

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF
HUMANITIES AND LAW, ENGLISH LANGUAGE DEPARTMENT,
POST GRADUATE STUDIES**



**Analysis of Afan Oromo Interference into learning English as a Foreign
Language Orthography and pronunciation: a Case of Batu Secondary
School**

M.A. Thesis

February, 2015

ASTU

**ANALYSIS OF AFAN OROMO INTERFERENCE INTO LEARNING
EFL ORTHOGRAPHY AND PRONUNCIATION: A CASE OF BATU
SECONDARY SCHOOL**

**A Research Thesis Submitted In Partial Fulfillment of the Requirements
for the Award of the Degree of Master of English Language Teaching,**

**SCHOOL OF HUMANITIES AND LAW, POST GRADUATE STUDIES
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY, ETHIOPIA**

**By
Gebeyanesh Mamo**

**Advisor
Mekuria Abera (PhD)**

February, 2015

APPROVAL SHEET

As Thesis Research Advisor, I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Gebayensh Mamo entitled “**Analysis of Mother Tongue Interference into English Language Orthography and pronunciation: A Case of Batu Secondary School**”. I recommend that it be submitted as fulfilling the thesis requirement.

Mekuria Abera (PhD)

Thesis Advisor

Signature

Date

As members of the Examining Board of the Final MA Open Defense, we certify that we have read and evaluated the Thesis prepared by Gebayenesh Mamo and examined the candidate. We recommended that the Thesis be accepted as fulfilling the Thesis requirement for the Degree of Master of Art in English Language Teaching.

Name of Chairman

Signature

Date

Name of Internal Examiner

Signature

Date

Name of External Examiner

Signature

Date

STATEMENT OF THE AUTHOR

I declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree at the Adama Science and Technology University and is deposited at the University Library to be made available to borrowers under rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

Brief quotations from this thesis are allowable without special permission provided that accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the Dean of the School of Graduate Studies when in his or her judgment the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author.

Name: Gebeyanesh Mamo Beyene, **Signature:** _____

Place: Adama Science and Technology University, Adama

Date of Submission: February, 2015

ACKNOWLEDGEMENTS

First of all, I give thanks to Almighty God for all of the precious endowments, protection, good health and guidance, Jaroloh! Next, I would like to express my earnest thankfulness to my adviser, Dr. Mekuria Abera, for the brilliance and patience he endured to see my weaknesses and constantly directed me onto the right way through an innovative study. My sincere gratitude goes to Mr. Nigussie, Taddesse (Dean of the Public Service College of Oromiya), who's considerate follow ups and consultations encouraged me to keep to study stronger.

Equally, my special thanks also goes to colleagues and the academic staff of the college; Mr. Hirko Wakgary, Mr. Abdissa Dessalegn, Mr. Getaneh Seifu, Mr. Kemal Shenka Mr. Zemed Degu, and Mr. Nigussie Dhaabaa, who were constantly involved in all the stages of this study. I really appreciate, Mr. Eyuel Gessesse, and Mr. Midhaga Mangistu (ICT specialists), who, candidly fix each and every computer and internet breakdowns, evenly. I'm also very much grateful to Mr. Efrem Gemmechu, who took professional video records during data collection.

My genuine thanks also goes to Mr. Demeke Abera (the Director), Mr. Tariku Ittana (the vice director) of Batu Secondary School. Equally, my genuine thankfulness extends to Mr. Belahun Dilnessa (EFL Department head) and the English language teachers, at Batu Secondary School; Mr. Tegenu Yami, Mr. Nigussie Degefa, Mr. Girma Belayneh, Mr. Babso Guduru, Mr. Fikru Taddesse, and Mr. Tamrat Getahun, who kindly facilitated actual, class observations, in-depth interviews and questionnaire operations, during data collection. I truly acclaim all the student participants, who enthusiastically supplied authentic information, during answering the questionnaires and in depth interviews, especially; Semira Hussien, Mamush Birhanu, Minilshoa Wondimu, Meskerem, Abraham and others.

Last but not least, my dedication is reserved for my daughter, Selam Belay, whose endurance, me so much strength to complete the study, and may this work give your future a strong inspirations for you to pursue for more knowledge in the world.

Thank you indeed!!

ABBREVIATIONS AND ACRONYMS

BBC	British Broadcasting Corporation
EA	Error Analysis
EFL/ESL	English as a Foreign Language
GTM	Grammar Translation Method
L ₁	First Language
L ₂	Second Language
MT	Mother Tongue
NL	Native Language
N ₂ L	Second Language Acquisition
RP	Received Pronunciation
SLA	Second Language Acquisition

TABLE OF CONTENTS

APPROVAL SHEET	ii
STATEMENT OF THE AUTHOR.....	iii
ACKNOWLEDGEMENTS	iv
ABBREVIATIONS AND ACRONYMS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
ABSTRACT	ix
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Objectives of the study	6
1. 3. 1. General objectives.....	6
1.3. 2. Specific objectives	6
1.4. Significance of the Study.....	6
1.5. Scope of the Study	7
1.6. Limitations of the Study.....	7
1.7. Organization of the Study.....	7
2. REVIEW OF RELATED LITERATURES	9
2.1. Conceptual and Theoretical Frame Works of MT Interference	9
2.1.1. Conceptual Debates.....	9
2.1.2. Related Theories	13
2.1.3. Causes and Agents.....	16
2.1.4. Empirical Studies	19
3. RESEARCH METHODOLOGY	23
3.1. Research Design	23
3.2. Data Sources	23
3.4. Sampling Techniques	23
3.5. Data Collection Methods.....	24
3.6. Data Analysis Methods.....	24

4. RESULTS AND INTERPRETATIONS.....	25
4.1. Assessments of the Students’ and Teachers’ Linguistic Back Grounds, Afan Oromo Interference; Elements, Causes and Agents into Learning EFL Orthography and Pronunciation.....	25
5. SUMMARY, DISCUSSION OF FINDINGS AND RECOMMENDATIONS.....	48
5.1. Summary	48
5.2. Discussion of Findings.....	49
5.3. Recommendations	52
6. REFERENCES.....	55
7. APPENDIXES	62

LIST OF TABLES

Table 1, Batu Secondary School Students' and Teachers' Linguistic Back ground.....	25
Table 2, Students' General EFL Proficiency	26
Table 3, Students' Purposes for Learning EFL Orthography and Pronunciation	27
Table 4, Teachers' and Students' Concept of MT Interference.....	28
Table 5, Students' MT Items Interference Incidents	29
Table 6, Afan Oromo Phonological Similarity Interferences	30
Table 7, Afan Oromo Linguistic Resource Interferences.....	31
Table 8, Afan Oromo Orthographic Interferences	33
Table 9, Afan Oromo Pronunciation Interferences	34
Table 10, Afan Oromo Spelling Interferences.....	36
Table 11, Oromo Linguistic Interferences.....	38
Table 12, Oromo Principles Interferences.....	41
Table 13, Innovational Linguistic Interferences	43
Table 14, Afan Oromo Interferences from Teachers and Students	44
Table 15, Claims of Teachers and Students of Batu Secondary School.....	46
Table 16, Observation Check list.....	67

ABSTRACT

This study is concerned with analysis of Mother Tongue interference into learning EFL orthography and pronunciation, a case of Batu Secondary School. It mainly assesses MT interference of elements, causes and agents. So, to accomplish this purpose, the researcher first, employed a systematic random sampling technique was operated on the total of 2027, grade nine and ten students from whom, every tenth student was picked to get around a sample size of 203 students out of the total population. Besides, 10 English language teachers at the target school were included based on a non probability sampling technique.

Then, the researcher triangulated primary data from actual class observations, in depth interviews and questionnaires. The questionnaires were distributed to the 213 sample population and the data collected was quantified into percentiles and tabularized. Besides, qualitative data were executed from the students' orthographic contents of written out activities provided, test papers, assignments in their exercise books, the text books and the teachers' guide analysis. After then, simple statistical packages for social science tools were applied to describe, narrate and analyze the end results.

The general summary of data indicates that, students' MT (Afan Oromo) orthography and pronunciation interference happens into students' learning EFL, orthography and pronunciation, at Batu Secondary School. Some of the manifestations appeared as; grammatical, vocabulary, speech pronunciation, spelling, syllabic, semantic, and orthographic divergences. Therefore, the researcher recommends that teachers and students should gravely work on these particular areas at the need for improving the quality of spoken and written English language proficiency of the grades nine and 10 students. This study, however, cannot cease all information areas other than it recites the most series problems and would appeal for further studies.

1. INTRODUCTION

1.1. Background of the Study

Obviously, language capitalism corresponds; social, economic, political, and power capitalism (Ouedraogo, 2000:1). It is also true that, every form of language occurs only to human beings (Baloch, 2013), chiefly in two ways; the first is by innate acquisition and the second is achievable through conscious and formal learning (Bhela, 1999). Besides, in every day of our lives, we use different forms of linguistic exchanges; either verbally or orthographically, yet, some use paralinguistic features, (Sui, 2013). However, the languages of the world necessitated to come in contact, in this time of globalization, (Imoleayo, 2011). Cha, (2007) best confirms that, “If the Babylonian builders who were scattered over the face of the Earth by God for their arrogant attempt to build a tower that would reach to heaven could get together today, they would perhaps be able to continue their work without having any problem in understanding each other. A quite unexpected challenge to God’s work is now being made by the English Language.

The diversity of human Languages, one of the major barriers (put influence by interfering) to reuniting innumerable ethno-linguistic groups for thousands of years, is about to be overcome by the rapid spread of English all over the world”. It has also been said for so long as a famous British maxim of fun interference during the colonial era over the scramble of Africa by European powers that; “the Sun never sets in the British colonial land”.

Though, English is a universally informative, educationally resourceful, a technology and innovation effective, even in these days, however, it is actually, an unusual language, already a blend of early Frisian and Saxon (Getachew and Derib, 2002). It also absorbed Danish and Norman French, and later added many Latin and Greek technical terms. Besides, in the US, Canada, Hawaii, Australia, New Zealand, South Africa, and elsewhere, it absorbed terms for indigenous plants, animals, food stuffs, clothing, housing, and other elements from native and immigrant languages, (Manivannan, 2006). Not only had these, the various dialects, from Cockney to Jamaican, and innumerable sources of slang, from Polari to hip hop, continued to add novel terms and expressions to the mix.

Hence, it is no surprise to hear blends from people learning English as a foreign language (EFL) for, ‘English just has too many words!’ that a certain student had told, (Boeree, 2004).

In view of that, Boeree, further, explains that, the Orthography of English was more or less established particularly by 1650, England a form of standard educated speech, known as Received Pronunciation (RP) spread through the major public schools in the 19th century. That accent was adopted in the early 20th century by the British Broadcasting Corporation (BBC) for its announcers and readers, and is variously known as RP, BBC English, Oxford English, and the King's or Queen's English, with which still today, the overseas learn and learn with.

Moreover, (Manivannan, 2006) describes English language orthography that: When William Caxton set up his printing press in London (1477) the new hybrid language (vernacular English, mixed with courtly French and scholarly Latin) became increasingly standardized. By 1611, when the Authorized (King James) Version of the Bible was published, the educated English of London had become the core of what is now called Standard English. By the time of Johnson's dictionary (1755) and the American Declaration of Independence (1776), English was International and recognizable that the language we use today. Moreover, (Dumessa and Mirressa, 2011) add that, the origin of English Language words is one of the causes for the students' failure to spell words correctly. They also state that, since some of English vocabularies were borrowed from other languages such as Anglo Saxon, Roman, Norman-French, and Latin and Greek, they lack uniform and consistent spelling rules.

They further, described the alphabetic writing systems that based on the principle of representing spoken sound segments, specifically, those at the level of consonants and vowels, by written characters, ideally one for each sound segment. They explained, however, that the Roman alphabet, being designed for a language with a very different phonological system, was never perfectly adapted for writing English even when first used to represent Anglo-Saxon, (Dumessa and Mirressa, 2011:103). That, norms of writing words consistently, with an alphabetic character set are collectively called orthography, (Kemmer, 2009). Besides, the idea of using L1 in the L2 classroom was a respected view during the era of the Grammar Translation Method.

Yet, immediately following the First World War a number of serious objections, were stated that the main problems, being the lack of every day realistic spoken language contents, had

been raised with regard to the Grammar Translation Method. Since then, all popular English language teaching methods including the recently accepted Communicative Language Teaching discouraged the use of L1 in the L2 classrooms. This view of learners' L1 avoidance has also been reflected in most of the modern L2 teaching materials, (Kenenissa, 2003). Besides, within learning the pronunciation and orthography of EFL, Grammar, vocabulary, accent, tone, etc, are the obvious the essential linguistic resources. For instance, whenever pronouncing English words students may follow the orthographic symbols and often forget that there are some precautions to be considered, such as; accent, rhythm, intonation and all other segmental and supra-segmental features of English speech, a factor known as 'spelling pronunciation' (Sharma, 2013).

In view of that, (Mason, 1999) states that, by the time Children learn their first languages, they become susceptible to pick up certain grammatical morphemes in a specific and predictable order. Both adults and children learning an L2 were also considered to acquire these grammatical morphemes in a specific order - this order is practical even for language learners who have different mother-tongues. However, this was again criticized for: first, researchers had not followed the same learners through time, but had simply compared groups at different levels of competence. Second, the grammatical morphemes studied did not appear to be related to each other in any systematic way, there was no attempt to see progression through the language for being system-governed. Third, there are far more, variations in language use than those studies suggest. Fourth, people often use correct forms in certain linguistic contexts, and use incorrect forms in different ones.

Mother Tongue (MT) utilization has, hence, long been practiced that a method without given much consideration to its effects on learning outcomes of EFL students. In recent years, even though, there have been growing research interests in the analysis of MT interference all around the world. Many concerned researchers like; (Wahba, 2009) are also determined to call for interested persons to further more studies, regarding mother tongue and interference. Even though, there are so many barriers hampering learning EFL, the cases those researchers took, the focus areas of the language contents besides, the tools they approached with are totally different from one another. Hence, those studies couldn't generalize the various problems of EFL learning and the types MT interference in time and spatial specifics. They

are also very specific about their choices of interests of topics and approaches that, mentioned earlier.

Nonetheless, there are no much investigations put through for the horn of Africa, where it's been believed to have Arabic influence, than learning proper EFL, and its functionality, unlike most neighboring countries' determined with their own peculiar EFL standard, (Amlaku, 2008). So, there bound a need for learning fluent speech and orthographic proficient enough in EFL.

1.2. Statement of the Problem

First language (L1) transfer has been a key issue in the field of applied linguistics that, second language acquisition (SLA), and language pedagogy for almost a century. Its importance has been re-evaluated several times within the last few decades, (Karim, and Nassaji, 2013). This is because, that the structures of L1 and L2 have differences, that, there have been a relatively high frequency of errors occurring into learning the L2, indicating interferences of the native language on the target language, as expected, (Bhela, 1999:31). Accordingly, studies on the analysis of errors (EA) made by second language learners have also been brought under consideration by many educators, EFL teachers, linguists, and researchers throughout the world.

So far, the place of the students' mother tongue or L₁ into learning English as a foreign language has been the subject of much debate, wherein, there have been various interferences into and from the utilization of L1 in EFL classrooms over the last decades, (Bagheri and Heydari, 2012). These scholars also state that, learners' errors, have been the subject of controversy for a long time significantly, in three different ways that; First, to the teachers, in that they show how far towards the goal the learner has progressed. Second, they provide evidence to the researcher how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner her/himself because we can regard the making of errors as a device the learner uses in order to learn.

