



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM, AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

EXPLORING THE USE OF L1 (AFAN OROMO) IN ENGLISH AS
A FOREIGN LANGUAGE (EFL) CLASSES IN SHAMBU TOWN
PRIMARY SCHOOLS: GRADE 8 IN FOCUS

BY
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ADDIS ABABA UNIVERSITY
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COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

This is to certify that the thesis prepared by **Gemechu Bane Jeba** entitled, ***“EXPLORING THE USE OF L1 (AFAN OROMO) IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSES IN SHAMBU TOWN PRIMARY SCHOOLS: GRADE 8 IN FOCUS”*** is submitted in fulfilment of the requirements for the Degree of Doctor of Philosophy in English Language Teaching (ELT) complies with the regulations of the University and meets the accepted standards with respect to originality and quality. We, the board of examiners, approve that this thesis has passed through the defense and review processes.

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I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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ABSTRACT

The present study was designed to explore the use of L1 (Afan Oromo) in the EFL classroom. It specifically explored English teachers' and students' perceptions about, as well as the amount and reasons for L1 use in EFL classes. To attain the purpose, a mixed-methods research approach was used. This means that the study was conducted using a qualitative-dominant exploratory sequential design. Eighty students and 5 English teachers from two primary schools were selected to participate in the study. A convenient sampling technique was used in the selection of the study participants. Three data collection instruments, namely, Interview, Classroom observation, and Questionnaire were used. Thematic analysis was employed for qualitative data analysis, which was performed through data identification, analysis, and interpretation. In SPSS version 24, frequency, percentage, means, standard deviation, and a one-sample t-test were employed for quantitative analysis. The findings of the study disclosed that both teachers and students had positive beliefs about the use of L1 in the English teaching-learning process. The participants recognized and tended to believe that using L1 sparingly facilitates L2 teaching and learning. Furthermore, the teachers reported using L1 to do various English classroom functions. Explaining difficult concepts in reading lessons and grammar rules, defining new vocabulary, encouraging student participation, and executing routine classroom administrative duties during lessons were among the functions where the teachers reported using L1. Evidence of the benefits of L1 use for the learners in the study has also been noted in the findings of this study. Teachers and students use Afan Oromo as a default strategy, particularly in vocabulary and grammar lessons. They seem to have just an intuitive awareness about when, how much and how often to use L1. A study is needed to make a more systematic search into the notion of a limited use of L1 in L2 classes, however. A rigorous experiment-based research may be needed in this connection to inform the field of second/foreign language teaching what constitutes effective L1 use in L2 classes.

Keywords: *L1 (Afan Oromo), L2 (English), teacher beliefs, student perceptions, judicious use,*

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List of Abbreviations

ALM: Audiolingual Method

CLL: Community Language Learning

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

FL: Foreign Language

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

MT: Mother Tongue

R: Researcher

SLA: Second Language Acquisition

Ss: Observed students

S1, S2, S3....S8 Student One, Student two, Student three etc (Students participated in the study)

TL: Target Language

T1, T2, T3...T5: Teacher One, Teacher Two (Teachers participated in the study)

TPR: Total Physical Response

ZPD: Zone of Proximal Development

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, the statement of the research problem, the research questions, the research objectives, the significance and the scope of the study. The last section of the chapter will have the definition of some key terms used in the study.

1.1. Background of the study

In second language acquisition (SLA) research, the use of the first language (L1) in the English as a foreign language (EFL) classroom has long been a contentious issue, with both proponents and detractors making their respective arguments. Some linguists believe that students' first languages should be prohibited from being used in English lessons, while others believe it helps pupils learn the target language. Controversies have been discussed in modern writing for a time. Many experts have voiced arguments for and against the use of first language (L1) in EFL classes; some have argued that L1 is helpful while others have argued that it is detrimental (Auerbach 1993; Krashen, 1987). So, it is still debatable how languages are utilized in the classroom and how they could be used more successfully. The pros or cons of L1 usage in the teaching of foreign languages is a topic of ongoing research. The discussion is centered on two polls: monolingual approach and bilingual approach.

As the best strategy to language acquisition, monolingual language teaching is based on virtually full avoidance of the use of L1 in the classroom and maximal exposure to L2. With the idea that L2 can be learned in the same way as L1 through extensive exposure to the target language (L2), the monolingual teaching approach advocates for an English-only policy with L1 prohibited from the L2 classroom. This approach of instruction makes the assumption that learning English should only be done in English (henceforth, L2) and not with the aid of a mother tongue (henceforth, L1), which is typically not allowed in the classroom. They made assertions based on theoretical justifications, such as the notion that the amount of exposure to a language has a significant impact on acquisition. They consequently think that speaking just in the target language and avoiding using the native tongue would increase the advantages of learning the target language.

One group of researchers is fiercely opposed to utilizing L1 to improve the learner's exposure to the target language. Krashen was one of those who opposed using L1 in EFL classes back in 1985. Krashen thought that pupils should be exposed to the L2 as much as possible and that lessons should be delivered as much as possible in the TL. The use of L1 is said to distract pupils from studying L2 (Krashen 1985). The justification for just utilizing the TL in the classroom, according to Sharma (2006: 84), is that "the more exposure students have to English, the more English they will learn; as they hear and use English; they will internalize it to start thinking in English." This indicates that getting as much exposure to the TL as possible is essential because using L1 could hinder L2 learning. This means that students will likely wait for teachers to explain in their native language if they frequently utilize it in the English classroom.

In addition, some language specialists and teachers, oppose the use of L1 in L2 learning since it may hamper students' abilities to grasp L2 and hence consider it taboo (Kelleher 2013). As a result, Gill (2005) discovered that teachers felt guilty when utilizing their L1 due to the prohibition on using it in L2. Teachers' usage of L1 is viewed as lowering the amount of L2 input and hence negatively influencing the learning process. This is seen as a particularly compelling argument against L1 usage in foreign language contexts because learners have little opportunity to engage with L2 outside of class.

It was once widely believed that teaching any other language required the use of L1 and that it was impossible to teach a second or foreign language without doing so. The idea behind it may be traced back to an early strategy for learning a foreign or second language (FL/SL) - the grammar-translation method, which centered on utilizing the L1 as a medium to provide instruction and translating reading texts to students' L1. For a long time, the Grammar Translation Method (GTM) was used since it allowed for a bilingual approach and extensive use of the learners' native tongue. The method's proponents assert that the teacher's instructions in L1 are understandable and avoid communication problems. Due to the overuse of L1, the GTM was swiftly superseded by what is known as the direct method, which led to the establishment of immersion schools.

That teaching method was characterized primarily by the excessive use of the learners' first language as the primary medium of instruction for mastering the grammar of the foreign language. Language theory advancements, on the other hand, have opened up new avenues for language teaching methods and approaches. The direct approach, for example, forbids the use of the learners' home tongue and requires teachers who are native speakers of the L2. The underlying assumption of this strategy was that children learn their second language (L2) in the same manner they learn their first language (L1) (Richards & Rodgers, 2001).

Eventually, students' L1 was completely disregarded, which led to the development of the Direct Method. The Direct Method was a developed method that was totally opposed to GTM. In communications between students and their teachers, it forbids the use of L1. Since students' L1 was long prohibited from being used in the process of learning a second or foreign language, theorists, researchers, and teachers generally had negative sentiments about it. However, the primary objectives and requirements of language learners have evolved throughout time, and the use of L1 has come under scrutiny.

Advocates of monolingual believed that a direct method (DM) gave students the most opportunities to practice the target language as well as the freedom to negotiate and haggle over meanings with their peers. Later, the DM's theoretical underpinnings came under fire for being very restrictive in the use of L1, and the focus was switched to the Audiolingual Method (ALM). According to the ALM, the goal of learning a language is to be able to communicate with it. According to the Audio Lingual Method (ALM), L1 plays no vital function in the classroom and, in fact, its usage interferes with the target language (TL)/foreign language (FL) learning process. Therefore, no L1 use was permitted because it was thought that L1 and L2 had different linguistic systems and that L1 should be kept as far away from L2 acquisition as possible.

The Audio-Lingual Method, Silent Method, and Communicative Language Teaching, and are further less divisive teaching approaches that allow L1 use only when it is necessary to facilitate language learning. In terms of stressing learning a foreign language in the same manner as a learner acquires his L1 and forbidding the use of L1

in foreign language instruction and learning (Cook, 2001). Because of the critiques leveled against each method about their flaws as well as their practical and theoretical issues, none of the methods had sustained popularity or at least saw a drop in use.

In this way, L1 usage has changed from being used excessively (as in the GTM) to being banned (as in the DM) to having limits (as in the CLT). Since some of the aforementioned techniques of learning a language are in favor of its incorporation in L2 classes and some are not, L1 has been treated differently in each approach or method.

However, the English-only classroom is increasingly being questioned in favor of bilingual teaching, which is founded on the idea that L1 plays a facilitative role in L2 acquisition and hence deserves a position in the language classroom (Butzkamm, 2003; Copland, Hall, & Cook, 2012). In EFL classrooms, many misunderstandings and communication breakdowns arise in a monolingual classroom as a result of a teacher's tight adherence to the L2 exclusively policy. This circumstance might be limiting for learners with poor L2 proficiency since they are unable to express themselves adequately. They may struggle to grasp a subject, but the fear of being chastised for using their L1 to express their ignorance keeps them from speaking out. In this instance, teachers will have a tough time determining if students have properly grasped the information provided.

When L1 usage is permitted, learners feel safer in "... expressing themselves [and] teachers can diagnose what has been learned, what remains to be taught, and which students require additional assistance" (Benson, 2004, p. 3). Incorporating L1 into L2 classes, according to Auerbach (1993, p. 13), enhances classroom dynamics by "... providing a sense of safety and confirming the learner's lived experiences, allowing them to express themselves."

The notion that L1 should not be used in the EFL classroom for a long period of time has not been able to come to a meaningful conclusion, despite the shifting nature of teaching and learning aspects throughout time. According to numerous applied linguistics researchers (Al Masaeed, 2016; Bruen & Kelly, 2014; Storch & Aldosari, 2010), employing the L1 in L2 classes is effective and has beneficial outcomes. They claim that by reducing their anxiety and increasing their eagerness for L2 study,

employing L1 when it is essential can help EFL learners learn L2. Using a Vygotskian sociocultural framework in which language is considered a cognitive tool, Anton and DiCamilla (1999) explored the use of L1 in the discourse of L2 learners engaged in pair writing assignments. They showed how to use scaffolded aid, intersubjectivity, and private speech—three essential L1 uses. Similarly, Nation (2003) asserted that there is a tendency for activities to be performed in the L1 in classes when all learners speak the same L1 since doing so is more natural, easier, and successful from a communicative standpoint than doing it in the L2.

When learning English in an EFL classroom, students may find that they do not grasp a lot of things. According to some studies, students who are just beginning to study a language benefit the most from using their first language. For pupils at the novice level, it has been shown to be particularly successful to rely on limited L1 assistance (Kohi & Suvarna Lakshmi, 2020). As Lee and Lo (2017) noted, advanced students were more accepting of an English-only approach, even if they welcomed the use of L1 to some extent because it provided comfort and helped them understand the lesson material. This illustrates how the learner's dependence on L1 gradually diminishes as their language proficiency rises. In this way, the student's first language (L1) acts as a scaffold to help them develop the necessary level of proficiency, reducing their dependency on L1.

Other reasons for using L1 in L2 classes suggested include students' lack of vocabulary knowledge, fear of English learning, or a lack of a simple way to engage with their teacher or peers. According to Paker and Karaaaç (2015), using students' mother tongues is typically employed as a bonding activity between teacher and students (e.g., cracking jokes, expressing worry, or demonstrating empathy), teaching difficult ideas and grammatical rules, and discussing examinations.

Teachers utilize L1 while providing instruction to fulfill the requirements of their students, explain topic information, interact with students, and help students with low L2 help students who had limited L2 proficiency develop their L2 metalinguistic awareness (Paker and Karaaaç, 2015). Butzkamm (2003) asserts that the use of L1 as a tool for both knowledge and expression in foreign language learning and teaching is essential. This makes L1 use a serious problem, especially in EFL classes when students do not have the chance to use English in everyday situations.

While utilizing L1 may have a number of potential advantages, it is crucial to consider how and how much they utilize it. Yenice (2018) cautions that students can develop a reliance on their mother tongue if it becomes the main language in the classroom. Such over-reliance might prevent students from progressing in their present zone of proximal development. De la Campa and Nassaji (2009) state that a variety of factors, including a person's own ideas about language learning and instruction, the setting of the classroom, and school policies, might affect the decision of when, how, and why L1 is used.

Despite the preference situations discussed in the previous sections, the difference is not that distinct considering the percentages of the findings. According to Tekin and Gardon (2020), monolingual language teaching refers to an almost total refrainment of L1 usage in classrooms and the language learning optimum approach is the L2 full exposure. The contentious topic arose as a result of L1 in EFL classes, with numerous opposing and supportive viewpoints (Kavari, 2014). Macaro (2009) classified these varied perspectives on L1 use into three categories: virtual position, maximum position, and optimal position. According to Macaro, the virtual position emphasizes the use of the target language exclusively and sees no pedagogical value in the use of the first language; whereas the maximal position contends that the target language can be learned only through the use of the target language, with only a few structured references to L1. On the contrary, the optimal position encourages the prudent usage of L1.

It is the teacher's responsibility to manage the class and keep the atmosphere conducive because teachers are always seen as role models in the classroom. Then they are expected to adjust the needs and the opportunities for students. Students tend to imitate what the teachers speak and do, including in the English classroom. This is required to help a student increase the ability to learn English in the teaching-learning process. In this context, L1 is important, as the students already know it and they usually rely on their previous knowledge to learn new things; therefore, it is pertinent to use L1 in the teaching of L2 for the ease and the comfort of students in the learning process.

The role of L1 in EFL learning has been reevaluated and given significant attention after years of under appreciation (Wach & Monroy, 2020), and current research has sought to ascertain when and how L1 may be used successfully to boost students' L2 learning. The results of earlier studies have most certainly contributed to this significant change in researchers' and teachers' opinions on the function of students' first language in EFL/ESL lessons. Other studies in the field of English as a foreign language (Shabir, 2017; Enama, 2016) support the careful use of L1.

Despite the fact that the benefits of occasional L1 usage have been demonstrated in a substantial number of studies, there is a scarcity of data to support an English-only strategy (Kerr, 2019). Regardless of the many facilitative roles that the L1 performs in EFL classrooms, the notion of creating an input-rich environment that provides learners with optimal opportunities for meaningful use of the target language remains crucial. As a result, employing L1 in EFL Classroom is essential to assist a student in increasing his or her capacity to learn English during the teaching-learning process.

Meyer (2008) and Norman (2008) regard the usage of L1 in L2 classes as a useful method for reducing students' anxiety and effective worries. According to Norman (2008, p. 692), "Students are frequently unresponsive, inattentive, and unwilling to speak in class," but when L1 is utilized, the opposite is true. As a result, the teacher's job is required to inspire and urge pupils to participate in English class. The majority of prior researches appear to have concentrated on the influence of L1 usage in the classroom.

Because numerous teachers appear to base their instructional language choice on what they believe their students need or prefer, it is fascinating to learn what students think about their teacher's language use in the EFL classroom. While it is vital to explore the teacher's point of view, it is equally critical to investigate how students are influenced by their teacher's language choices.

However, practice revealed that teachers continue to employ L1 in their L2 instruction. It is a regular occurrence in most EFL environments when teachers and students frequently use the same language that "first language (L1) alternates with a second language (L2)" (Neokleous, 2017, p. 314). Turnbull (2018) and Yenice (2018)

agree that the usage of L1 should be utilized to assist students, but caution that overreliance may interfere with the main aims of the class.

In line with this, Liu (2015) suggested that the use of L1 might improve student engagement in L2 classes with regard to the socio-cognitive negotiation of pedagogic roles, intersubjectivity, and intrapersonal notions of inner and private speech. Similarly to this, Storch & Wigglesworth (2003) assert that employing the L1 provides cognitive support, enabling the investigation of language and the creation of higher-level works. The use of L1 in the discourse of L2 learners participating in pair writing tasks was investigated by Anton and DiCamilla (1999) using a Vygotskian sociocultural framework, which views language as a cognitive tool. Cook (2001), who supports this notion, suggests that L1 and L2 knowledge be connected in students' thoughts by identifying comparisons between the two languages. L1 was crucial in helping students manage their time spent working and in fostering a collaborative learning environment, which is in line with the findings of Anton and DiCamilla (1999).

It is crucial to use L1 in EFL lessons (Cook, 2001). First, during the FL learning process, L1 plays an essential and enabling function. L1 assists in elucidating grammatical concepts and word meanings, particularly at lower levels. Second, for these pupils, L1 is a source of assurance and an indicator of achievement. Third, an FL may be learned so easily by highlighting the similarities and differences between two languages. Cook (2001) states that "bringing the L1 back from exile may lead not only to the enhancement of existing teaching methods but also to methodological innovations." (2001:419). Accepting L1 as a classroom property leads to numerous strategies to advance it, such as teachers expressing meaning, clarifying grammatical errors, appropriately coordinating the class, and students using L1 as a cooperative learning source and individual technique (Cook, 2001).

Applied linguists have paid close attention to the use or lack of usage of the L1 as a core concept throughout the evolution of instructional methods for English as a foreign or second language (EFL/ESL) (Larsen-Freeman, 2000). The L1 was proposed as a key premise to teach grammar rules in an earlier method (the Grammar-Translation Method). Following that, the Direct Method instituted a change in L1 use,

prohibiting the use of L1 to teach English in EFL/ESL classrooms. Following a number of various methods of instruction with varying perspectives on the L1 status in the classroom, the Communicative Teaching Method advocated for MT to be used only when essential. According to Uyar (2012), the efficacy of utilizing L1 in English as a foreign language (EFL) classroom is dependent on the teaching context and elements other than the approach itself. As a result, research in various settings of EFL education has shown disparate outcomes (Turnbull & Evans, 2017; Al-Enezi, 2018; Al-Zayed, 2019; Binmahboob, 2020).

Previous research has extensively examined L1 in the L2 classroom from a theoretical standpoint. Supporters of the exclusive use of TL are losing ground; the majority of researchers now advocate for a more flexible attitude to first language usage, and they feel that certain first language uses to play a good role in FL learning. Despite the dominance of monolingual imperatives in language teaching theories in recent decades, L1 has continued to be utilized in L2 classrooms across the world (Benson, 2004). According to Turnbull (2001), "it is legitimate, therefore, to take into account whether TL input might become more readily intake if teachers use L1 strategically to stimulate the intake process in some way" (p. 533). Teacher cognition or what teachers think, know, and believe, is indeed important in defining their classroom practice (Borg, 2003).

Furthermore, various researches (Atkinson, 1993; Cook, 2001) helped to change the focus of the English learning-teaching process from "whether to use L1" to "when to use L1." According to Auerbach (1993, quoted in Tang, 2002), the following scenarios call for L1 use: "classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instruction or prompts, explaining errors, and checking for comprehension." There has been pedagogical research that supports the inclusion of L1 in the L2 classroom, stating that it serves as a resource for students and teachers rather than a barrier. Because of its multiple advantages, the first language is seen as an important learning tool, especially among learners who have just recently begun to learn a foreign language or who are still in the early phases of skill development (Auerbach, 1993).

Bilingual proponents emphasized that academic abilities such as information, comprehension, skills, and so on acquired in the student's mother tongue/L1 are available to the learner when learning in English (Cummins, 2000). This academic competency achieved through a mixed medium of teaching boosts and facilitates the acquisition/learning of English since it helps to make both reading and listening inputs more intelligible by extrinsically motivating the learners. As a result, many immersion or English-only classes become incomprehensible to non-native speakers, such as Ethiopian pupils. Accordingly, the requirement to use L1 (Afan Oromo) at least occasionally in class demands careful thought. It is an issue worth examining in order to have a better knowledge of the use of the L1 in the EFL classroom.

It has been stated that in the foreign language classroom, the L1 can be either 'the single largest risk' (Atkinson, 1993, p. 13) if it obstructs the dominance of the L2, or 'the most crucial ally' (Butzkamm, 2003, p. 30) if it is employed with judicious way. According to Butzkamm (pp. 32), the L1 "launches, as it were, the pupils' canoes into the foreign-language current," but the objective remains to establish the L2 as the primary mode of communication in the classroom. 'English-mainly is typically a better rule of thumb than English-only, but plainly, blanket acceptance of L1 usage in English classes is no better than blanket prohibition,' writes Kerr (2019, p. 17).

However, numerous scholars and practitioners have recently questioned the pedagogical and theoretical foundations of English-only beliefs, offering counterarguments in favor of L1 usage. Sari et al. (2020), for example, found that students' first languages continued to influence their English acquisition. Teachers and learners view L1 as a constructive mediation instrument that facilitates and negotiates the teaching and learning process (Storch & Aldosari, 2010). Researchers (Auerbach, 1993; Cameron, 2001) have identified a variety of deliberate uses for L1 in the target language classroom, such as maintaining classroom discipline, providing feedback, clarifying errors, and teaching grammatical principles, to mention a few. There are, however, significant gaps in information and understanding of the amount to which and how students' L1 is utilized in ELT classrooms, as well as the ideas teachers hold about L1 use.

Furthermore, while judicious use of L1 EFL classrooms is proposed to improve L2 acquisition, further study is needed to evaluate teachers' perceptions about their L1

and L2 usage in primary school environments. While several studies have been conducted in various contexts to investigate teachers' language preferences, research in elementary school settings is scarce. Various researches have emphasized that L1 is an inseparable aspect of language learning; hence, any study on the roles and limitations of L1 usage will aid in understanding when and where L1 should be utilized. A thorough grasp of how and why primary school EFL teachers and learners utilize L1 in actual L2 classroom circumstances, as well as what effective L1 usage could mean in the context of primary school language teaching and learning.

1.1.1. Overview of English Language Teaching in Ethiopia

The beginning of the modern education and the introduction of the foreign languages in Ethiopia are the two faces of a single coin. In Ethiopia when modern education was introduced at the turn of the 20th century and officially commenced in 1908 with the opening of Menelik II School in Addis Ababa after a long history of church education (Diribsa, et al. 1999). The advent of modern education is seen as a crucial element in the introduction and spread of foreign (mostly European) languages in Ethiopia. English, along with other foreign languages such as French, Italian, and Arabic, was one of the languages used as a medium of instruction (Alemayehu and Lasser, 2012). So, the history of teaching English as foreign language, therefore, is traced back to early 20th century. At the beginning of the nineteenth century mandatory French and optional Arabic, Italian and English were given starting from primary schools so as to produce Ethiopians who could ably communicate in the languages and look after the foreign affairs (Bloor and Wondwosen, 1996).

After Italy's evacuation of the country in 1941, English got the status of being the dominant medium of instruction (MoI) at all levels of education (Gebremedhin, 1993). As a result, the Ethiopian and the British governments came to agreement in 1942 to import both teaching materials and examinations from Britain and this agreement continued until 1958/59 (Alemu 2004, Heugh et al., 2007). In the early 1960s, however, Amharic was officially declared the language of instruction of primary education (Grades 1-6) as a result of the 1955 Ethiopian constitution, which stipulated that Amharic shall be the official language of the country (McNab, 1989).

Therefore, English language can be said to have long established its usefulness in Ethiopia.

The teaching of English in Ethiopia has passed through various routes. In the past few years, some studies have tried to address linguistic issues and the multifaceted problems challenging the teaching and use of English language in Ethiopia. For instance, Cohen (2007) claims that students' poor English language use in Ethiopia is inherited from teachers. Cohen implies that improving teachers English language use has a direct bearing on students' English language learning. It is evident that most students at primary, secondary, and tertiary levels have very low English fluency. Research findings, even though they are few, have consistently shown that most Ethiopian students are anxious while using English in the classroom. "The Ethiopian learners' proficiency remains always poor and the effectiveness of English language teaching remain always questionable" (Amlaku, 2010, p. 10). The proficiency level of the EFL teachers is not much different from the students' case.

The main reason behind this deficiency could be due to the status of English in the country; it is categorized as a foreign language. Students do not have an adequate amount of English exposures out of the classrooms. Neither English speaking communities nor working places are sufficiently available out of the classrooms except embassies and few international institutions where the students do not have day-to-day access to those places. No doubt the opportunities that students have to really work on their English outside of school hours could have a lot to do with the mastering of the language. However, this is the missed chance in Ethiopia. Hence, in Ethiopia, the EFL classroom environment is very much different from a natural ESL context (Teka, 2009).

Moreover, all most all the teachers are local teachers who were taught the language as a foreign language by the local teachers as well. Kahsay (2016) interestingly discussed that, in Ethiopia, most students are taught English by Ethiopian teachers who studied it as a foreign language from their teachers who studied English as a foreign language. This vicious circle has been continuing since the 1970s (Kahsay, 2016). Many linguists, academics, and instructors have focused on the function of the students' native language and its effect on L2 acquisition throughout the history of

language education in general, and English language instruction in particular. The reason why English is taught as a subject from the first grade is that the language is not spoken at home and students' encounter the language only in school.

Tamene (2000) believes that teaching English in Grade 3 is necessary because introducing two languages, Amharic and English, at the same time in Grade 1 would be too challenging for non-Amharic speaking students. Based on the recommendations, a new secondary English curriculum was designed in 1963/4. The secondary English curriculum lasted six years, with the first two years (Grades 7 and 8) serving as 'exploratory' years that eventually led to the junior secondary level. According to the idea, challenging English language skills lessons for Grades 7 and 8 would be given for nine sessions each week. (P. 13). Thus, early familiarity with English helps students when they advance to secondary school where the medium of instruction is English.

1.1.2 The role of English in Ethiopia

People from all around the world are more interconnected now than ever before in our globalized society. As a result, it is acceptable to say that English recently became the most widely used international language on a global scale (Crystal, 2012). Because English has been the most effectively extended language, its role in facilitating this scenario is important.

The current Ethiopian government has revitalized and increased the role of English as a medium of teaching. English has played an important part in Ethiopia's educational system and is taught at all levels of Ethiopian schools, from elementary to university. It was given as a compulsory subject and used as a medium of instruction commencing from first primary grade. It is taught as a distinct topic at all levels of education, as well as a medium for other disciplines like as biology, physics, and chemistry in second cycle primary schools, secondary schools, and tertiary levels. It also functions as a language of international communication, trade, research and technology, and some national organizations. As a result of these local services and a desire for worldwide understanding, English has become necessary. Given the value

of the English language, the current Ethiopian government has prioritized the teaching and learning of the English language to ensure that Ethiopia will play a role.

Although at least some usage of the L1 is now widely encouraged, there are still concerns regarding what constitutes appropriate or successful use. While a number of studies have been conducted to address these concerns in secondary and tertiary settings, research in elementary school contexts remains uncommon. This study fills a gap by analyzing L1 utilization in primary school EFL lessons. How teachers and pupils perceive the preceding discussion and implement it in their classrooms is an essential component of this area. It is critical to investigate teachers' and students' L1 use in primary school since, despite vast research efforts, there is no apparent agreement on whether L1 hinders or helps in EFL classrooms. To fill this need, the current study investigated the use of L1 in EFL classrooms for students in primary schools, in which they revealed their L1 beliefs and practices in the learning and teaching process.

1.2. Statement of the Problem

Throughout the history of English language instruction, there have been opposing viewpoints on how English should be taught. One of the most contentious issues in this respect is the use of the mother tongue in English as foreign language classrooms. Some researchers claim that using only in L2 is the best approach to building competence, and it is widely held that the more input pupils receive, the more they will benefit from being exposed to the target language (Gass, 2017; Krashen et al., 1984; Krashen, 2008). As a result, the use of L1 in the EFL classroom has been a challenging issue, generating substantial discussion and controversy throughout the history of second language learning. This contentious subject has spawned several opposing and supportive viewpoints (Kavari, 2014).

The use of L1 in EFL classes is one of several arenas in which teachers must 'find their own bearings' in the 'post method' world of language instruction and learning (Littlewood & Wang, 2022). Although it receives little attention, L1 use is common in the English classroom. According to Harbord (1992), teachers who attempt to create an 'English exclusively classroom' are lacking in meaningful communication,

resulting in student incomprehension and hostility. He also mentioned that many teachers strive to make the entire session target language but are unable to do so owing to a variety of issues. According to empirical research, the great majority of teachers agree that the TL should be the primary, but not exclusive, mode of language education (Hall & Cook, 2012).

Numerous scholars in this field generally agree that the risk of developing L1 dependency is evident, but there are also strong reasons for using the L1 if the teacher is believed and capable of doing so, particularly for beginners. Recent research in the field of English as a foreign language encourages the use of L1 as well, although with caution (Shabir, 2017; Enama, 2016). Aside from sharing the L1, another factor contributing to this tendency is the pupils' degree of competency. This has been identified as one of the key causes of L1 during L2 sessions in several investigations. According to Noor et al. (2015), the biggest hurdle to establishing an English-only classroom is pupils' inadequate command of the TL. Because the majority of students were unable to grasp the teacher's instructions, numerous teachers, according to Debreli (2016), abandoned the use of English Only. If teachers utilized only the English, it might lead to pupil demotivation and discourage them from learning the language (Debreli, 2016).

In addition, beginners will be less tense if they know they can at least ask for, and possibly receive, an explanation in the L1. When students are having problems saying something, they can explain it in their native language, and the teacher can reformulate it for them, potentially rephrasing and simplifying it to demonstrate how they might have expressed themselves in the language they already know.

This viewpoint is evolving, and more professionals are becoming convinced of the role of the first language (L1) in the second and foreign language classrooms (L2). Current research indicates that the issue is not whether or not to use L1 in the classroom, but when and how much to use it, because it is obvious that overuse of L1 in the EFL classroom has an impact on the teaching of the TL (English). Insofar as the primary goal of ELT is to nurture the TL, unsystematic usage of L1 leads to inefficiency in language learning. Despite this, it is clear that prohibiting L1 in

classrooms is not a simple undertaking. Butzkamm and Caldwell (2012) stated that L1 should not be used.

Although English is taught as a foreign language in Ethiopia, there are several challenges to teaching and learning, particularly in primary school. Some of the challenges and peculiarities that surround this educational environment, such as the employment of L1 in the EFL classroom, go overlooked. According to the research findings, there is considerable doubt about whether or not L1 should be used, and if it does, when and how much L1 should be used in the L2 classroom. The observed L1 usage and pupils' poor English language skills warranted this investigation. According to the researcher's informal observations in primary schools, EFL teachers were oblivious to how pupils thought and felt when L1 was utilized in L2 classrooms. Due to this, they are torn between using and not using L1 in English lessons.

Despite numerous studies conducted around the world to settle the debate over the use of L1 in L2 classrooms, teachers' voices are being heard in the Ethiopian context where there have been differing views on how to teach English, particularly on the use of L1, in this case, Afan Oromo. There has been a limited study in Ethiopia examining teachers' and students' views and practices about the usage of L1 in EFL classes. Despite the controversy surrounding its use, teachers as well as pupils use L1 in their EFL classroom since little is known about how it is used in the setting of a local primary school English language classroom.

If this trend continues, it will have serious consequences for English learning and teaching. Many past studies have concentrated on the many uses of L1 in the classroom, as well as its benefits and drawbacks for secondary and tertiary-level students. However, what about students in elementary school who are just beginning to learn EFL? All of these studies have failed to account for the fact that learning a foreign language at an early age (elementary level) is far more complex than it appears to be, nor have they employed control or comparison groups to determine which method children prefer and are more motivated to learn a second language.

From the above theoretical perspectives and empirical findings, if L1 is utilized well and presented communicatively, it can be a facilitative tool that will improve the

language proficiency of students. The current study was thus needed to investigate how teachers position themselves in terms of L1 usage, as teachers' fundamental views might impact the pedagogical tactics utilized. Grim (2010) explains that EFL teachers have to make significant decisions about their teaching "methods and styles," including the use of the L1 whose role become a topic of discussion among different teachers and researchers. Turnbull and Arnett (2002:211) conclude that "there is almost unanimous agreement that teachers should aim to make maximum use of the TL" after reviewing research from various countries.

Recently, popular beliefs concerning the employment of L1 in the L2 classroom have shifted once again. Many applied linguistics researchers (Al Masaeed, 2016; Bruen & Kelly 2014) have discovered the use and beneficial outcomes of adopting the L1 in L2 classes. They advocate for a balanced and flexible use of L1, arguing that L2 should be utilized as the medium of teaching whenever possible and L1 should be used only when absolutely essential. Furthermore, Khati (2011) advises that L2 utilization be maximized and that L1 be used only under certain settings and circumstances.

Furthermore, a substantial body of evidence supports the concept that appropriate and moderate use of L1 can aid in the processes of learning and teaching L2 (Mart, 2013; Voicu, 2012). However, there is little agreement on what the appropriate use of L1 truly entails. As a result, knowing how, when, and for what objectives teachers utilize L1 in L2 classrooms remains a point of contention, because L1 may both enhance and disrupt learning and teaching when employed correctly, (Prodromou, 2002, quoted in Celik, 2008). According to Macaro (2001), teachers decide when and how much L1 should be used to improve the learning process; however, it should be noted that there is always a limit for L1 inclusion in the L2 classroom, and it should not be used excessively because it debilitates the learning process and makes students lazy (Atkinson, 1987).

It is considered that teachers' ideas and actions can give principles that can be investigated and effectively used in other L2 situations. Teacher cognition or what teachers think, know, and believe, is important in defining their classroom practice (Borg, 2003). Borg goes so far as to say that we urgently must understand what teachers think and know, as well as their beliefs and feelings (Birello, 2012).

Teachers' ideas and impressions of L1 use might be seen as the philosophy guiding their behaviors in L2 classrooms. According to Kharma and Hajjaj (1989), L1 should not be overused and should diminish as students' expertise with the TL increases. In other words, if L1 is required, it should be used sparingly and methodically.

L1 usage is seen as crucial and is recommended to have a facilitative function in the process of foreign language instruction and acquisition (Celik, 2008; Jingxia, 2010). Previous research has shown that foreign language teachers should utilize L1 sparingly in order to enhance second language acquisition (Brooks-Lewis, 2009; Butzkamm, 2003). However, the reasonable quantity is not precise and ranges from the use of L1 as a tool for lowering learners' anxiety (Auerbach, 1993; Meyer, 2008) to a strategy for explaining difficult grammar or vocabulary, checking comprehension, and giving instructions (Afzal, 2013; Brooks-Lewis, 2009). We need to know more about language teachers in order to better understand what they do, how they think, what they know, and how they learn.

From the researcher's informal observation of EFL teachers' teaching practices, the use of L1 in the EFL classroom is a common practice, i.e., both teachers and students use L1 in their EFL classroom regardless of its controversy. EFL teachers are arguing with each other about using L1 in the L2 classroom. They seem confused about the use of L1 in the L2 classroom. Based on this concept, teachers could employ L1 in L2 classes since students can easily use it to assist them comprehend the TL input. Moreover, this idea has driven the researcher to conduct the present study in the context of when and why teachers and students revert to their L1s when they learn or teach L2, and whether the use of L1s in L2 classrooms is valuable or detrimental to learning. Therefore, a clear understanding of how using L1 occurs, when it occurs, and for what reasons it occurs, has not yet been gained in the context of the primary school English language classroom.

In Ethiopia, in the English as a Foreign Language (EFL) context, English has been taught starting from the first grade in primary schools. In such an educational setting where English is learned by L1 (Afan Oromo) speakers, displaying language teachers' (who are also native speakers of Afan Oromo) beliefs and practices about the use of

Afan Oromo (L1) in English classrooms (L2) will be a reasonable step to understand the real practices of teachers in classrooms.

Furthermore, despite the fact that this practice is common, relatively few researches in the Ethiopian educational system have addressed the topic of employing L1 in English classrooms. L1 use is common in primary, secondary, and tertiary education. Everyone in the English classroom is using it without thinking about its pros and cons. According to Hong and Basturkmen (2020), teachers employ L1 in EFL lessons to handle any possible or perceived language problems that students and teachers confront, as well as to promote students' learning. The primary school requires more L1, yet teachers seem less attentive. This might be a significant challenge for English language learners, particularly beginners.

In the Ethiopian context in general, though English is widely taught and learned at primary, secondary, and tertiary levels, it seems to be used only in the English classroom. It is apparent that students (and even their EFL teachers) hardly use English outside the classroom. This shows that students do not have sufficient opportunities to be exposed to and use English. So, L1 needs to be used in the way it enhances English language learning. Aside from the variables stated above, the usage of L1 in EFL might be harmful if teachers do not use it correctly. Because using L1 unsystematically and excessively may result in L1 dependence and lead to poor proficiency in the TL. This is the big issue among ELT experts particularly in specifying the amount of L1 and the systematic use of L1 in L2 and that is why researchers keep their eyes on the fascination of L1 in EFL classes. One of the ELT experts Harbord (1992) recommends that though L1 helps us to do all mentioned points, however, excessive dependency on L1 consequences problems in L2 teaching.

It is true that in Ethiopia almost all learners and teachers of EFL especially in primary school speak a common language (like Afan Oromo) in the classroom. This allows them to unconditionally use L1 in L2 (English) classes. According to local studies, the improvement of teacher usage of the TL is still in doubt. The problem appears to be widespread in primary schools since English language teachers teach English using pupils' L1 (Tamiru, 2013). While prior research has shown that the L1 provides various functions in the L2 classroom and may have an inevitable presence that

should be acknowledged, few studies have looked at how, when, and why L1 is used in EFL classrooms.

Many studies have been conducted in different parts of the world to settle the debate about L1 use in L2 classrooms. The results stated the two opposing opinions: inclusion and exclusion of L1. From the present researcher's personal experience, most English language teachers and students use their L1 (Afan Oromo) in EFL classrooms. When students and teachers use L1 in an English classroom, the situation and the ratio need to be a point of focus. In the same vein, using L1 (Afan Oromo) unsystematically and excessively may result in L1 dependence and affect L2 learning or lead to poor proficiency in the TL. In the Ethiopian context, the issue of L1 use in L2 classes has not received sufficient attention, and few studies have been carried out to solve the problem. Some local studies have been conducted in the case of Afan Oromo, as students' L1 (Kenenisa, 2003; Jemal, 2012), with regard to the topic under research.

Furthermore, the two studies (Kenenisa, 2003 & Jemal, 2012) were conducted at college level in the case of Afan Oromo in English classes. A study conducted by Kenenisa (2003) on the classroom use of L1 (Oromo language) in the English classroom at a public college shows that students and teachers were using L1 in their EFL classroom. Similarly, Abdulkadir (2012) examines students' and their EFL teachers' use of L1 (Oromo language) in the EFL classrooms at a public college and compares 1st year, 2nd year, and 3rd year college students' L1 (Oromo language) use in EFL classrooms.

The finding of this study reveals that students' L1 (Oromo language) preferences reduce when their level of study increases. Compared to third-year students, first-year students deeply believe that L1 helps them a lot to learn English better. The study concludes that first-year students showed a more positive attitude towards the use of the Oromo language compared to third-year students. Both studies revealed that regardless of the gap that existed, a considerable amount of Afan Oromo, with possible support for its use, needs to be used to improve students' standard of English. Similarly, the studies found that teachers and students have a positive attitude towards the use of L1 and conclude that using L1 in an EFL classroom helps students enhance

their learning English, but still demands teachers' understanding of the theoretical values of adding L1 in an L2 classroom.

Though these studies were on Oromo language use, they are different from the present study in the following ways:

1. Both studies tried to investigate the amount of L1 (Oromo language) used in English classrooms, but the present study is planned to be conducted to investigate the nature of L1 use in EFL classes.
2. Both studies were conducted at the Teachers' Training College (TTC) level, but this one is planned to be conducted at the primary school level.
3. Kenenisa did not consider for what reasons the English teacher uses either language, but this one is intended to study for what reasons students and teachers use Afaan Oromoo in the L2 classroom.

Other local studies were conducted on L1 use where students' L1 was Amharic (Abiy, 2012; Destaw, 2017; Yinager and Emily, 2018). Abiy (2012) conducted an experimental study with the aim of assessing L1 use in the FL classroom. He focused on investigating the impact of L1 use in the pre-writing (idea-generating) stage on the L2 writing of grade 11 students at Bichena Secondary and Preparatory School. The results of the study showed that the experimental group significantly exceeded the control group due to the post-test content results.

The interview results revealed that the majority of the participants preferred to use their L1 for discussing ideas at a prewriting stage of L2 writing. It was different from the present study because the students' L1 in this study was Amharic, which is different from the current study, which is Afaan Oromo. In addition, the study was specifically on the impact of L1 use in pre-writing (idea-generating) at preparatory level, but the current study was conducted on L1 use in EFL classrooms at primary school level.

Destaw (2017) conducted a study on EFL teachers' and learners' reactions towards the use of L1 (Amharic) at Adiarkay Preparatory School Grade 12 EFL classrooms. It is mainly focused on assessing the perceptions of teachers and learners about the use of L1 (Amharic) in L2/FL classes. The study indicated that both teachers and students

had positive attitudes towards the use of the Amharic language during their English lessons at senior high school level. The study also seemed to show that the majority of the teachers (66.7%) and students (31.67%) appeared to be in favor of using Amharic from 6–10%; yet, the actual classroom practices displayed excessive use of Amharic, about 11.25% of the total English classroom talk. The results further tended to disclose that both teachers and students claimed the various facilitative roles of Amharic, such as explaining difficult concepts, explaining new words, maintaining classroom discipline, and giving instructions. This indicates that many teachers and students used L1 to explain new words, to explain complex grammar points and difficult concepts, to give instruction, and during pair or group work. This researcher conducted the study at the grade 12 level, but the current study focused on primary school with Afan Oromo as the learner's MT context.

Unlike most previous research, this study aims to incorporate a comprehensive, multifaceted analysis of L1 use in actual primary school EFL classrooms. When we saw all those studies, they appeared to be different from the present study, as the aforementioned studies focused on different contexts of in place, language, grade levels, and design. In spite of the above studies, the use of L1 in L2 classes is still a subject for debate because L1 can facilitate learning and teaching if used judiciously and cautiously, and it can disrupt them if used without a clear rationale (Prodromou, 2002, cited in Çelik, 2008).

So far, no studies to the knowledge of the researcher seem to address the beliefs and practices of L1 use in the EFL classroom in the context of the Afan Oromo. EFL teachers' and learners' perception regarding L1 use is valuable, as they are directly involved in learning the TL. Nevertheless, their views have not been sufficiently examined, especially in the Afan Oromo context. That is why the current study intended to explore the use of L1 (Afan Oromo) in English as a foreign language (EFL), classes to better understand EFL teachers' use of L1 and their perspectives on it. Therefore, the current study tried to fill the gap by addressing the following research objectives:

1.3. Objectives of the study

1.3.1. General Objective

The general objective of this study is to explore the use of L1 (Afan Oromo) in EFL classrooms, with a particular focus on Shambu Town primary schools.

1.3.2. Specific objectives

Based on the general objective of the study, the specific objectives of this study are to:

- 1) describe English language teachers' beliefs about the use of L1 in English lessons
- 2) find out students' perceptions of the use of the L1 in English lessons
- 3) determine the extent of L1 use in English lessons
- 4) assess why English teachers and students use L1 in English classes

1.4. The Research Questions

Based on this context, the four key specific questions that this study intends to find answers to in the case of Afan Oromo use in EFL classes are:

- 1) What are English teachers' beliefs about the use of L1 in English classes?
- 2) What are students' perceptions about the use of L1 in English classes?
- 3) To what extent does L1 used in English classes?
- 4) Why do English teachers and students use the L1 in English classes?

1.5. Significance of the Study

The findings will shed light on both teachers and students' points of view and practices on L1 use in the English classroom and could have an impact on how EFL instruction is carried out in primary schools. Firstly, the researcher believes that this research project will be beneficial for teachers and their students to the extent that it provides an opportunity for the teachers' self-reflection on their own teaching practice. The study will provide new insight into how English teachers can improve their use of the L1 in EFL classroom by examining their beliefs and practices of L1 use in L2 classes.

Secondly, a better understanding of L1 use cannot only increase the study participants' comprehension of the role of L1 in L2 acquisition, but it can introduce the best practices in L2 teaching. This helps the teachers to plan in advance on how to use the L1 in a principled way in their English classes. This may alleviate EFL teachers' worries in the context of this research regarding L1 use. The study may provide teachers with insights on how and when they can use L1 in EFL classroom. This might lead to an awareness-raising process whereby the teachers analyze their own English language teaching situations. Thus, it can help teachers to understand what they should do to help their students judiciously use their L1 to facilitate their learning of L2.

