

**MAJOR CHALLENGES OF LEARNING ENGLISH
AMONG AWNGI NATIVE SPEAKERS: THE CASE OF
GRADE EIGHT STUDENTS OF FOUR SELECTED
PRIMARY SCHOOLS IN AWI ZONE**

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**BY
SENAY TAREKEGN**

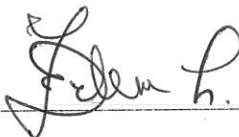
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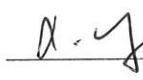
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BY
SENAY TAREKEGN

Approved by Board of Examiners

Advisor Zelealem Leyen Signature  Date 11 July 2013

Examiner Bonny Moyo Signature  Date 18/07/2013

Examiner Binyam Sisay Signature  Date 11 July 2013

Chair Person _____ Signature _____ Date _____

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ACRONYMS AND ABBREVIATIONS

AcT = Acculturation Theory

AT = Accommodation Theory

CA = Contrastive Analysis

CAH = Contrastive Analysis Hypothesis

EPRDF = Ethiopian People's Revolutionary Democratic Front

EFL = English as a Foreign Language

F = Female

L1 = Language 1

L2 = Language 2

M = Male

MOI = Medium of Instruction

SL = Second Language

SLA = Second Language Acquisition

TL = Target Language

T = Total

Abstract

The aim of this study is to investigate the challenges of learning English as a foreign language in selected primary schools of Awi Zone. To achieve the goal, primary and secondary data were collected using questionnaire, interviews, test, and reference materials. Based on the earlier works, the unseen part of other researchers of related topics were touched by this research. The research tried to assess the problems related to learning English in schools and classroom settings. The researcher aimed to solve the problems of students that become an obstruction to learn English as a foreign language and as a result lead them to failure. Second language learning research focuses on developing knowledge and use of language by children and adults who already know at least one other language. This field of research has both theoretical and practical importance. The theoretical importance is related to our understanding of how language is represented in the mind and whether there is a difference between languages are acquired and processed and the way other kinds of information are acquired and processed. The practical importance arises from the assumption that an understanding of how languages are learned will lead to more effective teaching practices.

CHAPTER ONE

1. INTRODUCTION

1.1 Background to the Study People and Their Language

Based on the 2007 Census, Awi Zone has a total population of 982,942, of whom 490,000 are Awngi native speakers. This population size includes Belayas and Kunfels who speak Awngi with significant dialectical variation which does not obstruct mutual intelligibility. Belayas and Kunfels are small in number and settle in extreme lowlands of Awi Zone. Both are found within a distance of a day trek to each other and to other Awngi speaking community. Gumuz and Amharic speakers settle between Awngi speaking community and Belayas and Kunfels. Due to this geographical boundary, there is considerable dialectical variation among the Awngi of Belaya, Awi, and Kunfel. This study, however, does not include Kunfel and Belaya varieties. Due to the influence of Amharic, almost all Awngi native speakers are bilingual.

The people are referred to as “Agew” by the Amhara people, but they call themselves “Awi” (for male) or “Awa” (for female). The plural forms “Awka” and “Awawa” are alternatively used to refer plural members in both sexes.

Awngi is one of the four languages in the Central Cushitic Language family (Awngi, Bilen, Kimant, and Xamtigna). Today, it is spoken in most parts of Awi Administrative Zone of Amhara Region (formerly known as Agew-Midir), and Metekel Zone of Benishangul Gumuz Region (most parts of which was formerly known as Metekel Awuraja). In the past, it was also spoken in Quara and Dembia in Gondar, and Damot in Gojjam areas presently replaced by Amharic speakers (Yaregal 2007:2).

A movement towards the implementation of a multilingual language policy came into the scene in Ethiopia in 1994 with the rule of EPRDF (the Ethiopian People’s Revolutionary Democratic Front) after the down fall of the Derg (Getachew and Derib, 2006:58). They added that the strongest manifestation of the new government’s language policy is seen in the education system of the country and in the other areas. Section 3.5.1 of the Education and Training Policy (1994)

reads cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of the nationalities to promote the use of their languages, primary education will be given in nationality languages.

Accordingly, Awnji was reduced to writing in 1995, using the Ethiopic script, and was designated as a medium of instruction for primary schools in 1996 (Yaregal, 2007:3). It was also launched to be taught as a subject for grades 7- 8 for native speakers and as a second language subject for grades 3-6 of Amharic speaking schools of Awi Zone in 2004. This created a good opportunity for Awnji to develop and somehow resist the influence of Amharic that has been adversely affecting its existence.

Thus, before 1996, Amharic was both language of instruction and a school subject. This situation paves the way for the students to have high opportunity to loss their primary language in favor of Amharic because the Awnji language at that time was hardly recognized by the government and it was not codified at all.

Currently, Awnji is used as medium of instruction and as a school subject starting from grade 1-6. In such a way, the language policy of Amhara National Regional State has been implemented in education domain from the schools in areas where many Awnji native speakers reside. However, in urban and some parts of rural areas where Amharic native speakers are available predominantly, the students pursue their education using Amharic as a medium of instruction from grade 1 to 8 and take Awnji as a subject. This measure plays a pivotal role to maintain a minority language, Awnji, from loss.

It is vital to mention the difference between second language and foreign language, which are both referred to as Second Language (SL). People who live in a given speech community/ country learn a language which is not their mother tongue, as their second language. Those who do not live in a given speech community/ country learn that language as a foreign language. Oxford and Shearin (1994: 12) explain the idea that the learner of the second language is surrounded by stimulation, both visual and auditory, in the target language and thus has many motivational and instructional advantages.

According to Oxford and Shearin (1994), foreign language learners are surrounded by their own native language and have to go out of their way to find stimulation and input in that language. These learners typically receive input in the new language only in the class room and by artificial means.

Ethiopia, like other African countries, is characterized by linguistic and ethnic diversity. The country consists of more than 80 ethnic groups with distinct languages and/or dialects. Taking this multilingual nature of the country and language being a strong manifestation of ethnic identity, the country is said to be multicultural and multiethnic (Mulugeta, 2008: 1).

As stated above, learning a foreign language in such multilingual, ethnic diversity and multicultural country seems relatively difficult. When we see the case of Awngi native speakers, they speak Awngi and Amharic languages. English is the language they learn after they adopt at least the two languages with the culture of the people around. Ministry of Education (MoE), in its 2007 issue states that modern schooling in Ethiopia was introduced in 1908.

Teaching English as a foreign language in Ethiopian schools is aimed at developing students' communicative competence (Engliz, 2011). According to Engliz, to achieve this goal and minimize the problems related to learning English, the role of the teachers is essential.

Twelve years of school study does not make students mastery over English; as the language is not taught properly. As the majority of students come from rural areas, a bilingual method (teaching in mother tongue and other language) is adopted in language classes (Kannan, 2009: 1). According to Kannan, bilingual language classes have their own share for the challenges of learning a foreign language. In a bilingual method, if a student does not understand anything in English, he/she asks for explanation in L1, i.e. in his/her mother tongue. Consequently, the English teacher is in a state to adopt bilingual method which English language teaching specialists view as a wrong methodology.

1.2 Statement of the Problem

Ethiopia is a multilingual country though the educational policy has long been monolingual in nature. Following the downfall of the military government in 1991, there have been changes in the political, social, and economic situations in the country. One of these changes is the promotion of mother tongue education in the country. Awngi is being used as medium of instruction in first cycle primary education in Awi Zone. Amharic and English are also taught as subjects starting from grade one. According to Kannan (2009: 2), in learning a foreign language, students encounter problems because of several factors, like negative attitude towards the language, lack of exposure, and wrong teaching method which is adopted in language classes. The extent that these factors cause problems to learn English in the study area is not known. This needs investigation.

1.3 Objectives of the Study

The general objective of this study is to investigate the major social, psychological and linguistic challenges that affect the learning-teaching process of English as a foreign language among the Awngi native speakers in Awi Zone.

The specific objectives are the following:

- To identify the major challenges that affect the EFL learners while learning English in primary schools among Awngi native speakers;
- To rank the problems based on the difficulty they pose on the learners and
- To suggest possible recommendations that can contribute to plan a lesson taking the learners' problems into consideration.

1.4 Research Questions

In line with the aforementioned objectives, the following basic questions are forwarded.

- i. What are the major linguistic and non-linguistic challenges facing EFL learners of Awngi native speakers?
- ii. Which particular factor poses more difficulty on the learners?
- iii. What is the current students' level of proficiency in English?
- iv. What are the best ways to alleviate the difficulties in learning English as a foreign language?

1.5 Significance of the Study

Awareness of the factors that contribute to the problems EFL learners encounter will benefit both learners and teachers. The findings of this study:

- a. help teachers to become aware of the problematic areas of learning English so that they can take necessary measures.
- b. help learners to identify major challenges and to alleviate and avert these challenges.
- c. enable the learners improve their learning practices and create best condition for L2 learning.
- d. help material designers (teachers) to conduct need analysis, and revise teaching materials or course contents.
- e. help other researchers as a stepping stone for further research.

1.6 Scope of the Study

The site of this study is Awi zone in Amhara Regional State. Its administrative center is Injibara Town which is located at 447 kilometers north-west of Addis Ababa. This study investigates the major challenges of learning English among Awngi native speakers in second cycle level of primary schools. The study is limited to grade eight students of selected primary schools in Awi zone who are learning English as a foreign language, teachers and principals of the same schools. The researcher understands that the research would have high degree and quality if the study covered the whole Awi Zone extending the number of schools and subjects for the study. However, due to time and financial constraints the study is limited to two rural and two urban, totally four, primary schools.

The researcher preferred to carry out the study in Awi Zone of Amhara regional state due to the following reasons.

Firstly, such study had never been carried out in the zone under study. Secondly, the researcher is well acquainted with the area under study and is a native speaker of Awngi that helps him to gather accurate data from the respondents.

CHAPTER TWO

2. Theoretical Framework and Review of Related Literature

2.1 Theoretical Framework of Second/Foreign Language Learning

Different theories of second language learning are used in order to achieve the objective of this study. The theories that are mainly used in this study include: Contrastive Analysis Hypothesis (CAH) of Spolsky (1989); Accommodation Theory (AT) of Giles and Byrne (1982); and Acculturation Theory (AcT) of Schumann (1986). The researcher believes that the concepts in each theory are relevant and contribute to achieve the objective of the study.

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 or models. 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).

Spolsky’s (1989) contrastive analysis hypothesis, Gardner’s (1985) socio-educational model, Giles’ (1982) accommodation theory, and Schumann’s (1978) acculturation theory are some of the second language learning theories that were proposed at different times by different scholars. These theories of second language learning focus on social and psychological factors that affect second language learning.

Spolsky’s Contrastive Analysis Hypothesis, proposed in 1989, is one of the language learning theories which claims that the principal barrier to second language learning is the interference of the first language system with the second language system. The CAH mainly focuses on the assumption that we can predict and describe the patterns that cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student. In addition, it claims that a scientific, structural analysis of the two languages in question would yield taxonomy of linguistic contrasts between them which in turn would enable the linguist to predicate difficulties a learner would encounter.

Spolsky (1989:21) proposes conditions for second/ foreign language learning on linguistic basis. The three conditions which describe the simplicity, difficulty and motivation of language learning respectively are the following:

Condition 1

Language Distance Condition: The closer two languages each other genetically and typologically, the quicker a speaker of one will learn the other.

Condition 2

Contrastive Feature Condition: Differences between two languages interfere when a speaker of one sets out to learn the other.

Condition 3

Motivation Condition: The more motivation a learner has, the more time he/she will spend learning an aspect of a second/ foreign language.

According to Hall (2007: 19), Contrastive Analysis Hypotheses (CAH) is defined as: “an extension of the notion of Contrastive Analysis attributed to the ability to predict errors to the Contrastive Analysis of two languages depending on the similarities and differences between the structures of the learner’s (L1) and that of the (L2)”. The student who comes in contact with a foreign language finds some features of the language quite easy and others extremely difficult. Those elements that are similar to his native language are simple for him, and those elements that are different are difficult (Lado, 1957: 2). “...we can predict and describe the patterns that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student. In our view, the preparation of up-to-date pedagogical and experimental materials must be based on this kind of comparison”.

From the early 1940’s to the 1960’s, teachers of foreign languages were hopeful that the problems of language teaching could be approached scientifically, with the use of methods derived from structural linguistics (Hakuta and Cancino, 1977: 295). Following notions in structural linguistics, the focus of CA is on the surface forms of both L1 and L2 system, on describing and comparing the languages one level at a time – generally contrasting the phonology of L1 and L2 first, then morphology, then syntax, with lexicon receiving relatively little attention (Saville-Troike, 2006: 35).

The CAH claims that the principal barrier to Second Language Acquisition (SLA) is the interference of the L1 system with the L2 system, and that a scientific structural analysis of the two languages in question would yield taxonomy of linguistic contrasts between them which in turn would enable the linguist to predict the problems which a learner would encounter.

As a result, the goal of Contrastive Analysis (CA) was primarily pedagogical in nature: to increase efficiency in L2 teaching and testing (Saville-Troike, 2006: 34). The explicit implication of CA for foreign language teaching is explained as; "The most effective materials are those that are developed upon a scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner" (Hakuta and Cancino, 1977: 296). Saville-Troike (2006: 35) summarized this idea as follows:

Of the languages which are likely to cause the process of CA involves describing L1 and L2 at each level, analyzing roughly comparable segments problems for learners. This information provides a rationale for constructing language lessons that focus on structures which are predicted to most need attention and practice, for sequencing the L2 structures on order of difficulty.

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

Gardner's socio-educational model, proposed in 1985, is another language learning theory which focuses mainly on the affective variables affecting second language learning in the school setting.

Gardner (2004, p. 119) states that:

Socio-educational model of second language acquisition postulates that language learning is a dynamic process in which affective variable influence language achievement and experiences in language learning can influence some affective variables. Five classes of variable are emphasized: Integrativeness, attitudes toward the learning situation, motivation, language anxiety, and instrumental orientation.

Spolsky (1989: 159) states that Gardner's model is the major development in understanding the relationship between attitude and second language learning. Socio-educational model, therefore, focuses on social factors that affect second language learning. This model is important in showing the relationship between motivation and attitude in both formal and informal second language learning. According to Gardner's (2004) socio-educational model, motivation is influenced by different variables such as attitudes toward specific language community, to its language, to the language learning situations, etc.

Accommodation theory, introduced by Giles (1982), is also among second language learning theories. This model focuses on the relationship between the learner's social group and the target language community (Ellis 1985). Williams and Burden (1997:23) explain accommodation as a modification of our previous knowledge about a language when we receive new input of the language, for example, by listening to a conversation. According to this model, the relationship between the target language speakers and second language learners is explained in terms of how the learner's social group defines itself in relation to the target language community. However, Schumann (1978), in his acculturation theory, which is discussed below, explains the relationship between the two groups in terms of variables that create social and psychological distance.

Acculturation, whose founder was Schumann (1978), is yet another model in second/foreign language learning. According to Ellis (1985), acculturation is the process of becoming adapted to a new culture. Schumann (1978:34) characterized the relationship between acculturation and second language learning in the following way: "Second language learning is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will

control the degree to which he acquires the second language". In this view, acculturation is determined by the degree of social and psychological distance between the learners and the target language speakers. Schumann (1978) claimed that better second language learning occurs when learners perceive little social distance between themselves and the target language group. Supporting this idea, Stern (1983: 270) states that, "The acculturation model developed by Schumann is used to explain the differences in social perceptions between groups and individuals who are prepared to learn a second language and those who are unwilling or unable to do so".

According to Vanlier (1988), in acculturation theory, the more social and psychological distance there is between the second language learner and the target language group, the lower the learner's degree of acculturation will be toward that group. Thus, it is predicted that the degree to which second language learners succeed in socially and psychologically acculturating the target language group determines their level of success in learning the target language.

Thus, the acculturation notion provides the theory with an account of how long and in which direction a learner refines hypothesis about the target language. Such social and psychological factors as attitudes towards the target language, motivation to learn, and social distance are seen to underline the motion toward acculturation (Schumann, 1986).

Second language theories are all important and interrelated (Ellis, 1985). For this reason, it is difficult to depend on only one model. However, since the main objective of this study is to investigate the major challenges of learning a foreign language, theories that focus on social, psychological and linguistic factors will be used for this study. Krashen's (1981) Monitor Theory is also one of the language learning theories which focus on the affective variables, which affect second/foreign language learning in the 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 are the school-related factors like quality of teaching staff, method of teaching, class size, and instructional materials. Thus, the systematic examinations 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 (1996) Model.

Carron and Chau (1996) present 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 influences 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 materials in teaching learning conditions include: various equipments for the classrooms, pupils' supplies, guidance and materials for the teachers. "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" (Tesfaye, 2009:10).

The above conceptual models deal with a wide variety of factors in which identifying the impacts of all the factors are difficult to measure. As a result, based on the aim of the present study, these models have been used to guide the data analysis. Quality of the teaching staff, teaching learning process and instructional resources were adopted from Carron and Chau (1996) Model; proficiency in mother tongue was adopted from Krashen's (1981) Monitor Theory, and language distance and student's readiness for learning were adopted from Spolsky's (1989), conditions for Second Language Learning. More detailed interpretation and discussions of the components in these models will be presented in the literature review.

2.1.1 Linguistic Factors as Challenges of Language Learning

2.1.1.1 Language Distance

English can be more or less difficult to learn, depending on how different from or similar it is to the languages the learners already know (Cunningsworth, 1984). Language teaching practice often assumes that most of the difficulties that learners face in the study of English are results of the degree to which their native language differs from English. Supporting this idea, Walqui (2000: 26) states the following:

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 languages such as Arabic, Korean, or Vietnams, which are members of other language families and use different writing systems.

From the above finding, we can understand that the similarity between the target language and one's mother tongue in writing and genetic affiliation have great contribution to learners of the target language than those of having different written form and belong to different language family. So, since English is an Indo- European language and Awngi is an Afro- Asiatic language, learning English might be difficult to Awngi native speakers. Phonemic difference between the two languages is indicated in the tables below.

