



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**FACTORS AFFECTING THE USES OF TRANSLATION IN ELT
CLASSROOMS: TIJO WAKENTIRA SECONDARY SCHOOL GRADE
NINE IN FOCUS**

BY

GUDETA NEGESSO KABETO

September, 2017

ADAMA, ETHIOPIA

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**A THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF ART IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

September, 2017

DECLARATION

I hereby affirm that my research work *entitled* “Factors Affecting the Uses of Translation in Elt Classrooms: Tijo Wakentira Secondary School Grade Nine in Focus. ” A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Master in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

Gudeta Negesso

Department of English

Signature_____

Date _____

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ABSTRACT

The purpose of this study was to investigate Factors Affecting Translation of English Language to Learners' First Language in ELT Classrooms. The study sought to find factors affecting uses of translation of L2 to L1 in ELT classroom, the reason why teachers use translation in ELT classroom, the extent to which translation is used in ELT classroom, the level of instruction translation used in ELT classrooms and skills which teachers prefer to use translation of L2 to L1 in ELT classroom .To achieve this main objective, mixed research approach was applied. The data were collected using questionnaire observation, and interview from 154 grade nine students and three English language teachers. The data collected through these tools were analyzed quantitatively and qualitatively. The results of this study revealed that factors affecting the uses of target language translation were lack of motivation, lack of alternative to translation, lack of reinforcement due to excessive use of student's first language, over reliance on translation, and lack of equivalent word. And both teachers and students have been using students' first language in ELT classrooms more frequently. Besides, the teachers use dominantly students' first language. Furthermore, both teachers and students have positive perception towards the use of translation in English classes which reduces their input. None of the teachers are systematically using students mother tongue in their English Language Teaching classrooms which helps to bridge a gap.

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LIST OF ACRONYMS

E.C.: Ethiopian Calendar

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar Translation Method

K.C.S.E: Kenya Certificate of Secondary Education

L1: Learners First Language (Afan Oromo)

L2: Foreign Language (English)

TPR: Total Physical Response

TL: Target Language

SL: Source Language

CHAPTER ONE: INTRODUCTION

This study is concerned with the investigation of factors affecting translation in ELT classrooms: Tijo Wakentira secondary school in Gedeb Hasasa District, West Arsi Zone, Oromia Regional State to accomplish learner's success. The main purpose of this chapter is to set the background of the study, statement of the problem, objectives of the study, research questions, significance, scope of the study, limitation of the study, definition of terms used in this study and organization of the study are the parts of this unit.

1.1 BACKGROUND OF THE STUDY

According to Harmer the integration of translation-based learning activities into foreign language learning classrooms has been debated for a longtime. Translation is considered as justifiable pedagogical tool especially in an EFL environment, and this tool needs to be explored and used (Harmer 1991:62, Ellis 1992:46). However, there have been few studies investigating translation as a teaching and learning practice (Atkinson 1993; Eadie 1999). Based on the above explanation translation practice is a methodology which can be turned into a systematic pedagogical tool.

Traditionally, teaching foreign languages in the “Western’ sphere was based on the understanding way into the new language was always through the students’ own L1” (Cook 1993: 32). It should also be underlined that language competence is two-way systems by which we need to be able communicate into and from the language system (Duff, 1989). It seems that learners connect knowledge of foreign language to that of their L1 through comparison and contrast, which is inevitable. Teachers can facilitate learning through guided translation tasks. (Duff, 1989; Atkinson, 1993).

In Ethiopian secondary schools, universities, and colleges English language is used as a medium of instruction. Therefore, becoming competent in English language can help one to be successful in other subjects too. Nowadays, the importance of teaching English is to help students to enhance their communicative competence. It is possible to develop students’ communicative competence by translating an ambiguous words or phrase in a context.

There are controversies regarding the uses of translation in teaching L2. There are scholars who support and appreciate translation. For instance, Brown (2007:2) mentioned “to understand the principles of L2 learning, a teacher is expected to know students native language.” This

statement indicates that understanding how L1 functions in English language classroom can help the teacher. Ideas stated above supported and appreciate the use of translation in English classes whether it is from or to learner's L1. According to Brown, students and teachers should use translation in English classes.

On the contrary, others oppose the use of translation in teaching second or foreign language indicating the drawbacks of translation in ELT classes. For example, Tang (2002) as cited in Kenenisa, (2003), claimed, that L2 learners have little or no exposure to the English language outside the classroom.” Then he further suggests that teachers should not spend this valuable classroom time using L1.” According to Tang, L2 learning classrooms should concentrate on practicing only English language and students can develop their communicative competence if they are allowed to use the source language in the classroom. So translation should minimize.

Atkinson (1987) first considered the functions and benefits of using the students' L1 in the classroom and highlighted the way in which activities based on translation may play an important part in learners' fluency. He presumed that the scant attention paid to the role of students' L1 has led to teachers' and students' uneasiness about its use. He listed four main reasons for this shortage of information about the use of L1 (1987: 242): a) the links with the Grammar-Translation method; b) the monolingual environment in which teachers were trained; c) the influence of Krashen and his theories of acquisition versus learning; and d) the self-evident truth that you can only learn English by speaking English which does not, however, imply that the L1 cannot be used in the classroom. He analyzed the advantages of a reasonable use of translation to L1 in the classroom and the ways in which it may be exploited by learners and teachers, along with the risks of its overuse.

Generally translation is useful in ELT classes to understand the foreign language if it is properly used. Richards and Rodgers (2001) noted, “Students know the meaning and flow of an L2 message from their recall of the parallel meaning and flow of an L1 message” (p. 91) this indicates in ELT classes translation of L2 to L1 is necessary to facilitate teaching learning process. Celce-Murcia, (2001) also added as “...translation is regarded as the best system for teaching foreign language.”(Celce-Murcia, 2001: 4).

Around this research, on the factors affecting a translation of L2 to L1, there were no studies have been seen locally so the current researchers was forced to review the study around the uses of translation as discussed above; because the current researcher is interested to investigate factors affecting the translation of L2 to L1 while translation from and to. The purpose of this study is to identify factors affecting English language translation to learner's L1 in ELT classes. Furthermore, no study has examined on factors affecting translation in ELT classes. That is why; investigating factors affecting translation of L2 to L1 in ELT classes has been found to be vital.

1.2 Statements of the Problem

Translation is a very important activity for students in L2 learning. According to Duff (1989) if properly designed, translation activities can be employed to enhance the four skills and develop accuracy, clarity and flexibility. Despite the fact translation is crucial for EFL students; learners often encounter different problems in using translation in ELT classes. Thus, the maximal position deals with maximized target language use (Turnbull and Dailey-O'Cain 2009).

As different scholars argued translation is obviously the best method in any communication not only in foreign language but also in the same language to avoid misunderstanding. But in our local as the researcher got information from same teachers and the researcher's, from his experience ELT classroom was diverted from its naturalistic and almost shifted to learners' L1. As Nida cited in Jeremy M. (2004) "The issue of equivalence where deliberately choose to focus 'on the message itself, in both form and content'" (Nida 1964:159) but the school students and teachers used translation of L2 to learners L1 randomly and frequently at any level in any context. This is why the current researcher interested to investigate factors affecting the effectiveness of translation in ELT classrooms.

Students' inability towards using L2 in their ELT classes also observed among grade nine students at the study area where this researcher has been teaching English for six years. The researcher has observed that students are usually unable to use English for asking and answering questions, and they do not express their feeling, opinions, and emotions. They cannot talk in English about their classroom events such as what is taking place in the classroom and some other simple events in their surroundings and the medium of instruction in English classes is shifted to learner's L1 which is un naturalistic. At the same time, there is a complain of over use of L1 and learners fail to develop an independent L2 lexicon, with the effect that they always

access L2 words by means of their L1 equivalents, rather than directly. Though Ethiopia is linguistically heterogeneous and diverse country with many indigenous (mother tongues) languages, the current researcher focuses on the place where one particular language (Afan Oromo) is used as L1. The other study which was conducted by Kenenissa (2003) was also on the use of L1 at the college level. But, it could not include factors affecting translation in ELT classrooms and could not include at high school level.

Therefore, it is clearly seen that there is a gap in the aforementioned studies. In the first place, none of the researchers have conducted research on the practice of translation in ELT classes in secondary schools. In addition, the most frequently used translation method should be identified, and the main factors that affecting the uses of translation in secondary schools should be discovered. It is with this intention that the present researcher is initiated and motivated to conduct research in one of the secondary schools of Oromia Region. The researcher believes that the implementation of translation is not satisfactory in Tijo Wakentira secondary school. Based on this, conducting a research on this subject is very helpful for the school. Hence, the main concern of this study was investigating factors affecting uses of translation of English language to learners L1 in ELT classes focusing Tijo Wakentra secondary school in Gedeb Hasasa Woreda; West Arsi Zone.

1.3 Objectives of the Study

The study contains both general and specific objectives.

I. General Objective

The main objective of the study was to identify the major factors affecting translation of L2 to L1 in grade nine students in ELT classes in the study area.

II. Specific Objectives

Specific objectives of the study were to:

- Explore factors affecting translation of English language to learner's L1 in ELT classes.
- Identify purposes of using translation and its influence in English language classrooms.
- Examine the extent to which student's used translation in grade nine ELT classes.
- Examine students' and teachers perceptions about uses of translation in ELT classroom.

1.4 Research Questions

This study mainly were attempted to answer the following research questions.

1. What are factors affecting translation of L to learner's L1 in ELT classes?
2. What are the purposes of using translation in ELT classrooms?
3. How often do students and teachers translation in English classes?
4. What is the perception of teachers and students about translation in ELT classes?

1.5 Significance of the Study

The researcher believes that the results of this research could have the following contributions: The most beneficiaries of this study are students and teachers. Language teachers can make use of the findings and become aware of the impacts of translation in ELT by applying the identified problems accordingly. And also it may stimulate language teaching methodology researchers to conduct further research around the area. Finally, the findings of this study could also serve as a stepping stone for further researches in the area.

1.6 Scope of the Study

The study was carried out in Gadeb Hasasa woreda at Tijo Wakentira Secondary School grade nine in focus which is located in West Arsi Zone, Oromia Region. But because of time constraint the study were delimited to only grade 9 in the school.

1.7 Limitations of the Study

Understanding factors affecting translation in ELT classes in all secondary schools of West Arsi zone would be essential. However, due to time and finance constraints, the study focused only on Tijo Wakentira Secondary school.

In addition, in this study if other department teachers (natural and social science department) had been included, the result of factors affecting the use of translation would have remained the same or not. Yet this was not performed. Therefore, there is a need for future work in the area. Next, even though all respondents returned all the questionnaire paper, some of the respondents did not fill in the open-ended questions properly. However, the researcher has made great effort to diminish the effect of the limiting factors, for example, through effective interviews.

1.8 Organization of the Study

This study is organized into five chapters. The first chapter is introduction that incorporates subtitles such as background of the study, statement of the problem, objectives of the study, research questions, significance, scope of the study, limitation of the study, definition of terms used in this study and organization of the study. Chapter two deals with review of related literature and Chapter three discusses the methodology of the study. Chapter four discusses analyses and interpretation of the data. Finally, chapter five entails the summary, major finding, conclusion and recommendation of the study.

2. Chapter Two: Introduction to Review of Related Literature

This chapter presents the review of key previous works that are meant to provide background information on the factors affecting translation of English language to learner's L1 in ELT classrooms. This helps the researcher to show the relation between the former and the current study.

2.1 What is Translation?

Translation is a phenomenon that has a huge effect on everyday life. If we look at a general dictionary, the term translation according to Oxford English Dictionary is an act or instance of translating and written or spoken expression of the meaning of a word, speech, book, etc in another language. The first of these two ideas relates to translation as a process, the second to the product. This immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source text and turning it into a text in L1. The second sense centered on the concrete translation product produced by the translator. This distinction is drawn out by the definition in the specialist Dictionary of Translation Studies Shuttleworth and Cowie (1997:181): Translation is incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting.

As Candlin (1985) cited in Jeremy Munday stated “discursive processes are both interactive and procedural, informed by such basic pragmatic-semiotic premises” and Candlin again mentioned three meaningful definitions as: meaning is always interpretable but only in a context of negotiation, the communicative function of the message may best be assessed in the light of background knowledge, inference, etc and utterance ‘function’ or ‘value’ is processed not as a ‘product’ of intuitive understanding but as a ‘process’ of interaction among a variety of contextual factors. So an Appropriate translation method can facilitate the reduction of factors affecting translation in ELT classrooms. On the contrary, giving random meaning for a single word impedes the intended objectives in a given context.