Finally, the findings of this study can be beneficial as an additional input for researchers who wish to study teachers and students' beliefs and practices of using L1 in L2 classrooms.

1.6. Scope of the Study

The study explored the use of L1 (Afan Oromo) in the EFL classes in two selected primary schools found in Shambu town. To this end, it was delimited to primary school students and EFL teachers in Shambu town. Grade 8 English teachers and their students were the study participants. The focuses of the study were teachers' beliefs, their purposes of L1 use and the extent of their use of L1 in EFL classes.

1.7. Limitations of the Study

It was evident that no research project could be completed without some difficulties. Even while the benefits exceed the drawbacks, classroom data collecting that requires recording has its own set of issues. Familiarizing both the teacher and the students with the presence of the device will assist to some extent, but it will still have an influence on the behavior of the participants. This might be considered one of the study's limitations.

Another limitation is that it would have been much preferable to conduct the stimulated recall interviews soon after the recorded lesson to improve validity, as mentioned in the literature (Gass, 1997), but this was not practicable. One reason for this is the stimulated recall interview cannot be carried out until after all the classroom

observation because EFL teachers have five or six periods every day and they don't have time to be interviewed since they leave one classroom and immediately enter another. The researcher, therefore, conducted SRI on opposite shifts even though this instrument is also used to help teachers reflect on their actions.

Another limitation emanates from the fact that the study's participants gave useful insights into the research questions, the conclusions cannot be assumed to represent everyone, i.e. be generalizable to the whole community. Generalizations cannot be made to other contexts for two reasons. First, the current study was restricted in its scope regarding the number of teacher participants (N = 5). Second, it did not take into consideration all possible variables (e.g. teachers' and students' age, teachers' and students' L2 proficiency level) that might influence the actual use of L1 in L2 classes.

1.8. Definition of Terms

The terminologies used throughout this study refer to the meanings stated in the following manner:

First Language (L1) refers to a language learned before any other language, from family, neighbors, other speakers, and the social environment around him or her because the L1 is first learned at home during childhood (Khatai, 2011, p.42). Usually, the L1 is learned at home from birth to childhood. L1 in the present study refers to Afan Oromo.

L2: The second, foreign, or target language that the learners are learning. Stern (1983) defines "foreign language" as a non-native language outside of the community of speech where it is commonly spoken (Stern, 1983). The researcher used FL, TL, and L2 interchangeably in the study. In the present study, FL, TL, or L2 refers to English.

Stimulated recall interviewing (SRI) is a research technique in which subjects view a audio sequence of the participants' behavior and are then invited to reflect on their decision-making processes during the audio event.

1.9 Organization of the Study

The study is divided into five chapters excluding references and appendices. Chapter one presents the background of the study, statement of the problem, the objectives, significance, scope, limitation, definition of key terms, and Organization of the study. Chapter two comprises a review of related literature pertinent to the research problem. Chapter three describes the research design, setting, participants, data collection instruments and procedures, data analyses, pilot study, validity, and reliability as well as the research ethics. Chapter Four focuses on the results and discussion of the findings. Finally, chapter five draws conclusions from the findings and ends with recommendations for further research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews the literature surrounding the debate on L1 use in second language acquisition. Then the role of L1 in learning English is illustrated and reviewed with a discussion of some studies that have reported the importance of L1. Next, the chapter discusses research on L1 use in EFL classes and the disadvantages of L1 use. Moreover, it deals with the principles of L1 use and beliefs about L1 use as well as the theoretical framework for the study.

2.1 The Debate around the Use of L1 in the EFL Classroom

For decades, the use of L1 in the EFL classroom has been a contentious matter that has sparked considerable debate. On the one hand, supporters of monolingualism in EFL argue that L2 should be used solely and exclusively as the teaching and learning medium within the classroom, avoiding the use of L1, which would reduce the amount of input provided to students in the target language (Polio & Duff, 1994). Forbidding students from utilizing the L1 in L2 classes, on the other hand, prohibits them from expressing themselves clearly and efficiently, resulting in communication challenges such as misunderstandings in the classroom.

Whether or not to use the first language has been a source of contention throughout the history of language instruction. The use of the learners' L1 in L2 teaching-learning, whether by the teacher or by the students, has become a point of contention. Those who take a critical perspective on language usage and language learning in a global setting have suggested many points of view. According to the research on the subject, English language teaching techniques at all levels (primary, secondary, and tertiary) rely greatly on the individual independence of teachers everywhere. Teachers have a significant impact on classroom activities and processes. These efforts are mostly motivated by their beliefs. Others, on the other hand, oppose the complete removal of L1 from the L2 classroom and instead urge for the use of L1 for certain reasons to optimize learning opportunities.

The monolingual approach states that the target language should be the exclusive medium of communication, implying that omitting the native language will maximize

the efficacy of learning the target language (Tang, 2002). Overall, the ideas presented above support the monolingual approach, which holds that using the mother tongue as the instructional language choice in the process of foreign language acquisition is not recommended because the presence of other languages can impede target language maximization.

Similarly, as Richards and Rodgers (2014) point out, L1 was negatively reflected and should be avoided in L2 classes. They believed that intensive use of the target language in the classroom may help students develop their communication skills. Furthermore, according to Brown (2000), employing students' L1 in English classes is harmful and should be avoided. This technique supports the notion of making the best use of the target language in a classroom where L1 usage is prohibited. They feel that limiting learners' L2 exposure through L1 use will cause major issues for EFL learners, particularly at the beginning level. This assumption depicts a scenario in which L2 is appropriate, suitable, recommended, and the norm, whereas L1 is the polar opposite, harmful, taboo, and the "skeleton in the cupboard" (Prodromou as cited in Butzkamm, 2003, p. 29); this scenario, implicitly or explicitly, reinforces the assumption that English is the only acceptable way to communicate in the EFL classroom (Auerbach, 1993).

Monolingual opponents, on the other hand, have typically concentrated mainly on the fact that students generally support the use of L1 in the classroom. A teacher refusing to answer a question like "What does... mean in English?" is exceedingly implausible, according to Harbord (1992, p. 351). According to Al-amir (2017)'s study on Saudi Female teachers' Perceptions of the Use of L1 in EFL Classrooms, the majority of teachers supported the use of L1 in the classroom. Similarly, proponents of the bilingual method feel that leveraging students' L1 can enhance the teaching and learning process of the TL (Miles, 2004). Furthermore, according to Yenice (2018), students had favorable attitudes toward the use of L1.

Because of its facilitative effect, advocates of the bilingual method have endorsed the use of L1 in EFL courses (Burden, 1997; Critchley, 1999). They suggest that utilizing L1 in appropriate circumstances can help EFL learners' L2 acquisition by making them less apprehensive and more enthusiastic to acquire L2. Supporters of this viewpoint see L1 as a facilitator and advocate for the use of L1 for specific

educational reasons. Similarly, Auerbach (1993) argues that employing students' L1 instills a sense of comfort in them since, without their L1, they are unable to articulate themselves and their experiences, particularly in the early stages of language development. When learners' emotional filters are decreased, they are apparently more ready to study the target language because they are more self-confident and less worried.

Because of its numerous benefits, L1 is recognized as a critical learning tool, particularly for learners who have just recently begun to study L2 or who are still in the early stages of skill levels (Auerbach, 1993). Similarly, L1 proponents say that using only L2 is the best way to create a natural environment for genuine conversation. They claim that the key prerequisites for such a process are fabricated and frequently lacking in the FL classroom. "The obvious reality is that the desire for "authentic" communication and the prohibition of the L1 are opposing demands" (Butzkamm, 2003:33). Similarly, Nation (1978) believes that excluding the L1 from the classroom-teaching context is equivalent to avoiding objects and pictures from the L2 classroom. The L1 helps the establishment of a natural environment, according to this viewpoint (Butzkamm, 2003:33).

With all of these potential benefits, a growing number of researchers are questioning the banning of L1 from the classroom. For example, Macaro (2001) contends that excluding L1 from the classroom is unrealistic since it deprives students of a key instrument for language development. Cook (2001) also claims that using the TL exclusively is not conceptually justifiable and does not result in maximal learning. Similarly, Harbord (1992) observes that "many English language teaching (ELT) teachers have tried to create an English-only classroom but have found that they have failed to get meaning across, leading to student incomprehension and resentment" (p. 350). Similarly, Sharwood-Smith (1985) posits that TL input does not always correspond with intake, i.e., pupils may be exposed to language that they are unable to absorb and incorporate into their TL linguistic framework if they only utilize the TL.

There are several reasons for and against using L1 in the process of teaching English or any other language. Brown (2000, p. 195) goes on to address the controversy over whether or not students' L1 should be excluded from English language schools. When employing L1 in the classroom, it is necessary to take a balanced approach, according

to the ideas of many researchers in the area. However, as Brown (2000, p. 14) argues, there are no "instant recipes" because each student and teacher is unique, as are the classroom conditions and surroundings.

It may be inferred that it is always the teacher's responsibility to be familiar with their class and the environment in which the English language is to be studied. It appears that there is no 'proper' or 'wrong' quantity of L1 employed in the classroom, and the conditions change depending on the situation. A balanced strategy combining the usage of L1 and L2 as well as appropriate procedures might be a solution to this problem. In general, these scholars advise against overusing L1, while they do encourage using it judiciously in contexts such as asking questions, checking comprehension, offering instructions, and teaching grammar. The recent shift in perception of L1's role has resulted in an expanding repertoire of relevant research studies from various sociolinguistic contexts that not only provide insights into both teachers' and students' favorable attitudes toward L1 use but also support the premise that L1 can actually facilitate L2 learning.

2.2. EFL Pedagogical Changes and L1 use

Cook (2001) claims that the usage of L1 has been purposefully avoided in the context of teaching English as a Foreign Language (EFL) for over a century. The Grammar-Translation Method (GTM) was one of the earliest ELT systems that strongly advocated and relied extensively on the usage of L1. The primary goal of learning L2 in the GTM is to establish knowledge of the language structure as a foundation for learning to read literature and translate from L2 to L1 (Larsen-Freeman, 2000). All of the terminology and texts delivered in class were immediately translated into the L1.

Grammar was taught in a deductive manner, which means that the teacher would offer the grammar rules and examples and tell pupils to remember them before asking them to apply the principles to new instances. It was primarily concerned with reading and writing, while the L2 was exclusively utilized for intellectual and academic purposes. This method was distinguished by its extensive dependence on translation and detailed explanations of grammatical principles. As a result, the target language was utilized seldom in the classroom, as L1 was the primary mode of communication. As a result, in GTM classrooms, the process of learning and teaching L2 is carried out in

the learners' L1. Teachers use L1 to explain the meaning of L2 and to ask and answer questions. Similarly, students respond to the teacher's inquiries in their native language since "the ability to communicate in the TL is not a goal of FL instruction" (Larsen-Freeman, 2000, p. 16).

In the Direct Method (DM), on the other hand, the major aim of learning L2 is to learn to interact with it, and it supported the concept that L2 learning should be similar to L1 learning, and hence no other languages should be utilized in L2 learning (Larsen-Freeman, 2000). As a result, the language of teaching in this technique is L2, and the teachers must be native or native-like in that language, as meaning must be delivered directly in L2 without reference to the students' L1. According to Larsen-Freeman (2000), "the DM has one very basic rule: No translation is allowed" (p. 23). In summary, L1 should be avoided entirely in the DM, and lessons should be conducted entirely in L2.

Later, the DM's theoretical premises were challenged for being too stringent in employing L1, and it was diverted to the Audiolingual Method (ALM). The goal of language learning in this method is to be able to communicate with it, and no or very little use of L1 was permitted because it was believed that L1 and L2 have different linguistic systems and that they must be kept as separate as possible so that L1 interferes as little as possible in the acquisition of L2 (Larsen-Freeman, 2000).

Caleb Gattegno proposed the Silent Way when the ALM's popularity waned because of the difficulty of teaching long-term speaking competency (Brown, 2001). It was one of the pioneering approaches that emerged in the 1970s, with an emphasis on student needs and skills. Students learn from each other with this technique, and teachers are normally silent and only give assistance when necessary, because the teacher's goal is not to control the class but to service the learning process (Larsen-Freeman, 2000). Although L1 is not used to provide meanings for new vocabulary because translation should be avoided, it can be used to provide instruction when necessary, such as when the teacher wants to help students improve their pronunciation skills or when providing feedback to students with low proficiency levels. In summary, L1 is only permitted to be used to promote L2 learning.

Suggestopedia is another lively 1970s technique. It is based on Georgi Lozanov's theory that removing psychological obstacles to learning will make learning faster and more efficient. According to Larsen-Freeman (2000), in Suggestopedia lessons, baroque music is played and students are sitting in soft, comfy chairs while working from extended L2 conversations and their translations. The teacher employs L1 as required, but its use steadily decreases as the pupils improve in L2. The instructor also attempts to assume full responsibility for assisting pupils in learning to use L2 for everyday communication.

Community Language Learning (CLL), which was centered on students' emotional learning, was one of the strategies that emerged in the 1970s. Teachers in this method assist students in using L2 communicatively (Larsen-Freeman, 2000). The students are sitting in a circle, and interpersonal interactions are formed in their L1 initially. As a result, students' L1 plays an active part in the early stages of increasing students' security and self-assurance. Furthermore, students' L1 is occasionally used in L2 classes to offer literal translations of L2 phrases in order to clarify their meanings and to give directions in the early stages of learning (Cook, 2001). However, as they improve, more and more L2 should be used, such that very little of the students' L1 is used.

Total Physical Response (TPR) is another dynamic 1970s approach established by James Asher. TPR shares certain L1 acquisition concepts, assuming that L2 learning is similar to infant language acquisition (Brown, 2001). As a result, TPR schools place a high value on listening comprehension before speaking, and listening tasks are accompanied by a sequence of physical reactions. In terms of the use of L1 in TPR lessons, it should be utilized extremely seldom once the method is introduced in L1, and the meaning of new words should be transmitted by body movements (Larsen-Freeman, 2000).

None of the approaches of the lively 1970s stayed popular for long, and their usage was denied, or at least reduced, due to objections to their limits as well as practical and theoretical issues. Following that, greater emphasis was placed on language's functional and communicative possibilities, and CLT was established. CLT was founded on communicative language usage since it was considered that in order to communicate, students needed to first build their L2 communicative competence

(Larsen-Freeman, 2000). As a result, pupils are given instructions in L2. However, the use of L1 is not prohibited and can be used sparingly when necessary; however, L2 should be used in the classroom not only for communicative activities, but also for explaining activities to students or assigning homework, and students are encouraged to use L2 productively and receptively.

The Natural strategy, developed by Krashen and Terrell (1995), on the other hand, has certain characteristics with prior systems, despite the fact that it (as its inventors say) is a cohesive strategy that is relatively straightforward to adapt to diverse demands. They also suggest that this technique is consistent with SLA theories, notably Krashen's five hypotheses, which are the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. The major purpose of this strategy is to improve communication skills, namely the capacity to converse with native speakers of the target language. L1 usage is discouraged since this strategy implies that L2 learning should be identical to L1 acquisition, and children who acquire their L1 do not have another language to go to. To avoid L1, particularly in lower-level classes, this technique permits pupils to use fewer than full phrases in L2 so that they do not have to rely on L1.

Finally, none of the language teaching approaches that emerged in the 1970s and 1980s stayed popular because they were ineffective in solving challenges in language education or catering to all learners. By the 1990s, dubbed as the post-method age, many applied linguists and teachers had abandoned the concept that there is a need for new and better approaches and techniques, or that one method is better or worse than the other, or that one is correct or incorrect. They concluded that instructors must select the optimal teaching practices for their students and situations from among the techniques and approaches that correspond to their own perspectives on teaching and learning L2 (Brown, 2001). This strategy was known as the Eclectic approach, and it was regarded to be the greatest answer for accommodating pupils' varying demands. Teachers who take this approach are accountable for identifying potential methodological possibilities that are relevant to their learners first, and then to their own ideas of learning and teaching (Brown, 2001). As a result, it is the duty of the instructors to decide whether or not to utilize L1 in the classroom, how much L1 to

use, for what purposes it may be used, and whether or not students can use their MT. Getie (2020) also stated that the instructor is one of the most essential factors influencing pupils' language acquisition.

Furthermore, the students believe that they can readily interact and communicate with the teacher in their L1 rather than in English to convey things like asking questions/clarifications and requesting permission. It may be stated that L1 has been addressed differently in each technique or approach since some of the aforementioned ways of language instruction support its inclusion in L2 classrooms while others do not. L1 usage has evolved from excessive use (as in the GTM) to prohibition (as in the DM and ALM) to limitation (as in the spirited method of the 1970s and the CLT). Furthermore, the purposes of L1 usage vary in most language teaching techniques, with the exception of the DM and ALM, where no L1 use is permitted.

It appears that the usage of the L1 is a contentious issue, with no clear definition of the actual purpose and suitable level of L1 use. It appears fair to think that a balanced method that carefully leverages L1 to promote and increase L2 learning absorption, as well as modifying that balance to match the requirements and levels of individual learners, might be the solution to this problem.

2.3. Role of L1 in EFL Learning

The bulk of current theoretical positions acknowledge that L1 plays a crucial linguistic, psychological, and social role in second language learning. However, current practice in the EFL profession appears to be ambivalent: it acknowledges in principle the social advantages of its usage and its significance in the second language acquisition process, while actively prohibiting, restricting, or disregarding its use in the EFL classroom.

The use of L1 in L2 classes has long been a source of contention (Sharma, 2006; Storch, & Wigglesworth, 2003), with research either completely supporting or strongly opposing the idea, each with its own explanations. Such debates among applied linguists and second language acquisition (SLA) experts have resulted in a massive amount of research that has helped to shape L2 teaching and learning methodologies.

The primary purpose of FL instruction is for students to utilize the language to communicate and thereby acquire communicative competence for improved language learning. Various studies have indicated that using L1 for foreign language acquisition has various advantages. Researchers discovered that learners' L1 can be used as a resource in the foreign language classroom when it is used to provide explanations of unclear English concepts, explain vocabulary and grammar, maintain control and discipline, create a positive, inclusive atmosphere, give instructions, correct language errors, assess and give feedback, and compare the target language and L1 by finding similarities and differences (Hall & Cook, 2013; Marsella, 2020; Perdani 2021). In their study on the use of L1 in the foreign language classroom, Hanáková and Metruk (2017, p. 387) discovered that teachers believed L1 is used to prevent misunderstandings, illustrate L1 and target language differences, and save time.

The vast majority of studies on the functions of L1 usage by learners are based on sociocultural approaches to learning. Children learn to think, communicate, and develop intuitive comprehension of universal grammar through L1, according to Harbord (1992). According to Deller (2003), L1 should be used to highlight contrasts and similarities between two languages, as well as to encourage spontaneity and fluency in order to positively affect group dynamics and gather useful feedback from students. According to recent research, appropriate usage of L1 can play a crucial role in foreign language instruction and successful target language learning. Several justifications have been advanced for allowing the use of L1 in the classroom, arguing that the use of L1 may be a valuable resource in the classroom.

According to Inbar-Lourie (2010), the L1 is a resource that learners bring to the language-learning process that should be used rather than neglected. According to Turnball and Arnett (2002), giving students help in their first language would deprive them of a critical cognitive tool. Nation (2003) observed that in classes where all learners have the same L1, tasks tend to be completed in the L1 since it is more natural for those who share the same L1. Nunan (2003) argues that the L1 and L2 complement each other since the L1 gives a familiar and effective manner of engaging with the meaning and substance of what has to be accomplished in the L2, but underlines that its usage is limited.

In favor of L1 use, Macaro (2001) contends that L1 is a potent source that may be utilized to increase FL learning, but it must be handled with caution. Wells (2020) demonstrates and explains the important role that engagement in L1 may play in the collaborative completion of tasks in L2 and, as a result, in the establishment of possibilities for learning L2. Auerbach (1998), quoted in Sharma (2006): 81, not only recognizes the good impact of the L1 in the classroom but also highlights many situations in classes where the L1 might be employed productively. Auerbach listed areas for L1 usage as language analysis, class administration, providing grammatical rules, delivering directions, clarifying errors, and checking for understanding. According to Voicu (2012)'s research, novices will likely improve faster if the usage of L1 is permitted in the classroom.

2.3.1. Advantages of L1 Use in EFL classrooms

Many studies have been conducted on the issue of employing L1 in FL. Previously, studies discovered advantages to employing L1 (Cook, 2001; Liu et al., 2004). According to their assertions, the main advantages of utilizing L1 in class are that it facilitates learning and communication while also improving the emotional environment and motivation for learning. More common functions of L1 include explaining any grammatical rules, checking comprehension of a listening or reading text, checking comprehension of a structure, allowing students to provide translation (as a comprehension check), eliciting vocabulary by giving L1 equivalent and comparing with L1 to avoid incorrect translation, according to Harbord (1992).

Teachers can use the L1 as a tool or necessary scaffolding that is gradually removed over time, a time-efficient strategy that is effective with students whose L2 proficiency is low (Liu et al., 2004), and as a bridge between the L1 and the L2, providing a more comprehensible and comfortable learning environment (Auerbach, 1993). According to Goh and Fatimah Hashim (2006), learners employ their L1 because they lack vocabulary and the capacity to convey or verbalize their views confidently, precisely, and accurately. According to Liao (2006), L1 usage may promote TL classroom activities since it provides a good scaffolding that aids learners in comprehending tasks and overcoming specific problems.

As in Littlewoods' (1981) study, learners should be encouraged to use L2 as a medium of communication even for class management. Cook (2002: p. 419) says that "bringing the L1 may lead not only to the improvement of existing teaching methods but also to methodology innovations." Butzkamm (2003) proposed that we learned to think, communicate, and intuit comprehension of grammar in our L1 and that this is a tremendous resource that may be used in FL learning. According to Atkinson (1987), using the L1 can help with evaluating knowledge and providing instructions and it is a great strategy that maximizes class time. He believed that the potential of students' L1 use in the classroom needed to be explored further. According to David Atkinson (1987), the lack of methodological literature is also responsible for teachers' uncertainty and uneasiness about whether or not to use the students' L1 in the classroom.

Although most teachers of L2 avoid discussing the issue of using L1 in the classroom, this does not indicate that they do not utilize it (Ibrahim et al., 2013). The L1 should be utilized as a tool to improve and simplify input processing (Butzkamm & Caldwell, 2009). According to Prodromou (2008), there are some significant benefits to utilizing the L1, but there is also a risk of overuse (2008:5). Cook (2001, p. 410), for example, suggests that teachers should utilize L1 for class structure, expressing meanings, and cooperative work. In this regard, Atkinson (1987, p. 241) refers to L1 as a "positive resource" in the foreign language classroom. Furthermore, according to certain other academics (Atkinson, 1987; Harbord, 1992; Scrivener, 2005), when L1 is employed effectively, it can have a positive influence on the English language teaching and learning process. Finally, L1 should be utilized as a scaffolding tool, providing the fundamentals from which additional learning may occur.

In accordance with this notion, Stern (1992) contends that learners' L1 can have a justifiable position in FL classrooms and attempts to call into question the traditional view of L2 exclusively classes. Harmer (2007, p. 39) adds another point regarding utilizing L1, arguing that it is appropriate to utilize L1 to translate certain terms, particularly abstract notions, "when other ways of explaining their meaning are ineffective." Harbord (1992, p. 351) mentions one of the most compelling reasons for employing L1, which is to save time and confusion in the classroom. Cook (2001)

says that balanced code-switching will result in "more authentic users" of the TL, in addition to the benefit of viewing the L1 as a resource rather than a handicap.

Nonetheless, as different writers concur (Hall & Cook, 2012, p. 298-299; Inbar-Lourie, 2010, p. 352), despite multiple research studies indicating greater acceptability of the usage of L1 in FL classrooms, there are both strong proponents and stringent opponents. Still, the moderate viewpoint holds that limited usage of the L1 should be permitted in comparison to the TL, which must remain dominant. "The crucial question that needs to be addressed in this case is whether the key players, that is, the teachers who ultimately determine the linguistic classroom policy, endorse such views" (Inbar-Lourie, 2010, p. 353).

According to some research, L1 is a very beneficial cognitive learning aid in L2 acquisition. In line with Anton and DiCamilla (1998), employing L1 "plays a strategic cognitive role in scaffolding" for students in their endeavor to complete learning tasks (p.319). Auerbach (1993) claims that employing L1 in L2 lessons would enable L2 learners to take chances and experiment with English by addressing the psychological function of L1 in L2 classes. She concludes that learners will gain a sense of security when their lived experiences are recognized. Thus, they may be able to express themselves since psychological obstacles have been lifted, allowing learners to advance more quickly. They see L1 as a cognitive tool that can help with L2 task completion (Antón&DiCamilla, 1999; Swain&Lapkin, 2000). Copland and Neokleous (1999) emphasized the emotional motivations for utilizing L1, claiming that it improved a stress-free learning environment.

Avoiding MT may contribute to a difficult learning environment for learners who want stability in their language learning experience (Kavaliauskienė, 2009). In other words, when L1 is employed, learners feel more secure, have the opportunity to confirm their experiences, and may express themselves. After all, they are prepared to take risks with English (Aurbech, 1993), removing any barriers to learning. The MT enables learners to convey what they truly want to say (Bolitho, 1983 quoted in Atkinson, 1989), and as a result, learners' motivation improves.

Furthermore, from a socio-cognitive standpoint, L1 is critical in task completion. L1 is seen as a powerful semiotic instrument that offers mediation between learners and

helps them to work successfully, particularly with learners with the same L1 background and a low competency level in language acquisition (Anton & Dica-milla, 1999; Mattioli, 2004). It assists students in 'understanding and making sense of the task's requirements and content; focusing attention on language form, vocabulary use, and general structure; and establishing the tone and tenor of their cooperation' (Swain & Lapkin, 2000: 268).

As a result, if they are not permitted to utilize their L1, they will struggle to accomplish the assignment and may possibly fail to do it. When learners are permitted to utilize their L1 to discuss a particular activity, they might adapt to the assignment. Villamil and DeGuerrero (1996) focused on the importance of L1 in task completion and concluded that L1 is a critical tool 'for making meaning of the text, retrieving language from memory, exploring and expanding content, guiding learners' action through the task, and maintaining dialogue' (p.60).

Nation (2003) saw L1 as a helpful tool as well, even claiming that 'it is absurd to unilaterally remove this established and effective technique of transmitting meaning' (p. 5). He encouraged its usage when appropriate but advised against overusing it since it was an efficient and rapid means of delivering the meaning and information needed for a job in L2. As a result, refusing to use L1 implies foregoing a critical cognitive tool that is extremely useful while performing complicated tasks (Swain & Lapkin, 2000). Most teachers agreed with these favorable views on utilizing L1 since most research on L1 usage found that the majority of them were opposed to removing L1 entirely, even though they considered that the main language in the classroom should be L2 (Macaro, 2005).

In keeping with prior research, Atkinson (1993) stated that deciding on the optimal balance for utilizing L1 in EFL lessons is impossible, but he noted that L1 may be a valuable resource if used at suitable times and in acceptable methods. After all, an excessive amount of input did not guarantee that the learners would acquire the language (Macaro, 2005). According to Macaro (2005), there is no direct link between teachers' and students' usage of L1. In other words, excessive and exclusive usage of the TL by teachers does not boost learners' understanding. According to prior research, "using L1 in EFL teaching has been found to 'facilitate both teaching and

learning, systematize comprehension of EFL structures and items, and thus leads to meaningful learning," according to Mukattash (2003). (P: 224).

Stapa and Majid (2006) stated in their study that employing L1 among students with low English language competency helps them generate ideas since L1 is linked to their past knowledge. In terms of the help acquired from L1 use, Sipra (2007) studied the facilitative effect of L1 and found that bilingual instructors had more teaching aids than monolingual teachers.

The effective conveyance of meaning, maintaining of class structure and discipline, and teacher-learner rapport and touch between the teacher and learners as real people are among the pedagogical grounds for L1 usage (Polio and Duff, 1994; V Cook 2001). These pedagogical functions are classified by Rolin-Ianziti and Varshney (2008) as 'medium-oriented goals' and 'framework goals,' which are teaching the new language (the medium) itself (e.g., explaining vocabulary items or teaching grammar) and framing, organizing, and managing classroom events. Meanwhile, Kim and Elder (2008) make a similar difference, claiming that learners' L1 is frequently employed for the social objective of conveying personal concern and compassion.

Similarly, Auerbach (1993) highlights the function of own-language use in potentially building more equal intra-class connections between the instructor and learners than the exclusive use of the target language. Indeed, Edstrom (2006) contends that debates over own-language use extend beyond concerns about language learning processes or classroom management to include value-based decisions in which teachers have a moral obligation to use learners' own language judiciously in order to recognize learners as individuals, communicate respect and concern, and create a positive affective environment for learning.

Many studies have been conducted to investigate teachers' views on the usage of L1 in the EFL classroom (Alshehri, 2017; Tasçi & Aksu Ataç, 2020). According to Tasçi and Aksu Ataç's (2020) study of three EFL teachers' L1 use in Turkish primary schools, L1 use performed nine different functions: translation of unknown words, translation of sentences, classroom management, checking understanding, eliciting responses, drawing attention, giving feedback, and grammar instruction. Teachers perceived that L1 usage aided in the achievement of pedagogical functions that

improve teaching and learning, such as boosting students' comprehension of L2 material. Algazo (2020) utilized a somewhat different method in identifying seven roles of their instructors' L1 use: 1) teaching grammar, 2) defining new vocabulary items, 3) explaining difficult concepts or ideas, 4) delivering directions, 5) praising and encouraging pupils, 6) interpreting written works, and 7) comparing and contrasting L1 and English.

The research stated above, as well as others with comparable findings, indicate that L1 use in L2 classrooms can serve a variety of valuable tasks, whether nine (Tasçi & Aksu Ataç, 2020) or seven (Algazo, 2020). The literature's variation in the number and kind of functions may reflect variances in learner proficiency, student and teacher views concerning the role of the L1, instructors' experience, and other factors (Algazo, 2022; Wong, 2020).

2.3.2. Disadvantages of the L1 Use in EFL classrooms

Some researches claim that utilizing L1 in an L2 classroom may have a detrimental impact on students' learning since it lowers learners' exposure to the L2 and their opportunities to use the TL. Advocates of the L2-only approach, such as Krashen (1982), contended that excessive usage of the L1 deprives learners of input in the L2, as well as failing to inspire and encourage learners to utilize the L2. He proposed that intelligible input should allow for subconscious and implicit learning, which leads to linguistic competency.

Cummins (2005) demonstrates certain common assumptions that underpin monolingual education, despite a lack of academic support. The assumptions are as follows: (a) teaching should be given entirely in the L2, with no reliance on the students' L1; (b) bilingual dictionaries should not be utilized; (c) translation should be avoided; and (d) the L1 and L2 should be kept strictly separate. Cook (2001, 2008) also provides three theoretical considerations from SLA research to justify the avoidance of L1 in L2 classrooms. The first argument is that because youngsters learning their L1 have no L2 to fall back on, L2 acquisition should not be dependent on another language. This thesis contends that L2 learning should be equivalent to L1 acquisition without the need of a second language.

This theory, however, has been questioned since, while L1 and L2 learning have many similarities, they differ in a number of areas. Forman (2005), for example, emphasizes that L1 and L2 learning are qualitatively and quantitatively distinct, and hence L2 learning should not be repeated as L1 learning. According to Auerbach (1993, p. 5), "the more students are exposed to English, the faster they will learn." Cook (2008) disagrees: "If the L1 is to be avoided in teaching, this ban must be based on other reasons than the way children learn their L1."

The second theoretical reason advanced in the literature to avoid using L1 in L2 learning and teaching is that L1 and L2 should not be linked in the thoughts of learners, but should be maintained separately at all times (Cook, 2001, 2008). This thesis takes a segmented approach to the languages in the same brain. This viewpoint is motivated by the assumption that learning to communicate in L2 independently of L1 is both necessary and advantageous for the development of L2 learning. The ALM is a language teaching approach based on this concept, which claims that because L1 and L2 have different linguistic systems, they should be maintained separately so that L1 interferes with L2 learning as little as possible (Larsen-Freeman, 2000).

This argument, like the previous, has been critiqued for a variety of reasons. According to Kelleher (2013), it is hard to prohibit the use of L1 since even if pupils do not talk in it, they think in it. Cook (2001), on the other hand, claims that any attempt to separate L1 and L2 in the mind would fail due to the fact that the compartments are interrelated. Furthermore, Cook (2008) claims that L1 and L2 cannot be separated in reality since their phonology, lexicon, syntax, and sentence processing are intertwined and far from different, while being distinct in principle.

The third theoretical justification advanced by Cook (2001, 2008) and Harmer (2007) to avoid the use of L1 in L2 learning is that students should be exposed to the practical usage of L2 for communication purposes, which is naturally limited if the students' L1 is employed. Using L1 limits not just learners' exposure to the L2, but also their possibilities to utilize the L2. Cameron (2001) recognizes that the amount and kind of exposure are key parts of FL learning since kids have relatively little contact outside of the classroom, therefore the L2 instructor must offer a significant amount of exposure to the L2. Ellis (2005, 2012) contends that considerable L2 input is required for successful language learning.

The fundamental argument against using the L1 in language education is that students will grow dependent on it and will not even try to acquire meaning from context and explanation, or express themselves in their limited command of the target language (Oflaz, 2009, p 13). If students and teachers use the same L1 in the classroom, they will become accustomed to using it anytime they want and will be unable to master communication skills. Furthermore, excessive dependence on the L1 may impede English engagement (Oflaz, 2009, p. 22). If students do not communicate in the TL with one another, they will lack interlanguage communication, which is the major source of input for many learners (Ellis, 2008, p.220).

Despite the known benefits of utilizing students' native language in L2 classes, there is evidence of "dangers associated with overuse of the L1" (Bruen & Kelly, 2014, p. 11). The fundamental "danger" is that using L1 in the L2 classroom may have a detrimental impact on the L2 learning process by depriving pupils of L2 information (Turnbull, 2001). However, there are additional perceived hazards. There is a risk of misuse of the MT, and overuse has several drawbacks, as Atkinson (1987) points out:

- i. The teacher and/or pupils grow to believe that they have not truly comprehended any piece of language until it has been translated. This makes pupils feel L1 usage raises certain issues about overuse, including the fact that it reduces students' possibilities for TL exposure and increases their L1 reliance.
- ii. The teacher and/or pupils fail to distinguish between form similarity, semantic equivalence, and pragmatic aspects, and hence oversimplify to the point of employing crude and erroneous translation.
- iii. Students speak to the teacher in the MT as if it were second nature, even when they are perfectly competent of expressing themselves.
- iv. Students fail to recognize that it is critical that they utilize only English throughout various tasks in the classroom.

As Atkinson (1987) points out, this can lead to students believing they have not grasped a new item until it has been translated, or students completing communicative tasks in L1 while the goal is for them to be done in English. O'Grady and Wajs (1989) mention a variety of measures instructors might utilize if L1 is being overused, but they assert that if students understand the objective of a bilingual approach, as

well as the ground rules for using it, they are less likely to rely on L1. According to the Hopkins (1988) research, some students believed that time spent using L1 might have been better spent using L2, however as Medgyes (1994) points out, utilizing L1 judiciously in some instances can really save a lot of class time. According to O'Grady and Kang's (1985) study, there are a number of instructor worries regarding the negative impacts of using L1, but these are either unsubstantiated (for example, the assertion that L1 functions as a crutch, generating reliance and diminishing the drive to speak English) or conceptually unjustified.

Similarly, Harbord (1992) discusses some of the issues associated with the overuse of the L1 in the FL classroom. For example, misuse of the L1 by the teacher may lead students to assume that they ' must convert lexical elements into the L1 in order to comprehend them. They may miss semantic equivalences and pragmatic differences between the L1 and the TL. Students may continue to use the L1 because it is easier to communicate, and they may be unaware that they need to utilize the TL in order to improve their language ability.

According to De la Campa and Nassaji (2009), one reason for some L2 instructors' strong dependence on L1 might be a lack of teaching experience. Another reason for over-reliance, according to Duff and Polio (1990), is a lack of understanding about correct L1 usage in the L2 classroom. Raising awareness regarding L1 usage (and overuse) among L2 instructors is vital since they may not understand when or why they use the L1 otherwise (Polio & Duff, 1994). A third justification is that teachers overuse the L1 because of the benefits it provides. Although Harbord (1992) agreed that L1 may improve L2 teaching, he cautioned that L1 should not be viewed as "a device to be used to save time for more useful activities, nor to make life easier for the teacher of the students" (p. 355).

When learners have few opportunities to encounter and utilize the L2 outside of the classroom, it is critical to maximize L2 use in the classroom. According to Nation (2001, p. 2), adopting MT in the classroom limits the amount of input and the chance for practice. For learning to occur, one must be exposed to the set of grammatical sentences. The excessive usage of the MT hinders learning. TL. Krashen (1985) (Cited in McLaughlin, 1991, p. 36) similarly emphasizes the significance of exposure to the learned language.

In his book, Harmer (2001) outlines the Input Hypothesis and concludes that if Stephen Krashen is correct, the ramifications are enormous. It would imply that the most beneficial thing we could do for children would be to expose them to vast quantities of intelligible material in a relaxed context, implying that we should limit the use of MT in the classroom, which is typically the only place students receive the aforementioned input.

When the target language is used less, so does the modeling and the pupils' use of it. Nation (1997) discussed various methods for inspiring learners to utilize the TL. One of the issues stated is the need of utilizing English. To do this, teachers might convey to students the advantages of utilizing English in activities. However, if the teacher is constantly emphasizing the need of utilizing the TL while employing the MT, the learners may not be convinced.

The other cause for L1 exclusion is interference. There has already been research on L1 interference on the TL. Interference is referred to as 'transfer' by Ellis (1997), who defines it as "the influence that the learner's L1 exerts over the acquisition of an L2." He contends that learners' judgments of what is transferable, as well as their level of development in L2 learning, affect transfer. Learners develop their own intermediate rules when learning a TL, but only when they feel it will benefit them in the learning process or when they have grown sufficiently adept in the L2 for transfer. In this regard, Ellis (1997) mentions earlier study examples of L1 interference but does not give evidence from any current research.

These and other factors, which will undoubtedly vary depending on the setting, may cause both L2 teachers and students to rely significantly on their L1 during class time. However, research on the topic of excessive L1 use has revealed that such overuse clearly effects L2 learning and may be detrimental in L2 classrooms. As a result, L2 teachers and students must be aware of how much time their L1 is given in the classroom.

2.4. Researches about L1 Use in EFL classrooms

Despite the arguments about the significance of L1, research has shown that it is almost certainly inescapable in L2 classrooms, especially when professors know their students' L1. Both instructors and students will undoubtedly utilize L1, and numerous

scholars have begun to investigate teacher L1 use in L2 classes from various viewpoints (Turnbull and Arnett 2002). Several studies have been conducted across the world to demonstrate the good function of L1 in L2 teaching, as well as to discover instructors' and learners' attitudes about this subject and to identify particular scenarios in which L1 should be utilized in the L2 classroom.

Many have asked for a rethinking of the L1's role in L2 courses (Cook 2001; Butzkamm 2003; Macaro 2005; Cummins 2009). Jenkins (2010), following on the Kingdom of Saudi Arabia's no Arabic policy in L2 schools, has also advocated for a re-examination of 'monolingualism'. This disagreement motivated academics to pursue new paths of investigation into the use of L1. For example, several researchers sought to demonstrate that using the L1 was helpful to both instructors and students (e.g., Macaro 2005). As a result, it delivers "an enhanced form (Turnbull and Arnett 2002, pp. 205-206). The L1 also helps to "maintain and deepen student understanding and motivation" (Forman 2008, p. 330) and "improve communicative competence in the foreign language" (Butzkamm 1998, p. 81). As a result, prohibiting the use of L1 deprives L2 learners of an essential 'communication technique' (Macaro 2005, p. 84).

A Vygotskian examination of learners' usage of L1 found it as a scaffolding tool that helps their learning. According to Brooks and Donato (1994, p. 268), L1 usage during L2 contact is "a normal psycholinguistic process that facilitates L2 production and allows learners to initiate and sustain verbal interaction with one another." Tang (2002) conducted a comparable study in China with 20 teachers and 100 students. The purpose was to learn how they felt about using Chinese in the L2 classroom. The results showed that utilizing the mother tongue selectively and prudently in the classroom did not reduce students' exposure to English, but rather might benefit the teaching and learning processes.

Miles (2004) investigated the concept that L1 use can increase L2 learning using three low-level Japanese students. According to the findings, employing L1 in the English classroom did not impair but rather enhanced L2 development. In a similar spirit, Antón and DiCamilla (1999, p. 237) demonstrate that "L1 use provides an opportunity for L2 acquisition to occur through collaborative dialogue." They also demonstrate that L1 has three primary functions: "construction of scaffolded help, the

establishment of intersubjectivity, and use of private speech" (ibid., p. 245). L1 is viewed similarly as a scaffolding tool' by Van Lier (1996). This collection of research provides empirical evidence for L1's social and cognitive benefits.

Kovacic and Kirinic (2011) investigated teachers' and students' perceptions of utilizing Croatian (L1) in English courses in Croatia. They studied whether the first language should be used in L2 schools or forbidden entirely. According to the findings, both instructors and students believed that the Croatian (L1) language may be utilized sparingly in the L2 classroom to promote certain learning functions. The outcomes of the survey also indicated that the majority of participants thought that using Croatian was important for expressing complex concepts and ideas, clarifying grammatical problems, and participating in speaking activities. This research, which was done in a variety of foreign language environments, indicated that L2 teachers typically promote L1 use in the classroom. Schweers (1999) found that all of the study's instructors enthusiastically endorsed using their L1 (Spanish) in their L2 (English) courses. According to Kovacic and Kirinic (2011), 84% of instructors in their study preferred to utilize their L1 (Croatian) in the L2 (English) classroom. Sharma (2006) and Tang (2002) both found similar findings.

Teachers' good opinions regarding the function of L1 in the L2 classroom may stem from their positive experiences utilizing L1 in their L2 teaching. Several researchers (McMillan & Rivers, 2011) have demonstrated that instructor L1 usage may improve L2 learning by providing important in-class cognitive, communicative, and social roles. Teachers may also discover that adopting the L1 in their lectures has practical benefits, such as making better use of class time by eliminating misunderstandings while giving task instructions. As a result, L1 may be seen as a requirement for an L2 session to proceed well. According to Copland and Neokleous (2010), even one of their participants who was "the strongest advocate of an L2 only policy, allowed her students to use the L1 frequently" (p. 276). This case may show that even among monolingual teachers, a favorable attitude toward L1 usage might exist.

Several studies have sought to measure L1 use in the classroom, concentrating mostly on the extent to which teachers utilize L1 and the reasons behind this. Several attempts have been undertaken to investigate the amount of L1 utilization. The

techniques used to quantify L1 vary, with some research quantifying the number of words, others the number of utterances/instances, and yet others the amount of time spent on each language. Several researchers (De la Campa & Nassaji, 2009; Storch & Aldosari, 2010) have used this strategy to determine how much L1 usage in the L2 classroom is appropriate (i.e., positive or neutral effects) and how much is excessive (i.e., negative impacts).

The investigations gave insight into what is going on in classrooms in terms of language choice. Macaro (2001) evaluated six student teachers in a secondary school where French was taught as an L2 and English as an L1. He discovered that the amount of L1 utilized in the classroom ranged from 0% to 15.2%; however, only two classes surpassed 10%, and the mean score of L1 use during lessons was 4.8%. In this study, he determined that the teachers' language use had no effect on the learners' language choice. In other words, whether their professors employed L1 or TL had no effect on L2 learning achievement.

Turnbull (1999) studied with four experienced core French teachers who were teaching French as an L2 to 9th-grade students in Canada. They were all native speakers of English. and the use of the TL (French) ranged between 9% and 89%. Interestingly, the teacher who used less amount of L2 did not differ when proficiency in the TL was considered; however, the teacher perceived himself/herself as less proficient (Turnbull, 1999). It can be concluded from Turnbull's (1999) study that not only the proficiency level but also the perception of the language proficiency level of teachers is effective in the language preference in the classroom.

Duff and Polio (1990) studied in 13 FL classrooms given by native-speaker teachers in various languages. For each language, they taped two 50-minute instruction sessions. The 15-second approach was employed in their study to compute the TL and L1 input quantity, which means they documented which language was spoken every 15 seconds and then estimated the percentage of the TL and L1 amount. They discovered that teachers' utilization of L1 ranged from 0% to 90%.