Table-2.1 Consonant Phonemes of English and Awngi

Manner of Articulation	Place of Articulation																	
	Bilabial		Labiodental		interdental		Alveolar		Palatal		Velar		Labialized velar		Uvular		Glottal	
	English	Awngi	English	Awngi	English	Awngi	English	Awngi	English	Awngi	English	Awngi	English	Awngi	English	Awngi	English	Awngi
Stops	p b	p b					t d	t d			k g	k g	- -	k ^w g ^w	- -	q q ^w	- -	ʔ
Fricatives			f v	f v	θ ð	- -	s z	s z	ʃ ʒ	ʃ ʒ	- -	x	- -	x ^w			h	h
Affricates							-	tʃ dʒ	č ǰ	č ǰ								
Nasals	m	m					n	n			ŋ	ŋ	-	ŋ ^w				
Liquids							l	l										
Approximants	w	w							j	j								

Adopted from: Joswig (2010: 2) and Worku (1986:24)

Table-2.2 Vowel Phonemes of English and Awngi

	Front Unrounded		Central Unrounded		Back Rounded	
	English	Awngi	English	Awngi	English	Awngi
Close	i	i	–	ɨ	u (:)	u
Close-mid	e	e	ə	–	o	o
Open-mid	ɛ	–	ɜ	–	ʌ	–
Open	æ	–	–	a	ɑ ɑ	– –

Adopted from: Joswig (2010: 2) and Worku Gela (1986: 24)

From the tables above, one can understand that; interdental fricatives (θ and ð), palatal fricative (dʒ) front open-mid unrounded vowel (ɛ), central unrounded open-mid vowel (ɜ), front open unrounded vowel (æ), back rounded vowels (ɔ and ɒ), and back unrounded vowel (ɑ) exist in English, but not in Awngi. The non-existence of these phonemes in Awngi phoneme inventory created a difficulty for the target group Awngi native English learners pronounce them like native English speakers.

2.1.1.2. Native Language Proficiency

Teshome (2007: 76) conducted a research entitled “The Impact of Learning with the Mother Tongue on Academic Achievement: A Case Study of Grade Eight Students in Ethiopia”. His study focused on the relation between native and second/foreign language learning. In his finding, he concludes that “...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.”

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 that large amounts of transfer between languages. According to Kembo (2002: 298), such kinds of interference are called 'the sub-state' influence on language learning. That is, "...the role of the languages a learner already knows at the time of learning a foreign language."

Whenever the syntax 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 grammatical differences between the languages, the greater the difficulties will be (Cunningsworth, 1984).

2.1.1.3 Language Transfer Errors

Language transfer refers to a cross-linguistic influence that the learner faces the learner when he/she uses his/her previous mother-tongue experience as a means of organizing the second language data. Language transfer errors result from the fact that the learner uses what he/she already knows about language, in order to make sense of new experience (Littlewood, 1984: 25). According to Littlewood (1984), Language transfer is sub-categorized as: phonological, morphological, lexical, and syntactic transfer.

2.1.1.3.1 Phonological Transfer

Jarvis (2008: 63) explained the term phonological transfer in a very general sense as the ways in which a person's knowledge of the sound system of one language can affect that person's perception and production of speech sounds in another language.

According to Major (2001), some speakers achieve complete fluency in L2. However, others will always have a non-native pronunciation or an accent. The non-native accent expresses the speaker's 'interlanguage' or the intermediate place between his native language and the target pronunciation. This is due to "Cross linguistic influence or language transfer, where phonological structures of the speaker's native language exert influence upon the pronunciation of the L2" (Odlin, 1989:30). In line with this, Van Coetsem (1988) describes the concept of transfer in L2 phonology as "imposition". The speaker will impose his articulatory habits and his native phonology when learning L2 because he has not acquired the phonology of the L2 yet. As

a result, he will adapt the L2 sound by substituting it for a more familiar one to compensate for incomplete acquisition of the foreign phonology.

According to Jarvis (2008: 67), phonological transfer at the segmental level has been found in both perception and production, and in both the forward and reverse directions. But, the occurrence of segmental transfer in the forward direction is very high. Jarvis states that the most obvious effect of phonological transfer at the segmental level concerns the difficulty of perceiving the distinction between two sounds in a L2 that are not in phonemic contrasts, as can be seen in the difficulty that Spanish speakers sometimes face in distinguishing between /i/ and /ɪ/ in English words like 'sheep' and 'ship'. According to Lado (1957: 27), when the phoneme in the foreign language does not exist in the native language, the student will tend to substitute the native phoneme that seems nearest within the whole structure of his native language.

Another area of research concerning transfer in learners' production of L2 segments relates not to substitutions per se, but rather to the production of essentially the right phonemes with some of the wrong supra-segmental properties. Some of the segmental properties that have been examined include palatalization, voicing, and aspiration. For example, Brazilian Portuguese speakers who use English allow the palatalization of /d/ and /t/ in certain contexts where it is not allowed in English (Jarvis, 2008: 65).

2.1.1.3.2 Morphological Transfer

One of the long-perpetuated myths about morphological transfer is that bound morphemes, such as the plural -s marker in the word *cars*, are impervious to transfer (Jarvis, 2008: 92). In connection with this myth, Eubank (1994: 183) states, "... inflection does not transfer even though other aspects of the [native language] may". On the other hand, there are scholars who claim the occurrence of morphological transfer in their studies.

Jarvis (2008: 92), show that L1 Czech learners of Russian often use Czech inflectional morphology with Russian words as in *rabotnice* instead of *rabotnicy* = workwomen). De Angelis (2007: 56) also found out cases in which Dutch pluralization rules and suffixes were being

applied to English words, as in *help -t* for *helped*, where *-t* is a Dutch suffix; *product-en* and *gooderen* for the word *goods*, *-en* and *-eren* being Dutch inflectional suffixes.

Jarvis (2008: 96) claims, although the wholesale transfer of bound morphemes from one language to another is a highly restricted phenomenon, it occurs quite frequently when the source and target languages are lexically and morphologically related. He states that even where overt morphological transfer does not occur, the relevant literature shows that language users do make interlingual identifications between the grammatical morphology (bound or free) of the source language and corresponding structures (bound or free) in the recipient language. Odlin (1989: 83) has confirmed the occurrence of morphological transfer as follows:

The existence of general lexical similarities is probably a major influence on how much transfer of bound morphemes will take place. In the case of two languages with many lexical similarities, such as Spanish and Italian, the transfer of bound morphemes in speech appears to be quite possible. For example, in the Spanish of Uruguay, the adjective *nubladelí* (rather cloudy) reflects a fusion of Spanish *nublado* (cloudy) and an Italian suffix *-eli*. Even in very dissimilar languages, however, there do appear instances of morphological transfer.

2.1.1.3.3 Lexical Transfer

Lexical transfer refers to the influence of word knowledge in one language on a person's knowledge or use of words in another language (Jarvis, 2008: 72). Learners establish equivalence relationships between L1 and TL words, and basing on these interlingual identifications, they transfer lexical items they consider common to both languages (Lach, 2010: 4). If the words we know in different languages are mentally interconnected, then it follows that our knowledge of words in one language may affect how we learn, process, and use words in another language (Jarvis, 2008: 74). From a procedural perspective, two main types of lexical transfer can be distinguished: transfer of form and transfer of meaning (Lach, 2010: 4).

According to Jarvis (2008: 75), formal transfer or transfer of form involves (a) the use of a false cognate (e.g., *Many offers of violence have not enough courage to speak about it*, reflecting

influence from Swedish *offer* = “victim”), (b) unintentional lexical borrowing involving the use of a word from the wrong language (e.g., *and then no one* = “and then another one”, reflecting an accidental code switching in to Dutch) or (c) the coinage of a new word by blending two or more words from different languages (e.g., *We have the same clothes*, reflecting a blend of the English word *clothes* and the Swedish word *klader* = “clothes”).

Meaning-based lexical transfer errors are derived from the transfer of semantic patterns of the L1 into target language words, in the form of calques (loan translations) and semantic extensions (Ringbom, 2001: 60). In relation to this, Jarvis (2008: 75) describes that lexico-semantic transfer or simply semantic transfer-is most evident in (a) the use of an authentic target-language word with a meaning that reflects influence from the semantic range of a corresponding word in [native] language. This phenomenon is known as semantic extension and occurs when semantic properties are extended to the target language word. For example, *he bit himself in the language*, reflecting semantic but not formal influence from Finnish *kieli* = “tongue”, “language” (Ringbom, 2001: 64) or (b) the use of a calque in the target language that reflects the way a multi-word unit is mapped to meaning in native language. ‘Calques’ here are literal translations of source words and expressions into target language words and expressions. For example, *he remained a youngman all his life*, reflecting semantic and compositional influence from Swedish *ungkarl* = “bachelor,” composed of the elements *ung* = “young” and *karl* = “man” (Ringbom, 2001: 64).

2.1.1.3.4 Syntactic Transfer

Learners use some L1 structures to produce appropriate responses in L2, producing semantically acceptable texts. Subsequently, learners also use L1 structures interchangeably with L2 structures, producing inappropriate L2 responses, indicating an interference of L1 on L2 (Bhela, 1999: 30). This implies that when the learners experience gaps in their L2 syntactical structures, they adjust the form of their L2 responses by using syntactical structures which are part of their L1. Beardsmore (1986: 69) claims that the most obvious case of structural interference is manifested by word order divergences from monoglot norms. Such divergences might range from the almost word-for-word super-imposition of elements in the weaker language onto the pattern of their equivalents in the dominant language to less complex interlingual re-alignment.

According to Jarvis (2008: 96), syntactic transfer encompasses not only word order but also an entire gamut/range of well-formedness constraints, and it has been found in both reception and production. In the receptive domain of grammaticality judgments, Jarvis (2008), found two types of effects. The first was that learners from different L1 backgrounds often showed different patterns of acceptance and rejection in their grammaticality judgments. The second CLI effect was that multilingual language learners (i.e., learners who have previously learned another second language) were on the whole less likely to reject ungrammatical sentences than are language learners who have no prior L2s.

Other readily detectable cases of syntactic interference occur when the structural attributes of elements in L1 are transferred to elements in L2 which do not share the same properties. Many examples of this kind can be found amongst second language learners, as when the Dutch adverb *goed*, under the influence of partial homophony with English *good*, causes the latter to function adverbially in Dutch speakers' English, producing sentences like; *He did it very good*. The Dutch *goed* regularly functions as both adjective and adverb (Beardsmore, 1986: 70).

Jarvis (2008: 97) describes that most of the research on syntactic transfer in comprehension and sentence interpretation has been conducted within the framework of the Competition Model, which is concerned with how language users make use of surface cues (e.g., word order, inflectional morphology, semantics) in order to interpret the functional roles of sentence constituents. He also states that the results of these researches have shown quite consistently that learners do rely on the preferred cues from their L1s while interpreting agent-patient relationships in their L2s. For example, English speakers tend to rely mainly on word order when deciding which noun is the subject and which is the direct object.

Syntactic transfer involving underproduction has also been found in various areas of grammar, including the use of relative clauses, articles, and prepositions (Jarvis, 2008: 100). Underproduction appears when the learner notices that particular structures in the target language are very different from those in his/her first language, and therefore, he/she will avoid using such structures (Cortes, 2005: 241).

2.1.2 Psycho-Social Factor

The second most important factor which is incorporated in this study is psycho-social factor. Larsen-Freeman (1991: 330) states that attitude and motivation have long been thought to have an important bearing on language learning success.

2.1.2.1 Motivation

Spolsky (1989: 149) defines the term motivation in second/foreign language learning as: "The combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language". According to Gardner (1985: 11), motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. That is, motivation to learn a language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction in this activity. Brown (1987: 114) also points out that motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.

The desire to learn the language, or the favorable attitude toward learning the language, does not reflect motivation in and themselves. The individual may want to learn the language and may enjoy the activity, but, if this is not linked with striving to do so, then it is not truly motivation. However, the desire to achieve the goal and favorable attitudes toward the goal are linked with effort or the desire, we have a motivated organism (Gardner, 1985: 11). Therefore, this implies that motivation is a construct resulting from three factors; the desire to learn, the language effort and attitudes towards learning the language.

The abstract term "motivation", on its own, is rather difficult to define but it is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. The author of a classic study of successful language learning came to the conclusion that the most successful learners are not necessarily those who understand a language very easily; they are those who display certain typical characteristics, most of them are clearly associated with motivation (Narayanan,2008: 486). It also mentions the following characteristics of motivated learners.

- a. **Positive task orientation:** The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
- b. **Ego- involvement:** The learner finds it important to succeed in learning in order to maintain and promote his or her own self-image.
- c. **Need for achievement:** The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- d. **High aspiration:** The learner is ambitious, goes for demanding challenges, high proficiency, and top grades.
- e. **Goal orientation:** The learner is well aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
- f. **Perseverance:** The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
- g. **Tolerance of ambiguity:** The learner is not disturbed or frustrated by situations involving temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

There are five motivational attributes affecting second language learning: the learner's reasons for learning the L2; degree of anomie, dissatisfaction with one's place and role in society; level of ethnocentrism, the degree to which the first culture is preferred over the second, and attitudes held toward the target language and culture (Culhane, 2004: 51).

The kind of motivation refers to the goal sought by the individual, and the intensity of motivation refers to the degree of effort the individual expends to achieve the goal (Gardner, 1985: 54). Motivation for learning a L2 is divided by Gardner into two components: instrumental and integrative motivation (Culhane, 2004, p. 52).

Ellis (1985: 117) points out that, instrumental motivation occurs when the learner's goals for learning L2 are functional. For instance, learning directed at passing the examination, furthering career opportunities, or facilitating study of other subjects through the medium of L2 are all examples of instrumentally motivated learning. As Krashen (1981: 22) explains, instrumental motivation is characterized by a desire to obtain something practical or concrete benefits from

the study of a L2. This statement seems to be supported by Schumann (1978: 91). According to Schumann, a learner with an instrumental orientation is one who has little interest in the people who speak the target language, but never wants to learn the language for more self oriented or utilitarian reasons, such as getting a head in his/her occupation, or gaining recognition from his/her own membership.

In contrast to instrumental motivation, integrative motivation is a type of motivation which plays a significant role in second language learning. Alemgena (2008: 21), claims that the concept of integrativeness reflects the individuals' willingness and interest in social interaction with the members of the other groups and it is assessed by three scales: attitudes toward the language group, interest in second language and an integrative orientation to language study.

Spolsky (1989) reveals that integratively motivated students are more active in L2 classroom and are more likely to seek occasions for informal interactions. Moreover, such a student focuses more on meaning than form as he or she is willing to communicate with the Target Language (TL) community outside the classroom, in the natural setting, and this helps the student to successfully learn L2.

The place where the second language learning takes place, that is, the social setting plays a significant role to determine which type of motivation the learner owns. Accordingly, Ellis (1985) and Cook (2001) described that integrative motivation is relevant for second language learners and instrumental motivation is relevant for foreign language learners. This is so, because, in foreign language learning, the learners do not have sufficient experience with TL community to integrate and to have a clear articulated attitude toward that community. However, integrative motivational orientation promotes L2 learning, where L2 functions as a language for wider communication outside the classroom.

2.1.2.2 Attitude

However, many definitions have been proposed to describe the essence of attitude, a working definition for this study is given by Gardner (1985: 9) as follows: "An individual's attitude is an

evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent.”

According to Gardner (1985), there are two significant kinds of attitudes: attitudes to the people who speak the TL, and attitudes to the practical use to which the learner assumes he/she can put the language being learned. According to him, if the second language learners group values the TL community positively, the L2 learners would feel motivated to acquire the L2. Besides, Ellis (1994) claims that, learners holding positive attitudes towards the L2, its speakers, and its culture are more likely to succeed in acquiring the L2... moreover; learners with positive attitudes are likely to have these attitudes strengthened by success in the acquisition of the L2.

On the other hand, negative attitudes by L2 learners toward the target language, its speakers and language learning situations lead to unsuccessful L2 learning. Regarding this issue, Schumann (1978: 86) states the following:

If both communities (second language learner groups and target language groups) have negative attitude about each other and/or target language groups feel that the acquisition of the target language by the L2 learning group is unnecessary or undesirable, then social distance will prevail and acquisition of TL will be inhibited.

Therefore, in order to promote the success of learning L2, and to minimize the social distance between the two groups, both groups must view each other positively. Of course, the success of L2 learning is more determined by the learners' attitude toward the target language and the target language groups (Alemgena (2008: 17). Similarly, the Socio-psychological model advocates that learners' attitudes towards L2 and its speakers play an important and sometimes central role in determining the level of success of the learners in the acquisition of foreign language (Mckenzie, 2010: 29).

According to Krashen (1981: 21), attitudinal factors that relate to SLA are simply factors that encourage acquirers to communicate with speakers of the target language, and thereby obtain the

necessary input, or intake, for language acquisition. He also states that attitudinal factors enable the performer to utilize the language heard for acquisition.

Mohammed Galib (2004) was another researcher who did a study on the attitude of preparatory year one students towards learning English as a foreign language in Eastern Wollega. He mainly uses questionnaire and interview for data collection. The result of the study showed that student attitudes toward learning English as a second language is positive.

2.1.2.2.1 Attitude of Parents towards English and its Speakers

Parents have influences on children's attitude and motivation to the extent that these influences affect the children's L2 learning. So the parents play a role in the development of proficiency in L2. Accordingly, Kuppuswamy (1983: 96) claims that from birth, the human being is enmeshed in social situations which constitute his environment in the same sense as the physical world. Parents, being the primary social unit, have a great influence on the formation of children's attitudes.

Parents play an active role in encouraging their children to learn the language. Gardner (1968: 141) claims that, "In the active role, parents monitor the child's language learning performance, and to the extent that they play this role, they attempt to promote success. That is, parents watch over the child and make sure he/she does his/her homework, encourage him/her to do well, and in general, reinforce his/her success". He adds that, parents also play an active, even if negative, role when he/she objects to the instruction of a second language as important subject in the curriculum.

