

ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**AN EXPLORATION OF TEACHERS' BELIEFS AND PRACTICES ABOUT
LEARNERS' OWN LANGUAGE USE IN EFL CLASS: THE CASE OF
MENGESHA JEMBERIE HIGH SCHOOL**

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By

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DECLARATION

I, the undersigned, declare that this dissertation is my original work and has not been presented for a degree in any other university.

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ABSTRACT

The main purpose of this study was to explore teachers' beliefs and practices about learners' own language use in EFL classrooms. To meet this purpose, a descriptive case study design was employed. Mengesha Jemberie High School English language teachers and students in West Gojjam, Ethiopia, were involved in the study. To collect data, questionnaires, classroom observations, and one -to-one in-depth interview, were administered. Both quantitative (SPSS 20 Software) and qualitative (Open Code 4 Software) were used to analyze the data. Cronbach's alpha coefficient was used to test the reliability of teachers' questionnaire. The Cronbach's alpha test upshot was .88 alpha levels. The finding indicates that the vast majority of teachers' belief about learners' own language use in EFL classrooms is positive. Teachers use learners' own language sometimes in EFL classrooms. As a result, the majority of teachers reflected that learners' own language is an important tool that could contribute a lot to students' success in the EFL classroom. The result also shows that own language use in EFL classrooms indicates some significant components which makes it different from the existing approach of EFL teaching. English language teachers' reasons to use learners' own language in EFL classrooms were to clarify difficult concepts, motivate students, and help teachers to teach grammar. Teachers have other perceived reasons to use learners' own language in EFL classroom such as students' poor English language proficiency, lack of exposure in the school context, and own language helps students to enhance their confidence to learn English. Based on the results, it can be concluded that teachers do have positive belief about learners' own language use in EFL classrooms. Thus, learners' own language use in EFL classroom has pedagogical contribution and significantly contributes to the development of teaching English methodology. Implications are thus deduced for EFL curriculum and instruction on own language use in EFL classroom reasonably.

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Operational Definition of Key Words

Belief: Operationally, the word belief is used as teachers' tendency to use or not to use learners' own language in EFL classrooms.

Practice: In this research context, practice can be operationalized by English language teachers' every day activities or presentations made by using learners' own language in their EFL classroom.

Reason: It is operationalized that teachers' justification and cause to use or not to use learners' own language in EFL class.

Own Language: In this study context, the term "Own Language" has the same meaning as learners' first language (Amharic).

Language Policy: A general principle and directive expressed through a law or other appropriate means indicating how one government or an authorized body intends that the languages spoken in the country or the institution it leads are to be used, preserved and developed.

Mother Tongue: A language that a person first acquires to speak, to effectively convey his/her needs and thoughts as well as to communicate with others.

Second Language: A language that a person learns or becomes familiar with after his/her mother tongue.

English as a Foreign Language: Refers to a situation where the role of English language in the social life is minimal and restricted to the classroom or school contexts.

Indigenous Language: A language spoken by an Ethiopian nation, nationality or people and transferred from one generation to the next.

Endangered Language: A language that is going to be disappeared because of its native speakers lost due to various reasons.

Monolingualism: The communicative competence of an individual, nation, nationality, or people in one mother tongue only.

Bilingualism: The communicative competence of an individual, nation, nationality, or person in the mother tongue and one other language.

Multilingualism: The communicative competence of an individual, nation, nationality, or people in other languages in addition to the mother tongue.

Abbreviations

EFL:	English as a Foreign Language
L1:	First Language
L2:	Second Language
GTM:	Grammar Translation Method
DM:	Direct Method
CLT:	Communicative Language Teaching
SLA:	Second Language Acquisition
ZPD:	Zone of Proximal Development
OL:	Own Language
FDRE:	Federal Democratic Republic of Ethiopia

CHAPTER ONE

1. Introductions

1.1 Background of the Study

This study attempted to look into teachers' belief and practice about learners' own language use in ELT context. In the light of this, the objective of the study was to explore teachers' belief and practice about learners' own language (Amharic) use in EFL classroom. Nowadays learners' own language use in EFL classroom has become a frequently used concept all over the world.

The use of mother tongue has been an inevitable part of second or foreign language teaching in various contexts where both the teachers and the learners have the same mother tongue. Although it was strictly prohibited at different times according to different language teaching methods such as Direct Method and Audio-lingual Method, it is allowed in various methods and approaches such as Natural Approach, Communicative Language Teaching, Task-Based Language Learning, etc. It is reasonable to say that the history of foreign language learning and teaching has always been an important practical concern.

According to Richards and Rodgers (2001:3) five hundred years ago, Latin was the dominant language of education, commerce, religion, and government within the Western world. However, French, Italian, and English gained in importance due to the political changes in Europe. Currently, English language is the world's most widely studied as a second or foreign language. Because of this, sixty percent of today's world population is multilingual.

In English teaching history, there has been an intense argument between scholars who follow an "intra-lingual strategy" (e.g., Swain 1985, Nunan 1987, McDonald 1993, Cook 2001, Skehan 2001 and Sharma 2006). This means; a monolingual approach which rejects first language use in EFL classroom, and a "cross-lingual strategy" (e.g., Stern 1992, Atkinson 1993; Auerbach 1993, Levine 2003, Butzkamm 2003, 2009; and Harmer, 2007); which allows reasonable use of learners' first language or mother tongue in EFL

classroom. In the 18th century, the use of L1 in teaching a foreign language was widespread and it was most evident in the Grammar Translation Method.

However; within the 19th century, there was a shift far away from written form to spoken form and therefore the Berlitz Method marked the shift far away from the cross-lingual strategy towards the intra-lingual strategy (Howatt, 1984). According to Howatt (1984), there are three main principles of foreign language teaching: (1) Foreign language teaching should be done exclusively within the foreign language; (2) Translation between the own language and foreign-language should be avoided; and (3) In bilingual programs, the two languages should be kept separate. This tradition was so strong that it's dominated teaching practices so far.

According to Richards & Rodgers, (2001:50-153); throughout the method era, it was Berlitz Method and the extreme version of the Direct Method that rigidly and explicitly rejected own language use in second language teaching. Following behaviorism and structuralism, however, the Audio-lingual method rejected L1 use on a logical ground. That is, they believed that L1 should be avoided to attenuate negative transfer. However, they acknowledged that other methods including Suggestopedia, Silent Way, Community Language Learning, and Communicative Language Teaching left some room for L1 use to clarify the meaning of dialogue, give instructions when necessary, establish a secure learning environment, and help the flow of communicative activities and tasks respectively.

According to Thornbury (2006), the continued survival of grammar translation may be a consequence of the simplicity of its implementation, especially with large classes. Similarly, translation-based approaches also support self-study texts, such as 'teach yourself' sequence. However, beyond traditional grammar translation, "a wider recognition and re-evaluation of the utilization of learners' own language in EFL classrooms is now emerging, drawing upon a variety of theoretical and pedagogical insights into the character of learning and its broader social purposes." (Ibid)

If one goes far away from the season of methods, the history of English language teaching is characterized by arguments, pro and con of mother tongue use in EFL classrooms. Some scholars advocate an intra-lingual strategy since they believe: (1) language is best learned when the language is used for real and meaningful communication (Nunan, 1987); (2) In EFL contexts, classroom is that the only chance for

high school students to use the target language within the classroom (McDonald, 1993); (3) It helps learners internalize grammar and obtain accustomed to thinking in English through exposure (Sharma, 2006); (4) It helps learners to supply comprehensible output (Swain, 1985); (5) Any reduction of the L2 would then be seen as a wasted opportunity for valuable comprehensible input (Krashen, 1981) ; (6) It's in line with the naturalistic principle, that is, people can learn a second language within the same way as their mother tongue (Cook, 2001); and (7) Negotiation of meaning between learners, learners and teachers, is additionally seen as a key to the second language acquisition process (Skehan, 2001). However, their belief seems to ignore the concept of cross-lingual strategy or a reasonable use of learners' own language and its role as a tool in EFL classrooms.

On the other hand, researchers like (Atkinson, 1987, 1993; Auerbach, 1993; Butzkamm, 2003, 2009; Levine, 2003; among others) who think that learners' own language or mother tongue should not be entirely avoided by teachers or students in EFL classrooms. They recognize several advantages in using bilingual teaching methods and that they argue that the mother tongue should be used regularly and systematically when it's appropriate. This thinking may mitigate the failure to communicate adequately between learners and teachers; because there will be a situation when teachers and students do not share common understanding in EFL classrooms.

Digging into the history of English language teaching Harbord (1992:350) struggles that the "strategy of mother tongue avoidance" in EFL classrooms are often explained by the emergence of two major trends: (1) the expansion of ELT as an off-the-cuff career for young travelers visiting Europe, which demanded the utilization of English only within the classroom; and (2) the event of a "British-based teacher training movement", which aimed toward providing guidance to English teachers working with multilingual classes. Rejecting these historical trends and therefore the theoretical perspectives preceding them, "evidence from research and practice is presented which suggests that the rationale accustomed to justify English only within the classroom is not both conclusive and pedagogically sound," (Auerbach, 1993:5).

According to Cook, (2010); Littlewood and Yu, (2011); Hall and Cook (2012), much of the 20th century, the utilization of one's own language in teaching and learning was excluded by ELT theorists and methodologists. The idea is that a replacement language should be taught and learned monolingually, without regard to or use of the learners' own

language within the EFL classroom. Although, professional and methodological discussions and debates within English teaching assumed that English is best taught and learned without the utilization of the students' own language, English-only assumption has been increasingly questioned, and therefore the role of own language in EFL classrooms is being reassessed. Some teachers argue that students shouldn't use their own language within the EFL classroom. Repeatedly, these teachers felt that the 'English only' or L2 rule would benefit their students' learning process (Cook, 2001).

On the opposite hand, some language methodology books briefly discussed how learners' own language or L1 often utilized in the foreign language classroom. These books tend to offer friendly advice to the teacher on the way to handle the utilization of learners' own language within the EFL classroom (Fournier, 1990; Lado, 1990).

Researches on L2 teaching methodologies show considerable shift in the practitioners' views towards the use of L1 in L2 classroom in the history. The main reason for the shift has been the change in the popularity of the different teaching approaches and methodologies over time. Early teaching practices had a widespread use of L1 in teaching any other language, and it was considered impossible to teach a second language without using the first language of the learners. Grammar translation method had long been popular which promoted bilingual approach and extensive use of the first language of the learners. Proponents of the method think that teachers' directions in L1 are easy to understand and it saves the communicative breakdowns. It is also believed that it is very easy to explain the concepts and lexical parallels and equivalents in the first language (Richards & Rogers, 2001).

In the latter half of the last century "monolingual" approach got more popularity though audio-lingual method was already in practice since the early nineteenth century. Bilingual teaching and grammar translation received heavy criticism and considered to have negative effects on the learning process. As a result policy makers and educationists stressed more on the use of the target language to teach L2, and thought it was the best way of learning and teaching L2 (Howatt 1984). Furthermore, they believed that direct language approach provides learners' with maximum exposure to the practice the target language, gives opportunity to take risk and negotiate the meanings with fellow learners. Recent trends in methodology show that the use of only one- language could not uphold

its authority, in spite of its worldwide influence and there has always been opposition and debate (Phillipson, 1992; Auerbach, 1993).

Literature on this topic show that practices of English language teaching in the educational institutions both at lower and tertiary levels are heavily dependent upon on the teacher s' discrete autonomy around the world. Teachers exert great influence on methodology and classroom activities. These practices are largely driven by their beliefs, regardless to the institutional and government policy whatever they emphasis. Researches on this issue shows great degree of disagreement among the opinion of the practitioners and researchers. One group of researchers totally rejects the effectiveness of using learners' own language and propagates the only use L2 to maximize the exposure of the learner to the target language. While others are against the total deletion of L1 form L2 classroom, and they insist on at least judicious use of L1 for specific purposes to maximize the learning opportunity.

Research on this topic is multidimensional, as studies address certain aspect of L1 use and provides certain implications for the teaching. Some researchers survey actual practices in the classroom and compared it with the beliefs and perceptions of teachers and students about it. Several studies investigate the purposes and functions of its use. Results of the studies show that there is some degree of confusion whether or not L1 should be used and if it has some value, in their point of view, then when and what amount of L1 should be used in L2 classroom. This study aims to explore teachers' belief and practice about learners' own language in EFL class.

According to Federal Democratic Republic of Ethiopia Ministry of Education (2009) the objective of teaching English in Ethiopia is to develop students' understanding and use of English, both as a subject and as a medium of instruction in high school. It focuses on all four language skills equally, developing students' survival skills as well as building confidence and learning strategies through skills practice and specific activities. Ethiopian English syllabus aims to facilitate the development of language in meaningful contexts which are suited to high school students. In addition, English for Ethiopia is designed to encourage interaction among students through pair work, group work and whole class activities. A balance is provided between interactive, communicative exercises in the form of discussion, debate, dialogue, role-play and so on and independent exercises in the form of composition writing, silent reading, grammar practice, etc. In this

way, students learn and practice English which is meaningful to them and which has a real purpose and context. For this reason, the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills.

English language syllabus in Ethiopia has suggested the following psychological preparation of high school students. This includes: motivating students to learn English by using interesting and enjoyable methods, communicating in English in both speaking and writing and using the language creatively, building on learners' natural curiosity and desire to try things out, taking account of students' capacity for imagination and creativity, developing in learners sensitivity to foreign languages and cultures, raising students' awareness of the mother tongue and English, developing among students a positive attitude to language learning, talking about how different students learn and specific strategies to enhance learning.

Teachers' teaching beliefs and practices seem to be fundamental to get up the standard of ELT; because beliefs and practices would have impact on the foremost effective teaching methods. Therefore, the researcher believes that teaching methods must be reviewed and tested in several settings, all teachers may or might not follow theoretical principles although they're not explicitly stated, many factors may influence ELT process; throughout the history of ELT, controversial trends on methods are used, all ELT methods may or might not have always a positive contribution, the present and fundamental theories would require research reflections to enhance the consistency of relatively effective teaching methods.

The difference between theory and practice; and conflicting ideas among scholars about own language use in EFL classrooms are another motivational factor for the researcher to conduct this study; because on this issue, own language use in EFL classrooms have made gradually more arguments among researchers and language teachers for several years.

1.2 Statement of the Problem

Nowadays in Ethiopia, to be successful in English language teaching (ELT), English language teachers are under pressure to produce students who have good proficiency in English language skills. To remain proficient, teachers must not only delight their students, but also they must produce proficient students and teach the language proficiently.

Although significant number of studies in Ethiopia revealed that most teachers were in favor of using learners' language and considered it as a learning strategy and a facilitator (e.g., Kenenisa, 2003; Heugh and et al, 2007; Mekonnen, 2009; Cook and Hall 2012; Abiy and Mohamed, 2012; and Dereje and Abiy, 2015), there have been considerable gaps in identifying teachers' beliefs about learners' own language use in EFL classrooms, examining teachers' reason for using learners' own language in EFL classroom, assessing teachers' practice about learners' learners' own language use in EFL classroom, investigating how often teachers use learners' own language in EFL classroom, and exploring teachers' reason for not using learners' own language in EFL classroom.

The researcher looks at the ELT context specifically, where both teachers and students share the same own language (L1), in this case, Amharic. This study is aimed to explore teachers' beliefs and practices about learners' own language use in the EFL classroom. Although most of the related global findings are discussed on 2.10 under the literature part, here are some researches which are more related to the current research.

Maiko (2011) has conducted exploratory research on English-only policy for all in Japan university English classrooms. The major finding indicated that university education lies in the way institutions utilize the multiple languages used in EFL classrooms. To investigate the feasibility and effectiveness of own language use in EFL teaching, the researcher suggested that further researchers should give great value to explore teachers' belief about learners' own language use in EFL classrooms and observe classes in which the two languages (L1 and L2) are used interchangeably.

Graham and Cook (2013) conducted global surveys on own language use in EFL class; the major finding was that the vast majority of participant teachers reported that they use

learners' own language to explain when meanings in English are unclear, explain vocabulary and grammar when teachers considered it necessary. Their research finding also indicated the role of own language use in developing rapport and a good classroom atmosphere. However, the conducted survey used questionnaires and interviews only as instruments that were administered online. Although the majority of respondents completed the questionnaire online, a considerable number of teachers did not complete it because of limited technological access. The interview was collected again electronically through the Online Survey Monkey Site throughout the world. The qualitative data was collected through interviews with teachers who had only completed the questionnaire and offered to participate further.

Their study has considerable gaps; these are; they did not use appropriate research instruments and instrument administration problems; because the qualitative data was collected through an interview which was not conducted face to face, rather administered online by providing interview questions only. This is most probably the same as an interview through a questionnaire without the presence of the interviewer and the interviewees. This process may lack probing, which is an important approach for a researcher to investigate individuals' beliefs. Since they gathered the data through online technology, they could not conduct the observation. Here, the current researcher wishes to fill the former researchers' gap by using further instruments such as in-depth interviews, video recordings, and rigorous observations. In addition to this, the current researcher has distributed questionnaires to students for triangulation purposes. Again, these researchers suggested that teachers' beliefs and practices about learners' own language use in EFL classrooms require further investigation and discussion, not only by methodologists but also by teachers and other ELT practitioners based on different settings.

A study was conducted by Schweers (1999), about the use of L1 in his monolingual Spanish-speaking classes in Puerto Rico. Based on his study findings; the vast majority of students (over 80%) found the use of L1 in EFL classroom is useful; to explain difficult concepts; feel more comfortable and confident; check comprehension; define new vocabulary items and when they feel lost.

A similar study carried out by Tang (2000) in the Chinese university context reported that teachers and students have a positive belief about the use of Chinese as L1 in their EFL classes. Burden (2001) also investigated the beliefs of 290 students and 73 teachers at five universities in Japan. The results showed that both students and teachers believe in the importance of L1 in explaining new vocabulary, giving instruction, talking about tests, grammar instruction, checking for understanding, and relaxing the students.

In the same fashion, Brian and Damian (2011) have studied an attitudinal survey of 29 native English speaker teachers at a Japanese university where “the exclusive use of the target language is promoted as an important feature of the optimal foreign language learning environment.” The study result indicated that “contrary to the official policy, many teachers believed that selective use of students’ L1 by the teacher or by students could enhance L2 learning in various ways within a communicative framework.” The researchers argue that “teachers and students themselves are best placed to determine, based on the immediate context of the classroom, what constitutes the optimal use of the target language and the L1.”

Rezvani and Eslami (2011) again conducted an explanatory study of code-switching between English and Farsi by four Iranian English as a foreign language (EFL) teachers and situated that code-switching might be a good device for bilingual teachers when learners and teachers share the same ethnic and cultural background, and own language (L1) use in EFL classroom contributes to better learners’ comprehension and the better teacher-student relationship.

In another research Timor (2012) distributed a questionnaire for 112 elementary and secondary English teachers in Hebrew-speaking schools in Israel and found that teachers generally had a positive belief about the use of the mother tongue, but they also had a feeling of guilt while using L1 since it was not accepted by school leaders.

At the same time, Fatih (2012) conducted research on the beliefs of English language teachers about the use of L1 in the teaching of L2. The finding was contradicted from one teacher to another which means “some of the teachers believe that it would be nonsense to talk about the use of L1 while one is still using the Grammar Translation as the method of teaching. Others believe that the overuse of L1 is making the students lazy. They

believe that when students switch to their language, they are neither cognitive nor analytic in understanding the target language.”

Coming to the local researches which have slight resemblances with the current research are conducted by different researchers. For example, Dereje and Abiy, (2015), have conducted related research entitled, “‘Male and Female EFL Teachers’ Code-Switching to L1 in their EFL Classrooms: their Attitudes, Reasons and Beliefs about the Functions of Code-Switching.’” Their major finding indicated that the majority of male EFL teachers in this study had negative beliefs about L1 use in EFL classrooms and did not acknowledge its benefits much. In contrast, their finding showed that the majority of female teachers had positive beliefs about its use and acknowledged its advantages. The majority of female EFL teachers claimed that they frequently applied intra-sentential types of code-switching consciously; while male teachers applied inter-sentential code-switching unconsciously. The causes that influenced the participant teachers to switch their code to L1 (Amharic) include filling their gaps in speaking English; that is, filling the gap of their poor competence in English.

Jemal (2012) also researched on the use of first language in EFL classrooms. The findings presented that the ‘Afaan Oromoo’ language was used in EFL classrooms for various functions and the beliefs of students and teachers about using their own language in EFL classrooms were generally positive.

Kenenisa (2003), was involved to assess first-year college students’ and EFL teachers’ classroom use of Oromo language, although he used limited (two) sample teachers and (fifty) students. His findings indicated that teachers and students use L1 in their EFL classroom for different functions and had a positive belief about its use. In the same fashion, Mekonnen (2009) had conducted a study on “Implications of the use of mother tongue versus English as a language of instruction for academic achievement in Ethiopia.” Based on this research finding, the choice of an appropriate language of instruction is one of the foremost significant factors that contribute to the effectiveness of any education. His finding reveals that the use of mother tongue in education has resulted in better achievement in sciences and mathematics and no significant differences in English achievements when compared to the utilization of English as the language of instruction.

Getasew (2007) carried out another related study entitled “Bilingual instruction: the practice of using Amharic and English as a medium of instruction to teach one subject in some selected private primary schools in Yeka sub-city, Addis Ababa.” That the choice of instructional languages may be a controversial issue because it is that the key element to speak and comprehend concepts was the point of argument of his work. Getasew’s work focused on assessing the practices and perceptions towards bilingual instruction. His work mainly discovered that schools were not using the instructional language policy instructed by Addis Ababa City Administration, due attention was not given in sensitizing school principals and teachers on instructional language selection and usage, education experts and school directors have no idea on models of bilingual education.

Kiadist (2012), also conducted research on “‘Teachers’ attitude towards Using Amharic in English Language Classrooms.” The finding indicated that teachers, directors, Parent Student Teacher Associations have a positive attitude towards using Amharic in English language classrooms. Although there are number of studies discussed about teachers’ beliefs and practices on the use of own language in EFL classroom, there remain substantial gaps in teachers’ knowledge and understanding of the extent to which and how learners’ own language is used in EFL classes, the beliefs and practices that teachers hold about own language use in EFL classrooms. School case study of classroom practices, teachers’ beliefs, and the possible reasons for these beliefs offer extensive observations and in-depth interviews to explore teachers’ beliefs and practices about learners’ own language use in EFL classrooms.

As far as the researcher’s knowledge is concerned, although scanty researches have been conducted in Ethiopia, studies conducted on this issue did not address the important aspects research methodology and no research was conducted specifically related to this issue in West Gojjam, Mengesha Jemberie High School level in 2021.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to explore teachers' beliefs and practices about learners' own language use in EFL classrooms.

1.3.2 Specific Objectives

To achieve the general objective, this study was targeted to meet the following specific objectives.

1. Identify teachers' belief about learners' own language use in EFL classrooms.
2. Examine teachers' practice about learners' own language use in EFL classrooms.
3. Assess teachers' reasons for using learners' own language in EFL classrooms.
4. Investigate how often teachers use learners' own language in EFL classrooms.

1.4 Research Questions

This research project focused to address the following four research questions:

1. What is teachers' belief about learners' own language use in EFL classrooms?
2. What are teachers' practices of learners' own language use in the EFL classrooms?
3. Why do teachers use learners' own language in the EFL classrooms?
4. To what extent do teachers use learners' own language in EFL classrooms?

1.5 Significances of the study

The researcher believes that this research would have the following significances. First, it would provide methodological insights, information related to beliefs and practices about own language use in EFL classrooms. Second, it would have pedagogical contributions and serve those who wish to develop a curriculum and design ELT materials as a reference to their own language use in EFL classrooms. Third, it would motivate English language teachers to know about their beliefs, reasons, and practices about learners' own language use in EFL classrooms. Finally, it may stimulate other researchers to conduct similar or further studies and serve as an initial work.

1.6 Scope of the study

This study was focused on teachers' beliefs and practices about learners' own language use in EFL classrooms in Dangila Town; West Gojjam, Ethiopia. To manage the study carefully, the study was delimited to one government high school English language teachers in Mengesha Jemberie High School. Hence, generalizations of the findings might be delimited to the population from which the sample was selected and the variables (beliefs and practices about learners' own language use in EFL classrooms), in which this research was focused.

1.7 Limitations of the study

This study was conducted with caution as much as possible. However, there are some limitations in this study. The first limitation was that due to the nature of the study (case study), the research site was limited to one high school. Therefore, regarding the quantitative data, the number of participant teachers and students were limited to 21 and 30 respectively. Thus, care should be taken to make generalizations of the findings to larger populations. The second limitation was that; even though it is a case study, it would have been better to involve more than 29% of teachers in the classroom observation and in the indepth-interview section. The third limitation of this study was that the researcher did not use a co-observer during classroom observations. Had another co-observer been involved, the study would have produced a better picture. Although the researcher tried his best to control the possible extraneous variables through observation checklist and video record, it would have been better to involve co-observer.

Fourth, if the researcher had made repetitive observations, it would have been better to investigate relatively a complete picture of teachers' practice. Fifth, unless it affects the number of participants in the questionnaire, it would have been better to confine the study to a certain grade level. Sixth, although the recorded lessons were audible and visible, there were still some noises during recording. Two problems were identified for the noise: first, the constant back and forth movements of the teachers made it difficult for the recorder to capture their voices clearly. Second, the background noises of students both from within and outside of the classroom situation.

1.8 Organizations of the Paper

The first chapter of the study has a confined background of the study, statement of the problem, objectives, significance, scope, limitations, and organization of the study. The other part of this study consists of four chapters. These are; chapter two is review of related literature on teachers' beliefs and practices about learners' own language use in EFL classroom context, including the history of English language teaching in Ethiopia, Ethiopian language policy, research findings on learners' own language use in EFL classrooms, theoretical framework, and conceptual framework or model of the study. Chapter three addresses the methodology of the study, including design, setting, participants and sampling techniques, data collection tools, data collection procedures, data analysis method, and the pilot study. Chapter four addresses results and discussions of the main study. Chapter five settles the summary of major findings, conclusions and recommendations. Finally, the bibliography and appendices are sorted out.

CHAPTER TWO

2. Review of Related Literature

2.1. The History of ELT in Ethiopia

According to Wikipedia (2020), when Ethiopia is in focus until the early 1900s, formal education was limited to a system of religious instruction organized and presented under the support of the Ethiopian Orthodox Church. Orthodox Churches were prepared individuals for clergy and for other religious duties and positions. As a result, the church schools provided religious education to the youngsters of the nobility and to the sons of a limited number of tenant farmers and servants related to the elite's families (Wikipedia, 2020). Misguided policies caused only a few children to receive education. As a result, Ethiopia did not meet the educational standards of other African countries in the early 1900s (Wikipedia, 2020).

According to Diribsa et.al, (1999), “French was first taught as a foreign language by native teachers. During the Italian occupation, the Italian government had attempted to introduce its own education system and Italian was taught for a short time.” Later on, after the Italians left the country in 1942, British teachers started the institute and English had come to the ground (Ibid). Teaching English as a foreign language in Ethiopian educational settings is often related to the introduction of recent education within the country. In Ethiopia, modern education was introduced at the turn of the 20th century and it was officially begun with the opening of Menelik the Second School in Addis Ababa after a long history of religious education in the country (Ibid).

In Ethiopia, English taught as a particular discipline in all grade levels and it's a medium of instruction at the secondary and tertiary levels. In addition to being a service language, it is the language for international commerce and communication. The researcher believes that greater consideration is not given to English teachers to qualify and make them efficient enough regarding English teaching; particularly, the problems of the multilingual nature of the school community and learners' own language use in EFL classrooms.

2.2. Language Policies in Ethiopia

According to Getachew and Derib (2006) language policies of Ethiopia in the different regimes were different and seemed to be progressive. The use of Amharic before Haile Silassie the first was a 'de facto' language policy, because there was no written constitution or policy document. From Haile Silassie the first, forward constitutions were written although nothing was clearly stated regarding the language use policy. Similarly, Getachew and Derib (2006) also indicated that the military government had tried to address the issue of linguistic equity and rights in the constitution more overtly than its predecessor.

Conferring to Getachew and Derib (2006:48):

“Although article 2.5 of the 1980 constitution states that the People’s Democratic Republic of Ethiopia ensures the equality, respect and development of the nationality languages practically, there were no other languages given any official status nor there were any implications in the constitution that other languages could be used for official purposes.”

Both the new constitution and the education policy of the country officially and clearly laid the equity of every vernacular language and the right to use each for education, administration, business, and communication. The current national constitution and education policy seem to possess limitations and still fail to be complete and satisfactory to each ethnicity, which have manifested for better implementation and practicality. However, the Federal Democratic Republic of Ethiopia Ministry of Education (2009) acknowledged and suggested the following syllabus contents and activities underpinning students’ psychological characteristics that are believed appropriate to promote their English language learning:

- ✓ Motivating children to find out English by using interesting and enjoyable methods.
- ✓ Communicating in English, using the language creatively, taking delight in talking.
- ✓ Building on young learners to interact for play and fun.
- ✓ Taking into account students’ capacity for imagination and creativity.
- ✓ Developing young learners’ sensitivity to foreign languages and cultures.
- ✓ Raising students’ awareness of their mother tongue and English.

- ✓ Developing a positive attitude to language learning.
- ✓ Can be personalized according to students' interests.
- ✓ Contextualized and meaningful, with an actual purpose and audience in mind.
- ✓ Encouraging creative, productive, and enjoyable use of language.
- ✓ Provide opportunities for interaction to develop fluency.
- ✓ Enable teachers to settle on a method that suits the mood.
- ✓ Help learners understand by using various senses: seeing, hearing, feeling, etc.
- ✓ Provide different modes of learning like: verbal, visual, musical, logical, physical, interpersonal, etc.

A language policy is a high-level governmental document that sets decisions and guidelines for and determines what language and for what purposes shall be utilized in a given country (Getachew and Deribe, 2006). In other words, language policies are legal but political decisions on the status, development, function, etc. of languages in a state. According to Kembo-Sure (2003: 252), good language policy makers should reflect the following considerations while making the policy:

1. Human rights implications for minorities.
2. Economic utility of each language.
3. National integration and government efficiency.
4. Group identity as well as personal identity.

According to Hirut, W., (2007), in most cases; since policies are made by politicians and politically committed experts, policies fail to consider one or more of the above. For example, if one looks at the existing Ethiopian language policy, it seems to have focused on the human rights implications, but not the well-regarded economic utility and the national integration issues in the language policy might bear (Ibid).

Furthermore, Heugh, et al., (2007), suggested that such high-level political documents do not guarantee a clear understanding of what they actually mean in implementation. Therefore, institutions and activities like language education policy, language planning, language management, and other constituting elements; like, (status planning, corpus planning, acquisition planning, etc.) are required down the way in the hierarchy of institutions and decision-making bodies (Ibid). There remains much to be done in Ethiopia in these critical and implementational steps.

Although Ethiopia is a multinational and multilingual country where over 80 languages are spoken, most of these languages have been denied equal government recognition and support during the past political systems. This has prevented the languages from developing to a level that would enable them to become languages of education and commerce, a media of dissemination for science and technology, means of cultural and literary growth, in short, the channels of modern civilization. The language rights of the nations, nationalities, and peoples of Ethiopia were not respected. Minority languages became exposed to the threat of being swallowed by other languages and risked disappearance together with their cultural heritage and indigenous knowledge.

The 1995 Constitution of the Federal Democratic Republic of Ethiopia has set the legal framework for addressing better than ever before the demands for language rights. The Constitution gives equal state recognition to all indigenous languages. The Regional States have the right to choose their own working languages. Furthermore, the right of every nation, nationality and people of Ethiopia to use, develop, and preserve its language has been guaranteed by the Constitution. Although the country is multilingual, the fact that speakers of some of the languages collectively constitute the majority of the population raises high significance in promoting multilingualism, reinforcing multinational cohesion and building a single economic and socio-political society.

In addition, since some of these languages are transboundary and shared by millions of people in the Horn of Africa, their potential role in fostering economic, cultural, and diplomatic integration between Ethiopia and the neighboring peoples and nations is considerable. Nevertheless, due to the fact that just one language was chosen to serve as a working language at the level of the Federal Government, the Constitution has not provided the framework that enables these languages to play a greater role in building a nation state.

Moreover, although the constitution recognizes the right of every nation to use its language, the exercise of this right is not free from challenge. For example, the constitutional recognition of the equality of languages was not consistently translated into practice in all Regional States. In the process of conferring recognition, the perception entertained about the linguistic distinction between language and dialect has caused confusion.

The decision to use languages, without the benefit of adequate preparation and research, as working languages and languages of education has turned into an impediment to the development and growth of the languages themselves. The approach used in selecting working languages and employing them as the media for education and for the dissemination of knowledge of science and technology, has not been conducted in an institutionalized and planned manner that treats language development like any development endeavor in other sectors. Since language development is often initiated without sufficient preparation and with no system in place for accessing specialist support from political leadership, the process has been constrained by organizational, supply and coordination challenges (FDRE language policy, 2020).

Although the current government do not yet implement under the national constitution and education policy, the Federal Democratic Republic of Ethiopia has prepared a written language policy both in Amharic and English version in February, (2020). The vision of this language policy seems to see the languages of the nations, nationalities, and peoples of Ethiopia grow and enable people to benefit from all-round developments and foster the creation of a democratic society in which people enjoy mutual respect, understanding and unity. According to the FDRE language policy (2020:4-10); the language policy rationale, the language policy fundamental principles, and the language policy objectives are presented below.

2.2.1. The FDRE Language Policy Rationales

The current government has the following language policy rationales:

1. To address the need for creating a policy framework that enables the granting of a higher status, role, and function at the federal government level to those languages that are spoken by a majority of the population, that are being used widely for governmental functions, that promote multilingualism, foster bonds among people, consolidate multi-nationalism, engender the building of a nation-state, and by virtue of their trans-boundary presence, promote closer ties with neighboring peoples and countries;
2. To lay down the principles and national mechanism for addressing issues arising in the use, preservation, and development of languages due to the lack of a clear and independent language policy despite the constitutional recognition of language rights;

3. To ensure that our language policy is framed not only in terms of language rights and equality, but also in terms of a shared polity that we aspire to build as a country and a collective vision that we want to uphold;
4. To develop and capacitate language that facilitates national, regional, continental, and international ties and relations;
5. To create a framework that enables all languages to develop so that they can become the media for the dissemination of science and technology and instruments for promoting modern life;
6. To enable marginalized languages to develop and serve as working languages, the means of transferring science and technology, the medium of instruction from primary to higher education levels, and to make them the means of expression of a rich literature;
7. To create a system for providing the institutional, human, financial, and material resources necessary for implementing the constitutional provisions on language rights at every level of the administrative structure and in every government sector;
8. To devise a system in which language planning and development activities at all subnational and national levels will be conducted in accordance with a predefined program of action and timeframe as in any other development sector.
9. To create a mechanism whereby the process of choosing a working language, the medium of instruction, and a writing system, including their implementation, will be conducted with due regard to the individual and collective language rights recognized by the Constitution, and based on a set of country-wide criteria, as well as in a coordinated manner;
10. To facilitate the necessary conditions for the documentation, preservation, and revival of endangered languages;
11. To facilitate the conditions for the preservation, study, and use of Ethiopia's written heritage for cultural development purposes;
12. To withstand the cultural invasion transmitted through the mass media and entertainment industry, protect national identity, and strengthen the culture of self-confidence.

2.2.2. The FDRE Language Policy Fundamental Principles

The current government has six fundamental principles of the language policy:

1. Protecting and respecting Constitutional principles and rights;
2. Guaranteeing the equal recognition of all Ethiopian languages and accepting multilingualism as a national asset;
3. Assigning a higher mission and status at the federal government level and elevating the national worth of those languages that have a greater opportunity for strengthening the bonds between people, promoting multinationalism and enhancing regional cooperation;
4. Assuring social justice to all nationals with respect to issues related to language rights;
5. Accepting all languages and writing systems of the country as national heritage and assets;
6. Using language as a means of the individual and collective empowerment of nationals and as a tool for advancing national development.

2.2.3. Objectives of the FDRE Language Policy

The FDRE language policy has the following four general and eight specific objectives continuously:

1. To establish new structures and institutions as well as the operational modality for effectively translating into action the language rights recognized by the Constitution of the Federal Democratic Republic of Ethiopia;
2. To create a policy framework that enhances, at the level of the federal government, the functions of those languages that have significant potential for promoting multilingualism, strengthening ties between people, and nurturing a socio-politically unified nation, while also advancing Ethiopia's relations and cooperation with neighboring countries;
3. To facilitate the identification of solutions for the challenges that have been and will be encountered in the utilization of language for government functions, and to avail the policy framework for providing sustainable and legal responses to language-related public demands;
4. To develop a nation-wide system for language use, language planning and language development, and to create a conducive environment for the development of the

languages so that they become a suitable means of disseminating science and technology.

5. To create a conducive environment wherein marginalized or endangered languages can receive systematic institutional support and to facilitate their transfer from generation to generation along with their cultural values and knowledge;
6. To preserve, develop, and apply for developmental purposes Ethiopia's languages, including sign language, writing systems, and other linguistic resources and heritage, with the support of research, education, and technology;
7. To devise a mechanism for using language development to empower nationals to participate in economic, social, and political processes; to promote unity and integration among people; and to enhance the opportunities of nationals to access information vital for their livelihoods;
8. To develop more languages into working languages that can play a greater role in facilitating and forging stronger national, regional, continental, and international relations;
9. To create a system for coordinating the activities of language researchers so that they can contribute more effectively to the development of languages;
10. To devise strategies for creating greater awareness of the nature of, and distinctions between, languages and their dialects to correct the misperceptions prevailing among certain sections of the general public;
11. To create enabling conditions within the country for the in-depth study of Ethiopia's ancient written languages, to enhance their contribution to the development of other languages and cultures, and to make accessible to the public the indigenous knowledge inherent in these languages;
12. To put in place the necessary conditions which, through reinforcement of the equal recognition according to all Ethiopian languages and promotion of multilingualism, enable their growth into written languages, working languages, and the medium of instruction.

2.3. Beliefs on Learners' Own Language Use in EFL Classrooms

According to Kerr (2019) teachers' belief about learners' own language use in EFL classroom is reflected in their teaching practices. Teachers' belief can be shaped by a number of factors, including their own experience as language learners, the pre-service and in-service training that they experience, the institutional policies of the institutions in which they are working, and their experience as teachers (Ibid).

Many teachers make much use of learners' own language in their EFL classrooms. There are often conflicts between the professed desires of teachers about L1 use and their classroom realities (Copland & Neokleous, 2011). Researchers have found that teachers often talk about 'resorting to', rather than 'using', the learners' own language, and the choice of language reflects this tension between desired and actual practices. In this regard, it is predictable that a substantial number of teachers, around 36% in Hall's & Cook's (2013) survey, report feelings of guilt when they feel they need to use the learners' own language. Referring to Macaro, (2005), a sense of guilt is unlikely to be helpful to teachers who are striving to understand the issues and to develop professionally. Rather than seeing learners' own language as a support to learn in times of need, teachers will benefit from a fuller understanding of the role of learners' own language in English learning, so that they may exploit its potential more fully.

Referring to Richards and Rogers, (2001:5-7), the role of learners' own language in English as a Foreign Language (EFL) teaching contexts, as well as the use of translation as a language learning-teaching resource have been the subject of much controversy and academic debate in both Second Language Acquisition (SLA) research literature, and professional teaching spheres, reflecting the constant fluctuations in language learning theory that have subsequently led to differing methodological treatments for classroom practices. Initially, translation featured as the central axis of pedagogical procedure in the earliest described foreign language teaching methodology, the well-known Grammar Translation method, but explicit translation was later eliminated from the recommended teaching practice as the Direct Method with its strictly enforced policy of banning the use of the learners' own language from teaching contexts, gained popularity towards the end of the nineteenth century. Since then, the learner's own language has maintained low profile in EFL classrooms, periodically reappearing as a pedagogical resource that often seems to produce a certain amount of restlessness on the part of both teachers and

learners, all too aware of the unproven crucial importance of a monolingual orthodoxy and maximum contextualized language use for acquisition purposes (*Ibid*).

This negative belief associated with learners' own language use is certainly true in our current learner centered climate, where instructional attempts to help develop foreign language skills are focused on the fostering of a supportive communicative learning-teaching context supplied with valued comprehensible input (Krashen, 1985), in the target language (L2). With the beginning of the Communicative Language Teaching (CLT) approach in the late seventies, the use of the learners' own language in monolingual contexts has since been somewhat frowned upon in EFL classrooms and has excited rather negative beliefs in the SLA literature as well as a certain amount of guilt on the part of teachers' practice (Ferrer, 2005:1). learners' own language use in language teaching has been variously described as the skeleton in the closet (Prodromou, 2000:1) or as a bone of argument (Gabrielatos, 2001); even learners, especially the more advanced ones, seem to reject translation or resorting to their own language explicitly in the language classroom, maybe as a result of constantly being reminded how ineffective or dangerous it can be as a learning technique by their meticulous teachers.

However, the use of learners' own language and translation activities in language teaching have enjoyed renewed attention (Atkinson, 1993, 1987; Auerbach, 1993; Deller and Rinvulcri, 2002, and Ferrer, 2005). According to Deller and Rinvulcri, (2002:4) briefly remind us in a recent publication, "the mother tongue is the womb from which the second language is born." A metaphor which clearly highlights the more favorable facilitating role currently attributed to translation and the use of the learners' own language in EFL contexts. Yet, it should be taken into account that such learners' own language based methodological approach is principally promoted by practicing teachers rather than supported by empirically based studies of linguistic achievement.

This is particularly relevant if we remember that it is also a reality that learners' own language use although furtive practice is frequent in the language learning classroom. It has been suggested that the learners' own language might be included in limited doses, simply for procedural or managerial aspects such as setting up tasks, monitoring group and pair work, giving instructions or checking comprehension (Atkinson, 1993; 1987). But, the majority of learning activities in contemporary EFL contexts are still conscientiously conducted in the target language in order to maximise exposure, exploit

acquisition possibilities and create opportunities for both controlled and creative use (ibid).

According to Prodromou, (2002), a more open-minded approach to using the learners' own language could be adopted in order to encourage learners to focus on similarities and differences between learners' own language and the target language under study rather than just using it as a decision-making aid. The use of learners' own language has also been promoted for certain procedures such as explaining difficult concepts, checking comprehension, raising confidence, explaining the rationale of language learning activities, error analysis, or vocabulary clarification.

Carolina and Gina (2007: 93-109) recommended to further explore the value of the judicious use of L1 and translation in monolingual environments as a teaching and learning resource which may significantly enhance the second/ foreign language acquisition process, and help learners' understand and associate with the target language under study; particularly, as a means to help features of input become intake, promote noticing, raise metacognitive awareness, foster guided reflection, and develop both cognitive and metacognitive learning strategies by means of contrastive analysis techniques and cross-linguistic comparison.

2.4. Reasons to Use Learners' Own Language in EFL Classroom

According to D Jabr Dajani (2002), there are many occasions when using the students' L1 within the classroom has obvious advantages. For instance, D Jabr Dajani (2002) suggests its use in planning, self-evaluation and learner training, where, if the teacher speaks the students' L1; these topics are often discussed fluently rather than within the hesitant English of a beginner or elementary student. Sheelagh Deller (2003) suggests that, among other things, it is useful for students to notice the differences between their L1 and the target language, that when students use their L1 between themselves and with the teacher, it has a positive effect on social psychology, and that it allows students to offer ongoing feedback about the course and their experiences of learning far more fluently than they might if they were only using English.

Daniel, L. (2002), suggests a variety of translation activities to be used within the general classroom. These include straight translations of short texts and a translation summary of

an extended text. His recommendation is that these activities should be done in groups because a discussion of the problems they raise is probably going to be more revealing for two or more people than once we just give some thought to ourselves. Boris, N. (2002), resounding about own language use in the modern world, perceives translation as a 'fifth skill' after reading, writing, speaking, and listening.

There seem to be three elements operating here: in the first place, many commentators recognize the attractiveness of using the students' own language when talking about learning. So, for instance, if teachers want to debate making a learning contract with their students, or to ask students what they need (needs analysis), then they are going to get more from lower-level students if they do it within the students' L1 than if they struggle to wade through English. If we want to explain things, help students with learner training, or discuss matters personally with students; then, we will have more success at lower levels if we can use the students' L1.

Secondly, there is clearly a lot to be gained from a comparison between L1 and L2. Students will make these comparisons anyway, so we may as well help them do it more effectively. It will help them to understand certain classes of error if we are able to show them such differences. The kind of translation activities suggested above will also help in this respect, making a virtue out of the students' natural language processing behavior. Translation can also be a very good way of reviewing how well students have understood grammar and lexis at the end of a unit of study.

Finally, students (and their teachers) can use their own language to keep the social atmosphere of the class in good repair. There is a case for saying that rapport is enhanced when teachers can exchange jokes with students or talk to them about aspects of their lives (Harmer, 2007).

Cangarajah (1999), comments in his book *Resisting Linguistic Imperialism in English Teaching* about the use of L1 in secondary schools in EFL classrooms. The author gives examples L1 (own language) should use in the second language/foreign language classrooms in the instructional process, in lesson content and in student interaction. He concludes that "accommodation of L1 in English classrooms does not hinder the acquisition of L2, but enhances it" (p. 143). He provides examples from the Tamil classes that L1 to be harmful to L2 means that local teachers are under the influence of center pedagogical thinking. He determines teachers and students can manage their classroom

interactions efficiently using LI, code-switching, and code alternation. Teachers try to separate between two languages L1 and L2 in classrooms, but students always attempt to make a connection between the two languages.

Reflexively or deliberately, L1 always comes to their mind. However, some teachers believe that it is necessary to use your own language to start L2. Teachers have to be careful that learners' own language might be a useful tool to give students relaxation because inadequate language proficiency may create anxiety among students in the FL classrooms. This is the way teachers can create the breeze of learning to teach a new language to students. If students feel comfortable and stress-free in a classroom, it could be easier to let students be involved in various classroom activities.

Schweers (1999) has investigated in university students and teachers in Puerto Rico, desired use of L1 (Spanish) in the L2 (English) classroom. Although all teachers thought that L1 should be used infrequently in a classroom, but few students felt it should not. Schweers (1999) mentioned that students and teachers required more use of L1 in a classroom for new vocabulary, to aid comprehension and also for understanding difficult concepts of grammar rules. Few students and teachers felt that L1 should be applicable when summarizing any material.

Actually, to give students the permit to use L1 in a classroom is a humanistic approach which gives them the chance to say what they want. "Starting with L1 gives a sense of security and validates the learner's lived experiences, allowing them to express themselves; then students are willing to experiment and take risks with English" (Schweers, 1999: 6). Most of the teachers show their respect for the learners' who are using L1 in a classroom and always try to avoid doing ambiguous things which make the L1 seem inferior to English. Thus, a balanced approach is needed in an EFL classroom which appreciates the appropriate role for L1 but also identifies the importance of maximizing L2. This is the job of English teachers to develop learners' proficiency in English.

Liu Jingxia (2010), in his study with Chinese learners, in certain cases in classroom teachers can use L1 with examples in some situations that show how teachers can use L1 (Chinese) in an appropriate process and the learners react on their L1. His study shows

that “code-switching to Chinese is a good strategy of efficiency and benefits EFL classrooms.”

According to Tang (2002), teachers often use L1 in beginning and intermediate classes to give instructions, explain the difficult meanings of words, to explain complex ideas and grammar. L1 in the EFL classroom has a “supportive and facilitating role” (Tang, 2002), and it is the primary language of communication. As to Cook (2001), the use of L1 in a classroom allows students to be more conscious of fine similarities and differences between cultures and linguistic structures and may improve the accuracy of translation. To find similarities between the two languages, build up "interlinked L1 and L2 knowledge in the students' minds". If teachers feel the need for it, students can use it; but there should be a balance between the uses of the two languages. Teachers should not use L1 to protect themselves because they are not prepared for classes. They should know the appropriate use of learners' own language.

According to Cole (1998), teachers can use L1 when it is genuinely needed and beneficial. Teachers can create a safe and motivating environment for language learning (p.95). “Teachers should use English where possible and L1 where necessary” (Atkinson, 1987: 243). Teachers should keep in mind that students should not over rely on L1. There should be some circumstances when students can use L1. Therefore, there are different reasons when teachers can positively use the first language to teach the second language or foreign language. In short, careful use of one's own language can save a lot of time and confusion.

Before banning the mother tongue for primary and secondary level students in EFL classrooms, the teacher can consider using their own language as a tool like symbols, images, video, etc. It can be effective for L2/ FL learning as a constructive resource. According to Meyer, 2008 and Norman, 2008), L1 can be used as a tool in the L2 classroom to reduce affective filters. Norman (2008), states “Students are often unresponsive, inattentive, and unwilling to speak in class” (p. 692). “Although mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued” (Atkinson, 1987:247). According to Atkinson (1987), when teachers check comprehension, they can still use translation. He prefers that translation is a longer passage as “presentation and reinforcement of language;” he considers that when students translate their own language into English,

they are focusing on accuracy and trying to determine the difference between the two languages, it can help to avoid negative transfer.

2.5. Reasons not to Use Learners' Own Language in ELF Classrooms

Some researchers like Deller & Rinvolutri, (2002) and Polio & Duff, (1994), argue that using L1 in the L2 classroom might affect students' learning process negatively; because L1 reduces the learners' exposure to learn L2 and reduces their opportunities for using the target language. According to Krashen & Terrell (1983), L1 should not be used in the L2 classrooms to enhance students' exposure to L2, since students acquire L2 through the same way they acquire their first language.

Cook, (2001); Richards & Rodgers (2001), have the same argument that is interference from the mother tongue to L2. Interference can make difficulty in the L2 learning and to avoid that, L1 should be separated in L2 learning in EFL classrooms. According to Harbord (1992), students may be assuming that word by word translation is a meaningful technique if teachers overuse L1 in their teaching. Therefore, students will work towards transferring meaning in L2 learning. Phillipson (1992), asserted that the more L2 is taught the better the result. In line with his study, Auerbach (1993) also indicates that students will learn more quickly if they are exposed to L2; as students hear and use L2, they will internalize it and begin to think in L2. Similarly, Polio & Duff (1994:322), presented that using L1 in an EFL classroom prevents students from receiving input they might be exposed to in social situations outside the classroom.

According to Harmer (2001), overuse of L1 restricts students' association with the second language. In a second language learning classroom, using a great extent of one's own language will be a hindrance to achieve L2. Sharma (2006) mentioned that only using L2 in the classroom is that the more students are exposed to English, the more quickly they will learn; if students hear and use English, they will internalize it and begin to think in English. The only way students will learn English is if they are forced to use it. Howat (1984) mentions in his book entitled 'A History of English Language Teaching', three assumptions of monolingual principal in FL teaching classroom: FL should be done entirely in EFL classroom, translation between own language and foreign language should be restricted, in multilingual classes, and languages should be used separately.

Thus, overuse of L1 may hamper L2 learning and can create dependency on learners' own language in EFL classroom.

2.6. Practices and Debates on Own Language use in the EFL Classroom

Many scholars are now arguing that the first language is often beneficial as a cognitive tool that aids in second language learning (Atkinson, 1987; Anton & Di Camilla, 1998; Auerbach, 1993; Cook, 2001; Tang, 2002; Nation, 2003 and Harmer, 2007) and these claims have encouraged them to argue in favor of a kind of principled alternation between first and second language use within the foreign language classroom. The utilization of learners' own language in EFL classrooms has been argued for several years. There are many debates about the utilization of L1 in an EFL classroom whether or not it hinders or facilitates second language learning.

However, allowing such an alteration requires a reconceptualization of the foreign language classroom as a bilingual environment and language learners as aspiring bilinguals. This, in turn, means research on bilingualism and bilingual interaction outside the classroom has become relevant for similar kinds of research within the classroom. After all, it's bilingual speakers generally which our learners aspire to emulate (Turnbull and Dailey, 2009:131).

One widespread feature of bilingual speech is code-switching, which is defined here because the systematic, alternating use of two languages or language varieties within one conversation or utterance. Using code-switching may be a characteristic feature of bilinguals' talk instead of a signal of deficiency in one language or the other L1. Within the context of a communicative approach to learning, then, both teachers and students got to remember that code-switching may be a normal part of bilingual linguistic behavior. However, to suggest policies for the classroom, there is a desire for more inquiry on own language use in EFL classrooms (Ibid).

In acknowledging that systematic own language use can be beneficial to learners, many scholars have supported a kind of teacher-driven modeling of the specified bilingual behavior. For instance, Castellotti and Moore (1997) argue that teacher code-switching must be deliberate if it's to extend learners' proficiency which teachers should decide beforehand of a given lesson whether they are getting to use their own language or not.

Macro (2001: 545), within the specialization of vocabulary learning, insists that applied linguists should be working toward a theory of optimality for the use of own language by the teacher', in other words, that we 'need to supply, especially for fewer experienced teachers, a framework that identifies a regard to the first language will be a valuable tool and when it is simply used as a simple option'. Levine (2003: 355) argues that "instructors should seek to formalize the connection between the L1 and L2 therefore the target language, to create, in essence, bilingual norms that tend to develop organically in multilingual environments outside the classroom." All of those arguments, however, concentrate on making the case for whether the own language should be utilized in the classroom, also on what extent. Against this, teachers will make policies for learners' own language use in their classrooms.

According to Martin (2006), as cited in Harmer (2007:133) at a conference in Singapore, he quoted an English language teacher from Brunei whom he had interviewed:

"I attempt to not [use Malay] but sometimes you've got need to. If we don't use Malay, they will not understand, especially a number of the textbooks. The words are difficult. I don't prefer to use Malay if inspectors are here, but I sometimes do. Otherwise, they [the pupils] won't understand and they [the inspectors] might consider us as bad teachers."

In one short contribution, this teacher encapsulates many of the problems that surround the utilization of the students' own language (L1) in an English-language (L2) classroom. Perhaps the foremost striking aspect of her contribution is that the suggestion that the inspector would criticize her use of the students' own language during a lesson. She would be doing something wrong.

The idea that only language teachers and students can use within the foreign language classroom is that the one they are learning happened due to the Direct Method. And it happened because teachers from English-speaking countries were traveling the globe teaching people whose mother tongue, they themselves couldn't speak. Perhaps it had been also the results of a methodology grounded a minimum of in countries such as Britain, the USA, Canada, and Australia within the problems and advantages of teaching classes where students had a combination of first languages in order that English became not only the main target of learning but also the medium of instruction. However, for

whatever reason, there is still a powerful body of opinion which says that the classroom should be an English-only environment. However, this opinion is now seriously questioned by the majority of methodologists and, instead, a view of how and when to use the L1 within the classroom has become the most subject for debate (Harmer, 1007).

What the researcher's experience so far communicates that English language teachers are often optional; that is agreed to use and agreed not to use learners' own language in EFL classrooms. This disparity between English language teachers' practice will have its own side effect on students' L2 competence. Teachers might have their own reason for their different practices about learners' own language use in EFL classes. This demands research to address the issue focused on; what is teachers' belief about learners' own language use in EFL classrooms? Why do teachers use learners' own language in the EFL classrooms? What are teachers' practices about learners' own language use in the EFL classrooms? How do teachers use learners' own language in EFL classrooms? Why do not teachers use learners' own language in EFL classrooms? The logical reasoning behind these ideas were not explored in depth in Ethiopia; particularly, in Mengesha Jemberie High School level.

In a country-wise and native context, many researchers have conducted research on exploring the utilization of mother tongue in EFL classrooms (e.g., Cohen, 2000; Dereje and Abiy, 2015; Height and et.al, 2007; Kenenisa, 2003; Jemal Abdulkadir, 2012 and Robsan Margo, 2015). Their findings showed that learners' own language was used in EFL classrooms for various functions and the attitudes of teachers about using learners' own language in EFL classrooms were also generally positive. However, most of them didn't assess teachers' practice about learners' own language use in the EFL classroom, investigate how teachers use learners' own language in the EFL classroom, and explore teachers' reason for using and for not using learners' own language in the EFL classroom in depth.

According to Macmillan and Rivers (2011) teachers are best positioned to decide what is appropriate for their own classrooms. This indicates that throughout the history of language teaching, there has been a dynamic debate between scholars and practitioners who follow an "intra-lingual strategy" that rejects first language use, or a "cross-lingual strategy", which allows a careful use of learners' first language (Stern, 1992). Teachers might develop arbitrary rules concerning the use of learners'

own language in EFL classrooms. This demands research about teachers' belief and practices about learners' own language use in EFL classrooms.

In this issue, there are some related studies conducted at the global and local level. However, only little research has been done on exploring teachers' belief and practices about learners' own language use in EFL classrooms in the Ethiopian context in general and no specific study has been conducted on this issue at Mengesha Jemberie High School level in 2021.

2.7. The Benefits of Using Own Language in the L2 Classroom

There are many occasions when using the students' L1 within the classroom has obvious advantages. For example, D Jabr Dajani (2002) suggests its use in planning, self-evaluation, and learner training, where, if the teacher speaks the students' L1, these topics will be discussed fluently instead of in the hesitant English of a beginner or elementary student. Sheelagh Deller (2003) suggests that, among other things, it is useful for learners to recognize differences between their L1 and the target language, that when students use their L1 between themselves and with the teacher, it has a positive effect on social psychology which allows students to give ongoing feedback about the course and their experiences of learning far more fluently than they might if they were only using English.

Daniel (2002) suggests variety of translation activities to be used within the general classroom. These include straight translation of short texts and a translation summary of an extended text. His recommendation is that these activities should be wiped out groups because a discussion of the problems they raise is probably going to be more revealing with two or more people than once we just contemplate about it ourselves. Boris Naimushin (2002), resounding about own language use within the recent times, perceives translation as the 'fifth skill' after reading, writing, speaking, and listening.

According to Boris (2002), there seem to be three elements operating here: in the first place, many commentators recognize the attractiveness of using the students' own language when talking about learning. So, for example, if teachers want to discuss making a learning contract with their students, or to ask students what they want or need (a needs analysis), then they will get more from lower-level students if they do

it in the students' L1 than if they try to struggle through English. If we would like to elucidate things, help students with learner training or discuss matters personally with students, but we are going to have more success at lower levels if we use the students' L1 (Ibid).

Secondly, there is clearly a lot to be gained from a comparison between the L1 and the L2. Students will make these comparisons anyway, so we may also help them do it more effectively. It will help them to know certain classes of error if we are ready to show them such differences. The kind of translation activities suggested above will also help in this respect, making a virtue out of the students' natural-language-processing behavior. Translation will also be a really great way of reviewing how well students have understood grammar and lexis at the top of a unit of study.

Finally, students (and their teachers) can use their own language to keep the social atmosphere of the class in good repair. There is a case for saying that rapport is enhanced when teachers can exchange jokes with students or talk to them about aspects of their lives (Harmer, 2007).

Weschler (1997) recommends using L1 for warm-up brainstorming. If teachers start their classes with L1, students will get a sense of security. So, teachers' can-do warm-up activities using students' own language. Sometimes teachers can save time by using L1 translation and use the time for other activities related to L2 learning. Weschler (1997:5) also puts "use English where possible and L1 where necessary." Weschler (1997) also suggests that "teachers can assimilate L1 into L2 classes to progress classroom dynamics and L1 provides a sense of security as well as validates the learner's lived experiences, allowing them to express themselves."

In addition, the use of translation can provide students the opportunity to find out the similarities and differences between L1 and L2. Above all, Ross (2000: 61) points out, the importance of translation in foreign language learning as:

"Translation holds a special importance at an intermediate and advanced level: in the advanced or last stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and therefore the most vital social skill since it promotes communication and understanding between strangers."

According to Ross (2000:63), for all language learning, translation develops three essential qualities: accuracy, clarity, and flexibility that will help students learn effectively.

Cangarajah (1999: 143), comments in his book *Resisting Linguistic Imperialism in English Teaching* about the use of L1 in secondary school in EFL classrooms. The author gives examples L1 (own language) should use in a second language/foreign language classroom in the instructional process, in lesson content, and student interaction. He concludes that “accommodation of L1 in English classrooms does not hinder the acquisition of L2, but enhances it.” Cangarajah (1999) also provides examples from the Tamil classes that L1 to be harmful to L2 means that local teachers are under the influence of center pedagogical thinking. He determines teachers and students can manage their classroom interactions efficiently by the use of LI, code-switching, and code alternation. Teachers try to separate between two languages L1 and L2 in a classroom but students always attempt to make a connection between two languages.

Reflexively or deliberately L1 always comes to their mind. But some teachers believe that it is necessary to use your own language to start L2. Teachers have to be careful that their own language might be a useful tool to give students relaxation because inadequate language proficiency may create anxiety among students in the FL classroom. Even though Students feel secure in a classroom, they learn a new language spontaneously. This is the way teachers can create the breeze of learning to teach a new language with students. If students feel comfortable and stress-free in a classroom, it could be easier to let students be involved in various classroom activities.

Schweers (1999), investigated at university students and teachers in Puerto Rico, the required use of L1 (Spanish) within the L2 (English) classroom. Though all teachers thought that L1 should be used infrequently in a classroom but few students felt it should not. Schweers (1999) mentioned that students and teachers required more use of L1 in a classroom for new vocabulary, to aid comprehension, and to understand difficult concepts of grammar rules. Few students and teachers felt that L1 should be applicable when summarizing any material.

According to Schweers (1999: 6), permitting students to use L1 in a classroom is a humanistic approach that gives them a chance to say what they want. Schweers (1999: 6)

stated, “Starting with the L1 gives a sense of security and validates the learner’s lived experiences, allowing them to express themselves. The learner will be ready to exercise and take risks with English.” Most of the teachers show their respect for the learners’ who are using L1 in a classroom and always try to avoid doing ambiguous things which make the L1 seem inferior to English. Thus, a balanced approach is needed in an EFL classroom that appreciates the appropriate role for the L1 but also identifies the importance of maximizing L2. This is the job of English teachers to develop learners’ proficiency in English.

According to Deller and Rinvogluceri (2002) translation is one of the positive forms of interference aimed at education rather than harming learners’ competence and performance. In language classes, the use of translation might have some limitations but some aids should be explored under consideration. Translation might be completely different language skills as compared to reading, writing, speaking and listening because it is an activity that incorporates to a certain degree, dependent on them (Leonardi, 2007). Nevertheless, the use of L1 and translation activities in an EFL classroom for language teaching has attracted new attention (Ferrer, 2005; Deller and Rinvogluceri, 2002). As Rinvogluceri (2002) reminds in his publication; “the mother tongue is the womb from which the second language is born.”

Liu (2010), in his study with Chinese learners, in certain cases in classroom teachers can use L1 with examples in some situations that show how teachers can use L1 (Chinese) in an appropriate process and the learners react to it. The study conducted by Liu Jingxia (2010) shows that “code-switching to Chinese is a good strategy of efficiency and benefits EFL classroom.”

According to Tang (2002), teachers often use L1 in beginning and intermediate classes to give instructions, explain difficult meanings of words, to explain complex ideas and grammar points. Use of L1 in classroom means, “supportive and facilitating role and not that it is the primary language of communication.” Cook (2001) also supported Tang’s idea that the use of L1 in a classroom allows students to be more conscious to find similarities and differences between cultures and linguistic structures and may improve the accuracy of translations. To find similarities between two languages, build up “interlinked L1 and L2 knowledge in the students’ minds.”

According to Cole (1998:95), teachers can use L1 when it is genuinely needed and beneficial. Teachers can create a safe and motivating environment for language learning. Atkinson (1987: 243) stated that “teachers should use English where possible and L1 where necessary.” Teachers should keep in mind that students should not over-rely on L1. There should be some circumstances when students can use L1. So, there are different reasons when teachers can positively use a first language to teach a second language or foreign language. Basically, careful use of learners’ own language can save a lot of time and confusion.

According to Meyer, (2008) before banning the mother tongue for primary and secondary level students in EFL classrooms, teachers can consider using learners’ own language as a tool like symbols, images, videos, etc. It can be effective for L2/ FL learning as a constructive resource. L1 can be used as a tool in the L2 classroom to reduce affective filters (ibid).

Norman (2008:692) states “Students are often unresponsive, inattentive, and unwilling to speak in class.” “Although the mother tongue is not a suitable basis for a methodology, it has a variety of roles to play which are at present consistently undervalued.” (Atkinson, 1987: 247). According to Atkinson (1987) when teachers check comprehension still, they can use translation. He prefers that translation is a longer passage as “presentation and reinforcement of language.” He considers when students translate their own language into English, they are focusing on accuracy and try to find out the difference between two languages, it can help to avoid negative transfer.

2.8. Disadvantages of Using the L1 in the L2 Classroom

According to Harmer (2007), “there are problems with an unquestioning use of the students’ L1 in the L2 classroom just as there were with the idea of a total prohibition on its appearance.” The first is that the teacher may not always share the students’ L1 or at least the L1 of all the students in the classroom. This does not mean that students will no longer make comparisons between their L1 and English; they will do this consciously or subconsciously anyway. Does it mean that the teacher is unable to ask students questions: such as; do you have an expression for this in your language? Is it literally the same? Can you translate it back into English? This is extremely rich territory when discussing idioms or metaphorical usage (Ibid).

According to Harbord (1992:353); A more serious objection to the use (especially the over-use) of the students' L1 restricts the students' exposure to English. It is possible, to make a good case for the use of their L1 when we give instructions, but this reduces their exposure to a type of English that is an ideal source of language for student acquisition. Indeed, if the teacher is a principal source of useful comprehensible input, then the more time we spend speaking English in the classroom, the better their English will get.

Ellis (1984) privileges, language acquisition will take place if learners do not depend on using L1. Regular use of learners' own language in foreign language classes may create dependency, which can be an obstacle to L2 in an appropriate way.

There is one other situation in which the use of the L1 seems counterproductive and this is when we are encouraging students to use English in communicative speaking tasks, whose purpose is to give students chances to try out speaking in English. We may understand their natural inclination to communicate in the best way they can (i.e., in their own language), however it will not be useful for the purposes of the activity we have asked them to engage in (Ibid).

A huge number of ELT specialists believe that too much use of learners' own language (L1) may deprive learners of valuable input in L2. So, teachers should encourage students to think in English rather than translating it into L1. Balanced use of learners' own language may increase the chance to let them acquire the L2 quickly. In ELT classroom L2 language should be the mode of communication in the lesson. According to Krashen (1985), L2 acquisition depends on exposure. The more learners are exposed to a language the better they will acquire it. Krashen encouraged language teachers' exposure to L2 in the EFL classroom. Krashen stated that when teachers teach the lesson in the EFL classroom, L2 should be used L2 and there should be a relationship between comprehensible input in L2 and proficiency (Krashen, 1985:14). If the teacher provides comprehensible input, students may learn better in the classroom. Willis (1996:49) mentions, "Explain to students that if they want to communicate in the L2 they need to practice." The speaking performance of students will develop when students use L2 in the EFL classroom.

Macaro (2001:183) states, "Only through the learner using L2 can she or he achieve strategic communicative competence." Speaking activities will be effective, if students

interact in the target language. Unless students' interaction develops in the target language, students' speaking performance will never progress. Stern (1992:282) debates about that issue, he states it is impossible to keep L1 and L2 apart and determines by saying that: "the L1-L2 connection is an indisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language." Banning the own language or L1 will hinder the comprehension of the L2 effectively. Lack of understanding will prevent learners from achievement; Hence, L1 should be used when it is needed (Ibid).

2.9. Bilingual Reform

Whilst Widdowson and V. Cook offer a broad theoretical re-evaluation of the use of learners' own languages in EFL classroom, Butzkamm & Caldwell (2009) provide a more detailed overview of how a bilingual approach to language teaching might operate in practice in their book entitled "The bilingual reform: A paradigm shift in foreign language teaching." The book acts both as a call for change in which the 'mother tongue taboo will be swept away as an act of theoretical house-cleaning' (2009: 13) and as a practical guide for using the learners' own language in the classroom. Indeed, building on Butzkamm's 2003 paper, they offer ten maxims for using the mother tongue highlighting; for example, issues of learner confidence, a focus on meaning, and links between the learners' own and the new language.

Thus, Butzkamm & Caldwell (2009:13) argue learners' own language is "the greatest pedagogical resource" that a learner brings to foreign language learning, as it "lays the foundations for all other languages we might want to learn." Butzkamm & Caldwell (2009), therefore advocate not just a "flexible and less rigid attitude" towards own-language use, but the systematic exploitation of the potential of learners' own language(s) 'where that is appropriate.' Like Stern, V. Cook and Widdowson, therefore, Butzkamm & Caldwell emphasize the importance of meaning and communicative tasks in teaching and learning, and the need to create a foreign language atmosphere by using the foreign language to perform the 'normal businesses of the classroom, such as spontaneous communication between teachers and learners, and classroom management tasks. But their call is for a new balance in which own-language use compensates for the limited time and exposure to new language which learners experience as a natural part of instructed language learning. They also highlight the need for learners both to decode

language in order to understand its message and code-break, processing language to understand the ‘rule’ and how meanings are encoded; so that language patterns can subsequently be used creatively to produce new meanings (Ibid).