Accordingly, (Jadallah and Hasan, 2013), MT interference has been argued about for so long, by many teachers, researchers, educators, scholars either in favor of, or against its use that a

methodology of teaching. Further, (Ridha, 2012) also states that, students rely on their native language structures to produce responses to questions. That, the learners' major writing difficulties could have been investigated by analyzing the nature and distribution of their writing errors and the relationship between students' L1 writing and in English. Because, the language essentials, structures, resources, and meaning learned in second language appeared insufficient to fulfill the linguistic requirements for these students learning EFL. The needs in turn force them to borrow, adapt, blend or incorporate unfamiliar elements and may lead them to make modifications in to the second language in focus, (Sharma, 2013).

Hence, it seems like there is no doubt that, all the teachers of EFL are always wondering about a better way that would enable them teach orthography and pronunciation. With this respect, learning and teaching foreign language(s) in the multilingual context like; in Batu Secondary School, Oromiya, Ethiopia, was considered to have too many challenges, of which, one of the most series disaster might have come from MT interference. Moreover, ever since the change of government in May 1991, due recognition has been given to the formulation of the New Education and Training Policy of 1994 brought about the use of mother tongues in schools in Ethiopia. Afan Oromo has had the chance to be become a medium of instruction in primary schools and taught as a subject in secondary and high schools, (Sharma, 2013, Getachew and Derib, 2002), where, the prominent practical mother tongue of most of the students is obviously, Afan Oromo.

Moreover, as languages of wider communication, Afan Oromo and English language are unilaterally interrelated for they both are basically from the same origin; Latin alphabet and punctuation marks, (Getachew and Derib, 2002). In the Afan Oromo script and pronunciation, however, there are nearly one to one correspondence between Oromo sounds and its letters. There are 33 letters that represent 33 different sounds of the language. Unlike English, Afan Oromo does not involve complex spelling conventions, (Sharma, 2013). Speech pronunciation and orthographic communications are though the most productive among the language skills, the mother tongue features appeared highly susceptible to interfere into the students' orthography and pronunciation. Not only are these, but also English language is equally foreign to both, the teachers and the students.

The teaching and learning of proper English language orthography and pronunciation have hence, been loosely credited even considered that, almost saturated in Ethiopia in general, (Getachew and Derib, 2002). However, there were hardly series of researches put series assessments about Afan Oromo orthography and pronunciation, common interference into learning EFL, in Oromiya, Ethiopia. Therefore, this study broke into an exploration of an obvious giant where no studies put through. It set out to conduct Analysis of Afan Oromo interference into learning EFL orthography and pronunciation particularly, the case of ‘Batu Secondary School.

1.3. Objectives of the study

1. 3. 1. General objectives

The general objective of this study is ‘Analyzes MT interference into learning EFL orthography and pronunciation, a case of Batu Secondary School’.

1.3. 2. Specific objectives

The specific objectives of the study

- ✓ Assess whether the students’ linguistic back grounds, acquisition habits, attitude interferences into learning EFL orthography and pronunciation,
- ✓ Analyzes Afan Oromo interference; elements, causes, and agents into learning EFL orthography and pronunciation,
- ✓ Evaluates the roles of the EFL teachers and students onto Afan Oromo interference into learning EFL orthography and pronunciation, at Batu Secondary School,

1.4. Significance of the Study

MT elements and learning styles interference into learning EFL become a series problem, at Batu Secondary School, in which, the students and their EFL teachers’ orthography and pronunciation observably appears very crunchy. Besides, the grades nine and 10 students are supposed to learn all subjects in English language and their teachers are supposed to teach them in the target language. On these bases, Batu secondary school is found in Oromiya, where over dozens of Ethnic groups flourish along with their distinct languages and their acquisition techniques, which can Babylonize children’s learning EFL orthography and

pronunciation, in particular. This is because; there are also plenty of English language requiring job opportunities in and around ‘Batu town like, the Share - Ethiopia, floriculture industries, run by foreigner investors.

Hence, this researcher intended to assess how MT interference affects the students learning to say and write things in English as a foreign Language. Expecting that, detecting the areas may enlighten some ways to ease learning and teaching EFL orthography and pronunciation primarily, for the students and teachers. Demonstrating the severity of mother tongue interference (Afan Oromo), into learning EFL, the case of Batu Secondary School, would suggest some possible solutions, from a different dimension. The results from findings may also serve as a stepping stone for further studies.

1.5. Scope of the Study

This study focuses on the subject area of Analysis of Mother tongue interference into learning English as a foreign Language Orthography and pronunciation, a case of Batu Secondary School (Zeway), 2015 AD.

1.6. Limitations of the Study

The research process was delayed for many reasons like; the ‘on and off’ electric power, the regular Internet disconnections, computer virus destructions. So that, the researcher has to re-work on papers, and get help from IT specialists. Moreover, some of the EFL teachers at Batu Secondary School were busy to let class observations, that, the researcher has to be patient enough to take longer time. The researcher also encountered lack of financial support, so that the researcher was engaged in fulltime work at Public Service College of Oromiya., while studying.

1.7. Organization of the Study

The Research work fall into seven parts: the first part is the introduction of the study which comprises seven sub-topics; the back ground of the study, The statement of the problem, The significance of the study, The research questions, The objectives of the study; The general objective, The specific objectives, The scope and delimitation of the study, The Limitations of the study, and the organization of the study; The back ground of the study describes ‘the scientific’ foundation of the topical issue, with general and related facts. The statement of the

problem states the problem and the degree of its intensity, the affected social groups, by tracing facts from some related prior studies, their findings and recommendations in location and time specific and made deductions to propose the newer view. It declaims the gaps and indicates some special tools to tackle the problem with.

The significance of the study states the - would be beneficiaries of the findings and lays a clear ground for further studies. The objectives of the study describe the ‘SMART’ blue print of the research from the puzzle towards the goal. The research question and methods made up the brain and the heart of the study; to inform the ‘what, why and how’ of the study, from the beginning, through the process, on wards to the - end results.

The second part of the study is the review of related literatures: this part describes the various works of scholars, which the researcher inculcated in order to enrich the research work evidentially. back grounding related conceptual debates, theories and empirical studies to substantiate the study scientifically; the study is grounded in accordance with the determined objectives, the devised research questions, and the designed methodologies to confirm the problem, internationally as well as time bound. In the literature review part, the researcher; referred different authors’ works, books, articles or journals, etc, and employed; quotations, paraphrasing, interpretation, citation etc, techniques. The third part, the methodology, under which, both quantitative and qualitative research designed on; the selection of research location and data sources, the research population and the techniques of sampling, data collection tools and data analysis means.

The fourth part is data analysis; which, discusses the raw data gathered into tables, percentiles and applied descriptive, narrative analytical tools to disclose “the devil in detail”. The fifth part, states the whole study into the findings, recommendations and conclusion. This part summed up the central mission in short and precise; the stated end results or findings and the recommended terminations aligning with the goal of the devised frame works, principles, theories, conceptual debates, and some empirical studies throughout the study. The reference writing system followed APA (American Psychology Association) style. Finally, appendices; a sample questionnaire, interview questions and observation check list samples are attached at end.

2. REVIEW OF RELATED LITERATURES

2.1. Conceptual and Theoretical Frame Works of MT Interference

2.1.1. Conceptual Debates

Many Scholars infer ‘mother tongue’ as, ‘native language’, first language, etc. Some also alternate language interference for language transfer; for instance, (Zhao, 2008) refers to the mother tongue to L₁ or the native language, but it is not always like this, for instance, an American born in China can have his mother tongue as English, but the first language may be a Chinese language, in which the learner is unconscious about the rules of language and the role model is of course, the mother or the closest care-giver. In that case, acquisition is considered that a natural activity and habitual attainment of the first or native language. On this basis, (Lekova, 2010) defines the general Language Interference as, a phenomenon viewed that, ‘mother tongue influence’, which has been an actual response to the applied results of the structural methods, known as audio-visual, audio-oral and structural-global.

(Viola, 2013) extends MT interference in particular that, Language transfer known as L₁ interference, linguistic interference, and cross meaning, which refers to speakers or writers applying the knowledge from their native language acquisition method into learning a second language. Many scholars describe the essence of MT interference as changes as a result from, researches are dynamic through time and the linguistic perspectives they pick at a particular time, also vary. Nevertheless, (Liu, 2001) expresses that, Language interference or transfer that, a persistent term and that; this has led to diverse interpretations and researches. For instance, (Mason, 1999) describes that, “inter language, founded upon the assumption that an L2 learner, at any particular moment in his learning sequence, is using a language system which is neither the L1, nor the L2. It is a third language, with its own grammar, its own lexicon and so on.

The rules used by the learner are to be found in neither his own mother tongue, nor in the Target Language”. Nevertheless, Mason, adds that, there does appear a good reason even for thinking that, one of the major constraints on the way people acquire an L2 is the nature of the L2 itself, and that certain structures, such that the negation in English, are also acquired in predictable stages, regardless of L1. This led us on to consider the concept of inter-

language, which Mason wishes to look at more deeply those days. Furthermore, the imposition of one language over another has become pronounced during the eras of slavery, colonialism and globalization in many nations as negative: This situation resulted in instances, where groups share a language but may not share the same culture, but “the teacher’s use of mother tongue can influence the learner’s acquisition of the target language, (Akinwale, 2011).

In addition, the concept of the second language is considered that the other language, than a foreign language learning, in which, the second language is different from the mother tongue, and that usually acquired in the corresponding language surroundings, (Koucká, 2007). That, mother tongue and the second language therefore are meant to be obtained in a certain language environment; we call it “acquisition” hence, Second Language Acquisition (SLA). However, its importance is complemented by the other influences that affect L2A such as universal linguistic properties, frequency of usage and social considerations, (Young-Scholten, 2013). So (Corder, 1983) considered this phenomenon that a cross-linguistic influence or cross-linguistic generalization, and unrestricted and foreign to the students and teachers that, the students normally slant to write and voice, in the way of their earlier language acquisition contexts (Urdaneta, 2011).

Language interference, considered that, even a more negative act to ‘transfer’ the habit of the knowledge of mother tongue acquisition into learning a second Language, (Ellis, 1997). However, the mismatch between the language used in schooling and spoken at home might have important inferences for educational attainment, (Ramachandran, 2012:2). Not only that it is natural as well as scientific that every language is governed by rule, and so does every linguistic element, style, appearance, etc. Furthermore, (Rhalmi, 2014:1) designates Language transfer that, the interference of the mother tongue in second language learning. Learners apply knowledge from their native language to learn a second language. While this can help in understanding and using the target language, this can also hinder the proper internalization of the L2 (target language) rules, producing errors of syntax, vocabulary, and pronunciation.

Learners are influenced by their L1 (mother tongue) in the following manners for: first, they map their L1 grammatical patterns inappropriately onto the L2 as a result of syntactic

differences between L1 and L2, Second, they pronounce certain sounds incorrectly or with difficulty that a result of the difference in phonological systems. Third, they are confused of vocabulary items because they are misled by false friends (.i.e. words or phrases that look or sound similar in both the mother tongue and the target language, but differ significantly, in meaning). (Viola, 2013) adds that, the discrepancy between the pronunciation and written form of the English words along with less emphasis given to the spelling lessons contributed a lot to the students' spelling errors, resulting into orthographic influences.

According to (Lott, 1983), this kind of interference that a non compromising 'errors' press on to the learner's use of the foreign language that can be traced back to the 'mother tongue' learning experience and unconscious. Moreover, (Gass, 1996) affirms interference from the point of view of the act of utilizing the knowledge of mother tongue acquisition, into the ESL learning when the students try to substitute their lack of essentials of the second language. This experience becomes more obvious when teaching English that a foreign language (EFL). Besides, (Alonso, 1997) refers to only one type of inter-lingual error, which (Dulay and Burt, 1974) called *interference like goofs*. They defined those structures that reflect mother tongue interference and which do not appear in the L2 acquisition of the target language.

Apart from these, Dulay and Burt also recognized *ambiguous goofs* that composed of those deviant forms that can be classified into interference-like goofs or L1 developmental goofs. Nevertheless, neither Corder, ñor Dulay nor Burt's classifications are thorough enough to take into account every type of inter-lingual error, (Alonso, 1997). For example, the order of difficulties in the use of articles that increase description of references, immediate surroundings, may have placed resources such as; here, there, this that, those, these, the use of superlative forms and with phrases or clauses etc. (Susan, 1974) also describes that the development of comprehension of syntax and of morphological features follows the order in the mother tongue studies.

Moreover, (Dulay, 1982) states the general interference of mother tongue elements that, automatic transfer, due to habit of the surface structure of the first Language, onto the surface structure of the target Language to be learned. In contrast, (Lott, 1983) proposes a more precise classification of three types of interference errors; one of which is defined that an

overextension of analogy. That, occurs when the students misuse the vocabulary elements, that are similar, either phonetically, orthographically, semantically or syntactically to another forms in the L₁. The second is Transfer of structure; these deviant forms constitute the second group. These happen when the student commits a grammar error because the mother tongue rules are followed. The third type is called Inter-lingual/ Intra-lingual.'

This group consists of the grammar or vocabulary errors students make because the word is distinct, either lexical or grammatical, which is made in the L₂, that does not exist in their native language. Learning EFL requires more effort, in which our linguistic abilities that can either earn us language profitability or failure in our interactions. This can be dependable onto our competence of learning to utilize proper linguistic elements effectively (Patrick, 2013). Additionally, multilingualism is also mentioned that, in a linguistically complex society, it is glaring to study the negative as well as the positive results that mother tongue interference has caused in EFL, (Ghebremuse, 2014). The ability of speaking English embodies the fluency of language, oratory, eloquence; pronunciation, intonation, pace and confidence, etc., which may directly affect proper communication in conversation, (Yin, 2009).

Language interference that includes the transfer of elements of one Language into learning the other language elements may include phonological, grammatical, lexical, and orthographic, interferences, etc, one of the features is phonological interference that includes elements like; foreign accent, stress, rhyme, intonation and speech sound from the first language influencing foreign. Equally, Orthographic interference that, it includes the placements of; spelling, syllables, word order, pronouns, determiners, tense and mood, etc, of one language set ups altering in the other. In other words, interference at a lexical level provides for the borrowing of words from one language and converting them to voice more natural in another and orthographic interference includes; the spelling of one language altering another", (Skiba, 1997).

Likewise, a person who wants to communicate through writing should have adequate themes and correct forms of English language elements and grammatical set ups for effective writing and knowing the grammar, spelling, punctuation, etc., helps the readers understand written materials. So, a person who does not know how to spell English words makes spelling errors

that can cause communication breakdown or worse, (Mirressa and Dumessa, 2011, P: 103). In addition, (Odlin, 1989) states that, Language teachers, applied linguists, including discourse, individual variation, and sociolinguistic factors and educational researchers will find this competence extremely valuable to their work. Besides, the “negative transference of linguistic patterns”, that students take the structure belonging to the mother tongue to construct messages in the foreign language. Limiting students learning of new elements, for they started making mistakes that gradually become competence errors.

Nevertheless, (Noor, 1994) states two aspects as, positive transfer of knowledge, from L1 (first language learning) in the process of learning L2, and negative transfer, or interference. On contrary, (Pal, 2013) particularizes pronunciation as not a major problem in a language classroom until, it hinders meaning making. Generally, these scholars, indicated that the differences between different Language aspects increase, the more negative interferences are likely to happen, where someone has not mastered the second Language.

