



## RESEARCH ARTICLE

### A STUDY ON THE USE OF WOLAITA LANGUAGE IN GRADE FIVE ENGLISH CLASSES: OFFA WOREDA AND SODO ZURIA WOREDA, SOME SELECTED PRIMARY SCHOOLS IN FOCUS

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#### ABSTRACT

The purpose of this study was investigating the use of Wolaita language (Wolaitatua) in grade five English classes. Basically, the extent to which Wolaitatua is used; reason teachers give for using Wolaita language, and teachers and students attitude towards the use of Wolaitatua in grade five English classes. The study was conducted in Offa woreda and SodoZuria woreda, which are found in Wolaita Zone. The woredas have sixty five primary schools. The researchers randomly selected ten schools as a study sites. From these schools, thirty five teachers were randomly selected and completed a questionnaire containing fourteen close ended and two open ended questions. Similarly, six teachers were observed and interviewed with semi-structured questions. From the sample schools, twenty four students being in three focus groups, discussed semi structured questions. Findings revealed that both teachers and students have been using Wolaitatua in English classes more frequently. Besides, the teachers use Wolaitatua for explaining abstract words, checking comprehension, maintaining class room discipline and their students use for asking and answering questions and discussing in groups. Furthermore, both teachers and students have positive attitude towards the use of Wolaitatua in English classes. It is, therefore, recommended that grade five English teachers should consider the use of student's first language in English classes systematically.

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## INTRODUCTION

English is a key language that is globally used for communication purposes. It has a great number of speakers as compared to other languages. So, in Ethiopia English language is used as medium of instruction. Being competent in the English language can help one to be effective in other areas too. These days, the main purpose of teaching English is basically to help learners develop communicative competence. By training learners the skills and sub skills of the target language, it is possible to help them to develop communicative competence. To have this competence in their students, teachers are expected to use a variety of techniques that can help them. For example, using varieties of teaching methods, approaches, techniques and strategies according to the students learning preferences, the content relevance, and the likes could be motioned as effort to be made. Using students' first language (L<sub>1</sub>) is one of the techniques that teachers practice in most schools while teaching EFL (English as foreign language) to meet the students need. Although its use has controversies, there are scholars who appreciate the use of L<sub>1</sub> in English

classes. For example, according to Chomsky (1976:29), "The grammar of a language consists of universal principles of a language." So, while students are learning L<sub>2</sub>, they use their L<sub>1</sub> as reference. Hence students and teachers should use L<sub>1</sub> in English classes according to Chomsky. In addition to this, Brown (1988:2) mentions that to understand the principle of second language learning, a teacher is expected to know students' native language. This means that, knowing how L<sub>1</sub> functions in language classroom can help the English teacher.

In contrast, there are scholars who oppose the use of student's first language. For example, as Tang (2002) is cited in Kenenissa (2003), L<sub>2</sub> learners often have little or no exposure to the target language outside the classroom. Then, he further suggests that teachers should not spend this valuable classroom time using L<sub>1</sub>. He stresses the importance of creating opportunity for language practice. There were studies conducted to survey the how of L<sub>1</sub> in English classes. The study, for example; conducted by Hamed and Hadhram in 2008 at Oman, which was published in 2008, had surveyed Oman teacher's use of L<sub>1</sub> in EFL classroom. The case study was conducted his study on grade 5 students and English teachers. The frequency of was L<sub>1</sub> used, its effect, the situation that teachers' use L<sub>1</sub> in EFL classroom was investigated. The

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study concluded that both teachers and students use L1 willingly. Furthermore, Kenenissa (2003) tried to see the Oromo Language was used by English teachers and their students in English classes in the college level. He found out that both teachers and students have positive attitude towards the use of L<sub>1</sub>.

### Statements of the Problem

English has become the dominant international language in communication, science, business, aviation, entertainment, diplomacy and the internet. A working knowledge of English is thus required in many fields and occupations. It has become necessary for most countries today to teach English as one of the compulsory subjects starting from kindergarten to graduate level besides the mother tongue (Mohanty, 2007). In a country like Ethiopia where English language is used as medium of instruction and one of the disciplines from primary to higher levels, the importance of the language is paramount. The main purpose of learning English as a second language (L2) is mainly for communication. Using the four language skills effectively is important to ensure language proficiency of the students in a communicative environment. In relation to the language learning goals, it was necessary to address the question 'how' to teach English for fluency. Answering this issue begins from selecting appropriate techniques to meet students learning preference. Thus, Brown; (2007:2) states the importance of knowing students' native language though its use is debatable issue. There are other advocates who support him. For example; Cook (2001) suggested that L1 "can be deliberately and systematically used in the classroom" in different situations:

- To provide a short-cut for giving instructions and explanations" where it is necessary
- To build up the inter-linked L1 and L2 knowledge in the students' minds"
- To carry out learning tasks through collaborative dialogue with fellow-students" and
- To develop L2 activities such as code-switching for later real-life use"

However, other scholars of the monolingual approach suggest that the target language use should be the only medium of instruction in English class. For instance; Tang (2002) is cited in Kenenissa (2003) states that L2 learners often have little or no exposure to the target language outside the classroom. Therefore, teachers should not spend the valuable classroom time translating L2 in to L1.

### Objectives of the Study

#### General Objective

#### The General objective of the study was to:

Investigate of the use of student's first language (L1) in grade five English classes.

#### Specific Objectives

Specific objectives of the study were to:

1. Examine the extent to which student's first language is used in grade five English classes
2. See the reason English teachers give for using student's first language in grade five English classes.
3. Identify students' perception about the teacher's use of their first language in grade five English classes.
4. Find out teachers' perception about the use of student' first language in grade five English classes.

### Research Questions

This research attempted to answer the following research questions.

#### Broad Research Question

How do English teachers use student' first language in grade five English classes?

#### Specific research questions

1. How often do English teachers' use student's first language in English classes?
2. What are the purposes of using student's first language in English classes?
3. What do the teachers think about using student's first language five English classes?
4. What do the students' think about the use of their first language in English classes?

### The Use of Mother Tongue in English Classes

The controversial issue of whether or not students' first language (L1) should be used in English language classrooms (L2) can be traceable to the beginning of the 20th century during the "Great Reform", the period in which the Direct Method was established and employed. This method dominated in the 20th century leading teachers to use only English in the classroom, and they considered it as the ultimate method of teaching (Cook, 2001). Teachers favored to use less of L1 in L2 classrooms, since it was considered to better serve teaching and learning. However, this exclusive use of only English in the classroom was referred to by Phillipson (1997) as a form of linguistic imperialism in which the L2 was enforced in the classrooms not only locally, but globally as well.

5. Recently, there has been an ongoing questioning of using only English in the classroom. Auerbach (1993) argues that "the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound" (p. 9). Auerbach further argues that there is no justification for its use except for ideological or political reasons. Many educational policies around the world are being set by policy makers in order to use only English in the classroom since they believe that using English for communication and learning is a sign of modern language teaching. But, these policy makers may not be considering the best learning environment for students since they are supporting the use of only English for economic and political reasons without taking into account "the [basic] linguistic environment of...learners" (Brock-Utne, 2001:120). These factors have promoted the avoidance of L1 use in L2

classrooms, which in turn has led to its ban in many classrooms around the world.

### L1 Use in Teaching Methodology

A number of teaching methods support the use of L1 as a useful tool in L2 classrooms. According to Baumgardner (2006), such methods include the "Grammar Translation Method as well as newer...methods like Suggestopedia and Community Language Learning" (p. 669). The Grammar Translation Method (GTM) which is used "not only for teaching Latin but, by extension, modern languages as well" is based on comparative teaching of two different languages, in which translation is regarded as the best system for teaching it (Celce-Murcia, 2001: 4). This means that translation from the mother tongue into the target language is adopted, and vice versa. Apart from translating words and sentences, students learn several grammatical rules and massive vocabulary lists. Throughout this process, "the first language is maintained as the reference system in the acquisition of the second language" (Richards and Rodgers, 2001:5). However, in the mid 19th century, the Grammar Translation Method was heavily criticized because there was a greater call for methods that would help students to achieve better opportunities of communication. Students needed to successfully use the foreign language they were learning for communication. Opposition to the Grammar Translation Method led to the emergence of the Direct Method in the beginning of the 20th century. In the Direct Method, "no use of the mother tongue is permitted" (Celce-Murcia, 2001:6). Instead, direct and natural use of only the target language is employed. The direct and natural use is achieved using "demonstrations, actions, and pictures" without any use of the students' first language (Richards & Rodgers, 2001:11). The Direct Method was successfully employed in private schools where the use of only English was encouraged, but failed to be considered practical in public schools since it didn't "consider the practical realities of the classroom" (p. 12). Consequently, it was criticized for extensively relying on the teachers' skill and for completely avoiding the use of L1.

The Grammar Translation and Direct Method represent two extreme opposites with regard to L1 use in L2 classrooms. While the Grammar Translation Method encourages the use of L1, the Direct Method restricts its use. Other methods that restrict the use of L1 are "Audio lingualism...communicative language teaching and task-based learning methods" (Cook, 2001:404). The emergence of the Audio-lingual Method resulted in the 1950s due to the lack of emphasis on oral-aural skills. The Audio-lingual Method has strong ties to structural linguistics (Bloomfield, 1933) and behavioral psychology (Skinner, 1957), in which the teacher plays the main role and presents the L2 using several structures and situations without the use of L1. Students learn through repetition and practice until they produce no errors, "based on the assumption that language is habit formation" (Celce-Murcia, 2001:7). In the Audio-lingual Method, "dialogues are used repetition and memorization...After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern practice exercises" (Richards & Rodgers, 2001:59). However, the Audio-lingual Method was criticized in the 1960s because students "were often found to be unable to transfer skills acquired through Audio-lingualism to real communication outside the classroom" (Richards & Rodgers,

2001:65). Thus, there was a need for methods or approaches that focus on communication rather than structure proficiency. In the light of this need, the Communicative Approach emerged in the 1970s. In Communicative Language Teaching, students are the center of the approach and "the goal of language teaching is learners' ability to communicate in the target language...in which the content of a language course...include semantic notions and social functions, not just linguistic structures" (Celce-Murcia, 2001: 8). This use involves several trials and errors until students successfully communicate using L2. L1 is rarely used in Communicative Language Teaching, yet it can be used when using L2 seems to be difficult (Cook, 2001). Richards and Rodgers (2001) add that in Communicative Language Teaching, "judicious use of [students'] native language is accepted where feasible, and translation may be used where students need or benefit from it" (p. 156). However, in the 1980s, the Task-Based Language teaching approach emerged as a development of Communicative Language Teaching. The Task-Based Language Teaching approach is based on the use of tasks as the central element of teaching and learning the target language. These tasks require students to discuss meaning and connect in naturalistic and significant communication. The tasks and activities can be either "those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom" (Richards & Rodgers, 2001:224). These tasks and activities are carried out in the classroom using the target language.