According to Butzkamm & Caldwell (2009:14); therefore, this generative and combinatorial power of language’ is best facilitated by use of the learners’ own language, and Butzkamm & Caldwell (2009) outline a comprehensive repertoire of classroom techniques which they suggest, will facilitate the paradigm shift towards own-language use in language teaching and learning, including idiomatic translation, bilingual dictionary work, and the development of dialogues and dramas.

2.10. Practical Applications and Pedagogical Approaches

According to Bolitho (2003), for mainstreaming ELT a tension exists between the desire to produce materials for global distribution and the increasingly important demand for course books which meet the needs of teachers and learners in a particular country or region. Clearly, it is easier for localized learning materials to take account of local traditions of learning, including the degree to which the learners’ own language is used in class and in published course books. Consequently, many major ELT writers now produce country- or region-specific materials which incorporate to some extent the learners’ own language (e.g., through translated word lists, own-language rubrics or grammatical explanations). Interestingly, several widely-distributed global textbooks now also integrate translation into activities.

Beyond this, a number of teacher resource books outline a range of practical ideas and classroom tasks, for example Duff (1989), Deller & Rinvulcri (2002), Gonzalez & Davies (2004) and Butzkamm & Caldwell (2009). They include activities which explicitly examine the role of the learners’ own language in learning and in the classroom, contrast own and new language forms, develop role-play and drama via own-language preparation, emphasize the efficiency of a bilingual approach to vocabulary development, and focus on the value of translation as a ‘fifth skill’ in language learning. Although these resources are generally framed within a communicative approach which emphasizes interaction, collaboration and meaning, they often involve a more ‘traditional’ focus on form, accuracy and individual study. Interestingly, they differ in the extent to which they accommodate monolingual teachers (i.e., teachers who do not speak the learners’ own language); are appropriate to beginners, intermediate and advanced

learners. Take an account of younger learners and learners with different learning styles, experiences and preferences; and are suitable for classes in which learners share the same language or for mixed-language classes. Thus Butzkamm & Caldwell's (2009) bilingual approach calls for teachers who can code-switch effectively in the learners' own language.

In contrast, Deller & Rinvulcri (2002: 10) identify a number of activities in which teachers who do not know the learners' own language (or who are teaching mixed-language classes) may concede full autonomy using their mother tongue. Similarly, G. Cook (2010: 125–153) reviewed that what kind of own language use, when, what for, by whom, and with whom notes a place for own-language use in mixed-language classes. Specific suggestions are needed for translation activities which are possible for teachers who do not share their students' own language. Although the possibilities for own-language use in these contexts are more limited than those available to bilingual teachers working with single language classes, teachers may help to establish the presence and relevance of learners' own languages in the classroom and the reality of a bind multilingual world. According to Cook (2010: 20–37) at the start of the twenty-first century, now that the long silence about bilingual teaching has been broken, and its merits are no longer routinely ridiculed and dismissed; the way is open for a major paradigm shift in language teaching and learning (Ibid).

2.11. Building on prior knowledge

According to Bransford, Brown & Cocking, (2000: 10), learning is most effective when it builds upon the prior knowledge and understandings of learners has support from a number of theoretical traditions. Brooks-Lewis (2009) draws upon John Dewey's humanistic and democratic educational philosophy point out that recognizing a person's prior knowledge is another manner of recognizing the person. According to Brooks-Lewis (2009: 228) the way in which adult Spanish-speaking learners of English in her study found own-language use motivating as they could utilize their lifetime of investment in prior knowledge and communicative experience, making use of their existing language skills and understanding of grammatical concepts. Similarly, constructivist accounts of learning suggest that new knowledge and understanding is based on what learners already know and believe (Ibid).

Cummins (2007:232) advocated that effective learning depends upon the engagement of prior knowledge which includes not only previously taught information or skills, but the totality of the experiences that have shaped the learner's identity and cognitive functioning. Cummins develops this thesis in the context of language learning, suggesting that, if prior knowledge is encoded in the learners' own language, then the engagement of this knowledge is necessarily mediated through their own language. Language teaching should consequently aim to activate learners' prior knowledge, but will need to draw upon the learners' own language to achieve prior knowledge.

Referring to Widdowson (2003), there are clear links between the incorporation of learners' prior knowledge in the form of their own language and contrastive analysis, noticing learners' conscious attention to the gap between their current linguistic performance and the new language and the development of language awareness.

Brooks (2009:228) indicated more broadly that prior knowledge makes learning significant as learners fit new information to the knowledge they already possess in effect. Prior knowledge and the learners' own language provide a cognitive framework through new knowledge constructed and regulated.

2.12. Sociocultural approaches to own-language use

Levine (2011:24); asserts that sociocultural accounts of language learning is cognitive development, including language development, is a collaborative process 'driven by social interactions. Language is seen as a cognitive tool through which learners mediate their mental processing, such as their planning, noticing or reasoning (Swain & Lapkin 2000: 253), but this mediating role is derived from the social role which language fulfills as learners regulate themselves and others in socially situated activities. Thus, psychological processes emerge first in collective behavior, in cooperation with other people, and only subsequently become internalized as the individual's own "possessions" (Stetsenko & Arievitch 1997: 161, cited in Swain & Lapkin 2000: 254). Language is said to mediate learners' cognitive activity on both the external (inter psychological) and internal (intra psychological) planes (Anton & DiCamilla 1999).

From this perspective, own-language use by learners is regarded as a cognitive tool for learners through which learning is scaffolded. At the inter- psychological level, Anton & DiCamilla found that learners use their own language for collaborative talk during tasks,

such as jointly explaining the nature of tasks, solving problems and maintaining focus. Similarly, Brooks & Donato (1994: 268) also acknowledges that learners' own-language use during language learning tasks is a normal psycholinguistic process that facilitates L2 production and allows the learners both to initiate and sustain verbal interaction. Swain & Lapkin (2000), studied language use by English-speaking French immersion students, also in collaborative tasks, suggest that learners' own language helps them understand task content, focuses attention on forms and helps to establish and maintain interpersonal collaboration and interaction.

Thoms et al. (2005) suggest that when performing solely in the new language is beyond the learners' ability, own-language use may allow less proficient learners to maintain interaction with more proficient language users and even access their higher-level knowledge. Own-language use may enable learners to work with expert others at a level which would be beyond their reach, thereby working in their zone of proximal development (Vygotsky; 1978). Pedagogically, it seems logical to suggest that teachers can facilitate learning by allowing the 'judicious' use of learners' own language.

2.13. Foreign-Language Students and Their Own Language

According to Harmer (2007), there are some powerful arguments in favour of English-only classrooms. Chief of these is the idea that if English is the medium of communication in a classroom, then students will be provoked into more and more communication attempts to process language learning. Furthermore, in classes where students have different first-language backgrounds, such a policy may be the only realistic option. Nevertheless, some kind of a prohibition on the use of student's L1 seems unfortunate for a number of reasons. In the first place, it seems probable that our identity is shaped to some extent by the language or languages we learn as children. This is the case when children are brought up monolingually, or more commonly bilingual where they often have a home language and a public language. Any of these will help to shape students' way of seeing and enable them to communicate in the world. And our natural inclination to communicate in our mother tongue is non-negotiable; it is I am Part of what makes us 'us', even if this is sometimes politically uncomfortable.

Why else, after all, would dictators try to overpower the use of languages whose speakers they come into conflict with, as they have done countless times in history? And so,

whether we like it or not, students in our classrooms are going to be operating both in their first language and in the language they are studying. Students may use their own language in the classroom to communicate with each other whether we want them to or not (Harbord 1992), or they may be translating what they are learning in their heads. Indeed, this process is a natural part of any language learner's behaviour. We are bound to try to make sense of a new linguistic conceptual world through a linguistic world we are already familiar with. This kind of code-switching between L1 and L2 is naturally developmental (Eldridge 1996:310).

Harmer (2007) points out that irrespective of whether students grow up mono- or bilingually, the likelihood is that, especially in urban areas and on the Internet, they are likely to be operating in more than one language. That is the way the world is. For all of these reasons it seems possible to make a strong case either for the careful and measured use of the students' own language or, at least, for an acknowledgement of the place of own language in the learning of a second language.

Macaro (2001) points out multilingual teachers are in a higher position to use learners' own language as a resource of learning a language. Using learners' own language/ L1 in a foreign language class is a great source of showing respect to the learners' culture.

Cook (2001:413) recommends some issues in using own language certainly in second language teaching: efficiency, if the use of L1 will be more operative in L2 learning; learning, if L1 will contribute to L2 learning; naturalness, if students will feel more comfortable and confident, when L1 is used in some reasons; external relevance, if the use of both languages will help learners to learn L2 effectively; therefore, L1 cannot be ignored.

Cook (2001: 418) also recommends some uses of own language in L2 classroom: to give an instructions and explanations for short-cut, to build up a connection between L1 and L2 in the students' mind, to help students to achieve learning tasks through collaborative learning with students and to develop classroom activities using own language.

2.14. Related Empirical Findings

There are different theoretical and empirical studies which support the necessity of learners' own language in teaching English as a foreign language and studies which

suggest a negative view of the learners' own language as a hindrance in the teaching of English. Cook (2001) would be taken as one of the researchers who supported the use of learners' own language in the EFL classrooms. He states that learners' own language prepares learners with the language competence they need when the translation method is used. He also argued that even though many teachers work hard to keep their students detached from their own language, learners still have a mental connection between the two languages.

Based on the same new trend of teaching was developed called the Linguistic Interdependence Hypothesis (Cummins, 2007; Butzkamm & Caldwell, 2009). This hypothesis suggests that the use of learners' own language by teachers in the classroom is beneficial because, according to this hypothesis, transfer is not always a negative aspect and languages are linguistically interdependent except for a few elements which cannot cause any hindrance in language learning (Herdina & Jessner, 2002).

Besides, learners' own language motivates learners of a second language to be active learners and it saves their time and at the same time shapes their conceptualization of learning (Ellis, 2008; Turnbull, 2002). This view was confirmed by Cook (2002) who claimed that 'given the appropriate environment, the two languages are as normal as the two lungs' (p. 23).

This kind of notion is extensively accepted by those who still support the use of the Grammar Translation Method (GTM) in their second or foreign language teaching classrooms. Furthermore, Eldridge (1996) confirmed that it has not been proved empirically that restricting the use of the learners' own language in the classroom will improve learners' efficiency. For this reason, it is considered old-fashioned to not include learners' own language in classroom instruction (Atkinson, 1987). As a final remark, from a theoretical point of view, the use of learners' own language in EFL classrooms should not be restricted, and it should be used according to the needs of learners as well as the classroom situation (Atkinson, 1993; Weschler, 1997; Nation, 2003; and Norman, 2008). The use of learners' own language in EFL classrooms has also been the main focus of a significant number of recent empirical studies (Schweers, 1999; Tang, 2002; Burden, 2001; Brian and Rivers, 2011; Rezvani and Eslami, 2011; Timor, 2012; Fatih, 2012; Dujmovic (2014) Eman, 2017; Tajgozari, 2017; Nation, 1978; Krashen, 1981; Auerbach, 1993; Atkinson, 1987; Eldridge, 1996; Stern, 1992; Cook, 2001 and others)

have shown that using learners' own language is considered a good tool for teaching English as foreign language.

However, other studies have looked at learners' own language as an obstacle when learning English as a foreign language, so it should not be used in the classroom. Turnbull (2001), for instance, responded to Cook's view and stated that the use of learners' own language by the teacher is not beneficial to EFL learners. This was also the view of McDonald (1993) when he argued that the classroom is the only suitable context where learners can be exposed to the second language and if teachers use learners' own language, learners will have no opportunity to experience real use of the second language. This is also premised on the assumption that the learners' second language will be disinclined to practice it in a classroom where teachers are inclined to use the learners' own language (Ellis, 2008).

In addition, Krishan's 1981 comprehensible input hypothesis is considered an influential concept. This hypothesis proposes that L2 should be taught through L2 only and any underestimation of this will negatively affect the L2 learners' progress. To illustrate, teaching of the second language should be conducted in the second language not only to explain the rules of the language, but even for the communication between a teacher and his/her students. Aligned with Krashen's view, Swain (1985) proposed the comprehensible output hypothesis, which suggests that learners of the second languages need more activation of their language in the classroom rather than receiving instruction and rules and, as such, the second language can help in this activation (KhedirA., 2018).

Generally, there are lots of academic views and empirical findings that support and reject the use of learners' own language in EFL classrooms. Here are some findings in detail: Schweers (1999) had investigated the use of L1 in his monolingual Spanish-speaking classes in Puerto Rico. He identified that a high percentage of students (over 80%) found the use of L1 in the classroom useful; to explain difficult concepts; when they feel lost; to feel more comfortable and confident; to check comprehension; to define new vocabulary items. A similar study carried out by Tang (2000) in Chinese university context reported that teachers and students have a positive belief about the use of Chinese as L1 in their EFL classes. Burden (2001) also investigated the beliefs of 290 students and 73 teachers at five universities in Japan. The results showed that both students and teachers believe in

the importance of L1 in explaining new vocabulary, giving instruction, talking about tests, grammar instruction, checking for understanding, and relaxing the students.

In the same fashion, Brian A. McMillan and Damian J. Rivers (2011) had studied an attitudinal survey of 29 native English speaker teachers at a Japanese university where the exclusive use of the target language is promoted as a key feature of the optimal foreign language learning environment. The results indicated that, contrary to the official policy, many teachers believed that selective use of students' L1 by the teacher or by students could enhance L2 learning in various ways within a communicative framework. The researchers argue that teachers and students themselves are best placed to determine, based on the immediate context of the classroom, what constitutes the optimal use of the target language and the L1.

Rezvani and Eslami (2011) again conducted an explanatory study of code-switching between English and Farsi by four Iranian English foreign language (EFL) teachers and found that code-switching could be a good device for bilingual teachers when learners and teachers share the same ethnic and cultural background; and own language (L1) use in EFL classroom contributes to better learners' comprehension and better teacher-student relationship.

In another research by Timor and Tsafi (2012), they distributed a questionnaire among 112 elementary and secondary English teachers in Hebrew-speaking schools in Israel and found that teachers generally had a positive belief about the use of the mother tongue, but they also had a feeling of guilt while using L1 since it was not accepted by school leaders.

In the same time, Fatih (2012) conducted research on the beliefs of English language teachers about the use of L1 in the teaching of L2. The finding was contradicted from one teacher to another which means some of the teachers believe that it would be nonsense to talk about the use of L1 while one is still using the Grammar Translation as the method of teaching. Others believe that overuse of L1 is making the students lazy. They believe that when students switch to their native language, they are neither cognitive nor analytic in understanding the target language.

Mauro (2014) conducted research on ways of using the mother tongue in English language teaching in Croatia. Teachers believe that L1 use in the English classroom does

not hinder the learning teaching of L2 and can actually facilitate it. However, bilingual or bicultural teachers are in a position to enrich the process of learning by using the mother tongue as a resource, and then, by using the L1 culture, they can facilitate the progress of their students about the other tongue, the other culture.

Eman (2017) has explored the attitudes of 104 EFL teachers from countries such as the USA, India, and Pakistan towards using learners' first language (L1) in their classes. The findings provide insight into teachers' attitudes towards the use of L1. It also shows that the EFL teachers use L1 to some extent to serve certain pedagogical functions, such as explaining vocabulary. At the same time, Mostafa (2017), also conducted survey research to listen to the voice of teachers on factors contributing to the use of L1 in English classrooms in Iran. Based on the findings, most of the surveyed teachers showed their unwillingness to use L1 in their EFL classroom. The researcher suggested that other studies can investigate teachers' and students' perceptions on the issue using L1 to L2 classes in high school or universities.

The use of learners' own language or mother tongue in an EFL classroom can sometimes be useful if it is used in due time. In the same fashion, Nation (1978) believes that excluding the mother tongue from the instruction environment of the classroom could be the same as the avoidance of using objects and pictures in the second language classroom.

According to Krashen (1981), language learners develop their competence if teachers expose them to lots of comprehensible input. If the input is not comprehensible enough, the acquisition will not be complete. Learners' own language or mother tongue can be a helpful tool. For instance, if the text is too difficult for the students to comprehend or if its comprehension depends on having some background knowledge, the teacher should build this background using students' mother tongue. Likewise, Atkinson (1987) recommends that using L1 equivalents for eliciting language and comprehension checking by both teachers and students in the form of "How do you say....in English?"

Moreover, Auerbach (1993) believed that using students' L1 arouses a sense of security in them since without their mother tongue they are not able to express themselves and their experiences in their mother tongue, especially at the beginning stages of language development. Along the same line, Schweers (1999) emphasized the importance of wise

and selective use of L1 in L2 classrooms to help facilitate the learning process. Far from being an obstacle for some scholars, supported that learners' own language is a precious resource. Stern (1992) also considered the judicious use of L1 as a resource that turns input to intake.

Similarly, based on his experience, Cook, (2001) believed that optimal first language use is conducive to have more authentic L2 users. Cook further believed that finding cognates and similarities between languages develops an "interlinked L1 and L2 knowledge in the students' mind." Cook (2001) and Tang (2002) believed that occasional use of L1 by both students and teachers increases both comprehension and L2 learning since L1 plays a supportive role in the classroom.

The mother tongue in the EFL classroom has been a skeleton in the cupboard (Pradromou, 2001). However, in response, Gabrielatos (2001:8) believed that L1 has been more "a bone of connection" than "a skeleton in the cupboard." He stated that "the skeleton has been there all the time. We just have not wanted to talk about it, because perhaps we have not had the psycholinguistic or pedagogic framework in which to do so." He thought that a bilingual teacher could amend L2 learning using the mother tongue; "if the L1 facilitates learning, then we use it."

Wharton (2007) explains three major ways in which students' L1 can be used in the language classroom. First, providing L1 equivalents of English words and expressions; Second, using L1 to focus on language in use; and third, using L1 for classroom interaction.

Repeating these functions, Nation (2003) added another useful function of L1 by considering it as a productive instrument for communicating meaning. In addition to these functions, optimal L1 use in teaching a foreign or second language can be justified into initiating with the learners' mother tongue grants the learners a sense of security and accredits students' lived experience (Auerbach, 1993); and L1 use grants students "cognitive support" that enables them to explore language and produce work of higher standard by playing the role of a bridge for students to analyze the language and try more than the time they use foreign language only (Storch & Wigglesworth, 2003).

Some scholars are against the monolingual approach to language instruction on many other grounds. For example, Hopkins (1988) believed that if a learner of another

language is inspired to omit his own language from the L2 learning process and completely ignores it, they might feel identity threatened. In addition to this, Skinner (1985) rejected the exclusive use of the target language on practical grounds by expressing the difficulties in connection with the use of the L2 exclusively in the classroom. To support this idea, Stern (1992) questioned the traditional belief of L2 only classrooms by arguing that the learner's L1 could have a reasonable place in EFL classrooms.

On the other hand; as stated on 2.5 (Nunan, 1999; Mahadeo, 2006; Deller & Rinvolutri, 2002; Polio & Duff, 1994; Krashen & Terrell, 1983; Harbord, 1992; Phillipson, 1992; Polio & Duff, 1994; Harmer, 2001; Sharma, 2006; Howat, 1984 and others) rejected learners' own language use in EFL classroom. This kind of situation was reported by Nunan (1999:158) describing a condition where an EFL teacher in China imposed punishments on his students in situations where they spoke Cantonese in the classroom. The result was not attractive and the learners became totally silent. Neither did they use their mother tongue, nor did they use English. The teacher got his wish of no Cantonese; however, paradoxically he did not get any English from his students.

Likewise, Mahadeo (2006), states that the use of L1 is a barrier to learning L2 and it also prevents the student from acquiring the valuable input in L2. Other researchers argue that using L1 in the L2 classroom might affect students' learning process negatively since it reduces the learners' exposure to L2 and reduces their opportunities for using the target language (Deller & Rinvolutri, 2002; Polio & Duff, 1994).

According to Krashen & Terrell (1983), L1 should not be used in the L2 classroom to enhance students' exposure to the L2, since students acquire the L2 through the same way they acquire their L1. Another argument is; interference from the mother tongue. Interference can make difficulty in the L2 learning and to avoid that, L1 should be separated in L2 learning (Cook, 2001; Richards & Rodgers, 2001). According to Harbord (1992), a student may assume that word by word translation is a meaningful technique if teachers overuse L1 in their teaching; therefore, they will work towards transferring meaning in L2 learning. According to Phillipson (1992); the more L2 is taught, the better the result.

Polio & Duff (1994:322) showed that using L1 prevents students from receiving input they might be exposed to in social situations outside the classroom. Some of the researchers strongly disagree with using L1 in L2 class. According to Harmer (2001), overuse of L1 restricts students' associates to the L2. In the second language learning classroom, using a great extent of learners' own language will be a hindrance to achieve L2. Sharma (2006) mentions that only using L2 in the classroom is that the more students are exposed to English, the more quickly they will learn; as they hear and use English, students will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it.

Howat (1984) mentions in his book *A History of English Language Teaching*, three assumptions of a monolingual practice in FL teaching classrooms: FL should be done entirely in EFL classrooms, translation between own language and foreign language should be restricted, in multilingual classes, and languages should be separate. Therefore, overuse of L1 may hamper L2 learning and can create dependency on the own language in EFL classrooms.

2.15. Theoretical Framework

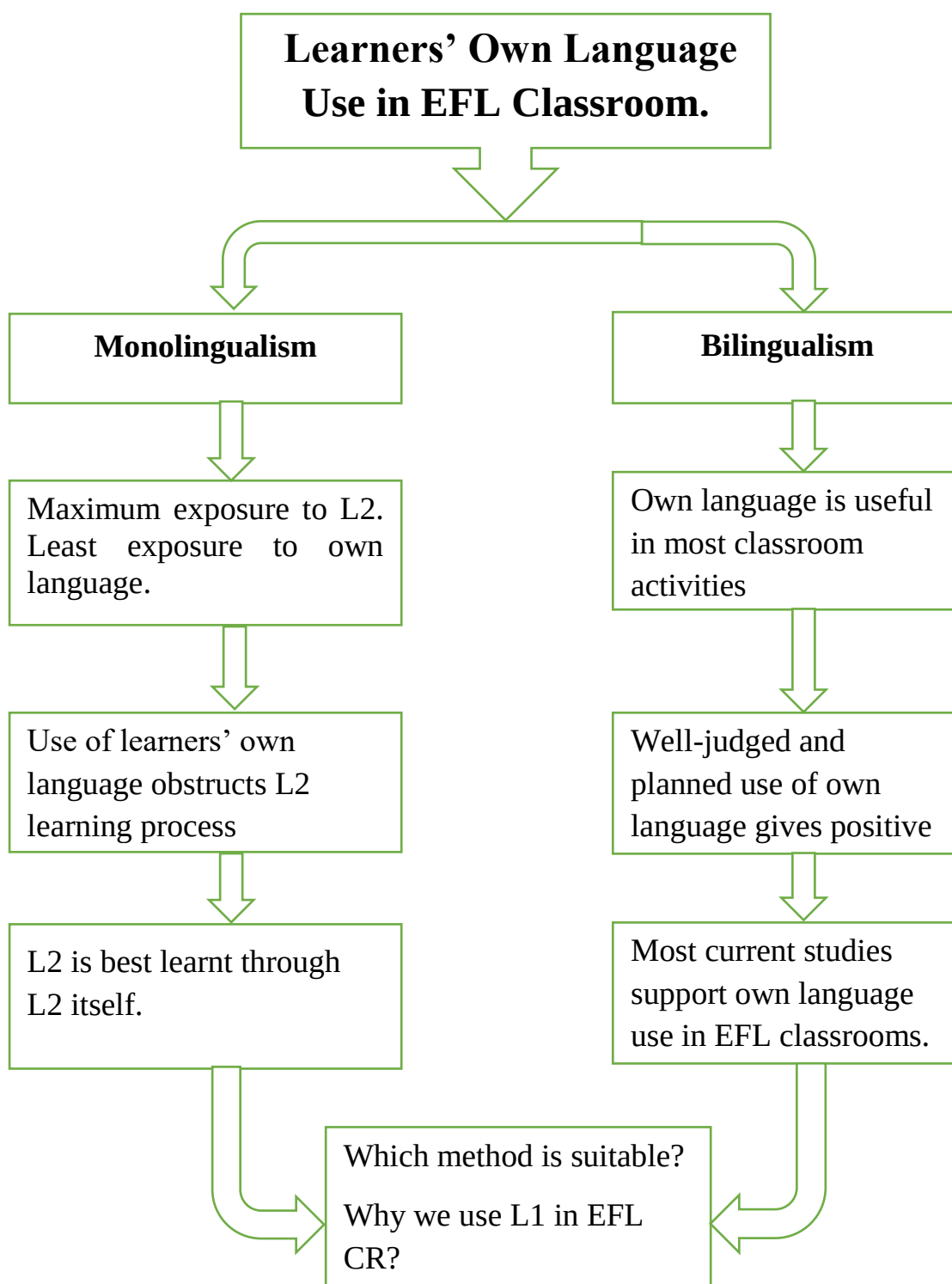
This research can be treated under social constructivism theory. Vygotsky (1978); is the pioneer theorist among the social constructionists. The concept is focused on the interdependence of social and individual processes in the construction of knowledge. The aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a certain time span, which he calls the "Zone of Proximal Development." ZPD refers to the gap between what a given learner can achieve alone, their 'potential development as determined by independent problem solving', and what they can achieve 'through problem solving under adult guidance or in collaboration with more capable peers' (Wood, D., & Wood, H., 1996 as cited in Kristinsdottir, 2001). The full development during the ZPD depends upon full social interaction and the more the learner takes advantage of a teacher's assistance, the broader is its "Zone of Proximal Development" (Ibid).

According Vygotsky's learning model suggests two things about language learning. The first is; if a teacher is only concerned with what students can already do with language and is with their existing level of independent performance then students will never progress. Second, if a teacher supports students so that they move through the zone of

proximal development to their potential level of performance, real learning and progress is possible.

The model also suggests that input alone is not enough for students to reach their potential. Vygotsky proposed that learning is the collaboration between the teacher and student, with the teacher taking on an authoritative role similar to that of an expert supporting a trainee. He points out that this collaboration always involves language in the form of a dialogue between teacher and student (Kristinsdottir, 2001).

2.16. Conceptual Framework/Model



Adopted from Chitra Bahadur (2017)

The conceptual framework of this study is framed on the model proposed by Chitra Bahadur (2017), which is most likely indicating the relationship between learners' own language use in EFL classrooms and teaching English as a foreign language related to teachers' belief and practices in monolingual and bilingual classroom contexts. In this model, Chitra Bahadur (2017) identified two notions; the first one is that learners' own language (L1) has a significant role in the EFL classroom in a bilingual environment. It is assumed that learners' own language is useful in most classroom activities, well-judged and planned use of learners' own language gives positive result and it is supported by most current studies both locally and globally; for example, (Stern, 1992; Atkinson, 1993; Auerbach, 1993; Levine, Cook, 2001; 2003; Widdowson, 2004; Height and et.al, 2007; Harmer, 2007; Butzkamm, 2009; Hall and Cook, 2013; and Margo, 2015, Khedir, 2018) are a few out of the global studies. Coming to the indigenous studies, (Adamu, 2002; Kenenisa, 2003; Mekonnen, 2009; Jemal, 2012; Kiadist, 2012; Dereje and Abiy, 2015) are some of the indigenous researches which presented that the learners' own language has a significant role in EFL classrooms.

The second notion suggested factors and routes of learning and teaching the second language in a monolingual context. It is based on the following assumptions; these are: maximum exposure to the second language, least exposure to learners' own language, the use of learners' own language obstructs the second language learning process, and the second language is best learnt through the second language itself. The first notion of the conceptual framework directs the findings of the study. The conceptual framework or model of this study is adopted and indicated in the following diagram.

CHAPTER THREE

3. Research Design and Methodology

3.1. Introduction

The main purpose of this study was to explore teachers' belief and practices about learners' own language use in EFL classrooms. This chapter deals with the design of the study, research methodology, research setting and participants, sampling, instruments for data collection, procedures of the research and data collection, data analysis techniques, and the pilot study.

3.2. The Research Design

The objective of this study was to explore teachers' belief and practices about learners' own language use in EFL classrooms. Descriptive case study research design was used to carry out this study because it enables us to look into human beliefs and actions in detail ranging from individual to class, school or entire unity (McKay, 2008). In this study, the case study is preferred as it enables probably careful observation of EFL teachers and learners while carrying out the interaction in the teaching and learning process in detail. The study is aimed to look into teachers' beliefs and practices about learners' own language use in EFL classrooms. Hence, the case study is an appropriate design to carry out this research. Supporting this idea, Kothari (1990:113) describes the case study saying "It is a method of study in depth rather than breadth." Therefore, case study helps to look at the details of EFL teachers' beliefs and practices about learners' own language use in EFL classrooms. According to Yin (2003a, 2003b), case study gives more emphasis on the full analysis of a limited number of cases or conditions. Thus, it is a better way of undertaking this study.

According to Martyn, (2007: 45); the main reason for using a case study approach is because of the following points; case studies focused on one or a few instances allow the researcher to deal with the refinements and details of complex social situations. Specifically, it enables the researcher to deal with relationships and social processes in a way that is denied by the survey approach. Case study approach allows the use of a variety of research methods. Additionally, it encourages the use of multiple methods to capture the complex reality under study. In parallel with the use of multiple methods,

case study approach fosters the use of multiple sources of data. This, in turn, facilitates the validation of data through triangulation (Ibid).

A case study approach is particularly suitable where the researcher has little control over events. Because the approach is concerned with investigating phenomena as they naturally occur, there is no pressure on the researcher to impose controls or to change circumstances. Case study approach can fit with the needs of small-scale research through concentrating effort on one research site. Finally, theory-building and theory-testing research can both use the case study approach to good effect.

Furthermore, this study employs different methods of data collection to generate the necessary information since the case study is a design that enables the use of a range of data collection methods to get information to reach valid and reliable data (Nunan, 1992). Therefore, this study is a descriptive case study which follows an interpretivist paradigm because it is believed that reality is socially constructed through language, consciousness and shared knowledge (Myers, 2009; Cohen, Manion & Morrison, 2003).

3.3. The Research Methodology

The focus of this study was to explore teachers' belief and practices about learners' own language use in EFL classrooms. To do this, a mixed method approach is used to collect and analyze the data. Referring to Denscombe (2007:121); the researcher used mixed research method because of the following reasons:

“using mixed methods strategy has its own benefits compared with using just one method, it helps to use more than one research method, benefits to combine more than one kind of research data, uses multiple methods of data collection instruments, allows to use quantitative and qualitative data, improves the accuracy of data, provides more complete picture of the study, helps as an aid to the sampling of participants, uses as a means for compensating the strengths and weaknesses of particular method and the principle that mixed methods research is fundamentally good practice.”

To carry out this study, both qualitative and quantitative data gathering tools were used because mixed method enables the researcher to use multiple techniques and approaches, and a stronger and wider understanding of the topic under discussion (Creswell, 2013; Dorney, 2007 and Wisdom et al., 2012). However, the study is

dominated by qualitative data. According to Edmonds & Kennedy (2017), the priority or emphasis of the qualitative and quantitative elements should be considered in mixed method research.

In the case of collecting and analyzing quantitative and qualitative data, there are different methods within the mixed method itself. For this study, a convergent mixed method is used. The qualitative and quantitative data were gathered and analyzed separately, and then the results were compared to check whether the results are similar or different (Creswell, 2013; Johnson & Onwuegbuzie, 2004). The assumption behind this approach is that qualitative data provides a detailed view of a phenomenon while the quantitative data is to triangulate to yield substantial information.

3.4. The Research Setting

This study was conducted in Dangila town which is located in West Gojjam Ethiopia. Dangila town is about 485 km away from the capital city of Ethiopia to the North West. This case study is carried out in one of the government High Schools in Dangila District because case study is essentially an intensive investigation of the particular unit under consideration (Kothari, 1990). Specifically, the study is conducted in Mengesha Jemberie High School which was established in 1943 G.C. by the Swedish government and the local community. The school had 21 English language teachers in the first semester of 2021/22 academic year.

3.5. Sampling

This study is more of a qualitative study. The aim of the qualitative study was not to generalize the result to the whole population. Instead, it seeks to “describe or explain what is happening within a smaller group of people” (Dawson, 2002: 47). The research setting is selected by using purposive technique because of the following reasons. Although it might be true in other areas in which Amharic is being spoken as a first language, the first reason is that there were homogeneous students and teachers in Mengesha Jemberie High School in terms of own language which means both teachers and students have the same background and share the same own language (in this case Amharic) in EFL classroom. The second reason is convenience as the research area is the researcher’s hometown. This provides an opportunity to win the data gathering process. It is observable that sometimes, participants of a study could be reluctant in case of an

intruder entering their programme (Seliger and Shohamy 1989). Thus, carrying out this study at this school probably at least minimizes the chance of reluctance. It should be noted that data gathered from reluctant participants could not be taken for granted (Cohen, 2000).

Based on available sampling technique, 21 (100 %) English teachers participated to fill the questionnaire. Involving all teachers in the classroom observation and interview could be impractical. Therefore, from the total of 21(100 %) English language teachers, 6 (29%) of teachers were involved in classroom observation and interview based on purposive sampling technique with the aim of maximum variation to include teachers with varied experiences and educational level. This helps to get the cumulative picture of the teachers' beliefs and practices about learner's own language use in EFL classrooms since each individual may have varied awareness, knowledge, and experiences on learners' own language use in EFL classrooms. When an observation is carried out, the extent of observations depends on the saturation of the information gathered rather than the number of observations (Charmaz 2006). Regarding this Creswell (2014), states that there is no rule to look at the number of participants to be involved when qualitative data are to be used. However, he suggested that four to five cases are acceptable. Hence, the researcher collected data until all issues were covered. (*Ibid*)

Additionally, questionnaires were distributed to 30 students from the observed classrooms. The participant students were selected using a stratified random sampling technique. The quantitative data from the learners was used to triangulate the qualitative data gathered from the teachers. The students were involved in this study to confirm what teachers provide in questionnaire, what they do in their classroom during the classroom observation and what they said in the interview may or may not be true. This means teachers may become superficial and inform what they think to be true rather than what they always do in their classrooms. On the other hand, during the classroom observations, teachers' classroom activity may become artificial as they are aware of being watched. Hence, students' quantitative data was used to triangulate the data obtained from teachers.

3.6. Data Gathering Instruments

In this study, qualitative and quantitative data were gathered through questionnaires, classroom observations and one to one in-depth interview to have a better picture of the phenomenon.

3.6.1. Questionnaires

According to Martyn (2007), questionnaires are important to explore information about beliefs, experiences, opinions and preferences. In this study, questionnaires were used to collect relatively immense data from teachers and students. Teachers' use of student' own language and their practices could be studied through direct observations in EFL classroom interactions and through in-depth interviews. However, sometimes teachers may do or tell superficially when they notice that they are under observation. In such cases, it is difficult to collect real data about their actual classroom practices that they are usually engaged in. On the other hand, it is only the snapshot of the real classroom practices of the teachers that can be observed. Besides, teachers may tend to do what they are expected to do rather than what they really do. Therefore, a questionnaire was given to students to triangulate teachers' real work in their classrooms from their students as they know what the teachers usually do. Thus, questionnaires were distributed to the students whose classroom was observed to look at how and the extent to which their teachers use their own language in the classroom.

3.6.2. Classroom Observation

In the EFL classroom, teachers may do different activities unconsciously. That is to say, they may or may not be aware of their use of learners' own language. Therefore, teachers carry out different classroom activities intending to make learners successful in their learning. To have first-hand information (Creswell, 2014; Kothari, 2004) about the actual activities of the teachers' and learners', classroom observation is an appropriate instrument (Mackey and Gass, 2011). Hence, it enables the researcher to look at the reasons and/or purposes behind using learners' own language (Amharic) in EFL classrooms.

The researcher conducted classroom observation thereby audio-video recording because it enables-the researcher to look at the details of classroom activities and it is important for qualitative research since it allows the researcher to gain some insight into the

interaction; that is the power of video-recording as a research tool then it is evidence for non-participant observation.

The researcher used an observation checklist while observing classrooms. This would support the inclusion of the non-interactive activities of the teacher that could contribute to students' learning during the transcription, take care of the aspects to be observed during the observation, and to focus on the incident of interaction which contains the principles of EFL teaching.

Since the observer directly gathers the data needed from the participants without asking them, classroom observations enable the observer to hit on the issue (Yin 2011). It also helps to eliminate subjective bias if used correctly. There is no complication with this method as there is no reference to the past or to the future rather than what is happening during the interaction between the teachers and the learners or among the learners.

Furthermore, since classroom observation is less demanding to the participants of the study (Kothari 2004), it is used to look at what and how an individual group of social units does an action. In the case of this study, observation is used to look at the actual practices, specifically teachers' practice about learners' own language use in EFL classrooms. The observation checklist had 20 items which are focused on teachers' use of Amharic in EFL classroom. The checklist was prepared with different formats such as always, usually, sometimes, seldom and never.

3.6.3. Interview

People usually do not change all their thoughts into action or it is equally important that people may not do what they say. Thus, looking at their action may not necessarily enable the researcher to get a complete understanding of the driving force of their action because it is internal. This internal aspect could be saved when people verbalize what they think. Therefore, an interview is used in this study to explore understanding of what teachers have in their minds concerning their beliefs and practices about learners' own language use in EFL classrooms. Interviews also help to obtain detailed information about personal feelings, perceptions, and opinions on an issue.

A semi-structured in depth-interview was used in this study. According to Martyn, (2007:202) a semi-structured in-depth interview is used because of the following reasons.

First, it gives in depth and detailed information because it helps to probe informants and then issues will be monitored. Second, it gives insight; the researcher is likely to gain valuable insights based on the depth of the information gathered and the wisdom of key informants. Third, the interview requires only simple equipment and builds on the conversation skills which the researcher already has. Fourth, an interview is a good method for producing data based on informants' priorities, opinions, and ideas.

Informants have the opportunity to expand their ideas, explain their views, and identify what they regard as crucial. Fifth flexibility, as a method for data collection, interview is probably the most flexible data gathering tool. Adjustments to the lines of question can be made during the interview itself. Interviewing allows for developing a line of question and it is relatively easy to control. Sixth, high response rate; Interviews are generally pre-arranged and scheduled for a convenient time and location. This ensures a relatively high response rate. Seventh; validity, direct contact at the point of the interview means that data can be checked for accuracy and relevance as they are collected. In general, one to one in-depth interview was made to identify teachers' beliefs and practices about learners' own language use in EFL classrooms.

3.7. Data Collection Procedures

First teachers and students were told the purpose of the questionnaire and asked for their consent. Then the belief questionnaires were given to teachers. Classroom observation was carried out before the in-depth interview because it helps to ask teachers how they do, why they do, and what they do about learners' own language use in EFL classrooms. Teachers can justify the reason for their practice and it will help to recognize what teachers have in their minds about learners' own language use. If an in-depth interview is carried out before the observation, teachers may become artificial in their practice in the classroom and this may affect the reliability and validity of the data.

Before carrying out the classroom observations, six teachers were asked for their willingness to be observed and then negotiation on the date of the observations was set. The researcher was a non participant observer in the classrooms, but attempted to fill an observation checklist. Besides, after socialization observations, all observed sessions used for data analysis purposes were video/audio recorded so that it is possible to look at the details of the activities carried out in the classrooms. This helps to clearly identify

snapshot incidents of learners' own language use in the EFL classrooms. Finally, questionnaires were distributed to students in the classroom and waited for them to finish because students would take the questionnaire out of the class. This would help to keep the validity of their responses.

Concerning the in-depth interview, participants were asked if they are willing to participate. The in-depth interview data was audio recorded to get detailed information that was raised during the in-depth interview session. The researcher was able to fix up the appropriate time and place ahead of the session with the consent of the participants.

3.8. Data Analysis Methods

The data were analyzed by using both quantitative and qualitative methods; then the quantitative data and qualitative data were analyzed separately side-by side and then brought together (Creswell 2013). This side- by-side analysis was made in the discussion section of the study. First, the statistical part of the data was analyzed, and then the qualitative data results could be displayed for comparisons. The quantitative data was analyzed by SPSS 20 software. Next, the audio/video recorded data gathered in classroom observation were transcribed and analyzed qualitatively.

Finally; the in-depth interview was transcribed and changed into plain text. The plain text was organized and coded for easy retrieval and identification by using Open Code 4 software. Ideas were thematically categorized into meaningful code, synthesis 1, synthesis 2 and memo patterns. Then, identification of themes, recording and development of provisional categories were carried out. After refining themes and categories, in-depth analysis was carried out through narration.

3.9. The Pilot Study

3.9.1. Purposes of Conducting the Pilot Study

This pilot study was conducted for different purposes. The first was to identify items that could be difficult for respondents to understand or that could have vague meaning for respondents. The second reason was to know how much time the questionnaire would require the teachers and students to complete so that a strategy could be designed as to how to administer it during the main study. The third one was to check how appropriate the rating scales were before the administration of the questionnaire in the main study. The fourth reason was to test the reliability of the instrument, i.e., the questionnaire for the quantitative part of the study. The fifth reason was to try out the data analysis methods which are mentioned in the methodology section of the study. Therefore, the three data collection instruments; classroom lesson observation, one-to-one interview, and questionnaire were used. Before presenting the details of the processes of piloting, it seems reasonable to start the discussion of this section with a brief description of the school environment, participant profiles, teacher and researcher relationships, ethical aspects, reliability tests and other relevant issues.

3.9.2. Piloting Instruments and Procedures

The researcher communicated with the department head to introduce himself to English language teachers and arrange time for classroom observations and interviews. After introduction, the researcher gave a consent paper to participants of the study. In the pilot study, data was collected by what Wolcott (1992) refers to as “watching”, “asking” and “examining”, that is, observing lessons, carrying out post lesson interviews and questionnaires. For classroom observation purposes, six sample teachers were given a consent paper to read and sign to confirm their willingness; after they read and signed, the six participant teachers returned the consent paper to the researcher, and then the observation was made.

In the classroom observation which spanned for two weeks (in the first academic semester of 2019/20), the researcher observed sample teachers in their classrooms for three times. The purpose of the first-round observation was to socialize the researcher himself with students and teachers so that the researcher did not use any checklist or recording material. In this observation, the classroom teachers introduced the researcher

to their students and the researcher also addressed to the students that the purpose of the observation was purely academic so that they were informed to feel free and do things as usual.

The second-round observation was really different from the first one; because most of the students communicated naturally. The purpose of this observation is still socializing the researcher to the students and teachers. However, the researcher has taken some notes which might serve as an input for the last observation. The third observation was supported by observation checklists and sample video records. Finally, the data obtained from this observation were used for data analysis and interpretation for the pilot study.

Six teachers who have been under observation were interviewed in depth. Out of them, 33% of teachers were selected randomly for transcription and Open Code 4 software analysis purposes. Finally, twenty-five teachers out of thirty-two teachers and thirty students participated in filling the questionnaires. They were told to fill the questionnaires carefully as much as possible and to ask for clarification about any vague items. The items for which the respondents sought were carefully recorded to make possible modifications during the main study. Through this route, the first two purposes of the pilot study were achieved. As the participants were told to ask for clarification about any vague items they might not easily understand, some teachers asked for clarifications, for example, question number 5 of the interview guideline lacked clarity. The question item reads: ‘‘Do you believe that the use of students' own language in the EFL classroom is often recognition of teachers' weakness in using English language itself?’’ If ‘No’ ‘what makes you use it in your class?’ After retelling the question, the planned interview was conducted and the teachers' responses to the interview questions were tape recorded for later transcription and analysis. However, this interview question should be rephrased clearly during the main study.

Among the total 32 English language teachers in the school, 78 % of teachers were selected randomly, and from six sections, 30 students were chosen based on stratified sampling technique as the participants of the pilot study. Out of the 78% of teachers, 24% of them were involved in the classroom observations; then, for transcription and analysis purpose, 33% of teachers were selected randomly from the observed classrooms. Fearing the amount of time required for teachers to fill such a large number of items in the questionnaire would affect the data to be collected, the researcher made an attempt to

know how much time the questionnaire would require the teachers to complete. The fastest and the slowest respondents used 40 and 60 minutes, respectively. However, the great majority of the respondents used between 45-55 minutes to complete the questionnaire. The one-to-one interview section took 7-10 minutes per respondent. Students used a maximum of 20 minutes to fill the questionnaire and return to the researcher.

Drawing on these experiences, the researcher decided that it would be safer to do two things for the main study. The first one was beyond rephrasing the items for which the respondents were seeking clarification, including a prolog item to check whether respondents have that kind of experience or not; before responding to the group of items and to tell them to respond to them only if they confirmed they had. Therefore, the following items were identified to rephrase and use during the main study. These are: in teachers' interview questions; item number 5, in students' questionnaire part 2 and some procedural issues in the demographic information part were rephrased.

The second issue was planning how to administer students' questionnaires. It was prepared in English. The researcher had a threat that students' English language proficiency would affect the study. Therefore, the researcher decided to translate the questionnaire into their mother tongue (Amharic). Finally, the Amharic version questionnaire was distributed to respondents under the supervision of the researcher himself. This helped him to give any necessary help and to secure a high return rate of the questionnaires.

To achieve the third objective of the pilot study, the researcher has tabulated and checked the data just before the detailed analysis of the data. Therefore, after tabulating and checking the collected data, the researcher coded the data to feed it into the software. Just before the main data analysis, a preliminary analysis was made to see how much each scale was rated to decide whether the rating scales were appropriate. The analysis provides that all points in the scale were rated in varying frequencies.

Among the various statistical methods for checking the reliability of instruments, a method of internal consistency was applied; this method is often preferred to be used for instrument administration and validation. Moreover, the method was preferred because the questionnaires were designed for the study to measure a particular attribute such as

people's beliefs and practices. After administering the questionnaire, the result was analyzed to test the reliability of the questionnaires. When the quantitative data was analyzed statistically using Cronbach's coefficient alpha, the qualitative data was analyzed by Open Code 4 software, which is the latest qualitative data analysis software.

3.9.3. Classroom Observations

The main purpose of classroom observation was to see teachers' practices of using learners' own language in EFL classrooms and how do teachers use learners' own language in EFL classrooms? The classroom observation was supported by audio-video recording which helps to determine what aspect(s) of classroom activities would need particular attention to re-observe and minimize unforeseen practices that might affect the outcome of the study.

The other purpose is to check the instruments for their feasibility served in two ways (1) it helps to re-observe the observed teachers' recorded lessons, and react or reflect on what they had done, why they had done that, and say what they would do, as an aim, in their subsequent classes; (2) helped the researcher to elicit important issues that the researcher felt should be affected during the post lesson interview. To this end, after having received the agreement of the six teachers to observe their classes, one sample lesson from each teacher was recorded. During recording, the recording device was positioned in a place where the researcher thought and believed it would capture the voice of the teachers and students.

3.9.4. Post Lesson Interview

Initially, the classrooms to be observed were identified and given to the researcher by the teachers themselves. However, when the actual work of the post lesson interview was about to start, a problem of delay occurred between classroom observation and post lesson interview in that the observed teachers could not be immediately available for the post lesson interview. In some instances, there was a delay between the two events because the teachers had to go to another class immediately after they finished the classes they had. At other times, the delay happened because the teachers had to deal with school and student affairs which required immediate attention. These situations were really unwanted circumstances, as any delay could impact on the quality of the interview and

discussion sessions. However, the interview is conducted in their free time on the same date of classroom observation.

From this incident, the researcher has got a lesson that he should account into consideration during the main study; that is, to have an undelayed post lesson interview, the researcher should check the teachers who are going to be interviewed would have free time after observation; for the reason that, this problem might happen during the main study, so that it is important to look for a possible preventive mechanism to conduct post lesson interview undelayedly. Possible mechanisms would be adjusted like checking the school weekly programme to determine appropriate periods that permit the teachers to be immediately available for the interview. After a careful study of the school's weekly timetable, each participant would be free after teaching a lesson was seriously sorted out in the main study.

Still, there were other two key issues that needed attention. The first was whether to conduct the interview in English or Amharic. The other was checking whether the interview questions set in the guideline were at the level of the teachers' understanding.

Regarding the first issue, teachers agreed to have the interview in English. They did not have critical problems that hinder oral communication. Regarding the second issue, the researcher gave a copy of the consent paper and interview questions to the teachers so that they could put up questions, if there were any. Teacher A asked clarity about question number 5. The question item reads: "Do you believe that the use of students' own language in the EFL classroom is often a recognition of teachers' weakness in using English language itself? If 'No' what makes you use it in your class?" (see the appendices part).

After the researcher made clarifications verbally about the question, the planned interview was conducted and the teacher's responses to the interview question were recorded for later transcription and analysis. However, it needs to be rephrased during the main study.

3.9.5. Questionnaires

According to Martyn (2007), questionnaires are important to explore information about beliefs, experiences, opinions and preferences. In this study, questionnaires were used to

collect relatively immense data from both teachers and students. Teachers' own language use and their practices could be studied through direct observations in EFL classroom interactions and through in-depth interviews.

However, sometimes teachers may act or tell superficially when they notice that they are under observation. In such cases, it is impossible to collect real data about their actual practices that they are usually engaged in. On the other hand, it is only the snapshot of the real classroom practices of the teachers that can be observed. Besides, teachers may tend to do what they are expected to do rather than what they really do. Therefore, a questionnaire is given to teachers to collect relatively immense data. Finally, a questionnaire is ultimately given to students to triangulate teachers' real work in their classrooms from their students as they know what the teachers usually do. Thus, a questionnaire is distributed to the students whose classroom was observed to look at how and the extent to which their teachers use their own language in the classroom.

3.9.6. Validity and Reliability

According to Creswell (2000), there are various approaches a researcher can use to address validity (quality/rigor/trustworthiness) and reliability (dependability), in qualitative studies; the most popular include triangulation of the information among different sources of data, receiving feedback from informants and expert review.

Conferring to Waterman (2013) validity in qualitative research means "appropriateness" of the tools, processes, and data. Whether the research question is valid for the desired outcome, the choice of methodology is appropriate for answering the research question, the design is valid for the methodology, the sampling and data analysis is appropriate, and finally the results and conclusions are valid for the sample and context.

The researcher has used probably valid and reliable instruments; because the instrument was developed by well-experienced researchers in the area. Guy Cook and Graham Hall developed this instrument in 2013. They are well-known linguists in ELT. They have done related research in the area of learners' own language use in EFL classrooms. Regarding the ethical issue, the researcher has written a letter and asked them for permission to adapt and use it for this research purpose on April 12, 2019. On the same day, they have written a letter of permission to use the tool with adaptations.

Accordingly, the researcher has adapted the tools to the context and submitted them to the advisor to get further comments. As a result, the researcher has got directions and constructive feedback from the advisor. As a result, a possible modification was made to the instruments; for this reason, the consistency of the questionnaire was retested by the reliability statistics test measure with SPSS version 20 software. Therefore, as it is depicted in summary table 4.1, the result of the quantitative data obtained from teachers' and students' questionnaire analysis about teachers' belief and practices about learners' own language in EFL classroom is statistically significant at 0.848 and 0.766 confidence levels respectively.

Teachers' and students' questionnaire reliability coefficient or Cronbach's Alpha test result was 0.85 and 0.77, respectively. Reliability coefficient ranges between 0 and 1. Zero indicates unreliability, and 1(one) shows perfect reliability. The above Cronbach's alphas are greater than 0.75, as Shaw and Right (1967) suggested that 0.75 indicates a good degree of internal consistency of the information gathered through the instrument. Therefore, the internal consistencies of the teachers' and students' responses to the items provide very good internal consistency; because 0.85 and 0.77 are reasonably greater than 0.75. This made the researcher accept the reliability of the instrument with reasonable confidence.

3.9.7. Lessons Learnt from the Pilot Study

As stated earlier, the pilot study was mainly conducted to check the adequacy of the data gathering instruments. The researcher has learnt a lot in conducting the pilot study. It provided him with the opportunity to identify problems and seek solutions for them so that the main study would be conducted effectively.

First, classroom observation was conducted with a video record and observation checklist. However, there were incidents which could not be included in the observation checklist. Therefore, in addition to the video record and observation checklist, field notes should be taken. Thus, supplementing the recordings of the video and observation checklist by field notes would have value in collecting classroom data during the main study.

Second, as any delay between classroom observation and the subsequent interview/discussion could have an impact on the quality of the interview and discussion sessions,

in the main study, it is important to look for an appropriate time for the teachers to appear for post lesson interviews with no significant delay from the classes they had been teaching in the interview sessions that followed.

The data gathering instruments (own language belief survey, own language use practice survey and own language use reason survey) were good except some problems on the belief survey. In the belief survey and interview questions, some words and phrases were modified and added. In addition, for the majority of the students, learners' own language use and practice survey (Amharic version) questionnaires were clear.

Third, the pilot study revealed useful information that helped to revise the instruments and to see potential problems that could have occurred in the main study by not giving clear directions, procedures, and vague items so that it needs rephrasing and including all aspects of detailed and explicit questions about teachers' beliefs and practices about learners' own language use in EFL classrooms.

Fourth, the researcher has used the following data gathering procedures during the pilot study. That is, first observation was made based on the checklist then one to one interview was followed. Finally, questionnaires were administered. However, this procedure is revised because constructive feedback is given by examiners during the pilot study presentation. As a result, the data gathering procedure is modified for the main study. Thus, the data gathering procedure in the main study would be in the following way: first the questionnaires were administered then classroom observation was followed. Finally, one to one interview was conducted.

The researcher has watched the recorded video to see whether the recorded materials were clear and audible or not. However, when the recorded lessons were played, they turned out to be poor quality. Although it is some way audible and visible, two basic problems were identified for the poor recording: (1) the constant back and forth movements of the teachers made the recording difficult for the recorder to capture their voices clearly; (2) background noises of students both from within and outside of the classrooms worsened the recording situation. The researcher has learnt a lot from this practice in order not to repeat the same things in the main study.

Finally, the researcher has learnt a lot from the pilot study that analyzing the quantitative and qualitative data requires consulting and reconsulting statisticians to use SPSS and

Open Code 4 software properly. Therefore, things learnt from the pilot study were well taken care of to mitigate the problems which occurred during the pilot study would not be of serious impediment in the main study.

CHAPTER FOUR

4. Results and Discussions

4.1. The Preliminary Review of the School Context

The school selected for the main study is Mengesha Jemberie High School in West Gojjam, Ethiopia. This school was established in 1943 G.C. by the Swedish government and the local community. The school is large-sized with 50 sections and more than 3578 students in the two shifts.

Prior to the beginning of the main study, the researcher visited the school chosen for the main study site and had an informal chat with some of the English teachers. Supporting this stance, Gutierrez (1996) says, “The question of access to a research area is considered a vital point as it may not always be easy to be allowed to conduct a study without prior familiarization with the situation on site.

The classrooms contained 20-23 desks in triple rows, with no teacher’s desk. On average, in each classroom 62 students were assigned. The school has one small staff room. For this reason, most of the teachers take tea and similar services under a shade of a tree. This small tea room serves for a few teachers to take tea and rest during break time.

Like in other government schools, the majority of the students at Mengesh Jemberie High School come from low-income families. Students at all times use Amharic language in the school compound to communicate with each other and with their teachers. The visits and talks undertaken were a good and favorable moment for the researcher to establish a friendly relationship with the potential research participants and discuss the aim of the study as well as experiences that the teachers have had regarding the data collection instruments. Fortunately, the teachers who took part in the informal discussion expressed their desire to take part in the study regardless of the time constraints they had been experiencing; they had a load of three up to four periods in a day. In spite of this, they promised to be involved in the study because they felt that they would get some lessons out of it.

This informal discussion also provided to the researcher a hint of concern that the teachers had, and this helped him to look for ways to solve the time pressure that they

would encounter when the researcher started the actual work of the piloting study. Following this, it was important to have an official permission from the school management to carry out the study in this school. Although the process was easily facilitated because of a cooperation letter from the Department of Foreign Languages and Literature (DFLL) at Addis Ababa University, the school is endowed with supportive and collaborative staff members. These all help the researcher to get relatively sufficient data for the study.

4.2. Teacher-Researcher Relationship

When collecting data, the researcher was well aware of treating the teachers not as subjects but as people who have beliefs, feelings, values, and needs (Elbaz, 1983). The researcher was also conscious that the study requires teachers to make close and careful self-evaluation and reflection on school-wide issues of concern. Stenhouse (1975) pointed out that building up a relaxed, comfortable, and trusting relationship that can “transcend the role and dissolve fronts” (Woods, 1985:14) was crucial.

Hence, the researcher had to work on the relationship with the teachers. To this end, he had friendly chats with them and was able to explain the objectives and the significance of the study so that the teachers were aware of the things they would be required to do during the study period. The researcher also felt that to gather data on their reflective practices, it was imperative to develop an equal relationship with them. In this regard, the researcher shared with them his learning experience as a student, and the challenges he faced as a teacher in high school. After having done this, the teachers reciprocated by sharing their teaching experience and the ups and downs of their career path development. In this way, the researcher and they were able to treat each other as colleagues in the same profession.

4.3 Anonymity

As a result of the establishment of collegial relations with the participants, they took the researcher into their confidence and were able to voice their ideas. To a certain extent, they were able to critically comment on issues such as their school cultures and management issues. As Tsui (2003) points out, a study of this nature reveals a very private side of the lives of teachers, especially when trusting relationships develop between the researcher and respondents. However, teachers expressed their fear that they

might be in trouble if sensitive information gained through their reflective comments were disclosed to the concerned bodies. In this regard, the teachers were assured that the researcher would preserve their anonymity by using pen names. Thereafter, participant teachers were called- teacher A, B, C, D, E, and F.

4.4 Being Obtrusive

To be unobtrusive as much as possible, participants were informed not to bother much to offer the researcher space while he was visiting their classes for observation. What the department head really did during the first visit was introducing the researcher to all English language teachers in the way that they would be at ease while classes were in progress. During break time, the researcher had a friendly discussion with English language teachers of the school to further establish a good relationship with them. What is more, in order not to disturb other teachers, the interviews were carried out under the shade of a tree.

There were three phases in the collection of data for the study. The first phase of data collection was questionnaire. Questionnaires were given to teachers and students. Participant teachers were involved in filling the questionnaires. Other than this, students also participated in filling questionnaires to cross-check teachers' every day activities about teachers' beliefs and practices about learners' own language use in the EFL classrooms. Then, classroom observations were made. Finally, post lesson interview was carried out.

4.5 Quantitative Data

4.5.1 Teachers' questionnaire

Table 4.1 Teachers' Questionnaire Retest Reliability Result

N_o	Participants	N_o of participants	N_o of items	Cronbach's Alpha
1	Teachers	21	50	.88

As table 4.1 shows, teachers' questionnaire reliability re-test result of the main study was improved from 0.845(the pilot study Cronbach's Alpha) to 0.88 Cronbach's Alpha. This might be because of lessons learnt from the pilot study and items rephrased based on comments given by examiners during the pilot study presentation.

Table 4.2 Respondent's Native Language

No	Participants	Respondent's Native language		
		Amharic	Other	Total Valid percent
1	Teachers	95.2%	4.8%	100%

As depicted in table 4.2, teachers had almost the same native language background because Amharic is a native language for 95.2 % of EFL teachers. One respondent has a different native language that is “Awegni” as a native language. However, the respondent is a bilingual teacher and he is as fluent as Amharic native teachers.

Table 4.3 Respondents' academic qualification

Valid	Frequency	Percent
BED Degree	13	61.9%
MA Degree	8	38.1%
Total	21	100.0%

Table 4.3 reports respondents' academic qualification. This table shows 62% of the respondents' academic qualification was a BA degree. However, there were some teachers who were attending M.A. program in summer program. Among the total English language teachers in the school, 38% of them were MA holders. This implies that the majorities of teachers were BA degree holders.

Table 4.4 Respondents' level of English

Valid	Frequency	Percent
Good	7	33.3%
Very Good	13	61.9%
Excellent	1	4.8%

Table 4.4 indicates respondents' English language proficiency level which is rated by respondents themselves. Thus, when 62% of respondents responded that they do have “very good” English language proficiency level, 33% respondents rated their English language proficiency as “Good”. One respondent only rated himself “Excellent.” However, the data gathered from the classroom observation and in-depth interview sessions do not rate them in such a way. This shows that teachers may not know exactly their level of English language proficiency.

Table 4.5 English teachers' belief about learners' own language use in EFL classrooms

No	Items	Valid percent					
		SA	A	N	D	SD	Total
1	Learners' own language should be used in English class.	42.9%	38.1%	0%	19%	0%	100%
2	Students should use their own language in the English classroom.	38.1%	47.6%	0%	14.3%	0%	100%
3	English language teachers should use learners' own language in English class.	38.1%	38.1%	4.8%	19%	0%	100%
4	Using learner' own language prevents students from learning English.	14.3%	47.6%	0%	38.1%	0%	100%
5	Teachers should follow an English-only policy in the classroom.	19%	33.3%	0%	47.6%	0%	100%
6	Bilingual dictionary helps students to understand new vocabulary.	28.6%	61.9%	0%	4.8%	4.8%	100%
7	I do not feel comfortable when my students use their own language in EFL class.	19%	42.9%	0%	33.3%	4.8%	100%
8	In English class, Amharic should be used to maintain classroom discipline.	23.8%	61.9%	0%	9.5%	4.8%	100%

9	In English class, sometimes I use Amharic to fill my English language gaps.	38.1%	52.4%	0%	9.5%	0%	100%
10	I try to exclude own-language use in EFL classrooms.	19.%	33.3%	0%	38.1%	9.5%	100%
11	English should be the main language used in EFL classrooms.	38.1%	52.4%	0%	9.5%	0%	100%
12	I feel guilty when I use languages other than English in the EFL classroom.	28.6%	42.9%	9.5%	19%	0%	100%
13	Own-language use helps students to express their cultural and linguistic identity more easily.	19%	57.1%	0%	23.8%	0%	100%

Table 4.5, reports that English teachers' belief about learners' own language use in EFL classroom. In table 4.5, item1, shows 81 % of respondents strongly agreed or agreed that learners' own language should be used in English classrooms. This indicates that teachers do have positive belief about learners' own language use in EFL classrooms. Item 2, also specifies 85.7 % of respondents strongly agreed or agreed that students should use their own language in the English classroom. Meaning, the majority of the teachers believe that students should use their own language in the English classroom. Item 3, designates 76.2 % of respondents strongly agreed or agreed that English language teachers should use learners' own language in English classrooms. This directs that teacher do have positive belief about learners' own language use in EFL classroom.

In table 4.5, item 4 and 5, reveal contrasting responses with item 1, 2 and 3; because 61.9% of respondents strongly agreed or agreed that using learner' own language prevents students from learning English and 52.3 % of teachers strongly agreed or agreed that teachers should follow an English-only policy in the classroom. However, 47.6 % of

teachers strongly disagreed or disagreed that teachers should follow an English-only policy in the classroom. Nevertheless, item 6, reveals 90.5 % of teachers strongly agreed or agreed that a bilingual dictionary helps students to understand new vocabulary. Certainly, only 9.6 % of participants suggested that learners never use bilingual dictionaries to learn vocabulary. This shows that the vast majority of teachers have positive belief about learners' own language use to learn new vocabularies in English. Item 7, points out 61.9% of teachers strongly agreed or agreed that they do not feel comfortable when students use their own language in the EFL classroom.

However, as depicted in item 8, shows 85.7 % of teachers strongly agreed or agreed that in English classroom, Amharic should be used to maintain classroom discipline and item 9, indicates 90.5 % of teachers strongly agreed or agreed that they use Amharic sometimes to fill their English language gaps. But, items 10 and 11, state that 52.3 % of teachers strongly agreed or agreed that they try to exclude own-language use in EFL classroom and 90.5 % of teachers agreed that English should be the main language used in EFL classroom respectively. Item12 shows 71.5 % of teachers strongly agreed or agreed that they feel guilty when they use languages other than English in the EFL classroom. Finally, item 13, points out 76.1 % of teachers strongly agreed or agreed that learners' own-language use in EFL classroom helps students to express their cultural and linguistic identity more easily.

Table 4.6 Possible arguments for using learners' own language in the EFL classrooms.

No	Items	Valid percent					
		SA	A	N	D	SD	Total
14	Students like to use their own language in EFL class.	38.1%	52.4%	0%	4.8%	4.8%	100%
15	Students have the right to use their own language in the EFL classroom.	33.3%	38.1%	0%	28.6 %	0%	100%
16	Own-language use helps students to work together.	14.3%	61.9%	4.8%	19%	0%	100%

17	Students can relate new English-language knowledge to their own language (Amharic) knowledge.	42.9%	47.6%	0%	9.5%	0%	100%
18	Own-language use in the EFL classroom makes students less anxious.	33.3%	52.4%	4.8%	4.8%	4.8%	100%
19	Translation is an effective language-learning strategy for many students.	42.9%	47.6%	0%	9.5%	0%	100%

Table 4.6, demonstrates possible arguments for using learners' own language in the EFL classroom. Item 14, shows 90.5 % of teachers strongly agreed or agreed that students like to use their own language in the EFL classroom. This means the vast majority of the respondents recognized that students like to use their own language in the EFL classroom. Item 15, also asserts 72.4 % of teachers strongly agreed or agreed that students have the right to use their own language in the EFL classroom. This indicates that learners' interest and right are some of the possible reasons to use students' own language in an EFL classroom.

Item 16, points out 76.2 % of respondents strongly agreed or agreed that learners' own-language use in EFL classroom helps students to work together. This shows that teachers' reason to use learners' own language in EFL classrooms is to work together. Item 17, demonstrates 90.5 % of respondents strongly agreed or agreed that students can relate new English-language knowledge to their own language (Amharic) knowledge.

Item 18, shows 85.7 % of teachers strongly agreed or agreed that learners' own-language use in EFL classroom makes students less anxious. This indicates that teachers' argument to use learners' own language is to reduce learners' anxiety in the EFL classroom. Item 19, asserts 90.5 % of respondents strongly agreed or agreed that translation is an effective language-learning strategy for many students. This implies that teachers' reason to use learners' own language in EFL classroom is for translation purposes and it is considered as an effective strategy for many students.

Table 4.7 Possible arguments against using learners' own language in EFL classrooms.

No	Items	Valid percent					
		SA	A	N	D	SD	Total
20	Own-language use in EFL classrooms reduces learners' exposure to learn English.	9.6%	28.6%	4.8%	28.6%	28.6%	100%
21	In multilingual classes, own-language use is impractical.	14.3%	33.3%	9.5%	28.6%	14.3%	100%
22	Own-language use in EFL classrooms reduces the opportunities for learners to speak and practice English.	14.3%	23.8%	9.5%	33.3%	19%	100%
23	Own-language use leads to interference (negative transfer) from the learners' own language into English.	19%	47.6%	4.8%	23.8%	4.8%	100%
24	In EFL classrooms, students prefer an English-only approach.	9.5%	19%	0%	28.6	42.9	100%
25	Own-language use in the EFL classroom hinders learners from learning English.	14.3%	14.3%	4.8%	33.3%	33.3%	100%

Table 4.7, presents teachers' possible arguments against using learners' own language in EFL classroom. Item 20, expresses 57.2 % of respondents strongly disagreed or disagreed that learners' own-language use in EFL classroom reduces learners' exposure to learn English. This means teachers believe that learners' own-language use in EFL classrooms never reduces learners' exposure to learn English. In divergence to this, 38.2 % of respondents strongly agreed or agreed that learners' own-language use in EFL classroom reduces learners' exposure to learn English. When item 21 indicates 47.6 % of the respondents strongly agreed or agreed that in multilingual classroom own-language use is impractical; 42.9 % of respondents strongly disagreed or disagreed that in multilingual classroom own-language use is impractical.

Item 22, demonstrates 52.3 % of respondents strongly disagreed or disagreed that learners' own-language use in EFL classroom reduces the opportunities for learners to speak and practice English. However, 38.1 % of respondents strongly agreed or agreed that learners' own-language use in EFL classrooms reduces the opportunities for learners to speak and practice English. Item 23, shows 66.6 % of respondents strongly agreed or agreed that learners' own-language use leads to interference (negative transfer) from the learners' own language into English. In this item, 28.6 % of respondents strongly disagreed or disagreed that students' own-language use leads to interference or negative transfer from the learners' own language into English.

Item 24, asserts that 71.5 % of respondents strongly disagreed or disagreed that in the EFL classroom, students prefer an English-only approach. This means the majority of the respondents' argument not to use English-only approach is that students do not prefer this approach. Nevertheless, 28.5 % of respondents strongly agreed or agreed that in EFL classrooms, students prefer English-only approach. This is a conflicting response with what the respondents responded during the interview and what the researcher observed in the classroom during classroom observation sessions.

Item 25, specifies 66.6 % of respondents strongly disagreed or disagreed that learners' own-language use in EFL classroom hinders learners from learning English. However, 28.6 % of respondents strongly agreed or agreed that learners' own-language use in EFL classrooms hinders learners from learning English. This shows that the vast majority of the teachers' argument to use learners' own language in EFL classroom is; they believe

that learners' own-language use in EFL classroom do not hinder learners from learning English.

Table 4.8 Reasons to use learners' own language (Amharic) in English classroom.