2.1.2. Related Theories

Teaching and learning a second language has always been of a highly important matter for linguists, who always seek language learning solutions, to facilitate instructors' job and answer educational enquiries. So that, a great number of studies have been conducted, that either support or oppose the use of L1 in EFL class room. Early research in language transfer traced back to the 1940s and 1950s, when the field of linguistics was heavily influenced by Behaviorism, viewed learning simply as a habit formation process. Many researchers have also been arguing about, whether to interference mother tongue fundamentals, learning habits, cultural identities, etc., into teaching and learning English that a foreign language or not, as far as from the 1950s (Bittencourt, 1993). Moreover, transfer from the native language aspect, was considered that, a form of influence of L1 habits on L2 learning, (Karim, Nassaji, 2012).

Theories and discussions from the 1960s, and researches from the 1970s are traced, to analyze ‘mother tongue interference into EFL teaching and learning (Kazmath, 2010). Further, (Noor, 1994) relates theories that, traced from the 1960s, and empirical research from the 1970s. According to (Ferrer, 2013), Moreover, the mother tongue in Second Language Acquisition has taken different sways; depending on which theoretical framework

was in vogue at any one particular time. With the emergence of research into the role of form-focused instruction, teacher-researchers have begun to acknowledge the mother tongue as a legitimate tool, with the potential to facilitate learning, mainly in accuracy-based tasks. While direct methods in the first half of the twentieth century saw no place what so ever for the first language (L1) in the classroom.

However, the grammar-translation method used the mother tongue so extensively and at the expense of the target language (L2) practice, even today, translation is in many instances regarded as an illegitimate practice because of its associations with this method. More recent researches on specific constructions promoting or inhibiting transfer, on learner perceptions of L1 and L2 transfer, are highlighted. According to Swan, (2012), that a learning process, transfer was believed to support the learners' selection and re-modeling of input structures that they progress in the development of their inter-language knowledge. But as a production process, transfer is involved in the learner's retrieval of knowledge and in the efforts to bridge linguistically those gaps in her/his knowledge which cannot be side-stepped by avoidance. Principally, (Lekova, 2009) states from the linguistic points of views that, interference is an interaction or a change in linguistic structures and structural elements, that it appears to be a deviation from the linguistic norms in the spoken and written language.

According to the matter involved there are hence, two types of interferences; inter-language and intra-language, and two types according to form - implicit and explicit. Besides, from the point of view of psycholinguistics, it is a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language. Over again, (Zhao, 2008) drew, various language learning theories (such as; the mark theory, the mother tongue transfer theory, language input theory, cultural introject- theory, behaviorist theory, distinctiveness theory, scientific theory, SLA theory of language acquisition versus learning, and mother tongue interference, etc. Furthermore, advocates of the monolingual approach suggest that the Foreign Language (FL) should be the only language used in the classroom, which would foster FL learning.

Yet, many researchers, teachers and learners see a role for L1 and support its use that a communication strategy and that an effective instructional tool. Besides, the role of first

language (L1) knowledge and its relationship to second language, (L2) proficiency have also been discussed as important issues in the field of second language acquisition (SLA), (Chen, 1999). Further, (Mason, 1999), also affirms that; in the fifties and sixties, ‘Behaviorist and Contrastive Analysis proponents’ saw the first language that central in language learning but mainly that a source of interference with the development of habits in L2. Furthermore, in the sixties, Chomsky’s innatist views downplayed the centrality of the mother tongue but considered it interfered with the learner’s inner Language Acquisition Device.

Nonetheless, from the seventies Inter-language Theory assigned a negative effect to the first language in that it may interfere or disrupt a naturally predetermined acquisition process. Advocates of the Monitor Model also saw no place for L1 use in the classroom but asserted that L1 subject-matter instruction can facilitate L2 acquisition in making L2 input more comprehensible. In the early eighties ‘Integrationists’, primarily concerned with negotiation of meaning, assigned no apparent role to the use of L1 and early communicative language teaching in the mid eighties tended to adopt an English-only approach to language teaching. However, it was with the emergence of studies on the role of form-focused instruction that more positive attitudes towards the pedagogic use of the mother tongue started to appear. On balance, Language acquisition theories have basically centered around “nurture” and “nature” distinction or on “empiricism” and “nativism”.

The doctrine of empiricism holds that all knowledge comes from experience, ultimately from our interaction with the environment through our reasoning or senses. A great many, theories regarding language development in human beings have been proposed in the past and still being proposed in the present time. Such theories have generally arisen out of major disciplines such as psychology and linguistics. Psychological and linguistic thinking have profoundly influence one another and the outcome of language acquisition theories alike, (Kiymazarslan, 2002).

Similarly, Ethiopia in the horn of Africa is considered to have more Arabic Influences, however, though it was not formally colonized by any European, English Language user country, which does not mean that English had not penetrated into the sphere. One can easily observe this on the streets from peoples’ ordinary talk, the business banners, logos, office

names, etc. This plainly, manifests English has gotten an increasing power over the indigenous languages in Education, since the introduction of modern education, (Amlaku, 2008, p. 1-13), (Sharma 2013), (Francisconi, 2012), etc. Moreover, the 1991 language policy under the EPRDF government of Ethiopia, paved the way for the implementation of the 1994, language policy seemed to be straightforward in the education sector, administration and broad casting services, 'STVO', in which, primary education is given in Afan Oromo in Oromiya region, (Getachew and Derib, 2002, p. 37- 58).

2.1.3. Causes and Agents

There are many causes and agents of MT interference, influencing students' learning proper EFL orthography and pronunciation. Besides, large quantities of research, on the flourishing forms of bilingual education programs have paved the way to the development of a new area of language teaching methodology, (Jadallah and Hasan, 2013). Additionally, (Kellerman and Smith, 1986) describe interference from the points of view of second or foreign language interference that, it occurs because of the difficulties with the recognition of the fact that there exists a negative influence from mother tongue interference than the obvious appearance of the mother tongue form. Besides, (Skiba, 1997) states that, 'Language interference springs not only from the students' mother tongue learning habits, but also that it concerns the user's ability, the resourcefulness of the first language practical, the differences between the linguistic features of the second language and its communicative systems.

Moreover, (Abdulahlim, 2002) states that, most second language learning problems have probably been occurring because of the insufficiency of the teaching and learning resources like the lack of; efficiency of the methodologies, specialization and the influence levels from the regular media of communication, etc. However, (Bryson, 2008) states that there are many grammatical conventions that are more of a question of style than unbreakable rules. (Nicholls, 2002) also states that it is a natural instinct to look for similarities that are familiar, whenever we are confronted with something new, whether it is a new food, a different kind of music, or just new information, we try to draw some comparisons with what we know already. Consciously or unconsciously, we bring what we know to what we do not, making it impossible to learn anything entirely from scratch.

(Wells, 2000) views that, whenever we encounter a foreign language, our natural tendency wants to hear it in terms of the sounds of our own language that, we actually perceive it rather differently from the way native speakers do. Equally, when we speak in a foreign language, we bring round the familiar sounds and the patterns of our mother tongues. We make it sound objectively, rather differently from how it sounds when spoken by native speakers. That, Our L1 interferences are similar to our attempts to function in the L2. Further, researches show many ways in which similarities and differences between languages can influence the acquisition of grammar, vocabulary, and pronunciation that well, (Odlin, 1989). The influences are considered that, resulting from similarities and differences between the target language and any other languages that have been previously, perhaps imperfectly acquired. There is also no apparent inclination or attempt to follow any specific standard (Sharma, 2013: 78-9).

Moreover, (Ghebremuse, 2014) also points out, the results from intra - lingual interference. That, language interference occur for the speaker or a writer applies the knowledge of his/her native language learning habits besides employing his/her mother tongue elements into learning the target language (Uhamka, 2008). It also takes place when the effort of the students to learn the target language, force them to follow their first language's system of learning into forming sentences and interferes in to the target language. Furthermore, (Dulay and Burt, 1974) claimed that the majority of errors made by L₂ learners are specific use of familiar sound and patterns of the MT, to that of the L₂ rather than being caused by interference from the mother-tongue.

Beside, (Bryson, 2014) states that, the richness of the English vocabularies, and the wealth of available synonyms, that English speakers can often draw shades of distinction are unavailable to non-English speakers for example that, 'one of the a joint truck-making ventures of Iveco in 1977, companies from France, Italy, Germany and Switzerland wryly observed their choice of a foreign language that 'It could put them all at an equal disadvantages' that English is a foreign language for all of them. In this case, interference is a problem of language norm, in speech that an effect of language contact done by bilingual or multilingual person. The unusual usage of some words or phrases, need of synonym,

prestigious foreign language usage, and disloyalty of a speaker with bilingual or multilingual are seemingly crucial causes for interference (Yogyakarta, 2011).

Language interference therefore can be perceived as, “a problem of language norm in speech that an effect of language contact done by bilingual or multilingual person. The unusual using of some words or phrases, need of synonym, prestigious foreign language usage, and disloyalty of a speaker with bilingual or multilingual are seemingly crucial cause of interference. This may be based on the facts that interference may appear in phonology, grammatical, word formation, word and sentence sequence, etc. In fact, interference is the early step to integration whereas it is perceived that a welcome process of using mother tongue or another languages in the using of a target language” (Negeri, 2011). Furthermore, the use of L1 when teaching EFL is one of the major issues that have dominated the area of EFL acquisition for the last few decades. A number of studies have been conducted, which either support or oppose the use of L1 in EFL classroom.

However, the large quantity of research, as well as the flourishing forms of bilingual education programs has paved the way to the development of a new area of language teaching methodology. In fact, the general assumption that has prevailed for some time is that English ought to be learnt through English, and not by the use of L1, which has to be prohibited in the classroom. Nevertheless, teachers and learners saw a role for L1 and support its use as a communication strategy and as an instructional tool, (Jadallah and Hasan, 2013). Furthermore, Teachers and students have a huge impact on the quality of EFL orthography and pronunciation instruction. For instance, (Fillmore, Snow, 2002) and (Hamayan, 1990) enlighten that, teachers can play a positive role in improving second language acquisition, if they understood how to improve the learners' ability of majority”.

Likewise, (Zainab, 2014) also have analyzed the learner input through the process of foreign language learning, that it provides support for the contention that teachers talk in the target language, that when tailored appropriately to the situation, adds an environment in which students can make significant progress toward proficiency in the target language. Besides, scholars like; (Ellis, 1981), (Gaies, 1979), and (Krashen, 1981, 1982) etc., also indicate that, teachers can show students, excluding the mother tongue that the best strategy for learning EFL, depending on the target language. Furthermore, (Bhela, 1999), also recounts on the

students' role that regardless of the learning environment, the learner's goal is mastery of the target language. Bhela, advances discussion that the learner begins the task of learning a second language from point zero (or close to it).

Through the steady accumulation of the mastered entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency. That can underline their approach, upholds the Ethiopian famous proverb, "Little by little the Egg begins to walk" (Sharma, 2014). Moreover, (Ellis, 1997) elaborates that, transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning. In learning the target language, learners construct their own interim rules, with the use of their L1 knowledge, but only when they believe, it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible.

Generally, "In the process of teaching a foreign language, the teacher's use of mother tongue can influence the learner's acquisition of the target language. Throughout the history of English language teaching and second language acquisition, the role of mother tongue has been an important issue. The various views are reflections on the methodological changes in English language teaching, which have in such way brought different perspectives on the role of mother tongue", Koucká, (2007: Abstract).

2.1.4. Empirical Studies

It is obvious that, Afan Oromo is used that a medium of instruction for primary education, in Oromiya. It is also a language of administration of the regional state. Correspondingly, English is given that a subject starting from grade one and is used that a subject in all the secondary schools in the region. This, however, has a great deal of influences on learning proper EFL, particularly pronunciation and Orthography, at Secondary schools. Based on this, (Sharma, 2013: 84) illustrates 'Oromo' like an average Ethiopians that, would not mind and rather find it appropriate if one uses a few words of 'Afan' Oromo in between English speech or Visa-Vis. However, Sharma ridicules ironically when saying, that mispronunciation has not been an urgent matter of concern for academicians in Oromiya, Ethiopia, that, the existence of a pronouncing dictionary, has been taken with a pinch of salt even by experienced English teachers.

Besides,, Sharma explains that, accent, rhythm, intonation and all other segmental and supra-segmental features of English speech are based on one factor known as ‘spelling pronunciation’. ‘Ato’ Sharma even exemplified, orthographic interferences typically as clear as, he found it interesting to note the local address forms; when Obbo and “Ato” are being used both by the Ambassador of the United States of America to Ethiopia and Ambo University President, indicates that, the existence of code mixing in intentions, to make the listeners understand meaning without any difficulty. Sharma, further, added grammatical errors like; “As soon as one gets down a vehicle, someone will invariably enquire – “Where are you go?” is quite common. And, that a student in a class invariably retort- “It is not my ‘faulty’”.

Further, concerning, speaking and creative writing Sharma stated practice activities when, individual experiences situated within contexts, where, the context and register are bound to reflect themselves in written texts as well as in oral discourses. Sharma commented that, naturally the (creative) written mode is also more useful than the spoken one in an Expanding (started writing) Circle country like Ethiopia. Furthermore, Sharma stated that, one can find examples of Ethiopian writing in almost all educated persons’ professional letters and academic writings like;

“Dear distance learners, no doubt that you know from preceding studying some linguistics courses that one of the various characteristics of language is the specific study of human language. The purpose of this module is to bring you a bit closer to this fact; i.e., the study of language and linguistics. To the specific, it may give you some invaluable insights into some subtopics such as the nature and characteristics of human language and its origin as well as the nature and history of linguistics and some of its essential basic concepts”.

According to (Abebayehu and Endashaw, 2009) also state, MT interference from the points of view of the effects that, it can be related to the intensity to which mother tongue elements interfere, the teachers’ and students’ interactions, like; motivation, indebtedness, the learning situations, and real life communication etc. What's more, (Sharma, 2013) also affirms that language shifts intricate language formalities because of the vocal fashion of the date that a

thought of modernization, all over, the ever changing world. This act unabridged the gap between age groups, like a mannerism named “Sheng” in Kenya, (Fink, 2002).

Similarly, the students and teachers at Batu Secondary School, like every young people do everywhere in the world, reflect weird vocalizations, incorporating lots of deviations in to learning and teaching proper English language orthography and pronunciation, the two main aspects of this study. This study hence, set out to analyze the Afan Oromo case of Batu Secondary school with in relation to scientific concepts, definitions, assumptions, types of elements, influences, theories, causes of interferences, besides, the roles of the teachers and students. Therefore, various scholarly view points are revised; many professionally concerned researches are quoted.

On the other hand, the language an individual uses is though for him/her the most expressive and the most beautiful of all languages, the concept of distinctiveness, however, suggests that memory for a given element will benefit to the extent to which that element is unique, (Fromkin, Rodman and Hyams, 2007). More to the point, (Getachew and Derib, 2002:54) trace Afan Oromo orthography and pronunciation that, “Like most other Ethiopian languages, whether Semitic, Cushitic, or Omotic, Oromo has a set of ejective consonants, that are, voiceless stops or affricates, accompanied by glottalization and an explosive burst of air. That, Oromo has another glottalized phone that is more unusual, an implosive retroflex stop, "dh" in Oromo orthography, a sound that is like an English "d" produced with the tongue curled back slightly and with the air drawn in so that a glottal stop is heard before the following vowel begins”.

