

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF LINGUISTICS AND PHILOLOGY**

THE EFFECTS OF MOTHER TONGUE AND OTHER SCHOOL-
RELATED FACTORS ON ENGLISH LANGUAGE LEARNING: THE
CASE OF GRADE NINE STUDENTS WHOSE MOTHER TONGUE IS
AFAN OROMO IN ARSI ZONE

BY
TESFAYE ABERA



October 2009
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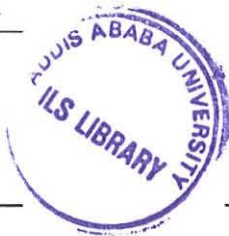
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EXAMINER

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Acronyms, Abbreviations and Symbols

A-Agree

D-Disagree

EPRDF- Ethiopian People's Revolutionary Democratic Front

F-Female

M-Male

MOE- Ministry of Education

MOI- Medium of Instruction

SA-Strongly Agree

SD- Strongly Disagree

SNNPR- Southern Nations, Nationalities and Peoples Region

SPSS - Statistical Package for Social Science

T-Total

UD- Undecided

≈-approximate

*— Multiplication sign

Abstract

The purpose of this study was designed to examine the impacts of mother tongue (Afan Oromo) and other school related factors on students learning ability in English language and to forward the finding with possible recommendations to concerned stakeholders so that they would take measures in improving at various levels.

A descriptive survey method was employed. The sample consisted of 200 students, ten English teachers and three school principals draw from three sample high schools in Arsi Zone. Regarding the respondents, students from each sample school were selected using stratified random sampling. But the principals, English teachers were selected using available sampling. To gather the necessary data questionnaire (open and closed ended), interviews and observation were the main instruments employed. The information gathered through questionnaire and observation was analyzed in percentage whilst the information collected through interviews and open-ended questions were analyzed qualitatively.

The major findings of the study include the vowel length and consonant geminations of certain sounds in the written form of Afan Oromo confuse to a certain extent the English learner. The level of teachers' qualification and teaching experience were adequate to teach English at grade level except two teachers who were diploma holders. School instructional resources were inadequate. The overcrowded nature of the classroom was also another finding. Students' readiness for learning English which is through students' motivation was appropriate. For various reasons, the ability of the students in English currently low.

Based on the findings recommendations are made to existing problems. Accordingly, Qube had better revised to minimize sound confusion to learn English and lengthing of vowels and gemination of consonants, devising mechanism to improve the quality of English teachers, encouraging private investors to open private high schools, employing different methods of teaching English, encouraging students to improve English language and others were recommended to solve the identified problems.

Chapter One

Introduction

1.1. Background of the Study

In 1991 EPRDF came to power in Ethiopia and consequently some government policies have been changed. The educational policy was one of the policies which were changed. The most important aspect of the “Ethiopian Education and Training Policy” that was introduced in 1994 is that it has introduced Mother Tongues (local languages) as medium of instruction for primary education (from grade1-8) in the country.

Using mother tongue for primary education has several advantages. As many scholars state, the use of one’s mother tongue facilitates deep understanding, richness of speech forms and familiar concepts. In accord with this idea Cohen (2000:118) states:

The great value of using mother tongues in the early stages of education lies in the fact that they enable the maximum participation of beginning students; thereby making the students feel a stronger connection to the process of education in which they are involved.

Along the same line, children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. The reason behind is that learning should start with the known and move to the unknown (Kembo, 2002). In addition, learning in mother tongue allows children to learn new content more easily, as well as enabling them to learn second and even third languages throughout their academic career (ibid).

Oromia Regional State as like some other regions in Ethiopia uses the regional language, Afan Oromo as regional official language. Therefore, Afan Oromo is now the medium of instruction starting from grade one up to grade eight for all subjects except English and Amharic, and it is taught in both secondary schools as a subject and in institutions of higher education as a field of study. Afan Oromo is used in administration, commerce, and mass

media both print and electronic. It also serves as a lingua franca for neighboring nationalities. Afan Oromo has an orthography that uses the Latin alphabet although the script is used differently from how it is used in English.

In the 1994 New Education and Training policy of Ethiopia in addition to mother tongues, the government introduced English as a subject starting from grade one and as a medium of instruction starting from grade nine. Yet, some regions including Addis Ababa, SNNPR and others use English as a medium of instruction starting from grade seven or earlier. There are a number of reasons why English is being used widely in schools. It serves as a medium of instruction at secondary and tertiary levels of modern education. It also serves as an international language for diplomacy, international relations and/or transactions in some national organizations. Abiot (2006) states that the success of students in their education at colleges and universities depends on their level of proficiency in English. Alemu, (2004) also asserts that “Results of English in final examination determine whether a student has to be promoted to the next grade or admitted to a college or a university.” It seems therefore that because the wider role that English plays in many different sectors, of many students and other people learn English at different private colleges and training centers to develop their proficiency in the language. However, there are a number of factors which affect a learner’s ability to acquire a new language (Kembo, 2002). This is particularly the case when a language like English is learned as a second or foreign language can be influenced by different factors (ibid). This study tries to investigate some of the school related factors and the impact of their mother tongue i.e., Afan Oromo on their English language learning ability.

1.2. Statement of the Problem

Numerous studies (Cummins, 2006; Trudell, 2008; Teshome, 2007) suggest that if students learn in their first language, their cognitive development will be improved both in learning the concept of the subjects and in learning second or third languages. However, currently in Ethiopia different scholars, parents and the government itself are complaining about the

regular decline of the quality of education in general and English language in particular (Tamene, 2000).

Abiot (2006) also states that the students' knowledge and skills of English are low. Moreover, he further asserts that because of this reason students achieve only low performance in courses being offered in English. Tekeste (2006) also supports the view that in Ethiopia currently secondary level students encounter problems in their education mainly because most of them are of low English proficiency.

- As some studies reveal, among other variables, the main reason for the poor English language proficiency attested in many students in Ethiopia is due to lack of strong/good language background. Along the same line, Tekeste (2006:32) states:

The nature of the decline in the quality of education that prevails at secondary schools mainly concerns the capacity of the students to follow their lessons in English. The education policy of 1994 and the subsequent growth of the use of vernaculars for instruction further weakened the position and status of English among teachers and students.

Many authors express their views regarding the decline of students' English proficiency and negative wash-back effects on their ability to benefit from secondary and other grade level courses in English. More specifically, according to some literature the use of Latin alphabet for writing system of some Ethiopian language like Afan Oromo adversely affects students learning ability of English language. Cohen (2000:195) for instance, points out that, "Children who learned in local language MOI learned the Qube first and had more difficulty learning English because the rules of the Qube were already clear to them, as a result, they tried to read and speak English language according to the rules of the Qube."

Another cause for the problem phonetic or phonological interference in foreign language learning may come from poor method of teaching and/or from poor or inadequate materials used. Research conducted elsewhere in the world point out that in school and out of school,

related factors affect learning of a foreign language. Failure to recognize and realize these factors ultimately would result in poor language performance. Out of school, factors (e.g. pupils' home background) are generally established as superior to in-school factors in explaining students performance in developed countries (Good and Brophy, 1986). However, in developing countries the socio-economic and cultural status of students is much less influential on students' performance than in the developed countries. In other words, school related factors play an important role and explain a higher proportion of the variance observed in students' language performance (Fuller and Clark, 1994).

Thus, it is essential to look into whether mother tongue and/or other school related factors have bearing on the English language among the grade nine students of some selected high schools of Arsi Zone in Oromia Regional State. Because identifying of these problems have vital roles for the success of students especially at secondary and tertiary levels.

1.3. Objectives

The study was designed to examine the influence of the mother tongue (Afan Oromo) and other school related factors on grade nine students' English proficiency in some selected high schools of Arsi Zone of Oromia Regional State.

The specific objectives of this research are to:

1. identify the influence of mother tongue on students' learning in English language.
2. examine the extent to which teacher related variables influence students' English learning.
3. identify the impact of teaching-learning process on students' English performance

1.3.1. Research Questions

In line with the aforementioned objectives, in the current study, the following basic questions are to be investigated.

- How does the use of Mother Tongue (i.e., Afan Oromo) as a medium of instruction at primary level influence the students' English learning?
- Do teacher-related variables, specifically the level of qualification; teaching experience and attitude towards their profession affect students' English learning?
- Do the teaching learning processes, mainly effectiveness of teaching methods, teaching aids and instructional resources, have influence on students' English learning?

1.4. Significance of the Study

Identifying the effects of the use of mother tongue and other school-related factors on students' English learning is essential partly to explore the relationship between uses of foreign language in the education system and partly to ascertain whether the multilingual model of education in Ethiopian is beneficial for students. Educational experts, policy makers and other concerned bodies may use the results of this study in articulating sound educational policies and implementing them. It may also serve as a reference for applied linguists or other interested researchers, and others who need to work on related areas.

1.5. Limitations of the Study

It is obvious that valid information may be found if the scope of the research covers all the regions of the country and all the factors that affect learning of English language. But because of different constraints, the study is limited to examining the effect of mother tongue and other school related factors such as poor method of teaching, lack of textbooks, lack of professional growth and development of teachers, motivations of the students towards English language, class size that can affect students' learning of grade nine in some selected high schools in Arsi Zone.

The conclusion deduced from the study conducted only on one zone of specific high schools, such a narrow context, and recommendations provided may not serve the case of all schools through out the region or country. In spit of the limitations, the researcher attempted to make the study as complete as possible.

1.6. Definition of key Terms

Descriptive Research: is a method of research which involves a collection of techniques used to specify, describe naturally occurring phenomena without experimental (Selinger and Shohmy, 1989)

Communicative approach: is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language (Kembo, 2002).

Factor: refers to a cause or determinant that underlies and influences the performance of students (Good, 1973).

Mother Tongue: the language one knows best and the language one uses most; it may also be first (L₁) native language (Trudell, 2008).

Performance: refers to the actual accomplishment as distinguished from potential or ability (Good, 1973).

Second language: language which is not the usual language of the speaker (Kembo, 2002).

1.7. Organization of the Study

This thesis is organized in five chapters. The first chapter deals with the Background of the study, Statement of the problem, Significance of the study, Limitations of the study, Definition of some key terms , Acronyms, Abbreviations and symbols used in the thesis and Organization of the study.

Chapter Two covers review of related literature. It consists of basic conceptual explanations and research findings on students' language performance contributed by various authors and researchers. Chapter Three comprises of method and procedures of the study. Chapter Four

in succession deals with presentation, analysis and discussion of the findings. Finally, Chapter Five is the summary, conclusion and recommendation and at last; a list of references used in this study has been attached before the appendices.

Chapter Two

2. Conceptual Framework

The purpose of this chapter is to present the conceptual framework of the current study and the literature review. First is provided the conceptual model of foreign language learning and model of school learning. Next reviews various literatures on the selected model of foreign language learning and model of school learning for current study. The last part of this chapter presents different literature on proficiency in mother tongue and school related factors on English language learners in the Ethiopian context.

2.1. Conceptual Model of Foreign Language Learning and School Learning

McLaughlin, (1980) states that the field of second language learning developed as a coherent research area in the 1970s. Prior to that, researchers were concerned with the process of second language learning and proposed several language learning theories. All of the models try to answer the question “Why are there differences in language learners in terms of their difficulty or success in learning among individuals?”(Young et al., 1998:9). Research in affective variables in language learning helped explain why some learners had more difficulty than others in learning foreign language. Spolsky’s (1989) Conditions for Second Language Learning and Krashen’s (1981) Monitor Theory are among the others. A brief discussion of these theories, which are relevant to this study, is in order.

Spolsky (1989:21) proposes conditions for second language learning on linguistic basis. Cases in point are conditions 34, 36 and 52. They describe the simplicity, difficulty and motivation of language learning, respectively.

Condition 34

Language Distance Condition (necessary, graded): The closer two languages are to each other genetically and typologically, the quicker a speaker of one will learn the other.

Condition 36

Constrastive Feature condition (necessary, graded): Differences between two languages interfere when a speaker of one sets out to learn the other.

Condition 52

Motivation condition (typical, graded): The more motivation a learner has, the more time he or she will spend learning an aspect of a second language.

According to Spolsky (1989), linguistic distance between the two languages and motivation to learn the target language are the main variables that affect second/ foreign language learning. Linguistic distance between the two languages is defined in terms of the similarity or difference between languages based on their family or writing system. The term 'motivation' in second language learning according to Spolsky (1989:49) is defined as "The combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language".

Krashen's Monitor Theory is one of the language-learning theory which mainly focuses on the affective variables, which affect second/ foreign language learning in school setting. Native language proficiency includes the student's level of proficiency in the native language not only oral language, but also training in formal and academic features of language use is the variable that affects foreign language learning positively or negatively

Other variables that affect the language performance of the students is the school-related factors. Thus, the systematic examination of school related factors on students results have raised the need for models to be postulated for school learning. Prominent conceptual model for school learning is Carron and Chau Model. The nature of this model is presented briefly as follow.

Carron and Chau (1996) present the different factors influencing the functioning of a school and their interrelations. The basic hypothesis behind the functioning of a school can only be properly analyzed within its local environment. Characteristics of the environment in which the school exists directly influence the operation of the school in different ways like the kind of pupils it receives, the material and human resources it can mobilize, and in particular, the support it obtains from parents. In the model, school results are the direct outcome of teaching learning practice measured against its objectives. The factors, which influence the teaching learning process, are basic inputs (adequacy of teaching aids, learners, teachers and variety of teaching techniques).