Furthermore, regarding the influence of parents' attitude on the child's attitude toward L2 learning, McLaughlin (1985: 186) points out that, "...another important social influence on children's L2 learning, besides the language that the child hears at home and in the community is the attitudes of parents...." Therefore, some attitudinal developments occur in children as a result of direct tuition from their parents. Moreover, parents undoubtedly do make explicit statements about their beliefs and attitudes on a variety of social issues, and there is usually an implicit encouragement for the child to feel likewise (Gardner, 1985: 111).

2.1.2.2.2 Attitude of Peers towards English and its Speakers

The attitude of second language learners is also affected by their friends/peers. Concerning this idea, Kuppuswamy (1983), states that the majority of attitudes held by a person are acquired from the peer group in early childhood and later. Furthermore, Harmer (1983) states that students are directed by their peer than any other group in the community at a younger stage. Then, he extended his explanation as: whatever the reason operating in any given case, the outcome is that an individual's peer may shape views, as well as behavior more than his parents do. Therefore, the motivation and the effort made by the learner in foreign language class is determined by the attitude of the learner plus the attitude of the peer towards the language learning situations, the target language and its speakers.

2.1.3 School Related Factors

School related factors like quality of teaching staff, method of teaching, class size, and instructional materials are included among the factors that affect students learning a foreign language. These points are separately reviewed as follows.

2.1.3.1 Teachers' Qualification

Quality of teaching staff is a school related variable that affects learners. Some scholars associate effectiveness of teachers with quality education. With this view, Wragg (1994: 1) states that, "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 the class, clearly explain, ask intelligent and appropriate questions, and monitor and assess learning". A finding by Levin and Lockheed, (1993: 29) reads as follows:

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 the bare minimum, effective teaching involves (a) presenting materials in a rational and orderly fashion at a pace appropriate to the students' age; (b) requiring active student participation; (c) providing students opportunities to practice and apply what they have learned, particularly in relation to

their own experience; (d) monitoring and evaluating students' performance; and giving appropriately placed feedback on student performance.

Teaching a foreign language requires its own approach in which the teacher must cope with better students' performance. In line to this concept, Hismanoglus (2000: 7) states 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." Consequently, teachers' level of subject matter knowledge and pedagogical skills are related to their level of education and work experience, which can affect students' foreign language learning.

2.1.3.2 Availability of Physical Facilities in Schools

Scholars have proved that the availability and quality of physical facilities like; school library, instructional materials, and classrooms play a fundamental role in advancing knowledge of students and improvement of school results.

In a research done by Carron and Chau (1996), in India, the quality of the school library was strongly correlated with pupil's achievement in Hindi and Mathematics. Williams (2000), also reports the direct correlation between quality of libraries and students' achievement. From the above studies one can understand that the presence of school library and related facilities contribute to language performance of students.

Instructional materials such as textbooks, reference books, audiovisuals, newspapers, magazines, and other materials are very crucial in facilitating effective language learning, Strevens (1980). Supporting this idea, Wajnryb (1993) explains that the provision of sufficient, quality, adequate, and relevant 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 utilization determines their positive association with the teaching learning process.

Class size is also one of the major factors which are considered along school related variables that influence language teaching (Alexander, 1973). According to Cohn and Rossmiller (1987), there is no optimum class size, since the optimum number varies with subject matter, the instructional mode employed, and the individual students and the degree of students' mobility between classes.

Large class size leads to discipline problem, less involvement of students in classroom activities little or no support to individual student according to his/her need and burdensome to correct students' class work and homework by the teacher. From the above points, it can be concluded that large class instruction tends to use lecture type, which hinders group participation and learning by doing as well as identification on and provision of attention to the individual needs of the students becomes difficult for the teacher.

2.1.3.3 Utilization of Teaching Aids

The quality of education is influenced by the way teachers make use of teaching aids in learning-teaching process (Amare: 1999). Teaching aids refer to the different resources teachers use to facilitate the process of teaching and learning. Teaching aids could be original objects and imitations (models), which are used for specific subjects' area. Students' exposure to different media is believed to broaden students' experiences and improves their creativity (McLaughlin, 1984). In this regard, teaching aids suggested for language teaching in classroom are textbooks, reference books video tapes different newspaper and magazines, recording materials, etc (Stevens.: 1980; Wajnryb: 1993; McLaughlin: 1984). Thus, in this study, it is valuable to investigate whether English teachers employ different language teaching aids.

2.2. Review of Related Literature

2.2.1 Mother Tongue Influence

Meaza (1983) conducted a research entitled "The Interference of Mother Tongue in Amharic: The case of Tigrinya Native Speakers in Addis Ababa". Her objective was to see errors of the speakers' because of their mother tongue influence. She observed the features of interference of L1 on L2. She found that when the participants of her study produce responses in Amharic, they

lay on their native language, Tigrinya. Hence, she concludes that as the structures of L1 and L2 have differences, there have been errors occurred in the target language.

Teklay (2011) studied on “The Impact of Mother Tongue and some Affective Factors in Learning Amharic as a Second Language by Tigrinya native Students”. His main objective was to investigate the impact of mother tongue interference and some affective factors in learning Amharic. To gather data, he used questionnaire, interview, easy writing and recording students’ speech. The results of the study were: 1) the pronunciation of Amharic is influenced by Tigrinya in two ways. First, when the consonants and vowels of Amharic were changed by Tigrinya vowel and consonant phonemes. Second, in words that have similar meaning and slightly different forms, students pronounce items in the second language just as they are pronounced in their mother tongue. 2) phonological interference is the most frequent and the most observable types of interference that Tigrinya students encounter in their Amharic speaking and writing, 3) the students’, teachers’ and parents’ attitude and motivation towards Amharic were negative and low respectively, 4) the students’, teachers’ and parents’ instrumental orientation is higher than integrative orientation.

Muluken (1987) has also made a study on “Phonological Interference of Anywak in Amharic Speech.” His objective was to locate where the Anywak native speaking students’ pronunciation problems placed in their Amharic speech performance. He used contrastive analysis of the two languages phonology so as to predict the area of phonological interference lay. Since his and the present study explores the issue of phonological errors, it could be possible to say similar. But there are three main points which makes these studies quite different. First, my study used both contrastive and error analysis approaches to describe and analyze the errors. Second, unlike Muluken, the present study assesses different linguistic problems that are occurred in different aspect of language: phonological, morphological, lexical and syntactic because they are, however the degree varies, vulnerable to MT influence. Furthermore, the setting is quite different from Muluken. Muluken’s work was concerned on Anywak native speakers but the present study’s focus groups are Awgni native speakers

Girma Hailu (2008) conducted a research on “Gedeo Native Speaker Learners’ Error Analysis in Writing Amharic Text.” His main objective was to identify and to describe the sources of errors

for each type of errors committed by Gedeo native students while they are writing Amharic text. He used Amharic essay writing as a method to elicit the learner language. According to him, the errors were classified as; word choice, repetition and over-use errors, phonetic transfer errors, prepositional errors, and disagreements in the sentences, conjunction errors and word order errors. He revealed that the sources of these errors were interlingual or crosslinguistic influence and intralingual, influence, from within target language. Although both his and the current study focus on the learners' error analysis, there are areas where the differences lays down. These are: first like the present study, he didn't examine the morphological errors. Second, he used only essay writing as a method of data gathering, but this study was used beside to it, participant observation, interview, translation test and reading aloud technique to gather valid data.

2.2.2 Attitude and Motivation

Alemgena Belete (2008) studied "Attitude and Motivation of Students Learning Afan Oromo as a Second Language: The case of Adama Senior Secondary School." According to him the majority of the students reported that they do not enjoy learning Afan Oromo as a L2 and would not like to use it both in the classroom and outside. Similarly their motivational intensity was low. The majority of the students never exert their full effort in learning the language both inside and outside the classroom. The researcher concludes recommending that in order to overcome the negative attitudes developed by students because of the teachers' bias, the teachers of Afan Oromo should treat L2 learners and native learners equally, should encourage and motivate L2 learners in order to enhance the participation of the students, also schools should devise a means to initiate and encourage students to use and practice the language both inside and outside the classroom by arranging extracurricular activities. Measures should be taken to make parents show favorable attitudes towards the language and to design for L2 learners the syllabus differently.

Abebe Shiferaw (1990) conducted a research on the attitudes of Afan Oromo native speakers who were learning Amharic as a second language in Sebeta Senior Secondary Schools. The main objective of his study was to investigate the attitudes of Afan Oromo native students toward Amharic language, Amharic subject and native Amharic speakers. Accordingly, the results of his

study show that the subjects did not have a positive attitude to the language in general and Amharic as a subject in particular.

Tsehaye Teferra (1977) conducted a comprehensive study entailing a sociolinguistic survey of language use and speakers' attitudes towards language in Ethiopia. His purpose was to investigate the language attitudes of Ethiopians and to relate the findings to present and future educational policies and to the broader questions of cultural change. The findings showed that the respondents' language preferences in education varied based on their educational levels and that the majority, except a few Amharic mother tongue speakers who feel that mother tongue education will disrupt the unity of the nation, have a positive attitude towards the mother tongue and its use in education. Most prefer the mother tongue to be used for literary purposes and as a medium of instruction at the elementary school level while they reject its use as a medium of instruction at the secondary and university level, where English was preferred. In addition, the attitude of speakers also showed that the mother tongue Amharic, Oromo, Tigrinya (among Ethiopian languages), Arabic, French and Swahili (among foreign languages) are the most recommended languages for the inclusion in the school curriculum and that Amharic should be used as an official language and Oromo and Tigrinya were recommended by most as 2nd and 3rd official languages.

Mohammed Galib (2004) was another researcher who did a study on the attitude of preparatory year one students towards learning of English as a foreign language in Eastern Wollega. He mainly uses questionnaire and interview for data collection. The result of the study showed that student attitudes toward learning English as a second language is positive.

Yohannes Adigeh (2007) conducted a study on "The attitude of the Oromo Christians towards the use of Amharic in the case of Ethiopian Orthodox Tewahido Church." This study reveals that the Oromo Orthodox Christians have low proficiency in Amharic skills, and demographic factors (gender, age, and educational level) have affected the attitude of the respondents with no significant variation in attitudes between male and female. However, significant attitude difference was found between age groups and educational backgrounds. The study also showed that the Ethiopian Orthodox Tewahido Church particularly, Mahibere Kidusan Association has made an attempt to use the mother tongues including Afan Oromo for religion but that as regards to Afan Oromo lexical modifications are required to express some dogmatic and

sacramental concepts of the church. The researcher also concluded that respondents were found having low proficiency in Amharic and negative attitudes towards the use of the language at the churches in Oromiya dioceses.

In general, as it can be seen from the literature review above, the studies discussed so far are different from the current study. That is, the effect of Awngi, other social and psycho-social factors, like attitude and motivation, on learning English as a foreign language by Awngi native speakers has not been studied. Thus, it is this gap the present study seeks to fill in.

CHAPTER THREE

3. Methodology of the Study

The study focused on revealing the effect of linguistic, psychological and social factors on learning English at four selected primary schools of Awi Zone in Amhara Region. To this effect, both quantitative and qualitative methods were employed because they appear to be suitable for refining the research tools such as questionnaire, interview, observation and testing. In this chapter, sources of data, sample size, sampling technique, instruments and procedures of data collection, and method of data analysis are discussed.

3.1 Sources of Data

The data for this study was obtained from:

- Grade eight Awngi native speaking students who are learning in sample primary schools of Awi Zone.
- English, Mathematics and other natural science subjects teachers of grade eight as well as school principals and
- Parents of grade eight students of the sample schools.

3.2 Sample Size and Sampling Technique

Samples were commonly drawn from populations for language studies by random sampling and stratified random sampling, both of which have the same goal: to create an accurate sample or group that is representative of the population (Brown, 1988: 111). According to Brown, random sampling technique helps a researcher to ensure that each member of the population has an equal chance of being selected for the sample. In sample selection, students' class room achievement was put into consideration. Hence, based on the first semester result of students in 2012/13 (2004 E.C) academic year, high, medium and low mark achievers were included in the sample of the study.

Determining the sample size and sampling technique considering the number of woradas in the zone under study is a matter of importance. Hence, out of 11 woradas in Awi Zone, four (three woradas and one town administration) were selected by applying the simple random sampling

technique. These are: Banja, Fagita- Lekoma, Ankesha and Injibara town administration. From each worada, one primary school was selected by using purposive sampling, because these schools were selected as models in implementing Awngi as medium of instruction from grades one to six. The schools were: Bata primary school from Banja worada, Gezehara primary school from Fagita – Lekoma worada, Sostu Gimja-Bet primary school from Ankesha worada, and Bahunk primary school from Injibara town administration. It is to be noted that there is no fixed number of percentage of samples that determine an adequate sample size. It rather depends up on the nature of population of interest or the data gathered and analyzed (Tesfaye (2009: 34).

Regarding the selection of students in the sampled schools, out of the 647 grade eight students, 152 males and 174 females, totally 326 sample students were selected from the four primary schools by proportionate stratified technique (see Table 3.1 below).

Table-3.1 sampled schools and sampled students in each school

No.	Name of the school	Total number of students		Number of sample students	
1	Gezehara (Fagita- Lekoma)	M	71	M	36
		F	56	F	28
		T	127	T	64
2	Bata (Banja worada)	M	67	M	34
		F	70	F	35
		T	137	T	69
3	Bahunk (Injibara town)	M	91	M	46
		F	130	F	66
		T	221	T	112
4	Sostu Gimja-Bet (Ankesha worada)	M	72	M	36
		F	90	F	45
		T	162	T	81
	Total	M	301	M	152
		F	346	F	174
		T	647	T	326

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

$n^k = (N^k \times n) \div N$, i.e. to get the sample size of the n^k strata, we multiply the population size of the N^k strata (in this case our k^{th} strata is the number of males that exist in sample schools) by the total sample size of the current study ($n= 286$) and divided to the total population size in sample schools ($N= 647$).

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 students of Gezehara primary school by applying the above formula:

$N^k = 71$ (the number of male students)

$N = 647$ (the number of total students found in schools under study)

$n = 326$ (the total sample population size)

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

$n^k = (71 \times 326) \div 647 = 36$

In the same way, to calculate the number of female students of Gezehara primary school by applying the above formula:

$N^k = 56$ (the number of female students)

$N = 647$ (the number of total students found in schools under study)

$n = 326$ (the total sample population size)

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

$n^k = (56 \times 326) \div 647 = 28$

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

Concerning teachers, all 19 teachers of English, Mathematics, and Natural Science subjects were included in the study. The reason is;

- (a) They were manageable in size, and
- (b) These teachers teach the subjects in English which is a target language of the study.

Similarly, four principals of the schools and three vice chairs were included since they were few in number and that number was manageable. Regarding parents, 20 parents were selected using simple random sampling method. The researcher believes that the number of parent respondents is sufficient for the study since questions related to parents' attitude towards English were also provided to the students to crosscheck the responses of each group (students and parents). In selecting sample parents, rural/urban settings, educational status of (literate/non-literate), age, and sex of the parents were put in to consideration.

3.3 Research Setting

The reason for the selection of the study is that the researcher had taught English in a college in Agew Awi Zone for two years and observed that the English language ability of the students was poor. Thus, the knowledge and the skills required in the area help the researcher see the problems and facilities in teaching English as a foreign language.

Grade eight was selected because of two reasons. First, before they join grade seven, the students had to learn all courses in Awngi, with the exception of Amharic and English as subjects. Second, grade eight students are expected to be relatively more matured in both age and school life experience than other students, because they are on the eve of joining high school. Hence, they are expected to give relevant information to the study. Only those students who have learned in Awngi from grades 1-6 were considered participants of the study. Teachers of grade eight Mathematics and natural science subjects were selected as part of the target population because they teach the lesson in English.

3.4 Data Gathering Instruments

A number of researchers are using multi-method approaches to achieve broader and often better results. In favor of this approach, Teshome (1998) argues that, since each method reveals different aspects of empirical reality, multiple methods should be used in every investigation as a rule. He also noted that there is strength but more 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. Therefore, the instruments

employed to gather the necessary data for the study were questionnaire, interview, classroom observation, and testing. Let's see each of the instruments in detail.

3.4.1 Questionnaire

One of the instruments used to collect data was questionnaire developed by the researcher. Seliger and Shohamy (1989: 172) claim that questionnaires in second language acquisition research are used mostly to collect data on phenomena which are not easily observed, such as attitude and motivation. Accordingly, for this research, questionnaire was taken as the main data gathering instrument on the attitude and motivation of students to learn English as a foreign language. Most of the items included in the questionnaire were open-ended questions, so that respondents can enjoy more freedom when answering questions. The questionnaire was originally developed in English and translated into Awngi and Amharic to facilitate communication.

The structured questionnaire (Appendix -A) filled in by students was intended to collect their personal data, teaching-learning process, students' motivation towards learning English, parents' and peer influence (negative or positive) on their learning, mother tongue influence on learning English, and so on. Sixteen open-ended and eight close-ended questions are presented in students' questionnaire. Then the questionnaires were distributed to 150 sample students in the area under study. All of the questionnaires were filled in by the students and returned.

The second questionnaire (Appendix-B) was designed for teachers of English, mathematics, and natural science subjects. It includes items focusing on teachers' personal data, educational qualifications, attitude towards their profession and instructional resources they use, students' language ability, teaching-learning process and others. The questions asked in this questionnaire were 14 open-ended and 9 close-ended. To facilitate the communication more, the structured questions were originally developed in English and translated to Amharic. Then the questionnaires were distributed to 19 teachers. All of the questionnaires were filled in by the teachers and returned. The third questionnaire (Appendix-C) was designed for school principals. It was mainly designed to collect data on the personal information of the principals and the teaching facilities in schools under study. The principals were asked to fill in 8 open-ended

questions which were translated from English to Amharic to decrease communication barrier. All of the questionnaires were filled in and returned. .