Further, they sophisticated some special linguistic features that, “Oromo has the typical Eastern Cushitic set of five short and five long vowels, indicated in the orthography by doubling the five vowel letters. The difference in length is contrastive, for example, *hara* 'lake', *haaraa* 'new'. Gemination is also significant in Oromo. That is, consonant length can distinguish words from one another, for example, *badaa* 'bad', *baddaa* 'highland'.” Getachew and Derib further indicate that, “in the Qubee alphabet, letters include the digraphs *ch*, *dh*, *ny*, *ph*, *sh*. Gemination is not obligatorily marked for digraphs, though some writers indicate it by doubling the first element: *qopphaa'uu* 'be prepared'.” In addition, they illuminate that, “the International Phonetic Alphabet symbol for a phoneme is shown in brackets where it differs

from the Oromo letter. The phonemes /p v z/ appear in parentheses because they are only found in recently adopted words, (Getachew and Derib, 2002).

Not only that there have been also minor changes in the orthography since it was first adopted: ⟨x⟩ ([t̥]) was originally rendered ⟨th⟩, and there has been some confusion among authors in the use of ⟨c⟩ and ⟨ch⟩ in representing the phonemes /t͡ʃ/ and /t͡ʃ/, with some early works using ⟨c⟩ for /t͡ʃ/ and ⟨ch⟩ for /t͡ʃ/ and even ⟨c⟩ for different phonemes depending on where it appears in word” Language policy of the (1974). In the Qubee alphabet, a single “letter” consists either a single symbol or a digraph (“ch”, “dh”, “ny”, “ph”, “sh”), that Afan Oromo has a typical Eastern Cushitic set of five short and five long vowels. The long vowels are indicated in the orthography by doubling the five vowel letters. The difference in length of the vowel is contrastive. It is also remarkable that the consonants length can distinguish words from one another, (Sharma, 2013).

Oromo has another glottalized phone, an implosive retroflex stop, “dh” in Oromo orthography, a sound like the English “d” produced with the tongue curled back slightly with the air drawn in so that a glottal stop is heard before the following vowel begins. These differences and many other reasons can cause the students’ interference items from their mother tongues into learning EFL orthography and pronunciation, though different in appearance and meaning among the two languages. However, there has to be indicated those significant linguistic interferences among the mother Tongue and the foreign language in focus, (Getachew and Derib, 2002).

3. RESEARCH METHODOLOGY

3.1. Research Design

This research is designed both quantitative and qualitative research methods to ‘analyze mother tongue interference into learning EFL orthography and pronunciation; A case of Batu Secondary School, 2015’. First, a qualitative descriptive research method, executed data from in depth interviews, actual class observations and students’ discourse/ content analyses were gathered. Then, a quantitative research method quantified figurative data into percentiles and tables. Meanwhile, simple packages for social science instruments were operated to analyze, describe, and narrate end results.

3.2. Data Sources

After designing the research methods, the researcher explored primary and secondary data sources; actual class observation, in depth Interviews, questionnaires, were utilized. In addition, the students’ text books, the teachers’ guide and some practice activities that require written answers were explored. The research population selection specified the grade nine and ten students, besides, their EFL teachers at Batu Secondary school. There were a total of 2027 grades nine and ten students on the registration list at entry, for 2015, and for whom there were ten EFL teachers.

3.4. Sampling Techniques

In this study the researcher mainly employed a Systematic Random Sampling technique and picked every 10th student out of the total 2027 population of the grades 9 and 10 students. Out of the total population list; 628 grade nine, and 498 grade ten students are females, and a total of 877 are male students for whom, there are ten men EFL teachers. Thereby, around 203 samples of student population were selected. This sample size is shared approximately half way between grade nine and 10 students. There were 36 sections of approximately, 45 to 70 students per class, as obtained from the home room teachers’ attendance list (however, some variations were also informed that, it happened because of absenteeism, only exam time appearances by some grade ten students (on national) and drop out cases, economic problems, etc. Of whom, approximately 63 grade nine and 50 grade ten students are female

students from the 203 sample size. The EFL teachers are included based on none probably sampling technique.

3.5. Data Collection Methods

In order to suffice the study genuinely; the researcher conducted actual class observations, employed in-depth interviews and implemented structured (open and close ended) questionnaires. The researcher in collaboration with Batu Secondary School director and the vice director, the English language department head, the EFL teachers as well as the home room teachers made arrangements for the actual class observations, selected students for in-depth interviews and questionnaire implementation. Hence, questionnaires were distributed over to the 203, sampled student population, in five sections, and to the ten EFL teachers. They also selected good performer students, monitors and student representatives, in order to extract intensive information. This was done in two segments; interviews were conducted to check on students' speech pronunciation errors and the open ended questionnaires were employed to analyze the students' orthographic errors that they were made to write answers on papers.

Observations were conducted three times a week over two months, meanwhile, check lists were filled out. The whole data collection process was supported by a video recording of voice and images, three times through the processes. Besides, the answers to the questionnaires were taken on hard copies.

3.6. Data Analysis Methods

The data gathered from primary and secondary data sources were then discussed into details; The crud data gathered into observation check list, students' discourse notes, interviews, students' written out contents (like, practice exercises, and assignments) and questionnaire answers, were sorted, associated grouped, and calculated in accordance with the respondents' percentages and summarized into tables. The organized percentages and tabularized data were stated by using the simple statistical packages for social science, instruments like; descriptive, narrative and analytical tools. Finally, the filtered information was terminated and set into; summaries, discussions and recommendations.

4. RESULTS AND INTERPRETATIONS

4.1. Assessments of the Students' and Teachers' Linguistic Back Grounds, Afan Oromo Interference; Elements, Causes and Agents into Learning EFL Orthography and Pronunciation

This time the researcher wanted to identify the linguistic back ground of both teachers and students in the intention to reach at the severity of MT interference, when a foreign language is taught by EFL users. Besides, this part of the information is supposed to check on the learners and teachers' concerns for learning proper EFL orthography and pronunciation and to confirm the relevance of the research topic, as a back slide pusher towards the main issue.

Table 1, Batu Secondary School Students' and Teachers' Linguistic Back ground

Interferences	Influences (100%)	Manifestations
Types of the most common students' mother tongues	100 % Students	Afan Oromo, Zay, Amhara, Silte, Gurage, Wollayta, Hadiya, Kembata, Tigre,
	Ten, teachers	
Ratio of Afan Oromo users to other MT languages	88% students	Afan Oromo users
	12%, students	- different ethnic languages,
	Eight, Teachers	- Afan Oromo users
	Two Teachers	other language users
The most notably used language in Batu, in order of importance (quantity of users)	100%,	Afan Oromo, Amharic, Wolayta, Silte/Gurage, Tigre, Zay, Kembata, Hadiya, Arabic, Ge'ez, etc.
	Ten, Teachers	
Languages students can communicate with	99.9 students	- Amharic, Afan Oromo, EFL
	0.1% students	Arabic, Geez,

Ten of the EFL teachers and all of the students at 'Batu Secondary School indicated some of the most common types of mother tongues that: Zay, Amhara, Tigre, Silte, Gurage, Wollayta, Hadiya, Sidama, Kembata, etc, and of course Afan Oromo, which, comprised the lion's share that counts around 88% of the student. The respondents also wrote on the

questionnaires as well as answered at oral interviews that most of the students (91%) and eight of the EFL teachers' mother tongue at Batu secondary School is Afan Oromo. Besides, 12%, Students indicated that they use different ethnic languages of their corresponding Ethnic groups and two of these teachers are other language users of their respective ethnic groups. Some of the students and those teachers informed that they are able to speak and write in Afan Oromo yet, the rest of them are making efforts to learn it.

Moreover, all of the students and the teachers added that they do not have English as their mother tongue. The teachers informed that, though, the majority of the students' mother tongue is Afan Oromo, the rest of the students along with their colloquial languages have the possibility to either acquire it or learn it as their second language. The students were asked whether, most of them use a certain notable mother tongue other than English as the foreign language that they referred priority to Afan Oromo and then Amharic as their second language. Some of the students as well as the EFL teachers also set these languages in order of enormity of the users that; Afan Oromo, Amharic, Wolayta, Silte/Gurage, Tigre, Zay, Kembata, Hadiya, Arabic, Ge'ez, and so on.

Assessing for the orthographic back ground of the students, there are a minor number (0.1%) of students who indicated as they can write and read with, Arabic, Geez, and listen to (Hindi) and few to Chinese language as well. However, most (99.9%) of the students communicate in; Afan Oromo, Amharic and EFL, respectively. Generally, the students and teachers informed that, this variety and enormity of mother tongues complicated interference between accent, spelling, pronunciation and orthography, whenever learning to speak and write in EFL.

Table 2, Students' General EFL Proficiency

Interferences	Influences (100%)	Manifestations
students general EFL orthography and pronunciation proficiency	97%, students, Six, EFL, Teachers	- in grade one as a subject, and from grade nine on wards as a media of learning all the subjects as well, 'Not good' for there are high rates of mixes,

After then, the students' grade levels, in which students started learning EFL orthography and pronunciation was asked. That 97%, of the students and some of their teachers informed that the students started learning EFL orthography and pronunciation starting from in grade one as a subject, and from grade nine on wards as a media of learning all the subjects. Moreover, six of the teachers at interview replied that, their students are 'not good' at English language orthography and pronunciation. Besides, the students replied that their EFL orthography and pronunciation is 'not perfect'. The teachers added that they do not teach orthography and pronunciation separately, with special emphasize, for there is no such a program either at their school, in the syllabus or at any school in Batu.

The students also showed that they normally, don't learn orthography and pronunciation, with special emphasis for there is no such a lesson of orthography and pronunciation separately. The students also pointed at their teachers that they don't give special emphasis to teach them proper English language orthography and pronunciation. In addition, the English language teachers confirmed that their students' language ability in general is below expectations, to correspond to their grade levels to be in nine and ten. So, the majority of the students as well as their teachers informed that they are not good at English language orthography and pronunciation.

Table 3, Students' Purposes for Learning EFL Orthography and Pronunciation

Interferences	Influences (100%)	Manifestations
Students' statements of their purposes for learning EFL Orthography and pronunciation	95%,Students	- to be accurate when writing, - to understand written and spoken sources, - to translate meaning for people, - to understand notes of all subjects in EFL, - to develop interests in study, to become fluent in utterances, - to be able to write things in EFL, to understand the meanings of words and sentences, etc,
	Eight of the Teachers	

In the main, data from observation checklist and all survey results revealed that the respondents are purposeful to learn proper orthography and pronunciation. Moreover, 95% of the students and all of the teachers added on the questionnaires that; they are purposeful for

learning correct English language orthography and pronunciation. They reasoned out that; the media of instruction starting from high school is made in English language that, knowing proper orthography and pronunciation is very central to understand meaning. Besides, they informed that English language speech accents are difficult to understand; News, Biographies, sport commentaries, educational documentaries and national geography stories, etc on various TV channels. On contrary, the remaining 5% of the students informed at interviews that; they do not need to bother about learning for accuracy. They explained that language is a tool only to transfer message and they added that, it is ok to pass information even in deformed orthography and pronunciation.

However, all of the teachers replied at in depth interviews that; learning proper EFL orthography and pronunciation are the most important productive - communicative skills. The teachers added that, proper writing and pronunciation deficiency can alter meanings. They also expressed that though, English language is influential internationally fluent communication can give their product students a bright future to get jobs in international organizations. The students on the other hand also expressed that they want to translate for their fathers to deal businesses with foreign investors in their areas. In addition, the respondents were asked if they are conscious about the importance, of learning proper English language orthography and pronunciation, to check on, if they are aware of the influences of mother tongue interference. However they pressed on that, English Language use is passive and that, their domestic, colloquial, that they extended are fully functional in their real life.

Table 4, Teachers' and Students' Concept of MT Interference

Interference	Influences (100%)	Manifestations
Teachers' and students' attitudes to MT	8, Teachers Two teachers	- expressions of no equivalents, social-cultural transfer, to check students' concepts, understanding free of anxiety, MT is easy to use, but not useful, for it paves way for students not to learn English in English, hinders self effort,

Students and teachers were asked whether there are some general advantages and disadvantages of MT interference into learning EFL, orthography and pronunciation. Data

from class observation and interviews from teachers and from some of the students also presented some general interference features like colloquial expressions as among Afan Oromo and English orthography and pronunciation, were not considered. Interesting enough, there came out a bright minded respondent from among the students, also added an extra lucid example that, marriage bonds, now a days, between different language users can cause sociolinguistic interference or social and cultural transfer. This can be added up to an advantage to the linguistic expansion of EFL that will do the same inversely.

MT interference is hence, supposed to helps teachers to check on students' understanding however, eight of the teachers suggested to carry on, with responsibility, in a highly controlled manner. On contrary, two of the teachers argued that MT interference is not useful; for it paves way for students not to try to learn English in English, giving them such a crunch, that, would not take students any further to learn proper EFL orthography and pronunciation.

Table 5, Students' MT Items Interference Incidents

Interferences	Influences (100%)	Manifestations
Students' MT item interferences incidents into learning EFL orthography and pronunciation	98%, Students Fife of the Teachers	- Every time the students have EFL classes, when they lack the appropriate word, while trying to speak in class, whenever they try to communicate with foreigners in EFL speech pronunciations, whenever they write, speak and even when they read, when they write answers to questions in exercise books, test and exam papers, etc,

The respondents were required to tell how often they interference mother tongue elements into learning EFL orthography and pronunciation. Of whom, 98%, Students and fife of the teachers, replied that; they interference mother tongue elements into learning EFL orthography and pronunciation; every time they have EFL classes, when they lack the appropriate word either when writing or speaking, (answers to exercises, assignments, tests, exams, even their names), whenever they speak, and read aloud in EFL classes, whenever

they communicate with their teachers and their class mates, whenever they try to communicate with foreigners, etc.

Table 6, Afan Oromo Phonological Similarity Interferences

Interferences	Influences (100%)	Manifestations
Some Afan Oromo pronunciation interferences into learning EFL orthography	All of the EFL teachers	- Habits of; oblique/ direct translations and orthographic blending, Slanting, transliterations like; Lap Topii, Work shopii, CD, Screenii, Filaashii, TV, Radio, Jackettii, Chalkii tablii, information, or vis - a - vis, translation, birolee, and borrowings; Camera, Photo, Physics, Chemistry, - Articulation and semantic similarities; Taxiwaani, Kompitaraa, Filmii, foto, nawlogy, write, etc.

All of the EFL teacher respondents available at interviews, pointed out, that there are voices of characters in EFL, made slightly to transfer their sounds that a result of mother tongue pronunciation experiences. They also exemplified; mobaaylii, naawlodgy, cheerchii, teebilii, taxiwaani, etc. Besides, the students utter these words in slanted pronunciations like in English or closer, but afar away in the orthographic appearances. For example; ‘p’ to ‘f’ like in, ‘police’ changes to ‘foliisii, photo to foto, physics to fiiziiksii, etc.

All of the EFL teachers informed on questionnaire as well as; their students are meddling mother tongue vocabularies into learning EFL in different ways. They confirm at the interview that though; meaning over all is decisive, however, the students often try to translate words directly or oblique ions, transliterations and wrong blending, like; Birollee, Kompitaraa, Filmii, etc. These teachers also stated that these errors probably happen to the students because of the interference from Afan Oromo structural, semantic and phonological learning habits. They also stated that, English words like hard and hardly, except and exception, some words with affixes, that are often difficult for the students to identify.