The Silent Way is another language teaching method that avoids the use of students' L1. The Silent Way is based on encouraging students to independently produce and use L2 as much as possible and develop "their own inner criteria for correctness" (Larsen-Freeman, 2001:64). In the Silent Way, learning is facilitated by using physical objects and problem solving (Richards & Rodgers, 2001). Lessons are mainly planned around grammatical items and vocabulary, and the teacher uses charts, rods, and gestures to elicit students' responses. But, as Richards and Rodgers (2001) state, the use of these physical objects is to "directly link words and structures with their meanings in the target language, thereby avoiding translation into the native language" (p. 86). As a result, students are expected to have practical knowledge of grammar and vocabulary but with greater emphasis being placed on achieving native-like fluency and successful communication in L2. Another approach that discourages the use of L1 is The Natural Approach, which is based on achieving communication in L2 without the use of students' L1. The Natural Approach, which focuses on producing grammatical perfect sentence and achieving communication in L2 without the use of students' L1. (Richards & Rodgers, 2001)

In contrast, other approaches consider the L1 to have a role in L2 classrooms. Such approaches include Total Physical Response and Community Language Learning. Total Physical Response is an approach in which the "focus is on comprehension, and the input is supposed to be comprehensible" (Celce-Murcia, 2001:145). In Total Physical Response, the teacher gives instructions, and clarifies these instructions through gestures or modeling them. Students carefully listen to and watch their teacher's instructions and gestures, and then physically respond by performing the action. Larsen-Freeman (2001) states that "Total Physical Response was usually introduced in the students' native language; after

that, the native language was rarely used, and the meaning was made clear through body movements" (p. 115). Another approach that supports the use of L1 is Community Language Learning, which is based on the Counseling-Learning theory to teach a language. The classroom is considered as a community, in which teachers and students are members of this community and learn through interacting with it. Students primarily learn through their native language and then through the target language. As Richards and Rodgers (2001) note, "Students know the meaning and flow of an L2 message from their recall of the parallel meaning and flow of an L1 message" (p. 91). The group work, classroom discussions, activities, and translations are first conducted using the students' first language and then the target language. Thus, Community Language Learning resembles the Grammar Translation Method in the sense that it relies on translation, but differs on the emphasis. While Community Language Learning emphasizes learning the language through the social process of involving learners in a classroom community, the Grammar Translation Method emphasizes explaining grammar.

To sum up, the role and significance of L1 in L2 classrooms varied depending on the existing methods and approaches of different periods. For example, while the Grammar Translation Method and Community Language Learning considered L1 as a significant aspect of teaching and learning, the Audio-Lingual Method and Direct Method considered L1 as a trivial feature that causes interference in the L2 learning process.

### Arguments against the Use of Students First Language in English Classes

In the previous section the purposes of using L1 that scholars suggest have been discussed in detail. In this section, scholarly reasons that disfavor the use of L1 in English classes will be discussed.

#### Two Languages should be Presented Separate

Cook (2008) asserts that L1 is avoided in L2 classrooms because "it doesn't happen in first language acquisition... and the two languages should be kept separate in the mind" (p. 181). As stated by Cook, L1 and L2 needs their own strategies to master the languages because the contexts are different. But Spada and Lightbrown (1999) argue that L2 learning is not considered separable from L1 and it has interactions with it

#### Hinder Long Term Learning

Elridge (1996) assertion, that the use of L1 in L2 classrooms "yields short-term benefits to the foreign language learner, but with a risk of hampering long-term acquisition" Elridge (1996. 310). To say learning is occurred it needs to stay in the long memory to use when necessary. To acquire this ability, students should give much time to practice the target language. But if the learn English in other language they lack Long Term Learning.

#### Delay L2 learning

Facing challenge when learning makes to search for strategies to solve the it as Skinner's mouse. Skinner (1957). If students simply pass the challenges their learning may delay learning. Belz. J. A stated: "L1 use represents a taboo because it is thought to delay the learner's linear incremental progress

toward the rule-governed attainment of the idealized L2 norm" (Belz 2003:214).

#### L1 minimizes L2 input

As (Tang 2002) is cited in Kenenissa (2003) L2 learners often have little or no exposure to the target language outside the classroom. Therefore; teachers should not spend the valuable classroom time translating L2 in to L1. The other point was that students should get enough input of the target language so as to be proficient. Cook (2001) suggested that L1 "can be deliberately and systematically used in the classroom" in different situations:

- To provide a short-cut for giving instructions and explanations" where it is necessary
- To build up the inter-linked L1 and L2 knowledge in the students' minds"
- To carry out learning tasks through collaborative dialogue with fellow-students" and
- To develop L2 activities such as code-switching for later real-life use"

#### Interference in L2

The main argument against using the students L1 in L2 classroom has been that it interferes with L2. It does not encourage learners to use the L2 and that when the teacher uses the L1; it minimizes the L2 input (Krashen 1988, in Prodromou 2002; Ellis 1984, in Hawks, 2001). Other scholar cook 2001 mentions that successful L2 acquisition depends on keeping the L2 separate from the L1 and see the L1 and the L2 as separate entity. One main reason he state is L1 interference in L2 (2001: 406) cited in Kenenissa (2003). Thus L2 is affected by L1 and vice versa (Cook, 2001). According to Haltai (1989: 288), one important argument that led translation to have bad name was the fear of interference errors. The argument is that translation fosters a sense of false equivalence between the two languages resulting in the inter-language errors (Cook; 2002). Atkins *et al.* (1996) also supports their idea.

#### The teachers and students perception towards L1 use

Teachers and students tend to take the easiest way use the mother tongue in English classes. The reason they mention for so doing is the students' level of proficiency being not sufficient enough. As a result, they prefer to easily get the message across using the mother tongue. Most teachers, and students in most circumstances, believe that teaching and learning in the target language is simply teaching the structure of the language, they don't consider it feasible and are not agreeable to perusal on. Among the most common reason for this position is that the ability of each student in the class differs. There are consternates to be efficient, to save time and to be understood by all students...etc. As a result, mixing L1 and L2 is more appropriate. There are scholars views which encourage to develop positive attitude towards the use of students first language in English classes and others encourage to develop negative attitude towards its use..Some of these are discussed in the following section. Brown (2000) states that L1 "may be more readily used to bridge the gaps that the learner cannot fill by generalization within the second language" (p. 68). As Brown using L1 is used for marinating good relation

among two languages and this helps learners and teachers to develop positive attitude. In opposite to this, Belz (2003) stated: "L1 use represents a taboo because it is thought to delay the learner's linear incremental progress toward the rule-governed attainment of the idealized L2 norm" (p. 214). This tells that it makes to delay L2 learning. However, Baumgardner (2006) considers "the use of the mother tongue in the classroom [to be] one dimension of linguistic human rights" (p. 670), which can be used in L2 classrooms in order to facilitate learning. In addition to this Storch and Wigglesworth (2003) argue that "L1 may be a useful tool for learning the L2" (p. 760). They report that based on several empirical investigations examining L2 learning practices within an socio cultural structure, in which L1 was used in cognitively challenging L2 activities, L1 provided students with supplementary cognitive support that allowed them to explore and learn the L2 more effectively. Furthermore, Nation (2003) also believes that "L1 provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2" (p. 5). Therefore, Nation believes that using the L1 provides students with the best means to transfer the intended L2 meaning. In addition, it facilitates their comprehension as well as their learning. Nation (2003) advocates the use of L1 whenever the meaning to be conveyed in L2 is beyond learners' capabilities, and believes that "a small amount of L1 discussion can help overcome some of the obstacles" (p. 3). Cook (2005) also suggests that L1 can be used "as a way of conveying L2 meaning...as a shortcut for explaining tasks, tests, etc..., as a way of explaining grammar...[and] for practicing L2 uses such as code-switching" (p. 59). Furthermore, it facilitates students' comprehension of the materials presented in the L2. Using L1 in these situations also provides teachers and students with effective ways in which L1 can be employed in L2 teaching and learning contexts.

### Research Design

The study is descriptive type because it was aimed at investigating what is going on in English classes in reality while English is taught. Description refers to the process of defining, classifying, or categorizing phenomena of interest as stated by John Wiley & Sons. Inc. Hoboken (2005':16). *Quantitative research involves studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics. Qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Qualitative studies typically involve interviews and observations without formal measurement.* John Wiley & Sons. Inc. Hoboken (2005':1). Both qualitative and quantitative research approaches were used to investigate the use of student's first Language (Wolaitatua) in English classes. The reason for using both qualitative and quantitative research design (mixed approach) is that they are most appropriate to investigate the reason behind using student's first Language, Wolaitatua, in English classes. The researchers believes that using qualitative type of data gathering tools like observation; for example according to Wallace (1991), allows researchers to have true picture of classroom realities, the depth of which an interview may not reach., and interview helped him to obtain data from the research participants. In addition to this, they give chance to collect data directly. Furthermore, a questionnaire is used to collect the quantitative data.

