

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF LINGUISTICS**

**THE IMPACTS OF MOTHER TONGUE INTERFERENCE AND  
SOME AFFECTIVE FACTORS IN LEARNING AMHARIC AS A  
SECOND LANGUAGE: WUKRO SECOND CYCLE PRIMARY  
SCHOOLS IN FOCUS.**

**BY**

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**The Impacts of Mother Tongue Interference and Some Affective Factors in  
Learning Amharic as a Second Language: Wukro Second Cycle Primary  
Schools in Focus.**

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## **ABSTRACT**

*The study attempted to investigate and examine the impacts of mother tongue interference and some affective factors in learning Amharic as a second language in six selected primary schools of Wukro Wereda in Tigray region.*

*To achieve this objective, the method employed is both qualitative and quantitative using descriptive survey technique because descriptive survey technique helps to reveal the existing situation and allows gathering the necessary information without conducting experiments. To investigate and examine the problem, six second cycle grade eight primary schools were randomly chosen from the 38 primary schools of Wukro Wereda. Out of a total of 1020 grade eight students in the six schools, 138 (13.52%) students were selected in the study. Moreover, 12 (85.7%) teachers and 12 parents of students selected as subjects for this study using simple random sampling. To gather the data properly, five data collection instruments: questionnaire, interview, observation, essay writing and recording were used.*

*The results of the study show that students are hindered by their mother tongue not to speak and write correct Amharic at all levels: i.e. at phonological, morphological syntactic and lexical levels. In addition, students' proficiency was also affected by their attitude, their teacher's attitude and their parents' attitudes towards the second language and by the lack of encouragement from their teachers and parents.*

*Most of the responses from the sample students, teachers and parents indicate that they have unfavorable attitudes towards Amharic. Regarding the motivational orientation, students, teachers and parents in the sample area are both instrumentally and integratively motivated even though the instrumental motivation is higher than the integrative. Despite this fact, however, the students' proficiency is low and this indicates that these motivational orientations do not play a role in enhancing students' proficiency. The students' mother tongue interference, the attitudes and motivations from teachers and parents play a negative role in the students' proficiency of Amharic.*

*In order to overcome the negative attitudes developed among the students, teachers and parents; the government, specially the Ministry of Education, the Regional Education Bureau, and the schools in collaboration with other non-governmental organizations should design work shops, packages of training and other related motivational schemes to develop awareness of the use of learning the second language for both the students, teachers and parents and change their attitude to enhance the motivations of the students and make the teaching-learning of Amharic as a second language effective.*

*In light of the findings, it is also suggested that priority should be given to the understanding of the differences between the two languages and design language practices for the students by trying to foster the attitudes of the students and to motivate and encourage them to learn the language. Towards this end, improving the curriculum, designing supportive materials, motivating and encouraging the students were worth the efforts by the curriculum developers, teachers and parents respectively.*

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## List of abbreviations and Acronyms

Cs= causative	ǰ = voiced palatal affricate
IMPF= imperfect	ɣ= voiced pharyngeal fricative
PF= perfective	ħ= voiceless pharyngeal fricative
PP= preposition	k' = ejective velar stop
POSS= possession	t' = ejective dental stop
ACC= accusative	ɲ= palatal nasal
PROP.name= proper name	x' = ejective velar fricative
PAST=past	C <sup>w</sup> =labialized consonant
PASS=passive	ʒ= voiced palatal fricative
NEG= negative	s' = ejective dental fricative
1SG= first person singular	š= voiceless palatal fricative
3SGF= third person singular female	č= voiceless palatal affricate
3SGM== third person singular male	č' = ejective palatal affricate
PL=plural	ə= mid central unrounded vowel
1PL= first person plural	ɨ= high central unrounded vowel
3PL= third person plural	x= voiceless velar fricative
3PLF = third person plural female	SLA= second language acquisition
MAL= malefactive	* =for in correct sentences
3PLM= third person plural male	→= becomes
CONJ = conjunction	COMP. = complement
OBM= objective marker	CI =confidence interval
INST= instrument	L1= first language
L2= second language	MT= mother tongue
FL = foreign language	SAL=second language acquisition
LI= language interference	MTI= mother tongue interference

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Problem

Language is a basic tool of human being to interact with each other. As a tool of communication, people use it to express their needs, ideas, thoughts, and feelings. It can not be separated from the culture or the society in which it belongs because it is an important part of culture. Furthermore, the use of language is influenced by different factors.

Research in to second language learning has considerably enriched the understanding of the processes that take place and the factors that influence them. However, there are immense gaps in our knowledge. Perhaps the most important fact that is highlighted by second language research is that progress does not only occurs when people make conscious efforts to learn but also occurs as a result of spontaneous, sub conscious mechanisms which are involved in communication with the second language.

It is obvious for every one that research in second language acquisition and learning is an interdisciplinary subject. The study of second language learning can be linguistic, sociolinguistic, psycholinguistic, sociological, psychological, educational and the like. It illustrates on a wide number of perspectives about the phenomenon of second language acquisition and learning. The problem of knowing what language learning is one of the central issues in applied linguistics at present.

The changes we have recently seen in the foreign language classroom, as well as in the teaching of language and literature in the twenty-first century, stem from break thoughts in such general disciplines as linguistics, psychology, anthropology, science to name only a few. These findings have led to the evolution of new paradigms within the general disciplines, such as sociolinguistics, psycholinguistics, neurology, discourse analysis, pragmatics, anthropological linguistics and cognitive psychology (Swaffar, Arens, and Byrnes, 1991).

Amharic and Tigrinya languages are of the same origin, both are the descendants of the Ethio-semetic language family. Amharic is the most commonly learnt, and spoken language and has numerous social functions in the life of the country. As a consequence, Tigrinya native speaker students, like the students from other Ethiopian speech communities in their learning of Amharic as a second language, confront, problems resulting from their mother tongue interference, lack of motivation, attitude towards the language, social factors and exposure to speak the language. These days, due to different factors, knowledge of Amharic language is very crucial for most Ethiopian students in general and for Tigrinya native speakers in particular. It is quite true that Amharic is now widely used as second language and official language of the country. That is why it serves as a means of communication between speakers of different languages in a wide range of contexts such as academic, research, tourism and literature.

As far as the knowledge of the researcher is concerned, when children and adults learn a second language the interference of their mother tongue influences their mastering of the language. This is because the fact that, the second language learners have no enough information and awareness on how to use the second language on the one hand and the effects of mother tongue interference in second language learning on the other hand. So that is why the researcher focuses on the notion of first language interference in second language learning and the psychological factors that contribute negatively in learning the second language language.

The factors related to the mother tongue interference, the learner's emotional state (motivation and attitude) towards the second language and societal attitude are the factors that hinder students in their learning the second language. Though in Tigray in general and in Wukro Wereda in particular, Amharic is taught beginning from grade three (mostly at the age of ten), still learners at grade eight encounter difficulties in dealing with Amharic in the classroom interaction and outside the classroom. The researcher, therefore, wanted to conduct a research on how mother tongue interference and other affective factors (i.e motivation and attitude) affect the learning of Amharic as a second language particularly, in Wukro Wereda primary schools; because the researcher thinks

that a research conducted in this area plays an important role in solving the problems of students in their learning the second language (Amharic).

## **1.2 Statement of the Problem**

An examination of any single situation in which second language is studied reveals many different interacting factors. Each of these factors can represent a separate area of study in itself. One can study the effects of the first language on second language learning, the role of personality variables of different kinds of learners, the role of the social environment, and the role of emotional factors (motivation and attitude), the physiology and biology of human language learning, and the part they play in second language learning. Studies conducted on factors affecting second language learning so far suggest that many of the factors, such as age, attitude, motivation and social aspects are not well studied. Moreover, when second or foreign language is learned, students are affected more by their mother language interference. So, considering this gap in the study of second language acquisition, this research study focuses on studying the impact of mother tongue interference and some affective factors that hamper second language learning in the course of time. The rationale behind to conduct this study is that it is highly observable that second language learners in general and Tigrinya native speakers in particular are influenced their fluency of the second language by their mother tongue language and some other affective factors. So to fill this gap conducting research concerning mother tongue interference and affective factors is very necessary.

More specifically, the study endeavored to answer the following research questions.

- Is the students, teachers and parents' attitude towards Amharic affect the students' proficiency of Amharic?
- Is the parents and teachers motivation and encouragement have a direct relationship with the students' interest and achievement in the second language learning?
- What type of motivation do the students, teachers and parents have?
- What role does play the type of motivation in the students' Amharic proficiency

- Are the similarities and difference between Amharic and Tigrinya play a decisive role in learning the second language?
- What are the areas of difficulty caused by the students' mother tongue interference in learning Amharic as a second language?
- In what area is the students' mother tongue interference highly (frequently) observable in their learning Amharic? Phonology, morphology, lexis or syntax?
- What should be done to solve or minimize the second language learning problems of Tigrinya speakers?

## **1.3 Objective of the Study**

### **1.3.1 General Objective**

The general objective of this research is to identify and examine the impact of mother tongue interference and some affective factors in learning Amharic as a second language in Tigray region, and to discover the possible patterns and relationships among such factors.

### **1.3.2 Specific Objectives**

This research has the following specific objectives.

- To examine the relationship between the attitude of students, teachers and parents and its effect on the second language proficiency of the students.
- To analyze the effect of teachers and parents motivation and encouragement for students in learning Amharic as a second language.
- To see the students type of motivation and its contribution to the students second language proficiency.

- To evaluate whether similarity or difference between the two languages affect the students' second language proficiency more.
- To investigate and analyze areas of difficulty in terms of phonology, morphology, lexis, and syntax for Tigrinya speaker students because of their mother tongue interference in learning Amharic.
- To identify the most frequent forms of interference of the mother tongue Tigrinya in the learning of Amharic as a second language.
- To recommend what should be done in order to solve or minimize the problems of learning Amharic in Tigray as a second language.

## **1.4 Significance of the Study**

To provide the material and activities that promote and facilitate children's second language learning, you need to know the factors that influence learning. As in every other aspect of a problem, children can be affected in the learning of second language by various linguistic, psychological and cognitive factors. These factors are mother tongue interference, social factors, motivation and attitude, age, sex and the like. Identifying, analyzing, and suggesting solutions to these in, the present study can have the following contributions:

- ❖ It can provide information for primary school Amharic language teachers towards offering the necessary support (instructional adjustment) for students' good achievement of the language.
- ❖ It can be a source of information for parents about the language ability of their children so that they can make a necessary intervention for the betterment of their children's second language acquisition and learning.
- ❖ It contributes practical pedagogical value for curriculum development or improvement of second language in Tigray region.

- ❖ It can be used as a basis for other researchers who endeavor to carry out research in a related area of study.
- ❖ It can also contribute to the theory of second language acquisition and learning.

## **1.5 Scope of the Study**

Research on second language learning requires a wide area of study on different group levels and areas of the country. But in order for the study to be more manageable, its scope is delimited to six primary schools of Wukro Wereda, in the eastern zone of the Tigray region. Moreover, investigating factors that affect second language acquisition and learning is a very wide area of study because it includes many factors, such as mother tongue interference, the influence of age, motivation and attitude, environment, background, socio-cultural, sociolinguistic, personal experiences and the like. However, it is very difficult to include all the factors that affect directly or indirectly second language acquisition and learning in this study. Therefore, to make it manageable, the study focuses on the *impact of mother tongue interference and some affective factors influencing second language learning* like attitude and motivation from psychological factors and mother tongue interference from linguistic factors, in six primary schools of Wukro Wereda of the eastern zone of Tigray.

## **1.6 Limitation of the Study**

This study is believed to have certain constraints. It is worth keeping in mind that the sample size of the study was limited to only 138 students, 12 teachers and 12 parents' of students from six primary schools of one particular Wereda. So comparisons are not made between different Weredas. This could often create danger to generalize the findings in to a broader setting. It would have been better and more effective if a good number of schools, participants and Weredas were included on the study to gather sufficient information and to obtain better results. Besides, resulting from the constraint of resource, absence of co-observer and the limited time for the observation sessions were

also pitfalls of this study. Moreover, the study does not include other factors that affect second language acquisition and learning like aptitude, anxiety, personality and age because of the limitation of time and resource.

## 1.7 Organization of the Study

This study is organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significant of the study, scope of the study, limitation of the study, how the whole body is organized and definition of operational terms. The second chapter treats the literature review and related previous works. The third chapter deals with the research methodology and method of data analysis while the fourth chapter treats presentation, analysis and interpretation of data. Finally, the summary of findings, conclusions and recommendations are presented in the fifth chapter. Further, bibliography, sample data collection tools, sample essay students writing are annexed at the end.

## 1.8 Operational definition of terms

- ❖ **Attitude** is a psychological perception or feeling of an individual towards some thing or to do some thing.
- ❖ **Error analysis-** is a type of linguistic analysis that focuses on the errors learners make in their learning and acquiring second language.
- ❖ **Foreign language** is a non-native language taught in school that has no status as a routine medium of communication in that country for example the case of English for Tigrinya speakers.
- ❖ **Instrumental motivation-** is the type of motivation that is characterized by a desire to obtain some thing practical or concrete from the study of a second language example getting a job, passing an exam.
- ❖ **Integrative motivation-**is a type of motivation that characterizes students' desire to integrate and communicate with the second language community.

- ❖ **Language interference or transfer** is students' automatic transfer of habit of perceiving, performing, and tendency to speak second language (L2) with the intonation, word order and usage of his mother tongue language (L1).
- ❖ **Motivation**-is the psychological state of arousal (internal drive) that pushes learners to do things and achieve the intended goals in the teaching-learning process.
- ❖ **Motivational orientation** is the reason why students learn the second language.
- ❖ **Negative transfer** refers to the fact that the learners' use of their mother tongue language patterns or rules which leads to errors or inappropriate forms in the second language learning.
- ❖ **Positive transfer** refers to when the students mother tongue helps the students to learn the second language may be because of similarities between L1 and L2 example the SOV sentence structure of Amharic and Tigrinya have positive implication in their transferring because they are similar in all the languages.
- ❖ **Second language** is a non-native language widely used for the purpose of communication usually as a medium of education, government, and business matters in the whole country example Amharic for Tigrinya speakers.
- ❖ **Second language learning**- is the learning of the second language in addition to their mother tongue language for different purposes for example the case of Amharic for Tigrinya speakers.

# Chapter Two

## Literature Review

### 2.1 Factors that Affect Second Language Acquisition and Learning

According to Ellis (1997:249), Second language acquisition (SLA) has traditionally looked to the disciplines of linguistics, psychology and psycholinguistics and, to a lesser extent in sociology and sociolinguistics for its theories and research practices and is the study of how second languages are learned and the factors that influence the process of learning a second language. Regarding this, Second language researchers examine how communicative competence, the ability to interpret the underlying meaning of a message, to understand cultural references, to use strategies to keep communication from breaking down, and to apply the rules of grammar develop in a second language (Savignon,1997; Ellis, 1997; Gass and Selinker, 2001).

Different scholars perceive second and foreign language differently. For example, Oxford and Shearine (1994:14) define ‘second language’ as “one that is learned in a location where that language is typically used as the main vehicle of every day communication for most people” whereas ‘foreign language’ as “one that is learned in a place where that language is not typically used as the medium of ordinary communication.” Many linguists distinguish between foreign language and second language use recognizing major differences in the learning aims, teaching methods and achievement levels involved. A foreign language in this restricted sense is a non-native language taught in school that has no status as a routine medium of communication in that country. Whereas a second language is a non-native language widely used for the purpose of communication usually as a medium of education, government, and business matters. English for example has foreign language status in Japan but second language status in Nigeria (Encyclopedia of language 1987:368).

The students’ learning and their performance achievements are influenced by various factors. Among these mother tongue interference and affective factors play a greater role.

Psychological factors play an important role in a Learner's success in acquiring and using a second language. There are numerous factors affecting the process of second language acquisition that most frequently occurs in the classroom situation, compared to first language acquisition. Because there are many things happening in the class that disturb the process, such as lack of motivation, fear of making mistakes, unwillingness to sound foreign because of lack of sympathy towards the target language culture and the interference of the students' mother tongue language (Wisniewski 2007:567).

Collier (1988) states that:

The factors that affect second language acquisition and advancement in language learning depends on the learner's cognitive style, socioeconomic background, motivation and attitude, first language interference, formal schooling and the like. In addition, the level of cognitive development, socioeconomic and cultural background, and age can be expressed as the factors affecting second language acquisition.

Supporting the above scholar, Gardner's socio-educational model of second language acquisition postulates that learning is a dynamic process in which affective variables influence the achievement and experiences of second language learning and it can be influenced by some affective variables like motivation, attitude, socio-educational factors, age, and gender. It also proposes that the language aptitude and motivation facilitate second language acquisition whereas language anxiety has a debilitating effect on the second language (Gardner, 1985, 2000; Gardner and Macintyre, 1993).

## **2.2 Theories in Second Language Acquisition and Learning**

According to McLaughlin (1980), the field of second language learning was 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. Gardner's **socio-educational model**, Giles (1982) **accommodation theory** and Schuman's (1978) **acculturation theory** are some of the second language theories. According to Rutherford (1982:85) cited in Ellis (1985:249) the role of theories in second

language acquisition is to know “what it is acquired, how it is acquired, when it is acquired, and why it is acquired of the second language?”

It is true that teaching and learning a second language is hard work that it requires learning different responses to the same stimulus and therefore, the necessity of one adequate theory is inevitable for teaching a second language. For this study both contrastive analysis and error analysis are applicable as a research theory.

### **2.2.1 Contrastive Analysis**

According to Lado (1957:1-2), the purpose of Contrastive analysts is to carefully describe the source language (SL) and the target language (TL) in order to develop effective pedagogical materials. According to him comparing different structures of the two languages are useful for: “The teacher who has made a comparison of the structures of a foreign language and the native language of the students will know better what the real learning problems are and can better provide for teaching them and he gains an insight in to the linguistic problems involved that can not easily be achieved other wise.”

The basic assumption of Contrastive analysts is that learning a second language (L2) entails translating the linguistic forms and meanings of the first language (L1) to the second language (L2) by learning a set of habits. Contrastive analysts predicted that some languages would be easier to learn than others would, because where languages differed greatly in structure; the learner would be required to automatize a more complex set of habits.

Studies taking a Contrastive analysts’ perspective therefore focused primarily on transfer phenomena and especially negative transfer, which occurred when languages differed in structure. Because of these structural differences, learning a language was not a simple matter of transferring a form directly from first language to second language. The primary focuses of Contrastive analysts’ study were therefore on difference and types of difference (Long & Sato 1984). Detailed analyses of similarities and differences were carried out by comparing languages in terms of mainly phonology and syntax and, to a

lesser extent, semantics (Fries 1945; James 1980; Lado1957; Weinriech cited in Selinker 1989).

The contrastive hypothesis is one of the first attempts to explain certain observable aspects of second language acquisition. Under the influence of Charles Fries (1945), it gained wide interest among theorists and researchers during the 1940's and 1950's. The rationale for the contrastive analysis hypothesis was drawn from structural linguists and behaviorist psychology. Structural linguists focus on the analysis and comparison of surface structure across languages. Behaviorist psychology holds that language learning is habit formation; hence, the habit in the use of first language can either interfere or facilitate the second language learning. The interference or facilitation of the old habit-the first language- will be determined by the differences or similarities between the old and the new habit-the first and the second language. Based on these two principles, proponents of contrastive analysis believed that learner's first language interferes with the acquisition of the second language. Where structure in first language differs from those in second language, errors which are similar to first language structure can be predicted and such errors are said to result from the influence of the learner's habit in first language (Dulay et al, 1982).

The purpose of contrastive analysis therefore is, to compare and contrast the structure of the two languages (L1 and L2) and identify the problematic areas in second language learning. Regarding contrastive analysis hypothesis, English as a second language and English as a foreign language( ESL/EFL ) teachers should focus the content of their classes on areas of differences between the first and the second language and use teaching methods that avoid bad habits and reinforce good habits in second language learning (Towell & Hawkins, 1994). Brumfit (1983:83) cited in Muluken (1987:3) also states that, in order to make learning efficient the point to be taught might be arrived at by the process of contrastive analysis, which involves the direct comparison of the phonological and phonetic, grammatical and semantic aspects of the two different languages, in this case the learner's mother tongue, and the major points of divergence between them are evaluated.

In contrast to the proponents of contrastive analysis on the predictive ability of contrastive analysis, however, there have been different researchers who questioned the predictive ability of contrastive analysis in the field of second language acquisition. They argue that contrastive analysis does not always make appropriate predictions and not all areas of difficulty predicted by contrastive analysis lead to learning problems, and learning problems occur in other areas not predicted by contrastive analysis (Dulay et al., 1982; Ghadessy, 1980; Richards, 1974) in Abisamira (2003:22).

### **2.2.2 Error Analysis**

Error analysis is a type of linguistic analysis that focuses on the errors learners make in their learning and acquiring second language. Error analysis emerged during the 1970s, as the next major development in the study of second language acquisition (SLA), and although the studies sometimes attempted to explain how second languages are learnt; Error analysis (EA) remained primarily a methodological approach rather than a theory of second language acquisition (Hobson, 1999:9).

In reality, this proved to be too extreme a view once data were carefully analyzed. The error analysis studies focused mainly on the performance of learners of a few languages who had learned in informal contexts and studied in experimental conditions. These studies had two primary aims. The first aim was to provide explanations for errors, which attributes to learner-internal cognitive processes and learner-external causes. Learner-external errors related to problems with the input received by the learner, especially in the case of formal instruction (Faerch et al. 1984) and included errors such as transfer of training (Felix 1981; Selinker 1972; Stenson 1974). Because of finding learner-external causes of errors, the second, later aim of error analysis was to relate the social context of learning to the errors produced (Faerch et al. 1984; Seliger & Long 1983). These studies looked closely at the input available to the learner and studied the errors in relation to the input received.

According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when

he studies a second language.” Moreover, the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.” And he argues that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.

According to Hasyim (2002:43) error analysis may be carried out in order to (a ) find out how well some one knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Another concept for error analysis is given by Brown (1980:166) and he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by the learner.

Error analysis has been strongly criticized, both from a theoretical and a methodological point of view. Firstly, in an error analysis the norm is the target language and any deviation from the target language is viewed as an error. However, determining a norm is problematic because it depends on a variety of factors including “the linguistic context, the medium (spoken or written language), the social context (formal or informal), and the relation between speaker and hearer (symmetrical or asymmetrical” (Van Els et al. 1984:47). Difference from the norm viewed negatively, which means that these studies do not acknowledge the creative processes learners use in building the new language. They therefore ignore a large part of the developmental process.

In addition, from a methodological point of view, there are many limitations of error analysis. Firstly, error analysis measures production (which may be restricted), rather than perception (which may be less restricted) (Alexander 1979). Secondly, error analysis studies focus on only a small part of the production data (i.e. the errors) rather than all the learner language produced (Alexander 1979; Corder1975; Schachter & Celce-Murcia 1977). Furthermore, learners may avoid some of the target language constructions because they do not know how to produce them or because certain structures are perceived as difficult and more likely to induce error (Alexander 1979; Kleinmann 1977; Schachter1974).

This study considers both the contrastive analysis that compares and contrasts the structure and the usage of the two languages (Amharic and Tigrinya), and identifies the problematic areas in second language learning. Because from the error analysis the researcher provides explanations for the students' errors, relates to the social context of learning to the errors produced by students on the one hand, and analyze errors made by language learners systematically and determine areas of difficulty that need reinforcement in teaching the second language from the contrastive analysis perspective on the other hand.

### **2.3 The Concept of Language Transfer and their Types**

The term 'transfer' was first technically defined by behaviorist psychologists as: "the automatic, uncontrolled and sub conscious use of past learned behaviors in the attempt to produce new responses." Odlin also defined 'transfer' as "the influence resulting from similarities and differences between the target language or second language, and any other language that has been previously acquired" (Dulay et al, 1982:101; Odlin, 1989 in Virginia 2001:18).

Though it is far reaching a consensus about its nature, the widely recognized opinion at present is that transfer does occur in language learning and may exert an influence, positively or negatively, on the acquisition of second language. There is overwhelming evidence that "language transfer is indeed a real and central phenomenon that must be considered in any full account of the second language acquisition process" (Gass and Selinker, 1992:7).

Lado (1957:2) in his book, *Linguistics across Cultures*, noted that:

individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the language and culture as practiced by natives.

When second or foreign language is learned, aware or not, the mother tongue of the learner influences his/her mastery of that language. Regarding this Odlin (1989:27) cited in Ellis (1994:301), defines; transfer, as “it is the influence resulting from the similarities and differences between the target language and any other language that has been previously and perhaps imperfectly acquired or mother tongue.”