To be certain that the Awngi and Amharic versions are similar to the English one and reduce grammar and spelling errors, the entire questionnaire was revised by Awngi and Amharic teachers. Retaining similar translations and rewriting those with differences, the final draft was prepared. Questionnaires were not developed to parents since some of the parents were illiterate. So, interview was used as the only data collection instrument from parents.

3.4.2 Interviews

Structured interview formats were employed (items which were used for guided interview are given in appendices –D and E). Interview guides were used to secure both first hand and additional information from English teachers, parents and school principals and confirm the information gathered via questionnaire. Seliger (1989: 167) notes that the semi-structured interview consists of specific and defined questions determined before hand, but at the same time it allows some elaboration in the questions and answers. On the basis of this scholar's concept, the structured interview was conducted with the respondents so as to collect the evidence on attitude and motivation.

Eight interview items were considered as the main data collection instruments because the researcher was provided with ample opportunities for clarification and to ask questions relevant to the researcher as well as to adapt techniques to the circumstances. Audio recorder was used to save the data from the interviewed English teachers and school principals. Because of the interviewees' suspicion on the contents of the interview, it was impossible to use audiotape for the interview provided with parents. They refused to be recorded for the questions may have contained politically sensitive matters. Hence, the researcher took notes during the interview sessions and attempts were made to note the exact ideas of the interviewees.

The first interview questions (Appendix-D) focused on the attitudes and motivations of school principals, English teachers, and their students in language classes. For the purpose of confidentiality, the researcher made the interview for each interviewee in isolation. All English

teachers and principals were involved in the interview. Luckily, among four school principals, two of them were English teachers and the rest two teachers of natural science subjects, which are taught in English, before they come to power. So, they were familiar with the problems of teaching English as a foreign language. For this reason, the researcher used similar interview questions for both teachers and school principals.

The second interview questions (Appendix-E) focused on the attitudes and motivations of parents on English and Awnji languages as well as their influence (negative or positive) on the students' language learning. Twenty parents involved in the interview. The interviews were conducted in Awnji since it was feared that the respondents could fail to understand the main idea of the question had it been conducted in Amharic. In addition to that, they could also fail to express their ideas properly using Amharic. Moreover, some of the parents were illiterate and can't communicate in English. Hence, the researcher preferred to carry out the interview in Awnji.

3.4.3 Classroom Observations

Observation was another data collection instrument used by the researcher to cross-check the data obtained through the questionnaire and interview. Wajnryb (1993) states that if one wants to enrich his understanding, he needs to spend time looking in the classroom. The researcher observed four classrooms in four sample schools, namely; Gezehara, Bata, Bahunk and Sostu-Gimja Bet. This gave him a great opportunity to examine the real classroom situation despite the fact that his presence might have influenced the natural situation. The observation checklist (Appendix-F) was designed prior to the actual observation to serve as a guideline for the observation of the discussion and reaction of English, Biology and Mathematics teachers and the students.

Observation was also employed outside the classroom when 162 students and 23 teachers were unaware of the situation. The task mainly focused on the language use of the participants, and this might have given clue to the researcher to compare and contrast the classroom and non-classroom environments.

3.4.4 Testing

To assess the current status of students' performance in English, language skill tests were provided on the four language skills (Appendices; G, H, I, J). In second language acquisition research, tests are generally used to collect data about the subjects' ability in areas such as vocabulary, grammar, and general proficiency (Seliger, 1989: 176). Accordingly, to gather linguistic data, listening, speaking, reading, and essay writing tests were provided to the students.

Accordingly, 80 students were brought to listen to a recorded passage followed by comprehension questions. The text was adapted from primary school leaving examination of a zone other than the study area. This was made to keep the balance of the standard of students' grade level with the difficulty of the test. The number of respondents in listening skill test was 80 and this was relatively more than the number of respondents in other language skill tests. This was because the data gathered through questionnaire indicated that among the four language skills, listening was the most difficult skill to the students under study. By this procedure, the answers of comprehension questions were collected and marked.

A dialogue was made in English with 16 students and their response was recorded by using tape recorder. This procedure was used to test their pronunciation, the relation between questions they are asked and their response, as well as the diction they use and the coherence of ideas in their speech. The number of respondents in speaking skill test was 16 and it was relatively less than the number of respondents in other language skill tests. This was because the data gathered through questionnaire indicated that among the four language skills, difficulty speaking is less skill to learn English as a foreign language.

Reading passage followed by comprehension questions was also provided to the students. Then, they were requested to answer all questions and answer sheets were collected and marked. It was intended to assess whether the students understand the meaning of English words and concepts of texts written in English. Essay writing test was part of the linguistic assessment. Regarding this procedure, the students were requested to write an essay on a topic entitled "Benefits of Tourism to Ethiopia". The topic was taken from grade eight English textbook to keep the balance between the difficulty of the topic and grade level of students. Forty students were involved in

the test and all of them returned the essay they have written. This test was used to assess grammatical errors and other related problems.

3.5 Data Collection Procedures

Prior to administering the data collection instruments to the sample population, the researcher made preliminary visits and contacted the principals of each school. When it was time to administer the questionnaire, the researcher went in person to the schools under study and administered the questionnaires to respondents.

For the sake of clarity, before administering the questionnaire the researcher provided orientation about the purpose of the study. In addition, the students were informed that their responses to the questionnaire would be kept confidential and that it would have no effect on their school marks. The students were also encouraged to ask any question for clarification concerning the questionnaire. When the respondents finished responding to the questions, the questionnaires were collected. Next, the researcher made interviews, class room observation, and administered the test as indicated in sections, 3.4.2, 3.4.3, and 3.4.4, respectively.

3.6 Method of Data Analysis

The researcher employed both qualitative and quantitative methods for the analysis of data. The procedure used in analyzing the data was as follows. The results obtained from listening and reading skill tests through close-ended comprehension questions were collated, tabulated and interpreted quantitatively by using percentages. Percentages were used in places where there were specific alternatives. The data presented in this way were tallied and the tallies were counted and registered as frequency which shows the number of respondents. Then, the percentages were computed on the bases of the reaction of the respondents to each item. The other form of presentation was the discussion of the findings by using qualitative technique. The data obtained through interview, open ended questions and some parts of the test were analyzed quantitatively by using percentages and qualitatively by using descriptive statements and explanations.

CHAPTER FOUR

4. Analysis and Interpretation of Data

This chapter deals with the presentation, analysis and interpretation of the data collected through questionnaires, interviews, observation and test. To find appropriate answers to the basic questions of the study raised in Chapter one section 1.4, analyzed and interpreted information gathered through the above instruments is of primary interest. Part of the information from students' test was organized using tables. For information gathered from students (through other instruments than testing), teachers, parents and school principals, the researcher did not use table as the questions provided were open ended, aimed at giving full freedom to the respondents . Test results are discussed with interpretations following each table for students' responses based on the type of the test. The responses of teachers, school principals and parents are also presented in the form of discussion and observation result is discussed separately.

4.1 Demographic Characteristics of the Respondents

The total number of students included in the study was 326. Out of this, 152 students (46.6%) were males and 174 students (53.4%) were females. Regarding their age, 124 students (38%) were below 16 years and 202 students (62%) were between 16-18 years old. All of them are Awngi native speakers. The characteristics of students included in the sample study are listed in the table below.

Table 4.1 Characteristics of Student Respondents

Characteristics		Respondents in %
Sex	Male	46.6
	Female	53.4
	Total	100
Age	Below 16 years	18
	16-18 years	82
	Above 18 years	-
	Total	100
School name	Gezehara	20
	Bata	21
	Bahunk	34
	Sostu Gimja-Bet	25
	Total	100

The number of female students included in the study is more than the number of males. This was because of the exceeding number of female students in classrooms. This may be a result of the current educational policy that encourages females to participate in education equally to males.

Greatest numbers of respondents attend at Bahunk Primary school than the rest three schools, so the number of sample students included in the study from Bahunk Primary school was more than the number in other schools. Among 326 grade eight students included in the study, 150 participated in filling the questionnaire and the remaining 176 were employed in four language skill tests. That is, 80, 16, 40, 40 in listening, speaking, reading and writing skill tests respectively.

Among 19 teachers who were involved in the study, 12 were males and seven were females. Regarding their experience, eight teachers had between 11-12 years, six had between five to ten, while five had less than five years work experience. Concerning their educational qualification,

three of them were degree holders while the rest 16 were diploma holders. There was no student-teacher in the sample.

Table 4.2 Characteristics of Teacher Respondents

Characteristics		Respondents in %
Sex	Male	63
	Female	37
	Total	100
Level of education	Bachelor Degree	16
	Diploma	84
	Total	100
Work experience	11-12 years	42
	5-10 years	32
	Below 5 years	26
	Total	100

Out of seven school principals who were involved in the study, six were males and one was female. Three of them were degree holders and the rest four were diploma holders. Regarding their work experience, two of them had between 25-27 years work experience, three of them between 6-7 years, while two had less than five years experience.

Table 4.3 Characteristics of School principal Respondents

Characteristics		Respondents in %
Sex	Male	86
	Female	14
	Total	100
Level of education	Bachelor Degree	43
	Diploma	57
	Total	100
Work experience	25-27 years	28.5
	6-7 years	43
	Below 5 years	28.5
	Total	100

Among 20 parents, 10 were males and 10 were females. Concerning their educational level, five of them were uneducated, four of were educated up to grade eight, six of them had completed grade twelve, three of them were diploma holders and the rest two were BA holders. Regarding their age, 10 of them were in between 35-45 years old, four of them were in between 45-50 years old and the rest six were in between 50-60 years old. Concerning to their residence, eight of them were from rural areas and the rest eight were from urban areas.

Table 4.4 Characteristics of Parent Respondents

Characteristics		Respondents in %
Sex	Male	50
	Female	50
	Total	100
Level of education	BA	10
	Diploma	15
	Grade- 12	30
	Grade- 8	20
	Uneducated	25
	Total	100
Age	35-45 years old	50
	45-50 years old	20
	50- 60 years old	30
	Total	100

4.2 Test Results of Students

4.2.1 Listening skill test results

This part of the test was intended to investigate the listening skill of students in English. First, the researcher orientated the students to listen to the passage (Appendix-G) from English teachers and to do the comprehension test questions. Next, papers containing comprehension questions were distributed to the respondents. Then, the passage which was taken from primary school leaving examination of 2010 was read three times by grade eight English teachers. Finally, after the students answered all questions, the researcher collected the papers.

Among 80 students who took part in listening skill test followed by 8 comprehension questions, only 38 students (47.5%) scored above average (five and above). Other 18 students (22.5%) scored the average mark (four) and 24 students (30%) below average mark (less than four).

During the test session, most of the students were observed asking for repetition and for meaning of words repeatedly.

Table 4.5 students' current listening proficiency in English

	Marks out of ten	Number of respondents	Percentage (%)
Below average	0	1	30
	1	3	
	2	5	
	3	15	
Average	4	18	22.5
Above average	5	19	47.5
	6	10	
	7	7	
	8	2	
Total		80	100

Based on table 4.5, it is possible to conclude that students' current listening proficiency of the target language is low. It is because 24 students out of the total 80 (30%), scored below the average, 18 students (22.5%) scored average marks and only 38 students (47.5%) scored above average.

4.2.2 Speaking Skill Test Result

This part of the test was aspired to assess the current status of students' proficiency in speaking English. Five questions (Appendix-H), which were taken from grade eight English textbook to help as interview guide, were provided and a dialogue was made with 16 students. The speech of students was recorded and used to analyze the students' proficiency in speaking. Based on the data on the recorded speech, the students made phonological, morphological syntactic and grammatical errors repeatedly.

Though more is not expected from primary school students, almost all of them are deficient in pronunciation, syllable identification, following grammatical rules and diction. As Odlin (1989: 30) explains, this indicates that the phonological structures of the speakers of Awngi exerted influence upon the pronunciation of English. In writing English words, a syllable can be composed of two phonemic alphabets, but in Awngi each “fidel” stands for a syllable. Hence, phonological transfer has taken place from Awngi to English and imposed Awngi articulatory habits and Awngi phonology.

Since Awngi is an Afro-Asiatic language and English is an Indo-European, there exist distinctive segmental phonemes in both consonants and vowels. As it is listed in table 2.1, Awngi has labio-velar plosive phonemes /k^w and g^w/, labio-velar fricative phoneme /x^w and ɲ^w/, which do not exist in English. Velar fricative phoneme /x/, glottal plosive, at word initial, /ʔ/, uvular plosives /q, q^w/, and alveolar affricative /tʃ/ exist in Awngi, but not in English. Similarly, interdental fricatives /θ, ð/, palatal fricative /ç/ exist in English, but not in Awngi. These differences had brought difficulties in learning English among Awngi native speakers. The following data shows that how English words are transcribed by Awngi native speakers because of the absence of some consonant phonemes of English in Awngi.

Table 4.6 Errors related to misuse of consonant phonemes on speaking skill test

Gloss	Wrong learner articulation	Correct English pronunciation
they	[zej]	[ðeɪ]
then	[zen]	[ðen]
judge	[ʒʌʒ]	[dʒʌdʒ]
jump	[ʒʌmp]	[dʒʌmp]
thin	[tɪn]	[θɪn]
think	[tɪŋk]	[θɪŋk]

When we see the disparity between vowels of the two languages, Awngi lacks to have some vowel segmental phonemes which exist in English (see table- 2.2). For example, front open-mid unrounded vowel (ɛ), central unrounded open-mid vowel (ɜ), front open unrounded vowel(æ), back rounded vowels (ɔ, ɒ), and back unrounded vowel (ɑ) exist in English, but not in Awngi. Close central unrounded vowel “a” exist in Awngi but not in English. Open-mid back rounded vowel (ʌ) and close-mid central unrounded vowel (ə) also exist in English, but not in Awngi. Similar to the errors of pronouncing English words in the absence of some consonant phonemes, Awngi native speaker students make wrong use of pronouncing the sounds or words in the absence of some vowel phonemes of English in Awngi. Let us see the data below.

Table 4.7 Errors related to misuse of vowel phonemes on speaking skill test

Gloss	Wrong learner articulation	Correct English pronunciation
egg	[eg]	[ɛg]
earth	[urth]	[ɜθ]
and	[ənd]	[ænd]
alms	[əlmz]	[ɑmz]
odd	[od]	[ɒd]
all	[ol]	[ɔl]

Phonological problems related to the above differences between segmental phonemes were heard from the students’ speaking skill test. Another problem observed from students’ speech was repeated lexical errors. For instance, let’s see the following sentences, which are taken from the dialogue with students.

Table 4.8 Lexical errors on students' speaking skill test

Students' constructions	Correct utterances	Reasons for the students to be mistaken
We can help we's family. (respondent-14 on the disk)	We can help our family.	Incorrect use of possessive pronoun
The purpose of me learning is...(respondent-4 on the disk)	The purpose of my learning is...	Incorrect use of possessive pronoun
I like mostly Engliz. (respondent-5 on the disk)	I like English most.	Lexical errors due to loan translation
... be social factor lay ... (respondent-8 on the disk)	...on social factor...	Lexical Interference Due to Code mixing

In Awngi, almost all singular possessive pronouns are followed by suffix (-u) and the plural pronouns' suffix (-su) does for all plural personal pronouns as shown below:

Table 4.9 Arrangement of personal pronouns in Awngi

Subject pronoun	Awngi	Possessive pronoun	Awngi
I	[an]	my	[ju]
we	[innozi]	our	[innozi-su]
you(singular)	[int]	your	[k]
you (plural)	[intozi]	your	[intozi-su]
he/she	[ɲi]	his/her	[ɲiu]
they	[ɲazi]	their	[ɲazi-su]

Yaregal (2007: 25-26) uses /-u/ as possessive marker for both plural and singular personal pronouns in Awngi and recommended further investigation for the existence of suffix (-s). The response to his inquiry is that the possessive marker of plural pronouns is not only (-u), but (-su).

4.2.3 Reading Skill Test Results

To assess the current status of students' proficiency in reading and understanding English, a reading passage followed by 12 reading comprehension test questions (Appendix-I) was provided to the students. As the first procedure to do the test, the respondents were provided with a reading passage which was taken from primary school leaving examination of 2011.

Table 4.10 Students' current reading proficiency in English

	Marks out of ten	Number of respondents	Percentage (%)
Below average	2	4	57
	3	5	
	4	7	
	5	7	
Average	6	7	18
Above average	7	5	25
	8	3	
	9	2	
	10	-	
	11	-	
	12	-	

The result of students on table 4.2 depicted that the students' current reading proficiency is low. As the data on the table shows more than half students who took the reading comprehension test failed to answer half of the questions provided. Only seven students out of forty participants scored average mark and only ten students (25%) scored above the average mark (six). From this

result, it can be concluded that currently the students are not at a good status in understanding the concepts they read from a given text at their grade level.

4.2.4 Writing Skill Test Result

The students were given a topic entitled “Benefits of tourism to Ethiopia” (Appendix-J) and were requested to write a paragraph. The topic was taken from grade eight English textbook. The problems frequently observed in their writing were common for almost all students. These were spelling, punctuation, agreement, tense application, use of unnecessary prepositions and sometimes use of homophones. The spelling errors are presented below.