### Participants of the Study

Factors such as expense, time, and accessibility frequently prevent researchers from gaining information from the whole population. Therefore they often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. Louis Cohen, Lawrence Manion and Keith Morrison (2007:100). As result the researchers took grade five students who were enrolled in 2005 E.C academic year and their English teachers were subjects of this study. The students are selected because they have been using L<sub>1</sub> as medium of instruction in English classes and using L1 in English classes could affect them in one way or another. In addition to this, the main goal of teaching English in school is to help students use the language in their day life span. As result, the study should include them.

### Sampling Procedure

Researchers may not be able to study the entire population of interest, it is important that the sample be representative of the population from which it was selected. John Wiley & Sons. Inc. Hoboken (2005':18). Offa woreda and SodoZuria woreda has sixty five primary schools. The researchers selected twelve schools as samples of the study. There were 140 English teachers assigned to teach at grades 5 English language in Offa and Sodo Zuriaworedas. The researchers selected 42 teachers, who cover the thirty percent of the total population, as the subject of the study randomly sampled. In addition to this, the researchers sampled six teachers for observations and three teachers for interview. These six teachers were selected by quota sampling technique. Furthermore; twenty four grade 5 students; from the six samples school were selected having students' list and drawing a lottery. The selected students participated in focus group discussion. Three English teachers from the sampled Primary Schools were observed and intervened Questionnaire were prepared and filled by the teachers.

### Tools for Data Collection

Four instruments were used to collect data for this study. These were semi structured interview, focus group discussion; non-participant observation and both close and open ended questionnaires.

### Questionnaire

A questionnaire which consists of 13 closed and one open ended item was designed for the sample teachers. The questionnaire had three sections with one instruction. Part one contained 10 items focusing on teacher's and students' attitude towards the use of Wolayita language English classes. The second part comprised of 2 items aimed at assessing the reason teachers and students' give for their use of Wolayita language English classes.. The third part contains 2 items aimed looking at the extent teachers and students' use of Wolayita language in English classes at Offa woreda and SodoZuria woreda schools. Hence, teachers were asked to rate how often and for what purpose they used, and how they felt using Wolayita language in English classroom. The teacher's questionnaire were initially prepared in English and then translated into Amharic to be understood easily.

## Interview

As Patton (1990) pointed out, interviews allow researchers to extract inner thoughts and behaviors of the research participants that may not be directly observed. Thus, semi structured interview was used for this study. This type of interview was chosen because it allowed the researchers to encourage the interviewees to probe more ideas. Interview question were prepared and conducted to the selected English teachers and students. It was prepared in relation to the review of related literature and the objectives of the study. The researchers offered clear orientation for teachers and students before the interview and focus group discussion.

## Focus Group

Focus groups are a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researchers (Morgan 1988: 9), yielding a collective rather than an individual view. Hence the participants interact with each other rather than with the interviewer, such that the views of the participants can emerge – the participants' rather than the researchers' agenda can predominate. It is from the interaction of the group that the data emerge. Focus groups are contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes.

## Observation

According to Wallace (1991), observation allows researchers to have true picture of classroom realities, the depth of which an interview may not reach. It was the primary data gathering tool that was used in this study because it helped the researchers to obtain practical data on classroom interaction. Thus, the researchers used checklists and field notes to conduct classroom observations. This was because field note and checklists enable the researchers to record what was happening in the English classroom. The observation is the main tool for this study because the researchers' main goal is to see what is going on in English classes and describe the findings.

## Procedures for Data Gathering

Here, the steps researchers followed to collect this study is discussed.

- i. First, the observation check list, interview questions and questionnaires were prepared and administered.
- ii. Next to this, the researchers had discussion with Offa woreda and SodoZuria woreda education officers to obtain valid permissions and decide the appropriate sample size.
- iii. Having done this, an arrangement with sample schools and the sample teachers have been accessed.
- iv. Having the data gathering tools prepared, the researchers had gathered the data.
- v. In the beginning of the second semester, classroom observations were also carried out.
- vi. Students', then, were discussed in three focus groups at regular classrooms time. The data were gathered on a

normal teaching day. Semi-structured discussion questions were used.

- vii. Three teachers were observed for three consecutive days having the check list. The researchers conducted the observation. He used videos and photograph to support his observation.

Using classroom observation, interview and questionnaire helped the researchers to gather sufficient data as well as to triangulate the data to be gathered. According to Seliger and Shohamy (1989), this helps to attain more reliable data.

## Procedures of Data Analyses and Interpretation

In this study, both qualitative and quantitative methods were employed. The data gathered through observation, interviews, focus group and questioner were analyzed narrations. Classroom observations were made carefully with six teachers by using observation checklists and field notes. It was first video recorded, transcribed and thematized and analyzed. The interview questions was carefully prepared and with six teachers conducted. The responses were video recorded, transcribed and thematized and analyzed. Questioners have been prepared and filled by teachers 65 of the sample school and analyzed using table and percentage followed by narration. Focus group was also utilized with 24 students, being in three groups. The data was first video recorded, transcribed and thematized and analyzed.

## The Pilot Study

The pilot study was conducted to see whether the intended instruments could work as planned. The tools were tried out on one student's focus groups and four grade five students during the first semester at Offa woreda. The study suggested that certain items of the questionnaires and interview, focus groups questions need to be modified. Accordingly, some inconsistent statements among the items were avoided and the ambiguous questions were corrected. For example, questioners were translated to Amharic and teachers' interview and focus group discussion questions were translated to Wolaitatua.

## Data Analysis and Interpretation

### Introduction

In this chapter the information gathered by using questionnaire, interview, classroom observations and focus group discussions were analyzed and interpreted. The statistical measure that is used to the questionnaire data analyses is percentage. The interpretation is in line with what has been discussed in the review of related literature (i.e. chapter two)

### Analyses of Teachers Questionnaire

In this part, the questionnaire that was filled and returned by participant teachers were presented and discussed. The first part of the questionnaire was concerned with the extent to which Wolaitatua used in English classes. The second part of the questionnaire was aimed at examining the purpose Wolayita language used in English classes. Finally, in the third part of the discussion, teacher's attitude towards the use of Wolayita language in English classes was described. The

researchers used a table to present the data. Similar items were put in the same table. The items were translated in to Amharic and distributed to the teachers to avoid problems related to misunderstanding of the questions.

**Table 4.1. The extent to which Wolayita language used in English classes**

The first item in Table 4.1 asks about the frequency of the students' use of Wolayita Language in English classes. As can be seen, 19 (90.5%) the teachers mentioned that their students very often or often use Wolayita Language in English classes. But 4(9.5%) respondents mentioned the students' sometimes use Wolayita Language in English classes. The second item in Table 4.1 requires about the teachers' use of Wolayita Language in English classes. For this, 32 (76.2%) respondents mentioned that they always use Wolayita Language in English classes. The remaining 10(23.8%) respondents mentioned they sometimes use Wolayita Language in English classes.

No	Questions	value	%
1	How often do students use Wolayita language in English classes?		
	Very often	18	42.9
	Often	20	47.6
	Sometimes	4	9.5
	Never		
2	How often do you (a teacher) use Wolayita language in English Classes?		
	Always	32	76.2
	Sometimes	10	23.8
	Rarely	0	0
	Never	0	0

**Table 4. 2. Purposes of using Wolayita language in English classes**

No	Questions	Value	%
1	For what purposes do your students use Wolayita language in English classes?		
	To talk in groups or pairs	18	85.7
	To ask and/or answer questions	19	90.5
	To translate an English word into Wolayita language	14	66.7
	To translate an English text into Wolayita language	4	9.5
2	For what purposes do you use Wolayita language in English classes?		
	To explain new vocabulary items	13	61.4
	To explain difficult concepts	14	66.7
	To explain the aim of the lesson	5	23.8
	To check comprehension	9	42.9
	To maintain classroom discipline	7	33.3
	To give complex instruction	13	61.4
	To elicit language	2	9.5
	To give suggestions on how to learn English effectively	9	42.9

The first item of Table 4.2 demands the teachers to share their experiences about their students' purpose of using Wolayita Language in English classes. This item has 5 alternatives. As can be seen in the Table 4.2, 18(85.7%) respondent mentioned that the students' were using Wolayita Language in English classes for group discussions. Nineteen (90.5%) respondents said that they use Wolayita Language to ask and/or answer questions respond for questions in a class room. Similarly 14(66.7%), respondents selected the alternative which says Wolayita Language is used for translating English words into Wolayita language. The remaining 2 (9.5%) said that students use Wolayita Language for translating a text in English in to Wolayita language.

The second item in Table 4.2 was on why teachers use Wolayita Language in English Classes. This item has 10 alternatives. The respondents were free to choose more than one alternative based on their teaching experience. According to the data given on the Table 4.2, 13(61.4%) teacher respondents mentioned that they use Wolayita Language in English classes for explaining new vocabularies. 14(66.7%) said that they use Wolayita language in English classes to explain difficult concepts to their students. For the same item 5(23.8%) respondents mentioned that they use Wolayita language in English classes for elaborating the aim of the daily lesson. Likewise, 9(42.9%) respondents mentioned that they use Wolayita language in English classes for checking comprehension. Similarly, 7(33.3%) respondents mentioned that they use Wolayita language in English classes for maintaining class room discipline. Majority of the respondent,(i.e. 13) (61.4), mentioned that they use Wolayita language in English classes for giving complex instructions. 2 (9.5%), respondents mentioned that they use Wolayita language in English classes to elicit new language, item. 9(42.9) respondents said that they use Wolayita language in English classes to advice students.