Several additional studies have found a significant disparity in the amount of L1 use. Kim and Elder (2005) investigated the language choices of seven secondary-school

teachers in four FL (French, German, Japanese, and Korean) classes across five Auckland secondary schools in New Zealand. There were two professors for French, German, and Korean, and one for Japanese. At the time of the study, two of the teachers had just three years of teaching experience; the other teachers had more than seven years of teaching experience.

The students were all between the ages of 13 and 14. Most of them had minimal contact with the TL communities and were natural English speakers. A few non-English native speakers were among the pupils who were not native speakers of the FL being taught. The class size ranged from 16 to 26 pupils. The findings revealed that the seven instructors, who were native speakers of Japanese, Korean, German, and French, used only between 12% and 77% of the students' L1 (English) in their courses. Five of the seven teachers used the L1 more than 30% of the time, four used it more than 40% of the time, and two used it more than 60% of the time.

Turnbull (1999) did not directly assess L1 usage, but he did quantify the TL (French) used by four Grade-9 teachers from four separate schools in an eastern Canadian core French curriculum where English was the first language. Over the course of eight weeks, the researcher performed in-depth observations. He did not explicitly disclose the quantity of L1 utilized by instructors, but his findings revealed that four teachers used the TL (French) solely 89%, 54%, 28%, and 9% of the time, respectively.

Other studies revealed a lower amount of L1 utilization. Macaro's (2001) study looked at the quantity of L1 (English) usage by six French student teachers who taught pupils aged 11 to 14 in four secondary schools in southern England. The researcher videotaped 14 classes and conducted interviews with six student teachers. At 5-second intervals, the researcher coded the content of video recordings. The results showed that the six student instructors used L1 15.2% of the time and 0% of the time, for an average of 4.8% of the overall class time. Only in two lessons did the instructor's (the same teacher in both lessons) L1 use exceeds 10%.

De La Campa and Nassaji (2009) studied two classrooms of identical second-year German as a FL course in a Canadian Anglophone university. Each session has 18 pupils ranging in age from 18 to 55. Two native German professors taught the lessons.

The first was an experienced instructor who had been teaching for 20 years at the time of the research, while the second was a beginner teacher with very little teaching experience. The course was created for students who wished to enhance their spoken German abilities. The researchers gathered data from three sources: video and audio recordings of German classrooms, interviews with teachers, and stimulated recollection sessions immediately following the class recordings. The researchers employed a word count of both languages to assess the quantity of L1 (English) and L2 (German) usage by the two professors. The data indicated that the two German professors used the L1 (English) 11.3% of the time. The expert instructor used 9.3% less first language than the novice teacher: 13.2% vs. 13.3%. A Chi-square test also revealed no significant difference.

Rolin-Ianziti and Brownlie (2002) reported similar findings. They investigated the L1 (English) usage of four FL (French) lecturers in five classrooms at Australia's University of Queensland. The research was carried out during the first semester of a French beginners' course. Two of the French professors were English native speakers, while the other two were French native speakers. Because of the syntactic similarities between English and French, the researchers adopted the approach of counting the number of words in both English and French to quantify the quantity of these two languages utilized. Their data revealed that one instructor did not utilize the L1 at all; the other three teachers used the L1 at 4.32%, 12.75%, and 18.15%, respectively.

There was a large difference in the quantity of L1 usage among the teachers, ranging from absolutely no use to significant L1 use. Instructors utilized L1 between 0% and 90% of the time (Duff and Polio, 1990), whereas just 26% of instructors used L2 for at least 75% of the time (Shapson, Kaufman, and Durward, 1978), or between 24% and 72% (Turnbull, 2000). One of the reasons for the wide range of results might be due to different methods of estimating L1 utilization. In his review of previous studies, Chaudron (1988) estimated that teachers used L1 30% of the time on average, but as Macaro (1998) points out, studies are not always clear about whether the percentage of teacher L1 is the proportion of total lesson time or the proportion of teacher talk.

Finally, there is no agreement among applied linguists on the optimum or optimal amount or acceptable degree of L1 use by students and teachers in the L2 classroom. They have, however, discovered a number of elements that may play important roles in affecting the usage of L1 in L2 classrooms, such as instructional policies, teacher experience, activity or task type, and students' competency level. Several researchers (De la Campa & Nassaji, 2009; Kharma & Hajjaj, 1989; Kim & Petraki, 2009) have focused on the influence of students' L2 competency on L1 use in L2 classes. De la Campa and Nassaji (2009), for example, showed that teachers' usage of English (L1) in their classes was influenced by students' limited competency in German (L2). Duff and Polio (1990) also observed that employing the learners' L1 in the L2 classroom happened even among TL native speakers. As a result, research shows that students' skill levels may influence the quantity of L1 use in the L2 classroom. However, a teacher's lack of L2 competency may result in L1 overuse, which should be avoided in the L2 classroom.

2.5. Principled L1 use in EFL classes

Adopting a more balanced viewpoint is becoming more frequent. It is critical to create a classroom in which the L2 is dominant when the teacher is the learners' primary or only source of L2 input. On the other hand, they realize that a total exclusion policy does not function in practice and wonder if it is even necessary. After all, the student's native tongue is a valuable resource for comprehending the new language and a potent tool for establishing learning scenarios. How can the L1 be better integrated into classroom instruction? Cook (2001) has outlined four criteria that instructors should follow. The first consideration is efficiency. For example, L1 may aid in the presentation of complex and sophisticated vocabulary items in a less time-consuming but more effective manner. The second aspect is education. Using L1 explanations to learn subjunctive moods might help.

The third consideration is naturalness. Teachers may find it simpler to establish rapport with their pupils in their native language than in the target language. It is possible that the employment of two languages will suit students' demands outside of the classroom. The fourth consideration is external significance. Knowing how to offer a product in both L1 and TL may aid students' employment success. These four

elements serve as suggestions for assisting teachers in using appropriate L1 use that will promote students' foreign language development in ways that the TL most likely will not.

There have been several demands for study to determine an appropriate or optimal level of own-language usage in class (Stern, 1992; Macaro 2009), one that is 'principled and purposeful' (Edstrom, 2006) and defines when and why students' L1 may be utilized (Turnbull and Arnett, 2002). While acknowledging the reality of L1 use and its benefits in many ELT circumstances, it is apparent that students need new language input and practice opportunities. According to several researchers, employing L1 sparingly in various EFL circumstances can be a successful scaffolding approach.

Enama (2016), for example, demonstrated how to use L1 to strengthen learners' cognitive skills and meta-linguistic awareness, reduce anxiety, and make them more liable in addition to language intake and response to test instructions. Cook (2001) presented four factors for instructors to consider when deciding how to better incorporate the L1 into their classroom instruction. According to Sali (2014), secondary school instructors typically utilize L1 for academic objectives such as reviewing, eliciting, explaining features of English, talking about learning, translating words and phrases, and testing understanding. He goes on to say that instructors employ L1 for administrative reasons like issuing directions, monitoring, regulating disciplines, and attracting attention, as well as for social and cultural ones like developing rapport, drawing on common cues, and drawing attention.

When examining the balance between the use of learners' L1 and the target language, Metruk (2017) recommends four crucial variables to consider: "students' level, past experience, course stage, and lesson stage" (p. 383). Based on observations and informal conversations with instructors, it was proposed that young learners, or learners with poor proficiency in the target language, scaffolded by leveraging their L1 as a resource (Hanáková & Metruk, 2017, p. 387). These kids will be able to participate more actively when the barrier to communication and comprehension is reduced. Furthermore, it was anticipated that L1 usage was most beneficial early in

the course when the target language was not yet widely taught (Hanáková & Metruk, 2017, p. 387).

According to the researchers (McMillan & Rivers, 2011), some of their participants believed that utilizing the learners' native language may "promote and assure good communication between students and the teacher" (p. 255). Teachers that took part in the study stressed how using L1 might be beneficial and improve target language acquisition for less competent and younger learners (McMillan & Rivers, 2011, p. 257). In general, the majority of participating instructors believed that learners' L1 may be beneficial to target language learning and instruction. L1 may, for example, help in delivering the meanings of abstract and complicated vocabulary items in a less time-consuming but more effective manner. The second factor is learning.

Besides, Narayan (2019) called for the judicious use of L1 in English as a second language (ESL) classrooms because it increases interaction. More recently, Aoyama (2020) called for the EFL Japanese high school teachers' L1 use in their classrooms in conjunction with communicative teaching strategies. Using L1 explanations to master subjunctive moods may be beneficial. The third consideration is naturalness. Teachers may find it easier to create rapport with their students in their native language than in the target language. It is feasible that using two languages will meet pupils' needs outside of the classroom. The fourth factor to evaluate is external relevance. Knowing how to sell a product in both L1 and TL may help students get work. These four variables are ideas for instructors to utilize proper L1 use, which will improve students' FL development in ways that the TL will most likely not.

Many effective teaching strategies make use of L1 as a learning trigger. For example, at the presentation stage, the L1 can help pupils move faster to the stages of internalization and active usage. Providing L1 counterparts for L2 vocabulary items is the most apparent example. Another method for introducing dialogues is the sandwich strategy,' which involves delivering each new phrase in the order L1 - L2 - L1 (Butzkamm, 2003).

Too much L1 usage may deprive students of the chance to utilize the TL, and using the L1 is frequently motivating for students who can rapidly recognize its use and gain instant success (Turnbull, 2001). Some researchers are concerned that, in the lack

of unambiguous study findings or other sources of advice, the instructor may devise arbitrary norms about the usage of the learners' L1. Teachers, on the other hand, are best situated to choose what is acceptable for their particular classes (Macmillan and Rivers 2011).

According to Macaro (2005), the principled use of L1 may be done by primarily utilizing L2 and transitions to L1 should either ease interaction or improve L2 learning, or both. As the goal of ethical L1 use, he proposed a limit of 10-15% instructor use of L1 in L2 courses. He believed that increasing levels of L1 usage would have a negative influence on L2 learning. Atkinson (1987), who offered a little lower percentage for a suitable and desirable ratio for L1 use in L2 classes ranging from 5% to 95%, proposed a somewhat lower proportion. These proposed ratios allow for some flexibility in L1 use in the L2 classroom, which is especially beneficial for teachers who educate pupils in the early stages. According to Edstrom (2006), teacher use of L1 is only permissible when used judiciously or in a principled manner with the goal of maximizing L2 in the classroom, and this may change depending on what is going on in the class at the moment.

Furthermore, Cook (2001) has given four recommendations that teachers should follow. The first consideration is efficiency. For example, L1 may aid in the presentation of complex and sophisticated vocabulary items in a less time-consuming but more effective manner. The second aspect is education. Using L1 explanations to learn subjunctive moods might help. The third consideration is naturalness. Teachers may find it simpler to establish rapport with their pupils in their native language than in the target language. It is possible that the employment of two languages will suit students' demands outside of the classroom. The fourth consideration is external significance. Knowing how to offer a product in both L1 and TL may aid students' employment success. These four elements serve as guidance for teachers to employ appropriate L1 use that will aid students' foreign language acquisition in ways that the TL will almost certainly never be able to.

Macaro (1997) discovered three viewpoints on L1 usage among teachers when researching mostly communicative language classrooms:

- the classroom is a virtual reality environment that replicates the surroundings of L1 learners who are immersed in the new language. According to Macaro, these ideal learning circumstances do not occur in language classes.
- aim for maximal use of the new language in class, with L1 use being tainted, thereby leading to feelings of guilt among teachers.
- the optimal position, in which L1 usage is considered as important at certain times during a session, offers benefits to learners and learning beyond utilizing simply the TL. This optimum use of the learners' L1 demands instructors to make principled and informed decisions, but it is also difficult to define precisely or generalize across situations, classrooms, and groups of learners.

Proponents of L1 usage in the L2 classroom argue that proper L1 use may assist a variety of functions. To reiterate, 'reasons' refers to the purposes or functions for moving to an L1 in an L2 classroom in the context of this work. Several researchers have been conducted to explain and categorize the reasons for utilizing L1. It serves several functions in language training (Atkinson, 1989), and many applications are widely debated. Atkinson (1987) suggests the following uses of L1 in the EFL classroom: eliciting language, checking comprehension, giving complex instructions to basic levels, cooperating in groups, explaining classroom methodology to basic levels, using translation to highlight a recently taught language item, checking for sense, translation items in testing, developing circumlocution strategies, such as when students have no idea how to say something in L2, having them think of some other words.

Furthermore, Swain and Lapkin (2000) describe three scenarios in which L1 is employed in the classroom: to move a task forward and control it, to focus on vocabulary and grammatical elements, and to improve the interpersonal connection between learners while doing a task. They believe that through these applications, L1 may be a beneficial tool for facilitating L2 learning; nevertheless, its usage should be carefully monitored.

Teachers in EFL classrooms may utilize L1 for a variety of pedagogical goals, and Ferguson (2009) noted that the occasional use of L1 fulfilled several teaching and learning functions connected to pedagogical purpose and classroom management. Sali (2014) used observations and interviews to examine the aims of instructors' L1

practice in three Turkish EFL classrooms. The findings revealed three key roles of L1 employed by teachers: first, educational goals linked to transmitting academic material; second, management purposes related to effectively setting classroom procedures and interactions; and third, cultural or social purposes related to building rapport. This is consistent with Edstrom's (2006) study, which suggested that employing L1 might be done in three different contexts. First, L1 may be used to convey sentiments and develop relationships with students. Second, employing L1 may assist learners in comprehending target cultures and describing any link between language and the facts it conveys. Finally, using L1 in the classroom may be beneficial.

Polio and Duff (1994) reported eight categories for L1 use, similar to the aforementioned functions: classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, unknown vocabulary/translation, lack of comprehension, and an interactive effect in which students' use of the L1 prompts their instructor to use it. Other functions of L1 suggested by Anton and DiCamilla (1998) include enrolling and keeping enthusiasm in the activity, as well as establishing tactics and techniques to handle a task provided. Because the language required for task management is constrained by terms posted on the classroom walls and in learners' notebooks, it is not unexpected that L1 is utilized for task management (Macaro, 2005).

Edstrom's (2006) findings support prior studies demonstrating that L1 is employed for grammar teaching, classroom management, and compensating for a lack of understanding. She also claims that L1 is utilized to build rapport and foster a good environment. Polio and Duff (1994) acknowledge the presence of L1 in order to generate empathy and establish a relationship, as well as to create a comfortable and pleasurable classroom environment. However, they caution against using L1 since 'it precludes pupils from getting the feedback they would be exposed to in real life' social circumstances outside the classroom' (p.322).

When teachers return to their L1, L2 teachers can do a range of functions that can help them overcome a variety of instructional issues. According to Rolin-Ianziti and Brownlie (2002), when teachers utilize their students' L1, they achieve three primary goals and a variety of sub-goals. The first function, translation, is related to the

translation of L2 elements from the lesson or instructions into the student's native language. The second function, metalinguistic usage, was represented through remarks regarding L2 forms or culture, as well as by contrasting L1 with L2 forms and cultural practices.

Switching to the L1 from the L2 to communicate more effectively with students for specific purposes, such as class management (e.g., giving task instructions to students or planning exams or activities); reacting to students' requests (e.g., responding to questions about the L2); or expressing their state of mind (e.g., telling jokes) (Rolin-Ianziti & Brownlie, 2002, p. 410). The research by Rolin-Ianziti and Brownlie gives an excellent description of various major functions or objectives that are achieved by employing students' L1 in the L2 classroom.

Similarly, scholars' views of the applicability of certain L1 usages in L2 groups vary. Cook (2001), for example, presented two scenarios in which EFL teachers may use the L1 effectively. First, express meaning by testing the meaning of words or phrases and clarifying grammar. Second, classroom organization includes designing exercises, interacting with individual learners, and maintaining discipline. Similarly, Turnbull and Arnett (2002) claimed that the L1 was appreciated when it was used to increase the contribution to help students understand, such as when checking to understand, emphasizing important thoughts and opinions, or related terminology, and drawing students' attention to what they already knew.

Pei-Shi (2012) revealed that learners recognized the aims of L1 usage as explaining compound grammatical rubrics and sophisticated concepts, as well as describing new vocabulary items, in another study done in a Taiwanese environment. Adopting L1 in EFL class, according to the students, helped them grasp hard topics and lowered anxiety. Furthermore, the instructors felt obligated to use L1 in the classroom since it was useful in their instruction, particularly in describing and explaining fresh ideas.

According to Rolin-Ianziti and Brownlie's (2002) study, teachers used the L1 for a variety of pedagogical and social roles aimed at facilitating L2 learning by assisting students in better understanding L2 instructions and by establishing a supportive and engaging environment in the classroom. Building on this, De la Campa and Nassaji (2009) discovered that the rookie instructor in their study relied on the students' L1

more frequently than the expert teacher. This conclusion may be explained by the novice teacher's lack of experience, as an experienced teacher may have a better sense of when to rely on translation to solve a specific problem, whereas a novice teacher may lack this skill and thus rely on translation as a means of facilitating the learning process more frequently.

Storch and Wigglesworth (2003) investigated the functions that students perform in pair collaboration by employing their L1. The study discovered four main functions were achieved through the use of the L1 during the tasks: task management, in which students communicated in the L1 to discuss how the task should be completed and structured; task clarification, in which students used the L1 to discuss the meaning of the task instructions; vocabulary and meaning, in which students reverted to their L1 to discuss lexical choices and the definitions of some words; and grammar, in which students reverted to their L1 to discuss lexical choices. The study found that permitting L1 use in the L2 classroom can give learners a substantial cognitive tool for L2 learning and that L1 usage can be a positive method of aiding the L2 learning process during group work.

Furthermore, L1 can be used to provide feedback and clarify interpretations. According to Bouangeune (2009), using L1 to provide feedback to students aids comprehension. When teachers are certain that their pupils have understood what they have been taught, they continue to teach. If teachers believe that understanding has not occurred, they will need to adjust their lesson plans. Furthermore, Cook (2008) stated that offering feedback in L1 was more authentic and satisfying to learners.

It is critical to understand how to employ L1 and its tactics to assist the learning and teaching processes. For example, L1 usage can help students relax; allowing them to overcome tense circumstances and contributes to the emotive dimension of the learning setting. Butzkamm and Caldwell (2009) also suggest that a few amusing remarks may aid in classroom management and keep the lecture on track. As a result, using L1 may help to minimize language anxiety.

Furthermore, discussion of tough regions in L1 may serve as a motivator for pupils. According to Weschler (1997), techniques should be demonstrated in order to

alleviate issues if the class is having difficulty communicating. "I'm sorry, I don't know the answer," or "What do you mean?" are two examples of these methods. Without these measures, prohibiting L1 might be challenging. Major distinctions between L1 and L2 will be highlighted by L1, allowing students to be aware of the primary grammatical properties of L2. Students can recognize that some basic statements cannot be immediately translated, and these utterances can be learned through innovative information gap exercises.

Furthermore, Weschler (1997) suggests using L1 for warm-up exercises. Words and/or phrases that are difficult to translate in L2 are translated better. Furthermore, Atkinson (1993) maintains "L1 problem clinics" (p. 18), which are used to clarify concepts that pupils haven't grasped. Similarly, L1 may be used to translate particular words, clarify grammatical use, and aid in the delivery of complicated instructions. L1 usage has the potential to be useful in raising awareness by elegantly explaining the distinctions between L1 and L2 (Benson, 2004).

In addition to L1 usage tactics, being aware of the guidelines proposed by Cook (2001) might be beneficial. Cook (2001) identifies four advantages of incorporating L1 use into FL circumstances where simply L2 would be ineffective: a) efficiency in which difficult-to-understand words and/or expressions can be explained more effectively, b) learning in which clarifications provided by L1 ease comprehension, c) naturalness in which teachers can form bonds with students and meet their needs more easily in and out of class when compared to only L2 instruction, d) external relevance in which students equipped with L1 and L2 skills can employ both languages, eventually becoming enlightened. Cook notes that teachers who are aware of these benefits could facilitate the learning process by selectively incorporating L1 into FL situations in ways that only-L2 instruction would not. Cook (2001) adds that there are additional approaches that favor using both L1 and L2 in FL situations, such as the New Concurrent Method, Community Language Learning, and Dodson's Bilingual Method.

Studies on L1 usage in EFL settings have been conducted in Turkey and throughout the world. Attitudes toward L1 use (Galali & Cinkara, 2017; Celik & Ayn, 2018) and patterns and/or functions of L1 use (Grim, 2010; Sali, 2014; Celik & Ayn, 2018). In addition, patterns depending on proficiency levels have been explored in

certain research (Grim, 2010; Thompson, 2006), which attempts to discover the pattern of L1 use and support the widespread use of translation at higher skill levels. Similarly, there are studies that show comparable patterns of use at lower levels of proficiency.

According to Macaro's (2001) research, teaching vocabulary and grammar, providing translations, and conducting management procedures are among the elements driving people to use L1 (pp. 539 - 544). Furthermore, Grim (2010) asserts that, in addition to translations and grammatical explanations, broad L1 use occurs in class management and the development of metalinguistic awareness (p. 203). Sali (2014) explores the procedural roles of L1 usage in three Turkish EFL courses at a Turkish secondary school. She explains that L1 usage serves three purposes: academic (to communicate lesson material), managerial (to oversee classroom interactions), and social/cultural (to focus on rapport building).

Similarly, Boot, Azman, and Ismail (2014) investigate L1 usage in a university EFL reading classroom. They demonstrate that students regard L1 use as a functional technique in their classes, serving purposes such as translation of new terms, description and explanation of abstract concepts, and group study assistance. Beliefs and attitudes concerning L1 usage (De la Colina & Mayo, 2009; Kelly & Bruen, 2015) are other factors that have been demonstrated by several researchers (Timuçin & Baytar, 2015).

Tuncay (2014) discovered that instructors have a negative attitude toward L1 usage, particularly as a communication tool, in her research of 120 professors teaching at a state university in Turkey. Teachers, on the other hand, do not feel that L1 has a detrimental impact on L2 acquisition. Yenice (2018) also studies students' and instructors' attitudes about L1 usage in Turkish FL classes. She discovers that seventh and eighth-grade students have more favorable attitudes toward L1 usage than instructors, and her research indicates that L1 use includes instructional, managerial, affective, and social purposes.

Furthermore, the function of L1 usage in enhancing L2 learning has been explored. Yu emphasizes L1's scaffolding role, which allows it to manage cognitive resources and deliver feedback in a significantly more particular manner. Celik and Aydn

(2018) identify a variety of benefits and drawbacks of L1 use, instructor obligations, and student expectations based on past research. According to Pavon Vázquez and Ramos Ordóez (2018), L1 usage does not appear to have a negative influence on topic learning. Wach and Monroy (2019) discover that there is a special requirement for learners with limited L2 competency to use L1.

2.6. Challenges of using L1 in EFL classes

Using learners' L1 in the foreign language classroom leads to less target language exposure, according to McMillan and Rivers (2011, p. 255), while reducing L1 usage results in learners needing to practice, negotiate, and use the target language more. While it was thought that utilizing L1 would make classroom administration easier, it was discovered that having to repeat and negotiate target language instructions would benefit learners and their ability to learn the target language (McMillan & Rivers, 2011, p. 255). According to one research, it is unethical to translate and include some languages while omitting those that the instructor is unfamiliar with in a multilingual classroom (McMillan & Rivers, 2011, p. 256). The teacher stated that it was critical to use just the common language, which was the target language, in order to provide all students an equal opportunity to comprehend and keep up.

Other difficulties associated with using learners' L1 in the foreign language classroom included finding a balance between the target language and L1, learners not being challenged to evolve in the target language, and assisting learners in developing communicative skills in the target language (McMillan & Rivers, 2011, p. 256). McMillan and Rivers (2001) performed a study that identifies some of the issues that instructors have when using learners' L1 as a resource in the foreign language classroom, as well as how these challenges influence the amount to which other languages are incorporated into instruction.

According to Mahmud (2018), "using L1 may habituate students to using L1 all the time" (p. 31). According to Mahmud (2018), the benefits and drawbacks of L1 use "may be presumed to rely on the time, location, and manner of its use, as well as how successful the instructor is in communicating the information when he needs to adapt to varied learner styles and capacities" (p. 33). As a result, Mahmud (2018) underlines how the challenges and benefits of using L1 in the foreign language classroom rely on

a number of parameters that the teacher must consider when deciding when and how to use languages other than the target language.

2.7. Beliefs about L1 use in EFL classes

As previously stated, several researches have been conducted to investigate the use of the L1 in English language classes in various EFL contexts throughout the world. The following sections cover studies that are relevant to this topic. These studies are divided into two sections: first, previous research that focused on instructors' opinions on using L1 in various language situations, and second, a review of previous studies concerning learners' perspectives on using L1 in various language contexts.

Although the majority of language teachers and academics appear to agree that judicious use of L1 can enhance the processes of L2 learning and teaching, there is no agreement on what judicious use of L1 truly implies. As a result, the key point of contention is not whether L1 should be utilized at all, but rather when and how it should be used in L2 classrooms. As a result, various proposals in the literature have been made suggesting appropriate times for employing L1 in L2 lessons. Furthermore, numerous researches have sought to observe instances of real L1 use in L2 classrooms. This section will first present a number of suggestions for appropriate uses of L1 in L2 classes that have been made in the literature, and then it will review a number of studies that have examined classroom discourse to identify the occasions when teachers and students actually used L1 in their classes. Teachers and students utilize L1 for various purposes and on different times, thus they will be discussed individually.

There are several approaches for determining why certain teaching techniques dominate in the EFL classroom. However, in this part, the researcher aims to concentrate largely on the concept of instructors' views as an influential element, which is well recognized. When addressing the idea of belief in general, it is useful to begin with a definition. The term 'beliefs' has several meanings (Borg 2006; Pajares 1992). Because of the variety of terminology and definitions, 'beliefs' are a 'messy construct' that is difficult to study (Pajares 1992). According to Pajares (1992:329), beliefs must be 'clearly conceived' in order to be less messy and more researchable. Consider Borg's (2001:186) description of beliefs:

A belief is a statement that is held consciously or subconsciously by an individual; it is evaluative in that it is accepted as true by the individual and therefore filled with affective commitment; it also acts as a guide to cognition and conduct.

According to Rokeach (1968), belief is "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase "I believe that..." (p.113). Despite the fact that this definition appears straightforward and dates back 53 years, there has been no broad consensus on an improved definition in the years afterwards. One challenging area that has produced research uncertainty is the absence of a precise definition of the idea of belief. The second related misunderstanding is one of nomenclature. Beliefs, according to Pajares (1992:307), are a "messy construct" since academics use diverse terminology to refer to them. According to him, beliefs "travel in disguise and often under alias" (p.309). In teacher cognition research, 'beliefs' are referred to using a variety of words, including:

Attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy (Pajares, 1992:309).

The last issue with the idea of beliefs is the difficulty in differentiating between beliefs and knowledge. The remainder of this section examines the terminology used to refer to beliefs, definitions created to characterize instructors' beliefs, and the distinction between beliefs and knowledge.

The ultimate goal of learning and teaching is to acquire a language, and according to Woods (1996), what the language is, how it is learned, and how it is taught is reliant on teachers' beliefs, assumptions, and knowledge (hereinafter, BAK). As previously stated, teachers' beliefs have been referred to by various terms, including 'implicit knowledge' (Richards, 1998), 'constructs' (Kelly, 1955), 'teachers' implicit theories' (Clark and Yinger, 1977; Clark and Peterson, 1986), 'personal practical knowledge' (Clandinin and Connelly, 1987), 'maxims' (Richards, 1996), 'teacher perspectives and personal theories.

Clandinin and Connelly (1987) appear to have anticipated the terminology issue, suggesting that the names are "simply different words naming the same thing" (op. cit. 488). However, a closer look at the words reveals that not all of them have the same meaning. The cause for the growth of terminology might be due to researchers developing new definitions that better explain their work. To avoid misunderstandings, Pajares (1992) advises that researchers explain the phrases they use and indicate whose beliefs are being researched.

Tabachnick and Zeichner (2003), for example, use the phrase 'teacher views' to refer to beliefs. They describe teacher perspectives as a set of teaching concepts and practices. They investigated the link between teachers' views and behaviors about knowledge and curriculum, the teacher's position, teacher-pupil relationships, and student diversity in their study. According to their findings, classroom conduct reflects instructors' ideas about teaching.

Finally, there is the importance of belief commitment. According to Borg (2001), the word "belief" comes from the Aryan word "lubh," which means "to like or hold dear." This means that beliefs are something highly personal in which one believes wholeheartedly. Based on these characteristics, Borg (2001, p. 186) defines belief as "a proposition that may be held consciously or subconsciously, it is also evaluative in that it is accepted as true by the individual, and is thus imbued with emotive commitments; further, it serves as a guide to thought and behavior."

Many factors impact teachers' perceptions, according to Rivers and McMillan (2011), including "their personal experiences as L2 learners, teacher training, teaching experiences, official policies, and exposure to the perspectives of colleagues and supervisors" (p. 253). Some claim that using L1 in L2 classes hinders L2 learning and that adult L2 learning should be treated the same as L1 acquisition in children (Mitchell, 1988, quoted in Chambers, 1991). Nesper (1987) finds that beliefs are founded on human experiences and are more successful than knowledge in helping instructors to describe their challenges and goals, as well as make sense of their instructional environments, based on the contrasts he has identified between elements of beliefs and knowledge. For example, if a teacher has been taught English grammar in his/her mother tongue in school and considered it efficient, s/he is likely to choose

to offer grammar courses in her/his mother tongue. Based on her/his experience as a student, she/he will feel that this method of teaching will benefit the students more.

Woods (1996), in contrast to Nespors (1987), asserts in his ethnographic research of eight English as a Second Language teachers that the teachers' "use of knowledge in their decision-making did not seem to be qualitatively different from their use of beliefs" (p. 195). He claims that distinguishing between beliefs and knowledge was difficult for him:

In many circumstances, it is unclear if the teacher's interpretations of events are based on what the teacher knows, what the teacher thinks, or what the teacher believes s/he believes s/he knows (op. cit.: 194).

Woods (1996) illustrates this challenge by pointing to a teacher who knows or feels that pupils moaning indicate that they dislike working in groups. However, their groaning may have been caused by students' "particular mood that day or the effects of the class party the previous evening" (ibid). He defines knowledge as "things we know - conceptually accepted facts" (p. 195), as defined in the preceding section; assumption refers to the temporary acceptance of a fact; and beliefs refer to the temporary acceptance of a proposition that is not based on conventional knowledge, cannot be proved, and is open to disagreement. He noticed when analyzing his interview data that the instructors' use of knowledge in their decision-making process could not be distinguished from their use of beliefs. He finds that differentiating between beliefs, assumptions, and knowledge is difficult since they might overlap. As a result, he merged instructors' beliefs, assumptions, and knowledge and created the BAK (beliefs, assumptions, and knowledge) idea.

Based on current definitions of beliefs, the one adopted for this study is that beliefs are based on a person's knowledge (not necessarily scientific knowledge) or what s/he believes to be facts. Beliefs, in particular, have cognitive (implicit knowledge, factual or experienced information), emotive, and evaluative parts that are true for the individual. To summarize, I was curious about teachers' views as well as what they say and do in the classroom (their experiences and actions).

The beliefs of the teacher can influence and benefit the learning process that pupils get in class. As a result, instructors' views can impact how they teach a lesson. This is

significant because some teachers develop their own views over time, and as a result, the teacher may stick to one teaching technique. Furthermore, it is true to state that beliefs are formed gradually as a result of the teacher's experiences in the classroom. The job of a teacher in the classroom dictates the activities and behaviors of teaching in order to meet a goal with pupils.

According to Clark and Peterson (1986), beliefs are the underlying framework or schema that directs the teacher's classroom activities and that teacher knowledge and "teacher thinking" are the underlying framework or schema that drives the teacher's classroom actions. In this scenario, classroom acts constitute an example of knowledge and the image of ideal instructors. As a result, a teacher's views are tied to the environment in which he or she finds himself or herself, and the actions that they take in class may alter the context of the learning process.

To summarize, both instructors' and students' views are thought to be affected by their perceptions of and interactions with the world around them. As a result, it is generally widely assumed that, like learners, instructors have attitudes about learning and teaching that shape their behaviors and expectations (Borg 1999c; Entwistle 2003; Freeman 2002; Williams & Burden 1997). Williams and Burden (1997) emphasized that what instructors think does not consist of ready-made facts, but rather of understanding and developing personal meaning. Pajares (1992) proposed that teacher beliefs have a considerably higher effect on how instructors perform their teaching than formal understanding of teaching. This viewpoint is shared by many other researchers (e.g., Borg 2003a; Hall 2005).

According to Borg (2003a), teacher cognition (stores of beliefs, assumptions, and perceptions) plays an important part in teachers' lives. He observed that instructors had views about every element of their employment, including beliefs about themselves as teachers, their pupils, and learning. As a result, both instructors' and learners' personal experiences--which are developed as a result of the interaction between their past/present experiences and social and contextual factors--are considered as critical in shaping their views and, hence, their conceptualization of learning and teaching. The use of the mother language in the EFL classroom is a controversial matter. As a result, it is critical to highlight varied instructors' attitudes

regarding using the mother tongue in English class. The purpose of this study is to characterize the instructors' attitudes on the usage of mother tongue in English class.

It is also proposed that teacher and learner beliefs mutually inform and embrace a wide range of views and features of teaching and learning. Despite this flow of continuous interchange, the relevant literature reveals that major discordances between the ways instructors and learners think about teaching and learning may arise in some circumstances (Entwistle 2003). According to Richards and Lockhart (1996), while the goal of teaching is 'learning,' it is never the 'mirror image' of teaching. Individuals stated that learners' beliefs (attitudes, objectives, expectations, decisions, and so on) impact how individuals approach their learning and, as a result, what they learn.

In certain circumstances, instructors' approaches to teaching and expectations of their students may differ greatly from their students' linguistic expectations and learning styles. As a result, significant discrepancies may arise between what the instructor expects from his or her pupils and what the students actually do. As a result, knowing teacher and learner beliefs is regarded as critical to understanding teaching and learning behaviors and, as a result, improving learning/teaching circumstances (Entwistle 2003).

Research on beliefs and practice will assist instructors in achieving consistency between their beliefs and practices in line with their beliefs and practices. Furthermore, the research will help educators to build new ideas that will aid in the ongoing renewal of their educational techniques. Similarly, Richards (1996) believes that in order for instructors to grasp the link between their beliefs and practices, they must become conscious of their own values and how they impact classroom practice. These principles are founded on a number of elements, including instructors' professional education, professional experience, belief systems, and cultural influences. As a result, one can see why examining teachers' views is important: it provides "insights into the unique filter through which foreign language teachers make instructional decisions, choose instructional materials, and select certain instructional practices" (Johnson, 1994:440).

Many factors, including personal experiences, linguistic ability, teaching and teacher training experiences, legislation and policies, and the beliefs and attitudes of others, including superiors and coworkers, can influence a teacher's beliefs about L1 usage in the foreign language classroom (McMillan & Rivers, 2011). Both instructors and students see EFL learners' native language as a valuable asset in the classroom. Mohebi and Alavi (2014) observed that EFL teachers who utilized their students' native language did so for a number of reasons, including providing feedback, teaching vocabulary, explaining grammar, building connections with students and providing individual assistance, and general classroom management.

Similarly, Kohi and Suvarna Lakshmi's (2020) research supports the use of L1 in offering thorough explanations of vocabulary or grammar, providing feedback, organizing classrooms, and motivating learners. Cook (2001, p. 413) suggests that if L1 is to be used, the following factors be considered: efficiency (Can something be done more effectively through the L1?), learning (Will L2 learning be aided by using the L1 alongside the L2?), naturalness (Do the participants feel more comfortable about some functions or topics in the L1 rather than the L2?), and external relevance (Will use of both languages help the students master specific L2 uses that they need in. Furthermore, the acceptable degree of L1 usage by instructors cannot be established generally. According to Pan and Pan (2010), the quantity of L1 utilized by instructors relies on students' levels of proficiency and instructional aims, and L1 must be employed on a decreasing scale from low to high levels of competence.

Although the majority of language teachers and academics appear to agree that judicious use of L1 can enhance the processes of L2 learning and teaching, there is no agreement on what judicious use of L1 truly implies. As a result, the key point of contention is not whether L1 should be utilized at all, but rather when and how it should be used in L2 classrooms. As a result, various proposals in the literature have been made suggesting appropriate times for employing L1 in L2 lessons. Furthermore, numerous researches have sought to observe instances of real L1 use in L2 classrooms.

As stated by Bolitho (1983), one of the benefits of using MT in a FL classroom is that it allows students to say whatever they want (quoted in Atkinson, p. 243). If they are not permitted to utilize their MT, they either give up or combine other terms from the

dictionary, resulting in incorrect L2 use. When they do the latter, it is extremely difficult or impossible for the teachers to comprehend what they mean. Clearly, once it is understood what the learners want to say, the instructor may support or assist them in finding a means to communicate their meaning in English.' (1987, Atkinson, p. 243).

Another reason why teachers allow their pupils to utilize MT is that if kids are forced to talk in L2, they would stop communicating altogether. If pupils do not talk in the classroom, either in the MT or in the TL, the instructor will not receive feedback and will not know if the material has been learned or not. Allowing kids to utilize MT decreases this danger. Teachers, on the other hand, may employ MT in the classroom since it piques students' interest in the material. According to Thornbury (1999), students may employ the MT as a communication tactic; thus, if the teacher wants the students to communicate in the TL, some switching to the MT should occur.

Another prominent application of L1 in the classroom is to preserve order. Teachers found that relying on students' MT to keep their behavior in check is successful (Macaro, 1997; Cook, 2001). For example, instructing a student who is conversing with a classmate in his MT to cease talking demonstrates that he or she understands the instructions. 'It gets the instructor off the hot seat; students acquire empathy for one other's viewpoints, and tensions are reduced,' Auerbach (1993: 24) noted. In Franklin's (1990) study, the majority of teachers either employed L2 with difficulty or directly maintained students' discipline in MT. L1 was clearly visible in every classroom studied, and the key cause was classroom discipline. Managing the class was tough in TL, so he decided to learn the students' MT in order to tackle the discipline problem.

Hidayati (2012) conducted a research on the usage of Bahasa Indonesia to explore instructors' viewpoints in another comparable study. Her research found that when teachers utilized more and more Bahasa (L1), the level of student communication and class involvement increased. Tang (2002) conducted a similar study in China, collecting data through interviews and classroom observation. The findings revealed that the majority of participating teachers and their students utilized L1. Furthermore, he discovered that L1 (Chinese) was employed for two key reasons: efficacy and time savings.

According to Jingxia (2009), when pupils breached classroom discipline, teachers tended to switch to MT for criticism and discipline maintenance. The teachers' dissatisfaction voiced in MT appeared to be a more severe danger. Ramos (2005) argues in another research that when kids do not comprehend the language used in the classroom, they cause discipline issues, but when things are explained in their MT, the students calm down (p. 425). When teachers scold pupils in their native language, the students believe there is something serious going on since the typically TL speaking teacher is suddenly using their native language. Thus, using the students' L1 in the classroom is a useful means of making things plain and maintaining discipline.

Other pupils, on the other hand, favor TL and believe that L1 is unnecessary in classroom management situations. Students' ages and levels of ability may be important factors in determining their choices in such a circumstance. Teachers and students should be encouraged to use the TL as a medium of communication for all purposes, including class management (Littlewood, 1981). "The students learn from these classroom management exchanges, too, and realize that the TL is a vehicle for communication," according to Larsen-Freeman (2000: 132). According to Ellis, instructors believe that employing L1 in circumstances such as classroom management would help them achieve the lesson's objectives; instead, "they deprive the learners of valuable input in the L2" (Ellis, 2004).

According to Macaro (2000), a number of researches showed the following conclusions about EFL teachers' perceptions:

- Teachers consider L1 as a useful tool for a variety of teaching tasks, including explaining grammatical rubrics, establishing rapport with students, clarifying instructions, and managing the classroom.
- Many teachers agreed that utilizing L1 in teaching and learning L2 was a good concept.
- The majority of teachers said that L2 was the dominant language in EFL classes.
- The primary causes for teachers' use of L1 in EFL classes were determined to be learners' age and L2 competency.

It is usual for L2 teachers to use L1 to clarify complicated grammatical principles, such as the distinction between Simple Present and Present Progressive. Several studies have found that the majority of teachers use MT to clarify complex grammar patterns and topics (Dickson 1996; Macaro, 1997). Among other roles such as expressing meaning and delivering directions, the majority of the instructors in Dickson's research regarded teaching grammar in the TL to be the most challenging (1996). Furthermore, in Macaro's (1997) and Tang's (2002) research, students claimed that when grammar rules were taught in L1, they comprehended them better in terms of explaining the usage of prepositions of time, place, or direction.

Explaining new concepts and challenging vocabulary in L1 was critical in L2 instruction (Kelly, 1969). According to a lot of studies, conveying complex meanings is the most important role in FL courses (Nazary, 2008). A lot of pupils at various levels, including elementary, intermediate, and advanced, agree that translation might be beneficial (Nazary, 2008). Translation, according to Nation (2003), was the greatest strategy for enriching learners' L2 vocabulary; moreover, Duff (1989) said that it significantly enhanced flexibility, accuracy, and clarity in language acquisition. Translation, according to Harbord (1992: 351), is "an unavoidable part of the SLA." Nation (2003) discovered that communicating meaning aided students in building communicative abilities in the TL, not just in maintaining a discussion, as Anton and DiCamilla (1998) indicated.

Harbord (1992) agreed with the benefits of translation and proposed providing contextualized meaning, such as explaining the meaning of a paragraph in a reading task, rather than translating word for word, so that students understand the general idea and can deduce the meaning of the words from the context. It suggests that providing similar terms in MT might save time, boost students' confidence, and support their conversational abilities in L2, despite the fact that some students may rely on it, especially when translation is overused. Others advocate using L1 after attempting other strategies; if those fail, teachers may use the students' original language (Macaro, 1997; Cameron, 2001). Indeed, Cameron (2001) claimed that teachers should use strategies like as visuals or gestures to clarify terminology in

order to guarantee that the lesson is retained in the TL. Furthermore, it appears to be time demanding.

Another risk with providing L1 interpretations for difficult or novel terms is that students may undervalue the TL. Ellis (2008) asserted that negotiating meaning in L2 rather than translating it is the best method to maximize the amount of L2 in the classroom. In their reviews, Edstrom (2006) and Polio and Duff (1994) recognized the importance of negotiating meaning in L2. According to Krashen (1982), negotiating meaning in L2 will strengthen students' competency, resulting in increased exposure to L2 and more engagement and communication in the TL. There appears to be a dispute between the two points of view: delivering meaning in L1 or negotiating meaning in L2. As previously said, translation is not employed alone because there are various approaches that may aid in conveying the meaning of new terminology. Furthermore, contextual translation is encouraged, which may lead to more effective translation.

Clarifying complicated teaching tasks in the MT rather than the TL was ranked at the top of the MT functions in the classroom in multiple research, including Neil (1997) and a recent study, Aboyan (2011), although this was not the case in other studies, including Franklin (1990) and Tang (2002). Hopkins (1989) discovered that the majority of teachers utilized the MT to explain the provided assignment or instructions to students, either individually or in front of the entire class, such as discussing a given exercise or homework concerning the lesson. According to Macaro (1997), many teachers believe that offering detailed directions for a task in L2 makes the supplied activity more challenging; hence, it is preferable to use students' MT.

Similarly, Cameron (2001) stated that certain instructions were more complicated than the activity itself; hence, utilizing the MT in this scenario is justified. Tang's research, on the other hand, found that the great majority of instructors and students did not believe L1 was important in the EFL classroom. Furthermore, Franklin (1990) observed that more than 90% of teachers decided to use the TL even when the instructions were difficult to grasp. The level of students in each research might be a major role in explaining the disparities in outcomes between different studies. L1 can be effective with low-level pupils in activities such as presenting instructions to

ensure that they are understandable for students (Cameron, 2001; Cook, 2001). Atkinson (1987) proposed presenting instructions in the TL first and then requesting the learner to repeat them in the MT; nevertheless, this method may be deemed more time consuming.

Many teachers believe that using L1 to help with understanding is beneficial. Teachers typically employ it when they believe pupils are lost and irritated while attempting to comprehend new content (Macaro, 2005). Schweers discovered that half of the teachers in his research used L1 to assess students' knowledge; also, students felt more happy, comfortable, and confident about the lesson (1999). Many students at all levels can benefit from it (Atkinson, 1987; Auerbach, 1993; Nazary, 2008).