Furthermore, Parera (1997:125) in Handayani (2005:17) suggests the issue of transfer as:

Transfer is a process in language learning in which there is influence of L1 (mother tongue) towards the L2 (second language) and it can not be separated from second language learning and that transfer happens when someone is not fully mastering L1 and L2 so he/she tend to transfer between the two languages.

Language transfer may be positive or negative. Dulay et al. (1982) cited in Loja (2009) describes transfer as the use of patterns of the first language in the production of the second language when these patterns are identical, the correct language forms are produced and positive on the other hand, if errors happen as a result of such transfer they are called interference or negative transfer.

In addition, Parera (1997) divides language transfer into two: positive transfer and negative transfer and explains as positive transfer happens when there are similarities between L1 and L2 while negative transfer occurs when there are no similarities between the two languages and affect each other.

When learning a foreign language an individual already knows his mother tongue, and it is this which he/she attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar-in that case we get 'positive transfer' or 'facilitation' - or it may prove unjustified because the structure of the two languages are different - in that case we get 'negative transfer' - or 'interference'. (Wilkins, 1972: 199)

From the behaviorist perspective, when first language habits are helpful to acquiring second language habits, this is positive transfer. For example, for the English person

learning French, an example of this would be the normal S-V-S sequence in declarative sentences (Little wood, 1984:17).

The positive view of L1 influences on L2 is represented by the theory of Common Underlying Proficiency (CUP). But for this study the focus is limited only on the negative view of transfer which is commonly called mother tongue interference. However, in case of the CUP hypothesis, it supports that mother tongue language (L1) facilitates the L2 learning, which is not part of this study. When we see the case of Amharic and Tigrinya, the general syntactic structure SOV sequence for declarative sentences is an example of positive transfer because Tigrinya native speaker students do not have a problem of putting the normal sequence in their learning Amharic sentences.

However, Negative transfer or interference refers to the fact that the learner's mother tongue language patterns or rules interferes to the second language and this result in errors in second language learning that can be traced to interference from the learner's first language (mother tongue).

Regarding this, Odlin (1989: 167) defines 'negative transfer' as "cross linguistic influences resulting in errors, overproduction, under production, miscomprehension, and other effects that constitute a divergence between the behavior of native and non-native speakers of a language." Several studies in the field of second language acquisition and error analysis have reported negative transfer or interference from the native language as the prime cause of errors in second language (Anderson, 1978 and Rosansky, 1976). Moreover, they investigated errors of Spanish speakers in the use of English articles and found that interference from Spanish was the major cause of errors in their learning English.

Boey (1975:109) states that "language interference or transfer in learning situation is students' habit of perceiving, performing, and tendency to speak L2 with the intonation or word order of his mother tongue (L1)." With regard to this notion, Scovel (2001:45) notes that negative transfer is the transfer of linguistic behavior from the mother tongue to the new linguistic pattern of the second or the target language. This occurs only when

the structures are different but if the linguistic structure of the mother tongue is identical with those of the target language, there is positive transfer- and thus virtually no interference occurs.

In addition to this negative transfer or language interference is the process in which words of other language becomes integrated with in a specific language and are used commonly by speakers of that language. These words become a permanent part of the other language and force them to make an error.

In addition, Weinreich (1953:1) in Dolphin (2008:11) describes that, interference is “the rearrangement of patterns that results from introduction of foreign elements in to the more highly structured domains of language such as the bulk of the phonic system, a large part of the morphology and syntax, and some areas of vocabulary.”

### **2.3.1 The types of Mother Tongue Interference**

According Odlin (1989) the influence of the L1 on the acquisition of second or foreign language (L2/FL) has long been the center of research and a controversial issue in second language acquisition.

Skinner (1957) cited in Norrish (1983:22), put his definitive statement of behaviorist theory of language learning which held that if language is essentially a set of habits, then, when we try to learn new habits, the old ones will interfere with the new ones called interference of mother tongue.

In addition, Beardsmore (1982) suggests that many of the difficulties a second language learner has with different language levels like the phonology, vocabulary and grammar of second language are due to the interference of habits from the mother tongue. Supporting this concept, Lado (1957:12) suggests that awareness of the difference and similarities between learners of first language and the target language reveals their real problems and therefore preparing effective materials as an essential teaching tool.

According Dulay et al. (1982) interference is the automatic transfer, due to the habit of the surface structure of the first language in to the surface of the target language. Lott (1983:256) also defined interference as errors in the learners' use of the foreign language that can trace back to the mother tongue.

From the explanation about language interference and language transfer above, it is clear that language interference is also called negative transfer. It occurs as a result of the failure in using both the first language and the second language. Regarding this, Weinreich (1953:16) divides type of language interference into three. These are (1) phonological interference, it occurs when a bilingual speaker re-translates or re-produces his/her L1 by using the appropriate phonemes in his L2. (2) Lexical interference occurs when bilingual speakers use two or more parts or structures of different languages in a single word or lexicon. (3) Grammatical interference occurs when a bilingual speaker identifies morphemes, class of morpheme in language chain in syntaxes and uses it in the speech act. Supporting this idea Suwito (1982:55) says that, language interference occurs in all aspects of language such as phonology, morphology, syntaxes, lexis, and semantics.

Moreover, Dyakov (2008:2-13) divides language interference into two: linguistics and extra linguistics. From linguistics principle, language interference is subdivided into; (1) graphic interference which influences the development of writing system as well as the spelling principle of the national orthography in general and separate lexical elements in particular, (2) lexical interference influences the development of vocabulary as well as lexical modernization, (3) phonetic interference influences the phonetic structure of a language, and (4) grammatical interference which influences the grammatical structure of a language. It is clear that the language interference occurs in all levels of language aspects such as phonology, morphology, lexical, syntactical, grammar, and semantic.

### **2.3.1.1. Phonological Interference**

Phonology has to do with phones, which produce language. When the phones of one language are part of the sound system of another language (a receiving language), phonological interference occurs. In other words, interference occurs when phones of one-language interrupts or disturbs the order of phones in a particular language.

Lado (1964:71) notes about pronunciation as follows:

Each language has its own pronunciation systems, which is different from all others even two languages as closely related as Spanish and Portuguese have different sound systems. While some sounds of the mother tongue can be similar to those of the target language there may be variations between other sounds of the two languages the difference may be exist in their distribution of the mother tongue structure for second language structure, which is new for him.

Weinreich (1953:14) also says that the problem of phonetic interference concerns the manner in which a speaker perceives and produces the sound of one language, which might be in one designated to be secondary, while in terms of another to be called primary.

It is true that the ultimate goal of most second language learners is to attain native like proficiency and fluency. However, for many learners, this has remained a dream and has not come true especially in the area of pronunciation as native speakers usually identify them as non-native speakers because of their accent. As far as the researcher is concerned, a large number of second language learners face difficulty in speaking the second language. There is a communication problem between the speakers and hearers.

In addition, Norrish (1983:17) states, “the sounds in any one language form a system and some one listening to a language other than his own language will tend to a language other than his own language, or at least sounds close to those of his own language, rather than those that are, in fact being produced in the foreign language.”

Lado (1957:11) suggests that “We have ample evidence that when learning a foreign or second language we tend to transfer our entire native language system in the process. We tend to transfer to that language our phonemes and their variants, our stress and rhythm patterns, our transitions, our intonation patterns and their interaction with other phonemes.” In comparing the sound system of English with that of Portuguese, Lado would find that Portuguese does not have phonemes that might pass as English.

According to Muluken (1987:2) pronunciation problems are caused not only because of the structural difference of the segmental phonemes of first language and second language, but it is also because of the variation of the supra-segmental phonemes of the two languages. As Odlin (1989:112) puts it, “there is no little doubt that native language phonetics and phonology are powerful influence on second language pronunciation.”

Cook (1992) notes that, first language is present in learners’ minds whether the teacher wants it to be there or not. Lado (1957:12) forwards the following about phonological interference:

In learning the sound system of foreign language, one finds sounds that are physically similar to those of the native language, that structure similar to them and that have similarly distributed. Learning of such phonemes occurs by simple transfer with out difficulty. On the other hand, one also finds that are part of the sound system of the native language, that structure differently, or that are differently distributed. Learning of these occurs more slowly and difficulty with them is more persistent. In fact, learning of the latter actually means learning the sounds of the language. We therefore, seek to find those problems, and will find them by a structural comparison of the sound systems of the two languages.

To acquire a command of a second or foreign language, the learner formally learns mainly the basic skills of the target language like Listening, speaking, reading and writing and unavoidably depends on the pronunciation to a substantial extent. To this effect Tech (1981:1) rightly maintains pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of the language

is. However, while learning the pronunciation of a second language, the learner often confronts different phonetic and phonological problems that obviously hinder his or her learning and ultimately prevent from acquiring the expected general proficiency in the oral and auditory skills of the target language.

When a phoneme in the foreign language doesn't exist in the native language, the student will tend to substitute the native phoneme that seems nearest with in the whole structure of his native language. In such cases, the difference is 'greater' when used in the language as the minimal difference in the largest number of contrasts between phonemes (Lado, 1957:27).

Having this difference between the two languages Tigrinya native speaker students make errors in their learning Amharic as a second language.

### **2.3.1.2 Morphological Interference**

Koopman (1994:217) as cited in Calteaux (1994:106) explains morphological interference as a process that takes place when a non-morphic syllable in the source language is perceived as a morpheme in the receiving language, or vice versa. Such interference causes considerable distribution in the morphological structure of the adoptive language.

According to Selinker (1990) in second language acquisition, morphological errors occur because of the misunderstanding of the morphology of the second language and their arrangements like misplacements, deletion and word order errors.

According to Lado (1957:53) it is important to keep in mind that a variety of formal devices may signal grammatical meanings and this variety causes many of the learning problems in mastering a foreign language, since the use of different devices by two languages will constitute a problem. Among the most elements used in various languages to signal grammatical structures are word order, inflection (bound morphemes), correlation of forms, function words, intonation stress, and pauses. Supporting the above ideas, Selinker (1990:209) pointed out that "morphological errors are caused by the

similarities and differences of the two languages and hinder the listeners and speakers of the second language.”

### **2.3.1.3 Lexical Interference**

When we talk about lexical interference, it is good to know the concept of second language learning. Regarding this Lado (1964:38) states “learning a second language is defined as acquiring the ability to use its structure with in a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed. And it means the acquisition of the ability to grasp the units and patterns of content when listening to the second language. It means, in other words, learning the expression, the content, and their association for rapid use in the proper positions with in the system of the target language.”

Norrish (1983:16) also states that “lexis forms a potentially open set of items, with new words being introduced when the need arises, whereas the phonological and syntactic systems are closed and, despite a certain shift in phonology in most languages, relatively unchanging over the short term.”

Similarity to and difference from the native language in form, meaning, and distribution will result in ease or difficulty in acquiring the vocabulary of a foreign language. Comparing the foreign language vocabulary with that of the native language, we will find words that are similar in form and in meaning, similar in form but different in meaning, similar in meaning but different in form, different in form and meaning, different in their type of construction, similar in primary meaning but different in connotation, and similar in meaning but with restrictions in geographical distribution (Lado, 1957:83). As Weinreich (1953:1) in Long (1991:53) asserts “the greater the difference between the two systems, i.e. the more numerous the mutually exclusive forms and patterns in each, the greater is the learning problems and potential area of interference.”

Contrasting Weinreich’s idea, Long and Sato (1984) citing Jackson (1972) and Wode (1987) expressed that not only the difference between first language and second language

but also the similarities between the two languages can cause problems in learning the target language.

#### **2.3.1.4 Syntactic Interference**

This answers the question ‘does the learner have to think in the target language to be able to produce a meaningful response, which may not be understood and syntactically acceptable?’ The answer to this question gives a major implication in second language classroom. If the learner is able to write a semantically acceptable text in second language (according to L2 standards), then correct syntax need not be the focus of classroom instruction, given the existing knowledge base of the learner whose main purpose of learning L2 is to communicate information in meaningful way, this has implications for the teaching and learning process. Understandings of the first language syntactic structure and the type of errors made in second language as well as the extent of the learner’s knowledge of L1 and L2 syntactic structures assists the teaching and learning process by allowing an individualized learning program for each learner.

According to Kulka and Levenston (1983) in Bhela (2000:31) equivalence contend that all second language learners begin by assuming that for every word in first language there is a single translation equivalence or thinking in the mother tongue is the only way a learner can begin to communicate in a second language. This has been clearly indicated in this study whether the second language learners have adopted their L1 structures to help them in their second language texts or not.

The use of first language structures as a principle of fundamental language organization and processing has immediate serviceability for those learners. The learners bring the form and meaning of both first language and second language in to closer alignment and thus cause to be usable a complex portion of second language syntax that would otherwise be for the time being, inaccessible to them.

According to Lado (1957) the most important factor determining ease and difficulty in learning the patterns of a foreign language is their similarity to or difference from the patterns of the native language. When the pattern in the native language is parallel, the

student merely learns new words which he puts in to what amounts to an extended use of his language pattern. Since, his word learning capacity is not lost, he makes rapid progress when however, the native language pattern does not parallel that of the target language, and the student tends to revert to his native language patterns through habit.

### **2.3.2 Affective Factors for Second Language Acquisition**

Arnold (1999:53) defined affective factors in terms of the aspects of emotion, feeling, mode or attitude of such condition or behavior whereas Dickinson (1987:25) describes it as being concerned with the learners' attitude towards the target language and users of it, and relations with his/her emotional responses.

Second language research have long been alert that second language learning is often associated with different affective factors, among which the constructs of motivation, the students' interest towards the language, the communities perception about the language, age, gender and anxiety have been recognized as important predictors of second language performance.

According to Ehrman (1996), affective factors relate to the learners' emotional state and attitude towards the target or second language. The most important affective variables studied in relation to second language acquisition are attitudes, motivation and anxiety. According to social psychological tradition, attitudes to learning the second language are expected to relate to motivation and achievement. For example, in Garner's socio educational model, motivation is the strong predictor of second language learning and is a construct resulting from three factors; the desire to learn, the language effort and attitudes to wards learning the language. (Gardner, 1985)

Stem's claim that the affective component contributes at least as much and often more to language learning than the cognitive skills (1983:386), which is supported by a large body of recent cross-disciplinary research showing that affective variables have significant influence on language achievement. (Gardner 1985; Skeham 1989; Spolsky 1989; Gardner and Macntyre 1992; 1993a) Damasio (1994) shows that emotions are a part of reason on the neurobiological level and Ledoux sees emotion and cognition as

partners: “mind without emotions are not really minds at all” (1996:25). The study of affect has thus become increasingly popular in the 1980s and 1990, to the extent that Stevick warns against viewing it as the latest philosophers Stone (1994:43) which will solve all learning and teaching problems.

Maria (2006:48) states that psychological factors play an important role in learners’ success in acquiring and using the second language. Accordingly, psychological factors influence second language acquisition as much does the nature of the large language itself.

A number of writers in the field have discussed the influence of affective factors on how well a foreign language is acquired. Krashen (1985) and his associates, for example, advance the notion of an “affective filter”, those affective factors that screen out certain parts of learners’ language environments’ (Dulay et al, 1982:46). This means the amount of linguistic input learners receive can be reduced by such factors as low motivation, which in turn may adversely affect their acquisition of the target language.

There are five hypotheses of Krashen regarding second language acquisition and learning. These are: the Acquisition-Learning- which makes clear about the two independent systems of second language performance: '*the acquired system*' and '*the learned system*', the Natural Order hypothesis it states that we acquire the rules of language in a predictable order, some rules tending to come early and others late, the Monitor hypothesis that explains the relationship between acquisition and learning and defines the influence of the latter on the former. The Input hypothesis is also the Krashen's explanation of how second language acquisition takes place. For this study the affective filter hypothesis is applicable.

The **Affective Filter hypothesis** deals with how affective factors relate to second language acquisition. Krashen incorporates the notion of the affective filter as proposed by Dulay and Burt (1977) to account for a new affective variables affect the process of second language learning. The filter controls how much in put the learner comes in to contact with, and how much input covered in to intake. It is affective because the factors,

which determine its strength, have to do with the learner's motivation, self-confidence, or anxiety state. Learner's with high motivation and self-confidence and with low anxiety have low filters and so obtain and let in plenty of input (Krashen, 1987:263, 1982:31).

### **2.3.2.1 Students Motivation in Learning Second Language**

According to Gardner (1985) there are many conceptualizations of motivation in the literature in second language learning and many of these include socio-psychological constraints as part of the model. Thus, Gardner's (1985) socio-educational model of second language acquisition focuses on language learning taking place in the classroom and stresses that motivation is one important variable in second language acquisition.

According to Alemgena (2008:5), Gardner's socio-educational model which is proposed in 1985, is one of the language learning theories which mainly focuses on the affective variables, which affect second language learning in the school setting. Spolsky (1989:159) reports that Gardner's model is a major development in understanding the relationship between attitudes and second language learning. In addition Gardner (2004:119) also states that language learning is a dynamic process in which affective variables influence language achievement and experiences in language learning can influence some affective variables.

Scholars define motivation in terms of goals to do something. Harmer (2001), Williams and Burden (1997) cited in Banti (2003:16) define motivation as a state of cognitive arousal (internal drive) pushing learners to do things to achieve the intended goals. According to Franken (1988:3) in Richards (1998:27), the study of motivation has traditionally been concerned with the arousal, direction and persistence of behavior. In second language acquisition/ learning as in every other field of human learning, motivation is the crucial force which determines whether a learner embraces on a task at all, how much energy he/she devotes to it, and how long he/she preserves it. Reece & Walker (1997) notes that motivation is a key factor in second language learning process and they stress that a less able student who is highly motivated can achieve greater successes than the more intelligent student who is not well motivated.

Gardner and Lambert (1959, 1972) suggested that an individual's motivation to learn a second language is sustained by both attitudes towards the second language community and the goals, or orientations, sought through the acquisition of the second language. "Motivation has been widely accepted by both teachers and research clerks as one of the key factors that influence the rate and success of second language learning" Dornyei (1988:117). Gardner (1985) also defined motivation to learn a second language as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity."

Brophy (1983) and Gott friend (1985) in Banti (2003:17) defines motivation from general and specific perspectives. As general trait, it is a student's tendency to value learning (knowledge and skill) and approach its process with effort and thought. Specifically, it is the students' tendency to engage purposefully in and activity trying to learn the concepts or master the skills.

Motivation has been a focus of second language acquisition and learning research for many years. In addition, Dornyei (2002a:8) identifies motivation as "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it." Linguists (Gardner 1985; Misgovern and Gardner, 2003) examined factors that affect French- and English speaking Canadians learning the language of the other community. Gardner and Krashen pointed out that there are two types of motivation the integrative one and the instrumental one.

### **2.3.2.2 Instrumental and Integrative Motivations**

**Integrative motivation** has been identified as the learners' orientation with regard to the goal of learning a second language (Crooke's and Schmidt 1991). It is thought that students who are most successful when learning the language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate in to the society in which the language is used (Falk, 1978). This form of motivation is a key component in assessing the learner to develop some level of proficiency in the language when some one becomes a resident in a new community that

uses the target language in its social interactions. “Integrative motivation typically underlies successful acquisition of a wide range of registers and native like pronunciation” (Finnegan 1999:568).

**Instrumental motivation** in contrast to integrative motivation, instrumental motivation is characterized by a desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). In this type of motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or University graduation, applying for a job, requesting higher pay based on language ability, reading technical materials, translation work or achieving higher social status.

While both integrative and instrumental motivations are essential elements of success in second language acquisition, it is the integrative motivation which has been found to sustain long term success when learning second language (Taylor, Maynard and Rheault 1977; Ellis 1997; Crooke’s et al 1991). In some of the early research conducted by Gardner and Lambert, integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis1997). In later studies, integrative motivation has continued to be emphasized, although now the importance of instrumental motivation is also stressed. However, it is important to note that instrumental motivation has only been acknowledged as a significant factor in some research, whereas integrative motivation is continually linked to successful second language acquisition.

Banti (2003:21) suggests strongly motivated students tended to spend more time outside the classroom studying, doing home works, discussing points etc. besides, learners with an integrative motivation were found to be more active than instrumentally motivated ones.

### **2.3.2.3 Attitudinal Factors in Learning Second Language**

Scholars define attitudes in different ways. According to Williams (1974:21) it is considered as “an internal state arousal by stimulation of some type and which may mediate the organism’s subsequent responses”. In addition, Anderson (1967:5-11) define

attitude as a psychological tendency of an individual towards some thing or to do some thing.

Since attitude include feelings, emotions, beliefs, conviction and opinion that people have, it implies that it affects the way an individual perceives, judges, interprets and reacts issues regarding that. Thus the study of attitude in second language learning/acquisition is important because there is a general belief that human behaviors and actions are influenced by our attitude.

According to Tsehay (1977:4), “attitudinal studies have been a central concern of behavioral scientists, and a large portion of sociological and social psychological literature is devoted to theoretical and methodological studies on attitudes and attitude measurement.” As stated in Medhanie (1986:1), concerning the role of attitude in foreign language policy, Ferguson reports that the effectiveness of foreign language policy in education is determined more by the attitude of the people towards the language use that by simple demographic facts of language distribution.

Regarding this the international encyclopedia of education (1994:380) states that attitudes, interests, and values are central to educational process both as an end and as means to an end depending whether they are positively directed towards a particular object they promote or inhabit students behavior in classroom.

#### **2.3.2.3.1 Learners, Teachers and Parents Attitude Towards the Second Language**

According to Mohamed (2004:7) learners’ manifest different attitudes towards the target language, the target language speakers, and the social value of the language that reflect the particular social settings in which learners find themselves. Learners’ attitudes have an impact on the level of language proficiency in which learners’ find themselves. Learner attitude have an impact on the level of language proficiency achieved by individual learners. Concerning the effect of attitude on students’ motivation, Holden (1983:39) pointed out that “the learner’s motivation to learn is thought to be determined by his/her attitude and by his/her orientation to wards learning a second language.”

Another important variable that influence the learners' attitude towards the second language is the second language teacher. If the second language teacher likes the subject and have enough knowledge of the subject, students develop positive attitude towards learning the language. J.Kausmejev and Goodwil (1967: 15) cited in Medhanie (1986:11) have the following to say concerning the foreign or second language teacher. The success of students is determine mainly by the teacher and the expected change of behavior or the development of positive attitudes towards learning be affected by the teacher. Furthermore, Positive attitude to the speaking community makes learning of the second language easy. Therefore, teachers must avoid biases towards the community and enable learners to develop the interest in the language and create contact with its speaking community (Little wood (1984:97).

Another important social influence on children's Second Language learning, besides, the language that the child learns at home and in the community is the attitude of parents and community members to the target language. One might suppose that more favorable attitude toward the language would lead to more successful second language learning (McLaughlin, 1985: 186). Gardner (1968:141) cited in Mohamed (2004:15), discusses the role of parents as follows:

It is meaningful to distinguish two roles of parents, which are relevant to his/her child's successes in a second language program. There are both active roles and passive roles. In the active role, the parent monitors the child's language learning performance. And to the extent that he plays his role is attempted to promote success. That is the parent watches over the child and make sure he does his home work, encourages him to do well, and hr reinforces his success

Supporting this, Carrol (1967) in Spolsky (1969:273) for instance, explains what he has found in his study about the importance of the attitude of students' parents as follows:

The greater the parents use of the foreign language at home, the higher where the mean scores of the students. Thus one reason why some students reach high level of attainment in a foreign language is that they have home environments that are favorable to speak the language. Either because the

students are better motivated to learn or because they have better opportunities to learn” (Carroll 1967:138).

Supporting Carroll’s ideas Medhanie (1986:1) also suggested that Parents’ attitude to the subject and to the students’ achievements in the subject area of second language acquisition has a practical importance. Likewise, concerning the learning of second language, it is not only the learner’s internal motivation that matters, but also their parent’s attitude towards learning a second language as well. Since the attitude of learners towards learning a second language is determined by parents, Gardner and Lambert report that, one who wants to investigate the attitudes of the learner towards the second language should ask the following questions. “Do the learners’ parents usually speak the second language or speak about it?” “Do the learners’ parents consider learning the second language as important or irrelevant?” If the answers to the above questions are positive then the attitude of the children is more likely to be positive.

### **2.3.3 Related Previous Studies**

There are studies that have been conducted related to second language learning and foreign language learning. For example, Medhanie (1986) conducted an MA Thesis on the attitude of eleventh grade students towards the learning of English as a foreign language. His objective is to investigate the attitude of 11<sup>th</sup> grade students towards English as a foreign language. His finding shows that the students’ attitude towards the learning of English as a foreign language is positive; that the language should continue as a medium of instruction in the high school; and the popular feeling that the standard language is deteriorating in the high school should not be attributed to the attitudinal problems. According to his study there is no attitudinal problem on the part of the eleventh grade towards learning English as a foreign language. The present study is similar with the work of Medhanie’s in the assessment of the attitude of the learners and it is different from Medhanie’s work both in the content and type. The present study includes the impact of mother tongue interference and the affective factors in the students learning. Furthermore, the present study is also all about the second language learning unlike the above work which focuses on the foreign language.