More precisely, the material teaching learning conditions includes various equipments for the classrooms, pupils' supplies, guidance and materials for the teachers. Pedagogical teaching learning conditions compositions of learners (number of pupils per class, the distribution by gender, by age, by number of repeaters, by socio-cultural background, by degree of absenteeism). Teaching staff refers to the availability and quality of the teaching staff in terms of their level of education and training, experience, competence, stability, living conditions, job satisfaction and attitude.

Each of the above conceptual models deals with a wide variety of factors in which identifying the impacts of all the factors are hard to measure. As a result, based on the aim of the present study, these models have been used to guide the literature review and data analysis. To put it differently, quality of the teaching staff, teaching learning process and instructional resources were adopted from Carron and Chau Model; proficiency in mother tongue is undertaken from Krashen Monitor Theory, and language distance and student's readiness for learning are adopted from Spolsky Conditions for Second Language Learning. More detailed interpretation and discussions of the components in these models will be presented in the literature review.

2.2. Review of the Literature

2.2.1. Aims of Mother Tongue Education

Though there are many factors involved in delivering quality education, language is clearly the key to communication and understanding in the classroom. Many developing countries are characterized by individual as well as societal multilingualism, yet continue to allow a single second/foreign language to dominate the education sector. According to Benson (2004), instruction through a language that learners do not speak is similar to holding learners under water without teaching them how to swim. Compounded by chronic difficulties such as low levels of teacher education, poorly designed and inappropriate curricula and lack of inadequate school facilities, make both learning and teaching extremely difficult. This problem is particularly complicated when the language of instruction is also foreign to the teacher.

Mother Tongue Education uses the learner's first language to teach beginning reading and writing skills along with academic content (Kembo, 2002). Academic literature confirms that learners can gradually transfer skills from the familiar language to the unfamiliar one when the second or foreign language taught systematically (Bialystok and Frohlich, 1978). Mother tongue schooling and practices vary as on their results, but what they have in common is their use of the mother tongue at least in the early years. Therefore, those students can acquire and develop literacy skills in addition to understanding and participating in the classroom (ibid).

The pedagogical rationale for the use of mother tongue has been established worldwide. In contrast to a second or foreign language, the mother tongue is the most efficient language for beginning literacy and content area instruction (Schultz, 2001). We no longer question that it is impossible to comprehend something we read when we do not know the language in which it is written. The cumulative evidence from research conducted over around the world demonstrates conclusively the cognitive, social, personal and economic benefits grow because of mother tongue education. Thus, learning first through the mother tongue is the essential

access to becoming locally functional and globally competitive (Gfeller, 1999). By learning through their mother tongue, children strengthen their identity within their group and become functional within their home and village (ibid). Furthermore, Apple and Muysken (1987) argue that the use of mother tongues as a medium of instruction promotes positive self-image and cognitive growth. They further emphasized that mother tongue is not only acceptable for it helps a refined mode of expression of ideas and emotions, but also as the means of discovering and transforming the world (ibid). Another scholar, Trudell (2008), also explains that the using of mother tongue as a medium of instruction resolves the psychological foundations of the emotional imbalance of children at the time of beginnings a school that occurs because of the break between their secured/familiar home environment and the alien environment of the school. Largely, the implementation of the mother tongue in schools as a medium of instruction promotes education by raising the feeling of self-significance of the speakers (ibid).

With this view in mind, it is not difficult to imagine the value and significance that the mother tongue bears to achievement of education objectives. Additionally, the employment of the mother tongues as a medium of instruction had psychological and social roles at facilitating education.

Therefore, learning in mother tongue at the beginning of school has great value for both understanding the concepts of the subject matter and learning of additional language. The idea related the use of mother tongue to learn the second or third language will be discussed in detail in this chapter section 2.2.2. This idea is highly important for this paper because the researcher concerns the relationship between the mother tongue, in this case Afan Oromo and the foreign language which is English.

2.2.2. Mother Tongue Related Factors

2.2.2.1. Language Distance

English can be more or less difficult to learn, depending on how different from or similar to it is to the languages the learner already knows (Cunningsworth, 1984). “Language teaching

practice often assumes that most of the difficulties that learners face in the study of English consequence of the degree to which their native language differs from English.” ([http://en.wikipedia.org/wiki/English as a foreign language](http://en.wikipedia.org/wiki/English_as_a_foreign_language)). To support this idea, at the Defense Language Institute in Monterey, California, for instance, languages are positioned in four groups based on their average learning difficulty from the view of native English speakers. To support this idea Walqui , 2000:26 states that

The basic intensive language course, which brings students to an intermediate level, can be as short as 24 weeks for languages such as Germanic or Romance, which are Indo European languages and use the same writing system as English, or as long as 65 weeks for language such as Arabic, Korean, or Vietnams, which are members of other language families and use different writing systems.

As we can understand from the above idea the similarity between the target language and ones other tongue in writing or the same family has great contribute to leaner of the target language relatively within in short period of time then those languages have different written form and belongs to different family. Even though, Afan Oromo and English are found in different language families, they use more or less similar script for writing system. Qube script is based on Latin alphabet, expected to be an advantage to acquire literacy in other languages that use Latin alphabet orthographies such as English, French, Italian, German, etc. Especially as a matter of practical relevance, Qube is expected to be a transitional orthography to English literacy as it is a medium of instruction in Ethiopia and for the global importance of the language in the world (Qajeelaa, 1993). Therefore, this thesis attempts to examine whether the similarity between Qube Afan Oromo and English script has advantages or disadvantages to the learners of English as a foreign language.

2.2.2.2. Native Language Proficiency

Krashen (1981), in his monitor theory hypothesized a link between native and second/ foreign language learning. He believes that the more academically sophisticated the student's native language knowledge and abilities; the easier it will be for that student to learn a

foreign language. Teshome (2007:76) strengthen this idea by saying "...learning in the mother tongue and the mother tongue itself as a subject facilitate learning a foreign language more than learning in the foreign language and the foreign language itself as a subject." Cummins (2006), describes the level of development of children's mother tongue is strong predictor of their foreign language development. Accordingly, one's native language skills serve as the foundation for successful foreign language learning. In other words, the degree of success in internalizing, systematizing, and developing one's first language strongly correlates to the same in the foreign language. Moreover, the studies show that students with significantly lower levels of native language skill and foreign language aptitude have poorer self-perception about their foreign language learning skills than students with significantly higher levels of language skill and foreign language aptitude (Javorsky and Ganschow, as cited in Young et al., 1998).

Generally, the use of the mother tongue during primary education guarantees optimal transmission of the learner's social and cultural values, thereby giving them a sense of self-identity and self-fulfillments, the community, the school and the local environment. This creates the basis for transfer to a foreign language medium later in the cycle.

However, some times native language proficiency has negative impact on foreign language learners. In line with this, Cook (2001:14) states that "The first language helps learners when it has elements in common with the second language and hinders them when they differ." Educators and those testing children learning a foreign language in classroom settings typically report large amounts of transfer between languages. Thus, classroom researches have found interference from the first language in pronunciation, in vocabulary. (Rivers; Stern cited in McLaughlin,1984; Krashen,1981). According to Kembo, such kinds of interference are called 'the sub-strate' influence on language learning i.e., "...the role of the languages a learner already knows at the time of learning a foreign language."(2002:298).

The above idea reveals that the errors and difficulties that occur in our learning and use of a foreign language are caused by the interference of our mother tongue. Wherever the structure of the foreign language differs from that of the mother tongue, we can expect both difficulty

in learning and error in performance. Learning a foreign language is essentially learning to overcome these difficulties. By and large, the bigger the differences between the languages, the greater the difficulties will be (Cunningsworth, 1984). It follows that the difficulties of various groups of people learning English as a foreign language will vary according to their mother tongue of the learners ([http://en.wikipedia.org/wiki/English as a foreign language](http://en.wikipedia.org/wiki/English_as_a_foreign_language)).

2.2.2.2.1 Comparison of English and Afan Oromo Segmental Phonemes

Despite the fact, that Afan Oromo and English use calligraphically similar type of script, but some of the spellings have different linguistic values in both languages. Qube Orthography is a newly designed and phonetics where spelling can relatively be predicted through straightforward rules from pronunciation and pronunciation can be predicated in the same manner from spelling (Mahdi, 1995).

However, practically speaking the English Orthography is not currently phonemic due to its historical background (Sampson, 1985). In this orthography, a sound has more than one grapheme to represent it and a grapheme has more than one pronunciation. In English, one has to learn both the spelling and the pronunciation specifications of a word independently. Such complications in the English orthography made the smooth transfer from other transitional orthographies impractical.

The one-sound-one grapheme phonemic principle in Qube Orthography can only partially satisfy transfer to English. Because in English one-grapheme carries multiple linguistic values attached to it and one linguistic value has several graphemes (Toleeraa, 1996). For instance, the grapheme 'c' in English can be pronounced as 's' or 'k' and the linguistic value 'k' can be attached to graphemes ch,c,k,etc. In addition, the same vowels, they represent different sounds of the two languages. Fore example 'e' in English represents; 'i' in Afan Oromo stands for 'ε' (ibid).

Hence, it is impractical even to keep a partial transfer to English where a single grapheme carries several linguistic values as an alternative and a single linguistic value has different graphemes to be realized. Therefore, Qube has such limitations in transferring literacy to English as a foreign language.

The consonants and vowels phonemes of English and Afan Oromo are presented side by side in the following tables. Brackets indicate the areas where English phoneme is unmatched by anything.

Table- 2.1. The consonants of English and Afan Oromo

		Place of Articulation ~													
		Bilabial		Labio-dental		Inter-dental		Alveolar		Palatal		Velar		Glottal	
		English	A/Oromo	English	A/Oromo	English	A/Oromo	English	A/Oromo	English	A/Oromo	English	A/Oromo	English	A/Oromo
Manner of Articulation	Stop	p b	() b					t d	t d			k g	k g	()	?
	Fricative			f v	f ()	θ ð	() ()	s z	s ()	ʃ ʒ	ʃ ()			h	h
	Affricative									tʃ dʒ	tʃ dʒ				
	Nasal	m	m					n	n	ɲ	ɲ	ŋ	()		
	Implosive							()	ɗ						
	Ejectives		p'						t'		c'		k'		
	Liquid							l	l						
	Trill							r	r						
	Approximant	w	w								j	j			

Table -2.2. The Vowels of English and Afan Oromo

	Front Unrounded		Central Unrounded		Back Rounded	
	English	A/ Oromo	English	A/Oromo	English	A/Oromo
Close	i	i (:)			u (:)	u (:)
Close-mid	e	e (:)	ɔ	()	o	o (:)
Open- mid	ɛ	()	ʌ	()	ɔ	() ()
Open	æ	()	()	a (:)	ʊ ɔ	() ()

In addition, English syllables with initial **cc**, **ccc**, and with final **cc**, **ccc**, and **cccc** may be difficult for Afan Oromo learners of English (ibid). Because there are no initial or final consonant clusters in Afan Oromo. All the clusters are medial with no more than two consonant sequences in it. Thus, these absent categories are likely to be trouble some for Afan Oromo learners of English.

The following syllable structures of English are compared with syllable structures of Oromo to indicate similarities and differences between the syllable structures of the two languages.

Syllable structure	English	Example	Oromo	Example
VC	+	any	-	-
V	+	at	-	-
VCC	+	and	-	-
CV	+	do	+	'nama'
CCV	+	speakers	-	-
CCCV	+	straw	-	-
CVC	+	big	+	'lama'
CVCC	+	self	-	-

CVCCC	+	eight	-	-
CVCCCC	+	tempts	-	-

The lengthening of the vowels and gemination of consonants in Afan Oromo with having value and relatively absent in English can also be pointed out as another impact on Afan Oromo speakers learning English.

Therefore, this thesis will attempt to examine whether all the aforementioned difference between Afan Oromo and English cause problems for those learners of Afan Oromo mother tongue and learn English as a foreign language.

2.2.2.3. Students' Motivations Towards English Learning

Implementation of effective learning process requires close examination of the learners' motivations. According to Anderson (2004:45), one must request the following in the teaching learning process:

...What is the student supposed to learn from his or her participation in his activity? What knowledge is to be acquired or constructed? What cognitive processes are to be employed? Continued focus on student makes it more likely that the learning unit will be effective.

Students' related variable that has influenced the pedagogical teaching learning conditions in foreign language is students' motivations towards the target language in school.

Over the decades, motivation has become an important concept within the field of language learning (Hermann, 1980). In the teaching learning process, basic motivation to learn language skill is essential. It is difficulty for English teacher to teach English if students disinterest to learning. As pointed out by Gardner (1985), language learning in general and

second/foreign language learning in particular is highly affected by motivations of the learners than any other school subjects like history and geography.

In any given classroom, there may be 40-50 students on the average. These students obviously may show individual in curiosity to learn English. Some times learners lack motivation towards learning a foreign language because of various factors. It is also noted that using one's mother tongue in primary education has, not only linguistic but also a psychological impact on the learner of foreign/second language (Dörnyei, 2001). The use of the mother tongue as a medium of instruction contributes to keeping the child psychologically secure (ibid). According to some researchers when children are overly proud because of learning in their mother tongue, their competence in the target language is low (Stern, 1991). Due to this, the learners never attempt to use the target language for communicative purpose, never give attention to the learning of the language etc (ibid).

Having this in mind, it is therefore, worth considering the learner's motivations, which determine the success of students to learn foreign language whether it affected due to learning in their mother tongue at elementary school.