Polio and Duff (1994), on the other hand, stated that teachers should focus on maximizing the TL and ensuring students get the gist rather than every single word; also, the majority of students in their research comprehended practically the whole lesson without the use of L1. Atkinson (1993) offered additional approaches to assess students' comprehension, such as asking for the explanation of a phrase or the concept behind the lesson; nevertheless, he acknowledged that it would take time and that involving students directly in translating would be a superior tactic. Tang's (2002) study found that just 39% of instructors believe that using L1 to verify students' comprehension is important; yet, in the interview, it is considered as a successful method.

Teachers may prefer to use MT in complex activities such as providing feedback or error correction to guarantee students comprehend the comment and to save time. According to Mohamed (2007), offering feedback in MT is a beneficial usage; similarly, in Franklin's (1990) study, more than half of the professors used L1 to correct students' writing faults. According to Macaro's (1997) research, teachers provided feedback to students in L1 either individually or in groups. Giving feedback in the students' native language makes it more authentic' (Cook, 2008: 182) and more accepted by students, particularly negative criticism (Cameron, 2001). Error correction is mostly the responsibility of the teacher; but, during student activities and group/pair work, they may correct each other in their native language as a typical performance. In the classroom, peer criticism is typically offered in L1 (Macaro, 1998).

Instead of attempting to explain things in the TL in various ways and spending a lot of time on it, it can be done in a short cut simply by explaining them in the students' MT since MT may contribute to language instruction regardless of the students' skill level. It can be advantageous in the early stages to make better use of class time (p. 76). Atkinson (1987) uses the example of how to pronounce X in English. This approach is frequently less time consuming and has less possibility for ambiguity than other ways of elicitation such as visuals, mime, establishing a demand, and so on (p.243). Following from this, Atkinson (1987) highlights L1 usage as being faster than other strategies.

Whether teachers like it or not, students will frequently utilize their mt when asked to work in groups, despite the fact that a number of studies reveal a restricted usage of L1 when students work collaboratively (Macaro, 1997; Storch and Aldosari, 2010). The quantity of L1 usage varies depending on factors such as student competency, student motivation, classroom rules, and so on. DiCamilla and Anton's (2012) study extended beyond asking if students utilize L1 in collaborative interaction tasks to asking how they use it. In their investigation, the top two functions were topic discussions and problem solutions relating to grammatical and lexical concerns.

Similarly, Rolin-Ianziti and Varshney (2008) demonstrated that students used their L1 throughout activities to address difficult vocabulary and grammatical topics. According to Storch and Aldosari (2010), students used L1 in activities such as task management and confirmation of knowledge. Furthermore, the majority of students stated that L1 aids L2 learning in several ways, such as 'explaining to peers' (Kharma and Hajjaj, 1989: 229). Nation (2003) discovered that students who discussed an L2 activity in their native language outperformed those who discussed it in L2.

According to Edstrom (2006), students use their MT for a variety of reasons, including explaining challenging elements of language in an L2 activity, feeling unable to talk in L2 fluently, or as a chance to share their expertise. The task's purpose, on the other hand, may decide whether students can utilize their MT or not, whether they are required to do the work effectively or to master some feature of language.

According to Macaro (1997), who distinguishes between group work, which is frequently carried out with L1, and pair work, which is more focused on TL usage, motivation and ability play a crucial part in pair work? In such cases, a lack of these characteristics may lead to overuse of L1, which may impact L2 input; nevertheless, instructors may utilize other strategies when there is excessive L1 usage and, for no reason, neglect the significance of group/pair work in FL learning (Atkinson, 1987, 1993).

When students are barred from using their MT in EFL courses, they may feel uninspired to ask questions; hence, a lot of studies demonstrate that teachers should enable students to ask questions in their mother language (Duff and Polio, 1990; Kharma and Hajjaj, 1989). In Kharma and Hajjaj's (1989) study, a number of teachers allowed pupils to use their MT while enquiring about a new object. In fact, the majority of instructors said that the top purpose of utilizing L1 in student-teacher interaction was asking for an explanation. They discovered that 81% of students felt it useful to employ the MT when they were unable to articulate themselves in the TL (ibid). Other advantages are mentioned in this case, in addition to motivation and anxiety reduction. Students are more confidence in asking questions, and misunderstandings between the teacher and students are avoided (Rolin-Ianziti and Varshney, 2008: 265).

While there are two viewpoints on utilizing L1 in the L2 classroom, the research reviewed in this part reveal that while there are two opinions, L2 students prefer to support balanced and prudent in-class usage of L1 since it may help them overcome specific learning problems. Nonetheless, at least one research discovered that some students reject the notion because they assume that using their L1 in class will minimize their exposure to the L2. Additional research would allow for a more in-depth examination of students' attitudes regarding using L1 in L2 classes.

Several studies have revealed many methods of belief formation. Some of these claims found in a number of studies that studied the influence of prior experiences or pre-existing views on present teaching practices of both pre-service and in-service teachers (Almarza, 1996; Ashari, 1994; Bailey, 1996). For example, Ashari (1994) investigated the link between Malaysian ESL instructors' attitudes and practices and

discovered that her subjects taught English in the same way that they learnt it. That is, their instructional techniques were discovered to be influenced more by their personal learning experiences than by their professional education.

Various researchers have approached the question of 'how beliefs come into being' from various theoretical perspectives. The amount to which beliefs are social and cultural, as well as mental and individual, has been a key point of contention in the social and cognitive psychology literature. According to social psychology and sociocultural scientists, beliefs are produced in a social environment. As a result, they consider it contradictory (inexact) to discuss beliefs without reference to the environment in which they are formed. In contrast, researchers supporting conventional cognitivist positions have given little or no attention to the context in which ideas are produced. Beliefs, according to these researchers, are well-organized schema (networks of related concepts), and belief creation is an individual autonomous act, with each belief bearing the mark of the individual. Beliefs were considered as both personal and societal in sociocognitive techniques. Their major focus, however, has been on learners' acquired information that is memorized and retained as the knowledge reservoir, rather than on knowledge gained from the environment.

The teacher gains a conviction via their experiences, which are then transformed into possibilities for growth in their lessons. Teachers' opinions concerning the use of L1 in L2 teaching are influenced by their own experiences as language learners, their language education and training, and their teaching experience, but also by their colleagues, teacher trainers and educators, policymakers, and academic study and researchers. Johnson (1992) researched teachers' ideas and how they are implemented in the classroom and discovered a category that instructors attempt to stress in their English classes.

Beliefs about SLA apply to language and its acquisition, and they are assumed to drive behavior and impact language instructors' instructional techniques (Barcelos, 2003). Foreign language instructors' views about L1 are an important psychological concept since research shows that they strongly influence the implementation of teaching approaches, tactics, and activities (e.g., Borg, 2003; Pajares, 1992; Peacock,

2001). These exercises assist instructors in developing instructional techniques to utilize in the classroom by utilizing observations and journals. Instructors must focus on some skill such as listening, speaking, reading, and writing).

From this perspective, understanding FL teacher's belief systems may aid in improving the efficacy of their instruction. So, in this example, the teacher beliefs may be altered according to the students' requirements; in this case, the initial notion about teaching English is to assist students in discovering their own learning style, and it could also be an attempt to inspire students to learn a second language. Many people currently advocate for a more tolerant approach to L1 use in SLA that make use of its good possibilities for FL development (Rolin Ianziti, 2003).

Understanding teachers' ideas about using L1 in L2 classrooms might assist improve and understand teachers' behaviors and motivations in the classroom. The ideas uncovered in this study will aid in understanding the reasons for EFL teachers' beliefs regarding the usage of L1 in L2 classrooms. The findings of the study of teachers' beliefs (Pajares, 1992) further imply that humans have views about all parts of their life that are acquired and preserved in a belief system through the cultural transmission process that a person goes through. Thus, in regard to the study on the use of L1 in L2 classrooms, teachers must have established a view about L1 usage in L2 classes based on how they were exposed to English teaching and learning by their prior teachers. Pajares (1992) also emphasized the potential of beliefs to filter new knowledge, such as knowledge about approaches and procedures for teaching L1 in L2 classrooms. Beliefs will interpret how much new material can or should be utilized in bilingual education.

Teachers' views may be influenced by a variety of circumstances, and Richardson (1996) emphasizes experiences as elements that play a crucial part in forming teacher beliefs, highlighting certain sorts of experiences beginning at various periods in a teacher's educational career. Pajares (1992) also emphasized the importance of beliefs. This also implies that teachers should consider any relevant views while deciding whether to employ L1 in L2 lessons. The study of teacher beliefs focused on the psychological components, where they recommended the concept of "teaching as clinical information processing" (Borg, 2006). This represents the transition of

research on teachers' views from behavioral to psychological approaches. According to Borg (2006),

"... teachers were not being viewed as mechanical implementers of external prescriptors, but as active, thinking decision-makers, who processed and made sense of diverse array of information in the course of their work."

Based on this viewpoint, Clark and Yinger (1977) suggest that the study of teacher thinking should include teachers' judgment and interactive decision-making, as well as teachers' implicit ideas and viewpoints. According to studies on teachers' beliefs, teachers' thoughts and behaviors are governed by a set of ideas, which frequently function subconsciously (Borg, 2006). This new path in the research of teacher beliefs has led this study to comprehend and look into how, with the beliefs of English teaching, the practice of L1 usage might take place.

The study not only reveals the selected instructors' attitudes about L1 usage, but it also indirectly assists the teachers in understanding the source of their decisions to utilize or restrict L1 use in L2 classrooms. Thus, the minimal attention devoted to the usage of L1 is best explored by uncovering ideas about L1 use in EFL classrooms in English language teaching and learning.

"Teachers are not simply implementers of educational innovations handed down to them by policymakers," Orafi (2008) contends, "but they interpret, modify, and implement these innovations according to their beliefs and the context in which these teachers work" (p. 17). As a result, the same study found that some teachers saw offering pupils opportunity to collaborate as a waste of time. This has a significant influence on the successful deployment of such advances in FL schools. Similarly, Abushafa (2014) found that teacher practices reflected "their views of what was feasible in light of their understanding of themselves as teachers, of their students, and of the demands of the system more generally, particularly in relation to assessment" (p. 243).

The research shows that:

"teachers' beliefs will influence everything they do in the classroom, whether these beliefs are implicit or explicit." Even if a teacher acts impulsively or out of habit without thinking about it, such behaviors are triggered by a deep-

seated belief that has never been defined or made apparent (Williams and Burden, 1997:56).

The preceding also demonstrates that what teachers say they believe and their classroom behaviors can contradict one other, and that the degree of congruence is determined by a variety of contextual circumstances. As a result, teachers must be aware of their personal beliefs or perspectives and must constantly reflect on these aspects in order to understand their own "implicit educational theories and the ways in which such theories influence their professional practice" (Williams and Burden, 1997:56).

2.8. Theoretical framework

The socio-cultural factor is undeniably important in influencing attitudes and hence actions in the EFL classroom. According to Tudor (2001), "the classroom is a socially defined reality and is thus influenced by the belief systems and behavioral norms of the society of which it is a part" (p. 35). Nunan and Lamb (2001) agree, adding, "Classroom decision-making and effective management of the learning process cannot be made without reference to the larger context within which instruction takes place" (p. 33).

The findings of the investigation into students' and teachers' opinions on the usage of L1 in L2 classes will be analyzed through the lens of Sociocultural Theory (SCT), which focuses on the theories and ideas of pedagogical knowledge and practices in EFL education. The sociocultural theory emphasizes the impact of cultural and social factors on our cognitive and psychological development as individuals. From this vantage point, learning is viewed as a highly social activity. Contact between a more informed and less experienced person creates a place for scaffolding and the development of intersubjectivity. This framework serves as a guide for understanding the many parts of this study.

Sociocultural theory is an emerging paradigm that examines society's important impacts on individual development. It describes learning as a social activity in which social interactions and culture play an important role in cognitive development. Vygotsky (1997) coined the term sociocultural theory (SCT) to describe a learning theory that included cognitive and social aspects of language acquisition (Lantolf,

2004). It is a socially clear paradigm for cognitive expansion that emphasizes the relevance of social context in cognitive growth. It is "a theory of mind that recognizes the central role that social relationships and culturally constructed artifacts play in organizing uniquely human forms of thinking," according to Lantolf (2004). (pp. 30-31).

Mediation, or the use of goods and techniques to simplify an action, is one of the standard beliefs of SCT. Vygotsky (1997), for example, saw language as a vital mediating device in social interaction and learning. He reasoned that everything is learned on two levels: first via interaction with others, and second through incorporation into an individual's mental structure. In other words, learning occurs in the first instance through interaction with those who are more experienced and talented and who can guide and encourage the beginner's activities. Lantolf (2004) goes on to say that, while humans employ other cultural and social tools to learn, language remains the most significant of these instruments. Indeed, as Lantolf and Thorne (2007) put it, language is "the most pervasive and powerful cultural artifact that humans possess to mediate their connection to the world, to each other, and to themselves" (p. 205).

Most importantly, language is recognized as the most effective tool for mediating between lower and higher mental levels of human cognition. In the L2 context, the L1 is regarded as a mediating device. Language enhances human learning from a sociocultural standpoint, therefore instructors consider students' L1 as a resource in L2 learning. Students' L1 is viewed as a tool for both communication and cognition in their speech. In SCT classrooms, the L1 serves both social and metacognitive goals. Thus, language in the classroom serves not just a communicative function in teacher-student and student-student conversation, but also serves as a psychological instrument.

According to Swain and Lapkin (2000), denying learners' entry to the L1 deprives them of a key cognitive tool. Other educational scholars regard L1 as a mediational device, arguing that what occurs in coupled L2 talks not only contributes to learning but is learning in and of itself (Donato, 1994). Donato (1994) stated that in social interaction, a skilled teacher participant may establish supportive conditions in which the novice learner can engage and expand present abilities and knowledge to greater

levels of competence through the use of speech (p. 52). Vygotsky (1978) noted in this regard that persons develop intellectually by making sense of what surrounds them, whether it is connected to their cultural background or prior deeds. Individual interactions with their learning environment result in both growth and development. Teaching aids typically make communication easier, and as learning advances, it leads to the development and extension of knowledge.

In reality, SCT argues that students design their own learning within their context and with the help of mediating instruments. This knowledge construction includes comprehending wholes as well as portions that are believed to be a part of their surroundings. Similarly, EFL teachers must comprehend what students learn and how they view the world. EFL teachers must understand their students' learning methods. Thus, instructors' purpose is to assist learning, and students should not be told everything, but rather encouraged to construct their own knowledge via questioning.

Students have been inspired to participate in various EFL scenarios by using the L2. Indeed, studies in the EFL context demonstrate that some students lack the competence to use L2 exclusively, and as a result, they tend to employ L1 in their classroom conversations (Sipra, 2013). In this sense, Vygotsky (1978) claimed that social communication improves cognitive advancement and, as a result, greater social contact, both student-teacher, and student-student, is sought in the classroom context. In the EFL classroom context, where everyone's contribution is vital, L1 is essential for increasing learners' class involvement.

Because increased involvement is required for improved L2 learning, and current research suggests that using L1 allows for greater participation, an outright rejection of L1 in an L2 learning classroom situation may reduce learners' engagement. According to Anton and DiCamilla (1999), the use of L1 by students has a substantial cognitive role, provides scaffolding, assists in the expression of internal speech, and creates intersubjectivity. They emphasized that in the practice of this combination arrangement, using a shared L1 to highlight potential challenges might aid L2 learning.

Interaction between teachers and learners, as well as between learners and their classmates, occurs often in the EFL classroom, which is the subject of this research.

However, in the EFL environment, when all students speak the same L1, this contact is mediated by the usage of L1. According to Brown (2001), these students would utilize their L1 until they had mastered enough English to have brief contact with their teacher. For example, learners may become stuck and utilize L1 to seek assistance from their peers.

According to Reyes and Vallone (2008), employing L1 in student-student interactions aids the process of growing learners' knowledge, and it is also an example of leveraging what is known to progress and gain what is challenging and new. Thus, a language class provides an environment in which new learning builds on prior information and experience, where interacting with others facilitates learning, where learning is a sequence of problem-solving, and where learning is a practice simplified by teachers and other learners.

In general, the EFL teacher is the best person to make decisions regarding when, how, how frequently, and with whom to use L1 during the process of learners' L1 integration into the EFL classroom. Furthermore, only the instructor can judge if L1 uses aids or hinders students' language development because what works well for one group of EFL students may not work well for another. In other words, whether or not to allow the bilingual approach in the EFL classroom must be decided by the instructors who teach EFL in the classroom, not by upper-level education administration. The goal of this research was to look at how English as a foreign language (EFL) teachers use their first language (L1) in the classroom. It sought to elicit teacher beliefs on the usage of L1. Furthermore, it indicated that multiple interacting factors influenced teacher decisions about when and why to use L1.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter attempts to describe the methodology of the study. In this context, this chapter attempts to present a detailed description of the research methodology adopted in the study. It, therefore, discusses the research design and methodology employed to generate data for this study. In addition, this chapter discusses the research setting, the research participants, data collection instruments, and methods employed to analyze data obtained from both qualitative and quantitative methods. All stages and processes involved in the study are explained to indicate how the study was conducted. Measures taken to ensure the validity and reliability of the study as well as ethical considerations are also dealt with.

3.1. Research Design

It was necessary to pick the most appropriate research design to lead the numerous components of the research, such as data collection tools, data processing methods, and sample procedures, in order to obtain answers to the above-mentioned research questions. This study employed a mixed research method that included both qualitative and quantitative methodologies. Combining the two methods allows for the application of the two strengths to address the scientific research questions in this study. According to Creswell (2014), "mixed method research is an approach to an inquiry that involves gathering both quantitative and qualitative data, integrating it, and employing a separate design that may contain philosophical assumptions and theoretical frameworks" (p. 43). As Creswell (2009) argues, by using mixed methods, researchers can gain more and different kinds of data than they would get from only one method.

According to Frankel, Wallen, and Hyun (2012) those who engage in such research claim that the use of both methods provides a more complete understanding of research problems than does the use of either approach alone and referred to as mixed research. Creswell (2009) states that these two methods must be viewed as two different ends of a continuum, and therefore, a study can be more qualitative than quantitative or vice versa.

Bryman (2006) summarizes the potential benefits of mixed method design, including enhancing the validity of findings by combining quantitative and qualitative data, providing a more complete and comprehensive picture of the research and addressing a broader range of research questions, and so on. If just one method is used in collecting data, the truth may not be reflected in the results (Cohen et al., 2007). Incorporating techniques from both study traditions provides researchers with new chances to examine the subject field in-depth and better grasp its complex nature (Tashakkori & Teddlie, 2003). Therefore, mixing these two types of data collection methods would allow for improving the credibility and reliability of the results.

This mixed-methods study was conducted using a qualitative-dominant (QUALITATIVE + quantitative) exploratory sequential design (Creswell, 2015). Specifically, qualitative data collection and analysis was followed by quantitative data collection and analysis, where the quantitative findings were used to triangulate qualitative findings and increase their reliability (Creswell, 2014). Qualitative data was collected from two rounds of interviews with five EFL teachers, (pre-observation interview and post-observation interview). The researcher conducted pre-observation (semi-structured) interviews and post-observation (stimulated recall) interviews. During classroom observations, the researcher has taken field notes. In order to collect quantitative data, a student questionnaire was distributed to the students of the teachers who were interviewed and students who had been observed.

3.2. The Research Setting

The study was conducted in an EFL context in primary schools in Western Ethiopia, Oromia. Specifically, the study was conducted in Horro Guduru Wallaga Zone, Shambu town, in two primary schools in the second semester of the academic year 2022. The schools, Shambu primary school, and Shambu Model primary school were purposefully chosen among five upper primary schools (grades 5–8) in Shambu town. Purposive sampling involves selecting individuals who are able to provide an understanding of the issues that are under investigation or establish a link between research questions and sampling (Patton, 2002).

The rationale for purposefully selecting these specific schools for the study was that the researcher has access to these schools through English-language teachers. The

researcher's personal relationship with some of the participants was important for this research. In addition, the researcher's experience and informal observations about the issues of L1 use in these primary schools as well as the school's proximity to his residential place inspired the researcher to generate valid and reliable data for the study and choose this area for a study.

3.2. Participants of the Study

After the target schools had been selected, the criterion for selecting the participant teachers was set. Accordingly, the participants of the study were English language teachers that were teaching in grade eight and their students in the two selected primary schools in Shambu town. The following are descriptions of the sampling techniques and procedures employed in the study.

3.2.1 Sample Size and Sampling Techniques

This study employed convenience sampling, which is a non-probability for selecting respondents with similar characteristics. According to Etikan (2016), convenience sampling is a method, which involved getting available respondents who were close to the researcher including; friends, neighbors, or community members who showed interest and willingness to cooperate to research questions were integrated and composed the study population. The next section, thus, will describe reasons for the selection of the participants of the study.

3.2.1.1. Selecting Teachers

The English teachers were purposely selected in order to get information about the use of L1 in English lessons. According to Johnson and Christensen (2012), researchers can adopt convenience sampling when they include in their sample participants who are available or who volunteer, who can be quickly recruited, and who are willing to participate in the research study. Contributors are selected as respondents and should become accessible and available at the time of data gathering (Cohen et al., 2011).

The teacher participants of the study were grade eight EFL teachers found in the selected primary schools in Shambu town. Grade 8 was chosen because it is where the

subjects make a shift from English as a subject to English as a medium of instruction. Initially, the researcher contacted the principals of these schools to receive help with access to the contact information of EFL teachers who might be interested in participating. When EFL teachers were first contacted to see if they would like for their classes to be a part of this study, of those that responded affirmatively, all of them (6) expressed interest to participate in the project. The criteria for inclusion in the study were: 1) currently teaching English at the eighth-grade level; 2) having a degree in English language teaching; and 3) having more than five years of teaching experience. Accordingly, only five EFL teachers who met these criteria to participate in the procedures for data collection were identified for the study. These teachers were also asked to identify one of the classes, which could be observed for the purposes of the study. For this purpose of observation, four English language teachers were chosen.

Five English as a foreign language teachers took part in this study. Following Dörnyei (2007), the iterative process researcher went on until he reached theoretical saturation. The teachers are coded (T1, T2, T3, T4, and T5) to ensure the confidentiality and the participant teachers. The profiles of the selected teachers from the two schools are shown here.

Table 1: Teachers' Demographic Background

No	Teacher	Gender	Teacher's L1	Qualification	Teaching Experience
1	T1	M	Afan Oromo	BA degree in English language and literature	35
2	T2	M	Afan Oromo	BA degree in English language and literature	14
3	T3	M	Afan Oromo	BA degree in English language and literature	32
4	T4	M	Afan Oromo	BA degree in English language and literature	29
5	T5	F	Afan Oromo	BA degree in English language and literature	6

The table above indicates that the study participants (i.e., teachers) have a bachelor's degree in English. Their teaching experiences range from six to thirty-five years of teaching English.

3.2.1.1 Selecting Students

The second group of participants was students in grade eight of the selected primary schools. For classroom observations, four sections were selected based on participant teachers' preferences. Accordingly, these sections were selected for data collection from both the classroom observations and the students' questionnaire. Regarding student participants, according to the information obtained from the two selected schools, there were 524 students enrolled in grade eight in the years 2021/22 G.C or 2014 E.C. Of these, 84 (16%) student participants were selected out to fill the questionnaire. Accordingly, the respondents of the questionnaire were 84 (40 males and 44 females) grade eight students who were selected randomly from the Shambu model and Shambu primary schools.

The study included 84 students from the two selected schools in the town. The student participants were chosen using systematic random sampling in order to overcome the effects of any variable such as ability, sex, or gender that might have an influence on the outcomes of the study. Participant students to fill questionnaire were from each observed section. In this way, participant students were chosen as sources of information in this study. These students participated in a questionnaire to investigate what students think, feel, and perceive about using Afan Oromo in EFL classes.

In addition, students were asked if they wanted to volunteer to be interviewed. Student participants for interviews were therefore selected not because they are representative of the population but because they provide a comprehensive picture of teachers' and learners' beliefs about the use of L1 in EFL classes. As a result, purposive sampling was used to select student participants for the interview. The use of purposive sampling was also influenced by Patton's (2002) injunction that selecting information-rich cases makes one learn a great deal about issues of central importance to the purposes of a study. Accordingly, two students from each observed classroom were chosen to be interviewed bringing the total number to 8. One of the

reasons for choosing two students from each observed classroom was that it was believed that this number would be sufficient to generate data for the study.

3.4. Data Collection Instruments

As previously stated, the primary goal of this study was to investigate teachers' and students' beliefs about the usage of Afan Oromo in EFL classes. To answer the stated research questions and to gain a deep understanding, the researcher combined both qualitative and quantitative methods as part of a mixed methods research paradigm. The researcher collected data primarily through interviews, classroom observations, and questionnaires in order to offer both tangible and useful data sets with the aim of examining teachers' and students' views of the usage of Afan Oromo in EFL classes. Each of these three instruments will be discussed in more detail below.

3.4.1. Interviews

Since teachers' beliefs constantly drive teaching (Borg, 2003), the researcher-conducted interviews gain a more in-depth understanding and interpretation of English language teaching scenarios in the classroom. If the objective is to elicit participants' thoughts on a specific phenomenon, a less structured format, such as a semi-structured interview, may be preferable. The purpose of using interviews was to obtain a greater depth of information concerning participants' beliefs, feeling, attitudes, or emotions to certain questions, which was not possible through classroom observation and questionnaires (Selinger and Shohamy, 1988). Specifically, the rationale of conducting the interview was to find out the reasons why they had to switch to L1 and preferred using it.

The questions in the interview are more freely worded, allowing the researcher to construct topics or concerns as they occur throughout the talk. Interviews can act as vehicles for tapping people for knowledge of their social realities and/or their subjective worlds as well as providing access to accounts of their experiences, knowledge, ideas, and impressions (Bryman et al, 1988; Frey, 2000). Experts claim that interviews are a useful and powerful research method to explore participants' responses and investigate their identities, experiences, beliefs, attitudes, views, facts,

feelings, and understanding toward certain issues. Specific issues emerging during the study or responses given by the participants can also be followed up (Patton, 2002).

Depending on the study's purpose, interviews might range from highly structured to more open-ended and less structured (Merriam, 1998). The researcher chose semi-structured interviews after careful consideration of their benefits, including the freedom to conduct the conversation in the manner deemed best, to probe the questions deemed important, to give explanations, and to request clarification if uncertain about any participant response (Corbetta, 2003).

The researcher utilized the semi-structured interview technique of data collecting since it provided a number of benefits that were significant for the research. In addition to being more suitable to this inductive data gathering, a few participants were concerned about discussing some of the issues, so it was important for the interviewer to establish an informal, naturalistic setting that provided a versatile means of obtaining data. If the objective is to explore participants' perspectives in regard to a given phenomenon, a less structured format such as that of the semi-structured interview may be a better choice. Hence, if semi-structured interviews were well conducted, they would yield responses that are more appropriate and, subsequently, offer more accurate data, which one can record, and study on numerous occasions to assist in creating a highly accurate interview report. It also allowed the interviewer to control the pace and direction of the interview.

The researcher used in-depth interviews in order to obtain detailed information for the study by interviewing the EFL teachers with a view to finding out the beliefs and practices they engaged in the classroom (see Appendix G). Using the semi-structured interviews, the researcher could probe deep into the participants' minds in order to improve a better understanding of when and how teachers use L1 in EFL classrooms. In these interviews, some basic questions are asked by the researcher but depending on the situation, the researcher also has some other optional questions, which may or may not be used. The researcher used the interview schedules for both teachers and learners that consisted of semi-structured questions. The researcher's goal in using this tool is to make sure that the issue of L1 usage is explored in more depth and from as many different angles as feasible. The study involved the use of questions that were

arranged systematically according to the research objectives that allowed the logical flow of the conversation between the researcher and the interviewee.

Based on a literature review, the researcher prepared semi-structured interviews. It was then debriefed by senior ELT Ph.D. candidates and finally approved by the advisor. It allowed the researcher to prompt and dig deeper throughout the interview sessions. The interview questions were based on the literature review on students' opinions or perspectives on L1 usage in EFL learning. However, as the conversation went, follow-up questions surfaced to go into more in-depth information. Five EFL teachers and eight students were interviewed to reflect on their overall views toward using L1 in EFL classrooms. The reason behind interviewing the same participants from the observed classrooms is to find out whether or not their beliefs or perceptions are reliable with their practice.

The interviews were audio recorded and then transcribed and coded to produce data. The interviews allowed the researcher to explore issues in greater depth and encouraged the interviewees to express their opinions in their own words. The respondents were asked when and why they utilized L1, as well as how helpful they believed it may be in EFL classes. The stimulated recalls took place on the school premise in an available empty classroom. Each stimulated recall session lasted around 40 minutes and was audio recorded for transcription. The teacher was asked to explain why he/she utilized the L1 in each record. Because of the teachers' language preferences, the interview questions were asked in Afan Oromo. The interview is designed in both English and Afan Oromo and is elicited if the participants cannot provide the appropriate answers.

Apart from observations and semi-structured interviews, this study used stimulated recall techniques to discover the participants' thoughts and feelings. Stimulated recalls interview is a method of data gathering tool, which was adopted in the form of retrospective interviews. The stimulated recall technique was utilized in this study to engage teachers in reflection on their L1 use during audiotaped lessons. As signaled by Gass and Mackey (2000), a stimulated recall, as the name implies, stands for the stimulus used to "activate or refresh the recollection of cognitive processes so that they can be accurately recalled and verbalized" (p. 53).

A stimulated recall is a method in which participants are prompted (via some visual or oral stimulus such as a video/audio-taped event, or any other tangible reminder such as different drafts of a composition, etc.) to recall thoughts they entertained while carrying out certain tasks or participating in certain events. It can be used to determine if a particular cognitive process is, being employed (Gass & Mackey, 2000). The other reason for using stimulated recalls as a method to gather data is their suitability for uncovering what participants think, believe, and feel about a certain matter or situation, especially one in which they are involved.

In this kind of interview, participants were asked to verbalize their thoughts by thinking aloud after they have performed various tasks and, once they have finished a certain task, they are asked to comment on it by recalling what they can remember about their thoughts at that time. This method gives participants the opportunity to be at the center of the investigation in the field of language learning and teaching (McDonough and McDonough, 1997), which therefore made it relevant to the present study where both teachers and students were the focus of the study.

The stimulated recall interview techniques involved the use of audiotapes to record a teacher while teaching. The tape is then played back for the participants. This technique is for participants who may be unable to recall information from long-term memory. Therefore, it is important to carry out the interview soon after the observation so that the participants can retrieve information from their short-term memory and avoid reconstructing or inventing the missing information (Fang, 1996). The teacher is encouraged to stop the tape at any point to make comments on his/her teaching. The researcher can also stop the tape to elicit further comments from the teacher. The main aim is to help the teacher recall his/her thought processes and reflect on what was happening during his/her teaching (Gass and Mackey, 2000).

Furthermore, the purpose of this stimulated recall interview was to gain some qualitative in-depth data about their thinking and feeling toward the use of L1 in L2 classes, to further explore their beliefs and perceptions. Accordingly, participants' stimulated recall interviews were carried out just after classroom observations in order to attain data that was as accurate as possible (Gass and Mackey, 2000). Classroom

observations were recorded and played back after the observation in order to allow the participants to reflect on them.

3.4.2. Classroom Observation

In this research, where the teachers and the students might use Afan Oromo, observing actual teaching practices was essential in an attempt to understand teachers' decisions taken in the teaching context and their behaviors and interactions with their students. Hence, classroom observation was used to gain more insight into teachers' language use. Observations provide opportunities to experience firsthand information about what is going on in classes and therefore lead to deeper understandings than interviews alone would (Radnor, 2001).

The aim of using classroom observation is to investigate the nature of using Afan Oromo (L1) from the moment the teacher enters the classroom until he leaves. As Johnson and Christensen (2008: 211) point out, this is a good method of data collection because it helps detect the typical inconsistency between what study participants say they do or like to perform and what they actually do in actual behavior and how they feel about their attitude or perception. Observation helps researchers get the real behavior rather than eliciting reports of preference or intended behavior in the form of self-reported data (Yin, 2011: 143). As the main target of this study is to explore the use of L1 in EFL classrooms, observation is treated as the main data collection instrument.

According to Flick (2009), there are two different styles of class observation, nonparticipant observation, and participant observation. Non-participant observation involves the researcher observing without being an active member in the field, and he/she should not interfere with regular practices. By contrast, participant observation permits the researcher to enter the area with the participants and take part in their activities and actions. According to Robson (2011), this form of observation has no impact on the contributors and no direction of their thoughts, which is, according to Robson (2011), believed to be one of the key strengths of this form of observation.

In this research, the researcher adopted non-participant observation, where there is no interference during the lesson by the researcher, who aims to explore the purposes and contextual functions of both EFL teachers and students using the L1. This classroom

observation type was used in the present research to recognize the use of L1 by EFL teachers and their students, and the purposes and extent of its use. Furthermore, the researcher observed whether or not the students and teacher used their L1 in the EFL classroom. It also attempted to observe the instances of L1 usage during the learning process. The researcher demonstrated the usage of the L1 during classroom activities by taking field notes. These classroom observations were conducted to help the researcher gain more insight into how, when, and on what occasions the teachers and students actually use L1 in English classes. It was written in the form of an observation scheme modified from prior research (Silvani, 2014), which was used to investigate English learners' experiences with L1 in English classes. The classroom observation scheme was included as an appendix.

Moreover, observation scheme was used in this type of observation in order to systematically record the behavior of participants (Bryman, 2012). Dörnyei (2007) asserted that using observation schemes or schedules is a useful data collection tool that is usually associated with classroom research. Some schedules can help to organize the data systematically and provide a clear direction to assist in the process of data collection and analysis. McDonough and McDonough (1997) suggested that observation schedules help the observer to identify particular instances of classroom behavior and note them down as they occur. With regard to the present study, the rationale for observing classrooms was to capture the moments when, how and to what extent the teachers and students use L1 in EFL classrooms.

The researcher observed events and activities in the classroom between the students and teacher or among the students, which helped the researcher to obtain firsthand information that was important to verify the response from other methods of data collection. A standard observation schedule (see Appendix K) was developed for the observation of lessons taught by the four teachers that participated in this study.

The observation schedule was made more flexible by including a space for notes, which allowed the researcher to include any additional comments. This means that semi-structured observations were used in this study by involving both checklists and field notes. The first part of the observation schedule had code names for the school

and the teacher observed. This kind of observation lies between the characteristics of structured observations (e.g. frequencies, predetermined categories) and those of unstructured observations (e.g. field notes for additional comments). To document the happenings in the classroom, field notes were taken from all of the classrooms observed and taught throughout the classroom observation session.

However when using observation to gather data, decisions have to be made about “what to observe, how to observe, and when to observe” (Radnor, 2001:70). Hence, the researcher used two observation schemes: one for teacher’s use of L1 (see Appendix K) and another for students’ use of L1 (see Appendix L). The two observation schemes were used to record the occasions of teachers' and students' use of L1 and its frequency. The first part aimed to capture any possible usage of Afan Oromo by teachers consisting of different items (10 events). This part included the following items: checking comprehension, providing Instruction, Class management, grammar explanation, new vocabulary translation, motivating students, talking about tests, quizzes, and other assignments, and others. The second part was about how often students used Afan Oromo in certain pedagogical situations (8 items). It included these statements: Talk with each other, ask for clarification, in group-work activities, deal with classroom management, translation, talk about tests, quizzes, and other assignments, and others (table talk).

As previously stated, the researcher's position was passive because the researcher used a non-participant observer approach. In this case, the role of the observer was to tick off the events as the participants switched to Afan Oromo and to put ticks beside the right categories in the observation checklist. Besides, some space was left at the end of each checklist to note down other situations of L1 use that were not on the list. Moreover, observation notes (field notes), as one of the observation instruments, were used to collect the necessary data that could not be audio recorded.

When both teachers and pupils switched to the Afan Oromo, the researcher had to tick the relevant frequencies from the specified categories. As discussed in Selinger and Shohamy (1989), these instruments together provide this study with a more comprehensive picture of what was taking place in the language-learning classroom. Besides being observed, the selected participants were also interviewed to gain an in-

depth understanding of their perspectives on L1 use in the English classroom. This intends to uncover and at the same time triangulate the reasons for employing certain methods and techniques in their L1 use in EFL lessons. In addition, the category other was added to both the teacher and student parts to allow for any pertinent characteristics that were not addressed in the checklist items.

In order to gain a deeper insight into L1 use, the researcher has made sixteen classroom observations on the EFL teachers, i.e., four observations per teacher while teaching English. The observation data were collected through a combination of a structured checklist, handwriting field notes, and audio recording. Each teacher (classroom) was observed four times, so the total observation time was approximately 640 minutes, and focusing on the primary classrooms practices, for as Creswell (2012) suggested, when conducting observation only essential things need to be noted.

3.4.3. Questionnaire

The third method employed to collect the relevant data was through a student questionnaire. A student questionnaire was employed in the current study to elicit students' perceptions of L1 use in the L2 classroom (see Appendix E).

The questionnaire is considered to be one of the most common research instruments used in applied linguistics studies, and the reliance on it has grown in the field (Dörnyei, 2007). For a number of reasons, such as the short time and low cost of employing this instrument, in addition to managing a large number of participants, it has become a preferred tool among researchers (Dörnyei, 2007).

The questionnaire was prepared for the students, believing that respondents would answer a questionnaire more frankly than they would answer an interviewer, because of a greater feeling of anonymity (Best & Khan, 1998). Therefore, to maximize this feeling of privacy, it is important to guard, and emphasize, the respondent's anonymity (Best & Khan, 1998).

The questionnaire was designed to gather data about students' perceptions towards the use of L1 and the reasons for which L1 is employed in their L2 classes (see Appendix

E). It was based on Macaro's (2001) paradigm, asking participants about their perceptions toward and reasons for reverting to L1 in their teaching and learning context. First, it helped to know students' reactions to the use of L1 in the EFL class. Then, it aimed to testify teachers' data. Finally, its purpose determined the use of L1 in the improvement of their L2 especially those areas in which they felt the use of L1 was effective.

In this study, a student questionnaire including close-ended and open-ended items adapted from Schweers (1999) and Tang (2002) was utilized to investigate students' perceptions of L1 usage. The questionnaire was translated into Afan Oromo (see Appendix F) and the reason was that the students are primary school students and it could be difficult for them to understand and answer in English. Therefore, this is to draw their attention to the information rather than the language so that the students can easily understand it. To ensure that the translation is accurate, the back translation method was employed. The questionnaire included statements to which students were asked to respond by ticking the option that best described their perception. Likert scales were used to measure participants' perceptions of the given statements. A format of five-point scale is used in the questionnaire, which is usually utilized (Dörnyei, 2007). The questionnaire was administered by the researcher to the observed classes at the end of the observation.

Table 2: Composition of Student Questionnaire

Parts	Themes	Questions	Surveyed community
Part I	Background Information	4 questions	80 students from 8 th grade of the selected primary schools
Part II	Students' perceptions about using Afan Oromo in EFL classrooms	4 closed-ended questions	
Part III	a) Functions of Afan Oromo usage in EFL classrooms	7 closed-ended questions	
	b) Pedagogical situations/ contexts in which EFL teachers choose to use Afan Oromo	6 closed-ended questions	

	c) Pedagogical contexts in which students tend to use Afan Oromo in their EFL classrooms	3 closed-ended questions	
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The student questionnaire included two open-ended questions designed to allow participants to comment on their opinions and practices about the use of the Afan Oromo in EFL classes.

3.5. Data Collection procedure

Initially, a letter for cooperation was obtained from Addis Ababa University, Department of Foreign Languages and Literature. A permission to conduct the study in selected primary schools in the town was obtained from Shambu town education office using the letter received from Addis Ababa University. Following this, the researcher contacted the selected schools leaders and commenced the data collection.

Different data-gathering instruments were used in this study. Classroom observation that involved taking field notes, Questionnaire, and Stimulated recall interviews were the tools used for data gathering. As a result, on February 21, 2022, the researcher made his first visit to Shambu primary school. In this school, the researcher notified the main objective of the study and gained permission to interact with the English language teachers through the school principal. The data collection procedures continued for two months.

Following that, the researcher introduced himself with the help of school principals in the two schools where the study was to be carried out. At this point, the researcher discussed the purpose of the study and the participants who would be the participants in the study. A thorough explanation was given for the study participants particularly, the sampled teachers and student participants were clearly briefed and the classrooms would be identified for research purposes.

As a necessary research procedure, the researcher informed both teachers and students of the aim of the study. Meanwhile, the researcher selected English teachers for the individual interviews. The interview was then scheduled for an availability of the

participants. Participants were asked to give their verbal consent for audio recording. Then, the researcher adjusted the pre-observation interview (semi-structured interviews) for EFL teachers and students to investigate their in-depth beliefs, perceptions, and the purposes of L1 use in EFL classes.

During the interview, the researcher asked each participant 9 leading questions (See Appendix G) and probing questions depending on the study concerns at hand. Adams (2015) states that semi-structured interviews employ “a blend of closed and open-ended questions, often accompanied by follow-up why or how questions”, and “the dialogue can meander around the topics on the agenda” (p. 493). The type of instrument implemented in this research was semi-structured due to the fact that this study aimed to gather beliefs and opinions of the participants towards the use of L1, and while doing so, it is important to semi-structured questions and then build on the inquiries during the interview with the help of follow-up questions. Interview questions were built by taking into consideration the relevant information gathered from the review of the literature (Klasinc, 2018).

Eventually, classroom observations were made at convenient days and teaching periods according to the teachers’ plan. Next, the researcher started to conduct eight classroom observations (two for each teacher) in order to observe the classroom practices regarding L1 use in English classes. The first classroom observation was conducted on February 24, 2022, at Shambu primary school, while the second classroom observation was conducted on February 25, 2022, at Shambu model primary school. These observations were not actual observations but were done with each participant in order to observe the teachers’ practices in the class environment. They were used to check the natural setting of classroom practices. The school community gave the researcher full support for conducting the study.

After the researcher familiarized himself with the context, on February 29, 2022, the researcher started to carry out the actual classroom observations. The researcher observed four teachers’ classrooms. Each teacher was observed four times, with each class session lasting around 40 minutes. There were 16 classroom observations in all. This number did not include the eight observations (two for each teacher) conducted for familiarization and rapport establishment. These repeated and extended observations were carried out to reduce the observer's paradox effects as students and

teachers become more used to having a visitor in their classes. According to Borg (2015), recurring rather than one-time observations of teaching are advocated on the notion that reactivity lessens with time as teachers grow acclimated to the presence of the observers, however, this problem can never be completely removed.

The researcher took field notes during the observations. Field notes were essential for capturing nonverbal traits and gestures of teachers and children that could not be captured by the recording. The researchers' subjective perceptions and interpretations of the occurrences were also included in the notes. Thus, field notes aided data transcription and analysis. Following the class observations, the researcher issued a questionnaire to the students in order to collect their perspectives on L1 usage in the L2 class.

The classroom observations were conducted during 21 February - 28 May 2022. The researcher observed grade 8 classrooms taught by each of the four observed teacher-participants. The duration of the class observations is almost the same in length (i.e. each class was observed for about 40 minutes) to improve the consistency of gathered data. The class observation also aimed to explore the extent (frequency and functions) of L1 use in the practical environment. In total, the researcher observed sixteen EFL classrooms lasting 640 minutes in total, and focusing on the L1 use, as Creswell (2012) suggested, when conducting observation only essential things need to be noted.

The researcher planned to conduct SRI immediately after the classroom observation, but that was not possible due to the teacher's teaching load. So, at the end of each class observation, a student questionnaire was distributed to the students of the teacher-participants. Before administering the questionnaire, the students were provided with some instructions about the purpose of the study and then they were asked to respond to the questions. The researcher explained the purpose of the questionnaire and made sure that students fully understood the aims and procedures (reminding students of the consent letters sent earlier). To ensure accurate and reliable answers, the students were told not to put their names on the questionnaire. They were also informed that they could call the researcher and tell him about any unclear question, or even a word, in the questionnaire that they had difficulty in understanding. After that, a students' questionnaire was administered to sampled

students to discover students' perceptions of L1 use in EFL classes. All 84 students' questionnaire was given back on time.