Mohammed (2004) also conducted an MA Thesis on the attitudes of preparatory school students towards English as a foreign language the same procedure is applied as Medhanie. They have got almost the same works conducted for the English as a foreign language and use the same methodology. To collect the data from their subjects, they use questionnaire as a major instrument. Interviews and observations also used with subjects usually to confirm the data gathered through questionnaire from the subjects. They get similar results in their research. These works are similar with the present study because these researchers have conducted their studies on the teaching learning of language in the school setting. However, it is different because the present study focuses on the second language and the main objective of the present research is to examine the impact of mother tongue and some affective factors in their learning the second language.

Banti (2003) is also conducted MA research on “the orientations and motivation to learn EFL, at Admas College.” The main objective of his study is to investigate the orientations and motivation in the learning of English as a foreign language. The study uses a questionnaire as a principal tool. Accordingly, the result of the study revealed that the students’ motivation to learn EFL was accounted for by the orientations. In addition, the result indicated in this context were EFL is largely an academic matter students’ integrative orientation of learning the language emerged even slightly more important than the instrumental orientation. Banti’s work is similar with the present study on the study domain he has conducted his study on the teaching learning of the language. However, the present study is different because it focuses on the second language and its main objective is to examine the impact of mother tongue and some affective factors in the students’ learning the second language unlike Banti’s that focus on the investigation of the students orientations in their learning the foreign language.

Moreover, Yohannes (2007) carried out MA Thesis entitled “attitude of Oromo Christians towards the use of Amharic the case of Ethiopian orthodox tewahido church.” The objective of the study was to examine the attitude of the Oromo Orthodox Christians towards the use of Amharic in Oromiya dioceses and assessing the current language use of the church and its view about language use. His finding indicates that the Oromo

orthodox Christians had poor proficiency in and negative attitude towards the use of Amharic at church in Oromiya dioceses. The method to gather the reliable data for the achievement of the objectives and the sample size and sampling techniques are the good points of his study. However, the study has some limitations one the study is limited only on the attitude of the sample respondents but studying attitude with out knowing their motive or orientations behind for their using the language is difficult. The present study is related with the work of Yohannes in the way of assessing the participants' attitude towards Amharic (the second language). Unlike Yohannes, this study assesses and examines the motive or reason for their use of Amharic in the one hand and the linguistic implications because of their attitude and motivation on the other hand. Moreover, the present study evaluates the educational implication in the school setting but yohannes's work is on the church domain so the two domains are quite different. In short, the present study as indicated some where give due attention to the attitudes and motivations of Tigrinya native speakers for educational purposes.

Moreover, Alemgena (2008) is another MA researcher who conducted a research on attitude and motivation of students learning Afan Oromo as a second language in Adama senior secondary school. The main objective of his study was to examine the social and psychological factors that affect the teaching learning process of Afan Oromo as a second language in Adama senior secondary school. Accordingly the results of his study show that the majority of the participants' degree of motivation is low and most of the students seen to be instrumentally motivated and their attitude towards Afan Oromo were almost unfavorable. The present study is similar with Alemgena because it examines the students' attitude and motivation. However, Alemgena's study is different from the present study because the objective of Alemgena's study is to know the attitude and motivational orientation with out the implication in teaching learning process but the present study is concerned with the attitude in relation to the impact in the teaching-learning process of Amharic and in addition, Alemgena's work is with regard to Afan Oromo as a second language but the present research is Amharic as a second language. Unlike to Alemgena's work this study assesses the linguistic problems of second language learners in their learning the second language in addition to the psychological

factors and makes a comparison on which factor plays a decisive role in the second language proficiency.

In addition, regarding the mother tongue interference Meaza (1983) in her BA Thesis has attempted to examine the interference of mother tongue in second language the case of Tigrinya speakers in Addis Ababa. Her objective was to see errors of the speakers' because of their mother tongue language. She observed the features of interference of L1 on L2. She found that when the participants of her study speak, and produce responses in the structure of second language, they rely on their native language and she conclude that as the structure of L1 and L2 have differences there have been an error occurring in the target language. Meaza's work has a limitation of taking the representative sample of the real Tigrinya speakers used to generalize and conclude the reasons for the interference. The present study is the same with the work of Meaza because it assesses and examines the mother tongue interference in second language.

This study differs from the work of Meaza (1983) in different ways. First, difference in the objective and method of data gathering. The objective of the present study is to identify areas of difficulty and suggest solutions in relation to the educational point of view. The method of gathering data is also different in this study: questionnaires, interviews, observations, recordings and essay writing were used but in Meaza's only recording is applied and it is not safe to generalize the speakers interference by using one method because one who is good at speaking may not good at writing so writing should be applied to generalize and conclude. In the second place, the setting (time and place) of the study is different. Regarding the time, Meaza's work was 20 years before and it is true that language is in a state of change that as the social, economic, and political phenomenon of the society changes. And if human beings change language also change so in order to understand the changes a research may be required. Third, the study area for Meaza is in Addis Ababa though the subjects are Tigrinya speakers. But the present study is conducted in Tigray region on grade eight students i.e. in a school setting which examines the impact of the interference in their learning the second language. The present researcher is doubtful on Meaza's data because Tigrinya speakers in Addis Ababa get

enough opportunity and exposure to communicate with Amharic in their daily life. They become fluent Amharic speakers and because of this the problem is not observable. Finally, this study differs from Meaza on the content that it incorporates. This study incorporates the impact of mother tongue interference (phonology, morphology, syntax, and lexis) in the teaching-learning process of Amharic and in addition, it includes the effects of affective factors (motivation, attitude) to see if they have a contribution for the learning of the second language in addition to the interference of the students' mother tongue, whereas Meaza's study is limited to mother tongue interference in speech perception.

Muluken (1987) has made a BA Thesis on phonological interference of Anywak in Amharic speech of an Anywak. His objective is to locate where the real pronunciation problems of Anywak speaking students in their Amharic speech performance. He uses prediction of errors like Meaza. He uses comparative study which compares the two languages (the target language and the mother tongue) that makes the generalization accurate. The present study is related with the work of Muluken, in the way reasoning out phonological errors of students and the focus is on interference. Unlike Muluken, the present study assesses different linguistic problems that are occurred in different levels: phonological, morphological, lexical and syntactic because second language learners face difficulties because of their mother tongue interference in their learning the second language in different levels. In addition, the present study is different from the work of Muluken in the method of gathering data to obtain the reliable information, the present study uses different methods to gather and generalize the result. Observing both the spoken and written language is one of the methods and through this method one can get the actual realization of practical problems. Furthermore, the setting is quite different from Muluken. Muluken's work is concerned on Anywak mother tongue speakers and the present study is the case of Tigrinya mother tongue speakers.

The researcher has observed that studies on mother tongue interference and language attitudes for educational purposes are not as such investigated. In addition, the majority of the above mentioned research samples were heavily dependent on limited methods of

data gathering technique, questionnaire which is direct method of data gathering. In order to minimize the limitations the present research deliberately focused on the impact of mother tongue interference and some affective factors in learning the second language by employing questionnaire, observation, interview, recording and essay writing to get the real problem and make conclusion. Even though the above studies are different from the present study in different aspects, they contribute a lot for this study at least as a point of reference and gives clue for further examination for this research directly or indirectly.

## **Chapter Three**

### **3. Research Methodology**

According to Selinger (1989) in Alemgena (2008:24), there are some determining factors that make a researcher specify the choice of the research method. The nature of the problem determines the methodology to be used to gather reliable data for the research. In other words, the methodology that may be administered will be determined by the research questions or the objectives that the study has. In addition to this, the availability of time, financial resources and the population upon which the study focuses also contribute a lot to the decision on the best method to be use.

The main objective of this study is to examine and investigate the impact of mother tongue interference and some affective factors in second language learning. It is also used to describe and to find out the possible patterns and relationships among the factors in second language learning at the selected primary schools of Wukro Wereda. To achieve this objective, the method employed is both qualitative and quantitative method using descriptive survey technique. Using these methods the current problems of second language learning were examined and the data are obtained from students of grade eight, teachers and parents. As stated by Seyoum Ayalew (1989), descriptive survey technique helps in revealing the existing situation and it allows the gathering of the necessary information with out conducting experiments. Descriptive technique involves collecting data in order to answer research questions by describing and illustrating the topic of a problem based on the theory used.

Moreover, the qualitative approach is used to supplement it and to get in depth understanding of the complex processes specially related to the factors that affect the learning of second language (in this case Amharic).

### 3.1 Data and Sources of the Data

The data of this research is taken from the students written materials like essays and from the speeches of students and the information gathered from Amharic teachers and parents of students. In this study, the researcher gave attention to a number of schools and grade levels. The sources of data are students, Amharic teachers and students' parents of the visited second cycle primary schools (Grade eight in focus).

### 3.2 Sample Size and Sampling Techniques

The areas chosen to conduct the study were second cycle (5-8) schools in the eastern zone of Wukro Wereda in the Tigray region. It is selected as a study area because it was least studied in previous research works and with consideration of the researcher's experience and familiarity to get the necessary information easily.

#### 3.2.1 Sampling Technique

Wukro is found in the eastern zone of Tigray region and it consists of two Weredas, the *Ketema Wereda* and the *Kilte-Awlaelo Wereda*. The administrative offices of the two Weredas are found in Wukro town. The total number of primary schools in the two Weredas is 38, five of which are found within the town. The remaining 33 primary schools are found in the rural areas of the Kilte-Awlaelo Wereda. From the 38 primary schools in Wukro, six second cycle primary schools, i.e three from rural and three from urban Wukro were selected using purposive sampling technique by considering the urban and rural difference in the students' language proficiency. However, their difference is not clearly seen. These primary schools include **Zaena** complete primary school, **AbrhaWe-Atsbha** complete primary school and **Negash** complete primary school from the rural areas; and **Kisanet** complete primary school, **Selam** complete primary school and **Megabit 30** complete primary school from the urban area. From the selected schools, only second cycle grade eight students were selected by applying purposive sampling technique with the belief that since they learned the language for about five

years, they are matured enough to provide the information needed to the questionnaires and to write the essay.

In case of the selection of students from each school, the researcher employed the following procedures. From each school twelve students for questionnaire (72), six students for essay writing (36) and five students for recording (30) were selected using random sampling from the students' attendance sheet. In general, a total of 138 student respondents from grade eight were selected for the questionnaire, essay writing and tape recording by this procedure.

From the 72 students who were selected for the questionnaire, 70 students completed and returned the questionnaire. With regard to the essay writing, from among the 36 students, 34 students wrote and returned it. Concerning the tape recording, 30 students were selected out of which 30 of them were actively participated.

To represent teachers, all those who taught Amharic for Grade eight in the selected schools were selected through cluster sampling technique. That means, a total of 12 teachers (two from each school) were subjects of the study. All the teachers completed and returned the questionnaire. Since the study focused on the second language, those teachers who were teaching Tigrinya as a mother tongue and English as a foreign language were excluded from the study.

Moreover, the researcher asked some teachers to give him some informants from among the students' parents. With the help of the information obtained from the teachers, 12 parents (two from each school) were selected for the study using purposive sampling with the belief that they could provide valid and reliable information needed for the study.

### **3.3 Data Gathering Instruments**

Five basic data collection instruments were used to secure reliable and adequate information. These are questionnaires, interviews, observations, essay writing and recording students' talk.

### **3.3.1 Questionnaire**

The most common technique for gathering data in the descriptive survey is the questionnaire (Leady, 1993). Koul (1996) also says that a questionnaire is widely used in educational research to obtain information. Hence, two kinds of structured questionnaires for teachers and for students were prepared with the intention of securing pertinent information for the study.

The researcher used questionnaire to collect data from the participants for two reasons. In the first place, the researcher thought that through this tool information could be collected for a variety of issues in a relatively short time; secondly the researcher thought that the questionnaire would allow for comparison of respondents response.

The questionnaires have many parts to collect adequate information on the linguistic and psychological issues or problems of the second language learners. The teachers' questionnaire consisted of items regarding their background, their attitude towards second language (Amharic), their student's attitude towards the same language (Amharic), the effect of students' native language in the learning of Amharic, and the students' exposure to speak the language in and out side the classroom. The students' questionnaire consisted of items regarding their background, their attitudes towards Amharic (Second language), and their parents' attitude towards the subject (Amharic), their teachers' motivation and encouragement to learn Amharic, and their parents' motivation and encouragement in their learning of Amharic.

These questionnaires were first developed in English and later translated into the respondents' mother tongue, Tigrinya, by the researcher, a native speaker of the language. Later on, it was revised by post graduate Tigrinya teachers to reduce grammatical and spelling errors before the final copy was prepared.

### **3.3.2 Interview**

The interview questions focused on the attitudes and motivations that the parents and the community have in learning Amharic as a second language. For the purpose of this study,

the researcher used semi-structured interviews. The interviews were based on the factors that affect second language learning especially the affective factors.

Twelve parents were involved in the interview and the interviews were also prepared in Tigrinya since it was believed that the informants could fail to understand the main ideas of the questions if it had been prepared in English or Amharic. In addition to that they could also fail to express their ideas properly using English and Amharic. Due to these reasons the researcher preferred to carry out the interviews in Tigrinya. The interview for parents' comprised of items pertaining to their attitudes towards the language, their background knowledge of Amharic, their motivation and encouragement in providing necessary support to their children, and their communities' attitudes towards the second language, Amharic.

### **3.3.3 Observation**

The focus of the observation was to identify whether students are influenced by their mother tongue while they participate, write and speak in the classroom, and to examine the enthusiasm of the students to participate in asking and answering questions in Amharic, their motivation to learn the language in the classroom and the effort made by the students to interact with the teacher and other students using Amharic. The teachers' efforts to motivate their students were also observed. Hence, classroom observation was used to describe the classroom interactions as they provide the reasons why things were happening in the way they were. This method was mainly used to verify the validity of the information obtained from the students and teachers. During the real classroom instruction, structured observation is used to get first hand information and to check the credibility of the information obtained through questionnaire and interview on the practical application on the interference of mother tongue, attitude, and motivation during classroom observation as well as to see the skills of the teachers in motivating the students to acquire the second language and the student interest towards the language. Observation was conducted for two days in each section in the selected primary schools.

### **3.3.4 Essay Writing Analysis**

The researcher used essay writing analysis to examine and evaluate the students' writing proficiency in the second language, Amharic. In this method 36 randomly selected students have participated. The researcher first prepared different topics to be offered to the subjects, and told them to choose one topic and write an essay of at least three paragraphs. Out of the 36 students (six from each school) were selected, 34 students wrote and returned the essay and the remaining 2 students did not write the essay. By using this tool, the students writing ability in Amharic, the students' mother tongue interference in the written form, and the students' expressive ability were assessed and evaluated.

### **3.3.5 Recording**

In addition to the above instruments, recording was also employed to collect practical and empirical data. Through recording the researcher assessed how students speak in the second language and what the main areas of difficulty were for students in their learning of Amharic as a second language. To fulfill this, the students were asked to present tales in Amharic and these were recorded in the tape. Sufficient data were obtained for the analysis of the linguistic part i.e. the mother tongue interference at phonological, morphological, syntactic, and lexical levels. In this part, 30 Students (five from each school) were selected to participate in the study.

## **3.4 Data Collection Procedures**

In order to collect data for the study, the researcher first got the necessary permission from the Wereda educational office. Before the distribution and administration of the questionnaires was made, the researcher made personal visits and contacts with the directors, unit leaders and subject teachers. Afterwards, he went in person to the schools under study to obtain the cooperation of Amharic teachers of grade eight and their students. At the time of the questionnaire administration, the researcher himself explained the objective of the study to the teachers and students, and asked for their willingness to

take part in the study. No teachers and students refused to participate on the study. Then after, researcher himself administered the questionnaires.

### **3.5 Methods of Data Analysis**

From the nature of the questions, both qualitative and quantitative methods were used to analyze the data. In conformity to this, as Flick (2002) cited in Muluken (2006:36) suggests the quantitative and qualitative method should be viewed as complementary rather than as rival methods.

Simple descriptive statistics (*frequency* and *percentage*) have been employed in this study for the proper analysis of the quantitative data. The data presented in this study were tallied and tabulated, and the tallies were counted and registered as *frequency* which showed the number of respondents. Then *percentages* were computed on the basis of the reaction of respondents for all quantitative data to determine the present attitude and motivation of Amharic to the second language learners. Qualitative analysis has been carried out to analyze the data from the open-ended questionnaires, the interviews, recordings as well as the essay writings and the observation. The open-ended question for the students and teachers asked for the comments and suggestions of the respondents and were analyzed qualitatively. The responses obtained from interviews and recordings have been transcribed and qualitative analysis has been made. The response obtained from essay writing is evaluated and classified the type of error that they make and responses from observation have been observed and analysis qualitatively by descriptions and explanations.

## **CHAPTER FOUR**

### **4. Presentation and Analysis of Data**

As has been discussed in the objective part, the main purpose of this study is to describe the impact of mother tongue interference and some affective factors in second language learning and to discover the possible patterns and relationships among such factors. In this chapter, an attempt is made to offer detailed presentations and discussions of the data collected through questionnaire, interview, observation, essay writing and recording. In this chapter, two broad subtopics are presented and analyzed separately. First, the linguistic part of the study in which the mother tongue interference is dealt with. Second, the psychological factors, which focus on the affective factors mainly attitudinal and motivational factors, will be presented.

In each sub division, an attempt will be made to present the data first and to offer the description followed by a general discussion of the result at the end.

#### **4.1 Background Information of the Respondents**

The total participants of this study were 162. Out of these, 138 subjects were Grade eight students, 12 were Amharic teachers and 12 were students' parents in the six representative sample second cycle primary schools. Their back ground information related to the age, sex, and mother tongue for students, information related to qualification and year of service of teachers who responded to the questionnaires and information on the age, sex, and mother tongue, Amharic back ground of the parents who participate in the interview part is presented in table 4.1.1 below.

**Table1. Background of the respondents**

No	Items	Respondents					
		Teachers		Students		Parents	
		<u>No</u>	%	<u>no</u>	%	<u>no</u>	%
1	Sex:						
	a. male	8	66.66	58	41.42	6	60
	b. female	4	33.33	82	58.57	4	40
	total	12	100	140	100	10	100
2	Age: a. <15	-	-	20	16.6	-	-
	b. 15-18	-	-	85	70.8	-	-
	c. >18	12	100	15	12.5	12	100
	total	12	100	140	100	12	100
3	Educational qualification:						
	a. certificate	-	0	-	-	1	8.33
	b. diploma	12	100	-	-	1	8.33
	c. first degree	-	0	-	-	-	-
	d. others	-	0	-	-	10	83.33
	total	12	100	0	-	12	100
4	Service in year:						
	a. 1-5	3	25				
	b. 6-10	5	41.5				
	c. 11-20	-	-				
	d. >20	4	33.3				
	Total	12	100				
5	Mother tongue						
	a. Amharic	1	8.3				
	b. Tigrinya	11	91.7				
	c. Others	-	-				
	Total	12	100	120	100	10	100

As indicated in the above table, male teachers took the largest share 8 (66.66%) whereas females are only, 4 (33.33%). In respect to educational qualification of teachers, all (100%) of them are diploma holders from TTC and in regard to their teaching experience, 3 (25%) have from 1-5 years, 5 (41.5%) were from 6-10 years and 4 (33.33%) of them have above twenty years experience. With reference to the teachers' mother tongue,

except one (8.33%) teacher who has Amharic mother tongue, 11 (91.7%) are Tigrinya native speakers.

With respect to the Student respondents 80 (57.97%) were female and 58 (42.02%) were male. With regard to age of the students 85 (70.8%) were between 15 and 18, 20 (16.66%) were less than 15 years old whereas only 15 (12.5) were above 18 years. In case of the mother tongue, all of them are Tigrinya native speakers or they have Tigrinya as a mother tongue.

As indicated in the table, 6 (60%) of the students' parents were males and 4 (40%) of them were females. With regard to the educational back ground, except one certificate and one diploma holder, 10 (80%) of them do not have any formal education and all the parents have Tigrinya mother tongue.

Accordingly the majority of students are female while teachers and parents are male and all teachers and parents are above 18 whereas most students are between 15 and 18. All the teacher respondents are diploma holders, which mean that they qualify for the level. Almost all the respondents from all categories have Tigrinya mother tongue except one teacher whose mother tongue is Amharic.

## **4.2 Mother Tongue Interference**

In this section the researcher assesses the phonological interference and students' errors, morphological interference and students' errors, the lexical interference and students' errors and syntactic interference and the students' errors of Grade eight Tigrinya native speakers in their learning Amharic by using different methods such as observation, questionnaire, recording and essay writing.

### **4.2.1 Phonological Interference**

This subsection deals with the students' errors and second language difficulty due to their mother tongue interference. Students made phonological errors because they change the consonants and vowels in words in the second language towards the phonological features of their native language. Moreover, unnecessary addition of Tigrinya consonants

(especially the pharyngeals) and vowels is also the cause for students' error in their learning Amharic. Besides, similarity of words in meaning and slightly different in their form in the two languages, and the unnecessary deletion of vowels are also the reasons for the mispronunciation and miscommunication of the students in their learning Amharic.

#### 4.2.1.1 Phonetic Interference due to Change of Consonants

Under this sub section, students make errors because of change of consonants and their reasons and here in this paper these are treated accordingly.

The following data are from classroom observations and students essay

Students use	correct Amharic	gloss	remark
1) bättann	bättaññ	a person who scatters	/ññ/→/n/
lämman	lämmaññ	beggar	/ññ/→/n /
fättan	fättaññ	examiner	/ññ/→/n/
2) wälad	wälaj	parent	/j/→/d/
färad	färaj	one who judges	/j/→/d/
yarrägu	yaräjju	become old	/g/→ /j /
lämad	lämaj	trainee	/j /→ /d/
3) täyaz	täyaž	guarantor	/ž/→/z/
gäzi	gäž	buyer	/ž/→/z/
gabaz	gabaž	hostess	/ž/→/z/
4) t'is	č'is	smoke	/č'/→ /t'/
ɨnt'ät	ɨnč'ät	fire wood	/č'/ → /t'/

5) šǝggǝr	čǝggǝr	difficulty	/č/→ /š/
šämmat	šämmaç	buyer	/č/→ /t/
tǝggǝn	čǝggǝññ	seedling	/č/→ /t/

We can realize from the above data that students make errors because the change of the rarely existence of the palatal affricates, /ʃ, č/ and the non-existence of the palatal affricate consonants /č, ž/, and the palatal nasal /ñ/ in Tigrinya. The usual observation is that students substitute the above consonants by the phoneme that they think is nearest in the structure of their native language. There is also a high probability of meaning distortion and becoming meaningless because of the misuse and change of the sounds or consonants.

For example, when we take the words ‘färad’ instead of ‘färaj’ ‘one who judges’ and ‘yarrägu’ to say or to write the Amharic ‘yaräjju’ which is ‘become old’ it takes the meaning ‘they have made’ in Amharic and this is because of the change of the palatal affricate /j/ in to the velar stop /g/ and to alveolar stop/d/, respectively. However, /j/ is indigenous consonant in Tigrinya in word initial and medial position but it is not found in the final consonant structure. Because of this, Tigrinya native speakers intended to change to the above consonants, which are found in all positions.

Besides, because of the palatal nasal /ñ/ students make errors in speaking and writing Amharic. When we look at the Amharic word ‘bättaññ’ ‘a person who scatters’ in the above data, the students say or write the word ‘bättann’ which is meaningless in Amharic. The reason is that, the students use the Tigrinya word directly and take only the Amharic structure. In their language, Tigrinya, the word ‘bättaññ’ is written as ‘bättani’ because of the non-existence of the palatal nasal /ñ/ in their native language except in onomatopoeic words like ‘haññ’ the sound of a dog when it bits’ so that they make errors in their learning Amharic.

Supporting the above idea, Girmay (1983:14) notes, “from the three nasal consonant phonemes of Tigrinya /m, n, ñ the /ñ/ is marginal and it is found only in rare cases usually

in onomatopoeic words, like the sounds of a cat 'ňaw'." As a result when Amharic words with the phoneme /ň/ is used by the Tigrinya native speakers, they automatically change it in to the alveolar nasal consonant /n/ and pronounce it accordingly. Because of these changes, students do not get the intended meaning from the written Amharic texts and they do not become proficient in their Amharic. For example, in the Amharic essay that the students write, the students write the word 'lämman' instead of 'lämmaññ' 'beggar'. When we compare the two words, what the students write and the correct Amharic, there is a great difference in meaning. In the case of the word the students write, 'lämman', it has the meaning 'for whom' in Amharic but not the intended meaning 'beggar'; so in this case there has a meaning difference between the meaning the students produce and the intended meaning.