* It is appropriate to use Amharic to _____

No	Items	Valid percent					
		SA	A	N	D	SA	Total
26	explain difficult concepts.	38.1%	47.6%	0%	14.3%	9.5%	100%
27	introduce new grammatical rules.	14.3%	66.7%	4.8%	14.3%	4.8%	100%
28	show differences and similarities between Amharic and English.	23.8%	52.4%	0%	14.3%	9.5%	100%
29	explain vocabulary.	19%	66.7%	0%	9.5%	4.8%	100%
30	help students to feel more comfortable/ confident.	42.9%	33.3%	4.8%	14.3%	4.8%	100%
31	give instructions.	42.9%	42.9%	0%	9.5%	4.8%	100%
32	explain English idioms and expressions.	28.6%	57.1%	0%	9.5%	4.8%	100%
33	complete pair/ small-group work activities.	19%	42.9%	0%	33.3%	4.8%	100%
34	maintain classroom discipline.	19%	71.4%	0%	4.8%	4.8%	100%
35	assess students.	28.6	52.4%	4.8%	9.5%	4.8%	100%
36	help low-level learners than high-level learners.	28.6%	61.9%	4.8%	4.8%	0%	100%
37	correct spoken errors.	33.3%	47.6%	0%	14.3%	4.8%	100%
38	manage large classes than small classes.	42.9%	38.1	4.8%	14.3%	0%	100%

Table 4.8 presents teachers' reasons to use learners' own language (Amharic) in English classroom. In this table item 26, shows 85.7 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is appropriate to explain difficult concepts in EFL classroom. However, 23.8 % of respondents strongly disagreed or disagreed that it is appropriate to use Amharic to explain difficult concepts in the EFL classroom. This implies that the vast majority of teachers' reason to use learners' own language in EFL classrooms is to explain difficult concepts. Item 27, also indicates 91 % of respondents strongly agreed or agreed that they use learners' own language to introduce new grammatical rules. This asserts that the great majority of teachers' reason to use learners' own language in EFL classrooms is to introduce new grammatical rules.

Item 28, depicts 76.2 % of respondents responded that learners' own language use in EFL classroom is appropriate to show differences and similarities between Amharic and English. 23.8 % of respondents replied that learners' own language use in EFL classrooms is not appropriate to show differences and similarities between Amharic and English. Here it is possible to say that the majority of teachers' reason to use learners' own language in EFL classrooms is to show differences and similarities between Amharic and English. Item 29, shows 85.7 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is appropriate to teach or explain vocabulary. This tells that the vast majority of teachers' reason to use learners' own language in EFL classrooms is to teach vocabulary.

Item 30, also indicates 76.2 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is appropriate to help students to feel more comfortable or confident. 19.1 % of respondents responded that learners' own language use in the EFL classroom is not appropriate to help students to feel more comfortable or confident. This implies that the majority of teachers' reason to use learners' own language in EFL classrooms is to help students to feel more comfortable or confident. Item 31, shows 85.8 % of respondents responded that learners' own language use in EFL classroom is appropriate to give instructions. This asserts that the great majority of teachers' reason to use learners' own language in EFL classrooms is to give instructions.

Item 32, states 85.7 % of respondents responded that learners' own language use in EFL classroom is appropriate to explain English idioms and expressions. This shows that the great majority of teachers' reason to use learners' own language in EFL classroom is to

explain English idioms and expressions. Item 33, also demonstrates 61.9 % of respondents strongly agreed or agreed that learners' own language in EFL classroom is appropriate to complete pair or small-group work activities. However, 38.1 % of respondents responded that learners' own language in the EFL classroom is not appropriate to complete pair or small-group work activities. On the other hand, a significant number of teachers' reason to use learners' own language in EFL classrooms is to complete pair or small-group work activities.

Item 34, reveals 90.4 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is appropriate to maintain classroom discipline. This means the vast majority of teachers' reason to use learners' own language in EFL classroom is to manage classroom discipline. Item 35, shows 81 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is to assess students' level of understanding. However, 14.3 % of respondents strongly disagreed or disagreed that learners' own language use in EFL classrooms is to assess students' level of understanding. Cumulatively, this implies that the great majority of the teachers' reason to use learners' own language in EFL classroom is to assess students' level of understanding.

Item 36, reports 90.5 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is to help low-level learners than high-level learners. This infers that the great majority of teachers' reason to use learners' own language in EFL classroom is to help low-level students. Item 37, displays 80.9 % of respondents responded that learners' own language use in EFL classroom is to correct spoken errors. Then, 19.1 % of respondents responded that learners' own language use in EFL classroom is not to correct spoken errors. Cumulatively, the majority of teachers' reason to use learners' own language in EFL classroom is to give spoken error feedback. Finally, item 38, describes 90 % of respondents strongly agreed or agreed that learners' own language use in EFL classroom is appropriate to manage large classes rather than small classes. This implies that the vast majority of teachers' reason to use learners' own language in EFL classrooms is to manage large classes.

Table 4.9 Own-language use and institutional culture

No	Items	Valid percent					
		SA	A	N	D	SD	Total
39	Teachers can decide for themselves the balance of English and own-language use in EFL classroom.	42.9%	42.9%	0%	14.3%	0%	100%
40	My school expects students to be taught only in English.	23.8%	38.1%	0%	28.6%	9.5%	100%
41	The government/ education ministry expects classes to be taught only in English.	28.6%	38.1%	0%	28.6%	4.8%	100%
42	Teachers in my school feel that classes should be taught only in English.	14.3%	28.6%	4.8%	38.1%	14.3%	100%
43	Teaching materials used in the school include own-language as clarifications of English.	23.8	47.6%	4.8%	4.8%	19%	100%
44	Teaching materials used encourage learners to use their own language during classroom activities.	19%	23.8%	0%	47.6%	9.5%	100%

45	Mixing English and Amharic is a common phenomenon in EFL classrooms in this school.	47.6	28.6%	0%	28.6%	4.8%	100%
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Table 4.9 analyzes learners' own-language use in EFL classroom and institutional culture. In this table item 39, shows 85.8 % of respondents strongly agreed or agreed that teachers can decide for themselves the balance of English and own-language use in the EFL classroom. 14.3 % of respondents disagreed that teachers can decide for themselves the balance of English and own-language use in the EFL classroom. This implies that the vast majority of teachers in school culture can balance English and learners' own-language use in EFL classrooms. Item 40, indicates 61.9 % of respondents strongly agreed or agreed that the school administration bodies expect students to be taught only in English. 38.1% of respondents responded that the school administration bodies do not expect students to be taught only in English. This shows that the great majority of respondents confirmed that the school administration bodies expect students to be taught only in English in EFL classrooms.

Item 41, also indicates 66.7 % of respondents responded that the government or education ministry expects EFL classes to be taught only in English. However, 33.3 % of respondents responded that the government or education ministry does not expect EFL classes to be taught only in English. This tells the majority of the teachers strongly agreed or disagreed that the government or education ministry expects EFL classes to be taught only in English. Though, item 42, reports 42.9 % of respondents strongly agreed or agreed that EFL teachers in the school context feel classes should be taught only in English; 52.4 % of respondents strongly disagreed or disagreed that EFL teachers in the school context feel classes should be taught only in English. This implies that a significant number of teachers believe that EFL classes should not be taught only in English.

Item 43, shows 71.4 % of respondents responded that the teaching materials used in the school include own-language as clarifications of English. But, 23.8 % of respondents replied that teaching materials used in the school do not include own-language as clarifications of English. This indicates the majority of teachers strongly agreed or agreed

that the teaching materials used in the school include own-language as clarifications of English. Though item 44, demonstrates 42.8 % of respondents strongly agreed or agreed that the teaching materials used encourage learners to use their own language during classroom activities; 57.1 % of respondents responded that the teaching materials used encourage learners to use their own language during classroom activities. This informs significant numbers of teachers believe that teaching materials used in the school encourage learners to use their own language during classroom activities. Finally, item 45, settles 76.2 % of respondents strongly agreed or agreed that mixing English and Amharic is a common phenomenon in EFL classrooms in the school context. Contrariwise, 33.4 % of respondents strongly disagreed or disagreed that mixing English and Amharic is a common phenomenon in EFL classrooms in the school context. This tells the majority of teachers that mixing English and Amharic is a common phenomenon in EFL classrooms in the school context.

Table 4.10 Other influences on EFL teaching.

No	Items	Valid percent					
		SA	A	N	D	SD	Total
46	My pre-service teacher training discouraged own-language use in EFL class.	19%	66.7%	4.8%	9.5%	0%	100%
47	It is common to find discussion of own-language use at professional conferences about ELT.	0 %	33.3%	23.8%	33.3%	9.5%	100%
48	My in-service teacher training encouraged own-language use in EFL class.	0%	14.3%	14.3%	57.1%	14.3%	100%
49	It is rare to find discussion of own-	19%	38.1%	23%	19%	0%	100%

	language use in research and literature surrounding ELT.						
50	There is renewed debate about own-language use within the language teaching literature.	14.3 %	38.1%	33.3%	9.5%	4.8%	100 %

Table 4.10 reports other influences on EFL teaching. In this table item 46, 85.7 % of respondents strongly agreed or agreed that their pre-service teacher training discouraged them to use learners' own-language use in EFL classrooms. Contrariwise, 9.5 % of respondents disagreed that their pre-service teacher training discouraged them to use learners' own-language use in EFL classrooms. This confirms the vast majority of teachers asserted that their pre-service teacher training discouraged them to use learners' own-language use in EFL classrooms. Item 47, indicates 42.8 % of respondents responded that it is not common to find discussion of own-language use at professional conferences about ELT. However, 33.3 % of respondents responded that it is common to find discussion of own-language use at professional conferences about ELT. In this item, 23.8 % of respondents were neutral that it is not common to find discussion of own-language use at professional conferences about ELT. Cumulatively, this tells significant numbers of teachers confirmed that it is not common to find discussion of own-language use at professional conferences about ELT.

Item 48, displays 71.4 % of respondents strongly disagreed or disagreed that their in-service teacher training encouraged own-language use in EFL classrooms. However, 14 % of respondents agreed that their in-service teacher training encouraged own-language use in EFL classrooms. 14% of respondents also were neutral that their in-service teacher training encouraged own-language use in EFL classrooms. This item tells that the great majority of teachers believe that their in-service teacher training does not encourage them to use learners' own-language in EFL classrooms.

Item 49, shows 57.1 % of respondents responded that it is rare to find discussion of own-language use in research and literature surrounding ELT. When 23 % of respondents were neutral on this issue, 19 % of respondents disagreed that it is rare to find discussion of own-language use in research and literature surrounding ELT. This implies that

significant numbers of teachers confirmed that it is rare to find discussion of own-language use in research and literature surrounding ELT.

Finally, item 50, settles 52.4 % of respondents strongly agreed or agreed that there is renewed debate about own-language use within the language teaching literature. Contrariwise, when 14.3 % of respondents strongly disagreed or disagreed that there is renewed debate about own-language use within the language teaching literature; 33.3 % of respondents were neutral that there is renewed debate about own-language use within the language teaching literature. Cumulatively, this implies that the majority of teachers confirmed that there is renewed debate about own-language use within the language teaching literature.

4.5.2 Students' questionnaire

Demographic information

Table: 4.11 Students' own language.

Valid	Frequency	Percent	Valid Percent
Amharic	30	100%	100%
Other	0	0%	0%

Table 4.11, indicates 100% of students do have the same native language background (Amharic). This implies that Amharic is students' native language. As it is earlier indicated with teachers' demographic information in table 5.1, teachers also share the same language background with students. On the other hand, Amharic is a native language for both students and teachers except one teacher who has a different native language that is "Awegni" as a native language. However, the teacher is a bilingual teacher and he is as fluent as Amharic native teachers.

Table: 4.12 Students' English language proficiency level.

Valid	Frequency	Percent	Valid Percent
poor	6	20.0	20.0
Good	20	66.7	66.7
Very Good	4	13.3	13.3
Total	30	100.0	100.0

Table 4.12 indicates students' English language proficiency level which is rated by them. Thus, when 13% of respondents responded that they do have "very good" English

language proficiency level, 67% students rated their English language proficiency as “Good.” 20% of students rated themselves “Excellent.” However, the researcher could not observe these ratings during the classroom observation.

Table 4.13 Students’ response to questions on teachers’ practice and use of Amharic in English classrooms.

N o	Items My English teacher_____	Scale				
		SA	A	D	SD	Valid total
1	likes to use Amharic in English classroom to explain grammar rules.	43.3%	50%	3.3%	3.3%	100%
2	likes my use of Amharic for clarification.	36.7%	43.3%	10%	10%	100%
3	never uses Amharic in an English classroom.	3.3%	16.7%	50%	30%	100%
4	uses Amharic to explain English idioms and expressions.	46.7%	50%	3.3%	0%	100%
5	usually uses Amharic in English classrooms.	26.7%	36.7%	23.3%	13.3%	100%
6	uses Amharic to manage classroom discipline.	36.7%	56.7%	6.7%	0%	100%
7	translates words or sentences into Amharic in English class.	60%	36.7%	0%	3.3%	100%
8	likes to use Amharic to give homework in English class.	16.7%	56.7%	23.3%	3.3%	100%
9	sometimes speaks Amharic in English class to clarify the directions.	23.3%	66.7%	10%	0%	100%
10	uses Amharic when telling jokes.	33.3%	50%	13.3%	3.3%	100%
11	usually likes to use Amharic for giving individual comments.	23.3	36.7	40	0%	100%
12	uses Amharic in English classrooms to reduce students’ anxiety/fear.	33.3%	40%	20%	6.7%	100%

13	teaches English in the English language only.	3.3%	30%	30%	36.7%	100%
14	uses Amharic to solve misunderstanding.	53.3%	33.3%	3.3%	10%	100%
15	uses Amharic to fill his/her own gaps in speaking English.	40%	33.3%	6.7%	20%	100%
16	prefers to use Amharic to save his/her time.	10%	26.7%	43.3%	20%	100%
17	uses Amharic to explain the differences and similarities between Amharic and English.	36.7%	40%	13%	10%	100%
18	prefers to use dictionaries which are translated from English to Amharic when he/she teaches vocabulary.	43.3%	43.3%	3.3%	10%	100%
19	uses Amharic to discuss cultural issues.	36.7%	56.7%	3.3%	3.3%	100%
20	teaches English both in Amharic and English.	26.7%	50%	20%	3.3%	100%

Table 4.13 reports students' response to teachers' practice and use of Amharic in EFL classroom. Item 1 shows 93.3 % of students strongly agreed or agreed that English teachers like to use Amharic in English classrooms to explain grammar rules. This implies that the vast majority of students confirmed that English teachers use Amharic in EFL classrooms. Item 2, also indicates 80 % students strongly agreed or agreed that English teachers like their use of Amharic for clarification. However, 20 % of students strongly disagreed or disagreed that English teachers like their use of Amharic for clarification. Aggregately, the great majority of students asserted that English language teachers motivate students to use their own language in the EFL classroom.

Item 3, specifies 80 % of students strongly disagreed or disagreed that their English teachers never use Amharic in EFL classroom. 20 % of students strongly agreed or agreed that their English teachers never use Amharic in EFL classrooms. This means the great majority of students confirmed that their English teachers use Amharic in EFL classrooms. Item 4, points out 96.7 % of students strongly agreed or agreed that English

teachers use Amharic to explain English idioms and expressions. This shows the huge majority of students witnessed that English teachers use Amharic to explain English idioms and expressions. In item 5, although 63.4 % of students strongly agreed or agreed that English teachers usually use Amharic in English classroom; 36.6 % of students strongly disagreed or disagreed that English teachers usually use Amharic in English classroom. This indicates that significant numbers of students reported that English teachers usually use Amharic in English classrooms.

Item 6, depicts 93.4 % of students responded that English language teachers use Amharic to manage classroom discipline. This reveals the vast majority of students reported that English language teachers use Amharic in EFL classroom to manage classroom discipline. Item 7, portrays 96.7 % of students strongly agreed or agreed that English language teachers translate words or sentences into Amharic in English classroom. This shows the huge majority of respondents stated that English language teachers translate words or sentences into Amharic in English classrooms.

Item 8, displays 73.4 % of students strongly agreed or agreed that English language teachers like to use Amharic to give homework in EFL classrooms. However, 26.6 % of students strongly disagreed or disagreed that English language teachers like to use Amharic to give homework in EFL classrooms. This implies the majority of students reported that English language teachers like to use Amharic when they give homework in EFL classrooms. On the other hand, significant numbers of teachers' use learners' own language in EFL classrooms when they want to make the instruction clear. Item 9, also portrays 90 % of students who responded that English language teachers sometimes speak Amharic in English class to clarify the directions. This means the great majority of students strongly agreed or agreed that English language teachers sometimes speak Amharic in EFL classroom to clarify the directions.

Item 10, indicates 83.3 % of students strongly agreed or agreed that English language teachers use Amharic when they want to tell jokes. Nevertheless, 16.7 % of students strongly disagreed or disagreed that English language teachers use Amharic in EFL classrooms when they want to tell jokes. This implies that the great majority of students responded that English language teachers use Amharic in EFL classrooms when they want to tell jokes. Though item 11, shows 60 % of students strongly agreed or agreed that English language teachers usually like to use Amharic for giving individual comments;

40 % of students strongly disagreed or disagreed that English language teachers usually like to use Amharic for giving individual comments. This implies that significant numbers of students witnessed that English language teachers usually like to use Amharic in EFL classroom for giving individual comments.

Item 12, points out 73.3 % of students responded that English language teachers use Amharic in English classrooms to reduce their (students') anxiety or fear. However, 26.7 % of students responded that English language teachers do not use Amharic in English classrooms to reduce students' anxiety or fear. This shows that the majority of students strongly agreed or agreed that English language teachers use Amharic in English classrooms to reduce students' anxiety or fear. This means EFL teachers use learners' own language to raise students' confidence level. Item 13, indicates 66.7 % of students strongly disagreed or disagreed that English language teachers teach English in English language only. However, 33.3 % of students strongly agreed or agreed that English language teachers teach English in the English language only. This shows the majority of students confirmed that English language teachers do not teach English in the English language only.

Item 14, indicates 86.6 % of students strongly agreed or agreed that English language teachers use Amharic to solve misunderstanding. 13.3 % of students strongly disagreed or disagreed that English language teachers use Amharic to solve misunderstanding. This shows the vast majority of students responded that English language teachers use learners' own language to solve misunderstandings. Item 15, portrays 73.3 % of students responded that English language teachers use Amharic to fill his or her own gaps in speaking English. However, 26.7 % of students responded that English language teachers do not use Amharic to fill his or her own gaps in speaking English. This implies the majority of students strongly agreed or agreed that English language teachers use Amharic to fill his or her own gaps in speaking English.

Item 16, reports 63.3% of students strongly disagreed or disagreed that English language teachers use Amharic in EFL classroom to save their time. However, 36.7% of students strongly agreed or agreed that English language teachers use Amharic in EFL classrooms to save their time. This indicates that significant numbers of students asserted that English language teachers do not use Amharic in EFL classrooms to save their time. Item 17, spectacles 76.7 % of students responded that English language teachers use Amharic

in EFL classroom to explain the differences and similarities between Amharic and English. 23.3 % of students responded that English language teachers do not use Amharic in EFL classrooms to explain the differences and similarities between Amharic and English. This shows the majority of students strongly disagreed or disagreed that English language teachers use Amharic in EFL classroom to explain the differences and similarities between Amharic and English.

Item 18, designates 86.6 % of students strongly agreed or agreed that English language teachers prefer to use dictionaries which are translated from English to Amharic when they teach vocabulary. However, 13.4 % of students that English language teachers strongly disagreed or disagreed with prefer to use dictionaries which are translated from English to Amharic when they teach vocabulary. This shows that the great majority of students confirmed that English language teachers prefer to use dictionaries which are translated from English to Amharic when they teach vocabulary.

Item 19, indicates 93.4 % of students strongly agreed or agreed that English language teachers use learners' own language in EFL classroom to discuss cultural issues. This clearly shows the vast majority of students asserted that English language teachers use learners' own language in EFL classroom to explain and discuss cultural issues. Finally, item 20 settles 76.7 % of students strongly agreed or agreed that English language teachers teach English both in Amharic and English in EFL classroom. However, 23.3 % of students strongly disagreed or disagreed that English language teachers teach English both in Amharic and English in EFL classrooms. This implies the majority of students asserted that English language teachers teach English both in Amharic and English in EFL classrooms.

4.6 Qualitative Data

4.6.1 Classroom Observation

Participants' Profile

The main purpose of classroom observation was to see teachers' practices of learners' own language use in EFL classrooms and how frequent teachers use learners' own language in EFL classrooms? The classroom observation was supported by audio-video recording which helps to determine what aspect(s) of classroom activities would need particular attention to re-observe and minimize unforeseen practices that might affect the outcome of the study.

The other purpose is to check the instruments for their feasibility served in two ways (1) it helps to re-observe the observed teachers' recorded lessons, and react or reflect on what they had done, why they had done that, and say what they would do, as an aim, in their subsequent classes; (2) helped the researcher to elicit important issues that the researcher felt should be affected during the post lesson interview. To this end, after having received the agreement of the six teachers to observe their classes, one sample lesson from each teacher was recorded. During recording, the recording device was positioned in a place where the researcher thought and believed it would capture the voice of the teachers and students. After recording each lesson, the researcher had to play the recorded video to see whether the recorded materials were clear and audible or not. However, when the recorded lessons were played, it turned out to be relatively good quality.

Teacher A was an M.A. degree holder and has got varied experiences in teaching English. Teacher A was the first teacher who read and signed on the consent paper to take part in classroom observations, in-depth interviews, and in filling questionnaires. This teacher has 27 years of experience in teaching English as a foreign language both in high school and preparatory school, and since then teacher A has been teaching English in grade 12th.

Like teacher A; teacher B also was M.A. degree holder with 30 years of teaching experience in English as a foreign language. Teacher B was head of the department; he has participated in classroom observations, in-depth interviews, and in filling questionnaires. He was teaching English in grade 12th.

Teacher C and D were M.A. degree holders in the summer in-service program. They do have 17 and 14 years of teaching experience in English as a foreign language in different high schools in West Gojjam, respectively. Both of them have six and five years of teaching experience at the high school level; and they were teaching in grade 12th and 11th respectively.

Teachers E and F have more than 25 years teaching English as a foreign language in different schools. Both of them have 12 years of experience in teaching English in this school. Teacher E and F were summer in-service M.A. degree students. These teachers have been teaching English in grade 11th.

Table: 4.14 Participants' demographic information.

N o	Teachers' code	Teachers' mother tongue	Teachers' level of English	Lesson types observed	Which language did the teachers use most?	Which language did the students use most?
1	A	Amharic	Good	Writing	English	Amharic
2	B	Amharic	poor	Speaking	English	Amharic
3	C	Amharic	Good	Speaking	English	Amharic
4	D	Amharic	Very good	Grammar	English	English
5	E	Amharic	Good	Grammar	English	English
6	F	Amharic	Good	Listening	English	Amharic

Table 4.14, reports the demographic information of teachers who were involved in classroom observation. The above teachers' language proficiency level is given by the researcher. Thus; the data reveal that all teachers who participated in the classroom observation have the same mother tongue (Amharic). Based on the researchers' grading level; when teacher D has very good English language proficiency, most of the teachers were good in English language proficiency. However, teacher B is poor in English language proficiency. Coming to the language skills and areas practiced; writing, speaking, grammar, and listening lessons were presented. During the classroom observation, most of the time teachers use English language; though, students use their own language more than English language in EEL classroom.

Table 4.15 Purposes and frequencies of using the learners' own language in the EFL classrooms.

N_o	Purpose	Always	Usually	Sometimes	Seldom	Never
1	To teach new vocabulary			83%		17%
2	To explain grammar			100%		
3	To provide clarification			100%		

4	To provide feedback			83%		17%
6	To explain instructions			100%		
7	To deal with discipline cases			17%		83%
8	To make humorous comments					100%
9	To discuss cultural issues					100%
10	To save time in lengthy tasks			50%		50%
11	To give individual help to students			100%		
12	To make contrast between L1 and L2			100%		
14	To motivate students			100%		
15	To support weak students			100%		
16	To balance the communication gap		17%	83%		

Table 4.15 summarizes purposes and frequencies of using the learners' own language in the EFL classrooms. The summary is based on the check list of the classroom observations made by the researcher himself. According to the classroom observations made by the researcher, most of the teachers use the learners' own language in the EFL classrooms. The majority of teachers who participated in the EFL classroom observations were using the learners' own language sometimes to accomplish the above purposes which means to teach new vocabulary, explain grammar, provide clarifications, give feedbacks, deal with discipline cases, explain instructions, give individual helps, save time, make humorous comments, discuss cultural issues, make contrast between L1 and L2, motivate students, support weak students and balance the communication gap.

The vast majority of English language teachers in the EFL classrooms used learners' own language to teach vocabulary (83% of participants), to explain grammar (100% of participants), to provide clarifications (100% of participants), and feedback (83% of

participants). This shows that students' poor language proficiency forced teachers to use learners' own language in EFL classrooms. Sometimes, both students' and teachers' poor language proficiency forced teachers to use learners' own language in EFL classroom; for example, teacher A's and teacher B.

The researcher identified that the majority of the teachers use both Amharic and English when they give oral feedback and during error corrections. In classroom observations the researcher observed that the learners' own language was less frequently used to deal with discipline cases and to save time. In addition to this, learners' own language was never used to make humorous comments and to discuss cultural issues. This might be because of the nature of the lessons.

Purpose 11-15 shows 83% of participant teachers sometimes use learners' own language to explain instructions, give individual help, make contrast between Amharic and English, motivate students, support weak students and balance the communication gap between the students and the teachers. 17% of the participant teachers usually use learners' own language to and balance the communication gap between the students and the teachers.

Table 4.16 Audio-Video Recorded

No	Teachers	Grade	Lesson Topic	Reasons to use learners' own language	Frequency
1	Teacher A	12	Writing	To teach new vocabulary To provide clarification To explain instructions To motivate students To deal with discipline cases To make contrast between L1 and L2	Sometimes
2	Teacher B	12	Speaking	To explain grammar To make humorous comments To teach new vocabulary	Usually

				To provide clarification To explain instructions To balance the communication gap To motivate students To provide feedback To make contrast between L1 and L2 To fill his gap	
3	Teacher C	12	Speaking	To provide clarification To make humorous comments To discuss cultural issues To save time in lengthy tasks To give individual help to students To make contrast between L1 and L2 To motivate students To support weak students	Sometimes
4	Teacher D	11	Grammar	To provide feedback To deal with discipline cases To make humorous comments To discuss cultural issues To save time in lengthy tasks To give individual help to students To make contrast between L1 and L2 To motivate students To balance the communication gap	Sometimes

				To support weak students	
5	Teacher E	11	Grammar	To explain instructions To deal with discipline cases To discuss cultural issues To save time in lengthy tasks To give individual help to students To make contrast between L1 and L2 To motivate students To balance the communication gap To support weak students	Sometimes
6	Teacher F	11	Listening	To deal with discipline cases To make humorous comments To discuss cultural issues To save time in lengthy tasks To give individual help to students To motivate students To balance the communication gap To support weak students	Sometimes

Teacher A

Table 16 summarizes teachers' reasons to use learners' own language in EFL classroom. The summary is made based on the audio-video recorded data. As a result; Teacher A (Appendix 9) sometimes uses learners' own language in EFL classroom when students face unfamiliar words. The teacher A believed that using students' own language in the EFL classroom helps as a teaching tool. This shows that own language use in the EFL classroom has pedagogical significance. The teacher said, "own language makes the students eager to learn, but when I usually use only English, they become silent.... at this

time, Amharic makes them more eager to participate.” Teacher ‘A’ believed that allowing students’ own language to be used in English class does not reduce their exposure to learn English. The teacher replied, “Students’ own language doesn’t reduce their learning rather than make them eager to participate in our classroom.” The teacher believed that the use of students’ own language in the EFL classroom is not often the recognition of teachers’ weakness. The teacher supposed, “it may sometimes be students’ weakness, because students are not rich in vocabulary at this time teachers ... try to translate that language. So, I think it is the weakness of students not teachers.” Finally, Teacher A expressed his thought that English-only policy has problems. The participant said, “the previous teaching learning method says use only English, but it is not essential. There must be Amharic translation.”

Teacher B

Teacher B (Appendix 9) also uses learners’ own language in EFL classroom more frequent than others (see appendix 7). The teacher said, “sometimes I use Amharic meaning, to fill the gap between the students and the teacher.” Teacher B was the only respondent who stated that teachers’ weakness also forced them to use learners’ own language in EFL classrooms. The teacher said, “I use motive words to motivate students like, ‘ነቃ በል’, ‘አይዞህ’, ‘ተነሽ’, ‘ተነስ’, and ‘ምንድን ነገር ስታደርግ የነበረዉ?’ I like jocks to encourage students.” Teacher B believed that allowing students’ own language to be used in English classroom does not reduce their exposure to learn English. The teacher stated, “No more exposure in English. Only the chance of attending English class is forty minutes ‘ነገሩ.’ Out of the class; they don’t speak, they don’t communicate even, when they get language teachers, they don’t communicate.” Teacher B believed that the use of students’ own language in EFL classroom is often recognition of both students’ and teachers’ weakness.” The teacher described, “teachers are not active enough in English, always they focus in to Amharic and they want to teach in Amharic rather than in English.” Teacher B believed that in the school context English-only policy has problem. The teacher said, “in our context, there is a problem. Because ... no more exposure. Our native language is Amharic. When I communicate in English with one person, everybody watches me, because it is new, it is not common; when I communicate in English out of the class, everybody ignores me.” The researcher probed the participant “Why they ignore you?” The participant replied, “because it is not common. It is not

habitual. We are ‘ሐበሻ...በቃ’ international language is dominating us. Why don’t you encourage our language? Why we always dependent from other countries’ language.’’ This implies that teacher B seems to be disposed to associate own language use in EFL classroom with identity.

Teacher C

Teacher C (Appendix 9) uses students’ own language in EFL classroom to teach vocabulary, maintain classroom discipline, and instruct instructions. The teacher said, “the main reason for using a first language is helping students... and students want to use that first language in the classroom. It is appropriate to use own language during some difficulties, new words or for maintaining classroom discipline, to interact your teaching or some instructions needed to be explained.” Teacher C believed that using students’ own language in the EFL classroom helps as a teaching tool. This directs that own language use in the EFL classroom has pedagogical significance. The teacher said, “first language is essential for students.... students are very understood what they are learning in first language. So, it is essential to use first language in the classroom.” The teacher thought that allowing students’ own language to be used in English classroom does not reduce their exposure to learn English.

The teacher said, “exposure is very important; but in our classroom... have no more exposure... even at all. Only classrooms are not the main important thing to use the language effectively. Exposure in and around that area may be very useful... even subject teachers use this first language instead of English, because no more exposure around. Not only is the classroom exposing the students to be effective in that language. So, exposure is important, but no more exposure there.” Teacher C believed that the use of students’ own language in EFL classroom is often the recognition of students’ weakness. This indicates that students’ weakness is a pushing factor to the teacher for using students’ own language in the English classroom. Finally, the participant replied that English-only policy by itself has problems. The participant stated, “the policy says the English classroom is only in English. That is the cause for no more communication at all. Communicate or understand each other make learning. Unless we communicate, there is no learning at all. So, without any communication there is no learning at all. ... Using first language is better and they have got better learning style by using first language rather than only English.”

Teacher D

Teacher D (Appendix 9) uses students' own language in EFL classrooms to make the lesson clear, instruct students, teach vocabulary, and make communication easy. The teacher said, "I use own language when there is a gap between the teacher and students." Teacher D also believed that using students' own language in the EFL classroom helps as a teaching tool. This indicates that own language use in the EFL classroom has pedagogical contributions. The teacher thought that allowing students' own language to be used in the EFL classroom does not reduce their exposure to learn English. The teacher said, "allowing the students' own language doesn't interfere students' exposure to learn English." This teacher believed that the use of students' own language in EFL classroom is often the recognition of students' weakness." The teacher described, "it is not teachers' weakness; it cannot be." Lastly, Teacher D expressed his thought that English-only policy has problems. The teacher thought, "students may not understand all English words; in this case it is better to use students' own language."

Teacher E

As it is indicated in (Appendix 9), Teacher E uses students' own language in EFL classroom sometimes to maintain classroom discipline, give instruction, translate English to own language, and to teach vocabulary. The teacher said, "if the topic is not clear or if the word is very bombastic, I use own language in EFL classroom." Teacher E believed that using students' own language in the EFL classroom helps as a teaching tool. This shows that own language use in the EFL classroom has pedagogical significance. The teacher said, "lower-level students cannot understand what I said in English only. So, in order to approach those students, it is possible to use own language." The teacher believed that allowing students' own language to be used in English class does not reduce their exposure to learn English. Teacher 'E' has a deviant belief that the use of students' own language in EFL classroom is not often the recognition of students' and teachers' weakness. The teacher said, "it is not the teachers' and students' weakness. I am not sure to say this one is teachers' problem or this one is students' problem." This implies the teacher was not sure that the use of students' own language in EFL classroom is often the recognition of neither students' nor teachers' weakness. In conclusion, the teacher believed that English-only policy by itself has problems.

Teacher F

Teacher F (Appendix 9) uses students' own language in EFL classroom sometimes during communication barriers. The teacher said, "there may be some barriers... communication barriers when students are always taught by the English language. For example, there may not be full communication... there may be some topics which may not be very visible or clear for students. So, in that case, we can use own language to communicate effectively and there may be some words that don't have English meaning. So, it is better to use the mother tongue, as well we can use the language for free communication of the culture of the student to be expressed in their own language." Teacher F also thought that using students' own language in the EFL classroom helps as a teaching tool. This implies that own language use in the EFL classroom has pedagogical significance.

The teacher believed that allowing students' own language to be used in the EFL classroom does not reduce students' exposure to learn English. The teacher said, "When it is essential to teach, it is better to use the mother tongue or own language." This teacher believed that the use of students' own language in the EFL classroom may not be teachers' weakness. The teacher described, "this is the belief of the English language teachers as well as other subject teachers. Even society believes that. If the language teacher teaches in Amharic, he has inability of the expression of the language. So, there is a belief." Lastly, Teacher F expressed his thought that English-only policy has problems. The teacher thought, "there are some cultures which cannot be expressed by the second language. So, sometimes it is better to use the mother tongue or own language."

4.7 Interview

Teachers who participated in classroom observation also participated in the interview session. Therefore, teachers who were interviewed have the same code with the classroom observation. The researcher was able to fix up the appropriate time and place ahead of observation session with the participants consent. The in-depth interview data was audio recorded to get detailed information that was raised during the in-depth interview session. The recorded audio was transcribed into word text; then the word text changed into plain text. Finally, the plain text was sorted out into Open Code 4 software in order to make different codings of the qualitative data; like synthesis1 or initial coding, synthesis 2 or axial coding, and memos were coded and analyzed in the following way.

4.7.1 Narrative Interview Synthesis 2 Tree View list



Synthesis 2 Tree View

Project: Ph.D. Main Study Project Narrative Interview.

[-] Beliefs

[-] What is teachers' belief on OL use in EFL class?

- Amharic is used as a tool during lecturing.
- Better to use own language in EFL classroom.
- Common sense belief.
- English only policy affects communication.
- English only policy has problems.
- English only policy is not essential.
- Environment as an exposure.
- It is difficult to judge.
- OL do not reduce the exposure to learn English.
- OL is interesting and helpful.
- OL is used as a teaching tool in EFL classroom.
- OL is used as aid and tool in EFL classroom.
- OL makes students active.
- OL makes students to learn English.
- OL should be encouraged.
- OL use in EFL class is not teachers' weakness.
- OL use in EFL helps students to be good at English
- OL uses as a better learning style.
- Only communication makes learning.
- Only EFL class isn't enough to use English.
- Own language use helps to be accepted by others.
- Students have to be taught by their language.
- Teachers' & students' weakness forced to use OL.
- Teachers do have positive belief towards OL use.
- The issue matters to learn English language.

[-] Practices

[-] How often do teachers use OL in EFL class?

... Sometimes.

[-] Teachers' practices towards OL use in EFL class?

... All teachers teach in Amharic.

... English classroom is the only exposure.

... No more exposure in the school context.

... No one communicates in English out the class.

... No one is interested in English club.

... To balance communication gap.

... To communicate students' culture freely.

... To encourage students.

... To fill the gap b/n students and the teacher.

... To give instructions.

... To make the instruction clear.

... To make the lesson clear and communication good.

... To tell jokes.

[-] Reasons

[-] Why do teachers use OL in EFL classroom?

... In order to support weak students.

... Relatively students are weak.

... Some cultures cannot be expressed by L2.

... Speaking in English is not common in the school.

... Students' weakness forced teachers to use Amharic

... Students & teachers cannot communicate each other.

... Students came poor from time to time.

... Students can understand easily.

... Students cannot understand all words.

... Students have no exposure.

... The environment is dominated by Amharic language.

... To give clarification.

... To manage the classroom discipline.

... To motivate students.

... To teach vocabulary.

... To translate unfamiliar words.

... When students are passive and lack engagement.

As it is portrayed in the above summary of the synthesis 2 tree view list, the result of the qualitative data analysis about teachers' belief, practices, and reasons about learners' own language use in EFL classroom was coded in such a way. The researcher has made qualitative data analysis with Open Code 4 software which is the latest qualitative data analysis software. With this software, the researcher has imported the transcribed word text into plain text, condensed segments of the plain text, assigned codes to segments of the text, synthesized the codes into two stages (synthesis 1 and synthesis 2) and then written memos. (See appendix 10).

In this qualitative analysis, coding fundamentals were coded (synthesis1 or initial coding, synthesis 2 or axial coding, and memos were coded and analyzed). Out of these coding fundamentals, most probably synthesis 2 tree view list can show the summary of the coding and analysis of the informants' responses about their beliefs, practices and reasons about learners' own language use in EFL classrooms (look at 4.7.1) for details of information.

The qualitative data were gathered through one -to-one in-depth interview (see on 5.8.1 synthesis 2 tree view list). During this section, respondents tried out to express their beliefs, practices and reasons about learners' own language use in EFL classrooms. Based on the qualitative data gathered through in-depth interviews, respondents confirmed that they use learners' own language in EFL classrooms.

This shows that respondents' perceived belief about learners' own language use in EFL classrooms is positive. As it is shown in (4.7.1, synthesis 2 tree view list), sometimes respondents use learners' own language in the EFL classroom.

As a pushing factor, teachers have their own reasons to use learners' own language in EFL classrooms; these are "to motivate students, students cannot understand English, to help students, own language makes the lesson simple, own language use is a good way of teaching, students' weakness, teachers' weakness, students are poor in vocabulary; if it is English only classroom, students do not want to participate actively in class and they perceived that own language use in EFL class do not reduce learning exposure rather own language helps as a teaching tool." The above reasons were supported by (Cook, 2002; Turnbull, 2002; and Ellis, 2008).

English language teachers were not intended to follow English only policy in the EFL classroom because of their lived experiences. These are: “no one speaks English out of the class, not enough exposure for students, in English only class students were silent and idle and English only policy does not make students active learners.”

However, one of the interviewees was directed that ‘English only policy is good, but in the school context no more exposure, English only policy needs exposure out of the class, even English language teachers do not speak English in the school compound, environment makes exposure and environment makes active learners in English.’

Referring to classroom observations and video record findings; as a practice, the majority of respondents sometimes used learners’ own language during classroom greetings, instruction provision, classroom management, lesson difficulties, teaching speaking, and grammar lessons. However, the researcher has observed that teacher ‘B’ taught his students by using Amharic language frequently (See Appendix 9), in the same way, most of his students were asking him questions in Amharic.

The analyses of the qualitative data showed that most teachers agreed that they use learners’ own language in EFL classrooms for different reasons. They believed that using learners’ own language in the EFL classroom creates a helpful learning environment, as expressed by Teacher A (Appendix 9) “Learners’ own language makes students eager to learn the second language”. Some participants (Teacher C, Teacher D) stated that “Using learners’ own language in the EFL classroom helps students to teach new words, explain instructions, fill communication gaps, make clarification, and maintain classroom discipline.” Teachers believed that learners’ own language should be used in EFL classrooms sometimes and the use of learners’ own language should be limited.

The remaining teachers expressed their reasons to use learners’ own language in the EFL classroom in common was students’ poor language proficiency. However, they acknowledged that there are moments when they try to use English as much as possible in the EFL classroom. Participants reported that they use learners’ own language when students encounter problems in explaining difficult language items. One participant (Teacher F) used learners’ own language during communication barriers between the teacher and students. This participant stated that “it is preferable to use Amharic not always but sometimes.” Teacher F concludes his interview by saying “there are some

cultures which cannot be expressed by the second language. So, sometimes it is better to use the mother tongue or own language”.

Most of the teachers explained that they use learners’ own language because of students’ weakness. However, one participant (Teacher B) (appendix 9) accepted that both students’ and teachers’ weakness forced teachers to use Amharic in EFL classrooms. This participant said, “teachers are not active enough in English, they always focus on Amharic. So, the two are integrated.” The teacher also said, “in our context, there is a problem. Because ... no more exposure. Our native language is Amharic. When I communicate in English with one person, everybody watches me, because it is new, it is not common; when I communicate in English out of the class, everybody ignores me.”

The researcher probed the participant “Why they ignore you?” The teacher replied, “because it is not common. It is not habitual. We are ‘ሐበሻ...በቃ’ international language is dominating us. Why don’t you encourage our language? Why we always dependent from other countries’ language.” Though most of the participants have a general agreement that they use Amharic purposefully as a teaching tool, the classroom observation showed that many of them used learners’ own language (Amharic) as the last option to teach English.

4.8 Discussions

4.8.1 Teachers’ belief about learners’ own language use in EFL classroom

The main purpose of this study was to explore teachers’ belief and practice about students’ own language (Amharic) use in EFL class in Mengesha Jenberie High school in Ethiopia. Thus, the result obtained in this study was discussed in the following sections.

The result indicated that English language teachers’ belief about learners’ own language use in EFL classrooms is positive and used as an important tool that could contribute to students’ success in EFL classrooms. The vast majority of English language teachers believe that students should use their own language in the EFL classrooms. The results also revealed that when the best part of English language teachers agreed that teachers shouldn’t follow English only policy in EFL classrooms, significant numbers of English language teachers agreed that teachers should follow English only policy in EFL classrooms (See table 4.5).

EFL teachers in Mengesha Jemberie High School tended to use learners' own language, and recognized the need for learners' own language use when it is needed. In this respect, teachers' belief aligns with the argument proposed by scholars like (Atkinson 1993; Stern 1992, and Levine 2003) who noted that teachers can use learners' own language in EFL classrooms judiciously. Findings also suggested that learners' own language can be used as a facilitating tool in EFL classrooms.

4.8.2 Teachers' practice of using learners' own language in EFL classroom

As a classroom practice, the study revealed that learners' own language was in use in EFL classrooms during grammar structure explanation, vocabulary teaching, classroom discipline management (See Teacher B in Appendix7); 'Every one 'ነቃ በል ትቀምሳለህ'...., clarification provision, communication gap between the students and the teacher, discussions of cultural issues, contrast between Amharic and English, motivation provision, support (relatively weak students), comprehension checking.

EFL teachers believed that learners' own language use in EFL classrooms could support students and English language teachers to learn and teach English respectively. However, EFL teachers reported that learners' own language should not be used excessively in EFL classrooms. It can thus be suggested that using the learners' own language in EFL classrooms can be used as a pedagogical resource.

5.5.3 Teachers' reason of using learners' own language in EFL classroom

English language teachers' reasons to use learners' own language in EFL classrooms is to clarify difficult concepts (See Teacher D in Appendix7); "Direct speech... ማለት በቀጥተኛ የተነገሩ ማለት ነው። The one who speaks first. አንድ ሰው የተናገረውን ነገር ዳግመኛ ሳንቀይር ማስቀመጥ ማለት ነው። እኩሌ እንዲህ አለ እንናገራለን፤ ምንም አንቀይርም፤ የሚቀየር ነገር የለም።", motivate students (See Teacher B in Appendix 9); 'ነቃ በል' 'አይዘህ' ..., teach grammar rules and teachers do have other learner-based reasons like: students' poor language proficiency and students' interest to use their own language in EFL classroom. Teachers' incompetence in English language (See Teacher B in Appendix 7); "If you are ok that person is more ok. If you are more እንጨት! And ... ግትር ...that person also more ግትር! Clear? More 'ግትር'! If you are polite it is

called...‘ቅባት’ that person will be more ‘ቅባት’ Clear?’’ And cultural aspects are some of the reasons which made them to use learners’ own language in EFL classrooms (See Table 4.16).

Most of the teachers explained that they use learners’ own language because of students’ weakness. However, one participant (See Teacher B in appendix 9) accepted that both students’ and teachers’ weakness forced teachers to use Amharic in EFL classrooms. This participant said, “teachers are not active enough in English, they always focus on Amharic. So, the two are integrated.” The teacher also said, “in our context, there is a problem. Because ... no more exposure. Our native language is Amharic. When I communicate in English with one person, everybody watches me, because it is new, it is not common; when I communicate in English out of the class, everybody ignores me.

In conclusion, this study offers some inferences, mainly the positive beliefs toward learners’ own language use in the EFL classroom indicated by EFL teachers. That is, teachers’ perceived beliefs, reasons and practices about learners’ own language use in EFL classroom would have a positive return on the pedagogical processes.

CHAPTER FIVE

5. Summary of major findings, conclusions and recommendations

5.1. Summary of major findings

5.1.1. Quantitative Findings

Based on the quantitative data analyses, the major findings of the quantitative study reveal that:

- ✓ The great majority (81%) of English language teachers' belief about learners' own language use in EFL classrooms is positive.
- ✓ The vast majority (86%) of English language teachers believe that students should use their own language in the EFL classrooms.
- ✓ When the best part (52%) of English language teachers agreed that teachers shouldn't follow English only policy in EFL classrooms, significant numbers (48%) of English language teachers agreed that teachers should follow English only policy in EFL classrooms.
- ✓ The huge majority (91%) of English language teachers agreed that sometimes they use learners' own language in EFL to fill their English language proficiency gaps.
- ✓ The majority (76%) of the English language teachers agreed that learners' own-language use in the EFL classroom helps students to express their cultural and linguistic identity more easily.
- ✓ The best part (67%) of the English language teachers confirmed that learners' own-language use in the EFL classroom does not hinder learners from learning English.
- ✓ The vast majority (86%) of the English language teachers agreed that learners' own language is appropriate to explain difficult concepts. This implies that English language teachers' reason to use learners' own language in EFL classrooms is to clarify difficult concepts.
- ✓ The great majority (81%) of the English language teachers' reason to use learners' own language in EFL classroom is to teach grammatical rules.

- ✓ The majority (76%) of English language teachers' reason to use learners' own language in EFL classroom is to show differences and similarities between Amharic and English.
- ✓ The great majority (86%) of the English language teachers confirmed that they use learners' own language in the EFL classroom to provide instructions.
- ✓ The vast majority (90%) of the English language teachers' reason to use learners' own language in EFL classroom is to maintain classroom discipline.
- ✓ The great majority (91%) of the English language teachers agreed that learners' own language is more appropriate to help low-level learners in EFL classrooms.
- ✓ The huge majority (86%) of the English language teachers agreed that teachers can decide for themselves the balance of English and own-language use in EFL classrooms.
- ✓ The majority (76%) of English language teachers asserted that mixing English and Amharic is a common phenomenon in EFL classrooms in this school.
- ✓ The great majority (86%) of English language teachers declared that their pre-service teacher training discouraged them to use learners' own-language in EFL classrooms.
- ✓ Students in the EFL classroom were involved in the study to triangulate the findings obtained from the teachers. Thus, the vast majority (93%) of students asserted that English language teachers like to use Amharic in English classrooms to explain grammar rules.
- ✓ The huge majority (94%) of students also declared that English language teachers like to use Amharic in EFL classrooms to manage classroom discipline.
- ✓ As table 5.12 shows, almost all (97%) of students witnessed that English language teachers like to translate words or sentences into Amharic in English classrooms.
- ✓ The great majority (83%) of students reported that English language teachers like to use Amharic when telling jokes.
- ✓ The vast majority (87%) of the students asserted that English language teachers like to use Amharic in EFL classrooms to solve misunderstandings.
- ✓ The huge majority (93%) of students stated that English language teachers like to use Amharic in EFL classrooms to discuss cultural issues.

5.1.2. Qualitative Findings

The qualitative findings of the study also presented that the vast majority of teachers' beliefs about learners' own language use in EFL classrooms is positive. Sometimes, most of the English teachers use learners' own language in EFL classrooms as a teaching tool. EFL teachers believed that English only policy affects the communication process between the teachers and the students. Most of the EFL teachers suggested that learners' own language use in EFL classroom does not reduce the exposure to learn English language. EFL teachers believed that their own incompetence in English language and students' poor English language proficiency forced EFL teachers to use learners' own language (Amharic) in EFL classroom.

The vast majority of English language teachers perceive that learners' own language use in EFL classroom helps to explain difficult concepts. Most of the English language teachers were not intended to follow English only policy in the EFL classroom because of limited exposure to use English language in the school context. Regarding this, one of the participant teachers stated that only the EFL classroom is not enough exposure to learn English. Teachers also believed that learners' own language use in EFL classroom helps students to be good at English and learners' own language use in EFL classroom serves as a better learning and teaching style.

As a classroom practice, most of the participant EFL teachers sometimes use learners' own language to teach difficult lessons, instruct students, manage classroom discipline, teach grammar rules, motivate students, support weak students, teach vocabulary, compare Amharic and English, translate English to Amharic, tell jokes and balance communication gaps. In the school context, most of the EFL teachers were not interested in communicating in English out of the classroom.

The majority of English language teachers use learners' own language in EFL classrooms because of the following reasons. These are: Students' deprived motivation, lack of exposure in the school context, students' poor English language proficiency, students' interest to use their own language, EFL teachers' incompetence and some cultural linguistic aspects.

5.2. Conclusions

This study explores EFL teachers' belief and practice about learners' own language (Amharic) use in EFL classrooms and identifies teachers' reason for using learners' own language in EFL classrooms at Mengesh Jemberie High School in West Gojjam, Ethiopia. Based on the findings of the study, the result indicated that teachers' belief about learners' own language use in EFL classrooms is positive and used as an important tool that could contribute to students' success in EFL classrooms. This implies that learners' own language use in EFL classrooms appears to have some important components that make it different from the existing approach of EFL teaching.

The findings of the study suggested that the EFL teachers in Mengesha Jemberie High School tended to use learners' own language, and recognized the need for learners' own language use when it is needed. In this respect, teachers' belief aligns with the argument proposed by scholars like (Atkinson 1993; Stern 1992, and Levine 2003) who noted that teachers can use learners' own language in EFL classrooms judiciously. Findings also suggested that learners' own language can be used as a facilitating tool in EFL classrooms.

As a classroom practice, the study revealed that learners' own language was in use in EFL classrooms during grammar structure explanation, vocabulary teaching, classroom discipline management, clarification provision, communication gap between the students and the teacher, discussions of cultural issues, contrast between Amharic and English, motivation provision, support (relatively weak students), comprehension checking.

EFL teachers believed that learners' own language use in EFL classrooms could support students and English language teachers to learn and teach English respectively. However, EFL teachers reported that learners' own language should not be used excessively in EFL classrooms. It can thus be suggested that using the learners' own language in EFL classrooms can be used as a pedagogical resource.

English language teachers' reasons to use learners' own language in EFL classrooms are to clarify difficult concepts, motivate students, help relatively poor students, teach grammar rules and teachers do have other learner-based reasons like: students' poor language proficiency and students' interest to use their own language in EFL classroom. Teachers' incompetence in English language and cultural aspects are some of the reasons

which made them to use learners' own language in EFL classrooms. Generally, this study offers some implications, particularly the positive beliefs toward learners' own language use in the EFL classroom indicated by EFL teachers. That is, teachers' perceived beliefs, reasons and practices about learners' own language use in EFL classroom would have a positive return on the pedagogical processes.

5.3. Implications and recommendations

Based on the findings of this study, it can be concluded that using learners' own language is effective to enhance EFL teachers' teaching process developing positive belief about learners' own language use in EFL classrooms. As a result; it would have a significant role to students' English language learning performance enhancement. Hence, implications are suggested for EFL curriculum designers and future research on learners' own language.

Though learners' own language use in EFL classrooms is not appreciated in EFL contexts for several reasons e.g., negative transfer and interference Harmer, (2001) and Sharma, (2006). On the other hand; EFL teachers in Ethiopia use learners' own language in EFL classrooms in most cases e.g., Dereje and Abiy, (2015; Abiy and Mohamed, (2012); Kenenisa, (2003), and Mekonnen, (2009). The current study also explored that most of the EFL teachers sometimes use learners' own language in EFL classrooms for different purposes in this school context as discussed earlier.

This study suggested using learners' own language in EFL classrooms reasonably would have significance for both teachers and students. However, the important implication of this study is how to use learners' own language into the existing EFL curriculum. Therefore, the results of this study underscore some points worthy of further investigation. Hence, the first possible direction for future research includes how to use and integrate learners' own language into the existing EFL curriculum in wider contexts. As the sample of the study might not represent all high school EFL teachers at large, future research on more high schools and EFL teachers using a similar approach as undertaken by this study to determine if significant differences occur could be useful.

The study offers useful information and guidelines for teacher educators, practicing teachers, teacher trainers, and foreign language curriculum designers with regard to using learners' own language in EFL classrooms. Teacher educators can give specific guidance

to prospective teachers when they use learners' own language and when they should avoid it. Similarly, practicing teachers can be guided to take advantage of their own language rationally rather than excessively. Though curriculum designers can specify the frequency of learners' own language use that could be acceptable and give guidelines on when to avoid using it in English language classrooms, sometimes (when it is needed) it is better to give a room for EFL teachers to use learners' own language in EFL classroom reasonably.

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Appendix 1

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Teachers' Questionnaire

Dear Teacher,

The purpose of this questionnaire is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic, in English classroom. Please, be informed that all the data collected will be kept confidential and will only be used for PhD research purpose. Thus, the researcher will be grateful if you respond to the following statements honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this questionnaire, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Think carefully about each statement given below and put a tick mark (✓) on the answer that best represents your view.

Thank you very much in advance!

Part 1: Demographic information

1. **Gender:** Male: ☐ Female: ☐
2. **Age:** 20-30 ☐ 31- 40 ☐ 41-50 ☐ 51 and above ☐
3. **Native Language:** _____
4. **Academic qualification:** Diploma: ☐ Degree: ☐ MA: ☐
5. **What is your English proficiency level in your opinion? (Tick ONE)**
Poor: ☐ Good: ☐ Very good: ☐ Excellent: ☐
6. **How long have you been teaching English? (Tick ONE)**
0 – 5 years: ☐ 11 – 15 years: ☐
6 – 10 years: ☐ 16 years and above: ☐
7. **Number of students in your classes, on average: (Tick ONE)**
50–60: ☐ 61 – 70: ☐ 71 – 80: ☐ 91 – 100: ☐

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD= Strongly Disagree

Part 2: (Items 1-13); English language teachers' belief about learners' own language (Amharic) use in English classroom. (Tick ONE box for each statement).

No	Items	Scale				
		SA	A	N	D	SD
1	Learners' own language should be used in English class.					
2	Students should use their own language in the English classroom.					
3	English language teachers should use learners' own language in English class.					
4	Using learner' own language prevents students from learning English.					
5	Teachers should follow an English-only policy in the classroom.					
6	Bilingual dictionary helps students to understand new vocabulary.					
7	I do not feel comfortable when my students use their own language in EFL class.					
8	In English class, Amharic should be used to maintain classroom discipline.					
9	In English class, sometimes I use Amharic to fill my English language gaps.					
10	I try to exclude own-language use in EFL classrooms.					
11	English should be the main language used in EFL classrooms.					
12	I feel guilty when I use languages other than English in the EFL classroom.					
13	Own-language use helps students to express their cultural and linguistic identity more easily.					

Part 3: (Items 14-19). Here is a list of possible arguments FOR using learners' own language in the EFL classroom. To what extent do you think each is a strong argument for own-language use in class? (Tick ONE box for each statement).

14	Students like to use their own language in EFL class.					
15	Students have the right to use their own language in the EFL classroom.					
16	Own-language use helps students to work together.					
17	Students can relate new English-language knowledge to their own language (Amharic) knowledge.					
18	Own-language use in the EFL classroom makes students less anxious.					
19	Translation is an effective language-learning strategy for many students.					

Other reason(s) for own-language use:

Part 4: (Items 20- 25). Here is a list of possible arguments AGAINST using learners' own language in EFL classroom. To what extent do you think each is a strong argument against own-language use in EFL class? (Tick ONE box for each statement).

20	Own-language use in EFL classrooms reduces learners' exposure to learn English.					
21	In multilingual classes, own-language use is impractical.					
22	Own-language use in EFL classrooms reduces the opportunities for learners to speak and practice English.					
23	Own-language use leads to interference (negative transfer) from the learners' own language into English.					
24	In the EFL classroom, students prefer English-only approach.					
25	Own-language use in the EFL classroom hinders learners from learning English.					

Other reason(s) against own-language use:

Part 5: (Items 26 – 38); Reasons to use learners’ own language (Amharic) in English classroom.

* It is appropriate to use Amharic to _____

26	explain difficult concepts.					
27	introduce new grammatical rules.					
28	show differences and similarities between Amharic and English.					
29	explain vocabulary.					
30	help students to feel more comfortable/confident.					
31	give instructions.					
32	explain English idioms and expressions.					
33	complete pair/ small-group work activities.					
34	maintain classroom discipline.					
35	assess students.					
36	help low-level learners than high-level learners.					
37	correct spoken errors.					
38	manage large classes rather than small classes.					

Part 6: (Items 39-45) Own-language use and institutional culture

For each statement, give your opinion about the general belief to own-language use in your institution. (Tick ONE box for each statement).

39	Teachers can decide for themselves the balance of English and own-language use in the EFL classroom.					
40	My school expects students to be taught only in English.					
41	The government/education ministry expects classes to be taught only in English.					
42	Teachers in my school feel that classes should be taught only in English.					
43	The teaching materials used in the school include own-language as clarifications of English.					
44	The teaching materials used encourage learners to use their own language during classroom activities.					
45	Mixing English and Amharic is a common phenomenon in EFL classrooms in this school.					

Part 7: (Items 46-50); Other influences on your teaching

Based on your own experiences, give your opinion as to how far own-language use is supported or discouraged through teacher training and other forms of professional development within ELT. (Tick ONE box for each statement).

46	My pre-service teacher training discouraged own-language use in EFL class.					
47	It is common to find discussion of own-language use at professional conferences about ELT.					
48	My in-service teacher training encouraged own-language use in EFL class.					
49	It is rare to find discussion of own-language use in research and literature surrounding ELT.					
50	There is renewed debate about own-language use within the language teaching literature.					

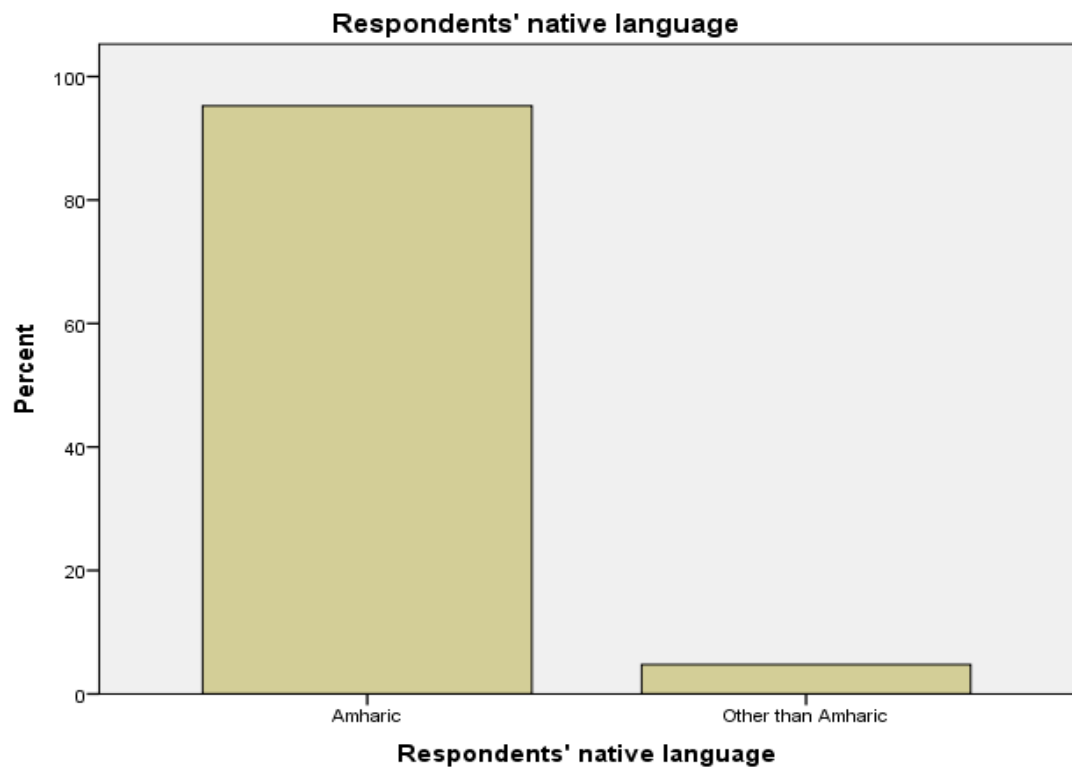
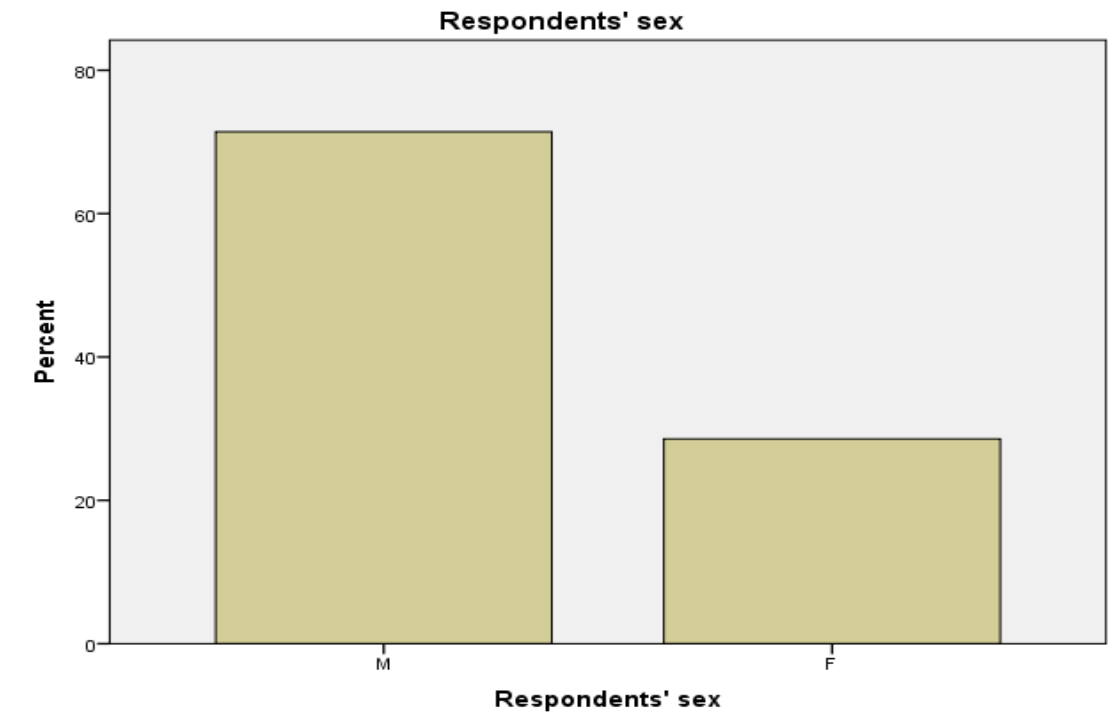
Further comments: On other influences on your teaching

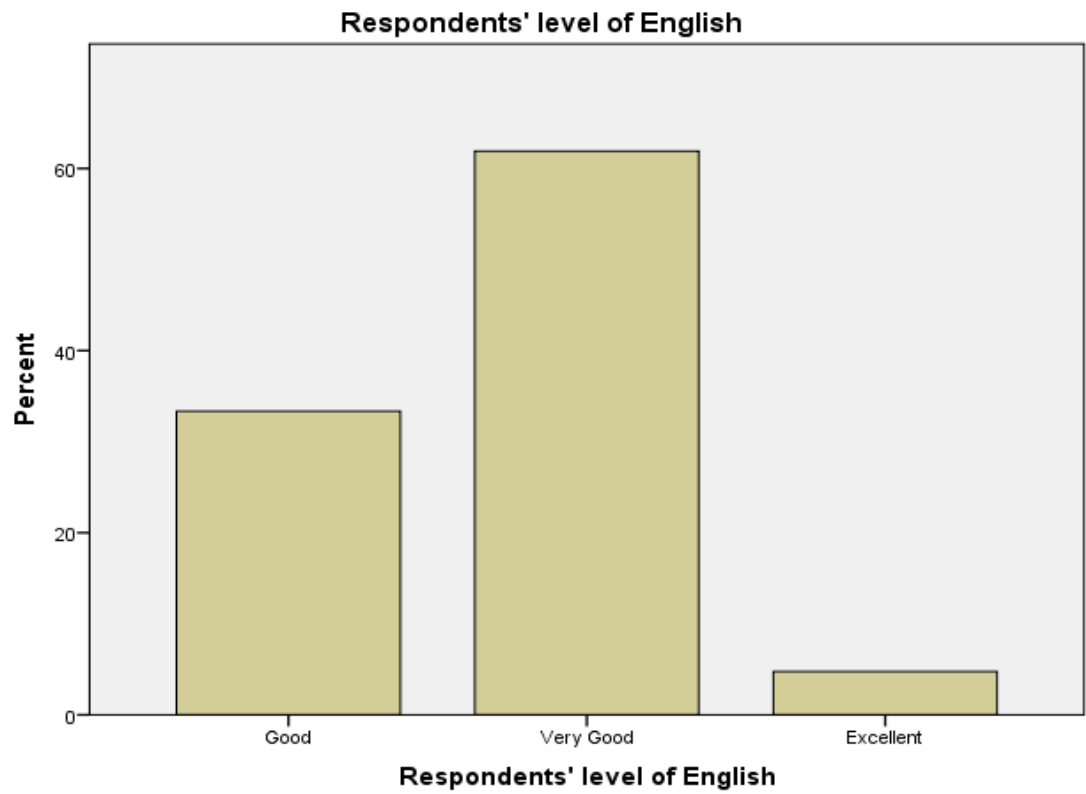
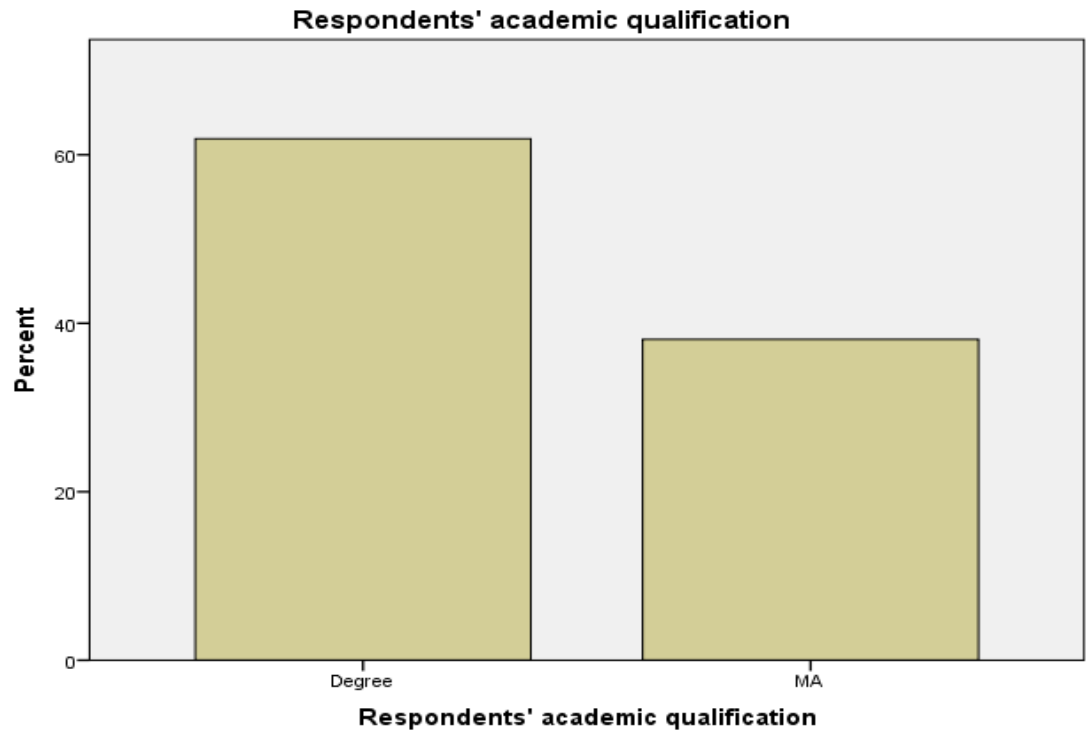
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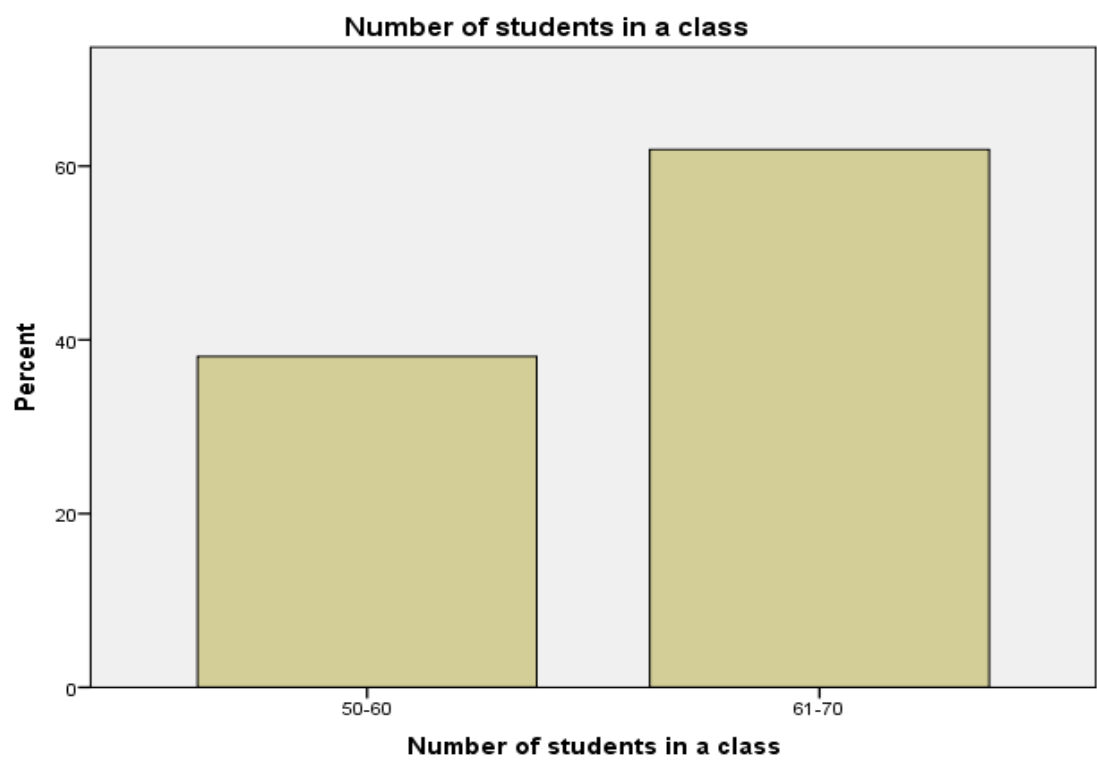
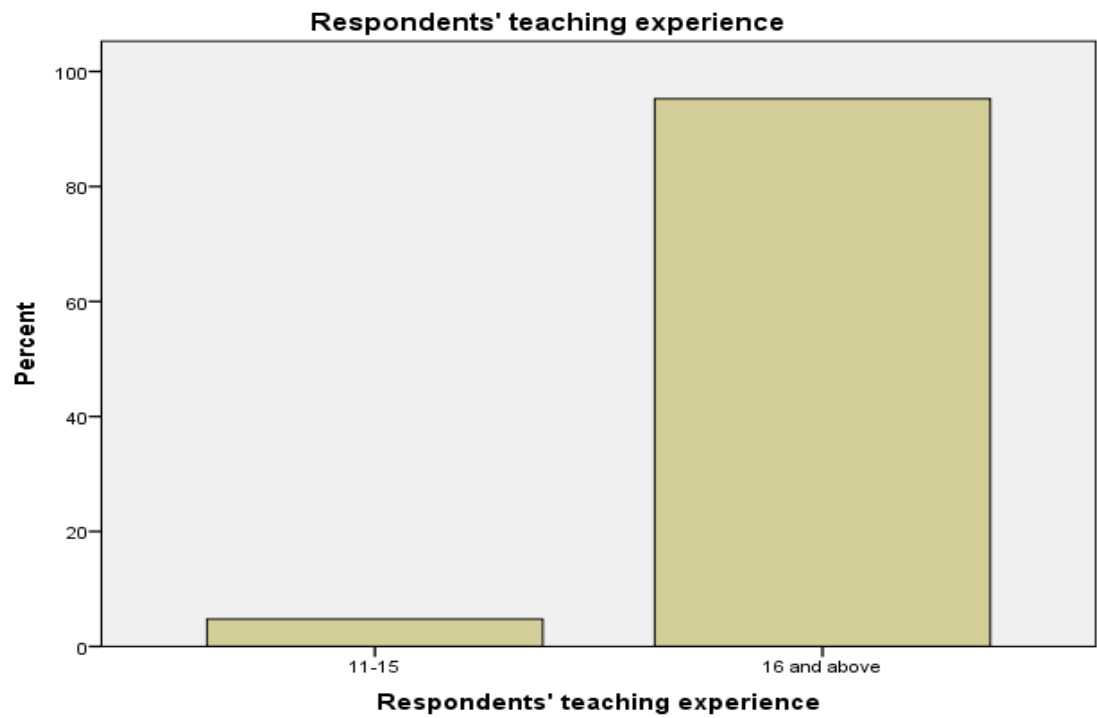
If you have any further comments about the use of the learners' own language in the ELT classroom, please add them here: (optional).