So, the researcher developed post-observation interviews (stimulated recall interviews) a week after completing classroom observations to determine what prompted teachers to switch to the L1 in L2 classes. Thus, stimulated recall interviews were done after the full observation was completed within one week for practical reasons. Stimulated recall interviews were employed to elicit the motives for teachers' L1 use that audio-assisted observations could not provide. According to Gass and Mackey (2017), it is best to do stimulated recall interviews shortly following task completion. In contrast, Sanchez and Trevor (2020) reported that the majority of research employed recall sessions that were done within seven days of the initial event, while in a few studies, they were held more than a week or two. This suggests that the delayed time for performing the stimulated recall interview was not a major issue.

The aim of conducting the SRI is to elicit reasons why teachers to reverted Afan Oromo on such particular occasions. They were asked individually about the mental process, which happened in their mind when L1 was used in an English classroom. The audio recording of the extracts when the participants used L1 was played so they could comment on the occurrence by recalling their thoughts at that time. Their responses to English use were also considered in this study as they would help to shed light on how the participants felt and thought in an English-only classroom.

3.6. Methods of data Analysis

Best (2012) defines data analysis as the gathering of data in a significant way to produce a clarification, permit explanation, and allow suitable interpretations to be drawn. After collecting all the needed data from the field, it is time to commence the data analysis. The researcher employed both qualitative and quantitative data analysis procedures. As previously mentioned, the data in this research was gathered from three sources: interviews, classroom observations, and questionnaires, all of which are aimed at exploring the use of L1 (Afan Oromo) in EFL classes. Thus, the data set that the researcher collected for this research contained the following: semi-structured interviews were conducted with 5 EFL teachers. Four English teachers were observed

while teaching English. Semi-structured interviews were also conducted with eight students (from the four observed classrooms), EFL class observation data, along with the researcher's handwritten field notes, and student questionnaire.

The researcher integrated quantitative and qualitative research approaches in a single study. As a result, this study employed two approaches to data analysis: qualitative and quantitative (mixed methods). Mixed methods research involves mixing both qualitative and quantitative research approaches in one study. According to Onwuegbuzie and Combs (2010), 'mixed analysis' is the right word used for analyzing data collected from mixed methods research. They add that mixed analysis includes the analysis of one or both data forms (qualitative data or/and quantitative data) either in no order (concurrently), or sequentially in the two phases.

3.6.1. Analysis of qualitative data

Pre- and post-observation interviews were audio-recorded and transcribed using a digital voice recorder. Thematic analysis was used in the qualitative analysis. According to Creswell (2012), thematic analysis entails researchers categorizing data in order to subsequently construct themes. The researcher used a thematic analysis to analyze qualitative data from semi-structured interviews, SRI, classroom observation notes, and the open-ended questions section of the questionnaire in this study. Thematic analysis entails the following steps: data preparation and organization, data reading, data transcription and coding, and data findings in discussions and interpretation.

According to Walter (2013), the analysis process in qualitative research is about meaning making, and researchers must make sense of their large data collection in order to find answers to their study questions. The first stage was to transcribe all of the interviews after they had been finished and reviewed for completeness. Transcription, as defined by Creswell (2012), is "the process of converting audiotape recordings or field notes into text data" (p. 239). The taped interviews of five teachers and eight students were transcribed. All of these concerns were taken into account in order to keep the data reliable. Reading over the transcripts as a whole to acquire a sense of the first impressions of the gathered material is an important step. Following

the data reading, the second stage was to code the data using NVivo.10 software, covering all information such as views, phrases, words, thoughts, and relevant and irrelevant concepts.

The interviews were audio recorded and then transcribed and translated from Afan Oromo to English. The English transcriptions were uploaded onto NVivo software to aid data storage, coding, and thematic analysis of the interviews. The data was then coded for emergent themes according to Charmaz (2014), who defined coding as “naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data” (p. 111). The reason for choosing this software is for its features that enable researchers to organize, categorize and retrieve the data easily. Richards (1999) supports this when he pointed out “Nvivo has tools for recording and linking ideas in many ways, and for searching and exploring the patterns of data and ideas” (p. 4). Moreover, it enables users to move things around and use different coding categories and groupings. So, the software can be used for easy retrieval and identification.

Coding is at the heart of this qualitative data analysis process because it allows the researcher to identify comparable data, and categorize thoughts, and evidence into clusters so that wider perspectives might emerge from the data (Creswell & Clark, 2011). The choice was made to pick the most significant codes by organizing them into folders. To have smaller topics, NVivo nodes such as 'Afan Oromo role in EFL classrooms', 'Afan Oromo in classroom activities', 'Can Afan Oromo aid learning English', and 'Encouraging Afan Oromo use' were formed. Finally, when themes were identified, the researcher began reporting and writing up the findings of the qualitative data based on the semi-structured interviews with the participants.

Secondly, both qualitative and quantitative data were collected from the classroom observations. The purpose of using classroom observation as a data-collecting tool in this study was to discover the contexts and settings in which EFL teachers and their students tend to employ the Afan Oromo in EFL classes. To collect class observation data in this study, a combination of checklists and handwritten field notes was used. The qualitative field notes helped the researcher gain a better grasp of how teachers use L1 in English classes. In the current study, the researcher employed a quantitative

word count approach to measuring the frequency of the Afan Oromo used by teachers and students during the class period. Because the purpose of the class observation was to determine the frequency of Afan Oromo use, the proportions of both English and Afan Oromo were computed to show how much Afan Oromo teachers and their students in the sixteen observed classrooms used.

In addition, the field notes were qualitatively analyzed because, as Cohen et al (2011) indicated, for less observational data, such as data from field notes, qualitative analysis approaches, such as coding and categorizing, can be used. As a result, the software NVivo version 10 was utilized for qualitative data analysis of field notes and semi-structured interviews. According to Robson (2011), NVivo is regarded as the best software for qualitative data analysis. Furthermore, this program assisted the researcher in managing and organizing the data into themes. The researcher used this software to analyze data from class observation checklists and field notes.

Data analysis in this study used the interpretive approach as the overall organizing framework and within it utilized the thematic approach to organizing data. The thematic approach to analyzing data was adopted for this study instead of organizing the analysis around research questions. This research question, “often leads to the use of quotes and other data to “answer” research questions, but often fail to go beyond those “answers” to discuss theoretical contributions” (Pratt, 2009:858). According to Creswell (2012), thematic analysis involves researchers coding the data to be able to develop themes later. In this research, the researcher applied thematic analysis to analyze qualitative data gained from interviews, classroom observation, and field notes.

Thematic analysis was used, as this is the common method used to analyze qualitative data (Roulston, 2001). This is because as Joffe and Yardley (2003) argue that thematic analysis pays special consideration to the qualitative side of the analyzed data. Thematic analysis, in Gibson and Brown’s (2009) view, involves generating similarities, differences, and relationships across a data set. This process refers to a search for an aggregation of themes, or patterns found in the information. Thematic analysis is also seen as a process of reducing the data to make meaningful groupings (Grbich, 2007). A theme, according to Boyatzis (1998), can be identified at the

manifest level, i.e. what can be clearly noticed or understood through what is directly observed.

3.6.2. Analysis of quantitative data

Quantitative data analysis here refers to the procedures and steps the researcher adopted to understand data gained from students' questionnaires and the class observation sessions. In this case, the data was collected in order to empirically investigate students' perceptions and classroom practices towards the use of Afan Oromo in EFL classrooms. As a result, quantitative data analysis refers to the techniques and actions used by the researcher to comprehend the data obtained from the student's questionnaire, as well as the class observation sessions.

The researcher applied the following procedures for data analysis of the questionnaires. First, the researcher checked a questionnaire for completion and assigned a number for both schools as 1= Shambu, 2= Shambu model, gender as 1= Male and 2= Female, Age as 1= 13-14, 2= 15-16, 3= 17-18, and 4= above 18, Mother tongue as 1= Afan Oromo, 2= Amharic, and 3=other. Also, the Likert scale categories and statement choices were coded as 1= Strongly disagree, 2=Disagree, 3= Not sure, 4=Agree, and 5=Strongly agree. Then, the researcher checked all items of the questionnaire for completion and carefully re-checked one by one for any missing items. Next, the questionnaire data were analyzed and computed using the Statistical Package for Social Sciences (SPSS) version 24 for Windows.

Each statement was assigned a number that indicated the section and statement number; for example, the first statement was labeled 1Q. Then, every item in the questionnaire form was tabulated as a percentage, mean, and standard deviation (SD), and one sample t-test value was applied in order to understand the significance of students' perception of Afan Oromo use in EFL classes.

3.7. Validity and Reliability of the Study

The relevance of assessing the correctness and consistency of research tools, known as validity and reliability, is also a priority for the researcher. Issues of validity and reliability are central to the quality of the research study. The two concepts 'Validity

and reliability' are associated with assessing the research instruments either in qualitative or quantitative research studies.

3.7.1. Validity

Validity is simply assuring that the instrument is 'measuring what it is supposed to measure' (Bryman, 2012). Lincoln and Guba (1985) prefer to use the term 'credibility', which refers to the credibility of findings in relation to the data presented. Employing the triangulation design of mixed methods will increase, clearly, the validity of the study from measuring the instruments of the study to finalizing the results (Dörnyei, 2007). In the current study, using L1 is the core of the study; therefore, all the questions should lead to this objective.

Several validity basic strategies were applied in this study to enhance internal validity. The first one was triangulation (Creswell, 2009), "the combination of different methods, methodological perspectives or theoretical viewpoints" (Miller & Brewer, 2003, p. 326), it was the strategy "for reducing systematic bias in the data". The researcher collected data both qualitatively and quantitatively. A triangulation using multiple data (face-to-face interviews including Stimulated Recall interviews with the participants, audio-recorded observations, and questionnaire for students). To maintain this, questions were asked through different instruments to avoid ambiguity as they were translated into Afan Oromo which, according to Dörnyei (2010), improves the internal validity of the instrument employed. To this end, adapting and adopting questions or statements used by other scholars on similar topics and referring to the literature in a way that they would meet the intended objectives prepared the items. The researcher triangulated "different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes" (Creswell, 2009, p. 191) to improve the likelihood that insights, results, and conclusions were consistent throughout the study.

The researcher also used the peer debriefing procedure (Creswell, 2009) through my senior (two ELT PhD candidates) reflecting on the consistency of my tool development. Lincoln and Guba (1985) argued that peer debriefing is a useful technique for establishing validity in qualitative research as it is "a process of

exposing oneself to a disinterested peer in a manner paralleling an analytical session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308). My senior Ph.D. candidates were asked to review and judge the questions and statements in the questions and to determine if they adequately sampled the domain of interest. They reviewed and asked questions during the qualitative data collection and analysis; through this reiterative process, the accuracy of the account has been enhanced. Finally, the advisor approved the instruments. After making the necessary changes to the items, the instruments were administered to the subjects of this pilot study for further validation.

3.7.2. Reliability

Reliability, in the field of research viewed as dependability, consistency, and/or repeatability, provides information on whether the data collection instrument is consistent or accurate suggesting that the same thing is repeated or recurs under identical or very similar conditions (Selinger and Shohamy, 1989; Neuman, 2007). The key concepts of the definition of reliability or dependability, another term used by other researchers Denscombe (2010), are consistency and accuracy. In the case of my study, besides using previous instruments, the translations of the questionnaire and interview transcriptions were checked and my senior candidates who are doing their PhD in ELT back-translated the questionnaire. Mainly, it was almost similar to the original version and there were minor differences. To check the reliability or in other words internal consistency to 'calculate the average of all possible split-half reliability coefficients' named Cronbach's Alpha that is ranged between (0 and +1) (Bryman, 2012: 170). In the current study, the Cronbach's Alpha test coefficient for the students' questionnaire was calculated. The results of the analysis showed the Cronbach Alpha Coefficient to be 0.831. According to McNeish (2017), a Cronbach Alpha of 0.70 or above is considered an acceptable sign of reliability.

3.8. Ethical Considerations

Researchers need to show commitment 'to protect the well-being of their research participants and respect their confidentiality, privacy, safety and other legal and human rights' (Duff 2008:146). The researcher assured the informants of confidentiality. The information given to the researcher was used solely for the

purposes of research. The researcher avoided using any kind of enticement for the purpose of obtaining information. Throughout the period of the study, ethical issues need to be taken into consideration to ensure the reliability and accuracy of data. Bera (2011) advises that “educational researchers should operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference”. To comply with BERA’s injunction the researcher made sure participants took part in the research on the basis of voluntary informed consent.

Before beginning this research, the researcher applied for permission from the Shambu town education office. That permission allowed the researcher to approach the school principals to visit schools. The school principals helped the researcher to talk to teachers and gave me the opportunity to know something about the schools the researcher wanted to study as well as the terms on which the researcher was allowed to study the selected schools. Then, teachers negotiated access to students. When access was granted each participant was taken through an informed consent process prior to the research beginning.

Accordingly, both the teachers and students were given informed consent forms to sign in order to practically demonstrate that they agreed to take part in the study. The researcher provided the participants with enough information about their rights and their role in the study and they had the opportunity to ask questions. Both teachers and students were made aware of the purpose of the project and in what contexts they would be reported. Teachers and students taking part in the study were guaranteed confidentiality and anonymity. Participants' privacy was also assured, as all the information provided was guaranteed to remain confidential. Moreover, participants' names were anonymized in order to protect their identities.

Extra precaution has been taken to guarantee confidentiality and anonymity for students. Students are normally not comfortable talking in front of their teachers. Therefore teachers who taught students who participated in the study were not present during interviews with students. Apart from ensuring confidentiality, excluding

teachers during interviews with students enabled the students to talk freely about their beliefs and attitudes toward using L1 in EFL classes.

3.9. Summary of the Pilot Study

A pilot study was conducted to ensure that the chosen data collection instruments were ready to be implemented. All research instruments, according to Bryman (2012), should be pre-tested before being used in the actual study. Cohen et al (2011) suggested that it is critical to verify the tools and questions asked in each data-collecting instrument prior to completing the actual study, which allows them to be checked and increases the validity and reliability of the research.

In this research, the pilot study was conducted from February 2021 to April 2021. Two grades 7 and 8 Bikiltu primary school EFL teachers and students were chosen to do the piloting development phase. After contacting the school's principal who then agreed to host and do the piloting stage in her school, the researcher met two EFL teachers and 41 (who clearly filled the questionnaire) grade 7 and 8 students from the Bikiltu primary school and briefed them about the research topic and aims. They were very kind and keen to help in the piloting stage in their school. The participants were selected using a convenience sampling technique based on their availability and preparedness (Johnson & Christensen, 2012). Then, participants got a letter of consent stating that their involvement in the research was voluntary and that they might withdraw at any moment without penalty. Students were issued another letter of consent to participate if they so desired.

The piloting phase was designed to test the questions' comprehension and consistency, as well as to polish the instruments and make them as clear, easy to answer, and precise as possible for the participants. The general objective of the study was to explore teachers' and students' use of L1 (Afan Oromo) in English as a foreign language classroom. To minimize misunderstanding, the piloting questionnaire was prepared in a straightforward manner that participants could easily understand. The researcher translated the questionnaire from the students into Afan Oromo. To ensure the instruments were appropriate and easy to use, the items and word meanings were understood, the instruments were suitable and easy to use, and the questions were

relevant, as well as for any other important or unexpected issues that could adversely affect the conduct of the actual research in the participating schools later.

By employing a mixed study design, the data were collected from EFL teachers and their students. For the pilot study, the researcher chose Bikiltu primary school purposefully. Two EFL teachers were selected using a purposive sampling technique and participated in the individual interview and classroom observations. The students whose classrooms had been observed were also made to fill out the questionnaire. In addition, as for interviews, the researcher interviewed six student participants in one of the classrooms at Bikiltu Primary School in order to practice utilizing stimulated recall, check the clarity of the questions, and ensure they were understood.

Two EFL teachers and six students were interviewed using semi-structured interviews. The piloting of the interviews was done to ensure that the interview questions were clear and comprehensible. The participants (teachers and students) were given a hard copy of the questions and requested to thoroughly read them. They were interviewed individually after reviewing the questions. These interviews were to verify the interview questions for clarity, comprehension, timing, voice recording, and interviewing participants' experience.

However, after transcribing the interviews, the researcher realized that some of the semi-structured interview teachers' questions needed to be clarified. Subsequently, they were modified in order to make them clearer and more precise. Some leading questions were kept, even after the piloting, because it was felt that asking leading questions might be helpful (Cohen et al., 2011).

In the current study, the use of leading questions was limited to urge participants to communicate and explain, while some remained silent or responded with brief replies such as "yes" or "I agree." Moreover, the open-ended questions were revised to ensure accuracy and clarity. Because it was a leading question, one question was replaced: "Do you believe that students' levels of proficiency affect your use of English?" This question implied that the only reason for the teachers' use of L1 was the pupils' lack of fluency in the L2. This may have meant that the researcher was giving them an answer. One of the questions' phrasing was changed, while one was removed.

The feedback from the pilot study was informative and led to a revision of some aspects. It highlighted some important points, in terms of the addition and deletion of some items, which the researcher deemed necessary or unnecessary. It gave the researcher the opportunity to practice observations and interview techniques and identify areas that required personal development before data collection. It allowed the researcher to detect wording issues that needed to be resolved to avoid ambiguity and so enhance the integrity of data. It also assisted the researcher in determining the most logical and smooth-flowing order of the questions. Finally, the pilot study also provided the researcher with a good indication of the time required to conduct the interviews.

The questionnaire was also administered to the class of pupils that were observed (45 students out of which only 41 students responded correctly). As a result, the questionnaire was modified to contain open-ended questions in order to get the most relevant data. A completely quantitative study technique would be ineffective. This study allowed the researcher to test and experiment with the various data-gathering tools and procedures. The pilot study came up with the following feedback. First, it enabled the researcher to gain experience in conducting a stimulated recall whilst maintaining focus on the main purpose. Second, the final interview protocol questions were adjusted in order to reduce the length and difficulty of the student questionnaire. As a result, the researcher had to modify, adjust, and refine the many techniques and instruments used for the main study. It was also quite valuable in detecting any technical issues with the audio recording equipment.

During the piloting of the observation checklist, the researcher observed one classroom to check the practicality of the checklist while also becoming acquainted with classroom activities. The researcher found it difficult to observe pupils while they worked in groups and track their Afan Oromo usage. As a result, the researcher revised the checklist to include two primary sections: why teachers use Afan Oromo and when students use Afan Oromo. The researcher documented the frequency of Afan Oromo use by teachers and students under each of these topics.

Recognizing the limitations of being a teacher and researcher at the same time, I attempted to put pupils at ease during interviews. As an English teacher, they may have been hesitant to express themselves. To alleviate the stress, the researcher told

them that the researcher was speaking with them as a researcher, not a teacher. During the interviews, the researcher urged them to share their opinions openly, without any attempt on my side to convey my own, so that their responses would not be influenced. They were also told that their opinions would not be shared with their teachers.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1. Introduction

This study explored teachers' and students' use of L1 (Afan Oromo) in English as a foreign language classroom. This chapter reports data analysis, interpretation and discussion of the findings of the study.

4.2. Analysis of the Qualitative Data

4.2.1. Teachers' Reported Beliefs about the use of L1

Understanding teacher beliefs about the use of Afan Oromo in the English classroom is a useful aspect. As stated in Chapter Three, semi structured interviews were used to collect data from the five teachers considered in the study. This qualitative data was needed to answer the first research question.

In this regard, the data revealed that the teachers had positive opinions about using Afan Oromo in English lesson classes. They believed that L1 used both the students and the teachers in English classes. They said they utilized Afan Oromo to do a variety of functions. Defining new words and explaining grammar lessons were among the functions they covered using the students' mother tongue. These teachers feel that employing Afan Oromo in English classes has several advantages in helping both teachers and students to understand each other in teaching and learning English.

While teachers gave diverse views for using Afan Oromo, they all agreed that Afan Oromo was used to ensure that all students comprehended the lesson. They believed that using Afan Oromo to explain class activities would provide the students with the necessary knowledge to accomplish tasks or grasp the lessons. Table 4.1 below summarizes the key findings in this regard.

Table 3: Afan Oromo usage from the teachers' beliefs

Teachers' views on the functions of Afan Oromo in EFL classrooms	• to support low proficiency students
	• to motivate students
	• to teach meanings of new words
	• to explain grammar points and rule
	• to enhance L2 understanding
	• to give instructions
	• to address students' needs

4.2.1.1. L1 use to support students' of low English proficiency

The teachers in the study indicated that they used Afan Oromo particularly to help students of low English proficiency. They considered Afan Oromo as a useful tool to scaffold the students' learning whenever they faced difficulties in understanding their English lessons. The excerpts below taken from the interviews held with Teacher 1 and Teacher 2 illustrate their perspectives in this regard:

When I use more English in the classroom, then the students feel discomfort and do not want to listen anymore. So I often feel obliged to use Afan Oromo to motivate them (T1).

I ask questions in English but they do not respond in English. Students do not understand you while you are doing so. Therefore, based on the students' needs you will use L1 (T2).

4.2.1.2. Using L1 as a tool to motivate students

As revealed in the extract quoted from the interview held with Teacher 1 above, EFL teachers used L1 to draw the learners' attention to the lesson and keep them engaged. Many felt that it was critical to address the students' motivation in English language acquisition. The teachers noted further during the interview that the students lacked enthusiasm to participate in English classes, especially when the activities are tough. This lack of enthusiasm, if left unattended to, they said, will limit their learning efficiency opportunities. Afan Oromo, they said, is an effective scaffolding tool used

to fill the apparent gap between English (the official medium of instruction) and the students' abilities to comprehend instruction in the target language.

Teacher 2 said that when he used only English, the students were not interested at all in listening. The moment he shifted to using Afan Oromo, he said, he often observed an increase in the students' motivation. The teachers mentioned that they utilized Afan Oromo to encourage and enhance students' participation in classes. T2, for example, was quoted saying:

The students have little knowledge of English and are terrified of English classes. I try to build their motivation by speaking in Afan Oromo for a few minutes and then return to using English. That is why I employ Afan Oromo to keep them motivated (T2).

Similarly, T4 believed that using Afan Oromo could encourage weaker learners to do activities during lessons. The excerpt quoted below demonstrates this.

I think using Afan Oromo can make tasks more interesting, communicative, and meaningful because all students can participate and be involved in the lesson activities (T4).

Teacher 5's opinion in this connection is not different from the opinions expressed by the other interview participants. See below:

Afan Oromo is necessary and can help a lot in improving students' English. Students expect to hear in Afan Oromo whatever is said in English. They want to be sure and confident about what they have learned. When Afan Oromo is used, it clarifies their confusions. Using two languages (Afan Oromo and English) is believed to motivate participation in classroom activities because they can say something in their language, which at the last support their learning process (T5).

The interview data reveals that using Afan Oromo in EFL lessons eliminates fear and makes students more relaxed to participate. The data revealed that using Afan Oromo was a simple way out of a difficult and confusing issue. In the interviewed teachers' opinion, Afan Oromo

helps the learners to feel comfortable and confident; it increases their power to overcome their language anxiety. L1 as they stated plays a mediating role in their L2 classes. Teacher 3 has the following to say in connection with this:

Students are not free when they learn English especially when speaking English. Afan Oromo reduces such inconveniences...using Afan Oromo activates and develops their confidence for learning English (T3).

To sum up, the interview data reported above reveals that L1 (Afan Oromo) has a mediating role to play in terms of motivating the students and enhancing their confidence. It helps them combat their fear of failure by bridging the gap between their meagre English and the desired level of motivation to achieve an improved level of performance in their English.

4.2.1.3. L1 use to teach meanings of new words (Vocabulary)

Interviewed teachers felt that the English language should be utilized as frequently as feasible in English language lessons in order to expose students to adequate English practice. The teacher participants discussed the problems they had in conveying certain words in English. They indicated that students have very limited exposure to learning English, especially since it is none outside the classroom. The teacher participants believed that explain the meanings of complex and unfamiliar vocabulary in their EFL lessons in Afan Oromo facilitates the students' learning of the lessons prepared in English.

Afan Oromo is a teaching device to explain new vocabulary (T1).

It is used whenever there are any new and unfamiliar words and to ensure that learners probably got the meaning (T2).

The teachers further confirmed that Afan Oromo use in L2 teaching is the best way to make the lesson easier for students to understand. For example, T3 had this opinion.

I try a variety of methods, and if I still see an unclear look in their eyes, I explain a few words in Afan Oromo. Aside from that, I prefer to speak English as much as possible.

Teacher 4 shares T3's opinion as shown in the next excerpt.

*I utilize Afan Oromo to help all students understand what I am saying.
I utilize Afan Oromo to help all students understand what I am saying.*

Similarly, T5 stated,

When I use only English, my students usually understand less than when I use Afan Oromo and English.

4.2.1.4. L1 use to explain grammatical aspects

The Afan Oromo could be utilized in a variety of teaching and learning scenarios, including the introduction of abstract and complicated grammatical items, according to teacher participants. Interviewed teachers stated that grammar should be taught through explanations, examples, and clarifications, as well as practice sessions in which students can create their own examples. For EFL teachers, this explanation should be appended to the Afan Oromo translation, especially for students with little English competence. Teacher 1, for example, stated that he utilized Afan Oromo to explain grammatical rules.

Teachers in this study claimed switching to using Afan Oromo in grammar lessons. The views of Teachers 1 and 2 can be understood from the excerpts below.

*I use Afan Oromo especially when we have grammar lessons.
Some students do not understand the rules of grammar in English.
Students do not understand the explanations of lessons in English.
I use Afan Oromo to simplify that, and this might help especially
for slow learners to encourage and support them to participate in
doing the activity. When I teach reading and explain difficult
grammar, I have to translate into Afan Oromo. When I feel that
students did not get what I mean usually I have to repeat it in Afan
Oromo (T1).*

I use Afan Oromo a lot when I am teaching grammar. For the others, it just cannot be done in Afan Oromo. I utilize Afan Oromo to teach grammar in any way (T2).

Similarly, Teacher 3 explained the use of Afan Oromo to teach grammatical rules of English language.

I try to explain grammatical structures in English. If they find it too difficult, I switch to Afan Oromo (T3).

Additionally, T4 pointed out that the Afan Oromo was essential to explain grammar:

I think using Afan Oromo in teaching grammar is important.

During the interviews, teachers stressed grammar as reasons for using the Afan Oromo. They justified using Afan Oromo for explaining grammatical rules. The sampled teachers stated that they used Afan Oromo when there was no other way to make the task understandable for the students.

4.2.1.5. L1 Use to enhance L2 Understanding

Teachers considered Afan Oromo as a resource on which they rely to ensure student comprehension and optimize learning. Teacher 1 stated that he wanted to use English only to teach the target language. However, due to students' inability to understand English, he was forced to use Afan Oromo without his interest.

Students cannot understand unless you integrate Afan Oromo in English teaching (T2).

Similarly, T3 highlighted the necessity of Afan Oromo in English classroom. He indicated that Afan Oromo was seen as a necessity when teaching English. It is because English teachers to help the students who cannot understand the target language. Another essential point of view came from teacher 3 who felt that teachers use Afan Oromo in order to make students' attention on task, and students needed to learn English with the support of Afan Oromo as a way of learning. He added that

students did not consider themselves as learners of English unless the teacher integrated Afan Oromo to English teaching. Teachers thought that without the help of students L1, they could not be successful in teaching English.

For me, using Afan Oromo is necessary in teaching English in our context. When I use English only the students' reaction is very low, almost none. If I use only English in class, students feel learning nothing. Then, I start shifting to Afan Oromo, because students need to be helped in understanding... then, Afan Oromo is the way to help (T3).

Similarly, recurrent responses in the interviews, all the five teachers mentioned that it was important to use Afan Oromo in the English classroom to ensure the students understand the lesson. The students' English is poor, according to teacher 1. That was why he utilized Afan Oromo. He stated that using Afan Oromo in English classroom gives students confidence and inspires them to actively participate in activities.

However, teacher 1 stated that he wanted to use English only to teach the target language. He said he was psychologically 'forced' to use L1 mainly due to his students' inability to understand English. In this connection, T1 and T4 were quoted stating:

If I solely use English, not all pupils will grasp my explanations. Many students cannot. They do not want solely English. You can tell by looking at their faces whether or not they can understand the lesson. Using L1 is required (T1).

When you realize the students' difficulty to understand the lesson, you should tackle the problem by employing Afan Oromo (T4).

4.2.1.6. L1 use to give instructions

In terms of providing instructions, the interviewed teachers agreed that utilizing Afan Oromo to explain the class work and discuss homework and assignments was a good idea. T3, for example, stated that he frequently utilized Afan Oromo to discuss about

exercises, homework, tests and homework to minimize misunderstandings among students. They used Afan Oromo to provide such instruction. Teacher 3 indicated that, providing instruction in Afan Oromo is the best way to make it easier for students to understand the English lesson. For example, Teacher 3 stated that:

When giving instructions, sometimes I use Afan Oromo. For example, I ask them to read the questions in the textbook. The majority of the students cannot understand if I give instructions in English; that is why I mostly choose to use Afan Oromo because it is easier and more effective to make students understand the instruction immediately (T3).

Other teachers had similar opinions about using Afan Oromo for providing instructions to do learning activities. T4 stressed the importance of giving clear instructions in Afan Oromo:

It is better to use Afan Oromo for students who are not able to understand instruction in English. I provide instruction usually in Afan Oromo (T4).

Furthermore, T5 said that she utilized the Afan Oromo for providing instruction because students cannot understand without it. Therefore, she used Afan Oromo for simplifying instruction to ensure that learning had occurred.

Many of the students do not understand the instruction in English; it is hard for them to understand. They do not understand even the simplest instruction in English. That is why I choose Afan Oromo; it is just for students need (T5).

4.2.1.7. L1 use to address students' expressed need

Teachers' interviews indicated Afan Oromo was used based on students' needs and expectation. For instance, Teacher 1 claimed the use of Afan Oromo was not due to his lack of English but he used it to respond to the students' expressed needs. He said his students' replies in L1 to the questions he asked in English were what often triggered his L1 use during lessons.

As a teacher, who has taught for a long time at primary school, you have to speak English in the classroom, because as a teacher you are the source of information. Therefore, when you are speaking English, students take you as a model and try to understand you. Speaking in English is not a problematic issue for me. I ask the questions in English but they do not respond in English. Students do not understand you while you are doing so. Therefore, based on the students' needs you will use L1 (T1).

Learners concluded that unless English is explained in Afan Oromo, they consider it as if they did not learn English. Therefore, learners expect Afan Oromo to be used in English learning (T3).

Without students' L1 use and students' interest to use L1, one cannot be successful in his/her English teaching (T4).

Another essential point of view came from teacher 3 who felt that teachers use Afan Oromo in order to make students' attention on task, and students needed to learn English with the support of Afan Oromo as a way of learning. He added that students did not consider themselves as learners of English unless the teacher integrated Afan Oromo to English teaching. Teachers thought that without the help of students L1, they could not be successful in teaching English.

Teacher Views on the Optimal Amount of L1

The major purpose for inquiring about the quantity of Afan Oromo in the classroom was to investigate if there was agreement on using L2, especially because there were opposing opinions on the usage of L1 in the classroom. It was discovered that teachers do not believe that absolute exclusion of L1 is conceivable. For example, T1 stated "100% English is impossible." The sampled teachers suggested that the amount of L1 use depends on the type of lesson and the students' proficiency level. For example Teacher 1, stated the following ideas:

Completely English classroom is impossible. Different lessons need different amount of Afan Oromo. Some lessons need less Afan

Oromo. Grammar lessons need more Afan Oromo. For example, speaking (conversations) do not need Afan Oromo. Students must ask and answer questions in English only while reading lessons need some Afan Oromo but not the same amount as in grammar (T1).

Furthermore, T2, T3, and T4 stated that 15-20% would be acceptable as an optimal quantity of Afan Oromo throughout the session, depending on the setting or subject, since it might be effective in different classroom situations. It should be between 5 and 10%, according to the teacher. More than this may have an impact on pupils' English learning opportunities. T5, on the other hand, recommended that Afan Oromo should be used from 30- 40%.

The main reason behind asking the question about the amount of Afan Oromo in the classroom was to find out if there was consensus about using L2, especially since there were extreme views about the use of L1 in the classroom. Although all the teachers appeared to be pleased about the usage of the students' L1, they agreed that it should be kept to a minimum. One rationale for this was that using L1 would limit possibilities for L2 exposure.

Since English is learned as a foreign language in Ethiopia, the exposure to use it outside classroom is very limited. As a result, any opportunity to expose students to the target language should be maximized. Teacher 1 felt that utilizing too much Afan Oromo would have a negative impact on pupils' English language proficiency in the future. He also stated that overuse of Afan Oromo in English classrooms will have a negative impact on their English learning. When asked about the amount of Afan Oromo use in EFL classes, all teachers narrated the following notions:

Teacher 1: 5-10%

Teacher 2: 15-20%

Teacher 3: 15-20%

Teacher 4: 15-20%

Teacher 5: 30-40%

Teachers Views on how to use L1

The use of Afan Oromo, according to the majority of teachers, had to be the last resort. This illustrates a common belief and suggests that teachers needed to be strategic since they believed that while L1 (Afan Oromo) improves L2 learning, L1 should only be utilized when necessary, particularly with pupils who did not adhere to English teaching. They appeared to employ L1 when they recognized their students were not following their English lesson. For instance, T3 said,

The teachers reported that the amount of L1 use throughout the year was not the same. Even the amount of L1 in first semester would not be the same as with the amount of L1 use in second semester. Because, at the beginning of the year, it might be difficult to identify the potential of students and it is initiatable to use more L1 in order to familiarize the learners to the situations and gradually it would be decreased.

4.2.2. Students' Perceptions of the L1 Use

One of the key research objectives in this study was identifying learners' perceptions of L1 usage in language classrooms. It was vital to explore and understand the EFL students' perspectives for two main reasons: first, they are an important part of the classroom composition; and second, most of the interviewed EFL teachers reported, when they were interviewed, that they used the Afan Oromo because of the learners' low English proficiency. Both qualitative and quantitative data from the student interview and questionnaire were used to address this study. Learners' opinions of various language skills and sub-skills, as well as distinct uses for L1, were also revealed. The semi-structured interviews with students were aimed at providing a deep understanding of these learners' perspectives on using the Afan Oromo in their EFL classrooms. Thus, the student participants in the semi-structured interviews came from the same observed EFL classes.

The interview questions focused on whether students used the Afan Oromo in their EFL classrooms and what students thought about using it. Students were also asked to identify linguistic items they preferred to use in Afan Oromo. Another question was whether learners thought that EFL teachers should use Afan Oromo whenever needed.

Learners were also asked about those EFL teachers who used the Afan Oromo in their teaching, and finally, they were asked if they thought the Afan Oromo could help them better learn the English language.

In this section, analysis of the data obtained from student interviews is presented. While this study has concentrated on the teacher's point of view, it is equally relevant considering learners' views regarding utilizing their L1, since teachers utilized their students to justify their language choices. The data provided insights into what the student participants thought of using the Afan Oromo in their EFL classrooms. Almost all of the interviewed students agreed upon the idea of using the Afan Oromo in their English classrooms for various purposes.

Specifically, the functional use of Afan Oromo, the students' mother tongue, was also highlighted in the students' interview responses. They stated that Afan Oromo served them in terms of five different main functions and themes. According to the data, students see Afan Oromo as a beneficial assisting instrument in their learning of English as a foreign language. Students needed their EFL teacher to translate new words, to explain some unknown topics, and when it is difficult to understand in English and to introduce new lessons. For example, student participants stressed the importance of Afan Oromo in learning some grammatical aspects and new vocabularies. Other students also pointed out that the Afan Oromo was important in teaching English language structure and clarifying instructions. Student participants further highlighted that Afan Oromo was helpful in translation, doing group work activities, and sometimes to discuss personal issues with teachers and classmates.

Regarding the student participants' perspectives of using Afan Oromo in EFL classrooms, they stated that they used the Afan Oromo in EFL classroom practices to explain new words, explain grammatical points, check for understanding, and for translation. Students use Afan Oromo to talk about themselves, ask questions, and reply to their teachers' requests (See Appendix O). Thus, the findings show that the majority of learners agreed on the idea of Afan Oromo inclusion in EFL classrooms, as it assisted with four main functions: learning grammar and vocabularies; clarifying instructions; discussion in group work activities; and speaking about personal issues. The researcher utilized tables and Nvivo Model presentation to convey the findings in a relevant way.

Table 4: Students' views of the L1 Use

Students perceptions on Afan Oromo functions in EFL classrooms	• Learning grammar and vocabularies
	• Clarifying instructions
	• Discussing group work activities
	• Translation
	• Comparison

4.2.2.1. Learning grammar and vocabularies

The interviewed learners indicated that they needed their teacher to use Afan Oromo to learn English grammar. All interviewed students said that when complicated topics were presented in Afan Oromo, they understood them better and more clearly. Students stated that Afan Oromo should introduce structures first and perhaps revisions can be taught in English. For example, this is evident in the following excerpts:

Using Afan Oromo facilitates learning grammar. (S1)

When we do not understand some grammatical items (S3)

Due to lack of vocabulary or how to say that ideas in English (S5)

I prefer L1 for difficult words. (S7)

Equally, other students pointed out that the use of Afan Oromo was helpful in making clarifications and explaining difficult concepts, and grammatical points. According to the findings of this study, L1 played an important role in the EFL classroom by assisting students in understanding and acquiring vocabulary in English, as illustrated by the following excerpt from students interviews in which one student expressed how Afan Oromo aided her in learning English vocabulary. The following examples of responses from the interview data provide an expanded understanding of the use of Afan Oromo to explain difficult points such as grammar point and literary terms.

When I am taught new words and I do not have a clear meaning in English, I forget them; but, when I can and am able to connect them with their meaning in Afan Oromo, it is simpler to learn and remember them (S7).

The use of Afan Oromo helped me a lot because I did not understand everything the teacher said in English; however, when he explained it to me in Afan Oromo, the learning was more because it helped me to better develop the tasks and homework, and my understanding was better than when he spoke in English (S8).

Participants reported that teacher should only use Afan Oromo to help them learn English when they cannot understand in English. The extract above indicates how the L1 use aided students in learning vocabulary by giving an effective technique for cross-linguistic analysis to confront both Afan Oromo and English. Interestingly, it was noted that all the student participants of the study agreed that the teacher should use the Afan Oromo, when they have difficulties to understand in English. This system enabled students to learn English words in order to find links with their equivalents in L1, hence aiding learning and retention.

Consequently, Afan Oromo took on a positive function as a facilitator and clarifier, which aided students in developing a better comprehension of the teacher's explanations in L2, which may have been erroneous, complicated, or unreachable for the students given their levels. Students claimed that as a result of Afan Oromo's positive impact, they were able to overcome obstacles in understanding class activities and tasks. The following examples of responses from the interview data provide an expanded understanding of the role and use of Afan Oromo in the class:

My teacher mostly uses Afan Oromo to explain when we find something difficult (S4).

The teacher uses Afan Oromo because the students ask him to (S6).

My teacher uses Afan Oromo to help students who are struggling to learn (S7).

To better comprehend the English, I make comparisons between Afan Oromo and English words (S8).

Moreover, students stated that the use of L1 as a cross-linguistic tool was significant for students' learning; they recognized its use as a technique to elicit meaning from English vocabulary.

4.2.2.2. Clarifying instructions

Regarding clarifying instructions, student participants described the Afan Oromo as an important learning tool that could help them to understand classroom instructions. For instance, S2 said:

English teachers should use Afan Oromo because not all students could understand their instructions if only English is used.

Similarly, S3 affirmed:

Sometimes I could not understand some instructions if English only used, I feel confused and frustrated because I do not know what I should do or what my teacher asks for (S3).

As the above interview data show, the students felt dislike when their teacher used English only especially when providing instructions because they realized their English comprehension was poor, so it was difficult to them to understand when their teacher used English to provide instructions.

4.2.2.3. Discussing group activities

The student participants also described the Afan Oromo as a valuable tool that helps them to understand group activities. Students said that they frequently utilized Afan Oromo to ask questions since it simplified interactions with teachers and peers. All the interviewed students claimed that they used the Afan Oromo when they were doing group or pair-work tasks.

For example, S4 said:

For me, it is a habit to speak in Afan Oromo while doing any pair works; Afan Oromo is very useful to understand the tasks (S4).

Similarly, S6 added:

My friends and I prefer to chat in Afan Oromo whenever there is a chance, especially if we are doing group work (S6).

4.2.2.4. Translation

As reported by the interviewed students, instead of trying to look for suitable English alternatives, they tend to switch to the Afan Oromo as the easiest way to understand English. S3, S4 and S6 articulated that as follows:

Actually, I prefer the teacher who tries to translate some words in Afan Oromo for us especially, for example, in writing when we do not understand the topic so how can we write. Therefore, it is essential for me first to understand the topic in Afan Oromo, and then I can write in English (S3).

I have more desire to learn English. I support the use of Afan Oromo in the English class because Afan Oromo is very helpful to me in the process of learning English. I always use L1 in the L2 classroom. This helps me to express my idea and easier my communication with my teacher. In addition, I use bilingual dictionaries; ask my peers and siblings as well as my teacher about the difficult contents and vocabulary tasks to learn English (S4).

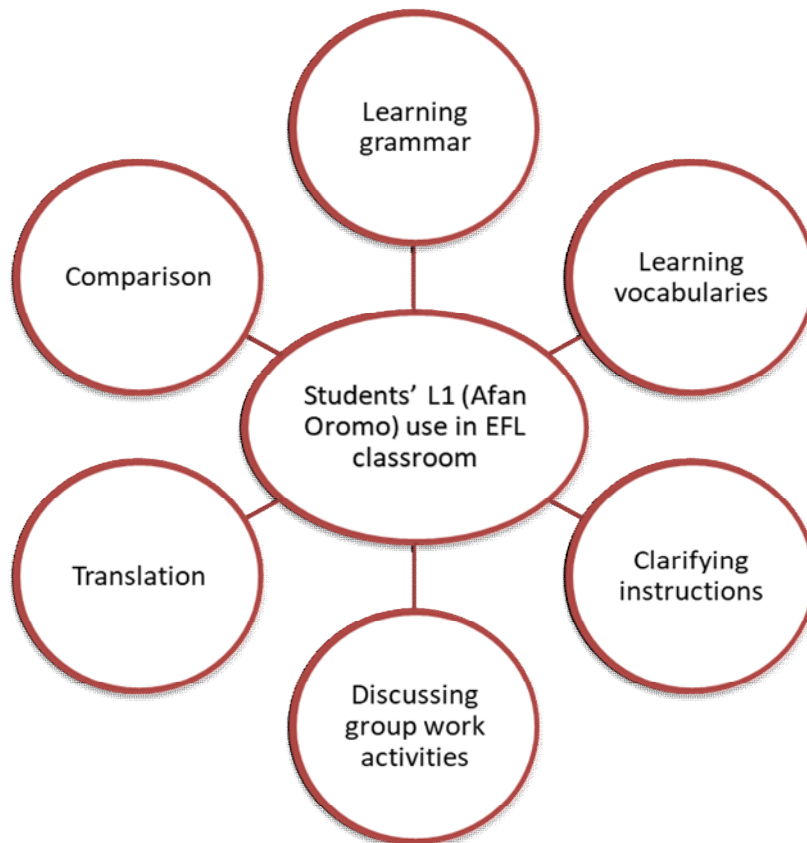
New topics can be taught in Afan Oromo. Otherwise, I am confused when I see new English grammar topic. When English is used in a new topic, I do not know anything. This makes me to feel very reluctant in learning when everything is presented in English. Sometimes readings texts are very difficult. I cannot understand a word of it. Whenever our teacher uses Afan Oromo we understand. This can be about a grammar topic or for announcing something like exam, class work or homework (S6).

4.2.2.5. Comparison

According to the students' interviews, L1 usage also performed a supporting and facilitative function in the EFL classroom by guiding students through the process of acquiring the foreign language.

The use of Afan Oromo is beneficial to me as I learn more English since it appears to be simpler to acquire and remember content when I draw some type of comparison between these two languages, such as the parts of a sentence such as subject and verb (S8).