**Table 4.3. Teachers attitude towards the use of Wolayita language**

No	Questions	Value	%
1	Should English language teachers use the Wolayita language in English class?		
	Yes	24	57.1
	No	18	42.9
2	How difficult do you think it would be for your students to understand if you exclusively use English?		
	extremely difficult	2	4.8
	very difficult	14	33.3
	Difficult	14	33.3
	not difficult	6	14.3
	I have no idea	0	0
3	Do you think using Wolayita language in English classes is important?		
	Yes	28	66.7
	No	14	33.3
4	Using Wolayita language in English classes could have negative impacts on students learning of English		
	Yes	12	28.5
	No	30	71.5
5	Is it possible to minimize the negative impacts, if any, of using Wolayita language in English classes?		
	Yes	40	95.1
	No	2	4.9
6	Do Students seem relaxed when they learn English supported by their first Language than fully in English?		
	Yes	42	100
	No	0	0
7	In your opinion, should students use Wolayita language in English classes?		
	Yes	34	81
	No	6	14.3
8	How much of the teachers' use of Wolayita language help students' learning of English?		
	a lot	6	14.3
	Some	14	33.3
	very little	20	47.6
	it doesn't help	0	0
9	The amount of your current use of Wolayita language when you teach English is generally		
	very much	18	42.9
	Much	16	38.1
	Some	4	9.5
	very little	4	9.5
	not at all	0	0

The first item of Table 4.3 is about the teacher's attitude towards the use of Wolayita language in English classes. According to the data collected, majority of the teachers had positive attitude towards the use of Wolayita Language in English classes. Accordingly 12 (57.1 %) recommended English teachers to use Wolayita Language in English classes. The other item in the questionnaire is about the reason teachers' give for using Wolayita Language in English classes. Most of the respondents mentioned that since the students are learning all the school subjects, other than English, in their vernacular language in the lower classes they found it difficult to understand easily what is said by their teachers who were using English only. The second item on Table 4.3 is about teacher's perception of the level of difficulty that students would face in the absence of Wolayita Language in English classes. Majority of the respondents, 15 (71.4%) mentioned that it would be difficult for student to understand English. However, very few respondents 3 (14.3%) said that it is not difficult for student to understand English in the absence Wolayita Language. For third the item which asks about the importance of Wolayita Language in English classes on Table 4.3, 28 (66.7%) teachers' said that it is important to use Wolayita language in English classes. But 14 (33.3%) suggested otherwise.

The fourth item in Table 4.3 was about negative impacts of using Wolayita language in English classes. Most of the respondents 15(71.5%) mentioned that using Wolayita language in English classes has no negative impact in the teaching of English .But the rest of the teachers 6(28.5%), stated that using Wolayita language in English classes could have negative impacts in the teaching of English. For the fifth item in Table 4.3 which inquires about the possibility of minimizing negative impacts of using Wolayita language in English classes, 20(95.1%) respondents agreed that it is possible to minimize the negative impacts of using Wolayita language in English classes. For the sixth item in Table4.3 which whether the students' are relaxed when the teachers use Wolayita language in English classes, All (100%) teachers mentioned that students were relaxed when the Wolayita language is used in their English classes. For the seventh item which asks the teachers' opinion on student's use of Wolayita language in English classes, 17(81%) respondents said that students' should use Wolayita language in English classes and 3(14.3) teachers argue against using Wolayita language in English classes. For the item which requests teachers' to estimate the amount of Wolayita language expected to be used by their students' in English class in Table4.3, 10(47.6%) respondents advised very little amount of Wolayita language to be used in English class. The other 7(33.3%) suggest to use some amount of Wolayita language. But the remaining 3(14.3%) said a lot of Wolayita language should be used in English class. The teachers were also asked about amount of their current use of Wolayita language in English classes. For this item, 17(81%) respondents' said that they use much amount of Wolayita language in English classes currently. The other 4(19.1) mentioned that they do not used much amount of Wolayita language in English classes currently.

### **Summary of Teachers' Questionnaire**

**The following summary could be drawn from Teachers' Questionnaires:** Participant English teachers and their students' often use Wolayita language in English classes. Teacher use for different purposes, these include giving

instruction; explaining new words, checking comprehension etc. Participant teachers also mentioned some points on the purpose of the students' use of Wolayita language in English classes. These purposes include: to discuss during pair/group work, to ask and/or answer questions...etc. In addition to these majorities of the teachers mentioned that they feel using Wolayita language in English classes is very important for the teaching of English and that their students need them to use it at each and every step. Furthermore, they stated that their students become relaxed when Wolayita language is used in English class.

### **Analysis of Teachers' Interview**

In this part, the data gathered through interviewing three English teachers of Gesuba number 1, Gesuba number 2 and Sere Esho primary schools who have been currently teaching English Language in grade five was discussed. One teacher from each school was selected randomly. The Interview was conducted in the teachers first Language (Wolayita Language) to avoid unnecessary misunderstanding. The interview contained eleven semi-structured questions. The main purpose of the interview was to investigate the use of Wolayita language in grade five English classes. The interview contains three parts. The first part of the interview was aimed at examining teacher's attitude towards the use of Wolayita language in English classes. The second part of the interview was aimed at assessing the purpose of using Wolayita language in English classes. The third part of the interview was on, the extent to which Wolayita language is used in English classes. Concerning the data analyses procedures First, the data obtained from teachers' interview was tape recorded. Then, the researchers transcribed the data properly and thematized it based on the research questions. Finally, the data were interpreted and presented as follows;

### **Discussion of Teacher I Interview**

Teacher 1 is a teacher in Gesuba number one school. He has been working as a teacher in the school for about 3 years. His overall teaching experience is 4 years. He has Bachelor degree in teaching English.

### **The Extent to Which Wolayita Language is used in English Classes**

Teacher 1 was asked on, how often he uses Wolayita language in English classes. He replied that he always uses Wolayita language in English classes. He said out that he uses Wolayita language in English classes because it is advantageous for students understanding of the new language item. The Purpose of Using Wolayita Language in English Classes. The interviewer asked the teachers about the reason he gives for his use of Wolayita language in English classes. The teacher mentioned that he uses Wolayita language for giving instruction, for explaining abstract words, for maintaining class room discipline, for checking understanding of a text in English and for showing linguistic difference, and similarities between the two languages. He added that his students need Wolayita language when they discuss with their friends in groups, for asking questions, and answering questions.

### **Teachers Attitude towards the use of Wolayita Language in English Classes**

The first question for teacher 1 was whether he uses Wolayita Language when teaching English language or not in grade five.

As a response to this question, the teacher informed that he uses Wolayita Language in English classes. The researchers asked the interviewee to owe his reasons. The teacher mentioned that his students highly need Wolayita language in English classes. The teacher said that using Wolayita language in English can help him making his teaching simple. Regarding the question on the importance of Wolayita language in English classes, the teacher said that, it is very important. He mentioned that Wolayita language was used as a reference to teach linguistic elements in English easily, For example, instead of simply explaining what S-V-O (Subject-Verb-Object) in English, It is easy to show what makes the two languages similar and different. He also mentioned that his student's past learning experience (i.e. their medium of instruction at the lower level) was Wolayita language. In addition to this, students and their family use Wolayita language in their daily interactions. As a result students have good exposure to Wolayita language and they need to be supported by Wolayita language that they already experienced. Teacher 1 believed that using Wolayita language in English class has no negative effect. Student's Attitude towards the use of Wolayita Language in English classes. Concerning the student's use of Wolayita Language teacher 1 said that his students often use Wolayita language in English classes. The teacher was asked on how his students' feel when he (teacher) uses Wolayita language in English classes. The teacher informed that his student feel relaxed when he uses Wolayita language because it helps them to easily understand instructions and questions. Concerning student's interest to use Wolayita language in English classes, the teacher responded that his students always need it. He mentioned that his students expect him to translate each and every word. Another question rose to teacher 1 was that whether or not his students to understand English in the absence of Wolayita language. The teacher said that it would be very difficult for the students to understand English with the absence of Wolayita language. He reasoned out that since the students are too young and it is their first time to learn all the subjects in English, it would be difficult for them to understand their lesson in the absence of Wolayita language.

### **Discussion of Teacher II Interview**

Teacher 2 is working in Gesuba number 2 school. She has been teaching in the school for about 2 years. Her over all teaching experience is 12 years and has secured Diploma in teaching English. The Extent to Which Wolayita Language is used in English Classes. Teacher 2 was asked on, how often she uses Wolayita language in English classes. She informed that she doesn't use Wolayita language in English classes. The Purpose of Using Wolayita Language in English Classes. The interviewer asked the teachers about the reason she gives for her use of Wolayita language in English classes. As mentioned above, the teacher notified that she do not use it.

### **Teachers Attitude towards the use of Wolayita Language in English classes**

The first question for teacher 2 was whether she uses Wolayita Language when teaching English language or not in grade five. She replied that she doesn't use Wolayita language in English classes. She mentioned her reason saying that, using Wolayita language when teaching English makes students to develop a habit of dependence. If students were experienced using Wolayita language, they always will expect the teacher to

translate each and every word. They don't use their potential to solve word problems. Regarding the question on the importance of Wolayita language in English classes, the teacher 2 it is not important to use Wolayita language in English classes. She mentioned as it discourages the students the target language use. She also added that as she was the only model for his students to use English. As result, if she uses Wolayita language in English classes, the students would lack their only model. The researchers asked if using Wolayita language in English class could have any impact and the teacher responded as it has negative impact. As result she mentioned that she don't use Wolayita language. She reasons out that it doesn't make the students to think in the target language. Besides that, Wolayita language interferes in the learning of English. For example, she mentioned that most of the students have the problem to identify 'F and 'P'. As result she advises not to use Wolayita language in English class at grade five. Students Attitude towards the use of Wolayita Language in English classes. Concerning the student's use of Wolayita Language teacher 2 replied that her students' doesn't use Wolayita language in English classes. She added that, she doesn't allow her students to use it. For the researcher's request to mention how she developed this habit, she replied that it was very difficult for students at beginnings but she informed that her plane to prize those who uses English and the students being reinforced continued to use English only approach in English class. As result; this days, the students feel using Wolayita language as assign of faller. The researchers asked the teacher how her students' feels when she uses Wolayita language in English classes. The teacher informed that she don't know their felling since I haven't been using it. For the question which says "When do your student's need to use Wolayita language in English classes?" The teacher responded that her students often ask her to use Wolayita language. Another question rose to teacher 2 was that whether or not her students to understand English in the absence of Wolayita language. The teacher responded that she feels the absence of Wolayita language could not influence the students learning of English. Instead, she mentioned that it gives chance for students to develop confidence to use English. It also helps students to have good model.