Jeremy M. (2004) also pointed out that “Ultimately the word cannot be a legitimate unit of translation.” This indicates it is difficult to give a single meaning for a word unless better to be contextualized. Jeremy M. (2004) again adds the following:

What we translate may indeed be words, etc., but all the time these have to be seen as the building blocks of larger texts. In other words, we deal with grammar and vocabulary not in isolation but as part of text in communication. This is why words do not yield one definite meaning only but rather an increasing range of possible meanings. Within this framework, it is no longer possible to entertain the curious translation dichotomy of formal vs pragmatic resemblance. Instead, what is needed is a set of criteria by which we can determine which types of resemblance are most crucial for a given text or part of a text.
Jeremy M. (2004: 270)

From this, it can be understood that translation is not an easy option because words have different meaning in different context to be meaningful.

Again while one needs to translate, equivalence of words also should be taken into account. As Nida cited in Jeremy M. (2004) “The issue of equivalence where deliberately choose to focus ‘on the message itself, in both form and content’” (Nida 1964:159), any form-by-form translation is a kind of literalism that rarely works. This is simply because there can never be absolute correspondence between languages. The issue of correspondence is also an important consideration in judging extreme forms of dynamic equivalence and the kind of response it is supposed to elicit. Such a response can never be identical with that, which the original has elicited from its readers, ‘for no two people ever understand words in exactly the same manner’ (Nida 1969:4). According to the above explanation translation needs a great care due to its complexity. So the translator should use translation as the last option and use sometimes systematically and deliberately.

Like all forms of intercultural communication, the process of translation works well at levels deeper than surface similarities and differences of structure or behavior. Translators working within the framework of dynamic equivalence would thus be more concerned with the need to conjure up in the reader of a translation ‘modes of behavior relevant within the context of the culture’ (Nida 1964:159). The same may be said of the motivated variety of literal translation which, in its own peculiar way, also focuses on context. In either kind of equivalence, there will

be much less concern with matching TL message with SL message, a procedure typical of most literal translations.

Larson (1984/1998) cited in Jeremy M. (2004) also discussed that “Makes the point that ‘the collocation range of equivalent words between languages will not be identical. It will overlap but not match completely.’” This is where corpora can help. By comparing with results from a concordance of related words in the TL, the lexicographer is able to map the two language systems onto each other and make more accurate decisions about correspondences between the two languages. This presupposes comparable corpora exist in the other language. The range of languages and text-types covered is increasing all the time. Jeremy M. (2004:251)

Jakobson also added points in Jeremy M. (2004) as there are three Very important distinction between written translation: first intra lingual translation – translation within the same language, which can involve rewording or paraphrase; second inter lingual translation a translation from one language to another, and the third is inter semiotic translation a translation of the verbal sign by a non-verbal. Only the second category, inter lingual translation, is deemed ‘translation proper’ which the current study focused on. Jeremy M. (2004:124)

2.2 Translation in ELT Classrooms

The divisive issue of whether or not translation should be used in English language classrooms can be traceable to the beginning of the 20th century during the “Great Reform”, the period in which the Direct Method was established and employed. This method dominated in the 20th century leading teachers to use only English in the classroom, and they considered it as the ultimate method of teaching Cook, (2001). Among different Method let see some of them. For example the Grammar Translation and Direct Method represent two extreme opposites with regard to the use of translation in ELT classrooms. While the Grammar Translation Method encourages the use of translation, the Direct Method restricts its use. Other methods that restrict the use of translations are “Audio lingualism....communicative language teaching and task-based learning methods” Cook, (2001:404).

The emergence of the Audio-lingual Method resulted in the 1950s due to the lack of emphasis on oral-aural skills. The Audio-lingual Method has strong ties to structural linguistics and behavioral psychology in which the teacher plays the main role and presents the L2 using several

structures and situations without the use of L1. Students learn through repetition and practice until they produce no errors, “based on the assumption that language is habit formation” Celce-Murcia, (2001:7).

The Silent Way is another language teaching method that avoids the use of students L1. The Silent Way is based on encouraging students to independently produce and use L2 as much as possible. In the Silent Way, learning is facilitated by using physical objects and problem solving Richards & Rodgers, (2001).

Another approach that discourages the use of L1 is The Natural Approach, which is based on achieving communication in L2 without the use of students L1. The Natural Approach, which focuses on producing grammatical perfect sentence and achieving communication in L2 without the use of students L1. Richards & Rodgers, (2001)

In contrast, other approaches consider the L1 to have a role in L2 classrooms. Such approaches include Total Physical response and Community Language Learning.

Total Physical response is an approach in which the “focus is on comprehension, and the input is supposed to be comprehensible” Celce-Murcia, (2001:145). In total Physical Response, the teachers give instructions, and clarify these instructions through gestures or modeling them.

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

2.3 Procedure of Translation

According to Jeremy translations have its own step, method, technique and procedures were it is necessary. Generally speaking Jeremy (2004) discussed as “translators can choose from two methods of translating, namely direct, or literal, translation and oblique translation.” According to the above explanation there were two methods which should the translators focused on. And also he added in some cases translation tasks may be possible to transpose the source language message element by element into the target language, because it is based on either first parallel

category, in which case we can speak of structural parallelism, or second on parallel concepts, which are the result of meta linguistic parallelisms. Again According to Jeremy translators may also notice gaps in the TL which must be filled by corresponding elements, so that the overall impression is the same for the two messages.

According to Jeremy (2004) it may, however, also happen that, because of structural or meta linguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order, or even the lexis. In this case it is understood that more complex methods have to be used which at first may look unusual but which nevertheless can permit translators a strict control over the reliability of their work: these procedures are called oblique translation methods. According to Jeremy the first three procedures are direct and the others are oblique. Jeremy discussed briefly seven procedures of translation as follows:

1. **Borrowing.** To overcome a lacuna, usually a met linguistic one borrowing is the simplest of all translation methods. For instance, in order to introduce the flavor of the SL culture into a translation, foreign terms may be used.
2. **Claque.** A claque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements. The result is either a claque which respects the syntactic structure of the TL, whilst introducing a new mode of expression; or a structural claque, which introduces a new construction into the language.
3. **Literal translation.** Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL.
4. **Transposition.** The method called Transposition involves replacing one word class with another without changing the meaning of the message. Besides being a special translation procedure, transposition can also be applied within a language.
5. **Modulation.** Modulation is a variation of the form of the message, obtained by a change in the point of view.... As with transposition, we distinguish between free or optional modulation and those which are fixed or obligatory. The type of modulation which turns a negative SL expression into a positive TL expression is more often than not optional, even though this is closely linked with the structure of each language.
6. **Equivalence.** We have repeatedly stressed that one and the same situation can be rendered by two texts using completely different stylistic and structural methods. In such cases we are

dealing with the method which produces equivalent texts. The classical example of equivalence is given by the reaction of an amateur who accidentally hits his finger with a hammer: if he were French his cry of pain would be transcribed.

7. **Adaptation.** An adaptation is used in the cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. Adaptation, therefore, be described as a special kind of equivalence, a situational equivalence. Jeremy M. (2004 P.148)

2.4 Challenges on Literal Translation

Newmark suggesting that not any more or less context-free SL word must always be translated one-to-one or literally by its 'usual TL equivalent. The SL word may be used more frequently and have a wider semantic range than the corresponding TL. Peter Newmark (1988:92). Ordinary language, which in English is usually descriptive language, not colloquial but neutral, is equally appropriate in written and spoken language, marked by phrasal verbs, familiar alternatives; empty verbs and verb-nouns and can hardly ever be translated literally. According to the above explanations translation is not an easy option though it is useful; one has to use systematically and chose the other alternatives unless he is forced to translate to TL. Newmark again suggested that it is sometimes advisable to retreat from literal translation when faced with SL general words for which there are no "satisfactory" one-to-one TL equivalents even though one is over-translating. Peter Newmark (1988:92)

2.5 Research on Uses of English Language Translation

Around this research, on the factors affecting a translation of L2 to L1 the researcher could not see studies locally as well as internationally; so the researchers were forced to analyse the studies on the uses of translation of L1 to L2; because factors affecting the translation of L1 to L2 and vice versa have the same influence on the source language; the researcher of this study, from his experience. For example, refers to the study conducted by Abdullah and Hadhram in 2008 in Oman. They had investigated the Oman teacher's use of L1 in EFL classrooms. The study was conducted on grade five students and teachers. The study investigated the effects and frequencies of L1 use in English classes as well as the situations when teacher's use L1 in EFL classrooms. The finding of the study shows that teachers together with students willingly use L1 in English classrooms. In the same way, Angoli A. (2013), in Kenya, also focused on the analysis of the influence of mother tongue on students' performance in English classes.

Objectives of the study was to find out the influence of use of mother tongue on students' performance of English and the study found out that use of mother tongue had a negative influence in performance of English in ELT classes. 191 students were participants taken using stratified sampling and systematic random sampling respectively. Eight Teachers were sampled using purposive sampling technique. The study used cross-sectional survey design. Questionnaires were used to collect data from students and teachers, while an interview guide was used to collect data from the teachers. The other researcher, Nadezda Tkachenko (2011) in Sweden again investigate the relative influence of English (L2) Vs. Russian (L1) On the translation from Swedish (L3) Into Russian depending on proficiency in L3 a bit complicated but which was focused on the relative influence of L2 vs. L1 on the translation from L3 to L1 using 26 sampling participants, by using questionnaire. The Find show that the speed of translation depends on both word type and proficiency level. They focus on at what levels and how languages influence each other discussing these issues in terms of representations rather than of processing. The strength of the representation or link depends on factors such as frequency, how often the language is used, language proficiency, and concreteness of the meaning of the word Jarvis & Pavlenko, (2010: 87-88). But in his research he could not investigate the negative impact which current researcher was studied.

The other study which was conducted by Nuru Mohammed (2008) in Addis Ababa secondary schools and published in the English language teaching journal was about the use of L1 in EFL classrooms. He recommended that L1 has a pedagogical support in teaching English as a L2. In addition to the above studies, Kenenissa B, (2003) conducted a study at Adama Teachers College to see how Afan Oromo is used by English teachers and their students in English classrooms. He had used questioners and structured interviews to collect data from both teachers and students. In his study, he found out that teachers along with students have a positive attitude towards the purpose and use of L1 in English classrooms. He investigated that teachers and students need to use mother tongue in order to give clear instructions and make a lesson understandable. Based on these findings, he has suggested and recommended ministry of education to train college teachers and syllabus designers to give time for L1 use in English classes. He could not go through any influence on the uses of translation which the current researcher was interested with.

These were not the only studies conducted in the area of L1interference in second language classes. The researcher of the current study believes that there could be other studies which are

conducted in the same area, but due to constraints of time, the researcher could not go through all of them.

Based on the basic reasons raised under the importance of translation in English classes, the current researcher was more delighted with investigation of factors affecting these uses of translation in ELT classes.

Apart from the above studies, this study were conduct to see what factors are affecting English language teachers in using student's L1 in English classes, how teachers use student's L1 in English classes. The study was conducted on grade 9 students where they should be treated well to understand the language.

2.6 Why Use Translation?

If a strong case for translation in the language classroom is to be made, at least three things ought to be demonstrated: that criticisms against it are not valid, that learners need it, and that it promotes their learning.

The studies that have tackled commonly made criticisms (e.g. translation teaches learners about language, and doesn't really help them learn how to use it, or that it fosters the excessive use of the mother tongue) have demonstrated that these objections are justified only if translation practice amounts to the regular combination of grammar rules with translation into the target language as the principle practice technique. They have also shown that if properly designed, translation activities can be employed to enhance the four skills and develop accuracy, clarity and flexibility Duff (1989:7). On the uses of translation there is different notion.

2.6.1 Arguments against the Uses of Translation in Language Teaching

From the turn of the twentieth century onwards, it has been generally assumed that L2 should be taught without reference to the learners' L1. It has become a popular belief among teachers that the translation of L1 gets in the way with the acquisition of L2.

According to Newson (1988) using translation as a teaching and testing tool have four disadvantages. Translation first encourages thinking in one language and transferring to another, with accompanying interference; second deprives teacher and learner of the benefit of working within a single language; third gives false belief of the idea that there is a perfect one-to-one

correspondence between languages; and fourth and the last does not facilitate achievement of generally accepted aims such as emphasis on the spoken language.

Additionally, Carreres (2006) put forward some arguments against using translation as a language teaching tool:

- Translation is an artificial exercise that has no place in a communicative methodology. Also, it is restrictive in that it confines language practice to skills only: reading and writing.
- Translation into L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue; this causes interferences and a dependence on L1 that inhibits free expression in L2.
- Translation into L2 is a purposeless exercise that has no application in the real world, since translators normally operate into and not out of their mother tongue.
- Translation, particularly into L2, is a frustrating and de-motivating exercise in that the student can never attain the level of accuracy or stylistic polish of the version presented to them by their teacher. It seems to be an exercise designed to elicit mistakes, rather than accurate use of language.
- Translation is a method that may well work with literary-oriented learners who enjoy probing the intricacies of grammar and lexis, but it is unsuited to the average learner.