As seen in the following sample from an interview, students used Afan Oromo as a reference point to compare grammatical structures and make sense of the information offered in the English. Thus, Afan Oromo appeared to be a tool for learning English, assisting students in achieving. Students perceive Afan Oromo for better comprehension of English mechanics through comparisons and the creation of signposts to link comparable structures in both languages. This function of L1 was instinctively recognized by the students, who knew that their L1 was their stepping-stone to progressing in L2, which helped their comprehension and acted as a guide in learning L2. Students Afan Oromo use in EFL classroom has been presented in the following ways:



Model 1: Students' L1 (Afan Oromo) use in EFL classes

4.3. Findings from Classroom Observations

Classroom observations confirmed the teacher's perspectives regarding the objectives for which they utilize L1. Based on classroom observations, teacher participants employed Afan Oromo and encouraged students to cooperate with classmates to accomplish class activities, assess students' comprehension, and offer instruction using Afan Oromo. The observation scheme revealed that all of the teacher participants utilized Afan Oromo for different purposes. Some of their applications are shown in the following section:

4.3.1. Explaining Grammar Points

One of the most frequently happening occurrences of teachers' use of Afan Oromo in the English classroom was explaining grammar points. First, teachers used Afan Oromo to explain grammar. The observed EFL teachers differed in their frequency of use of Afan Oromo when explaining grammar. This might be as they stated in their interviews that their students' lack of proper English vocabulary knowledge pushed them to shift to the Afan Oromo in some cases to elaborate on their ideas. This category included all switches between Afan Oromo and English addressing a part of a lesson specifically teaching different grammatical concepts. Many times the teachers said phrases and included grammatical terminology in Afan Oromo.

The sampled teachers used Afan Oromo most dominantly to provide clear English grammar explanations. The following extracts illustrate the Afan Oromo use by two observed EFL teachers to explain grammar below (e.g., taken from T1) may illustrate this.

Extract 1

Yeroo regular verbiin (when regular verbs)...gara henna darbetti jijjiiramu (changed to past tense) 'd' yookiin 'ed' fudhatu jechuudha (takes 'd' or 'ed'). The verbs that take 'd' or 'ed' to be V2 or the simple past tense and V3 or the past participle. They are going to (be) assigned under the regular verbs. Warri akkasii regular verb jedhamu (Such are called regular verbs).

T1: in the other hand, in the other hand the verbs those changes on V-2 and V-3 the spelling and so or additionally the verbs those starting from original verb up to V3. Warra qubeesaanii yookiin uunkisaanii jijjiiraman yookiin immoo boca isaanii osoo hin jijjiirraatiin turan immoo irregular jedhamu (Those who have changed their spelling or form or have not changed their form are called irregular.)

In this extract, the teacher is dealing with regular and irregular verbs. The teacher is trying to differentiate between the formation of "regular," which takes "d" or "ed" to form a past or past participle, and "irregular" which may or may not change their form. The teacher switched to L1 to clarify the formation of "regular verb" by saying, "gara hennaa darbeetti yommuu jijjiiramu "d" yookiin "ed" fudhatu jechuudha."

While teaching simple present tense, the teacher (T2, example) used Afan Oromo to compare the English language and Afan Oromo tenses, as the two languages do not share many linguistic similarities. One of the common mistakes that students usually make is to translate the English sentence structure between the two languages in the same order. To avoid such mistakes, the teacher corrected the pattern in the following extract.

Extract 2

S: Chala milk drink.

T2: Chala drinks milk.

In the above extract 2, the student made mistake while speaking in English to construct a sentence. Then, T2 corrected the mistake and explained the similarities and differences of L1 (Afan Oromo) and L2 (English) in both English and Afan Oromo. The first sentence is a correct Afan Oromo sentence as the structure of the Afan Oromo's verbal sentence is subject + object + verb (S.O.V). By contrast, the basic structure of the English sentence is subject +verb +object (S.V.O). The teacher was using Afan Oromo to clarify such differences.

4.3.2. Translation (Vocabulary Equivalents)

The second important use of Afan Oromo in the observed classes was translation (vocabulary equivalents). Vocabulary is crucial to both communication and comprehension; hence, it needs to be explicitly taught and learned. Giving vocabulary equivalents is one of the most common functions of L1 use in L2 classes. This category is where the switches occurred by both the teachers and the students. Students often ask for meanings of strange vocabulary items. Translation in the context of this data is at the word and the phrase level. This was observable in all the observed classes. Whenever there were new TL word occurrences, the teachers tended to switch the medium from English to Afan Oromo. According to the participants, using learners' L1 can be an effective means of achieving this goal. The sampled teachers' reliance on the L1 for translation was evident from the extract below.

Extract 3

T2: T1: ilaalaa! (look!),

OK. Silent. Hmm... today, our topic is verbs. What is a verb?

T2: Verb jechuun maal jechuudha? (What does a verb mean?)

S: teacher... teacher... teacher.

T2: Please raise your hand. Okay,

S: Xumurtuu (verb)

In this extract, the teacher translates “what is verb?” into Afan Oromo by saying “Verb jechuun maal jechuudha?” in order to help students understand the issue better. First, the teacher asked the students in English about the meaning of a verb and students gave the Afan Oromo equivalent meaning ‘xumurtuu’. As mentioned before, translation is the second most frequently used Afan Oromo function by EFL teachers.

Extract 4

T3: Yesterday was a holiday.

T3: holiday jechuun maal jechuudha? (What does holiday mean?)

S: ayyaana

T3: in English

The word “holiday” was used in one of the examples and one of the students gave the direct equivalent in Afan Oromo, which is “ayyaana”. However, the teacher insisted on finding a suitable synonym in English but the students did not try to find the meaning in English it.

4.3.3. Explaining difficult concepts or topics

This category refers to the explanation of text that is new to the students or about which the students are confused. This may not be the teaching of a specific grammar topic. In this category, the function of L1 in L2 class is to explain difficult concepts or topics. For instance, Extract 5 below taken from T4’s audio-recorded data makes this clear.

Extract 5

T4: Okay, next to this, the other... the other... The other group of verbs, we call them irregular verbs, irregular verbs. Eshi." Irregular yeroo jennu verboota V2 yookiin past tense irratti waaniisaanii spelling isaanii jijjiiratan jechuudha.

T4: Original verb yoo jennu immoo original verb yeroo jennu immooyyuu V2, V3 irratti warra “d” yookiin immooyyuu “ed” fudhatanii V2 yookiin V3 agarsiisan jechuu dha, warri kaan immooyyuu original verb tii kaasee original verbii tii kaasee V2 V3 tti immooyyuu tokko tahaa deemu. Isaan kunis regular verb jedhamanii ramadamu.

4.3.4. Class management

Afan Oromo was frequently used for class management. Teachers used Afan Oromo to tell students to pay attention to the lessons and to be quiet, to choose a student to go to the board and write answers to some questions, etc. Teachers informed students in Afan Oromo to move from one activity to another activity. Teachers to tell students to open their books, to choose students to read and to ask them to clean the board, also used Afan Oromo. Telling students not to talk during lessons and not to misbehave in the classroom was also mainly done in the local language in the observed classes. While interview the teacher stressed that “*Afan Oromo also helps me keep their*

students attention and to keep the level of noise down” (T4). Similarly, the classroom observation data, for example, see extract 6:

Extract 6

T4: kana balleessuu? (Erase this?)

Ss: hin fixne. (Not finished.)

T4: ok, xumuraa. (Ok, finish it.)

T4: ati maaliif teessaa hin barreessituu? (Why don't you write?)

S: barreesset fixeera. (I've written it down.)

T3: Intalaa callisi, yoo didde immoo gadin si baasa (Girl, shut up, and if you refuse, I'll take you outside).

In the above exchange, one of the students was annoying the class and the teacher got angry with her and requested her to stop talking in Afan Oromo. Then the teacher warned her in Afan Oromo that he would send her out of the class.

4.3.5. Giving instruction

The observed EFL teachers used Afan Oromo when giving instructions for activities, tasks, and homework. However, sometimes instructions were given in English and sometimes this was followed by instructions in Afan Oromo. Moreover, the teachers used Afan Oromo to give instructions for activities, tasks, and homework. Talking about tests, quizzes, and other assignment was also common in Afan Oromo during English classes. Being interviewed, the teacher put “without my input in Afan Oromo it would have been completely misleading” (T3). In addition, points such as tests, quizzes, assignments and exam questions were often done in L1 in the observed classes. Extract 7, T3 was quoted giving instruction on what students had to do in the following ways:

Extract 7

T3: Silent. Open the window.

T3: Maskootii banaa (open the window).

T3: Read it (Dubbisi).

T3: copy this. Kana barreeffadhaa. Copy down. To check how far you understand I am going to give you class work. Copy it to your

exercise book. Barruulee keessanirratti garagalchadhaa (copy it on your exercise book).

4.3.6. Talking about tests, quizzes and other assignments

Talking about tests, quizzes and other assignments is another category that Afan Oromo was used for by teachers. They used Afan Oromo 39 times to tell the students what they had to do to prepare for the coming classes and also to check their homework and assignments. Sometimes both English and Afan Oromo languages were employed by teachers to accomplish this purpose. See Extract 8 below.

Extract 8

*T1: How far you understand our today's lesson topic? (What happened to the question How far have you understood our today's lesson? Was it used as an introduction to the class work?)
Barnooticha irraa hangam akka hubattan ilaaluuf hojii daree kana isiniif kenne (I gave you this class work to see how much you understood from the lesson).*

As shown in the above extract, the teacher gave the students class work to assess their understanding of the lesson they learn that day.

4.3.7. Responses to students' questions

In extract 9, the teacher responded to students' questions in Afan Oromo. Another example of responding to students questions by teacher who was asking in Afan Oromo "fixxaniittuu?"

Extract 9

S: sun maal jedha? (What does that say?)

T2: kanaa? (This one?)

S: Eeyyee (Yes.)

T2: market

T2: Did you copy?

Ss: Yes

T2: fixxaniittuu? (Have you finished?)

Ss: eeyyee (Yes.)

4.3.8. Check for comprehension

The other important use of Afan Oromo in the observed classes was to check learners' comprehension. In the present study, the use of Afan Oromo to check comprehension occurred 20 times by teachers. During interview the teacher stated "*I used Afan Oromo as I said for making sure students understood. Also to let students know what they need to do...for example, how to complete some exercises....to make sure they are clear what they need to do ...*" T2. In the classroom, for example, in extract 10 below, teachers checked their learners' comprehension using Afan Oromo in the following ways:

Extract 10

T1: who can tell me frequency adverbs? Advarboota gocha deddeebii agarsiisan eenyutu natti hima?

T1: baasaakaa? (raise your hands). Meerree hojjetettaa? (Where have you done it?) Maaliif hin barreessine? (Why didn't you write?)

S: Iskiriptoo hin qabu? (I don't have a pen).

T1: gaaffii qabduu? (Do you have question?)

T1: original verb kan biraa eenyu naaf hima? (Who else can tell me another original verb?) Fakkeenya biraa? (Another example?)

As shown in extract 10, the teacher used Afan Oromo to check students' comprehension of the lesson. Asking questions on the topic being learned in L1 is one way he did this. For example, after teaching Adverbs, he asked students about Frequency Adverbs in Afan Oromo. In addition, the teacher switched to Afan Oromo to check whether the students had questions on the topic being studied, whether they understood the lesson as well to see if they could give him other examples of frequency adverbs. *The teacher also used L1 to find out why one of the students didn't do the class work. He asked, 'Meerree hojjetettaa? Where is your work; Iskiriptoo hin qabduu? Don't you have a pen?'*

The teacher employed Afan Oromo when his students could not comprehend the grammatical instruction, according to the interviewees. He did not want to reject low-proficiency pupils since students' English proficiency levels vary. In broader terms, this teacher to reprove the student and express disapproval of the student's behavior – not having a pen used L1 and as a result, not doing class work is the behavior to be discouraged in public in the classroom. This was what the observed teacher did in this lesson and the quoted extract reveals.

4.3.9. Motivation

Another common reason that the teachers pointed out for their L1 use was motivation. Observed teachers used L1 in L2 classrooms for motivating students to participate and engage more in classroom activities. Extract 11 below taken from T2 is an example of the case.

Extract 11

T2: baayyee gaariidha! (It's so good!) Kan kees sirriidha. (Yours is right, too.) Isaan hafanis haaluma kanaan hojjedhuu xumuri (Do the rest in the same way and finish it).

S: tole (ok).

T2: guddadhu qaxalee intalaa! (Grow up clever girl!) Dubartootnis (and the women). Itti fufi (Keep it up).

As can be observed from the above extract, the teacher used Afan Oromo to encourage female students to participate in answering questions. He also praised the female student who correctly answered his question.

4.3.10. Other categories

Finally, other was reserved for any switches that were not classified under any of the other categories. There were a few switches that did not fit under the other areas but some common expressions that I classified here were like to comment or give feedback for students' mispronouncing and misspelling words, punctuation mistakes, and wrong answers to questions, filler words, apologies, etc. Some examples are given of the switch into Afan Oromo.

Extract 12

T2: eeyee (Yes)

T2: na ofkalchaa (excuse me)

S: Ofkalaa

T2: Often...kana dubbisaa mee.

The selected extracts above reveal the frequent use of Afan Oromo by teacher participants as part of their teaching and are a representative of the majority of participants. According to teachers in the present study, L1 (Afan Oromo) included the ten functions; however, the extent to which such L1 use is in fact indispensable is debatable. Findings related to EFL teachers L1 (Afan Oromo) use in EFL classroom have been presented as follows.



Model 2: Teachers' L1 (Afan Oromo) use in EFL classes

4.4. Analyses and Findings of Quantitative Data

Quantitative findings have been presented as follows.

4.4.1. Students questionnaire

The students' questionnaire provided data on students' opinions on the use of Afan Oromo in EFL classrooms. The students' questionnaire was used to obtain data from students about their perceptions of the Afan Oromo usage in their classrooms. This questionnaire was distributed to a total number of 84 EFL students who were in grade 8 in both primary schools. A total number of 80 students agreed to complete and return the questionnaire to the researcher. The researcher translated the students' questionnaire into Afan Oromo to ensure that all learners could readily fill their responses.

The questionnaire was divided into three sections: the first was designed to gather general background information such as school, gender, age, and mother tongue. The second section included four five-point Likert scale items designed to assess students' beliefs about whether Afan Oromo should be utilized and whether they wished their teachers to use it in EFL lessons. The final section offered information on participants' perceptions through the use of five-point Likert scale items to answer 16 closed-ended questions. Generally, the second and third part had 20 five -point Likert scale items aimed at describing learners' perceptions of Afan Oromo use in EFL classrooms.

The five-point Likert scale had five categories: strongly disagree, disagree, Neutral, agree, and strongly agree. In this scale, 1 means a total disagreement, 3 means neutral which refers to neither agreement nor disagreement, whereas 5 means total agreement. After mean scores were calculated for each item, the test value was chosen as 3 to be able to analyze their perceptions since the mean scores less than 3 meant the students had a negative perception while a mean score more than 3 indicated a positive one. A value of 3 referred to a neutral perception. After choosing the test value and calculating the mean scores for the relevant items, one-sample t-test was conducted to find out if the difference between them was statistically significant.

4.4.1.1. Background information

The purpose of the students' questionnaire was to collect information from EFL students regarding their perceptions of utilizing Afan Oromo in EFL courses. 84 students were requested to participate in filling the questionnaire, and 95% (80) of them correctly filled and returned their questionnaires to the researcher. A slightly more than half of the students were female (51.5%), while the male students constituted students (48.5%). These students ranged in age from 13 to 18. The students' age ranged between 13-14 (29.3%), ages ranged between 15-16 (65.9%) and between 17-18 (4.9%). Additionally, Afan Oromo is the learners' mother tongue. Table 4.2 presents the background information of the students that participated.

Table 5: Students' Background information

Characteristics	Categories	No	Percent
Gender	Female	42	51.5%
	Male	48	48.5%
	Total	80	100%
Age	13-14	23	29.3%
	15-16	53	65.9%
	17-18	4	4.9%
	Total	80	100%
Mother tongue	Afaan Oromoo	80	100%
	Amharic	-	-
	Other	-	-
	Total	80	100%

4.4.1.2. Student perceptions

Part two and part three of the questionnaire for student participants included five-point Likert scale items designed to determine learners' opinions of whether Afan Oromo should be utilized and if they preferred their teacher to use it in EFL classes. Table 6 shows the summary of students' data on the use of Afan Oromo in an English language-learning environment. The gathered data show that all participant students

agreed in general (mean score >3) that Afan Oromo was needed to be used in EFL classrooms.

According to Table 6, a large percentage of respondents agreed or strongly agreed that Afaan Oromo was beneficial in class. It was found that the mean score of the questionnaire that revealed the students' perceptions on the L1 use was 4.08. When one sample t-test was carried out for the second part of the questionnaire, the mean score was found to be $M = 4.08$, ($SD=0.88$) for all items and it is significantly different ($p=.000$) from the test value 3. The results of one sample statistics revealed that there is statistically significant difference between students' perceptions and the use of L1 in English language learning classrooms. Hence, it can be concluded that students have positive perceptions on the using L1 in EFL classroom. Moreover, this shows that the learners have positive perceptions on the use of Afan Oromo in English classrooms.

Table 6: Students' perspectives on the use of Afan Oromo

No	Items	M	SD
1	When an English lesson taught in Afan Oromo, I understand it better	3.76	1.48
2	My English teacher's use of Afan Oromo in English lesson, badly affects my understanding of the lesson	4.17	0.63
3	I understand it better when grammar is taught in Afan Oromo	4.17	0.92
4	I understand the lesson better when the teacher provides Afan Oromo equivalent of a grammar point/structure	4.15	1.15
5	I learn reading skills better when the teacher uses Afan Oromo in reading lessons.	4.22	0.79
6	I understand it better when the teacher translates the reading text into Afan Oromo.	4.73	0.59
7	I understand it better when the teacher makes some association with Afan Oromo in writing lessons	3.88	1.35
8	I believe when the teacher uses Afan Oromo in writing lessons, it helps me develop my writing skills	3.83	1.26

9	I believe Afan Oromo meanings should be provided when teaching vocabulary	4.37	1.20
10	I remember a vocabulary item easily when the teacher provides Afan Oromo equivalent	4.41	0.84
11	When the teacher uses Afan Oromo in speaking classes, it affects my speaking skills in English in a positive way	3.54	0.74
12	Our teacher should not use maximum English to improve our speaking skills in English	4.15	0.53
13	It's suitable when our teacher uses Afan Oromo to check if we've understood a topic	4.12	0.90
14	When our teacher uses Afan Oromo in summarizing a previously taught topic, it makes my comprehension better	4.37	0.58
15	It's suitable when our teacher uses Afan Oromo to emphasize a new topic	4.20	0.68
16	It's suitable when our teacher uses Afan Oromo to start teaching a topic for the first time	4.32	0.65
17	Our teacher should use Afan Oromo to make us feel more confident and secure	4.15	0.73
18	I'm not motivated when our teacher uses English all the time	3.02	1.27
19	Our teacher should integrate both English and Afan Oromo to teach English	4.17	0.77
20	I learn English better if teachers use only English in the classrooms	4.00	0.63
Total		4.08	.88

Overall, the students' perspectives on the use of Afan Oromo in EFL classrooms could be attributed to almost unanimous agreement on using L1 in English classrooms. As can be seen from the above table, an average of 78% of students strongly agree and 19.5% of students agree that Q.6 'I understand it better when the teacher translates the reading text into Afan Oromo', while 2.4% of students disagree with the statement. In addition, the majority of the student participants obviously

think that using Afan Oromo helps vocabulary learning; 36.6% of students agree and 56.1% strongly agree with Q.10, "I remember a vocabulary item easily when the teacher provides an Afan Oromo equivalent." The following table summarizes student's perceptions towards using Afan Oromo in English classes.

Table 7: Students' perceptions towards Afan Oromo use

Items	Grand mean	SD	Sig
Q1-Q20	4.08	.88	.000

As mentioned previously, Afan Oromo was used for various reasons in the English classroom. As well as being used in some language skills and sub-skills such as reading, writing, speaking, grammar and vocabulary, it can also be used for some other purposes such as comprehension check, introducing a new topic, motivation and classroom management. The items related to those groups were categorized accordingly and presented to be able to give a deeper understanding of the students' perceptions. To get an overview of the students' perceptions towards L1 use in English classes, students were asked to indicate the language they preferred to use in various situations in classroom.

4.5. Extent of L1 use

The researcher carried out classroom observations to serve the specific research questions in relations to the frequencies of Afan Oromo use in EFL classrooms. Altogether, sixteen classroom observations were conducted in search of data for this study. All these data were collected through classroom audio recording, observation schemes, and field note. The data generated were categorized into two: audio recording data and observation scheme data. Data generated using field notes were treated under classroom observation schemes.

As mentioned in chapter three data collection procedure, audio recording was needed in this study to quantify how much Afan Oromo was used in the observed classes. For this purpose, each observed class was audio-recorded from the beginning to the end of the lesson periods in order to capture any teaching incidents regarding the use of L1 in EFL classes.

Just for reminding, audio-recorded data were first transformed into textual data through transcription. Instances of Afan Oromo use in the transcribed data were counted to determine the amount of Afan Oromo use in English classes. The word count processor was used to count the total number of words spoken during the sixteen classroom observation sessions. After that the proportion of Afan Oromo use was calculated and turned into an overall percentage of L1 use to determine the amount of Afan Oromo in English classroom. While calculating the amount of L1 used by the teachers, every utterance of the teachers and students in both languages was counted, and then, turned into percentages.

Moreover, observation schemes were also carried out purposefully to serve the frequencies of Afan Oromo use in English classes. The researcher also used field notes to collect unobservable behaviors of the participants, which were mainly descriptive. In taking field notes, the researcher wrote notes of any points of interest to the research questions. The notes, which could, in some important ways, describe the classroom situations, the way the students and the teacher interacted, student-student interaction, and non-verbal communication. In this process, attention was paid to documenting factual data, behaviors, actions and of observed L1 use related classroom activities.

During observation sessions, the researcher sat at the back of the visited classrooms where his presence could be reduced as much as possible for both teachers and students. The researcher also endeavored much to supply himself with sufficient factual data to overcome any potential incorrect assumptions that might be faced at the report-writing phase.

4.5.1. Amount of L1 use

The word count from the class audio transcription revealed that teachers and students utilized 27,448 words in 16 lessons (four lessons per each teacher) in EFL classes. Out of the total words counted in all the twelve English teaching sessions, 7720 words were in L1 (Afan Oromo). This is equal to the overall use of 21.31% Afan Oromo words. All the other words (19,728), spoken were in English, which is equal to 78.69% of English words.

Table 8: The Number of all words spoken in the observed lessons

EFL Teachers	Lesson	No of Afan Oromo Utterance	% of Afan Oromo Utterance	No of English Utterance	% of English Utterance
T1	L1	95	5.57%	1611	94.43%
	L2	113	6.15%	1724	93.85%
	L3	156	7.44%	1941	92.56%
	L4	312	13.51%	1998	86.49%
T2	L1	405	17.63%	1892	82.37%
	L2	398	16.51%	2013	83.49%
	L3	172	7.99%	1984	92.01%
	L4	195	9.45%	1869	90.55%
T3	L1	689	31.2%	1520	68.8%
	L2	671	30.9%	1499	69.1%
	L3	697	31.5%	1517	68.5%
	L4	702	31.9%	1498	68.1%
T4	L1	816	34.33%	1561	65.67%
	L2	744	31.77%	1598	68.23%
	L3	759	32.36%	1587	67.64%
	L4	796	32.68%	1640	67.32%
Average		483	21.31%	1716	78.69%

*T1-T4= Teacher 1- Teacher 4 *L = Lesson

The presence of L1 words in the data indicates minimal use when compared to L2 utterances (English). The data in above Table 8 indicates that all of the teachers used L1 in their classes, but the amount to which they employed it varied substantially between their lessons. As indicated in Table 8 above, the teacher's L1 use ranged from a low average of 5.57% to a high use of 34.33%. A similar amount of variation was seen across various lessons presented by the same teachers. From these L2 words, it can be concluded that the teachers considered in this study predominantly used English.

4.5.2. Frequencies of L1 use

By referring to Table 4.6, all EFL teachers were seen utilizing Afan Oromo in English lessons. In order to address the issue of the multi-functionality of teachers Afan Oromo use in the current study, examples were found and classified using functional categories based on the literature. Before offering instances of the functions of Afan Oromo use, it is important to note that teachers employed a single Afan Oromo word at times and a whole phrase at other times. As a result, it is vital to emphasize that the researcher does not distinguish between one-word insertions and complete sentences since he is more interested in the functions than in measuring the quantity of L1 needed to carry out the function.

4.5.2.1. Frequencies of Teachers' Afan Oromo use

Overall, in the sampled classrooms, Afan Oromo was used 793 times for various purposes and occasions. A grammar explanation is a most frequently used category (266 times), which is equivalent to 33.54%. Several instructions on grammar topics that occurred during the observations were done in Afan Oromo. The degree of grammar explanation occurrences is higher than in any other category, and more explanation was given in Afan Oromo, compared to the other functions for which L1 was used during the observed lessons.

Table 9: Frequency of teachers Afan Oromo Use

Description of Teachers' Use of Afan Oromo	Occurrences	
	Frequencies	Percentages
Comprehension check	20	2.51%
Instruction	53	6.69%
Class management	99	12.48%
Grammar explanation	266	33.54%
New vocabulary translation	235	29.64%
Response to students' question	43	5.41%
Motivating students	21	2.66%
Talking about tests, quizzes and other assignments	39	4.92%

Others	17	2.15%
Total	793	100%

The second most common use of Afan Oromo was the translation of new terminology from L2 to L1. The teachers used Afan Oromo 235 times or 29.64% of the time to do this. Classroom management was the third most common application of Afan Oromo. This counted for 99 times the use of L1 and equals 12.48% usage. It has been used for warning pupils, keeping the class silent, directing them on how to go from one activity to another, organizing seats, controlling time, and performing other similar classroom procedures.

From the total of ten observed categories, the sampled teachers in all of the categories used Afan Oromo. Specifically, three of these categories, namely, grammar explanation, translating new vocabulary, and classroom management are the categories in which the most common occurrences of Afan Oromo were observed. These three categories constituted 75.66% of instances of L1 use in the present study.

4.5.2.2. Frequencies of Students' Afan Oromo Use

In total, students in the observed classes used Afan Oromo 231 times in various situations. They used it 97 times in class to do things like raising their hands and asking the teacher to do things like reading or writing answer on the board. Students also utilized L1 when they expressed confusion about anything or when they wanted to ensure that they understood what was going on in class.

Table 10: Frequency of Students Afan Oromo Used

Description of students' use of Afan Oromo	Occurrences	
	Frequencies	Percentages
Talking with each other	15	6.5 %
Asking and answering questions	49	21.21%
In pair work or group work (Table talk)	3	1.3%
Dealing with classroom activities	97	42%
New word translation	51	22.08%
Talking about tests, quizzes and other assignments	16	6.93%

Other issues:		
Total	231	100%

Students used Afan Oromo 51 times to translate English words into Afan Oromo. Likewise, they switched to Afan Oromo 32 times to ask questions, and 17 times to answer teachers' questions. They conjointly used Afan Oromo 16 times to speak about tests, quizzes, and assignments. Students in their L1 typically asked a question about tests in L1 in the observed classes.

Generally, the analysis of students' L1 use in L2 classrooms showed three main functions of L1 use: dealing with classroom activities, translating new words, and asking and answering questions. These accounted for 85.28% of Afan Oromo use by the students considered in this study.

4.6. Discussion

This study investigated the use of L1 (Afan Oromo) in EFL lessons from the teachers' and the students' perspectives. This section reports the interpretations and explanation of the findings of the study in the context of the reviewed literature and the findings of earlier studies in the area. The section is divided into four subsections, following the basic research questions.

The first sub-section deals with the teachers' beliefs about the use of Afan Oromo in English classrooms. The second one explains the results of the students' perceptions about the use of Afan Oromo in EFL classrooms. The third section is on the extent of Afan Oromo use in L2 classes while the last sub-section reports the functions of L1 in L2 classes in the schools considered in this study.

4.6.1. Teachers' beliefs about using the L1 in English classes

The data obtained in this study indicate that the interviewed teachers accepted and allowed the use of L1 in their English lessons. The EFL teachers in the current study believed that Afan Oromo helped English learning and improved the teaching environment. The interview results indicated that Afan Oromo was commonly used in the EFL classroom for a range of purposes. According to the interview results, the participating teachers had positive opinions regarding the usage of L1 in EFL lessons.

They held the belief that it is impossible to avoid L1 since it makes learning the TL relatively simpler. Using L1 in L2 lessons appeared in the data as a teaching strategy among all the participants.

In addition, the data gathered for this research question suggested that teachers had favorable sentiments towards the use of Afan Oromo; it facilitated English learning and made the teaching and learning process more effective. Furthermore, teachers also believed Afan Oromo had a positive effect on the students' success in their setting because of the fact that it helps the students to have a quicker understanding of the lesson. The finding of the study agrees with Alshammari's (2011) and Timor's (2012) studies' findings. The latter studies reported that the teachers supported the use of L1 for the purposes of explaining difficult points, teaching vocabulary and grammar. A study conducted by (Al-Ahdals & Alqasham, 2020) indicated a similar conclusion in terms of teachers' perspectives on L1 use. The study concluded that teachers had positive attitude towards using L1 in EFL classrooms.

Moreover, the finding of this study revealed the use of L1 to do some specific pedagogical functions. Examples include explaining grammar points, teaching meanings of new words, motivating students and giving instructions. The teachers held the belief that the L1 was beneficially used to clarify difficult concepts or grammatical points. It helps the students to have a quicker understanding of the L2 grammar. Hence, teachers utilized Afan Oromo while teaching grammar to be sure that the students understood the lesson. When the teacher gave a translation of a new vocabulary item, the students felt they understood it immediately and could therefore remember it. Again, this falls into the same category of learning strategy that is learning the grammar of L2 through comparing it against L1's grammar (Oxford, 1990).

The teachers thought that using Afan Oromo in English classrooms broadened students' opportunity to learn the language. They employed Afan Oromo as a pedagogical tool to promote student learning and maximize their involvement in the lessons. The teacher interview data showed that if teachers carefully utilized Afan Oromo in their classrooms, it had pedagogical benefits such as explaining grammar

points and vocabulary items. This finding coincides with what the finding of a large body of research (Jones, 2010; Mart, 2013; Stapa & Majid, 2012) confirmed.

The findings of this study showed that EFL teachers shifted to Afan Oromo owing to the low English proficiency amongst students, which in turn, was because of the poor English language practices outside schools. In other words, learners had limited chances to speak English outside their classrooms. In literature, concerning the uses of L1 and L2 in classrooms, many studies have found that the students' level of proficiency has an effect on L1 use. The teachers used Afan Oromo to support low English proficiency students, motivate students for active classroom interaction, to enhance L2 Understanding and to address students' expressed needs. So based on that situation faced by the teachers Afan Oromo should be used more in classroom interaction. Echoing Turnbull (2001), one teacher was concerned that less proficient students would be unable to participate without using some L1 and they would have failed as a teacher. The finding of this study is also analogous with Humphries and Stroupe, the usage of L1 is significantly associated with better understanding for knowledge transformation (2014). This result is consistent with Liu's (2010) study in which neither students nor teachers reported that EFL teachers never code-switched to students.

The findings further showed that if students continue to have difficulty understanding despite being given clues, L1 should be employed, as Chung (2016) suggests. He claimed that pupils in English as a foreign language context are limited by their understanding of the target language's grammar and vocabulary and have to struggle to comprehend the content. The main reason that all EFL teachers preferred the use of L1 was the fear that the students would misunderstand the new vocabulary items or the input provided to them; it would also be more difficult for the teachers if they used English to define a new vocabulary for the students. The solution to this problem is to learn new language in L1, which makes understanding simpler and faster. Similarly, in Yang's (2010) study, students felt it necessary to use the L1 due to their inadequate competency in the L2. This study also demonstrates that, while English (L2) was the primary mode of communication in the EFL classes, Afan Oromo (L1) played an important assisting and enabling role.

Furthermore, switching to the L1 may help to reduce language and culture shock in the L2 classroom (Auerbach, 1993). Consequently, L2 students, particularly those with low-level proficiency, become more comfortable and relaxed when L1 is used in English classroom. They may otherwise feel anxious in a monolingual teaching environment (Levine, 2003). This belief of teachers is also supported by Miles (2004), who claims that L1 facilitates the success of the students rather than hinders it. The students feel more secure when L1 is used, and they become more successful. Teachers believe that using Afan Oromo reduces students' affective filters and establishes a pleasant bond with pupils rather in addition to achieving specific language goals.

Both teachers and students used Afan Oromo's contributions to EFL learning and used it as a simplifying tool in their EFL lessons for a variety of pedagogical and instructional reasons. Furthermore, both participants cautioned against overuse and advocated for more selective and balanced usage of Afan Oromo in EFL classes. Teachers are the experts who decide how and when Afan Oromo and other learners' L1 should be employed in order to achieve optimal outcomes. In this regard, Macaro (2001) raised an essential question: "Is it a valuable tool or an easy option?" (p. 545).

4.6.2. Students' perceptions of the use of L1 in EFL classes

The data revealed that the student participants were more positive in relation to the use of Afan Oromo in English classes. The findings indicated that the majority of EFL students who participated in this study felt positively about using the L1 (Afan Oromo) in English lessons. This conclusion is consistent with prior research on EFL students' views about L1 usage in EFL classrooms, which shows that EFL students have favorable attitudes toward MT use in class (Brooks-Lewis, 2009; Al-Nofaie, 2010; Al-Shammari, 2011; Al-Mohaimeed and Al-Murshed, 2018; Kocaman and Aslan, 2018). This conclusion, however, varies from Nazary's (2008) findings, which reported negative sentiments of EFL students about such use.

According to the results of the students' interviews and questionnaires, students had positive perceptions towards their teachers' using Afan Oromo in the classroom. The finding is similar with Fitriani et al (2017) who stated that most of the students agreed the teacher inclusion of the first language in their English classroom as it positively

helped them in learning the target language. Student participants stated that L1 could be used in specific cases: Learning grammar and vocabularies, Clarifying instructions, Discussing group work activities, Translation and Comparison of the two languages. The categorization of this theme showed that most participants constantly supported the use of L1 classes. Most students perceived it is better for them when their teacher combined using L1 and L2 in classroom interaction. They thought that if they had the opportunity to utilize Afan Oromo, they could learn English well. They believed that the teacher's Afan Oromo use will improve their English comprehension, improve their listening skill, improve their vocabulary and show them how to use English correctly.

Students understand English lessons better when their teachers integrate Afan Oromo into explaining grammar and vocabulary. They consider Afan Oromo as a valuable resource for grammar and vocabulary instruction, which could help them learn. In addition, according to the student participants Afan Oromo is used for motivational purposes, such as attracting the attention of the learners. They went on that Afan Oromo could be used in the classroom depending on the type of instruction. If the activity involved simple actions such as saying yes or no, using L2 could be appropriate; however, when the instruction involved concepts that are more abstract or explanations Afan Oromo came into play.

Moreover, the data revealed that the students were aware of the need of avoiding excessive L1 usage in EFL lessons. They indicated that if they were competent in English and had a large vocabulary and knowledge of English grammar, they would not have used L1. Furthermore, they indicated that as they progressed through the stages, their favorable views regarding utilizing their L1 would shift. This assertion demonstrates their understanding that such use is a transitory tool to be used just in EFL lessons. According to Al-Mohaimed and Al-Murshed (2018), whereas students in starting EFL classes have good attitudes regarding L1 usage in English classrooms, advanced intermediate students have negative attitudes toward such use. They also back up Nazary's (2008) conclusion that intermediate students showed more unfavorable opinions regarding L1 use than beginners.

Students believe that if everything is going well in the classroom, it (medium of instruction) should be English. If students are unable to understand anything in the class, then Afan Oromo might have a place. Even though, the students realized their ability in understanding English utterance still poor, they still desire their teacher should use English mostly, of course follow by Afan Oromo for difficult word. Since they recognized that, their English comprehension, particularly in terms of vocabulary, is still lacking. Such is in line with various other research, pointing to L1 functions which included to give instruction, especially for beginners in order to confirm that all the learners understand what is required of them (Cook, 2001; Tang 2002); to offer definitions (Morahan, 2010); clarify difficult ideas; and also to present translations from the MT to the TL (Tang 2002). Here research would further support such use on the basis that use of the learners' L1 speeds up the process of TL the intake (Ellis, 2008). Additionally, that it is a time-saving tool as well as a means through which understanding is improved (Turnbull, 2001; Butzkamm, 2003).

There was a general tendency in the views of the participants towards the use of L2 as the medium of instruction in the classroom. The same finding with Tsukamoto (2011), he found that the students were satisfied with the teacher's use of language in the classroom, of which the intention was to increase exposure to the target language. Students feel more comfortable when L1 is used in the class due to their insufficient ability to understand English instructions and use it. This is consistent with the results of Schweer's (1999) study. Interestingly enough, the data analysis showed that the students had positive perceptions toward teachers' use of L1 to make students feel more comfortable and confident.

Participant students expected their teacher to combine both English and Afan Oromo in the English classroom because they believe that English would give input and Afan Oromo will make it easy to understand. Thus, the finding is parallel with the study of learners' L1 used in the foreign language classroom highlighted by Hall and Cook (2013), Hanáková and Metruk (2017), and Perdani (2017). These findings stated that learners' shared underlying ability in their languages is therefore utilized to help them perceive the links between the languages they know and how all-linguistic competence may be considered as a resource. In this case, L1 may be used to scaffold

learners' ability to communicate and engage in the target language, and it is an appropriate technique for using learners' L1 as a resource.

Research findings also reveal that use of the L1 offers cognitive support, allowing scaffolding in the learning process, supports learner comprehension, and helps create positive affective learning environment (Anton and DiCamilla, 1998). Here one could suggest that students were supported through their L1 to move through their zone of proximal development and played a cognitive role in scaffolding (Wells, 1999; Morahan, 2010). Research has suggested that use of the L1 allows learners to negotiate meaning and allows for successful L2 communication (Brooks and Donato, 1994).

The use of L1 in English classes was thought to make it simpler for students to engage and share their knowledge in meaningful dialogues. Kern (1994) investigated students' strategies used in language classrooms. He found that using L1 as a learning strategy is advantageous as it helps with the storage of meaning and allows its reinforcement. This may indicate that the use of L1 as a learning strategy in the L2 classroom is useful but that it should be used purposefully and judiciously. As Macaro (2001) stated in his optimal position, some pedagogical aspects of L1 used to enhance L2 learning.

Although students had positive perceptions of teachers' using L1, they also highlighted the importance of exposure to L2. They believed that to be able to communicate in English language, they should get exposure to the language as much as possible. Januleviciene and Kavaliauskiené (2004) also mentioned this perception. Furthermore, the data obtained from students' questionnaires confirmed that Afan Oromo has a role to play in teaching and learning English. Student participants' are generally in agreement with the use of Afan Oromo in their EFL classes.

The statistical findings and analysis of the close-ended responses from students in the present study show that almost all the students agreed that L1 would facilitate the English language learning process. Students generally held a more positive perception towards the use of L1. Using a one-sample t-test, the mean score was found to be $M = 4.08$, ($SD = 0.88$) for all items and it is significantly different ($p = .000$) from the test value of 3. The results of one sample statistics revealed that there is a statistically

significant difference between students' perceptions and the use of L1 in English language learning classrooms.

In general, the results indicated that students perceived the use of L1 in the English classroom as useful because they believed it helped them to learn English better. In addition, the results, as indicated through student questionnaire and interview responses, indicate a more favorable position towards teacher's use of Afan Oromo. Hence, it can be concluded that students hold significant positive perceptions of using Afan Oromo in the EFL classroom. This is parallel to the findings of some other studies (Al-Nofaie, 2010; Brooks-Lewis, 2009; Hashemi & Sabet, 2013; Mohammad, 2013; Taşkın, 2011).

It is interesting that students have positive perceptions towards the utilization of Afaan Oromo; however, they warn that teachers should minimize their use of Afan Oromo (as clear from the interviews). Because some students also added that although they wanted the use of Afan Oromo yet not if excessive; for example, one student wrote, "Yes I like my teacher using Afan Oromo, but not all the time"; while another also wrote "I do prefer the teacher using Afan Oromo, but not all the time." Overall, the students' message was that Afan Oromo was essential on certain occasions in the English classrooms for the explanation of grammatical points, vocabulary, and new words as well as for classroom management. Perhaps here there was a feeling amongst students that at certain times greater English input from the teacher would increase their chances of improving their language skills. Clearly, the suggestion being made by students is that the teacher is using Afan Oromo widely.

Possibly, what students are suggesting here is that sensible, judicious teacher use of L1 would be ideal. Such a view is in agreement with Atkinson (1993), who regards the selective use of L1 as useful. Kharma and Hajjaj (1989) concluded that the L1 should not be used excessively and that as students' progress, L2 should be used to a greater degree. In other words, the recommendation is a limited and systematized use of L1 is acceptable if there is a need. As Butzkamm (2003) stresses "with growing proficiency in the foreign language, the use of the mother tongue becomes largely redundant, and the FL will stand on its own two feet" (p. 36).

Moreover, the students seem not to favor too much use of Afan Oromo. They do not disregard the importance of exposure to L2. They believed that to be able to communicate in English, they should get exposure to the language as much as possible. Although students perceived L1 as useful and of great help in the English classroom, they were aware of the fact that, if overused, it might impede their English language development. Students' interviews reveal the need for teachers to minimize their use of L1. They believe that it is better if teachers use L1 only when the students have difficulty understanding English.

4.6.3. Extent L1 is used in English classroom

The main aim of the classroom observations was to examine the extent of the Afan Oromo use by teachers and students in EFL classrooms. It is worth noticing that the EFL teachers in all the observed classes used Afan Oromo. In other words, no single lesson occurred that would be conducted entirely in the target language (English). Afan Oromo was used in each of the categories the researcher focused on, which proves that English teachers generally employ the Afan Oromo for a very wide range of functions.

The various functions of L1 use in L2 classes are also related to the amount of L1 use of the language teachers. The general tendency about the issue showed that although the primary aim L1 in the classroom is to maximize the teaching of L2, there is no consensus about the proportion of L1 used in FL classes. The results in terms of amount of L1 use by teachers' highlighted wide range, which was 5.5 to 34.33% L1 words (21.31%), indicate averagely minimal use when compared to L2 utterances (English), which represent 78.69%.

As indicated in table 4.5, L1 use ranged from a low average of 5.57% to a high of 34.33%. Based on the overall averages, the participant teachers in this study could be said to be using relatively low amounts of the L1 in their classes. Compared to many other studies (Duff & Polio, 1990; Rolin-Ianziti & Brownlie, 2002), little use of L1 was observed across the categories of teachers. For instance, Lui et al. (2004) found percentages of L1 use ranging from 22.00% to 90.00% in 13 classes recorded in a Korean classroom, while Chavez (2016), in a case study of three language teachers, found L1 use ranged from 8.45% to 52.23%.

Other studies used different methods to quantify the amount of L1 spoken but it was found that there were similar higher levels of L1 spoken. Macaro (2001) recorded 0 to 17.20% L1 use, while Hobbs et al. (2010) found percentages of L1 use ranging from 20.00% to 75.00% of class time. The results in terms of the amount of L1 use highlighted a wide range of functions. For example, Al Shammari (2011) conducted a study in Saudi Arabia and reported that 51% of teachers used the L1 in order to teach difficult concepts. Turnbull (2000) ascertained that the amount of L1 used by teachers differed from 24% to 72%.

Moreover, there are various factors that stimulate teachers in different contexts to use L1 when teaching English, even though the amounts used may be minimal. From this one can argue that the 'English-only' paradigm promoted by the Direct Method (DM) should be replaced with 'The Optimal Position' (Macaro, 2009, p. 535), because English teaching necessitates efficient teaching that makes use of the learners' L1 as a resource by striking an appropriate balance between the target language and L1 use. This will help learners to grow in both their L1 and the target language, as well as show how their L1 may be used as a resource.

Actually, employing L1 in an L2 classroom is unavoidable, especially with low-level proficiency students. However, this should not be interpreted as a request to overuse L1 in a FL/SL classroom, since this may reduce students' exposure to the target language, which can have a detrimental impact on target language acquisition. Rather, it is a call for EFL teachers to use L1 in the EFL classroom judiciously, purposefully, and effectively (Celik & Aydin, 2018; Tang, 2002) in order to improve FL/SL learning and make students less stressed in the classroom, while taking into account the learners' proficiency level.