### **Discussion of Teacher III interview**

Teacher 3 is a teacher in Sere Esho primary school. He has been working as a teacher in the school for about a year. His overall teaching experience is 5 years. He has Diploma in teaching of English.

### **The Extent to which Wolayita Language is used in English Classes**

Teacher 1 was asked on, how often he uses Wolayita language in English classes. He replied that he always uses the language in English classes. He reasoned out that he uses Wolayita language in English classes because they have been learning in the lower grades using Wolayita language all disciplines except English and this influence has stayed with them. The Purpose of Using Wolayita Language in English Classes. The interviewer asked the teachers about the reason he gives for his use of Wolayita language in English classes. The teacher mentioned that he uses Wolayita language for giving instruction, for explaining abstract words, for maintaining class room discipline, for checking understanding of a text in English and for showing linguistic difference, and similarities

between the two languages. He added that his students need Wolayita language when they discuss with their friends in groups, for asking questions, and answering questions. Teachers Attitude towards the use of Wolayita Language in English classes. The first question for teacher 3 was whether he uses Wolayita Language when teaching English language or not in grade five. The teacher informed that he uses Wolayita Language in English classes. The interviewer elaborated his reason saying that I should use Wolayita Language to save time instead of spending saying more in English. Regarding the question on the importance of Wolayita language in English classes, the teacher said that, it is extremely important for the teaching of English properly happen. The teacher said that, since students has been learning using Wolayita language in their lower grads; they highly need their teachers to use Wolayita language. The interviewer said to the teacher "Do you think using Wolayita language in English class could have any impact?" The interviewee responded as it has no negative impact rather it has numerous uses.

### Students Attitude towards the use of Wolayita Language in English classes

Concerning the student's use of Wolayita Language teacher3 said that his students often use Wolayita language in English classes whether he allows or not. The teacher was asked on how his students' feel when he (teacher) uses Wolayita language in English classes. The teacher said that his student feels relaxed when he uses Wolayita language. He reasons out that it helps them to relate what they know and learning. Concerning student's interest to use Wolayita language in English classes, the teacher responded that his students always need it. He mentioned that his students' feels using it as normal. Another question rose to teacher 3 was that whether or not his students to understand English in the absence of Wolayita language. The teacher expressed his belief that it may be difficult for the students to understand English with the absence of English. He reasons out that, since the students were developed the experience, it may be difficult to avoid it and replace the English only teaching atmosphere.

### Summary of Result of Teachers Interview

- Majority of the teachers mentioned that they usually use Wolayita language in English classes.
- The teachers informed that they think using Wolayita language in English classes is important.
- Most of the teachers said that there are no negative impacts of using students Wolayita language.
- The teachers also informed that they allow their students to use Wolayita language in English classes
- The teachers mentioned that their students were frequently using Wolayita language is used in English classes.
- The interviewees mentioned that their students seem relaxed when Wolayita language in English classes.
- Students need their teachers to use Wolayita language in English classes most of the time.
- The teachers think the absence of Wolayita language in English classes would negatively influence the students English language learning.
- Almost all the teachers mentioned that they use Wolayita language for giving clear instruction, for explaining abstract words, for maintaining class room discipline, for checking understanding of a text in

English and for showing linguistic differences and similarities the two languages.

- Majority of the teachers mentioned that the students use Wolayita language when they discuss with their friends in groups, for asking and answering questions.

### Analysis of the Students' Focus group discussion

In this section results of student's focus group discussion is presented. Twenty four students were selected from three sample schools. They formed three focus groups and discussed about the use of Wolayita language in English classes focusing on teachers and students attitude the purpose of using Wolayita language, and the extent to which Wolayita language is used in English classes. Eight questions were designed and utilized. The discussion was held in Wolayita language. The discussion was video recorded, transcribed, thematized and interpreted as follows;

### Result of the Focus Group Discussion I

The group has eight members. They were from Gesuba number 1 school. The discussion was conducted in the school hall. It was conducted on Monday 08/08/05E.C. The time was 02:10 AM. The following are the discussion of this under the major theme. The Extent to which Wolayita Language is used in English classes. The interviewer asked the group about the frequency of students and teachers use of Wolayita language in English classes. For the question, the group members informed that they always use Wolayita language. They added that their teachers also frequently use Wolayita language when teaching English. The Purpose of using Wolayita Language in English classes. The interviewer asked the members of the group about their purposes of using Wolayita language in English classes. They mentioned that they use Wolayita language for asking and /or answering question, for responding questions, for conducting discussions in their groups, for expressing that they comprehended the text written in English and for telling the meaning of a new word. Majority of the participants informed that their teachers use Wolayita language to explain abstract words, to maintain class room discipline, and to explain grammar. Attitude towards the use of Wolayita Language in English classes. In this section the result on teachers and students use of Wolayita language in English classes was presented. The researchers asked the group whether they use Wolayita language in English classes. Participants of the group responded as they use Wolayita language in English classes. They were also asked whether their teacher use Wolayita language in English classes. Majority of most of the participants mentioned that their teachers use Wolayita language when teaching English. The researchers also asked the members of the group about their friends Wolayita language use in English classes. They replied that almost all of their friends use Wolayita language in English classes. Concerning their feeling when using Wolayita Language in English classes, Majority of the group members informed that they feel relaxed because it helps them to easily understand abstract concepts. For example, when a teacher explains abstract words using Wolayita language they can easily understand the new word.

### Result of Focus Group Discussion II

The group has eight members. They were from Gesuba number 2 school. The discussion was conducted in the shadow of the

tree. It was conducted on Monday 08/08/05E.C. The time was 04.35AM, morning shift. Here is discussion of this under the major theme. The Extent to Which Wolayita Language is Used in English Classes. The interviewer asked the group about the frequency of students and teachers' use of Wolayita language in English classes members of the group informed that they always use it and their teacher also uses Wolayita language when teaching English frequently. The Purpose of Using Wolayita Language in English Classes. The interviewer asked the members of the group about their purposes of using Wolayita language in English classes. They mentioned that they use Wolayita language for asking question, for responding questions, for discussing in their groups, for expressing that they comprehended the text written in English and for telling the meaning of a word. Most of the participants informed that their teachers use Wolayita language for explain abstract words, for maintaining class room discipline, for explaining grammatical issue which was available in Wolayita language. Attitude towards the Use of Wolayita Language in English classes. In this section the result on teachers and students use of Wolayita language in English classes was presented. The researchers asked the group whether they use Wolayita language in English classes. They responded as they use Wolayita language in English classes. They were also asked whether their teacher use Wolayita language in English classes. Most of the participants of the group informed that, their teacher use Wolayita language. The researchers also asked the members of the group about their friends Wolayita language use in English classes. They reply that their friends use Wolayita language in English classes. They added that, they use it whether the teacher allows them or not. Concerning their feeling when using Wolayita Language in English classes Most of the group members informed that they feel relaxed.

### **Result of Focus Group Discussion III**

The group has eight members. They were from Sere Esho School. The discussion was conducted in the school hall. It was conducted on Wednesday 10/08/05E.C. The time was 07.30PM, after noon shift. Here discussions of the three group concerning the use of Wolayita Language in English class. The Extent to Which Wolayita Language is Used In English Classes. The interviewer asked the group about the frequency of students and teachers' use of Wolayita language in English classes. The group members informed that their teachers do not use Wolayita language in English classes. They reason out that they were not allowed by their teachers to use it. The Purpose of Using Wolayita Language in English Classes. The interviewer asked the members of the group about their purposes of using Wolayita language in English classes. The group members informed that their teachers do not use Wolayita language in English classes. Attitude towards the use of Wolayita Language in English classes. In this section the result on teachers and students use of Wolayita language in English classes was presented. The researchers asked the group whether they use Wolayita language in English classes. The students in this group informed that they don't use language. They mentioned their reason that their teachers do not allow them to use Wolayita language. They were also asked whether their teacher use Wolayita language in English classes. As response to this question, most of the participants of the group informed that their teacher does not use Wolayita language. The researchers also asked the members of the group about their friends Wolayita language use in English classes. They reply that almost all of the friends use Wolayita language in

English classes. They added that, students use Wolayita language consciously and unconsciously. Concerning their feeling when using Wolayita Language in English classes Most of the group members informed that they feel relaxed. The reason out that it helps them to easy understand abstract concept easily. For example, when a teacher explains the grammar rules, if he compares the noun formation using Wolayita language they can easily understand it.

### **Result summary of Students Focus group discussions**

- Students frequently use Wolayita language in English classes
- Teachers frequently use Wolayita language in English classes
- Students always need their teaches to use Wolayita language in English classes
- Most of the teachers and students have positive attitude towards the use of Wolayita language.
- The purpose student use Wolayita language in English classes was for discussing in groups, to ask questions and to replay questions from their teachers.
- The students mentioned that their teachers use Wolayita language to explain abstract words, to explain linguistic difference, to maintain classroom discipline and check comprehension.

### **Discussion of Data from Class Room Observation**

In this part, the data gathered through class room observation from three grade five English teachers of Gesuba number 1, Gesuba number 2 and Sere Esho primary schools will be discussed. One teacher from each school was selected randomly. The researchers used observation check list and video recorder to collect the data. Concerning the data analyses procedures First, the data obtained from teachers' observation was video recorded. Then, the researchers transcribed the data properly and thematized it based on the research question. Finally, the data was presented.