Table 4.11 Errors the students made on the writing skill test

Students' constructions	Transcription	Correct spelling	Transcription	Causes for the spelling error
visieat	[vizit]	visit	[vizit]	Insertion of unnecessary vowels to form a word combining syllables visi + eat
tings	[tɪŋs]	things	[θɪŋs]	Mother tongue influence because of the absence of interdental fricative (θ) in Awngi
knowledge	['na:lɪʒ]	knowledge	['na:lɪdʒ]	Absence of palatal fricative (dʒ) in Awngi

pure	[pjʊr]	poor	[pʊr]	Use of homophone
airplan	[erplæn]	airplane	[erpleɪn]	Use of homophone
growt	[grout]	growth	[groʊθ]	Absence of interdental fricative (θ) in Awngi
turism	[ˈtʊrɪzɪm]	tourism	[ˈtɔːrɪzɪm]	Substitution of letters in places of phonemes

In writing English words, a morpheme can be constructed of two or more phonemes by combining consonant and vowel phonemes. In contrast to English, each Awngi syllable represents a morpheme. This difference between the two languages becomes another reason for the mistakes that the students made in writing. Regarding the use of punctuation marks; commas, periods, and apostrophes were not properly used. The arrangement of words in the sentences was not also according to the rules of English grammar. There were agreement errors which were frequently observed in the students' written sentences some of these were:

- “Ethiopia is used as the countries growth of meddle countries”.
- It was to write:
“Ethiopia will be grouped to countries of medium income”.
- “It use \$ for the use of he”.
- It was to write:
“It is a source of dollar”.
- “Tourism in Ethiopia the smallest economy.”
- It was to write:
“The share of tourism in Ethiopian economy is less”.
- “It is Ethiopia Benefits is best country and tourism”.
- It was to write:
“Ethiopia is a country that benefits from tourism”.

The sentences on the above examples become faulty because they lack systematic and orderly arrangement of the words. This occurs because of the difference in syntactic structure of Awngi and English. Most of the Awngi sentences follow subject+ object + verb structure while that of English follow subject + verb + object arrangement. Hence, Awngi native speakers face such syntactic problems in writing in English.

The tense application in their writing was also incorrect. Among the errors frequently observed, the following are provided for instance.

“Tourism to Ethiopia was very important today”.

Here, the use of the past verb “was” with an adverb of time “today” is incorrect.

“Tourism in Ethiopia is not good know for before ten years”.

It was to write:

In Ethiopia, tourism was not well known before last ten years (ten years ago)

Unnecessary prepositions and fragments were also observed repeatedly and prepositions were also omitted where they could be necessary. Errors like the following were common.

❖ Tourist(s) come from in (to) Ethiopia.

The above sentence lacks subject-verb agreement in number because of the omission of the plural marker (s). It also lacks the preposition (to). Moreover, prepositions (from and to) are inserted with no function.

❖ Most (of) the (people) world people came in (to) Ethiopia and see....

❖ Tourism to Ethiopia many uses between (among) usesand so on.

The words in brackets are omitted while the underlined words (prepositions) are misused.

Hence, it creates communication barrier between the writer and the reader. Based on the above data, one can conclude that the students' current English language proficiency is less.

4.3 Presentation of Data Obtained Through Questionnaire

Almost all questions included in the questionnaire were open-ended except yes/no questions. By using open-ended questions, we can make respondents get freedom to write their feelings without restriction. As a result, the amount of information obtained is more in open-ended questions than that of close-ended ones.

4.3.1 Student Questionnaire Result

The questions in this data collecting instrument focused on the kind of motivation the students hold toward English and cross-check the attitude of students' parents towards English and speakers of the language. The data obtained from the students through these questions were analyzed using both qualitative and quantitative techniques. The results of each item are discussed as follows.

Item 1: Would you like English to replace Awngi and be used as a medium of instruction in primary schools?

As a reaction to this statement, the majority, 95 (66%) students out of 143 said "yes" and 48 students (34%) of the students said "no". As one can see from this result, the attitude of the students towards learning English is almost positive.

Item 2: If your response to question number (1) is either "Yes" or "No" what is (are) your reason(s)?

As a reason to their answer for the question in number 1, among 95 students (66%) said;

- Because it is an international language and it helps to communicate with foreigners from almost all countries of the world, 37 students (26%).
- Because since there is no exposure to speak the language the students should master the language starting from the early school level. 29 students (20%).
- Because it helps us to attend different media in English, 17 students (12%).
- It enables us easily understand English films, 12 students (8%).

On the contrary, the remaining 48 students (34%) said;

- Since English contradicts our culture, learning in Awngi is the better way to keep our identity, 18 students (13%).
- We can understand our environment in Awngi than in English, 21 students (15%).
- It does not help us to communicate with our parents, 9 students (6%).

The information gathered through item 1 and 2 depicted the fact that the students' attitude towards learning English is almost positive. Though the number is insignificant, there were students whose attitude towards using English as a medium of instruction is negative. Even these students explained that they would not oppose to learn English as a subject. The majority of the students have positive attitude towards learning the language and these results match to the result obtained from related questions provided to teachers.

Item 3: Are you interested in foreign languages in general?

As a reaction to this question, 99 students (69%) selected "yes" and the rest 44 students (31%) selected "no". As it can be seen, the reaction of the students towards foreign languages is almost positive.

Item 4: If your response to question number (3) is either "yes" or "no", what is (are) your reason(s)?

As indicated above, the majority of the respondents reported that they are interested in foreign languages. In relation to item 4, which was asked for their reason, majority of the students said;

- ✓ To communicate with more people in the world, 32 respondents (22%)
- ✓ To have good job, 25 respondents (17%)
- ✓ To have an opportunity to get more information, 14 respondents (11%)
- ✓ To go abroad, 19 respondents (13%)
- ✓ To be viewed as modern, 9 respondents (6%)

The information gathered through item 3 and 4, depicted the fact that the students' attitude towards foreign language, as a whole, is almost positive. Regarding to instrumental orientation, Williams and Burden (1997: 116) states that, "An instrument or orientation describes a group of factors concerned with motivation arising from external goals such as passing exams, financial

rewards, furthering a career or gaining promotion". It appears then that an integrative orientation is one of the factors that contribute towards integrative motivation. Those whose response was 'no' did not mention their reason for their disinterest in foreign languages.

Item 5: Is your attitude toward English positive?

In reaction to this statement, 112 of the respondents, 78%, picked 'yes' as their answer and the rest 31, 22%, picked 'no'.

Item 6: If your answer to question number (5) is either 'yes' or 'no', what is (are) your reason(s)?

The following data shows the number and percentage of the respondents whose answer to item-6 is 'yes'.

- It is an international language that helps us to go abroad, 32 (22%)
- By learning English, we can communicate to foreigner tourists, 26 (18%)
- It is nowadays, a language in which most of class subjects are being taught, 23 (16%)
- It is important for job opportunities, 21 (15%)
- It is the language which is widely spoken by educated people, 10 (7%)

The remaining 31 respondents (22%) whose attitude towards English is negative forwarded the following reasons:

- It is difficult to understand, 15 respondents (11%)
- English is not as easy as Awngi, 10 respondents (7%)
- No reason, 6 respondents (4%)

Item 7: Do you think studying English is important? Why?

In response to item 7, though a significant number of students did not agree on the importance of learning English, 92 respondents (64%) thought to study English as a foreign language is essential. Those who were agreed on the importance of teaching/learning English pointed out the following reasons.

- a. English is a medium of instruction in high schools and other levels of higher education (15%).

- b. It enables the learners to converse with the people around the world since it is an international language (11%).
- c. It helps foreign language learners for better job opportunities in governmental and non-governmental organizations (13%).
- d. It is a common course to pass exams in higher educational levels (19%).
- e. It helps to read books written in English (6%).

Among 143 respondents, 51 of them (36%) do not believe in the importance of learning/teaching English as a foreign language in Awi zone because of its difficulty. Those who did not agree on the importance of learning English as a foreign language put their reasons saying; “Even if one is perfect in English and can’t communicate in Awngi, he/she can’t be candidate for many jobs, like: teaching, health services, etc. equal to Awngi speakers”. Some others said, because it is difficult to learn and no need of killing our time learning a foreign language.

According to Alemgena (2008: 53), it is difficult to acquire a second language when the learner is neither instrumentally nor integratively motivated. Generally, most of the respondents seem to believe in the importance of learning English for reasons of instrumental motivation.

Item 8: Do you feel confident when you are asked to speak in English in classroom? Why or why not?

In response to this question, 107 students (75%) responded ‘no’ and the remaining 36 (25%) responded ‘yes’.

Most of the students responded ‘no’ gave reasons for their choice as follows:

- a. I don’t even understand the instruction well (19%).
- b. My friends laugh at me when I make a mistake in using English (30%).
- c. English has been given only as a subject from grade one to six. Hence I have not mastered it yet (16%).
- d. I feel that I can’t speak the language in an appropriate way (10%).

As Hamer (1983), students are directed by their peer rather than any other group in the community at a younger stage. Then, he extended his explanation as: whatever a reason

operating in any given case, the outcome is that an individual's peer may shape views, as well as behavior more than his parents do. In this study, the response of the participants also indicates that the laughter of their friends prohibited the students from actively participating in English language classes. Here, one can easily understand that the effect of peers on the students' attitudes towards learning English as a foreign language.

Almost all of those who responded "yes" did not mention their reasons. Only three respondents of them reported that they would like to improve their speaking skill by actively participating in such occasions.

Item 9: Do you think studying English is important to get a good job? How?

In response to the above question, 123 students (86%) thought that studying English is important to get a good job. They put the importance of English as follows:

- ✦ Since English is an international language, when we are well educated in English, we compete on the world market for a job and have wide opportunity to get good job, 75 students (52%).
- ✦ Most work places like non-governmental organizations (NGOs) require candidates with good command of English language. Therefore, studying English enables us to get good job, 68 students (48%).

Those who did not think studying English is important to get good job did not clearly point out their reasons. They simply said; "It is not necessary for Awi zone candidates, because the competition for job in our zone is not in Awngi, not in English".

The above result clearly shows that the majority of students were learning English for instrumental reasons and 20 respondents (14%) did not believe in the importance of studying English as a foreign language in Awi zone. This implies that they are neither instrumentally nor integratively motivated. Generally speaking, the majority of students seem to believe the importance of teaching/learning English for instrumental reasons.

Item 10: Do your parents encourage you to learn English?

According to McLaughlin (1985: 186), second language learners develop negative or positive attitude towards second language learning because of the influence of parents' attitude towards second language (L₂) learning.

In reaction to item 10, 103 students (72%) picked "No" and the rest 40 (28%) picked "Yes". The data obtained from this item show that majority of respondents' parents do not have deep knowledge on the advantages of learning English. Hence, the parents do not encourage their children to learn English. As a result, the students' attitude towards learning English seems to become negatively influenced. This was cross checked by asking the students question number five, which was designed to find out the attitude of students towards learning English as a foreign language. In addition to this, attitude of parents was cross checked through the interview which was provided to parents about their attitude towards their children's use of English as medium of instruction.

Item 11: If your response to question number (10) is "No", why?

In reaction to item 11, the respondents said:

- They do not have deep knowledge on the advantages of learning English, 21 respondents (20%).
- They are not interested in English language since they cannot speak it, 52 respondents (51%).
- They assume that students fail exams because of the difficulty of English language, 30 respondents (29%).

Here, one can understand that parents do not encourage their children to learn English. Hence, lack of encouragement led the students to be bored and negatively influenced in learning English.

Item 12: What hindrances do your parents face to help you to learn English?

As the data obtained from this item reveals, the respondents said:

- My parents are poor and cannot buy reference materials, dictionaries, and other facilities, 48 (34%).

- They do not know the advantage of learning English, because they are illiterate, 40 (28%).
- They remember Italian invasion of Ethiopia and hate foreigners pretending that Italians are English speakers, 32 (22%).
- They do not have extra time to help me to study English, 20 (14%).
- The rest 3 (2%) did not respond for this item.

Item 13: Do your parents think you should devote more time to studying English?

As a reaction to this question, 92 students (64%) selected “no” and the remaining 51 (36%) of the students selected “yes”. According to the result, the attitude of parents towards English language is almost negative.

Item 14: Does your English teacher follow a student centered teaching style?

As a reaction to this question, 102 students (71%) selected “yes”, and the remaining 41 (29%) selected “no”. From the above result, one can conclude that the students are interested in their English teachers’ teaching style and they are attracted by the teaching style of their teachers.

Item 15: Does your English teacher provide the necessary teaching aids?

In reaction to this question, 47 students (33%) responded as their teacher provide teaching aids. The majority, 96 students (67%), responded as it is insufficient. Their reason for the dissatisfaction was because the materials are not proportional to the number of students to use individually. Generally speaking, most of the students are unsatisfied of the teaching aids that English teachers provide.

Item 16: Do your friends encourage you to practice English as much as possible?

As a reaction to this question, most of the students, 81 (57%), selected “No” as their answer and the rest 62 (22%) selected “Yes”.

Item 17: If your response to question number (16) is “no” why?

As the data obtained from this item reveals, almost all students responded that their friends make laughter when they speak in English in classroom and outside. Hence, most of the time, they prefer to be silent in classrooms and outside not to be laughed at. From the data obtained from students using item 17, one can deduce that the students' motivation and attitude towards English and the learning of English as a foreign language was highly affected by the attitude of their peers.

Item 18: Do you want your English teacher translate most English words to Awngi? Why?

In response to the above question, a great proportion of the students under study, 90 (63%), responded "yes". The remaining, 53 (37%), responded "No". Those who said "yes" put their reason as: It is difficult to understand what the teacher says in English (35%); I do not know the meaning of words in English text book (28%). Those who said "No", on the contrary, justified: I should experience and understand what the teacher says (23%); I only want English teacher to simplify the words he/she use instead of asking to translate most words in to Awngi (14%).

Item 19: Do your class mates laugh at you when you speak English?

In reaction to this statement, almost all students, 92%, picked "Yes". Only 8% picked "No". From the above data one can understand that attitude of the students is negatively influenced by their peers.

Item 20: If your response to question number (19) is "yes" why?

As the data obtained from the students, using item 20, the reason for the students' peers to laugh at the students is expectation of language use errors. As indicated above, the majority of students reported that their friends laugh at them, sometimes, without even hearing mistakes from them. This unreasonable laughter embarrasses the students and they become silent. From this, one can conclude that the students' attitude towards learning English is negatively influenced by their peers.

Item 21: Which language skill(s) (listening, speaking, reading, writing) is (are) more difficult to learning English? Why?

In response to the above question, 17% of the students said listening is more difficult than other skills. Their reason for the difficulty is that; "I use English only in the school compound and out of this no one talks to me in English". Some students (35%) replied that speaking is difficult. Their reason was the same as the students who said listening is difficult. Some others (19%) responded that reading is more difficult. Their reason for the difficulty was related to spelling. The rest (29%) replied that writing is difficult. The reason for their response is that English is more difficult to write compared to Awngi because a word has more meanings based on the contexts.

From the above data one can understand that the main problem of students to learn English seems to be lack of exposure to English (TL) speaking community. As the data indicates, the other problem is language distance between their mother tongue and the target language (English). Regarding exposure, Oxford and Shearin, 1994, states that foreign language learners are surrounded by their own native language and have to go out of their way to find stimulation and input to the target language. In relation to language distance, Cunningsworth (1984) states that English can be more or less difficult to learn, depending on how different or similar it is to the language the learners already know.

Item 22: What differences do you observe among your English teachers and teachers of other subject being taught in English?

In response to item 22, almost all (94%) of the students replied that in language use, English teachers are better than teachers of other subjects being taught in English. The respondents also reported that English teachers are much better than teachers of Mathematics and other Natural Science subjects, which are given in English language, in giving examples for the lessons in the subject matter they teach.

Item 23: What challenge do you face in learning English?

As a reaction to item 23, students mentioned the following challenges:

- My parents do not have knowledge of English language and I ask no one for clarification when I do home works (13%)
- Economical problems to buy dictionary and reference books (10%)

- Lack of exposure to speakers of English (25%)
- English by itself is difficult language to learn (12%)
- No one helps me practice English out of class (19%)
- Fear of rebukes from friends and parents (21%)

It was possible to cross-check the results of data from items 12.13 and 16, through the result of item 23. This indicates that the students are more negatively influenced by the attitude of parents and peers as well as lack of exposure to the target language.

Item 24: How are these challenges influencing your proficiency in English?

In response to item 24, most of the students said that because of these challenges, we become bored to learn English. Sometimes we become hopeless since English is a medium of instruction through our life starting from grade seven.

In general, the data obtained from the students through the questionnaire shows that, though the attitude and motivation of the students towards learning English is positive, it is highly influenced by external factors mentioned on item 23 above. Of course, there was insignificant number of respondents who had negative attitude towards the language. Test results also show the students' current status of English proficiency is low.. Almost all of the students participated in the study were observed with difficulties to communicate in English.

4.3.2 Teachers' Questionnaire Result

To obtain more detailed data and to confirm the information gathered from the students, the researcher prepared a questionnaire to teachers. Teachers of English, mathematics, as well as Natural Science subjects, which are given in English language, were participants. The questions which were included in teachers' questionnaire were aimed at collecting information on the attitude and motivation of teachers and students. Moreover, it was also aimed at gathering data on the current status of students' English proficiency, availability of educational facilities in the schools and, identifying major problems that affect students' English proficiency. The data obtained through these questions were analyzed using qualitative technique. Since the number of

respondents is few, the researcher did not use tables to analyze the response of teachers. The results of each item are discussed as follows.

Item 1: Are you interested in your profession?

As a reaction to this statement, 18 teachers out of 19 (95%) selected “yes” and only one teacher (5%) of the total sample selected “no”. Based on this result, it can be concluded that the attitude of the teachers towards their profession is almost positive.

Item 2: If your response to question number (1) is “no”, what is (are) your reasons (s)?

In reaction to item 2, one respondent (whose answer was no) said, it is a profession which needs commitment and hard work. But when we see the work load compared to the payment, my salary does not satisfy me.

The information gathered through item 1 and 2 depicted the fact that the teachers’ attitude towards their profession is almost positive. Though the number is insignificant, there was a teacher whose attitude towards teaching profession is negative because of less amount of salary paid to teachers.

Item 3: Do you think using English as a medium of instruction in primary schools is advantageous?

In response to this question, 16 teachers out of 19 (84%) picked ‘yes’ as their answer and the rest 3 teachers (16%) think that using English as a medium of instruction is not advantageous. From this response, one can understand that the attitude of teachers’ attitude towards using English as a medium of instruction is almost positive.

Item 4: if your response to question number (3) is either “yes” or “no”, what is (are) your reason(s)?