It is also a widely held view that translation is not a suitable exercise in the initial stages of learning Marsh, (1987). It is argued that, before learners can tackle translation productively, they need to have acquired a significant level of proficiency in the L2 language. They need to have moved beyond beginner's level.

According to Owen (2003) the rationale against using translation is founded on obliging learners to share their precious L2 use time with the L1; this is not a productive use of the opportunities given by the class.

2.6.2 Arguments for the Use of Translation in Language Teaching

Despite the previous arguments against teaching translation, there are strong arguments for teaching translation. The following section will be an evidence for arguments against teaching translation.

From an opposite perspective, translation, misconceived and overused, could be seen as a victim of the grammar-translation method, rather than the source of its evils. The problem was not translation as such, but a teaching methodology that separated language from its communicative function. Indeed, translation itself as takes place in the real world is essentially linked to a communicative purpose. As Duff (1989: 6) puts it, "translation happens everywhere, all the time, so why not in the classroom?"

The consequence of the violent reaction against the grammar-translation method in teaching languages was a complete discredit of translation itself as a teaching tool. What was wrong with this method was not that translation was made use of, but that it was used badly.

Learners of a foreign language do refer to their mother tongue to aid the process of acquisition of L2 or, in other words they "translate silently" Titford (1985: 78). In light of this, translation into L2 can help them systematize and rationalize a learning mechanism that is taking place anyway.

As for the contention that learners will never need to translate into L2 in their practical life, in many cases this is the expression of an ideal situation rather than a description of actual practice. It is arguably true that one needs native command of the target language when translating a text. However, in reality EFL learners need to translate into L2 to prepare them for what they might find outside the classroom.

Many researchers support the idea that translation is a motivating activity. Carreres (2006) conducted a questionnaire and came to the conclusion that learners overwhelmingly perceive translation exercises as useful for language learning. Consequently, it was in response to student feedback that he decided to introduce translation more substantially in language classes. He added that translation, by its very nature, is an activity that invites discussion and students are only too happy to contribute to it, often defending their version with remarkable passion and

persuasiveness. Furthermore, Lavault (1985) pointed out that one of the reasons quoted by teachers to explain their use of translation in the classroom was that students asked for this exercise and enjoyed it, too. Similarly, Conacher (1996) reported excellent student response to a translation course.

As for the point of limiting the use of translation to advanced levels only, Carreres (2006) views translation activities as forming a continuum between the extremes of literal, explicative translation and that of communicative translation as it takes place in the professional world. In the former, translation into L1 is merely a tool--and a very effective one--to help learners grasp a particular L2 structure. As such, stylistic considerations are set aside. In the latter, the focus is on the communicative value of a given text. Learners are then expected to produce a text that could function in the L2 culture. Both approaches, provided they are carefully applied, have their place in the languages classroom and they should be viewed as mutually enhancing rather than exclusive.

The way translation is taught makes a difference. Malmkjaer (1998) argues that translation, if taught in a way that resembles the real life activity of translating, can bring into play the four basic language skills and yield benefits in L2 acquisition. He adds that some recent thinking on language learning has stressed the potential of translation as a means of language learning, if the process is regarded as the development of multi-linguistic competence.

Newmark (1991) Also suggests positive and facilitative role of translation that greater awareness of L1 helps in the more effective communicative use of L2. Translation is a means by which both languages can be assessed. Owen, (2003) a gain stated “Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of adjust for the language to be used in given situations and conditions” Owen, (2003).

In general, if properly used translation by itself has no problem. But in practice there are different problems which are affecting its effectiveness in ELT classrooms. Based on against using of translation and for using of translation, the arguments for using translation in the language classroom outweigh the arguments against it.

Chapter Three: Introduction to Research Design and Methodology

This chapter outlines the manner in which the study was conducted. The key components are research design, participants of the study, sampling procedure, instruments of data collection, checking the validity and reliability of the instruments, procedure of data gathering and analysis and interpretation, and ethical issues.

3.1 Research Design

The study is descriptive type because it was aimed at investigating what is going on in English classes in reality. Description refers to the process of defining, classifying, or categorizing phenomena of interest as stated by John Wiley & Sons (2005':16).

As its name suggests, descriptive research seeks to provide an accurate description of observations of a phenomena. The object of the collection of specific data is to accurately describe basic information about a national population at a particular point in time. The objective of much descriptive research is to map the pieces of a specific phenomenon. A study of this type could start with questions such as: 'What similarities or contrasts exist between A and B?' where A and B are different departments in the same organization, different regional operations of the same firm, or different companies in the same industry. Such descriptive comparisons can produce useful insights and lead to hypothesis-formation. For example: detailed set of data on the profile of clients would be an example of this type of report. By understanding the customer; better sales and marketing management will be able to take better decisions on new product development.

Both qualitative and quantitative research approaches were used. The reason for using both qualitative and quantitative research design (mixed approach) is that they are most appropriate to investigate the reason behind using student's L1(Afan Oromo) in English classes. Using qualitative type of data gathering tool such as observation, according to Wallace (1991), allows researchers to have true picture of classroom realities, the depth of which an interview may not reach. In addition to this, It can give chance to collect data directly. Furthermore, a questionnaire was used to collect the quantitative data from the students. The classroom

observation was also employed with the help of audio visual recordings and semi structured interview for triangulation.

The main reason for selecting this school is that it is a place where the researcher teaches. The other reason is that most of the students L1 is Afan Oromo, but the students in the other schools/areas have an opportunity to have more than other first language. In addition, the researcher served as a teacher in the mentioned Woreda for more than 6 years and this can help the researcher to have good interaction with the teachers as well as the students during the research period.

3.2 Participants of the Study

Obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study (Louis Cohen, Lawrence Manion and Keith Morrison, 2007:100). As result, the researcher focused on grade 9 students who are enrolled in 2009 E.C academic year and their English teachers who were teaching these students.

3.3 Sampling Procedure

Researchers may not be able to study the entire population of interest, it is important that the sample be representative of the population from which it was selected, John Wiley & Hoboken, (2005:18).

The researcher used systematic random sampling in order to choose sample participants for the questionnaire from the whole 308 students. In systematic random sampling, the researcher randomly picks every nth subject from the list of population.

154 students were randomly selected from their list. All grade nine English teachers of the School were observed with observation checklist and they were interviewed using Pre- planned (semi structured) questions.

3.4 Instruments of Data Collection

Questionnaires, interview and classroom observations are the three instruments used in this study.

3.4.1 Questionnaires

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Louis Cohen, Lawrence M, and Keith M, (2007:317).

A questionnaire which consists of closed and open ended item was designed for the students. The questionnaire had five sections with one instruction.

The first part was prepared focusing on the purpose of using Afan Oromo in English classes. The second section contained questions based on the extent of teachers and students use of Afan Oromo in grade 9 English classes. The third part has included items that were aimed at looking the English language skills and sub skills that students prefer to learn using first language. The fourth section was on assessing level of instructions in which teachers dominantly use Afan Oromo in their English classes. The last part of the questionnaire was prepared focusing on teachers and students perceptions towards Afan Oromo mix in English classes.

Hence, students were asked to rate how often they use, for what purpose they use and what they feel in using L1 during English classes.

3.4.2 Interview

Interviews allow researchers to extract inner thoughts and behaviors of the research participants that may not be directly observed. Thus, semi structured interview were used for this study. This type of interview is chosen because it allows the researcher to encourage or probe the

interviewees and elicit more ideas. Interview question were prepared and conducted with the selected English teachers because interview provides rich data than others for such a few number of respondents. . It was prepared in relation to the review of related literature and the objectives of the study.

3.4.3 Observation

According to Wallace (1991), observation allows researchers to have true picture of classroom realities, the depth of which an interview may not reach. Observation is the primary data gathering tool that was used in this study because it helps the researcher obtain practical data on classroom interaction. Thus, the researcher has used checklist and recording materials to conduct classroom observation. This was because recording materials and checklists enable the researcher to capture what is happening in the English classroom to truly examine when and why the teachers and students shift to their mother tongue from the target language.

3.5 Validity and Reliability of the Instruments

It is very necessary to give careful attention to reduce the threats of validity and reliability throughout a piece of study even though one can never eradicate it completely from any research (Cohen, et al, 2007). Both reliability and validity are very necessary things in research. Although reliability is insufficient condition for validity in research, it is a necessary precondition for validity. Generally, validity and reliability are important prerequisites for both quantitative and qualitative research.

Validity can be expressed as the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Reliability is about the consistency or dependability of an instrument. When a research is repeated on the same sample and gives the similar result, it is possible to say that there is high reliability.

Accordingly, first, to ensure validity of instruments, the researcher developed each tool under the guidance of the advisor. Some experienced teachers who teach in Tijo Wakentira secondary School also made comments on each instrument. Moreover, in order to check the appropriateness of instruments and procedures of data collection, the researcher employed a pilot study on 10

students and two teachers before the actual data collection instruments were administered. The sample participants for the pilot study included 7 male and 3 female students from grade nine classes. These students were not included in the actual sample of the study. The samples were well informed about the objective of the pilot test as well as how to fill in the questionnaire.

Second, having taken any necessary comments from co-workers and the students who took the pilot test, some modifications were made. Among 14 items of the questionnaire, three items were removed and slight correction was made on some other items. The researcher attempted to check reliability and validity of the tools carefully and administered 11 items to the actual sample participants.

Table 3.1 Questionnaire Reliability

Variables	No of items	Cronbach's Alpha
Factors affecting translation in ELT classroom	2	0.709
The Purpose of Using Translation in English Classes	3	0.710
The frequency used for translation in ELT classroom	2	0.705
Students' and teachers perceptions about factors affecting the use of translation in ELT classroom.	4	0.720
Total	11	0.711

In this study, the reliability of the questionnaire was determined statistically by computing the Cronbach Alpha reliability coefficient by using SPSS 20.0 Program. According to the pilot test, the reliability coefficient of the instrument was found to be 0.711 (71.1%). Thus, the instrument can be considered reliable because statistical literature recommends a test result of ≥ 0.60 as reliable (George & Mallery, 2003).

3.6 Procedures of Data Gathering

The steps that the researcher followed to collect the data are discussed below: First, the observation check list, interview questions and questionnaires were prepared. Next to this, the

researcher decided the appropriate sample size. After completing deciding the sample size, an arrangement with sample students and the subject teachers was made. Then using the data gathering tools the researcher had gathered the data. In the beginning, classroom observations were carried out. Then, the data was gathered on a normal teaching day and Semi-structured interview questions with teachers. Finally teachers were observed for three consecutive days having the check list.

3.7 Procedures of Data Analyses and Interpretation

In this study, both qualitative and quantitative methods of analysis were employed. The data gathered through observation, interviews and questionnaires were analyzed using narrative method.

The questionnaires were prepared and filled by the students and analyzed using table and percentage followed by a narrative way.

The interview questions were prepared and filled by grade nine English teachers of Tijo Wakentira Second School. Then, the responses were recorded. And then it was interpreted and analyzed in a thematic way.

Classroom observations were made carefully on grade nine English teachers by using observation checklists. Then the responses were analyzed and interpreted in a narrative manner.

3.8 Ethical Issues

When conducting this research, the researcher was aware of any essential research ethics because research ethics play a great role in facilitating the process of data gathering procedures. Therefore, the researcher tried to contact all students and teachers who were responsible to fill the questionnaire and answer the interview questions logically. Before conducting the interview, all samples (teachers and students) were asked their voluntariness and they were informed consent to give their view regarding the interview guide. In general, the communication was friendly and free from any harm or threat of personal wellbeing. The identity of the respondents was kept confidential.

4. Chapter Four: Introduction Data Analysis and Interpretation

This chapter deals with the presentation, analysis and interpretation of data collected by using questionnaire, interview and observation. To this end, the chapter has three sections. The first section treats the data from students' questionnaire. The second section deals with the data gained from teachers' interview. The third section deals with the observation data.

4.1 Background Information of Respondents

This section deals with respondents' background information like sex and grade level.

4.1.1 Background Information of Respondent Teachers

The data for teachers' background such as sex is given in Table 4.1 below.

Table 4.1 Teachers' Sex, Teaching Experience, Teaching Load and Qualification

Variables	Characteristics	Frequency	Percentage (%)
Sex	Male	2	66.66
	Female	1	33.33
Qualification	diploma	-	-
	First degree	3	100
	Masters of Art	-	-
Teaching experience	1-10	1	33.33
	10-20	2	66.66
	≥21	-	-
Teaching load	6-10	-	-
	11-15	1	33.33
	16-20	2	66.66

As one can see from the above table, items were included in the table to obtain data on teachers' sex, qualification, teaching load, and teaching experience.