### **Discussion of Teacher I Class Room Observation**

This class room observation was conducted in Gesuba number 1 school. The teacher has been working in the school for 3 years. He has been teaching for about 10 years. His current qualification is Bachelor degree. Teacher I Observation I.

### **Physical Situation of the Classroom**

The school is named Gesuba number 1. The class observed was 5A. The observation was held on Monday, 8/2/2005E.C in the second period, morning shift. The duration of the period was 40 minutes. The students were coming late till the second period. The number of student in the class was only 30. The day was bright. As soon as the teacher and the researchers entered the class, the teacher ordered the students to open all the windows. When they were doing this, the teacher called a student to the front and ordered him to clean the black board. Then the teacher ordered the students to take out their English exercise book. The class is large sized. The desks are fixed. Since the students are kids, they sit 3-4 in one fixed desk. The desks were put in four rows. In each rows there were 6 – 7 desks. The class was neat. The class has no ceiling. The class

was near to the office. It is made of block. The wall was painted. There were no pictures or charts on the wall.

### **Brief Lesson Report**

The teacher entered the class and greeted the students. He ordered the students to take out their exercise book and then he has given a duster to a student at the front seat to clean the black board. The teacher began the lesson after six minutes. Students took their exercise book out and the teacher started the class asking a volunteer student to raise his/her hands and tell him what they had learned previous day. A student who sat in the teacher's right hand, near the window raised his hand and the teacher had given him a chance. The student started speaking in Wolayita Language. He told the teacher that they learned how to describe their school. The teacher appreciated translated him and the points into English and repeated it in to Wolayita language. Then he wrote the new topic in the blackboard and introduced it. It was unit seven, lesson 2 Grammar. ( i.e. about adjectives and nouns). It is on page 96 of the new English for Ethiopia grade 5 students' text book. He wrote the topic on the blackboard and started explaining what adjectives and nouns are in English and then translated it in to Wolayita language. The teacher instructed the students in English to write an activity from their text book and he repeated the instruction in Wolayita language. The students had done exercise individually. The teacher ordered the students to stop writing and instructed them to compare their answers with their friends. He repeated the instruction in Wolayita language. The students started to work in groups of three. They used Wolayita language throughout their discussion. The teacher was moving around the groups. He was helping and re-informing what to do in Wolayita language. He had given five minutes. When the time was over, the teacher asked the students to respond their answers to class.

After four students read their response the teacher appreciated the students and proceeded to the next task. It was in the same page (96) exercise 1 which demands the students to read the adjectives in box 1 and match it with the nouns in Box 2. The teacher repeated the instruction in Wolayita language. Before starting the matching, the teacher asked the students about the meanings of the new words in Wolayita language. He had given five minutes to complete the task. After five minutes the teacher ordered to stop in English and repeated the instruction in Wolayita language. After that he asked them to read their answers. Then he asked the students to mention adjectives and nouns in Wolayita language. They mentioned lots of it in few minute. He had given them a home work for the next day, which is activity 2 on page 96, Exercise 2 on page 97 and Exercise 3 page on 97. The lesson ended at 3:20.

### **Teacher I Observation II**

#### **Physical Situation of the Classroom**

The name of the school is Gesuba number two. The school is found at Offa woreda and sodo zuria woreda Gesuba town. The observation was held on Wednesday, 10/2/2005E.C. It was in the third period, morning section. The time was 3:20 and End at 4:00. The duration of the period was 40 minutes. The number of student this day was only 45. The day was bright. As soon as the teacher and the researchers entered the class, the teacher ordered students to open all the windows. When they were doing this, the teacher called a student in the front and ordered him to clean the black board. This time the

teacher informed the students to take out their English exercise books. The class size is larger sized. The desks are fixed. Since the students are kids, they sit 3-4 in one fixed desk. The desks were put in four rows. In each rows 6 – 7 desks were put. The class was neat. The class has no ceiling. Someone who sits in a class can easily look the sheets. Though the class has light, it was not functional. The class was near to the office. It is made of block. The wall was painted. There was no picture or chart in the class

### **Brief Lesson Report**

The teacher entered the class and greeted the students .He ordered the students to take their exercise book and he has given a student at the front to clean the black board. The teacher begins the lesson spending 4 minutes until the blackboard cleaned. Students took the exercise out and he started the class asking any voluntary student to raise his hand and remember him what they have been doing in their last day lesson. A student who sat at right hand the teacher, near the get raised his hand. The teacher has given the chance for him. He started to speak in Wolayita Language. He informed the teacher that they were learning about adjectives and nouns. The teacher appreciated translated him and the points into English and repeated it in to Wolayita language. Then he introduced the new topic writing it in the blackboard which is lesson 3 Grammar, language practice i.e. about the simple past tense. It is on page 97 new English for grade 5 students' text book. He wrote the topic and started to explain what tense is in English and translated what, it is in Wolayita language. These made the students were happy and relaxed. The teacher informed the students to write an activity 1 on their text in English and he repeated the instruction in Wolayita language. The students have done it individually. The teacher ordered to stop writing and compare their answer with their friends after 4 minutes. The repeated the instruction in Wolayita language. The students started to talk in groups of three. But the medium was Wolayita language. The teacher was moving round the groups where the students were working. He was helping re-informing what to do in Wolayita language. He has given 5 minutes. When the time given completed, the teacher asked the student to read their work to class. After four students read he appreciated the students and proceeded to the next task. It was in the same page (97) exercise 1(a), which asks the students to complete the paragraph by matching with the correct past form of the verbs in Box. He repeated the instruction in Wolayita language. Before starting matching, he asked the students the meanings of new words in Wolayita language. This time both teachers and students were relaxed when translated. He has given 5 minutes to complete the task. After 5 minutes he said ,”stop” Clumping his hand in English and repeated the instruction in Wolayita language and he asked them to read their answer, Then he, asked students to mention the correct past form of the verbs from Wolayita language. They mentioned lots of it in few minutes. He has given them home work for the next day, which is exercise 1(b) page (98).The lesson last at 4.00.

### **Teacher I Observation III**

#### **Physical Situation of the Classroom**

The name of the school is named Sere Esho primary school. It is found at Offa woreda and sodo zuria woreda, three kilo meters far from Gesuba town.5E were observed. The

observation was held on Friday, 12/8/2005E.C. It was in the 4<sup>th</sup> period, morning section. The time was 4.15 and End at 4:55. The duration of the period was 40 minutes. The number of student this day was only 50. The day was bright. As soon as the teacher and the researchers entered the class, the teacher ordered students to open all the windows. When they were doing this, the teacher called a student in the front and ordered him to clean the black board. This time the teacher informed the students to take out their English exercise books. The class size is large sized. The desks are fixed. Since the students are kids, they sit 3-4 on fixed desk. The desks were put in four rows. In each rows 6 – 7 desks. The class was neat. The class has no ceiling. Someone who sits in a class can easily look the sheets. Though the class has light, it was not functional. The class was near to the office. It is made of block. The wall was painted and renewed. There was no picture in the class.

### **Brief Lesson Report**

The teacher entered the class and greeted the students .He ordered the students to take their exercise book and he has given a student at the front to clean the black board. The teacher begins the lesson spending 5 minutes until the blackboard cleaned. Students took the exercise out and he started the class asking any voluntary student to raise his hand and remember him what they have been doing in their last day lesson. A student who sat at right hand the teacher, near the get raised his hand. The teacher has given the chance for him. He started, to speak in Wolayita Language. He informed the teacher that they were learning about the past simple tense. The teacher appreciated him, translated the points into English, and repeated it in to Wolayita language. Then he introduced the new topic writing it in the blackboard which is lesson 3 Grammar, language practice i.e. about the school map. It is on page 98 new English for grade 5 students' text book. He wrote the topic and started to explain how to give direction in English and translated what, it is in Wolayita language. These made the students were happy and relaxed. The teacher informed the students to read the map, activity 1 on their text in English and he repeated the instruction in Wolayita language. The students have done it individually. The teacher ordered to stop writing and compare their answer with their friends after 4 minutes. The repeated the instruction in Wolayita language. The students started to talk in groups of three. But the medium was Wolayita language. The teacher was moving round the groups where the students were working. He was helping re-informing what to do in Wolayita language. He has given 5 minutes. When the time given completed, the teacher asked the student to read their work to class. After four students read he appreciated the students and proceeded to the next task. It was in the same page (98) exercise 1, which asks the students to complete the questions by reading the map. He repeated the instruction in Wolayita language. Before starting matching, he asked the students the meanings of new words in the map in Wolayita language. This time both teachers and students were relaxed when translated. He has given 5 minutes to complete the task. After 5 minutes he said ,”stop” Clumping his hand in English and repeated the instruction in Wolayita language and he asked them to read their answer, Then he, informed the students to translate the answer in Wolayita language. He has given them home work for the next day, which is exercise 2 page (99).The lesson last at 4.55.

### **Discussion of Teacher II Class Room Observation**

This class room observation was conducted in Gesuba number 2 school. This teacher has been working as a teacher in the school for about 3 years. He has been teaching for about 10 years. His current qualification is Bachelor degree. In this part teacher one's response concerning the use of Wolayita Language in English class is discussed

#### **Teacher II Observation I**

##### **Physical Situation of the Class Room**

The observation was held on Monday. The Date was 08/08/05E.C.It was 5<sup>th</sup> period morning Section. The time was 04.55 and end at 05.35. The duration of period was 40.The number of students in the class was 35. The day was Monday. The windows were all opened. The teacher has given the duster to a student in the front to clean the blackboard. The teacher ordered the students to take their exercise boob. The class size is large sized. The desks were fixed. The students sat 3 in a desk. The desks are put in 4 rows having 6-7 desks in a row. The class was fixed. The ceiling is old. The class is made of mud. The walls are old.