Table 7, Afan Oromo Linguistic Resource Interferences

Interferences	Influences (100%)	Manifestations
Afan Oromo acquisition habit interferences into learning EFL orthography and pronunciation	96%, students Seven of the teachers	- <u>Linguistic interferences</u> ; articles, prepositions, plurals, affixes, punctuation marks; <u>Articles</u> like; the Jesus, the English man, the Addis Ababa, a moon, a world, a two hours ago, <u>Negation faults</u> , like; ‘there is no any problems’, there is no little oil in the bottle, <u>Plurals</u> ; two kilos of salts, two bars of soaps, two breads, a pair of two soaks/ shoeses, peoples, ideas, moneys, furnitures, criterias, datas, ‘they’ instead of ‘you’ (in honorific cases, which is ‘isiinii’ the plural, but ‘Atii’, ‘si’ii or ‘siihii’, <u>Syntactical interferences</u> ; ‘Long man’ instead of tall man, ‘big field instead of wide field, they still confuse small with thin as well as with short, etc.

Seven of the teachers added on questionnaires and at interview that, most of their students jumble up mother tongue elements with English language orthography. They listed down the most recurrent types of interferences of orthography that; blending, germination, diphthongs, spelling, grammar, meaning, punctuation marks, etc. Other than this, a few of the exceptional students specified at interview; some adorable extra justifications that; Afan Oromo is normally written with longer words than the English words. In addition, an illustration was also observed from the students’ written outs, that they misplace prepositions, adverbs, adjectives, countable and uncountable nouns, etc.

Some of the EFL teachers at interviews informed that, the students at Batu Secondary school regularly make linguistic interferences, like; they add an ‘s’ to words and use plurals instead of singular automatically, in nouns like, peoples, ideas, moneys, furnitures, criterias, datas etc. The students typically, remembered, the Ethiopian late priminster, Meles Zenawi that, used to addressed like; ‘The Peoples’ Democratic Republic of Ethiopia’. In addition, data from interviews and observation check list also reveals that, the students at Batu Secondary School interference MT linguistic styles to pluralize nouns whenever they talk and write in

English. For example, they commonly, say two kilos of salts, a two bars of soaps, two breads, a two pairs of two socks/ shoes/trousers, etc., within their MT communications too.

Some of the teachers also informed that their students' interference syntactical elements that well. They described that; these features are observable within the students' speech pronunciation discourses and orthographic content. A teacher also extended that, the students make adjectival errors like: 'Long man' instead of tall man, 'big field instead of wide field, they still confuse small with thin as well as with short, etc. Not only had these, some of the teachers that well pointed out that, the students misplace articles like; the Jesus, the English man, the Addis Ababa, a moon, a world, a two hours ago, and negation faults, like; 'there is no any problems', there is no little oil in the bottle, etc. These teachers broaden their answers that; the students make mistakes in choosing the appropriate prepositions and put them with the right phrase or complement. For e.g., students construct sentences, like; 'I come with bus, she is sitting on the sun shine, I am sitting in the shadow of the tree, etc.

Moreover, the teachers added that the students regularly say, 'come on' instead of 'come in' to class', 'go on' instead of 'turn back', etc. The teacher broadened this influence that drawn from prior learning experiences, and direct translation. Some semantic interference also forced them to match EFL learning. Some teachers further, stated that it is sometimes shocking, when the students wrongly refer and write their anticipation of a third person pronoun 'they' in place of the second person pronoun 'you'. A teacher extended that, the students apply 'they' erroneously, that a 'respect' address form to someone, an older person. Another teacher added that this may happen to them for the students consider underdone, if she or he say 'you!' boldly. In the students' mother tongue, i.e. Afan Oromo, the 'you' concept signify 'atii' singular as well as 'isiinii' plural pronoun.

However, in Afan Oromo context, a teacher added, the 'you' equivalent Atii refers to singular second person of the gender 'she and 'he' instead of 'you', when the addressee is under or age mate. The prolonged observation data indicates, that, the pronoun 'you' has also various colloquial or idiomatic expressions, e.g., isinii the plural, but Atii, si'ii or siihii with various idiomatic expressions. Instead, some students are found to refer a second person singular – subject, that 'they' in their intention to show respect to an elderly person. Besides, this second person honorific form does not exist in EFL. This act exerts influences on the

students' EFL orthography and pronunciation learning that constituents of speech and script identity vocabulary, experience, habit, etc interference. Therefore, the students are found using 'They' incorrectly in place of 'you', when just one person is being spoken to, that another teacher supplemented.

A teacher also stated that, the students, inversely, interference words alternatively from either MT items into EFL orthography and pronunciation or vis a vis, during speech communications, which, he commented that, could not take students any further to look either educated or enable them fill the gap for their lack of English Language abilities. Some of the students stated their experiences about mother tongue grammatical constraints as well, and listed out the most common interferences that; articles, prepositions, plurals, affixes, start or end-voices, punctuation marks, etc. Thus, the students are required to identify some of the mother tongue orthography that, regularly affect the students' learning EFL orthography.

Table 8, Afan Oromo Orthographic Interferences

Interferences	Influences (100%)	Manifestations
Afan Oromo orthography interferences into learning EFL pronunciation	75%, Students	- <u>Orthographic interferences</u>; Gemination (doubling vowels and consonant letters), blending, (tense, agreement, and gemination, vocabularies, spelling errors, meaning, punctuation marks, run out of words, meaning baldness, etc. - <u>Pronunciation interferences</u> or phonological errors include; accent, syllables, sound clusters/ voices, pause, stop, tone, interrogations, additions like; 's', 'es' or 'e', etc. <u>Linguistic resources</u>; articles, adjectives, prepositions, plurals, quantifiers, vocabularies, semantic, punctuation marks, nouns, pronouns, e.g., grammatical/ structural interferences SVO into SOV, Noun+adj. instead of Adj + noun
	Ten, teachers	

Stating some of the regular types of Afan Oromo elements' interference into learning EFL orthography and pronunciation, six of the ten, EFL teachers and 75% of the students at interviews and on questionnaires stated that, there are varieties of mother tongue interference occurring whenever teaching and learning EFL orthography and pronunciation. They also

added that they usually use language elements from their mother tongues, orthography interferences, such as, germinations (doubling letters, composing vowels and consonant letters to process words), grammar, spellings, punctuation marks, run out of vocabulary, words, meaning, etc. palatals, alphabets, spellings, vowels, punctuation marks, grammar; tense, agreement (SVO, use, form and function) linguistic resources; articles, adjectives, prepositions, plurals, quantifiers, vocabularies, semantic, punctuation marks, nouns, pronouns, in their intentions to help students understand content, etc.

For instance, two of the teachers cited the presence of unnecessary additions of sound clusters either at the beginnings like; the ‘e’ sound or at the end the ‘ii’ sound in speech pronunciations. They added pronunciation interferences, like; phonological errors, spelling, tone, accent, syllables/ sound clusters/ voices, unnecessary additions like; an ‘-s’, ‘-es’ or ‘-e’, etc, which, gave the students hard times to speech pronunciation and orthographic baldnesses. Over again, all of the students and four of the teachers informed that they usually face baldness whenever they communicate in EFL especially with foreigners and supposed EFL able people. For instance; these voices are heard, at the beginnings of Oromo children utterances of some English words like; eskuulii, eskiriinii, esportii, esteshiinery, esteepilarii, as if written and uttered in ‘qubee’.

Table 9, Afan Oromo Pronunciation Interferences

Interferences	Influences (100%)	Manifestations
Afan Oromo pronunciation interferences into learning EFL	98%, students 10, Teachers	<u>Absence</u> of some pronunciation voices among the two languages, different phonemic voices, like; dha, /ʌ/ - endings, syllables and glottal endings (‘), Exploding, retro-flexives: Pha, Ča , dental- Xa , glottal- Qa , etc, Palatal explocives: Sha, Nya, Dha, and Cha, explosive voices, phonemes; (Ča - as in ČaaČuu, Čollee, Čuubee), (Dha - as in Dhadhaa, Dhagaa), (Pha - as in Auropha), (Nya - as in Nyapha,), (Qa - as in Qaanqee, Qarshii), (Xa - as in Xuxoo, Xummura,) etc,

That Afan Oromo letters’ are pronounced differently from the English ones; that analyzed from the video record, when pronounced in words as well. For instance; /A/ is pronounced as

the vowel /ʌ/ like in bat, cat, lamb, but not like in game, fame, name, etc. Besides, /B/ is /Ba/ voices as in ‘bag, bat, battery, barrel, banana, balloon, etc,’ but not like in ‘table, black board, verb, etc’, unless modified in a word to get the needed vocal, this works for all letters. However, /Č/ voices totally differently voiced a retroflexive spelling /Čha/ like in names of some places in Ethiopia ‘Čhaalaa, Čallaa, Čočo, Čhaat, Čherčer, Čhančo, ArbaminČh, Čhača etc.’ but not like in ‘Church, chamber, chicken, chair, chunk, etc’, and so does the rest letters, this style works for, all the 33 Oromo alphabets articulation. Hence, the above descriptions indicate that there are unique phonemes and differently blend letters that form distinct writing and pronunciation between Afan Oromo and English language.

98% of the students and nine of the EFL teachers indicated at interviews and on questionnaires that, some Afan Oromo phonological features cause mother tongue interferences into the students’ EFL orthography and pronunciation. They stated such manifestations that; some of which happen because of differences in stress, tone, pause, voice, meaning, punctuation manner and their purposes. The English language teachers value the absence of certain Afan Oromo voices and letters in English that, an equal source of variation. They pointed out explosive/ retroflexive sounds like; Ča, Dha, Pha, Qa, Xa and Nya. Besides, they exemplified these sounds in words that; (Ča- as in ČaaČuu, Čollee, Čuubee), (Dha- as in Dhadhaa, Dhagaa), (pha- as in Tapha, Nyapha), (Qa as in Qaanqee, Qillee), (Xa as in Xuxoo, Xummura), etc. The retroflexive ‘Ph’ is voiced exploding out air between the lips like in Ethiopian way of calling ‘Auropha’ which is actually Europe, ‘X’ as in the Afari – ‘Xagu’, however, these voices are not found in English culture, though, the letters seem present.

Table 10, Afan Oromo Spelling Interferences

Interferences	Influences (100%)	Manifestations
Afan Oromo, spelling interferences into learning EFL orthography and pronunciation	94% Students	- Lack of knowledge of the rules of linguistic uniqueness or distinctiveness of spellings and phonemes e.g., syllable stress to lengthen the vowel voicing, - Alphabetical interferences; laterals/ palatal letters, vowels, stress, tone, where/ when to pause, voicing, meanings, - Geminations/ doubling consonants and vowel letter combination to form words and compositions, words and sentence construction styles, diphthongs (self-repeated vowels) stress, syllables, like; Dha, Pha, Nya, Cha, Sha (palatal explosives) and Č, X, Q (retro-flexives), word level geminations; Nya as in ‘Nyaapha, Pha - Tapha, Buphaa, Ča - Čupha,, Xa - Xaafii, Dha - Dhadhaa, Cha like in ‘Chaapaa, Sha – Shaampionii, etc,
	10, teachers	

Ten of the EFL teachers informed on questionnaires that, mother tongue spellings influence the Afan Oromo user students, when learning EFL orthography and pronunciation. They illustrated that, double consonants in Oromiffaa, serve that a syllable stress in a word and the double vowels again serve to lengthen the vowel voicing. Similarly, 94% of the students explained that, they dare to double consonant letters (Qubee dacha), to stress the tone in English words, though the two languages are different in spelling styles when writing, and in sound clusters as well. Besides, the content analysis of the students’ exercises indicate that the students forged EFL words by doubling letters like in Afan Oromo and by mixing words from Afan Oromo into learning orthography. They also explained at interviews that, Afan Oromo has special geminations named ‘qubee čiidii’ like; Nya as in ‘Nyaapha, Pha - Tapha, Buphaa, Ča - Čupha,, Xa - Xaafii, Dha - Dhadhaa, Cha like in ‘Chaapaa, Sha – Shaampionii, etc.

Besides, all of the EFL teachers and most of the students showed the pronunciations of all the 33 ‘Qubee Afan Oromo that made different from the corresponding English letters. Further,

data from Observation check list provided the phonetic set up of Afan Oromo letters that pronounced with loose, mouth-opening /ʌ/ and ends with glottal voice stop. For instance; Aa, Ba, **Ča** (palatal retroflexive) , Da, -, Fa (puffing out air between the upper teeth and lower lip), Ga, Ha, -, Ja, Ka, La, Ma, Na, -, Pa, **Qa** (glottal explosive), Ra, Sa, Ta, _, Va, Wa (rolling out air), Ya, Za exploding **Xa** (retroflexive, pronounced among the tip of tongue and upper dental, like the ‘Afari-News’=>**Xagu**).

Besides, (Pha - explodes out air between the lips), and Dha - typically belongs to ‘Qubee Afan Oromo’, Sha (puffs out air shallowly among the palate and the middle of the tongue, except ‘Cha’ explodes in the palate), Na, and Nya are front palatal as well as nasal letters, and Tsa, that a student added, is a borrowed letter from ‘Tigrigna’. Aa, Ee, Ii, Oo and Uu are of course vowels and diphthongs. Never the less, all characters in ‘Oromic’ alphabets are considered as a single letter with the exception of the letter ‘I’, which is a more smiling and longer ‘Ii’. Some students, further, informed that; all the ‘Qubee’s are borrowed actually from Latin, however, Afan Oromo and EFL are totally different in spelling. In these relations all of the EFL teachers and students appointed informed Mother tongue interference in the form of Orthography that mainly are geminations, for the causes of similarities of vowel letters, consonants and punctuation marks, influencing grammar, spelling, wrong orthographic combinations, punctuation marks, and speech pronunciation.

They also pointed out that, because of some linguistic differences students’ interference MT items into learning EFL orthography and pronunciation. They stated that they often face run out of words, structures, meaning whenever writing and speaking in EFL; this, however, is not only spoiling but also the language ability of the students into learning all their studies in general.

Table 11, Oromo Linguistic Interferences

Interferences	Influences (100%)	Manifestations
Oromo socio-linguistic interferences	99%, students	- Origin similarities between Afan Oromo and EFL; Latin alphabets and punctuation mark; special phonemes and voices, spelling similarity, slanting/ blending, oblique borrowings, GTM, - Lexical interferences because of low economic base of the students to get accessories to cope – up with the dynamic development of EFL, incorporation of technology born words; technical and innovative terminologies, students’ - Socio-cultural identity, linguistic expression interferences, policy constraints, political values of MT, primary cycle education in the mother tongue, etc.
	Eight, teachers	
Afan Oromo orthographic interferences	99%, students 10, teachers	- <u>Punctuation marks</u> like; ‘hudha’, ‘irrabuta’, Qubee Čimdii, are unique in pronunciation, orthography, meaning, and contexts,

Most of the students expressed at interviews and wrote on open - ended questionnaires that interference of linguistic elements influence the students learning EFL pronunciation and orthography. They expressed that they interference MT elements ‘whenever they run out of the correct word and voice, into learning English language orthography and pronunciation. They also informed that they regularly use their mother tongues, whenever they talk, request, deal, play, comment, shop, in speech and in script communications. They also informed that most teachers use Afan Oromo, whenever they teach English orthography and pronunciation too. Furthermore, all of the English language teachers added at interviews that, interferences are familiar practices, by every subject teacher, at Batu Secondary School.