As for the data from the table, all teachers have their first degree and most teachers (two teachers out of three) have more than 10 years' experience of teaching English. Having long experience

and receiving first degree training in the university might help high school teachers how to improve classroom management, identify students' learning styles, assess them and use various translation strategies.

The characteristics of the respondents in terms of sex revealed that two teachers were males and one female. From this, one can understand that there were more male English teachers in the school.

On the other hand, except one teacher, the other two teachers have work load of 16-20 and almost all teachers (two out of three teachers) have been teaching classes which have a large number of students. This depicts that teachers can face several challenges regarding assessing students regularly, handling all students easily, and identifies their learning style in their classrooms.

4.1.2 Background Information of Student Respondents

Table 4.2 Sex and Age of Student Respondents

Variables	Characteristics	Frequency	Percentage (%)
Sex	Male	90	58.44
	Female	64	41.55
Age	15-17	58	37.66
	18-20	80	51.94
	≥21	16	10.39

Here, the characteristics of students in terms of their sex and age were shown. Classifying in such way might help one to realize how students were grouped into various homogeneous groups in accordance with sex and age. In order to investigate factors affecting translation, representative students should have been taken from each sex and age. That is why the researcher classified the student respondents in such a way.

This table reveals that about 90(58.44%) students were males and 64(41.55%) students were females. from this, it can be understood that the number of male students were more than that of girls'.

4.2 Analysis of Students' Questionnaire

The questionnaire that were filled and returned by the sample students were presented and discussed in this part. The first section of the questionnaire was concerned with the factors that are affecting the uses of translation of English language to learners' L1. The second part of the questionnaire aimed at the purpose of using translation in English classes. It contained three consecutive questions. The third part of the questionnaire aimed at the extent/frequency of L1 mix in English classes. Finally in the fourth part of the analysis was students' perception towards translation in ELT classroom.

The researcher used a table to present the collected data and similar items were presented in the same table. The items were translated to Afan Oromo and distributed to the sample students in order to minimize problems relate to misunderstanding of the questions.

Table 4.3 Factors that are affecting Uses of Translation of L2 to L1

No	Question	frequency	Percentage (%)
1	What factors do you think are affecting the uses of translation of English language to Afan Oromo in ELT classes? You can choose more than one alternative.	154	100
	a) time consuming	65	42
	b) Excessive use of the mother tongue	142	92.2
	c) Lack of alternative to translation	100	64.9
	d) Over-reliance on translation	150	97.4

As the data shows above table, 65 (42%) of the students said translation is time consuming, 142(92.2) respondents were replied that excessive use of the mother tongue were the factors, this implies that excessive use of the mother tongue is one of the most influential, 100 (64.9) students were conclude that Lack of alternative to translations were a problem, 150 (97.4) almost all respondents were answered that as over-reliance on translation was highly affecting the use of translation.

In general, from the above amplification, the data conclude that over-reliance on translation which was 97.4%; almost all respondents, Excessive use of the mother tongue 92.2% and Lack

of alternative to translation 64.9% consecutively were the main factors that are affecting the translation of English language to student's mother tongue language. As the data shows again time consuming is not the main factors affecting translation.

Table 4.4 The Purpose of Using Translation in English Classes.

No	Questions	frequency	Percentage (%)
2	In your class does your English teacher use Afan Oromo to teach English?		
	Yes	154	100%
	No	0	0
3	If your answer is "yes" for question number one Why do you think he/she used the language? You can choose more than one alternative.		
	To explain the objectives of the lesson	108	70.1%
	To maintain classroom discipline	122	79.2%
	To give complex instructions	140	90.9%
	To check students understanding of a lesson	65	42.2%
	To show cultural context of L1 and L2	40	25.9%
	To explain difficult concepts	128	83.1%
4	For what purpose do you use Afan Oromo in your English classes? You can choose more than one alternative.		
	To discuss in groups/pairs	153	99.4%
	To ask and answer questions	146	94.8%
	To translate words from L1 to L2 or vice versa	129	83.8%

As it can be seen from the above table, 154 (100%) of the respondents said that their teachers use Afan Oromo while English language. This leads to say that all the teachers who are currently teaching English in Tijo Wakentira Secondary school used Afan Oromo to teach English.

The third item in table 4.4 desires about the role of using Afan Oromo in English classes. Hence, 108(70.1%) of the students responded that teachers use Afan Oromo in English classes so as to

put in plain words the objectives of daily lessons. Correspondingly 122(79.2%) of the respondents mentioned their teachers use Afan Oromo to sustain classroom discipline.

On the other hand, 140(90.9%) of the respondents said that teachers use mother tongue while giving complex instructions to their students.

The rest 65(42.2%) students confirmed that their teachers focus on using Afan Oromo because they want to make sure whether students are aware of a lesson or not. The next 40(25.9%) mentioned as Afan Oromo is used to show cultural context of first and second languages. The last choice of the second item asked the students if their teachers use Afan Oromo to explain difficult concepts in English classes and 128(83.1%) respondents confirmed that the teachers use L1 to explain any difficult concepts in their English classroom.

The response to the fourth item of table 4.2 also shows 153(99.4%) of the respondents prefer to use Afan Oromo in English classes so as to discuss in pairs and groups. This indicates that almost all students of Tijo Wakentira Secondary school frequently use Afan Oromo in English lessons for discussion. The other 146(94.8%) of the students selected the option asking and answering questions. And for the next alternative 129(83.8%) use Afan Oromo in their English classes to interpret words from L1 to L2 or vice versa.

In the end, from the above amplification, one can easily notice that the students have been using their mother tongue in order to share ideas in groups and pairs, to ask and answer questions and also to explain words from second language to the mother tongue and from the mother tongue to the second language. This implies that there is an Excessive use of the mother tongue in ELT classrooms.

Table 4.5 Frequency of Teacher's used translation in ELT classes.

No	Question	Value	Percentage %
5	How often does your English teacher translate English to Afan Oromo in ELT classes?		
	All the time	95	61.7%
	Often	51	33.1%
	Rarely	8	5.2%
	Never	0	0

The item in table 4.5 requires the occurrence of teachers' use of Afan Oromo in English classes. As mentioned in the table while 51(33.1%) students responded as their English teachers

frequently use Afan Oromo in the English classes, 95(61.7%) of them chosen the alternative to show that their teachers are often using Afan Oromo to teach English. And 8(5.2%) respondents said with the intention of English teachers' rare use of mother tongue to teach English.

Based on the above data and discussion, it is feasible to say that most of the teachers who are presently teaching English in Tijo Wakentira Secondary school were using Afan Oromo almost all the time in ELT.

Table 4.6 level of instructions Teachers used Translate in ELT classes.

No	Questions	Value	Percentage %
6	In which of the following contents of skills and sub skills do you prefer your English teacher translate into Afan Oromo?		
6.1	Speaking		
	All the time	14	9.1%
	Often	82	53.3%
	Rarely	52	33.8%
	Never	6	3.9%
6.2	Writing		
	All the time	21	13.6%
	Often	79	51.3%
	Rarely	42	27.3%
	Never	12	7.8%
6.3	Reading		
	All the time	11	7.2%
	Often	61	39.6%
	Rarely	60	39%
	Never	22	14.3%
6.4	Listening		
	All the time	19	12.3%
	Often	13	8.4%
	Rarely	58	37.7%
	Never	64	41.6%
6.5	Spelling		
	All the time	9	5.8%
	Often	15	9.7%
	Rarely	68	44.2%
	Never	62	40.3%

6.6	Pronunciation			
	All the time		9	5.8%
	Often		41	26.6%
	Rarely		36	23.4%
	Never		68	44.2%
6.7	Vocabulary			
	All the time		46	29.9%
	Often		71	46.1%
	Rarely		29	18.8%
	Never		8	5.2%
6.8	Grammar			
	All the time		92	59.7%
	Often		47	30.5%
	Rarely		12	7.8%
	Never		3	2%

The above table requires students to point out the skill areas and frequencies of translation which they expected from their teachers. As it can be observed on the first alternative 14(9.1%) of the students preferred the alternative which indicates as they always need translation of L2 contents to their L1 during the speaking lesson. And 82(53.3%) of the respondents said that they often need translation while learning the speaking skill.

In the same way the other 52 (33.8%) students mentioned that they rarely want their teachers to use L1 to learn speaking skill. On the other hand 6(3.9%) respondents never need to learn the speaking lesson with translation.

The second item in table 4.6 desires to know if students favor to learn the writing skill with the use of mother tongue. 21(13.6%) respondents are at the mercy of learning the English language with Afan Oromo all the time. But, translation from English to Afan Oromo is often needed by 79(51.3%) of the students in the writing skill lessons. On the other hand 42(27.3%) students replied that they rarely sought to be taught English with Afan Oromo.

The rest few respondents which means 12(7.8%) anticipate their teachers not to give any translation in the process of leaning writing.

The third item requires students' interest of translation while studying and learning the reading skill. As shown in the above table, 11(7.2%) respondents had chosen the alternative of learning English with the use of mother tongue in the reading lessons. On the other hand, the highest number of respondents which mean 61(39.6%) would be paying attention if they often learned the reading lesson through translation. Similarly, 60(39%) respondents said that they would get better understanding on reading lessons when they were taught through L1. 22(14.3%) of the sample students never feel attracted to learn reading lesson in their L1.

The fourth item of the questionnaire requires students to put across frequency of mother tongue mix during the listening skill. As we can survey from table 4.6, the students who feel fascinated to learn listening all the time through L1use are 19(12.3%). The other 13(8.4%) respondents uttered that they often want L1 mix in English classes during English language learning. 58(37.7%) respondents preferred the alternative which is associated with the interest of learning listening skill with rare use of Afan Oromo and 64(41.6%) of the respondents do not need any mother tongue intervention in their listening skill.

On the fifth item of table 4.6, sample students were asked to point out their expectations about the use of L1in English classes while learning word spelling.

Hence, spelling lesson is considered necessary to be learned with frequent translation of L1 by 9(5.8%) students. It shows that the least number of students were in needed learning English all the time by translation. 15(9.7%) of the sample respondents want their English teachers to use Afan Oromo during spelling lessons. The rest respondents 68(44.2%) and 62(40.3%) consecutively were rarely and never want the translation of L2 to L1 in spelling lessons.

The next item of table 4.6 requests respondents to be evidence for their interest of learning intonation through translation in English language classes. As a result, 9(5.8%) students said that pronunciation should be educated all the time with translation of Afan Oromo. Students who often necessitate translation of contents from L2 to L1 were 41(26.6%). Similarly, 36(23.4%) of the respondents stated that translation from English to Afan Oromo would be better if made during pronunciation lessons. These students rarely expect L1 mix from their teachers in English

pronunciation section. Mass of the students which means 68(44.2%) do not need to use Afan Oromo in English pronunciation classes.

Item number seven under table 4.6 requires respondents to convey their interest of learning with the use of L1. 46(29.9%) students have an interest of learning vocabulary with the use of L1 all the time. On the other hand, 71(46.1%) students would feel better if they often learn vocabulary with L1 use. Alternatively, translation of L2 to the mother is rarely needed by 29(18.8%) of the sample respondents. The other, 8(5.2%) participants mentioned that translation should not be used during vocabulary lessons.

Majority of the respondents, 92(59.7%) to item eight in table 4.6 replied that they always want to be taught grammar of English with the use of L1. The next 47(30.5%) students often necessitate Afan Oromo while learning English grammar lessons. The rest 12(7.8%) respondents said that Afan Oromo should be rarely employed in English classes. Lastly, 3(2%) of the sample students strongly refuse the use of Afan Oromo in English classes to learn a grammar lesson.

From the report and discussion of table 4.4 the following summary and conclusion can be drawn: Students who are currently learning grade nine in Tijo Wakentira Secondary school prefer their teachers to use Afan Oromo in their ELT classrooms. Majority of the students often require learning speaking, writing, reading and vocabulary lessons with their L1mix. On the other hand, lots of students have a curiosity of learning grammar with absolute use L1 all the time. And most of the students are not paying attention to be taught with L1 during listening and vocabulary lessons. The students rarely desire to learn spelling through L1 mix.

In general, the above result implies that teachers together with students often use L1 in the process of teaching and learning English in different skills and sub skills of target language.