#### **Brief Lesson Report**

This teacher is from WarazaLasho School. She started the class by introducing the daily lesson. In her introduction, she tried to remind what they already have about the topic. This time, the teacher asked the students in English but they were responding to her in their first Language. When she asked any student to say the something in English they try in their broken English. She preceded the daily lesson by writing the topic in the black board and asking the students what they know about. She has informed the students to responds using their first Language. When students show trial, she translated the concept in their first Language and continued her lesson. The lesson was about reading comprehension. She wrote the key concepts on the blackboard and the students copied the note. She explained the key words in English and re -told the concept in Wolayita language. When she explain it in English students were not seem happy but when she change the medium of instruction students become happy and start participating. Next to that, she wrote class work on the blackboard and has given the instruction in English first and then in Wolayita Language to work the activity individually. Students easily understand the instruction and done the activity.

#### **Teacher II Observation II**

##### **Physical Situation of the Class Room**

The observation was held on Tuesday. The Date was 09/08/05E.C.It was 2<sup>nd</sup> period morning Section. The time was 02.40 and end at 03.20.The duration of period was 40.The number of students in the class was 40. The day was Tuesday. The windows were all opened. The teacher has given the duster to a student in the front to clean the blackboard. The teacher ordered the students to take their exercise boob. The class size is large sized. The desks were fixed. The students sat 3 in a desk. The desks are put in 4 rows having 6-7 desks in a row. The class was fixed. The ceiling is old. The class is made of mud. The walls are old.

**Brief Lesson Report**

This teacher is from Gurimu Woideschool. She entered to the class and first greeted the students in English. Then she asked them whether they have done their home work or not and translating what she has said in to Wolayita Language. Students who kept silent; started shouting (Yes, No) when it was translate. Then she asked them to take their home work out and started writing the key words on the blackboard. Then she was asking students to categorize the given words according to their function. The lesson continued this was. At this time the teachers as well as the students were using both English and Wolayita Language together. Finally, they were categorizing words when students faced challenges to categorize the words because of its meaning, she explains it in Wolayita Language and they categorize the word easy being relaxed. They were also asking the teacher "Does x mean this" in their first Language. The teacher responds (yes/no) or they say what it means in their first language. The teacher asked few questions to check their understanding. She said you can tell me using Wolayita language. This time students raised their hand and easily expressed how they categorized the words. When they have given the chance to express using first language, they all become happy and increased participation in class room. But when the teacher informs them not to use Wolayita language, though know the answer the students prefer to keep silent. She explains repeating the lesson in English but the students couldn't even understand a word..The teacher also seems relaxed when she explains the concepts which students can't easily understand. The teacher managed his time properly even if she was using two languages; she properly presented the lesson on planed time. The way she managed time, the way how she presented the lesson and his selective use of language was good.

**Teacher II Observation III****Physical Situation of the Class Room**

The observation was held on Friday. The Date was 11/08/05E.C.It was 6<sup>th</sup> period morning Section. The time was 05.35 and end at 06.15.The duration of period was 40.The number of students in the class was 42. The day was Friday. The windows were all opened. The teacher has given the duster to a student in the front to clean the blackboard. The teacher ordered the students to take their exercise boob. The class was large sized.. The desks were fixed. The students sat 3 in a desk. The desks were put in 4 rows having 6-7 desks in a row. The ceiling was old. The class was made of mud. The walls were old.

**Brief Lesson Report**

This teacher was from Gesuba number 2. He greeted the students in English and started moving around the class asking the students to take their exercise book. The teacher has given them instruction in English and repeated it in their Language. She asked them to remind what they have been doing in the last period. The students raised their hand and started telling what it was about in their first language. The teacher appreciated the students and said the idea in English then repeated it again in their language. She continued writing the main concepts in the black board and asked students to give her equivalent meaning in their first language. Students have

done it properly and she continued to teach numbering in English company how it works in their language and English. She was using Wolayita language but not frequently. She selectively uses at the beginning to give clear instruction and to clarity vague concepts easily.

**Discussion of Teacher III Class Room Observation**

This class room observation was conducted in Wajaschool. This teacher has been working as a teacher in the school for about 3 years. He has been teaching for about 10 years. His current qualification is Bachelor degree. In this part teacher one's response concerning the use of Wolayita Language in English class is discussed.

**Teacher III Observation I****Physical Situation of the Class Room**

The observation was held on Thursday. The Date was 11/08/05E.C.It was 4<sup>th</sup> period Afternoon Section. The time was 08.45 and end at 09.25.The duration of period was 40.The number of students in the class was 50. The day was Thursday. The windows were all opened. The teacher has given the duster to a student in the front to clean the blackboard. The teacher ordered the students to take their exercise mistake. The class size is large sized. The desks were fixed once. The students sat 3 in a desk. The desks are put in 4 rows having 6-7 desk in a row. The class was fixed. The ceiling is old. The class is made of mud. The walls are old. This implies that the class was suitable for learning and teaching.

**Brief Lesson Report**

The teacher entered the class and greeted the students .He ordered the students to take their exercise book and he has given a student at the front to clean the black board. The teacher begins the lesson spending 3 minutes until the blackboard cleaned. Students took the exercise out and he started the class asking any voluntary student to raise his hand and remember him what they have been doing in their last day lesson. A student raised his hand reminded the class that they were learning about people in the past. The teacher appreciated him, translated the points into English, and repeated it in to Wolayita language. Then he introduced the new topic writing it in the blackboard which is lesson 2 Grammar, language practice i.e. about the reading and writing the numbers 1000-3000. It is on page 68 new English for grade 5 students' text book He wrote the topic on the black bored and started explaining what tense is in English and translated what, it is in Wolayita language. Activity 1 on their text in English and he repeated the instruction in Wolayita language. The students started to talk in groups of three. But the medium was Wolayita language. The teacher was moving round the groups where the students were working. He was helping re-informing what to do in Wolayita language. He has given 5 minutes. These made the students were happy and relaxed. The students have done it their groups. The teacher ordered to stop writing and after 4 minutes. The repeated the instruction in Wolayita language. When the time given completed, the teacher asked the student to read their work to class. After four students read their group work, he appreciated the students and proceeded to the next task. It was in the same page (68) exercise 1, which asks the students to complete the

questions by reading the numbers and matching the numbers with the figures. He repeated the instruction in Wolayita language. Before starting matching, he asked the students the numbers in Wolayita language. This time both teachers and students were relaxed. He has given 5 minutes to complete the task. After 5 minutes he said „stop” Clamping his hand in English and repeated the instruction in Wolayita language and he asked them to read their answer, Then he, informed the students to translate the answer in Wolayita language. He has given them home work for the next day, which is exercise 2 and 3 which asks to re-write the numbers in sentence and to change the figures into number page (69).The lesson last at 08.30. As can be seen from the above lesson both the teachers and students were using Wolayita language in English classes. The teacher uses Wolayita language for showing linguistic difference in between the two languages and explaining instructions .The students were using to discussing in groups.

### Teacher III Observation II

#### Physical Situation of the Class Room

The observation was held on Friday. The Date was 12/08/05E.C.It was 5<sup>th</sup> period Afternoon Section. The time was 09.25 and end at 10.05.The duration of period was 40.The number of students in the class was 49. The day was Friday. The windows were all opened. The teacher has given the duster to a student in the front to clean the blackboard. The teacher ordered the students to take their exercise boob. The class was large sized. The desks were fixed once. The students sat 3 in a desk. The desks are put in 4 rows having 6-7 desks in a row. The class was fixed. The ceiling is old. The class is made of mud. The walls are old. This implies that the class was suitable for learning and teaching.

#### Brief Lesson Report

The teacher entered the class and greeted the students. He ordered the students to take their exercise book and he has given a student at the front to clean the black board. The teacher begins the lesson spending 4 minutes until the blackboard cleaned. Students took the exercise out and he started the class asking any voluntary student to raise his hand and remember him what they have been doing in their last day lesson. A student raised his hand reminded the class that they were learning about how to write and read numbers in English. The teacher appreciated him, translated the points into English, and repeated it in to Wolayita language. Then he introduced the new topic writing it in the blackboard which is lesson 3 about Historical events. It is on page 69 new English for grade 5 students' text book. He wrote the topic on the blackboard, informed the students to form the group in English, and translated what, he said in Wolayita language. Activity 1 on their text in English and he repeated the instruction in Wolayita language. The students started to talk in groups of three. But the medium was Wolayita language. The teacher was moving round the groups where the students were working. He was helping re-informing what to do in Wolayita language. He has given 5 minutes. These made the students were happy and relaxed. The students have done it their groups. The teacher ordered to stop writing and after 4 minutes. The repeated the instruction in Wolayita language. When the time given completed, the teacher asked the student to read their work to class. After four students read their group work, he appreciated the students and proceeded to the next task. It was in the same

page (69) exercise 1, which asks the students to discuss and write about important events occurred in the past. He repeated the instruction in Wolayita language. Before starting matching, he asked the students the numbers in Wolayita language. This time both teachers and students were relaxed. He has given 5 minutes to complete the task. After 5 minutes he said „stop” Clamping his hand in English and repeated the instruction in Wolayita language and he asked them to read their answer, Then he, informed the students to translate the answer in Wolayita language. He ordered the students to continue working in the same group to complete exercise two. After discussing on the answers he has given them home work for the next day, which is exercise 2 out of the text to with writing historical events asking their elders. The lesson lasted at 09.25. As can be seen from the above lesson both the teachers and students were using Wolayita language in English classes. The teacher was using Wolayita language for showing linguistic difference in between the two languages and explaining instructions. The students were using to discussing in groups.

### Teacher III Observation III

#### Physical Situation of the Class Room

The observation was held on Friday. The Date was 12/08/05E.C.It was 5<sup>th</sup> period Afternoon Section. The time was 09.25 and end at 10.05. The duration of period was 40. The number of students in the class was 55. The day was Friday. The windows were all opened. The teacher has given the duster to a student in the front to clean the blackboard. The teacher ordered the students to take their exercise boob. The class was large sized. The desks were fixed once. The students sat 3 in a desk. The desks are put in 4 rows having 6-7 desks in a row. The class was fixed. The ceiling is old. The class is made of mud. The walls are old. This implies that the class was suitable for learning and teaching.