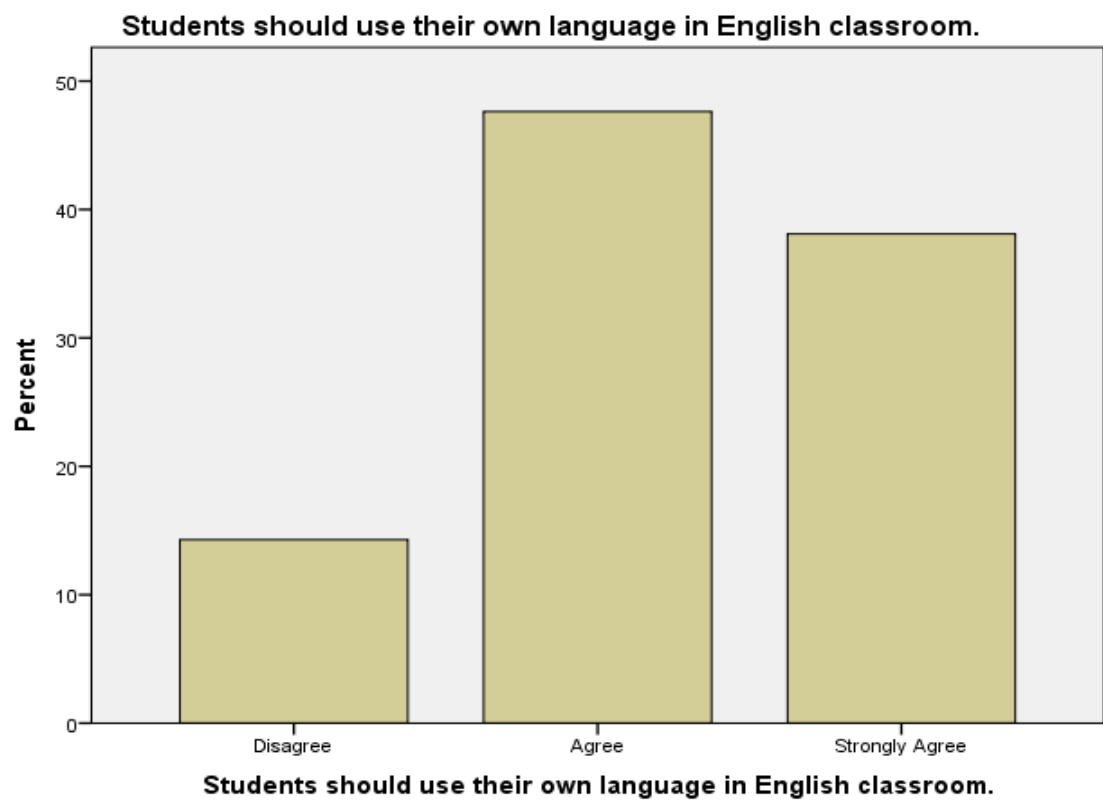
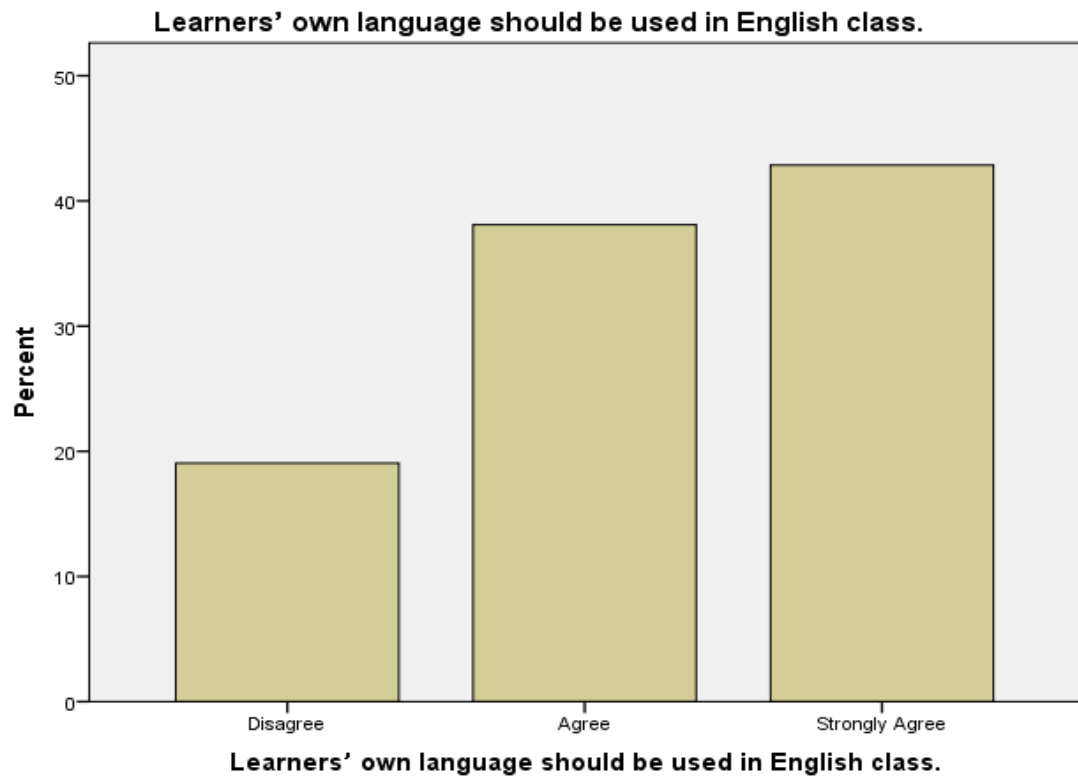
Appendix 2

Bar Chart: 1 Teachers' SPSS Analysis Result

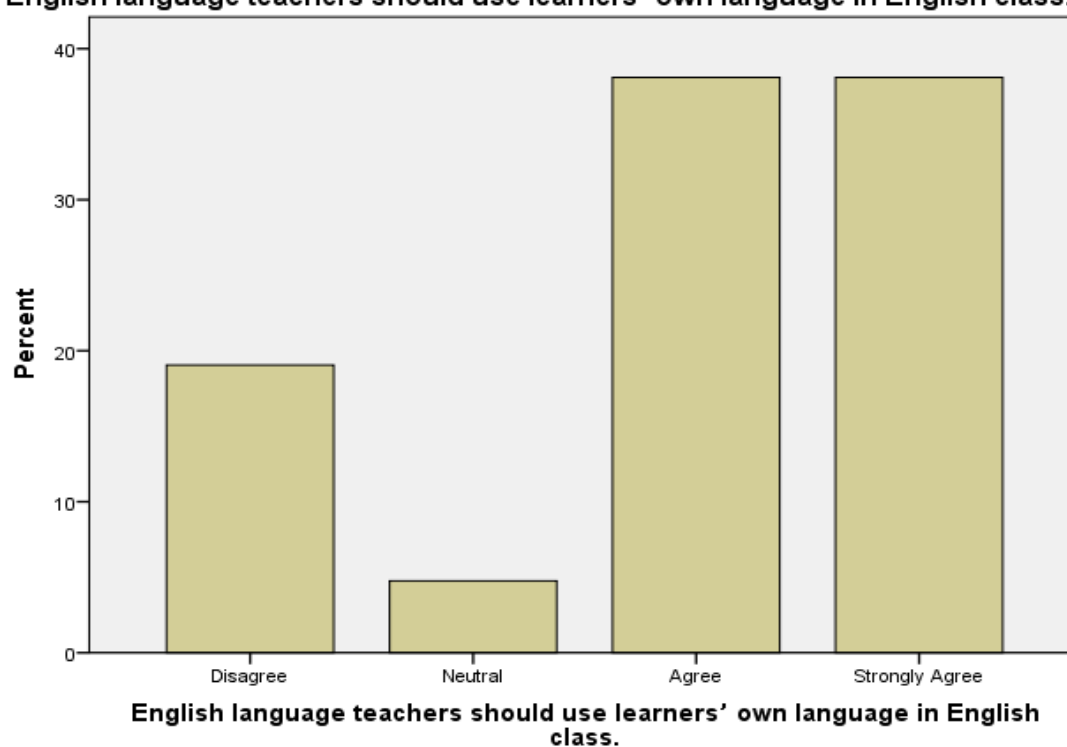




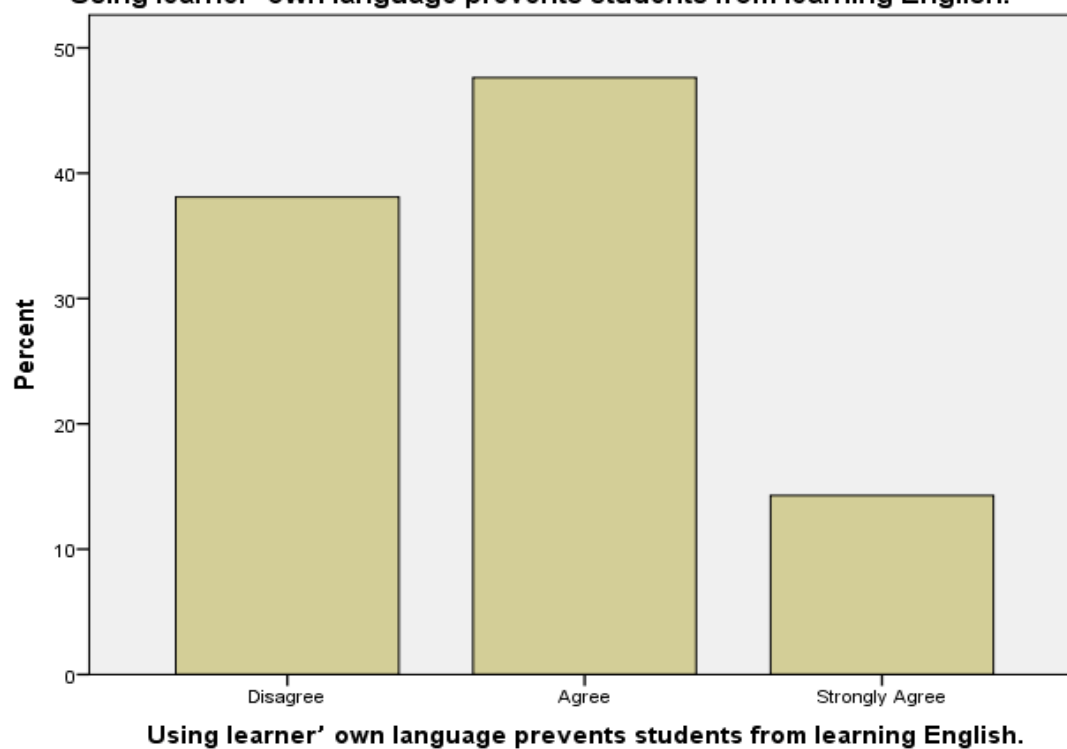


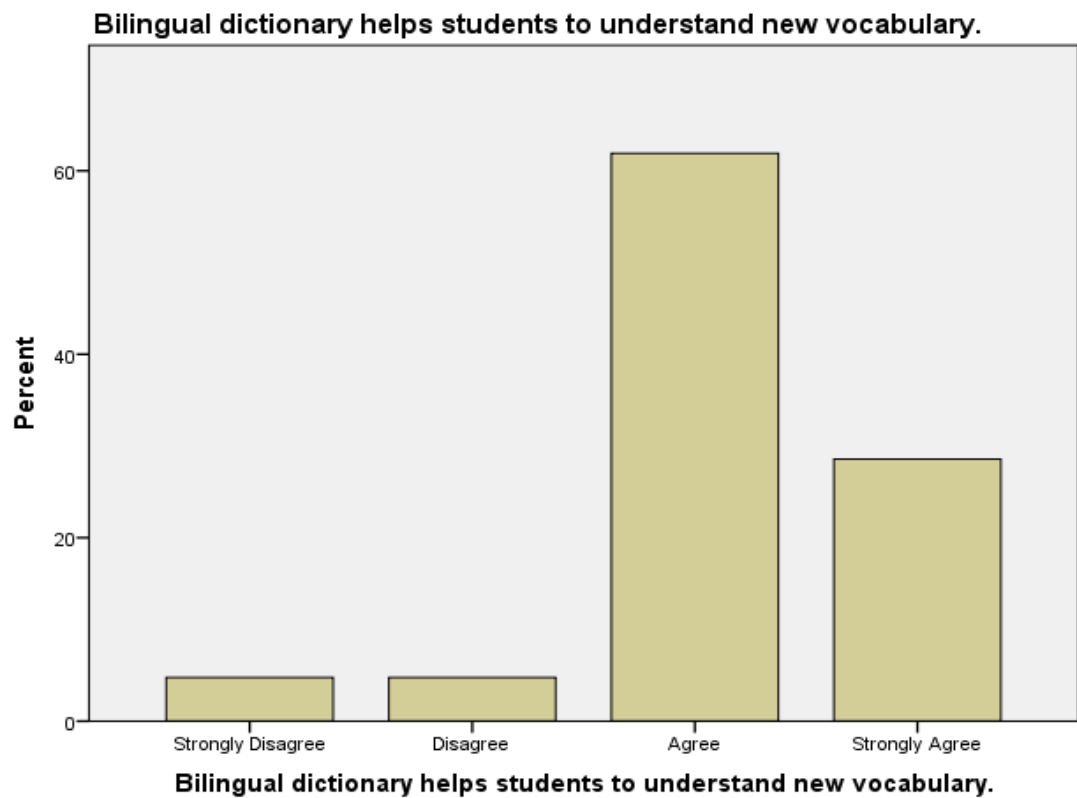
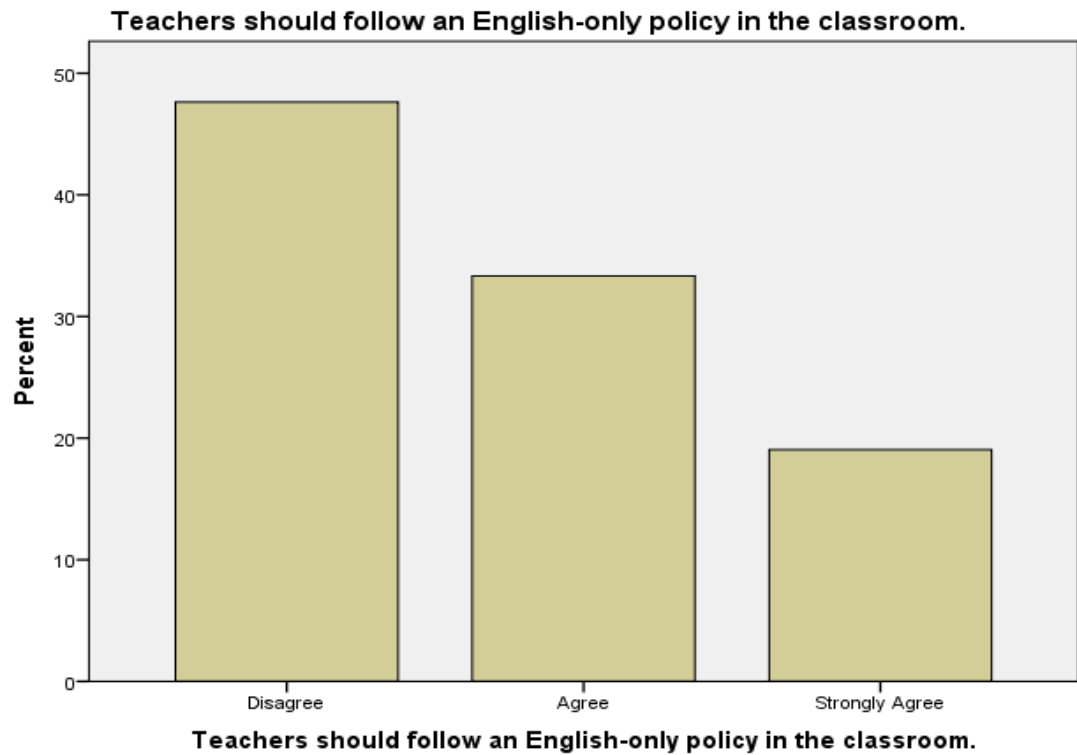


English language teachers should use learners' own language in English class.

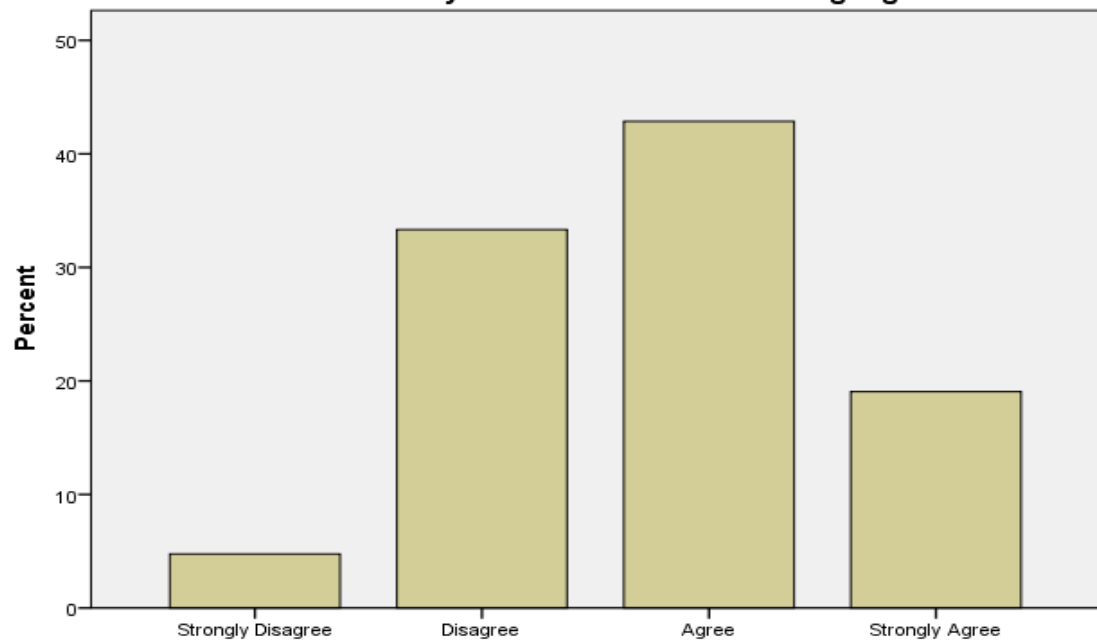


Using learner' own language prevents students from learning English.



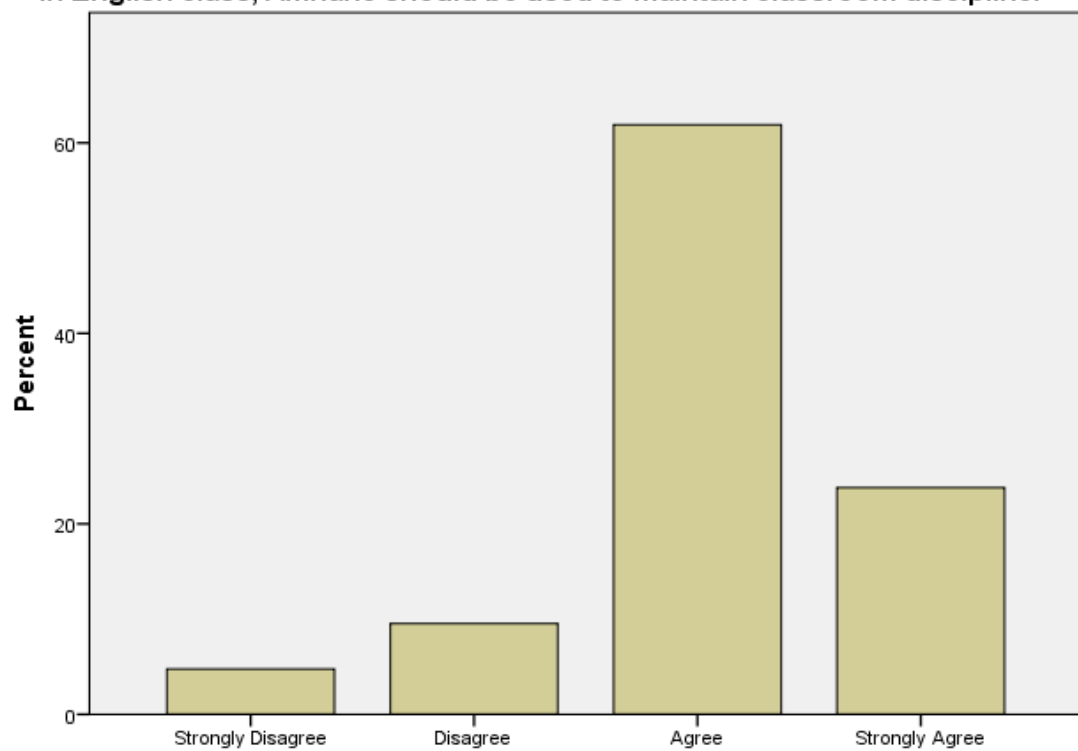


I do not feel comfortable when my students use their own language in EFL class.

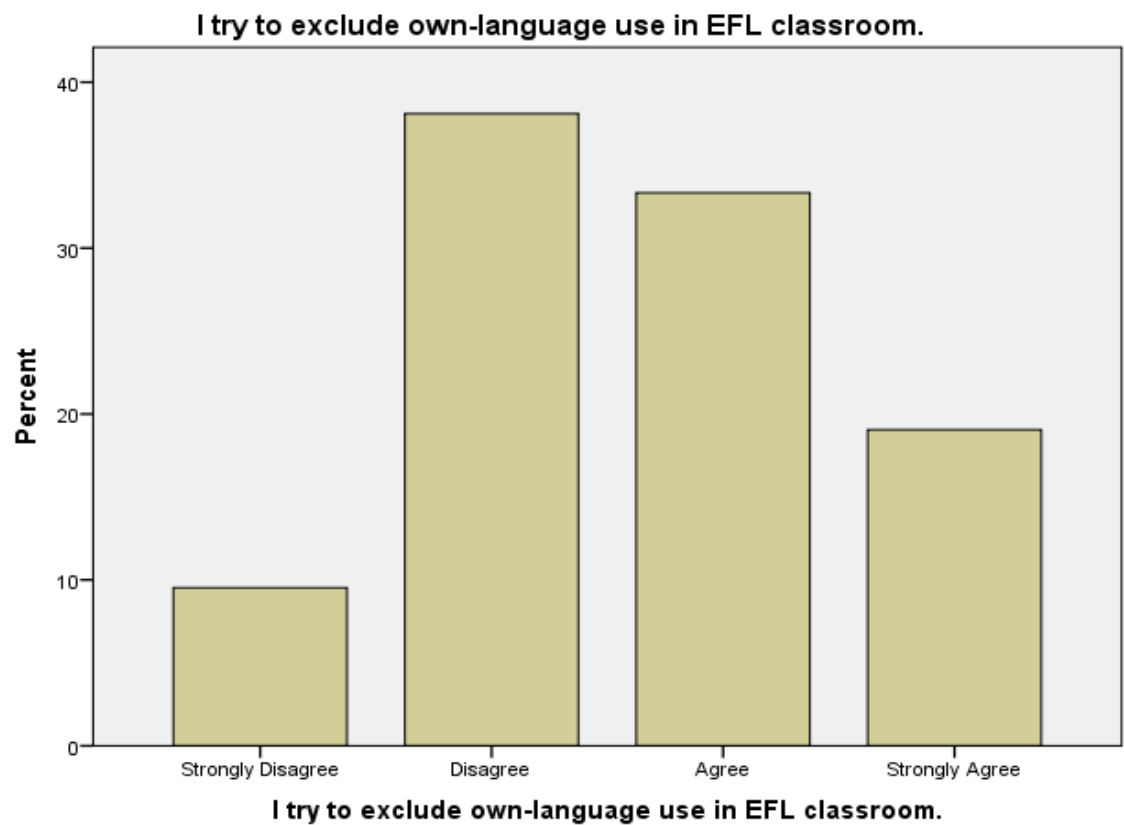
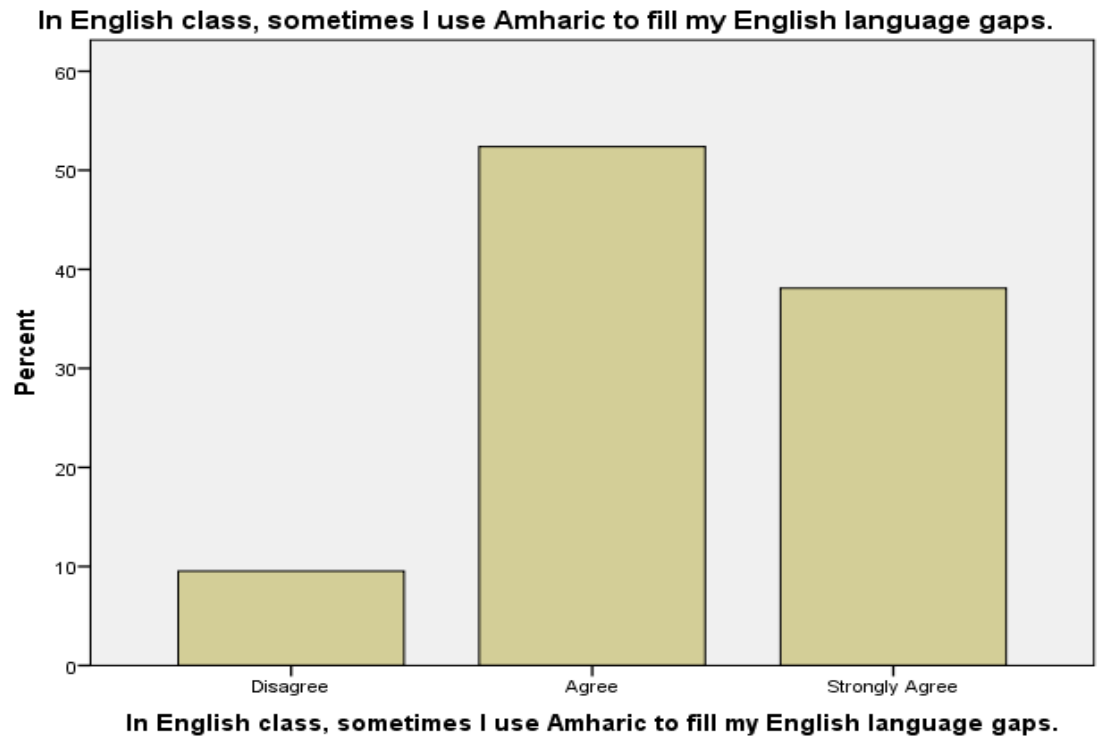


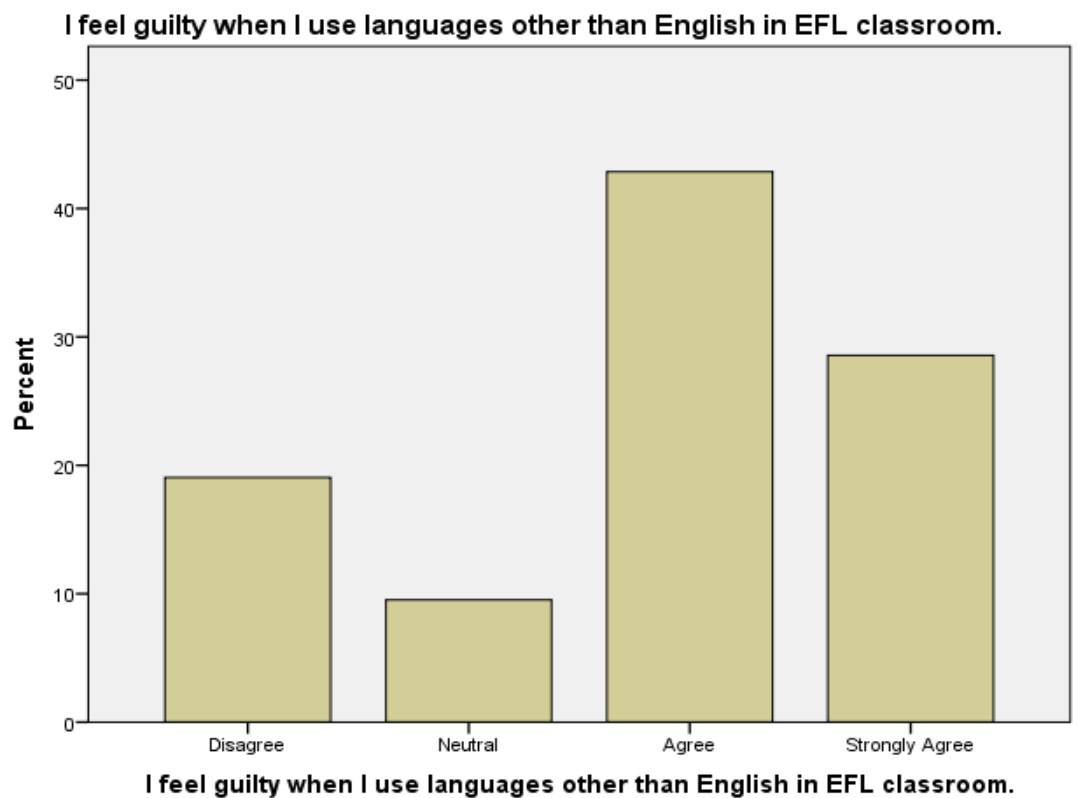
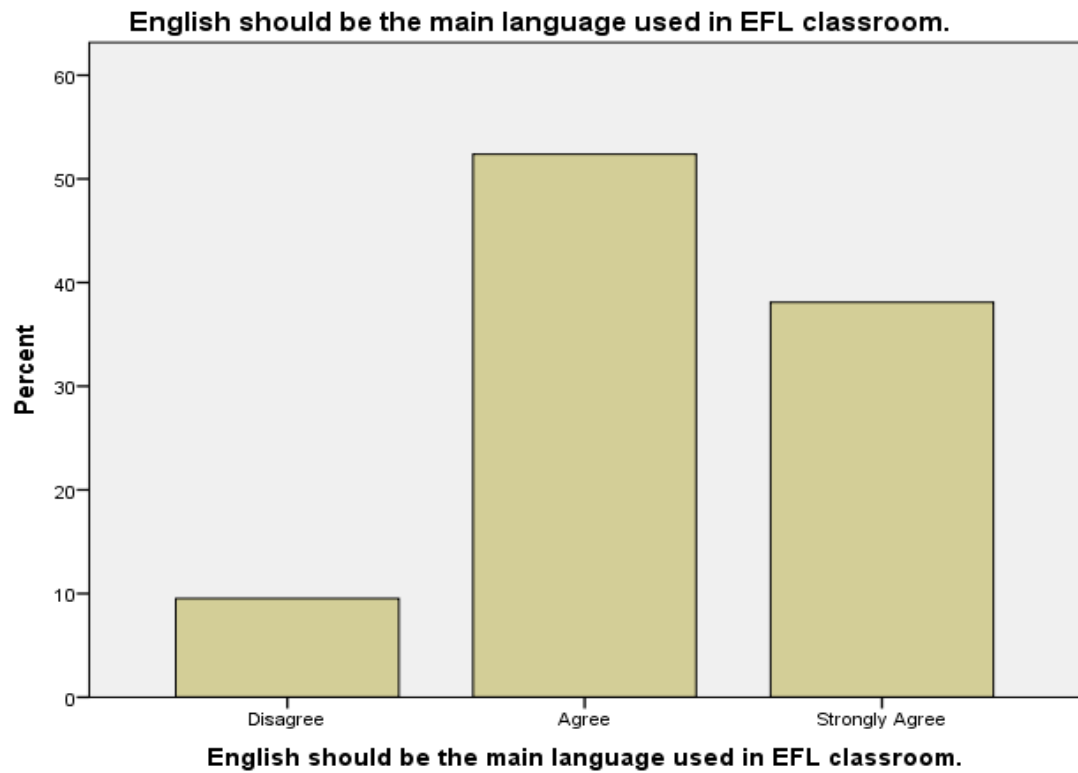
I do not feel comfortable when my students use their own language in EFL class.

In English class, Amharic should be used to maintain classroom discipline.

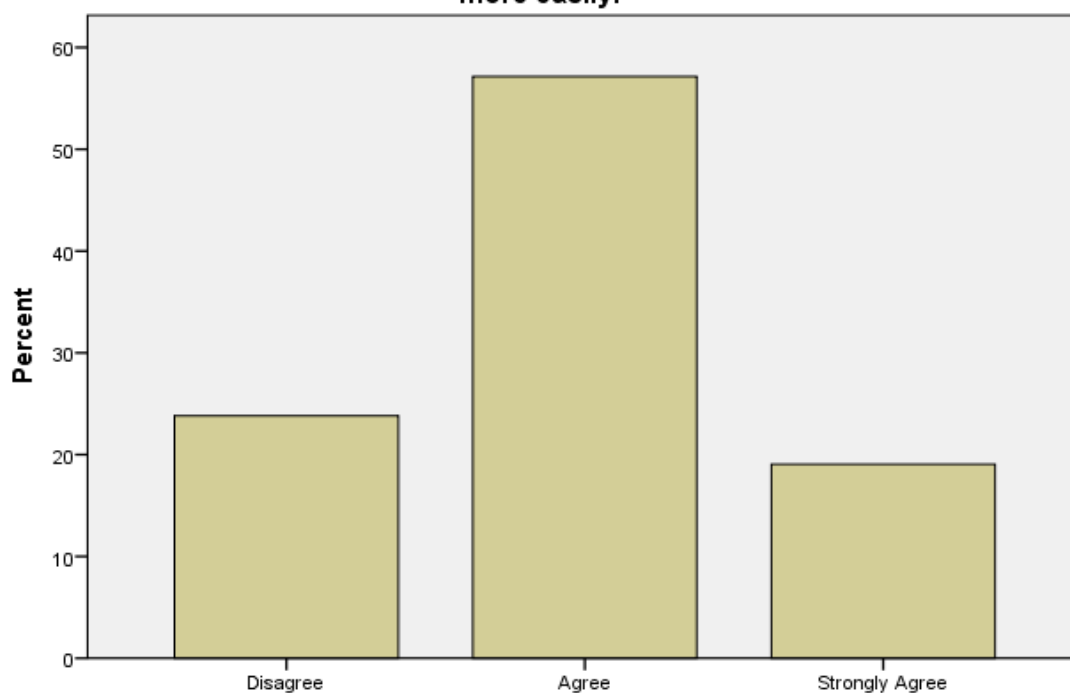


In English class, Amharic should be used to maintain classroom discipline.



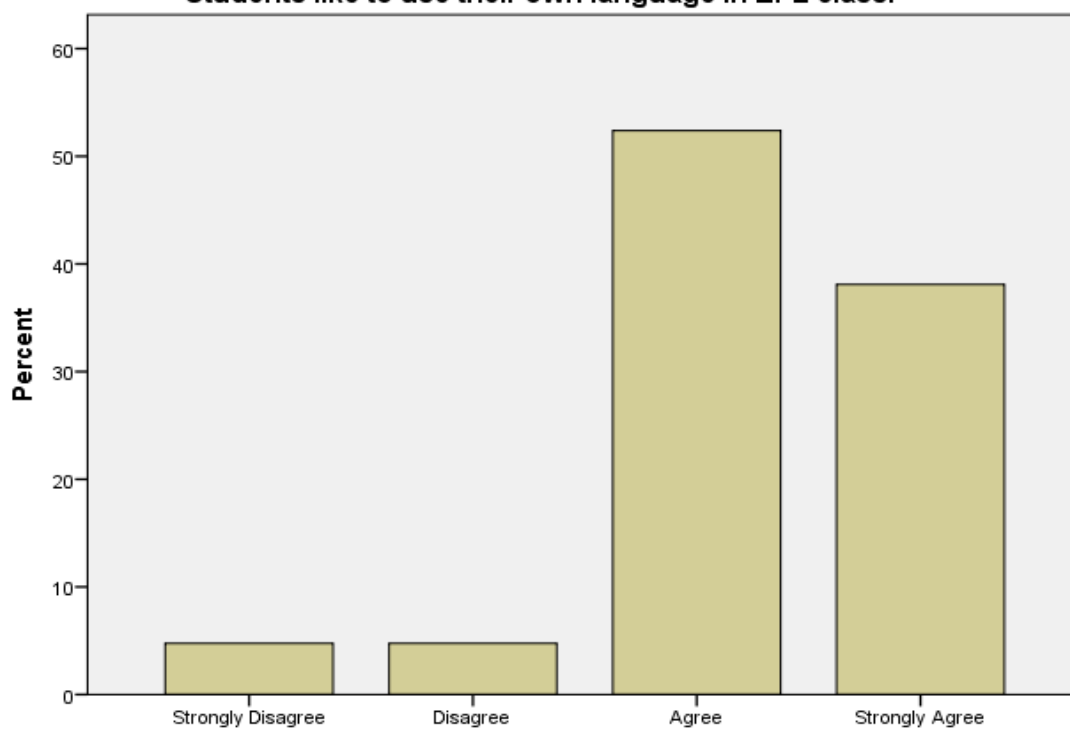


Own-language use helps students to express their cultural and linguistic identity more easily.

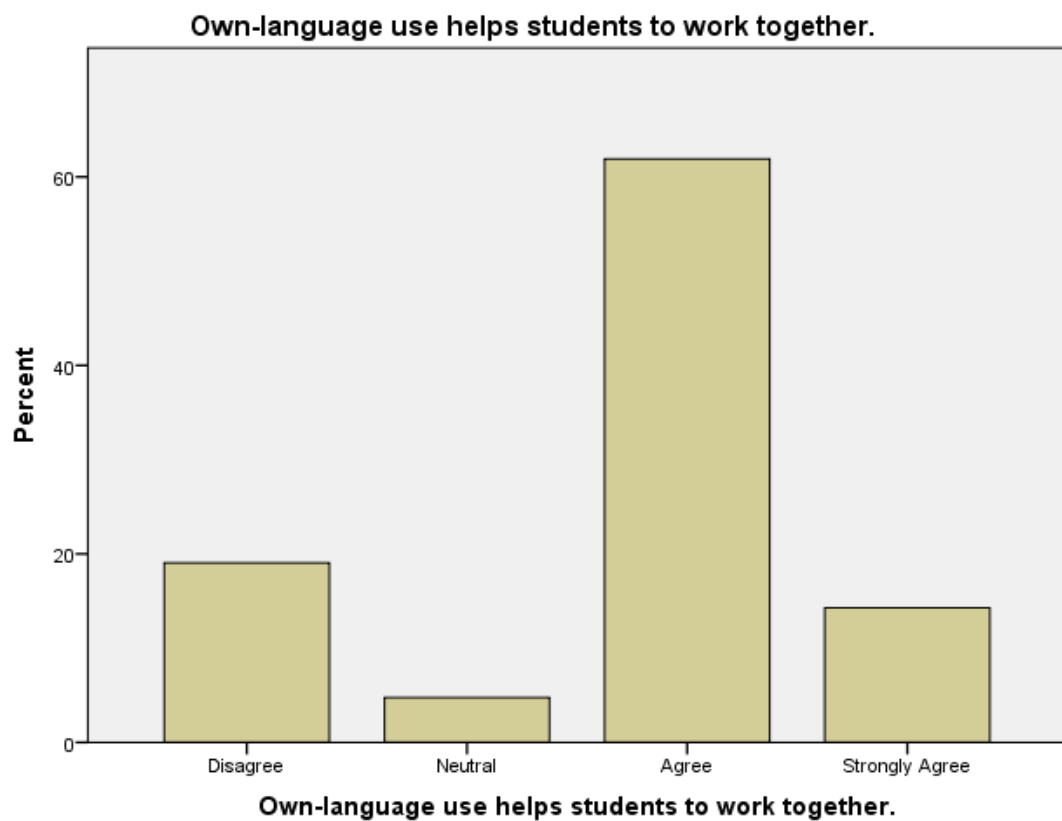
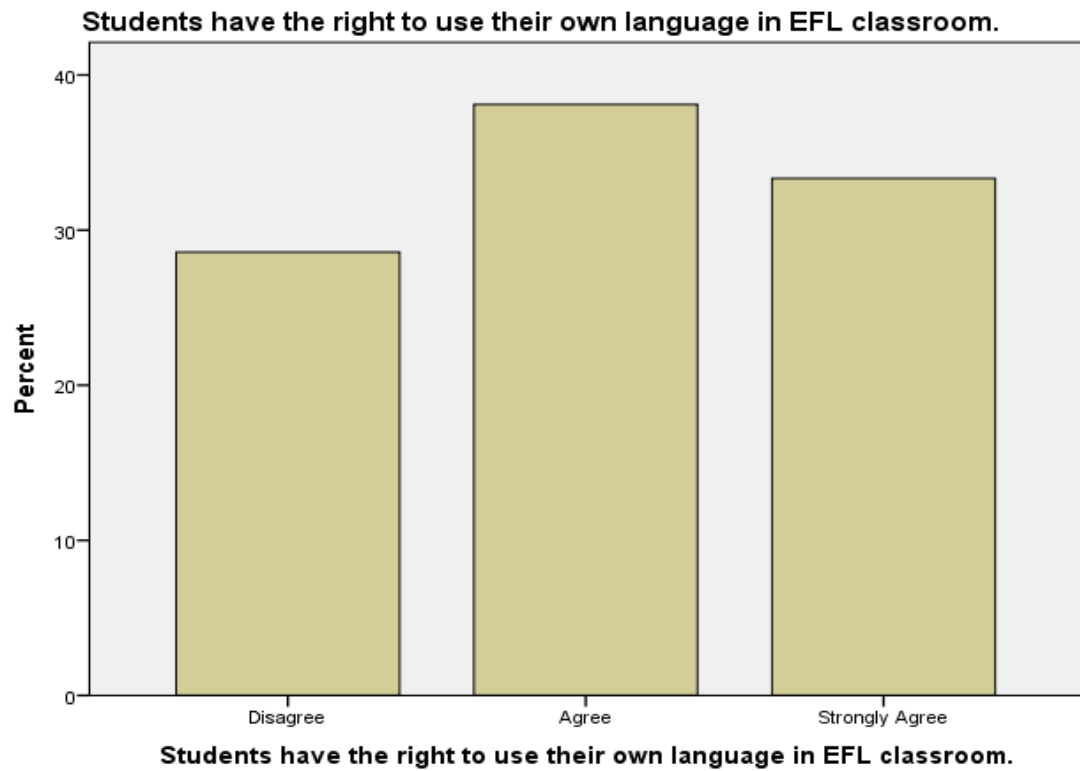


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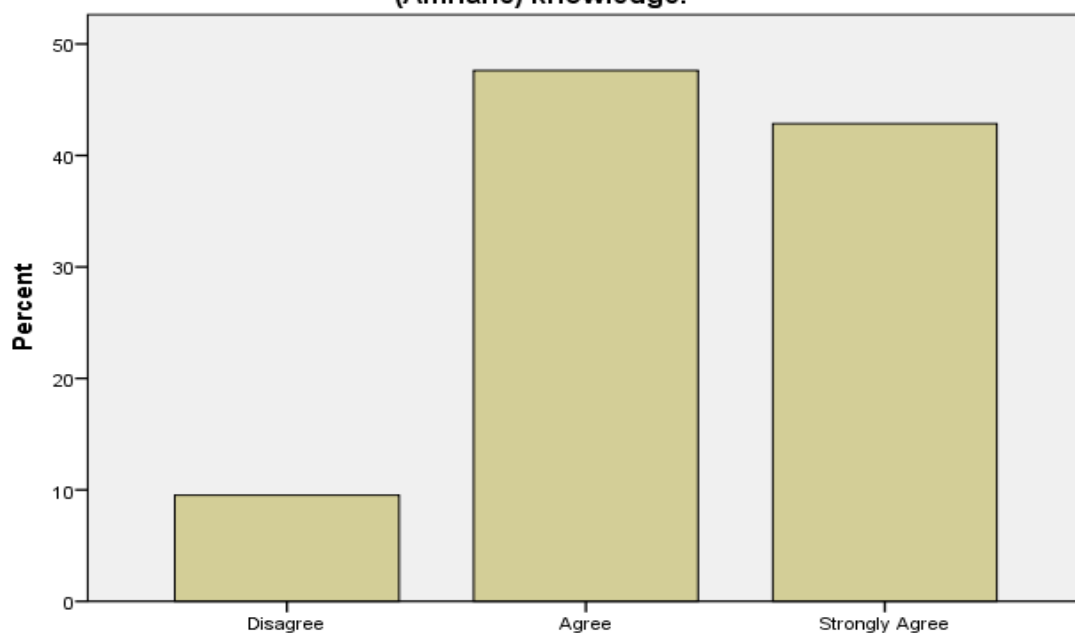
Students like to use their own language in EFL class.



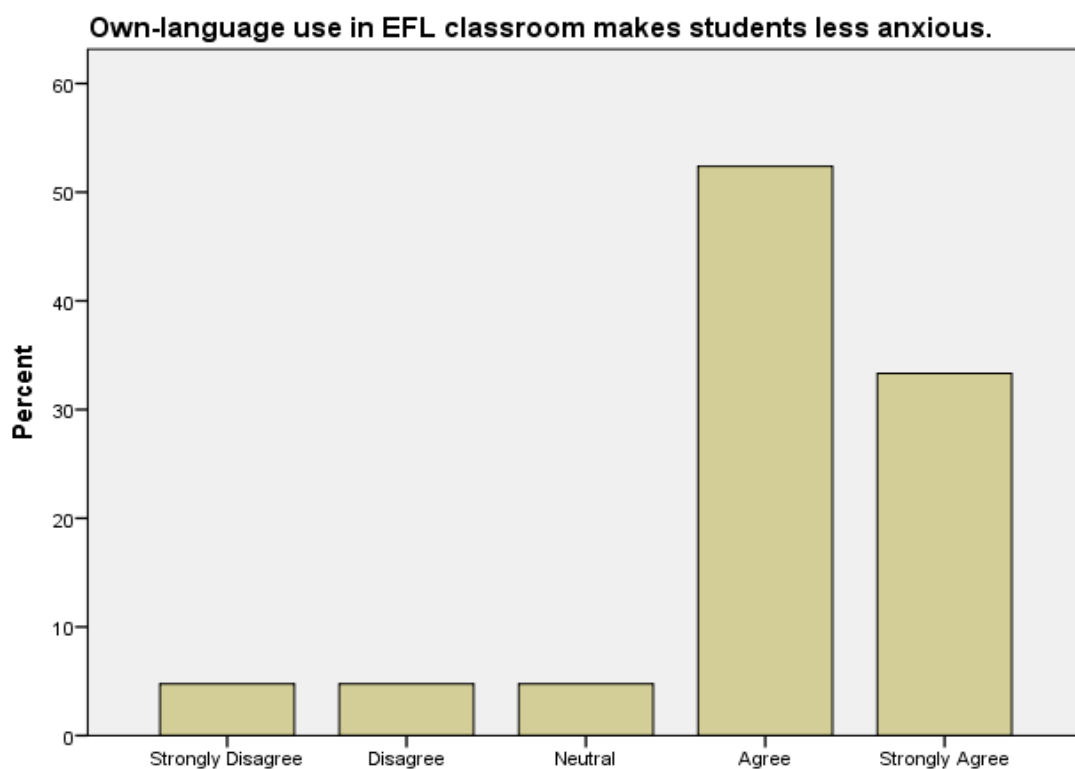
Students like to use their own language in EFL class.



Students can relate new English-language knowledge to their own language (Amharic) knowledge.

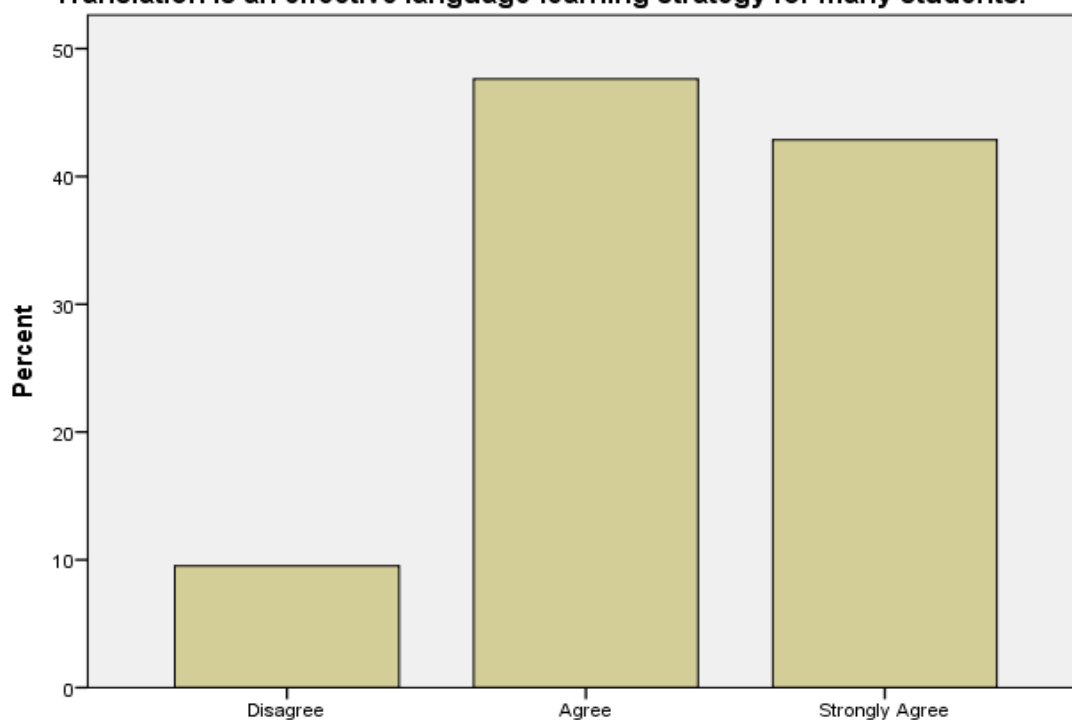


Students can relate new English-language knowledge to their own language (Amharic) knowledge.



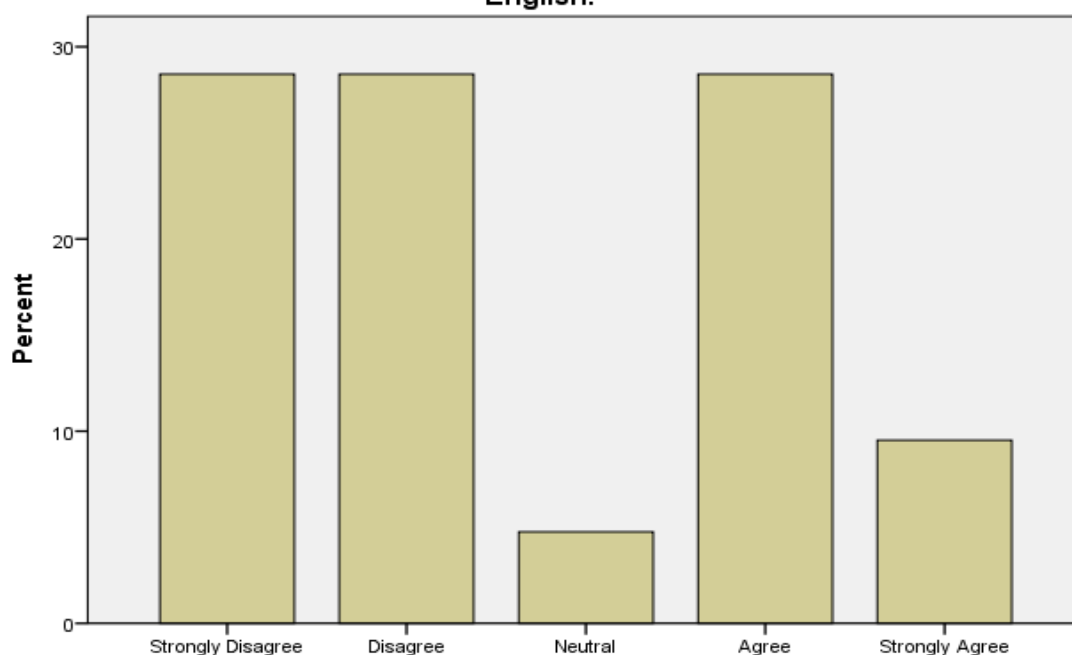
Own-language use in EFL classroom makes students less anxious.

Translation is an effective language-learning strategy for many students.

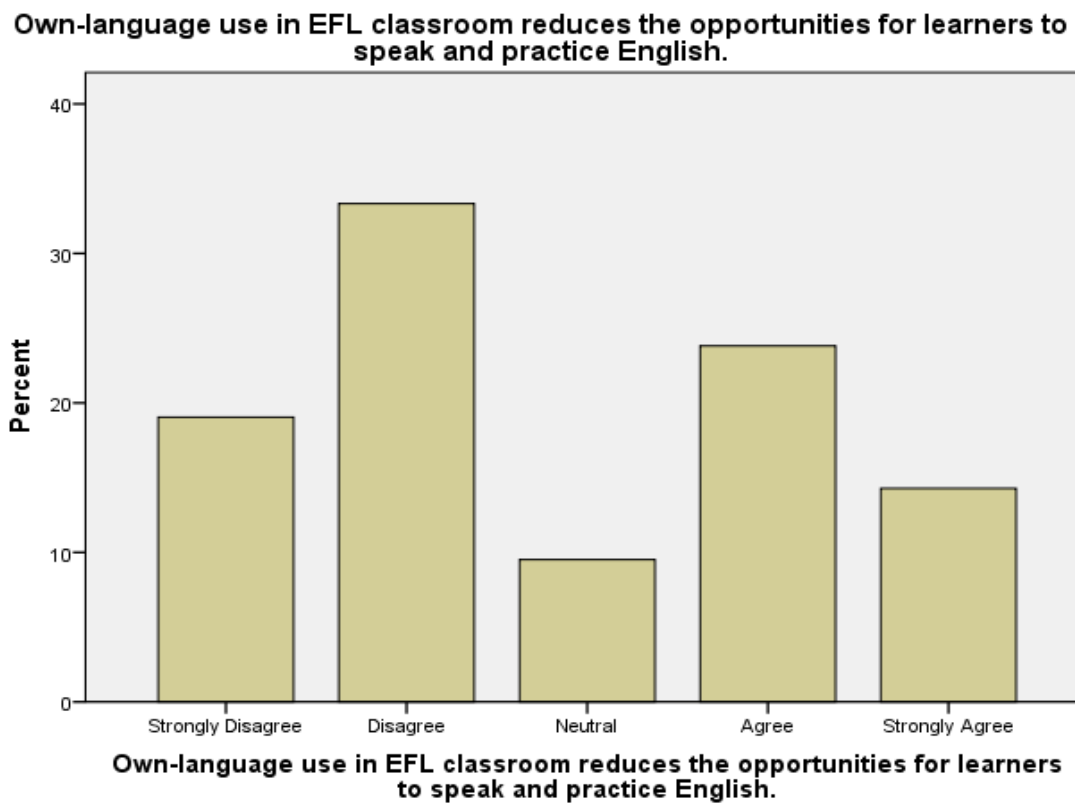
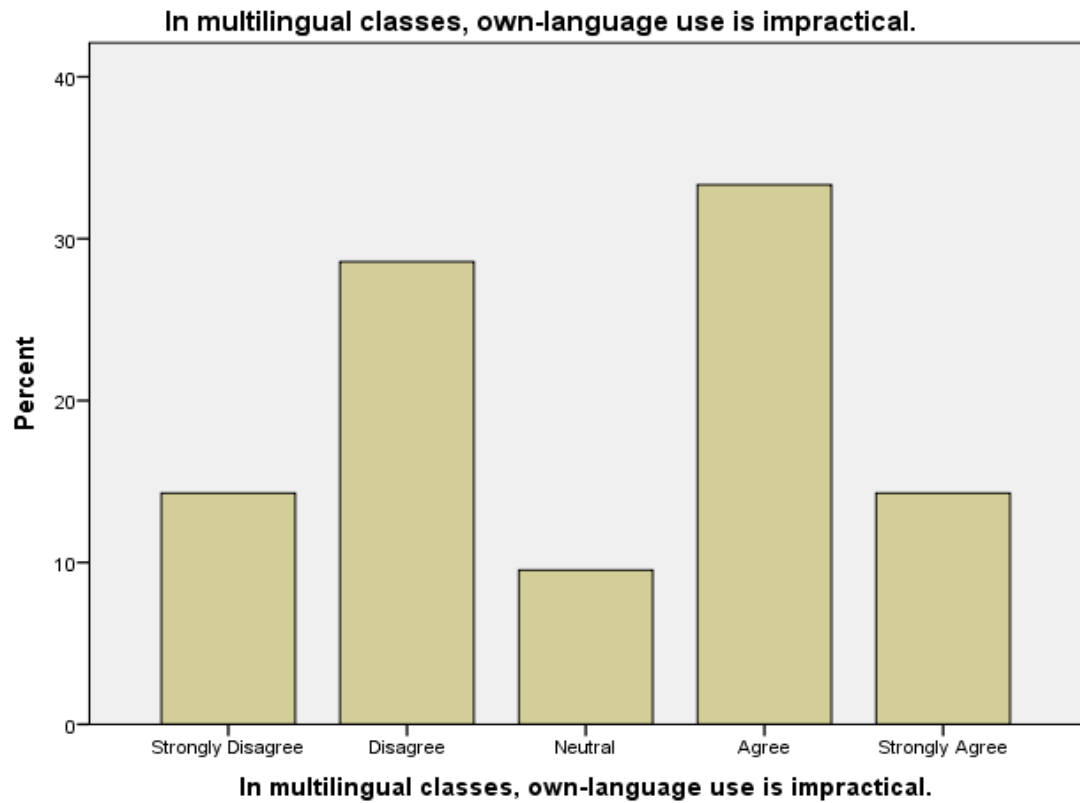


Translation is an effective language-learning strategy for many students.

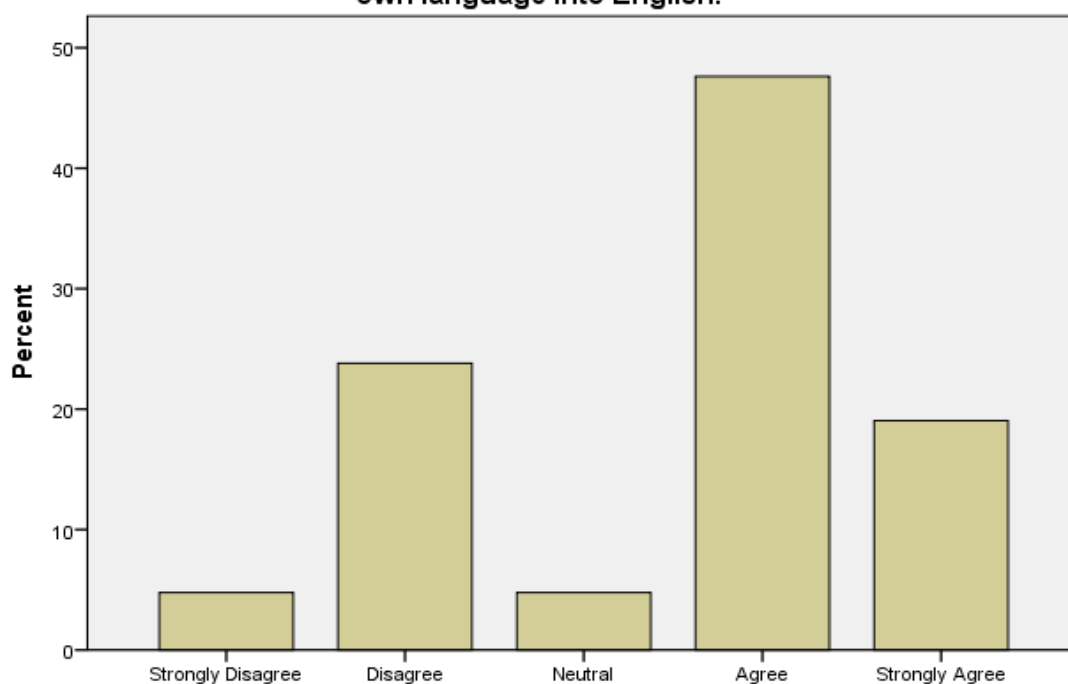
Own-language use in EFL classroom reduces learners' exposure to learn English.



Own-language use in EFL classroom reduces learners' exposure to learn English.

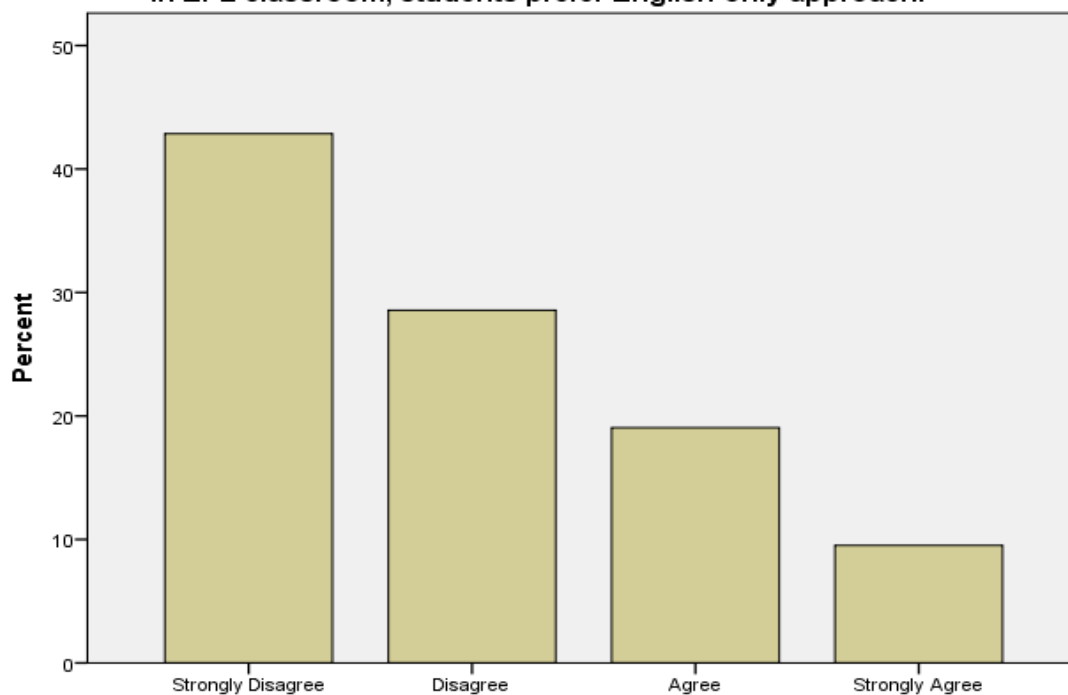


Own-language use leads to interference (negative transfer) from the learners' own language into English.