Table 4.7 Teachers and Students Perception towards translation in ELT Classes

No	Questions	Value	Percentage %
7	How much do you think translating English language to Afan Oromo helps you in ELT classes?		
	A lot	128	83.1%
	To Some extent	22	14.3%
	A little	4	2.6%
	None	0	0
8	Do you think there is a problem while using translation in English classes?		
	Yes	146	94.8%
	No	8	5.2%
9	If your answer for question number 8 is ‘yes’, why? You can <u>choose more than one alternative.</u>		
	Because it increase number of dependent learners	119	77.3%
	Because it increase lack of commitment	143	92.9%
	Because it reduces reinforcement	117	76%
	Because it has lack of motivation	101	65.6%
10	Do you think translation in English classes has a negative <u>impact on your learning?</u>		
	Yes	64	41.5%
	No	90	58.36%
11	If your answer is “yes” why? And if “no” why?		
	Because the problem is not translation but the method	100	64.8
	Because the problem is translation	54	34.99

The first item in table 4.7 aims at eliciting student’s perception towards the use of Afan Oromo mix in English classes. Hence, 128(83.1%) of the respondents replied that they have benefited a lot from L1mix in English classes, 22(14.3%) responded that they have got some benefit from learning English with the use of Afan Oromo whereas 4(2.6%) students stated that

Afan Oromo mix in English periods has a little significance. But, no one has a negative perception towards the translation of L2 to L1 in ELT classes.

It could be seen from the above results that majority of the respondents have a positive attitude towards the importance of Afan Oromo in English classrooms. In general, based on this data it can be said that it would be difficult if they learned L2 without translation.

The respondents response to the second item in table 4.6 indicate that 146(94.8%) of the respondents as they feel comfortable and relaxed when their English teacher uses L1 in their ELT classes.

For the third item in table 4.7 which requests students reasons why they say there is a problem while using translation in English classroom, 119(77.3%) responded that there is a problem while translating because it increase number of dependent learners. On the other hand, 143(92.9%) of them said using of L1 in ELT classes increases lack of commitment. While 117(76%) students reason out that translating the whole content reduces reinforcement because of excessive use of L1 in learning, 101(65.6%) students mentioned that as translation has lack of motivation while they learn English using L1. The remaining 49(31.8%) respondents replied is time consuming.

In table 4.7, the fourth item was raised to understand students look towards the positive and negative impacts of using translation in ELT classes. For this reason, most of the respondents 90(58.36%) stated that using Afan Oromo in English classrooms has no any type of negative impact in the teaching and learning of English language because the problem is not translation but the method as 100(64.8%) of respondents confirmed for their justification . However, the other 64(41.5%) assumed that using Afan Oromo to teach English could have a negative impact in teaching L2 because the problem is translation itself as their confirmation .

In accordance with the data presented about student's perception towards the positive and unconstructive impacts of using Afan Oromo during English classes, majority of the respondents have positive attitude, towards the translation from L2 to L1 and vice versa in ELT classes because the problem is not translation itself but the way learners apply.

4.3 Analysis of Teachers' Interview

The information gathered through interviewing from three grade nine English language teachers who have been teaching in the school were discussed. The interview contained nine semi-structured questions. The interview aimed at exploring the current trend of using translation in ELT classrooms.

These interview questions contain five different parts. The first part of the interview was on the identification of factors affecting the uses of translation. The Second part was purpose of using translation in ELT classrooms. The third section was about the extent of translation in ELT classrooms. And the last part of teacher's interview question aimed at examining teacher's perceptions towards translation in ELT classrooms.

As mentioned in the research methodology section, first the data which was gathered from teachers was tape recorded. Next, the researcher transcribed the data based on the research questions. Then the data was interpreted and presented in a narrative manner.

4.3.1 Teacher One Interview Discussion

Teacher one has been teaching in Tijo Wakentira Secondary school since 2004 E.C. He has six years teaching experience and he has a bachelor degree in teaching English language. His overall teaching experience is 12 years. He was volunteered to give response when he was requested for interview.

4.3.1.1 Factors Affecting Translation of English to Afan Oromo in ELT classroom

Teacher one was asked to explain Factors affecting the use of translation and he replied that shortage of time, students are dependent on it, cultural difference, lack of equivalent word for translation, increment of level of anxiety are the list but the most.

4.3.1.2 purposes of using translation in ELT classes

Teacher asked to explain the reasons for the shift to Afan Oromo in English classes. The teacher said that he often use Afan Oromo in order to give instructions, to maintain classroom

discipline, to relax students, to explain meanings of new words, to explain difficult concepts and to assist those who need help during class activities.

He also said that his students use Afan Oromo in their English classes to ask and answer questions, to discuss in their group or pair and to get necessary help from teachers.

4.3.1.3 Extent of Afan Oromo used in English classes

The interviewer asked the teacher to explain how often he uses Afan Oromo in English classroom. He responded that he often use students L1 because he thought that it would be difficult for students to understand new language items if they were not thought English by using translation. He also added that students become reasonable to use and to explain structures of L2 if they are thought with L1 use. He also stated that Afan Oromo helped him a lot to help his students to understand new language item well.

4.3.1.4 Teachers and Students Perceptions Towards translation in ELT classes

The interviewer asked the teacher about his attitude towards using Afan Oromo in English classes. The teacher informed that his students highly need translation. He then explained that using students' L1 helps him to teach his lesson without easily.

With reference the importance of using Afan Oromo in English classes, the teacher mentioned as it is very important. He mentioned that Afan Oromo was used as a reference to teach elements in English easily. He also added that his students past experience was Afan Oromo they prefer to be supported by L1. The teacher replied that he is not sure about the negative sides of translation.

When the teacher again asked to put in plain words his experience about his students feeling toward the translation of L2 to L2 in ELT classes, he replied that his students feel comfortable while learning English with the use of Afan Oromo. Because it helped them to be easily aware of

instructions and questions raised. He also mentioned that most of his students forward for translation of words and sentences to their L.

4.3.2 Discussion of Teacher II Interview

Teacher two has been working as a teacher in Tijo Wakentira Secondary school about four years and her teaching experience is eight years overall. She has degree in teaching English.

4.3.2.1 Factors Affecting the Use of Translation of L2 to L1 in ELT Classroom

The interviewer asked the teachers about the factors and she said as far as her opinion there are many problems. Among these lack of motivation, lack of native speaker interaction, lack of reinforcement due to shortage of time, dependence of students on translation, cultural difference, lack of equivalent word while translation, increment of anxiety are the main problems in translation of the language to learners mother tongue are the core factors affecting.

4.3.2.2 Purposes of using Translation in ELT Classes

The interviewer asked the teachers about the reason she gives for her use of Afan Oromo in English classes. She said that as she is not sure about the function of using mother tongue in L2 classes. She also stated that she seldom use the mother tongue because of students request. The teacher explained that would not teach English using Afan Oromo if students were not asking/requesting her. She replied that she is using student's mother tongue rarely in English classes, she cannot exactly tell its use. But she finally responded that it helped her very little. The teacher added that as she used student's L1 because students sometimes feel unhappy while they were taught only in English.

4.3.2.3 Extent of translation used in ELT classes

Teacher II was asked on how often she uses Afan Oromo in English classes. She informed that as she rarely used Afan Oromo in English classes.

4.3.2.4 Teachers and Students Perception about translation in ELT classes

Regarding the question on the significance of translation in English classes, teacher II said that translation of English to Afan Oromo is not much important in ELT classes. She mentioned as it discourages the students for the English language teaching. She also added that she was the only model for her students to use English. As a result, if she always uses Afan Oromo in English classes, the students would lack their only model.

The researcher was asked if using Afan Oromo in English class could have any impact and the teacher responded as it has negative impact. She reasons out that it doesn't make the students think in the target language, is time consuming, it creates over reliance of students and reduce an alternative to translation.

Relating to the student's use of translation to Afan Oromo, teacher two replied that her students often use Afan Oromo in English classes. She added that, she does not allow her students to use it but students use their mother tongue while asking and answering questions. The researcher asked the teacher how her students' feels when she uses Afan Oromo in English classes. The teacher informed that students feel exited while they are taught English with the use of Afan Oromo.

4.3.3 Discussion of Teacher III Interview

Teacher III is a teacher in Tijo Wakentira Secondary School. He has been working as a teacher in the school for six years. His overall teaching experience is 12 years. He has BA in teaching English.

4.3.3.1 Factors Affecting Translation of L2 to L1 in ELT Classroom

The teacher asked factors affecting the use of translation and answered there are many things which are hindering not to use properly. Those are:-shortage of time to cover my plan, mostly students are depended on translation, lack of reinforcement and poor background interactions are the main factors which are affecting.

4.3.3.2 The Purpose of using translation in ELT classrooms

The interviewer asked the teachers the reason why he gives for his use of Afan Oromo in English classes. The teacher mentioned that he uses Afan Oromo for giving instruction, for explaining abstract words, for maintaining classroom discipline, for checking understanding of a text in English and to give feedback. He added that his students need Afan Oromo when they discuss with their friends in groups, for asking questions, and answering questions not used English.

4.3.3.3 The Extent translation used in ELT classes

The teacher was asked on how often he uses Afan Oromo in English classes. He replied that he constantly used Afan Oromo in English classes for translation. He reasoned out that he uses Afan Oromo in English classes for the reason that they have been learned at the elementary level using Afan Oromo all disciplines except English and this influence has been with them and the teacher also added that using Afan Oromo has been helped him in teach the L2 as well .

4.3.3.4 Teachers and Students Perception towards translation

The first question for teacher three was whether he uses Afan Oromo when teaching English language or not. The teacher informed that he used Afan Oromo in English classes.

Regarding the question on the importance of Afan Oromo in English classes, the teacher said that, it is very important for the teaching of English. The teacher said that, students highly need translation.

The interviewer said to the teacher “Do you think using Afan Oromo in English class could have any impact? The interviewee responded as it might have negative impact but he was not sure about the negative impacts. He simply responded with possibility words.

with reference to the student’s use of Afan Oromo , teacher three said that his students often use Afan Oromo in English classes whether he allows or not which does not mean translation.

The teacher was asked on how his students’ feel when he (teacher) uses Afan Oromo in English classes. The teacher said that his student feels relaxed when he uses Afan Oromo. He reasons out that it helps them to relate with their prior knowledge.

Concerning students’ interest to use Afan Oromo in English classes, the teacher responded that his students constantly require it. He mentioned that his students’ feels using it as common.

4.4 Analysis of Classroom Observation

The data gathered all the way through classroom observation from three grade nine English language teachers were discussed under this part. There were three English teachers who were teaching in Tijo Wakentira Secondary school. The researcher used observation check list and audio visual recordings in order to collect appropriate data. To examine and to discuss the data the researcher translated the data obtained from the check list and audio visual recording.

4.4.1 Teacher One Observation One

The first observation was in grade 9 A. It was on Wednesday 10/7/2009 E.C. The teacher entered the class on the second period in the afternoon. When he went to the class, there were 40 students in the classroom. Then the teacher greeted them and commanded them to be with their English text book and note books. They took out their properties and started to follow the introduction attentively.

The lesson was grammar. He wrote the topic about conditional sentence then he asked the students to tell him about the lesson based on their back ground awareness. A student who sat at the left side raised his hand and responded what he thought. The other two students tried their best to answer the question. Finally the teacher appreciated them by using Afan Oromo and started explaining the language item. Next he gave examples to makeup his justification. After he wrote the illustrations in English, he again translated the illustration to Afan Oromo.

Then after, he told them to take short points from the board using Afan Oromo. He started to write some important points about the lesson. While he was writing the note, some students were talking with each other. The teacher warned them not to speak aloud by using Afan Oromo in a classroom.

After they completed the note, he explained the main idea of the topic. He told them the reasons of using “unless” instead of “if not” and translated what he said in Afan Oromo. This made the students to relax and they felt happy.

The teacher informed them to do the exercise which was printed on their text book. While the students were doing independently, the teacher was moving round and he was giving assistance in Afan Oromo.

Next, he ordered them to contribute to ideas in groups of three students. But the medium of communication was Afan Oromo. He was moving telling them what to do in English and Afan Oromo. When the time was up, the teacher requested the students to present their answers to the class. After some students present their answers, he appreciated them and proceeded to the next task. The exercise asks the students to change the sentences written with “if-not” to “unless”. He did one example for them. He gave five minutes to complete the given task. After five minutes he stopped them and asked to read their answers aloud. Some students raised their hands, and then the teacher asked a student at the back side. The student responded wrong answer and the teacher spoke to him in Afan Oromo. The teacher corrected the mistake. The rest students presented their answers in the approved manner. At the end, the teacher thanks all the students for their active involvement and then he told them to do similar exercises from reference materials and the end.

Finally, the observation checklist shows the main factors observed as the main problem in the section observed were: over-reliance on translation, excessive use of L1, being depend on translation, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.2 Teacher One Observation Two

The second observation of teacher one was made on Thursday 20/7/2009 E.C. It was on the 6th period in the afternoon. The teacher was four minutes late for the class. When he entered the class, he greeted the students and cleaned the board. Then he ordered the students to take out their text books. Before he started the current lesson, he tried to revise some points from the earlier lesson using English and then translated it into Afan Oromo.

Next, he wrote the date and the new topic on the board. The topic was reading. The teacher raised three pre reading questions before reading the passage. After he spent seven minutes on the pre-reading questions, he then asked students to read the given story from the text. The students raised their hands to read the passage and the teacher permitted them to read one by one. While they were reading, the teacher was telling them pronunciation of certain words in English and Afan Oromo.