Furthermore, students also say 'täyaz' (example 3) for the Amharic word 'täyaž' 'guarantor'. The word which the students say does not have meaning in Amharic. So students say or write meaningless words and this hinders their proficiency in Amharic. As explained above this change is also due to the non-existence of the consonant /ž / in their language.

In support with the above concept Palmer (1958) in Bender (1976:65-66) states:

*Palatization is lexically distinctive, and common grammatical processes by which dental consonants are replaced by the corresponding palatal consonants. In Amharic, palatalization occurs in verbs and verbal nouns. For example, when the final consonant of the verb stem is one of the dentals /t, d, s, s', z, n, l/, it is palatalized to the corresponding /č, c, č', s, z, n, y/ in the second person feminine singular of the imperative and in the first person singular of the gerund. For example, kɸət → kɸəč and Wɸəd → wɸəč. However, palatization is far less frequent in Tigrinya and this makes students of second language Amharic mispronounce and commit spelling error in their writing via replacing the Tigrinya consonants.*

According to the teachers' reflections in the questionnaire and the classroom observation, palatal consonants are sources of mispronunciation and sources of errors in the learning of Amharic by the Tigrinya native speaker students. When we take the word 'čiggr'.

‘difficulty’ (example 5), students write it as ‘šigg+r’. Here students change the consonant /č/ by /š/ because the palatal /č/ is not found in the indigenous Tigrinya rather it mostly occurs in words borrowed from Amharic. Supporting this Girmay (1983:12) says “from the three palatal affricate phonemes /č/, č/, /č/ is found in words borrowed from Amharic only. But /j/ and /č/ are found in the indigenous Tigrinya words even though they, most frequently, occur in words from Amharic is greater than in the indigenous Tigrinya words.”

Regarding the issue of palatals and their difficulty for Tigrinya native speakers, teachers said, “Phonemes which are not frequently used by Tigrinya speakers are difficult for students to recognize and produce in Amharic in the classroom and in the teaching learning-process during Amharic classes.”

Supporting the above idea, Hetzron (1997:427) states:

Palatals like /č/ and /ň/ in Tigrinya do indeed occurring mainly in word borrowings from Amharic. For example, ‘mäkfäča’ ‘key’, ‘dañña’ ‘judge’. In addition, the phonetic weight of /ž / seems to be light since it is of rare occurrence and often appears in free variation with /j/: žämmärä/ jämmärä ‘to begin’, žmat/ jmat ‘nerve’.

**Labialization of the bilabials / m<sup>w</sup> and b<sup>w</sup>/, alveolar /r<sup>w</sup>/ glottal /h<sup>w</sup>/ and labio-dantal /f<sup>w</sup> / consonants as sources of errors in their learning Amharic**

Labialization is the phonological assimilation of the non-labial consonants in to labials. Tigrinya native speaker students get difficulty in producing and pronouncing the labialized consonants or sounds-which are produced by rounding the lips while pronouncing. To support this idea Bender (1976:78) notes that “Tigrinya speakers face difficulty to pronounce words or letters like labialized consonants produced by rounding the lips while pronouncing the consonants / r<sup>w</sup>, f<sup>w</sup>, m<sup>w</sup> and b<sup>w</sup> / that often occur in Amharic but they are rare in the other Semitic languages like Tigrinya.”

As the students recording is concerned, students in this study have revealed the same errors in their Amharic classes.

The following data are from students' recording and essay writing

Students' use	correct Amharic	gloss	remark
6) bähala	bäh <sup>w</sup> ala	then after	/h <sup>w</sup> /→/h/
fafate	f <sup>w</sup> af <sup>w</sup> ate	waterfall	/f <sup>w</sup> /→/f/
bunba	b <sup>w</sup> uwanb <sup>w</sup> a	pipe water	/b <sup>w</sup> /→/b/
ararat'änn	arr <sup>w</sup> ar <sup>w</sup> at'änn	he made me hurry	/r <sup>w</sup> /→/r/
mamma	m <sup>w</sup> amm <sup>w</sup> a	dissolved	/m <sup>w</sup> /→/m/

We can deduce from the above data that Tigrinya native speaker students have difficulty of pronouncing the labialized consonants in their learning of Amharic as a second language. Like the above examples, the usual observation of Tigrinya native speakers reveals that they face difficulty and substitute the labials by non-labial phonemes that they think is nearest in the structure of their native language and because of this change, the meaning of the word may have a high probability to be distorted or to become meaningless in Amharic.

Supporting the above idea Lado, (1957:27) explains, "When a phoneme in the foreign language does not exist in the native language the student will tend to substitute the native phoneme that seems nearest with in the whole structure of his native language." In case of the sample students, they write the word 'mamma' in the above data (No 6) to write the Amharic 'm<sup>w</sup>am<sup>w</sup>m<sup>w</sup>a' 'it dissolved', the students write it as 'mamma' and it has the meaning 'watch tower' instead of the intended meaning 'dissolved'. The word, which the students use, and the correct word have different meanings. It should be clear that labialization in Amharic is phonemic and from this, we can understand that students make errors in their writing and speaking and this may cause meaning difference and communication devastation between the students and the teachers.

To cross check the above data from recording, classroom observation and essay writing, the following question was posed for teachers in the questionnaire.

Item 7: “Mention Amharic consonants which are most difficult for your students in their speaking and writing of Amharic” and give examples for each. In response to this question all teachers responded that, labialized bilabials, palatals, and addition of pharyngeals are the main sources of difficulty for the students in their learning of Amharic. They explained for their responses and they gave ample examples concerning the words that they think are difficult to pronounce and write correctly in Amharic to the students as already seen in the above data.

In conclusion most of the difficulties are caused by the non-existence and the unfamiliarity of the palatalized and labialized consonants in their native language while it exists in the second language. So as a remedial action for the above difficulty, teachers should be aware about the non-existence of labial sounds and should correct their students errors by revealing the difference between what the students say or write and the correct form in Amharic.

#### 4.2.1.2 Phonetic Errors due to Addition of Pharyngeals and other Change Consonants

It is quite true that Tigrinya and Amharic are from the same origin that both are from the Ethio-semetic language family. Because of this, there are similar words in both languages except minor difference only in phonetic forms.

**The following data are from classroom observation and teachers questionnaire**

Students' use	correct Amharic	gloss	remark
7) halämä	allämä	dreamed	∅ →/ ħ/
hazälä	azzälä	carried	∅ →/ ħ/
harädä	arrädä	slaughtered	∅ →/ ħ/
8) läx'x'ämä	läk'k'ämä	picked up	/k'→/x'/
hanäx'ä	annäk'ä	shocked	/k'→/x'/
rṯḥux'	ruk'	far	/k'→/ x'/

9) mɨxnɨyat	mɨkɨnyat	cause	/k/→ /x/
10) ɨas'ärä	a t't'ärä	made a fence	/t'→ /s'/
s'äguri	t'ägur	hair	/t'→ /s'/
11) räʃadä	radä	shook	∅→/ʃ/
lɨʃat	lɨfat	weariness	∅→/ʃ/

As we can understand from the above data, it is quite observable that, the students make errors because of the following changes: Tigrinya native speakers add the pharyngeal /ħ/ at the initial position of words beginning in low-mid vowel in Amharic as the examples in N<sub>o</sub> 7. Besides, there is also addition of the voiced pharyngeal /ʕ/ word medially as in the example N<sub>o</sub> 11 above.

Furthermore, Tigrinya speakers change the ejective velar stop /k'/ in Amharic to the ejective velar fricative /x'/ (see examples in 8) and the ejective alveolar stop /t'/ in Amharic to the ejective alveolar fricative /s'/ (see examples in 10) the cause for these changes may be in Tigrinya the ejective velar stop /k'/ is not frequently found in word final position and the ejective velar fricative /x'/ is frequently found in the final position because of this the students change the above consonants and make errors in their learning Amharic. Moreover, the voiceless velar stops /k/ in Amharic is also changed in to the voiceless velar fricative /x/ as in example (9) above.

In support with the above issues and in contrast with the Ellis's contrastive analysis, that focuses only on the difference between the two languages because he believes that differences are the prime cause of problems in second language learning. Long and Sato (1984) citing Jackson (1972) and Wode (1987) expressed that not only the difference between first language and second language but also the similarities between the two languages can cause problems in learning the target language. As Weinreich (1953:1) in Long (1991:53) asserts "the greater the difference between the two systems, i.e. the more

numerous the mutually exclusive forms and patterns in each, the greater is the learning problems and potential area of interference.” Even though the main cause of errors for Tigrinya native speakers are the difference in the two languages, but Tigrinya native speakers also face problems because of similarity in their pronunciation and writing Amharic.

Thus it is quite desirable that when teaching Amharic teachers should pay special attention to an areas where students are likely to wrong in their writing and speaking and should make their students aware and tell them how to pronounce and spell Amharic words correctly especially for the words that are the same in the two languages. Moreover, teachers ought to provide an explanation with regard to the possible source or cause of error to bring about an awareness of what could be the potential contributory factor for their making errors.

#### 4.2.1.4 Phonological Interference due to Vowel Change

Tigrinya speaker students mostly change the mid-central unrounded vowel /ä/ to the mid back rounded vowel /o/. Moreover, the high front unrounded vowel /i/ to mid central unrounded vowel /ɨ/ and vice versa. Because of this change, the students may not effectively pronounce and write Amharic words.

##### a. Change of /ä/ to /o/ (vowel harmony)

The following data are from students’ Amharic essay writing.

Students’ write	correct Amharic	gloss	remark
12) bok'lo	bäk'lo	mule	/ä/→/o/
domowäz	dämäwäz	salary	/ä/→/o/
k'obäro	k'äbäro	fox	/ä/→/o/
bok'k'fläwal	bäk'k'fläwal	grew	/ä/→ /o/

mokkärä      mäkkärä      tried      /ä/→/o/

**b. Change of /i/ to /ɨ/ and /ä/ to /ɨ/**

The following data are from students' Amharic written essays

Students' writing	correct Amharic	gloss	remark
13) sɨt't'alla	sit't'alla	when he quarrel	/i/→/ɨ/
hɨda	hida	she went	/i/→/ɨ/
mänɨharya	männaharya	bus station	/a/→/ɨ/
sɨmu	sämu	the beeswax	/ä/→/ɨ/
14) sɨlallo	sɨllällä	because he is present	/ ä /→/ o /

As can be seen from the above data, /ɨ/ is the most frequent vowel in Tigrinya in the medial position, and because of this reason, Tigrinya native speakers made errors by changing certain vowels such as /ä/ and /i/, to /ɨ/, which is very usual in their daily use of Tigrinya.

Supporting the above data, Bender (1976:68) notes that “Even though the set of Tigrinya vowels are essentially the same with Amharic; in Tigrinya it is not /ä/ which is the most frequent vowel, but /ɨ/, and the other difference is in Amharic /ɨ/ is helping vowel but in Tigrinya it is /i/ which is the helping vowel.”

Furthermore, the students change the vowel /ä/→/o/, /i/→/ɨ/. For example, the students write the word ‘sɨlallo’ (example14) instead of the Amharic word ‘sɨllällä’ ‘because he is present’ the reason for their writing ‘sɨlallo’ is in their mother tongue the equivalent

meaning is written as ‘sɨlǎzǎllo’ and because of this concept in their mind they write the word ‘sɨlallo’ which is meaningless in Amharic.

To check the above students’ errors in vowel, two questions item 8 and item 9 were posed for teachers.

*Item 8: “Do students make pronunciation errors because of vowel harmony?”*

Table2: teachers’ opinion about vowel harmony (n=12)

Item	Respondents responses						Total	
	Yes		No		No opinion			
	F	%	F	%	F	%	F	%
11	8	66.66	2	16.66%	2	16.66%	12	100

Regarding the above question 66.6% of teachers reported that students make errors because of vowel harmony and 16.6% of the respondents disagreed on the idea and the rest 16.6% of the teachers remained neutral. Those who agreed on the statement mentioned that the most frequent vowel that students change is the vowel of /ä /→/o/ and /e/→/ä/ the latter mostly in the final position. For example, instead of saying ‘k’äbäro’ they say ‘k’obäro’, ‘mäk’älle’ students say ‘mäk’ällä’ and instead of saying ‘šimäg’ille’ they say ‘šimäg’illä’ ‘old man’, etc.

### c. Addition of the vowel /i/ at the final position as cause of error for students

**Example 3: Below are data from classroom observation**

Students’ use	correct Amharic	gloss	remark
16) hɨzbi	hɨzb	people	∅→/i/
libi	lib	lung	∅→/i/

mälsi	mäls	answer	∅→/i/
lämmani	lämmaññ	beggar	∅→/i/
märzi	märz	poison, antidote	∅→/i/

As we have seen from the above data, students attach the high front unrounded vowel /-i/ at the final position because in Tigrinya, no consonant clusters occur in the final position and it is dissolved by adding /-i/ when they speak and write words which ends with /ɨ/. For example, mɨxri ‘advice’ säbäyiti ‘wife’. Because of this hypercorrection students use the vowel /-i / for Amharic words ending in consonant.

### **g. Errors due to deletion of the non-past marker high central vowel /ɨ-/.**

Tigrinya native speakers delete the non-past marker high central unrounded vowel /ɨ/ at word initial position. Since there is a structural difference between the two languages, students make errors when they learn Amharic. In Tigrinya, only CV and CVC syllable structures are permitted. Thus, no syllable or word can begin with a vowel, and no initial or final consonant clusters occur in Tigrinya. So, Amharic syllable with initial VC, VCC and with final CC may be difficult for Tigrinya native speaker students. As the researcher’s classroom observation is concerned, students delete the vowel /ɨ/ at the initial position and use the words as they are in Tigrinya. Because of this reason, it is observable that the students speak and write meaningless words.

The following data are from classroom observation and from the students’ essay.

Students use	correct Amharic	gloss	remark
17) nagäñallän	ɨnnagäññallän	we will get	/ɨ/→∅
nɨhid	ɨnnɨhid	lets go	/ɨ/→∅
nɨtamämällän	ɨnnɨttamämällän	we will sick	/ɨ/→∅

nǝčǝlallǝn	ǝnnǝčǝlallǝn	we can	/ǝ/→∅
nǝbǝl	ǝnnǝbǝl	let say	/ǝ/→∅
nǝdǝrsallǝn	ǝnnǝdǝrsallǝn	we reach	/ǝ/→∅

As we can observe from the above data, students delete the non-past marker mid central unrounded vowel /ǝ/ at the initial position of words in Amharic and because of this the words become meaningless and the teacher does not understand what the students say and write and as result communication destruction is accustomed.

For example, students write the word ‘nǝttamǝmallǝn’ instead of the Amharic ‘ǝnnǝttamǝmallǝn’ ‘we will be sick’ because it is structurally different from their mother tongue and they hyper correct because in their mother tongue the word is written as ‘nǝhamǝm ʔina’. In this case, the Tigrinya word begins with the consonant /n-/ and because of this concept in their mind, students delete the vowel /ǝ/ at the initial position in their Amharic speaking and writing. So their knowledge of Tigrinya influences them not to speak or write the correct Amharic. In Amharic, it is possible to use the syllable structure of VCC like ‘and’ ‘one’. However, in the case of Tigrinya there is no any syllable beginning with VC rather CVC or CVCC. In addition, when we take the Tigrinya word ‘nǝxǝʔǝl’ ‘we can’, there is no vowel at the initial position. However, in case of Amharic it becomes ‘ǝnnǝčǝlallǝn’ ‘we can’. Therefore, in Amharic the word needs the vowel /ǝ-/ at the initial position to become meaningful. However, students write as ‘nǝčǝlallǝn’ which is meaningless in Amharic when we see the errors what the students make it is the mother tongue direct translation with out considering the meaning.

#### 4.2.1.3 Concluding Phonological Interferences

Tigrinya native speaker students have a severe phonological problem in their learning Amharic as a second language. In order to master the sound system of Amharic, teachers

ought to provide an explanation with regard to the possible sources or causes of phonological error to bring about an awareness of what could be the potential contributory factor for their making errors. Besides, teachers should teach their students by using conversational approach-that deals with the actual usage of Amharic in the every day activities of life.

## **4.2.2 Morphological Interference**

This subtopic appraises the main morphological interference of Tigrinya native speaker students and its causes in the learning of Amharic as a second language. Students manifest mother tongue interference in morphemes mainly in the use of causative marker, in the formation of compound nouns, in the use of the malefactive and benefactive markers and in the use of the object markers. All the above morphological concepts are examined and analyzed separately as below.

### **4.2.2.1 Students' Errors in using the Malefactive and the Benefactive Markers**

Tigrinya speakers make errors either by deleting the malefactive marker */-bb-/* or the wrongly use of the benefactive and malefactive markers during learning Amharic.

In Amharic the morpheme */-ll-/* is marked for benefactive and the morpheme */-bb-/* for the malefactive. For example, ‘wänd+mmen silä t'ärrall+ññ šällämkuṭ’ ‘I awarded him because, he summoned my brother (on my behalves)’. In this sentences, the */-ll-/* in the word ‘silä t'ärrall+ññ’ is the benefactive marker. However, in the sentence ‘wänd+mmen silä t'ärrabb+ññ metahut’ ‘I hit him because, he summoned my brother (for my disadvantage).’ The */-bb-/* in the word ‘silä t'ärrabb+ññ’ is the malefactive marker. In case of Tigrinya, both the benefactive and malefactive are expressed by suffixing only the form */-ll-/* to the verbs, except in the malefactive for the intransitive verbs in which case the verbs takes *-ll-* for the benefactive and is  $\emptyset$  for the malefactive. One has to understand only from the context of the sentence whether a transitive verb is benefactive or malefactive. There is no overt marker in Tigrinya to indicate it. Unlike Tigrinya,

Amharic has distinct suffixes /-ll-/ and /-bb-/ to express benefactive and malefactive, respectively. This is usually a problem for Tigrinya speakers in trying to learn Amharic.

For example, in Tigrinya the word ‘sätiyyulläy’ either it may be ‘he drank against my will’ or ‘he drank for my sake’ it needs context to understand which sense it represents. Intransitive verbs, as noted above, take  $\emptyset$  for the malefactive. For example, mäsiʔu- $\emptyset$ -ni ‘he came against my will’ ‘käydu- $\emptyset$ -ni’ ‘he went against my will’ but ‘mäsiʔu-ll-ni or ‘käydu-ll-ni’ are ruled out in Tigrinya. This results in ability to correctly form a verb in the benefactive or the malefactive form in Amharic.

The following data are from classroom observation and recording

*Note: All the examples in (a) have errors resulting from mother tongue interference whose correct forms are offered in (b) corresponding to each number.*

18a)\* bizu bɪrr al-fäjjä ll-atɪ-mm

much money NEG-consume- MAL-3SGF - NEG

b) bizu bɪrr al-fäjjä -bb- atɪ- mm

much money NEG-consume-MAL-3SGF -NEG

‘It did not consume much money against her advantage.’

19a)\* haftay lɪbɪs<sup>w</sup>-a-n bä hayl k’äddäd-ä-ll-at

PROP.name Cloth-3SGF-ACC by force tear-3SGM-MAL-3SGM

b) haftay lɪbɪs<sup>w</sup>-a- n bä hayl k’äddäd-ä - bb- at

PROP.name Cloth-3SGF-ACC by force tear- 3SGM-MAL-3SGM

‘haftay tore the clothes in her disadvantage by force’

20a) \* m+n hono näw yä sak'k' -ä -ññ

what happened is COMP. Laugh-3SGM-1SG

b) m+n hono näw yä- sak'k'ä -bb-ññ

what happened is COMP. laugh. PAST -3SGM-MAL-1SG

‘What made him, laugh in my disadvantage?’

21a) \* ðnnat -e mot-ä ČČ-ññ

Mother-1SG died-3SGF-1SG

b) ðnnat -e mot-ä ČČ- bb-ññ

Mother-POSS.1SG died-3SGF-MAL-1SG

‘My mother died in my disadvantage.’

22a) \*s+lä k'allädäññ mät-a-hut

because jock-3SG hit-1SG-3SGM

b) s+lä k'allädä- bb-ññ mät-a-hut

because jock-MAL-3SG hit-1SG-3SGM

‘I hit him because he joked in my disadvantage.’

As can be seen from the above data, Tigrinya native speaker students either delete or change the malefactive marker of Amharic in most cases and this is because of the influence of their mother tongue. The students delete the malefactive marker /-bb-/. As can be seen in number 20a, 21a, 22a and in the case of number 18 and 19, students use the malefactive marker /-ll-/ incorrectly resulting in ill formed sentences in Amharic. The ill formed counter parts are given below each of them for comparison.

For example, when we take the sentences as ‘haftay l**b**†s<sup>w</sup>an bā hayl k’addädällat’, in (19a), ‘haftay tore her cloth in her advantage’; the word ‘bāhayl’ ‘by force’ doesn’t agree with the word ‘k’addädällat’. But the students say and write because these words do not have clear benefactive and malefactive marker in the students’ mother tongue. For example, in Tigrinya the word ‘k’addädällat’ and ‘k’addädäbbat’ are written the same as ‘k’ädidulla’ ‘he tore for her advantage or for her disadvantage.

Moreover, the same is also true for 18a ‘alfäjjällat†mm’ ‘it does not consume her’ is also ill formed in Amharic because of the change of the malefactive marker /-bb-/. By the benefactive marker /-ll-/. Besides, in the case of number 23a above, students make the errors because in Tigrinya the equivalent sentence ‘s†lä källädäni wäx’i?äyyo’ ‘I hit him because he joked in my disadvantage’, occurs with out the malefactive marker and thus, Tigrinya native speaker students write identically in Amharic as ‘s†lä källädäññ mätahut’ with out malefactive marker instead of ‘s†lä k’ällädäbb†ññ mätahut.’

#### 4.2.2.2 Errors in Compound Noun formation in Amharic

Tigrinya native speaker students have a problem of compound noun formation in learning Amharic resulting in mistakes. This difficulty is the result of structural (position) difference between the native language /Tigrinya/ and the second language (Amharic) on the formation of compound nouns. As clearly indicated by Daniel (2000:124) in his book **Zämänawi s†was†w of Tigrinya**, Tigrinya compound nouns are usually (not absolutely) left headed in contrast to Amharic, which is right headed. For example, the compound word in Tigrinya is ‘halawi ?abagi†’ ‘shepherd’ but in Amharic it becomes ‘bäg t’äbak†i. Consistent to Daniel’s idea, Baye (2000:214) also notes that, Amharic compound nouns are right headed except for some compound nouns which are borrowed from Geez that are left headed like betä k†rs†tyyan’ church’. However, the indigenous Amharic compound nouns are right head as in ‘dabbo bet’ ‘bakery’.

Due to this structural difference in the use and formation of compound nouns in the two languages, students face difficulty in speaking or writing Amharic correctly.

The following data are from students' recording and writing that show interference in the formation of compound nouns:

<b>Students use</b>	<b>correct Amharic</b>	<b>gloss</b>
23) bet mät'ät't'	mät'ät't' bet	'beverage house'
bet t+mhirt	t+mhirt bet	'school'
bet s'hfät	s'hfät bet	'bureau'
bet mazzägäjä	mazzägäjä bet	'municipality', 'city hall'
bet m+g+tb	m+g+tb bet	'restaurant'
halawi käfti	käbt t'äbak'i	'a person who keeps cattle'

As can be seen from the above data, students make errors when they speak and write Amharic essays and from the total morphological problems that students write in their essays, about (13%) of the total morpheme errors were because of the mother tongue interference in compound nouns like the examples indicated above. The reason for the problem is the difference in the position of the compounding in the two languages as clearly indicated above. So teachers should identify the difference and teach their students by indicating it in the two languages.

#### **4.2.2.3 Errors Because of the Wrong use of Causative Markers**

Tigrinya native speaker students face problems in using Amharic causative marker. Students delete and improperly use the causative marker /as-/ in their writing and speaking Amharic. Tigrinya native speaker students face this difficulty in learning Amharic because in their native language the causative marker is marked only by the morpheme /a-/ in some instances or the deletion of the causative marker altogether in

other instances. This results in students' native language interference during speaking and writing Amharic.

The following are data from the students' recording and essay writing

*Note: All the examples in (a) have errors resulting from mother tongue interference whose correct forms are offered in (b) corresponding to each number*

**24 a) \*wuha ya t'ämm- all**

water AGEN-thurst.3SGM

**b) wuha ya - as- t'ämmall**

water AGEN -CS-thurst.3SG

'It made one thirsty.'

**25 a) \*bärbärre-w nä't'äsä-ññ**

Pepper.DEF sneezed-1SG

**b) bärbärre-w as-nät't'äsä-ññ**

papper.DEF CS-sneez-1SG

'The pepper made one sneeze.'

**26a) \*Kedija lä Mehammed a gäddälä-ČČ†-w**

PROP.name OBM PROP.name kill.PAST-3SGF-3SGM

**b) kedija mähamäd -n as gäddälä-ČČ†-w**

PROP.name PROP.name ACC CS kill. PAST -3SGF-3SGM

'Kedija made Mehammed to be killed.'