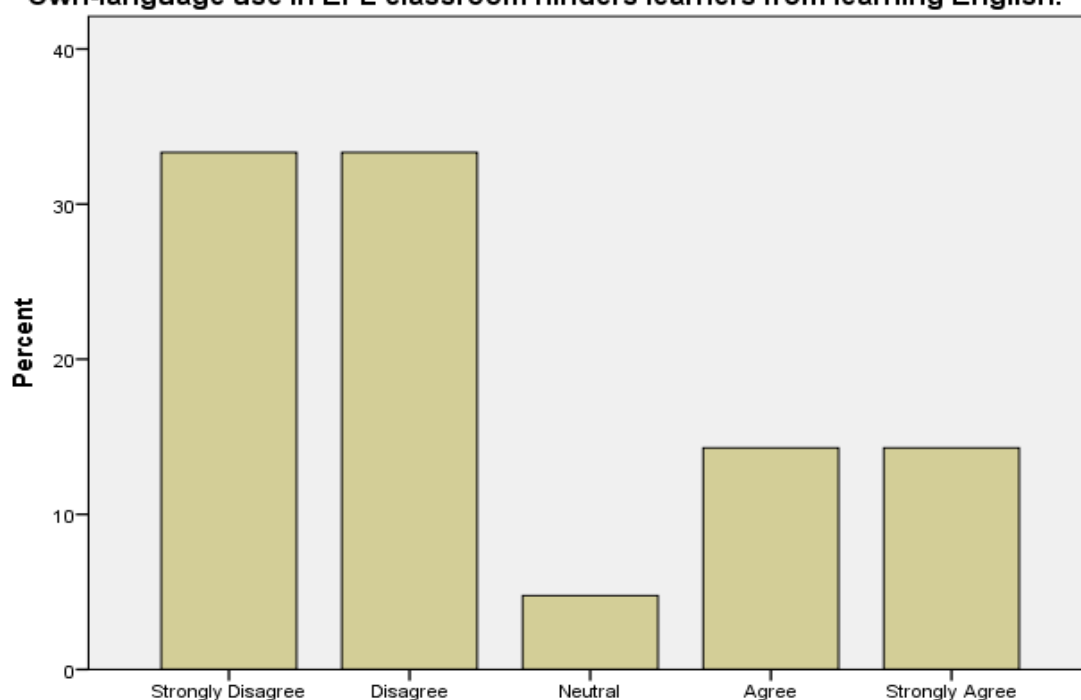
Own-language use leads to interference (negative transfer) from the learners' own language into English.

In EFL classroom, students prefer English-only approach.



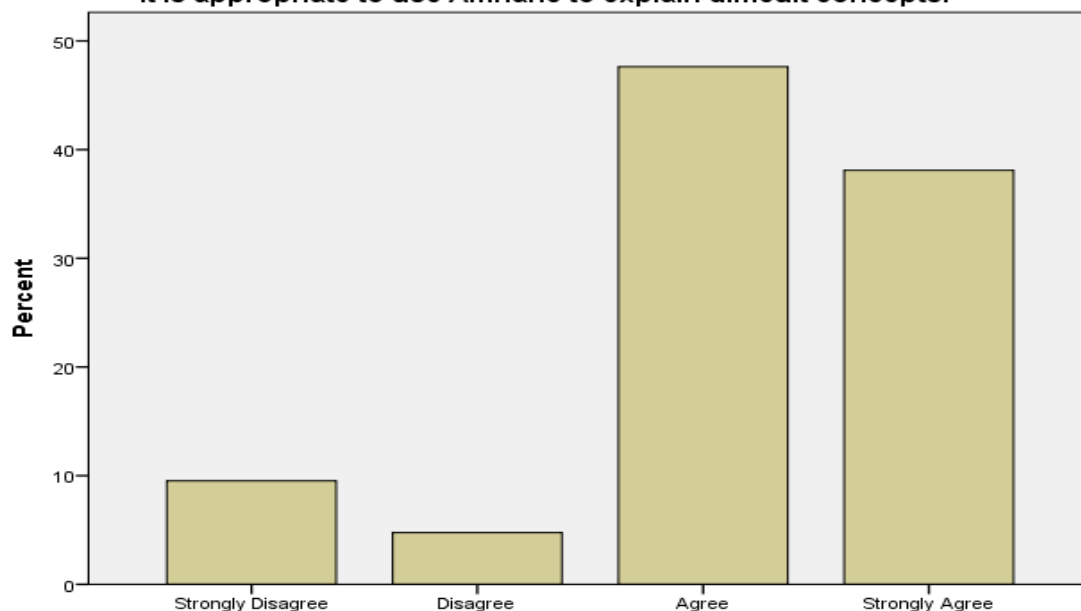
In EFL classroom, students prefer English-only approach.

Own-language use in EFL classroom hinders learners from learning English.



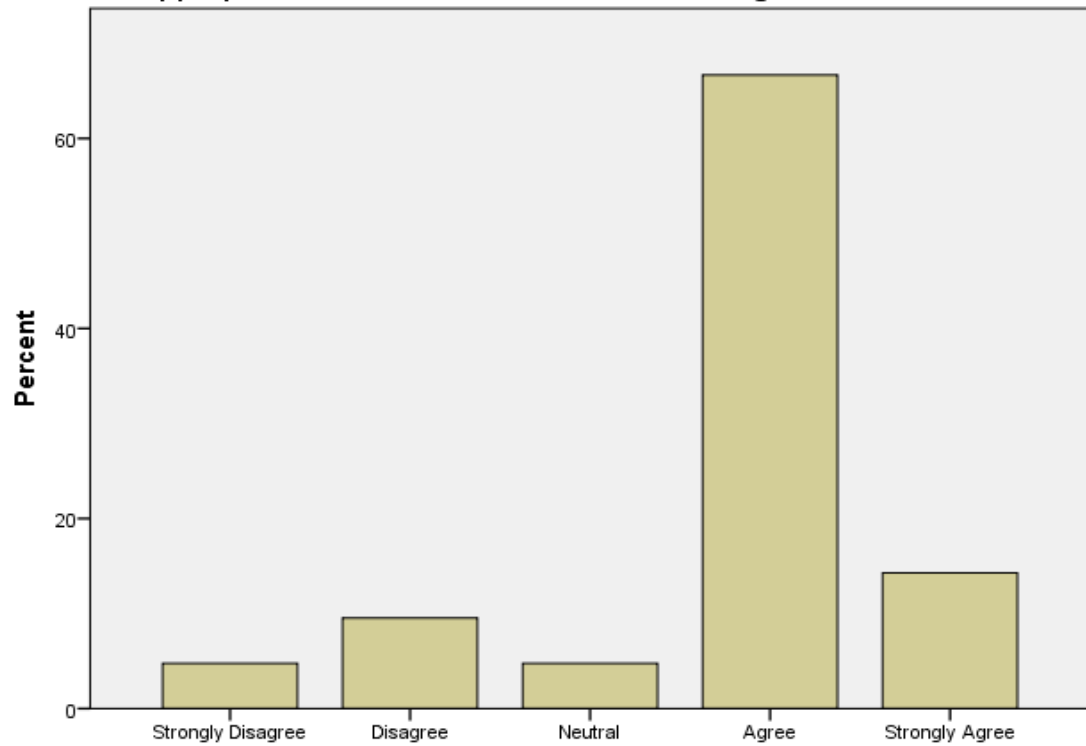
Own-language use in EFL classroom hinders learners from learning English.

It is appropriate to use Amharic to explain difficult concepts.



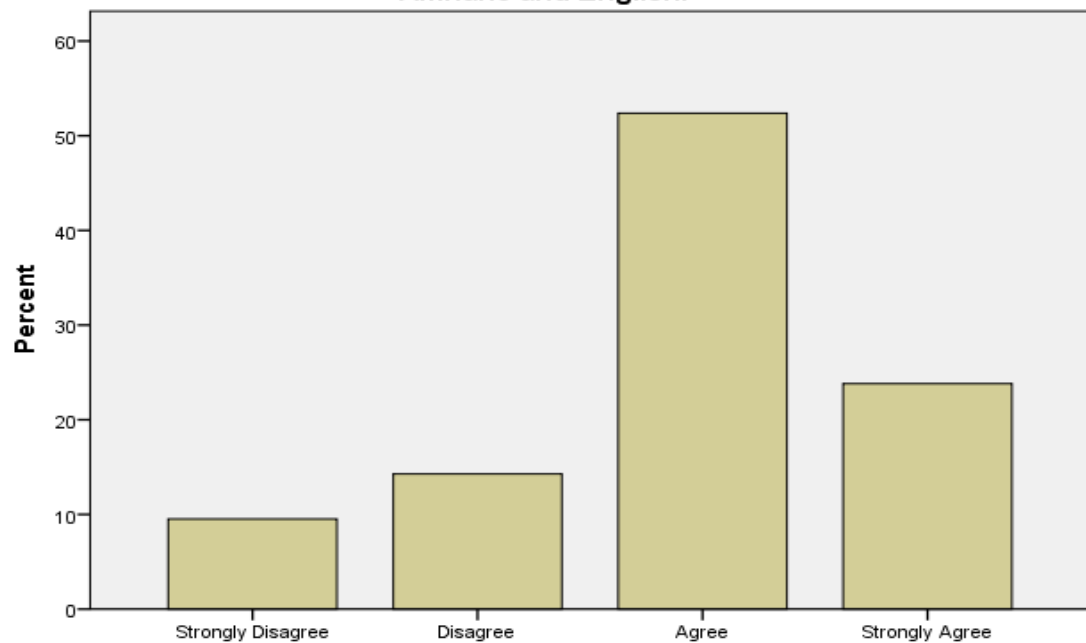
It is appropriate to use Amharic to explain difficult concepts.

It is appropriate to use Amharic to introduce new grammatical rules.

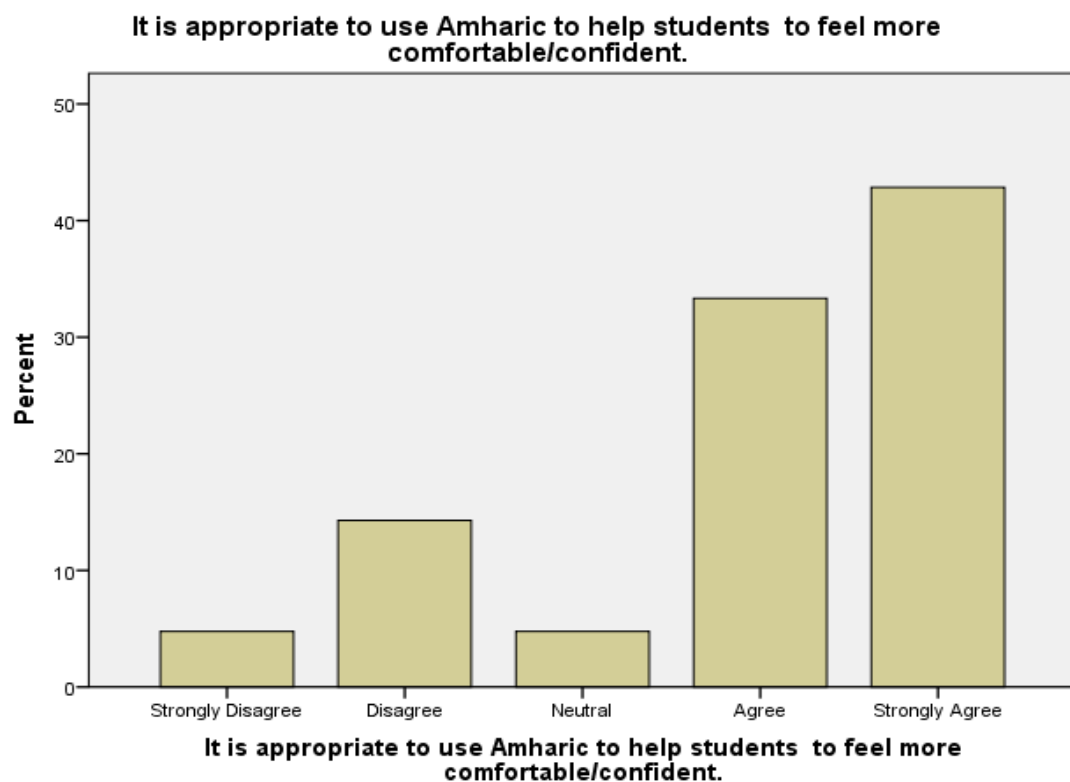
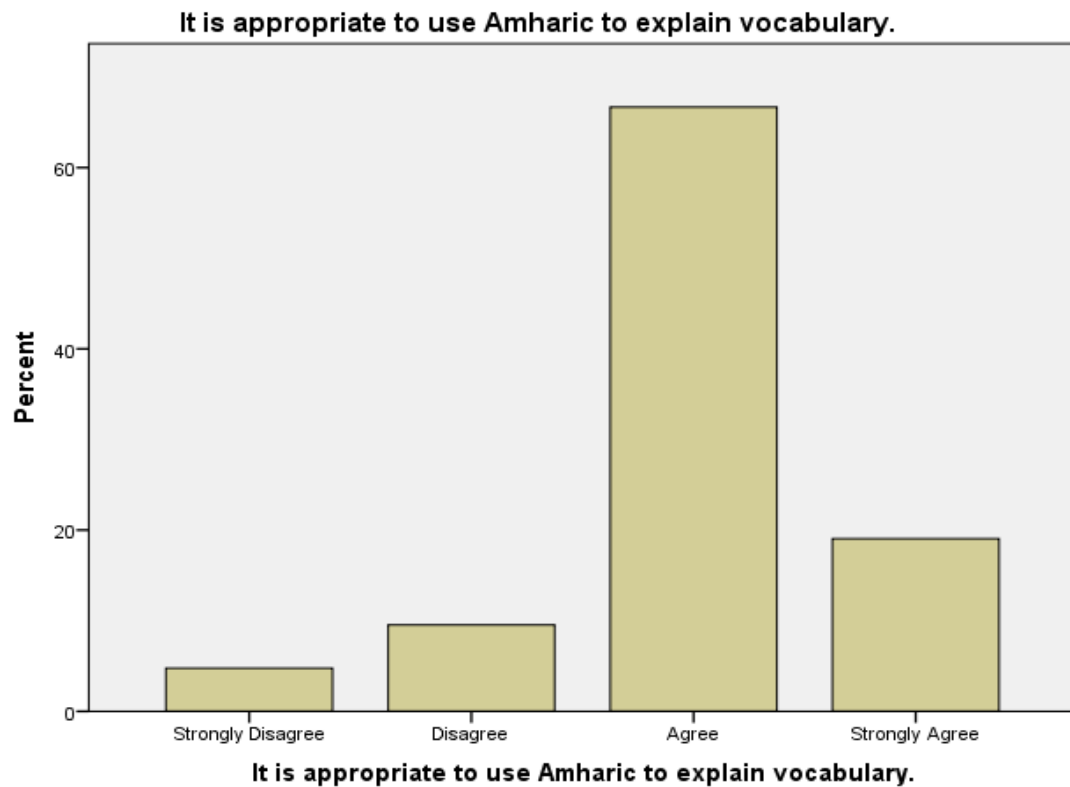


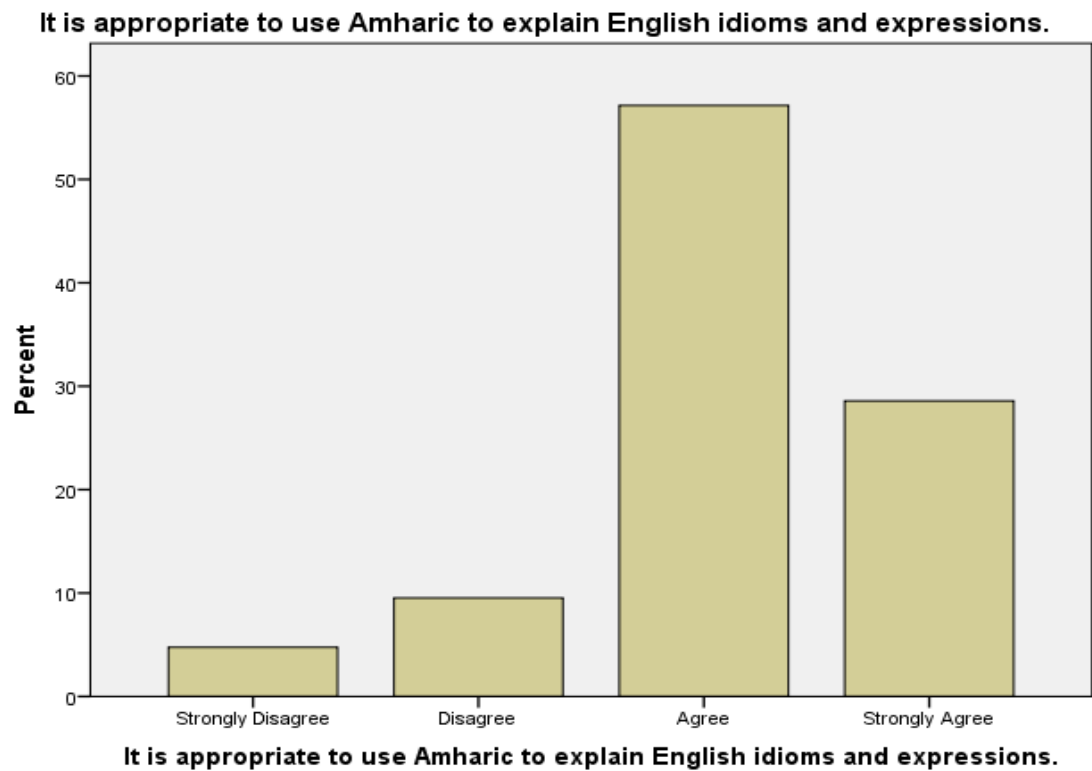
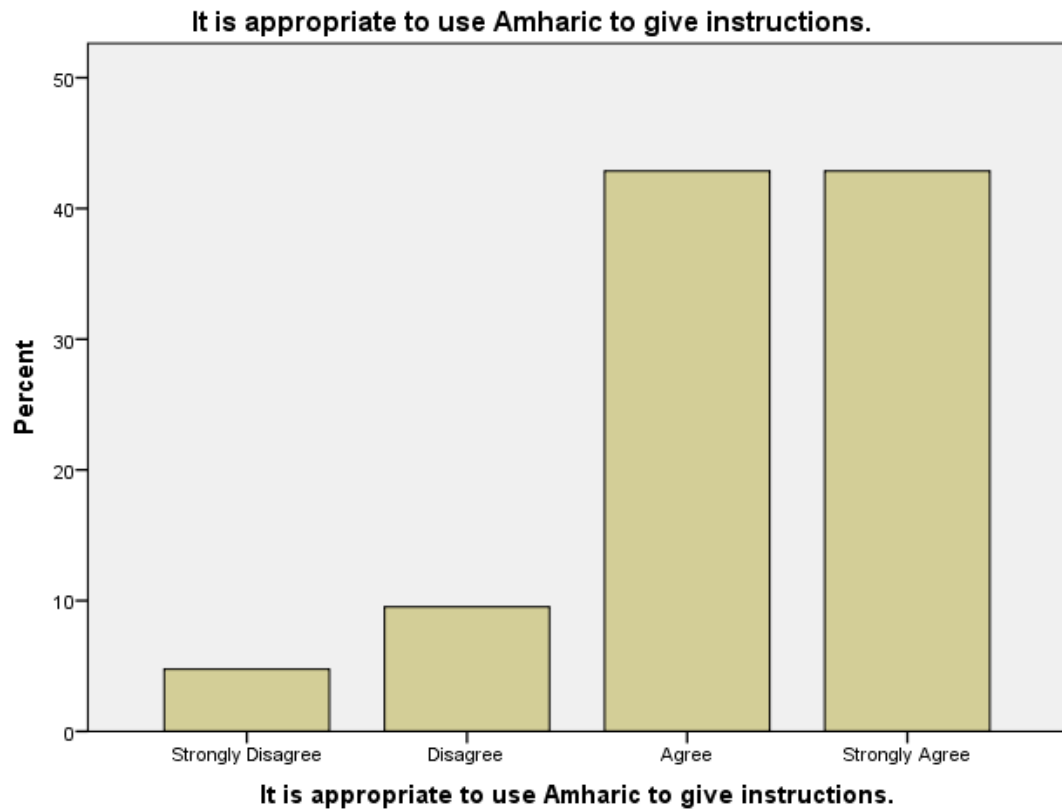
It is appropriate to use Amharic to introduce new grammatical rules.

It is appropriate to use Amharic to show differences and similarities between Amharic and English.

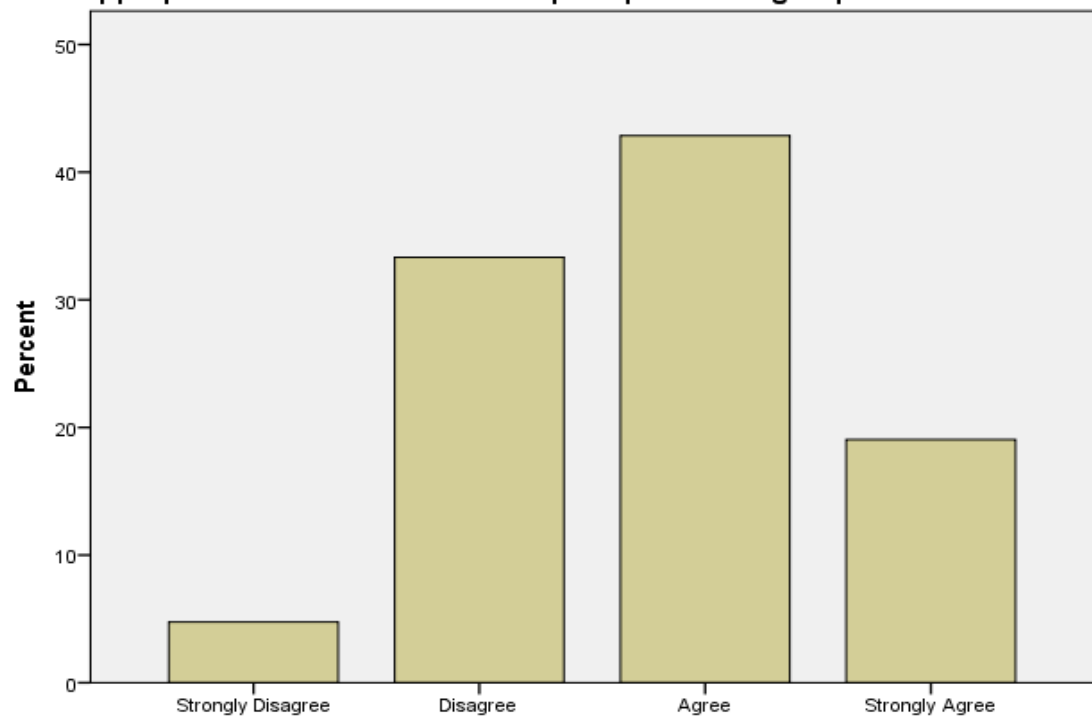


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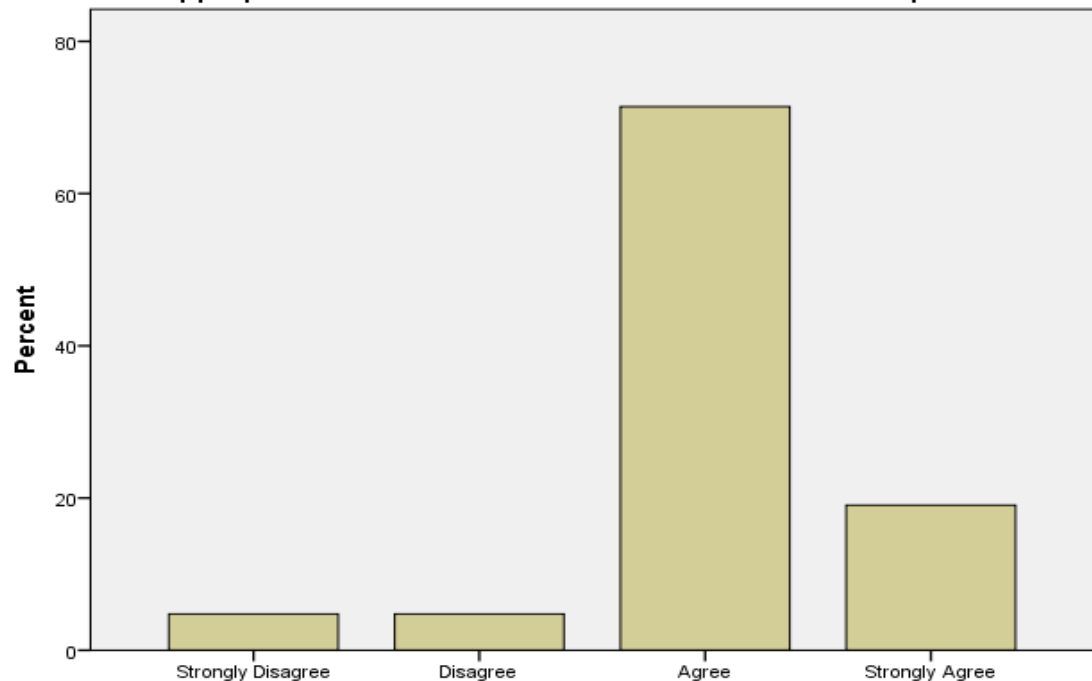


It is appropriate to use Amharic to complete pair/ small-group work activities.

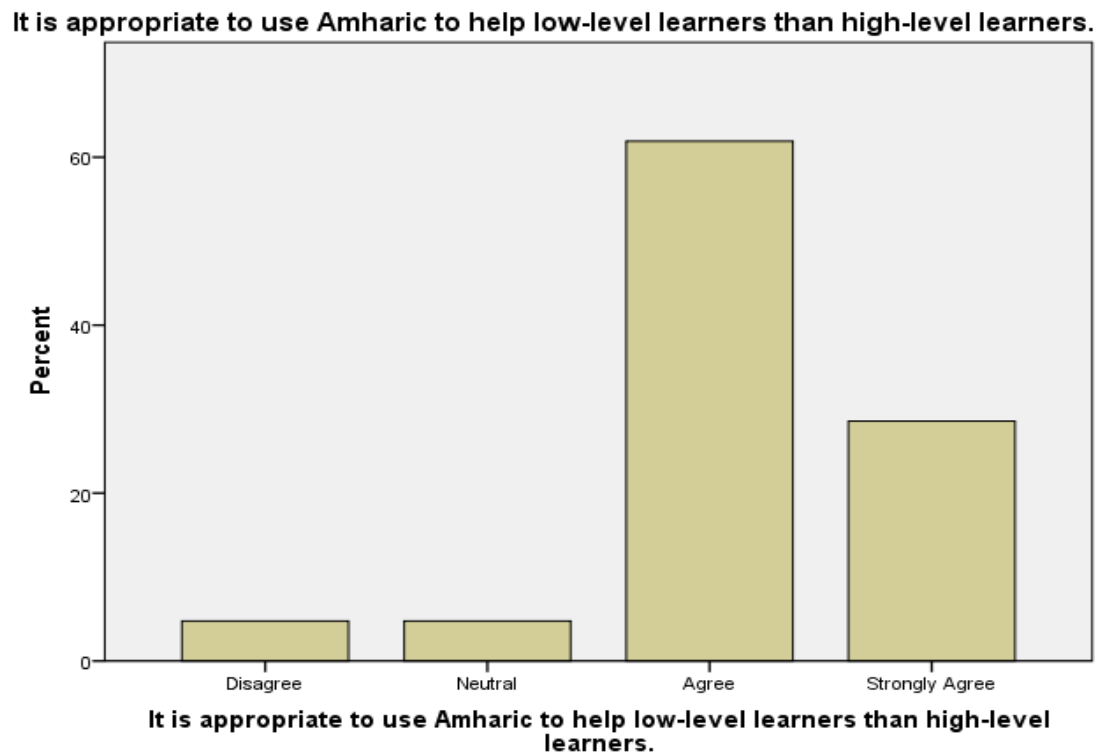
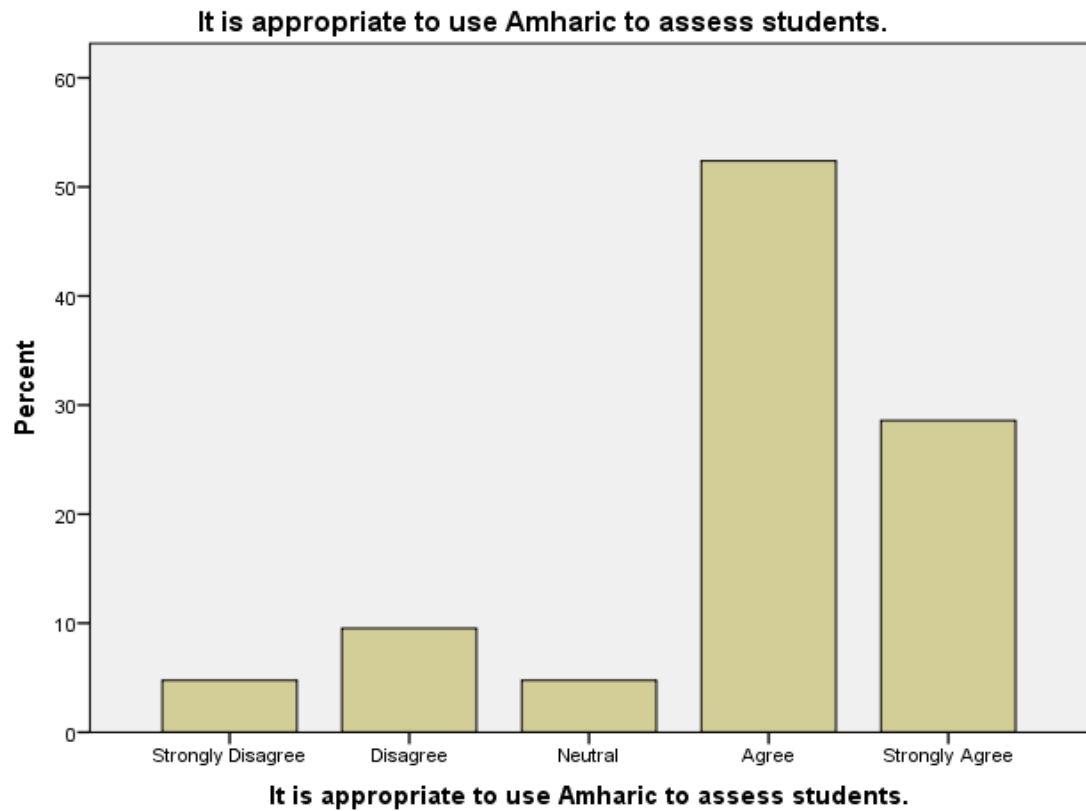


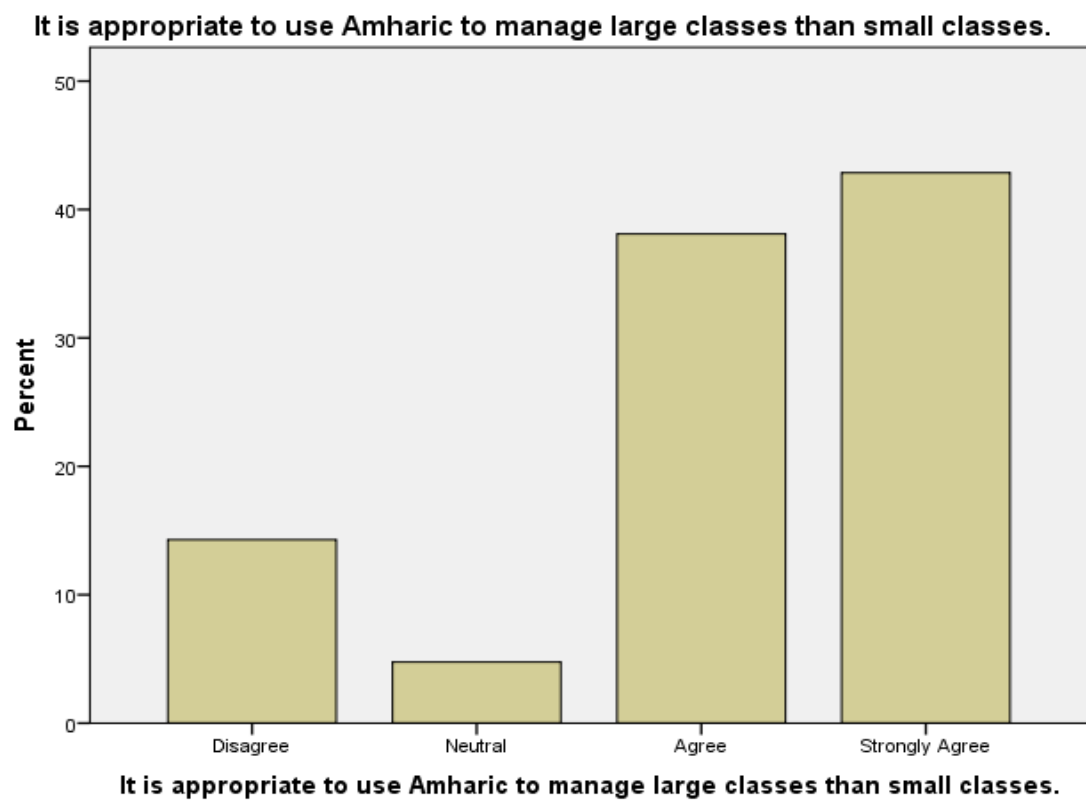
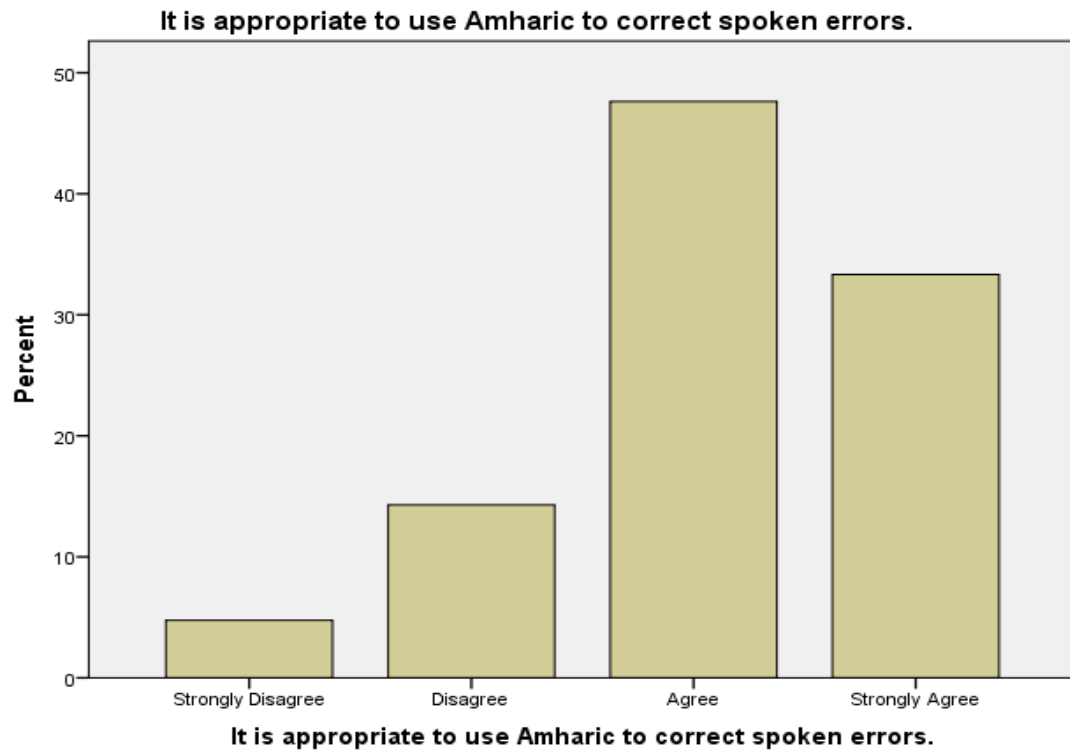
It is appropriate to use Amharic to complete pair/ small-group work activities.

It is appropriate to use Amharic to maintain classroom discipline.

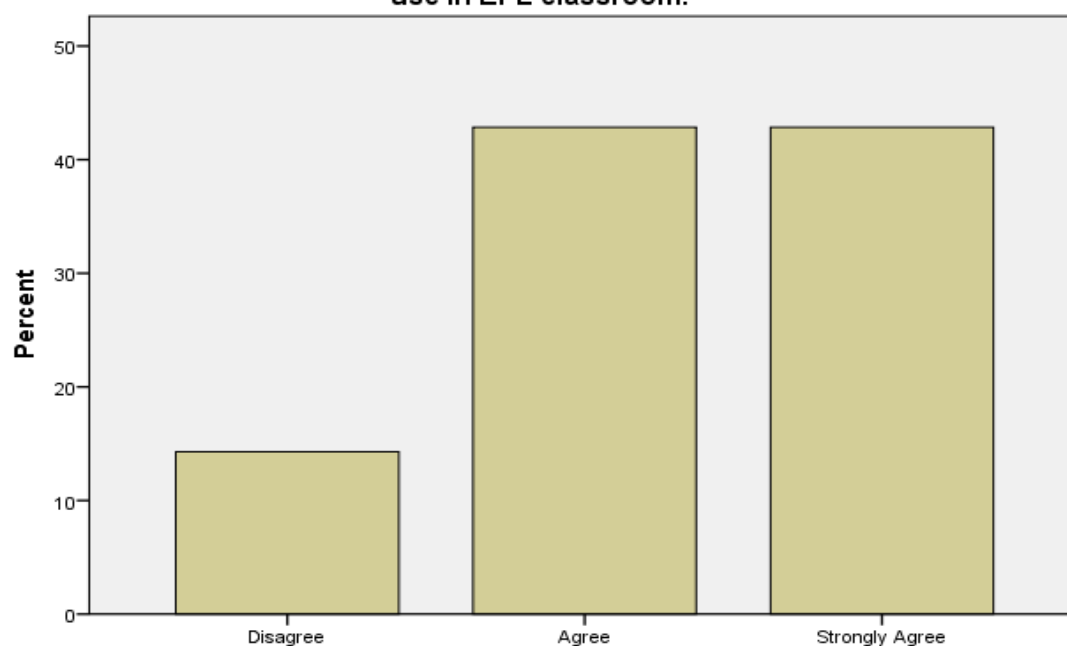


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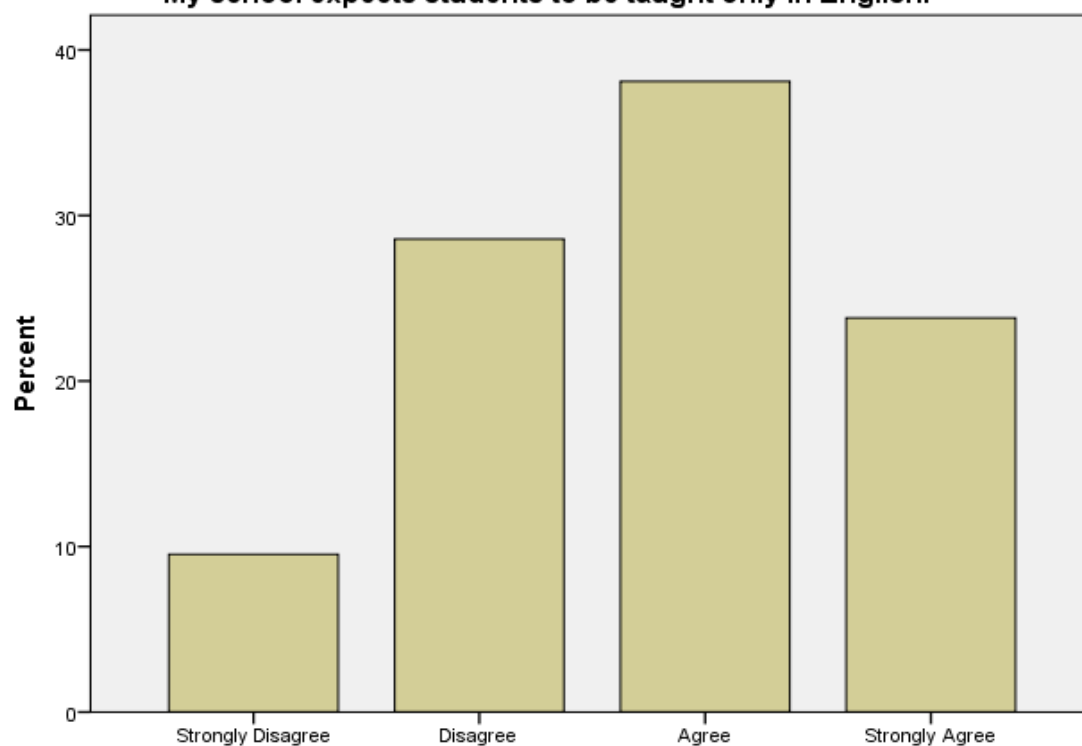


Teachers can decide for themselves the balance of English and own-language use in EFL classroom.



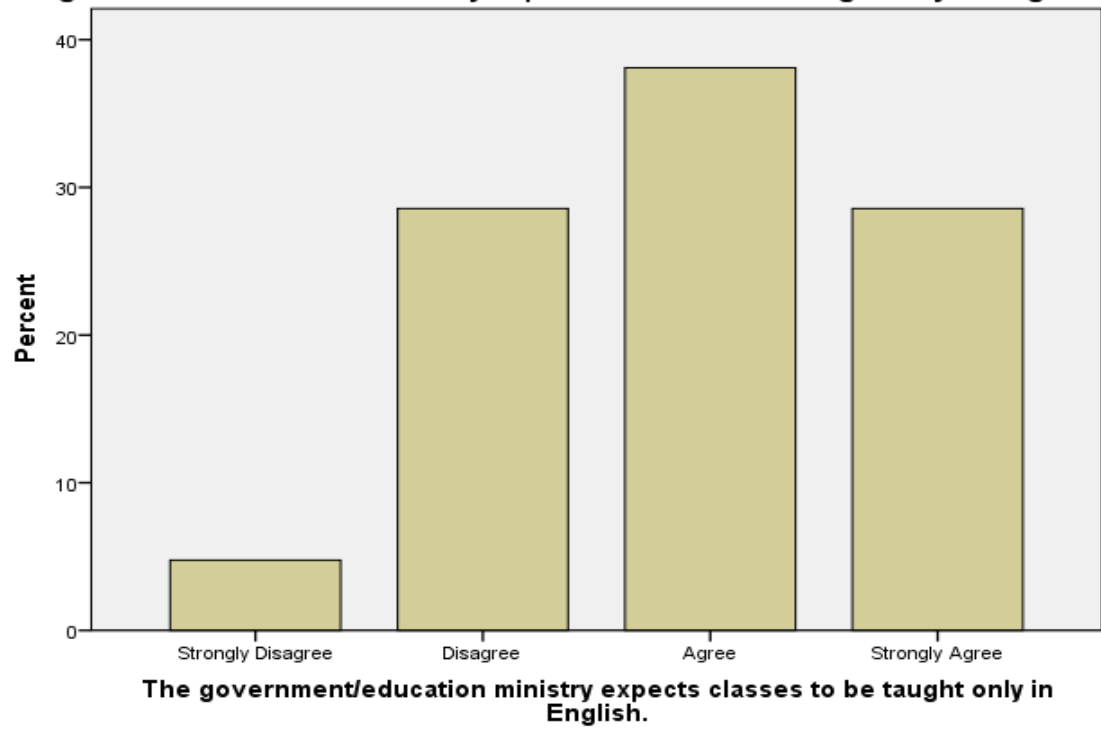
Teachers can decide for themselves the balance of English and own-language use in EFL classroom.

My school expects students to be taught only in English.

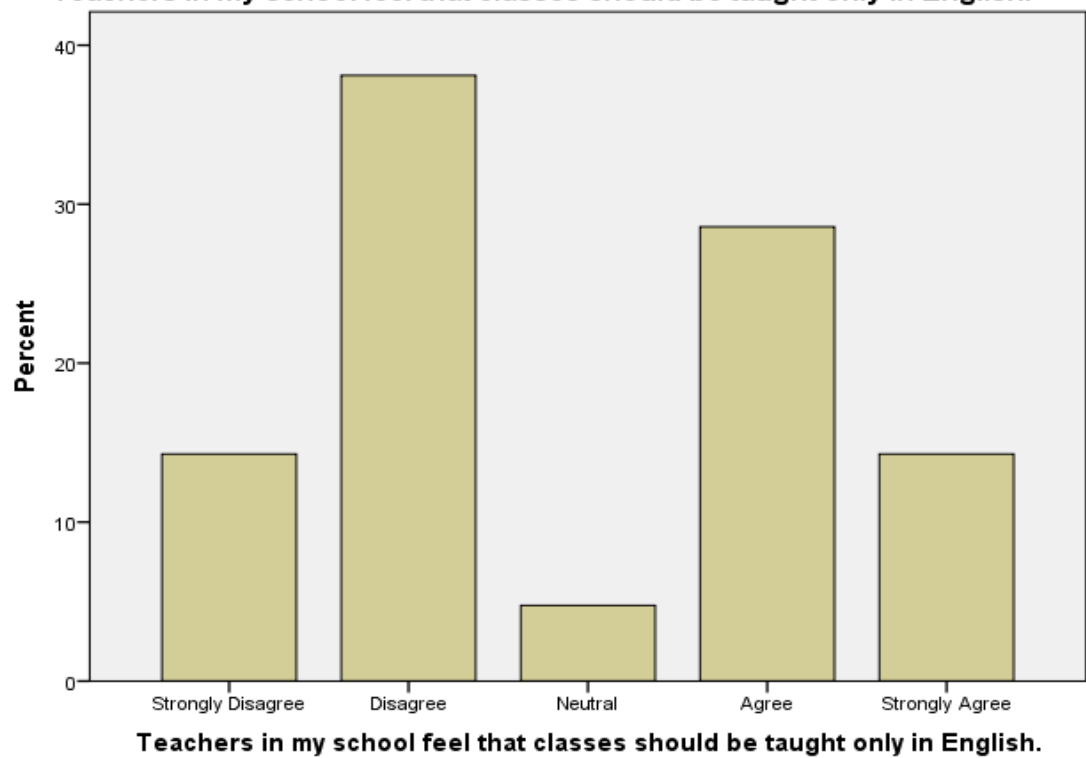


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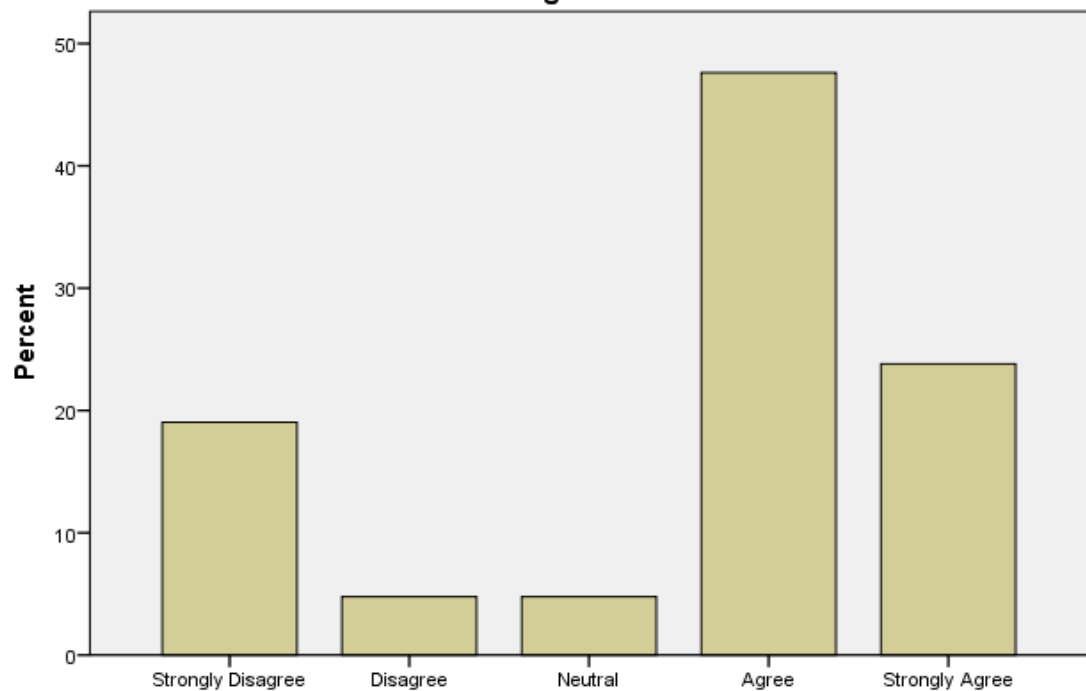
The government/education ministry expects classes to be taught only in English.



Teachers in my school feel that classes should be taught only in English.

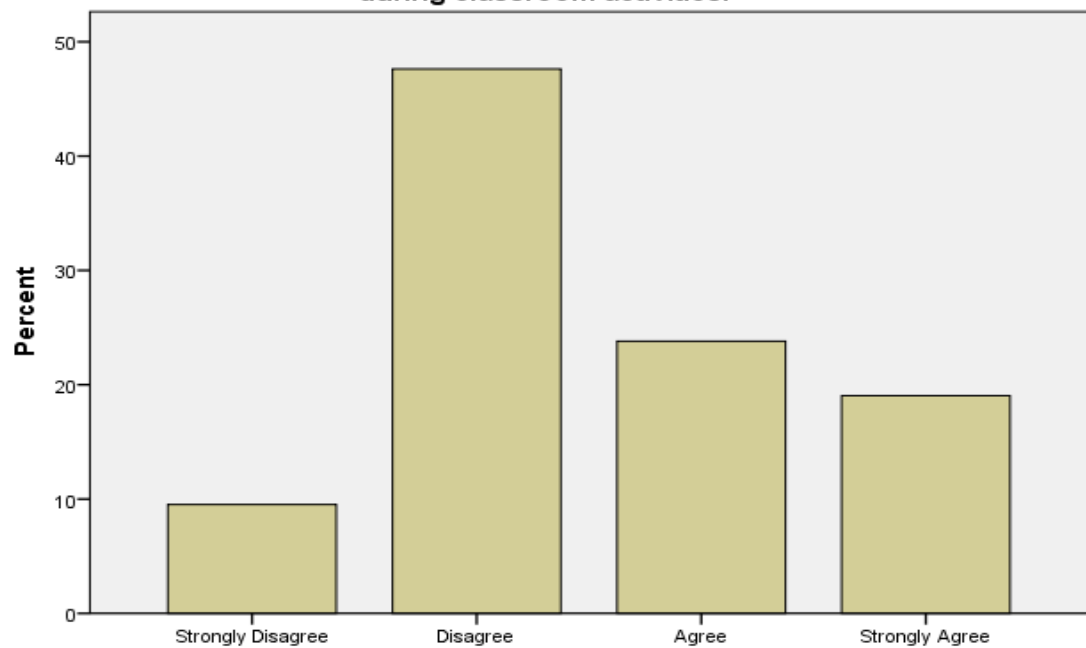


The teaching materials used in the school include own-language as clarifications of English.



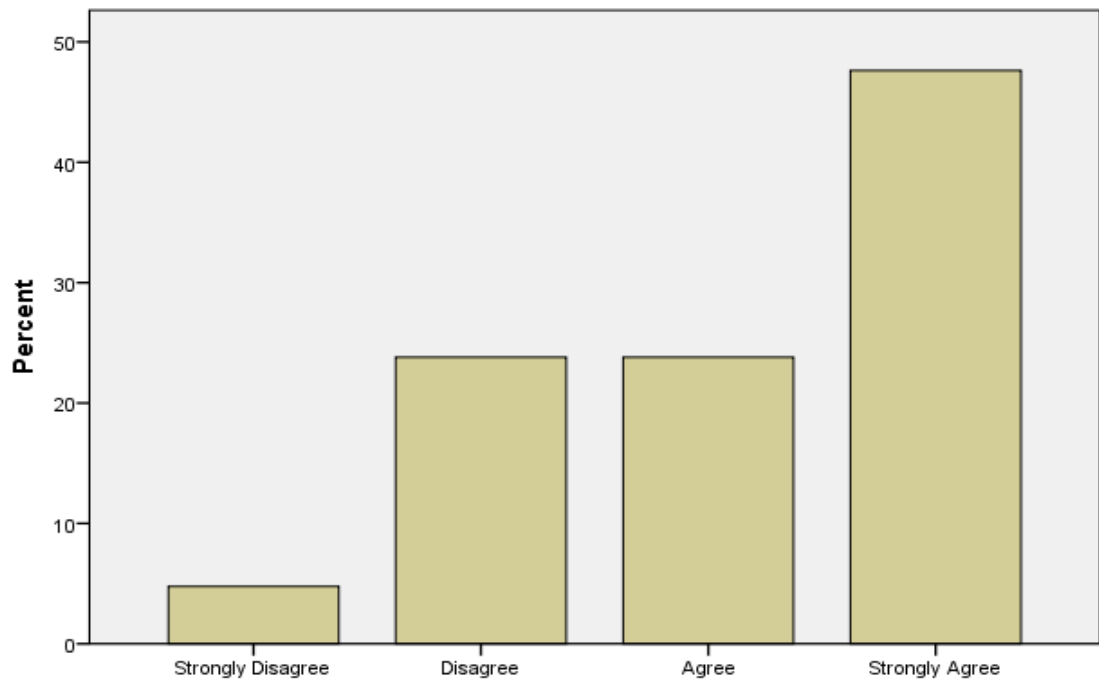
The teaching materials used in the school include own-language as clarifications of English.

The teaching materials used encourage learners to use their own language during classroom activities.



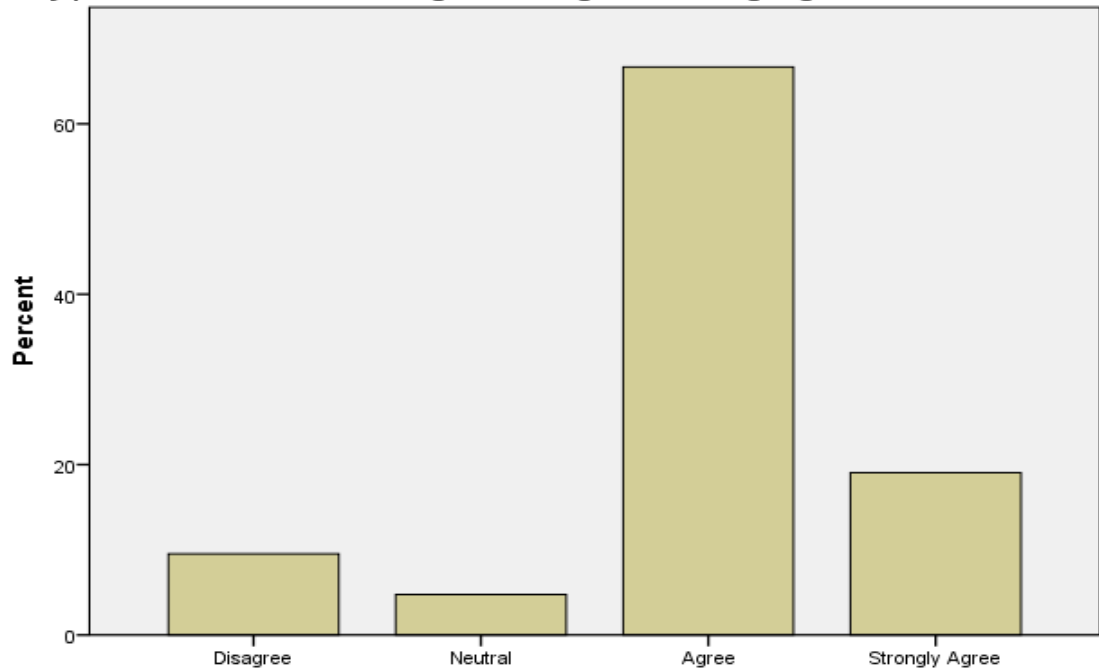
The teaching materials used encourage learners to use their own language during classroom activities.

Mixing English and Amharic is a common phenomenon in EFL classrooms in this school.

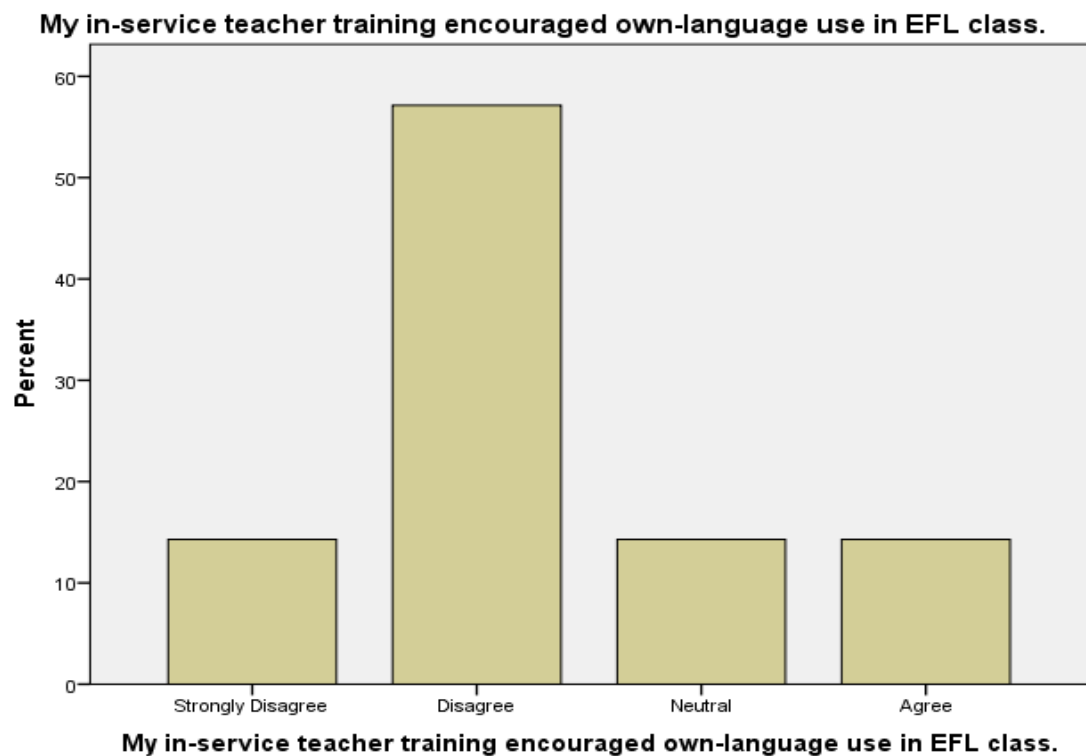
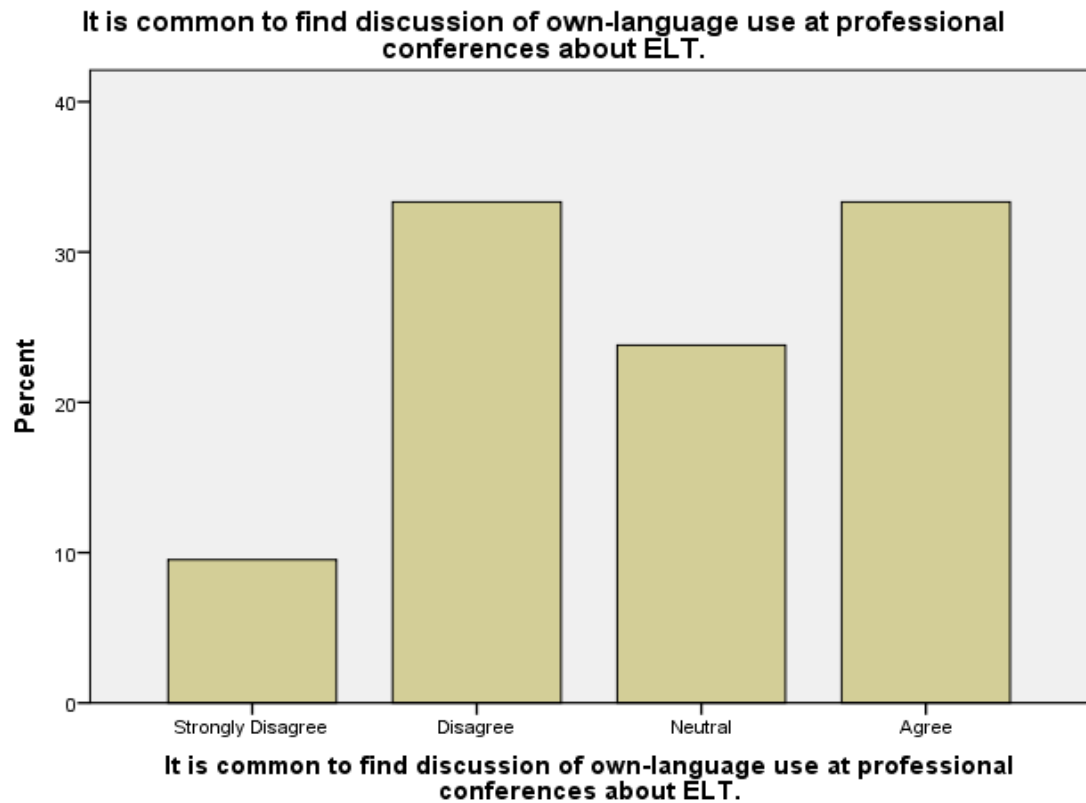


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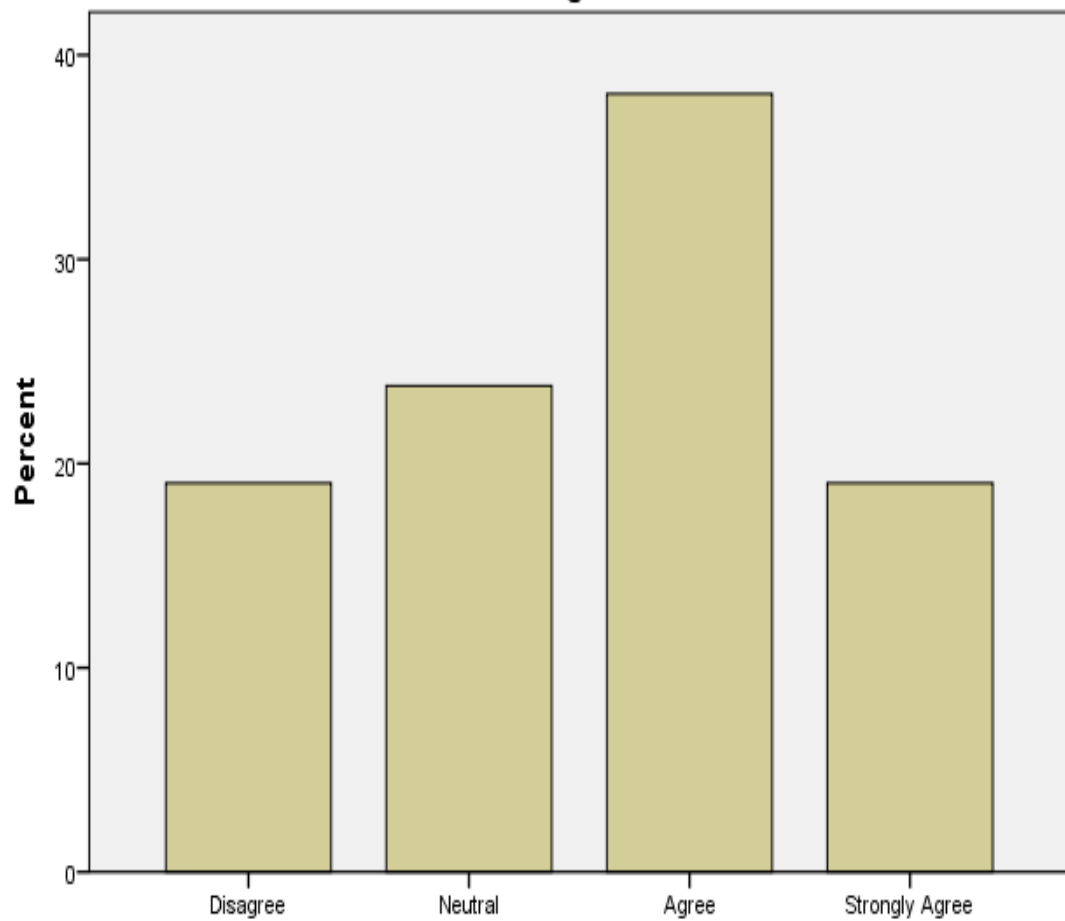
My pre-service teacher training discouraged own-language use in EFL class.



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It is rare to find discussion of own-language use in research and literature surrounding ELT.



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Appendix 3
Addis Ababa University
College of Humanities, Language Studies, Journalism and
Communication
Department of Foreign Languages and Literature

Students' Questionnaire

Dear Student,

The aim of this questionnaire is to explore teachers' beliefs and practices about using learners' own language (Amharic), in English classes. Please, be informed that all the data collected will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following sentences honestly as much as possible. Your input is very important to accomplish the study successfully. Read carefully each statement given below and put a tick mark (✓) on your answer. Please give one answer for each item.

Thank you very much in advance!

Part 1: Demographic information

1. Gender: Male: ☐ Female: ☐
2. Age: 13-16: ☐ 17- 20: ☐ 21 and above: ☐
3. Grade: 11th: ☐ 12th: ☐
4. _____
5. Your native language: _____
6. What is your level of English, in your opinion? (**Tick ONE**)
Poor: ☐ Good: ☐ Very good: ☐ Excellent: ☐

Key = SA= Strongly Agree A= Agree D= Disagree SD= Strongly Disagree

Part 2: The Practice and use of Amharic in English classroom

No	Item My English teacher_____	Scale			
		SA	A	D	SD
1	likes to use Amharic in English classroom to explain grammar rules.				
2	likes my use of Amharic for clarification.				
3	never uses Amharic in English classroom.				
4	uses Amharic to explain English idioms and expressions.				
5	usually uses Amharic in English classrooms.				
6	uses Amharic to manage classroom discipline.				
7	translates words or sentences into Amharic in English class.				
8	likes to use Amharic to give homework in English class.				
9	sometimes speaks Amharic in English class to clarify the directions.				
10	uses Amharic when telling jokes.				
11	usually likes to use Amharic for giving individual comments.				
12	uses Amharic in English classrooms to reduce students' anxiety/fear.				
13	teaches English in the English language only.				
14	uses Amharic to solve misunderstanding.				
15	uses Amharic to fill his/her own gaps in speaking English.				
16	prefers to use Amharic to save his/her time.				
17	uses Amharic to explain the differences and similarities between Amharic and English.				
18	prefers to use dictionaries which are translated from English to Amharic when he/she teaches vocabulary.				
19	uses Amharic to discuss cultural issues.				
20	teaches English both in Amharic and English.				
	Further comments:				

Appendix 4

በአዲስ አበባ ዩኒቨርሲቲ

በስነ-ሰብ ቋንቋዎች ጥናት፣ ጋዜጠኝነት እና ኮሙኒኬሽን ኮሌጅ

የዉጭ ቋንቋዎች እና ሥነ-ጽሁፍ ትምህርት ክፍል

የተማሪዎች መጠይቅ

ዉድ ተማሪ፣

የዚህ መጠይቅ ዋና ዓላማ የእንግሊዘኛ ቋንቋ መምህራን በእንግሊዘኛ ክፍል በተማሪዎች የመጀመሪያ ቋንቋ (አማረኛ) አጠቃቀም ላይ ያላቸዉ አመለካከት እና ተግባራት ለማጥናት ነዉ። የሚሰበሰበዉ መረጃ ሚስጢራዊነቱ ተጠብቆ ለዶክሬት ዲግሪ (PhD) ጥናታዊ ጽሁፍ ብቻ የሚያገለግል ነዉ። ስለዚህ ለሚከተሉት ጥያቄዎች በተቻለ መጠን በቅንነት ለምትሰጠዉ/ጪዉ መልስ ምስጋናየ ከፍ ያለ ነዉ። ለዚህ ጥናታዊ ፀሁፍ መሳካት የጥያቄዎች በጥንቃቄ መሞላት ከፍተኛ የሆነ አስተዋጥፅ አለዉ። እያንዳንዱን አረፍተ-ነገር በፅሞና በማንበብ እና በመረዳት ከመልስህ/ሽ ላይ የጭረት ምልክት (✓) አስቀምጥ/ጪ። እባክክ/ሽ ለአንድ ጥያቄ አንድ መልስ ብቻ ስጥ/ጪ።

በቅድሚያ አመሰግናለሁ!

ክፍል 1: የግል መረጃ።

1. ፆታ: ወንድ ☐ ሴት ☐
2. እድሜ: 13-16 ☐ 17-20 ☐ 21 እና ከዚያ በላይ ☐
3. የክፍል ደረጃ: 11ኛ ☐ 12ኛ ☐
4. የአፍ መፍቻ ቋንቋ: -----
5. በአንተ/ች አስተያየት የእንግሊዘኛ ቋንቋ ክህሎትህ/ሽ እንዴት ይገለፃል?