#### Brief Lesson Report

The teacher entered the class and greeted the students .He ordered the students to take their exercise book and he has given a student at the front to clean the black board. The teacher begins the lesson spending 4 minutes until the blackboard cleaned. Students took the exercise out and he started the class asking any voluntary student to raise his hand and remember him what they have been doing in their last day lesson. A student raised his hand reminded the class that they were learning about Historical events in English. He appreciated him, revised the points in English and reputed it in Wolayita language. Then he introduced the new topic writing it in the blackboard which is lesson 4 about ordinal numbers. It is on page 70, New English for grade 5 students' text book. He wrote the topic on the blackboard, informed the students to form the group in English, and translated what, he said in Wolayita language. Activity 1 on their text in English and he repeated the instruction in Wolayita language. The students started to talk in groups of three. But the medium was Wolayita language. The teacher was moving round the groups where the students were working. He was helping re-informing what to do in Wolayita language. He has given 5 minutes. These made the students were happy and relaxed. The students have done it their groups. The teacher ordered to stop writing and after 4 minutes. The repeated the instruction in Wolayita language. When the time given completed, the

teacher asked the student to read their work to class. After four students read their group work, he appreciated the students and proceeded to the next task. It was in the same page 70, exercises 1, which says; “discuss some of the important people you know. These people may be in your community, country or even outside your country. Write down the names of the people, when they were born and what they did. Arrange the list of the dates of birth of the people you have selected”. He repeated the instruction in Wolayita language. This time both teachers and students were relaxed. He has given 5 minutes to complete the task. After 5 minutes he said, “stop” Clumping his hand in English and repeated the instruction in Wolayita language and he asked them to read their answer, Then he, informed the students to translate the answer in Wolayita language. He ordered the students to continue working in the same group to complete exercise two. After discussing on the answers he has given them home work for the next day, which is exercise 2 out of the text to with writing historical events asking their elders. The lesson lasted at 10.05.

As can be seen from the above lesson both the teachers and students were using Wolayita language in English classes. The teacher uses for showing linguistic difference in between the two languages and explaining instructions. The students were using to discussing in groups.

#### Summary of the Result of Class Room Observation Data

- Majority of the participant teachers and students often use Wolayita Language in English class.
- Almost all of the participant teachers used Wolayita language for giving clear instruction, for explaining abstract words, for maintaining class room discipline, for checking understanding of a text in English and for showing linguistic difference and similarity between the two languages.
- Nearly all of the students use Wolayita language when they discuss with their friends in groups, and when they ask and answer.

#### Conclusions and Recommendations

This study was aimed at examining the use of Wolayita language in English class grade five students and teachers at Offa woreda and sodozuria woreda primary schools Wolayita Zone, SNNPR in focus. Fundamentally, the study was intended to respond to questions about the reason do English teachers give for their use of Wolayita language in grade five English classes, the extent to which Wolayita language is used in grade five English classes and teachers and students think of the use of Wolayita language in grade five English classes. Accordingly, data were gathered from randomly selected 6 six sample schools, from 24 students through focus group discussion and from 21 teachers through questionnaire, from six teachers' observation and six teachers' interview. Analysis was also made on the teachers and students purpose, frequency and attitude toward the use of Wolayita language in grade five English classes. Therefore, as the results indicate, teachers and students use Wolayita language more frequently seem relaxed when using Wolayita languages in grade five English classes. As result they have positive attitude towards the use of Wolayita languages in grade five English classes. As seen from different data tools teachers were using for explore new ideas, for explaining new vocabulary, for given class room

instruction, and students were using Wolayita languages in grade five English classes for discussing in group, for asking question and for responding questions. As can be seen from the data collected through different tools majority of the participants teachers were using Wolayita language in English classes. The teachers as well as the students seem relaxed when Wolayita language is used in English classes. Based on this data it is possible to conclude that both teachers as well as students perceive using Wolayita language in English classes is very essential for the learning of English. In additional to this the amount of language use was a lot. They use Wolayita language frequently in English classes. As result one can conclude that the teachers and students have positive attitude towards using Wolayita language in English classes. The students developed dependence on Wolayita language. Majority of the teachers were observed using Wolayita language for giving instruction, for explaining abstract words, for maintaining class room discipline, for checking understanding of a text in English and for showing linguistic difference and similarity between the two language. In majority of the English classes observed the students were using Wolayita language when they discuss with their friends in groups, for ask and answering questions.

Based on the results above, it would be safe to conclude that:

- The use of Wolayita language with low-level students has proved to be a very useful and advantageous mediating tool to the students' learning.
- The English only policy is not productive with low level students and that takes into account the use of Wolayita language as a teaching/learning tool is suggested.

#### Recommendations

Therefore, based on the results of the study, the following recommendations were proposed.

- Teachers are using great amount of Wolayita language in English classes which minimizes the target language input, makes the class loss its naturalistic classroom context and making the students become dependant to it. Therefore; English the teachers should minimize the amount of Wolyita language in English classes.
- Majority of the teachers are using Wolayita language for giving instruction, for explaining abstract words, for maintaining class room discipline, for checking understanding of a text in English and for showing linguistic difference and similarity between the two language. But they are not systematic. Hence, English the teachers should use it systematically to help the students' in developing various strategies of improving their English proficiency instead of simply using their first language so that it can facilitate learning..
- Therefore, teachers training institutes should properly train teachers how to incorporate first language in English classes.

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## Appendix I Teachers questionnaire

### Hawassa University

### Collage of Social science and Humanities

### School of Language and Communicator studies

### Questionnaire for Teachers

#### Dear teacher,

The objective of this questionnaire is to gather data from grade 5 English teachers for a project that has been designed to study "The use of Wolayita Language in English classes" in which both grade 5 English teachers and their students are the



4. How do you minimize the negative impacts if using the students first Language is a must? How?
5. Do you allow your students to use Wolayita language in English classes? Why/Why not?
6. What do your students feel when learning English in their 1st Language? Why?
7. How often do students need Wolayita language during their English Classes?
8. Do you think it would be difficult for your students to understand English with the absence of Wolayita Language? Why?
9. Do you use Wolayita language frequently teaching English language?
10. How often do you use Wolayita language in your English language teaching classes?
11. For what purpose do you use and your students use Wolayita language during their English period?

#### **Appendix IV Wolayita language Version of Teachers Interview**

##### **Astamaaretussi Giigida Qalaa Oysha**

###### **➤ Appendix IV Wolayita language Version of Teachers Interview**

1. Paranjatto timirrtiya tamarissayda Wolayttatto qaala go' 'ettay?
2. Wolayttatto donnani maadettada Paranjatto doona timirrtiya tamarissiyoogee go'ees gaada qofay? Ayssi?
3. Wolayttatto donnani maadettada Paranjatto doonatimirrtiya tamarissiyoogee tamaarenaati ufayttoosona gaada qofay?
4. Wolayttatto donnani maadettada Paranjatto doona timirrtiya tamarissiyoogee de'iya minonne lefa miyye aybee?
5. Wolayttatto donnani maadettada Paranjatto doona timirrtiya tamarissiyoogee keehi koshiyaba gidikko, hega gaasuwan merettiya laafa miyye guutanawu woykko xayssan danddayetti?
6. Wolayttatto qalaan birshennan Paranjatto doona timirrtiya tamarissiyoogeene tamaaretussi deexo gaada qofay?
7. Ne tamaareti Parranjattuwa tamaridi Wolayttatto qalaan go'ettanadan mintettay?
8. Paranjatto doona timirrtiya tamarissayda aykeena Wolayttatto doonan maadettada tamarissay?

9. Neene ne tamaareti Parranjattuwa doona timirrtiya wodiyan Wolayttatto doonan maadettiyooga go' 'ay aybee?
10. Ne tamaareti Parranjattuwa tamaridi aykeena Wolayttatto doonan maadettidi tamaaranawu koyiyona?
11. Paranjatto doona timirrtiya tamarissayda Wolayttatto doonan ubbato go' 'ettay?

#### **Appendix V Students focus group discussion questions**

1. Did you use Wolayita Language when to learn English?
2. Do other students (your friends) use Wolayita Language in English classes?
3. Do your English teachers use Wolayita Language while teaching English?
4. What do you feel when use Wolayita Language in English classes?
5. How often do you use Wolayita Language in English classes?
6. How often does your English teacher use Wolayita Language when teaching English?
7. Why do you use Wolayita Language in English classes?
8. What do you think is/are the purpose of your teacher's use of Wolayita language when they teach English?

#### **Appendix VI Wolayita Language version group discussion questions**

##### **Tamaaretussi Giigida Qalaa Oysha**

1. Paranjatto timirrtiya tamaridi Paranjatto doonan/qaalan/kanchee tamaridii?
2. Paranjatto timirrtiya tamaridoode Wolayttatto doona ay keena go' 'ettii?
3. Parranja doona timirrtiya tamaridoode Wolayttatto doona go' 'ettiyo gaasoy aybee?
4. Paranjatto timirrtiya tamaridi Wolayttatto doonan go' 'ettiyooge ay keena intena aufayssii?
5. Intte laggettikka Parranjattuwa tamaridi Wolayttatto doona go' 'ettiyoona?
6. Parranjattuwa intenna tamarissiya astaamaare/iya tamarissidi/da Wolayttatto doona qaala go' 'ettii/ay?
7. Parranjattuwa intenna tamarissiya astaamaare/iya tamarissidi/iya Wolayttatto donnani/qaalan go' 'ettiyo maadoy/go' 'ayayba gidi qophettii?
8. Intte astaamaare/iya ay keena Wolayttatto doona Parranjattuwa tamarissidi/da go' 'ettii/ay?

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