**27a) \*tämmari-w lä mämm†hr-u afärrarra**

Student-DEF OBM teacher-POSS terrified.3SGM

b) *tämari-w mämmihr-u-n as-färrara*

student-DEF teacher-DEF-ACC CS-terrified.3SGM

‘The student threatened to attack the teacher.’

28a) \* *tinantinna wändimm-e ak'äyyämä-ññ*

yesterday brother-POSS grude.PAST-1SG

b) *tinantinna wändimm-e as-k'äyyämä-ññ*

yesterday brother-POSS CS-grude.PAST-1SG

‘My brother made me feel grudge, yesterday.’

29a) \* *šigara bizu šiggir yämmiyakätti bäsitta näw*

cigarette much influence AGE causal disease is

b) *sigara bizu šiggir yämmiy-as-kätti bäsitta näw*

cigarette much influence AGE.CS-causal disease is

‘Cigarette is a disease which results in many problems.’

As we can see from the above data, students make native language interferences in their use of the causative marker /as-/ in Amharic. Because of this, there may be a communication difficulty between the teachers and the students. For example, in Tigrinya the root verb ‘x’ättälä’ is equivalent to the Amharic root verb ‘gäddälä’ ‘killed’ when one writes in the causative form in Tigrinya, it becomes ‘ax’ittälä’ ‘caused to be killed’ only with suffix /-a/ but in Amharic it is ‘as-gäddälä’ with the suffix /as-/. Since Tigrinya uses only the morpheme /a-/ to change the verb into causative while Amharic has two alternative causative markers (illustrated below) to change it in to a causative form.

Because of this the students do not use the correct causative marker in Amharic. The sentence ‘tämariw lä mämm+hru afärrara’ in example (28a) is meaningless in Amharic but students write this because of their mother tongue interference.

In Tigrinya, one could correctly construct the sentence as ‘tämhari lä mämm+hru afärrarihu’. Furthermore, the sentence written in example (29a) by the students, ‘t+nant+inna wänd+imme ak’äyyämäññ’ to give the sense ‘yesterday my brother made me feel grudge’ has a similar problem. The word ‘ak’äyyämäññ’ is meaningless as far as Amharic is concerned. But Tigrinya native speakers write the word ‘ak’äyyämäññ’ because in their language it is written as ‘t+mali hawäy ax’äyy+muni’ is possible.

Supporting the above ideas, Hudson (1997:477-478) notes that:

There are two types of causative marker in Amharic: one for transitive and the other for intransitive verbs or for direct and indirect. Causatives of transitive verbs are typically formed with the prefix /a-/, for example, when we add /a-/ to the word fälla boiled it becomes afälla (he caused to boil), abälla ‘he caused to eat’ where as causatives, of transitive verbs are formed with the prefix /as-/. For example, ‘as-gäddälä’ ‘he caused to be killed’. The /as-/ causative of an intransitive is an indirect causative with potential for two agents. For example ‘as-mät’t’ä’ ‘he caused to some one bring’.

But in the case of Tigrinya there is no clear cut causative marker for direct and indirect or transitive and intransitive verbs. It only uses the prefix /a-/ like the case of ‘?aflihu’ ‘he caused to boil’ and this results in a problem for students in learning Amharic as a second language. Therefore, teachers should make their students to aware the difference of the two languages on the use of causative marker while they teach them.

#### **4.2.2.4 Errors due to Deletion of the Object Marker**

Other morphological error that Tigrinya native speaker students make in learning Amharic is the deletion and wrongly use of the object marker /-n/ in writing and speaking Amharic. This deletion and wrongly use is caused by native language interference. The

object marker case in Tigrinya and Amharic includes accusative (the usual direct object) and dative (the usual indirect object) markers. In Tigrinya both the dative and accusative are marked by the morpheme /nɨ-/ or /lä-/ prefixed to the nouns and adjectives. For example, 'šušay n täsfa wäx'isuwo' 'Shushay hit Tesfa' and , 'šušay n hadä wädi däbtär hibu' 'Shushay gave an exercise book to some body. From the two sentences we can see that in the first sentence the object marker /nɨ-/ acts as accusative and in the second sentence it acts as a dative but still the marker is the same.

Unlike Tigrinya, Amharic has two separate object markers for direct and indirect object (accusative and dative). The direct object (accusative) in Amharic is marked by the morpheme suffix /-n/ while the indirect object (dative) is marked by the morpheme prefix /lä-/. For example, 'kasa alemu-n mätaw' Kasa hit Alemu' and zina lä habtamu mäshafu-n sät'äw' 'zina gave the book to habtamu'. Here in the above two sentences, both accusative (the first sentence) and dative (the second sentence) are marked by two separate morphemes. In the first sentence, the suffix /-n/ is attached to the direct object 'alemu'. However, in the second sentence, the morpheme /lä-/ is attached to the indirect object habtamu, and /-n/ to the direct object mäshafu. This usually causes a problem for Tigrinya speakers trying to learn Amharic, since Tigrinya has only one object marker /n-/ or /lä-/ which is prefixed to both the direct and indirect object nouns. Tigrinya native speakers especially in the dialect of the area of study for this research transfer this pattern and use /lä-/ for the direct object nouns, assuming to be equivalent to /n-/. For example, Tigrinya native speakers may write 'lä abebe agännähut' 'I met Abebe' in Amharic while the correct way of saying it in Amharic is 'abebe-n agännähut.'

Another thing that cause errors for Tigrinya native speakers is, in Tigrinya for direct object the use of /n-/ or /lä-/ is optional especially if the objects is inanimate. But Amharic always uses the object marker /-n/ with in animate noun so long as it is definite. For example, in Tigrinya the sentence may become either; **abäbä nɨmändäx' k'äbi?u'** or '**abäbä mändäx' k'äbi?u'** 'Abebe painted the wall.' Whereas, in Amharic the sentence

will be ‘**abäbä gidgiddaw-n k'äbä**’ with no other option like the Tigrinya. But in the indirect object in Tigrinya it should be prefixed by /n-/or /lä-/. ‘?ado n#wulada m#gbi hiba’ ‘mother gave food to her child.’

The following data are from students’ recording

*Note: All the examples in (a) have errors resulting from mother tongue interference whose correct forms are offered in (b) corresponding to each number*

31a) \*#ne lä abäbä mätta -hu -t

I OBM PROP.name.3SGM hit.PAST-1SG -3SGM.OBM

b) #ne abäbä -n mätta -hu -t

I PROP.name-ACC.3SGM hit.PAST-1SG -3SGM.OBM

‘I hit to Abebe.’

32a) \*lä polis-u mätta-hu -t

OBM polis-DEF.3SGM hit.PAST-1SG -3SGM.OBM

b) polis -u -n mätta-hu-t

PROP.name -DEF-3SGM.OBM hit.PAST-1SG -3SGM.OBM

‘I hit the police.’

33a) \* Abriha lä d#mmät bä- märfe wägg-at

PROP.name OBM cat INST needle pierce.PAST-3SGF

b) Abebe d#mmät-u-a-n bä märfe wägg-at

PROP.name cat-OBM-F-ACC INST needle pierce.PAST-3SGF

‘Abebe pierced the cat by a needle.’

As the above data designates, it is not quite strange that Tigrinya native speakers change the object marker for direct object (accusative) /-n/ by their very familiar native language object marker /lä-/, which makes the Amharic sentences ill formed.

Data are also gathered from the classroom observation during a lesson on object marker. After the lesson, teacher told the students to construct their own sentences by using the object marker.

*Note: All the examples in (a) have errors resulting from mother tongue interference whose correct forms are offered in (b) corresponding to each number.*

34 a) \* lä g<sup>w</sup>uaddañña-ye fäll†g-e agǎññ-ähu-t

OBM friend-POSS need-1SG get.PF-1SG - 3SGM.OBM

b) g<sup>w</sup>uaddaññayä -n fäll†g-e agǎññ-ähu-t

friend.POSS-3SGM-ACC search-1SG get.PF 1SG - 3SGM.OBM

‘I looked around for my friend and I got him.’

35 a) \*lä †nnat-e mayyät naf†k'-e-allä-hu

OBM mother-POSS.1SG see miss-1SG-AUX-1SG

b) †nnat-e-n lä mayät naf†k'-e- allä-hu

mother-POSS.1SG-ACC PP see miss-1SG-AUX-1SG

‘I missed my mother.’

As has been seen in the above data, the two sentences have only the direct object and in Amharic the direct object is marked by the morpheme /-n/. The students’ mother tongue influences their use of Amharic object marker for the direct object. Since the accusative and dative marker in Tigrinya is /ni-/ and in the sample area is /lä-/ (dialect), the students use the morpheme /lä-/ and make an error.

#### **4.2.2.5 Concluding Morphological Interference**

To cross check this fact and revealing questions were posed to Amharic teachers of grade eight, about the morphological interference in their students' use of Amharic.

Item 6: “Do you usually observe morphological interferences in your students' learning of Amharic?” this question is posed for teachers so that they report and mention some of the major morphological problems of their learners.

Regarding this question, 9 (75%) teachers replied that there is morphological interference of the mother tongue in their students learning of Amharic as a second language. However, 2 (17%) of the teachers, reflected that they have no opinion regarding the students' morphological interference in learning Amharic, and only 1(8.33%) teacher responded that there is no much morphological interference in the students' Amharic learning.

When we see the morphological interference of the students in their essays, it accounts for 31% of the total errors which is the second highest rate following the phonological interference. Therefore, we can generalize that Tigrinya native speakers faced with different morphological problems in their learning of Amharic and the cause for these problems is their mother tongue interference. In addition, this interference is expressed the structural difference of the two languages in using the objective marker, the malefactive and benefactive markers and in compound noun formations. Thus, Teachers must frequently remind their students that when they speak and write in Amharic they must think in the target language so that they do not bring in any feature of their mother tongue (Tigrinya) and the teacher should explain why certain constructions are ungrammatical, ill formed and meaningless in Amharic.

#### **4.2.3 Lexical Interference**

This subsection presents the lexical difficulty of Amharic for Tigrinya native speaker students in their learning Amharic due to mother tongue interference.

According to Lado (1957:82), “similarity to and difference from the native language in form, meaning and distribution will result in ease or difficulty in acquiring and learning the vocabulary of a foreign language”. He further describes that it is obvious that comparing the foreign language vocabulary with that of the native language will find words that are (1) similar in form and in meaning (2) similar in form and different in meaning (3) similar in meaning but different in form (4) different in form and in meaning (5) different in their type of construction and (6) similar in meaning but with restriction in geographical distribution.

It is not quite strange that second language learners translate words from their native language to the second language with the assumption that the word exists in the second language.

As far as the researcher’s observation is concerned, lexical errors of the students divided in to three main categories: the first include errors caused by the insertion of the Tigrinya words with the intention that the word exists in the second language, the second category is error because of direct literal translation from Tigrinya into Amharic without contextual consideration; and the third is, the error caused because of the misuse of words because of lack of second language vocabulary. Lado has the following to say in this regard:

Individuals tend to transfer the forms, meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture-both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives.  
(Lado (1957:2).

In the lexical level, Tigrinya native speakers make errors due to either use of direct translation from Tigrinya to Amharic or due to lack of vocabulary in the second language. The students translate their native words in to the second language with out considering the context.

#### 4.2.3.1 Lexical Errors Because of Lack of the Second Language Vocabulary

With regard to this students use either genuine Tigrinya words or try to make the words structurally Amharic. As the researcher's classroom observation and teachers' questionnaire indicated, second language learners have the problem of vocabulary in the second language and they tend to use their own vocabulary instead.

The following data are from students' recording.

*Note: All the examples in (a) have errors resulting from mother tongue interference whose correct forms are offered in (b) corresponding to each number*

36 a) \*mämhär zaray bīzu **fīt'ät** allow

b) mämhär zaray bīzu **īwk'ät** allow

'Teacher Zeray has much knowledge.'

37 a)\*set očč yätäläyayyu **s'äx'īt'očč** y+därsäčäwall

b) set očč yätäläyayyu **č'annawočč** y+därsübbäččäwall

'Women face different harassments.'

38 a)\* bähulu **mädäy** b) bähulu **bäkkul**

'In all directions or aspects'

39 a)\* säwyäw dīmmät sanä

b) säwyäw dīmmät at't'a

'The man failed to find a cat'

As the above data shows, students write and speak genuine Tigrinya words because they have shortage of Amharic vocabulary. The words are changed structurally to Amharic but

they are lexically Tigrinya. For example, when we see the word ‘s’äx’it’očč’ ‘harassments’ only the plural marker /-očč/ indicates that the word is Amharic but the root verb is Tigrinya which is ‘s’äx’it’i’ ‘harassment’. Thus having this knowledge of their mother tongue, students ‘write ‘s’äx’it’očč’ in place of ‘č’annawočč’. This clearly shows that, students insert words from their mother tongue because they do not know the actual word in the second language.

The following data are errors identified from observation and students’ essays.

40 a) \* gäbäre-w sar mättakäb y+wädal

Farmer-DEF grass gathering like.3SGM

b) gäbärew sar mäsäbsäb y+wädal

Farmer-DEF grass gathering like.3SGM

‘The farmer likes gathering grass.’

41 a)\* m+g+ib-u č’äw č’äw t’amä-ññ

food -DEF salt salt test.3SG-1SG

b) m+g+ib-u č’äw č’äw alä-ññ

Food-DEF salt salt say.3SG-1SG

‘The food tasted salty to me.’

42 a) \* ya säw l+bs +indi-sät’ä-w näggärä-w

that person cloth gave-DEF-3SGM say-3SGM

b) ya säw l+bs +indi-sät’ä-w t’äyyäk’ä-w

that person cloth to- gave-DEF-3SGM ask-3SGM

‘He requested for some one’s clothes.’

From the above data, we can observe that all the words they use in writing Amharic are influenced by their mother tongue. For example, students write the phrase ‘Sar **mättakäb**’ instead of ‘**sar mäsäbsäb**’ ‘collecting grass’. This is because in their native language, the phrase is written as ‘**saṯiri miṯṯkab**’. The same is also true for the sentence ‘**mṯgṯbu č’äw č’äw t’amäññ**’ instead of ‘**mṯgṯbu č’äw č’äw aläññ**’ for ‘the food tasted salty to me.’ Since in Tigrinya the sentence is written as ‘**mṯgṯbu č’äw č’äw t’ṯimuni**’, the students automatically transfer the Tigrinya word into Amharic.

#### 4.2.3.2 Lexical Errors Because of Direct Translation from Tigrinya to Amharic

Tigrinya native speakers try to translate the words in Tigrinya in to Amharic literally. Since Tigrinya and Amharic have different contexts, the use of the words becomes different. Because of this, it is highly noticeable that Tigrinya native speakers speak and write meaningless words and sentences.

The following data are from students recording.

*Note: All the examples in (a) have errors resulting from mother tongue interference whose correct forms are offered in (b) corresponding to each number.*

43a) \* Almaz kä tämäsḡän ṯṯdar adṯrg-aläčč

POP.name with POP.name marriage make-3SGF

b) Almaz kä tämäsḡän gar ṯṯdar yṯz-aläčč

POP.name with POP.name marriage with make-3SGF

‘Almaz has made marriage with Temesgen.’

44 a) \*yā- māmḥīr - u                      ammamar                      t'īru                      nāw  
 COMP- teacher-3SGM-DEF                      teaching style                      good                      is.PF

b) yā-māmḥīr-u                      yā-mastāmmar                      zāde                      t'īru                      nāw  
 COMP- teacher-3SGM-DET                      POSS-teaching method                      good                      is .PF

‘The teacher’s method of teaching is good.’

As the above examples indicate, students translate Tigrinya words directly into Amharic and because of this they make errors in writing and speaking Amharic. For example, we can see that the phrase ‘tīdar adīrga’ literally ‘she having made marriage’ is used. Students directly translate from the equivalent Tigrinya phrase ‘ḥadar gäyra.’ The Tigrinya word ‘gäyra’ is the same with the Amharic word ‘adīrga’ in meaning and due to this reason, students try to translate directly and make errors. To the second sentence ‘yāmāmḥīru ammamar t'īru nāw’, students use the word ‘ammamar’ because they directly translate from the Tigrinya ‘amāhahīra’ ‘teaching method’ and use it for the Amharic ‘yāmastāmmar zāde’. Therefore, students use the same concepts in a wrong way because of their direct translation from their first to the second language.

The following are data from students’ recording and classroom observation. The examples in (a) are students errors used instead of the intended examples in (b).

45 a) \* lḥj -u                      tīmḥīrt -u                      bā- sälam                      zazzämä -w  
 Child-3SGM.DEF                      study-DEF.3SGM                      PP- peace                      ended-3SGM (Tig)

b) lḥj -u                      tīmḥīrt -u-n                      bā- sälam                      fäs's'amä-w  
 Child-3SGM.DEF                      study-DEF-3SGM                      PP- peace                      ended-3SGM (Amh)

‘The boy ended his study peacefully.’

46 a) \*kä-timhirt-wa                      tǝ-      tärifa -lläčč

(from) PP- study-3SGF    IMPF-left over-3SGF

b) kä -timhirt-wa                      tǝ-k'ära -lläčč

(from) PP- study-3SGF      IMPF-absent-3SGF

‘She becomes absent from her study.’

In this regard, there were questions posed to the teachers regarding their students writing proficiency.

Item 1: in your students Amharic essay writing, do you come across words that are genuinely or completely Tigrinya?” This item is designed to check the students’ power of words or knowledge of Amharic vocabulary. All (100%) teachers reported that they have encountered plenty of Tigrinya words in their students’ essays.

Below are example of students’ use of Tigrinya words in their written and speaking use of Amharic pointed out by the teacher’s responses for the question.

<b>Students use</b>	<b>the correct form</b>	<b>gloss</b>
47) ?ay ki?+im	alč+im	‘I can not’
nay baŋ+läy	yä-rase	‘my own’
kähab+kut	käsät’t’ähut	‘while I gave him’
?+ndŋi	?+nǝ	‘not sure’
d+ma	dämmo	‘besides’ or ‘also’
f+lt’ät	+wk’ät	‘knowledge’
mäsäl+wa	mäb+wa	‘her right’

bet mäsiä                      **mä t'ät** bet                      'beverage house'

bet firidi                      **fird** bet                      'law court'

As can be seen from the data and as the response of teachers' through the questionnaire was concerned, the above words are some of the frequent words that students use during the teaching learning process in Amharic. Students write genuine Tigrinya words in learning Amharic. For example, students write the word 'nay baṣiläy' instead of 'yä-rase' 'my own', 'ṛindfi' instead of 'ṛinjä' 'not sure'. All the words of Tigrinya used in their Amharic lesson make their Amharic to become senseless and meaningless. Consider the last examples where the students make lexical borrowing from their mother tongue i.e they use 'bet mäsiä' 'beverage house' for Amharic 'mät'ät bet' and 'bet firidi' for Amharic 'fird bet' 'law court'.

#### 4.2.3.3 Concluding Lexical Interference

Items 11 and 12 are questions posed for teachers in the questionnaire to find out whether they encountered words that are structurally Amharic and lexically Tigrinya or no. For this question the teachers' response are given in the following table.

**Table3: Teachers' claim about student lexical errors in learning Amharic**

Item	Respondents responses						Total	
	Yes		No		No opinion			
11	F	%	F	%	F	%	F	%
	9	75%	2	17%	1	8%	12	100

As the above table clearly indicates, 9 (75%) of the teachers responded that there are plenty of words which are lexically Tigrinya and structurally Amharic in the students writing and speaking of Amharic. In the contrary, 2 (17%) of the teachers responded that

they did not encounter such words. The rest 1 (8%) of the respondents said that they have nothing to say about it.

In conclusion, as the researchers' personal observation and the teachers' questionnaire are concerned, students speak and write words that seem Amharic but when their lexical category is evaluated, they are from Tigrinya and students translate their mother tongue language and use in Amharic. We can conclude from the teachers' questionnaire that, the mother tongue interference is the main cause for the making of lexical errors by the students in their learning of Amharic.

#### **4.2.4 Syntactic Interference**

Under this subsection, the researcher evaluates and examines the main syntactic interference of Tigrinya native speakers in learning Amharic. From the researcher's classroom observation and from other mechanisms like teachers' questionnaire, students' recording and students' essay writing, the main and frequent sources of syntactic interferences are formed to the uses of coordinating conjunctions and the use of prepositions. So this subsection is concerned with the analysis of the above problems. As far as the students' Amharic essay writing is concerned, there are many syntactic errors manifested in their Amharic essays.

##### **4.2.3.1 Students Errors in their use of Prepositions**

In Tigrinya the preposition indicating destination are /nab/ and /n-/ and in the case of the sample area of study they use /lä-/ which is their dialect.

The following data are from students' essay writing.

Note that the examples in (a) are students' errors due to mother tongue interference while those in (b) are the correct forms in Amharic.

**48 a) \*säw lä säw sät't'alla as-tark' -u yibbalal**

human (to) PP human IMPF -quarrels CS-reconciled-2PL say.IMP

**b)** säw      kä      säw      sɨ t't'alla                      as-tark' -u                      yɨbbalal

human (from) PP human IMPEF-quarrels CS -reconciled-2PL say. IMPF

‘It is advised to reconcile when persons quarrel with each other.’

**49 a)** \*lä                      samba-ččɨn                      bästäk'är

PP (to) lung-POSS.1PL                      with out

**b)** kä                      samba-ččɨn                      bästäk'är

PP (from) lung-POSS.1PL                      with out

‘Except our lung’

**50 a)** \*kä                      wukro      lä                      mäkällä

PP (from) wukro      PP (to)      PROP.mäx'allä

**b)** kä      wukro      wädä                      mäk'älle

from      wukro      PP (to)                      mäx'älle

‘From Wukro to Mekelle.’

**51 a)** \*bä      ɨlä-tat      and      k'än

by      day- PL                      one day

**b)** kä      ɨlä-tat                      and                      k'ä n

from      day-PL      one                      day

‘Once up on a time’

**52 a)** \*bɨ                      fätäna      wäk't

by (Tig) exam season

b) bä fätäna wäk't

by (Amh) exam season

‘By the exam time.’

As the above data clearly indicates, Tigrinya native speakers learning Amharic as a second language often use prepositions incorrectly i.e. they use the Tigrinya prepositional marker /lä-/ instead of the Amharic /kä-/ , /lä-/ instead of the Amharic /wädä/ and the Tigrinya preposition /bä/ instead of the Amharic /kä-/ while learning Amharic. For example, the sentence ‘säw lä säw sät't'alla astark'u y+bbalal.’ Here, the sentence does not make sense and it may be meaningless due to the use of the Tigrinya preposition /lä-/. However, if we use the preposition /kä-/ instead of /lä-/ the meaning becomes clear and sensible in Amharic.

In case of example 50a, the students make errors because in Tigrinya the preposition indicating destination are ‘nab’ ‘n’ or for the dialect of the study area, it is /lä-/.

Regarding their students’ use of prepositions, teachers were asked in the questionnaire. *What is the most frequent syntactic error that your students make while they learn Amharic?* In response to this statement, more than 8 (66.66 %) teachers reported that at the syntactic level prepositions are the main causes of error that are frequently occurring with their students’ learning of Amharic. This is because the students are already familiarized with the Tigrinya prepositions; “they make mistakes even when we inform them to use the Amharic prepositions. They do not use Amharic prepositions and Tigrinya prepositions separately due to their mother tongue interference. Consequently, they do not speak and write Amharic correctly.

Sometimes the prepositional markers are very alike in their form and meaning in the two languages. For example, the preposition /bä/ in Amharic and the preposition /bi-/ in

Tigrinya resembles each other. To say ‘bät'ñnt’ ‘ancient’, the students say and write ‘bät'ñnti’ which is the form in Tigrinya for the sense ‘ancient’.

#### 4.2.4.2 Errors in Using Coordinating Conjunctions in Amharic

In addition to the prepositions, the uses of coordinating conjunctions are also the source of difficulty for the Tigrinya native speaker students in learning Amharic as a second language. In using conjunctions especially the coordinating, students make errors because the way their mother tongue uses conjunctions is different from the way the second language, Amharic uses. But students use them in the same manner for both languages which results in errors.

The following data are from classroom observation and those in (a) *are the errors students commit due to MT interference while in (b) the intended correct forms in Amharic are given.*

53 a) \*bärhan-n s'älñmat-n      b) bärhan ñna s'älñmat      ‘light and dark’  
light. CONJ dark . CONJ      light CONJ dark

54 a) \*abäbä -n täsfay-n      b) abäbä ñna täsfaye      ‘Abebe and Tesfay’  
PROP.name-CONJ PROP.name-CONJ      PROP.name CONJ täsfaye

55 a)\* bäre-n fñyyel-n gäza      b) bäre ñna fñyyäl gäza      ‘He bought ox and goat.’  
ox-CONJ goat-CONJ buy      ox CONJ goat buy

As can be seen from the above data, the students make errors in using Amharic conjunctions due to the interference of the Tigrinya structure. In Tigrinya the commonest coordinating conjunctive marker/-n/ is used at two positions, between the two conjoined words and at the end of the second word. But in Amharic, it appears only at the middle position, between the two words. In this circumstance, the students over generalize the rule in Tigrinya and use conjunctive markers in the same manner in Amharic.