After they had completed reading the story, he again requested the students to do comprehension questions by scanning and skimming the passage. He let them do in groups of three students. He gave them five minutes. Most of them were talking aloud while discussing in groups using Afan Oromo. The teacher was assisting the students by telling meanings of new words in Afan Oromo. When the time ended, he told them to stop in Afan Oromo and then in English. He thanks them for being silent and asked the correct responses. There were seven questions extracted from the passage. The teacher read all the questions one by one translating in Afan Oromo hence, the students actively responded all the given questions.

Then after, the teacher proceeded to the next page. And he told the students to match meanings of new words which are printed in bold in the reading text. When the students began to do the exercise, the bell rang because the time was up. As a final point, the teacher ordered them to do it for the next day in Afan Oromo and went out from the class.

Generally, the observation checklist shows that over-reliance on translation, excessive use of L1, being depend on translation, translation is time consuming, lack of alternative to translation, lack of equivalent words while translation, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.3 Teacher One Observation Three

The third observation was held on Friday 21/7/2009 E.C in the afternoon session. It was on the second period. The teacher and the observer entered the class at 1:20 pm. The teacher gave a duster to one of the students after greeted them as usual. He then ordered them to be ready for the lesson. Before he had started the new lesson, he marked their home work. This has taken ten minutes. Then after, the teacher gave them corrections for the home work telling meanings of some words in Afan Oromo.

The students' looks happy while they listen the meaning in Afan Oromo. Subsequently, the teacher began writing the topic on the board. It was about expressing advice under speaking skill. He explained what advice means in Afan Oromo with examples and then told them the common modals used to express advice. He presented some examples from the text. After doing all these, he let the students create situations which were suitable to ask and give advices. He told them the instruction two times in English and once in Afan Oromo. The students started to create situations in their groups. But the means of communication was Afan Oromo. Students were translating utterances in to their mother tongue during the discussion time. The teacher stopped then after ten minutes. Then students started to present their works to the class. During the presentation of the first group, students made grammatical mistakes in their speeches. Instantaneously the teacher stopped them and corrected their mistakes in English and then translated it to Afan Oromo. Similarly, the teacher was correcting student's errors using both first and second languages until the end of the presentations.

Then after, he explained different situations in which advices can be asked and given. When the teacher told the students about the situations using Afan Oromo, they started to laugh. Next, the teacher saw the time. He realized that he had five minutes to end the lesson. The teacher thanked them before he went out from the class.

Lastly , the observation checklist shows that over-reliance on translation, excessive use of L1, being depend on translation, translation is time consuming, lack of alternative to translation, lack of equivalent words while translation, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.4 Teacher Two Observation One

Teacher two has been a staff member of Tijo Wakentira Secondary school since 2004 E.C. She has six years teaching experience in English language. Her current qualification is degree in English language.

Teacher II has been observed for three consecutive days from Wednesday 24/7/2009 up to Friday 26/7/2009 E.C. The first observation was on Wednesday 24/7/2009 E.C. It was on the fourth period after break time.

The teacher along with the researcher went to the classroom on time at 10:20 am. The class observed was 9D. The room is well built. It is big enough to hold more than 60 students. But there were only 29 students in the class. After a while the number of students increased to 46 when the late comers arrived.

After she greeted a student, she commanded them to be ready their text and note books. Then she wrote the new topic without revising the previous lesson and introduced it to the students. After that, she wrote some short points on the board from a piece of paper. When students had completed writing the notes, the teacher began explaining the main uses of interrogative words in English and then translated to Afan Oromo. She again wrote questions with interrogative words and explained them in Afan Oromo. Then after she asked the students to tell the uses of each questions and the students easily told her correct responses.

The teacher passed to the next section after completing the first task. She ordered the students to write an activity from their text books; this time she did not tell the instruction in Afan Oromo but some students were asking each other to understand the given instruction. After six minutes the individual work was forced to stop by the teacher. She then informed them to tell their answers by calling their roll numbers in English and Afan Oromo. This process continued until the end of the given exercise.

Lastly, the teacher gave an exercise which allows students to write question with interrogative words. The teacher told the instruction in English but when she was moving round the students were discussing in Afan Oromo; and she again told them instructions by using Afan Oromo. After waiting for some minutes, she gave them corrections and left the classroom without summarizing the lesson.

In general, the observation checklist shows that over-reliance on translation, excessive use of L1, being depend on translation, translation is time consuming, lack of alternative to translation, lack of equivalent words while translation, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.5 Teacher Two Observation Two

The second observation was made on Thursday 25/7/2009 E.C. on the third period in the morning session. The teacher was on time to her class. As soon as she entered in the class, she greeted the students and cleaned a board. The teacher wrote the new topic on the board. 42 students were in the classroom. The teacher commanded the students to takeout their properties in Afan Oromo. When the students got ready, the teacher began to revise the previous lesson through question and answer method but no one uses the L1. They responded in English.

Then after, she introduced the new lesson. It was speaking lesson. The specific topic was “expressing feeling” she explained various feelings at a time and then asked the students to show different feelings performing in the classroom. At first students could not understand her instructions, so most of them kept silent. But immediately the teacher showed one feeling and told them what to do in Afan Oromo then students started to participate on the given task. After five minutes students performed the activity, the teacher again ordered the students to express occasions for the feelings. She first told in English and then in Afan Oromo.

Students started discussion in groups. The teacher informed them to use English language but the groups could not have discussed in English rather they mix both English and Afan Oromo. After 7 minutes discussion the teacher stopped the discussion. Then they started presenting what they have done. Their presentation was in English because they were reading what they wrote. At the end, the teacher appreciated them in Afan Oromo. She went out from the class at 10:00 am.

Generally, the observation checklist shows that the same to previous observation; being depend on translation, translation is time consuming, lack of alternative to translation, lack of equivalent words while translation, over-reliance on translation, excessive use of L1, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.6 Teacher Two Observation Three

The final observation of teacher2 was held on Friday 26/7/2009 E.C. The teacher went in grade 9A. The class was on the first period at 8:00 am. There were 43 students in the classroom.

As soon as the teacher entered the classroom, she started the lesson. She seems not well prepared. She looks busy. She informed the students to turn on their text and exercise books. The lesson was listening. She has both students text book and teachers guide on the table. Later, she wrote the topic and the date on the board. While doing so, some students were making a noise. The teacher started advising them in Afan Oromo. The teacher also wrote some new words on the board and then explained their meanings in English then she translated to Afan Oromo. Next, she told them to write questions that can be answered while listening to the text being read. They started writing. When the teacher moved around the students, she got some students who were not writing on their not books. She asked their reasons in Afan Oromo and they responded her.

Then after, students kept soundless and the teacher read the passage three times giving instructions in English and Afan Oromo under each listening stage. Lastly, the teacher asked them so as to respond the given questions based on what they have been listened. Each of the answers was appreciated by the teacher. Then, the teacher thanked the students and left the classroom early. She went from the class at 8:33 am.

At the end, the observation checklist shows that almost all the same to previous observation; being depend on translation, lack of alternative to translation, lack of equivalent words while translation, over-reliance on translation, excessive use of L1, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.7 Teacher Three Observation One

Teacher three is an English teacher in Tijo Wakentira Secondary school. He has 6 years work experience in teaching English. He has degree in English language teaching. He was volunteered to be observed. The observation was held on Wednesday 24/7/2009 E.C. It was 4th period morning Session. The time was at 2:20 am. The duration of period was 40.

The number of students in the class was 50. The teacher ordered the students to takeout their exercise books soon after greeting. The class was fixed. This implies that the class was suitable for teaching learning process. And he gave a duster to a student at the front to clean the blackboard. The teacher started the lesson spending three minutes until the blackboard was cleaned. The students started participating and reminded him what they have been thought last day. A student raised their hand reminded the class that they were learning about comprehension in the past. The teacher appreciated them, and translated the points into English, and repeated it in Afan Oromo again.

Then he introduced the new topic writing it in the blackboard which is grammar, language practice i.e. about the reading. He wrote the topic on the blackboard and started explaining what present perfect tense is in English and translated what; it means in Afan Oromo. Activity one on their text in English and he repeated the instruction in Afan Oromo. The students started to talk in groups of three. But the medium was Afan Oromo. The teacher was moving round the groups where the students were working. He was helping re-informing what to do in Afan Oromo. He gave 5 minutes. These made the students were happy and relaxed. The students have done it in their groups. The teacher ordered to stop writing. When the given time completed, the teacher asked the student to present their work for the class.

After four representatives report their group work, he appreciated the students and preceded the next exercise which is related to the topic. He repeated the instruction in Afan Oromo and he gave them five minute to complete a task.

After five minutes he ordered to stop in English and repeated the instruction in Afan Oromo and he asked them to read their answer.

At the end, he gave them home work which was completed at home. He gave the instructions in English and then translated what he had said to Afan Oromo.

Finally, the observation checklist shows that almost all the same to previous observation this shows the problem mentioned here under were the main. Thus; being depend on translation, lack of alternative to translation, lack of equivalent words while translation, over-reliance on translation, excessive use of L1, lack of using translation to bridge a gap, and lack of reinforcement were the main problem observed.

4.4.8 Teacher Three Observation Two

The observation was held on Thursday. The date was 25/7/2009 E.C. It was 2nd period morning Session. The number of students in the class was 49.

The teacher entered the class and greeted the students .He ordered the students to takeout their exercise book. And he ordered a student at the front to clean the blackboard. The teacher began the lesson spending 4 minutes till the blackboard was cleaned. He started the class by asking any voluntary student to remind him what they have been done in their last lesson. A student raised their hand and reminded the class that they were learned about how to form questions from sentences. The teacher appreciated them and translated the points into English, and repeated it in Afan Oromo.

Then he introduced the new topic by writing it on a blackboard which is about talking about the past. He wrote the topic on the blackboard, informed the students to form the group and told them to translate what he said in Afan Oromo. The students started to talk in their groups about the uses of past simple. But the medium was Afan Oromo. The teacher was moving round the groups where the students were working. He was helping by re-informing what to do in Afan Oromo. Then he stopped them and asked them to present what they did in their groups to the whole class.

After four students read their group work, he appreciated the students and proceeded to the next task which asks the students to discuss and write about important events occurred in the past. He repeated the instruction in Afan Oromo. This time both teachers and students were relaxed. He gave five minutes to complete the task. After five minutes he ordered them in Afan Oromo and

he asked to report their answer. After he heard their responses, the teacher went out from the class when the time ended.

Moreover, the observation checklist shows that: being depend on translation, lack of alternative to translation, lack of equivalent words while translation, over-reliance on translation, excessive use of L1, and lack of using translation to bridge a gap were the main problem observed.

4.4.9 Teacher Three Observation Three

The observation was held on Friday. The date was 26/7/2009 E.C. It was 5th period morning Session. The teacher entered the class and greeted the students .He ordered the students to takeout their exercise books. And he gave a duster to a student to clean a blackboard.

He started the class by asking voluntary student to remind him what they have been thought in their last lesson. A student reminded him that they were learned about historical events with simple past tense in English. He valued him, revised the points in English and reputed it in Afan Oromo.

Then he introduced the new topic which is about reading passage. He told the students to scan and skim the reading passage and then the students started to read the passage to the class. After completing the reading, he informed them to answer the given questions from the passage in pairs and groups while they were discussing, the medium was Afan Oromo. The teacher was moving round the groups where the students were working. He was helping by re-informing what to do in Afan Oromo. The students have done within their groups. When the time completed, the teacher asked to read their work in the class.

After three students read their group work, he proceeded to the next task. It was about guessing the meanings of new words from context. He read the instruction in English and then he repeated the instruction in Afan Oromo. He gave six minutes to complete the task. After six minutes he said, “Stop”. He concluded in English and repeated the instruction in Afan Oromo and then he asked them to read their answer, then he informed the students to translate the new words to Afan Oromo.

The teacher together with the students were used Afan Oromo in ELT classrooms. The teacher used student's mother tongue during the introduction and presentation of lesson, during giving instructions and summarizing the lesson.

Finally, the observation checklist shows that over-reliance on translation, excessive use of L1, being depend on translation, translation is time consuming, lack of alternative to translation, lack of equivalent words while translation, and lack of using translation to bridge a gap were the main problem observed.

5. CHAPTER FIVE: Introduction Summery, Conclusions and Recommendations

This chapter deals with summary, conclusions and recommendations based on the analysis and interpretation of the data gathered through questionnaire, interview and observation.

5.1 Summery

The specific objectives this study were to:

- Explore factors affecting translation of English language to learner's L1 in ELT classes.
- Identify purposes of using translation and its influence in English language classrooms.
- Examine the extent to which student's used translation in grade nine ELT classes.
- Examine students' and teachers perceptions about uses of translation in ELT classroom.