From field notes, teachers and students were observed when shifting to L1 as default techniques especially in grammar and vocabulary lesson. This finding is parallel with Solhi and Büyükyazı (2011) who claimed that teachers mostly use L1 to explain new or difficult grammar structures. However, like Cook (2001), Tang (2002), and Celik and Aydin (2018), the researcher believes that, when used correctly, systematically, and judiciously, learners' L1 can be beneficial pedagogically in the teaching and learning of English as well as psychologically in terms of reducing cognitive overload and anxiety in EFL students in the classroom.

Similarly, in Al-Nofaie's (2010) study there was a preference amongst participants for the use of Arabic with students of low proficiency levels. This use was mostly useful when defining new vocabulary items, explaining grammatical terms, and for exam instructions. In other words, other studies also show that L2 teachers use L1 to teach grammar and vocabulary to support learning. However, these findings echoed the existing literature, especially the ones in which vocabulary and grammar were "criticized as too reliant on L1 use" (Shin et al., 2019, p. 10). Here Miles (2004) also highlights the need for L1 use in particular with lower level students to teach grammar to avoid potential lack of understanding on the students' part.

4.6.4 Reasons of L1 use in English classroom

This research question aimed to identify the main purposes of L1 use in the L2 classroom based on the participants' beliefs and practices. Furthermore, the views of teachers on their usage of Afan Oromo were investigated to see if they aligned with those of their students. The interview results revealed that the research participants held positive beliefs and used Afan Oromo for a variety of purposes, including compensating for students' lack of proficiency, keeping students on task, communicating with students more successfully, assisting slow learners, avoiding misinterpretation, utilizing the potential of L1, reducing anxiety, and avoiding communication breakdowns due to common L1 (Teachers and students).

One of the fundamental reasons for using Afan Oromo in the EFL classroom, according to the teacher participants, was learners' poor L2 competence. They believed that employing Afan Oromo could assist and inspire low-proficiency pupils to do various activities throughout the lesson. They also asserted that without any Afan Oromo, it would be impossible to grasp the English and, as a result, the planned goals would be difficult to attain.

Furthermore, data showed that the reasons for using L1 in the classroom were the student's lack of English language proficiency and the difficulty of the lesson topic. Teachers found it challenging to use English as the primary medium of instruction due to pupils' poor English ability. Many studies have identified this as one of the primary causes of L1 during L2 sessions. This viewpoint is consistent with the perceptions of teachers in a survey conducted by (Sali, 2012). According to Sali's

findings, students' competence levels are too low to grasp English-only classes, which is why teachers are keen to utilize students' L1 in English instruction. In addition, this finding is consistent with that of the study by Paramesvaran and Lim (2018) who reported that this was the reason of the switching when they examined teachers' language use during English sessions in a primary school. They concluded that the major cause for teachers using L1 was students' difficulties understanding the TL.

The findings of teacher interviews revealed that their usage of L1 included the affective factors. Teachers also mentioned the importance of using Afan Oromo to assist and encourage students. These findings are consistent with those of Hall and Cook (2013). They recommend that teachers use the L1 when the expense of the TL is prohibitively expensive, when the language of the students is too challenging, or when there is a lack of enthusiasm or discipline.

Furthermore, teachers described using the Afan Oromo to keep the children focused. The finding is consistent with Holsteijn and Bloemert's (2020) observation that students who do not understand English would get alienated from the language if they were unable to use their L1 in their English learning classroom. Using the L1 to grasp the meanings of their lessons and new vocabulary, conduct classroom tasks, and articulate concepts might help bridge the learning gap to the new language in this manner.

Similarly, the students utilize their L1 in EFL class since it is an easier approach for them to communicate with the teacher because they both have the same mother language (L1). The studies also revealed that students most frequently utilize Afan Oromo because to their low English competence, limited English vocabulary, and inadequate grammatical understanding, all of which hinder their ability to learn English. As a result, using L1 allows children to communicate more successfully. These justifications for L1 usage are consistent with Brown's (2001) notion that L1 use is advantageous in clarifying the meaning of complex things in the TL through translation. Furthermore, these explanations confirm prior studies revealing L1 use in the classroom for engagement and communication (Narayan, 2019; Aoyama, 2020).

The teachers also pointed out that they allowed students in their classes to use Afan Oromo after observing that some students were shy and desisted from communicating when spoken to in English only. They argued that decreased participation by learners justified allowing students to use the L1 during English lessons. Norman (2008, p. 692) states, “students are often unresponsive, inattentive, and unwilling to speak in class”, but when L1 is used, the opposite is true. Therefore, teachers used L1 in EFL class because student participation is the key to learning motivation (Kim et al., 2016). In addition, Shumba and Manyati (2000) study showed that learners participated more actively and gave extended answers during the English lessons when L1 was used as to support the target language learning.

The fundamental reason that all EFL teachers prefer utilizing Afan Oromo is the risk of pupils misinterpreting new vocabulary items or material supplied to them. The study's findings also revealed that all EFL teachers utilized L1 to explain difficult topics to students, because the students lacked English proficiency. Many studies have indicated that the roles of L1 in explaining grammar or difficult topics, as well as expressing meaning, are extensively used (Cook, 2008). Debreli (2016) discovered that most EFL teachers use L1 in English classrooms to assist students in learning English, particularly in explaining difficult or unfamiliar words and explaining grammar.

Khati (2011, p.43) and Ma (2016, p.1) emphasize that students' knowledge of their L1 is the most valuable asset and rich source that they bring to the classroom to aid in English language development. During the lesson, despite the teacher's insistence on everybody using English, learners used both Afan Oromo and English. According to Sali (2014), L1 can be used to elicit meaning of words, review lesson content, translate words or phrases, and define words.

Teachers said that students fear to speak English word. When they encountered by such situations, they kept quiet. Their silence suggested they did not feel comfortable enough to use English to explain concepts to other students. According to Atkinson (1987), when students are unable to express themselves using L2, he can communicate using L1. Harbord (1992) refers to these acts as an Affective humanistic approach and claims that when these techniques are utilized to educate, the

importance of reducing anxiety in the early stages of language learning is stressed by permitting some usage of the mother tongue is highlighted.

Students utilized Afan Oromo to ask teachers questions, which Cameron (2001) defines as asking assistance from their classmates and teachers. Students employed Afan Oromo when they lacked vocabulary and structures in the TL and, as Chaudhery (2012) points out, for ease of communication with peers when participating in-group activities. They also used L1 to communicate with their classmates, which is consistent with the findings of Olmendo (2003) and Humphries and Stroupe (2014). They also shifted to Afan Oromo when they could not pronounce certain sounds.

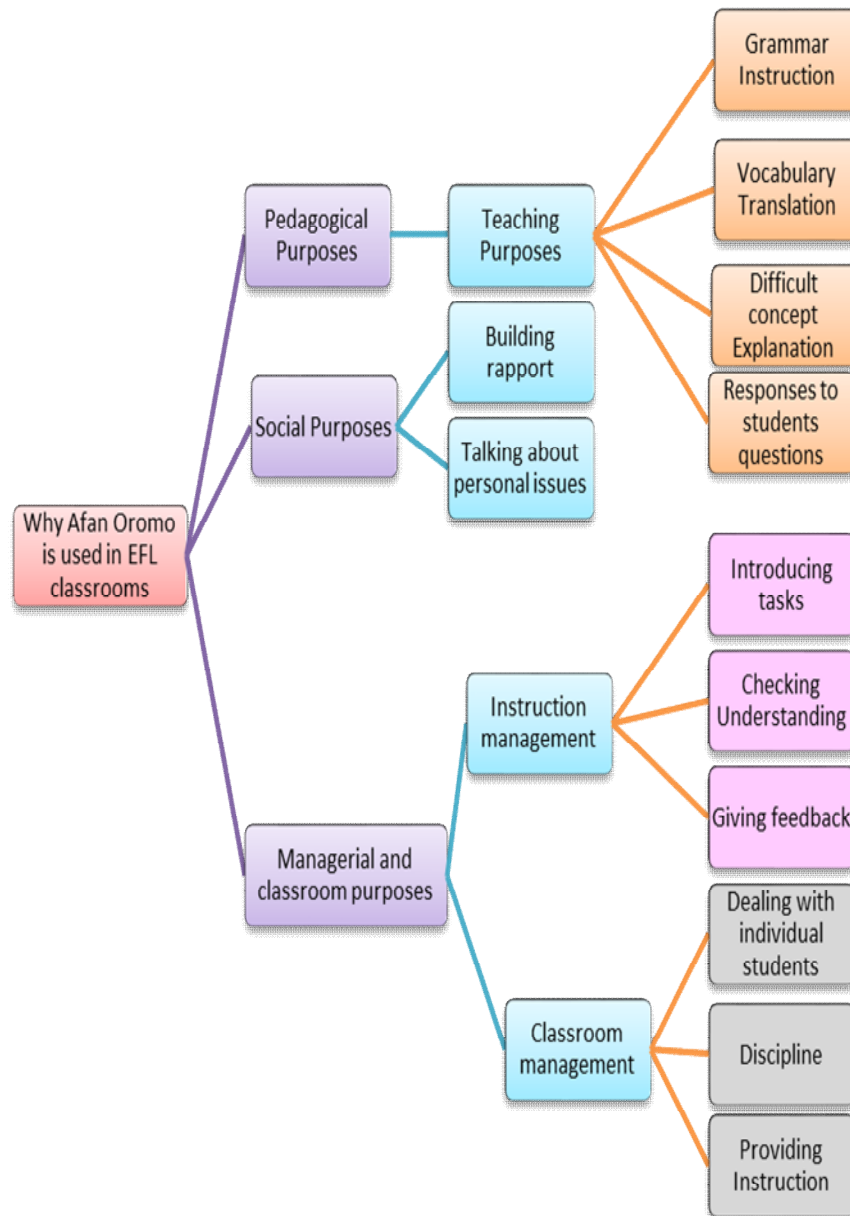
Teachers stated that Afan Oromo was used in EFL classrooms to avoid communication breakdown between students and teacher. The absence of communication between teachers and students has important implications for the quality of learning that can take place in classes where teachers proscribe use of their mother tongue. From this analyses one can understand that teacher insistence on English only severely undercuts opportunities available for productive learning and often leads to learner resistance against insistence on use of English only when performing pedagogical tasks (Thomson and Stakhnevich, 2010; Cincotta-Segi, 2011).

As all participants offered reasons for their overall use of L1, it was evident that they were generally attempting to draw attention to various factors, such as students' level of understanding. Hall and Cook (2013) found that "teachers working with lower-level students report using the learners' own language significantly more frequently across all functions." (p. 23). Teachers in Macaro's (1997) study also agreed upon this aspect of student skill level as a factor influencing L1 usage. Miles (2004) emphasizes the need of L1 use, particularly with lower-level students, to avoid a potential lack of comprehension on the side of the students.

For the primary school level students, it is very difficult for the teacher to communicate as they have very limited word stock. Thus, L1 encourages students to communicate with teachers. If the learners can understand their task and instruction, they may feel more secure which will give them the confidence to learn better TL. It has also been found that if the teacher gives instruction in L1, students can understand better and follow the class more easily. As reported in the findings, the

misunderstanding of a word's meaning could influence learners' ability to follow their teacher's instructions and might cause confusion. Students can also communicate with the teacher easily if L1 is used under the circumstances in which they cannot answer in English. They also can ask questions in L1 when they need clarification.

Another reason EFL teachers could convert to Afan Oromo is that it helps them to create communication and relationship with their students. During classroom observations, teachers strove to make their instructions more understandable by lowering the complexity of their instructions and speaking at a level appropriate for their pupils. Students were able to engage in classroom activities as a consequence of this simplification by adopting the Afan Oromo. This conclusion is consistent with Nation's (2003) finding that using L1 made it simpler to support classroom dialogue between teachers and learners in the L2 context.



Model 3: Overview of reasons Afan Oromo use in EFL classes

The overall positive beliefs about the use of L1 showed their recognition of the significant contribution of L1 towards learning English. Using Afan Oromo in EFL classes appeared to be driven by a variety of factors that influenced both teachers and their students' decisions to use Afan Oromo in the classroom. In addition, L1 helps students understand and learn better; it helps students comprehend complex grammatical points and abstract concepts. Such help could go further and create a positive L2 communicative environment, and this eventually encourages class interaction and learning. Moreover, students use L1 because they think they are not

proficient in English enough to use it, and it helps them understand and learn English. This reveals that the L1 can work as a linguistic ‘scaffold’ for students who cannot understand English without the supportive role of L1.

Teachers believed that they use Afan Oromo after they attempted other techniques of teaching English. The interview result revealed that the teachers believed in the prudent use of L1 in the classroom. In practice, the use of Afan Oromo was seen as a default technique for teaching English. They do not, however, agree with Mahmoud's (2012) conclusion that teachers should avoid utilizing the L1 in class and instead utilize simplifying, miming, sketching, and acting to teach grammar inductively. The findings also revealed that, while teachers utilize L1 (Afan Oromo) to execute some instructional duties, they consider that such use should be limited to EFL beginners and only when essential.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary, conclusion, and recommendations of the study are presented.

5.1. Summary

The purpose of this study was to explore the usage of L1 (Afan Oromo) in EFL lessons in Shambu town primary schools. This topic has received little attention in the primary school setting. The study specifically intended to explore and/or describe English language teachers' beliefs about the use of L1 in English lessons, and also focuses on students' perceptions of the use of the L1 in English lessons. Further, the study sought to investigate the extent to which L1 is used in English lessons and uncover how and why English teachers and students use the L1 in English classes.

To understand the existing context of L1 use in EFL classrooms, a review of relevant literature was made. Moreover, the study used a theoretical framework, Sociocultural Theory (SCT), which focuses on the theories and ideas of pedagogical knowledge and practices in EFL education, which was coined by Vygotsky (1997) to describe a learning theory that included cognitive and social aspects of language acquisition (Lantolf, 2004).

To achieve the objectives of the study, a mixed-methods design, specifically the qualitative-dominant (QUALITATIVE + quantitative) exploratory sequential design (Creswell, 2015) was used as the main design of the study. The study was conducted in Shambu town, Horro Guduru Wallaga zone of Oromia National Regional State primary schools with a focus on EFL teachers and their students at grade 8 level. For this purpose, two EFL teachers and forty-one (N = 41) students for the pilot study and five EFL teachers and eighty-four (N = 84) students for the main study were selected from different government primary schools. Purposive and convenience sampling techniques were employed to select the schools and the participants, respectively. In order to gather data, different procedures were followed. Semi-structured interviews, SRI and field notes were used as data gathering instruments for the qualitative aspect of the study.

The researcher conducted in-depth interviews with participants to acquire an understanding of their viewpoints on Afan Oromo use in EFL classes. Moreover, the researcher also observed the teacher and student participants in their daily classroom activities, focusing on their classroom teaching and learning methods, and investigated situations where they tended to use Afan Oromo, the purposes for using Afan Oromo, and the specific reasons why they switched to Afan Oromo in such situations. Student questionnaire also was used to collect data about their general perception about the use of Afan Oromo in their EFL learning classrooms. In general, classroom audio taped, checklist and questionnaire were used to collect quantitative data.

Nine general interview guide questions were designed based on the literature, and finally, EFL teachers a face-to-face interview was conducted in Afan Oromo. During the interview, the researcher followed the natural flow of the conversation and added probing questions as needed. The length of the individual interviews generally ranged from 30 minutes to 45 minutes. Similarly, the Stimulated recall interview (SRI) was conducted in Afan Oromo with EFL teachers.

The validity of these quantitative data tools was ensured in different ways. First, the instruments used in this study were adapted from various published and valid sources. Second, TEFL experts and the thesis supervisor reviewed the tools. Eventually, the reliability of each tool has been verified by Cronbach's alpha reliability index.

The qualitative data was analysed following the thematic analysis. In the present study, computer-assisted qualitative data analysis software (CAQDAS), Nvivo version 10, was used. This software helped the researcher code the interview and SRI data in the form of free and tree nodes. The quantitative data analysis was conducted using SPSS version 24. In general, the following are the major findings of the study.

The finding revealed that EFL teachers have generally positive opinions regarding utilizing the L1 in EFL classrooms. They believed that L1 facilitates L2 learning and has a various functions such as teaching grammar, explaining new vocabulary, clarifying difficult concepts, making students aware of the differences and similarities between L1 and English, and solving disciplinary problems. Mediated by L1, the

students were able to understand and engage well to EFL learning, which they believe would help shape and develop their English language skills development.

In the same vein, the findings of the study revealed that the student participants were also more positive towards the use of Afan Oromo in English classes. They had positive perceptions towards their teachers' using Afan Oromo in the classroom because of their low level of English proficiency and their difficulties in understanding difficult topics and concepts without an Afan Oromo explanation. They believed that the teacher's Afan Oromo use would improve their English comprehension, improve their listening skill, improve their vocabulary and show them how to use English correctly.

The results also show that mixing with Afan Oromo in English sessions makes them more fun and comfortable. They are not afraid to ask questions and express their thoughts with the teacher and other pupils if Afan Oromo is used. Students will be more likely to use Afan Oromo if their teacher does so. They consider their teacher as a role model. This study found that combining English with Afan Oromo increases both the students' confidence in the learning process. It has seen the collaboration of students and teachers to brighten up the classroom atmosphere in order for it to be successful and not dull.

Both teachers and students participants seemed to be aware of the negative consequences of L1 overuse in EFL classes. As reported in the findings, the misunderstanding of a word's meaning could influence learners' ability to follow their teacher's instructions and might cause confusion. Hence, EFL teachers agreed that utilizing Afan Oromo was effective and easy for students to grasp, leading to better learning results. As a result, teachers should employ L1 sparingly in FL classes when it is practicable and advantageous to ease tense and reluctant pupils.

This made them to believe that excessive use of Afan Oromo reduces students' exposure to English and makes students dependent on L1. However, the sampled teachers were observed in classrooms when they frequently switched to students' L1 even when the situation did not demand it. As one can understand from the data analysis, both teachers and students are highly tended on the potential role of using L1

in English classroom. Furthermore, classroom observation data shows that Afan Oromo was a default technique of ensuring English learning.

Moreover, the students' views regarding their teachers' use of L1 in the classroom were in line with the teachers' use of L1 in EFL classes. Participant students reported that they use Afan Oromo because they think they are not proficient in English enough to use it and teachers' use of Afan Oromo helps them understand and learn English. The findings also indicated that both EFL teachers and their learners prefer Afan Oromo to clarify and explain unfamiliar and difficult word vocabularies. As the finding revealed such explanations, could go further and create a positive L2 communicative environment, which, therefore, would encourage class interaction and learning. In addition, both teachers' and students' views in this study matched on the whole regarding the affective filter, which seemed to be lower if Afan Oromo was used in the EFL classroom.

5.2. Conclusion

Based on the findings of the study, the following conclusions have been made.

- EFL teachers had generally positive beliefs concerning the use of L1 in English lesson. They considered L1 as a facilitating tool to perform many classroom activities that enhance the teaching and learning processes. Even they claimed that it is impossible to avoid L1 since it makes learning the TL relatively simple. Despite the fact that the excessive use of L1 appeared to be connected with teachers' lack of communicative ability and creativity in delivering EFL classes, students preferred their teachers to employ the L1. EFL teachers also took advantage of the students' commonality by simply defaulting to the students' native tongue before seeking to maximize the usage of English through the use of other teaching tactics.
- Students generally held a more positive perception towards the use of L1. Almost all the students agreed that L1 would facilitate the English language learning process, and in general, they perceived the use of L1 in the English classroom as useful tool to learn English better. Teachers noted that Afan Oromo helped students talk about their views, express themselves, and share and exchange ideas during L2 class. Furthermore, students acknowledged that

they perceived themselves as low proficiency level students, therefore they preferred greater use of Afan Oromo and felt encouraged by Afan Oromo use, as well as believed that it improved their L2 learning practice.

- Students in EFL classroom context are limited by their understanding of the target language's grammar and vocabulary. Due to this, EFL teachers fear that the students would misunderstand the new vocabulary items or the input provided to them; it would also be more difficult for them if they used English to define a new vocabulary for the students. Teachers and students regularly used Afan Oromo (L1) as a simplifying tool in their EFL lessons for a variety of pedagogical and instructional reasons (see Model 3). From this scenario, teachers believed that their students could not understand when English only was used in teaching the target language. As the EFL teachers, using L1 facilitates students' learning in EFL classrooms, and it should not be excluded from the EFL classroom since the solution to this problem is to learn new language in L1, which makes understanding simpler and faster.
- Students acknowledged that their English understanding is still poor, particularly in terms of vocabulary and grammar, all of which hinder their ability to learn English. They believed that using Afan Oromo is a method for treatment. They felt that the teacher's usage of Afan Oromo would increase their English comprehension, listening skills, and vocabulary, and show them how to use English appropriately. Therefore, they turned to Afan Oromo when they needed help from classmates or teachers. Despite the fact that both teachers and students were aware that L1 should be employed when necessary, they were not seen doing so in EFL classrooms. They were observed when they used L1 as their default strategy for teaching and learning English.

5.3. Recommendations

Following that, the pedagogical implications and suggestions for English as a Foreign Language teachers and learners, as well as curriculum designers, regarding classroom language usage and the roles that L1 can play have been recommended based on the results and conclusions reached.

- The qualitative and quantitative data in this study found that both teachers and their students were largely supportive of Afan Oromo usage in EFL classes. Teachers and students reacted positively to the use of L1, implying that judicious and balanced use of L1 by teachers and students could be beneficial in the EFL teaching and learning process. It is beneficial for EFL teachers and learners in this setting to be aware of their Afan Oromo usage practice, which is frequent in EFL classes. When EFL teachers are aware of the benefits and drawbacks of the functions and purposes of Afan Oromo, they may consider in what educational context they should employ just both Afan Oromo and English. EFL teachers have the opportunity to reflect on their teaching techniques and, as a result, adjust them based on relevant reasons why they would employ L1.
- Furthermore, this study can serve as a useful resource for EFL teachers and their students in situations when the Afan Oromo could be applied in a systematic manner in EFL classes. The benefits of L1 use discussed in the literature review chapter, as well as the outcomes of this study, highlight the need of using the Afan Oromo with caution in EFL classes. What is definitely required is neither a full prohibition on the L1 nor a condition in which the L1 may become dominant. In other words, a clear framework outlining how L1 usage is appropriate and helpful is required. EFL teachers should distinguish between using L1 as evidence of insufficient skill in L2 and using L1 to accomplish successful teaching targeted at helping learners grasp the L2. According to Macaro (2001), "L1 can be a valuable tool and it can simply be used as an easy option" (p. 545). As a result, careful beneficial L1 practice could be identified and provided to both EFL teachers and their students.
- In-service workshops and short trainings must be recognized to update teachers' teaching pedagogy about the recent belief that judicious and moderate use of L1 can facilitate the process of learning and teaching L2. This will make EFL teachers to revisit their use of students' L1 in English classroom. As a result, teachers may utilize the L1 as a teaching tool wherever they believe it would improve learners' understanding and, as a result, assist their English language learning practices. Understanding these functions and

viewpoints will enable teachers to adjust their teaching techniques and practices, perhaps assisting them in assisting their students in improving their English language acquisition.

- Primary school English teachers are encouraged to pay greater attention to the target language (English) use in EFL classes. They need to be aware of first attempting a certain techniques like simplifying, miming, drawing, acting, and many other techniques to help their students and to satisfy their needs of English learning rather than using students L1 as a default technique for enhancing English teaching and learning. They should utilize TL as often as feasible in their lessons and encourage their students to do the same so the use of L1, had to be the last resort. Hence, the need for a more up-to-date, realistic, principled, purposeful, and evidence-based approach towards L1 use in EFL classrooms is needed to be used.
- The purpose of this study was to investigate teachers and students' perspectives on utilizing the Afan Oromo in EFL classes. Some critical concerns should be explored and investigated further based on the findings of this study. According to the research, one of the reasons for employing Afan Oromo is that both EFL teachers and learners share the same L1, which may be useful in L2 classes for a variety of reasons. Further study on the use of learners' L1 by teachers in both public and private schools might provide insight into the practice of utilizing L1 in L2 classes. Exploring L1 roles at different ability levels in the same different EFL contexts would be beneficial.
- Finally, evidence of the benefits of L1 use for the study's learners has also been observed in the study's findings, particularly in teaching grammar and vocabulary, where both teachers and pupils believed the potential function of L1 quite well. Despite the fact that teachers and students are aware that judicious and balanced use of L1 can be beneficial in the EFL teaching and learning process, Afan Oromo was used as a default strategy, particularly to teach vocabulary and grammar, which might have hampered English acquisition, reduced exposure to English, and made students dependent on their L1. Therefore, an experimental procedure may resolve the apparent

disparities drawn from the participants' awareness and classroom practices. An experimental study will have the power to gain a better understanding of the effect of L1 (Afan Oromo) on L2 (English), particularly in teaching L2 grammar and vocabulary.

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APPENDICES

Appendix A – Consent form for teachers

Dear teacher,

My name is Gemechu Bane Jeba. Presently, I am doing my PhD in English Language Teaching (ELT) at Addis Ababa University, Ethiopia. I am conducting a study on exploring the Use of L1 (Afan Oromo) in the EFL Classes. I would like to invite you to take part in my research study.

The purpose of this study is to explore the Use of L1 (Afan Oromo) in the EFL Classes. The study will involve observation and interviews.

Your participation in this study is voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. All comments and responses will be treated confidentially. The information from this study will be used to write a doctoral dissertation and possibly some articles. No one will be identified individually in any of the writing. Your real name will not be used. If you have any questions at any time during the study, or if you experience any uneasiness as a result of participating in the study, you may contact the researcher.

If you decide to participate in the study, you will be observed for at least six lessons taught by you in your classroom, and interviewed two (2) times. The length of observation will depend on your class period for that particular day. The researcher will audio record and write field notes during the observation period. The interviews will take place outside of the classroom. The interviews will be audio recorded. Field notes will also be taken during the interviews.

I would like to ask you to sign a written consent form to confirm your agreement to participate in this project.

Thank you in advance for your cooperation to this research study

With Regards,
Gemechu Bane,
Addis Ababa University, Ethiopia

Appendix B– Consent form for teachers (Afan Oromo Version)

Kabajamaa barsiisaa,

Maqaan koo Gemechu Bane Jeba jedhama. Yeroo ammaa kana Yuunivarsiitii Finfinneetti, barnoota Afaan Ingiliffaa (ELT)tiin PhD koon hojjechaa jira. Itti Fayyadama Afaan tokkoffaa (Afaan Oromoo) Daree Afaan Ingilizii akka Afaan biyya alaatti (EFL) keessatti qorachuu irratti qorannookoo gaggeessaa jira. Qorannoo koo kanarratti akka qooda fudhattan isin afeeruun barbaada.

Qo'annoo kana irratti hirmaachuun keessan fedhii irratti kan hundaa'eedha. Yoo qooda fudhachuu hin barbaanne ta'e dirqama hin qabdu. Yoo qooda fudhachuuf murteessitee boodarra yaada kee jijjiirte, yeroo kamittuu pirojekticha keessaa ba'uun mirga. Yaadni fi deebiin kennamu hundi iccitiidhaan ni ilaalama. Odeeffannoon qorannoo kana irraa argamu qo'annoo doktorummaa fi tarii barruulee tokko tokko maxxansuudhaaf kan oolu ta'a. Barreeffama kamiyyuu keessatti namni dhuunfaan adda baafame hin jiru. Maqaan kee inni dhugaan hin fayyadamamu. Yeroo qorannichaa yeroo kamiyyuu gaaffii yoo qabaatte, ykn sababa qorannicha irratti hirmaachuu keessaniin tasgabbi dhabuun yoo isin mudate qorataa: Gemechu Bane Jeba, qunnamuu dandeessu.

Qorannicha irratti hirmaachuuf yoo murteessite yoo xiqqaate barnoota ja'a daree kee keessatti barsiifamu ni daawwatama. Yeroo lama (2) af-gaaffiin ni taasifama. Dheerinni daawwannaa yeroo daree kee guyyaa addaa sanaaf irratti hundaa'a. Daawwannaa daree sagaleedhaan ni waraabama. Akkasumas immoo qorataan yaadannoo ni barreessa. Af-gaaffiin daree barnootaan alatti kan raawwatamu ta'a. Af-gaaffiin kun sagaleedhaan kan waraabamu ta'a. Yeroo af-gaaffii irrattis yaadannoo ni fudhatama.

Pirojektii kana irratti hirmaachuuf waliigaltee keessan mirkaneessuuf unka hayyama barreeffamaa akka mallatteessitan isin gaafachuun barbaada.

Qorannoon kanaaf tumsa naaf gooteef durseen si galateeffadha

Nagaa wajjiin,
Gammachuu Baaanee,
Yuunivarsiitii Finfinnee, Finfinnee, Itoophiyaa

Appendix C – Consent form for Students

Dear Student,

My name is Gemechu Bane Jeba. Presently, I am doing my PhD in English Language Teaching (ELT) at Addis Ababa University, Ethiopia. I am conducting a study on exploring the Use of L1 (Afan Oromo) in the EFL Classes. I would like to invite you to take part in my research study.

Your participation in this study is voluntary. If you do not wish to take part, you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. All comments and responses will be treated confidentially. If you agree to participate in my study, your kind participation first, will involve completion of a questionnaire that will take approximately 30 minutes of your time. Second, I will attend your six classroom periods for class observations where I will attend only for the purposes of this research and I have nothing to do with your learning. Thirdly, you will be interviewed twice which will last from 15 minutes to 20 minutes. The interview will take place outside the classroom but within the school compound. The researcher will audio-record the interview and field notes will also be taken.

The information from this study will be used to write a doctoral dissertation and possibly some articles. If you have any questions at any time during the study, or if you experience any uneasiness as a result of participating in the study, you may contact the researcher.

Thank you in advance for your cooperation to this research study

With Regards,
Gemechu Bane,
Addis Ababa University, Ethiopia

Appendix D – Consent form for Students (Afan Oromo Version)

Kabajamaa Barataa,

Maqaan koo Gammachuu Baanee Jabaa jedhama. Yeroo ammaa kana Yuunivarsiitii Finfinneetti, Afaan Ingiliffaa barsiisuutiin (ELT) PhD koo hojjechaan jira. Itti Fayyadama Afaan tokkoffaa (Afaan Oromoo) Daree Afaan Ingilizii akka Afaan biyya alaatti (EFL) keessatti qorachuu irratti qorannookoo gaggeessaa jira. Qorannoo koo kanarratti akka qooda fudhattan isin afeeruun barbaada.

Qo'annoo kana irratti hirmaachuun keessan fedhii irratti kan hundaa'eedha. Yoo qooda fudhachuu hin barbaanne ta'e dirqama hin qabdu. Yoo qooda fudhachuuf murteessitee boodarra yaada kee jijjiirte, yeroo kamittuu pirojekticha keessaa ba'uun mirga. Yaadni fi deebiin kennamu hundi iccitiidhaan ni ilaalama. Yoo qo'annoo koo irratti hirmaachuuf walii galte, dursa hirmaannaan gaarummaa kee, gaaffilee yeroo kee keessaa tilmaamaan daqiiqaa 30 fudhatu guutuu kan dabalatu ta'a. Lammaffaa, yeroo daree keessan ja'a daawwannaa daree irratti kanan argamu yoo ta'u, kaayyoo qorannoo kanaa qofaaf kana oolu ta'ee, barumsa keessan wajjin waan wal hin qabannedha. Sadaffaa, yeroo lama Af-gaaffii si waliin godhamu kunis daqiiqaa 15 hanga daqiiqaa 20 kan turu ta'u mala. Af-gaaffiin kan gaggeeffamu daree barnootaatiin alatti garuu mooraa mana barumsichaa keessatti. Qorataan af-gaaffii sagaleedhaan kan waraabu yoo ta'u, yaadannoonis ni fudhatama.

Odeeffannoon qorannoo kana irraa argamu qorannoo doktorummaa fi tarii barruulee tokko tokko maxxansiisuuf kan oolu ta'a. Yeroo qorannichaa yeroo kamiyyuu gaaffii yoo qabaattan, ykn sababa qorannicha irratti hirmaachuu keessaniin tasgabbi dhabuun yoo isin mudate qorataa: Gammachuu Baanee qunnamuu dandeessu.

Qorannoo kanaaf tumsa naaf gooteef durseen si galateeffadha

Nagaa wajjiin,

Gammachuu Baaanee Jabaa,

Yuunivarsiitii Finfinnee, Finfinnee, Itoophiyaa

Appendix E – Student’s Questionnaire

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

ELT PhD Program

Dear Students,

I am a PhD candidate and currently doing my thesis on the use of Afaan Oromoo in English classes. The objective of this questionnaire is to collect students' perceptions, contexts and reasons towards for using Afaan Oromoo in the primary English classes. The questionnaire also aims at examining the extent of teachers’ and students' actual classroom use of Afaan Oromoo during English lessons. Your answers will be used for only this research purposes.

PART ONE: BACKGROUND INFORMATION

Please, put a tick (✓) in the appropriate box.

1. Your school’s Name: _____ (Please specify)
2. Gender: Male Female
3. Age: 13 14 15 16 17 18 Other, please
4. First Language: Afaan Oromoo Amharic Other, please specify _____

PART TWO: THE QUESTIONNAIRE

Instructions: Mark the answer that most accurately describes your **PERCEPTIONS** about Afaan Oromoo and English usage in English classroom. Please indicate the extent to which you agree or disagree with the following statements by putting a tick in the appropriate box using the scale given below:

1= Strongly disagree

2= Disagree

3= Neutral

4= Agree

5= Strongly agree

No	Students' perceptions of the use of Afaan Oromoo in the English classrooms	1	2	3	4	5
1	When an English lesson taught in Afan Oromo, I understand it better					
2	My English teacher's use of Afan Oromo in English lesson, badly affects my understanding of the lesson					
3	I understand it better when grammar is taught in Afan Oromo					
4	I understand the lesson better when the teacher provides Afan Oromo equivalent of a grammar point/structure					
5	I learn reading skills better when the teacher uses Afan Oromo in reading lessons.					
6	I understand it better when the teacher translates the reading text into Afan Oromo.					
7	I understand it better when the teacher makes some association with Afan Oromo in writing lessons					
8	I believe when the teacher uses Afaan Oromoo in writing lessons, it helps me develop my writing skills					
9	I believe Afan Oromo meanings should be provided when teaching vocabulary					
10	I remember a vocabulary item easily when the teacher provides Afan Oromo equivalent					
11	When the teacher uses Afan Oromo in speaking classes, it affects my speaking skills in English in a positive way					
12	Our teacher should not use maximum English to improve our speaking skills in English					
13	It's suitable when our teacher uses Afan Oromo to check if we've understood a topic					

14	When our teacher uses Afan Oromo in summarizing a previously taught topic, it makes my comprehension better					
15	It's suitable when our teacher uses Afan Oromo to emphasize a new topic					
16	It's suitable when our teacher uses Afan Oromo to start teaching a topic for the first time					
17	Our teacher should use Afan Oromo to make us feel more confident and secure					
18	I'm not motivated when our teacher uses English all the time					
19	Our teacher should integrate both English and Afan Oromo to teach English					
20	I learn English better if teachers use only English in the classrooms					

21. Briefly, write below the main reasons you and your teacher have to use Afan Oromo in English class?

22. How do you feel when your teacher uses Afan Oromo and why?

Your co-operation is highly appreciated.

Gemechu Bane (ELT, PhD Student)

Appendix F – Students’ Questionnaire (Afan Oromo version)

Yuunivarsiitii Finfinnee

Kolleejjii Namoomaa, Qo’annoo Afaanii, Joornaaliizimii Fi Quunnamtii

Muummee Qo’annoo Afaanota Alaa Fi Hogbarruu

Bar-gaaffii barattootaaf

Barattoota jaallatamoo,

Ani kaadhimmamaa Digirii 3ff^{aa} (PhD) ta’ee, yeroo ammaa kana qo’annookoo ‘**Fayyadamuu Afan Oromo daree Afaan Ingilizii keessatti**’ jedhurrattin hojjedha. Kaayyoon bar-gaaffii kanaa simannaa, haala fudhannaa fi sababoota barattoonni waa’ee fayyadamuu Afan Oromo dareewwan barnootaa Afaan Ingilizii keessatti qo’achuufidha. Kaayyoon bar-gaaffii kanaa inni biroon immoo hamma barsiisonnii fi barattoonni Afan Oromo daree Afaan Ingilizii keessatti dhugummaan fayyadaman qo’achuufidha. Deebiin keessan kaayyoo qo’annoo kanaaf qofa oola.

KUTAA TOKKO: ODEEFFANNOO DUGDUUBAA

Mee, sanduuqa kenname keesatti mallattoon (√) agarsiisaa.

23. Maqaa mana barumsaakee: _____ mee, adda baasi

24. Koorniyaa: Dhiira Dhalaa

25. Umurii: 13 14 15 16 17 18 Kan biroo ,

26. Afaan dhalootaa: Afan Oromo Afaan Amaaraa Kan biroo, _____

KUTAA LAMA: BAR-GAAFFICHA

Qajeelfama: deebiikee waa’ee haala simannaa fayyadamuu Afan Oromo Afaan ingilizii keessatti hima irra caalaatti si ibsu gargaaramuun agarsiisi. Mee himoota armaan gadii fayyadamiitii hanga waliigaltu yookaan walii hingalle filachuun itti maruudhaan agarsiisi.

1= Cimseen Morma

4= Nan amana

2= Nan Morma

5= Cimseen Amana

3= Giddugaleessaa

Lak	Ilaalcha barattoonni fayyadamuu Afan Oromo daree barnootaa Afaan Ingilizii kessatti qaban	1	2	3	4	5
1	Yeroo barnoonni Afaan Ingilizii Afan Oromotiin barsiifamu, irra caalaan hubadha	1	2	3	4	5
2	Yeroo barsiisaan Afaan Ingilizii Afan Oromo fayyadamu, hubannoon barnootakoo karaa hin taaneen ni miidhama	1	2	3	4	5
3	Yeroo seer-luugni Afan Oromotiin barsiifamu irra caalaan hubadha	1	2	3	4	5
4	Ani irra caalaa kanan hubadhu, yeroo barsiisaan seer-luuga /caasaa Afan Oromotiin qixa ta'e kennudha	1	2	3	4	5
5	Ani ogummaa dubbisuu irra caalaa kanan baradhu, yeroo barsiisaan barannoo dubbisuu keessatti Afan Oromo fayyadamudha	1	2	3	4	5
6	Ani irra caalaa kanan hubadhu, yeroo barsiisaan barreeffama dubbisaa gara Afan Oromotti hiikudha	1	2	3	4	5
7	Ani irra caalaa kanan hubadhu, yeroo barsiisaan barnoota barreeffamaa keessatti Afan Oromo waliin walitti fidudha	1	2	3	4	5
8	Yeroo barsiisaan barnoota barreeffamaa keessatti Afan Oromo fayyadamu, dandeettii barreessuukoo ni guddisa jedheen amana	1	2	3	4	5
9	Yeroo hiikkaan jechootaa barsiifaman, hiikonni jechootaa Afan Oromotiin kennamuu qabu jedheen amana	1	2	3	4	5
10	Yeroo barsiisaan hiika qixa ta'e Afan Oromotiin kennu, garee jechootaa sana salphaattin yaadadha	1	2	3	4	5
11	Yeroo barsiisaan daree dubbachuu keessatti Afan Oromo fayyadamu, dandeettii dubbachuukoo irratti dhiibbaa gaarii uuma	1	2	3	4	5

12	Dandeettii Afaan Ingilizii koo fooyyeessuuf barsiisaan Afaan Ingilizii baay'inaan fayyadamuu hinqabu	1	2	3	4	5
13	Barsiisaan mata duree barannu akka nuu gale mirkanneeffachuuf Afaan Oromo fayyadamuun baay'ee gaariidha	1	2	3	4	5
14	Yeroo barsiisaan Afaan Oromo fayyadamee mata duree barsiifamee darbe guduunfu, hubannaa koo ni cimsa	1	2	3	4	5
15	Yeroo barsiisaan mata duree haaraa tokkoof xiyyeeffannaa kennuu Afaan Oromo fayyadamuun gaariidha	1	2	3	4	5
16	Afaan Oromo fayyadamuun gaariidha, yeroo barsiisaan mata duree haaraa tokko yeroo jalqabaaaf barsiisuu eegalu	1	2	3	4	5
17	Barsiisaan Afaan Oromotti fayyadamee akka hin yaaddoofnee fi ofitti amanamummaan nutti dhagahamu gochuu qaba	1	2	3	4	5
18	Yemmuu barsiisaan yeroo hunda Afaan Ingilizii fayyadamu, kaka'umsi natti hin dhagahamu	1	2	3	4	5
19	Barsiisaan Afaan Ingilizii barsiisuuf, Afaan Oromo fi Afaan Ingilizii walgargaarsisuu qaba	1	2	3	4	5
20	Ani Afaan Ingilizii kanan irra caalaatti baradhu, yoo barsiisaan daree barnootaa keessatti Afaan Ingilizii qofa fayyadamudha	1	2	3	4	5

21. Gabaabinaan, sababoota ijoo atii fi barsiisaan Afaan Ingilizii Afaan Oromoo daree Afaan Ingilizii keessatti fayyadamuu qabdan barreessi

22. Yeroo barsiisaan Afaan Ingilizii daree Afaan Ingilizii keessatti Afaan Oromoo fayyadamu maaltu sitti dhagahamaa? Maliif?

Deeggarsa keessaniif Galatoomaa!

Appendix G–Teachers’ Interview Guide Questions

- 1) Introductory Questions
 - Would you please introduce yourself including your name, qualification, and the name of the school where you teach?
- 2) How much do you think can your learners understand your English speaking?
 - any technique you use in teaching English when learners are unable to understand you
 - How do you feel when learners do not use English in the class?
- 3) Do you think Afan Oromo (L1) could be used in EFL classes?
 - If so, what should be the ratio of Afan Oromo in your teaching English?
 - If not, why do you think Afan Oromo should be excluded from your teaching of English?
 - How important do you think Afan Oromo is for your learners to learn English?
- 4) Could you tell me how you feel about the use of Afan Oromo in your teaching English?
 - What makes you say this?
- 5) Could you tell me your general beliefs about using Afan Oromo in the English classroom?
 - Do you believe that the use of Afan Oromo in the English classroom is enhancing and facilitating English language teaching and learning? If yes, how?
 - In what situations do you think you and your learners use Afan Oromo in English classes?
 - Why do you think you use Afan Oromo in English classes?
 - When do your learners use Afan Oromo in English classes?
 - Why do you think your learners use Afan Oromo in English classes?
- 6) How do you feel when you use Afan Oromo in an English classroom?
- 7) From your experience as a learner and English teacher, have you observed positive/negative outcomes as a result of the use of Afan Oromo in your English class?
 - Can you tell me a bit more about this?

- Can you give an example?
- 8) Are you aware of the situations in which learners use Afan Oromo in English classes?
- What needs do learners express when they demand your use of Afan Oromo?
- 9) How would you feel if the use of Afan Oromo in English classes is prohibited?
- Do you think it would create problems and difficulties in your teaching?
 - How would you deal with these problems and difficulties?
 - What techniques would you use to deal with these problems?
 - How do you think your learners might feel?

Appendix H–Teachers’ Interview Guide Questions (Afaan Oromo version)

Gaaffilee Seensa

- Maqaa kee, ogummaa kee, fi maqaa mana barumsaakee dabalatee mee of ibsi mee
2. Barattoonni kee Afaan Ingilizii ati fayyadamtu hangam hubachuu danda’u jettee yaadda?
- Tooftaan ati yeroo barattoonni si hubachuu dadhaban Afaan Ingilizii barsiisuu irratti fayyadamtu jiraa?
 - Yeroo barattoonni kee daree keessatti Afaan Ingilizii yeroo hin fayyadamne maaltu sitti dhagahama?
3. Afaan Oromoo (Afaan dhalootaa) daree Afaan Ingilizii keessatti fayyadamuu ni danda’ama jettee yaadda?
- Yoo akkas ta’e, reeshiyoon Afaan Oromoo Afaan Ingilizii akkam ta’uu qaba jettee yaadda?
 - Lakki yoo jette, Afaan Ingilizii barsiisuu keessan keessatti maaliif Afaan Oromoon dhorkamuu qaba jettee yaadda?
 - Afaan Oromoo barattoonni kee Afaan Ingilizii akka barataniif hangam barbaachisaa dha jettee yaadda?
4. Afaan Oromoo fayyadamuurraa kan kan ka’e Afaan Ingilizii barsiisuu kee keessatti maaltu akka sitti akka dhagahamu natti himuu dandeessaa?
- Maaltu akkas jettu si taasisa?
5. Daree Afaan Ingilizii keessatti Afaan Oromoo fayyadamuu ilaalchisee amantaa waliigalaa qabdu natti himuu dandeessaa?
- Fayyadamni Afaan Oromoo daree Afaan Ingilizii keessatti baruu fi barsiisuu afaan Ingilizii haala mijeessuu guddisaa jira jettee amantaa? Yoo eeyyee ta’e akkamitti?
 - Haala akkamii keessatti atii fi barattoonni kee daree Afaan Ingilizii keessatti Afaan Oromoo fayyadamna jettanii yaaddu?
 - Afaan Oromoo daree Afaan Ingilizii keessatti maaliif fayyadamtu?
 - Barattoonni kee daree Afaan Ingilizii keessatti Afaan Oromo fayyadamuu?
 - Barattoonni kee daree Afaan Ingilizii keessatti maaliif Afaan Afaan Oromoo fayyadamu?