Concerning the written essays of students, about 37.5% of the total syntactic interferences are errors because of the misuse of conjunction markers in their Amharic essay.

#### 4.2.4.3 Concluding syntactic interference

Regarding syntactic interference, two questions were also posed for teachers in the questionnaire in order to make them reflect their view on the syntactic differences between Tigrinya and Amharic by using illustrative examples.

Item4: “*Are the syntactic structures of Tigrinya different from the Amharic syntactic structure?*” In response to this, 41.7% of the respondents replied that there are syntactic differences between the two languages while 33.33% of the respondents replied that the two languages are not different in their syntactic structure. The remaining 16.66% were not sure whether there is a difference in syntactic structure between the two languages or not.

The majority who replied that there is a syntactic difference between the two languages have mentioned that the uses of the coordinating conjunctions and the use of prepositions are different in the two languages.

#### **General Suggestions for Amharic teachers of Tigrinya speakers**

I shall now go on to make some pedagogical suggestions in order to reduce the number of errors committed by Tigrinya native speaker students in their spoken and written in learning Amharic as a second language.

Teachers must frequently remind their students that when they speak and write in Amharic they must think in the target language so that they do not bring in any feature of their mother tongue (Tigrinya) and the teacher should explain why certain constructions are ungrammatical, ill formed and meaningless in Amharic. To this effect, the teacher should have a very good command of Amharic as well as Tigrinya the mother tongue of his students. It is worth effective, teachers should have pedagogical knowledge to choose effective language teaching methods and to teach their students.

Teachers of Amharic should advise their students to persevere in studying Amharic. Since there are no short cuts to learning the language, when they are sufficiently exposed to the language through the various language skills of reading and listening, the possibility of making errors is minimized. Moreover, Teachers should encourage their students to write by providing helpful criticisms and not damaging ones. They should make constructive criticisms of their students' work. Over-insistence on 'correctness' hinders the learning process. The right attitude of the teacher is important for students who are grappling with the complexities of Amharic grammar, vocabulary, pronunciation and other linguistic part.

All most all of teachers of Amharic are non-native speakers of Amharic. It is not their first language. Consequently, there is a likelihood of them going wrong in some aspects of the language while teaching Amharic. In order to upgrade themselves professionally as good models of the language they teach, they have to try to approximate native speaker competence and they need to keep themselves abreast of current issues by reading books and journals related to their profession.

When teaching Amharic teachers should pay special attention to an areas where students are likely to wrong in their writing and speaking. The teacher ought to provide an explanation with regard to the possible source or cause of error to bring about an awareness of what could be the potential contributory factor for their making errors.

### **4.3 Affective Factors that Influence the Students' Learning of Amharic**

This subtopic deals with the analysis of the affective factors in learning Amharic as a second language by Tigrinya native speakers. Under this part the researcher assesses and analyzes the students' attitudes towards on the second language (Amharic), teachers' and parents' attitudes towards the second language on the one hand and parents' and teachers' motivations and encouragement for their children on the other hand. Different methods of data collection were applied for this. For example, the questionnaire is used for students, teachers, and the interview for the parents. Classroom observation by the researcher was also employed effectively.

### 4.3.1 Students' Attitudes Towards Learning Amharic as a Second Language.

This part deals with the students' attitudes towards the learning of Amharic as a second language. Respondents were given attitude related statements about learning Amharic as a second language. The statements were prepared with alternatives in a five point Likert-type scale ranging from 1 (strongly agree) to 5 (strongly disagree). In reference to students' attitudes, questions were presented for students, for teachers, and for parents. Their responses are presented in the tables below.

*Item11: "I think Amharic is the most interesting subject that we have at school."*

*Item14: "I like learning Amharic starting from grade one."*

These questions are designed to evaluate the students' attitude towards the learning Amharic as a second language.

Table 4: students' opinion about their attitude towards learning Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
	F	%	F	%	F	%	F	%	F	%	F	%
11	12	17.14	17	24.14	2	2.28	33	47.14	6	8.57	70	100
14	20	28.57	18	25.71	3	4.28	12	17.14	17	24.28	70	100

*Note that in this table and other similar ones, SA, A ,N,D,SD in the table represent, strongly agree, agree, no opinion, disagree, strongly disagree, respectively.*

In item 11, the students were asked whether or not they found learning Amharic is more interesting than other subjects. In reacting to this statement, a great number of respondents, 33 (47.14%) and 6 (8.57%) (i.e 55.71% in sum) disagreed on the statement. On the contrary 17 (24.28%) of the respondents agreed and 12 (17.14%) (i.e 41.42% in sum) of the respondents strongly agreed on the statement. The rest of the respondents, 2

(2.85%) had no opinion regarding this item. This means that most of the respondents, 55.71% reported that they do not find learning Amharic so interesting, while 41.42% of the respondents indicated that they find learning Amharic so interesting compared to the other subjects. Those who had no opinion regarding this item were not great in number.

Item 14, was also designed for students to reflect their preferences they had to learn Amharic as a subject starting from grade one. In response to this statement, 20 (28.57%) and 18 (25.71%) (i.e 54.28% in sum) of the respondents reported that they agreed to learn Amharic starting from grade one. Those who strongly disagreed and disagreed on the other hand, covers 17 (24.28%) and 12 (17.14%) (i. e 41.42% in sum) respectively. 3 (4.28%) of the respondents had no opinion on the statement. As can be seen from the above table majority of the students (54.28% ) reflected that they had the willingness to learn Amharic as a subject starting from grade one while a significant number 41.4% of respondents had no favorable attitude towards learning Amharic starting from grade one.

To crosscheck this result, a similar statement is raised for teachers in the questionnaire, the result of which is presented in table5.

*Item14 “My students have high interest towards Amharic as a second language”* this question was designed to investigate what the teachers felt about the attitude of their students towards learning Amharic.

Table5: teachers’ opinion about their students interest towards Amharic (n=12)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
14	F	%	F	%	F	%	F	%	F	%	F	%
	1	8.33	3	25	1	8.33	5	41.7	2	16.66	12	100

As table 2 depicts, the interest of students to learn Amharic is almost unfavorable. A great majority of the respondents, 5 (41.7%) disagreed and 2 (16.66%) respondents

strongly disagreed (the sum is 58.34%). On the other hand, 3 (25%) agreed and 1(8.33%) respondent strongly agreed which makes a sum of 33.33%. The rest 1(8.3%) respondent had no opinion on the statement. So we can infer that, the majority of respondents, 58.34% disagreed on the statement stating that students had favorable attitude towards learning Amharic.

#### 4.3.1.1 Students' Attitude Towards Language use

This part evaluates the students' attitudes towards the use of Amharic language in their daily life. Regarding this one question is posted for students to ensure whether they have positive attitude to use Amharic or not.

*Item12: "When I write letters to my friends, I prefer to use Amharic."*

Table6: students' response about the use of Amharic

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
12	F	%	F	%	F	%	F	%	F	%	F	%
	7	10	17	24.28	3	4.28	18	25.7	25	35.7	70	100

The response of students to item 12 is, 25 (35.7%), strongly disagreed and 18 (25.7%) disagreed (i.e 61.4% in sum) on the idea that students do not prefer writing Amharic letters to their friends. However, 17 (24.28%) and 7 (10%) respondents agreed and strongly agreed (i.e a totally of 34.28%) on the statement that depicts the preference of students to write letters in Amharic. The remaining 3 (4.28%) respondents had no opinion on the idea. From this, we can deduce that a majority of respondents 61.4% do not agreed on the preference of Amharic whereas a small number of respondents 34.2% have preference on the use of Amharic to communicate with friends through letters.

When we see the attitude of the students towards language use in their daily life, the great majority of students do not use Amharic when they write letter for their friends. This may be one factor for their less proficiency in the second language in their learning.

#### **4.3.1.2 Students Language use and Proficiency**

This part is designed to check the students' use of the language their level of exposure to it and to see how this affects their result. For the purpose, two close and two open-ended questions were presented.

*Item1: Do you speak Amharic out side the classroom with your parents and friends?"*

In item one, the students were asked whether they get the opportunity to speak Amharic out side the classroom. A great majority of students 60 (85.71%) replied 'no' and a small number of students 10 (14.28) answered 'yes'. No one replied 'no opinion.'

Item 2: If your answer for question No 1 is 'no' what are the reasons for that. Item 2 was designed in order to know the reason that made students not to speak Amharic out side the classroom. As the data obtained from this item reveals the majority of the students did not speak Amharic and according to them, the major reasons are:

- a) that there was less opportunity of getting Amharic speakers; and
- b) that they had less motivation from their parents to speak the language.

Item 3: Do you get good result in Amharic exam?

This question is designed to know the students Amharic language ability and to know how proficient the students in Amharic both in the teaching learning process.

In reaction to this question, an interesting result is recorded. A great majority 54 (77.14%) of the students, responded negatively that they do not get good result in Amharic. Moreover, a small number of students 16 (22.85) replied positively as they get good results in Amharic. No one replied 'no opinion.'

Item 4: If your answer to question number 3 is ‘no’ what do you think was the reason? In order to know the reason that made the students not to score good results in their Amharic exam a reflective question was prepared for the students. As the data obtained from this item reveals, the majority of the respondents failed to score good results because of the following points:

- a) Since their teachers do not encourage them to master the language they don’t score good results.
- b) Because they do not have the chance to use Amharic outside the classroom and they do not get the exposure to use the language.
- c) In their home and environment, only Tigrinya is the usual language for communication.

#### 4.3.2 Students’ Motivation for Learning Amharic as a Second Language

This part examines whether the learners are instrumentally or integratively motivated or not. To this two questions one instrumental and one integrative type motivation question were designed.

*Item20: “I like learning Amharic to get a high paying job in the future.”*

Table7: Students’ opinion about their motivation towards learning Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
13	F	%	F	%	F	%	F	%	F	%	F	%
	47	67.14	18	25.7	0	0	3	4.8	2	2.8	70	100

To this statement, a great majority of the respondents 47 (67.14%) strongly agreed and 18 (25.7%) agreed which is 92.84% in sum. In contrast, very few in number 3 (4.2%) and 2

(2.8%) of the participants disagreed and strongly disagreed, respectively to the statement. No one responds to have ‘no opinion.’

From this result, it is possible to infer that the greatest majority of the students are instrumentally motivated to learn Amharic. As explained in the literature review, instrumentally motivated students learn a second language for practical reasons like to get a job, to pass an exam etc. rather than for reasons of appreciating the native speakers’ culture and other integrative reasons (Cook, 2001).

Another question is designed to see whether or not students appreciate the native speaker of Amharic and to check whether the students are integratively motivated.

*Item18: “I enjoy meeting people who speak in Amharic.”*

Table8: Students’ opinion about their integrative motivation towards learning Amharic.

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
18	F	%	F	%	F	%	F	%	F	%	F	%
	21	30	18	25.7	8	11.4	8	11.42	15	21.4	70	100

The above question reflects an assessment of the intended behavior that is reflected by the students. From the figures in the table, large number of respondents 21 (30%) reported that they strongly agree on the statement and 18 (25.7%) of them reported that they agree (i.e. 55.7% in sum) on the statement. However, 15 (21.42%) of them strongly disagreed on the statement and 8 (11.42%) of them (a sum of 32.84%) replied that they had unfavorable attitude towards Amharic speakers. The rest 8 (11.42%) of the respondents have no opinion on the statement.

The result implies that 55.7% of the respondents do have positive attitude towards Amharic native speakers while a significant minority 37.13% have negative attitude

towards the native speakers of Amharic. Therefore, the majority of the students are willing and interested to interact with Amharic native speakers. As pointed out by several scholars favorable attitude towards the speakers of the target language lead the students to have favorable attitude towards the language, the language and the teacher and this in turn leads to high motivation.

According to Gardner and Lambert (1972) in McLaughlin (1985:188), subjects who had an 'integrative' motivation who learned the language in order to become like members of the target language group –become more successful learners than those who had an instrumental motivation -learning the language for practical reasons such as passing an exam, or getting a job. Moreover, studies by Ellis (1994) and Naiman, et al (1978) cited in Spolsky (1989), reveal that students who were integratively motivated were more active in a second language classroom than instrumentally motivated ones. Unlike the above concepts, other studies show that there are conditions under which instrumental motivation leads to more successful second language learning than does the integrative motivation (Izzo, 1981).

Even though scholars suggest their own argument about the role of motivational orientation (students motives) for second language learning, but the case of the present study sample area students (Wukro primary schools), the students motive to learn the second language is both instrumental and integrative even though the instrumental motivation recorded the highest score when we compare with the result of the score of integrative motivation. We can infer from the result that the students' language proficiency and the type of orientation (motive) to learn the language have not direct relationship. The students' second language proficiency is very low but they are both instrumentally and integratively motivated. Therefore, the reason for their becoming less proficient is not a matter of the orientation they have rather the effect of their mother tongue interference and other causes may be the principal causes for their less proficient.

### 4.3.3 Teachers' Attitude Towards the Learning Amharic as a Second Language by their Students

It is worthwhile to evaluate and know the attitude of teachers in the second language teaching and investigate what teachers feel about learning Amharic as second language for Tigrinya native speaker students. For this, questions were prepared both for teachers and for students. Regarding the questions, their results are present below.

*Item19: "I have high interest to teach Amharic for my students."*

Table9: Teachers' opinion about their interest in teaching Amharic (n=12)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
14	F	%	F	%	F	%	F	%	F	%	F	%
	3	25	4	33.33	1	8.33	2	16.66	2	16.66	12	100

The above table indicates that the majority 4 (33.33%) of the respondents reflected their strong agreement on the statement and 3 (25%) respondents also reported that they agreed that they have high interest to teach Amharic. However, 2 (16.6%) respondents replied their disagreement and 2 (16.6%) reported that they strongly disagree on the statement. The rest 1(8.3%) replied as no opinion regarding the statement.

From the figure, we can say that the majority of the respondents (i.e 58.33% in sum) reflect their favorable interest to teach Amharic but a significant minority ( i.e 33.33% in sum) of the respondents reflected their negative interest to teach Amharic. Thus it is quite noticed that making all the teachers to have positive interest in their teaching of Amharic for Tigrinya native speakers. This may solve the students' level of proficiency in their learning Amharic.

Another question was posed for students to reveal their teachers attitudes towards teaching Amharic and to cross check with the result found in the teachers questionnaire.

Item8= “My teacher is not happy to teach us Amharic”

Table10: Students’ responses on their teachers’ attitude towards teaching Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
8	F	%	F	%	F	%	F	%	F	%	F	%
	8	11.42	10	14.28	12	17.14	22	31.42	18	25.71	70	100

In response to this item, 22 (31.42%) students reported that they disagree on the above statement which indicates that their teachers are happy in teaching Amharic. 18 (25.71%) of the respondents replied that they strongly disagree with the statement. On the contrary, 10 (14.28%) of the respondents agree with the statement and 11.42% reacted their strong agreement with the statement. The rest 12 (17.14%) of the respondents replied as they are not sure whether their teacher is happy in his/ her teaching Amharic or not.

From this we can conclude that most of the respondents, (i.e 57.13% in sum) reported that their teachers are happy to teach Amharic while (i.e 25.7% in sum) respondents are unhappy in teaching Amharic. From the above two related questions of teachers and students we can conclude that most of the teachers have high interest in teaching Amharic while only a small proportion of the teachers lack interest in the language. From this we can say that pedagogically if teachers are interested in the subject matter, students also interested to learn the subject and they become good learners but the case of Tigrinya native speaker students learning Amharic as a second language, they are not interested to learn and to speak in the language. So teachers should encourage students to become interested in the subject and to speak in Amharic with their fellow students in school and create an atmosphere in class that is conducive to learning the language easily.

### 4.3.3.1 Teachers' Attitude Towards the use of Amharic

This part examines the teachers' attitude towards the use of Amharic language. It answers the question of are teachers make their students to speak in Amharic? Are they arranging means or ways of expanding the exposure of speaking Amharic to their students? Concerning this topic, two questions were posed for teachers and for students to make sure whether the results similar or not.

*Item18: "I feel relaxed when I use Tigrinya during Amharic lesson."*

Table11: teachers' opinion towards the use of Amharic ( $n=12$ )

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
18	F	%	F	%	F	%	F	%	F	%	F	%
	5	41.7	3	25	1	8.33	2	16.66	1	8.33	12	100

In item18, teachers were asked whether or not they like to use Amharic during Amharic lesson. In response to this, 5 (41.6%) teachers responded strong agreement on the use of Tigrinya instead of Amharic during Amharic lesson and 3 (25%) of the respondents agreed on the statement saying that they use Tigrinya during Amharic lesson. However, 2 (16.66%) and 1 (8.33%) teachers disagreed and strongly disagreed with the statement, respectively. One teacher respondent did not reply about the issue.

From this result, we can conclude that a great majority of the respondents (i.e 66.66% in sum) enjoyed using Tigrinya during Amharic lesson. Whereas a small number (i.e 25% in sum) of respondents did not enjoy speaking Tigrinya during Amharic class. Hence, teachers are not happy to speak Amharic in their teaching.

*Item19: "My teacher advice and motivate me to use Amharic in and out side the classroom."* Students were asked another question to evaluate how much their teachers

advice and motivate them to use Amharic in (during Amharic lesson) and out side the classroom in community.

Table12: students’ opinion about their teachers motivation and encouragement ( $n=70$ )

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
19	F	%	F	%	F	%	F	%	F	%	F	%
	10	14.2	17	24.28	3	4.28	18	25.71	22	31.42	70	100

In this item, students were asked whether their teacher advised and motivated students to use Amharic in and out side the classroom. 22 (31.4%) of respondents strongly disagreed and 18 (25.7%) disagreed with the statement. However, 17 (24.2%) of respondents agreed and 10 (14.28%) strongly agreed with the statement. The rest 3 (4.28%) respondents had no idea on the issue. We can conclude that (i.e. 57% in sum) of the respondents replied negatively while only 38.5% were positive about the statement. This entails that teachers do not act as a good language teacher.

From the two statements forwarded for teachers and for students, all the responses portray that even though the majority of the teachers have favorable attitude towards teaching Amharic as a second language, they enjoyed speaking Tigrinya in Amharic lesson and the advice and motivation they give to their students is less than the expected. This contributes negatively for the development of students’ proficiency level in Amharic. Therefore, the Regional Educational Bureau with collaboration to the school principals should aware them to use Amharic (the target language) in Amharic lesson and tell them to advice and motivate their students to use Amharic in and outside the classroom and become fluent in the language.

Teachers should be advised their students to listen to good Amharic from whatever available source-radio, television, native speakers and good local speakers of the language and teachers should encourage students to speak in Amharic with their fellow

students, teachers and other students in school and create an atmosphere in class that is conducive to learn the language easily.

### 4.3.3.2 Teachers' Views about the Motivation of Learning Amharic

*Item17: Learning Amharic is important for students' future carrier.*

This question is designed to know whether teachers are instrumentally motivated or integratively motivated towards the learning of the language. Regarding this statement the response of teachers are presented in the table bellow.

Table13: Teachers' opinion about use of Amharic as instrumental motivation ( $n=12$ )

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
17	F	%	F	%	F	%	F	%	F	%	F	%
	4	33.33	3	25	1	8.33	2	16.66	2	16.66	12	100

Item 17 was designed to identify whether teachers favor instrumental motivation to learn Amharic. In response to the item, 4 (33.33%) of the respondents strongly agreed and 3 (25.5%) agreed. On the contrary, 2 (16.66%) respondents strongly disagreed and 2 (16.66%) agreed with the statement. The rest 8.3% had no opinion on the idea. We can infer from this result that the majority of respondents (58.33%) are in favor of instrumental motivation for learning the second language whereas significant minority (33.33%) respondents are not in favor of instrumental motivation.

The next statement is designed to see whether or not teachers believed on the integrative purpose or the importance of Amharic to enable them know Amhara culture and become member of the society.

*Item15: I like Amharic language because I love Amharic native speakers and I appreciate their culture.*

Table14: Teachers’ opinion about use of Amharic as integrative motivation (n=12)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
15	F	%	F	%	F	%	F	%	F	%	F	%
	2	16.66	3	25	1	8.33	3	25	3	25	12	100

In response to the above statement, 2 (16.6%) of respondents strongly agreed and 3 (25%) respondents agreed on the integrative statement. On the other hand, 3 (25%) and 3 (25%) respondents disagreed and strongly disagreed on the statement. Only one respondent responded as no opinion. Therefore, we can infer from the result that the majority of the students 50% respondents do not in favor of the above integrative motivation for learning Amharic. Significant minorities (41.66%) of respondents do not agreed or believe on the integrative function of learning the language.

In summary, the teachers in the study area are both instrumentally and integratively motivated even though their instrumental motivation is more than the integrative motivation when we compare the two types of motivation. When we see the effect of the motivational orientation in their learning Amharic, it is less than the expected.

#### **4.3.4 Parents Attitude Towards their Children’s Learning Amharic as a Second Language**

As Gardner (1968) pointed out, “a parent with a positive attitude towards the second language learning and the target speakers plays an active role in promoting success in their Children’s second language learning by transferring their positive attitudes to their children.” According to him parents with positive feelings about the learning of the second language actively encourage their children to learn the second language by stressing on the importance of doing well in that course and by encouraging the children to practice the target language using all the opportunities they get.

The researcher raised a question for the students to reflect their view on their parents' attitude towards learning the second language (Amharic). In addition, interview questions were also prepared to the parents themselves to assess whether or not parents have positive attitude towards Amharic. The response of students concerning their parents attitudes towards learning the language are presented below:

*Item13= "My parents show considerable interest in my Amharic learning."*

Table15: students' opinion about their parents' attitude towards learning Amharic. (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
13	F	%	F	%	F	%	F	%	F	%	F	%
	10	14.3	13	18.6	0	0	22	31.4	25	35	70	100

In item13, the students were asked whether their parents show interest in their learning of Amharic as a second language or not. In response, 25 (35%) students responded strong disagreement and 22 (31.4%) disagreement. However, a small number of the respondents indicated that their parents show considerable interest in their learning of Amharic. Accordingly, 13 (18.6%) of the participants agreed and 10 (14.3) of the participants strongly agreed, respectively. No one is responded as no opinion.

From this, we can understand that a total of 66.4% of students replied that their parents do not show considerable interest towards their children's learning of Amharic as a second language. On the contrary, only 33.7% of the respondents reported that their parents show considerable interest towards their learning Amharic. From this, we can deduce that a great majority of parents do not involve in their children's learning of Amharic as a second language. As pointed out by several scholars' favorable attitudes of parents towards learning the target language and the involvement leads to the students'

having favorable attitudes towards the language, towards the language use, towards the teacher, and this in turn leads to high motivation and high achievement.

In support to the above scholars since the majority of the respondents, parents do not show considerable interest the students' Amharic proficiency is low and the students have not favorable attitude towards the language this may be due to the reason that their parents do not have positive or favorable interest towards learning the language. So the students' Amharic proficiency and their parents' interest towards Amharic have direct relationship and this may be the reason for their becoming less proficient in their learning Amharic.

#### 4.3.4.1 Parents' Motivation for Learning Amharic

Another statement was presented for students to express their agreement regarding their parents' motivation of learning Amharic as a second language.

*Item20: "My parents feel that it is important to study Amharic to increase job opportunity outside the region."*

This question was designed to evaluate whether the parents are instrumentally or integratively motivated to the learning of Amharic as a second language.

Table16: Students' opinion on their parents' motivation for learning Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
20	F	%	F	%	F	%	F	%	F	%	F	%
	22	31.4	21	30	2	2.8	18	25.7	7	10	70	100

In response to the statement, 22 (31.4%) respondents reported that they strongly agreed and 21 (30%) agreed with the statement. On the other hand, 18 (25.7%) and 7 (10%) respondents disagreed and strongly disagreed with the statement, respectively. The remaining 2 (2.8%) of the respondents replied that they have no opinion on the idea.

From this, we can infer that a great majority of respondents 61.4% parents feel that learning Amharic solves the problem of job opportunity. In general, from this we can safely conclude that students’ parents are instrumentally motivated for their children’s learning of Amharic as a second language.

#### 4.3.4.2 Parents Attitude Towards the use of Amharic

Regarding this one item is raised for students to reflect their view on their parents’ attitude towards their use of Amharic.