2.2.3. School Related Factors

The major factors that may affect students learning a foreign language within the school relate to quality of the teaching staff, class size, instructional materials, physical facilities and method of teaching. The researcher reviewed these topics separately as follow.

2.2.3.1 Quality of Teaching Staff

Quality of the teaching staff is a school-related variable that affects learners. Teachers' qualification, professional experience and attitude towards their profession are among the variables that are included under teaching staff which will be discussed hereunder.

2.2.3.1.1. Teachers' Qualification

Teaching is not a simple occupation where people can go without the possession of the required qualification. It requires expert knowledge, specialized skills and a feeling of responsibility (Ayalew, 1991). Some authors associate effectiveness of teachers with quality teaching. Effectiveness of teacher plays an important role in fostering quality learning. With this regards Wragg (1994:1) states:

An effective teacher should possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligence and appropriate questions, and monitor and assess learning.

Most educators underline that effective teachers must understand the curriculum from the perspective of the intended learning outcome. Observable indicators of effectiveness of teachers that are strongly related to performance of students are: employment of appropriate and variety of teaching materials (MOE, 1999) and clarity of teaching methodology (Anderson, 2004). Anderson (2004) states that, the effectiveness of teachers is determined by their competency, in terms of both subject matters and pedagogical skills. The master of each academic subject demands specific area of knowledge (Anderson, 2004). Teacher's pedagogical skill is the second most important element in delivering effective teaching-learning process in classroom (ibid). A research study undertaken by Levin and Lockheed, (1993:29) states the following:

Teaching is a complex enterprise and requires that teachers have command of a wide range of instructional strategies including those for teaching specific subject and those for managing the classroom. At a bare minimum, effective teaching involves (a) presenting material in a rational and orderly fashion at a pace appropriate to the students' age;(b)requiring active students participation;(c) providing students opportunities to practice and apply what they have learned, particularly in relationship to their own experience; (d)

monitoring and evaluating students performance; and (e) giving appropriately placed feedback on student performance.

Teaching a foreign language requires its own approaches in which the teachers must cope with better students performance. In line to this Lessard-Clouston cited in Hismanoglus (2000:7) state that “The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught.” Hence, teachers’ level of subject matter knowledge and pedagogical skills are related to their level of education and experience, which can affect students’ foreign language learning.

Teachers’ level of formal education is often used as an indicator of their subject matter knowledge. Although the impact of teachers’ years of education on their students’ performance is not consistent in all studies, in most cases the higher the level of teacher qualification the better in effectiveness (Fuller, 1991). Regarding the teachers training requirement on a subject matter and mastery of pedagogy, Carron and Chau (1996:263) state:

Competence, which is the result of training and experience, is found to be important to a certain extent. In some cases, teachers manifestly did not master the subjects, which they were supposed to teach. This did affect their performance in two ways. First of all, their teaching in the given subject was poor, but also they tend to devote less time to the subjects in which they were not ease. However, a more important problem of competence was the lack of pedagogical skills, because of poor pre-service as well as in-service training, was a more widespread and more serious handicap for efficient teaching.

Thus, in this paper, the researcher analyzes the qualification of English teachers in the study areas and its impacts on the students’ English learning.

It is likely that the poor performance of students is attributed not only to the existence of unqualified or under-qualified teachers but also to lack of continuous professional development of teachers (Crieg et al., 1998). Continuous professional development of

teachers is significant to overcome shortcomings that may have been part of teacher's pre-service education and keep teachers side by side of new knowledge and practices in the field (ibid)

Major approaches of professional, development and support to teachers are conducted by various in-service training program, workshops, discussion with other teachers and personal reading (Stevens, 1980). The first ongoing professional support to teachers could be carried out through teachers' centers or school clusters. This is relatively cost effective, as teachers do not have to spend significant periods away from home (Levin and Lockheed, 1993). In this school-based system, teachers play a crucial role in bringing better students performances (ibid).

Discussion with other teachers among teachers at the school level and personal reading are the other form of professional development that plays an important role in the determination of the performance of students (Levin and Lockheed, 1993). Therefore, lack of all these points on teacher side affects the learners' ability to learn the target language.

Accordingly, in this paper, the researcher tries to examine whether the target population of the teachers developed their knowledge through the above-mentioned mechanisms, and its effect on student English learners.

2.2.3.1.2. The Effect of Teachers Professional Experience and Attitude Towards their Profession on the Learners' of English language

In addition to teacher's qualifications, their professional experience and attitude are important factors that influence students' language performance. Theoretically, it is assumed that a rich background of teaching experience increases teacher's ability to teach effectively. Result of intensive study in the area indicates the positive correspondence of teachers' teaching experience and their actual performance in the classroom. For instance, Husen et al. (1984), have cited in some studies, which show the positive influence of experience on the classroom performance of the students.

The authors cited above noted that, all other things being equal, it is generally agreed that a teacher gains skills through experience, and that the more experienced teacher is the more successful teacher. On this point, Fuller (1991), states in supporting the above idea that teacher's proficiency in organizing instruction and motivating students is positively related with their qualification and teaching experience.

So far, it has been noted teachers' qualification and experience is positively associated with the teaching learning process. However, Ethiopia faces a serious shortage of well-qualified and experienced teachers (Tekeste, 2006).

Teaching experience, which is expressed in the number of years in teaching profession in general and foreign language in particular is, important factor influencing performance of students (McLaughlin, 1984).

Teachers attitude towards the teaching profession has great impact in improving the performance of students. Regarding teacher's attitude towards teaching, David (1972:5) writes the following:

The attitude of teachers in students' success, a study among elementary school students seems to indicate that teacher's expectancies are self-fulfilling. Teacher's attitude is particularly crucial, in the case of ESL students. Positive attitude on the part of the teachers is essential to success.

Teachers must be committed to delivering of the subject matter effectively. Effective teachers are highly committed and care about their students (Crieg et al., 1998); they need supportive working conditions to maintain these positive attitudes. Therefore, the professional experience of teachers and attitude towards their profession are significant elements that need due consideration in addressing better teachers qualification which influence students' language performance. However, in this research paper the researcher will examine what are the current English teachers in study schools experience is like, the

attitude they have towards their proficiency, their channel of professional development and the effects on students' language learning.

2.2.3.2. Physical Facilities

Physical learning environments, or the places in which formal learning occurs, includes school buildings, water supply, teacher chair, playground, school office, toilet, blackboard, separate classroom, electricity, school library, pupil desk, telephone, pupil bench, television and laboratory (Carron and Chau,1996). There have been controversial findings over the relationship between the school physical facilities and student's performance (Nebiyu, 2001). Some scholars argued that an availability and quality of school facilities positively related with performance of students (Brunswic et.al., 1990). Others argued that availability and quality of school facilities are unrelated with performance of students Pennycuick, (in Yohannes, 2005).

Furthermore, other researcher (Miske et.al.,1998) argued that existing empirical evidences are inconclusive as to whether the condition of school buildings is related to improved student achievement. To put it differently, there is no systematic relationship between a school physical facilities and student learning. School physical facilities can facilitate the teachers or students tasks thereby indirectly influences what and how much students actually learn (Anderson, 2004). Such factors as on-site availability of libraries and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task (Miske et al., 1998).

However, for the present study, the physical facilities of the school that may be directly related to the English language performance of students: availability and quality of school library, instructional resources and class size are reviewed under the following sub-sections.

2.2.3.2.1. Availability of School Library

Researchers have proved that the availability and quality of school library plays a fundamental role in the acquisition of knowledge by pupils, and in the improvement of school results (Carron and Chau, 1996; Levin and Lockheed, 1993).

In the case study made by Carron and Chau (1996), in India, the quality of the school library was strongly correlated with pupils' achievement in Hindi and mathematics. Willms (2000), also reports the positive association between verbal achievements when he related library books measured by number of volumes for the sample 597 white students enrolled in 36 schools in Latin America.

Generally, from the above studies it is possible to conclude that the presence of a school library and related facilities contribute to differences in language performance of students. This paper will examine the existence of library in each of the sample schools and its service which foster to develop the knowledge of learning English.

2.2.3.2.2. Availability of Instructional Materials

Different research findings, (Stevens, 1980 and McLaughlin, 1984) related to instructional materials such as textbooks, newspapers, audiovisual, reference books, magazines and other materials are very crucial in facilitating effective learning of a language in the same manner, Wajnryb (1993) has noted clearly, the provision of sufficient, quality, adequate and relevance of the textbooks and other reference materials in schools are the most consistent factors leading to improvements in the language performance of the students.

However, it does not mean that adequate availability of these materials alone guarantees effective learning outcomes (Bedi, 1997). In addition to the quality and relevance of these materials, the effective and efficient utilization of them determines their positive association with the teaching learning process (ibid).

Some scholars (Brought, et al., 1980) have identified textbooks as the most important teaching material. Research in education often considered them as a primer source of data because they are regarded as reflecting so fully and accurately the curriculum content (ibid). In light of this, Levin and Lockheed (1993) have also asserted that textbooks are the single most important instructional resources because they deliver the curriculum. However, a textbook is only one type of instructional resource tool. It is not supposed to be the sole instructional resource to be used in foreign language classes (Stevens, 1980).

In view of this, a single textbook cannot fully respond to demands of the actual classroom situations. Therefore, scholars like Kembo (2002) and McDonough (1995) suggested that language teacher could draw such instructional resources from any field of human endeavor. With regarding to this, Stevens (1980:14) forwarded the following major types of instructional resources to language instruction:

Instructional resources that are appropriate for language classes are (1) audio-visual materials, e.g. models, real objects, motion pictures, slides, recordings, radio, television, charts and music. (2) Reading materials like textbooks, encyclopedia, references, magazines, pamphlets and newspapers.

From the preceding discussion, it has been noted that the importance of instructional resources for noticeable achievement of language learning objective at any level. However, in most of the developing countries, in which Ethiopia is one, it is hardly possible to have such material adequately (Knowles, 1977). Kembo (2002:293) argues that:

In many parts of Africa, as many as eight learners may share a textbook[...]It means that learners do not have personal contact with what they are learning, other than through their teachers: homework cannot be done; and learners cannot do any reading on their own on topics dealt with in class .

In strengthening this idea, a study result conducted by Amare (1999), proves that one of the major problems of secondary schools in this country is shortage of textbooks, school pedagogical centers, reference books, teachers' guide, etc. which affect students' learning outcome. In the same manner, Tekeste (1990:49) has stated the following:

In Ethiopian secondary schools, teachers have no teaching manual designed to assist them, textbooks which are loaned to students against payment, are always in short supply. In most subjects, several students share the textbooks.

Generally, from this conceptual framework, we can deduce that existence of equipments: teaching aids, textbooks, teachers guide and other supplies for the teachers considerably influences the language performance of students. For this reason, this study investigates the existence of these materials in the sample schools and their impact on students' language learning.

2.2.3.2.3. Class size

Class size is one of the major factors, which are considered along with in school variables that influence students' language learning (Alexander, 1973). The answer to the question 'how many students should a class accommodate to create conducive environment for effective teaching learning of language?' May vary from country to country and from one subject another. In line with this, Stinnnett and Castetter (in Ayalew, 1991:120) states that "...No unanimity of opinion or scientific evidences that has general acceptance at preset." With regard to the average optimum number of students be assigned in one section. The controversy regarding class size seems not only to be about the number of students be placed in a section but also on the degree of effectiveness of instruction to the group of students. With regard to this, according to Cohn and Rossmiller (1987), there is no optimum class size, since the optimum number varies with subject matter, the instructional mode employed, the individual students and the degree of students' mobility between classes.

A large class also impedes the effectiveness of teaching-learning process by creating a wide gap between the teacher and students. Furthermore, Tozer et al. (1993) states that, large class size leads to discipline problem, less involvement of students in classroom activities, little or no support to individual student according to their need and burdensome to correct students class work and homework by the teacher. Because of this, students may develop an atmosphere of disinterest in their learning because they do not know whether they are doing well or not. Moreover, a large class has the disadvantage both for the teacher and for students particular in language class. To support this idea Kembo (2002:293) states:

Large class also means that, even if teachers want to use a communicative method to teach, they will find that their classes are probably too large to engage in meaningful communication. If they organize their classes into pairs for practice purposes, the noise generated may prevent pupils from concentrating, and may end up distracting other classes. To get round this, teachers may decide to use the lecture approach, in which they outline a topic, give examples, and elicit a few more examples from pupils before giving them work to do.

It can be concluded that from the above points in large class instruction tends to become the lecture type, which hindered group participation and learning by doing: oral communication with in the classroom from pupil to teacher would be minimized, with the teacher only doing most of the talking; and identification on and provision of attention to the individual needs of the students becomes difficult for the teacher.

In Ethiopia even though the participation rate of the school age children at the secondary school level is low, the school system is characterized by large class size (Ayalew, 1991). According the policy issued by MOE (1995), at secondary school level, the class size should not exceed 40 students. However, in practice, the number of students in classroom is far more the average class size in the secondary school of Ethiopia (9-12) (Tekeste, 1990). The main problem is the inability of the country to provide education system with adequate classroom and other facilities (ibid). Because of this, problems related with students' follow-up,

students' participation, teacher student communication and feedback system were some of the consequence of overcrowded classroom. This implies that overcrowded class is one of the factors, which adversely affect the students' language performance. In my thesis, I considered the effect of class size on the current students' English performance.

2.2.3.3. Teaching Learning Process

In order to promote better students performance, some researchers argue that more attention has be given in improving the educational process in the classroom (Kyriacou, 1994).The basic teacher's activities that are decisively related to performance of students are effectiveness of teaching methods and teaching aids (Anderson, 2004). Each of these aforementioned variables is reviewed in the following sections.