ጥሩ ያልሆነ ☐ ጥሩ ☐ በጣም ጥሩ ☐ እጅግ በጣም ጥሩ ☐

ቁልፍ: SA = በጣም እስማማለሁ A = እስማማለሁ D = አልስማማም
SD = በጣም አልስማማም

ክፍል 2:- በእንግሊዘኛ ክፍል የአማረኛ ቋንቋ አጠቃቀም ሁኔታ

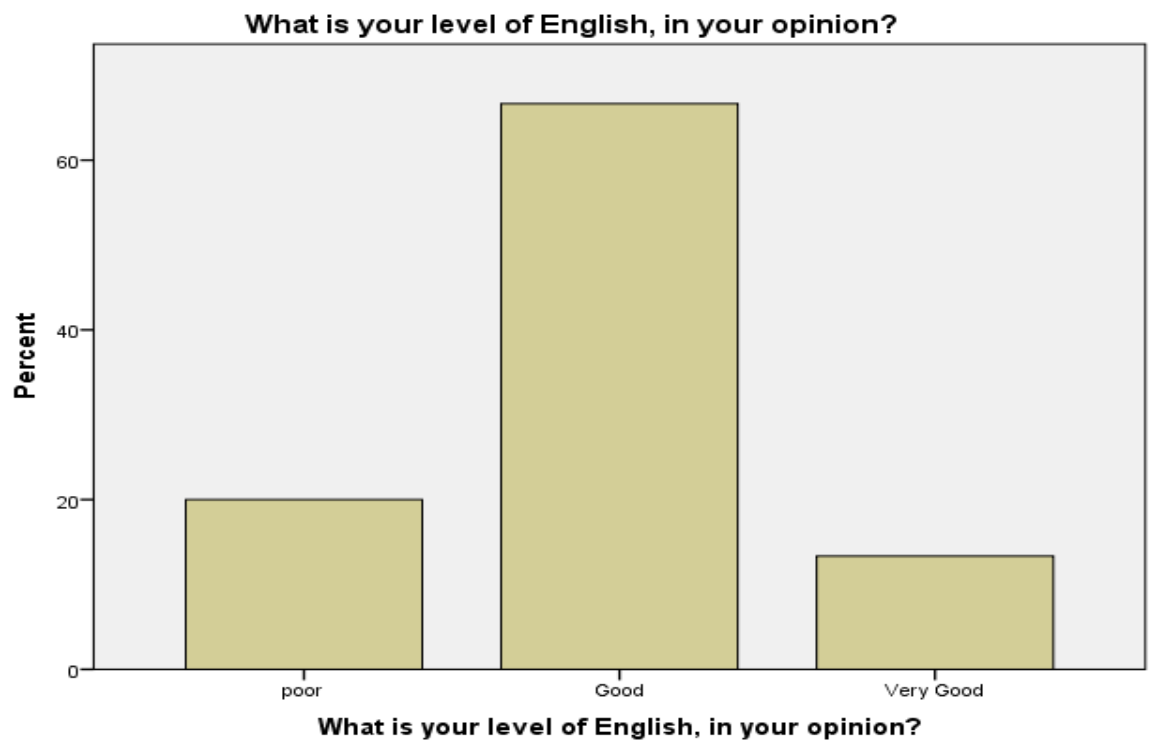
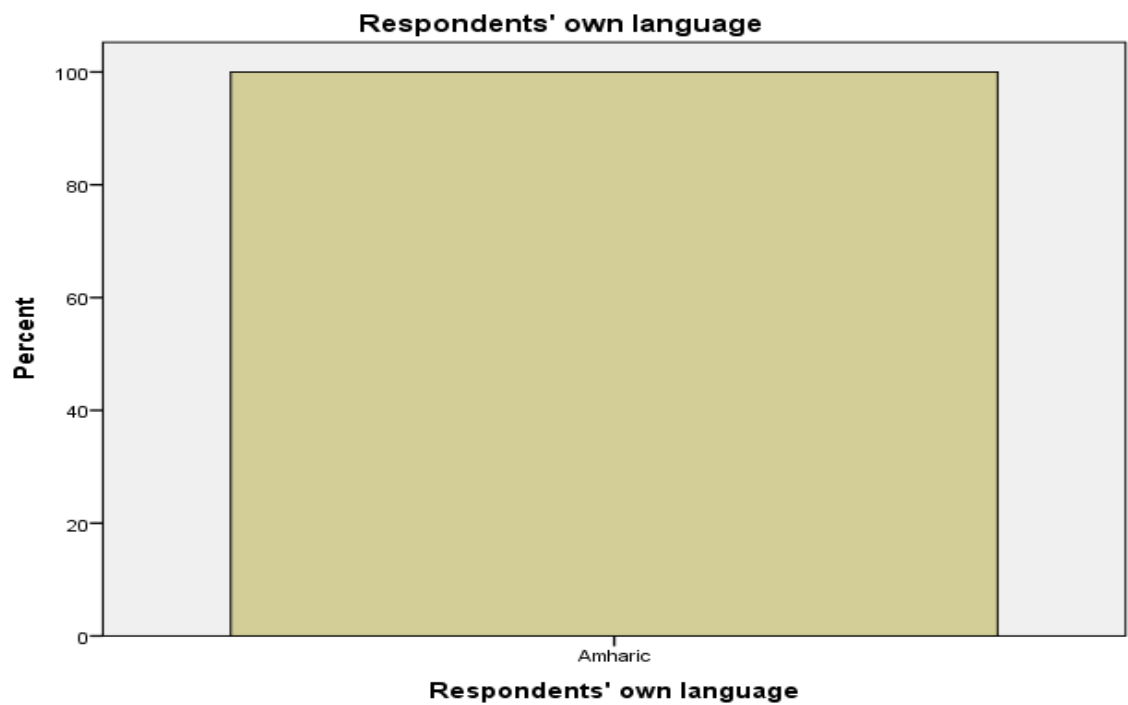
ተ.ቁ	መጠይቅ የእንግሊዘኛ መምህራ -----::	መመዘኛ			
		SA	A	D	SD
1	የእንግሊዘኛ ሰዋሰዱ ህጎችን ለማስተማር አማረኛ ቋንቋን ይጠቀማል/ትጠቀማለች				
2	የአማረኛ ቋንቋን ተጠቅሜ ማብራሪያምሰጥበት ጊዜ ይደሰተታል/ትደሰታለች				
3	በእንግሊዘኛ ክፍል የአማረኛ ቋንቋ ፈፅሞ አይጠቀምም/አትጠቀምም				
4	ፈላጣዊ ንግግሮችን ለማስተማር አማረኛ ቋንቋን ይጠቀማል/ትጠቀማለች				
5	ሁልጊዜ በክፍል ውስጥ የአማረኛን ቋንቋን ይጠቀማል				
6	አማረኛ ቋንቋን ክፍል ውስጥ ሥነ-ሥርዓት ለማስከበር ይጠቀምበታል/ትጠቀምበታለች				
7	ቃላትን ወይም ዓረፍተ-ነገሮችን ለመተርጎም አማረኛ ቋንቋን ይጠቀማል/ትጠቀማለች				
8	የቤት ስራ በሚሰጥበት/በምትሰጥበት ጊዜ የአማረኛ ቋንቋን ይጠቀማል/ትጠቀማለች				
9	አማረኛን የክፍል ውስጥ መመሪያ ለመስጠት ይጠቀምበታል/ትጠቀምበታለች				
10	በአማረኛ ቀልዶችን ያወራል/ታወራለች				
11	የግል ትችት በአማረኛ ቋንቋ መስጠት ይወዳል/ትወዳለች				
12	የተማሪዎችን ፍራቻ ለመቀነስ አማረኛን ይጠቀማል/ትጠቀማለች				

13	እንግሊዘኛን በእንግሊዘኛ ብቻ ያስተምራል/ታስተምራለች				
14	ባልተረዳሁበት ጊዜ አማረኛ ቋንቋን በመጠቀም ያስረዳኛል/ታስረዳኛለች				
15	የእንግሊዘኛ ቋንቋ ችሎታ ክፍተቱን/ቷን ለመሸፈን አማረኛን ይጠቀማል/ትጠቀማለች				
16	ጊዜ ለመቆጠብ አማረኛ ቋንቋ መጠቀምን ይመርጣል/ትመርጣለች				
17	በአማረኛ እና በእንግሊዘኛ ቋንቋ መካከል ያለውን ልዩነትና አንድነት ለመግለፅ አማረኛን ይጠቀማል/ትጠቀማለች				
18	አዳዲስ ቃላትን ለማስተማር ከእንግሊዘኛ ወደ አማረኛ የተተረጎሙ መዝገበ-ቃላትን ይጠቀማል/ትጠቀማለች				
19	ባህላችንን የተመለከቱ ጉዳዮችን ለመግለፅ አማረኛ ቋንቋን ይጠቀማል/ትጠቀማለች				
20	የእንግሊዘኛቋንቋ ትምህርትን አማረኛን እና እንግሊዘኛን በመቀላቀል ያስተምራል/ታስተምራለች				

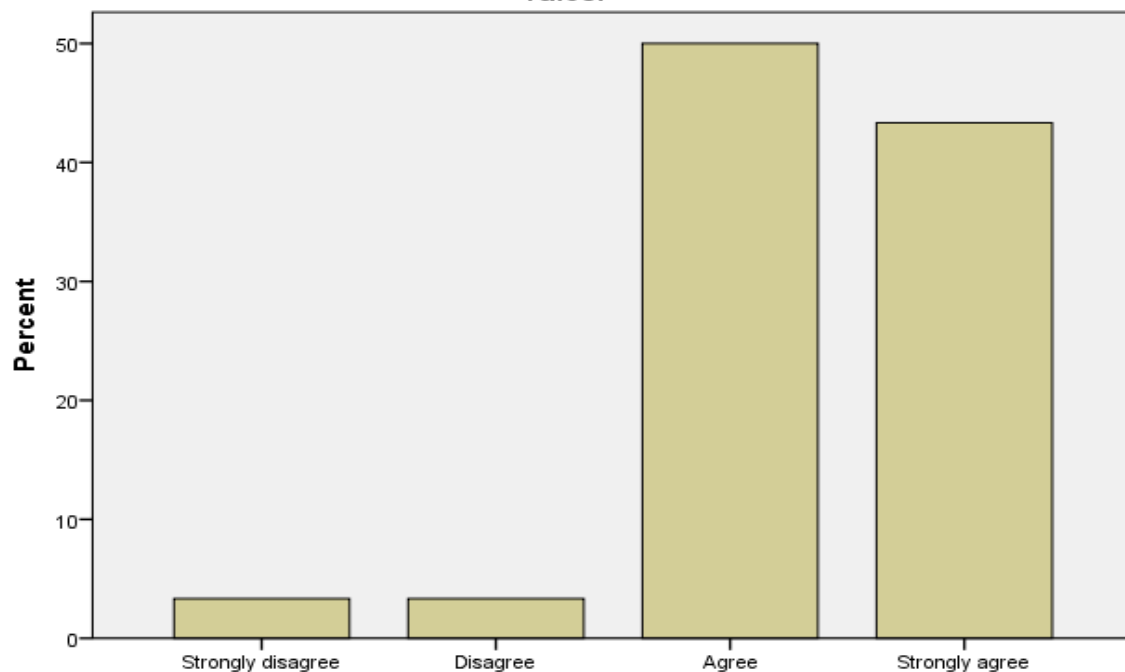
ተጨማሪ አስተያየት ካለ:-

Appendix 5

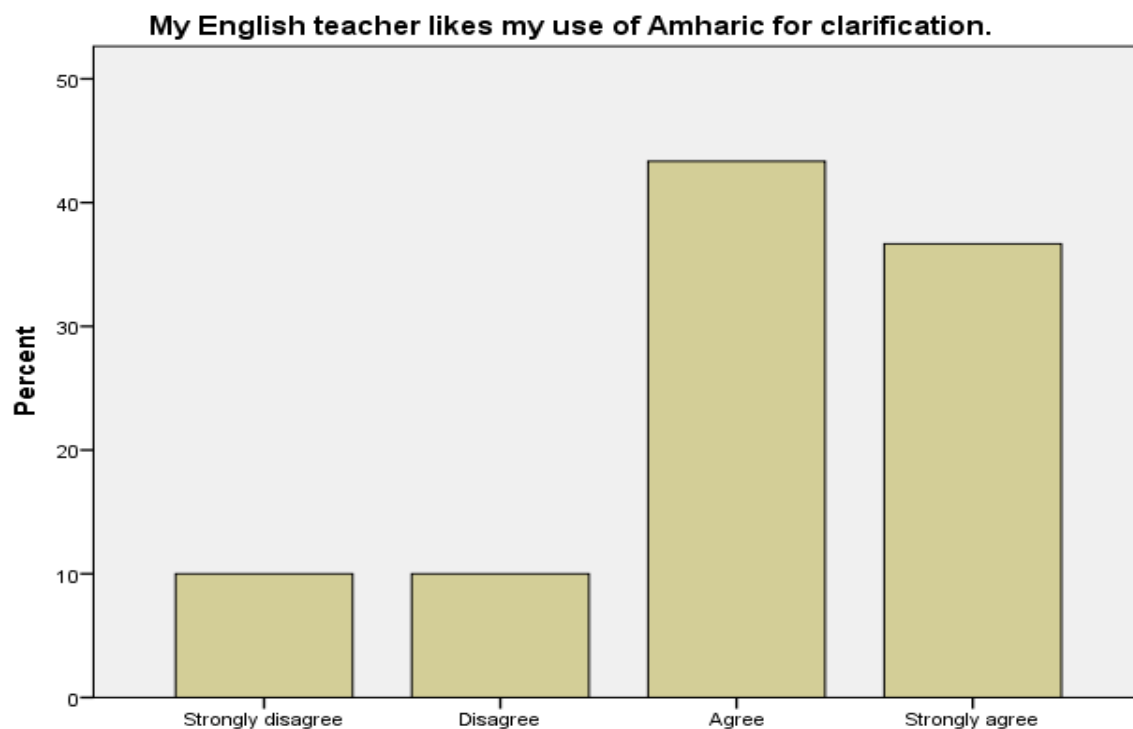
Bar Chart: Students' Questionnaire SPSS Analysis Result



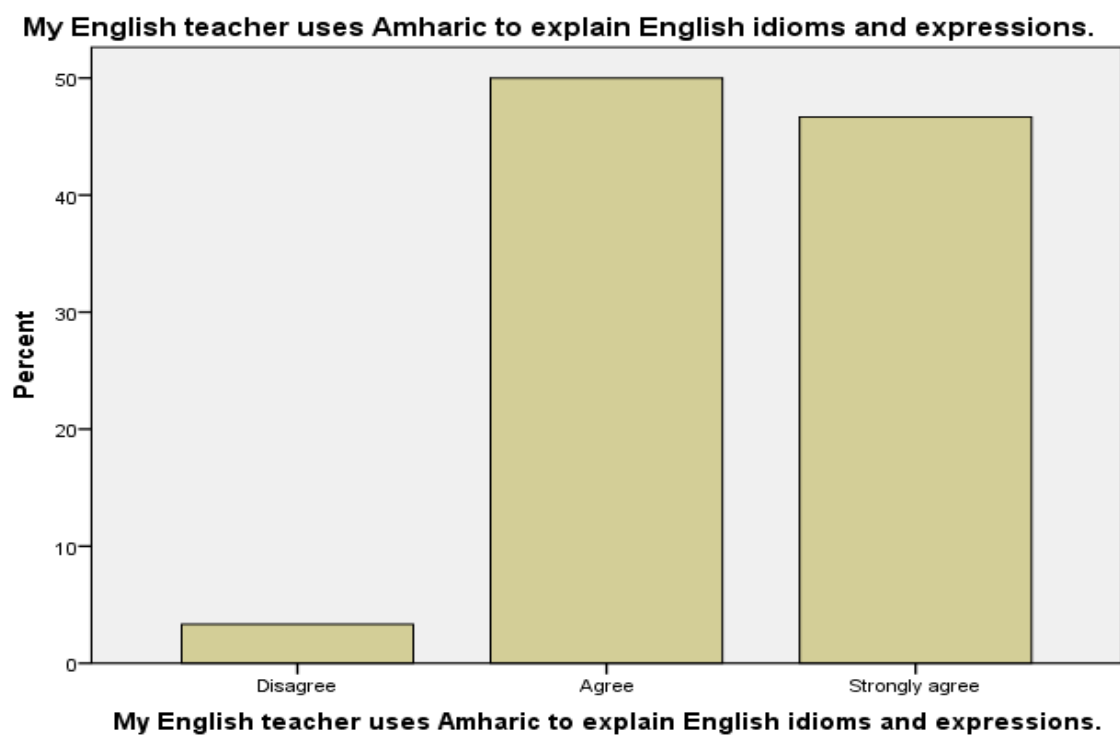
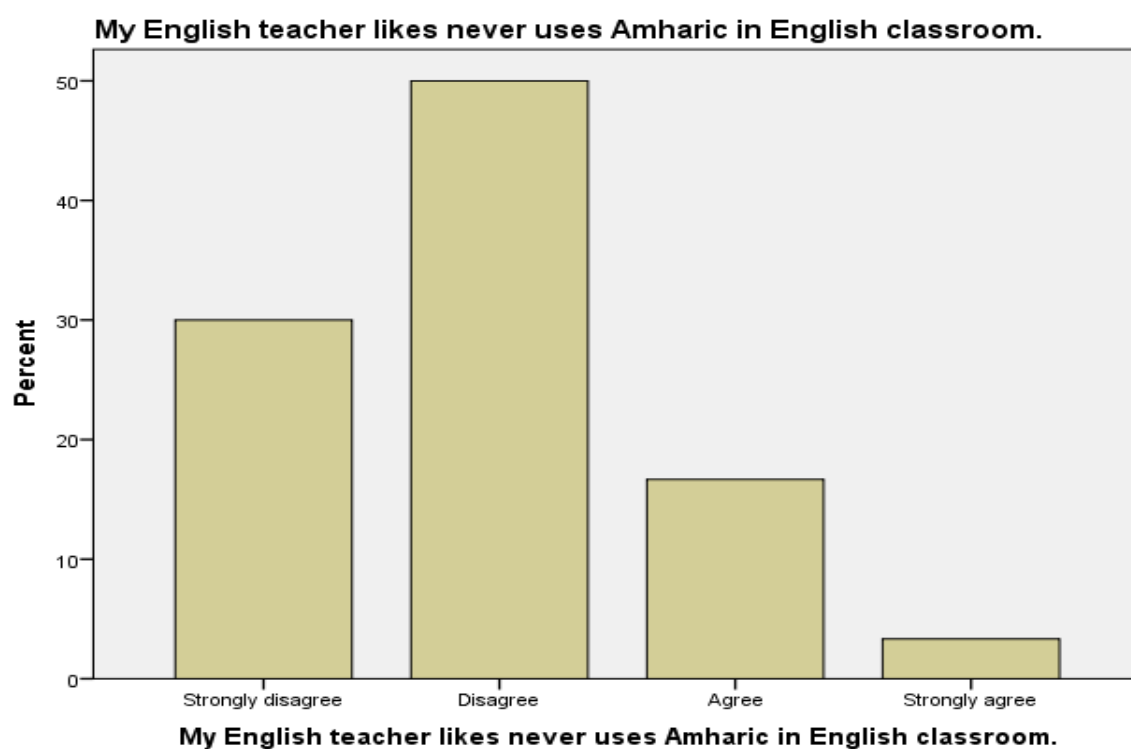
My English teacher likes to use Amharic in English classroom to explain grammar rules.

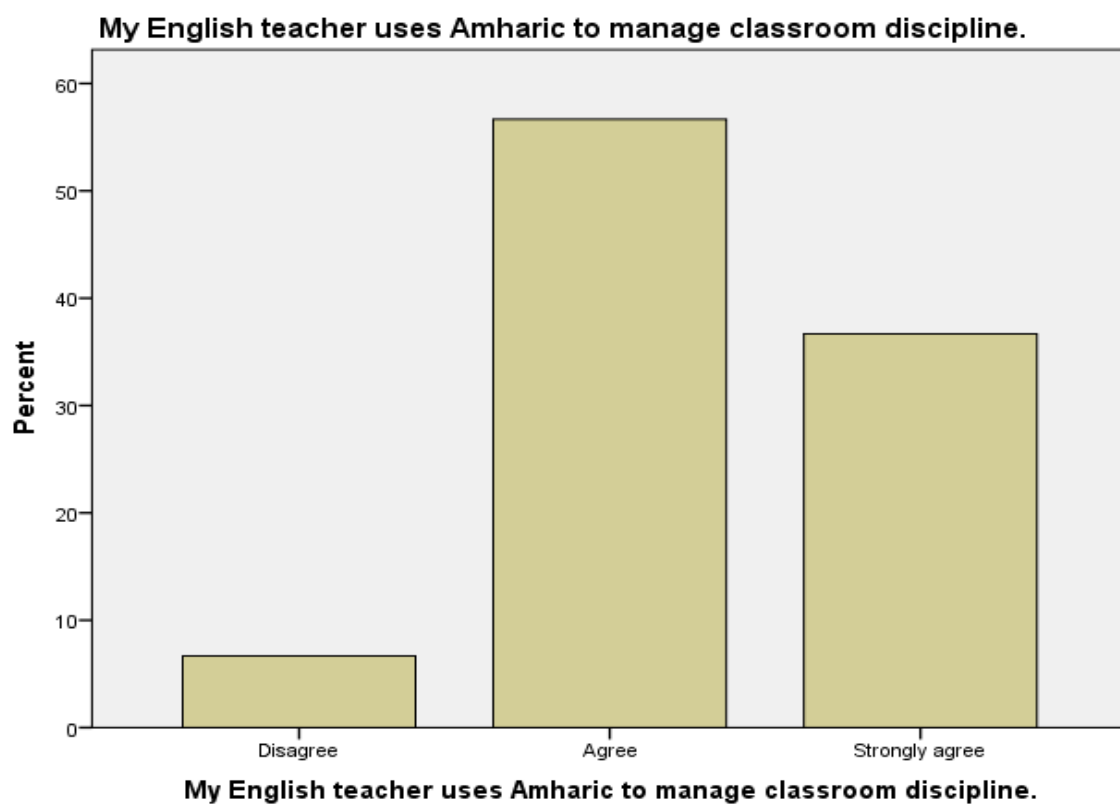
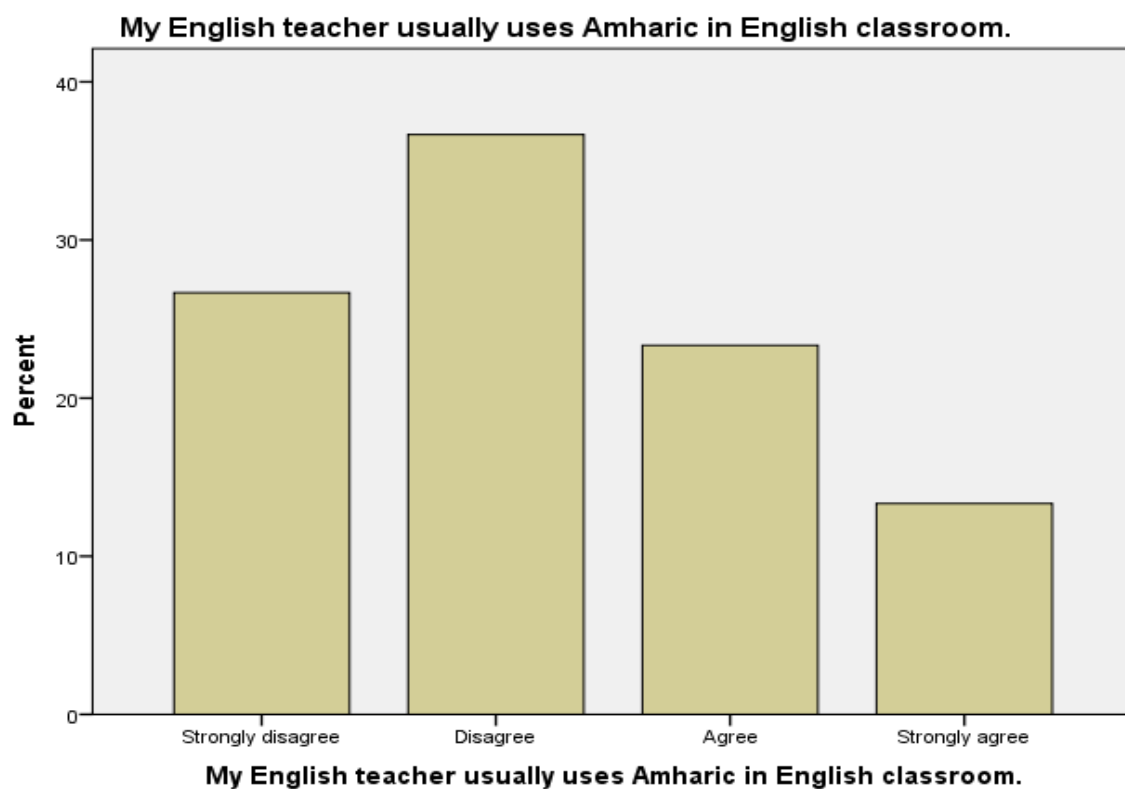


My English teacher likes to use Amharic in English classroom to explain grammar rules.

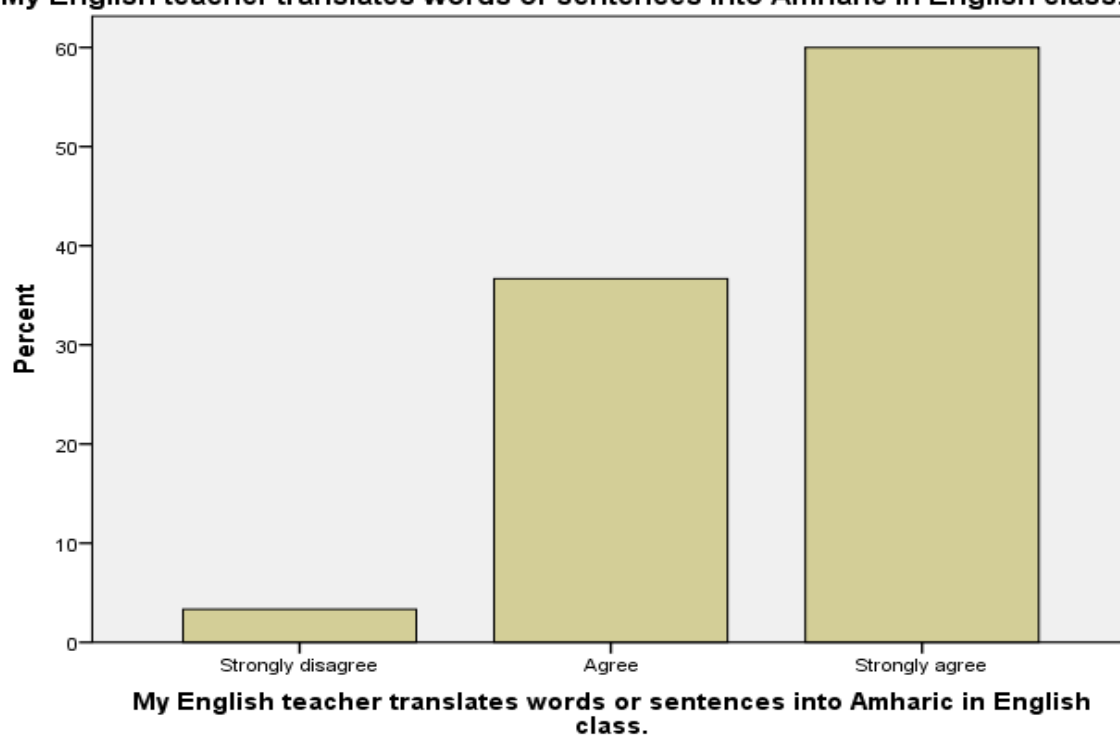


My English teacher likes my use of Amharic for clarification.

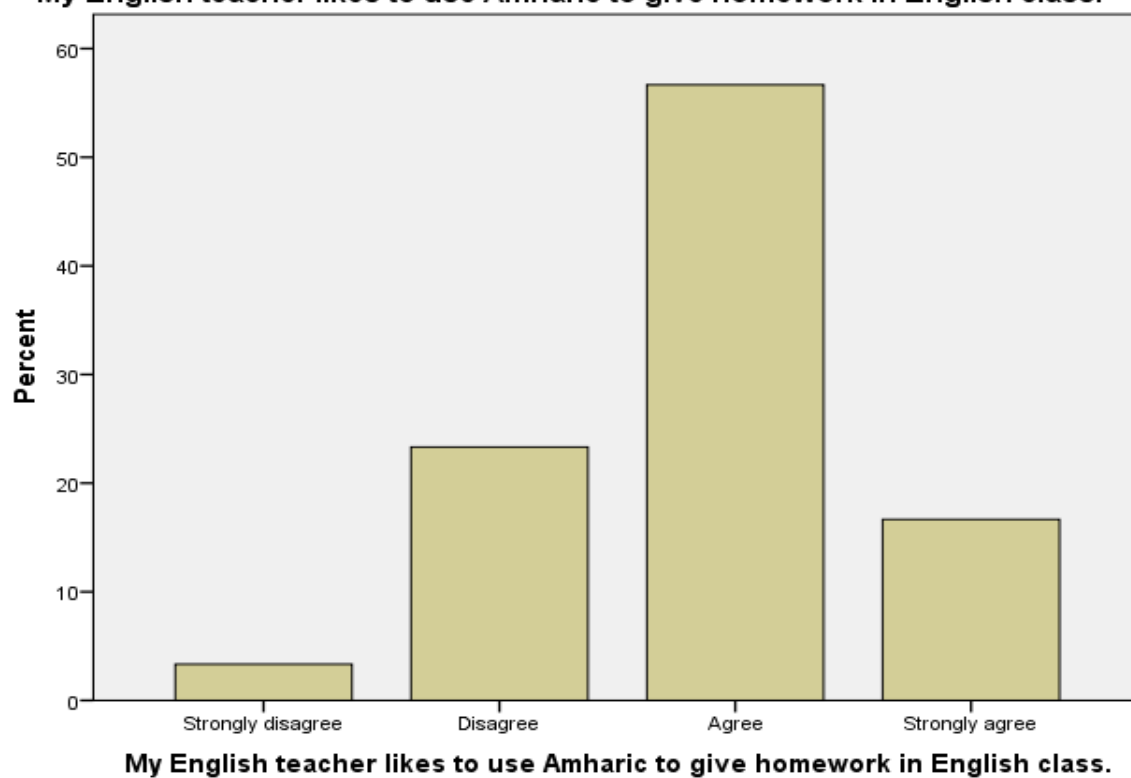




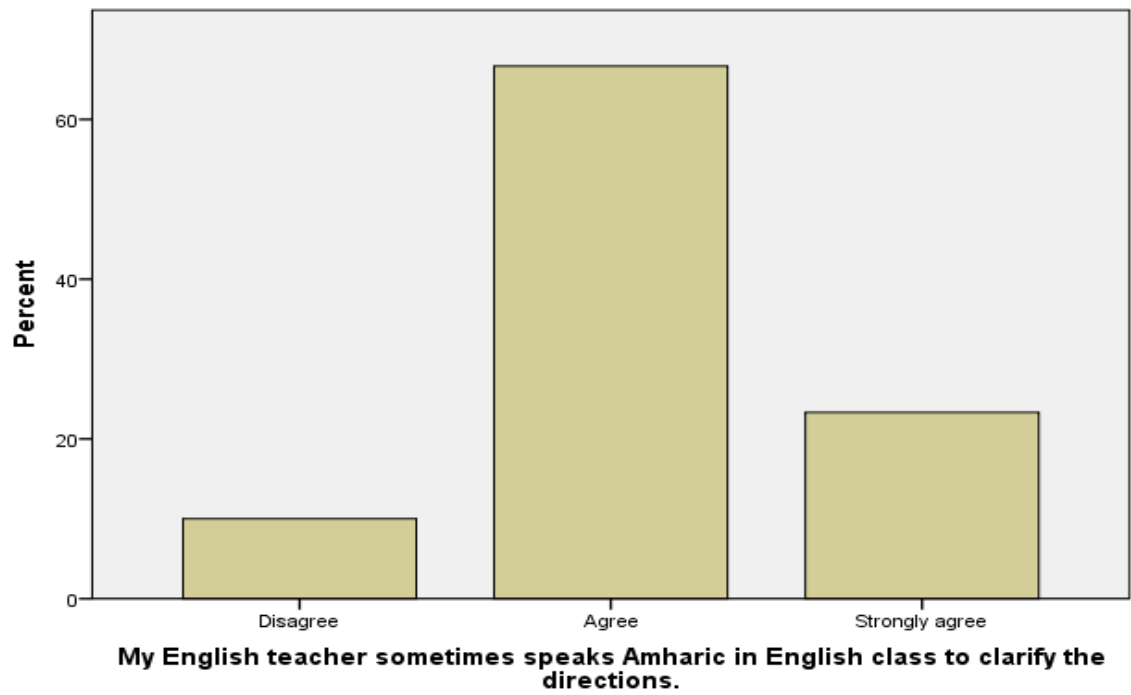
My English teacher translates words or sentences into Amharic in English class.



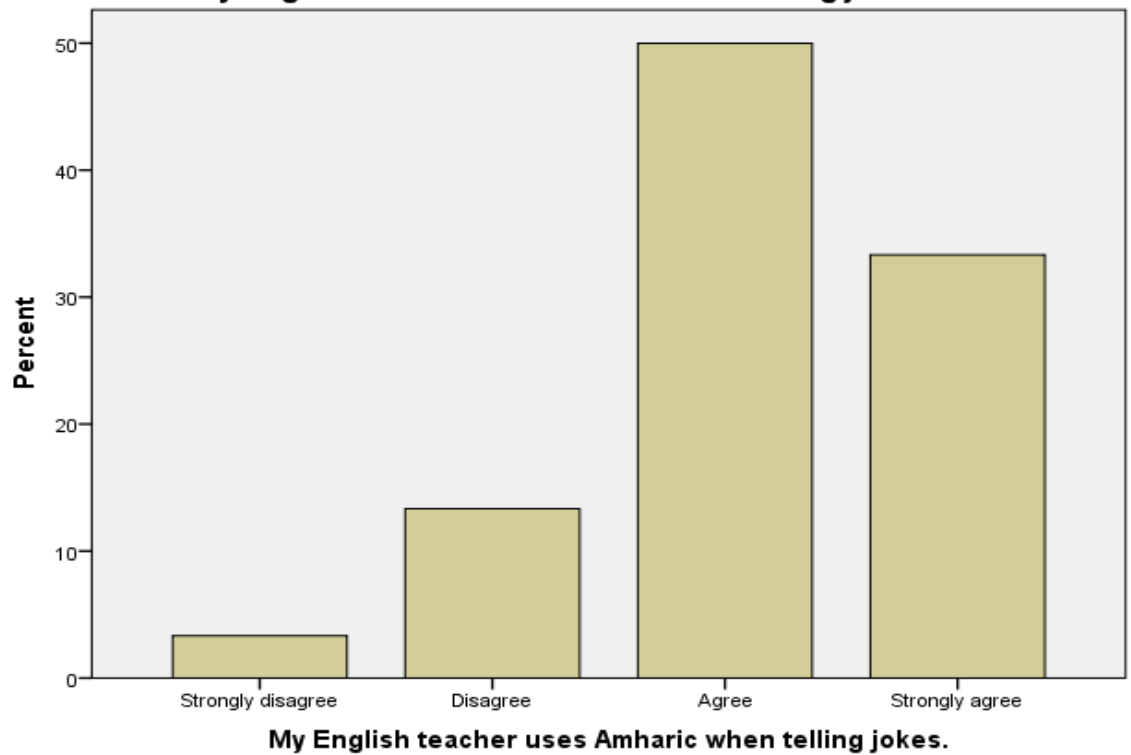
My English teacher likes to use Amharic to give homework in English class.



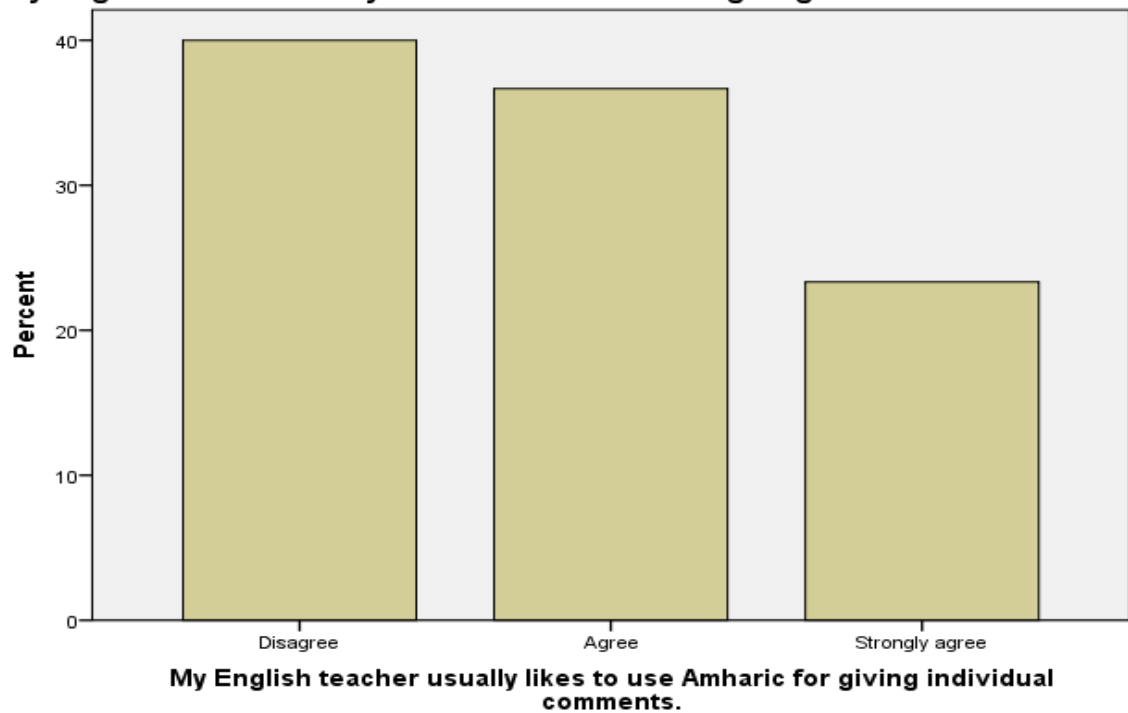
My English teacher sometimes speaks Amharic in English class to clarify the directions.



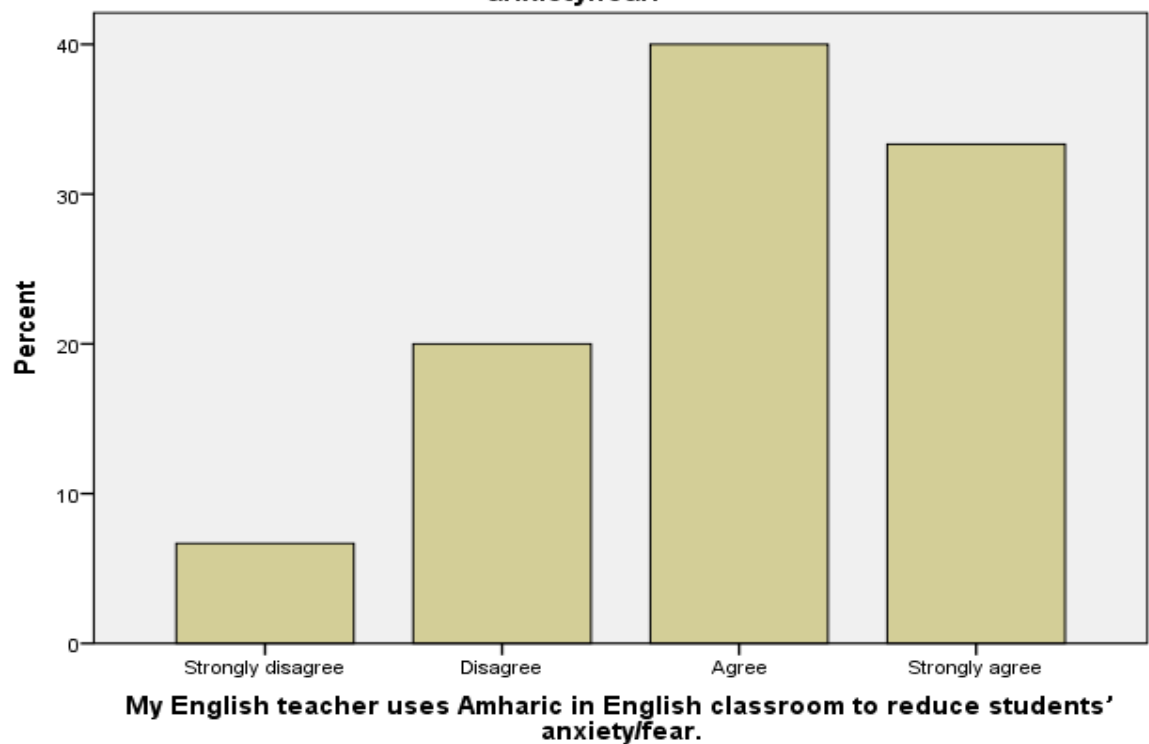
My English teacher uses Amharic when telling jokes.

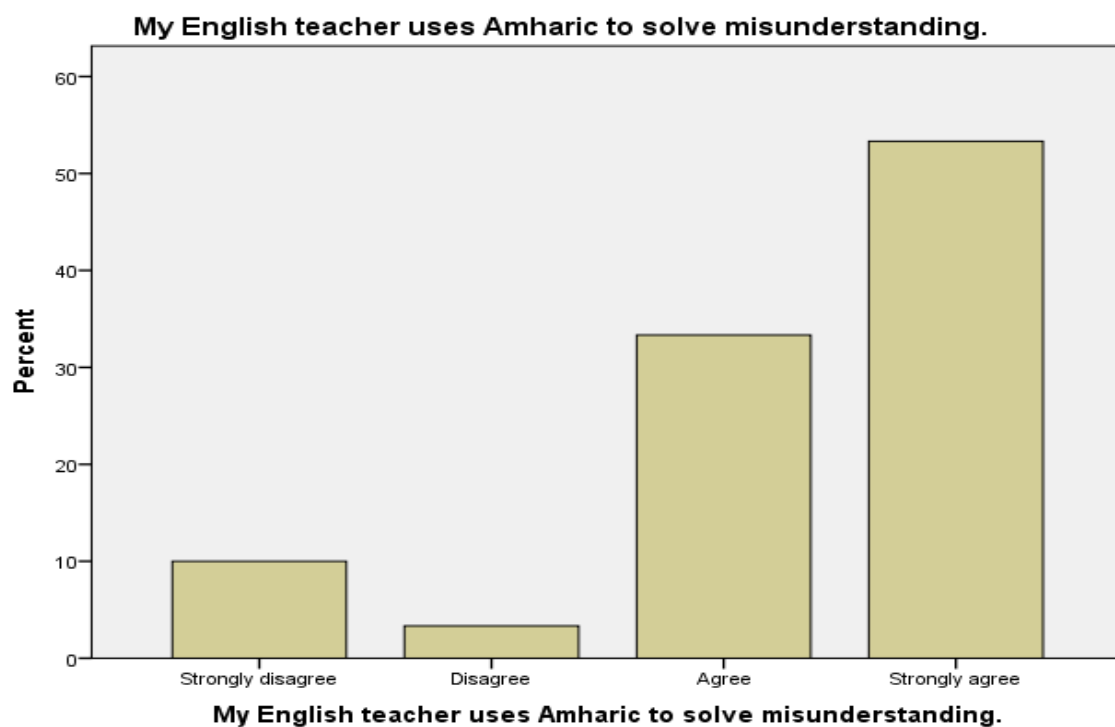
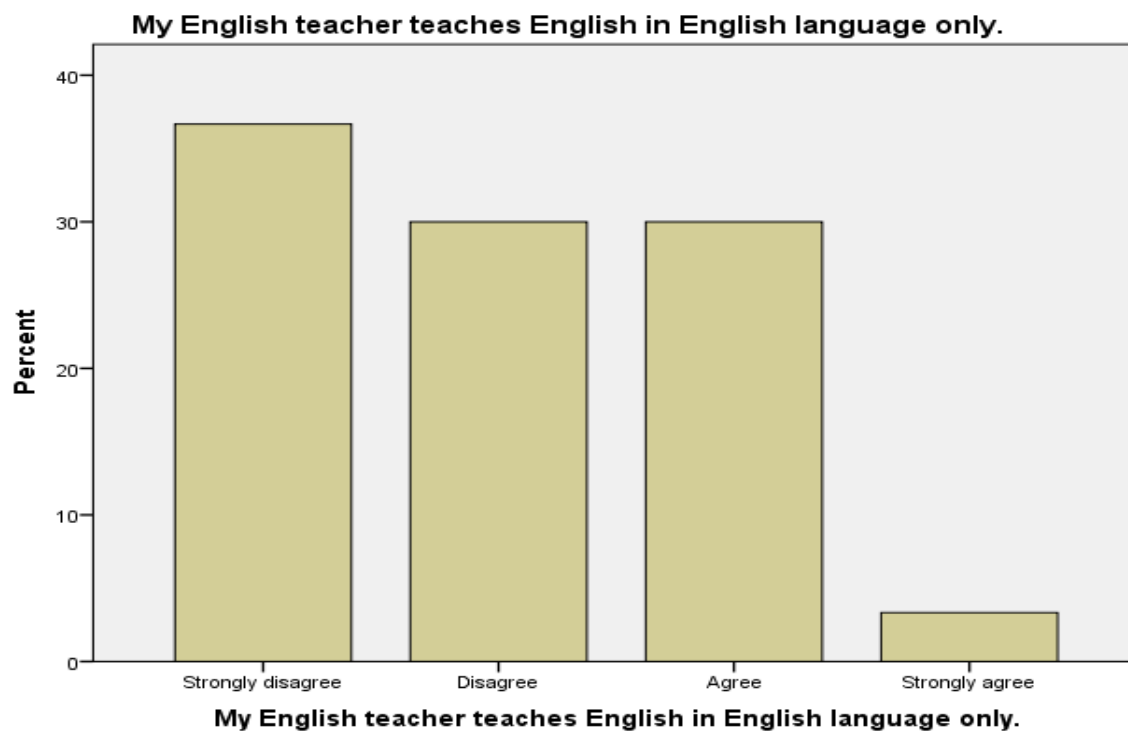


My English teacher usually likes to use Amharic for giving individual comments.

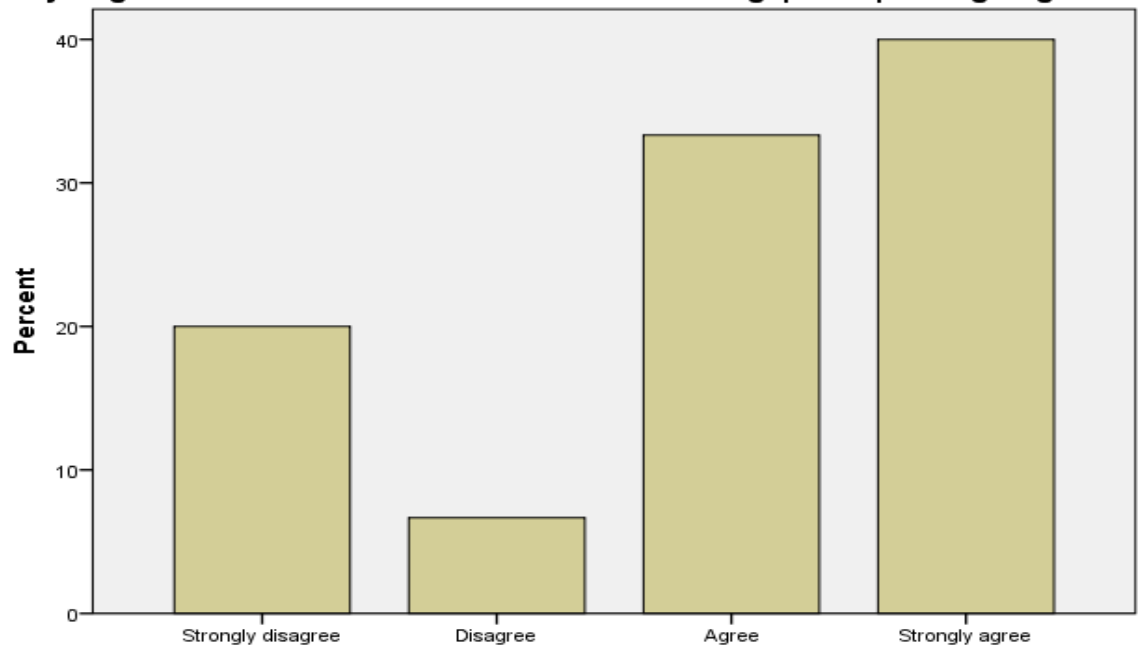


My English teacher uses Amharic in English classroom to reduce students' anxiety/fear.

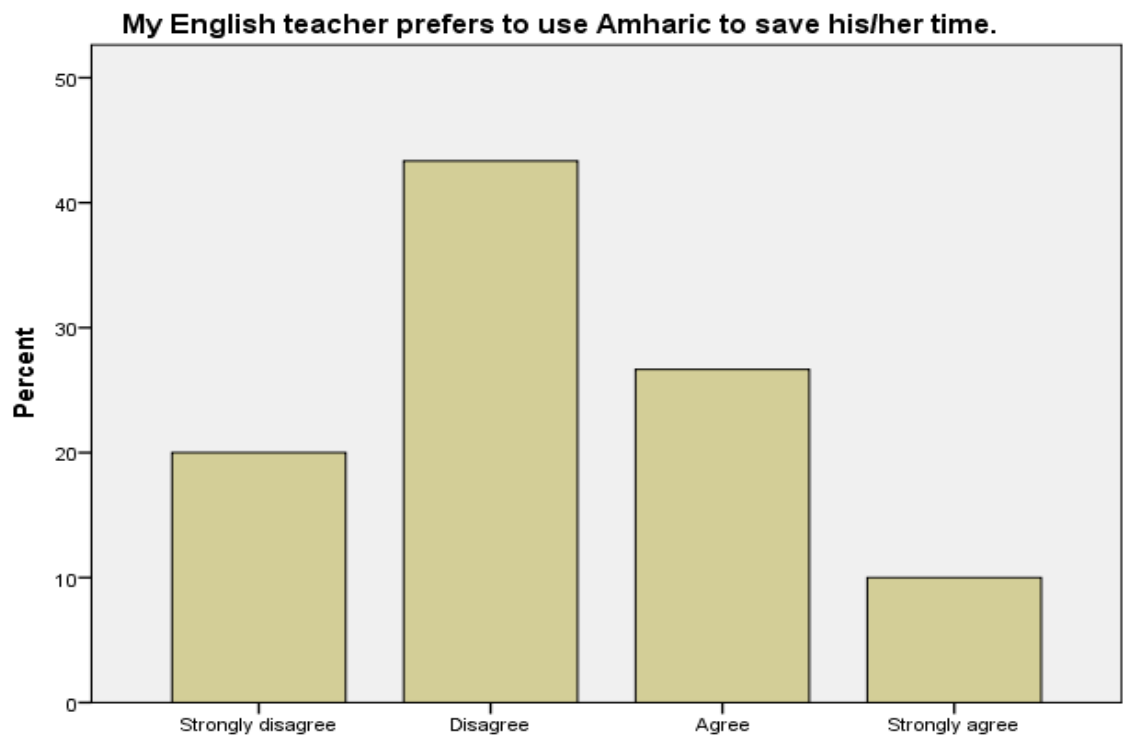




My English teacher uses Amharic to fill his/her own gaps in speaking English.

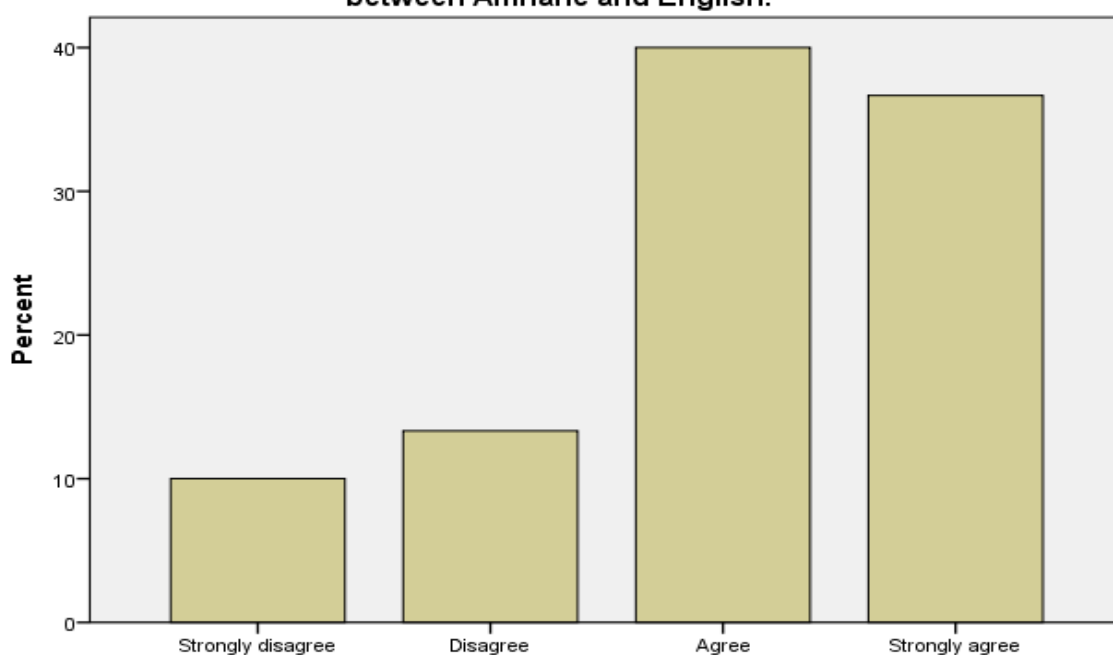


My English teacher uses Amharic to fill his/her own gaps in speaking English.



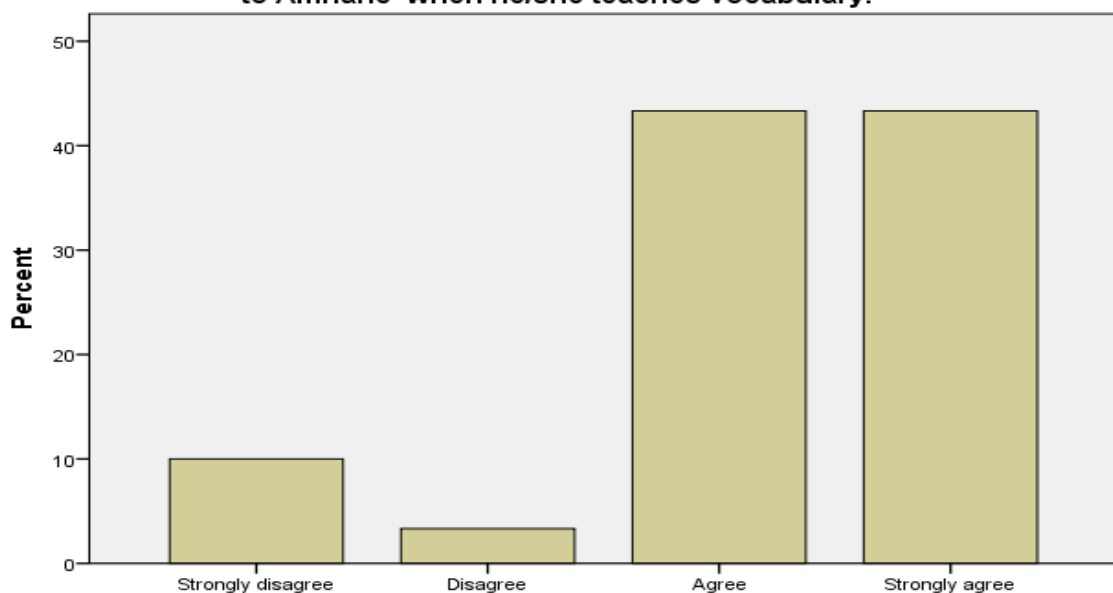
My English teacher prefers to use Amharic to save his/her time.

My English teacher uses Amharic to explain the differences and similarities between Amharic and English.

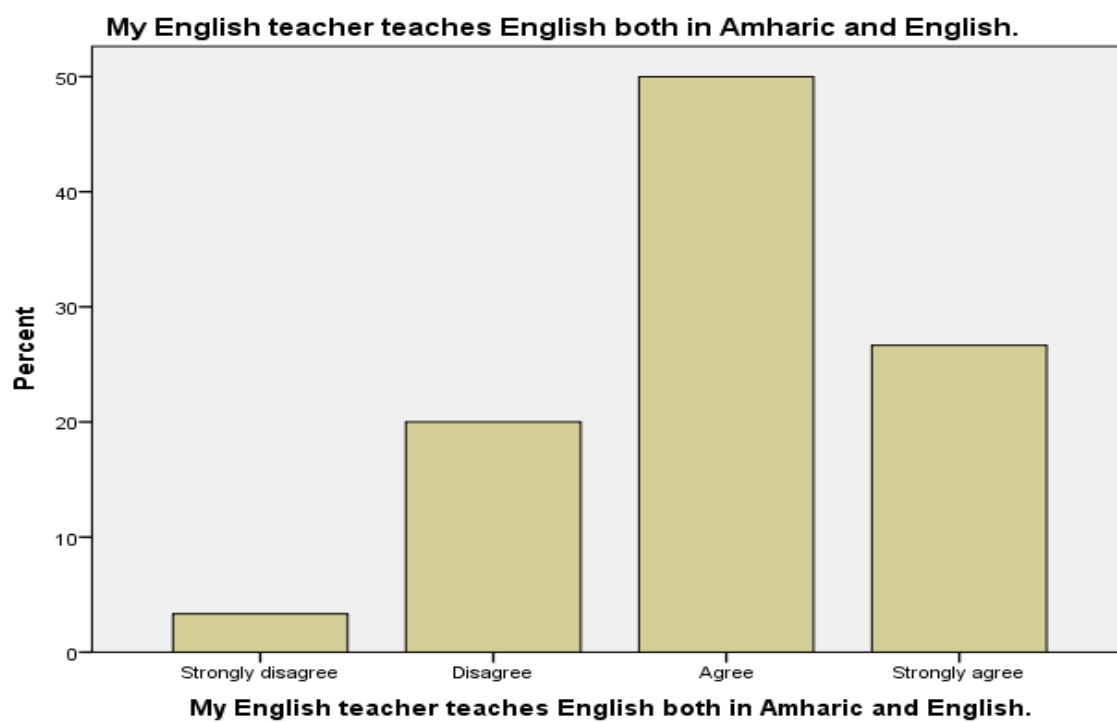
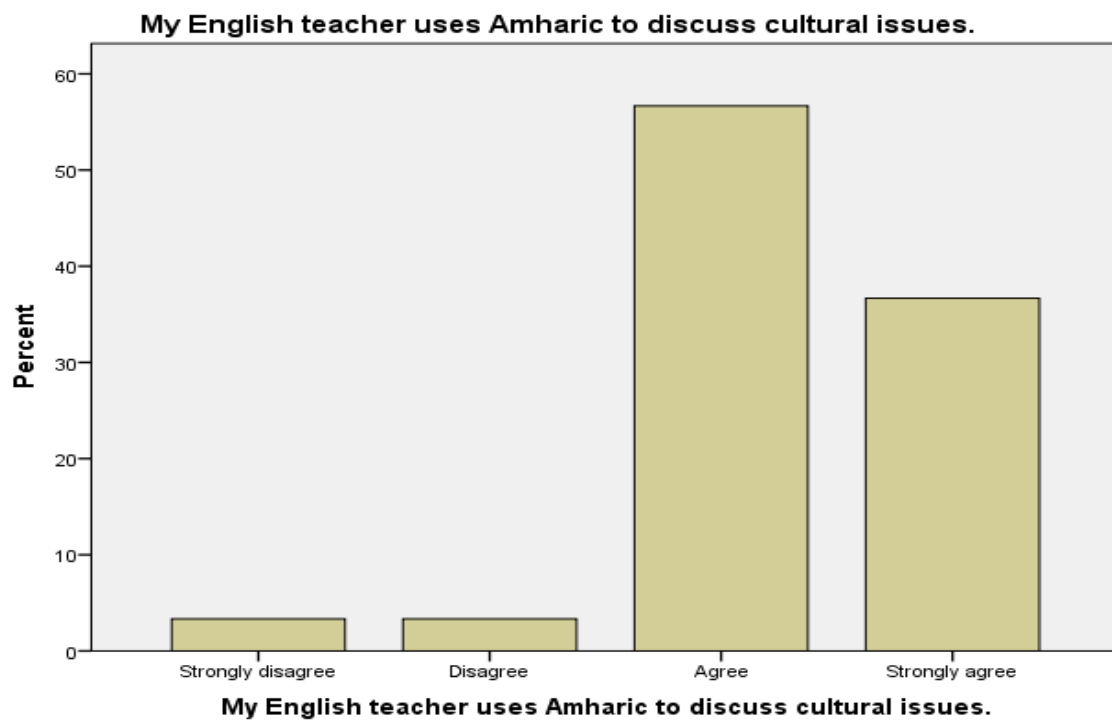


My English teacher uses Amharic to explain the differences and similarities between Amharic and English.

My English teacher prefers to use dictionaries which are translated from English to Amharic when he/she teaches vocabulary.



My English teacher prefers to use dictionaries which are translated from English to Amharic when he/she teaches vocabulary.



Appendix 6

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Classroom Observation Checklist Format

Observation code: _____

Duration of observation: _____

Date of observation: _____

Grade and section: _____

Time: _____

Number of students: _____

Lesson topic: _____

Lesson objective/s: _____

1. What is the teacher's level of English? Poor: ☐ Good: ☐ Very good: ☐
Excellent: ☐

2. Which language skills and areas have been practiced?

Listening: ☐ Speaking: ☐ Reading: ☐ Writing: ☐ Grammar: ☐ Vocabulary: ☐

3. Which language, Amharic or English, did the teacher use most? English: ☐
Amharic: ☐

4. Which language, Amharic or English, did the students use most? English: ☐
Amharic: ☐

5. If the teacher uses Amharic in a classroom, what is the purpose? And how often did he/she use it?

No	Purpose	Always	Usually	Sometimes	Seldom	Never
1	To teach new vocabulary					
2	To explain grammar					
3	To provide clarification					
4	To provide feedback					
5	To explain instructions					

6	To deal with discipline cases					
7	To make humorous comments					
8	To discuss cultural issues					
9	To give individual help to students					
10	To save time in lengthy tasks					
11	To make contrast between L1 and L2					

6. Which language did the teacher use while giving oral feedback?

English: ☐ Amharic: ☐ Both: ☐

7. Which language did the teacher use during error correction?

English: ☐ Amharic: ☐ Both: ☐

8. Whose gap forced the teacher to use learners' own language in the EFL classroom?

The students' gap: ☐ Both teachers' and students' gap: ☐

The teacher's gap: ☐ Classroom incidents: ☐

9. Use of language in vocabulary teaching: English: ☐ Amharic: ☐ both: ☐

10. Teacher's use of Amharic in EFL classroom: (Put a tick mark)

Amharic is not used at all ☐ 10%--20% ☐ 21%--30% ☐ 31%--40% ☐
 41%--50% ☐ 51%--60% ☐ 61%--70% ☐ 71%--80% ☐ 81%--90% ☐
 91%--100% ☐

11. Teacher's use of English in EFL classroom: (Put a tick mark)

English is not used at all ☐ 10%--20% ☐ 21%--30% ☐ 31%--40% ☐
 41%--50% ☐ 51%--60% ☐ 61%--70% ☐ 71%--80% ☐ 81%--90% ☐
 91%--100% ☐

Other memos:

Appendix 7

Classroom Observation Transcription

Teacher: A

Grade: 12th

Lesson Topic: Writing self-assessment

Teacher: Self-assessment is what? Do yourself read about.... Do you rememberon Friday I saw you one questionnaireis that not? You have to tick and tick so that not? Like that, this one is also just there is self-assessment is there .Do yourself based on your talent. This is one of the four basic skills. The four basic skills what? Speaking, listening, reading and writing. Based on this, what? What are your talents? What is your ability and such kinds of situations? So, there is a mark there. Five marksvery well mean five marks. When you give four quite well mean. There more or less two just a little and one is what? Not at allmean. So based on this, oneyou have to do where is no specific answer for this one: some student may give about five, some students may give four, another student are two or one here. So, try to do this. The first one I can skim.

Do you know skim mean what is skim and what is scan do you remember at the beginning of the first period from the introduction skimming reading and scanning reading. We have to talking about this one. What skimming mean what skimming means, what skimming mean both of the....what skimming and scanning is reading mean is reading techniques. What kind of reading techniques it is the fast reading technique? What is the purpose what is the objective of skimming what in order to get what in order to get genera general what information or idea and scanning what in order to get specific specific information or idea?

The skimming and scanning for that ...I will give about one example of this one. እ እሰኪ አንድ ምሳሌ ልስጣችሁ ክፍል ሲለጠፍላችሁ ክፍል ሲለጠፍላችሁ የናንተ ክፍል ኤ ናችሁ ቢ ክፍል ናችሁ ሲ ክፍል ናችሁ። ሲለጠፍላችሁ በምንድን ነው order አዲስ የሚፀፍላችሁ? በ Alphabetical ነው አይ እንዴ alphabetical ነው አይ እንዴ በ

alphabetical order ሲለጠፍላችሁ ኤ up to what Z here for that.....his name his name is what Zelalem ስሙ ዘላለም ከሆነ A, B , C, D ማንበብ ይጠበቅበታል አይጠበቅበትም? አይጠበቅበትም የሚያደርገው ዜድ ቤት ነው። That what scanning mean in order to getinformation that...for here and skimming the other example ...if this one the text look about this one is the text from one paragraph to the next paragraph. This text is what assum about Haile Gebresilassie. Haile Gebresilassie ን ታውቁታላችሁ አይደል እንዴ?

Students: እናውቀዋለን

Teacher: ምንድነው? Haile Gebresilassie

Students: ፖርቶ

Teacher: ፖርቶ ነው አይደል ፖርቶሯ? He is famous runner so from this one ...question.

One question is what is the name of this passage. The other when look when Haile Gebresilassie was born look about this one what is the name of the passage in what skimming kind ofbecause we have to be what general in order to get about general. So, for this is what simply this passageabout what the life story of Haile Gebresilassie was born when in what? When what? Time so we have to be find about what year. ሮጥችሁ ምንድነው የምትፈልጉት እዚህ ጋ? ሁሉንም ማንበብ ይጠበቅባችኋል እንዴ? አይጠበቅም የምታደርጉት እዚህ ጋ አመተ ምህረት ትፈልጋላችሁ አስራ ዘጠኝ ስልሳ ሮጥ ይሄ ጋ. Ninety Sixteen so that is one ...ምን ማለት ነዉ .This one እዚያ ጋ specific information መምረጥ ነው select this one is what general information ጠቅለል ያለው ነገር. So, skimming and scanning mean this one. So, based on this one look about from the reading there our question refers that question and give your values. አንብቡና የራሳችሁን value individually it is individually ራሳችሁን እስከ አራት ሶስት አምስት based on your talents based on your ability ... will discuss is or yours first individually then afterthose.

Students: Discuss

Teacher: Not clear please ask me ግልፅ ካልሆነ ጠይቁኝ እስኪ እዚህ ጋ እንዴት እንደሚሰራ ምናምን ነገር ማርክ አለው ማርክ መስጠት like.....on Friday አርብላታ ሞልታችኋል አይደል እንዴ አልሞላችሁም?

Student: ሞልተናል

Teacher: So እሱ ምንድነው? S D ምናምን right. D ምናምን አለ ልክ እንደዚህ እዚህ ማርክ አለው አምስት አራት ሶስት ሁለት አንድ ይላል.

Student: Discussion

Teacher: ...all general information አደርጋለሁ እዚህ ሀ የራስሺን talent ማለት ነው. Text ይሄ ደግሞ ማለት ምን ማለት ነው ከ ፓሴጂ የወጣ ጥያቄዎችን ምርጫዎችን መስራት እችላለው መስራት ትችያለሽ? መስራት የምትችይ ከሆነ በትክክል very well ሁሉንም መስራት የምትሰራ ከሆነ ለምሳሌ ከአስር ስምንት ሰባት የምትሰራ ከሆነ fine well more or less አምስት አራት more or less ከሞላ ገደል እያልሽ መሙላት ነው. You understand?

Students: Yes

Teachers: By the way, this one is what unopening types of question mean there is no specific answer. There is no one answer. Based on your talents, based on your abilityabout your values. Abebe ability differ from what Kebede, Kebede differ from that one .Assume, ልብ በሉ I can skim mean this one what skim mean I can skim a text in to two or three minutes and get some about. Yes

Student:.....

Teacher: In you view, yes quite quite well any other yes you ቀዶ ቀዶ እ...

Students: Very Well.

Teacher: Very well any other.

Teacher: More or less...things. I can answer multiple choice questions on the text. I can answer multiple choice questions on the text. ከፓሴጂ ጋር የወጣ የምርጫ ጥያቄ መሰራ ፅችላለው ይላል:: መስራት ትችላለህ?

Student: Yes

Teacher: መስራት ትችላለህ? መስራት የምትችል ከሆነ በደንብ መስራት very well

Student: More or less

Teacher: More or less more or less mean what ከሞላ ጎደል the other thing is your ability it that not your talent. I can explain the remaining towards as it's used me text. The new words other.... highlighted or...words...እ new words I can explain according to what contextual meanings words an about contextual meanings about what contextual meanings you are the five, three, two, One. I can make ...text take dots I have an ability or I can take by the way can mean what ability that not?

Student: Yes

Teacher: So, I can write mean what መፃፍ የምትችል ከሆነ ከፖሴጁ በ short አርገህ value ስጠው. Providing I can to seven steps produce to good piece of the writing. Do you remember about on the page fourteen on page fourteen what the seven steps of the writing the paragraph. Do you remember on the page fourteenon page fourteen you have learned about. What the seven steps of writing of a paragraph? The first one is break stone, the second one is what?