*Item 18: “My parents feel happy when I speak Amharic in my home.”*

Table17: Students’ opinion on their parents’ attitude towards the use of Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
	F	%	F	%	F	%	F	%	F	%	F	%
18	18	25.7	15	21.42	10	14.28	18	25.7	9	12.85	70	100

As can be seen from the table, 18 (25.7%) of the total respondents replied their strong agreement on the statement and 15 (21.4%) of the respondents reported their agreement. On the contrary, 18 (25.7%) of the respondents disagreed with the statement and 9 (12.85%) strongly disagreed with the statement. A significant number of students 10 (14.28%) replied that they are not sure whether or not their parents are happy when they use the language.

From this we can see that, 40.7% of the students reported that their parents’ have positive attitude towards their use of Amharic. A significant number of parents are not happy when their children speak Amharic. Thus most students are not motivated by their parents and this may contribute to the students’ negative proficiency.

Saylor (1973:4) cited in Solomon (1995:28) asserts that the most important environmental influence which affects learners' attitude towards the language is believed to be support and sympathy he/she was given at home. Negative attitudes by the second language learners towards the target language, towards target language speakers and towards the language learning situations lead to unsuccessful second language learning.

The case of the subjects of this study, the learners do not get support and encouragements to speak Amharic at home and as a result, their Amharic proficiency is less and the students do not get the opportunity to speak Amharic in their home with their parents and this may be the cause for their becoming less proficient and the cause to have negative attitude towards learning Amharic.

#### 4.3.5 Teachers' and Parents' Encouragement of Students to Learn Amharic

This part examines whether or not students are motivated by their parents and teachers to learn Amharic. Different questions were designed for teachers and students. Here, the results are examined.

##### 4.3.5.1 Teacher's Encouragement of their Students in their Learning Amharic

*Item16: I encourage and motivate my students to develop Amharic*

In item 16, teachers were asked whether or not they motivate and encourage their students to learn and to develop Amharic. Their response is given in the table below.

Table18: Teachers' motivation and encouragement to their students (n=12)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
16	F	%	F	%	F	%	F	%	F	%	F	%
	4	33.33	3	25	3	25	2	16.66	0	0	12	100

In reaction to the above statement, 4 (33.33%) respondents strongly agreed and 3 (25%) of them agreed with the statement. On the contrary, 2 (16.66%) respondents disagreed with the statement and there was no strong disagreement. A significant number, 3 (25%) of respondents had no opinion for the statement.

From this we can realize that most of the teachers (58.33%) motivate and encourage their students to learn Amharic. In contrast a significant minority (25%) of teachers had no opinion on the issue this may be an indicator of their absent of motivation and only minorities of teachers do not motivate and encourage their students to learn Amharic.

To cross check the results in item 16 a parallel question is prepared in the students' questionnaire asking whether or not their teachers motivated and encouraged them to develop Amharic proficiency.

*Item13: My teacher encourages and motivates me to learn and develop Amharic proficiency.*

Table19: students' opinion about their teachers' motivation and encouragement in their learning Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
13	F	%	F	%	F	%	F	%	F	%	F	%
	10	14.2	5	7.1	5	7.1	20	35.7	20	35.7	70	100

As can be seen from the above data, the majority, 20 (35.5%) respondents who disagreed and another 20 (35.7%) who strongly disagreed (71% in total) said that their teachers did not motivate their students to learn the language. On the other hand, only 10 (14.20%) of the respondents strongly agreed and 5 (7.1%) of the respondents agreed that their teachers motivated and encouraged them to learn the language. The rest 5 (7%) respondents reported that they have no idea on the above statement. From this result, the researcher senses that only 21.3% of the students responded positively on their teachers' motivation

to learn the language while a huge number of students (71%) claimed that their teachers did not motivate and encourage them to learn Amharic.

From the above two parallel questions forwarded for students and teachers, there is a difference between the responses we get from themselves and from their students so from this difference the researcher can conclude that the teachers' motivation and encouragement to their students is less and rare. This implies that the students negative improvement of learning and developing Amharic. In general, teachers' encouragement and motivation may be a principal cause for students less proficient.

#### 4.3.5.2 Parents' Support of their Children in Learning Amharic

*Item15: "I get family support and follow up to learn Amharic."*

Table20: students' opinion about their parents support and follow up in their learning Amharic (n=70)

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
15	F	%	F	%	F	%	F	%	F	%	F	%
	10	14.28	15	21.4	3	4.28	24	34.28	18	25.71	70	100

As the above data shows, 24 (34.28%) and 18 (25.71%) of the students responded that they disagreed and strongly disagreed, respectively, with the above statement. On the other side, 15 (21.4%) students agreed and 10 (14.28%) students strongly agreed with the statement. The rest 3 (4.28%) students had no opinion on the statement. From the result, we can conclude that 60% of the students reported that they do not get family support and follow up in their learning of Amharic whereas only 35.6 % of the respondents claimed that they get family support and follow up in the learning of Amharic.

*Item 17: My parents help me in doing my Amharic homework.*

This question was designed to evaluate whether students get the opportunity to get support from their parents to develop their Amharic proficiency. In addition, it helps us to evaluate whether or not their parents have Amharic proficiency.

Table21: students’ opinion about the role of their parents in students’ home work.

Item no	Respondents responses										Total	
	SA		A		N		D		SD			
17	F	%	F	%	F	%	F	%	F	%	F	%
	3	4.28	15	21.4	2	2.85	24	34.28	26	37.14	70	100

We can understand from the above table that 15 (21.5%) respondents have agreed with and (4.28%) strongly agreed with the statement. On the other hand, 26 (37.14%) and 24 (34.28%) respondents strongly disagreed and disagreed with the statement, respectively. The rest 2 (2.8%) said that they have no opinion on the idea.

This shows that very few ( only 25.6%) get help from parents in doing their Amharic home works whereas, the majority of the respondents 71.4% do not get help from their parents’ in doing their Amharic home work.

To ensure success of students in the learning Amharic, parental involvement in their home work is very essential. As already noted in the literature review, the participation of parents in the students’ doing home works makes learning easy. (See Gardner’s idea on page 31, Carrol’s idea on page 32).

In case of the subject students for this study, they do not get parents support and follow up in their doing Amharic home work because of two things: one their parents do not have the subject matter knowledge and second the parents do not want to speak Amharic at all. This is may have a negative contribution in the students’ Amharic proficiency.

### 4.3.6 Data from Parents' Interview

An interview carried out with twelve parents of students. This is designed for further assessment of the parents' proficiency of Amharic, their attitude towards their children's learning of Amharic as a second language, their motivation and encouragement for their children to develop and use Amharic and other related items used to minimize or totally solve the students' second language learning problems. This has also helped the researcher to cross check with the data obtained from other instruments like the questionnaire related to parents' attitude and motivation of their children.

To explore the attitude, motivation and encouragement of the students' parents for their children to learn, use and develop Amharic, nine questions were prepared and qualitative data are obtained from the interviewees. The first question is related to their own level of proficiency in the second language.

**Item1:** "How proficient are you in Amharic?"(n=12)

Table22: self rated proficiency of Amharic by parents

Skills	Proficiency level							
	V.good		Good		Fair		Poor	
	F	%	F	%	F	%	F	%
speaking	1	10	3	30	3	30	3	30
Listening	3	30	2	30	3	20	2	20
Reading	1	10	3	30	3	30	2	20
Writing	-	10	2	30	4	20	4	40
Total	6	60	10	100	13	120	11	110

As can be seen from the above table, 20% respondents reported that they had very good proficiency, 30% good proficiency, 30% fair and 30% poor proficiency in speaking Amharic. Their listening proficiency is also, 30% very good, 30% good 20% fair and 20% poor. With regard to the reading proficiency of the respondents, 10% very good,

30% good, 30% fair and 20% poor. With respect to their writing proficiency, 30% good, 30% fair and 40% poor.

The data reveals that parents have different levels of bilinguality in Amharic, with better proficiency level in the spoken language. We can also understand from the above data that since writing is difficult for second language speakers, there is poor proficiency level in Amharic literacy in the research area.

**Item2:** “Do you think that learning Amharic as a second language is necessary for your children? Why? Why not?” (n=12)

In response to the above question, the majority (70%) of the interviewees responded that it is very essential to learn Amharic as a second language all over the country in general and for their children in particular. Only a small number (30%) of interviewees responded in disagreement on the necessity of learning Amharic as a second language. Those who agreed on the importance of learning Amharic as a second language pointed out that:

**It is necessary because:**

- It is the national language of the country
- It helps the learners to get job opportunity
- It makes students to participate in different social and economic domains of the country.
- It helps the students to communicate with people from the different cultures and heritages of the country easily.

On the other hand, those who disagreed with the above statement pointed out that:

- They live in Tigrinya speaking area and there is no need of adding Amharic.
- Its difficulty to the children contributes to their confusion rather than additional knowledge.
- Language is a means of identity and Tigrinya is enough to express the children’s identity so there is no need of learning Amharic in addition.

As the above result shows the majority of the parents want their children to learn Amharic for instrumental and integrative reasons, while a small number of respondents do not even believe in their children learning of the language as a second language.

**Item3:** Do you speak (use) Amharic with your children at home? (n=12)

In response to the above question, the majority (80%) of the interviewees responded that they do not use Amharic at all at home with their children, while only 10% of the respondents replied that they rarely use Amharic at home with their children. 10% of the respondents claimed that they use Amharic sometimes. There were no respondent that reported the frequent use of Amharic at home.

We can deduce from this result the majority of parents do not use Amharic at home with their children and because of this students do not get any exposure at home to develop Amharic as a second language.

As already indicated in the literature review, Carroll (1967) explains that “the greater the parents’ use of the foreign language at home, the higher the mean score of proficiency of the students.” So, favorable home environment makes students fluent in the second language. Supporting this idea McLaughlin (1985:83) pointed out that:

One of the important influences on children success in acquiring a second language in the classroom is the way they experience language in the home and community. The other socially important influence on children’s second language learning is the attitude of the parents and the community members to the target language. One might suppose that more favorable attitude towards the target language would lead to more successful second language learning.

Second language learning needs strong motivation from parents. It was clearly indicated in the literature review that, highly motivated students tended to spend more time outside the classroom studying, and doing home works in the second language. When we come to the parental motivation of these students as far as the parents’ interview is concerned, there were two questions raised to the parents.

**Item 4:** Do you encourage and motivate your children to develop their Amharic as a second language? (n=12)

In response to the above question 60% of the interviewees responded that they encourage and motivate their children to develop their Amharic while a significant number (40%) of the interviewees claimed that they do not motivate and encourage their children to learn and develop Amharic. One of the interviewees reflected the following ideas:

I motivate my children in their learning of Amharic frequently because Amharic is the national language of Ethiopia. Since we parents are responsible to our children even better than teachers to make them aware and motivate to them learn Amharic. More time should spend with us than with teachers. Parents should motivate their children by offering material support and psychological make up like appreciating, advising, giving tutorial support in the home and giving material prize like clothes, books and the like in the form of reward to their knowing the second language.

Another motivational question posed to the interviewees to reflect their idea for the whole community's attitude was the following:

**Item 5:** What do you think about the attitude of the community in their children's learning of Amharic as a second language? (n=12)

In response to the above question, about 80% of the interviewees reported that the community have a positive attitude towards Amharic whereas a small number (20%) of respondents said that they have a negative view towards the second language. Those who responded as having positive attitude explained their ideas one of which is shown below as a sample.

In the last decades Amharic is assumed to be the language of the Derg the regime, and a soldiers' language so that the people (society) do not yearn for to speak Amharic even they get the opportunity to speak the language. But at the present time the whole community accepts and believes that Amharic is the national language of the country and people try to acquire and learn the language wherever and whenever they get

the opportunity and the exposure. Besides, the community needs to learn and to become fluent speaker of the language.

In this case, the parents seem to be aware of the language as the language of the federal republic or the official working language of the country and they are in need of becoming proficient in the language. From this, we can see that the community have positive attitude towards the language. Even though it is a good opportunity for the children to develop the language, awareness with out a practical help does not guarantee the students' achievement and proficiency in their learning Amharic.

**Item 6:** What do you think would the reason for your children becoming less proficient in speaking Amharic? (n=12)

For the above question, (70%) respondents reported that the reason for the children to become passive in Amharic language is lack of exposure. Because the most important thing that need for children to become fluent in language is the exposure, they get the target language at home, in the community, and at the school. However, when we come to the Tigrinya native speaker children, it is only Tigrinya they use for communicative purposes. They speak Tigrinya in their daily activities, and in the school, the medium of instruction is Tigrinya and learning Amharic takes place two days per week, which is not enough. Because of these reasons, children become less proficient in Amharic. 20% respondents, on the other hand replied that they do not know the reason for their children's becoming less proficient in Amharic while only one interviewee (10%) reported that the reason for becoming passive in Amharic is the economy i.e. they do not get additional materials to refer.

**Item 7:** Do you feel happy and speak with them if you get Amharic speakers in your area? (n=12)

This question is designed to check the parents' integrative motivation. So with regard to this question most of the interviewees responded that if they get Amharic native speakers they feel happy and speak with them. Their reason for their becoming happy is and speak

with Amharic is they are in need of developing Amharic and they need to know the culture of Amharic speakers and other regions.

**Item 8:** Do you think there is a cultural difference between Amharic speakers and Tigrinya speakers? (n=12)

Parents asked to posit whether there is a cultural difference between Tigrinya native speakers and Amharic native speakers. Their response is that “even though there is no much variation, it is true that the difference in language make difference in culture too.”

**Item 9:** If your answer is ‘yes’ for the above questions, do you believe the difficulty of Amharic for your children is due to this difference? In this item, since language and culture are not separable, question is asked for parents if the difference in culture causes difficulty not to develop the language. According to them, majority of the respondents reported that we do not say that only the difference in culture hinder students but in small amount, it may hinder. Example the usage of the language is determined by culture.

## **Chapter Five**

### **Summary, Conclusion and Recommendations**

#### **5.1 Summary of the Study**

The general objective of this study was to investigate and examine the impact of mother tongue interference and some affective factors in learning Amharic as a second language. Discovering the possible patterns and relationships among such factors is also the objective of this study. To achieve this objective and to answer the research questions, 162 sample subjects including students, teachers and students parents were drawn from the six schools (both from rural and urban areas) of Wukro Wereda. All the sample students were from second cycle primary school grade eight and all the teachers were Amharic teachers who offer Amharic for grade eight students. The rationale behind involving teachers as participants in the study was to see and evaluate the students' mother tongue problems in the eyes of teachers. In order to fulfill the stated objectives of this study, questionnaire, interview, observations, essay writing and recordings were the main instruments used to gather reliable data. The data obtained through the questionnaire, particularly the close-ended questions were computed using simple statistical operations such as frequencies and percentages. The data obtained from the open-ended part of the questionnaire, and from the interviews, the essay and recording were analyzed qualitatively.

The study tried to see the impact of mother tongue interference in the students learning Amharic as a second language. The study also demonstrated the areas of the second language difficulty in the students learning of Amharic as a second language. Regarding the impact of mother tongue interferences, the phonological, morphological, lexical and syntactic interference (errors) were assessed and evaluated in the study. In the phonological interference of the students in their learning Amharic, the change of consonants and vowels were seen. With regard to the morphological interference; students' uses of the object marker, use of causative marker, use of benefactive and

malefactive markers, and formation of the compound nouns were seen and analyzed in the study.

In addition, in the study the students' errors committed because of the use of direct translation from their mother tongue into the second language and the students use of lexical borrowing because of their lack of second language vocabulary were also seen. The syntactic interference of the students, particularly in their use of coordinating conjunctions and their use of prepositions were also assessed in the study.

In addition to the impact of mother tongue interference, the impacts of the affective factors (motivation and attitude) were investigated. Teachers' and parents' effects of motivating students were assessed and discussed in the study. Concerning the attitude, the students, teachers and parents attitudes towards Amharic learning have been examined and with regard to the motivational orientations of the students, teachers and parents' motivational orientation in the one hand and the teachers' and parents' motivational role and encouragement on the other hand were seen and discussed in the study.

## **5.2 Conclusions**

The following are the main of the findings of the study.

- ❖ The linguistic impact of mother tongue interference was investigated in the study. Accordingly, the results of the study show that students face difficulties in the phonological, morphological, lexical and syntactic levels. Therefore, in learning the second language the mother tongue plays a negative role because it results in a clash of structures and ideas between the systems of the native language and the second language.
- ❖ The students' native language Tigrinya influences the learners' pronunciation of the target language in at least two ways. First, the change of consonants and vowels i.e. when there are sounds in the second language which are absent or rare in the target language Amharic, or the vice versa; learners may not be able to produce or even perceive the sounds correctly. Regarding this, palatals, velars and labial sounds are

the causes for mispronunciation of Amharic by the Tigrinya native speaker students. 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. So in general the change of vowels and consonants in favor of the MT are widely seen by the students in the learning of Amharic as a second language.

- ❖ Regarding morphological interference, the students' use of the malformative marker, formation of the compound nouns, use of the causative marker and use of the object markers are the main causes of errors in Tigrinya MT learners of Amharic as a second language. In all of the concepts students commit errors in the learning of Amharic because of their mother tongue interference.
- ❖ The study has conveyed that the differences that Tigrinya and Amharic have in syntactic structures led to the students' making of errors. These errors are particularly related to the use of conjunctions and prepositions and they are committed because of the mother tongue interference. Moreover, as the teachers' report in the questionnaire and the students' essay writing indicated at lexical level students make lexical errors because of mother tongue interference resulting from lack of the second language vocabulary and their use of direct and literal translation from Tigrinya to Amharic.
- ❖ As the students essay writing and teachers questionnaire are concerned, phonological interference is the most frequent and the most observable type of interference that students encounter in their Amharic speaking and writing.
- ❖ Students', teachers' and parents' attitude towards Amharic as a second language and their motivation towards the language were negative and low respectively. So there is a significant relation between the students' motivation and the students' second language proficiency. Students do not get motivation and encouragement from their teachers and parents and because of this their attitude towards the second language is negative and their proficiency in Amharic is not to the expected standard. Thus there is a direct correlation between the negative attitudes, less motivation and less language proficiency.

- ❖ When we compare the type of motivation to learn Amharic as a second language, the study shows that the students, teachers and parents were both instrumentally and integratively motivated even though their instrumental motivation is higher than the integrative motivation.
- ❖ Regarding the students' motivation and encouragement to learn the second language, the study demonstrated that they do not get motivation and encouragement from their parents and teachers. So the students' second language proficiency is low, and their educational achievements are low too.

### **5.3 Recommendations**

Based on the results of the study, the researcher would like to make the following recommendations.

1. In order to overcome the negative attitudes developed among students, teachers and parents; the government specially the Ministry of Education and the Regional Education Bureau, and the schools in collaboration with other non-governmental organizations should design work shops, packages of training and other related motives to develop the awareness about the use of learning the second language for both the students, teachers and parents and change their attitude. They must also take the concrete actions to enhance the motivations of the students to make the teaching-learning process of Amharic as a second language effective. As pointed out in the literature review, teachers and parents play an important role in the development of positive attitude of students towards the language and the learning of it. So the above concerned bodies should pay attention to change their negative attitude towards the language.
2. In response to the items designed to assess the students' attitude towards Amharic and their exposure to the language out side the classroom, the majority of the respondents reported that they don't use Amharic both inside and out side the classroom because of the lack of exposure to Amharic in the environment. It is therefore, recommendable that the schools in general and subject matters teachers in particular

should prepare a way to initiate and encourage students to use and practice the language both inside and outside the classroom by designing extracurricular activities like arranging an Amharic day, involving the students in the school mini-media and making them to speak in Amharic and making the students to write poems, literature and the likes in Amharic.

3. It is obvious that the language teacher and language learner should know the structures of both the mother tongue and the second language. Because such knowledge can help the language teacher identify the areas of difficulty or the sources of influence of the mother tongue on the second language. Teachers can use this knowledge to develop some methods to rectify the interferences. Moreover, it is recommendable that teachers should give emphasis for the difference in structure and usage of the native language and the second language so that they can compare the two languages and find the gaps the students between intended proficiency of the students in the second language and the actual performances. They can also minimize the communication barriers and try to minimize or eliminate the gaps.
4. For the designers of the curriculum of the Education Bureau of the Region it is recommendable that since the allotment of two periods per week for Amharic is not enough especially for the non-native speakers of the language to master the language at phonological, morphological, syntactic and lexical levels, curriculum designers should consider the shortage of time and consider the addition of periods. In addition the Regional Bureau should prepare enough materials that can help students to see the differences and the similarities between the first language and second language. Preparing a bilingual dictionary and additional reference books for grammar that can clearly indicate the differences between the two languages are also suggested.
5. It is recommended that designers of Amharic as a second language curriculum for Tigrinya speakers work hand in hand with the Amharic teachers because these teachers can point out the areas of difficulty and their students' communication gaps. These endeavors should be carried out as frequently as possible to reassess and determine which aspects of the current syllabus fit into the students' needs.

6. According to the students' questionnaire, teachers who offer Amharic for Tigrinya native speakers usually use Tigrinya to explain and clarify difficult concepts during Amharic lessons. So it is recommended that teachers should minimize the use of Tigrinya to solve difficulties of ideas and concepts. To solve difficult terms, ideas and concepts, it is recommended to use contextual clues and examples in the target language rather than translating it in to the students' mother tongue.
7. It is difficult for the Tigrinya native language students not to include their native language when they are talking or writing in the second language. So it is recommended that teachers' should pay a particular attention to the students' errors that cause interference of mother tongue in to the second language learning at every level and anticipate the errors prior to practice. The teachers effort in carrying out adequate drills to reduce the occurrences of the interference during language learning is really important to avoid the problem.
8. The result of the present study revealed that affective variables influenced learners' second language performance as language professionals, then; we have an obligation to respond not only to learners' linguistic needs, but also their affective needs to produce more successful language learners.

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# ***APPENDICES***

# *Appendix A*

*Addis Ababa University*

*College of social science and humanities*

*Department of linguistics and Philology*

**Questionnaire to be Filled by Teachers**

**Dear teacher:**

The purpose of this questionnaire is to collect primary data on the impact of mother tongue interference and some affective factors in second language acquisition and learning. Your contribution is very important to forward constructive suggestions and recommendations for the impact of mother tongue interference and some affective factors in second language acquisition for Tigrinya speakers in their learning Amharic.

The effectiveness of this questionnaire depends on your genuine response to the questionnaire. Your response will be kept confidentially. Therefore, you are kindly requested to be as frank as possible while responding to each item in the questionnaire.

**Thank you in advance for your kind cooperation and time!**

## **General directions**

- There is no need of writing your name in any part of the questionnaire.
- Be brief and direct in responding to the open- ended questions and write down your response in the space provided.

## **General Information**

Name of your school: \_\_\_\_\_

Age:

Sex: Male  Female

Academic qualification: TTI  Diploma  Degree

Educational back ground: Language  Social science

Natural science  others

Your experience  teaching Amharic

**Direction two: Give a brief answer for the items requiring completion  
and choose the best answer for items requiring selection.**

1. In your students' Amharic essay writing, do you come across words that are completely/ genuinely Tigrinya?

- a. yes    b. sometimes    c. never    d. not sure

2. If your answer for question no '1' is 'yes, write the words students usually interferes?

\_\_\_\_\_

3. Among the following, which interference is most frequent in students' learning Amharic?

- a. phonological            c. syntactic            e. specify others \_\_\_\_\_

- b. morphological            d. lexical

4. Are the syntax of Amharic different from Tigrinya syntax?

- a. yes                            b. no                            c. no opinion

5. If your answer for question no '4' is 'yes' mention the syntactic difference in Amharic and Tigrinya.

\_\_\_\_\_

6. "Do you usually observe morphological interferences in your students' learning of Amharic?"

\_\_\_\_\_

7. Mention Amharic consonants which are difficult for your students in their speaking and writing Amharic and give example for each consonant.

\_\_\_\_\_

8. Do your students make pronunciation errors because of vowel harmony?

- a. yes                            b. no                            c. not sure

9. If your answer for question no '8' is 'yes', write the examples of vowels and their examples that your students frequently make?

\_\_\_\_\_

10. What problems do your students encounter when they learn Amharic as a second language?

\_\_\_\_\_

11. Are you encountered with words which are structurally Amharic and lexically Tigrinya in your students essay writing?

- a. yes                      b. no                      c. no opinion

12. If your answer for no is yes write words that your students usually make in their pronouncing and writing.

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13. What solution do you suggest to solver the problem of mother tongue interference in learning the second language?

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Direction two: in the table below, you are provided with statements that describe your opinion to wards the teaching-learning Amharic. Please indicate your agreement or disagreement by Putting a tick mark (✓) in the boxes under the scales: SA, A, UN, D, SD where: SA = strongly agree, A= agree, N =no opinion, D=disagree, SD=strongly disagree.