6. Daree Afaan Ingilizii keessatti Afaan Oromo yommuu fayyadamtan maaltu isinitti dhagahama?

- Waa'ee kanaa xiqqoo natti himuu dandeessaa?
- Fakkeenya naaf kennuu dandeessaa?

8. Haala barattoonni Afaan Oromoo daree Afaan Ingilizii keessatti itti fayyadaman quba qabduu?

- Afaan Oromoo daree Afaan Ingilizii keessatti fayyadamuukerraan kan ka'e fedhii fi miirri barattoota kee maal fakkaata?

9. Barnoota Afaan Ingilizii keessatti Afaan Oromoo fayyadamuun yoo dhorkame maaltu sitti dhagahama?

- Barsiisakee irratti rakkoo uuma jettee yaaddaa? Yoo jiraate,
- Rakkoolee akkamitti?
- Rakkoolee kana furuuf tooftaalee akkamii fayyadamta?
- Barattootakeetti maaltu itti dhaga'amu danda'a jettee yaadda?

Appendix I– Interview guides for students

- 1) How do you feel about your teacher’s use of Afan Oromo in your English classroom?
 - Which language does your teacher use in teaching English: English, Afan Oromo, or both?
 - What do you think of teachers using Afan Oromo in your English classrooms?
 - Do you prefer it when your teacher uses Afan Oromo during her/his instruction?
 - Do you think it is good for you when your teacher uses Afan Oromo in an English classroom?
 - Does Afan Oromo help you to learn English? How?
- 2) Why do you and your teacher use Afan Oromo in the English classroom?
- 3) In what situations do you and your teacher use Afan Oromo in English Classroom?
 - For which skills do you make use of Afan Oromo most? Why?
 - Do teachers whenever necessary use Afan Oromo

Appendix J– Interview guides for students (Afan Oromo version)

- 1) Barsiisaan keessankee daree Afaan Ingilizii keessatti Afaan Oromoo fayyadamuusaatiin maaltu isinitti dhagahama?
 - Barsiisaan kee Afaan Ingilizii barsiisuu keessatti Afaan kamiin fayyadama: Afaan Ingilizii, Afan Oromoo, ykn lamaan isaanii?
 - Ati isa kamiin barachuu filatta? Afaan Ingilizii, Afan Oromoo, ykn lamaan isaanii?
 - Barsiisaan kee daree Afaan Ingilizii keessanitti Afaan Oromoo yommuu fayyadaman maaltu sitti dhagama?
 - Barsiisaan kee daree Afaan Ingilizii keessatti Afaan Oromoo fayyadamuun siif gaarii sitti fakkaataa?
 - Afan Oromo Afaan Ingilizii barachuuf si gargaaraa? Akkamiin?
- 2) Ati fi barsiisaan kee daree Afaan Ingilizii keessatti Afan Oromoo maaliif fayyadamtu?
- 3) Ati fi barsiisaan kee daree Afaan Ingilizii keessatti Afan Oromo haala akkamii keessatti fayyadamtu?
 - Dandeettiiwwan afaanii kamiif Afaan Oromoo irra caalaatti fayyadamta? Maalif?
 - Barsiisonni yeroo barbaachisaa ta'etti Afaan Oromoo fayyadamuu?

Appendix K– Classroom Observation scheme for Teachers

School _____ Class _____ Date _____
 _____ Teacher name _____ Time of lesson start _____ Time of lesson
 finish _____

Description of Teachers' Use of Afan Oromo		Tallies		
		T1	T2	Total
1	Comprehension check			
2	Instruction			
3	Class management			
4	Explaining difficult concepts or topics			
5	Grammar explanation			
6	Translation			
7	Response to students question			
8	Motivating students			
8	Talking about tests, quizzes and other assignments			
9	Others			
10	Comprehension check			

Appendix L – Classroom Observation Checklist for Students

School _____ Class _____ Date _____
 _____ Teacher name _____ Time of lesson start _____ Time of lesson
 finish _____

Description of students Use of Afan Oromo	Tallies			
	Observation 1	Observation 2	Observation 3	Total
Talking with each other				
Asking questions				
During pair work or group work activities				
Classroom management				
Translation				
Talking about tests, quizzes, and other assignments				
Other uses:				

Appendix M – Sample Transcribed Classroom Observation

Class recording transcript of teacher 1 (T1)

Date of the Classroom Observation: 25/02/2022

Place of the Focus Group Discussion: Department Office

Duration of the Classroom Observation: 42:09

Classroom Observation Code: CLOT1

T1

T1: Good afternoon boys and girls?

Ss: Good afternoon teacher?

T1: Please, sit down.

Ss: thank you teacher

Ss: talking in Afan Oromo

T1: Yes, thanks, take a seat at the back [telling the observer]

Ss: talking in Afan Oromo

T1: OK. Silent. Hmm..today, our topic is VERB. What is verb?

Ss: teacher..teacher...teacher..

T: raise your hand. Okay,

Ss: verb is a word action.

T1: very nice. Ok. Only the word action. The verb has..the verb has five verb forms.

What are they? the verb has five verb forms. What are they?

Ss: teacher..teacher...teacher..

T1: Okay, the first one is original verb. The second one...

Ss: Barsiisa...barsiisa, teacher..teacher..

T1: past tense. The third one is....

Ss: teacher...Teacher...

T1: past participle..the fourth one is

Ss: teacher...Teacher...

T1: the fourth one is habitual action.. or repeated action. The last one is what?

Ss: teacher...Teacher... Teacher... continuous action.

T1: very good. Continuous action. Okay, this verb forms, the verb forms the first one ... original verb. The second one past tense the second one past tense the third one past participle the fourth one is habitual action the fifth one is continuous action. The

first one original verb the second one past tense the third one past participle the fourth one ... the fifth one... this is a long time. In a short time. We can put it easily clear?

Ss: yes

T1: okay, the original verb represents in short form V-1. Clear?

Ss: yes

T1: the past tense represents V-2. The past participle represents V-3. The habitual action is represented by V-S. the continuous verb is represented by V-ing, clear?

Ss: yes

T1: very good. Okay, the verb has five forms. They are in a long term original verb or initial verb. The second verb is past tense. The third one is past participle, the fourth one is habitual action, the fifth one is or the last one continuous action . the verb ...hab..the long..in a short form the original verb represents by V-1. Past tense represents by V-1, the past tense represents V-2. The past participle represents V-3 in short. The verb are habitual verb represents V-S. Continuous action represents V-ing. Clear?

Ss: yes

T1: okay, hmm..next to this ...we are going to see the verbs has groups. How many groups has the verb? The verb has ..the verb has groups. The groups are okay, who can answer it? before I express it okay?

Ss: yes, verbs has two groups

T1: they are regular and irregular verbs. Regular and irregular verb. Irregular verb. verbs has two groups. The groups are the... the groups are the...hmm..the first one regular verbs.. regular verb. regular verbs. The second one is.... irregular verbs..verbs. the second one. Okay, I am going to define it. the verbs has as I said to you two groups. The groups are two in numbers. They are regular and irregular verbs. Regular verb means ... you see regular regular verb means the verbs those take on verb two and verb three 'd' or 'ed' forms. Clear?

Ss: yes,

T1: the regular verb.. the verbs those take or V2 is on past tense and V3 on past participle it takes 'd' or 'ed' . they are going to assigned under the regular verbs. Clear?

Ss: yes,

T1: in the other hand, in the other hand the verbs those changes on V-2 and V-3 the spelling and so or additionally the verbs those starting from original verb up to V3

that means the original verb the past tense past participle if it is the same they are assigned additionally under irregular verbs. Clear?

Ss: yes,

T1: okay, let us take the regular verbs. Regular verbs the original verbs V1, V2, V3, Okay. Who can give me an example? ...Who can give me an example of regular verbs?

Ss: clean

Okay, clean, very good. other? The other.. the other...

Ss: look

T1: very good.

Ss: teacher... teacher... teacher...oh..teacher..lie

T1: lie very good. lie

Ss: teacher... teacher... teacher...

T1: lie means sleeping on something. Clear?

Ss: yes

T1: the other

Ss: tie

T1: okay, this is ...this is the original verb. Let us find the V2 form or past tense.

Clean-cleaned. Very good. the V3 cleaned.

Ss: oh teacher....teacher ..

T1: look- looked V3 looked. It takes what? 'd' or 'ed'

Ss: die- died, die-died. It takes 'd' okay as I told you the verb groups those assigned or grouped under regular verb on verb v2 and v3 forms they takes 'd' or 'ed' forms. For example clean , look, they take 'ed'. Die- died, lie-lie , tied- tied they take 'd'. clear?

Ss: yes.

T1: okay, in general I want to tell you the regular verb the verbs those take on verb V2 and V3 'd' or 'ed' forms. Clear?

Ss: yes

T1: okay, next to this ... the other ... the other...verbs group of verbs the other group of verbs we call it irregular. ..irregular verbs. Eshi. Irregular yeroo jennu verboota V2 yookiin past tense irratti waaniisaanii spelling isaanii jijjiiratan jechuudha. Original verb yoo jennu immoo original verb yeroo jennu immooyyuu V2, V3 irratti warra 'd' yookiin immooyyuu 'ed' fudhatanii V2 yookiin V3 agarsiisan jechuu dha,

warri kaan immooyyuu original verb tii kaasee original verbii tii kaasee V2 V3 tti kaasee immooyyuu tokko tahaa deemu immooyyuu isaan kunis regular jedhamanii ramadamu. Very good. okay, irregular verbs the verbs those taking the spelling on V2 and V3 forms. As I tried to find irregular verbs. Additionally, the verbs those who from original verb V2 and V3 forms are the same they are additionally assigned under regular verbs. Let's give example okay,

Ss: teacher...teacher..

T1: example of ..okay, teacher...teacher.. hmm who can give the example of origin V1, V2, V3 who can give the example of regular verbs?

Ss: teacher....teacher...teacher...

T1: raise your hand..

Ss: oh..teacher...teacher... cut

T1: oaky, first of all those changes the spelling . put, cut, the other right but let's change –the original change the spelling. Oh.. run run, run very good. it changes the spelling clear?

Ss: yes

T1: wash , yes. The past form of eat is ate, the V form is eaten yes very good. it changes the spelling. Okay, run..ran..run. the original become now. The original it comes. Cut-cut-cut

Put-put-put. Original verb V2, V3 the same. Now, this is irregular verbs. The verbs categorized into two. Those changes the spelling v2 and v3 and from original verb v2 and v3 forms the same. They are assigned under irregular verbs. Okay, let's stabilize our lesson. Mee haa gudunfinu barnoota keenya kana. Jalqabuma kaafnee let's stabilize by mentioning the key points. Okay, today's our topic is verb. What is verb? Verb is a word action. Okay, verb is a word ...action. A word action. Okay, who can give me a word action? Example who can give example? A word action. Example jechoota jechoota jechoota gochaa agarsiisan fakkenyaa eenyuu naaf kenna?

Ss: Nadhii is going to school.

T1: no.no.no..a word action. This is a word action.

Ss: wash

T1: very good, other?

Ss: make..oh.. a word action ..a word action..original verb okay.

Ss: look

T1: look, very good. Very good. These are a word action. a word action. a word action. The verbs has five forms. The forms are five . ohh..

Ss: original verb

T: original verb or initial verb the second one?

Ss: past tense

T1: past tense, the third one?

Ss: past participle tense

T1: past participle tense, the fourth one?

Ss: habitual action

T1: habitual action or frequency or redundancy or repetitional action it indicates.

Clear?

Ss: yes.

T1: okay, the fifth one? Fifth one?

Ss: continuous action.

T1: very good. the verb has five verb forms. The original verb, the v2, the v3, the Verb S the verb ing forms clear?

Ss: yes.

T1: okay, the verb ahs groups. The groups are two groups in numbers. What are they? Ehm...

Ss: they are regular verbs and irregular verbs.

T1: very good. regular verbs and irregular verbs. Okay, what do it mean when we say how can we going to define what does it mean regular verb? Regular verb yeroo jennu verboota akkamiti? Verboota akkamiiti? What kind of verbs we define? Okay, the verbs those take all v2 and v3 forms 'd' or 'ed' forms. Who can tell me an example? The verb which takes 'd' or verb V3 ehm..

Ss: die..

T1: die.. very good.. it takes 'd' clear?

Ss: yes.

T1: other ..other..other..

Ss: teacher..teacher..teacher...tie

T1: tie..very good. tie..tied. tie...tied. An examples of the verbs those take on v2 and v3 ..ed form. S: teacher..teacher..teacher... time

T1: no..no..no.. 'ed'

Ss: here teacher..here teacher...clean, look

T1: clean-cleaned, look-looked very good.

Ss: wash

T1: wash-washed

Ss: here teacher....teacher

T1: very good okay, we stabilized what you learned. Let us somehow evaluate how far you understand what I gave you today's lesson. Okay, class work. Ready everybody. Ready, I am going to give you class work. Ready..ehm..Okay, instruction. Instruction.. Choose choose the best answer. Choose the best answer. Number one.

Ss: here teacher...teacher..teacher..

T1: okay, silent, silent... number one...ehm...okay, copy, copy,

Ss: teacher..teacher..v jedhe maal jedhaa? Verb jedha moo inni sun?

T1: ehm... which one? ...Which one?

Ss: number one.

T1: what is a verb? A. a word action. B. word. C. adjective . D adverb. Question number two the original verb represented by dash? A. V1 B. V2 C. V-s D. V-ing.

Okay, regular verbs are the verb those take V2 and V3 A. d B. ed C. change the spelling D. all. Okay, you can discuss with your colleagues or with your friend.

Question number four, okay, people do the teacher is standing outside. Our period is nearest to complete. Okay, hurry up. Quickly. This is class work. You have to work in the classroom. To get a correct answer question number one who can answer it?

Question number one who can answer it?

Ss: yes, teacher ..teacher.. a word action.

T1: very good a word action. Clap your hand. Question number two,

S: here teacher..teacher..by V1.

T1: the original verb is represented by V1. Very good. clear?

Ss: yes

T1: good, question number three. Regular verbs are the verbs those take on v2 and v3 ehm..

Ss: A and B

T1: this one is A and B . A and B you are right. Okay, question number four. What is the past tense form of go? The past tense. The original verb is go. What is the past tense?

Ss: here teacher..teacher..

T1: from the given choice which one is the correct answer? Okay,

Ss: goes

T1: no..no..no..

Ss: went

T1: went.. she have got. Clap your hand. Today our topic is up to here. If you have question ehmm. If you have question you can ask. If there is a missing point my from my explanation you have a question. Gaaffii barnoota koo keessaa kan ani ibse keessaa yoo qabdu ta'e yoo kan ifa hin taane yoo jiraate gaafadhaa. Is it clear?

Ss: yes

T1: thank you a lot. Good bye everybody.

Ss: good bye teacher.

Appendix N – Sample Teacher Interview Transcript

Date of Interview: 22/02/2022

Place of Interview: Department office

Duration of the interview: 45:19

Mode of the interview: Face to face

Participant's Code: T1

R: We can now get started. Thank you for taking the time to participate in the study. To recap, the study is looking into the usage of L1 (Afan Oromo) in English as a foreign language (EFL) classes in Shambu town primary schools. To begin with, could you kindly explain yourself, including your name, educational background, and the name of the school where you teach?

T2: Well I am T1 and I am an English teacher in primary school. I've been teaching English for 14 years and I've taught English at different primary schools.

R: How much do you think can your learners understand your English speaking?

T1: Most of the time, I use English in English classroom. The reason is that I want to show learners to practice English like me ... however, the learners' reaction is very low... almost none. Learners need some simplest ways of understanding English. Then, using Afan Oromo is the way they need.

R: Could you tell me of any technique you use on teaching English when learners are unable to understand you?

T1: Then, I start shifting to Afan Oromo to initiate students for participation. Lower grade learners did not learn English very well. Their English teachers used more Afan Oromo to teach English. Learners were very experienced and familiarized to use Afan Oromo in learning English. This made the learners to depend on their mother tongue to learn English.

R: Do learners need Afan Oromo to learn English?

T1: Learners need more L1 in this stage to learn English. As a result, it is difficult for me to teach English without using Afan Oromo. Learners cannot understand English unless you translate it or use their mother tongue in English classroom. However, in my case I am using different techniques to reduce the amount of Afan Oromo use like using teaching aids. Especially, if I believe that my learners could not understand my English, I use Afan Oromo to facilitate English learning. Then the learners can understand it easily. This gives direction and paves the way for learning English.

R: How can Afan Oromo pave the path for English learning?

T1: The amount of exposure to English language is almost none. Learners only have the opportunity to practice English inside the classroom. Therefore, they do not have any opportunities outside the classroom so ... I should use English but there it is essential to use Afan Oromo. It is not my intention and interest to use Afan Oromo in English classroom. However, my learners would not understand English only or if I hold the class English by English. That is why I obliged to use Afan Oromo without my intention. I teach English not only making learners to be competent in Oromia but also they should be competent across the world. Teacher related factors negatively affected learners' English aptitude in lower grades. Lower grade teachers teach English with Afan Oromo. The curriculum by itself has a problem. In self-contained classroom, a teacher assigned to teach all the subjects including English. This made learners not to be competent especially in English. Teachers are not capable of holding the whole lesson in English. Hence, they frequently observed while using Afan Oromo to teach English. In this way, learners come to upper primary school with such serious problems of English ability. Therefore, such factors pushed me to use Afan Oromo in English classroom.

Yes, that's right. I give definitions and examples in English. Then, the learners tell the Afan Oromo equivalent. Sometimes they misunderstand it and I have to tell the Afan Oromo meaning....Sometimes, I may be really obstinate. I don't want to give the Afan Oromo meaning of a word. I resist...I give English definitions...use my body language...they become very close...but there is a tendency that I afraid of. They quickly take a note of whatever they understand. Then, I tell the correct Afan Oromo word for it. It is better for me to teach English through English as well as it is good for learners. However, there is a serious problem. They do not understand unless you

translate into their mother tongue. Using L1 is not recommended to develop learners' English skills. However, it may be a solution for the moment. For example when they join grade nine, English is a medium of instruction for all subjects except Afan Oromo and Amharic. Therefore, they need to focus on English practice than expecting any other languages to learn English.

R: How do you feel when learners do not use English in the class and how do you deal with it?

T1: I usually speak in English in my classes. After sometime, the learners get bored and I understand they are not with me. Then, I integrate with Afan Oromo, and then they carefully listen to me. So I use Afan Oromo to draw the learners' attention...Just to keep them alert. I motivate them in this way. The use of Afan Oromo makes learners dependent. If you use Afan Oromo in different situations, you'll develop learners' dependency and expectation on their mother tongue to learn English. This has a serious problem in teaching and learning English. Afan Oromo should be used to facilitate English learning. Difficult concepts and new words can be expressed by Afan Oromo. Using this as coverage, other teachers use more Afan Oromo but in this grade level I am just trying to minimize the amount of Afan Oromo use in different mechanisms. Even though the lower grades English teachers and upper grades English teachers have the same qualification, they are different in their teaching experiences. I have been teaching English for long period of time. I taught all grade levels of primary school. I have taught both old curriculum and new curriculum. I have seen both systems of teaching English.

Students have developed some habits. They want to hear in Afan Oromo what is being said in English. They want to be sure and confident about what they have learned. When Afan Oromo is used, it clarifies their confusions.

R: Do you think Afan Oromo (L1) could be in EFL classes? If so, what should be the ratio of English and Afan Oromo in your teaching English? If no, why do you think Afan Oromo should be excluded in your teaching of EFL?

T1: Sometimes learners think that they can never learn English and they lose their attention and also concentration. Then, I use Afan Oromo to motivate them. When

they don't understand, they are distracted so I use Afan Oromo. The principle encourages me to use the English. When I find it difficult for learners to understand any situation, I use Afan Oromo. I use Afan Oromo in order to make the big picture clearer for them, but as I said we are always afraid of the overuse of Afan Oromo. Afan Oromo should not be used as a teaching method; rather it would be as a teaching aid. I use different methods to avoid Afan Oromo in many contexts. I use teaching aids. I give different explanation, definition, examples and etc. Still if learners are unable to understand I use 84% English and 20% Afan Oromo to compensate it. This 20% Afan Oromo is used for slow learners in the situation where it is difficult to understand. Even I should minimize this amount eventually. I was language department head. I was supervising English teachers while they were teaching English. English teachers didn't give emphasis to English. They effortlessly shift to Afan Oromo use. Their classroom interaction was with Afan Oromo. It is my fear that current teaching English particularly in primary school is endanger. So, we should take into consideration to update and aware English teachers.

R: From your experience, why do you use Afan Oromo in your EFL classrooms? Would you explain, please?

T1: In my opinion I use hardly any Afan Oromo in the English classroom. If any of the learners has a problem on a topic taught in English, I teach it again through paraphrase. If there is still a problem, I invite the learner to my office and use Afan Oromo there but not in the classroom. I believe if I use it in the class, the other learners will also be affected in a negative way and it will turn into a habit.

R: From your experience, how important do you think Afan Oromo is for your learners to learn English?

T1: In my view, this depends on the nature the learners. Basically, there are three types of learners in the classroom. Fast learners can easily understand your explanation with minimum effort. However, fast learners are two or three learners per class. Medium learners' need some Afan Oromo uses to understand English. Slow learners need more Afan Oromo to learn English. These learners prefer Afan Oromo to learn English than learning English through English. Slow learners are many in numbers. In order to bring them at least to the medium level, I use more Afan Oromo

without my interest to help them. Sometimes I use more than the 20% Afan Oromo for the sake of lower learners.

R: Could you tell me how you feel about the use of Afan Oromo in your teaching English? What makes you say this?

T1: If the student is late comer and knocks the door being outside the class, the teacher has to ask in Afan Oromo, why late? ...not during the lesson. If it is during the lesson, English should be the medium...As an English language teacher, one should ask him/her self that how the students feel and we need to realize what is going on in the students' minds. We have to understand this...I always encourage my learners to make errors. I advice them error is one sort of learning English. Unless they make errors they can't learn English. Let there will be error while speaking, writing, reading, and listening including grammar and vocabulary. Learners should practice again and again. The practice can be done in both languages. As a teacher we should encourage them to make error. Such practice expands learners learning opportunities. It motivates them to read, write, speak and listen in English. This agitates learners to improve their English skills. It also makes them not to afraid to speak English. Such technique reduces anxiety of speaking English. When I use Afan Oromo in English classroom, I feel that learners were not learning English very well in lower grades. And also the learners were not learning English by interested teachers. Learners were not handled in a way that they should be handled in lower grades. There is no reason for why learners didn't be competent in English than teachers' related factors: lack of interest, lack of experience, inadequate knowledge and etc. Teachers didn't give care for learners English language development in lower grades.

R: Could you tell me your beliefs about using Afan Oromo in English classroom? When and why do you think you and your learners use Afan Oromo in English classes?

T1: When Afan Oromo is used, the learners demand it all the time. They feel very secure in that way. After some time, they don't pay attention while teacher is speaking in English and trying to teach something being sure that the teacher will wrap it up in Afan Oromo once more. This also causes problems between the teachers sharing the

same class. Teacher who speaks Afan Oromo becomes the good teacher... As I think the best way of teaching or learning English is through English. I prefer this mode. I don't prefer Afan Oromo to teach English. However, there is a problem emerging from lower grades. We cannot stop such students' behavior overnight. We should use different mechanism to minimize it though our teaching process. Such make learners to develop their confidence of using English. We should encourage learners to learn from each other using like pair work, group work, project work and table talk without frustration. Most of the time, I encourage peer teaching using top students. This also reduces shyness. Learners learn especially language from their partners. They don't fear each other. He/she can ask each other by whatever language he/she wants. That is good practice. This system improves students' English learning.

R: How do you feel when you use Afan Oromo in English classroom?

T1: Yes, learners are very happy and more comfortable when I mix a little bit Afan Oromo while teaching English. However, as a teacher we should never look this. We should look the big picture that's the ultimate goal of English learning. Learners should try the meaning of words in English. The learners should find the opposite of words in English. I use oral questions to encourage learners to practice English. Through such practice I collect their feeling and perceptions. We established English day in our school to practice it.

Learners feel good when Afan Oromo is used in English classroom. In my suggestion what should make learners happy is when they learn English for their real life situations not just for moment happiness. Teachers should use Afan Oromo as a last resort after making learners try their best including dictionary. Afan Oromo should be rarely used.

R: Do you believe that the use of Afan Oromo in the English classroom is enhancing facilitating English language teaching and learning? If yes, how?

T1: No, I don't believe. Using Afan Oromo may be used to tackle the problem of comprehending English. It shows direction. It facilitates understanding. Afan Oromo using is the same with spoon feeding. I encourage learners not easily shift to Afan Oromo. We should try different mechanisms before running to use Afan Oromo.

R: From your experience as a learner and English teacher, have you observed positive/negative outcomes as a result of the use of Afan Oromo in your English class? Can you tell me a bit more about this? Example?

T1: When I was a learner at college level, our instructor used to speak in English all the time. I unconsciously learned it. I was exposed to the language. As I think, as far as my experience is concerned, there is English shortage in students' side. Learners are not praised in English. They adopted Afan Oromo as a pain killer. Let for example we allow learners to read a paragraph in English with broken languages. Then teachers should read it with correct pronunciation. Next learners correct their pronunciation through practice. So Afan Oromo is used to solve problem not a plain tool teach English. For example, when you teach about preposition like prefix and suffix, you will tell them the concepts with examples in their language. In this way, they can easily understand. This is facilitating. So use Afan Oromo for facilitating not for as a teaching method. I use a little bit Afan Oromo to facilitate English learning. This is just for keeping the learners to focus on English not on Afan Oromo.

R: Are you aware of the situations in which learners to use Afan Oromo in English classes? What needs do learners express when they request /demand your use of Afan Oromo?

T1: The rationale for using Afan Oromo in English classroom is not for developing students' English skills rather than to enable the learners not to miss what they are learning. It is used to resolve the problem crated like misunderstandings. Slow learners are highly interested to use Afan Oromo in English classes. The problem is not from students' interest. If you fully using English they left without understanding. In order to make learners to go with you while teaching you incorporate Afan Oromo. You feed in Afan Oromo. Then they will be motivated and make reaction with you. They repeat in English for confirmation.

R: How would you feel if the use of Afan Oromo in English classes is prohibited? More specifically, do you think it would create problems and difficulties in your teaching? And how would you deal with these problems and difficulties? What techniques would you use to deal with these problems? How do you think your learners might feel?

T1: Prohibiting Afan Oromo in English classroom creates serious problem because learners were grown through this system. It is difficult for students to understand English. So, there is no point in using English only with them. If you ban the use of Afan Oromo overnight, it may clash on learners leaning. Learners do not have awareness about how to reduce Afan Oromo and maximize the use of target language. They expect much more Afan Oromo to learn English. They do not understand unless you integrate Afan Oromo in English teaching. I have seen the problem when was teaching lower grades. In lower grades there is no problem with students. They can write, read and speak in English. The way teachers shaped them matters. Learners do all things as you lead them. However, the problem is from teachers on how to handle learners in teaching English classroom. Teachers don't care about students' ways developing their skills. Teachers carelessly teach English. They teach English without their interest. There is also the problem of competence of English language. Therefore, all these problems collectively create difficulty on English language teaching and learning if you ban the use of L1 in English classroom in this context. However, it is possible to be tried in lower grades. Gradually, minimizing and finally quitting.

If you ban Afan Oromo overnight, learners may develop negative attitude towards English because they cannot understand while learning English. They expect Afan Oromo to learn English. This is the way learners adopted to learn English. Using Afan Oromo is not for substitution of English rather supporting English teaching and learning. This is to make learners to think and to evaluate his/her learning. Translation of English to Afan Oromo doesn't develop English skills.

The issue is not solved by using or prohibiting Afan Oromo in English classroom. Rather, it is better if experienced, well trained, interested, well qualified and competent English teachers are assigned for lower grades especially first cycle primary schools. This may solve the problem from the grassroots. Because, at that stage learners mind is active and conscious to learn the language and if the teachers add their values on it, learners may start developing their English language skills fundamentally. These teachers may hardly use L1 in L2 classroom and integrate students' attention towards English than other languages. Eventually, the burden may be descending when the grades level increasing. English language is the worlds'

greatest language. Almost all the data in the world are stored in this language. In order to make our learners competent of this language, we need to refocus on the ground. In my suggestion, this is the way out of the current problems of English teaching and learning. Throughout my long teaching experience, I have evaluated and I can say students' English language is deteriorating over time. There are serious problems regarding all skills of English language teaching and learning.

R: If you have any comments and reflections on the topic and issues we raised you're welcome.

T1: Thank you for giving me this chance. Of course, I've learned many things from the interview. This interview made me to look back to my lesson of teaching English. Really, I do have many things I need to consider while teaching English. I want say may God help you to finish your research and have your doctorate degree that is it.

R: Ok thank you for your time.

Date of Interview: 22/02/2022

Place of Interview: Department office

Duration of the interview: 42:33

Mode of the interview: Face to face

Participant's Code: T2

R: Now we can begin thank you for your time and being with me to be part of the study and the study focuses on the exploring the use of L1 (Afan Oromo) in the English as a foreign language (EFL) Classes in shambu town primary schools. To begin with, would you please introduce yourself including your name, qualification, and names of the school where you teach?

T2: Well I am T2 and I am an English teacher in shambu primary school. I've been teaching English for 14 years and I've taught English at different primary schools.

R: How much do you think can your learners understand your English speaking? Could you tell me of any technique you use on teaching English when learners are unable to understand you?

T2: Well. When my learners do not understand English, I translate into their mother tongue. This translation makes learners to understand more English. Learners are very attentive when they hear their mother tongue in English learning. So, this is the way to bring learners attention towards English....especially slow learners, I believe they need the Afan Oromo to understand English.

R: Do you use students' mother tongue in teaching English?

T2: Yes, of course.

R: Why do you use it?

T2: If you simply continue with English I don't think learners understanding the lesson. Failing to understand may lead learners to develop negative attitude towards English. Learners dislike English because they are unable to understand. This negative attitude may affect English learning. I should keep learners feeling towards English learning. Using Afan Oromo in English classroom has numerous advantages.

R: Do learners need to use Afan Oromo in English classroom?

T: Yes, of course. Learners want more Afan Oromo to learn English. Normally as an English teacher, I never use Afan Oromo in English classroom without learners willing and interest. However, my teaching is meaningless without learners understating.

R: How the use of Afan Oromo does help to learn English learning?

T2: Yes, it helps to facilitate English teaching and learning. The learners even need more Afan Oromo to learn English. If I don't use Afan Oromo when I teach English, learners become disappointed. And they hardly learn English. In order to facilitate English learning and teaching integrating Afan Oromo is inevitable. To check their understanding of the lesson I use Afan Oromo. This increases their motivation and

participation towards English learning. These are why learners need to use Afan Oromo in their English learning.

R: Based on your experience, would you tell us about how you learned English?

T2: Well. I had taught English with the same procedure. I like my English teacher who taught me English when I was in lower grades. He was my role model. He was teaching us with code mixing. He encouraged me to practice and develop my English skills. For me at that time using Afan Oromo helped me to understand English. The use Afan Oromo made me to clearly understand English. Even I was using bilingual dictionary. I use Afan Oromo not haphazardly. I use Afan Oromo only where it is necessary. It is impossible to translate the whole language into mother tongue. Students' English practice should be maximized. With few contexts, I use Afan Oromo to enhance English learning.

R: How much Afan Oromo do your learners expect from you to learn English?

T2: Well. When I use Afan Oromo at this time the period is 35 minutes. Previously, it was 40 minutes but due to covid 19 five minutes was reduced. Out of 35 minutes I 25 minutes for English and 10 minutes to support English learning by Afan Oromo using. With this extent of using learners understand it very well. In percentage around 85% for English and the remaining 15% for Afan Oromo use.

R: Do you think learners need more than or less than this amount?

T2: I don't think. Learners want to practice English. They know how to communicate with their mother tongue very well. They use this knowledge for learning English. So, this amount of mother tongue is enough. If more than this it affects opportunity of practicing English. If less than they may learn English less. Learners may need more than this. But that may not support English learning.

R: What feelings do learners show when they need Afan Oromo in English classroom?

T2: When I use Afan Oromo, learners feel happy. When I use English only they become confused. This can be seen from their facial expression. So, just checking students' feelings I treat them with Afan Oromo.

R: Why do you use Afan Oromo in English classroom?

T2: Well. In my case, I use Afan Oromo in English classroom for different reasons. In order to make the context of the lesson clear for learners I use it. And also I use Afan Oromo to keep students' attention on task. On the other hand learners need to use it. They expect Afan Oromo to be clear with English. Learners conclude themselves that unless they understand English in Afan Oromo they consider as they didn't learn English. Therefore, without students' L1 use and students' interest to use L1, one cannot be successful in his/her English teaching. Using learners L1 in English classroom has several advantages for learning English.

R: In what situations do you use Afan Oromo?

T2: Yeah. I use Afan Oromo especially when I teach grammar. Learners want to learn more about grammar. So, I use Afan Oromo mostly when I teach grammar. When learners become familiar with the meanings of rules about grammar in their Afan Oromo they become clear with English grammar. I also use Afan Oromo to teach English vocabulary. Learners need to learn English very well when they understand the meaning. To understand the meaning, they should focus on vocabulary. Unless learners understand the meanings, they can't be successful in English. So, using Afan Oromo in vocabulary teaching is also another important context. I use Afan Oromo in all activities or tasks of English teaching, but mostly where learners are unable to understand it I use Afan Oromo.

R: What factors push you to use Afan Oromo in English classroom?

T2: Ok. While I am teaching English sometimes learners fail to understand it. Learners reduce their participation. Sometimes, they ask question with their mother tongue. As a teacher you should diagnosis such problem. If you analyze this situation while teaching you can easily conclude that the problem is about the use or not use of L1 in English classroom. Assessing such students' attribute in the classroom I use Afan Oromo to tackle the problem.

R: Do you use Afan Oromo uniformly for the all students?

T2: We shouldn't use Afan Oromo for the classroom. Top learners need less Afan Oromo. They just need for giving hint or clue to understand the lesson. Medium and slow learners need more Afan Oromo. In order to bring the slow learners to medium or above, I use Afan Oromo technically. At the beginning to catch students' attention, I use Afan Oromo more. Gradually I minimize the use of Afan Oromo and encourage learners practice English more.

R: How would you feel if the use of Afan Oromo in English classes is prohibited? More specifically, do you think it would create problems and difficulties in your teaching? And how would you deal with these problems and difficulties? What techniques would you use to deal with these problems? How do you think your learners might feel?

T2: If you ban Afan Oromo overnight, learners may develop negative attitude towards English because they cannot understand while learning English. They expect Afan Oromo to learn English. This is the way learners adopted to learn English. Using Afan Oromo is not for substitution of English rather supporting English teaching and learning. This is to make learners to think and to evaluate his/her learning. Translation of English to Afan Oromo doesn't develop English skills.

The issue is not solved by using or prohibiting Afan Oromo in English classroom. Rather, it is better if experienced, well trained, interested, well qualified and competent English teachers are assigned for lower grades especially first cycle primary schools. This may solve the problem from the grassroots. Because, at that stage learners mind is active and conscious to learn the language and if the teachers add their values on it, learners may start developing their English language skills fundamentally. These teachers may hardly use L1 in L2 classroom and integrate students' attention towards English than other languages. Eventually, the burden may be descending when the grades level increasing. English language is the worlds' greatest language. Almost all the data in the world are stored in this language. In order to make our learners competent of this language, we need to refocus on the ground. In my suggestion, this is the way out of the current problems of English teaching and learning. Throughout my long teaching experience, I have evaluated and I can say

students' English language is deteriorating over time. There are serious problems regarding all skills of English language teaching and learning.

Yes, it creates problem. As I mentioned earlier, learners fail to understand. They understand nothing. It discourages students' participation. It demotivates them. The class becomes full of noisy. Majority of the learners do not understand what is being said in English. Learners may be misunderstanding. They become off task. Learners do not understand what is said by English. Their ideas become diverted. These entire crises are created due to lack of what learners are experienced to learn English. Therefore, using L1 is a must and inevitable.

R: What techniques do you use to keep learners not overuse Afan Oromo in English classroom?

T2: According to my opinion there are some techniques that English teachers should do including me. After I used students' mother tongue, I encourage them to practice English again and again. Mostly I focus on practicing English.

R: Is there anything you add about L1 use in English class?

T2: Yes, there is some point I need to emphasize here. After I speak in Afan Oromo then I translate into English. In addition, I allow learners to discuss in groups about what is not clear for them. They discuss in Afan Oromo and report to the class in English. Such may develop interdependent learning. It also increases learners' self-confidence because learning from their friends reduces their anxiety to speak English. Learners have to practice English. When we start in English and finalize it by English, our learners make noisy or silent. This implies that they prefer Afan Oromo to learn English. If Afan Oromo totally used whenever learners need it, dependency on L1 to learn English is become high. This also negatively affects students' English learning. Therefore, we should cautiously use L1 to support English teaching learning.

R: If you have any comments and reflections on the topic and issues we raised you're welcome.

T1: Yeah! First, I would like to thank you for you concern especially to focus your study on this area, which is very burning issue. Frankly speaking, I am very eager to

see the result of your study. Really, I learnt a lot from the interview. This interview reminded me of my English teaching session.

R: Thank you.

Appendix O – Sample Student Interview Transcript

Data of Interview: 23/02/2022

Place of Interview: free classroom

Duration of the interview: 15:06

Mode of the interview: Face to face

Participant's Code: S1

R: Well, Primary School student, thank you for taking the time to participate in interview with me at this time.

S1: Well, thank you teacher.

R: Ok, to remind you, my research title is about the use of Afan Oromo in learning English classrooms. So, as you can see from the interview questions, let us start to discuss the points one by one together.

S1: well let it be.

R: Which language does your teacher use in teaching English: English, Afan Oromo, or both?

S1: my teacher uses both English and Afan Oromo to make us understand English. When the English teacher uses Afan Oromo in English classroom, we understand it better than when he uses English only. Therefore, our English teacher teaches us using Afan Oromo or translating to some extent, if not entirely. Doing so helps us a lot in learning English.

R: So, you think that English is necessary in the English classroom.

S1: Yes, it is exactly necessary.

R: Well, do you prefer it when your teacher uses Afan Oromo during her/his instruction?

S1: Yes.

R: Why?

S1: Because bringing Afan Oromo into the English classroom greatly enhances our ability to scale up English learning. It helps us to learn the unfamiliar or difficult content of the lesson in the language we know (Afan Oromo) without losing the sense of English. It means that it helps us to learn the word in English since we know it in Afan Oromo. Therefore, we believe that this is the meaning of this word. This means that it helps us to learn the English meaning quickly. This means that we will use the experience gained from our teacher to improve our English learning.

R: So since both teacher and student will use Afan Oromo in English class, in what situations do you use it?

S1: There are different contexts at which the teacher students speak Afan Oromo in English teaching and learning process. On the teacher's side, the English teacher will use Afan Oromo in English classrooms to translate difficult or new words when they come up in the reading. Additionally, Afan Oromo will be used to provide instruction. Afan Oromo is used to explain to students how to do something or to explain what students should do. The teacher also uses Afan Oromo to describe grammar because we need Afan Oromo explanations when we learn grammar. In addition, the teacher speaks in Afan Oromo when the student made him upset.

R: Does this apply when students disrupt the class?

S1: yes, when students misbehave while teaching English, he advises the student.

R: What about the pupils' perspective?

S1: On the students side, students use Afano Oromo in the English classroom to identify and work together during assignments, different home works, individually and in groups. All students use Afan Oromo to communicate within each other about the given concept.

R: Well, do you think using Afan Oromo would support English language learning?

S1: Yes, it enhances exactly. Because, English is a foreign language and when it is incorporated, into the native language it is supported by the one we know in Afan Oromo and this makes it more learnable. Therefore, we often use it.

R: As you said, since Afan Oromo is important in the English classroom, how much do you think teachers and students can use it to maximize the teaching and learning of English?

S1: When we look at the amount, a period is obviously forty minutes. In these forty minutes, when we learn English, it is enough if the teacher uses 10-15 minutes to explain things I should have said such as difficult words, grammar, commands and so on. On this, the important thing is not to use too much or too little, but to use it when necessary and in the right circumstances to convey what it should convey. On this, the important thing is not to use too much or too little, but to use it when necessary and in the right circumstances to convey what it should convey. If the teacher uses it in this way, it makes us more effective.

R: well, is there anything else you have to say about using Afan Oromo in English classes?

S1: There is nothing left. I still wish teachers would focus on ways to learn English properly.

R: thank you so much for sacrificing your time to conduct this interview with me.

S1: you're welcome. Thank you for participating me in your research.

Data of Interview: 24/02/2022

Place of Interview: free classroom

Duration of the interview: 17:10

Mode of the interview: Face to face

Participant's Code: S4

R: Good morning. Thank you for your time and commitment to be part of this research. We will begin our interview with reminding the title of my research. The title of my research is the use of Afan Oromo in EFL classroom. Well, Primary School student, thank you for taking the time to participate in interview with me at this time once again.

S4: Well, thank you teacher

R: Okay. Let me start my question. How do you think about the use of Afan Oromo in English classroom?

S4: As it is well known, our teacher uses Afan Oromo to teach English. The reason she use is that the way we uptake English lessons is a little harder for us. Therefore, we do not understand it properly unless our teacher mixes it with Afan Oromo. When the English teacher uses Afan Oromo in English classroom, we understand it better than when she uses English only. If our teacher doesn't do that, we can't take the lesson either. Such way of teaching helps us to understand the material more accurately and to take an interest in it. So using Afan Oromo is good because it makes us stronger in English.

R: So, you think that Afan Oromo in English classroom is necessary.

S4: Yes. I believe it is necessary.

R: Well, why do you think it is necessary to use Oromo for English learning?

S4: Incorporating Afan Oromo in English classroom helps us. It helps us to learn the unfamiliar or difficult content of the lesson in the language we know (Afan Oromo) without losing the sense of English. It means that it helps us to learn the word in English since we know it in Afan Oromo. So we believe that this is the meaning of

this word. This means that it helps us to learn the English meaning quickly. The use of Afan Oromo in English classroom is very necessary. To give homework and different exercises, to give various instructions for example to leave message about homework and to bring a English textbook.

R: If teachers use Afaan Oromo that way, how do students use it?

S4: Students first learn the meaning of words and after learning the meaning, they put the words together to form sentences. For me, it is a habit to speak in Afan Oromo while doing any pair works; Afan Oromo is very useful to understand the tasks. Students first learn the meaning of words and after learning the meaning, they put the words together to form sentences.

R: Do you think Afan Oromo supports English learning?

S4: Yes, it supports English learning. Because, English is very challenging task to be learned. So, unless supported by Afan Oromo translation we cannot understand it.

R: What percentage of Afan Oromo does your teacher use?

S4: It depends on the teacher. Some teacher uses much Afan Oromo and there are teachers who use certain amount of Afan Oromo to clarify main points and deliver instruction.

R: What about your grade 8 English teacher?

S4: What you cannot understand in English alone, I think it would help us to learn English if you taught us in Oromo for 3-40 minutes. In percentage terms, I think 30-40% is good. If we use more than this, we will lose our chances of learning English. In addition, our desire to learn English declines.

R: well, is there anything else you have to say about using Afan Oromo in English classes?

S4: No one thinks there is anything left. But for attention the necessary words must be translated for us. If the teacher uses as much English as necessary, we will learn English better.

R: thank you so much for sacrificing your time to conduct this interview with me.

S4: You are welcome

Appendix P –Published Articles