As a reaction to item 4, 74% of the teachers said that, the students would join high schools in which English is used as a medium of instruction for all subjects. Hence, they should master the language from their childhood. Two teachers (10%) said, it is advantageous because English is an international language and it helps the students to communicate with the people around the

world. There were also teachers who said “because it helps the students to adapt the new technology which uses English as communication media”. Teachers whose response to question number three was “no” (16%) did not put their reason.

Item 5: Are the students eager to learn English and active in English language classes?

As a reaction to item 5, 14 teachers out of 19 (74%) picked “No” as their answer and the rest five (26%) picked “Yes”. Based on the information gathered from teachers about the activity of students in classrooms, one can conclude that the students are less motivated to learn English as a foreign language.

Item 6: If your response to the above question is either “yes” or “no”, what do you think the reason is?

In reaction to item 6, which was asked for the reason, different reasons were given from the respondents. Respondents who ticked “yes” (26%) reported that; “few students are eager to learn English because they score good marks in English exams and they want to learn other language than their native language”.

Teachers who said the students are not eager to learn English and they are not active in English language classes (74%) put their reasons differently. Among 14 teachers who answered “No” for item 5, 10 teachers (53%) reasoned mother tongue influence for students’ lack of eagerness and loss of active participation in learning English. That is, the students were taught almost all subjects in Awngi from grade 1-6 and mastered Awngi than Amharic and English which were given as subjects. Hence, the students tend to learn in Awngi than English. Other two teachers (11%) explained that, the culture of the people around the students restricted them from communicating in English. Even parents of the students assume English as “birds’ – language”, since they do not understand its meaning. The remaining two teachers (11%) reported that, the students think English is difficult, so they become less interested in it and become passive in English classes.

Item 7: Do the students communicate in English outside the classroom? If not, why?

Almost all teachers (89%) stated that the students do not communicate in English outside the classroom. The reason they give was that, the students prefer Awngi to English because no one encourages them to communicate in English. Instead, their friends and classmates laugh at them when they speak English. In addition to this, the students expect English as a subject to pass exams rather than a language which is used to communicate with other people. Two teachers (11%) did not respond to item 7 accordingly.

Item 8: Do the students attend English classes regularly and do home works? If not, why?

The reactions of teachers to item 8 indicate that, 14 teachers (74%) confirmed that some of the students do not do their homework and do not attend classes attentively. The teachers stated the reason for such behavior of the students' as: "The work burden which is imposed on the students at home restricted the students from doing homework and attending classes regularly". Other three teachers (16%) reported that the students do not do home works because of shortage of textbooks, since a textbook is given for two or three students. The remaining two teachers (11%) responded that most of the students do home works and attend classes regularly. From this, one can understand that the students are negatively influenced by their parents due to the job burden that the parents impose on them as well as shortage of text books.

Item 9: Do the students understand English radio program lessons?

In reaction to this item, 14 teachers (74%) selected "No" while the remaining 5 teachers (26%) selected "yes". Based on the above information, one can conclude that the students hardly understand English radio program lessons. It results from the poor listening skill of the students, which was crosschecked through the listening skill test.

Item 10: Do the students ask the teacher to translate each English word in to their native language?

The response of all 19 teachers for item 10 was "yes". It indicates that the students are more dependent on their native language and have more difficulty to understand the meaning of each English word.

Item 11: Do you think the current grade eight students' performance of English language fits their level?

Regarding the current knowledge and ability of students under study in the major skills in English, the data gathered from teachers indicates that the students exist in poor performance. Among 19 teachers, 15 (79%) responded that, the current English performance of students under study does not fit their grade level. Only four teachers (21%) indicted as the students' performance fits their grade level. From the information above, it can be understood that the students do not exist in a situation to adopt the difficulty of learning English as a foreign language.

Item 12: If your response to the above question is "No", what do you think is (are) the reason (s)?

In reaction to item 12, the respondents put different reasons. About 62% teachers said that, the students just communicate in Awngi because of mother tongue influence. As a result, most of the students don't know even the meaning of common English words. 23% teaches also said, the content of English textbook the students are learning is beyond their level. The rest (15%) said, sufficient textbooks and reference materials are not available in school libraries for the students to practice English.

The information gathered through items 11 and 12 depicted the fact that the current grade eight students' English language performance doesn't fit their grade level. The reasons mentioned above are explained as the factors that negatively affected the students' English language performance.

Item 13: Are there adequate reference materials (grammar books, dictionaries, and so on.) on English for the students to practice/improve their language skills? If not, why?

As a response to item 13, 15 teachers (79%) reported that there are no adequate reference materials on English to improve students' language skills. All of these teachers raised lack of budget as a reason for the absence of reference materials in libraries. The rest four teachers (21%) reported that the number of reference books and students is not proportional, that is, the

number of students exceeds the number of reference materials and textbooks. Among these respondents, two of them said that, even the limited number of books is not properly used since the students do not stay at libraries after a school time. According to these teachers, most of the students are from rural areas and spend their time helping parents at home. Hence, they have no time to read at libraries. The data obtained through item 13 revealed that there are no adequate reference materials because of lack of budget. Furthermore, the data indicates that the students are restricted from using libraries because of job burden at home.

Item 14: Are there sufficient teacher's guide books?

Regarding the availability of teacher's guide, 14 teachers (74%) reported there is no teacher's guide. Only five teachers (26%) explained that there are teacher guides which are old and difficult to read.

Item 15: Are there sufficient recorded materials in English for students to practice listening?

As a reaction to item 15, all of the respondents reported that there are no recorded materials in English in their school.

Item 16: Is the number of students in classrooms manageable?

For this statement, most of the respondents (68%) reported that the number of students in classrooms is high. Hence, it is difficult to check home works and to make the students do group works. On the other hand, a significant number of teaches (32%) reported that the number of students in classrooms is manageable. This information reveals that the students are learning in a crowded situation that there is large number of students in classrooms.

4.3.3 Results Obtained from Questionnaire to School Principals

The researcher believed that it is essential to gather data which is related to the provision of school facilities in each sample school from school principals. Hence, a questionnaire with eight items was prepared and the data gathered through these questions were analyzed in a form of discussion. In the same way to teachers' questionnaire result, the researcher did not use tables to analyze the responses of school principals because they were few in number.

With the exception of Gezehara primary school which has no vice school principal, each school principal and vice principal in each sample school participated in the study. All questions for school principals were open-ended. Luckily, most of the school principals were English teachers before they become to school administrators. Since the teachers and school principals have related background, some questions were identical for both teachers and school principals.

Item 1: Are there sufficient English textbooks for students? If not, why?

In response to this question, all school principals said 'No'. They reported the reasons for the shortage of textbooks in two ways. The first reason that most of the school principals share is curriculum change. That is, when the curriculum changes, the books need to be changed. For this reason, the newly printed textbooks do not be distributed to schools on the time they are required. As a result, the students share a book for three or four because of this shortage of textbooks.

The second reason that the school principals put as a reason for the shortage is students themselves. The students do not use textbooks properly and as a result, the newly printed books become out of use within two or three years. This brings shortage of textbooks in schools.

Item 2: Are there adequate reference materials on English for the students to practice/improve their language skills? If not, why?

In reaction to item 2, six of seven school principals under study (86%), reported there are no adequate English reference materials in their school. Even one school principal, who said yes, indicated that though there are some reference materials, it is difficult to say they are enough. The reason they give for this problem was the same in each school. That is, the schools haven't enough budgets to buy reference books. The above data indicates that the students have no access to reference books that can help them to refer the points they learn in classroom.

Item 3: Is there sufficient teacher's guide? If not, why?

Almost all school principals state that there is no teacher's guide in their schools. In addition, in instances of observation, it is found out that there are few old teachers' guide books in only one school among the schools under study. Even in these guide books, some pages are not available

and the books do not match with most parts of the textbooks in the new curriculum. This reveals that English teachers in the schools under study are teaching without teacher's guide.

Item 4: Do classrooms contain adequate chairs and tables compared to the number of students? If not, why?

In response to item 4, five respondents out of seven, (71%) said that compared to the number of students, there are no adequate chairs and tables. The rest two school principals (29%) stated that there are combined chairs for students, but there are no tables and chairs for teachers. When they are asked the reason for the shortage of chairs and tables compared to the number of students, the respondents who said 'no' responded that their schools haven't enough budget to keep the balance between the number of students and provision of chairs and tables to students. From the above data one can understand that the students are learning in situations which there are no enough chairs and table in classrooms.

Item 5: Do you think that using English as a medium of instruction in elementary schools is beneficial? If not, why?

As reaction to the above question, all school principals think that using English as a medium of instruction in elementary schools is beneficial. They pointed out the reasons of their answer in favor of using English as medium of instruction as follows:

- a. English is an international language and helps the students to their career.
- b. Since they learn all subjects in high school using English as a medium of instruction, they should master the language from lower grades.

Item 6: what major factors (psycho- social, psychological, linguistic) do you think affect students' English language proficiency in your school?

The respondents indicated different factors they thought affect students' English language proficiency. Psycho-social factors like:

- Lack of exposure to English speaking community

- Negative attitude of the people around the students towards English and English speaking community, that is, they do not encourage the students and laugh at them when they communicate in English were pointed out.

As psychological factor, the respondents listed the following factors.

- Considering English as difficult language.
- Fear of making mistakes when using English.
- Considering themselves as someone who cannot communicate in English.

The respondents also mentioned some points which they think are linguistic factors that affect students' English proficiency. They are:

- Mother tongue influence that is, using words and phrases of their mother tongue while they are communicating in English (code-mixing).
- Difference in grammatical structure between Awngi and English (in Awngi sentence are commonly constructed in S+O+V pattern while English sentences follow S+V+O pattern).
- Learning in three languages (Awngi, Amharic and English).

Item 7: Which factor do you think strongly affect students' English proficiency? How?

As a reaction to item 7, five respondents among seven samples (71%) stated that psychological factor strongly affect students' English proficiency. Their answer for the extended question, "How?" was almost the same. That is, fear of making mistakes in front of other people as well as the assumption and expectation of difficulty of English. The rest two school principals (29%) indicted that mother tongue influence more restricts the students not to master English. The above finding shows that psychological factor more influences the students than social and linguistic factors.

Item 8: In your opinion, what measurements should be done to improve students' English performance in your school?

The respondents mentioned the following points as measurements to improve students' English performance.

- ❖ Students should be encouraged to use English inside and outside the classroom.
- ❖ Students who actively participate in English classes should be awarded to motivate others.
- ❖ No one should discourage students when they commit mistakes in using English.
- ❖ Capacity building trainings should be provided to teachers.
- ❖ Sufficient reference materials should be available in school libraries.
- ❖ Much effort should be put into building positive attitude of the students towards English language.
- ❖ English language classes should be used for communicating in English.

4.4 Interview Results

An interview was carried out with four English teachers, four school principals and twenty parents to further assess the attitude and motivation of students, English teachers, school principals and parents. In addition to this, the interview was also aimed at collecting data on the problems hindering students' proficiency in English and solutions that help to alleviate the problems.

The data obtained through the interview were analyzed using qualitative technique. Below are the results of the interview.

4.4.1 Interview with English Teachers

Item 1: what problems encounter your students to learn English due to mother tongue (Awngi) influence?

In response to this question, three of four interviewed English teachers (75%) stated that Awngi, as a mother tongue to the students, dominated English. Hence, the students do not speak English out of English classes. They only communicate in Awngi because of lack of exposure to English. The remaining one English teacher associated the problem with the attitude of parents and peers that they discourage the students when they are mistaken in using English. He claimed that the society discourage the students saying 'don't speak bird language!' because most of them are illiterate.

The above information reveals the fact that the students seem to be influenced by their mother tongue, though it resulted from many factors mentioned above.

Item 2: Among the four language skills, which is more difficult to the students to learn English?

Almost all teacher respondents stated that speaking and writing are the skills which impose more difficulty on the students. Concerning listening and reading, one teacher respondent for each skill reported the skill is more difficult than other language skills.

Item 3: How do you evaluate the attitude of your students when you make use of English in the classroom?

This item was aimed at investigating attitude of students towards English in the eyes of the teachers. All of the interviewees reported that the students have positive attitude towards English and they were happy in English classes. They further explained that the students ask questions beyond the content of textbooks due to their interest to the language.

From the above data, one can understand that the students' attitude towards English is positive. The finding of students' questionnaire about the attitudes of students towards learning English was cross-checked by the response of English teachers about the attitude of their students towards learning English. The results on both questions indicate that the students have positive attitude towards learning English.

Item 4: What is your reaction on using English?

- In education?
- At home?
- At office?

In reaction to this question, almost all of the teachers reported as they have the same experience. All of them said that they use English when teaching English and natural science subjects and they translate difficult words to Awngi and Amharic. The teachers reported that they use English at home only when they help their children study English.

Concerning using English at office, most of the interviewees reported that they do not use English for communication purpose. They only use Awngi and Amharic. One of them reported

that he uses English on English day once a week and another one said that he uses English at office in combination to Awngi and Amharic. The above data indicates that most of the teachers do not frequently communicate in English. This in its turn multiplies students' lack of exposure to English speaking people.

Item 5: What do you feel if English replaces Awngi as media of instruction?

As a response to item 5, some teachers are in favor of English to be used as media of instruction. A few teachers reported that since Awngi has got limited functions and terminates at the end of the first cycle of primary education, it should not be used as a media of instruction instead, it should be given as a subject.

Teachers who are against English to replace Awngi argued that the students can understand their environment in Awngi than in English. In addition they said, since English is new to the students, if it is used as medium of instruction at lower grades, the students will not understand the content of the subject matter.

4.4.2 Interview with School Principals

To cross- check the responses given by English teachers, the same interview guidelines were used to interview school principals. This was because the school principals had almost similar background to English teachers since some of the school principals were English teachers and some others were teaching subjects which are being taught in English language. The results of interview with school principals were discussed as follows.

Item 1: What problems do your students encounter in learning English due to mother tongue (Awngi) influence?

When the researcher raised this question, three of the four interviewees (75%) stated that the students have no exposure to English both in the school environment and at home. They only use English when they learn English and natural science subjects. One school principal (25% of the total) reported that Awngi interference frequently occurred when the students speak in English. This code-mixing influences the students not to use English effectively. The response of English teachers and school principals to this question was almost similar.

Item 2: Among the four language skills, which is more difficult to the students to learn English? As a response to this item, two school principals replied that listening is difficult while one school principal stated speaking and writing are more difficult. The remaining one principal reported that writing is the most difficult language skill. Reading was not raised as most difficult skill in the response of school principals.

When we compare the responses of English teachers and school principals, except reading skill other language skills were mentioned as difficult to the students. This data reveals the fact that the students seem to be less skilled in communicating in English, because almost all language skills are difficult to them.

Item 3: How do you evaluate the attitude of your students when you make use of English in the classroom?

All school principals replied that the attitude of students towards English is positive. The response was similar for both English teachers and school principals. In both groups, the respondents stated that the attitude of students towards English is positive.

Item 4: What is your reaction on using English?

- In education?
- At home?
- At office?

The response of school principals to item 4 was similar to that of English teachers. Two school principals reported that they used to communicate in English when they were teaching English. Concerning using English at home, three of them reported that they use English only when they help their children to study and do homework. Almost all school principals reported English day, which come once a week, is the only day which invite them to communicate in English.

From the above data, one can understand that school principals' reaction on using English is restricted to school compound and once a week.

Item 5: What do you feel if English replaces Awngi as media of instruction?

In reaction to item 5, all of the school principals argued against using English as media of instruction. The points they raised as reasons for their argument were the following.

- It would be difficult to the students to explain their environment in the absence of exposure to English.
- The students might lose their culture and custom.
- The students may not be successful in their education, because no one helps them outside the classroom since the people around them are Awngi and Amharic speakers.

The above finding reveals that the attitude of school principals towards using English as media of instruction in lower grade levels is negative.

4.4.3 Interview with Parents

Some interview questions were forwarded to 20 parents so as to gather data regarding their attitude towards use of English as medium of instruction by their children. In addition, the questions were aimed at gathering data on the problems their children face in learning English and the prospective solutions to the existing problems.

1. What do you feel about your children's use of English as medium of instruction?

There were two groups as far as the response to this question is concerned. The ones in favor of using English as medium of instruction form one group while the others who are against using the language as a media of instruction.

Five interviewees the researcher found at Kosober and Gimja-Bet towns (25%) explained that it is essential to use English as media of instruction from lower grade level. According to these respondents, the students get an opportunity to practice English before joining high schools in which all subjects are taught in English.

Fifteen parents (75% of the total) reported that using English as a media of instruction in primary schools is not beneficial. They supported their argument with the idea that the students waste most of their time in studying English vocabulary. They added that their children do not score

good marks in English exams so the results of the students decrease when they become grade seven and start learning most of the subjects in English.

2. What problems do you think hinder students' proficiency in English?

Parents raised different points as obstacles for students' proficiency in English. The following are most frequently reported problems.

- ❖ They have no background knowledge of English (two parents, 12.5% of the respondents).
- ❖ They always speak Awngi and sometimes Amharic so they do not practice English (five parents, 31%).
- ❖ They cannot buy sufficient reference materials to practice English due to lack of money (four parents, 25%).
- ❖ They have not enough time to study because they help us at home after school (three parents, 19%).
- ❖ They do not give attention for study (two parents, 12.5%).

3. How do you think these problems can be solved?

As a response to this question, among the total 20 parents, 11 (55%) replied that it can be solved by making the students actively participate in English classes and giving tutorials. According to these respondents more is expected from teachers. Other five parents (25%) raised different solution for the problems. They stated that the government should fulfill reference materials and other teaching aids for English. The remaining four (20%) didn't give a response clearly. They responded merely saying, it is up to schools solving the problems. Though the researcher extended the dialogue to get more clarification about how the schools can solve the problems, they couldn't give a response.