**Attitude and motivation**

No	Statements	SA	A	N	D	SD
14	My students have high interest to learn Amharic					
15	<i>I like Amharic language because I love Amharic native speakers and appreciate their culture.</i>					
16	I encourage and motivate my students to speak and develop Amharic.					
17	Learning Amharic is important for students' future carrier.					
18	I feel relaxed when I use Tigrinya during Amharic lesson.					
19	I have high interest to teach Amharic for my students					
20	Due to the similarity of the two languages students get difficulty					
21	I do not think two periods per week is enough for second language learners to acquire Amharic.					

## Appendix B

### Tigrinya version of teachers' questionnaire

ዩኒቨርሲቲ ኣዲስ ኣበባ  
ፋኩልቲ ሂውማኒቲስ  
ክፍሊ ትምህርቲ ስነ-ልቦና

ብተምሃሮ ዝምላእ ዕሕፋዊ መሕትት

ዝኸበርካ/ኪ መምህር:

ዕላማ እዚ ዕሕፋዊ መሕትት ናይ ተምሃሮ ኣፍ መፍትሒ ቋንቋ (ቋንቋ ትግርኛ)

ጣልቃ ምእታውን ካልኣት ተዛመድቲ ፀገማትን ኣብ ምምሃር ካልኣይ ቋንቋ (ኣማርኛ) ዘስዕቦ  
ዕዕንቶ ኣብ ዝብል ርእሲ መፅናዕቲ ንምክያድ ንተደላዩ ሓበሬታ ንምርካብን እዩ።

ናይዚ ዕሕፋዊ መሕትት ውዕኢት ዝውሰን ናትካ/ኪ እሙንን ሓቃውን ዝኾነ መልሲ  
(መረዳእታ) ኣብ ምሃብ መሰረት ዝገበረ እዩ። ስለዚ እትህቦ መልሲ (መረዳእታ) ክንዲ  
ዝክኣለካ/ኪ ተኣማንን ሓቃውን ክኸውን ብትሕትና ይላቦ።

ንትሕብብርኩም ብጣዕሚ የመስግን!!

#### መተሓሳሰቢ:

- ❖ ኣብ ዝኾነ ይኹን ናይዚ ዕሕፋዊ መሕትት ወረቀት ሽም ምፅሓፍ ኣየድልን።
- ❖ ነቶም ክፍቲ ቦታታት ኣብ እትመልከሉ እዋን መልስኩም ግልፅን ቀጥታውን ይኹን።
- ❖ መልሲ ኣብ ምሃብ ነቲ ምረፅ ዝበለፀ እዩ እትብልዎ መማረፂ መልሲ ኣብ ሳንዱቕ ንዝተቐመጡ ሕቶታት ድማ መልሲ ክውን ይክእል እዩ እትብሉ/ልዩ ናይ ምልክት (✓) ኣቕምጥ/ጢ።

ሽም ቤት ትምህርቲ:-----

ዕድሙ: ትሕቲ 15  15-18  ልዕሊ 18

ፆታ: ተባ  ኣነ

ናይ ትምህርቲ ደርጃ: : TTI  Diploma  Degree

ዝተመረቐሉ ዓይነት ሙያ: ትግርኛ  ኣማርኛ   
እንግሊዘኛ  ካሊእ -----

ብመምህርነት ዝሰርሐሉ ዓመት ብዝሓት: \_\_\_\_\_

መምርሒ ሐደ፡ ነዘም ሕቶታት መልሲ እዩ እትብልዎ መማረቂ ዝሓዘ ፊደል ነቲ ምረፅ ሓጺርን ግልፅን ነቲ ክፍቲ ቦታ መልሲ ይሃቡ/ባ።

1. ተምሃሮኻ ብኣማርኛ ዓንቀፅ ኣብ ዝፅሕፈሉ እዋን ሙሉእ ብሙሉእ ናይ ትግረኛ ቃላት ተቐጫጦሞዶ ኣጋጢሙኩም/ክን ዶ ይፈልጥ?

ሀ/ እወ ለ/ ሐደ ሐደ ጊዜ ሐ/ ኣይፈልጥን መ.ርግፀኛ ኣይኮንኩን

2. ናይ ሕቶ ቁፅሪ ሐደ መልእኹም/ክን እንተከይኑ እቶም ኩሉ ጊዜ ጣልቃ ዝኣትው ቃላት ወይ ፊደላት ይፅሓፉ/ፋ።

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3. ኣብ ኣማርኛ መምሃር እየናይ ጣልቃ ገብነት እዩ ብዝለየለ ዝኸሰት ኢልኩም ትግምቱ?

ሀ/ ስነ ድምፀ ልሳን ለ/ ስነ ምእላድ ሐ/ ስነ መዋቅር

መ/ ስነ ቃላዊ ትርጉም ሰ/ ካሊእ መማረቂ እንተሃልዩ ያጥቁሱ/ሳ---

4. ናይ ኣማርኛ ስነ መዋቅር ካብ ናይ-ትግርኛ ስነ መዋቅር ይፈላሎ ዶ?

ሀ/ እወ ለ/ ኣይፈላለን ሐ/ ሓሳብ የብላይን

5. ናይ ሕቶ ቁፅሪ ኣርባዕተ መልእኹም/ክን እወ እተኾይኑ ዝፈላለዩሉ ዓውዲ ይፅሓፉ/ፋ

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6. ተምሃሮኻ ኣማርኛ ዛብ ዝመሃርሉ እዋን እቶም ኩሉ ጊዜ እት-ዕዘበም ናይ ስነ ምእላድ ጣልቃ ገብነት እንታይ እንታይ እዩም?

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7. ተምሃረኹም/ክን ኣማርኛ ኣብ ዝፅሕፉሉን ዝናገርሊን እዋን ከበድቲ ዝኾኑ ተነቡብቲ ብኣብነት ኣርኢ/ዩ።

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8. ብናይ መናብብቲ ምቕያር ምክንያት ተምሃሮኹም/ክን ናይ መምድማፅ ሽግር የጋጥሞም ዶ?

ሀ/ እወ                   ለ/ አየጋጥሞምን                   ሐ/ ሐሳብ የብለይን

9. ናይ ሕቶ ቁፅሪ ሸሞንተ መልስኹም/ኸን እወ እተኾይኑ እቶም ኩሉ ጊዜ ዝፍፀሙ ስሕተታት ይግለፁ/ፃ፡፡

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10. ተምሃሮኹም/ኸን አማርኛ ኣብ ዝመሃርሉ እዋን ዘጋጥሞም ፀገማት እንታይ እንታይ እዮም?

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11. ተምሃሮኹም/ኸን ብአማርኛፃንቀፅ ኣብ ዝፅሕፉሉ እዋን ናይ አማርኛ ቅርፅን ናይ ትግርኛ ቃላትን ኣጋጢሙኹም/ኸን ዶ ይፈልጥ?

ሀ/ እወ                   ለ/ አየጋጥሞምን                   ሐ/ ሐሳብ የብለይን

12. ናይ ሕቶ ቁፅሪ ዓሰርተ ሓደ መልስኹም/ኸን እወ እተኾይኑ እቶም ኩሉ ጊዜ ኣብ ምድማፅን ምንባብን ዘጋጥሙ ቃላት ይግለፁ/ፃ

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13. ነቲ ናይ ኣዶ ቋንቋ ጣልቃ ገብነት ኣብ አማርኛ ምምሃር መፍትሒ እዩ እትብሉዎ/ኦ ነገር እንተሃልዩ ይግለፁ/ፃ

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መምርሒ ክልተ፡ ነቶም ኣብ ሳንዱቕ ዘለዉ ሓሳባት ናትካ ሓሳብ ናይ(✓) ምልክት ብምጥቃም መልስ/ሲ ቻብቲ ሳንዱቕ ብይ = ብጣዕሚ ይስማዕማዕ ይ = ይስማዕማዕ ሓዩ = ሓሳብ የብለይን ኣይ = ኣይስማዕማዕን ብኣይ = ብጣዕሚ ኣይስማዕማዕን ይወክሉ።

ተ.ቁ	ሙሉእ ሓሳብ	ብይ	ይ	ሓዩ	ኣይ	ብኣይ
14	ተምሃሮይ ኣማርኛ ንምምሃር ልዑል ድሌት ኣለዎም					
15	ኣማርኛ ምምሃር ምስ ዝተፈላለዩ ናይ ሃገርና ሰባት ንምርካብ ይጠቅም					
16	ንተምሃሮይ ኣማርኛ ንኸናገሩን ንኸማዕቡሉን የበራታትዎምን የተባብዎምን እየ					
17	ኣማርኛ መምሃር ንናይ ተምሃሮ ቀፃሊ ንሮኡም ብጣዕሚ ጠቓሚ እየ					
18	ኣማርኛ ኣብ ዝምህረሉ እዋን ትግርኛ እንትጥቀም ደስ ይብለኒ					
19	ንተምሃሮይ ኣማርኛ ንምምሃር ልዑል ድልዎት ኣለኒ					
20	ብምክንያት ናይ ክልቲኦም ቋንቋታት ተመሳሰልነት ተምሃሮ ናይ ምድማፅ ፀገም ይበፅሑም					
21	ኣማርኛ ከም ካልኣይ ቋንቋ ኣብ ዘመሃርሉ እዋን ኣብ ሰሙን ክልተ ጊዜ እኹል ኣይኮነን					

## *Appendix C*

### *Addis Ababa University*

*College of social science and humanities*

*Department of linguistics and Philology*

#### **Questionnaire to be filled by students**

#### **Dear student:**

The purpose of this questionnaire is to collect primary data on the impact of mother tongue interference and some affective factors in second language acquisition and learning. Your contribution is very important to forward constructive suggestions and recommendations for the impact of mother tongue interference and some affective factors in second language acquisition for Tigrinya speakers.

The effectiveness of this questionnaire depends on your genuine response to the questionnaire. Your response will be kept confidentially. Therefore, you are kindly requested to be as frank as possible while responding to each item in the questionnaire.

**Thank you in advance for your kind cooperation and time!**

#### **General directions**

- There is no need of writing your name in any part of the questionnaire.
- Be brief and direct in responding to the open- ended questions and write down your response in the space provided.

#### **General information**

Name of your school \_\_\_\_\_

Age: below 15  15-18  above 18

Sex: Male  Female

**Direction one: Give short and brief answer for the items requiring completion and choose the best answer for items requiring selection.**

1. Do you speak Amharic out side the classroom with your parents and friends?

- a. yes                      b. no                      c. no opinion

2. If your answer for question no '4' is 'no' write the reason in the space provided.

---

3. Do you get good result in Amharic?

- a. yes                      b. no                      c. no opinion

4. If your answer for question no '2' is 'no' write the reason in the space provided.

---

5. "Does your teacher usually use Tigrinya language to explain concepts during Amharic lesson?"

- a. yes                      b. no                      c. no opinion

6. If your answer for no '5' is 'yes' in what context does your teacher use Tigrinya?

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Direction two: in the table below, you are provided with statements that describe your opinion to wards the teaching-learning Amharic. Please indicate your agreement or disagreement by Putting a tick mark (✓) in the boxes under the scales: SA, A, UN, D, SD where: SA = strongly agree, A= agree, N =no opinion D=disagree, SD=strongly disagree.

#### Attitude and Motivation

No	Statements of attitude	SA	A	N	D	SD
7	My teacher is not happy to teach us Amharic.					
8	My teacher feels that learning Amharic is very important.					
9	I think Amharic is the most interesting subject we have at school.					
10	When I write letters to my friends I prefer to use Amharic					
11	My parents show considerable interest in my Amharic learning					
12	I would like to learn Amharic starting from grade one					
13	My teacher encourage and motivate me to learn and develop Amharic proficiency					
14	I get family support and follow up to learn Amharic.					
15	My parents motivate and encourage me to learn Amharic.					
16	I enjoy meeting people who speak in Amharic					
17	My teacher advice and motivate me to use Amharic in and out side the classroom.					
18	I like learning Amharic to get a higher paying job					
19	My parents feel that it is important to study Amharic to get job opportunity out side the region.					
20	My parents feel happy when I speaker Amharic in my home					

# Appendix D

## Tigrinya version of students' questionnaire

ዩኒቨርሲቲ ካዲስ ኣበባ

ፋኩልቲ ሂውማኒቲስ

ክፍሊ ትምህርቲ ስነ-ልቦና

ብተምሃሮ ዝምላእ ዕሕፋዊ መሕትት

ዝኸበርካ/ኪ ተምሃራይ/ሪት

ዕላማ እዚ ዕሕፋዊ መሕትት ናይ ተምሃሮ ኣፍ መፍትሒ ቋንቋ (ቋንቋ ትግርኛ) ዘስዕቦ

ጣልቃ ምእታውን ካልኣት ተዛመድቲ ፀገማትን ኣብ ምምሃር ካልኣይ ቋንቋ (ኣማርኛ) ዘስዕቦ ዕዕንቶ ኣብ ዝብል ርእሲ መፅናዕቲ ንምክያድ ንተደላዩ ሓበሬታ ንምርካብን እዩ።

ናይዚ ዕሕፋዊ መሕትት ውዕኢት ዝውሰን ናትካ/ኪ እሙንን ሓቃውን ዝኾነ መልሲ (መረዳእታ) ኣብ ምሃብ መሰረት ዝገበረ እዩ። ስለዚ እትህቦ መልሲ (መረዳእታ) ክንዲ ዝክኣለካ/ኪ ተኣማንን ሓቃውን ክኸውን ብትሕትና ይላቦ።

ንትሕብብርኩም ብጣዕሚ ዩመስግን!!

መተሓሳሰቢ:

- ኣብ ዝኾነ ይኹን ናይዚ ዕሕፋዊ መሕትት ወረቀት ሽም ምፅሓፍ ኣየድልን።
- ነቶም ከፍቲ ቦታታት ኣብ እትመልከሉ እዋን መልስኩም ግልፅን ቀጥታውን ይኹን።
- መልሲ ኣብ ምሃብ ነቲ ምረፅ ዝበለፀ እዩ እትብልዎ መማረጺ መልሲ ኣብ ሳንዱ ች ንዝተቐመጡ ሕቶታት ድማ መልሲ ክውን ይክእል እዩ እትብሎ/ልዩ ናይ ምልክት (✓) ኣችምጥ/ጢ።

ሽም ቤት ትምህርቲ-----

ዕድሜ: ትሕቲ 15  15-18  ልዕሊ 18

ፆታ: ተባ  አን

**መምርሒ ሓደ፡ ነዞም ሕቶታት መልሲ እዩ እትብልዎ መማረፊ ዝሓዘ ፊደል ምረፅ/ፊ፡፡**

1. ካብ ክፍሊ ወፃኢ ምስ ወለድካን ዓርክኻን ኣማርኛ ተናጊርካ ዶ ትፍልጥ?

ሀ. እወ ለ. ኣይኮነን ሐ. ርግፀኛ ኣይኮንኩን

2. ኣብ ቁፅሪ ሓደ መልስኻ/ኺ ኣይኮነን እንተኾይኑ ምክንያቱ ግለፅ/ፊ

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3 ኣብ ኣማርኛ ትምህርትኻ ፅቡቕ ውፅኢት ዶ ትረክብ?

ሀ. እወ ለ. ኣይኮነን ሐ. ሓሳብ የብለይን

4 ኣብ ቁፅሪ ሰለስተ መልስኻ/ኺ ኣይኮነን እንተኾይኑ ምክንያቱ ግለፅ/ፊ፡፡

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5. ኣብ ናይ ኣማርኛ ክፍለ ጊዜ መምህርኩም ሓሳባቶም/ተን ንምግላፅ ትግርኛ ይጥቀሙ/ማ ዶ?

ሀ. እወ ለ. ኣይኮነን ሐ. ሓሳብ የብለይን

6. ኣብ ቁፅሪ ሓሙሽተ መልስኻ/ኺ እወ እንተኾይኑ ኣብ ከመይ ዓይነት ዓውዲ ከም ዝጥቀሙ ግለፅ/ፊ፡፡

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መምርሒ ክልተ፡ ነቶም ኣብ ሳንዱኻቶ ዘለዉ ሓሳባት ናትካ ሓሳብ ናይ(✓) ምልክት ብምጥቃም መልስ/ሲ ቻብቲ ሳንዱኻቶ ብይ = ብጣዕሚ ይስማዕማዕ ይ = ይስማዕማዕ ሓየ = ሓሳብ የብለይን ኣይ = ኣይስማዕማዕን ብኣይ = ብጣዕሚ ኣይስማዕማዕን ይወክሉ።

ተ. ቁ	ሙሉእ ሓሳብ	ብይ	ይ	ሓየ	ኣይ	ብኣይ
7	መምህራይ ኣማርኛ ኣብ ዘምህርሉ እዋን ደስተኛ እዮም።					
8	መምህራይ ኣማርኛ ትምህርቲ ብጣዕሚ ጠቓሚ እዩ ኢሎም ይኣምኑ					
9	ኣማርኛ ኣብ ቤት ትምህርት ካብ ዘለው ትምህርትታት እቲ ብጣዕሚ ጠቓሚ እዩ።					
10	ንግርክይ ደብዳቤ ኣብ ዝዕረፈሉ እዋን ኣማርኛ ደስ ይብልኒ					
11	ወለደይ ኣማርኛ ብምምሃይ ብጣዕሚ ደስ ይብልኒ					
12	ካብ ቀዳማይ ክፍለ ጀሚረ እንተዝመሃር ደስ ምበልኒ					
13	መምህራይናይ ኣማርኛ ክእለተይ ንክማዕብል የበራታትዑኒን የተባብዕኑን እዮም					
14	ኣማርኛ ኣብ ዝመሃረሉ እዋን ናይ ቤተ ሰብ ሓገዝን ክትትልን ይረክብ እየ					
15	ወለደይ ናይ ኣማርኛ ክእለተይ ንክማዕብል የበራታትዑኒን የተባብዕኑን እዮም					
16	ኣማርኛ ተናገርቲ ሰባት እንትረክብ ብጣዕሚ ደስ ይብልኒ					
17	መምህራይ ካብ ክፍለ ወፃኢ ኣማርኛ ንክናገር ይመኽሩንን የበራታትዑኒን እዮም					
18	ኣማርኛ ምምሃር ዝፎቱ ልዑል መሃያ ዘለከዎ ስራሕ ንምርካብ ኢለ እየ					
19	ወለደይ ኣማርኛ ብምምሃር ካብ ክልል ወፃኢ ናይ ስራሕ ዕዳል ንምርካብ እዩ ኢሎም ይኣምኑ					
20	ወለደይ ኣብ ገዛይ ኣማርኛ እንትናገር ብጣዕሚ ደስ ይብሎም					

## *Appendix E*

### *Addis Ababa University*

#### *College of social science and humanities*

Department of linguistics and Philology

#### Interview questions for Parents

Good morning/afternoon! My name is \_\_\_\_\_ I came from the department of linguistics of Addis Ababa University to study *the impact of mother tongue interference and some affective factors in learning Amharic as a second language*. The purpose of this interview is to collect primary data on the impact of mother tongue interference and some affective factors in second language acquisition and learning. So, this study concerns to you one way or the other way. So, your opinions are worthwhile to the study. Therefore, you are kindly requested to tell me the true response for the questions I ask you.

I would like to let you know that any information will be kept confidential.

1. How proficient are you in Amharic?
2. Do you think that learning Amharic as a second language is necessary for your children? Why? Why not?"
3. Do you speak (use) Amharic with your children at home?
4. Do you encourage and motivate your children to develop their Amharic as a second language?
5. What do you think about the attitude of the community in their children's learning of Amharic?
6. What do you think would be the reason for your children becoming less proficient in speaking Amharic?
7. Do you feel happy if you get Amharic speakers in your area?
8. Do you think there is a cultural difference between Amharic speakers and Tigrinya speakers?
9. If your answer is 'yes' for the above questions, do you believe the difficulty of Amharic for your children due to this difference?

## Appendix F

### Tigrinya version of students' interview

#### ቃለ መሕትት

ብወለዲ ተምሃሮ ዝምላእ ቃለ መሕትት

ብመጀመርታ ነዚ ቃለ መሕትት ፍቓደኛ ኮይንኩም/ክን ስለ ዝተሓባበርኩምኒ ብጣዕሚ የመስግን።

ሽመይ ተክላይ ካሕሳይ ይበሃልኩብ ዩኒቨርሲቲ ኣዲስ ኣበባ ናይ ካልኣይ ድግሪ (ማስተርስ ድግሪ) ስነ-ልቦናዊ ትምህርቲ ተምሃራይ እዮ።

ዕላማ እዚ ቃለ መሕትት ናይ ተምሃሮ ኣፍ መፍትሒ ቋንቋ (ቋንቋ ትግርኛ) ጣልቃ ምእታውን ካልኣይ ተዛመድቲ ፀገማትን ኣብ ምምሃር ካልኣይ ቋንቋ (ቋንቋ ኣማርኛ) ዘስዕቦ ዕዕንቶ ኣብ ዝብል ርእሲ መፅናዕቲ ንምክያድን ተደላዩ ሓበሬታ ንምርካብን እዮ።

ናይዚ ቃለ መሕትት ውዕኢት ዝውሰን ናትኩም/ክን እሙንን ሓቃውን ዝኾነ መልሲ (መረዳእታ) ኣብ ምሃብ መሰረት ዝገበረ እዮ። ስለዚ እትህብዎ/ኩ መልሲ (መረዳእታ) ክንዲ ዝክኣለካ/ኪ ተኣማንን ሓቃውን ክኾውን ብትሕትና ይላቦ።

ንትሕብብርኩም ብጣዕሚ የመስግን!!

1. ናይ ኣማርኛ ክእለቶም እንታይ ይመስል?
2. ኣማርኛ ከም ካልኣይ ቋንቋ ምምሃር ንደቅኹም እንታይ ረብሓ ኣለዎ ኢልኩም ትሓስቡ?
3. ኣብ ገዛኹም ምስ ደቅኹም ኣማርኛ ትናገሩ ዶ ትፈልጡ?
4. ደቅኹም ኣማርኛ ንክማዕብሉ ተተባብዕዎምን ትሕገዝዎምን ዶ?
5. ደቅኹም ኣማርኛ ካብ ትግርኛ ብተወሰኹ ብምምሃርም ደስተኛ ዲኹም?
6. ናይ ማሕበረ ሰቡ ኣማርኛ ኣብ ምምሃር ዘለዎ ድልዎትን ስሚዒትን እንታይ ይመስል?
7. ንደቅኹም ኣማርኛ ኣብ ምንጋርን ምንባብን ምክንያት ምድኻም እዩ እትብልዎም ነገራት እንታይ እንታይ እዮም?
8. ናይ ኣማርኛ ተናገርቲ ሕብረተ ሰብ እንትረክብ ደስተኛ ዲኻ?
9. ናይ ኣማርኛ ተናገርቲ ባህልን ናይ ኣማራኛ ተናገርቲን ባህልን ይፈላለ እዩ ኢልኩም ዶ ትኣምኑ?
10. መልስኹም እወ እንተኾነ ኣብ ናይ ተምሃሮ ኣማርኛ ምምሃር ዘሎ ዕልዋ መልዓሊ እዩ ኢልኩም ትእምኑ?

## *Appendix G*

*Addis Ababa University*

*College of social science and humanities*

*Department of linguistics*

### **Classroom observation check list**

School-----date-----

Grade and section-----time -----

No	Student concerned statements	Yes	No	Examples of students errors	remark
1	Students try to speak Amharic when they respond for questions.				
2	Students have good attitude towards learning Amharic.				
3	Students speak Amharic with much interference from their mother tongue.				
4	Students speak well formed grammatical sentences when they respond for questions in Amharic.				
5	Students do not understand what the teacher says in their learning.				
6	Students use improper use of consonant voicing and germination				
7	Students use genuine Tigrinya words while answering Amharic questions.				
8	In their class work students discuss in Tigrinya				
9	Is there pronunciation problem				

10	Is there Phonological errors made by students				
11	Is there Morphological errors made by students				
12	Is there Syntactic errors made by students				
13	Is there Lexical errors made by students				
14	Teacher motivate and encourage his or her students to speak in Amharic in the classroom				
15	The teacher has enough knowledge and speak very good Amharic while he teaches his her students				
16	The teacher give constructive feed back in the written part of students errors on the board and in their exercise book				
17	The teacher motivates his/her students to participate and to speak in Amharic				
18	Teacher tell his/her students how to pronounce words which are difficult them				
19	Teacher tell his/her students the structural and usage difference between the two languages				
20	The teacher has enough knowledge of phonology, morphology, syntax and vocabulary of Amharic				
21	The teacher use Tigrinya to clarify difficult concepts				





## **DECLARATION**

*I hereby declare that 'the impact of mother tongue interference and some affective factors in second language learning the case of Wukro second cycle primary schools' is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.*

*Name:* Teklay Kahsay

*Signature:* \_\_\_\_\_

*Place:* Addis Ababa University

*Date of the submission:* 16/06/2011