Besides, all of the teachers at interview and on questionnaire informed that; there are several causes. The teachers informed some causes like; lack of ability to understand and interpret

meaning, absence of ideal and real life situation to put correct EFL orthography and pronunciation into practice. Further, most of the students also affirmed that they lack the knowledge of the use of correct orthography and pronunciation. Some of them informed that they didn't learn these elements separately with special emphasis. They also expressed that they didn't experience any problem out of their deformed orthography and pronunciation. The teachers on the other hand, indicated that, Afan Oromo is the most principal at regular interactions like; play, shopping, primary education, media, and as an official working language of administration and business in the region.

Moreover, the students were made to write some practice activities on paper. They added that they also interference mother tongue writing styles like germination, punctuation marks (Ciimdii, dacha, hudha, irrabuta etc.), and elements wrongly, whenever learning English orthography and pronunciation. However, the student indicated that, the two languages are discrete in spellings and word formation when writing and the sounds of these words are different when reading. Some of the students also expressed that most of the punctuation marks are the same in form, purpose and use among the two languages. This takes place because of those similarities of the letters as well as the punctuation marks among Afan Oromo and English language. This time the students are involved to compare and contrast the linguistic relationships among Afan Oromo and English language elements that, they would find some, they used to interference unconsciously into learning EFL orthography and pronunciation.

Besides, they indicated that, the domestic side adds six more letters, and the meanings of these features, are totally distant away between English language and Afan Oromo in form, use and function. Most of the students and all of the teachers (available) at interviews, and wrote on questionnaires, explained that; there are mother tongue element interferences in to learning English orthography and pronunciation. They also talked about their secondary school, English language segment that a manifestation for their weak pronunciation and orthographic styles.

Stating some of the reasons for the students to interference of MT elements into learning EFL orthography and pronunciation are stated by 99%, of the students and ten of their EFL teachers that, there are alphabetic and punctuation mark similarities between Afan Oromo

and English language. The students and teachers specified that, both languages use the (A-Z) Latin alphabets with significant modifications in pronunciation, punctuation marks and orthography. Over again, the students informed on questionnaires that, they chose to interference elements from their mother tongues, for fear of breaking grammatical rules and to cover their lack of the knowledge of appropriate English language orthography and pronunciation. In addition the students' pointed at their foundation at primary school as poor basis.

Some teachers also counted on, the 1994 educational policy allows the students' primary schooling to be conducted in their mother tongues, in Ethiopia, and the same is true, in Oromiya and the students coming to 'Batu Secondary School. That, most of the student wrote answers on questionnaires, in 'Qubee Afan Oromo while the researcher was explaining the essences of the questions one by one for them. The, students normally interference mother tongue elements for some reasons such that; interferences from prior learning experiences, mother tongue acquisition habits, by learning from teachers and class mates, because of lack of knowledge of EFL, cultural identity, etc.

Generally, the students informed that mother tongue interference problems happen to them when writing, speaking, and reading in English language. So, this assessment reveals, the students' notion of Afan Oromo interference in to learning EFL, at in depth interviews, that, they can list some of these linguistic elements. Hence, teachers and students at Batu Secondary School are seen interference various language elements, methods of learning and mother tongue acquisition habits into learning ESL orthography and pronunciation in general.

Table 12, Oromo Principles Interferences

Interferences	Influences (100%)	Manifestations
Afan Oromo principle interferences into learning EFL orthography and pronunciation	94 - 98%, students	- Reflections of social, linguistic, political, demographic, geographic cultural identities and attitudes, principles from the regular practices; ‘Afoola’ (myth); ‘Hiibbo’ proverbs, match less or distinct lexical items; Eellee, Budeenaa Qorii, Ottee, Miciiraa, Dhangaa, Gada, Odaa, Daboo, Jiigii, etc.
	Nine – eight teachers	

Data from all of the teachers and the students, updated that, the voices of some words are borrowed from other languages either cross linguistically or across the sea. For example, words like; faayili, aduunyaa, mahaallaqaa, qarshi, etc, testifying that cause of interference clearly. In addition, these respondents rose about purposes of diphthongs or vowel letters ‘dubachiiftuu’ and ‘dubbiifamaa’ that used to lengthen the tone or sound cluster, which are typically self repeating in Oromiifaa, and of course the punctuation marks. So, the students should need to know these MT elements, which look alike in EFL Orthography and pronunciation and will distinguish them. Furthermore, they also rose about grammaticality; sentence order changes from SVO into SOV, e.g. He will come tomorrow, is ‘Inni boru nidhufaa’ dhaa. Hence, when learning EFL orthography and pronunciation, the students will be taking advantages of knowing these peculiar MT features distinctly.

Eight of the ESL teachers declared at interviews that, some special linguistic characteristics differences keep Afan Oromo apart from English language. They raised some language fundamentals and cultural expressions, like in folklore, away from English language EFL orthography and pronunciation. The orthographic analysis of the students’ exercises also revealed that, the students double consonant letters in English words when writing exercises, and assignments. Moreover, the teachers pointed out some special linguistic features, such that; punctuation marks interferences into learning EFL pronunciation like the ‘hudhaa’ (the upper hanging mark over a vowel letter in a word, like in ‘taa’e, sa’a, ra’e, bay’e, etc., as well that ‘irrabutaa’ (like in; mindaa, sirnaa, harkaa, galmaa, etc). They also mentioned the

lateral liquids/ swallowed letters practical in Afan Oromo that, just like the 'l' within talk, could, would, as well, the American pronunciation of 'r' in English language words.

However, these characters function differently in use, form and meaning apart from the two languages. Besides, the teachers affirmed that the students also reflect principles from their regular practices like, 'Afoola' (myth); 'Hiibbo' proverbs, etc, that they advance socio linguistic interferences into learning EFL orthography and pronunciation. These expressions are experiences, far more distinct for which, the students cannot easily find equivalents in English language, either to produce meaningful information without the appropriate vocabulary or misled mentorship, enables them to speak, or write things in EFL meaningfully.

Moreover, Eight of the teachers and most of the students informed that they interference linguistic elements from their mother tongues; The English language teachers on one hand, stated at interviews that the students make interferences of MT elements into EFL, during normal communications and vice versa into local languages, as well. They added, orthography and pronunciation deviations that generally are, hence, observable on both languages. On the other hand most of the students informed that, there are certain words which have distinct meanings in Afan Oromo, but have no equivalents in English language, for instance; Eellee, Budeena, Odaa, Qorii, Gindo, Bullukoo, etc, in which, the students wrongly relate them to the closest genre possible translation in their mother tongue, that; pan, bread, dish, plate, cloth, etc.

Moreover, all of the students also mentioned interference of names of distinct social and cultural things for which they find no direct versions in EFL, but commonly used in the students' real life situations. In addition, the teachers cross linked these phonemic phonological differences between Afan Oromo and EFL as the real causes of interferences into learning proper orthography and pronunciation. So far, interpretation and translation were difficult for the students, whenever writing compositions or write answers to questions in EFL. They also try to pronounce these features away from the natural English language pronunciations, such that; phylum, Phosphate, xylem, psychology, question, car, knowledge, etc. They further, pronounce some voiceless elements and stress letters in EFL, such as; **w**ife, **w**rite, **w**rong, **w**alk, talk, could, should, **o**ften, etc. Hence, recognizing these typical

interferences, require the students to identify the most frequent types of phonological MT interference experiences, into learning proper EFL orthography and pronunciation. Therefore, here is a clear point of departure, in which two consonant characters coin to make one syllable and self repeating vowels make diphthongizes, distinctively.

Table 13, Innovational Linguistic Interferences

Interferences	Interference (100%)	Manifestations
Innovational and linguistic interferences into learning EFL orthography and pronunciation	80% , students	- EFL is not functional in the students' daily real life, - Concepts borrowed, modified and pronounced similar; Bureau, Camera, Champion, College, Second, Parliament, pasta, etc. - Sense of modernization outlook by youngsters; L1 development as well as the developments in EFL, generation gap, sense of modernization; technological innovation related terminologies like; Computer, Screen, Film, Flash, Floppy, Laptop, Mouse, down load, CD, Radio Cassette, Tape, TV, Plasma, Projector, etc.
	7- teachers	

Obviously, along with the ever changing world there is also a dynamic change or development' language contents, esp., into learning EFL across the sea. 80% of the students and seven of the teachers added that; there are some interference created that a result of the advance of technology into learning EFL orthography and pronunciation. Some of the common interferences in their daily living situations that, they tipped out, at interviews are some technical terms and concepts borrowed, associated, modified and pronounced similar among EFL and Afan Oromo, For example; Bureau, Camera, Champion, Parliament, pasta, etc. There are also terms related to technological innovations, generation gap besides, sense of modernization outlook by youngsters; e.g., computer, College, Second, Screen, Film, Flash, Floppy, Laptop, Mouse, down load, CD, Radio Cassette, Tape, TV, Plasma, Projector, etc, in the native language. This includes slight modifications created that a result of generation gap in time and the advances in innovation and technology, normally considered that L1 development.

Moreover, youngsters communicate even at sound cluster levels or altered the meanings of words like; ‘smokes’ - which means ‘gorgeous’, ‘crazy’ - means ‘nice’, etc ESL, students in to learning standard and meaningful English language. They also added that they interference elements like vocabularies, spellings and sound clusters during their normal communications. Some of the teachers also mentioned that though, these terms have no equivalents in the students’ prior knowledge; however, they are entirely different in orthography, pronunciation as well as in language rule. So far, the students pointed out interferences, like; adjectival, adverbial, prepositional, nouns (proper names of people and places) transfers, technology related words, jargons, cultural constraints, mother tongue acquisition habits, wrong translations, marriage bonds, created sense of modernization etc.

Table 14, Afan Oromo Interferences from Teachers and Students

Interferences	Influences	Manifestations
Afan Oromo interferences from teachers and students	99%, students	- Low teachers’ competence, absence of private language schools, no separate program, no special emphasis for EFL pronunciation and orthography, absence of ideal situation to apply to use English, MT elements are easier and quick to use, - Low teaching and learning concerns; lack of knowledge of the different accent, meaning and concept misunderstandings, bad habits of direct translation, unique structures/ punctuation marks, spellings, match less terms/ absence of equivalents to some MT items, MT elements sound like in EFL, anxiety, or fear of breaking grammar rules, emphasize communication than accuracy or rule, Lack of ability, lack of emphasis for teaching and learning, methodology, lack of the immediate and appropriate words, lack of understanding, carelessness’s of students’ and teachers’, prior L₁ learning habits of learning, teaching methodology, translation (GTM), etc.
	Ten of the teachers	

Assessing for some of the reasons, 99% of the students and ten of, all the Teachers, pointed out; that Afan Oromo interference into learning EFL orthography and pronunciation for there are punctuation mark similarities. They also pointed out that their daily interactions are

largely held in Afan Oromo and in the corresponding ethnic languages but not in EFL, though; some interferences commonly appear like a manifestation of being modernized or educated among youngsters. These interferences usually, sway, back and forth between Afan Oromo and English language. They also estimated that these that may have resulted from the EFL incapable role modeling teachers' polished and wit use of EFL. A very few students also added at interviews that, there is no interference between MT and EFL orthography and pronunciation learning, as well.

They also reasoned as, the two languages and their linguistic rules are totally different, this can best slot into the distinctiveness theory of Fromkin, Rodman and Hyams, (2007). Besides, they added the educational policy of the country that orchestrated the social, Ethnic, identity and political value, allowed MT as an instructional tool for primary level education. Some of the teachers again informed at interviews that; some MT interferences appear, because of the students consider themselves look modernized or educated, when mixing elements among the two languages, which coincided with the idea ... Ethiopians, would not mind, rather find it appropriate to mix some words in the middle of their speeches..., Sharma (2013).

In addition, some comments are often forwarded by foreigners, Diasporas, and educators (at panel discussions) about the students' EFL orthography and pronunciation, proficiency, even as; high school graduates' language ability in general is very low. The assessments from the successive observations also indicate that, the students and their teachers normally, discuss about English language elements in Afan Oromo or in Amharic, in actual class times. The EFL teachers also confirmed that, their students usually mix elements from their mother tongues into learning EFL.

Table 15, Claims of Teachers and Students of Batu Secondary School

Interferences	Influences (100%)	Manifestations
EFL teachers' and students' claims	88%, students	- It is better; if the students learn English orthography and pronunciation beginning from grade one, It is better if the students start learning all subjects in EFL from grade five, - if teachers and students use only English language that a media of Instruction, if they put more emphasis on teaching and learning orthography and pronunciation, if more practices are added on these problem areas,
	10, teachers	- students demanded their teachers to support them, for is EFL to them, there is Lack of knowledge; real life situation to practice, Teachers also demanded for in-service trainings, workshops following the linguistic needs of the time, from the concerned body has to follow up,

88% of the students recommended that it is better to start learning all subjects in English language from grade five. They reasoned out, that they are going to be introduced with new science subjects like; Biology, Chemistry and Physics at grade seven, in two years, which will be a burden to learn double phased education. Besides, they added, if their teachers encourage them, and give them interesting exercises, assignments, class works, and presentations, watching films, by reading different books and by talking to each other always in English language, the students stated that they can improve their English language. Some of them also added that emphasis should be given to vocabulary and grammar.

Furthermore, all of the teachers recommended that; the students also suggested that it could be possible to overcome mother tongue interference, if the teachers help them do lots of proper EFL orthography and pronunciation activities. Looking into the English language orthography and pronunciation proficiency, the teachers indicated that the students are too careless to practice more exercises. Hence, they commented that these areas require far more special emphasis, like; it would help them improve a lot, if they get persistent trainings particularly on orthography and pronunciation as well as on EFL in general.

Most of the students demanded that, English is foreign language to them, there is Lack of knowledge; real life situation to apply proper orthography and pronunciation, hence, they suggested that their teachers necessitated to support them. Besides, all of the Teachers demanded in service trainings, the EFL education quality concerned body has to facilitate these things. Yet again, the teachers pointed at the educational quality that, gave low emphasis to English language orthography and pronunciation in particular and EFL in general as saturated. They demanded to get, in- service trainings that, they complained that no attentions were given back to them since they left colleges.

5. SUMMARY, DISCUSSION OF FINDINGS AND RECOMMENDATIONS

5.1. Summary

This study investigated the interference of MT elements when learning and teaching EFL orthography and pronunciation among students and teachers at Batu Secondary School. Batu secondary school is found where plenty of the students' MT interference is obviously a treat into learning EFL orthography and pronunciation. Primarily, English Language and Afan Oromo are given that a subject each for grade nine and grade 10 students. Conducting this study, the researcher tried to analyze MT interference into learning EFL, orthography and pronunciation, a case of Batu Secondary School. The researcher applied qualitative research methods and executed primary data from; actual class observations, in depth interviews, and structured questionnaires.

Besides, information from the students' orthographic and discourse analysis, as well as, assessments of the text books and the teachers' guides were collected to realize if the learning materials encourage students practice proper EFL orthography and pronunciation. The gathered data are stated that, directly the respondents' statements wanted to express along with, that it was intended to answer the research questions and to meet the research objectives devised. Likewise, the information from the students' orthographic and discourse analysis, as well as from oral interviews have been positioned genuine. The researcher was purposive about the selection of the nearby research location to the researchers' regular work place. After then, simple systematic sampling techniques were employed in order to manage data collection as well as the analysis processes, hence, took 203 samples from the 2027 student population.