4.5 The Observation

The fourth data collection instrument employed by the researcher was observation. As indicated in the methodology part, the researcher visited four schools, namely Gezehara, Sostu Gimja- Bet, Bahunk and Bata primary schools. He observed both classroom and school compound (out of classroom) activities. The classroom observation was made in the awareness of both the teachers

and students, but the observation made in the school environment was without the recognition of the subjects. Accordingly, the observation employed to gather data on the attitude of the students and teachers towards English as Medium of Instruction (MOI) had been dependent on the observable activities both in the classrooms and outside classrooms.

The first two classes were observed when the teachers were teaching English. The teachers had been seen organizing and instructing the overall activities, using English. In some rare cases, they were using Awnji as well as Amharic, even though they speak English well. Students were also actively participating in reading, writing, asking questions and answering the questions asked by teachers. The students were observed frequently asking the teachers to translate English words into Awnji. Concerning the students' reading skill in English, however, the researcher noticed that their ability in reading skill was not the same as they self-rated themselves as the teachers were interrupting most of the students in the middle of their readings.

The other two observations were made when the teachers were teaching Biology and Mathematics (for comparison) respectively. In the first session of Biology class, the students were actively participating in all activities. The communication between students and the teacher was interesting and they understand each other even though the students frequently ask the teacher to translate most of the words into Awnji, sometimes into Amharic. There was good understanding between the teacher and the students as most of the students were willing to take part in asking and answering questions while learning.

Regarding mathematics class, the teacher was observed working hard so that most of the students understand him. The researcher observed that compared to the above two subjects, mathematics class was not as active as English and Biology. To help the students more understand the points, the teacher was observed repeating each mathematical operation and tell the students the meaning of most words in Awnji, sometimes in Amharic.

The observation made in the school environment was also based on the language(s) use of students and teachers. Students had been observed to use Awnji, sometimes Amharic, when

playing and communicating. On the contrary, teachers were highly dependent on using Amharic among themselves and using Awnji with the students.

In spite of the fact that, it is difficult to find the actual attitude of the participants, it is likely to deduce from the activities observed. Accordingly, based on the researcher's observation, the students have more positive attitude towards English as medium of instruction than the teachers.

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

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

5.1 Summary of Findings

The general objective of this study was to investigate the major psycho- social, social, and linguistic factors that affect the learning-teaching process of English as a foreign language in selected primary schools of Awi zone. To achieve this objective, questionnaires, interviews, tests and classroom observations were used as data gathering tools. Questionnaire was the main instrument used by the researcher to gather data from the randomly selected students, all grade eight English and natural science subjects' teachers as well as school principals.

The data obtained through the questionnaire, particularly the close-ended questions, were analyzed using quantitative technique, so simple statistical operations such as frequency percentages were used. Moreover, the data obtained through the open-ended part of the questionnaire, tests observation and the interviews were analyzed using qualitative technique, in discussion form.

The research has attempted to answer the research questions addressed in relation to the objectives of the study. Based on the analysis made on the data secured through different instruments, the major findings of the study are summarized as follows:

1. The finding of the study revealed that, the students face difficulties in learning English because of the interference of their mother tongue.
2. The finding also indicates that, most of the students to be interested in learning English. The main cause for the students to be interested to learn English was utilization values of the language. In contrary, a few students are disinterested towards learning English. The main causes for the students' disinterest to learn English are the negative influence of peers and parents, lack of favorable linguistic environment, linguistic difference

between their native language (Awngi) and the target language (English), and shortage of teaching materials.

3. In the study area, it was found the proficiency of grade eight students in English is low.
4. The finding of the study revealed that, the instructional resources and physical facilities were not adequate to teach grade eight English.
5. It is agreed by the majority of the students and cross-checked by the response of teachers that, the students face difficulties when the medium of instruction shifts from their mother tongue (Awngi) to Amharic, and then to English in their school life.
6. The study has also found that, the students' lack of exposure to English speaking community negatively influenced the students in learning English. Teacher respondents particularly underlined that, the varieties of locals language has been obstacles for the use of English out of English classes and for the development of the language in general.
7. In the study, it was found that, the content of grade eight English text books is beyond the level of grade eight.
8. The study identified that majority of parents do not have positive attitude towards the use of English as medium of instruction.
9. Rural/ urban background of the parents has brought significant variation in their attitudes towards English as medium of instruction for their children.
10. Almost all teachers reported that speaking and writing are more difficult to the students under study. It was cross-checked by students' language skill tests. The result of the test was found similar to the response of teachers that the students faced more difficulty in speaking and writing during the test.
11. The study revealed that significant language use difference was observed among English teachers and teachers of other subject which are given in English. That is, teacher of other subjects than English are found as less skilled in following grammatical rules of English as well as knowledge of contextual word meanings in the subjects they teach.
12. The study identified that the current English language skill of students is low.
13. The surrounding environment impedes the students from using English.

5.2. Conclusions

In this study, an attempt has been made to probe major challenges of learning English among Awngi native speakers.

In addition, students' current level of English language proficiency and degree of motivation in learning English was investigated.

The results and findings of this study suggest that, the domination of mother tongue (Awngi) and other local language (Amharic) is one of the challenges of learning English among the students. The findings also suggest negative attitude of parents and peers towards English as another obstacle to the students in using English for communication. In addition to the above challenges, the finding of the study revealed that, lack of adequate teaching materials (text books, reference books, teacher's guide, etc.) also has an influence on students' performance. The study also indicated that, the content of grade eight English text books is beyond the level of the students and so, become a challenge for the students to learn the subject effectively.

The finding of the study also shows that, there was lack of Mathematics and natural science subjects' teachers with appropriate qualification in English. Hence, the low performance of the teachers could be one of the major factors which affect English performance of students.

5.3. Recommendations

Based on the findings of this study, the researcher would like to make the following recommendations that appear to him relevant in alleviating the problems that were observed in learning/ teaching English as a foreign language in Awi Zone:

1. Much should be done on creating students' awareness in avoiding code- mixing of Awngi/ Amharic and English.
2. The schools should make efforts in creating positive attitude of parents towards English and in creating conducive linguistic environment inside and outside the school compound.

3. Continuous tutorials should be given to the students to improve their level of English language proficiency.
4. Well-equipped libraries should be built in the schools. Text books and reference materials of English should be of great amount in the schools to enhance students' efforts.
5. The English panel of the Institute of Curriculum Development and Research should consult on the issue of content of English textbooks as to the re-evaluation and revision of the syllabus to alleviate the problem.
6. English days should be effectively used to make the students get an opportunity to use English for communication.
7. Awareness works should be done on parents to appreciate their children when they speak English.
8. Schools should encourage English teachers to produce and utilize low- cost teaching aids from locally available materials.
9. It is recommended that schools should devise a means to initiate and encourage students to use and practice English both inside and outside the classroom by arranging mini media and other extracurricular activities (such as English day).
10. Parents in rural areas should be given awareness on the advantages of learning English to minimize attitudinal variation between rural-urban backgrounds of the parents towards English as medium of instruction.
11. Teachers must continuously update their knowledge within their discipline. They must keep information about new methods and materials that will make their teaching more effective.

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Appendix- A

The English version of the questionnaire

Addis Ababa University

School of Graduate Studies

Department of Linguistics and Philology

Questionnaire to be filled by grade eight students

Dear respondents,

The purpose of this questionnaire is to collect primary data for the study that attempts to investigate major challenges of learning English among Awngi native speakers. The effectiveness of the study depends on your responses to each question. Therefore, as objectively as possible, please respond to each item in the questionnaire. You can ask for clarification on any item you might not find clear to your understanding.

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 multiple choice questions respond by marking with a tick () mark.

PART ONE

Respondent's Background and Personal Information

1. Age _____
2. Sex _____
3. Place of birth _____
4. Place of residence _____
5. Language: L₁ _____
L₂ _____
L₃ _____
6. Name of your school _____

PART TWO

The following items require you to write your opinion on the space provided. When the item is provided in a choice form, you are required to encircle the letter of your appropriate answer.

1. Would you like English to replace Awngi and be used as a medium of instruction in first cycle of elementary schools? A. Yes B. No

2. If your response to question number (1) is either 'yes' or 'no', what is (are) your reason (s)?

3. Are you interested in foreign languages? A. Yes B. No

4. If your response to question number (3) is either 'yes' or 'no', what is (are) your reason (s)?

5. Is your attitude toward English positive? A. Yes B. No

6. If your response to question number (5) is either 'yes' or 'no', what is (are) your reason (s)?

7. Do you think studying English is important? Why or why not?

8. Do you feel confident when you are asked to speak in English in classroom? If not, why?

9. Do you think studying English is important to get good job? How?

10. Do your parents encourage you to learn English? A. Yes B. No

11. If your response to question number (10) is 'No', Why?

12. What hinders your parents not to help you to learn English?

13. Do your parents think you should devote more time to studying English? A. Yes B. no

14. Has your English teacher a dynamic and interesting teaching style? A. yes B. no

15. Does your English teacher present teaching materials in necessarily? If not why?

16. Do your friends encourage you to practice English as much as possible?

A. yes

B. no

17. If your response to question number (16) is 'no', How?

18. Do you want your English teacher translate most English words in to Awngi? Why?

19. Do your classmates laugh at you when you speak English?

A. yes

B. no

20. If your response to question number (19) is 'yes', Why?

21. Which language skill(s) (listening, speaking, reading, writing) is (are) more difficult for you?

Why?

22. What differences do you observe among your English teachers and teachers of other subjects taught in English?

23. What challenges do you face in learning English?

24. How these challenges influence your proficiency in English?

Appendix- B

Questionnaire to be filled by teachers

Dear respondent,

The purpose of this questionnaire is to collect primary data for the study that attempts to investigate major challenges of learning English among Awngi native speakers. The effectiveness of the study depends on your responses to each question. Therefore, as objectively as possible, please respond to each item in the questionnaire. You can ask for clarification on any item you might not find clear to your understanding.

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 multiple choice questions respond by marking with a tick () mark.

PART ONE

Respondent's Background and Personal Information

1. Sex _____
2. Level of education:
T.T.I. Certificate (12+1) _____
Diploma (12+2) _____, Diploma (10+3) _____, Student teacher (10+3) _____
3. Major _____ Minor _____
4. Year of teaching experience _____
5. Place of residence Urban _____ Rural _____
6. Language: L₁ _____, L₂ _____, L₃ _____
7. Name of your school _____

PART TWO

The following items require you to write your opinion on the space provided. When the item is provided in a choice form, you are required to encircle the letter of your appropriate answer.

1. Are you interested in your profession?

A. Yes

B. No

2. If your response to question number (1) is either 'yes' or 'no', what is (are) your reason (s)?

3. Are there adequate reference materials on English for the students to practice/ improve their language skills? If not, Why?

4. Is there sufficient teacher's guide?

A. Yes

B. No

5. Are the students eager to learn English and active in language classes?

A. Yes

B. No

6. If your response to the above question is either 'yes' or 'no', what do you think the reason is?

7. Do you think the current grade eight students' performance of English language fits their level? A. yes B. no

8. If your response to the above question is 'no', what do you think is (are) the reason (s)?

9. Do students understand English radio program lessons?

A. yes

B. no

10. Do students communicate in English outside the classroom? If not, why?

11. Are there sufficient English audio-visual aids for students?

A. yes

B. no

12. Do you think using English as a medium of instruction in elementary schools is beneficial?

A. yes

B. no

13. If your response to question number (12) is either 'yes' or 'no', what is (are) your reason(s)?

14. Do classrooms contain adequate chairs and tables compared to the number of students?

A. yes

B. no

15. Do students attend English classes and do homework? If not, Why?

16. Do students ask the teacher to translate each English word to their native language?

A.yes

B.no

PART THREE.

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

1. What teaching method/s do you use in English classes?

2. What major factors do you think negatively affect students' English proficiency in the school? _____

3. What techniques do you use to enable your students easily understand the lesson you teach?

4. How do you encourage students to be active in learning English?

5. According to your opinion, what measurements should be taken to improve students' English performance in?

Listening _____

Speaking _____

Reading _____

Writing _____

6. Who are the best students in English? Why?

Age _____

Gender _____

Urban/rural _____

7. Who are the poorest students in English? Why?

Age _____

Gender _____

Urban/rural _____

Appendix- C

Questionnaire to be filled by school principals

Dear respondent,

The purpose of this questionnaire is to collect primary data for the study that attempts to investigate major challenges of learning English among Awngi native speakers. The effectiveness of the study depends on your responses to each question. Therefore, as objectively as possible, please respond to each item in the questionnaire. You can ask for clarification on any item you might not find clear to your understanding.

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 multiple choice questions respond by marking with a tick () accordingly the one you consider correct.

PART ONE

I. Respondent's Background and Personal Information

1. Sex _____
2. Level of education: T.T.I. Certificate (12+1) _____ Diploma (12+2) _____
Diploma (10+3) _____ Student teacher (10+3) _____
3. Major _____ Minor _____
4. Year of teaching experience _____
5. Place of residence Urban _____ Rural _____
6. Language: L₁ _____, L₂ _____, L₃ _____
7. Name of your school _____

PART TWO

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

1. Are there sufficient English textbooks for students? If not, why?

2. Are there adequate reference materials on English for the students to practice/ improve their language skills? If not, why?

3. Is there sufficient teacher's guide? If not, why?

4. Do classrooms contain adequate chairs and tables compared to the number of students? If not, why?

5. Do you think that using English as a medium of instruction in elementary schools is beneficial? If not, why?

6. What major factors do you think affect students' English proficiency in your school?

Social

Psychological _____

Linguistic _____

7. Which factor do you think strongly affect students' English proficiency? How?

8. According to your opinion, what measurements should be taken to improve students' English performance in your school?

Appendix- D

Interview Questions for English Teachers and school principals

1. What problems encounter your students due to the influence of mother tongue?
2. Among the four language skills, which skill is more difficult to the students to learn English?
3. How do you evaluate the attitude of your students when you make use of English in the classroom?
4. What is your reaction on using English?
 - In education?
 - At home?
 - At office?
5. What do you feel if English replaces Awngi as media of instruction?

Appendix- E

Interview Questions for Parents

1. What do you feel about your children's use of English as medium of instruction?
2. What problems do you think hinder students' proficiency in English?
3. How do you think these problems can be solved?

Appendix- F

Observation Check List

1. Teachers' activities in the classroom.
2. Students' activities in the classroom.
3. Teachers' reaction when students make use of English.
4. Students' reaction when teachers' make use of English.
5. The overall observation when respondents make use of English in school compound.

Appendix- G

A passage used for testing students' listening skill

Direction: Listen the following passage very carefully and answer questions according to the information given in the passage.

The environment we live in includes plant life, animal life, air, water, light, heat, etc. Unless these things are kept clean, healthy life is not possible. The relationship between man and his environment is indivisible. Man's indiscriminate activities have **polluted** air and water to dangerous levels. These are the two life sustaining elements and they are the worst used by man today.

In order to grow richer he has been destroying nature by cutting down trees. Vegetable keeps the air clean and pure by supplying oxygen. Vehicles have increased. Vehicle engines are not kept in good order. They **emit** more smoke than they should. Factories have multiplied. They emit poisonous gases. It has been estimated that the air a person breathes in contains several million kilograms of smoke.

Our industrial process produce myriads of chemicals that nature has either never seen or that it has not been produced in so concentrated a form and those chemicals are discarded in to the air, or water or soil. In short, technology seems to be away of converting natural recourses in to trash, or pollution of we prefer, at enormous and accelerating rate.

The atmosphere, in fact, is not that vast to absorb indefinitely the poisonous gasses or chemicals let in to the air, the ozone layer above the atmosphere is found to be getting destroyed and if this is allowed to continue, the catastrophe the world is not far.

(Source: Addis Ababa sub city government education bureau primary school leaving examination, 2010).

1. _____ could be the cause for the pollution of water and air.

- A. The environment
- B. man himself
- C. Plant and animals
- D. Light and heat

2. One of the following is known to be nature's destruction. _____.

- A. Killing animals
- B. Production of vehicles
- C. Cutting down of tress
- D. supplying oxygen

3. Healthy life is possible _____.

- A. When light and heat are used properly
- B. When plants and animals are reduced
- C. When man continues to produce vegetations
- D. When the environment is kept clean.

4. The two most important elements of life are _____.

- A. Light and heat
- B. Water and air
- C. man and environment
- D. plants and animals

5. What keeps the air pure and clean? _____.

- A. Plant and animal life
- B. Carbon dioxide supplied by vegetations

C. smoke from vehicles

D. The oxygen realized by plants

6. One of the following is not a solution to environmental pollution. _____.

A. Technological advancement

B. Keeping vehicles in good condition

C. Making people aware of the danger

D. Reducing the emission of gasses

7. The ozone layer is being destroyed by _____.

A. a person's breathe in gasses

B. The atmosphere itself

C. poisonous gasses and chemicals

D. vehicle owners

8. Industrial technology seems to be destroyer of mankind _____.

A. unless safety measures are taken properly

B. if factories are not shut down

C. if man continues to produce vehicles

D. if the man continues to produce vehicles.

Appendix- H

Guiding items for students' speaking skill test

1. What advantages does learning have?

2. What are the purposes of your learning?

3. Which subject do you like most? Why?

4. What factors have a negative effect on learning?
5. What must be done to be successful in education?

Appendix- I

A passage which was used for testing students' reading comprehension

Direction: Read the following passage carefully and answer the questions below according to the information given in the passage.

The weather forecaster of the future will be helped in his work by earth satellites. Special 'weather satellites' going round and round the earth in the space will enable him to 'see' what the weather is like in far-off places, where there are no weather satellites. He will be able to see what the weather is like at the North Pole, or in a remote island of the Pacific Ocean. He will be able to tell when hurricanes or new storms are starting, and will be able to warn everyone of their approach already space scientists have done experiments in space with weather satellites. Using special television cameras fixed to satellites, they have learnt how to send back to earth photographs of clouds high above the earth's surface. A sort of cloud never before seen from earth has already been discovered by a weather satellite.

Weather forecasting is only one of the many ways in which earth satellites can help us. Earth satellites are often traveling science laboratories. Space scientists can fix scientific instruments, telescopes and cameras inside and on the outside of earth satellites to find out many things about the earth and the space around it.