2.2.3.3.1. Language Teaching Methods

One of the main causes of the problems in learning a foreign language is unutilization of sufficient language teaching methods and practices (Kembo, 2002). In the following paragraphs, we will consider different methods of language teaching.

Various researchers have classified teaching methods differently. However, the common basis for all classifications is the degree of students' participation in the instruction process (MOE, 1999). Since currently in Ethiopia the language teaching method is communicative approach (Alemu 2004), in the present study teacher centered versus student centered are the selected frames of references.

In the teacher-centered method, teachers are the center of the teaching learning process. Students are the passive receivers of education. Teacher and textbooks are the source of authority. Teaching methods that fall under teacher centered are lecture, demonstration as well as question and answer (MOE, 1999). In the learner-centered method, students actively

work in-group; discover knowledge and make it their own. Hence, it is dynamic which emphasizes on interaction and participation.

As studies conducted in language learning have examined the long-term effects of active student participation instruction and then have concluded that there would be greater probability of the performance of students in comparison to the group of students taught with less active student participation (Stallings and Stepek, 1986; Strevens, 1980). Inquiry learning, discovering problem solving, project method, role playing technique, and group work are learner-centered methods of teaching (MOE, 1999). Because of significant paradigm shift from teacher centered to learner-centered methods of teaching is observed across the world. Levin and Lockheed (1993:16), state:

The emphasis on student learning is to shift from a more traditional passive approach in which all knowledge is imparted from teachers and textbooks to an active approach in which the student is responsible for learning. Effective school approaches emphasize self-instruction, the use of manipulative and object around which activities are built, problem solving, and meaningful applications. Each of programs seems to emphasize a clear and manageable focus rather than a proliferation of goals.

The best method of learning skill is through actually performing the skill or practicing (Strevens, 1980). In line with this, Ellis (1994), argued that language learning in general and foreign language in particular deals with the recognition of spatial skills. According to him, emphasis must be given to active, interactive, participatory methods for students so that they may towards developing situational meaning, notional, and functional communicative competence. He further emphasizes that active and participatory methods of learning promote critical thinking, problem solving, and teamwork. Among the student-centered methods of teaching, group work is best for teaching language (ibid).

Group work is often considered an essential feature of student-centered methods of teaching. Long and Porter (1985), summarize the main pedagogical arguments in favor of group work.

It increases language practice opportunities; it improves the quality of student talk, it helps to individualize instruction, it promotes a positive affective climate, and it motivates learners to learn.

Generally, the premise is that students learn all subjects in general and language in particular more when they are actively engaged in the learning process, not when they are passive recipients of teachers lecture. Because of this, in foreign language instruction, teachers must realize the extent to which students are learning. For this, they need to specifically pay attention to the use of various methods and techniques, and consider the issues of students' instructional process.

Therefore, in this paper the researchers examine what method/s the teachers use while teaching English language and its impact on students performance to learn the language.

2.2.3.3.2. Utilization of Teaching Aids

The quality of education is influenced by the way teachers make use of teaching aids in the teaching-learning process (Amare 1999). Teaching aids refer to the different resources teachers use to facilitate pupils learning. They enable teachers to make learning more concrete, effective, interesting, personal, meaningful and vivid. Teaching aids could be original objects and imitations (models), which are used for specific subjects area (ibid). Students' exposure to different media is believed to broaden students' experiences and improves students' creativity (McLaughlin, 1984). In this regard, teaching aids suggested for language teaching in classroom are textbooks, reference books, video tapes, different newspapers and magazines, recording material (Stevens, 1980; Wajnryb, 1993; McLaughlin, 1984).

In short, lack of using of the above-mentioned teaching aids in language classes may cause failure to the learner of the target language. Thus, it is worthwhile to investigate in this paper whether English teachers employed different language teaching aids in this study.

2.2.4. Proficiency in Mother Tongue and School Related Factors on English Language Learners in the Ethiopian Context

The existing literature concerning Mother Tongue and Other School-Related Factors on English is briefly discussed below.

Taffese, (1988) conducted the research on 'The Use of Vernacular in the Teaching of English.' The target population of the study is Grade six English teachers and students from Four Junior Secondary Schools of Addis Ababa. He employed Arnold A.Bellack's pedagogical moves: structuring, soliciting, reacting and responding for his study. The results show that: the students have developed the habit of hearing in English and speaking in Amharic. In addition, translation seems to be inefficient because there are instances of mistranslation and confusion of concept.

Befekadu,(1985) conducted research on 'Some Major Factors that are Responsible for the Deficiency of English Language at High School Level'. The research took place at Addis Ababa-Northern Zone, according to the old administration. The schools under study were: Menelik II Comprehensive Secondary School, Entoto Comprehensive Secondary School, Ethiopia Tikedam Number One Secondary School and Yekatit 12 Compressive Secondary School.

He collected the data from students, parents and teachers using questionnaire and interviews and analyzed the data using simple percentages and found the following results:

- I. The students' loss of interest in the subject matter due to the shortage of teaching materials and lack of conducive linguistic environment.
- II. The frequency of using the English language is very low which hinders students' proficiency in it.
- III. The shortage of qualified teachers who are interested in teaching the English subject is also another major factor.

Alemayehu, (1989) conducted the research on 'The Effects of Physical Condition in the Teaching of English in Sega Meda Junior Secondary School for the Disabled'. He applied different

instruments such as questionnaire, interviews and observations to gather relevant information to find out the required facts from teachers and students about the impact of physical conditions and their attitudes towards English language teaching and learning. Accordingly, he could find out time allotment and the numbers of the students in the class are the major factors among the others.

Therefore, as it can be seen from the literature review above, the effect of Afan Oromo and other school related factors on English has not been studied. Thus, it is this gap that the present study seeks to fill in.

CHAPTER THREE

3. Methodology of the Study

The study focused on revealing the effect of mother tongue and other school related factors on selected high schools of Oromia Regional State of Arsi Zone. To this effect, a descriptive survey method was employed because it appears to be suitable for refining the research tools such as questionnaires, interview and observation.

In this section, sources of data, sample size and sampling technique, instruments, procedures of data collection and method of data analysis are discussed.

3.1. Source of Data

- Grade nine students those learned in Afan Oromo from grade 1-8 of sample schools in 2008/9(2001 E.C.) academic year in Arsi Zone.
- Grade nine English teachers and three principals of sample schools in Arsi Zone.

3.2. Sampling Size and Sampling Technique

Determining the sample and sampling technique considering the number of weredas in the zone under study is a matter of importance. Hence, out of nine weredas in Arsi Zone, three weredas were selected by applying simple random sampling techniques. These weredas are: Hetosa, Dodota and Tiyo. From each wereda, one high school was selected. Each wereda has only one high school. These schools were: Eteya High School from Hetosa wereda and Dera High School from Dodota wereda and Andenet High School from Tiyo wereda. It is to be noted that there is no fixed number or percentage of samples that determine of an adequate sample. It depends upon the nature of the population of interest or the data gathered and analyzed (Best and Khan, 1993).

Regarding the sample selection of the students, in the sample schools, there are 2228, out of this, 1449 were males and 779 were females. From this population of students 130 males and

70 females, total 200 sample students were selected from the three sample high schools by proportionate stratified technique. The stratification was based on sex (see Table-3.1). In addition, the available sampling technique was used to include all grade nine English teachers (which are ten in number) of the sample high schools and principals (library workers).

Table-3.1. Total Number of Grade Nine Students in Sample Schools and Sample Students in each School

No.	Names of schools	Total number of students		Number of sample students
1	Eteya	M	403	36
		F	156	14
		T	559	50
2	Dera	M	501	45
		F	256	23
		T	757	68
3	Andenet	M	545	49
		F	367	33
		T	912	82
4	Total	M	1449	130
		F	779	70
		T	N=2228	n=200

- The sample sizes of students from each sample school were determined by using the following formula:

$n^k = \frac{N^k * n}{N}$ i.e. to get the sample size of the n^k strata we multiple the population size the N^k strata (in this case our k^{th} strata is the number of males or females exist in sample schools) by the total sample size of the current study ($n=200$) and divided to the total population size in sample schools ($N=2228$).

Where n^k =the sample size of the k^{th} strata

N^k =the population size of the k^{th} strata

N =the total population size

n =the total sample size (Abebayehu et al.,1999:108)

For example to calculate the number of male sample students of Eteya High School by applying the above formula:

$N^k = 403$ (the number of male students)

$N=2228$ (the number of total students found in schools under study)

$n=200$ (the total population size)

$n^k=?$ (the sample of male students included in the study)

$$n^k = \frac{403 * 200}{2228} \approx 36$$

- After determining the numbers to be taken from each stratum, simple random sampling was employed to select the specific sample subjects.

3.3. Research Setting

The study concentrated on English because some scholars (see discussion in Chapter One section 1.2.) complained that learning in Afan Oromo currently at lower grade adversely affect English language proficiency. The second reason is that the researcher has been teaching the subject in college for four years, and observed that the English language ability

of the students was poor. Thus, the knowledge and the skills required in the area would therefore help the researcher see the problems and facilities in teaching English. Third, foreign language influence seems to be strong in learning poor environments. Dulay and Burt (cited in Krashen, 1981) and Stern (1991) have demonstrated that first language influence is rare in students' second language learning. On the other hand, the high degree of first language influence is mostly foreign and not second language studies situations in which natural appropriate intake is inadequate and where translation exercises are frequent.

The target population of this study is grade nine students, English teachers and principals (library workers) of the schools. Grade nine was selected because the main medium of instruction switched to English from Afan Oromo at this grade. Only those students who learned in Afan Oromo at elementary school were in focus.

This research was carried out in Arsi Zone of Oromia Regional State. Arsi Zone was selected as a research place of this study for two basic reasons. Firstly, such study has never been carried out in the zone under study. Secondly, the researcher is familiar with the area.

3.4. Data Collecting Instruments

A number of researchers are using multi-method approaches to achieve broader and often better results. Denzen (as cited in Teshome, 1998), for example, argues that because each method reveals different aspects of empirical reality multiple methods should be used in every investigation as a rule.

Brewer and Hunter (both in Teshome, 1998) noted that there are strengths and weaknesses to any single data collection approach. Using more than a single method thus enables the researcher to combine the strengths and correct some of the deficiencies of any of the sources of data. According to Wellington, (1996) even in a single small-scale study, a mixture of methods can often be adapted. Therefore, the method employed to gather the necessary data for this study were questionnaire, interview and classroom observation. Let us have a closer look at each of the instruments.

3.4.1. Questionnaire

One of the instruments used to collect data was questionnaire, developed by the researcher based on the reviewed literature and administered to sample grade nine students who learned in Afan Oromo up to grade eight, and grade nine English teachers and principals. First, a structured questionnaire was prepared for students in Afan Oromo to facilitate communication. The structured questionnaire (Appendix-A) filled in by students was intended to collect mainly their personal information, teaching-learning process, students motivations towards learning English, and others. 19 close-ended and 5 open-ended questions are presented in students' questionnaire. Then, the questionnaires were distributed to the sample students in the area under study. All the questionnaires were filled in and returned.

The second questionnaire was designed for English teachers. The questionnaire (see Appendix-B) includes items regarding teachers' personal information, teachers' educational qualifications, attitude towards their profession and instructional resources, students' language ability, teaching learning process and others. The total numbers of questions asked in this questionnaire were 16 close-ended. All the questionnaires were filled in and returned.

The third questionnaire was designed for school principals (Appendix-C). It was designed mainly to collect data on the personal information of the principal and library facilities. Total questions asked on this questionnaire were-9.

3.4.2. Interviews

Structured interview formats were employed (items which were used for guided interview are given in Appendix-D). Interview guides were also used to secure both first hand and additional information from teachers. The interviews were considered as the main data collection instruments because the researcher was provided with ample opportunities for clarification and to ask questions relevant the researcher and to adapt techniques to the circumstances. Accordingly, interviews were made with six grade nine English teachers.

4.2. The Effect of Mother Tongue Proficiency on the Learners of English

One of the benefits of mother tongue education (as discussed in Chapter Two, section 2.2.1.) is a foundation for learning a second or third language. Transfer of linguistic and cognitive a skill is facilitated in mother tongue instruction. If students have basic literacy skills in the first language and they can begin reading and writing in second language, efficiently transferring the literacy skills they have acquired in the familiar language (Cummins, 2006). Conversely, internalizing and making use of new or different language rules and system from what one already knows may cause certain linguistic problems as regards the teaching learning process (Cook, 2001). Accordingly, the following items were used to assess whether the proficiency in Afan Oromo affects English language learners. The results are discussed as follows.