Besides, availability sampling was utilized because of the very small number of the 10 EFL teachers and two school administrators available. It was also stratified by grades nine and ten, gender, and sections. The fundamentals of the questions for interviews and questionnaires were repeatedly asked in the intention to extract intensive information exhaustively in one or the other way possible. Meanwhile, the researcher made efforts to sort, associate, group and summarize the common as well as relevant information from all the data sources into similar

points, followed by a list of table of summaries with respect to sub headings and respondent proportions. Then, data gathered, were analyzed, discussed, described, and narrated in detail.

Accordingly, the first day the observant entered class on the appointed day, some of the teachers as well as the students were very careful about the contents of the day's lessons and the methodologies of the teaching and learning interactions. The students gave the impression like they were well informed to revise from the past, however, there were also signs of teacher centered lessons together with little student participations. Never the less, the bogus gradually gave up as the observation continued, three times per week, in five classes over a month, when the media of interaction was made only in English language.

As the study goes on, data from survey results indicate that there is mother tongue interference into students' learning EFL orthography and pronunciation. The students also stated that they have objectives for learning EFL orthography and pronunciation. They informed as well as, they want to get knowledge of the use, form and function of English language orthography and pronunciation itself, to communicate in fluent written and speech pronunciation, to understand various references like; manuals, to enable them operate technology born findings. They added that they wanted to be employed in various international NGOs. They also stated that they want to translate general concepts among foreign investors and their elderly to deal social and businesses issues in their areas.

5.2. Discussion of Findings

After the descriptive, narrative analysis of a qualitative data, the findings indicated that, the students' MT interference has been found to be a serious problem into learning proper EFL orthography and pronunciation, at Batu Secondary School. Mother tongue interference came out to be the main tool of instruction while teaching and learning about the subject, but not when learning the subject (EFL), orthography and pronunciation. Then, the students began to produce grammatically incorrect, meaningless compositions, while writing and utter them wrongly when reading. They were found highly inclined to mix elements from their mother tongue that they compose them in wrong orthography. The students obviously, way out interference of elements and writing styles from their mother tongue learning (acquisition) methods into learning EFL, orthography and speech pronunciations, in general.

They make errors like; grammar, vocabulary, pronunciation, spelling, etc, resulting in to deviated orthography as well as pronunciation form, use and meaning. The grade nine and 10 students, at Batu Secondary School are observed when they were trying to interpret the meanings of words and sentences in the foreign language into their mother tongue, by translating directly, word for word. They are also found poor in using vocabularies either phonetically or orthographically correct. They carelessly mix up words and sentences among the two languages English and Afan Oromo and punctuate them in a similar manner when they write. They also write in the same manner that in their mother tongue, (ie, Afan Oromo) by doubling consonant letters and by repeating the vowels in words. The students use words and compose spellings alternatively from both languages, in a stray manner.

The students, though, casually write answers to assignments, exercises, including conversations with so many divergences; they read them instead of say them out orally, in English. They ramble to pronounce words and sentences, even if they try to do so. The findings indicate that mother tongue interference has been brought about from prior learning experiences, MT elements, lack of sufficient vocabularies in EFL, lack of knowledge of the distinctions, language rules among the different languages, etc. They are also found to be careless either to attain or attend these skills. The students are found unable to pronounce words and sentences, though, being in grades nine and 10, let alone the proper and swift pronunciation skill. This again shows that the curriculum and the syllabuses put loose concern for working on the orthography and pronunciation teaching approaches.

There is found no hint of means and mechanisms with which students can practice spoken English to develop their pronunciation skill. There is also no language laboratory to equip the EFL teachers to teach. So, the EFL teachers and students found MT interference as an easy alternative against using the target language in focus. However, this method of teaching EFL often happen to affect the students' learning of EFL in general, and slow down developing their orthography and pronunciation in particular. Besides, the findings reveal that these interferences are caused for different reasons; such that some similarities or differences originated between 'Qubee Afan Oromo and English Language. For example, the orthographic layers of vowel and consonant alphabets, punctuation marks, and their functions

or the differences in the syllabic - voices of spellings, along with their compositions into words, were found to alter meanings.

In contrast, some students also defended that they did not need to worry about learning English language orthography and pronunciation. Because, they did not encounter any baldness that a result of accent, stress, tone or orthographic deviations for they do not use the language in real life situations. They also stated that they do not communicate in English language anyways, either by writing or by speech, outside of class time. The concepts of these statements hence, manifests virtually the principles of the communicative language learning except, it left behind the advancing contacts of globalization that, requires competent English language orthography and pronunciations skills. By and large, the English language teachers by themselves teach English as a foreign language, though they are also found hardly fluent in orthography and pronunciation.

Not only this, the graduates of the school are observably left with very weak English language, even with illegible orthography and pitiable pronunciation. This also has been mentioned repeatedly by foreigners working in Oromiya that; the students, graduates, and employees are plainly seen struggling with the language to write (creative) or speak in fluent English, as a foreign language (EFL), Sharma (2013). The teachers normally use interference of mother tongue elements, as an alternative method to brief teaching EFL. Consequently, the students have low concern to learn correct orthography and pronunciation. In other words, interfering elements like; script, structure, meaning and voice from mother tongue is hence, found to be one of the causes for the students' failure to succeed in English language orthography and pronunciation.

In addition, the text material is found to be fascinating with contents that could have helped students develop their English language skills and convenient to practice orthography and pronunciation. It is found filled with knowledge of environment including neighboring countries, politics, health, economy, history, courage, fame, sports, and many concepts, which could have encouraged students develop self realization and esteem. However, the results from data analysis of the general survey, indicates that, the curriculum gave little emphasis to incorporate orthography and pronunciation essentials like; stress, tone, accent, vocabulary, spelling, calligraphy, legibility, clarity, simplicity, relevance, etc. Besides, data

analyzed from actual class observations, structured questionnaires, and in depth interviews revealed that, there exists mother tongue interference, caused more of negative influences on the students learning EFL orthography and pronunciation, at Batu Secondary School.

In other words, Learning EFL orthography and pronunciation required Afan Oromo MT students to interference elements from their mother tongue and acquisition experiences into learning EFL. The main agents of the mother tongue interference are found to be the teachers, students and lack of ideal situation to learn and to apply proper English language orthography and pronunciation. Hence, the students are seen to be, unable to write at least one error free creative sentence using correct vocabulary, spelling, punctuation, grammar and meaning. Moreover, the students at Batu Secondary School are found hardly proficient in English language communications in general. The overall gist of this endeavor indicates that, the importance of learning proper English language orthography and pronunciation that found to be a matchless, noble idea.

5.3. Recommendations

Teaching and learning accurate EFL orthography and pronunciation would be effective, if the students are taught how to avoid interference of mother tongue elements into learning English language orthography and pronunciation. They would be good at spelling, syllables, vocabularies, grammar, meaning and their learning will be greatly enhanced, if they become aware of the differences between English language and Afan Oromo orthography and pronunciation. The students should know the unnecessary experiences, like; wrong pronunciation wrong blending, false constructions etc, in to learning English that a foreign language. They should be attentive to benefit from learning, by doing lots of exercises in the ways their teachers show them. The students should give attention to learn the correct spelling, grammar, vocabulary and meaning of English words and put forward much more efforts by themselves.

It is important to expose students to the correct English language pronunciation and orthographic rules along with helping them to practice lots exercises. The students should avoid direct translation and generalizations of English language into their mother tongue. They need to be advised to exercise as much speaking as possible, along with appropriate orthography and pronunciation by using all the language's elements in a grammatically

correct way. Students should avoid carelessness, inattentiveness, inappropriate or wrong incorporation of fake words, through, intensive practice and by using varied forms of words, verbs, and examples. Moreover, the teachers should play a great role to motivate, to guide and correct the students to use the language areas that are likely to interfere into learning English orthography and pronunciation, along with minor praises like saying; excellent!, that's right!, Exactly!, Yeah! Sure, etc.

Teachers should direct the students' attention to learning the correct English language orthography and pronunciation. It is of course, the duty of the EFL teachers to explain to students the negative effects of MT interference into learning correct EFL orthography and pronunciation. They should make clear that there is no uniform grammatical, orthographic, spelling and pronunciation rules between Afan Oromo and English language for the students. Furthermore, EFL teachers should stick to use English language with their students. They should not interference elements from MT in to teaching EFL. Through giving sufficient oral practices like, drills, and by exposing the students to intensive orthographic activities, teachers can attain good results. The teachers ought to facilitate the teaching environment; with real contexts, everyday activities, varying recorded accents and employ students' interests, e.g., Sport, current issues, etc. Teachers should put strong emphasis on correcting, regularly, the students' pronunciation and orthographic errors.

Besides the English language teachers should show language rules, the linguistic distinctions of different languages and their peculiarities like; in orthography and pronunciation voices like ('), 'Ph', 'dh' in 'Afan Oromo. Additionally, it will worth useful, if teachers get a mind wash up courses, intensive and in-service trainings, that at least every summer. They need to be up graded along with the ever changing technology born, technical terms and contexts. Because, that the ways of pronunciation change, it creates language barriers against the teachers, that, their students also lose confidence in them. Consistent workshops would help the teachers a lot that they harmonized. Hence, if the teachers are happily standby, they can use the text material in a way to apply the needed language item, EFL orthography and pronunciation, practically. In addition, it will be a great value if language teaching methodology researchers conduct further study in this area which may open the way to the development of a better English language teaching, in general.

So, curriculum developers, education and quality control bodies ought to support teachers and school administrators with the necessary resources and capacity building in-service trainings. It would also be better if they conduct updated need assessments. Finally, this study might be helpful for teachers and for students into teaching and learning English as a second language to successfully.

6. REFERENCES

- Abebayehu Messele and Endashaw W/Michael, (2009). Multilingualism in Ethiopia: consequences on foreign Languages teaching and learning, Treux pdf, Numero.4, p-1. Assistant professor at A.A.U,
- Abdunasir Ibrahim Abdulahlim Sideeg (2002). Error Analysis: A Theoretical Framework. Conceptual frame work, (p.2-22)
- Akeem Ayofe Akinwale,(2011). Language Barrier as the Bane of Development in Africa, Department of Sociology, Covenant University, Ota, Ogun State, Nigeria. E-mail: akimascholar@yahoo.com
- Amlaku B. Eshetie, (2008). Language Policies and the Role of English in Ethiopia, a scholarship winner of the 2008 IATEFL/BESIG Annual Conference, Hawassa University- Ethiopia. Wondo Genet College of Forestry and Natural Resources (WGCFNR), A presentation paper at the 23rd Annual Conference of IATEFL BESIG (19-21 Nov. 2010), Bielefeld, Germany,
- Ana Marilza Bttencourt (1993). The role of the first language in pronunciation. Professora, do Depatrmento de Letras Estrangeiras Modernas da Universidade Federal de Santa Maria.
- Andrea Koucká (2007). The role of mother tongue in English language teaching, Department of English and American studies, theses, university of Pardubice faculty of arts and philosophy
- Ayeomoni, M.O. (2006). Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community, Obafemi Awolowo University, Ile-Ife, Nigeri, *Nordic Journal of African Studies* 15(1): 90-99.
- Baljit Bhela. (1999). Native Language interference in learning a second Language: *Exploratory case studies of native Language interference with target Language usage*, International Education Journal Vol 1, No 1
- Beressa, K. (2003). Using L1 in the EFL classroom: the case of the Oromo language with particular reference to Adama Teachers College, Retrieved from http://etd.aau.edu.et/dspace/bitstream/123456789/2499/1/TEFL_5.pdf

- Berthold, M., Mangubhai, F. and Batorowicz, K. (1997). *Bilingualism and Multiculturalism: Study Book*. Distance Education Centre, University of Southern Queensland: Toowoomba, QLD.
- Bill Bryson (2014). *The Mother Tongue - English and How It Got That Way* (PDF). Published by jdteacher,
- B. Lekova (2009). Language interference and methods of its overcoming in foreign language teaching. *Trakia Journal of Sciences*, Vol. 8, Suppl. 3, pp 320-324, 2010, Abu Trakia University. <http://www.uni-sz.bg>
- Cha, Y.K., (2007). 'The Spread of English Language Instruction in the Primary School.' *In CERC Studies in Comparative Education*, 2007, Vol. 18, Part 3,
- Cheryl Francisconi, (2012). *Enhancing the quality of English language education in Ethiopia*. Report on a Future Search Conference, Sponsored by the Embassy of the United States of America, In collaboration with The Ministry of Education of the Government of the Federal Democratic Republic of Ethiopia, The Institute of International Education and Ambo University
- Cohen, G.P.E (2000). 'Identity and Opportunity: The Implication of Using Local Languages in the Primary Education System of SNNPR, Ethiopia". PhD. Thesis. London: School of African and Oriental Studies.
- Cortese, (2004). *Relating distinctive orthographic and Phonological processes to episodic Memory performance*
- Diane Nichollas (2002). *Language Interference. What is learner English?* Med-Magazine, The monthly webzine of the Macmillan English Dictionaries. Issue 1 October 2002
- G.Manivannan(2006). *English as a second language. Dialects of English/115/*, <http://www.usingenglish.com/articles/importanceenglishlanguage.html#Z4FjK2Tdc4ry5Q88.99>
- Mufeed Jadallah and Dr. Fuad Hasan (2013). *A Review of Some New Trends in Using L1 in the EFL Classroom*. Al-Quds Open University
- Dulay, H., Burt, M. and Krashen, S. (1982). *Language Two*, University press, New York.
- Ellis, R. (1984). *Classroom Second Language development: a study of classroom interaction and Language acquisition*, Pergamon Press, Oxford.

- Essam Wahba, (2009). Learning English and Mother Tongue (Arabic) Interference. English Teachers, A forum for teachers of English in Egypt.
- Fachun Zhang and Pengpeng Yin (2009). A Study of Pronunciation Problems of English Learners in China Foreign Languages School, Ludong University, 186 Hongqizhonglu Road, Yantai 264025, China, www.ccsene.org/journal.html, vol.5.No.6
- Fred Jyun-Gwang Chen, (1999). "The role of first language transfer and second language proficiency in the writing of Chinese learners of English as a second language." (January 1, 1999). *Dissertations available from ProQuest*. Paper AAI9937709. <http://repository.upenn.edu/dissertations/AAI9937709>
- Fromkin, Rodman and Hyams, (2007). Introduction to Language. International Edition, amazon.co.uk
- Fromkin, Rodman and Hyams, (2003 – 2014). UK Essays is a trading name of All Answers Ltd. All Answers Ltd is a company registered in England and Wales Company Registration No: 4964706. VAT Registration No: 842417633. Registered Data Controller No: Z1821391. Registered office: Venture House, Cross Street, Arnold, Nottingham, Nottinghamshire, NG5 7PJ.
- Getachew Anteneh and Derib Ado (2002). Language Policy in Ethiopia: *History and Current Trends*. Addis Ababa: Mega Publishing Enterprise. Vol 2, No/ 1
- Gizaw Debebe, (2009). Learnig for change. College of Social Sciences and Humanities, Department of Afan Oromo Language and Literature, Ambo University Relations and Alumni Management, University.relations@ambou.edu.et
- Gopal Sharma (2013). English in Ethiopia, *College of Social Science and Education*, Post Box No: 395, Wollega University, Nekemte, Ethiopia, Science, Technology and Arts Research Journal, Jan-Mar 2013, 2(1): 74-85, www.starjournal.org. © 2013
- Hasbullah Uhamka (2008). First Language interference in acquiring second-Language (study – case) of nursing students semester 5, at stikes –mtangerang (health institute)
- Julia Herschensohn and Martha Young-Scholten, (2013). Native language influence in second language acquisition. Congr'es International des Linguists, 21-27 July, 2013 Geneva.

