrogant?(2) He said Iraq people make history while the ancestors of George Bush were living in caves. This kind of speech is arrogant. Why arrogant?(2) .What does arrogant? Well, you said we have a lot of work to do but if on teacher says No! our college students are free, they do not have any work to perform, any work to do, they are free most of the time they spend their time sitting under trees, going to town, chatting with their friends. They do not go to libraries. They do not study hard these speech may be arrogant. Yes?

S: careless

T: Careless , something that we say with out thought. Though less speech.(2) Alright, so the development agencies are not thoughtful and they assume, wrongly assume that women in the countryside are free so that their times can be used for different development activities, alright? This assumption is wrong. Reducing women's domestic work load is suggested in the article as the best way of helping women to use their time more efficiently in villages in developing countries. What about this one?(2) Did the article make any mention of reducing the work load? Did the article propose any thing concerning reducing the work load of women? The last

paragraph, go to the last paragraph. (2) You can get evidence. For this from the last paragraph. If you read the last paragraph, I hope you will come across brilliant evidence, good evidence. Who can read us especially the last two sentences of the last paragraph? Who can read us? Yes?

S: But it also highlight the dangers of the opposite assumption that women are so burdened with domestic work that projects should concentrate on lightening this burdened leaving the real work of income generation to others. This is because access to an independent income is an important source security and status to women. Alright, so according to the information implied in these (2) two sentences is number 6 true or false?

Ss: False

T: It is false(2) Why false?(3) Is it possible to reduce(2) tasks that are related to generating income?

S: No

T: Why? How do women generate income? How do they generate income? For instance, in our country how do they generate income? How do they get money? In other words what do they do in order to get money? Are they willing to say, have in common with women's status? Getting income, does it affect their status? Should women get some source of income? Should women get some source of income for example as males do?(2) Is it clear what I am saying to you? We said getting income, generally income is good for women because it is related to their status, their economic status. They can keep their economic status when they have what? source of income, alright? With out income they may not have good economic status(2). If we say generating income, the task of generating income is not good for women, if

we feel that they are over burdened with tasks are related to generating income. If we take this job and give to others, do you think that women are willing? They are not willing. Why not willing? Why? Because Yes?

S: They must have a source of income

T: Yes, they need to have a source of income. They need to have what? Clothe. In order to buy clothes they need money. Where do they get that? Should they ask their husbands now and the in order to get the money? They should not. They should have independent source of income, perhaps they want to buy (teacher points to his lip).

S: lipstick.

T: I do not think women in the country side need that perhaps they need to, what is this? (teacher points to his ear)

S: Ear rings

T: Ear rings, they need to buy many things, alright? They should not ask their husbands in order to do all these things. They should have their own source of income. Then they can do every thing that they want. They should have their own private source of income. That is what I am saying. Ok, thank you very much.

Appendix D

Teachers' Interview Questions

1. How do you view the common criticism that using L1 reduces student's exposure to English?
2. Would you comment on the idea that the use of students' first language in the L2 classroom is often a recognition of teachers' weakness to teach properly?
3. Do you think that the exclusive use of English in the English classroom has problem(s)? If yes, what are they?
4. In your opinion, what are the drawbacks of using L1 in the English classroom?
5. Some scholars argue that the root of the avoidance of students' first language in the English classroom is more of political and economic reasons than a pedagogical one. How do you see this?
6. In the questionnaire you have completed, on one hand, you have indicated that you believe in the teachers' 'sometimes' use of Oromo language, on the other hand, you have also pointed out that the amount of your current use of Oromo language is very small. Why this is so?

7. In the questionnaire you have filled again you have disclosed that your students use the Oromo language sometimes during the English lessons. However, students claimed that you often discourage them. How do you reconcile this?