Table-4.2.Views of Students Regarding Proficiency in Afan Oromo and Its Impact on Students Ability to Learn English

No	Item	Responses				
		SA	A	UD	D	SD
		%	%	%	%	%
1	Due to the Qube Afan Oromo and English letters similar in written form :					
	1.1. Qubee helps the learners to become easily familiar with English letters.	52	18.5	17.5	12	-
	1.2. Identifying the sounds of some consonants and vowels of English letters confuse the learners.	21	27.5	14	31	6
2	As results of the phonemes in Afan Oromo are structured different as compared to English, proficiency in Afan Oromo has a negative impact on learning English.	14.5	11	3	16	55.5
3	Vowels lengthing and consonant gemination in Afan Oromo confuse me when I 'write' and 'read' in English.	37.5	22	11	16.5	13
4	Proficiency in Afan Oromo makes it difficult to learn the grammar of English.	5	14.5	18	38.5	24

Pertaining to item 1.1 of Table-4.2 shows that the majority of the respondents (52%) reported that they believe that Qube helps learner of English language by choosing 'strongly agreed' and 18.5% of them indicated that they 'agreed', with the idea that due to the similarity between Qube Afan Oromo and English letters, being proficiency in Qube Afan Oromo help them to be easily familiarized with English letters. As compared to the number of the respondents who agreed to this statement, a small number of the respondent, 12% disagreed. The remaining 17.5% of the respondents had no opinion about this item. The total number of the respondents who reported that they agreed with the above statement comprises 70.5%of

the total sample students, which is a high percentage. This implies that the proficiency in Qube Afan Oromo has advantages intimately to learn English letters. It would be reasonable to expect this response as the two languages use similar alphabet. Because when the two languages are similar in terms of writing system, proficiency in one language contributes to learn other language positively or negatively (Spolsky, 1989). Therefore, in this case the data indicates that similarity between Qube Afan Oromo to English positively help the students to learn English letters.

The reactions to item 1.2 indicate that the majorities of the student respondents 48.5% confirmed that the variation creates orthographic confusion, in which 21% and 27.5% are strongly agreed and agreed respectively. On the contrary, 37% responded that it causes no orthographic confusion from which 31% explained their idea by saying disagreed and the 6% of them said strongly disagreed. 14.5% of the student respondents do not give responses.

As discussed in Chapter Two sub-section 2.2.2.2 some adopted basic English alphabets 'x', 'c', 'q' are used in the Afan Oromo language for representation of different sounds than they originally have in English; 'dh' is unique sound in Afan Oromo. It seems likely that these sounds may hinder the students in learning English. This would probably as certain that the anticipated problem have been evident while reading and writing in each language.

As it is depicted in item 2, of the same table, 25.5% of the student respondents, i.e. 14.5% and 11% indicated that they strongly agreed and agreed, respectively. The result seems to show that the structural differences between the two languages have no impact on the learners of the language. This can be proved by 55.5% and 16% the student respondents strongly disagreed and disagreed, respectively about this item. Moreover, small number of the participants, 3% had undecided.

As contrastive analysis supposed, first language structures were the major source of a foreign language learner's problem (McLaughlin, 1984), one would expect that students learning English as a foreign from such structurally dissimilarity first language as Afan Oromo would find it difficult to learn English but the result the researcher obtained from the above data was

opposite. Because the majority of the student respondents (71.5%) disagreed regarding the item 'As results of the phonemes in Afan Oromo are structured different as compared to English, proficiency in Afan Oromo has a negative impact on learning English'. So even if there are some structural difference between Afan Oromo and English as discussed in Chapter Two sub-section 2.2.2.2, the data from students showed that the proficiency in Afan Oromo hardly affected to learning English. It is possible that students learned gradual this structure and at this stage they can easily identify.

As can be seen in the above Table-4.2 item number 3 'vowels lengthening and consonants gemination in Afan Oromo confuse the students when they write and read English'. Out of the total 200 students respondents, the majority of respondents 59.5% of the students showed agreement, from which 37.5% strongly agreed and 22% agreed, 16.5% and 13% of the respondent of students disagreed and strongly disagreed. Whilst the rest of the students 11% did not decide their idea concerning the above issue. This pointed out that variation in vowels lengthening and consonants gemination in Afan Oromo from English seems to have disturbed the students largely. This idea is also accepted and supported by the researcher. Because the researcher observed while teaching at college those students learned in Afan Oromo as a MOI made error frequently by producing unnecessary vowels lengthening and consonants gemination whilst they writing and reading in English. It can be concluded that lengthening and gemination of letters in writing system of Afan Oromo adversely affects to learn English.

As item 4 in Table-4.2 clearly shows, 62.5% of the students expressed disagreement with view that proficiency in Afan Oromo hinders them to learn the grammar of English (38.5% disagreed, 24% strongly disagreed). Only about 19.5 % of the student respondents expressed agreement with the position (5% strongly agreed, 14.5% agreed), with about 18% unsure. So, as these data reveal, the majority of the students did not agree with the view that proficiency in Afan Oromo hinders English grammar learning.

In summary, one of the main problems of teaching in mother tongue as supposed by most of the critics of the policy was that it would have an adverse effect on the learning of English by pupils (see dissection Chapter One section 1.2). These reflect some of the misunderstanding

widely held by many people about instruction in mother tongue. Contrary to these views, there is increasing research evidence showing that the level of development of children's mother tongue is a strong predictor of their second/foreign language development (Krashen,1981; Teshome, 2007; Cummins, 2006; Trudell,2008). These views are also supported by the research evidence from the student respondents referred to above which proficiency in Afan Oromo a few effects to learn English language, including sounds of some letters and vowel lengthening and consonants gemination. However, in other case familiarity with English letters, learning English structure and grammar were not too difficult because of the proficiency in Afan Oromo.

4.3. Students Motivation Towards Learning English

Students' motivation can be used to explain the variations of performances, thus increase the predictive power of background variables on cognitive outcomes regarding educational processes (Hermann, 1980). In the present study, students' motivations towards English were assessed through students' questionnaire. The percentage of students who give response to each statement is presented in Table-4.3.

Table-4.3. Students Motivation Towards Learning English

No	Item	Responses				
		S A	A	UD	D	SD
		%	%	%	%	%
1	I would like English to replace Afan Oromo and be used as a language through which other subjects are taught in the second primary cycle of elementary schools in Oromia region.	2.5	57	9	28	3.5
2	Learning English is useful for my daily life.	10.5	5	34.5	12	38
3	English is useful for getting a better job.	9.5	45.5	4.5	38	2.5
4	I wish I could speak English perfectly.	11	63.5	13	12	0.5
5	I prefer watching TV and listening to radio programs transmitted in English.	34	38.5	16	7	4.5
6	Learning in Afan Oromo from grade 1-8 hinders my interest to learn English.	9.5	7.5	3	20.5	59.5

As the data in item number 1 of Table-4.3 shows, out of the 200 students, 59.5% of them prefer English to be used as a medium of instruction for other subjects throughout the elementary schools. Out of this, 2.5% of them showed their strong agreement and 57% of them with agreement. To the contrary, a significant number of respondents, 31.5% of them did not prefer it. This has been revealed 3.5% strong disagreement and 28% of them with disagreement. Whereas 9% of them took neutral position. A significant numbers of the respondents supported to learn other subjects in English in the second primary cycle of

elementary school. This may be if they learned all subjects in English in second cycle primary school the knowledge would help them to improve their English ability. The mass of the respondents also supported this idea through open-ended questions (see Chapter Five analysis of question number 4).

As pointed out in item number 2 of the above Table-4.3, the question was asked about 'Learning English is useful for my daily life'. For this item, from the total sample size of the students 10.5% of them expressed their strong agreement towards the statement. Similarly, 5% of the respondents agreed to this item. However, the mass of the respondents, 38% strongly disagreed and 12% of the respondents disagreed to item two. The rest 34.5% had no opinion to this item. This implies that about 50% of students confirmed that learning English was not useful in solving everyday problem and the remaining 15.5% of the respondents' believed in the importance of learning English to use in their daily life. This is to be expected because English is not commonly used in the environment where the students live.

With regard to item number 3 of Table-4.3, 55% of them supported that learning in English would help them to get a good job. This received support by 9.5% strong agreement and 45.5% agreement. On the other hand, 40.5% of them showed their disagreement by 38% disagreement and 2.5% strong disagreement. The rest, only 4.5% of them gave neutral rating. As one can see from the reaction of the students to the above statement, the majority of the respondents seem to have instrumental motivation towards the learning of English. Instrumental motivation refers to wanting to learn a language because it will be useful for certain instrumental and practical goals, such as getting a job, reading foreign newspapers, passing an exam (Cook, 2001). And this is realistic because being proficient in English does help to get a job in Ethiopia. According to Gardner, (1985) integrative motivation is relevant for second language learners and instrumental motivation is relevant for foreign language learners. For this reason, fact instrumental motivation is linked to successful foreign language learning and high motivation.

Regarding item number 4 of Table-4.3, 'I wish I could speak English Perfectly' 11% and 63.5% of them strongly agreed and agreed, respectively. The remaining 0.5 % and 12% strongly disagreed and disagreed, respectively. The others 13% have neutral feeling about this item. As the data indicated that students had strong motivations towards speaking English even though the current performance of the students are poor in this skill as argued by their English teachers (see analysis of item 4.4.4.) and many scholars (see dissection Chapter One sub-section 1.2).

In item number 5 of Table-4.3, the students were asked if they like listening to radio and watching television programs transmitted in English. In response to this statement, 34% and 38.5% of them were strongly agreed and agreed respectively. This covers 72.5% of the total sample population. 7% and 4.5% of them disagreed and strongly disagreed, respectively. 16% had no opinion about it. This data revealed that, the respondents' had high preference (72.5%) of watching and listening to television and radio programme transmitted in English language. Even though, to access mass media to learn English is not their primary motivation, rather, it is for entertainment, but learning English is a positive additional impact.

Regarding this issue Mackay (1965), stated that passive contacts like radio, television and cinema are important points that need to be considered in foreign language learning as they contribute for the overall development of either positive or negative motivation to the language. This implies that a person who has a positive motivation towards the language attend the radio and television programs transmitted by the target language besides other opportunities. In contrary to this, a person with negative motivation does not show interest in using the positive contacts and other opportunities that help him/her to learn the language.

In item number 6 the students were asked whether learning in mother tongue up to grade eight impedes their interest to learn English as a subject. As can be seen from in Table-4.3, out of the total number of the respondents, 59.5% of them reported that they strongly disagreed and 20.5% expressed their disagreement to this item. In contrast, to this 9.5% and 7.5% of the respondents strongly agreed and agreed, respectively, to this statement. The rest 3% of the respondents had no opinion about it. In short, observation at item 6 shows that

17% admit that their mother tongue hinders their interest in English language while 80% did not agree that their mother tongue hinders interest in learning English language. This perhaps because of the wider function of English has through out the world and the prestige culture associated to English. Therefore, their interest to learn English results not from any relationship with Afan Oromo but rather causes from other pull factors.

In general, as one can see from the above Table-4.3 that the majority of the student respondents' motivation towards the language are positive. So the researcher argued that learning in mother tongue did not affect the students motivation towards learning English. It is clear that a person who has a positive motivation towards the language wishes to know the language perfectly and learn it successful. Nevertheless, currently as many scholars and their teachers (see in this chapter section 4.4.4, and 4.5 item 2) argued that the students' language ability was poor. They may have a strong desire to learn, but the environment (other variables) may prevent effective learning. Thus, one can deduce from this results having positive motivation alone does not grantee to success in learning foreign language without favorable language learning condition.

4.4. School Related Factors

This part of the study presents the possible school related factors that contributed to the low performance of students in English. School related factors are important factors for the success or failure of foreign language learners. The reason behind this is that foreign language learning usual takes place in situations of formal instruction, such as school, and learners acquire the rules and units of the target language through guided instruction by a teacher unlike second language teaching which the learners get input from its environment in addition to school (Stern, 1991). Thus, the major factors that may impede student to face language difficult within the school are related to teaching-learning process, physical facilities and teachers related factors. The researcher analyzed each school factors separately as follow.

4.4.1. The Teaching-Learning Process

The teaching learning process has a lot to do with success of students. Hence this part of the discussion is devoted to the analyses of teaching learning process with respect to utilization of teaching aids, availability of instructional materials, method of teaching in English these affect the learning ability of the students of grade nine at Andenet ,Dera and Eteya High Schools.

4.4.1.1. Responses of Students on Utilization of Teaching Aids by English Teachers

The current status of English is seen in terms of the instructional tools used by English teachers to enrich English instruction, is therefore one area of investigation of this study. In order to achieve effective teaching-learning process, classroom teachers often use different teaching aids. Because they can play great role as the source of different skills of language. To examine the utilization of teaching aids by English teachers, a questionnaire was administered to English teachers and the students. The student responses are presented here in Table-4.4.

Table-4.4 Utilization of Teaching Aids by English Teacher

No	Item	Responses				
		SA	A	UD	D	SD
		%	%	%	%	%
1	The teacher utilized the following teaching aids while teaching English:					
	1.1.Textbooks	56.5	15	16	12.5	-
	1.2.Grammar books, different News-paper and Magazines written in English	-	-	-	26.5	73.5
	1.3.Recorded materials on cassettes (videos)	-	-	-	9	91

In view of the above item 1.1 in Table-4.4, shows that the majority of the respondent of the students 71.5% agreed that the English teachers used textbook as a teaching aids (56.5% strongly agreed, 15% agreed) and only 12.5 % of the students disagreed to this item. The rest 16% of the students had no opinion about it.

In response to item 1.2 ‘The teacher utilized grammar books, different News-paper and Magazines written in English while teaching English’ in Table-4.4, 26.5% of the students’ disagreed, and 73.5% of the students strongly disagreed to it. This indicates that the teachers did not use ‘grammar books, different news-paper and magazines written in English’ as a teaching aids.

In the last in the above Table-4.4, the students were asked whether ‘The teacher utilized recorded materials on cassettes (videos) while teaching English’. In reaction to this statement large number of the student (91%) respondents reported that they strongly disagreed whilst 9% of the students disagreed.