- Julio Lorenzo López Urdaneta (2011). Spanish-English Writing Structure Interference in Second Language Students¹, Institución Universitaria Colombo Americana – ÚNICA, Colombia (Abstract)
- J.C.Wells, (2000). Overcoming phonetic interference. Article published in *English Phonetics, Journal of the English Phonetic Society of Japan*, 3.9-21. University College London
- Khadija Muhammad Abdussalam (2014). Technology Integration in ELT. University of Khartoum, Sudan. khadijam.989@gmail.com
- Khaled Karim, Hossein Nassaji (2013). First language transfer in second language writing: An examination of current research. *Iranian Journal of Language Teaching Research* (1), (Jan., 2013: 117- 134 117) *Corresponding author: University of Victoria, Canada Email address: nassaji@uvic.ca © Urmia University Press
- Kazmath, (2010). Mother Tongue Interference in English, <http://www.study mode.com /profile/ Kazmath-75616516/>
- Kenenisa Beressa, (2003). Using L1 in the Efl classroom: The case of the Oromo Language With particular reference to Adama teachers college, Addis Ababa university School of graduate studies, Ethiopia
- Lekova B. (2009). Language interference and methods of its overcoming in foreign language teaching. Faculty of Education, Trakia University, Stara Zagora, Bulgaria, <http://www.uni-sz.bg>
- Lott, D. (1983). “Analyzing and counteracting interference errors,” *ELT Journal*, vol. 37/3.
- Ma Rosa Alonso Alonso, (1997). Language Transfer Interlingual Errors in Spanish Students of English as a Foreign Language. Universidad de Santiago de Compostela. *Revista Alicantina de Estudios Ingleses* 10 (1997): 7-14
- Michael, Swan (2008). The influence of the mother tongue on second language vocabulary acquisition and use. (*In Vocabulary: Description, Acquisition and Pedagogy*, ed. Schmitt and McCarthy, CUP 1997, pp. 156–180
- Mihiretu Miressa and Melkamu Dumessa, (2011). Investigating factors contributing to grade nine students’ spelling errors at Don Bosco High and Preparatory School in Batu. *Journal of Language and Culture*. College of Social Sciences and Law Department of English Language and Literature, Jimma University, Ethiopia. Vol.2

- (6). pp. 103-115, June 2011. <http://www.academicjournals.org/JLC> ISSN 2141-6540.
- Mingcai Sui, Ph.D. (2013). Mother-Tongue Interference on English Language Pronunciation of Senior Primary School Pupils in Nigeria, Implications for Pedagogy, Language in India, www.languageinindia.com ISSN 1930-2940 Vol. 13:8
- Mohammed Rhalmi, (2014). Second Language Learning Difficulties *March 20, 2014 Second Language Learning Difficulties*2014-03-20T11:01:53+00:00 Articles
- Mohammad S. Bagheri and Pooneh Heydari (2012). Error Analysis: Sources of L2 Learners' Errors. Theory and Practice in Language Studies, Vol. 2, No. 8, pp. 1583-1589, August doi:10.4304/tpls.2.8.1583-1589, ISSN 1799-2591
- Negeri Jl. Gejayan Yogyakarta, (2011). Interference: It's Role in the Target Language Mastery to Indonesian Learners. Win Listyaningrum Arifin Universitas nurarifin_my@yahoo.com, Vol. 4, No. 1, June 2011, REGISTER- 99,
- Nada Salih A. Ridha, (2012). The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Study, *Journal of the College of Arts*. University of Basrah No. (60) 2012
- Noor, Hashim H. (1994). Some Implications of the Role of the Mother Tongue in Second Language Acquisition. ISSN-0851-6774 PUB DATE 1994-00-00 NOTE 16p.
- Judith M. Patrick, Ph.D. and Theresa Stephen Gyang, M.Ed. (2013). Paula Boyer, (1996). Bilinguals West High Schools. Class of 1996 billings, MT
- Olutekunbi Bolatito Imoleayo, (2011). Mother tongue Interference, In English News Cast: A Case Of A Kwara Television News. Department of English, Faculty of Arts, University of Ilorin, Ilorin, Nigeria
- Perdue, C. (ed.1993). Adult Language Acquisition: Cross-linguistic Perspectives. Cambridge: Cambridge University Press.
- Ramachandran, (2012). Language use in education and primary Schooling attainment: evidence from A natural experiment in Ethiopia, Documents de Treball de l'IEB 2012/34
- Renyu Zhao, (2008). The Value of SLA Main Theories on Foreign Language Learning and Teaching in Vocational Colleges. Foreign Language Department Xiamen Huatian

- International Vocation Institute Xiang'an Culture and Education District, Xiamen 361005, China. Vol. 1, No. 3
- Richard Skiba (1997). "Code Switching as a Countenance of Language Interference," *The Internet TEFL Journal*, vol. III, no. 10
- Richard Nordquist, (2014). Mother Tongue. Grammar, about.com /bio/. News letter, 22176.htm posted on 2014
- Ouedraogo, R.M. (2000). 'Language planning and Language Policies in Some Selected West African Countries'. International Institute for Capacity Building in Africa.
- Sameera, Sultan B. (2013). L₁ (Arabic) interference in learning L₂ (English): An Analysis of English spelling used by Arabic speakers at undergraduate level-a case study. University of Dammam, Kingdom of Saudi Arabia.
- Shaozhong Liu (2001). Studies on Transfer in Second Language Acquisition. *Guangxi Normal University, Guilin, 541004, China*
- Shining Star Multimedia, (c) 2011). Learn to speak Afan Oromo or Oromiffa the fast and easiest way.Oromiffa.com*
- Steven Bird, (1999). Orthography and Identity in Cameroon. University of Pennsylvania Draft- Abstract, April 27, P.1
- Swan Michael. (1987). 'Non-systematic Variability: a Self-inflicted Conundrum?' in: Ellis, R. (ed.) 1987:
- Tecle Ghebremuse, (2014). Deviations in the use of English articles by Amharic Speakers and Tigrigna speakers freshmen of Asmara University: their causes and Pedagogical Implications, University Of Asmara, Eritrea.
- Teresa K. Fink, (2005). Attitudes toward languages in Nairobi: University of Pittsburgh
- Timoty Mason (1999). Theory of second language acquisition English language Essays, Université of Versailles St. Quentin, from 1993 to 2002.
- Second Language Acquisition in Context. London: Prentice-Hall.
- Tylor and Francis, (2008). "The challenges of mother-tongue education in Ethiopia": The case of North Omo area, Online Publication.
- Vedat Kiymazarslan, (2002). A Discussion of Language Acquisition Theories.
- Vincent Ferrer, (2013). Using the mother tongue to promote noticing: translation as a way of scaffolding learner language.

- Voila! c'est Alin! (2013). Language Interference. Bienvenue au monde d'Alin! Posted on April 2, 2013 by Marlin Dwinastiti Standard
- Xhemali, Mirvan PhD. (2013). The role of mother tongue in learning and teaching English for Specific Purposes. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.4, No.18, 2013
- Zainab Al Balushy, (2014). Using the Mother tongue in the English Language Classroom. A web site for the developing language teacher,

7. APPENDIXES

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY, SCHOOL OF HUMANITIES AND LAW, ENGLISH LANGUAGE DEPARTMENT

Dear respondents, the objective of this questionnaire is to collect reliable information from teachers and students of Batu secondary School about Mother Tongue Interference into learning EFL orthography and pronunciation. The aim of the study is to conduct Analysis regarding some MT elements that interference, some causes and effects as well as the roles of the teachers and students on teaching and learning EFL orthography and pronunciation, to suggest some possible means and to trigger interested researchers in this area. Know that the immediate purpose of the study is to write a thesis in partial fulfillment for an MA degree of English language teaching your answers will be kept confidential. Thank you in advance!

Adopted by Gebeyanesh Mamo

INSTRUCTION

The questionnaire holds open- ended and close- ended questions, please try to answer all questions. You can write on the back side of the paper as much as possible. (Related information is appreciated).

Survey questionnaire Type – 1, Open – ended questions

1. What is your mother tongue?

2. Did you ever run short of English Language words when speaking?

3. Did you ever mix elements from your first Language into learning English Language?

4. How often does mother tongue elements interference into your learning English Language?

5. In which grade level did you start learning English language orthography?

6. What language items do you often borrow from your first Language into learning English Language?

7. In which grade level did you start learning English language pronunciation?

8. How did you learn to pronounce words in English language?

9. What words in your first language pronounce same like in English language?

10. What are some of the examples of pronunciation interferences?

11. What punctuation mark similarities happen similar between your first language and English language?

12. What Language items do you interference when writing?

13. What are some of the similarities between writing in ‘Qubee Afaan Oromo’ and in English language?

14. Are there pronunciations in your mother tongue, sound the same as in English language?

15. What are the most frequent interferences occur to you when writing in English Language?

16. What mother tongue interference have you encountered when writing in English Language?

17. Can you list some examples of orthographic interference?

18. What are some of the uses of MT interferences into learning English Language?

19. Why do you mix elements of writing from your mother tongue into EFL learning?

20. Does Mother tongue interference influence learning English Language orthography?

21. What are some of the problems of first Language interferences when writing in English Language?

22. Which English Language items are more affected by mother tongue interference?

23. How could it be possible to learn EFL orthography best?

24. How can students and teachers control MT interference?

25. What kinds of mother tongue interference happen to you most repeatedly?

26. What should students do to learn appropriate writing EFL?

27. What should teachers do to overcome orthographic interference?

28. How could it be possible to learn EFL pronunciation best?

29. How could you best practice English Language orthography?

30. How do you try to control mother tongue interference into learning EFL?

Type –2: Structured Interview Questions (for students)

Hello! I am Gebeyanesh Mamo, and your name

1. How many languages can you speak?
2. What are some of the similarities of orthography among your MT and EFL learning?
3. What language items you often borrow from your first Language?
4. What MT interference elements affect your writing in English language?
5. How often does mother tongue interference happen in your EFL learning?
6. How many languages are spoken at Batu Secondary school?
7. How many users have each of these languages?
8. How many of these languages serve educational purposes?
9. How many of the languages are used in writing?
10. What are some of the criticisms about learning EFL orthography and pronunciation?

Unstructured Interview Questions (for EFL Teachers)

As clarified on the appliance letter, the purpose is to conduct educational research. Thank you for the kind cooperation!!

1. How good is the general EFL proficiency of most of the students at Batu Secondary School?
2. Do the students MT interference in to learning EFL orthography and pronunciation?
3. What MT speech elements do most students interference when learning EFL?
4. What MT orthography do most students interference when learning EFL?
5. Does MT interference cause problems into learning EFL?
6. Does MT interference support learning EFL?
7. What should EFL teachers do to improving the students' pronunciation?
8. What should EFL teachers do to improving the students' orthography?
9. How should students learn EFL orthography and pronunciation?
10. What are some of the factors affecting students' EFL proficiency?

Type- 3: Observation Check List

Afan Oromo Interference into learning EFL orthography and pronunciation, a case of Batu Secondary School

Instruction: Tick in the corresponding boxes and write descriptions of your justifications on the attached page.

Table 16, Observation Check list

Perspectives	Interferences				
	Elements	Causes	Agents	Influences	Remark
Policy					
Curriculum					
Syllabus					
Students					
Teachers					
Methods					
Material					
Orthography					
Pronunciation					
Punctuation					
Language Resources					
Spelling					
Grammar					
Vocabulary					
Situations					

Interferences

Elements

Cause

Agents

Influences

Syllabus

Curriculum

Policy

Others

Type 4: Close-ended Questionnaires

Multiple choice questionnaires (for teachers and students)

Dear contributors, the purpose of answering the following questions is only to enrich the research work on 'Analysis of mother tongue interference, its' influences and cause problems into learning English Language orthography and pronunciation' I appreciate your genuine answers and will use it only for the study's purpose.

Thank you in advance!

Tick in the square containing the correct answer or write your own thoughts on the space provided. You can tick more than one answer if you think so.

Thank you very much!

1. How much good is your English Language communication?

- ☐. Excellent ☐. Poor ☐. Good ☐. Well,
☐. Very good ☐. None ☐. If any

2. When do students mix mother tongue into learning EFL?

- ☐. When writing ☐. When reading ☐. When speaking
☐. When Listening ☐. When spelling ☐. All
☐. If any

3. What do you do when you lack the appropriate words while speaking?

- ☐. Find alternative words ☐. Replace with MT expressions
☐. Do not speak ☐. I will use dictionary ☐. study the Language rule
☐. Google answers on my mobile ☐. If any

4. Does learning primary education in mother tongue affect your Secondary School learning?

- ☐. Always ☐. A little ☐. Some times ☐. Not all
☐. If any

5. Who are the major interference causes influencing EFL learning?

- ☐. Role model, teachers ☐. Mother Tongue Interference
☐. Learning back ground ☐. English is not realistic out of class

- ☐. Lack of sufficient vocabularies ☐. Fear of breaking the rules

If any idea

6. How does mother tongue interference affect learning EFL orthography?

- ☐. Makes meaning clear ☐. It is easy to use quickly
☐. Gives plenty of alternatives ☐. It gives confidence
☐. Students do not attempt to master EFL

If any idea

7. Why are students making errors when learning English by using their mother tongue?

- ☐. Because of the two languages are distinct,
☐. Direct interpretation does not give proper meaning ☐. They don't try to know more English
☐. There is translation difficulty ☐. All
☐. If any idea

8. Which mother tongue interference items affect students more when learning EFL?

- ☐. Pronunciation ☐. Grammar ☐. Writing ☐. Spelling
☐. Punctuation marks ☐. Vocabulary Items ☐. Speech ☐. All
☐. If any

9. When did you last run out of word?

- ☐. When speaking with friends ☐. Whenever I participate in class
☐. When writing assignments ☐. When answering questions in class
☐. When doing group discussions ☐. When speaking with foreigners
☐. If any.....

10. Which kind of interference does not affect English Language learning?

- ☐. Mixing words ☐. tense confusion ☐. Spelling confusion
☐. Writing sentences ☐. Voice confusion ☐. Punctuation confusion
☐. if any

11. Who do you suppose should play the most significant role to improve writing in English language?

- ☐. Teachers ☐. Students ☐. Curriculum developers
☐. Book suppliers ☐. Mother tongue ☐. School community
☐. If any.....

12. At what level of the language do students have problem of writing?

- ☐. Sentence ☐. Spelling ☐. Phrase ☐. Word
☐. Consonant – Vowel combination ☐. Syllable ☐. speaking
☐. If any

13. Who is responsible for mother tongue interference?

- ☐. Teachers ☐. Students ☐. Syllabus ☐. Policy
☐. Curriculum ☐. All
 If any

14. How do you evaluate Mother tongue Interference?

- ☐. Necessary ☐. Not necessary ☐. Sometimes necessary
☐. If any idea

15. What should students do to learn EFL best?

- ☐. Use dictionary to translate ☐. Use mother tongue elements
☐. Try to get meaning from context ☐. Use only English
☐. Ask friends and teachers ☐. If any.....