In order to achieve these objectives, the following research questions were forwarded:

1. What are factors affecting translation of English language to learner's L1 in ELT classes?
2. What are the purposes of using translation in ELT classrooms?
3. How often students and teachers used translation in English classes?
4. What do teachers and students think about translation in ELT classes?

A descriptive research with qualitative and quantitative method was employed so as to answer these research questions. The participants of the study were teachers and students. The needed information was collected using multiple data collecting instruments such as questionnaires, interviews and observation. Questionnaires were distributed to 154 students. To substantiate this, interview was conducted with three grade nine teachers. In addition, classrooms observations were made on three English teachers. The data obtained through these instruments were analyzed using statistical tools such as frequency and percentages manually. Consequently, the following major findings were identified:

2.1.1 The Factors Affecting Translation Of L2 To Learner's L1 In ELT Classes

When students engage in the learning process, effective learning to take place is inevitable. The engagement of students in learning can be manifested by asking questions, by miming, by making students read, speak, write, discuss, work cooperatively, debate, brainstorm, and so on by using the source language. Yet the analysis of the data revealed that the use of the above

learning strategies in English classes was not satisfactory; it was low. The respondents confirmed that as the word translation was not function in all data gathering tools; the data shows the natural environment of ELT classes were shifted to the other medium of instruction which is learners L1 in their secondary school. Based on the data the main factors that were affecting the uses of translation were: over-reliance on translation (97.4%), excessive use of the mother tongue (92.2%), lack of alternative to translation (64.9%), and time consumption of translation (42%) respectively were factors mainly influencing the effectiveness of ELT classes. Kenenisa, (2003), claimed, that L2 learners have little or no exposure to the English language outside the classroom.” Then he further suggests that teachers should not spend this valuable classroom time using L1.” According to Tang, L2 learning classrooms should concentrate on practicing only English language and students can develop their communicative competence if they are allowed to use the source language in the classroom. Again According to Atkinson (1993); Eadie (1999) explanation translation practice is a methodology which can be turned into a systematic pedagogical tool. So translation should minimize as short as possible. Newmark again suggested that it is sometimes advisable to retreat from literal translation when faced with SL general words for which there are no “satisfactory” one-to-one TL equivalents even though one is over-translating. Peter Newmark (1988:92)

2.1.2 The Purposes Of Using Translation In ELT Classrooms

According to the data gathered from respondents by all instruments the purposes of using translation in ELT classrooms were: To discuss in groups/pairs (99.4%), To ask and answer questions (94.8%), and To explain difficult words (83.8%) and also to give instruction, to explaining abstract words, to maintaining classroom discipline, for checking understanding of a text in English and to give feedback. Malmkjaer (1998) argues that translation, if taught in a way that resembles the real life activity of translating, can bring into play the four basic language skills and yield benefits in L2 acquisition.

2.1.3 The Extent Students And Teachers Used Translation In English Classes

As the data reviled that student and teacher often used translation in ELT classroom which means in all contents that shows the unnatural environment. Accordingly 61.7% of the respondents confirmed almost all the time. According to Jeremy Instead, what is

needed is a set of criteria by which we can determine which types of resemblance are most crucial for a given text or part of a text. Jeremy M. (2004: 270)

2.1.4 Teachers And Students Perception Towards Translation In ELT Classes

Most of the respondents have positive perception towards translation of English language to students' L1 as the data shows translation is natural but the problem was the way it was applied.

To put it in a nut shell, the data analysis of the questionnaires, interview and observation confirmed that there have been several major problems that hindered the uses of translations strategies in English classes at Tijo Wakentira Secondary School. These problems could be associated mainly with teachers, students, school administration. Owen stated "Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of adjust for the language to be used in given situations and conditions" Owen, (2003).

2.2 Conclusions

Based on the above findings of the study, the following conclusions were drawn: Translation has been the most widely used means of presenting the meaning of a word in ELT classes. Translation has the advantage of being the most direct route to a word's meaning - assuming that there is a close match between the target word and its L1 equivalent.

- However, the findings of the study revealed that translation of L2 to L1 in ELT class have not been functioned properly as expected. Learners' L1 has been dominantly used in the classes. The other alternatives to translation have not been given chances like reinforcement, bridging the gap, illustrate or demonstrate; picture or miming; and motivations were not used.
- The experience of teachers and students in the school implies that they were not applying the normal application of translation because both teacher and students over relay on translation, and excessively used learners' L1 which decreases the value of translation and shows the shift of ELT class atmosphere.
- As the data conclude that the teachers and students have constructive opinion towards translation to L1 in ELT classes frequently which have been negative impact on ELT process.

- According to the finding, the most serious factors that have been affecting the translation of English language to learners' L1 in ELT classes were: over reliance on translation in all level of instruction, excessive use of L1 in ELT classes, and not used translation as bridging a gap.

2.3 Recommendations

Thus, based on the results of the study, the following recommendations were made by the researcher: Teachers were using excessively students' L1 in ELT classes which minimizes the English language input, delay students learning, increase over-reliance, time consume and makes the class loss its naturalistic context and making the students become dependent on translation. Therefore; English teachers should minimize the amount of English language translation to students' L1 in ELT classes. Rather it is better to use alternative meanings in English language and reinforcement or motivations frequently.

Most of the teachers were using students' L1 frequently but they were not systematic. Hence, English is foreign language the teachers should use students' L1 systematically to improve their proficiency by using various strategies rather than simply using their L1 frequently so that it can facilitate learning and better to use translation to bridge the gap because it is a means to an end not an end by itself.

Learners need to wean themselves off a reliance on direct translation from their mother tongue. Though translation has been the most widely used means of presenting the meaning it should be very economical and systematic.

Over-reliance on translation means that learners fail to develop an independent L2 lexicon. So better to use An alternative to translation - and an obvious choice if presenting a set of concrete objects is to somehow illustrate or demonstrate them. This can be done either by using real objects or pictures or mime.

Lastly Consciousness creating activities concerning factors affecting uses of translation of English language to learners L1 should be given for teachers who are currently teaching English language for the success of teaching learning process in ELT classrooms.

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Appendix A

A Questionnaire to Be Completed By Students

Dear students:

This questionnaire is prepared to gather data for the project designed to study: “Factors affecting translation of English language to learner’s L1 in ELT classrooms.” Hence, you are kindly requested to read all the questions and respond clearly.

Name of the school----- Grade -----Section-----

1. What factors do you think are affecting the uses of translation of English language to Afan Oromo in ELT classrooms? You can choose more than one alternative.
 - a) Time consuming
 - b) Excessive use of the mother tongue
 - c) Lack of alternative to translation
 - d) Over-reliance on translation
2. In your class, does your English teacher use Afan Oromo while teaching English?
 - A. Yes B. No
3. If your answer is ‘yes’, for question number “1” why do you think he/she used the language? You can choose more than one alternative.
 - A. To explain the objectives of the lesson
 - B. To maintain classroom discipline
 - C. To give complex instructions
 - D. To check students understanding of a lesson
 - E. To explain difficult concepts
 - F. If any other(please specify)-----
4. For what purpose do you use Afan Oromo in your ELT classes? You can choose more than one alternative.

A. To discuss in groups/in pairs

B. To ask and answer questions

C. To translate words from English to Afan Oromo/ vice versa.

D. Explain If any other _____

5. How often does your English teacher translate English to Afan Oromo in the classroom?

A. All the time B. often C. rarely D. never

6. In which of the following contents skills and sub-skills do you prefer your English teacher translate in L2 to L1?

	All the time	Often	Rarely	Never
Speaking				
Writing				
Reading				
Listening				
Spelling				
Pronunciation				
Vocabulary				
Grammar				

7. How much do you think translating English language to Afan Oromo helps you in ELT classes?

A. a lot B. some C. a little D. none

8. Do you think there is a problem while using translation in English classroom?

A. Yes B. No

9. If your answer for question number '8' is 'yes', why? You can choose more than one alternative.

A. Because it increases number of dependent learners

B. Because it increase lack of commitment

C. Because it reduces reinforcement

D. Because it has lack of motivation

E. If any other(please specify)-----

10. Do you think translation in English classes has a negative impact on your learning?

A. Yes B. No

11. If your answer is “yes” why? And if “no” why?

1) Because the problem is not translation but the method

2) Because the problem is translation

Thank you very much.

Appendixes B

Dur-Gaaffii Barattotaan Guttamu

Jaallatamaa Barataa:

Dur gaaffiin kun pirojektii Rakkoowwan faayidaa hiikkaa afaan dhalootaa barataa gara Afaan Ingliffaa wayitii baruu barsiisuu Ingliffaa kutaa 9^{ffaa} kessattii mudachuu malan qo'achuuf irrattii odeffannoo sassaabuuf kan qophaa'ee dha. Kanaafuu gaaffiiwwan dhiyaatan xiyyeffannodhaan erga dubbistee booda deebii kee bifa qulqulluu ta'een deebisi. Hubachiisa gaffiiwwan tokko tokko irratti deebii tokkoo ol kennuun ni danda'ama.

Maqaa mana barumsaa----- kutaa----- daree-----

1. Rakkoowwan faayidaa hiikkaa Afaan Ingliffaa gara Afaan Oromoo milkeessuu dhoorkaaran maal fa'a jettee yaadda?
 - A. Hiikkaan yeroo fixa
 - B. Afaan dhalootaatti garmalee fayyadamuu
 - C. Carraa birootti fayyadamuu dhabuu
 - D. Hiikkaa irratti garmalee hirkachoo
2. Kutaa kessattii, barsisaan Ingiliffaa kee barnoota Ingiliffaa barsisuuf Afaan Oromoo ni fayyadamaa? A. eeyyee B. lakkii
3. Gaaffii tokkoffaaf deebiin kee Yoo eeyyee ta'ee maaliif kan fayyadamu/tu sitti fakkaata?
 - A. Kaayyoo barrannoo sanaa ibsuudhaaf
 - B. Naamusa daree mirkaneessuf
 - C. Qajelfama wal-xaxaa kennuf
 - D. Barataan barnooticha akka hubate mirkaneeffachuuf
 - E. Qabiyyee ulfaataa ibsa itti kennuuf
 - F. Kan biroo yoo jiraate haa ibsamuu_____
4. Daree kessatti wayitii barnoota Ingiliffaa faayidaa maalitiif Afaan oromoottii fayyadamta?

- A. Cimdidhaan mari'achuuf
- B. Gaaffii gaaffachuu fi deebii deebisuuf
- C. Jechoota haaraa hiikachuuf
- D. Kan biroo yoo jiraate ibsi _____

5. Barsisaan Ingiliffaa kee daree kessattii yeroo hangamiif Afaan Oromoo fayyadama?

- A. Yeroo hunda B. darbee darbee C. yeroo muraasa D. gonkumaa hin fayyadamu

6. Dandettiiwwan afaanii fi garee-dandettiiwwan Afaan Ingiliffaa armaan gadii keessaa barsisaan Ingiliffaa kee gara Afaan Oromottii akka siif hiiku kan barbaaddu kami?

	Yeroo hunda	Darbee darbee	Yeroo muraasa	Gonkumaa
Dubbachuu				
Barreessuu				
Dubbisuu				
Caqasuu				
Qubeessuu				
Haala dubbii				
Hiika jechootaa				
Seer-luga				

7. Barssiisaan Ingiliffaa kee wayitii Ingiliffaa Afaan Ingiliffaa gara Afaan Oromottii hiikuun isaa hangam si gargaare?

- A. Baay'ee B. hanga tokkoo C. xiqqoo D. homaa

8. Wayitii Ingiliffaa afaanich gara Afaan Oromottii hiikuun rakkoo qaba jettee yaaddaa?

- A. Eeyyee B. lakkii

9. Gaaffii saddeetafaaf deebiin kee eyyee yoo ta'ee maalif?

- A. Hirkattummaa cimsa

B. Kutannoo dhabsiisa

C. Carraawwan biro uumuu dhoorga

D. Kaka'umsa xiqqeessa

E. Kan biro yoo jiraate yaa ibsamu -----

10. Barsisaan wayitii Ingiliffaatti Afaan Oromotti fayyadamuun midhaan qabu jiraa?

A. Eeyyee B. lakkii

11. Gaaffii kudhanaffaaf deebiin kee “eeyyee” yoo ta’e maaf? yoo “lakkii” ta’e maaf?

A. Rakkoon hiikkaa utuu hin taane tooftaa waan ta’eef

B. Rakkoon hiikkaa waan ta’eef

Galatoomaa

Appendix C

Observation check list

School name- Tijo Wakentira Secondary School

Grade 9 section-----

Date ----- day-----

Number of students in the class-----

Duration of period-----

Topic-----

Classroom Observation Check List

NO	Items	yes	No
1	Does the teacher use Afan Oromo while teaching English?		
2	Do students over-rely on translation?		
3	Does the teacher use excessively students' first language?		
4	Does the teacher use translation to check students understanding?		
5	Does the teacher use translation to show cultural differences between L1 and L2?		
6	Does the teacher use Afan Oromo to explain difficult concepts?		
7	Is translation time consuming?		
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?		
9	Does the teacher have proper plan designed for translation?		
10	Does the teacher use other alternative before goes to translation for meaning?		
11	Does the teacher using reinforcement?		
12	are words equivalently translated for learners?		
13	Does the teacher use Afan Oromo to summarize the lesson?		
14	Does the teacher use translation to give feed back?		
15	Does students working/learning independently?		
16	Does the teacher use translation for negotiation of ideas?		
17	Does the teacher use translation to bridge a gap?		
18	Does the teacher use translation to explain meanings of new vocabulary?		