As it can be seen from the above Table-4.4, the majority of the students supported that, the English teachers never use grammar books different newspaper and magazines written in English and recorded materials on cassettes (videos). This result was similar with English teacher respondents. The grade nine English teachers of the study areas were asked similarly questions of students concerning utilization of teaching aids in English teaching learning process. Among the total of ten teachers all of them confirmed that they use textbook as teaching aids. The teachers were also asked whether they use different recording materials while teaching English. The result was similar with student respondents in that all teachers reputed that they do not use recorded materials. Regarding the utilization of other teaching aids like grammar books, different newspaper and magazines written in English almost all teachers reported that they strongly disagreed. Similarly, the classroom observation result indicates that observed teachers' ability to use different method of teaching aids were rated as below average.

As one can see from the above results of student, teacher respondents and classroom observation utilization of different teaching aids were insignificant. Thus, teachers' inability to utilize different teaching aids affects students' ability to develop a good performance in English. Because as some scholars suggested (see dissection Chapter Two, sub-section 2.2.3.3.2.) that students' exposure to different media is believed to broaden students' experience and improve students' creativity.

4.4.1.2. Students Responses on Method of Teaching English

The quality of education is depending on the quality of instruction being provided in the classroom. Then knowing the instructional method and techniques of teaching English plays a major role for the implementation of the lessons. Thus, this part of the discussion tries to analyze what kinds of teaching method are implemented. With this regard, data on the application of different methods of teaching questionnaire were distributed to the teachers and the students then information gathered from students is presented in Table-4.5.

Table-4.5.Frequency of the Utilization of Different Teaching Methods to teaching English

No	Item	Responses		
		Always	Some times	Not at all
		%	%	%
1	To what extent the teachers applied the following teaching methods?			
	1.1.Lecture	73	27	-
	1.2.Questioning and answering	13	87	-
	1.3.Drama	-	17.5	82.5
	1.4. group work	-	24.5	75.5

For the question raised to ‘To what extent the English teachers applied different methods of teaching’, the majority of the student respondents (73%) argued that teachers always used the lecture method. The rest 27% of students confirmed that the teachers use lecture method some times to teach English. 87% and 13% of the students argued that questioning and answering used as a method of teaching ‘sometimes’ and ‘always’ respectively. From the suggested teaching methods in the literature, 17.5% English teachers use drama sometimes. As it can be seen from the Table-4.5, 82.5% students agreed that they never use drama methods in the English teaching-learning process. Concerning group work as indicated in the table above the majority of students (75.5%) confirmed that English teachers never used group work method in the teaching-learning process of English.

The same questions discussed above, ‘To what extent the English teachers applied different methods of teaching English’ were asked English teachers and the following results were obtained.

From the total ten teacher respondents, eight of them agreed with the majority of the student respondents argued that they always use the lecture method. The rest, two out of ten, of teachers confirmed that they use lecture method some times to teach English.

Seven out of ten teachers and three out of ten teachers argued that questioning and answering used as a method of teaching ‘sometimes’ and ‘always’ respectively. From the suggested teaching methods in the literature, English teachers never use drama. Concerning group work nine out of ten English teachers supported that group work was used not at all. Whilst one teacher expressed that group work was sometimes used.

The responses given by students and teachers were confirmed through classroom observations. The practical situation of the class means that the teachers rarely use other methods of teaching except lecture. This clearly shows that majority of the teachers’ teaching methods depends upon the lecture method. Lecture method is the traditional method in which the students become passive and it affects students language performance since the participation of the students was very low (see dissection in Chapter Two sub-section 2.2.3.3.).

4.4.1.3. Instructional Resources

The instructional resources are among the important variables that enhance instructional outcome. Different findings (Coombs, 1985; Amare, 1999) revealed that instructional materials such as textbook, newspapers, different teaching aids, reference books in the library and other are very useful in facilitating effective teaching and learning. Under this discussion the availability of instructional materials, library service and class size which related to learn a foreign language were presented hereunder.

4.4.1.3.1. Student s’ Responses on the Availability of Teaching-Learning Materials

The provision of instructional materials, textbooks, extra readers and teachers’ guides are of prime importance for effective teaching learning process of language (see dissection in Chapter Two under sub-section 2.2.3.2.2). In view of this, teachers and students were asked to rate the adequacy of instructional and other support materials resources. The results obtained from students are presented in Table-4.6.

Table-4.6. Availability of Instructional Materials to Teaching English in Sample Schools

No	Item	Responses				
		SA	A	UD	D	SD
		%	%	%	%	%
1	There are sufficient textbooks for students in English language subjects in library.	5	14.5	18	38.5	24
2	There are adequate additional reading materials in English language for the students to practice/improve their language skills in library.	7.5	6	4.5	16	66

As the data in item number-1 ‘There are sufficient textbooks for students in English language subject in library’ reveals, in the above Table-4.6, majority of the students disagreed by an overall percentage of 62.5%. 14.5% and 5% expressed their agreement and strong agreement respectively that textbooks are not in short supply. The rest 18% of them stated that (students’) textbooks are neither adequate nor inadequate. The data clearly indicates that there is scarcity of textbooks, which is also observed in classroom situations.

The teachers were also asked the same question with students if there are sufficient textbooks for students in English language subject in their respective schools. Most of the respondents nine of ten of them showed that students' textbooks were unavailable. Only one of the teacher argued that textbooks for students for English subject were available.

Similarly, eight of the teachers responded that there were no adequate additional reading materials in English subject for the students to practice and improve their language skills. Two teachers remained indifferent.

Regarding the availability of teachers' guide seven out of ten teachers replied that there is a shortage of teachers' guides. Only one teacher asserted that there are sufficient of teachers' guides and two of them did not respond.

It is obvious that students need to be provided with extra reading materials not only to help them practice and improve their language skills, but also to help them develop the habit of being responsible and independent learning by linking the ideas in the prescribed textbooks with appropriate extra reading materials outside the classroom(see dissection Chapter Two section 2.2.3.2.2.). In line with this, Henich (cited in Getaneh, 1990) for instance, explains that the key role of instructional materials is to improve the balance between concrete and abstract learning experiences. Similarly, Dale, (1969) has argued that instructional material create the access to world of reality, enhancing understanding and enriching experiences. Instructional materials also assist in making relationships between the real world and the symbolic world. Words (written or spoken) lack the necessary dimensions to represent reality. Special when the language input is gain only from classroom like English language having different reading and other materials those help students to develop their ability is unquestionable. The finding, however, it is against the literature in that there is lack of additional reading and reference materials in the language. Thus, the shortage of instructional materials is one of the variables which adversely effects grade nine students English language performance.

4.4.2. Physical Facilities

4.4.2.1. Library Facilities

In the absence of functioning library, it is difficult to master English. School principals (library workers) were asked about the availability of school library and they were requested to state the number of days in the week which the library give service.

It is found that all (three) of the school principals confirmed that they had school library. The observation made by the researcher also confirmed that all schools in the study had a library.

School library is expected to work at least five days in a week. This may not be true in some sample schools. To test this, school, principals were asked to indicate the number of days that the school library is working. In this regard, the number of principals who responded every day was one. Therefore as discussed, in Chapter Two of sub-section 2.2.3.2.1 inappropriate use of school library had its own impact on language performance.

4.4.2.2. Class Size

Class size concerns educators for various reasons because learning can occur positively when lessons are conducted under appropriate condition for both the student and teacher (as discussed in chapter two sub-section 2.2.3.2.3.). Appropriate class size helps in facilitating teaching and learning. Regarding this Gorton (1988) argues that teachers view that the quality of their teaching with their students declined with an increase in the size of the class size. The respondents were asked to specify the number of students in the class and the following results were summarized

Table -4.7. Students' Responses Concerning Class Size.

N o	Item	Responses
		%
1	An average number of students in your class?	
	Below 50 students	-
	50-65 students	5
	66-85 students	64.5
	above 86 students	30.5

In an effort to obtain information about an average number of students in a class, the majority of students 64.5% reported that the classroom accommodated between 66-85 students in one classroom. Whereas, 30.5% of the students reported that the classroom contained above 86 students. Whilst 5% said, the numbers of the students were 50-65per-class.

In an effort to obtain information about an average number of students in a class, the seven out of ten of teachers reported that the classroom accommodated between 66-85 students in one classroom whereas three out of ten of the teachers reported that the classroom contained above 86 students. This shows that the teachers can hardly make continuous follow up of their students during instructions. Therefore, it has its ^{own} an impact on the students' language learning.

From the above discussion, one concludes that the size of the English class (the number of students in one classroom) was contradicts with what the ministry of education proposed as maximum class-size, which is 40 students per classroom in secondary schools (MOE, 2001). Thus, while the students' class size set by the ministry of education is very much reasonable, because this number (40) of students in one class also suggested by scholars like Alexander, (1973). However, the finding regarding class-size in the sample schools were almost near

double the average standard set by the ministry of education. Thus, large number of students in classroom had negative impact (as discussed in Chapter Two sub-section 2.2.3.2.3.) on students' English language performance. This signifies that in overcrowded classes, there would be no support to individual students. As a result of this, students may develop atmosphere of disinterest in their learning because they do not know whether they do good or not.

4.4.3. Teachers Related Factors

Poor performance of students in English may result from low qualification of English teachers, professional experience, area of specialization and their attitude towards their profession (as discussed in Chapter Two sub-section 2.2.3.1). On the basis of this, qualification level, professional experience, area of specialization and attitude were the items of the questionnaire to determine preparation for the teaching English. Accordingly, the results have been presented in the next section.

4.4.3.1 Teachers Qualification

From the data collected, it has been found that two out of ten English teachers had qualification at a diploma level and eight out of ten of English teachers had earned BA/Bed degree in English. In this respect, the mass of English teachers had adequate qualification. This seems similar to the Ethiopia Education Policy; the minimum required qualification to teach at secondary level is at least a first-degree (MOE, 2001). But still a few of the teachers (two out of ten teachers) are under the minimum requirement of the level. Therefore, this could be one of the problem that affect students' language performance. This is because of the fact that unqualified teachers lack the appropriate professional competence and deep knowledge of the subject matter (see Chapter Two sub-section 2.2.3.1.1.). They may not encourage the students and it could be difficult to provide adequate and deep knowledge of the subject matter they teach.

4.4.3.2. Professional Experience and Teachers Area of Specialization

It is assumed that a rich background of teaching experience increases teachers' ability to instruct effectively. Thus, in most case it is expected that the higher the teaching experience of language teachers, the better is their teaching performance (see dissection in Chapter Two sub-section 2.2.3.1.2).

With regard to professional experience in teaching English, most of them had a good deal of teaching experience. As indicated by the respondents, more than half of English teachers (six out of ten teachers) have been teaching between five to ten years. Whereas one out of ten teachers has been teaching less than five years and three of them have been teaching between eleven to fifteen years. On the basis of what the study group has reflected, it is clear that the number of English teachers who appear to have adequate number years of experience is significant.

Regarding teachers' area of specialization, teachers have to teach specific subject since the subject's demands specific strategies of its own. With regard to the field of specialization, as it can be understand from the teacher respondents, all English teachers their area of specialization is English major. This implies that, the English teachers were specialized on the subject they are teaching.

The problem associated to English teachers is not only under qualification for the level, but also that either limited or absence of any professional development. With regard to continuous professional development of teachers, English teachers were requested to rate the level of utilization of channels of professional development with "always", "some times" and "not at all". The English teachers' response will be discussed in the following paragraph.

Eight out of ten English teachers reported that personal reading has been important channel of professional development of teachers followed by discussion with other English teachers (two out of ten teachers). One could conclude from this data that most of English teachers under the study areas did not participate with other teachers and other like workshop to

update their professional qualifications. Thus, lack of the mentioned professional development may have a negative impact on teaching of the language.

4.4.3.3. Teachers Attitude Towards their profession

In addition to training and experience, some evidence showed that the ‘desirable professional attitudes’ of teachers have positive relationship with successful teaching in the classroom. Bright,(1968) indicated that students taught with teachers who have positive attitudes towards teaching and the curriculums are found to be high achievers in learning. Therefore teachers attitude towards the teaching profession have value in improving the performance of students. Thus to know the English teachers’ attitude towards their profession a questionnaire was administered to them. Seven out of ten of the teachers stated that they had no interest in their profession. Only three out of ten had positive attitude towards their profession. Since most of the teachers had negative attitude towards their profession it affected students’ language performance (see a dissection in Chapter Two sub-section 2.2.3.1.2).

4.4.4. Students’ Current Performance and Level of Proficiency in the Majors Skills English to the Knowledge of their Teachers.

Regarding the current students knowledge and ability in the major skills in English, teachers were asked to rate the level of their students’ language competency. The results obtained are discussed as follow.

The view of the teacher respondents regarding the proficiency of grade nine students in English, eight out of ten of the teachers confirmed that their students’ have low level of competency in their skills of listening, and two of the teacher respondents rated their students as havening medium listening skill.

Concerning the students’ skill of speaking in English three out of ten teachers responded that their students are very low in their speaking skills, and again two out of ten teacher

respondents as having medium language competency in their speaking skill. Five out of ten teachers replied that students had low-level language fluency.

Regarding the students reading skill in English, three out of ten and five out of ten teachers of them rated their students' medium and low skilled readers in English respectively. On the other hand, two out of ten teachers gave the least ratings. In total, seven of the teachers categorized their students as having difficulty (low- very low) reading what is written in English. The data indicates that since most of the schoolwork is acquired from books, using this important skill, students can not read and understand concepts easily from the activities in the textbooks.