Nowadays countries like America are using satellites which help them to track any movement in each and every corner of the globe. Besides, earth satellites made it possible that man can see deep beneath the earth's surface and locate places where different useful minerals and other things are found. Furthermore, by launching a number of surface satellites into the outer surface scientists have already known more about the planets in our solar system.

The radio message the satellites send back from the outer space are also teaching us new facts

about the sun and the stars.

(Source: Addis Ababa sub city government education bureau primary school leaving examination, 2011).

1. The motion of a weather satellite is _____.
 - A. moving round the North Pole
 - B. flying across the Pacific Ocean
 - C. moving round cloud's above atmosphere
 - D. travelling round the earth in space

2. Photographs of clouds sent back to earth _____.
 - A. by using special cameras
 - B. by using internet web-site
 - C. by using fast rockets
 - D. with help of computers

3. Besides forecasting weather, earth satellites tell us _____.
 - A. about heavy rain
 - B. about remote islands in pacific
 - C. when hurricane and new stomper are starting
 - D. more about the sun and the stars

4. A weather forecasting can see the weather _____.
 - A. with the help of space satellites
 - B. with the help of earth satellites
 - C. with the help of space travelers

D. with the help of TV and radio broad cast

5. A weather forecaster can warn people of _____.

A. volcanic eruptions

B. earth quakes

C. wars in remote islands

D. new storms and hurricanes

6. Earth satellites are also known as _____.

A. travelling space scientists

B. travelling scientific instrument

C. travelling science laboratories

D. moving earth laboratories

7. New facts about the sun and the stars reach the earth _____.

A. with help of sunshine

B. by radio message the satellites send

C. by stars from the outer space

D. with the help of fast and strong wind

8. The word **remote** in line-5 paragraph 1 means

A. very far

C. very deep

B. very high

D. very fast

9. The word **sort** in line -3 paragraph -2 has similar meaning to _____.

A. soft

C. example

B. thick

D. kind /type

ግልፅ ያካሂደህ ካስከፈህ ጊሊፅህ ካሰጃህ ካለና።

ቴሌቤርኛቱንውስኪ ቢዲሬ አሜሴጌኔ!

ትክላልካ ገብፅካ (ሜሜርካ)

- ዋዳኪ ካሰው ቤንዳ እንትጋራሱሳ ስሞ ፃሬሻላ ፋይዳ።
- እንቱሳ ጋርቱሳ አሳቦ ይታንታ ፋያንኩ ብስትካ ካስከፈህ ግልፅነታ ኩታ ያኹኸሳ ዙርሜ እይስትኹዳ ብስቲ ስፍሪዳ ፃፋን።

ሚንች ጉላሊ ዋና ካስከፈህ ዙርሜ ይታኒስ ክችክቼ ዙርሜ እሚኹሳ ፊዳሎ ኬቤብፅሻላ ፋይዳ።

ቤን ላኸ

ዙርፃንትካው ጋርቱ ታሪኩ ሜሬጂ

1. ዖቲ _____
2. ክንቲው አች _____
3. ክምንቱ ስፍሪ _____
4. ኮንኪ ፣ ኸምባ ኸይዳ _____
 ላጃንቲ ኮንኪ _____
 ሹኻንቲ ኮንኪ _____
5. ክንቲ ጃናሱ ስም _____

ቤን ላጃ

ሲፋንኩ ካስትኩ አይኔትካ እንቱሳ ጋርቱሳ ካንቶ እይስትኹ ብስቲ ስፍሪዳ ፃሬሻላ ፋያና። ሚንች ጉላሊ ዋና ያኸካማ ዲጉንኩ ካስከፈህ ክችክቼ ዙርሜ እሚኹሳ ፊዳሎ ኬቤብፅሻላ ፋይዳ።

1. ቢዲሬ አቹ ክንቲ ጃናሱ ጂሚሪዳ እንግሊዝኒ አውቼ ተካማ ክንትዳ ኮንኪ ያኸታ ፋቱማ?
 በ. ይጋ ከ. ጋቲው

2. ካሲ. ቼፍ እምነት ዙርጫስ ከ ምክንያት እንዳርማይ?

3. እንት አገር ሴጋስኩስ ኮንክሳስ ዴስቲኒ /ና/ ማ?

በ. ይጋ ከ. ጋቲው

4. ካሲ. ቼፍ ሹካው ዙርጫ ይጋ ያኸኩ. ጋቲው ያኸካስ ከ ምክንያት እንዳርማይ?

5. እንግሊዘኒስ እንት ይታው ካንቲ ጉድማ?

በ. ይጋ ከ. ጋቲው

6. ካሲ. ቼፍ አንኩውስ ዙርጫስ ከ ምክንያት እንዳርማይ?

7. እንግሊዘኒስ ክንትካ ቴኬሜ ኔታ ታክስቴማ? እንዳር ምክንያታሲ?

8. ክንቲ ቤናካዳ እንት እንግሊዘኒስ ካሲስቲኒ ክጋርትጋስ አምንካታታ ዙርጫማ?

ዋታኮውስ ምክንያታሲ?

9. እንግሊዘኒ ክንትካ ጉዶ እንፅኼ አግፅካስ ቴኬሜ ኔታ ታክስቴማ? ዋትጋ?

10. ከክ ቼዋ ታብል እንት እንግሊዘኛ ክንቴታ ይስጃናማ?

በ. ይጋ ከ. ጋቲው

11. ካሲ ቼፍ 10 ስ ይትኹ ዙርሚ ይጋ ያኹኒሊ ዋትጃ ይስጃናን?

12. ቼዋ ታብል እንት እንግሊዘኛ ክንቴታ እርዳታቲንታ ገገዋው እንዳር ዲብ ዝኮ?

13. ቼዋ ታብል እንት እንግሊዘኛ ክንትጃስ ምንቾ ጊዞ ቲኬምስትጃA ፋይፃው ንካማ ታክሳናማ? በ. ይጋ ከ. ጋቲው

14. እንግሊዘኛው ክንትጃንቲ ለሊትጅንኩሳስታ እንካንስትካ ክንቴኩሳ ሴልካዋ ዓያማ?

በ. ይጋ ከ. ጋቲው

15. እንግሊዘኛው ክንትጃንቲ ክንቴኩ እርዳትፅካ ሜሳርካዋ እንካንስቲ ዳድስ ዲግሴማ?

ዲግሳሳ ያኹኒ እንዳር ምክንያታሲ ዲግሳቲው?

16. ከክ አዪብካ እንግሊዘኛ ካሊስቲ ላካስ ዴስጃታታ ይስጃናማ?

በ. ይጋ ከ. ጋቲው

17. ካሲ ቼፍ 16ው ዙርሚ ይጋ ያካ ጋቲው ያኹኒሊ ዋትጃይ እንታ ያኸጃስ ካሊኸ?

18. እንግሊዘኛው ክንትጃንቲ ሚንኸካ ካልካዋ አውኒሾ ቲሬጌማያታ ፋቲማ? እንዳር ምክንያታሲ?

19. እንት እንግሊዘኛው ዲብሊት ከሌብካ ክዳ አኩዋኸናማ?

በ. ይጋ ከ. ጋተው

20. ካሲ ቼፍ 19 ው ዙርማ ይጋ ያኩኒ እንዳርማዳይ እኩዋኸኑ?

21. ዋሺኒ ኮንኪው ካሌቆቲ (ቼኒትጃ ፣ ዙማጃ ፣ አንቤብጃ ፣ ባሬጃ) አይሎ ቺጊርባ ያኩኸ?
ዋታ ያካኒይ?

22. እንግሊዘኛው ክንትግንትካስስታ እሊውሳ ክንቴ እንግሊዘኛ ኮንኪስ ክንትግንኩ ክንትግንትካ
ክቻዳ ዋታኮው ኮንኬ ቴኬምስትኛ ሊሊትኒይ ካንትስቴ?

23. እንግሊዘኛ ክንትስ እንዳርካ ችግርካይ ጌቴማን?

24. እኒ ችግርካ ኩ እንግሊዘኛው አቆትዳ ዋትጋ ይዙክቶ ፊቴራን?

Appendix-L

The Amharic version of teachers' questionnaire

አዲስ አበባ ዩኒቨርሲቲ

ድኅረ- ምረቃ ት/ቤት

የሥነ- ልቦና ትምህርት ክፍል

በመምህራን የሚሞላ መጠይቅ

ውድ መልስ ሰጭዎች፡-

የዚህ መጠይቅ ዓላማ የአዊኛ ቋንቋ አፈ-ፈቶች የእንግሊዝኛ ቋንቋን ለመማር የሚያጋጥሟቸው ዋና ዋና ፈተናዎችን (ችግሮችን) ለማጥናት የሚያስችል ቀዳማዊ መረጃ ለመሰብሰብ ነው። የጥናቱ መሳካት እርስዎ ለእያንዳንዱ ጥያቄ በሚሰጡት ምላሽ ላይ የተመሠረተ ነው። ስለዚህ ለእያንዳንዱ ጥያቄ መልስዎን በባለቤትነት ስሜት እንዲሠጡ አጠይቃለሁ። ግልፅ ያልሆነ ወይም ለመረዳት የሚያስቸግር ነጥብ ካጋጠመዎት ማብራሪያ መጠየቅ ይችላሉ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

አጠቃላይ መመሪያዎች፤

- በማንኛውም የመጠይቁ ክፍል ስምዎን መጻፍ አያስፈልግም።
- ማብራሪያ ለሚፈልጉ ጥያቄዎች ሐሳብዎን ግልጽና ቀጥተኛ በሆነ መንገድ በተሰጠዎት ክፍት ቦታ የራይት ምልክት(✓) በማስቀመጥ ይመልሱ።
- ለባለ ብዙ ምርጫ ጥያቄዎች ትክክለኛውን መልስ የያዘውን ፊደል በማክበብ መልስ ይሰጡ።

ክፍል አንድ

የተጠያቂው /መልስ ሠጪው/ ግላዊ የህይወት መረጃ

1. ፆታ _____

2. የት/ት ደረጃ፤

ቲ ቲ አይ ሰርተፍኬት (12+1) _____ ዲፕሎማ (12+2) _____ ዲፕሎማ

(10+3) _____ የመጀመሪያ ዲግሪ _____ የተማሪ አስተማሪ _____

3. አብይ (ሜጀር) _____ ንዑስ(ማይነር) _____

4. የማስተማር ልምድ _____

5. የመኖሪያ አድራሻ _____

6. ቋንቋ ፤ የአፍ መፍቻ _____ 2ኛ ቋንቋ _____ 3ኛ ቋንቋ _____

7. የት/ቤቱ ስም _____

ክፍል ሁለት

ለሚከተሉት ጥያቄዎች ሀሳብዎን በተሠጠው ክፍት ቦታ ላይ ይጻፉ ።

1. በሙያዎ ደስተኛ ነዎት? ሀ) አዎን ለ) አይደለም

2. ለተራ ቁጥር 1 መልስዎ ለ ከሆነ ምክንያትዎ ምንድን ነው?

3. በት/ቤታችሁ ውስጥ ተማሪዎች የእንግሊዝኛ ቋንቋ ችሎታቸውን እንዲያዳቡ የሚረዱ በቂ ማጣቀሻ መጻሕፍት አሉ? ከሌሉ ለምን?

4. በቂ የሆነ የመምህሩ መምሪያ አለ? ሀ) አዎን ለ) አይደለም

5. እንግሊዝኛን ለመማር ጉጉት ያላቸውና ታታሪ ናቸውን?

ሀ) አዎን ለ) አይደለም

6. ከላይ ለቀረበው ጥያቄ መልስዎ አዎን ወይም አይደለም ከሆነ ምክንያቱ ለምን ይመስልዎታል?

7. የአሁኑ የስምንተኛ ክፍል ተማሪዎች የእንግሊዝኛ ቋንቋ ብቃት ከትምህርት ደረጃቸው ጋር ይመጣጠናል ብለው ያምናሉ?

ሀ) አዎን ለ) አይደለም

8. ለጥያቄ ተራ ቁጥር 7 መልስዎ አይደለም ከሆነ ምክንያትዎ ምንድን ነው?

9. ተማሪዎችዎ የእንግሊዝኛ ሬድዮ ፕሮግራም ትምህርትን መረዳት ይችላሉ?

ሀ. አዎን ለ) አይደለም

10. ተማሪዎችዎ ከክፍል ውጪ በእንግሊዝኛ ይግባባሉን? ካልሆነ ለምን?

11. በትምህርት ቤታችሁ በቂ የድምፅና የምስል መርጃ መሳሪያዎች አሉን?

ሀ) አዎን ለ) አይደለም

12. እንግሊዝኛን በአንደኛ ደረጃ ት/ቤቶች ለማስተማሪያ ቋንቋነት መጠቀም ጠቃሚ ነው

ብለው ያምናሉ? ሀ) አዎን ለ) አይደለም

13. ለተራ ቁጥር 12 ለሰጡት መልስ ምክንያትዎ ምንድን ነው?

14. የመማሪያ ክፍሎች ከተማሪዎች ቁጥር ጋር የሚመጣጠኑ ወንበሮችና ጠረጴዛዎች

አሏቸውን? ሀ) አዎን ለ) አይደለም

15. ተማሪዎች ትምህርታቸውን ሳያቋርጡ በመከታተል የቤት ስራቸውን ይሰራሉ?

ካልሆነ ለምን?

16. ተማሪዎች የእንግሊዝኛ መምህራቸውን ቃላት ወደ አፍ መፍቻ ቋንቋቸው እንዲተረጎሙላቸው ይጠይቃሉ?

- ሀ) አዎን ለ) አይደለም

ክፍል ሦስት

ለሚከተሉት ጥያቄዎች ያለዎትን ሐሳብ በተሰጠው ክፍት ቦታ ላይ ይፃፉ።

1. በእንግሊዝኛ ትምህርት ክ/ጊዜያት ምን አይነት የማስተማር ዘዴን ይጠቀማሉ?

2. በት/ቤትዎ ውስጥ የተማሪዎችን የእንግሊዝኛ ቋንቋ ችሎታ መዳበር የሚያደናቅፉ ዋና ዋና ምክንያቶች ምን ምን ናቸው?

3. ተማሪዎችዎ የሚያስተምሩትን ትምህርት በቀላሉ እንዲረዱልዎት ምን አይነት ስልቶችን ይጠቀማሉ?

4. ተማሪዎች እንግሊዝኛን ለመማር ንቁ እንዲሆኑ እንዴት ያበረታቷቸዋል?

5. የተማሪዎችዎን የእንግሊዝኛ ቋንቋ ችሎታ ለማሻሻል ምን አይነት እርምጃዎች ሊወሰዱ ይገባል ብለው ያምናሉ?

ሀ) የማዳመጥ ችሎታን

ለ) የመናገር ችሎታን

ሐ) የማንበብ ችሎታን መ) የመጻፍ ችሎታን

6. በእንግሊዝኛ ቋንቋ ትምህርት የተሻሉ ተማሪዎች የትኞቹ ናቸው?

ሀ) በእድሜ

ለ) በደታ

ሐ) የከተማ/ የገጠር

7. በእንግሊዝኛ ቋንቋ ትምህርት ደካማ ተማሪዎችስ የትኞቹ ናቸው?

ሀ) በእድሜ

ለ) በጾታ

ሐ) የከተማ/ የገጠር

Appendix-M

The Amharic version of teachers' questionnaire

አዲስ አበባ ዩኒቨርሲቲ

ድኅረ- ምረቃ ት/ቤት

የሥነ- ልቦና ትምህርት ክፍል

በርዕሳነ- መምህራን የሚሞላ መጠይቅ

ወደ መልስ ሰጭዎች:-

የዚህ መጠይቅ ዓላማ የአዊኛ ቋንቋ አፈ-ፈቶች የእንግሊዥ ቋንቋን ለመማር የሚጋጥሟቸው ዋና ዋና ፈተናዎችን (ችግሮችን) ለማጥናት የሚያስችል ቀዳማዊ መረጃ ለመሰብሰብ ነው።

የጥናቱ ስኬታማነት እርስዎ ለእያንዳንዱ ጥያቄ በሚሰጡት ምላሽ ላይ የተመሰረተ ነው።

ስለዚህ ለእያንዳንዱ ጥያቄ በባለቤትነት ስሜት መልስዎን እንዲሰጡ እጠይቃለሁ። ለማንኛውም ግልፅ ያልሆነ ጥያቄ ወይም ለመረዳት የሚስቸግር ነጥብ ማብራሪያ መጠየቅ ይችላሉ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

የትኛው ነው?

3. ተማሪዎችዎ እንግሊዝኛ ቋንቋን ለመማር ያላቸው ዝንባሌ ምን ይመስላል?
4. እርስዎ እንግሊዝኛን በመጠቀም በኩል ያለዎት መስተጋብር ምን ይመስላል ?
በክፍል ውስጥ፣ በቢሮ ውስጥ፣ በቤት ውስጥ፣
5. እንግሊዝኛን አውጂን ተክቶ የማስተማሪያ ቋንቋ ቢሆን ምን ይሰማዎታል ?

Appendix-O

The Amharic version of Interview Questions for Parents

ለወላጆች ቃለ-መጠይቅ የተዘጋጁ ጥያቄዎች

1. ልጆችዎ እንግሊዝኛን ለመማሪያ ቋንቋነት በመጠቀማቸው ምን አይነት ስሜት ይሰማዎታል?
2. ልጆችዎ በእንግሊዝኛ ቋንቋ ብቁ እንዳይሆኑ የሚያግዷቸው ምን አይነት ችግሮች አሉ ብለው ያስባሉ?
3. እነዚህ ችግሮች እንዴት ሊፈቱ ይችላሉ ብለው ያስባሉ?

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged.

Name Senay Tarekegn

Sign [Signature]

Place: Addis Ababa University

Date of Submission 11, 07, 2013

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

Signature: [Signature]

Dr.: Tealem Beyew

March, 2013

Addis Ababa, Ethiopia