Students: Select the point

Teacher: Select the point. The one

Students: Make a time

Teacher: Make a time. The fourth one

Students: Right the paragraph.

Teacher: Right the paragraph. The fifth one

Students: Checked

Teacher: check

Student: Yes

Teacher: The six one asks someonefriendscheck. The last one is what final version so well I go about the topic አሁን እስኪ ሁላችሁም ደብተራችጋ ስለ HIV AIDS አንድ paragraph ፃፉብላችሁ እነዚህን ሰባት እሳቴፖች ተጠቅማችሁ ነው የምትፅፉት ወይስ እንዲያው እንደለመዳችሁት በደመ ነፍስ ነው የሚለው። ሰባት steps የሚጠቀም አለ? Are you follow about seven steps?

Students: No

Teacher: No is that not so here about what no mean not understand so if follow about there onethat family. The second one is I can write six. I can write different kind of techniques. I am say report formal, informal letter. Formal letter and informal letter are you learned about this one ስለ letter ተምራችኋል?

Students: Yes

Teacher: Formal and informal

Students: Yes

Teacher: Formal letter is a letter that come about office to office, government to government, and organization to organization.

Students: Yes

Teacher: Informal letter mean a letter we havewhat?

Students: Friends

Teacher: Friends, your father, your mother, you relativesrelationships. So based on that ማለት ነው አሁን ደብዳቤ እስኪ ዘመድ አለህ?

Students: አዎ

Teacher: የት ሃገር

Student: እዚሁ

Teacher: እስከ አለሁ አባድር ስልክ ባይሰራ ደብዳቤ ፃፍለት ብልህ ትፅፍለታለህ በእንግሊዝኛ?

Student:.....

Teacher: ትሞክራለህ? So that the things እሞክራለሁ አለ.....ትሞክራለህ Yes?

Student: Yes

Teacher: More or less so from this.....what መፃፍ እችላለሁ ነው የምትለው more or less such kind ofwell this is the situation by the way listening. I can listening to someone speaking and understandfor what are they saying.... what main idea main points. I can listen; for example, the plasma teacher speaks something and I can understand what the plasma teacher this mean. እ ያዳመጥኩትን ነገር ፍሬዙን ወይንም ድም ዋና ፖይንቱን መናገር እችላለው ይላል ትችላለህ?

Students: more or less

Teacher: More or less....እ the other I can listen to someone speaking an outline. From this, one of those talking.

Student: Yes

Teacher: I listen and talk outline yes from this

Student: Yes

Teacher: I listen and take note.....mean from the speaking from you.....I ask question in the class I ask question in the class. ይሄ ምንድን ነው የምትሰሩት እስኪ አሁን እኔን ጥያቄ ጠይቆኝ የሚያውቅ አለ?

Students: የለም

Teacher: የለም አንድ ጥያቄ ጠይቀከኝ አታቅም አይደል እንዴ? የምትጠይቀኝ ቢሆን ስለዚህ ምንድን ነው understand more or less you understand such kind of ማንም ጠይቆኝ ስለማያውቅ ምንድነው የምታደርጉት ያቺን ትፅፋታለህ ትስማታለህ እሱዋን. I give my opinion and just justified the class. I gave my opinion and justified the class. ሃሳቤን class ላይ justify አደርጋለሁ እገልጻለሁ ለምሳሌ ባለፈው ስጥቻችኋለው asking for clarification and what do you mean an also እስኪ እራሳችሁን አስተዋወቁ ብዬ እድሉን ሰጥቼ እራሱን ያስተዋወቀ ሰው አለ? and alsoፈጥራላችሁ ነበር አደለ? Is plasma teacher better than a plasma teacher or a plasma teacher is better than a plasma teacher and also abortion legal and illegal የሚል create አድርጌላችሁ justifyድርጋችኋል? I have disagree polite.....the other student the class short presentation ማለት ምንድነው እስኪ ስለ or example plasma teacher ነው non-plasma teacher ይሻላል?plasma teacher is better than plasma teacher or plasma teacher better than plasma teacher የሚል ነገር ሃሳብ ቢሰጡ እና በዛች ነገር ላይ presentation ማድረግ ትችላላችሁ? That the things or that. so if you do more or less such kinds of things. The other independent study independent study is what there no any other interface is either.....always freeness cannot be interfacing this one you use. Study for I mean unless to my homework have you do homework independently yourself. You are the value are also do you about እስኪ የቤት ስራ ስትሰራ ማነው የሚያግዝሽ? ብቻስን ነው የምትሰራው የሚያግዝሽ ሰው አለ እ ብቻሽን ነው. So አራት ትሰጪዋለሽ ማለት ነው? I will listen my lesson review in what after the class either your home, on library, you have to be check. So this one what things for that. The other I do extra living and other works that teaches come to as to do. It

is very criteria or this one for example last week I gave about the note form how changes about active voices into what?

Students: Passive Voice

Teacher: Based on that, whatthat not.....you that not and if the teacher not sufficient. So, I can read extra for that one. እኔ አሁን ስለ active እና passive እንዴት እንደሚቀየር ሰጥቻችኋለሁ አይደል?

Student: አዎ

Teacher: መምህር የሰጠን note በቂ አይለም ብላችሁ የጨመራችሁት ነገር extra additional mean አለ? አለ የለም?

Students: የለም

Teacher: የለም አይል soታስቀምጠዋለህ ማለት ነው ከጨመርክበት ግን ያን ታደርገዋለህ?

I organize my study time table organize time tabletime management mean what be ...እ time management. I told you so many times your future life is in your hand so if you use time is properly you to be use good things future mean. So, this one is what to be seen on this one. The next is what on page sixty two look from the reading a problem.....by the way this one is what the very interesting point from because your objective is what join about the universityand college how what a student news paper or magazine one the most popular future in the news paper is a problem page student like to other problems as they often similar with there. Are you read about something unhappy for some reason and able to talk any one about it ask sefanit. She is here every week to.....your problems. There are five problems A, Problem B, C, D, E; for example, problem A I can cap mean what cap mean whatresist resist cap mean what resist or challenge. I can't challenge or I can't resist cap mean መቋቋም አቃተኝ አለ problem ምን ሆኖ ነው ያቃተውበ one problem. The other hid love do you know hid love mean what is hid love mean የሚስጥር ፍቅር ይቺ የምትንሸኳሽኩባት በዚህም በዚህም. Hid love mean E. The other my friend better D ምን አለች አራተኛው ቤተሰብ ተፅኖ አለብኝ ምን አይነት ተፅዕኖ ነው እስኪ እናየዋለን. I can't cap I am sorry or you.....always...What is your name

Students: ደሞዝ

Teacher: Yes

Students: ደሞዝ

Teacher: Yes I can't cap መቋቋም አቃተኝ ምንድነው መቋቋምን ያቃተሽ.....For that one
hide love Yes ቀዮ hide love የሚስጥር ፍቅር ይዘሽ ያውቃል እስኪ እንስማውና
መፍትሄ እንሰጠዋለን። ፍቅር ይዘሽ ያውቃል?

Students: የለም እስኪ ይዘሻል እንበል. C Yes problem C pressure from parents yes
monitors pressure የቤትሰብ ተፅዕኖ አለብህ ምን አይነት ተፅዕኖ አለብህ እስኪ
እንስማውና..... Yes Start It

Student: Present the above task

Teacher: Lesson or her..... goo wait from this one I can't cap.....By the way, look
I am a low student have way through the person on my the first year and I am
very unhappy so she is black now because of what she is frustrated about the low
book the low book is what very Hugh there. So when you look about that book
frustrated and from the lecture you know lecture mean what is lecture mean by
the way I told you for this on this content lecture and lecturer is different lecture
mean what the lesson of this one this one mean what lecture mean lecturer mean
what the person the person that one the person so from the lecture is what
she,..... Understand what the lecture say do you to that one she
has a problem what will be the solution by the way the solution also there on
page sixty three up to sixty four A, B, C, D also what the solution so will come
back for the solution for this one second....

Student: Presentation the above task.

Teacher: How old are you? Wait, How old are you? Yes?

Student: አስራ ዘጠኝ

Teacher: አስራ ዘጠኝ በሁለት አመት ትበልጥሻለች ማለት ነው ስለዚህ አልደረሽም ማለት ነው።

Student: Presentation the above task

Teacher: Yes what I can do that is the question what can I do? ምን ይሻለኛል ነው
ያለቻችሁ ብዙ ግዜ ስንነገራችሁ የማተስሙን ነገር ይሄ ነው Form ሞልታችኋል
አልሞላችሁም። ስትሞሉ ከዚህ አካባቢያችሁ ሁኑ ርቃችሁ አትሂዱ ልጅቷ ምንድን ነው
ያደረገችዉ ሩቅ University ሄዳችሁ በዛ ላይ አያየኝም ቤተሰብ አያየኝም የጓደኛ ፍቅር
ጀመረች boyfriend mean ከዛ በኋላ ውጤቷም ቀነሰ አልቻለችም ከዛ በኋላ በአጋጣሚ ...

ከሷ አካባቢ የመጣ ልጅ አያትና ለቤተሰብ ተናገረባት ጓደኛ ይዛለች ብሎ ለማን ተናገረ?
ስለዚህ ውጤቷም ቀነሰ መማርም አልቻለችም ፍቅር ስለጀመረች ቤተሰብም ሰማባት ከዛ
ምን አለቻችው እናንተ what can I do? ምን አድርጌ ነው የምትለዋት ምን ታድርግ?
What is the solution? ሶሎኝኑን እንመለስበታለን. Do you understand the other
things what can I do here is about my friend yes

Student: Where is about my friend recently I have become.....that best
talking.....we are both second year in the last few month she has been
spending just time and more time alone. He is no longer interested me play
football. He is often the best upset from lecture and sometimes we when
we....because and.....for no reason. His changed to him looks straight and his
close eye. He is very intelligent and before this start started he was doing well. I
am very worried about him and I don't know what to do the best. If tell to him he
will...there is a problem if I tell his parents, he will never.....to me again.

Teacher: Yes this one of the.....problem theProblems what will be face about
from college and the university. This student also what worried about his friend
his friend that talking about dragger. የተለያዩ ሺሻ ጫቶችን መጠጦችን እነዚህን
ይጠቀማል። ልጁንም ይዛ እንግባ ይዘት እየሄደ ብዙ ነገር እያደረገ ነው so, እንዲህ አይነት
ችግር አለብኝ። what shall I do? ምን ይሻለኛል ነው የሚለው? We will see the
solution for that one is pressure from parents.

Student: Presentation

Teacher: Very good its cause type of problem is what pressure from parents mean? He or
she her or his father is what a doctor so she must be a doctor also but she went to
join journalist or what the political in this case. She will make about a pressure,
so within that pressure.እኔ ወይም እሱ የሁለተኛ አመት የ medicine ተማሪ ነው
መማር የምፈልገው ግን Journalism ወይም ደግሞ political science ነው ነገር ግን
ቤተሰብ ወደዛ እንዲገቡ ስለፈለገ ተፅዕኖ አደረበት ያንን ተፅዕኖ መቋቋም ስለቃተው
አለ።You know What is.....bar go in bar ምንድነው?

Student: ጭፈራ ቤት

Teacher: ጭፈራ ቤት ምሽት ቤት those unethical place to drinking about alcohol and
others so እዛ እየገባችሁ እንደዛ አድርጋችሁ so የሚሻለኝ. So the last problem his right
roommate problem.

Student: Presentation

Teacher: Yes good thank you so much. I like pronunciation and your reading system here. So please help me. My roommate is driving me mad we are both in our first year and share a room didn't love before and he is what a nice enough person except that he never stop talking when I...books, he sets me asks, so this one deserving the award so some of the students there one jealous in the university jealous is most of the time appear in the university from one to the other. So, what will the solution of this problem? The solution of this problem is given about on page Sixteen three A up to E. Also you have to be match about the problem with solution so everybody much it ok. Today, the time is over so and you have match don't be write this one the exercise book is that not but this one. So, it is enough today. Thank you so much!

Teacher B

Grade 12th

Lesson topic: Unit 2: Communication

B2.3 Speaking: Game-Sorry, What do you mean?

Asking for clarification and explaining what you mean

Teacher: Yesterday I was absent because of due to something eee... due to the reason why? I am reasonable. Reasonable...what is the meaning of reasonable? What is the meaning of reasonable? Reasonable means logic or right because, because. Because...ehhh I don't want to miss your class. If it is... on page what?... forty six, forty...six. Forty six. Every one ...(the teacher claps repeatedly). Every one please? The teacher claps with his hand and said every one please attend. Every one ነቃበል ትቀምሳለህ....by clapping with his hand repeatedly ...on page on page 46 there is there is asking and explaining. When you ask? And when you explain? Have you got the sentences? What is the difference? What is the difference? Which sentences can be used for asking and which sentences can be used for explaining? When you ask another person by using such which... which phrase when you explain something which phrase do you want?Have you got? Which one is for asking and which one is for explaining? እዩት ዝቅ በሉና hi ... hi... ፈጠን! ፈጠን! The first one I am sorry I am not quite with you ይላል. Is it asking or explaining? I am sorry ይላል. . Always.... When you ask always... you can use polite forms polite forms polite words. Always use polite word. What kind of polite word? Number1. I am sorry...or sorry or sorry. First you have to say what? Sorry or excuse me excuse me. When you ask someone ...when you ask someone before asking before asking, you can use polite words. Those polite words are; sorry and excuse me excuse me. When you say excuse me when you ask excuse me that person understands easily. No polite No polite (with smile) that person is not voluntary... If you are ok that person is more ok if you are more እንጨት! If you are ግትር if you are ደረቅ! That person also more ግትር! ehhhh.... more ግትር! Clear? More ግትር! .../all students laugh with the Amaharic intervention./ If you are polite it is called you are ቅባት that person

will be more ቅባት. Clear? So always always the teacher clapped repeatedly...

አዳምጥ! የግትር ልጂ ነህ በል!

Teacher: So always ሰውን ስትጠይቁ በምን መልኩ ነዉ የምትጠይቁት?

Students: በ polite word.

Teacher: አዎ polite words እንዳትረሱ! Don't forget! Polite በ word excuse me ነዉ. Polite

በ word sorry new. Polite በ physical experience ደግሞ ዝቅ ማለት ነዉ. እንደ አካል

ዝቅ እንደ ንግግር። **Teacher:** እንደ ንግግር፣ excuse me እንዳትረሱ! If it is, explaining

what I mean ይላል. Explaining or asking? What I mean explaining or asking?

Students: Explaining explaining ...

Teacher: Said, “ What? What? Dawit... Dawit.... Dawit ..?”

Dawit: “Explaining”

Teacher: hhhh... What I am trying to say?

Students: explaining

Teacher: claps... Now we are going to the following topic on page 47 ነቃ በሉ. On

page... on page 47. On page 47! the topic is ... the topic is!... How to Describe.

How to how to how to describe and compare the two. When you compare the

two, we can use ... there is comparison form. If there is comparison means in a

sense in a sense compare ‘ማለት ማወዳደር ማለት ነዉ።’.The teacher draws stick

pictures and said /How many persons are there?

Students: Two

Teacher: Only what?

Students: Two

Teacher: Only two group አይዟቸው። Here is A group. Here is B group. Compare means

by using ...er... and... ?

Students: than

Teacher: And another more....and that. Agree disagree?

Students: Agree

Teacher: Agree. So, these groups are...?

Students: Comparison

Teacher: So when you compare ...ስትወዳደሩ always ስትወዳደሩ the same group ነዉ?

Different thing ነዉ? The same thing ነዉ? Different group ነዉ?

Students: different

Teacher: ለምሳሌ ቅዱስ ጊወርጊስን ከ ቅዱስ ጊወርጊስን ከቡና ባንክ ወይም ከኢትዮጵያ ንግድ ባንክ ጋር... Possible impossible?

Students: possible

Teacher: Why? Why? እስኪ የሚነግረንኝ ተወያዩ ማን እና ማን ነዉ የምናወዳድር? Come on ማን እና ማን ነዉ? ማን እና ማን ነዉ የምናወዳድር? Dawit ነቃ በል! ማን እና ማን ነዉ? Yes..... yes.

Student: Fasil and ቅዱስ ጊወርጊስ

Teacher: Fasil and ቅዱስ ጊወርጊስን ? Possible. What about ቡና ባንክ?

Teacher: person with person? Possible

Students: Possible.

Teacher: institution to institution?

Students: Possible

Teacher: possible. Dawit come on! Come on! Come! ...hahahah...dawit come on! ኗ!

Dawit ኗ! and pointing to the other students and and ...the other student. How many persons are there?

Students: two

Teacher: the two person እዩ አሁን እዩ! What we compare? What we compare? What is your name?

Student: Solomon

Teacher: hahah...ፈጠን! ፈጠን! አዉ አሁን እዩ! because they are the same! The same with sex! They are the same. When we compare the same sex, the same thing, the same institution, the same. Have you got it? No another . If it is, what is your name? what is your name?

Student: Habtamu

Teacher: Habtamu. What is your name?

Student: H/Mariam

Teacher: ahhhh... the two students are the same. Ok Abrham, standup? Habtamu sit down? If it is, make a sentence? What kind of sentences? Comparison. Describe አድርጉት እስኪ? ግለፃቸዉ! ግለፃቸዉ አንድ....አንድ አረፍተ ነገር በጠረጴዛቸዉ... አንድ አንድ አንድ

Teacher: clapping, essss..no more sound, please. Your group which group? Your group star. Eshi...Abrham is longer than Abrham is longer than ..What is your name?
H/micael

Students: hahaha... his name is H/Mariam.

Teacher: Don't worry! Don...Don't worry! አረ! H/Abrham and H/micael are the same አይደል? Only this person. Have you got?

Students: yesss...

Teacher: Don't focus! Haile eeeee Haile eeee...Abrham is longer than H/micael. Correct incorrect? Correct incorrect? Correct incorrect? What is your name?

Students: Dawit

Teacher: Dawit, correct incorrect?

Dawit: correct.

Teacher: Why?

Dawit: It is greater than...?

Teacher: greater than...

Students: hahahah...

Teacher: please? Pointing to the other student Eh? Eh? Clapping.

Student: Taller than.

Teacher: Clapping! What is the difference between taller and longer? What is the difference?

Teacher: Eeee... Longer. Possible impossible? አረ... አፍጥኑት!

Students: Impossible

Teacher: impossible! Impossible! Impossible.

Students: yes!

Teacher: clapping! እየዉ long and tall they are not the same. They are not the same. What about long? What about long? Horizontal. What about Abrham's ጆሮ?

Students: hahaha...

Teacher: Longer or taller?

Students: longer

Teacher: what about abraham's ..eee... neck? Longer or taller?

Students: chatting longer, taller, longer taller...

Teacher: What about eee...Abrham's eeee....ትከሻ

Student: ትክክል?

Teacher: አዎ፤ please,... long... long.... Eeeee...part of the body ነጩ:: Part of the body ነጩ.What about tall? The whole physical structure new. So Abrham is taller than... correct! Tall vertical ነጩ long ግን horizontal ነጩ::

Students: Horizontal

Teacher: Always part of the body long በሉት. The whole body tall. Have you got it? Teacher B is taller. Correct. Teacher B is longer no. So you can use instead of longer you can write taller. Correct! Taller another. Another sentence? Another? ሌላ ሌላ ሌላ! Another Dawit another sentences?

Dawit: H/Mariam is smaller than Abrham

Teacher: Dawit correct! Another one more? Not only physical! With with with ...ምናምን እዩ እንጂ? Touching his waist.

Students: hahahaha....

Teacher: እሺ Ambelu ?

Students: chatting

Teacher: እሽሽሽሽሽ ... ዝም በሉ....clapping.

Ambelu: H/mariam is fatter than Abrham

Teacher: Now we are coming to on page 47. Read the box? Read! Read! Read! Read the box! H...o..w to describe and h....o...w to compare the two? We can use... we can use different forms. In one word if there is greater, greater ...greater with than with than correct, the reverse is true. Smaller than. Have you got it? Smaller than. If there is greater another one is smaller. And then risen. What is the opposite? What is the opposite? Fall. What about sharply? Sharply? What is the meaning of sharply, sharply. If you want to cut the wood with the bending tools like... like ‘መጥረቢያ’. When ... when you cut, if it is sharp, it cuts sharply. It cuts immediately. It cuts with a short period of time አይደል ቶሎ ይቆረጠዋል አይደል::

Teacher: the reverse is true sharply or slightly. So you can use such words. Another example is here is here is the graph. This is the graph and this is the graph አየኸዉ? If this ‘በ ሁለት ሺ ይህ’ number of students በዚህን ያክል አደገ በሁለት ሺ አስር ይህ graph ከዚህ ድረስ ደረሰ Difference አለዉ?

Students: አዎ!

Teacher: Another example_ልስጣችሁ በሁለት ሺ አመት የነበረው የአስራሁለተኛተማሪ እና በሁለት ሺ አስራ አራት የነበረው የአስራ ሁለተኛክፍል ተማሪ በግራፍ ስንሰራው በሁለት ሺ የዘጠነኛ ተማሪ አምሳ ነው... ከአምሳው አረባው ጎበዝ ነው... አስሩ ግን ሰነፍ ነው. ግራፉን እየት? ግራፉ እንደዚህ አድጓል ስለዚህ ይህ ምን እያሳያችሁ ነው? ሪፖርቱ ምን እያደረገ ነው?

Students: report.

Teacher: ለምን? ለAudience ነው report ሚያደርገው? በምን መልኩ ነው report የሚደርገው?

Students: በ graph.

Teacher: ምንድን ነው? ስዕላዊ መግለጫ ምን እያደረግሁ ነው አሁን describe እያረኩ. ማት ነው ለምን? ማለት ነው describe ማት? Describe ማለት መግለፅ ማለት ነው. ለምሳሌ አሁን መምህር ሙሉቀንን ግለፁት ብትባሉ ምንብላችሁ ነው ምትገልፁኝ? አደራችሁን እንዳታስደብሩኝ?

Students: hahahaha...

Teacher: በዚህ case ይህን ሰራን ስለዚህ የምንጠቀምባቸው ቃላቶች እነዚህ ናቸው. Another side is another side is using mobile ስትጠቀሙ.

Teacher: Look at the table in the graph? ሁላችሁም ዝቅ በሉ እዩ ግራፉን compare አርጉት? The comparison group is 2000 and 2009 አይደል between the two. Between the two years. The first year 2000 ነው. The second year 2009. አያችሁ. Mobile phone subscriber ይላል. Mobile phone subscribers in 2000 and 2009. Now now now ...give me your sentences using comparison. አዉጡ አረፍተ ነገር ስጡኝ አወዳድሩልኝአሁን በፍጥነት. Come on!

Abrham: Mobile phones subscribers in 2000 add or increase because that means zero point. Three point five million subscribers

Teacher: What about Zemen? Mobile subscriber in 2000 እና mobile subscriber in 2009 ነው የምታወዳድሩት. ፈጠን! Yes yes ehhhh....H/micael? Yes yes yes ehhh?

H/michael: አልሰማሁም

Teacher: No ጆሮ? አልሰማሁም?

Students: hahahaha....

Teacher: No ጆሮ means what? No ጆሮ means no hear. No message, ማለት ነው.

Student: raised the hand

Teacher: eh...eh..eh. What is your name first?

Student: Zemene

Teacher: Zemene. Zemene say again ነቃ በል!

Zemene: the mobile phone subscriber 2000 up to 2009.

Teacher: 2000 up to 2009 is it com..p..are and contrast?

Student: report አድርግ ስለሚል ነው።

Teacher: No, ግልፅ አረገህ ግለፅ?. ... Dawit?

Dawit: mobile phone subscribers in 2000 are smaller than 2009

Teacher: smaller than አዎ in 2000 mobile subscribers are less than or smaller than in 2009 mobile phone subscribers or in 2009 mobile phone subscribers are risen or risen or 2009 mobile phone subscribers. The second one internet user እና internet user. Zemenu.

Zemenu: in 2000 internet users are...

Teacher: are... ምን... ምን are ...smaller than...?

Zemenu: smaller than 2009.

Teacher: 2009.

Teacher: C

Grade 12th

Lesson topic: Speaking

Asking for clarification and explaining what you mean?

Teacher: In the last time discussion, talk about past events, so we use past verbs yes whether active or passive forms of past verbs. So, the last time. I...some question starting from number 3 so number 3 what is the answer number 3. What is say long before the first stamp posting stamp e what is say what is say no 3 the answer number 3 who can answer number 3 what is say? Number 3. What is say the answer the activeappeared? Appeared the first blank appearedwhat? ...Was what? What is say able to able to son why.....this one was able to or were able tocan become possible to use be able to is the same, but commonly use can instead of be able to so the past form was able to and were able to is the past forms of active sentences....ok no 4. Try to answer number 4, more or less as soon as the personal computer...so how can complete this onethis one the answer....Yes? Was invented she is right .was invented answer the next blank. What is say the next blank? The development of internet... What in bracket start what is say? Was started or started?

Students: Started

Teacher: Ok started. Number 5? Who can answer number 5? What is say in worldwide way blank in bracket could not invent. Passive or active one so what is say could not invent changed to what this one is changed to in passive form what is say in past what is say.

What is say or couldn't have invented is active one changed to the passive. Invented is the answer couldn't have.....invented is answer. Last question? What last question also ...is forms of.....message so this one is the past the present sentences present or past sentence is this sentences also ...is the form of sending present or passive present or passive is shows what present or passive. The last.....unlessto the next section or today's lesson is speaking section. Discuss some points after that discuss and presentSpeaking section do you remember in the last unit asking.....interrupting.....agree Do you

remember thisexpress yes so now he show to practice this one before practicing. There is other voice of askingandwhat someone saying .So there is the words to explain and the words to asking ...try to beside discuss and group the words that listed first..... Try to beside which expression is asking.....and..... On the box words are in what which one is askingwhich one ishave we got this one yes beside which one is askingwhich one is as example what is say the first expression is what I am sorry. I am not part with you. I am sorry. I am not part with you. This one is askingor explaining? Asking clarification that is great ok you copy...because it is important to express Asking clarification.....exercise book ok next expression what is say next expression e what is say whatis e explaining or asking clarification

Students: explaining

Teacher: So, what is explaining? Ok. What is say the next one? What is your name? Asking clarification great next one what is say next one. What is say? Let me put it another way?

Students: Explaining

Teacher: Next one what is say the next whatexplaining.....the last one is e last one what is say excuse me but e I don't understand what you say ok this is the today's expression that has end an explaining what some I say so today we have a group of six and there is some spiking section or the topic that select e try to discuss for five minute and present so in this two group one select one of the topic and try to discuss after then present say this groupselect one of the topic. Let's example mobile phone electric for computer for family life, you can select one of the topic and your discussion is asking.....asking clarification or explaining what are..... someone who canThis grouptry to discussthe next this group is try to discuss one of the point after then present this group.....try toand select one of the topic.....ways of expressionእዚህ ጋር አንዱን topic ትመርጡ እና ways of expression አለ አይደል እንዴ? asking opinion, giving opinion that select one of the topic and ask your opinion, give your opinion agree the point or disagree your point for the given topic yes so select one of the topic here አንዱን topic ብቻ ነዉ እዚህ ጋር የምትመርጡት let as see example Mobile phone yes? For example what do you think about Mobile

phone use for secondary school students ask your friend you friend answermobile phone is important for secondary school students but the other student disagree for this point a I agree or its too but mobile phone is not good for secondary students because it some points. But other students I completely agree mobile phone is important for secondary students because it gets for a lot of information or getting supporting ideas or knowledge who can say there is some advantage and disadvantage ...or another topic who can say and we can select about computerso one of them.

Teacher: Give your five minutes on discussion after then presenting for the class then now discussion discuss with your friend one of the topic discuss with friend now you can put a main point. እዚህ ጋር ማስታወሻ መያዝ ይቻላል ግን በማስታወሻ የያዘችሁትን full ነገር አያደለም የምታነቡት... ማስታወሻ ይዘን እንዳይጠፋን መናገር እንችላለን

any.....group the time is over. I give you chance for voluntary first መጀመሪያ ፈቃደኛ የሆነ eyes-breaker you know eyes breaker? A person that present confidently without anywith confident ok wishis voluntary first present first which can be coming to turn by turn. Excellent presentation thanks to Tigist? Presenting reward the other Your discussion points what? Television so yes what you say about television it's not more time fordetail a little bet... say something because another chance to speak one is better than.....እዚህ ጋር መምጣት የምትፈሩ ልጆች ዘና ቀና ብላችሁ ነዉ... ካልቻላችሁ ተቀምጦን ወይም ቁመን መናገር አንችላለን... ለምን... እዚህ ጋር መምጣት experience ይጠይቃል። እነዚህ ልጆች እዚህ ጋር የመጡ ልጆች ብዙ ቀን እዚህ የመምጣት chance አግኝተዉ ነዉ እሺ?

Student: Murmuring

Teacher: እስኪ ማለት የፈለከዉን በአማረኛ ንገረኝ?

Student: አሱ አልተዘጋጀም

Teacher: እሱ አልተዘጋጀም አንተ ተዘጋጂትሃል? ስለ ዚህ የ preparation time ያስፈልገናል ነዉ?

Student: Yes.

Teacher: That is enough; so, another time I will give you the chance and you will present here. Okay That is enough for today. It was excellent presentation. We have finished today.

Teacher D

Grade 11th

Lesson topic: Reported speech

Teacher: Every one ...in this lesson topic we are going to discuss about what reported speech is? And what direct speech is? We start from the direct speech and we directly go to the indirect or reported speech. The reported speech has another name which is indirect speech. Okay everyone ... to start the reported speech let us start from the direct speech What does direct speech mean? ... What do you know about the direct speech and the indirect speech? Bewuketu; what is a direct speech?

Student: 1 Direct speech is reported by that ... one person. Indirect speech ... ደግሞ... indirect contacted....የነዚህ ለዉጦች ናቸዉ indirect የምንላቸዉ ማለት ነዉ።

Teacher: Wait ... wait can you explain it in Amharic?

Student 1: Direct... ማለት በቀጥተኛ የተነገሩ ማለት ነዉ።

Teacher: That is goodthat is a good trial. Another,... person?

Student 2: Direct speech means the actual word of the speaker.

Teacher: Do you have another?

Student 3: The actual words spoken by the first person.

Teacher: Very good. I told you to read and come in this way every day. That is good.... እንደዚህ እያነበባችሁ ስትመጡ እንዴት እንደሚያምርባችሁ።... Another person... what is a direct speech?

Student 4: Direct speech is the actual words of the original speaker.

Teacher: The one who speaks first. አንድ ሰዉ የተናገረዉን ነገር ዳግመገኛ ሰንቀይር ማስቀመጥ ማለት ነዉ። እከሌ እንዲህ አለ እንናገራለን፤ ምንም አንቀይርም፣ የሚቀየር ነገር የለም። There is no change at all in direct speech. We put the speech as it is. He said or she said or hmmm... Abebe said ...in this case,...የመጀመሪያዎን ሰዉ ሃሳብ አንዳለ ማስቀመጥ። ሰላም እንደዚህ አለች ... selam said... ሰላም ያለችዉን ሃሳብ እንዳለ under quotation እናስቀምጣለን ማለት ነዉ። It is always inside enclosed quotation marks. We use a comma to show that this speech is this

person's speech. We use the reporting words or verbs like ... said, told, asked, suggested, and so on. Yes... are used, followed by a comma when they come first. In short, it is written under quotations. There is the use of a comma to separate the expression and the original speech. Let us have examples; example one... look this example; Abebe said, "I am reading a book." (Here it is a comma and quotation mark). This kind of sentence is said to be direct speech. Let us add another example:

"Let us enjoy learning English", Hana said. Direct speech በሚሆንበት ጊዜ እንዲህ አድረገን እንፅፋለን ማለት ነው። Add your own example. Example three is yours. Add it, add your own example. Write now. ... ሶስተኛዋ ደግሞ የናንተ example ናት ሞክሩዋት ቶሎ በሉ።.....Write down your example about direct speech.(Here the teacher provides individual feedback on their work).

Let us come to the indirect or reported speech. What is the indirect or reported speech? Now try to explain it. What is an indirect speech?.....eee..hhhh? Okay, Yalem?

Student 5: It is the report of someone's direct speech.

Teacher: That is right; very good! What about Wasihun?

Student 6: The tense is normally changed.

Teacher: The tense is normally changed when we change direct speech into reported speech. Reported speech is the report of (as Yalem said) someone's actual or direct speech. Yes?..... Reported speech is the report of original speech. Or in short it is the report of the direct speech. Direct speech is the actual words of the speaker. Reported speech is reporting this actual words to another person. For instance in this case Abebe said, "I am reading a book." I am reading a book is Abebe's speech. We cannot change this. It is original speech of some body. Then the indirect one is the report of Abebe's speech. The report of what? ... Abebe's...uhh ... speech. If so... in this case, quotations are not used. Yes...no quotation marks. No comma. That clause is used instead of quotation marks. አሁን በ indirect speech ጊዜ እንደ direct speech ምን አንጠቀምም ማለት ነው?... Quotation marks... comma ..ምናምን are not necessary.

Let us have one example: example one; He said, “I will continue to work hard.” This is direct speech. አሁን ተመልከቱ..... This is direct speech of what...of the person he. The direct speech of this person. He can be Alemu or Abebe... whatever ... who ever. When we change this into reported speech is like what? He said that he would continue to work hard. In this case, there is no use of comma and quotations. This is the difference ... no commas and no quotations marks. Now right your own example. First write the direct speech and change into reported speech. መጀመሪያ እኔ እንደፃፍኩዋት direct ታደረጉ እና ከዛ ይኛን direct speechዋን ደግሞ ወደ ምን ትቀይራላችሁ?... ወደ indirect speech...እኔ እንደቀየርኩት ቶሎ ቀይሯት። Write your own example sentence please. As it is given in the example..... I want to check your own example sentence. አሁን ያኛን example ዋን ቶሎ ማየት እፈልጋለሁ። Where is it Wasihu? (The teacher gives individual feedback). You can use whatever the tense is. ምንም ይሁን የፈለጋችሁትን ተጠቀሙ እኔ የተጠቀምኩትን ብቻ እንዳትጠቀሙ። Time is over, ለነገ የቤት ስራ ይሁን።

Teacher E

Grade 11th

Lesson Topic: Revision 1: (Unit 1-3)

Teacher: Let's do the exercises. አሁን ጥያቄዎቹን እንስራ. ጥያቄዎችን ወይም የቤት ስራውን
:: let's do the home work what I gave you yesterday? የቤት ስራውን እንስራ:: let's
check the revision questions that I gave you yesterday. የሰጠኝችሁን የቤት ስራ
እህ?

Student: እንስራው

Teacher: እንስራው እሺ! No noise! Ok! የትጋው ቁጥር ነው አየለ? ከበደ?

Students: thirteen

Teacher: number thirteen. Ok! Let's do it now. እስስራው----- (blank). The fact that
she had a bad cold, Amina played well in the netball.

Students: in spite of

Teacher: ትክክል ናችሁ:: In spite of ማነው ሚሆነው? In spite of? Why? ለምን? Why? In
spite of the fact that + (plus).

Students: clause

Teacher: + (plus) sentences ይላል ብለን አልተማርንም? እሺ Noun phrase....እእ...noun
phrase ቢኖንስ ደግሞ ምን ይሆናል?

Students: chatting. In spite of.....

Teacher: +(plus) noun phrase

Student: teacher number thirteen?

Teacher: ያስራ ሶስተኛው? In spite of the.... ከሆነ ምን ይሆናል ማለት ነው?

Students: phrase

Teacher: in spite of the fact that ከሆነ ደግሞ?

Students: sentences

Teacher: in spite of the fact that is followed by sentences. Sentences ይከተለዋል ማለት
ነው አስራ አራትተኛው the fourteenth question. The woman ----- (blank) leaves
next door እህ? The woman ----- (blank) lives next to ...

Student: the school

Teacher: the school

Student: doesn't like

Teacher: doesn't like students sitting on her wall. ምን ጠይቃለች? ምርጫ የተሰጡት who lives. ምን ምን ነው ምርጫው? A. Who, whose that ሙሉ ናቸው አይደል? ስለዚህ የትኛው ይሆናል? Which one is the answer?

Students: that.

Teacher: that... that ይሆናል ማለት ነው::

Student: whose ማይሆነው

Teacher: እ? እህህ? Whose ለሚን አይሆንም አለ? Whose is used for? Used for እህ?

Students: possessive

Teacher: possessive ሲሆን. His, your, their ከሆነ ማንን እንጠቀማለን ማለት ነው?

Students: whose.

Teacher: possessive ምሳሌ አለ? Possessive ይሻላል?

Students: No, no...

Teacher: The woman new የሚለው subject ነው. The woman. ምን አይነት clause ነው?
The type of clause, ክሎዙ ምን አይነት ነው.

Students: chatting! defining, nondefining, defining...

Teacher: አ...አ...አ.. Defining አይደለም because...which woman የሚል ጥያቄ ቢነሳስ?

Students: defining

Teacher: አመልካች ወይም defining or restrictive clause new. ስለዚህ ከተሰጡት አማራጮች የቱ ነው? እህ?

Students: That

Teacher: that ነው መለት ነው The woman that lives next to the the...እእእ... the school doesn't like students sitting on her wall. ስለዚህ defining ስለሆነ Thatን እንጠቀማለን. Non defining ከሆነ ግን we don't use. That ን አንጠቀምም. The woman -----(blank) I told you... the next question ወይም አስረምስተኛው. The woman----- (blank) I told you about is waiting outside. Which one is the correct answer?

Students: who, whom

Teacher: who or whom ይላል እንዴት? Why? Why? መልስ ስትሰጡ ያለ ምክንያት አይሆንም በገባን::

Students: chatting, murmuring and discussing...

Teacher: እህ? እህ?

Students: ምንም አያስፈልገውም።

Teacher: አዎ! አሁን ምንም አያስፈልገውም። ይቺን ምልክት ተውቋታለችሁ? (/) እህ?
መጀመሪያ ላይ ተመልከቱ አሁን? መጀመሪያ ላይ ትዛዙ ምን ይላል? እህ? Note ይላል.
Nothing is required. መልስ የለውም እንዳለ በቂ ነው። ለምን እንየው እስኪ። The
woman I told you ዳችን እንተወው አያስፈልግም እህ? ሌላ? Pronoun አያስፈልገውም
ነው ያለው The woman I told you about is waiting outside new ይላል እህ? It is
complete. ይሄ ሙሉ ሃሳብን ይገልፃል ሚኒመ አያስፈልገውም ነው ይሄ ምን ይባባላል?
Relative Pronoun መጠቀም ወይም መተው እንችላለን ምን ሲሆን? object ሲሆን.
Object ስለሆነ Woman የሚለው object ነው መጣልም እንችላለን መጠቀምም
እንችላለን ስንጠለው ምን ይሆናል? Contact clause ይባላል ስንጥለው ምን ይሆናል?
Relative Pronoun ስናዎጣው? Contact clause. (/) ይቺን ምልክት ምን ማለት ናት?
Nothing is! Required. ምንም አያስፈልግም. Nothing is required. Ok! Let's do the
next one. የሚቀጥለው አስራ ስድስጠኛውን እንስራ? እንስራው? ሚቀጥለውን! እህ?
The sun ይላል coma አለው----(blank) was a bright orange ball, sank behind the
hills. እህህ?

Student: which.

Teacher: which ቢለሃል why? ለሚን?

Student: non-defining ስለሆነ.

Teacher: non-defining new. Non-defining የተባለበት ምክንያት? Why do we say non
defining?

Student: comma ስላለው?

Teacher: The sun እኔ? Definite noun phrase. The sun is definite noun phrase. Unique
nouns በምንድን ነው ይገልጣል ብለናል? በ non-defining relative ሁል ጊዜ ይገልፃል
በለናል. Proper nouns. የግል መጠሪያ ከሆነ ሚንድን ነው ብለናል? Non-defining
ይሆናል ስለዚህ sun ምንድን ነው? እህህ? Sun ህይወት የሌለው ግዑዝ ስለሆነ?

Students: which ይጠቀማል።

Teacher: person ነው? አይደለም ሰው personal case ስለሆነ which እንጠቀማለን መለት ነው ስናነበው? The sun which was a bright orange ball sank behind the hills. The seventeenth, አስራ ሰባተኛው: Juma has a sister----- husband is a radio presenter. እህህ?

Student: Whose

Teacher: Whose. Why? ለምን? ምክንያታዊ ሁን! እ! What is your justification?

Student: whose plus noun

Teacher: whose plus?

Student: noun

Teacher: whose plus possessive...husband is? When we separate sentences... ሴንቴንሱ separate እናርገው? ምንድን ነው የሚለው? ለዩት? Juma has a sister...her husband is...a radio presenter. Her ሚለው ምንድን ነው? Possessive ነው አይደል? Possessive ከሆነ ደግሞ ስለዚህ ስናያይዘው በ relative pronoun her ሚለውን ትተን በ whose እናያይዝና እናንብበው. Juma has a sister whose husband is a radio presenter. You are right! Eighteen (18) If you want me to I-----home with you.

Student: will walk

Teacher: ምን መለት ነው ይሄ?

Students: probable ስለሆነ

Teacher: Type 1 probable ስለሆነ

Teacher: nineteen ወይም አስራ ዘጠኝ We won't catch the bus እህህ? Catch the bus እህ?---- --we leave now.

Students: unless

Teacher: unless ብላችኋል. Why? ንገሩኝ? Please one guy tell me the reason why?

Student: negative ስለሆነ

Teacher: yes!

Student: negative ስለሆነ

Teacher: አዎ we use unless in the negative. በ negative ግዜ አንላስን እንጠቀማለን የሚል ህግ ስላለ. Let's read the whole sentences. We won' catch the bus unless we leave now. Ok...if..not ን ለምን አልተጠቀምንም? Unless is equal to (=) If እህ?

Students: do do dot...

Teacher: If...(dat, dat, dat) ይሄ ስለሆነ ሁለቱም እህህ? መለስ ነው አይደል?

Students: አዎ

Teacher: ግን እህ? if not ይህ ከሆነስ? እህ?

Students: ሁለቱም ይሂናል።

Teacher: አይደል ይህ if not ማለት otherwise or else መለት ነው እንዳየነው? if not ስንጠቀም , it includes or it shows or it indicates the whole sentences is negative ይላል ተመልሶ ማንን? እህህ? በኔጋቲቭ ያኛው sentence በ ንጋቲቭ ይገልፀዋል ማለት ነው እሺ ስለዚህ አይሆንም እንቀጥል። twenty (20) If you heat water to 100 degree ስንት grade, it ----እህ?

Students: boils.

Teacher: it boils, it boils it boils እንየው ሚን አይነት tense new?

Students: Zero condition

Teacher: አይይ...ቆይ! Koy! ቆይ! ምን አይነት verb ነው?

Students: zero condition... present simple...

Teacher: present simple, present simple. Present simple tense eee? ነው የተጠቀመነው ለምንድን ነው የጠጠቀመነው? እህ? ለምን ተጠቀማችሁት?

Students: fact...general truth...

Teacher: If ክሎዙ general truth ወይም fact ወይም zero conditional ከሆነ present simple እንጠቀማለን በሚለው እኔ...ምክንያት እናደርገዋለን ማለት ነው

Teacher: Twenty one (21) If you had come to school yesterday, if you had come to school yesterday, I if you.... come to school yesterday comma እህ? Please tell me the next one?

Students: you ----(blank) the test.

Teacher: you ----blank the test. You blank the test. እንመርምረው? Don't worry about... ለተራው don't focus...ወደ ሆነው sentences ስንሄድ....እህህ:

Students: past perfect

Teacher: had + (plus) V3. Come... came... come...ስለዚህ? Had plus...

Students: verb three.

Teacher: The if clause is past perfect, እህህ? The main clause becomes?

Students: conditional perfect.

Teacher: እህህ? እዚሁ ላይ! ስራው እንዳለ. Would have plus...

Students: plus verb three

Teacher: plus verb three. ስለዚህ መልስ ይሆናል ማለት ነው እኛ?

Students: would have...taken.

Teacher: Taken new ሚለው? Would have taken? ሚለው መልስ ይሆናል መለት ነው::

Twenty two ወይም ሃያ ሁለት:: Juma asked...ሓያ ሁለተኛው አይደል?

Students: አዎ.

Teacher: Juma asked me yesterday if I ----- (blank) the night before. Juma ...ask..t እህ?

Me ...yesterday እህ?)

Students: the night before.

Teacher: the night እህህ?

Students: before

Teacher: before. The night before. እሺ! እንዳለ እንመርምረው ወድ ምርጫው ከመሄዳችን

በፊት?

Juma asked me yesterday እህህ? Reported መሆኑን ያሳያል. እህህ? እህ? The night before.

ምንን ያሳያል?

Students: murmuring, chatting....

Teacher: ...ይሄኮ እንትን ነው...ወደ ምን እንቀይረዋለን?

Students: past perfect

Teacher: ወደ past perfect. Past perfect የሆነውን መምረጥ ነው የት አለ?

Students: C

Teacher: C is the answer. C. had gone

Students: had gone out.

Teacher: Had gone out. ስለዚህ I had gone out the night before ይሆናል መለት ነው Twenty

three ሃያሶስት... Amina said this morning that ...ይህም reported new. Reported

speech ነው....እህ? She -----(blank) us tomorrow in front of the rail way station.

እህህ? ምን ይሆናል?

Students: meet, B, will meet

Teacher: ...ምርጫው ምንድንው የሚሆነው?

Students: meet , meet ...

Teacher: reported new me

Students: B, B , A ይሆናል.

Teacher: አክ...meet ይሆናል. met, met means what?

Student: A, A፣ ነው A

Teacher: will meet, will meet

Students: A, A...

Teacher: አዎ , unchanged because ...Amina said this morning that she will meet us tomorrow in front of the rail way station....Ok ሃያ አራት (24) the test we had yesterday was difficult...የሃያ አራተኛው እህህ? The test we had yesterday, the te...st we ha...d እህህ? Yesterday እህህ? Was እህህ?

Students: difficult

Teacher: እእ? Difficult, difficult, difficult but እእ?

Students: the one

Teacher: but the one we had last week was

Students: blank

Teacher: last week was blank. ቆይ ልጻፃፈው መጀመሪያ. Blank full stop. Choice, ወደ ምርጫው እንሂድ. Go to the choice part and ...select the appropriate.

Student: more difficult

Teacher: አዎ እህህ?

Student: more difficult

Teacher: መጀመሪያ እንየው? The test we had yesterday. What we have taken is the test. ወይም between the test. Yes? እህህ?

Students: more, the more ...

Teacher:ስለዚህ እ..እ..እ..? More

Students: more difficult

Teacher: ስለዚህ more...እህህ? Difficult. ንፅፅራዊ ታየ መለት ነው:: ትላንትና and test ወስደናል መለት ነው ወይም ባለፈው እህህ...the one that we had last week የተነፃፀረ ማለት ነው yesterday and last week.Yesterday and እህህ?

Students: last week.

Teacher: ከወሰደ ንፅፅሩን ያሳያል. ስለዚህ ሁለት ነገሮች ሲታነፃፅሩ comparative degree

እንጠቀማለን ማለት ነው More እህህ...

Students: difficult

Teacher: more difficult is the appropriate መልስ ይሆናል. የኛ መልስ ይሆናል Twenty four እህህ... twenty five የመጨረሻው ማለት ነው. My sister is as tall—(blank)

Student: as tall as

Teacher: My sister is as tall ብሎ ነው የፃፈው. After blank me ይላል. እህህ? As...

Students: tall as

Teacher: ይሄ positive adjective new. No comparison is made. ምንም ንፅፅር ለተደረገም....ስለዚህ as ካለ ከዚህ...

Students: murmuring ሃያ ሶስተኛው (23)

Teacher: Who asked me yes....ሃያ ሶስተኛው. Amina said this morning that she will meet us

Student: tomorrow የሚለው ለ present ሊሆን አይችልም?

Teacher: le present simple?

Student: አዎ

Teacher: እሱ specific tomorrow. Tomorrow ሚለው....specific time...specific timeplanned ለሆነ action, ...የሆነመላት ነው?...ነገ ወደ and ቦታ እንዲሳለን Planned ሲሆን ነው. Time tabled ሲሆን programmed ለሆነ ነው የምትጠቀሙ....ማለት simple present...የተወሰኑ verbs አሉ እነሱን ነው ምትጠቀሙ ለምሳሌ leave ብንለው::

Teacher F

Grade 11th

Unit 3: Traditional and Modern Medicine

Lesson Topic: A3.2 listening: A Traditional Healer Speaks

Teacher: Traditional medicines are እ እ እ...እ እ እ....that introduces medicines culturally.

Whereas modern medicines use medicines in a modern way.

So we are going to see A3.2 listening: A traditional healer speaks. A traditional healer speaks. Healer means? A medicine practitioner. People እ..እ...people እእ..who use the medicine traditionally or culturally. Where does the traditional healer..እ እ. Says about using medicine? ባህላዊ መድሃኒት ሰጪዎች ስለ መድሃኒት ምን ይላሉ? እንዴትስ ነውሚጠቀሙት? አይደል? There are traditional healers' እእ...in your village. Is that not? የሁሉም እንደ ባህላዊ መዳኒት ዋቂዎች በመንደራችን እእ...?

Students: አሉ

Teacher: So you are going to hear about traditional healer talking about his work. After you listen, you are going to react to the following questions. Here is the chart. ካዳመጣችሁ በኋላ ባህላዊ መዳኒት አዋቂዎች ምን እንደሚ እእ....ቻርቱ ላይ እንደማታዩት ገፅ ሃምሳ ዘጠኝ ያለውን እእ...ትመልሳላችሁ ማለት ነው። So, ready to listen! Are you ready to take short notes? እህህ? ማስታወሻ ለመያዝ ተዘጋጅታችኋል? ከሚታዳምጡት ትምህርት...listen!

Teacher: Traditional healers Speaks...people have always used a traditional healer to cure illness.... listen please don't refer back to the listening text. አሁን ማዳመጥ እእ...አዳምታችሁ ነው ምትመልሱት ማንበብ አይደለም እሺ? The time to listen and to react to the question. አዳምታችሁ መመለስ so take notes ሳነብ ማስታወሻ እንደተለመደው አድርገን ...They are part of our culture and traditions. Most of our medicines are made from plants. Our knowledge of has been built up over centuries. We use different species of plants: trees, bushes, flowers, grasses

which grow in the wild. We know when they grow and when to collect the seeds, roots, seeds or barks.

Teacher: For instance for humors, what we call ጥናች, I take the powdered root of umeeraa plant and add it to water to make a drink...Who said these words?

ባህላዊ መድሃኒት አዋቂ

I also use the twigs of a plant and make a kind of necklace for the sufferer to wear Fresh harmee leaves are useful for treating dhukuba or ear ache. ለጆሮ ህመም እእእ... dhukuba, or earache መድሃኒት ይጠቀማሉ ማለት ነው።

I crush and squeeze the leaves in to a juice which is then poured in the ear. ቅጠሉም በእእ... በመጨመቅ እና ወደ ጆሮ በእእ...በማፍሰስ ነው የሚጠቀመው ይህ ባህላዊ ማዳኒት አዋቂ....

I treat snake bite with a drink made from powdered botoroo bark mixed with tea. መድኒት በሻይ በመከላከል በእባብ የተነደፈ ሰው ለመፈወስ የሚሞከረው ይህ ባህላዊ መዳኒት አዋቂ

For skin rash or sono I use fresh wociinoo leaves which I crush to make a lotion which is then applied to the skin.

እእ....ሰውነቱ ቆዳው ለሚቆስልበት ሚንድነው የመትጠቀመው ነው የሚለው? ወጪ...ወጪኖ leaves. በማድረቅና በፈሰሽ መለክ በማድረግ ነው ወደ ቆሰለው እእ....ቆሰለው ቆዳ ክፍል የሚጨመረው ማለት ነው ይህ መድሃኒት ዋቂ....

I can treat hireenadaga or anaemia by making a drink with fresh togoo leaves which I boil and mix with sugar. These are just a few examples of what I can treat. ለደም ማነስም ወይም አኒሚያ ነው ይሄን togoo leaves የሚለውን የምጠቀመው። በማፍላትና ስኳር በመጨመር ስከወር ጋር በመቀላቀል የምጠቀመው። እነዚህ ከብዙዎቹ ጥቂቶች ናቸው። እእእ.....እኔ በሽተኞቼን የምፈውስበት እያለ ነው ይህ ባህላዊ መዳኒት አዋቂ።

People are generally very happy with my treatments. Unlike medicine from hospitals, they are safe. People may vomit or have some mild reaction to the ingredients, but it soon passes. Many believe that I can help them more than modern medicine, or they go to hospital for some conditions and come to me for others. Of course, many people who can't afford to go to a hospital or buy medicines. They come to me they have no choice. You see I can help everyone. I

don't run people away if they are poor: I just ask them to pay me what they can.

Are you attending? እየተከታተላችሁ ነው?

አዎ ዘመናዊ መድሃኒት እኔ....ዘመናዊ ህክምና ሆጠደቀውን ገንዘብ ለመክፈል አቅም ያነሰው ሰው እንዲመለስ አላደርግም። በለው አክም እሰደዋለው ብሏል እንግዲህ ባህላዊ ሃኪም። Where you attending seriously and taken notes? ተከታተላችሁ? ማስታዎሻም ወሰዳችሁ? Now let us come to the exercises. As you listen complete the notes in the table?

Completing the notes in the table. Listen? Here is a chart. ባነበብነው መሰረት የሚቀጥለውን ሰንጠረዥ እንሞላለን. The first column says traditional plant name. የባህል...የባህላዊ መድሃኒት ስም...The second column says part of the plant used. እኔ...የተጠቀመበት የባህላዊ መዳኒት. The third column says how it is prepared? አዘገጃጀቱ እንዴት ነው? ባህላዊ መዳኒት አዋቂው የተጠቀመበት. The last column use. How he use? The first one traditional name amera. What type of plant eee...ehhh... as you have listened and take short notes. ማስታዎሻ በወሰዳችሁት መመሰረት. አሜራ የሚባል የተክል አይነት የትኛውን እኔ...ተክሉን ክፍል ነው የተጠቀመው? Is it root? Leave? Flower? እ!

Students: chatting...root

Teacher: It was root. Haven't you taken a short note? ማስታዎሻ አልወሰዳችሁም? ስሩን ነው የተጠቀመው. How it is prepared? እንዴት ነው የተዘጋጀው? It is already given as example. ይህ በምሳሌ ተሰቷል በማድቀቅና ውሃ ጋር በመጨመር እንዲጠጣ ነው የተደረገው። The last column how did he use? እንዴት ነው የጠጠቀመበት ባህላዊ መድሃኒቱን. በ እኔ... part በ harmee. The traditional type of plant Is harmee. የተክሉ አይነት ባህላዊ መድሃኒት አዋቂ የጠጠቀመበት። What part of that harmee he uses? የትኛውን የተክል ክፍል ነው የጠጠቀመው? እኔ...

Students: chatting! Leaves

Teacher: leaves. Very good? ስሩን ነው የተጠቀመው እኔ...ማነው? ቅጠሉን. How it is prepared? እንዴት ነው የተጠቀመው? Who can tell me? Made in to እኔ...neck less...crush and squeeze to make a juice which is powdered in to the ear.

እእእ...በፈሳሽ መልኩ ወደ ጆሮ የጨመረው. It is used for already given as an example. ተሳስቷል. መጨረሻ ላይ ተሰርቷል አይደል? ለምንድን ነው የተጠቀመበት?

Students: Whispered. Ear ache

Teacher: for ear ache. ለጆሮ ህመምም. Three hocciii...type of plant is botoroo. Eee...Part of the plant used is its bark. እእ...የተከሉ አይነት butoro new. የተከሉ ከፍል bark ወይም.....እእእ... ቅርፊቱ...cover. How it is prepared? እንዴት ነው የተዘጋጀው?

Students: whispered. Tea

Teacher: eeee....What?

Student: mixed with tea.

Teacher: It is mixed with a tea to make a drink. በሻይ በጥብጥ ነው ያጠጣው። It is used for what? ለምን ነው ያጠጣው? Snake biting. እእ... እባብ ለነደፈው. “D” a kind of plant is eee...wociinoo. The part of the plant used is leaves. Yetetekeme እእ...ቅጠሉን ነው እእ... how it is prepared? እንዴት ነው የተዘጋጀው? እህ እእእ...Wociinoo. የሚባለው ቅጠል እእ... students? Crushed to make a lotion. ፈጭቶ አድቅቆ በቅባት መልኩ. It is used for what? For what accident? ለምንድነው እእእ...ለምን ህመም ነው? ለምን አደጋ ነው?

Student: skin rash.

Teacher: skin rash or sore. Skin rash ወይም there is sore. ቆዳችን በሚቆስልበትጊዜ ነው። እሺ...wosino የሚባል ቅጠል የምንጠቀመው የአትክልት አይነት...ቅጠሉን የምንጠቀመው. The last one is “E” togo. A traditional plant name is togo. እእእ...so eee...what type of plant is used?

Students: leaves, leaves

Teacher: is it Roots flowers? እእእ...leaves. It is boiled and mixed with sugar used for አኒሚያ ለደም ማነስ ትጎ የሚባለውን አትክልት የሚያዘጋጀው በማፍላት እእእ... ስኳር በመጨመር እና እንዲጠራ አደረኩ. ለምን...እእ ህመሙ?

Students: ለደም ማነስ

Teacher: ለደም ...እእ...ማነስ. This is what you have listened and reacted to the given questions. ስለዚህ ባህላዊ መዳኒት ዋቂዎች በዚህ መልኩ እእ...የተለያዩ ህመሞችን ሂኪሚና.....እእ...

Students: chatting! ይሰጣል.

Teacher: now let us jump to the next lesson. Traditional verses modern medicine:

A3:3 Traditional verses modern medicine. Verses means against, oppose, contrast eee...contrast, contrst, contrast. When you compare and contrast traditional modern to medicine. ባህላዊ መዳኒት ከዘመናዊ ሂኪሚና ጋር ስናዎዳድር. What are you እእእ... What are your thoughts for this tradition? Do you prefer modern medicine or traditional medicine? Useful language expressing preferences. Expressing preference or choice (writing on the board). Which one do you prefer? Traditional medicine or modern medicine? There are some language eee... focuses. For example I prefer...to go to the traditional healer because ...eee...there are language focuses ...would prefer...would prefer is followed by infinitive with to.

When you learn about እእእ...the verb pattern. When you see this pattern, some verbs are followed by infinitive with to, gerund or bare infinitive; infinitive with out to. እእእ....ስለ verb eee... የሽርሾች እእእ... form አንዱ verb ሌላውን verb ሲከተል, ሁለተኛው verb በመጅመርያው verb እንደሚወሰን እንማራለን:: For now let us compare እእ...express our preference to traditional medicine to modern medicine. I would like to go to traditional healer because ehhe...eee...? ከዘመናዊ ህክምና ይልቅ ወደ ባህላዊ ህክምና ለመሄድ መምረጥ ምክንያቱ እእእ... ...complete the sentences? ለምንድን....? Because it asks some money. Only some money...which is compared to my እእእ... economy...ካቅማችን ጋራ የሚመጥን ገንዘብ ስለሚጠይቅን. I would rather go to a doctor because...I would rather... I would rather go to a doctor. Because...ዘመናዊ ህክምና መሄድ እመርጣለሁ:: ምክንያቱም እእ...ለምንድን ነው ዘመናዊ ህክምና መሄድ የምንመርጠው ንኡዳንዴ? ለምንድነው ልጆች?

ለምንድን ነው? ወደ ባህላዊ ህክምና ከመሄድ ይልቅ ወደ እእ...ባህላዊ ህክምና ለመሄድ እንመርጣለን? እእ... our preference is እእ... different. Some may እእ...prefer

እእ...to go to traditional healer whereas the other may prefer to go to modern medicine. It depends. If you have much money go to modern medicine and if you have እእ...don't... you will go to traditional medicine. ስለዚህ, if I say I would rather go to እእ...doctor because እእ...ሃኪም ወዳለበት መሀዴ ፈልጋለሁ ዘመናዊ ህክምና። ለምንድን ነው? Because it gives long last እእ... cure. እእ...long last እእ...long እእ...last ...cure. ድሕነት. የተሸለ እእ...fews. So here would rather is another language pattern, language pattern. Would rather, would rather is it is one of the bare infinitive form. I would rather, not to say I would rather to go. I would rather to go አይባልም. I would rather going አይባልም. Would rather የሚባለው modal verb ማንን ያስከትላል? Infinitive with ought to. Gerundን አያስከትልም. እዚህ ላይ እንዳየነው . I would prefer to go. Would prefer ሁልጊዜም የሚያስከትለው? Infinitive with to. So we are comparing traditional medicine with modern medicine using the language pattern would prefer, እእ...would rather...you can እእ...use እእ...prefer to also.

I prefer እእ...to go traditional medicine or to have to have traditional medicine or I prefer going traditional ...medicine or min እእ...there are different languages. Is that not?

Appendix 8

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Interview questions to EFL teachers

Dear Teacher,

The purpose of this interview is to explore teachers' beliefs and practices about learners' own language (L1) use in EFL classroom, in this case Amharic in English classroom. Please, be informed that all the data collected will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom.

Thank you very much in advance!

1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?
2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?
3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?
4. There is a common criticism that allowing learners' own language to be used in English class reduces students' exposure to learn English. What is your opinion regarding to this issue?
5. Do you believe that the use of students' own language in EFL classroom is often a recognition of teachers' weakness? If 'No', what makes you to use it in your class?
6. Do you think that English-only policy has problems? If 'Yes', what are they? If 'No' why not?

Appendix 9

Interview Transcriptions

Narrative Interview One

Demographic Information

Research Title: Exploring Teachers' Beliefs and Practices about Learners' Own Language Use in EFL Classroom.

Date of interview: Monday, November 22, 2021.

Place of the interview: In the shade of a tree

Time of the interview: 3:07:44 PM.

Methods of the interview: Face to face individually

Interviewee's profession: English Language Teacher

Qualification: MA

Native language: Amharic

Sex: Male

Experience: 27 years

Grade: 12th

Interviewee's Code: A

Interviewer: The purpose of this interview is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic in English classes. Please, be informed that all the collected data will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful

accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Thank you very much again.

Interviewer: Q1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?

Interviewee: Yes, sometimes I use.

Probing: Why?

Interviewee: When students are faced unfamiliar words; I usually use in order to make familiar those words and also when there are instructions, in order to manage my classroom properly when there are undisciplined students at this time I usually use students own language.

Interviewer: Q2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?

Interviewee: When?

Probing: Yes, when?

Interviewee: When students faced difficulty... that means when they faced unfamiliar words, at this time I try to translate such kinds of words in order to make it clear.

Interviewer: Q3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?

Interviewee: Yes, I think.

Probing: How?

Interviewee: Because it makes the students eager to learn that.... second language, but when I usually use only English, they become what.... silent. There is no participation between students and the teacher, at this time it makes them more eager to participate; I try to use Amharic at this time.

Interviewer: Q4. There is a common criticism that allowing students' own language to be used in English class reduces their exposure to learn English. What is your opinion regarding to this issue?

Interviewee: I don't think so. Students' own language doesn't reduce their learning rather than make them what....eager to participate in our classroom.

Interviewer: Q5. Do you believe that the use of students' own language in EFL classroom is often recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: Hmmm..... pardon?

Interviewer: Do you believe that able to use students' own language in EFL classroom; is it recognition of teachers' weakness?

Interviewee: No, I don't think. It may be some times students' weakness, because students are not rich in vocabulary at this time teachers in order to make them ... good participant, try to translate that language. So, I think it is the weakness of students not teachers.

Interviewer: Q6. Do you think that English-only policy has problems? If 'Yes,' what are they? If 'No,' why not?

Interviewee: I think. The previous teaching learning method says use only English, but it is not essential. There must be Amharic translation.

Probing: Which means based on your understanding, English-only policy has problems in your context.

Interviewee: Yea.

Interviewer: Thank you very much for your cooperation!

Interviewee: No matter.

Narrative Interview Two

Demographic information

Research Title: Exploring Teachers' beliefs and Practice about Learners' Own Language Use in EFL Classroom.

Date of interview: Monday, November 22, 2021.

Place of the interview: In the shade of a tree.

Time of the interview: 2:50:23 PM.

Methods of the interview: Face to face individually.

Interviewee's profession: English Language Teacher.

Qualification: MA

Native language: Amharic

Sex: Male

Experience: 30 years

Grade: 12th

Interviewee's Code: B

Interviewer: The purpose of this interview is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic in English classes. Please, be informed that all the collected data will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Thank you very much.

Interviewer: Q1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?

Interviewee: Yes,

Probing: Why?

Interviewee: I want to encourage those students in second language or in English, but what I compare from the previous student from today's student.... before ... ten years those students were more active rather than today's students. When I have taught them ... they are not clear. To be clear or to give more

clarification, I want to add or modify in Amharic to be interested to be engaged.

Interviewer: Q2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?

Interviewee: The time... when I teach in class, sometimes I use Amharic meaning to fill the gap between the students and the teacher... when they are passive, when they are not active to be engaged and to make close approach to me; because before that... when I teach in English when they attend me... between the two there is great gap. To fill that gap what I want to express in Amharic to be for clarification.

Probing: What language area or skills do you teach when you use own language?

Interviewee: A kind of words... motive words.

Probing: 'Motive words' means?

Interviewee: Motive words means, like... like...like... 'ነቃ በል' like 'አይዞህ ... 'ተነሽ'... 'ተነስ'

Probing: Which mean to motivate students?

Interviewee: To motivate students ነጭ::

Probing: Is it like humors and jokes?

Interviewee: Yea, like jocks.

Probing: Okay, to encourage student?

Interviewee: አዎ... and gesturing method, like እባክህ... እባክህ... and naming and hmmm... such ...such words.

Probing: What are other words that you use in your classroom?

Interviewee: like ... like 'ተነስ' ... 'ተነሽ' ... ምንድን ነጭ ስታደርገህ የነበር?

Probing: This means, to manage classroom discipline?

Interviewee: Yea, at that time everybody is active. When I ask one student, every student focused to me. If there is gap...ነጭ; if there is no gap, I don't want to use. If there is gap, I use.

Interviewer: Q3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?

Interviewee: Which means for the advantage of them? Is it? .

Interviewer: Yea, that is the question.

Interviewee: Any way... when I give a lecture method... in Amharic,... they understand easily. ቢቃልል. According to my experience, when I clarify in Amharic rather than in English, because they are not active in English,... in addition I express in Amharic ... that time they are clear they are happy. They catch up easily the idea. But when I teach forty minutes only in English as much as possible, they are not clear.

Interviewer: Q4. There is a common criticism that allowing students' own language to be used in English class reduces their exposure to learn English. What is your opinion regarding to this issue?

Interviewee: No more exposure in English. Only ... the chance of attending English class is forty minutes ሃፒ; out of the class they don't speak, they don't communicate even... even...even, when they get language teachers, they don't communicate. According to this, they became from year to year, from month to month, they became poor. Therefore, to encourage those students to be active, there is English language club, last year I was English language club leader. Monday is English day. On Monday, I advise every teachers and students to communicate in English, but they don't want.

Probing: Which means their exposure is only English class and they don't speak in the school compound?

Interviewee: Only English class, even... even teachers, they don't want. All subject teachers teach in Amharic. This is the factor for students to be poor in English. Not only English teachers.

Interviewer: Q5. Do you believe that the use of students' own language in EFL classroom is often recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: What... what?

Interviewer: Do you believe that the use of students' own language in EFL classroom is often recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: Both; one factor is, if the teachers are not active enough in English, always they focus in to Amharic. If the classroom is freeform... and

nobody is around there, he wants to teach in Amharic rather than in English. Students like Amharic. So, the two are integrated.

Interviewer: Q6. Do you think that English-only policy has problems? If ‘Yes,’ what are they? If ‘No,’ why not?

Interviewee: In our context, there is a problem. Because, what I told you in the previous question, no more exposure. Our native language is... our mother language is... our first language is Amharic. When I communicate in English with one person, everybody watches me, because it is new, it is not common; when I communicate in English out of the class, everybody ignores me.

Probing: Why they ignored you?

Interviewer: Because it is not common. It is not habitual. We are ‘ሐበሻ...በቃ’ international language is dominating us. Why don’t you encourage our language? Why we always dependent from other countries’ language? Even ... even English teachers in the flag ceremony, they are not voluntary to celebrate the flag ceremony in English.

Probing: Is that lack of confidence or afraid the community around?

Interviewee: lack of confidence and to be accepted by the others.

Interviewer: Thank you very much!

Interviewee: I am also thank you.

Narrative Interview Three

Demographic information

Research Title: Exploring Teachers' Beliefs and Practice about Learners' Own Language Use in EFL Classroom.

Date of interview: Monday, November 22, 2021.

Place of the interview: In the shade of a tree.

Time of the interview: 12:27:09 PM.

Methods of the interview: Face to face individually.

Interviewee's profession: English Language Teacher.

Qualification: M.A.

Native language: Amharic.

Sex: Female.

Experience: 17 years.

Grade: 12th.