As the data reveals, only one out of ten teachers evaluated the students significantly as highly competent in the written skill. The rest, nine out of ten of them i.e., one, six and two out of ten teachers gave medium, low and very low rating respectively. The fact that all most all the teachers rating their students skill of writing within the range of medium to very low indicates that many of the students lack the skill of writing in English. From this data, it is not difficult to assume that many students also fail to communicate with their teachers through writing. This eventually results in misunderstanding in written communication between the teachers and students.

Concerning current grade nine English language students' performance, three out of ten teachers rated their students with medium rating. For the same question, five out of ten and two out of ten teachers gave low and very low rating in each case respectively. Here again, the number of teachers who rated their students with the current grade nine English language students performance, three as compared to the number of the students who rated their students within the range of low to very low level language performance which is seven in total .

The results demonstrate that the current English performance of the students is low. To support this idea Tekeste,(2006);Yohannis, (2005) stated that majority of secondary school

students for whom the medium of instruction is through their second or third language, are very poor in the language of instruction.

4.5. Presentation and Discussion of Data Obtained from Open-ended Questions

The open-ended part of the questionnaire was composed of five questions. The questions, which were included in this part, were not very different from those of the closed questions. However, they were organized in a different way and this helped the researcher to crosscheck the data obtained through close-ended questions. The questions in this part just like the close-ended questions focused on the factors affecting English learners. The data obtained from the students through the open-ended questions were analyzed using qualitative technique. The results of each item are discussed in the sections that follow.

Item 1: How is the availability of teaching aids that could be used for English learning in your school?

Almost all student respondents stated that there is no optimum teaching aids for English in their schools. In addition, in instances of observation, it is found out that are few old grammar books, to some extent as teaching aids in the schools under observation. However, teaching aids such as recorded materials on cassettes (videos) and different newspapers and magazines written in English are absent from the respective schools.

The major teaching resources especially textbooks and teachers guides of English were also assessed in the sampled schools. In relation to textbooks, there are deficiencies in that most of the respondents reflected the number of the textbooks are less than the number of the students and even in some cases half of the number of students. In addition, the majority of schools have only a single teacher's guide without any extra alternative if any case to miss the book. This idea supported by Kembo, (2002); Tekeste,(2006). It is also confirmed by students' information gathered through questioner (see Chapter Four sub-section 4.4.1.3.1)

Item 2. Do you have good performance in English ?

A .Yes

B. No

C. I do not know

In the above question of item 2, the respondents were asked whether they have a good performance in English. In reaction to this question, a great majority of the students, 80%, chosen 'No' as their answer and the rest of the students 17%, chosen 'yes'. 3% selected 'I do not know'. This idea also supported by teachers' response through questionnaire (see the analysis of item 4.4.4). Therefore the researcher concluded from this point as many scholars argued (see discussion in chapter one sub-section 1.2) that the performance of the students in English was low. To identify the major problems that hinder the student respondents to learn the language the researcher asked the following question 'item 3'.

Item 3. If your answer to question number two is 'no', why?

In order to know the reasons that made the students have not good performance in English, item 3, was designed. As the data obtained from this item reveals the mass of the respondents failed to have good performance in English. According to them, the following points are the main reasons hinder not having good results in English:

- Some number of respondents reported that the influences of Afan Orom because what we read and what we write in English some times do not match. However, we frequently use Afan Oromo, which is opposite to English for long period, and as a result, sometimes we read and write certain words of English like Afan Oromo.
- In addition, some of the respondents explained that we do not have a good language background at elementary school because our English teachers talk by local language Afan Oromo or Amharic while teaching us English. Therefore, they are not good model for us to develop confidence and practice the language.
- Other student respondents argued that we do not use and practice the language outside the English class.

Scholars like Kembo (2002: 293), supports most of the above points as the following:

A major reason for the unsatisfactory level of proficiency in language such as English[...] Is that the realities of teaching these languages in Africa do not allow for their adequate acquisition. [...]. The pupils have commonly had almost no exposure to these languages, either in real life, on the radio, or no

television—they are thus heard only in school class-rooms. In addition, the teachers who of necessity function as role models for the pupils very often have only a limited proficiency in these languages.

In general, from the data obtained from the students through the open-ended and observation show that the majority of the students had low performance in English because of poor language background, lack of practice both in classroom and out side of classroom and others. Therefore, if these problems do not tackle on time, the problems will also become the main obstacle on students to learn other subjects which English is a MOI.

Item 4. According to your opinion, what kind/s of measurement should be taken to improve students' performance in your schools in particular and other schools in your zone in general?

Concerning the measurements will be taken to improve their results of the learners; the student respondents suggested the following points.

- ❖ The mass of the students proposed that if we learn other subject by English in second cycle elementary school in addition to English subject we can become familiar with grammar and vocabulary of English then we could easily improve it.
- ❖ The significant number of the students of them said that their English language can be improved with good method of teaching. This could be complemented with a conducive environment and a small number of students to teacher ratio, to improve the teaching and learning process.
- ❖ A rest of the student respondents argued that if there are reference books and other teaching aids available in our school library, we will improve our knowledge through self-reading.

Item 5. What do you think the importance of learning of English?

- ✓ Most of the students responded that it helps to learn other subject at secondary school.
- ✓ Some of the students argued that we get better job if we speak English in good manner.

- ✓ Few numbers of students said because English is an international language and we will communicate with different people.

The above results clearly show that the majority of the students were learning English for instrumental reasons.

4.6. Interview Results

An interview was carried out with six English teachers to further assess the factors that affect the current grade nine students who learned in Afan Oromo from grade 1-8. This also helped the researcher to crosscheck with the data obtained through the questionnaires. As mentioned in the methodology, some core questions were prepared first and other questions were generated from them based on the response of the interviewees. The following are the results of the interview.

1. Is there any problem/s encounter your students when they learn English due to the influence of mother tongue (Afan Oromo)? If you say 'yes', what are those problem/s.

A. Yes

B. No

Almost all the respondents given the same response to this question with the exception of one teacher. They agreed that learning by Afan Oromo has some negative impact on students. According to them, the followings are some of the major problems:

- Students made unnecessary lengthening of vowels and consonant gemination when they write and read in English.
- Some of the students' lack of an interest towards the language because they are proud because of their mother tongue.

One of teacher had different view. According to him the mother tongue does not have such a significant impact on the learners rather than because of carelessness of the students

The greater parts of the teacher respondents argue that they used only lecture methods. A few number of respondents supposed that they use both method of teaching depended on their lesson. Subsequent their response, the interview participants who said 'lecture' were asked by the investigator to state the reasons why they use only lecture method to teach English. They explained that because of the large number of the students in the class it is difficult to apply active learning methods. This idea coincides with the points discussed under review literature of (see Chapter Two sub-section 2.2.3.3.1.) when the number of students in the class is large, the teacher is obliged to use lecture method of teaching. Therefore, teaching methods was one of the variables that affect the current grade nine students of the sampled schools.

In summary, the results of the data obtained through the interview correspond with the data obtained through questionnaires from students and teachers (see dissection in Chapter Four sub- section 4.4.2.2)

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter of the study presents the summary of the major findings, the conclusions and the recommendations forwarded.

5.1. Summary

As it has been mentioned in the introduction section, the objective of this study is to identify ‘The Effects of Mother Tongue and Other School Related Factors on the English Language Learners in Arsi Zone of Oromia Regional State’. The researcher attempted to answer the research questions addressed in relation to the objective of the study. Key and leading questions that had been entertained in the study are the following:

- ❖ How proficiency of Mother Tongue (i.e., Afan-Oromo) influence the students’ English language learning?
- ❖ Do teacher related variables, specifically the level of qualification, teaching experience and attitude towards their profession affect students’ English language learning?
- ❖ Do the teaching learning processes, mainly effectiveness of teaching methods, teaching aids, instructional resources and physical facility have influence on students’ English language learning?

In order to seek answer to the above questions the researcher selected three high schools as a sample in Arsi Zone. Data was collected from principals (library workers), English teachers and grade nine students of the sample schools using questionnaire and classroom observation rating scale. In addition information gathered from teachers of the sampled schools through interviews. The data obtained through the questionnaire, particularly the close-ended questions were analyzed using quantitative technique. Percentiles were computed using SPSS.15. Moreover, the data obtained through the open-ended part of the questionnaire and the interviews were analyzed using qualitative technique. Based on the analysis made on the

data secured through different instruments, the major findings of the study are summarized as follows:

1. It is agreed by the majority of the respondents that vowel length and consonant gemination and certain sounds of both consonants and vowels of Afan Oromo confuse to learn English.

2. It is disproved by the majority of the respondents that using 'Qube Afan Oromo' slows the acquisition of English language; rather, it prepares the learners for English language.

3. The finding of the study reveals that, most of the students' interested towards learning English. The main cause for the students interested to learn English was utilitarian values of the language. Contrary, a few students' disinterest towards learning English. The main cause for the students disinterest to learn English were the shortage of teaching materials and lack of conducive linguistic environment and the teachers' method of teaching.

4. The finding of the study indicates that, except two teachers the level of qualification was adequate to English teaching.

5. In the study it was found out that, personal reading is the most important channel of continuous professional development followed by discussion with other English teachers.

6. In the study area, it was found out that the proficiency of grade nine students in English is low.

7. The finding of the study indicated that the instructional resources and physical facilities were not adequate to teach grade nine English.

8. The study revealed that lecturing most dominant teaching method of English in the classroom. In addition to this most of English teachers did not use different teaching methods and different teaching aids frequently while teaching English.

5.2. Conclusions

Based on the major finding the following conclusion was drawn.

1. The finding of the study revealed that, vowel length and consonant gemination and certain sounds of both consonants and vowels confuse the learner. Therefore, these phonological variations between the two languages could be the main factor that affects English performance of the students.

2. The finding of the study also indicated that, in few sample school; there was lack of English teachers with appropriate qualification, and almost all teachers' continuous professional development was not give to English teachers. Hence, the low competence of English teachers could be the major factor which affects English performance of students.

3. The findings of the study also show that, the school library is not adequately equipped with necessary materials and reference books and the class in the schools was found to be very large. In addition to the absence of teaching aids like recorded materials on cassettes (videos) and other references also had an influence on students' performance.

4. The finding of the study revealed that, there was absence of a few students' interest towards learning English. The main cause for the students disinterest to learn English were the difficulty of the subject, the shortage of teaching materials and the teachers' method of teaching.

5.3. Recommendations

Based on the conclusion drawn, these recommendations are made in order to solve some of the problems obstacle against students' competence in English language.

1. Qube had better revised to facilitate a better way of speech representation and the literacy towards English.
2. The English and Afan Oromo Panel of the Institute of Curriculum Development and Research should consult on the issue as to the re-evaluation and revision of the syllabus to alleviate the problem.
3. Teachers must continually update their knowledge within their discipline. They must keep information about new methods and materials that will make their teaching more effective. These can be achieved by participating in in-service courses, workshops, participating in and attending professional meetings and embark on postgraduate programme which can extend their present knowledge as well as expose them to areas within which they had no previous contact.
4. Condition of well-equipped library should be made in the schools and community. Textbooks that are useful in English language should be of great amount in the library to enhance students' efforts.
5. The high schools in the study area suffer from lack of minimum essential English teaching materials (teaching aids) due to scares resources allocated to schools. Therefore, English teachers should be encouraged to produce and utilize low cost teaching aids from locally available materials. In addition, funds have to be allocated for the purchase of those instructional materials that could not be produced at local level like video cassettes and others which are not easily available.

6. To improve the problems related to class size, the ministry of Education in collaboration with the regional government and regional educational bureau should encourage private investors to build private high schools in the zone understudy. In addition to this the regional education bureau should give due consideration to construct additional classes. The ministry of education also should give due attention to assign sufficient number of qualified English teachers to reduce the problem created by overcrowded classroom.

7. English teachers should employ different teaching methods and variety of teaching aids to initiate the interest of students toward the subjects of English.

8. Concerning basic skills of the language, a student could listen to a radio such as BBC or VoA or watch television programme transmit in English etc in order to improve the listening skill. The only to improve speaking skill is by speaking in English whenever there is a possibility to do so. There fore, a student is advised to talk in English in school compound, at work places or in living areas. Writing is another important skill a student needs to develop. Similar to speaking the only way to do it successfully is by writing repeatedly. A student is supposed to read newspapers, magazines and etc published in English to improve his/her reading ability.

Finally, the problem is not such an easy one to be adequately studied by a novice investigatory. Thus, the researcher would like to recommend others to search for better and wider solutions that can significantly lighten the existing problems.

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Appendiiksii -F

**UNIVARSITII FINFINNETTI
BARNOOTA DIGRII LAMMAFFAA
MUMMEE XIINQOOQafi Phinooloojii
GAAFFIIWWAN BARATTOOTA KUTAA SALGAFFATIIN DEEBI'AN**

Kbaajamtoota deebii kennitoota,
Akeekni gaaffiiwwan kanaa 'Dhiibba Afaan Haadhatin /Afaan Oromoo/ Barachuufi Waantota Mana Barumsaa tiin Walqabatani Dandeetti Barumsa Afaan Inglizii irratti Fidan' qu'annaa gaggeefamu keessatti raga ittiin gurracuuf ta'a. Fiixaan ba'insi qu'annaa kanaa deebii quubsaa fi dhugomina qabu isiin na kennitan irratti hunda. Kana malees, raga isiin irraa argadhu sirritti qabadhee dhimma yaadame kanaaf duwwaa kan olchu ta'uu isaa yommuu ibsu , yaadaa fi deebiin nakennitan qabatamaa, kan sirrii fi gahaa ta'e akka ta'u nan abdadha.