Appendix D

Interview Questions Prepared For Teachers

Thank you for your being voluntariness.

1. What factors do you think are affecting translation L2 to learners' L1 in ELT classes
2. Do you currently using learners L1 in your English class? Why/why not?
3. For what purpose you and your students use L1 during ELT classroom?
4. How often do you use Afan Oromo in your ELT classrooms?
5. In which skills and contents do you prefer to use Afan Oromo while teaching English?
6. In what level of instruction do you prefer translation in your English classes?
7. Do you have a proper design of translation in your plan?
8. What do you and your students feel when you use Afan Oromo in ELT classroom? Why?
9. Do you think translation in ELT classes has a negative impact on learning? Why?

THANKS A LOT AGAIN

Appendix E

Teachers Interview Script

Teacher I Interview Script

Name of the school Tijo Wakentira Secondary School Qualification Bachelor degree in teaching English 6 years_teaching experience in the school

INTERVIEWER: What factors do you think are affecting translation of English language to learners' L1 in ELT classrooms?

TEACHER: shortage of time, students are dependent on their L1, shortage of reinforcement, lack of equivalent word for translation, and lack of motivation are the list but the most.

INTERVIEWER: Do you currently use Afan Oromo when you teach L2? Why?

TEACHER: I use English language translation to Afan Oromo in ELT classes. Because using Afan Oromo in English helps me to make my teaching simple.

INTERVIEWER: For what purpose do you and your students use L1 during ELT classroom?

TEACHER: I use Afan Oromo to explaining objectives of a lesson, explaining difficult words, maintain classroom discipline, checking understanding of a. My student uses their L1 when they discuss with their friends in groups, to ask and answer questions.

INTERVIEWER: Do you think using Afan Oromo is important in ELT classes? Why?

TEACHER: Yes, because I use Afan Oromo as a reference to teach linguistic elements in English easily. Since my student's past experience (i.e. their medium of instruction at the lower level) was Afan Oromo. My students and their family use Afan Oromo in their daily interactions. As result students have good exposure to Afan Oromo and they need to be supported by Afan Oromo which they already experiencing.

INTERVIEWER: How often do you use Afan Oromo in your English language teaching classes?

TEACHER: Yes, I often use translation while teaching English; because it is advantageous for students understanding of the new language item.

INTERVIEWER: What do you think are the negative impacts of Afan Oromo in ELT Classes?

TEACHER: I believed that Afan Oromo in English class has no negative effect.

INTERVIEWER: how often you use translation of L2 to L1 in ELT classroom?

TEACHER: I teach English language with frequent translation to their L1 mainly while grammar and vocabulary lessons. If I fail to translate while teaching the above lessons, students would fail to understand. So it would be difficult to achieve objectives of a lesson.

INTERVIEWER: In what level of instruction do you prefer to use L1 in your English classes?

TEACHER: I often use Afan Oromo in each level of instruction unless students might face difficult to understand a lessons. Because unless I translate to Afan Oromo at the middle of my speech or teaching, some students will not show good discipline because they don't know English as well. It is related with their background knowledge.

INTERVIEWER; Do you have a proper design of translation in your daily lesson plan?

TEACHER: No most of the time I used when I came across difficulties.

INTERVIEWER: What do your students feel when you use Afan Oromo in ELT classes? Why?

TEACHER: My student feel relaxed when I use translation because it helps them to understand instructions and questions easily.

Teacher II Interview Script

Name of the school Tijo Wakentira Secondary School Qualification degree in English

3 Years Experience in the School

INTERVIEWER: What factors do you think are affecting translation of L2 to learners' L1 in ELT classrooms?

TEACHER: as far as my opinion there are many problems. Among these lack of motivation, lack of native speaker interaction, lack of reinforcement due to shortage of time, dependence of students on translation , cultural difference, lack of equivalent word while translation, increment of anxiety are the main problems in translation of the language to learners L1.

INTERVIEWER: Do you currently use Afan Oromo while you teach English language? Why?

TEACHER: I rarely translate to Afan Oromo to teach English. But, it is not much important to use Afan Oromo in English classes. Translations of L2 to learners' L1 develop a habit of dependence. If students were experienced using Afan Oromo, they always expect the teacher to translate each and every word. They don't use their potential to solve word problems.

INTERVIEWER: For what purpose do you and your students use L1 during ELT classroom?

TEACHER: I use their L1 rarely when they face difficult instructions, while giving feedback and during assisting their pair and group works.

INTERVIEWER: Are there negative impacts of translation to Afan Oromo in English Classes?

TEACHER: It may have a negative impact than its positive impact. As result I rarely use Afan Oromo because it may not help the students to think in the L2.

INTERVIEWER: In which skills and contents do you prefer to use L1 while teaching English?

TEACHER: I rarely use student's L1 to teach English. And I hardly require using student's L1 in order to teach grammar, vocabulary and writing skills; because students need translation to their L1. They feel happy when they frequent thought using Afan Oromo. So sometimes I teach English using Afan Oromo because I have no other choice for my students.

INTERVIEWER: In what level of instruction do you prefer to use L1 in your English classes?

TEACHER: I sometimes focus on using student's L1 while presenting a lesson and giving necessary feedback for students. As I told you I use student's L1 because students sometimes feel unhappy when they are taught only in English.

INTERVIEWER: Do you have a proper design of translation in your daily lesson plan?

TEACHER: of course I don't have because it doesn't design in the curriculum normally. I used just for clarification of my object while I doubt of difficulties.

INTERVIEWER: What do your students feel when you use L1 in ELT classes? Why?

TEACHER: I don't know their feeling since I rarely use it.

Teacher III Interview Script

Name of the school Tijo Wakentira Secondary School

Qualification degree in teaching English 6 year experience in the school

INTERVIEWER: What factors do you think are affecting translation of English language to learners' L1 in ELT classrooms?

TEACHER: There are many things which are hindering me not to use properly. Those are:- shortage of time to cover my plan, mostly students are depended on translation, poor background are the main factors which are affecting.

INTERVIEWER: Do you currently use Afan Oromo when you teach English language? Why?

TEACHER: I use Afan Oromo in English classes. The interviewer elaborated his reason saying that I should use L1 to save time instead of spending saying more in English.

INTERVIEWER: For what purpose do you and your students use L1 during ELT classroom?

TEACHER: I use Afan Oromo to giving instruction, explaining abstract words, maintaining classroom discipline, checking understanding. My students need their language when they discuss within their friends in groups, for asking and answering questions.

INTERVIEWER: Do you think translation is important in ELT classes? Why?

TEACHER: It is very important for ELT classes. Since students have been learning using L1 in their lower grades; they highly need translation to their L1.

INTERVIEWER: Do you think translation in English classes has a negative impact on your learning?

TEACHER: I do not think it has a negative impact rather it has numerous uses.

INTERVIEWER: In which skills and contents do you prefer to translate in ELT classes?

TEACHER: I prefer to use L1 frequently in English classes while teaching a grammar lesson. And sometimes I use students' L1 to teach reading, vocabulary, writing and speaking skills. But I rarely translate skills like listening, pronunciation and so on. These skills don't offer me to use Afan Oromo when compared to the others.

INTERVIEWER: In what levels of instruction do you prefer to use L1 in your English classes?

TEACHER: I often use student's L1 while introducing the lesson, during presenting the lesson, while giving instructions, during summarizing lesson and during giving feedback. I also translate to Afan Oromo in ELT classrooms to help students understand the lesson and do tasks properly.

INTERVIEWER: Do you have a proper design of translation in your daily lesson plan?

TEACHER: No, because I use translation as a means not as an end by itself.

INTERVIEWER: What do your students feel when you use Afan Oromo in ELT classes? Why?

TEACHER: My students feel relaxed when I use Afan Oromo because it helps them to relate what they already know and recently learning.

Appendix F

Teachers Observation Checklist Script

Teacher 1 observation 1 script

Observation check list

School name: Tijo Wakentira Secondary School

Grade 9 section A Date 19/7/09 Day Wednesday

Number of students in the class 40 Duration of period 40 Period 2nd

Topic: - Conditional Sentences

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?		✓
5	Does the teacher use translation to show cultural differences between L1 and L2?		✓
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?		✓
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?		✓
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?		✓
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?	✓	
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use Afan Oromo to explain meanings of new words?	✓	

Teacher 1 observation 2 script

Observation check list

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 20/7/09 day Thursday

Number of students in the class 36 Duration of period 40 Period 6th

Topic: - Reading (Comprehension)

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?		✓
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?	✓	
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?		✓
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?		✓
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use translation to explain meanings of new words?	✓	

Teacher 1 observation 3 script

Observation check list

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 21/7/09 Day Friday Number of students in the class 41

Duration of period 40 Period 2nd

Topic: - Expressing Advice

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?		✓
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?	✓	
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?		✓
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?	✓	
17	Does the teacher use translation to bridge a gap?	✓	
18	Does the teacher use translation to explain meanings of new words?	✓	

Teacher 2 Observation 1 Script

Observation check list

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 26/7/09 Day Wednesday

Number of students in the class 36 Duration of period 40

Period 4th

Topic: - Uses Of Interrogative Words

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?		✓
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?	✓	
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?	✓	
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?		✓
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use translation to explain meanings of new words?	✓	

Teacher 2 Observation 2 Script

Observation Check List

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 27/7/09 Day Thursday

Number of students in the class 40 Duration of period 40

Period 3rd

Topic: - Expressing Feelings

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?	✓	
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?	✓	
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?	✓	
11	Does the teacher using reinforcement?	✓	
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?	✓	
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use translation to explain meanings of new words?	✓	

Teacher 2 Observation 3 Script

Observation Check List

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 28/7/09 Day Friday

Number of students in the class 39 Duration of period 40 Period 1st

Topic: - Listening Comprehension

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?	✓	
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?		✓
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?		✓
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?		✓
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?		✓
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use translation to explain meanings of new words?	✓	

Teacher 3 Observation 1 Script

Observation Check List

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 01/8/09 Day Monday

Number of students in the class 40 Duration of period 40 Period 4th

Topic: - The Present Perfect Tense

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?		✓
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming ?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?	✓	
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?		✓
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?		✓
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use translation to explain meanings of new words?	✓	

Teacher 3 Observation 2 Script

Observation Check List

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 2/7/09 Day Tuesday

Number of students in the class 40 Duration of period 40 Period 2nd

Topic: - Simple Past Vs Past Continuous

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?		✓
5	Does the teacher use translation to show cultural differences between L1 and L2?	✓	
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?		✓
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?	✓	
12	Does a words are equivalently translated?	✓	
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?		✓
17	Does the teacher use translation to bridge a gap?	✓	
18	Does the teacher use translation to explain meanings of new words?		✓

Teacher 3 Observation 3 Script

Observation Check List

School name- Tijo Wakentira Secondary School

Grade 9 section A Date 03/7/09 Day Wednesday

Number of students in the class 36 Duration of period 40 Period 5th

Topic: - Reading (Comprehension)

NO	Items	Yes	No
1	Does the teacher use Afan Oromo to teach English?	✓	
2	Do students over-rely on translation?	✓	
3	Does the teacher use excessively students' first language?	✓	
4	Does the teacher use translation to check students understanding?	✓	
5	Does the teacher use translation to show cultural differences between L1 and L2?		✓
6	Does the teacher use Afan Oromo to explain difficult concepts?	✓	
7	Is translation time consuming?	✓	
8	Does the teacher spend much class time using Afan Oromo compared to his English language use?	✓	
9	Does the teacher have proper design for translation?		✓
10	Does the teacher use alternative before goes to translation?		✓
11	Does the teacher using reinforcement?		✓
12	Does a words are equivalently translated?		✓
13	Does the teacher use Afan Oromo to summarize the lesson?	✓	
14	Does the teacher use translation to give feed back?	✓	
15	Does students working/learning independently?		✓
16	Does the teacher use translation for negotiation of ideas?		✓
17	Does the teacher use translation to bridge a gap?		✓
18	Does the teacher use translation to explain meanings of new words?	✓	