Interviewee's Code: C

Interviewer: The purpose of this interview is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic in English classes. Please, be informed that all the collected data will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Thank you very much again.

Interviewer: Q1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?

Interviewee: Yes.

Probing: Why?

Interviewee: The main reason is using first language is helpful for that student... that is the learning in the classroom is very interesting, because students want to use that first language in the classroom because of their ability and it needs to some difficulties that clarify ... making clear instruction or some

new words that explained by first language is better for those students that need to explanation in Amharic or first language is very essential for students.

Interviewer: Q2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?

Interviewee: Yea... it is appropriate to use ... own language ... during some difficulties, new words or for maintaining classroom discipline, to interact your teaching or some instructions needed to be explaineddifficult to understand to the students... it is essential to the students to clear and use that first language.

Interviewer: Q3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?

Interviewee: Yea, because that first language is essential for students.... because students are very understood what they are leaning in first language. So, it is essential to use first language in the classroom.

Interviewer: Q4. There is a common criticism that allowing students' own language to be used in English class reduces their exposure to learn English. What is your opinion regarding to this issue?

Interviewee: Exposure is very important; but in our classroom... by the way students have no more exposure... even at all. Only classrooms are not the main important thing to use the language effectively. Exposure in and around that area maybe it is very useful that language teaching, but no more exposure ... even if other subject teachers use this first language instead of English, because no more exposure around. Not only classroom is expose the students to be effective in that language. So, exposure is important, but no more exposure there.

Interviewer: Q5. Do you believe that the use of students' own language in EFL classroom is often recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: No, I don't think that.

Probing: I have observed your class, you have been used Amharic some times in your class. What makes you to use it in your class?

Interviewee: I use that... it makes students to be good in that language. But not my weakness to use that language in the classroom Amharic,...especially. It is

not my weakness; but it makes our students to come to English... first language is the aid to use that language; because using first language is not our weakness...it is ...tool.

Probing: Which means students' weakness pushes you to use students' own language in your classroom?

Interviewee: Yea.

Interviewer: Q6. Do you think that English-only policy has problems? If 'Yes,' what are they? If 'No,' why not?

Interviewee: Yea that is the problem.

Probing: What are those problems?

Interviewee: The policy says English classroom is only in English. That is the cause for no more communication at all. Communicate or understand each other makes to learning. Unless we communicate, there is no learning at all. So, without any communication there is no learning at all. So, our students that makes to understand each other ... using first language is better and they have got better learning style by using first language rather than only English.

Interviewer: Thank you very much!

Interviewee: Thank you.

Narrative Interview Four

Demographic Information

Research Title: Exploring Teachers' Beliefs and Practice about Learners' Own Language Use in EFL Classroom.

Date of interview: Tuesday, November 23, 2021.

Place of the interview: In the shade of a tree.

Time of the interview: 10:42:23 AM.

Methods of the interview: Face to face individually.

Interviewee's profession: English Language Teacher.

Qualification: M.A.

Native language: Amharic.

Sex: Male.

Experience: 14 years.

Grade: 11th.

Interviewee's Code: D

Interviewer: The purpose of this interview is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic in English classes. Please, be informed that all the collected data will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Thank you very much again.

Interviewer: Q1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?

Interviewee: Yes, I use.

Probing: Why?

Interviewee: I use students' own language to make the lesson clear and the communication very good.

Interviewer: Q2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?

Interviewee: I use own language when there is a gap between the teacher and students. If there is a gap in communication, I use the students' own language to fill the gap.

Probing: What is the other?

Interviewee: The other is to instruct students, to make the meaning of the word which is new for them...I use students' own language.

Probing: Is that to mean to teach vocabulary?

Interviewee: Yes, that is right; to mean to teach vocabulary.

Interviewer: Q3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?

Interviewee: Yes, it is used as a tool. It is the means of making the lesson very clear. To make the lesson very clear, sometimes students have a problem of meaning because of their second language ... to make the lesson very clear I use students' own language.

Interviewer: Q4. There is a common criticism that allowing students' own language to be used in English class reduces their exposure to learn English. What is your opinion regarding to this issue?

Interviewee: No, my opinion is allowing the students' own language doesn't interfere students' exposure to learn English. Because when we teach English sometimes we use Amharic language to make students understanding very clear.

Probing: 'We' means here 'I'?

Interviewee: Yes, to mean I,... I use Amharic language to make the lesson very simple. So that ... to make the lesson simple it is better to use Amharic sometimes.

Probing: I have seen your class; based on my observation, you have been using Amharic sometimes. What was the purpose?

Interviewee: To instruct students what they are going to do, to get the attention of the class and to tell the meaning of the word ... and the like.

Interviewer: Q5. Do you believe that the use of students' own language in EFL classroom is often recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: No, it is not teachers' weakness it can't be.

Probing: Whose weakness would it be?

Interviewee: It is not teachers' weakness, but students' gap and weakness on communication between them and the teacher. To fill the gap I use Amharic language... students' gap of English.

Probing: Is there any other reason out of students' gap?

Interviewee: As I said earlier, when the lesson is new and when the lesson topic by itself is not clear, I use Amharic language and between the lessons, there might be new words that cannot be guessed by students... in this time I use Amharic language.

Interviewer: Q6. Do you think that English-only policy has problem? If 'Yes,' what are they? If 'No,' why not?

Interviewee: I think it has the problem.

Probing: What are those problems?

Interviewee: problems might be ... they may not understand all English words; in this case it is better to use students' own language. After that it becomes very simple for students. Only English policy is not important as I think.

Interviewer: Thank you very much!

Interviewee: Okay.

Narrative Interview Five

Demographic information

Research Title: Exploring Teachers' Beliefs and Practice about Learners' Own Language Use in EFL Classroom.

Date of interview: Monday, November 22, 2021.

Place of the interview: In the shade of a tree.

Time of the interview: 12:51:18 PM.

Methods of the interview: Face to face individually.

Interviewee's profession: English Language Teacher.

Qualification: B.A. and M.A. student in summer program.

Native language: Amharic.

Sex: Male.

Experience: 26 years.

Grade: 11th.

Interviewee's Code: E

Interviewer: The purpose of this interview is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic in English classes. Please, be informed that all the collected data will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Thank you very much.

Interviewer: Q1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?

Interviewee: Yes, of course.

Interviewer: Why?

Interviewee: Hmmm..., Sometimes, to maintain classroom discipline and in order to give clue or hint or information if the topic is not clear or if the word is very bombastic. So, it is better to give about all languages. All languages

most preferable in order to clear the topics or the words or the titles. So, sometimes I used my own language in EFL classroom.

Interviewer: Q2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?

Interviewee: Yes, in the balance of the two, this means are not always used about all languages totally all periods. I can't fully covered, but most of the time I translated ... in order to maintain discipline, in order to show direction and in order to clarify I used own languages.

Interviewer: Q3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?

Interviewee: Yes,

Interviewer: How?

Interviewee: Yes, what I mention from the above number 1 and number 2, students...may what I used fully in English or English only,... students cannot understand totally. So, it is most preferable about use it in order to motivate, upgrade students,... even if there types of students in the classroom ... lower level, medium level and high level. The lower level students cannot understand what I said in English only. So, in order to approached those students, it is possible to use own language.

Interviewer: Q4. There is a common criticism that allowing students' own language to be used in English class reduces their exposure to learn English. What is your opinion regarding to this issue?

Interviewee: By the way in my opinion and as an English teacher, I do have a common criteria or criticism for that one, but what I used is depending on the topics depending on the issues, I used own languages. But I have common criteria for using own language.

Probing: What are those criteria?

Interviewee: ... in order to give about instructions, in order to maintain students' discipline and in order to translate English to own language, I used own language.

Interviewer: Q5. Do you believe that the use of students' own language in EFL classroom is often a recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: I don't expect so, because this is not teachers and students weakness also. In order to go smoothly for the classroom or the lesson.....hmmm.... I am not sure to say this one is teachers' problem or this one is students' problem. I can not to say for this.

Interviewer: Q6. Do you think that English-only policy has problems? If 'Yes,' what are they? If 'No' why not?

Interviewee: By the way only using English in the classroom is as you said in a policy level also, but it is better to use students' talent, ability and environmental.... What is the environment? What is the academic performance of the student is also depends on that one, because this is only using English the influence of the students by the way. So, this is my idea.

Probing: What does it mean by environment?

Interviewee: Environment meanwhat ... students'... talents and students' performance ...depends one that, because now a days in our community speaks Amharic. So, English is....our ... what... foreign language. So, simply using about influence. The teacher influences the students so the students and the teachers cannot understood each other. Environment mean is this one.....the exposure.

Interviewer: Thank you very much for your time!

Interviewee: It is okay!

Narrative Interview Six

Demographic Information

Research Title: Exploring Teachers' Beliefs and Practice about Learners' Own Language Use in EFL Classroom.

Date of interview: Monday, November 22, 2021.

Place of the interview: In the shade of a tree.

Time of the interview: 2:16:18 PM.

Methods of the interview: Face to face individually.

Interviewee's profession: English Language Teacher.

Qualification: B.A. and M.A. student in summer program.

Native language: Amharic.

Sex: Male.

Experience: 28 years

Grade: 11th

Interviewee's Code: F

Interviewer: The purpose of this interview is to explore teachers' beliefs and practices about using learners' own language (L1) in EFL classroom, in this case Amharic in English classes. Please, be informed that all the collected data will be kept confidential and will only be used for PhD research purpose. So, the researcher will be grateful if you respond to the following questions honestly as much as possible. Your input is very important for the successful accomplishment of this research. In this interview, you are asked to think about your beliefs and practices about teaching English language and using learners' own language in your classroom. Thank you very much again.

Interviewer: Q1. Have you ever tried to make use of your students' own language in EFL classroom? If 'Yes', why? If 'No', why not?

Interviewee: Yes, sometimes.

Probing: Why?

Interviewee: Because there may be some barriers... communication barriers when students are always taught by English language. So, it is preferable to use not always but sometimes. It is important to interfere mother tongue or own language.

Interviewer: Q2. If you use students' own language in EFL class, when do you think it shall be used in teaching English? Why?

Interviewee: For example, there may not be full communication... there may be some topics which may not be very visible or clear for students. So, in that case, we can use own language to communicate effectively and as well there may be some words that doesn't have English meaning. We cannot transfer the message within English. So, it is better to use the mother tongue, as well we can use the language for free communication of the culture of the student to be expressed in their own language.

Interviewer: Q3. Do you think that using students' own language has the potential as a teaching tool? If 'Yes', how? If 'No', why not?

Interviewee: Yea, I think so;

Probing: How?

Interviewee: May be as I said earlier; when students are taught sometimes in Amharic, there are students that can easily understood the lesson and as well they can ... learn very easily the subject. This is my belief.

Interviewer: Q4. There is a common criticism that allowing students' own language to be used in English class reduces their exposure to learn English. What is your opinion regarding to this issue?

Interviewee: Okay, yea ... now just ... I have changed my view. I believe that students must be taught in English may be before years. I believe that must only taught in English language because if they learnt within Amharic in English period, there may be barriers. Meaning they cannot speak the language or they cannot listen the language that means the foreign language. So, that can be considered to be as barriers in my belief. But now, just I have read different articles or different journals; there is a belief that students have to be taught in Amharic sometimes. When it is essential to teach, it is better to use the mother tongue or own language. So, just I have changed my belief currently.

Probing: Which means sometimes able to use learners' own language may not reduce the learning exposure?

Interviewee: Yea.

Interviewer: Q5. Do you believe that the use of students' own language in EFL classroom is often recognition of teachers' weakness in using English language itself? If 'No' what makes you to use it in your class?

Interviewee: Yea, in my school and again this is my second school, other teachers believe that if the language teachers teach in Amharic, he or she is inefficient. This is the belief of the English language teachers as well other subject teachers. Even the society believes that. If the language teacher teaches in Amharic, he has inability of the expression of the language that mean. So, there is a belief.

Probing: So, it may not be teachers' weakness in this case?

Interviewee: Yea.

Interviewer: Q6. Do you think that English-only policy has problems? If 'Yes,' what are they? If 'No,' why not?

Interviewee: Yea there are problems.

Probing: What are they?

Interviewee: For example as I said earlier in the first question; if teachers only speak the language, there are may be as you know there are three levels of students slow, medium and fast learners. So, may be the fast learners can follow the teacher and there may not be communication as I have said in first question, there are some cultures which cannot be expressed by the second language. So, sometimes it is better to use the mother tongue or own language.

Probing: So, only-English policy has problem in your context?

Interviewee: Yea, it has problem.

Interviewer: Thank you very much!

Interviewee: That is okay.

Appendix 10

Open Code 4 Software Data Analysis

Project: Ph.D. Main Study Project Narrative Interview –December 15, 2021

Document: Narrative interview

Line	Text	Code
1	Interview Transcriptions	Demographic information.
2	Narrative Interview One	Demographic information.
3	Demographic Information	Demographic information.
4	Research Title: Exploring Teachers' Beliefs and Practices	Demographic information.
5	about Learners' Own Language Use in EFL Classroom.	Demographic information.
6	Date of interview: Monday, November 22, 2021.	Demographic information.
7	Place of the interview: In the shade of a tree	Demographic information.
8	Time of the interview: 3:07:44 PM PM.	Demographic information.
9	Methods of the interview: Face to face individually	Demographic information.
10	Interviewee's profession: English Language Teacher	Demographic information.
11	Qualification: MA	Demographic information.
12	Native language: Amharic	Demographic information.
13	Sex: Male	Demographic information.
14	Experience: 27 years	Demographic information.
15	Grade: 12 th	Demographic information.
16	Interviewee's code: A	Demographic information.
17	Interviewer: The purpose of this interview is to explore	Purposes of the interview.
18	teachers' beliefs and practices about using learners'	Purposes of the interview.
19	own language (L1) in EFL classroom, in this case Amharic in	Purposes of the interview.
20	English classes. Please, be informed that all the collected	Purposes of the interview.
21	data will be kept confidential and will only be used for	Purposes of the interview.
22	PhD research purpose. So, the researcher will be grateful	Purposes of the interview.
23	if you respond to the following questions honestly as much	Purposes of the interview.
24	as possible. Your input is very important for the	Purposes of the interview.
25	successful accomplishment of this research. In this	Purposes of the interview.

26	interview, you are asked to think about your beliefs and	Purposes of the interview.
27	practices about teaching English language and using	Purposes of the interview.
28	learners' own language in your classroom. Thank you very	Purposes of the interview.
29	much again.	Purposes of the interview.
30	Interviewer: Q1. Have you ever tried to make use of your	
31	students' own language in EFL classroom? If 'Yes', why? If	
32	'No', why not?	
33	Interviewee: Yes, sometimes I use.	Sometimes.
34	Probing: Why?	
35	Interviewee: When students are faced unfamiliar words; I	To teach vocabulary.
36	usually use in order to make familiar those words and also	To teach vocabulary.
37	when there are instructions, in order to manage my	To give instructions.
38	classroom properly when there are undisciplined students at	To manage the classroom discipline.
39	this time I usually use students own language.	To manage the classroom discipline.
40	Interviewer: Q2. If you use students' own language in EFL	
41	class, when do you think it shall be used in teaching	
42	English? Why?	
43	Interviewee: When?	
44	Probing: Yes, when?	
45	Interviewee: When students faced difficulty... that means	To translate unfamiliar words.
46	when they faced unfamiliar words, at this time I try to	To translate unfamiliar words.
47	translate such kinds of words in order to make it clear.	To translate unfamiliar words.
48	Interviewer: Q3. Do you think that using students' own	
49	language has the potential as a teaching tool? If 'Yes',	
50	how? If 'No', why not?	
51	Interviewee: Yes, I think.	Teachers do have positive belief about OL use.
52	Probing: How?	
53	Interviewee: Because it makes the students eager to learn	OL makes students to learn English.
54	that.... second language, but when I usually use only English,	OL makes students to learn English.
55	they become what.... silent. There is no participation	OL makes students to learn

56 between students and the teacher, at this time it makes

57 them more eager to participate; I try to use Amharic at

58 this time.

59 Interviewer: Q4. There is a common criticism that allowing

60 students' own language to be used in English class reduces

61 their exposure to learn English. What is your opinion

62 regarding to this issue?

63 Interviewee: I don't think so. Students' own language

64 doesn't reduce their learning rather them make them what...

65 eager to participate in our classroom.

66 Interviewer: Q5. Do you believe that the use of students'

67 own language in EFL classroom is often recognition of

68 teachers' weakness in using English language itself? If

69 'No' what makes you to use it in your class?

70 Interviewee: Hmmm..... pardon?

71 Interviewer: Do you believe that able to use students' own

72 language in EFL classroom; is it recognition of teachers'

73 weakness?

74 Interviewee: No, I don't think. It may be some times

75 students' weakness, because students are not rich in

76 vocabulary at this time teachers in order to make them ...

77 good participant, try to translate that language. So, I

78 think it is the weakness of students not teachers.

79 Interviewer: Q6. Do you think that English-only policy has

English.

OL makes students to learn English.

OL makes students to learn English.

OL makes students to learn English.

OL do not reduce the exposure to learn English.

OL do not reduce the exposure to learn English.

OL do not reduce the exposure to learn English.

Students' weakness forced teachers to use Amharic

Students' weakness forced teachers to use L1.

Students' weakness forced teachers to use L1.

Students' weakness forced teachers to use L1.

Students' weakness forced teachers to use L1.

80 problems? If ‘Yes,’ what are they? If ‘No,’ why not?

81 Interviewee: I think. The previous teaching learning method

82 says use only English, but it is not essential. There must

83 be Amharic translation.

84 Probing: Which means based on your understanding,

85 English-only policy has problems in your context.

86 Interviewee: Yea.

87 Interviewer: Thank you very much for your cooperation!

88 Interviewee: No matter.

91 Narrative Interview Two

92 Demographic information

93 Research Title: Exploring Teachers’ beliefs and Practice

94 about Learners’ Own Language Use in EFL Classroom.

95 Date of interview: Monday, November 22, 2021

96 Place of the interview: In the shade of a tree.

97 Time of the interview: 2:50:23 PM.

98 Methods of the interview: Face to face individually.

99 Interviewee’s profession: English Language Teacher.

100 Qualification: MA

101 Native language: Amharic

102 Sex: Male

103 Experience: 30 years

104 Grade: 12th

105 Interviewee’s code: B

106 Interviewer: The purpose of this interview is to explore

107 teachers’ beliefs and practices about using learners’ own

108 language (L1) in EFL classroom, in this case Amharic in

109 English classes. Please, be informed that all the collected

110 data will be kept confidential and will only be used for

111 PhD research purpose. So, the researcher will be grateful

112 if you respond to the following questions honestly as much

113 as possible. Your input is very important for the

114 successful accomplishment of this research. In this

Teachers do have positive belief
about OL use.

English only policy has problems.

English only policy has problems.

English only policy has problems.

English only policy has problems.

English only policy has problems.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

115 interview, you are asked to think about your beliefs and
116 practices about teaching English language and using
117 learners' own language in your classroom. Thank you very
118 much.

119 Interviewer: Q1. Have you ever tried to make use of your
120 students' own language in EFL classroom? If 'Yes', why? If
121 'No', why not?

122 Interviewee: Yes,

123 Probing: Why?

124 Interviewee: I want to encourage those students in second
125 language or in English, but what I compare from the
126 previous student from today's student.... before ... ten years
127 those students were more active rather than today's
128 students. When I have taught them ... they are not clear. To
129 be clear or to give more clarification, I want to add or
130 modify in Amharic to be interested to be engaged.

131 Interviewer: Q2. If you use students' own language in EFL
132 class, when do you think it shall be used in teaching
133 English? Why?

134 Interviewee: The time... when I teach in class, sometimes I

135 use Amharic meaning to fill the gap between the students

136 and the teacher... when they are passive, when they are not

137 active to be engaged and to make close approach to me;

138 because before that... when I teach in English when they

139 attend me... between the two there is great gap. To fill that

140 gap what I want to express in Amharic to be for

141 clarification.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Teachers do have positive belief
about OL use.

To encourage students.

To encourage students.

Relatively students are weak.

Relatively students are weak.

Relatively students are weak.

To give clarification.

To give clarification.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

When students are passive and
lack engagement.

When students are passive and
lack engagement.

When students are passive and
lack engagement.

When students are passive and
lack engagement.

When students are passive and
lack engagement.

When students are passive and

	lack engagement.
143 Probing: What language area or skills do you teach	
144 when you use own language?	
145 Interviewee: A kind of words... motive words.	To encourage students.
146 Probing: 'Motive words' means?	To encourage students.
147 Interviewee: Motive words means, like... 'ነቃ በል'	Words like 'ተነሽ' 'አይዞህ' and 'ነቃ በል.'
148 'አይዞህ', 'ተነሽ'... 'ተነስ'	Words like 'ተነሽ' 'አይዞህ' and 'ነቃ በል.'
149 Probing: Which mean to motivate students?	
150 Interviewee: To motivate students ነጩ::	To motivate students.
151 Probing: Is it like humors and jokes?	
152 Interviewee: Yea, like jocks.	To tell jokes.
153 Probing: Okay, to encourage student?	
154 Interviewee: አዎ... and gesturing method, like እባክህ! እባክህ!...a	To manage the classroom discipline.
155 naming and hmmm... such ...such words.	To manage the classroom discipline.
156 Probing: What are other words that you use in your	To manage the classroom discipline.
157 classroom?	To manage the classroom discipline.
158 Interviewee: like ... like 'ተነስ' ... 'ተነሽ' ... 'ምንድን ነጩ ስታደርገ	To manage the classroom discipline.
159 የነበር?	To manage the classroom discipline.
160 Probing: This means, to manage classroom discipline?	
161 Interviewee: Yea, at that time everybody is active. When I	OL makes students active.
162 ask one student, every student focused to me. If there is	To fill the gap b/n students and the teacher.
163 gap...; if there is no gap 'ነጩ'. I don't want to use. If there	To fill the gap b/n students and the teacher.
164 is gap, I use.	To fill the gap b/n students and the teacher.

165 Interviewer: Q3. Do you think that using students' own
166 language has the potential as a teaching tool? If 'Yes',
167 how? If 'No', why not?

168 Interviewee: Which means for the advantage of them? Is it?
169 .

170 Interviewer: Yea, that is the question.

171 Interviewee: Any way... when I give a lecture method... in

172 Amharic,... they understand easily.' ቢያ. According to my

173 experience, when I clarify in Amharic rather than in

174 English, because they are not active in English,... in

175 addition I express in Amharic ... that time they are clear

176 they are happy. They catch up easily the idea. But when I

177 teach forty minutes only in English as much as possible,

178 they are not clear.

179 Interviewer: Q4. There is a common criticism that allowing
180 students' own language to be used in English class reduces
181 their exposure to learn English. What is your opinion
182 regarding to this issue?

183 Interviewee: No more exposure in English. Only ... the
184 chance

184 of attending English class is forty minutes 'ጎጧ'; out of the

185 class they don't speak, they don't communicate even...

186 even...even, when they get language teachers, they don't

187 communicate. According to this, they became from year to

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

Amharic is used as a tool during lecturing.

No more exposure in the school context.

No more exposure in the school context.

No one communicates in English out the class.

No one communicates in English out the class.

Students came poor from time to

188 year, from month to month, they became poor. Therefore, to

189 encourage those students to be active, there is English

190 language club, last year I was English language club leader.

191 Monday is English day. On Monday, I advise every teachers

192 and students to communicate in English, but they don't want.

193 Probing: Which means their exposure is only English class

194 and they don't speak in the school compound?

195 Interviewee: Only English class, even... even teachers, they

196 don't want. All subject teachers teach in Amharic. This is

197 the factor for students to be poor in English. Not only

198 English teachers.

199 Interviewer: Q5. Do you believe that the use of students'

200 own language in EFL classroom is often recognition of

201 teachers' weakness in using English language itself? If

202 'No' what makes you to use it in your class?

203 Interviewee: What... what?

204 Interviewer: Do you believe that the use of students' own

205 language in EFL classroom is often recognition of

206 teachers' weakness in using English language itself? If

207 'No' what makes you to use it in your class?

208 Interviewee: Both; one factor is, if the teachers are not

209 active enough in English, always they focus in to Amharic.

210 If the classroom is freeform... and nobody is around there,

211 he wants to teach in Amharic rather than in English.

time.

Students came poor from time to time.

No one is interested in English club.

No one is interested in English club.

No one is interested in English club.

No one is interested in English club.

English classroom is the only exposure.

All teachers teach in Amharic.

All teachers teach in Amharic.

All teachers teach in Amharic.

Teachers' & students' weakness forced to use OL.

Teachers' & students' weakness forced to use OL.

Teachers' & students' weakness forced to use OL.

Teachers' & students' weakness forced to use OL.

212 Students like Amharic. So, the two are integrated.

213 Interviewer: Q6. Do you think that English-only policy has
214 problems? If 'Yes,' what are they? If 'No,' why not?

215 Interviewee: In our context, there is a problem. Because,
216 what I told you in the previous question, no more exposure.
217 Our native language is... our mother language is... our first
218 language is Amharic. When I communicate in English with
one

219 person, everybody watches me, because it is new, it is not

220 common; when I communicate in English out of the class,

221 everybody ignores me.

222 Probing: Why they ignored you?

223 Interviewer: Because it is not common. It is not habitual.

224 We are 'ሐበሻ...በቃ' international language is dominating us.

225 Why don't you encourage our language? Why we always

226 dependent from other countries' language? Even ... even

227 English teachers in the flag ceremony, they are not

228 voluntary to celebrate the flag ceremony in English.

229 Probing: Is that lack of confidence or afraid the

230 community around?

231 Interviewee: lack of confidence and to be accepted by the

232 others.

233 Interviewer: Thank you very much!

234 Interviewee: I am also thank you.

237 Narrative Interview Three

238 Demographic information

239 Research Title: Exploring Teachers' Beliefs and Practice

240 about Learners' Own Language Use in EFL Classroom.

Teachers' & students' weakness
forced to use OL.

English only policy has problems.

English only policy has problems.

English only policy has problems.

Speaking in English is not
common in the school.

Speaking in English is not
common in the school.

Speaking in English is not
common in the school.

Speaking in English is not
common in the school.

Speaking in English is not
common in the school.

OL should be encouraged.

OL should be encouraged.

OL should be encouraged.

OL should be encouraged.

OL should be encouraged.

Own language use helps to be
accepted by others.

Own language use helps to be
accepted by others.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

241 Date of interview: Monday, November 22, 2021.	Demographic information.
242 Place of the interview: In the shade of a tree.	Demographic information.
243 Time of the interview: 12:27:09 PM.	Demographic information.
244 Methods of the interview: Face to face individually.	Demographic information.
245 Interviewee's profession: English Language Teacher.	Demographic information.
246 Qualification: M.A.	Demographic information.
247 Native language: Amharic.	Demographic information.
248 Sex: Female.	Demographic information.
249 Experience: 17 years.	Demographic information.
250 Grade: 12th.	Demographic information.
251 Interviewee's code: C	Demographic information.
252 Interviewer: The purpose of this interview is to explore	Purposes of the interview.
253 teachers' beliefs and practices about using learners'	Purposes of the interview.
254 own language (L1) in EFL classroom, in this case Amharic in	Purposes of the interview.
255 English classes. Please, be informed that all the collected	Purposes of the interview.
256 data will be kept confidential and will only be used for	Purposes of the interview.
257 PhD research purpose. So, the researcher will be grateful	Purposes of the interview.
258 if you respond to the following questions honestly as much	Purposes of the interview.
259 as possible. Your input is very important for the	Purposes of the interview.
260 successful accomplishment of this research. In this	Purposes of the interview.
261 interview, you are asked to think about your beliefs and	Purposes of the interview.
262 practices about teaching English language and using	Purposes of the interview.
263 learners' own language in your classroom. Thank you very	Purposes of the interview.
264 much again.	Purposes of the interview.
265 Interviewer: Q1. Have you ever tried to make use of your	
266 students' own language in EFL classroom? If 'Yes', why? If	
267 'No', why not?	
268 Interviewee: Yes.	Teachers do have positive belief about OL use.
269 Probing: Why?	
270 Interviewee: The main reason is using first language is	OL is interesting and helpful.
271 helpful for that student... that is the learning in the	OL is interesting and helpful.
272 classroom is very interesting, because students want to use	OL is interesting and helpful.
273 that first language in the classroom because of their	OL is interesting and helpful.

274 ability and it needs to some difficulties that clarify ... 275 making clear instruction or some new words that explained 276 by first language is better for those students that need to 277 explanation in Amharic or first language is very essential 278 for students. 279 Interviewer: Q2. If you use students' own language in EFL 280 class, when do you think it shall be used in teaching 281 English? Why? 282 Interviewee: Yea... it is appropriate to use ... own language 283 ... 283 during some difficulties, new words or for maintaining 284 classroom discipline, to interact your teaching or some 285 instructions needed to be explained difficult to 286 understand to the students... it is essential to the students 287 to clear and use that first language. 288 Interviewer: Q3. Do you think that using students' own 289 language has the potential as a teaching tool? If 'Yes', 290 how? If 'No', why not? 291 Interviewee: Yea, because that first language is essential 292 for students.... because students are very understood what 293 they are leaning in first language. So, it is essential to 294 use first language in the classroom. 295 Interviewer: Q4. There is a common criticism that allowing 296 students' own language to be used in English class reduces 297 their exposure to learn English. What is your opinion 298 regarding to this issue?	To make the instruction clear. To teach vocabulary. To teach vocabulary. To teach vocabulary. To teach vocabulary. During difficulty and to teach vocabulary. During difficulty and to teach vocabulary. To manage the classroom discipline. To manage the classroom discipline. To manage the classroom discipline. To manage the classroom discipline. OL is used as a teaching tool in EFL classroom. OL is used as a teaching tool in EFL classroom. OL is used as a teaching tool in EFL classroom. OL is used as a teaching tool in EFL classroom.
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299 Interviewee: Exposure is very important; but in our 300 classroom... by the way students have no more exposure... even 301 at all. Only classrooms are not the main important thing to 302 use the language effectively. Exposure in and around that 303 area may be it is very useful that language teaching, but 304 no more exposure ... even if other subject teachers use this 305 first language instead of English, because no more exposure 306 around. Not only classroom is expose the students to be 307 effective in that language. So, exposure is important, but 308 no more exposure there. 309 Interviewer: Q5. Do you believe that the use of students' 310 own language in EFL classroom is often recognition of 311 teachers' weakness in using English language itself? If 312 'No' what makes you to use it in your class? 313 Interviewee: No, I don't think that. 314 Probing: I have observed your class, you have been used 315 Amharic some times in your class. What makes you to use it 316 in your class? 317 Interviewee: I use that... it makes students to be good in 318 that language. But not my weakness to use that language in 319 the classroom Amharic,...especially. It is not my weakness; 320 but it makes our students to come to English... first 321 language is the aid to use that language; because using 322 first language is not our weakness...it is ...tool. 323 Probing: Which means students' weakness pushes you to use	Students have no exposure. Students have no exposure. Only EFL class isn't enough to use English. Only EFL class isn't enough to use English. Environment as an exposure. Environment as an exposure. Environment as an exposure. Environment as an exposure. Environment as an exposure. Environment as an exposure. OL use in EFL class is not teachers' weakness. OL use in EFL helps students to be good at English OL use in EFL helps students to be good at English OL use in EFL class is not teachers' weakness. OL is used as aid and tool in EFL classroom. OL is used as aid and tool in EFL classroom. OL is used as aid and tool in EFL classroom.
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324 students' own language in your classroom?

325 Interviewee: Yea.

326 Interviewer: Q6. Do you think that English-only policy has
327 problems? If 'Yes,' what are they? If 'No,' why not?

328 Interviewee: Yea that is the problem.

329 Probing: What are those problems?

330 Interviewee: The policy says English classroom is only in
331 English. That is the cause for no more communication at all.

332 Communicate or understand each other makes to learning.

333 Unless we communicate, there is no learning at all. So,

334 without any communication there is no learning at all. So,

335 our students that make to understand each other ... using
336 first language is better and they have got better learning
337 style by using first language rather than only English.

338 Interviewer: Thank you very much!

339 Interviewee: Thank you.

341 Narrative Interview Four

342 Demographic Information

343 Research Title: Exploring Teachers' Beliefs and Practice
344 about Learners' Own Language Use in EFL Classroom.

345 Date of interview: Tuesday, November 23, 2021.

346 Place of the interview: In the shade of a tree.

347 Time of the interview: 10:42:23 AM.

348 Methods of the interview: Face to face individually.

349 Interviewee's profession: English Language Teacher.

350 Qualification: M.A.

351 Native language: Amharic.

352 Sex: Male.

353 Experience: 14 years.

354 Grade: 11th.

355 Interviewee's code: D

Students' weakness forced teachers
to use Amharic

English only policy has problems.

English only policy has problems.

English only policy has problems.

Only communication makes
learning.

Only communication makes
learning.

English only policy affects
communication.

OL uses as a better learning style.

OL uses as a better learning style.

OL uses as a better learning style.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

356 Interviewer: The purpose of this interview is to explore
357 teachers' beliefs and practices about using learners'
358 own language (L1) in EFL classroom, in this case Amharic in
359 English classes. Please, be informed that all the collected
360 data will be kept confidential and will only be used for
361 PhD research purpose. So, the researcher will be grateful
362 if you respond to the following questions honestly as much
363 as possible. Your input is very important for the
364 successful accomplishment of this research. In this
365 interview, you are asked to think about your beliefs and
366 practices about teaching English language and using
367 learners' own language in your classroom. Thank you very
368 much again.

369 Interviewer: Q1. Have you ever tried to make use of your
370 students' own language in EFL classroom? If 'Yes', why? If
371 'No', why not?

372 Interviewee: Yes, I use.

373 Probing: Why?

374 Interviewee: I use students' own language to make the

375 lesson clear and the communication very good.

376 Interviewer: Q2. If you use students' own language in EFL
377 class, when do you think it shall be used in teaching
378 English? Why?

379 Interviewee: I use own language when there is a gap between

380 the teacher and students. If there is a gap in

381 communication, I use the students' own language to fill the

382 gap.

383 Probing: What is the other?

Purposes of the interview.
Purposes of the interview.
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Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.
Purposes of the interview.

Teachers do have positive belief
about OL use.

To make the lesson clear and
communication good.

To make the lesson clear and
communication good.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

384 Interviewee: The other is to instruct students, to make the	To give instructions.
385 meaning of the word which is new for them...I use students'	To teach vocabulary.
386 own language.	To teach vocabulary.
387 Probing: Is that to mean to teach vocabulary?	
388 Interviewee: Yes, that is right; to mean to teach	To teach vocabulary.
389 vocabulary.	To teach vocabulary.
390 Interviewer: Q3. Do you think that using students' own	
391 language has the potential as a teaching tool? If 'Yes',	
392 how? If 'No', why not?	
393 Interviewee: Yes, it is used as a tool. It is the means of	OL is used as a teaching tool in EFL classroom.
394 making the lesson very clear. To make the lesson very clear,	To make the lesson clear and communication good.
395 sometimes students have a problem of meaning because of	To make the lesson clear and communication good.
396 their second language ... to make the lesson very clear I	To make the lesson clear and communication good.
397 use students' own language.	To make the lesson clear and communication good.
398 Interviewer: Q4. There is a common criticism that allowing	
399 students' own language to be used in English class reduces	
400 their exposure to learn English. What is your opinion	
401 regarding to this issue?	
402 Interviewee: No, my opinion is allowing the students' own	OL do not reduce the exposure to learn English.
403 language doesn't interfere students' exposure to learn	OL do not reduce the exposure to learn English.
404 English. Because when we teach English sometimes, we use	OL do not reduce the exposure to learn English.
405 Amharic language to make students understanding very clear.	To make the lesson clear and communication good.
406 Probing: 'We' means here 'I'?	
407 Interviewee: Yes, to mean I,... I use Amharic language to	To make the lesson clear and communication good.
408 make the lesson very simple. So that ... to make the lesson	To make the lesson clear and communication good.

409 simple it is better to use Amharic sometimes.

To make the lesson clear and communication good.

410 Probing: I have seen your class; based on my observation,
411 you have been using Amharic sometimes. What was the
412 purpose?

412 Interviewee: To instruct students what they are going to do,
413 to get the attention of the class and to tell the meaning
414 of the word ... and the like.

To give instructions.

To teach vocabulary.

To teach vocabulary.

415 Interviewer: Q5. Do you believe that the use of students'
416 own language in EFL classroom is often recognition of
417 teachers' weakness in using English language itself? If
418 'No' what makes you to use it in your class?

419 Interviewee: No, it is not teachers' weakness it can't be.

OL use in EFL class is not teachers' weakness.

420 Probing: Whose weakness would it be?

Students' weakness forced teachers to use L1.

421 Interviewee: It is not teachers' weakness, but students'

Students' weakness forced teachers to use L1.

422 gap and weakness on communication between them and the

Students' weakness forced teachers to use L1.

423 teacher. To fill the gap, I use Amharic language... students'

Students' weakness forced teachers to use L1.

424 gap of English.

Students' weakness forced teachers to use L1.

425 Probing: Is there any other reason out of students' gap?

426 Interviewee: As I said earlier, when the lesson is new and

To make the lesson clear and communication good.

427 when the lesson topic by itself is not clear, I use Amharic

To make the lesson clear and communication good.

428 language and between the lessons, there might be new words

To make the lesson clear and communication good.

429 that cannot be guessed by students... in this time I use

To make the lesson clear and communication good.

430 Amharic language.

To make the lesson clear and communication good.

431 Interviewer: Q6. Do you think that English-only policy has

432 problem? If ‘Yes,’ what are they? If ‘No,’ why not?

433 Interviewee: I think it has the problem.

434 Probing: What are those problems?

435 Interviewee: problems might be ... they may not understand

436 all English words; in this case it is better to use

437 students’ own language. After that it becomes very simple

438 for students. Only English policy is not important as I

439 think.

440 Interviewer: Thank you very much!

441 Interviewee: Okay.

443 Narrative Interview Five

444 Demographic information

445 Research Title: Exploring Teachers’ Beliefs and Practice

446 about Learners’ Own Language Use in EFL Classroom.

447 Date of interview: Monday, November 22, ?2021.

448 Place of the interview: In the shade of a tree.

449 Time of the interview: 12:51:18 PM.

450 Methods of the interview: Face to face individually.

451 Interviewee’s profession: English Language Teacher.

452 Qualification: B.A. and M.A. student in summer program.

453 Native language: Amharic.

454 Sex: Male.

455 Experience: 26 years.

456 Grade: 11th.

457 Interviewee’s code: E

458 Interviewer: The purpose of this interview is to explore

459 teachers’ beliefs and practices about using learners’ own

460 language (L1) in EFL classroom, in this case Amharic in

461 English classes. Please, be informed that all the collected

462 data will be kept confidential and will only be used for

English only policy has problems.

Students cannot understand all words.

Students cannot understand all words.

Students cannot understand all words.

English only policy is not essential.

English only policy is not essential.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Demographic information.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

Purposes of the interview.

463 PhD research purpose. So, the researcher will be grateful
 464 if you respond to the following questions honestly as much
 465 as possible. Your input is very important for the
 466 successful accomplishment of this research. In this
 467 interview, you are asked to think about your beliefs and
 468 practices about teaching English language and using
 469 learners' own language in your classroom. Thank you very
 470 much.

471 Interviewer: Q1. Have you ever tried to make use of your
 472 students' own language in EFL classroom? If 'Yes', why?
 473 If 'No', why not?

474 Interviewee: Yes, of course.

475 Interviewer: Why?

476 Interviewee: Hmmm..., Sometimes, to maintain classroom
 477 discipline and in order to give clue or hint or information
 478 if the topic is not clear or if the word is very bombastic.

479 So, it is better to give about all languages. All languages

480 most preferable in order to clear the topics or the words

481 or the titles. So, sometimes I used my own language in EFL
 482 classroom.

483 Interviewer: Q2. If you use students' own language in EFL
 484 class, when do you think it shall be used in teaching
 485 English? Why?

486 Interviewee: Yes, in the balance of the two, this means
 487 are not always used about all languages totally all
 488 periods. I can't fully cover, but most of the time I

489 translated ... in order to maintain discipline, in order to

490 show direction and in order to clarify I used own languages.

Purposes of the interview.
 Purposes of the interview.
 Purposes of the interview.
 Purposes of the interview.
 Purposes of the interview.
 Purposes of the interview.
 Purposes of the interview.
 Purposes of the interview.

Teachers do have positive belief
 about OL use.

To manage the classroom
 discipline.

To teach vocabulary.

To teach vocabulary.

To make the lesson clear and
 communication good.

To make the lesson clear and
 communication good.

To make the lesson clear and
 communication good.

To make the lesson clear and
 communication good.

To balance communication gap.

To balance communication gap.

To balance communication gap.

To manage the classroom
 discipline.

To give clarification.

491 Interviewer: Q3. Do you think that using students' own
492 language has the potential as a teaching tool? If 'Yes',
493 how? If 'No', why not?

494 Interviewee: Yes,

495 Interviewer: How?

496 Interviewee: Yes, what I mention from the above number 1

497 and number 2, students...may what I used fully in English or

498 English only... students cannot understand totally. So, it

499 is most preferable about use it in order to motivate,

500 upgrade students... even if there types of students in the

501 classroom ... lower level, medium level and high level. The

502 lower-level students cannot understand what I said in

503 English only. So, in order to approached those students, it

504 is possible to use own language.

505 Interviewer: Q4. There is a common criticism that allowing

506 students' own language to be used in English class reduces

507 their exposure to learn English. What is your opinion

508 regarding to this issue?

509 Interviewee: By the way in my opinion and as an English

510 teacher, I do have a common criteria or criticism for that

511 one, but what I used is depending on the topics depending

512 on the issues, I used own languages. But I have common

513 criteria for using own language.

514 Probing: What are those criteria?

515 Interviewee: ... in order to give about instructions, in

516 order to maintain students' discipline and in order to

OL is used as a teaching tool in
EFL classroom.

Students cannot understand all
words.

Students cannot understand all
words.

Students cannot understand all
words.

To encourage students.

To encourage students.

In order to support weak students.

In order to support weak students.

In order to support weak students.

In order to support weak students.

The issue matters to learn English
language.

The issue matters to learn English
language.

The issue matters to learn English
language.

The issue matters to learn English
language.

The issue matters to learn English
language.

To make the instruction clear.

To manage the classroom

517 translate English to own language, I used own language.

518 Interviewer: Q5. Do you believe that the use of students'

519 own language in EFL classroom is often a recognition of

520 teachers' weakness in using English language itself? If

521 'No' what makes you to use it in your class?

522 Interviewee: I don't expect so, because this is not

523 teachers and students' weakness also. In order to go

524 smoothly for the classroom or the lesson.... hmmm.... I am
not

525 sure to say this one is teachers' problem or this one is

526 students' problem. I can not to say for this.

528 Interviewer: Q6. Do you think that English-only policy has

529 problems? If 'Yes,' what are they? If 'No' why not?

530 Interviewee: By the way only using English in the classroom

531 is as you said in a policy level also, but it is better to

532 use students' talent, ability and environmental.... What is

533 the environment? What is the academic performance of the

534 student is also depending on that one, because this is only

535 using English, the influence of the students by the way. So,

536 this is my idea.

537 Probing: What does it mean by environment?

538 Interviewee: Environment mean ...what... students'... talents

539 and students' performance depends one that, because now a

540 days in our community speaks Amharic. So, English is.... our
...

541 what... foreign language. So, simply using about influence.

discipline.

To translate unfamiliar words.

It is difficult to judge.

It is difficult to judge.

It is difficult to judge.

It is difficult to judge.

It is difficult to judge.

English only policy has problems.

English only policy has problems.

Better to use own language in EFL
classroom.

Better to use own language in EFL
classroom.

Better to use own language in EFL
classroom.

Better to use own language in EFL
classroom.

Better to use own language in EFL
classroom.

The environment is dominated by
Amharic language.

The environment is dominated by
Amharic language.

The environment is dominated by
Amharic language.

The environment is dominated by
Amharic language.

542 The teacher influences the students so the students and the	Students & teachers cannot communicate each other.
543 teachers cannot understood each other. Environment mean is	Students & teachers cannot communicate each other.
544 this one.....the exposure.	Students & teachers cannot communicate each other.
545 Interviewer: Thank you very much for your time!	
546 Interviewee: It is okay!	
548 Narrative Interview Six.	Demographic information.
549 Demographic Information	Demographic information.
550 Research Title: Exploring Teachers' Beliefs and Practice	Demographic information.
551 about Learners' Own Language Use in EFL Classroom.	Demographic information.
552 Date of interview: Monday, November 22, ?2021.	Demographic information.
553 Place of the interview: In the shade of a tree.	Demographic information.
554 Time of the interview: 2:16:18 PM.	Demographic information.
555 Methods of the interview: Face to face individually.	Demographic information.
556 Interviewee's profession: English Language Teacher.	Demographic information.
557 Qualification: B.A. and M.A. student in summer program.	Demographic information.
558 Native language: Amharic.	Demographic information.
559 Sex: Male.	Demographic information.
560 Experience: 28 years	Demographic information.
561 Grade: 11 th	Demographic information.
562 Interviewee's code: F	Demographic information.
563 Interviewer: The purpose of this interview is to explore	Purposes of the interview.
564 teachers' beliefs and practices about using learners'	Purposes of the interview.
565 own language (L1) in EFL classroom, in this case Amharic in	Purposes of the interview.
566 English classes. Please, be informed that all the collected	Purposes of the interview.
567 data will be kept confidential and will only be used for	Purposes of the interview.
568 PhD research purpose. So, the researcher will be grateful	Purposes of the interview.
569 if you respond to the following questions honestly as much	Purposes of the interview.
570 as possible. Your input is very important for the	Purposes of the interview.
571 successful accomplishment of this research. In this	Purposes of the interview.
572 interview, you are asked to think about your beliefs and	Purposes of the interview.
573 practices about teaching English language and using	Purposes of the interview.

574 learners' own language in your classroom. Thank you very
575 much again.

576 Interviewer: Q1. Have you ever tried to make use of your
577 students' own language in EFL classroom? If 'Yes', why? If
578 'No', why not?

579 Interviewee: Yes, sometimes.

580 Probing: Why?

581 Interviewee: Because there may be some barriers...

582 communication barriers when students are always taught by

583 English language. So, it is preferable to use not always

584 but sometimes. It is important to interfere mother tongue

585 or own language.

586 Interviewer: Q2. If you use students' own language in EFL
587 class, when do you think it shall be used in teaching
588 English? Why?

589 Interviewee: For example, there may not be full

590 communication... there may be some topics which may not be

591 very visible or clear for students. So, in that case, we

592 can use own language to communicate effectively and as well

593 there may be some words that doesn't have English meaning.

594 We cannot transfer the message within English. So, it is

595 better to use the mother tongue, as well we can use the

596 language for free communication of the culture of the

Purposes of the interview.

Purposes of the interview.

Sometimes.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

To fill the gap b/n students and the
teacher.

To make the lesson clear and
communication good.

To make the lesson clear and
communication good.

To make the lesson clear and
communication good.

To make the lesson clear and
communication good.

To communicate students' culture
freely.

To communicate students' culture
freely.

To communicate students' culture
freely.

To communicate students' culture
freely.

597 student to be expressed in their own language.

598 Interviewer: Q3. Do you think that using students' own

599 language has the potential as a teaching tool? If 'Yes',

600 how? If 'No', why not?

601 Interviewee: Yea, I think so;

602 Probing: How?

603 Interviewee: May be as I said earlier; when students are

604 taught sometimes in Amharic, there are students that can

605 easily understood the lesson and as well they can ... learn

606 very easily the subject. This is my belief.

607 Interviewer: Q4. There is a common criticism that allowing

608 students' own language to be used in English class reduces

609 their exposure to learn English. What is your opinion

610 regarding to this issue?

611 Interviewee: Okay, yea ... now just ... I have changed my
view.

612 I believe that students must be taught in English may be

613 before years. I believe that must only taught in English

614 language because if they learnt within Amharic in English

615 period, there may be barriers. Meaning they cannot speak

616 the language or they cannot listen the language that means

617 the foreign language. So, that can be considered to be as

618 barriers in my belief. But now, just I have read different

619 articles or different journals; there is a belief that

620 students have to be taught in Amharic sometimes. When it is

To communicate students' culture
freely.

OL is used as a teaching tool in
EFL classroom.

Students can understand easily.

Students can understand easily.

Students can understand easily.

Students can understand easily.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

Students have to be taught by their
language.

621 essential to teach, it is better to use the mother tongue

Students have to be taught by their language.

622 or own language. So, just I have changed my belief

Students have to be taught by their language.

623 currently.

Students have to be taught by their language.

624 Probing: Which means sometimes able to use learners' own

625 language may not reduce the learning exposure?

OL do not reduce the exposure to learn English.

626 Interviewee: Yea.

627 Interviewer: Q5. Do you believe that the use of students'

628 own language in EFL classroom is often recognition of

629 teachers' weakness in using English language itself? If

630 'No' what makes you to use it in your class?

OL do not reduce the exposure to learn English.

631 Interviewee: Yea, in my school and again this is my second

OL do not reduce the exposure to learn English.

632 school, other teachers believe that if the language

OL do not reduce the exposure to learn English.

633 teachers teach in Amharic, he or she is inefficient. This

Common sense belief.

634 is the belief of the English language teachers as well

Common sense belief.

635 other subject teachers. Even the society believes that. If

Common sense belief.

636 the language teacher teaches in Amharic, he has inability

Common sense belief.

637 of the expression of the language that mean. So, there is a

Common sense belief.

638 belief.

639 Probing: So, it may not be teachers' weakness in this

640 case?

OL use in EFL class is not teachers' weakness.

641 Interviewee: Yea.

642 Interviewer: Q6. Do you think that English-only policy has

643 problems? If 'Yes,' what are they? If 'No,' why not?

English only policy has problems.

644 Interviewee: Yea there are problems.

645 Probing: What are they?

Some cultures cannot be expressed by L2.

646 Interviewee: For example, as I said earlier in the first

647 question; if teachers only speak the language, there are
648 may be as you know there are three levels of students slow,
649 medium and fast learners. So, may be the fast learners can
650 follow the teacher and there may not be communication as I
651 have said in first question, there are some cultures which
652 cannot be expressed by the second language. So, sometimes
653 it is better to use the mother tongue or own language.
654 Probing: So, only-English policy has problem in your
655 context?
656 Interviewee: Yea, it has problem.
657 Interviewer: Thank you very much!
658 Interviewee: That is okay.
662 18

Some cultures cannot be expressed
by L2.

Some cultures cannot be expressed
by L2.

Some cultures cannot be expressed
by L2.

Some cultures cannot be expressed
by L2.

Some cultures cannot be expressed
by L2.

Some cultures cannot be expressed
by L2.

Some cultures cannot be expressed
by L2.

English only policy has problems.

Project: Ph.D. Main Study Project Narrative Interview

Synthesis 1

Code

How often do teachers use OL in EFL class?	Sometimes.
Teachers' practices about OL use in EFL class?	To give instructions. To encourage students. To fill the gap b/n students and the teacher. To tell jokes. No one communicates in English out the class. No more exposure in the school context. No one is interested in English club. English classroom is the only exposure. All teachers teach in Amharic. To make the instruction clear. To make the lesson clear and communication good. To balance communication gap. To communicate students' culture freely.
What is teachers' belief on OL use in EFL class?	OL makes students to learn English. Teachers do have positive belief about OL use. OL do not reduce the exposure to learn English. English only policy has problems. OL makes students active. Amharic is used as a tool during lecturing. Teachers' & students' weakness forced to use OL. OL should be encouraged. Own language use helps to be accepted by others. OL is interesting and helpful. OL is used as a teaching tool in EFL classroom.

Why do teachers use OL in EFL classroom?

Only EFL class isn't enough to use English.

Environment as an exposure.

OL use in EFL class is not teachers' weakness.

OL use in EFL helps students to be good at English

OL is used as aid and tool in EFL classroom.

Only communication makes learning.

English only policy affects communication.

OL uses as a better learning style.

English only policy is not essential.

The issue matters to learn English language.

It is difficult to judge.

Better to use own language in EFL classroom.

Students have to be taught by their language.

Common sense belief.

To teach vocabulary.

To manage the classroom discipline.

To translate unfamiliar words.

Students' weakness forced teachers to use Amharic

Relatively students are weak.

To give clarification.

When students are passive and lack engagement.

To motivate students.

Students came poor from time to time.

Speaking in English is not common in the school.

During difficulty and to teach vocabulary.

Students have no exposure.

Students cannot understand all words.

In order to support weak students.

The environment is dominated by Amharic language.

Students & teachers cannot
communicate each other.

Students can understand easily.

Some cultures cannot be expressed
by L2.

Project: Ph.D. Main Study Project Narrative Interview

<u>Synthesis 2</u>	<u>Synthesis</u>	<u>Code</u>
Beliefs	What is teachers' belief on OL use in EFL class?	Amharic is used as a tool during lecturing. Better to use own language in EFL classroom. Common sense belief. English only policy affects communication. English only policy has problems. English only policy is not essential. Environment as an exposure. It is difficult to judge. OL do not reduce the exposure to learn English. OL is interesting and helpful. OL is used as a teaching tool in EFL classroom. OL is used as aid and tool in EFL classroom. OL makes students active. OL makes students to learn English. OL should be encouraged. OL use in EFL class is not teachers' weakness. OL use in EFL helps students to be good at English OL uses as a better learning style. Only communication makes learning. Only EFL class isn't enough to use English. Own language use helps to be accepted by others. Students have to be taught by their language. Teachers' & students' weakness forced to use OL. Teachers do have positive belief about OL use.

		The issue matters to learn English language.
Practices	Do teachers use OL in EFL class?	Sometimes.
	Teachers' practices about OL use in EFL class?	All teachers teach in Amharic. English classroom is the only exposure. No more exposure in the school context. No one communicates in English out the class. No one is interested in English club. To balance communication gap. To communicate students' culture freely. To encourage students. To fill the gap b/n students and the teacher. To give instructions. To make the instruction clear. To make the lesson clear and communication good. To tell jokes.
Reasons	Why do teachers use OL in EFL classroom?	During difficulty and to teach vocabulary. In order to support weak students. Relatively students are weak. Some cultures cannot be expressed by L2. Speaking in English is not common in the school. Students' weakness forced teachers to use Amharic Students & teachers cannot communicate each other. Students came poor from time to time. Students cannot understand all words. Students can understand easily. Students have no exposure. The environment is dominated by Amharic language. To give clarification. To manage the classroom discipline. To motivate students. To teach vocabulary. To translate unfamiliar words.

When students are passive and lack engagement.

Project: Ph.D. Main Study Project Narrative Interview – December 15, 2022

Document: Narrative interview

<u>Code</u>	<u>Count</u>	<u>Synthesis 1</u>
All teachers teach in Amharic.	1	Teachers' practices about OL use in EFL class?
Amharic is used as a tool during lecturing.	1	What is teachers' belief on OL use in EFL class?
Better to use own language in EFL classroom.	1	What is teachers' belief on OL use in EFL class?
Common sense belief.	1	What is teachers' belief on OL use in EFL class?
Demographic information.	6	
During difficulty and to teach vocabulary.	1	Why do teachers use OL in EFL classroom?
English classroom is the only exposure.	1	Teachers' practices about OL use in EFL class?
English only policy affects communication.	1	What is teachers' belief on OL use in EFL class?
English only policy has problems.	8	What is teachers' belief on OL use in EFL class?
English only policy is not essential.	1	What is teachers' belief on OL use in EFL class?
Environment as an exposure.	1	What is teachers' belief on OL use in EFL class?
In order to support weak students.	1	Why do teachers use OL in EFL classroom?
It is difficult to judge.	1	What is teachers' belief on OL use in EFL class?
No more exposure in the school context.	1	Teachers' practices about OL use in EFL class?
No one communicates in English out the class.	1	Teachers' practices about OL use in EFL class?
No one is interested in English club.	1	Teachers' practices about OL use in EFL class?
OL do not reduce the exposure to learn English.	4	What is teachers' belief on OL use in EFL class?
OL is interesting and helpful.	1	What is teachers' belief on OL use in EFL class?
OL is used as a teaching tool in EFL classroom.	4	What is teachers' belief on OL use in EFL class?
OL is used as aid and tool in EFL classroom.	1	What is teachers' belief on OL use in EFL class?
OL makes students active.	1	What is teachers' belief on OL use in EFL class?
OL makes students to learn English.	1	What is teachers' belief on OL use in EFL class?
OL should be encouraged.	1	What is teachers' belief on OL use in EFL class?
OL use in EFL class is not teachers' weakness.	4	What is teachers' belief on OL use in EFL class?
OL use in EFL helps students to be good at English	1	What is teachers' belief on OL use in EFL class?
OL uses as a better learning style.	1	What is teachers' belief on OL use in EFL class?
Only communication makes learning.	1	What is teachers' belief on OL use in EFL class?
Only EFL class isn't enough to use English.	1	What is teachers' belief on OL use in EFL class?
Own language use helps to be accepted by others.	1	What is teachers' belief on OL use in EFL class?
Purposes of the interview.	6	
Relatively students are weak.	1	Why do teachers use OL in EFL classroom?
Some cultures cannot be expressed by L2.	1	Why do teachers use OL in EFL classroom?
Sometimes.	2	How often do teachers use OL in EFL class?
Speaking in English is not common in the school.	2	Why do teachers use OL in EFL classroom?
Students' weakness forced teachers to use Amharic	3	Why do teachers use OL in EFL classroom?
Students & teachers cannot communicate each other.	1	Why do teachers use OL in EFL classroom?
Students came poor from time to time.	1	Why do teachers use OL in EFL classroom?

Students cannot understand all words.	2	Why do teachers use OL in EFL classroom?
Students can understand easily.	1	Why do teachers use OL in EFL classroom?
Students have no exposure.	1	Why do teachers use OL in EFL classroom?
Students have to be taught by their language.	1	What is teachers' belief on OL use in EFL class?
Teachers' & students' weakness forced to use OL.	1	What is teachers' belief on OL use in EFL class?
Teachers do have positive belief about OL use.	6	What is teachers' belief on OL use in EFL class?
The environment is dominated by Amharic language.	1	Why do teachers use OL in EFL classroom?
The issue matters to learn English language.	1	What is teachers' belief on OL use in EFL class?
To balance communication gap.	1	Teachers' practices about OL use in EFL class?
To communicate students' culture freely.	1	Teachers' practices about OL use in EFL class?
To encourage students.	3	Teachers' practices about OL use in EFL class?
To fill the gap b/n students and the teacher.	4	Teachers' practices about OL use in EFL class?
To give clarification.	2	Why do teachers use OL in EFL classroom?
To give instructions.	3	Teachers' practices about OL use in EFL class?
To make the instruction clear.	2	Teachers' practices about OL use in EFL class?
To make the lesson clear and communication good.	7	Teachers' practices about OL use in EFL class?
To manage the classroom discipline.	6	Why do teachers use OL in EFL classroom?
To motivate students.	1	Why do teachers use OL in EFL classroom?
To teach vocabulary.	6	Why do teachers use OL in EFL classroom?
To tell jokes.	1	Teachers' practices about OL use in EFL class?
To translate unfamiliar words.	2	Why do teachers use OL in EFL classroom?
When students are passive and lack engagement.	1	Why do teachers use OL in EFL classroom?
Words like 'ተነሽ' 'አይደለም' and 'ነቃ በል.'	1	Why do teachers use OL in EFL classroom?

Synthesis 2 Tree View list

 Synthesis 2 Tree View

Project: Ph.D. Main Study Project Narrative Interview.

Beliefs

What is teachers' belief on OL use in EFL class?

- Amharic is used as a tool during lecturing.
- Better to use own language in EFL classroom.
- Common sense belief.
- English only policy affects communication.
- English only policy has problems.
- English only policy is not essential.
- Environment as an exposure.
- It is difficult to judge.
- OL do not reduce the exposure to learn English.
- OL is interesting and helpful.
- OL is used as a teaching tool in EFL classroom.
- OL is used as aid and tool in EFL classroom.
- OL makes students active.
- OL makes students to learn English.
- OL should be encouraged.
- OL use in EFL class is not teachers' weakness.
- OL use in EFL helps students to be good at English
- OL uses as a better learning style.
- Only communication makes learning.
- Only EFL class isn't enough to use English.
- Own language use helps to be accepted by others.
- Students have to be taught by their language.
- Teachers' & students' weakness forced to use OL.
- Teachers do have positive belief towards OL use.
- The issue matters to learn English language.

[-] Practices

- [-] How often do teachers use OL in EFL class?
 - Sometimes.
- [-] Teachers' practices towards OL use in EFL class?
 - All teachers teach in Amharic.
 - English classroom is the only exposure.
 - No more exposure in the school context.
 - No one communicates in English out the class.
 - No one is interested in English club.
 - To balance communication gap.
 - To communicate students' culture freely.
 - To encourage students.
 - To fill the gap b/n students and the teacher.
 - To give instructions.
 - To make the instruction clear.
 - To make the lesson clear and communication good.
 - To tell jokes.

[-] Reasons

- [-] Why do teachers use OL in EFL classroom?
 - In order to support weak students.
 - Relatively students are weak.
 - Some cultures cannot be expressed by L2.
 - Speaking in English is not common in the school.
 - Students' weakness forced teachers to use Amharic
 - Students & teachers cannot communicate each other.
 - Students came poor from time to time.
 - Students can understand easily.
 - Students cannot understand all words.
 - Students have no exposure.
 - The environment is dominated by Amharic language.
 - To give clarification.
 - To manage the classroom discipline.
 - To motivate students.
 - To teach vocabulary.
 - To translate unfamiliar words.
 - When students are passive and lack engagement.

Lists of Sample Recorded Memo

Memos - Narrative interview

01

This implies that teachers do use learners' OL in EFL classroom for d/t purposes.

02

This indicates that teachers' perceived belief is positive towards learners' own language use in EFL classroom.

03

This shows that students' poor proficiency forced teachers to use learners' own language in EFL classroom.

04

This can be seen as teachers' perceived problems of English only policy.

05

This indicates that teachers do have positive belief towards learners' own language in EFL classroom.

06

This shows that teachers do use learners' own language to support relatively weak students.

07

Here conflicting idea seems to be stated. Therefore, this should be clearly split out in the subsequent interview.

08

Here the teacher uses Amharic to explain his idea. This shows that the teacher is not proficient enough to explain his idea.

09

These Amharic words show that the teacher uses Amharic language to manage the classroom discipline.

10

This indicates that teachers use learners' own language as a teaching tool in EFL classroom.

11

This shows that teachers and students have no enough exposure in the school context.

12

Some teachers believe that learners' own language use in EFL classroom shows teachers and students are poor in English language proficiency.

13

This indicates that in the school context both teachers and students have no exposure to use English.

14

Here it is seen that teachers believe that own language should to be encouraged in EFL classroom.

15

This shows that teachers do have positive belief towards learners' own language use in EFL classroom.

Appendix 11

Informed Consent Form

Consent for Participation in Observations and Interview

I am volunteer to participate in a research project conducted by Aytenew Tilaye from Addis Ababa University. I understand that the project is designed to gather information about academic work that is to explore teachers' beliefs and practices about learners' own language use in EFL classroom. I will be one of the participants in this study based on following consents.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the interview, no one in my school will be told.
2. If I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by a researcher from Addis Ababa University.
The interview will last approximately 30-45 minutes. Notes will be written during the interview. An audio /video recording of the interview and subsequent dialogue will be made. If I don't want to be recorded, I will not be able to participate in the interview.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this interview will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protects the anonymity of individuals.
5. My colleagues and administrators from my school will neither be present at the interview nor have access to raw notes or transcripts. This protection will prevent my individual comments from having any negative consequences.
6. I understand that this study has been reviewed and approved by Addis Ababa University for Study involving human subjects.
7. I have read and understood all the above information, and have received answers to any questions I asked. Therefore, I voluntarily agreed to participate in this interview.

Participant's Signature _____ Date _____

Researcher's Signature _____ Date _____

For further information, please contact:

Aytenew Tilaye: cell phone: 0913641462

Email: aytesedil@gmail.com

Appendix 12

Permission

Permission



Apr 12, 2019, 1:23 PM

Aytenew Tilaye <aytesedil@gmail.com>

to guy.cook

To Dear Guy Cook,

Professor of Language in Education at King's College London, UK.

My name is Aytenew Tilaye from Addis Ababa, Ethiopia. I am a senior lecturer at Aksum University, Ethiopia. Currently I am doing my PhD in ELT, in Addis Ababa University and conducting dissertation on L1 use in L2 class.

I recognized that you were formerly head of TESOL at the London University Institute of Education (1991–98), Professor of Applied Linguistics at the University of Reading (1998–2004) and Professor of Language in Education at The Open University (2005–12). You have published extensively on applied linguistics, English language teaching and discourse analysis. You were co-editor of the journal *Applied Linguistics* 2004–09, and was Chair of the British Association for Applied Linguistics 2009–12. Your books include *Translation in Language Teaching* (Oxford University Press, 2010, winner of the International House Ben Warren Prize), *Genetically Modified Language* (Routledge, 2004), *Applied Linguistics* (Oxford University Press, 2003), *The Discourse of Advertising* (Routledge, 2001) and *Language Play, Language Learning* (Oxford University Press, 2000, winner of the MLA Kenneth Miltenberger Prize).

I have read a journal article written by Graham Hall and Guy Cook which is published by British Council in 2013 entitled *Own-language use in ELT: exploring global practices and attitudes*. I found that your research area is interesting and somehow related to my work. So, the main objective to write this letter is to ask your permission to adapt and use your questionnaire that is developed to explore teachers' attitude and practice about L1 use in L2 classes. Your cooperation is highly valuable to achieve my research successfully so that I am looking your reply.

Best regards,

Aytenew Tilaye

PhD candidate at Addis Ababa University, Ethiopia.

Email: aytesedil@gmail.com

Phone: +251913641462



Cook, Guy <guy.cook@kcl.ac.uk>

Fri, Apr 12, 2019,
2:49 PM

to Graham, me

Dear Aytenew Tilaye

This is fine with me if Graham Hall is also prepared to give permission, and you acknowledge us in anything you write using the questionnaires. I am copying Graham in, so you will need to wait to see if he has any objections. Good luck with your research.

Guy Cook

Permission



Apr 12, 2019,

Aytenew Tilaye <aytesedil@gmail.com>

to g.hall

To Dear Graham Hall,

Senior Lecturer in Applied Linguistics at North Umbria University, UK.

My name is Aytenew Tilaye from Addis Ababa, Ethiopia. I am a senior lecturer at Aksum University, Ethiopia. Currently I am doing my PhD in ELT, in Addis Ababa University and conducting dissertation on L1 use in L2 class. I know that you have been involved in English language teaching/TESOL more than 20 years, working as a teacher and teacher educator. Your research interests range from classroom discourse to the cultural politics of TESOL. You have other interesting work that is Language in Action (Routledge, 2011), which was the winner of the British Association for Applied Linguistics Book Prize 2012.

I have read a journal article written by Graham Hall and Guy Cook which is published by British Council in 2013 entitled Own-language use in ELT: exploring global practices and attitudes. I found that your research area is interesting and somehow related to my work. So, the main objective to write this letter is to ask your permission to adapt and use your questionnaire that is developed to explore teachers' attitude and practice about L1 use in L2 classes. Your cooperation is highly valuable to achieve my research successfully so that I am looking your reply.

Best regards,

Aytenew Tilaye

PhD candidate at Addis Ababa University, Ethiopia.

Email: aytesedil@gmail.com

Phone: +251913641462



Apr 12, 2019,

Graham S Hall <g.hall@northumbria.ac.uk>

2 PM

to Guy, me, Graham

Dear Aytenew Tilaye

Thank you for the message. Like Guy, this is absolutely fine with me, as long as acknowledgements etc. are made.

All the very best and good luck with the project

Graham

Apr 12, 2019,
4:24 PM

Aytenew Tilaye <aytesedil@gmail.com>

to Graham

I thank you very much for your permission! I did the same thing to Guy Cook so that his reply is absolutely fine and encouraging.

With best regards,

Aytenew Tilaye



Tue, Dec 29, 2020,
10:05 AM

Aytenew Tilaye <aytesedil@gmail.com>

to Graham

Dear Graham Hall (Professor),

How are you doing? This is Aytenew Tilaye (PhD candidate) from Addis Ababa, Ethiopia.

A year before I wrote a letter to you and Guy Cook to ask permission in order to use your tool. I have already adapted and used it for data collection purposes. Because of the adaptation which I made, I have tested its reliability. I got 0.848 Cronbach's Alpha coefficient.

if you can, may I know about your previous test result or reliability just to know your tools' confidence level.

With best regards,
Aytenew Tilaye (PhD candidate).

Mon, Jan 4,
1:50 PM

Graham S Hall <g.hall@northumbria.ac.uk>

to Guy, me, Graham

Dear Aytenew,

Many thanks for your message. I'm glad that your PhD studies seem to be going well and that you made use of an adapted version of the questionnaire. However, to answer your question, we did not assess the survey through Cronbach's Alpha or any similar measures. Good for you that you have done this, however.

All the very best and happy new year

Graham