Fedhii guutuudhaan gargaarsa na kennitaniif galatoomaa!

Qajeelfamoota Maraa

- ❖ Maqaa keessan barreessuun hin barbaachisu.
- ❖ Gaaffiiwwan yaada keessan barbaadan ifaafi haala quubsaa ta'een deebisaa.
- ❖ Gaaffiiwwan filannoo qaban, akkataa ajaja taa'een deebii sirii ta'e ka'afi.

KUTAA TOKKOFFAA .

Ragaa Hirmatoota/Deebii kennitoota/ Mallattoo

Filannoowan kanaman keessa Deebii kee Barreessudhan ykn Mallattoo '√'tiin Deebisaa.

1. Maqaa mana barumsaa _____

2. Saala:

Dhira.

Dhala.

3. Umurii

Waggaa 16 gad

Waggaa 16- 18

Waggaa 19 fi isa ol

Kutaa Lammaffaa

Filannoowan kanaman keessa deebii kee itti marii ykn Mallattoo '√'tiin deebisaa.

4. Mana barumsa sadarkaa tokkoffaa jiddu-galeessa lammaffaa keessatti barnoota gosa biro Ingiliffaan akk baratamu nan fedha.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

5. Walfakkii Qubee Afaan Oromootiifi Qubee Ingiliffaa irraa kan ka'e haala salphaatta Qubee Afaan Ingiliziin walbarufnama nama gargaara

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma advise
b/ waliin gala d/ nan morma appointment

6. Ingiliffaaa siritti dubbachuu naan hawwa.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

7. Sababii caasaafii tarsimooni xiinjechaa Afaan Oromoo fii Ingilizii garagara waa ta'eef Afaan Oromootiin barchuun koo barumsa Ingiliffaarratti dhiibbaa qaba

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

8. Barsiisaan/tuun afaan Ingilizii meeshalee armaa gadii keessaa ni fayyadama/tti. Mee yaada keessan mallatto '√' kanaan agarsiisaa.

meshaalee	Baay'iseen gala	waliin gala	hinmurteessine	nan morma	Baay'iseen morma
Kitaaba Barataa					
Kitaaba seer-Gaazexaawwanfii barruleewaan adda Ingiliffaan barreeffaman					
Waantoota kasseetti waraabaman (Vidiyoo)					

9. Maloota barsiisuu armaan gadii barsiisaan Ingilizii hangam itti fayyadama. Mee yaada keessan mallatto '√' kanaan agarsiisaa.

Malbarsiisuu	Baay'ee	Yeroo muraasa	Sirumaa hinfayadamu
Barsiisuu/leekcharii			
Gaaffiifdeebii			
Draamaa			
Marii garee			

10. Afaan Ingliziitiin barachuun jireenya guyyaa guyyaatiin itti garagaaramufi na fayyada.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

11. Walfakkii Qubee Afaan Oromootiifi Qubee Ingliffaa irraa kan ka'e sagalee dubbiifamtootafi dubbachiftuwwan tokko tokko barachuu irratti nama rakkisa.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

12. Sagantaa TV Afaan Inglizii dowachuu/ilaalu/fi Radiyo dhageeffachuu nan filadha

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

13. Dheerrinni deebichiftootafi dubbifamtoota Qubee Afaan Oromoo Keessatti mul'atan Ingliffaa barreessufi dubbisuu irraatti nama raakisa.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

14. Kitaabni barataa Ingiliffaa gahaatu mana kitaaba keenya keessa jira.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

15. Lakkoofsi baratootaa dareekeessa meeqa ta'u?

- a, baratoota 50 gadi c, baratoota 65 -85
b, baratoota 50-65 d, baratoota 85 ol

16. Afaan Inglizii barachuun hojii gaarii argachuuf nama gargaara.

- a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma

b/ waliin gala

d/ nan morma

17. Dendeeti Afaan Oromo irraa kan ka'e seer-luga Ingiliffaa barachuun namatti ulfaata.

a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

18. Afaan hadhaatin/Afaan Oromoo/ 1-8 barachuun koo akkan gosa barumsaa Ingilizii feedhi hinhoranee natasise

a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

19. Dandeetti Ingiliffaa fooyyeeffachuf waantotni dubbisan gahatu mana kitaaba keessa jira.

a/ Baay'iseen walii gala c/ hinmurteessine e/ Baay'iseen morma
b/ waliin gala d/ nan morma

Kutaa 3^{ffaa}

Himoota arman gadiitif akka yadaa keessaniti deebisaa.

1. Kitaaboonni deegarsa Ingiliffaa barachuuf isiin gargaran ni jiru?

2. Ingiliffaa irraatti dandeetti gaha ni qabda?

3. Yoo deebin keessaan gaff lammaffa irraatt 'lakkii' ta'ee maalif?

4. Akka yaada keessanitti danaetti Ingiliffaa keessan fooyyeessuf tarkaanfin fuudhatamu qaban jetu maali?

5. Faayiidan Ingiliffa barachuun qaba jetu maal?

Appendix-D

Interview Questions

1. Is there any problem/s encounter your students when they learn English due to the influence of mother tongue? If you say 'yes' what are those problem/s.

A, Yes

B. No

2. Which one of the following statements do you think most adequately describes the language competence of your foreign language learners?

A. The majority are competent in English

B. Some of them have problems

C. The majority have problems

3. What kind of teaching method uses while teaching English? Why?

A. lecture

B. student center

C. both

Appendix-E

Observation Checklist

1.1. Name of school _____

1.2. Time: From _____ to _____

1.3. Number of students _____

Very Good=5 Good=4 Average=3 Below Average =2 Poor=1

Teachers Activity	Very good	Good	Average	Below Average	Poor
Teachers use different teaching method to teaching					
Teacher use different teaching Aids					
Teacher facilitate small group wok and discussion					

PART TWO

II. Circle the Correct Answer from the Given Alternatives

4. I would like English to replace Afan Oromo and be used as a language through which other subjects are taught in the second primary cycle of elementary schools in Oromia region.

- a / strongly agree c/ undecided e/ strongly disagree
- b / agree d/ disagree

5. Due to the similarity between Qube Afan Oromo and English letters in writing system Qube helps the learners to become easily familiar with English letters.

- a/ strongly agree c/ undetermined e/ strongly disagree
- b/ agree d/ disagree

6. I wish I could speak English perfectly.

- a/ strongly agree c/ undetermined e/ strongly disagree
- b/ agree d/ disagree

7. As results of the phonemes in Afan Oromo are structured different as compared to English, proficiency in Afan Oromo has a negative impact on learning English.

- a/ strongly agree c/ undetermined e/ strongly disagree
- b/ agree d/ disagree

8. Which of the following materials are used by your English teacher in the classroom as a teaching aid? Please indicate your opinion by putting '√' for each.

Teaching Aids	Strongly agree	Agree	Undetermined	Disagree	Strongly disagree
Textbook					
Grammar books , different news-paper and Magazines written in English					
Recorded materials on cassettes(Videos)					

9. To what extent does your English teacher apply the following methods for teaching in English? Put the sign "√" opposite your choice.

Teaching Methods	Always	Sometimes	Not at all
Lecture			
Questioning and answering			
Drama			
Group work			

10. Learning English is useful for my daily life.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

11. Due to the similarity between Qube Afan Oromo and English letters in written form identifying the sounds of some consonants and vowels of English letters confuse the learners.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

12. I prefer watching TV and listening to radio programs transmitted in English.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

13. Vowels length and consonants gemination in Afan Oromo confuse me when I 'write' and 'read' in English.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

14. There are sufficient textbooks for students in English language subjects in library

- a/ strongly disagree c/ undetermined e/ Strongly agree
b/ disagree d/ agree

15. How many students are found in your class?

- a/ below 50 students c/ 66- 85 students
b/ 50-65 students d/ above 86 students

16. Learning English is important to get a good job.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

17. Proficiency in Afan Oromo makes it difficult to learn the grammar of English.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

18. Learning in Afan Oromo from grade 1-8 hinders my interest in English as a subject.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

19. There are adequate additional reading materials on English language for the students to practice/improve their language skills in library.

- a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

PART THREE

Open-ended Questions

The following items require you to write your opinion on the space provided

1. How is the availability of teaching aids that could be used for English learning in your school?

2. Do you have good performance in English?

3. If your answer to question number two is 'no', why?



4. According to your opinion, what kind/s of measurement should be taken to improve students' English performance in your schools?

5. What do you think the importance of learning of English?

Appendix-B

Addis Ababa University
School of Graduate Studies
Department of Linguistics and Philology
Questionnaire to be answered by English teachers

Dear respondent,

The purpose of this questionnaire is to collect primary data for the study that attempts to investigate the effect of Mother Tongue education and other school related factors on students' performance of English. The effectiveness of the study depends on your genuine responses to each question. Therefore, please as objectively as possible to each item in the questionnaire.

Thank you for your cooperation!

General Direction

- There is no need of writing your name
- For questions with multiple choice answers or mark with (√) accordingly the one you consider correct

PART ONE

1. Name of the school

Eteya

Dera

Andenet

2. sex

Male

Female

3. Age

21-25 years

26-30 years

31-35 years

36 and above

4. Your academic qualification a/ Diploma b/ BA/Bed c/ Masters d/ Others

5. Area of specialization a/ English Major b/ English Minor c/ Others

6. Your service years as an English teacher

a/ below 5 years
b/ 5-10 years

c/ 11-15 years
d/ 16-20 years e/ Above 20 years

7. Are you interested in your profession? a/ Yes b/ No

8. To what extent the following channels of professional development of teachers are used? Put '√' under the alternative of your choice.

Channels of professional development	Always	Some times	Not at all
Personal reading			
Discussion with other English teachers			
workshops			
Others			

9. How often do you use the following materials in the classroom to teach English? Put '√' under the alternative of your choice.

Teaching Aids	Strongly agree	Agree	Undetermined	Disagree	Strongly disagree
Textbook					
Grammar books, different news-paper and Magazines written in English					
Recorded materials on cassettes(Videos)					

10. There are sufficient textbooks for students' on English subjects.

a/ strongly agree c/ undetermined e/ strongly disagree
b/ agree d/ disagree

11. There are adequate additional reading materials on English for the students to practice/improve their language skills.

- a/ strongly agree c/ undetermined e/ strongly disagree
 b/ agree d/ disagree

12. There is sufficient teacher's guide.

- a/ strongly agree c/ undetermined e/ strongly disagree
 b/ agree d/ disagree

13. To what extent do you use the following methods of teaching in English class? Put the sing "√" under your choice.

Teaching Methods	Always	Some times	Not at all
Lecture			
Questioning and Answering			
Drama			
Group work			

14. What is the number of students in your class?

- a/ Below 50 students c/ 66- 85 students
 b/ 50-65 students d/ above 86 students

15. What does it the current grade nine students' performance of English language look like?

- a/ very high c/ medium e/ very low
 b/ high d/ low

16. Please rate your students in each of the following language skills and understanding by putting "√" mark in the box under the scale.

Language Skills	very high	high	medium	low	very low
Listening to English					
Speaking English					
Reading English					
Writing English					
Understanding concepts and ideas from text materials of written in English					

Appendix-C

**Addis Ababa University
School of Graduate Studies
Department of Linguistics and Philology**

Questionnaire to be filled in by Principals

Dear respondent,

The purpose of this questionnaire is to collect primary data for the study that attempts to investigate the effect of Mother Tongue education and other school related factors on students' performance of English. The effectiveness of the study depends on your genuine responses to each question. Therefore, please as objectively as possible to each item in the questionnaire.

Thank you for your cooperation!

General Direction

- There is no need of writing your name
- For questions with multiple choice answers or mark with (√) accordingly the one you consider correct

Part One: Personal Information

1. Name of the school

Eteya

Dera

Andenet

2. sex

Male

Female

3. Age

21-25 years

26-30 years

31-35 years

36 and above years

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Declaration

I the undersigned declare that this thesis is my original work and the sources used dually acknowledged.

Signature _____

Tesfaye Abera

Date: _____

APPROVAL

This thesis has been submitted for examination with my approval as the thesis advisor.

Gideon P.E.Cohen(PhD)

Signature _____

Date: _____

Appendix-A

**Addis Ababa University
School of Graduate Studies
Department of Linguistics and Philology**

Questionnaire to be filled in by Grade nine students

Dear respondent,

The purpose of this questionnaire is to collect primary data for the study that attempts to investigate 'The Effect of learning by Mother Tongue /Afan Oromo/ and Other School Related Factors on Students performance of English'. The effectiveness of the study depends on your genuine responses to each question. Therefore, please as objectively as possible to each item in the questionnaire.

Thank you in advance!

General Directions

- There is no need of writing your name in any part of the questionnaire
- Be brief and direct in responding to open ended questions, and write down your responses in the blank spaces provided
- For questions with multiple choice answers or mark with (√) accordingly the one you consider correct

PART ONE

I. Respondents Background and Personal Information

1. Name of School

Eteya

Dera

Andenet

2. Sex

Male

Female

3. Age

Below 16 years

16-18 years

19 and above years

Declaration

I the undersigned declare that this thesis is my original work and the sources used dually acknowledged.

Signature Tesfaye Abera

Tesfaye Abera

Date : 21/10/2009

APPROVAL

This thesis has been submitted for examination with my approval as the thesis advisor.

Gideon P.E. Cohen (PhD)

Signature _____

Date: _____