

Mother Tongue Interference into Learning English as a Foreign Language: Analysis of Afan Oromo Interference into Learning EFL, Orthography and Pronunciation (A Case of Ambo Secondary School)

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Abstract

This both qualitative and quantitative study describes the “analyses of Afan Oromo interference into learning English as a Foreign Language (EFL) orthography and pronunciation: a case of Ambo Senior Secondary School,” It employed a Systematic Random Sampling technique. The most series interference manifestations include the knowledge of rules, revealed through resources like; grammar, vocabulary, spelling, tone, stress, syllable, semantic, etc., in both pronunciation and orthography. That, the major factors count on teachers’ low concern to teach and the students ignorance to learn proper orthography and pronunciation; besides, weak methodologies of teaching EFL, lack of ideal situations to use EFL, the dominant influence excreted from Afaan Oromo in everyday communications, lack of sufficient learned EFL elements, origin similarity of Latin alphabets between the MT and EFL, and low concern given to learning EFL orthography and pronunciation in the education curriculum. Hence, the researcher suggests that; EFL teachers and students ought to work critically on the distinct areas among the two languages, adopt supplementary materials, arrange special lessons, encourage outstanding activities, etc. Moreover, EFL curriculum developers, EFL education officials and concerned collaborators need to support, facilitate and control the orthography and pronunciation education; give trainings to update EFL teachers’ knowledge and skill, methodologically, materially, morally, financially, etc and control the quality of learning outcomes in some ways. This study, however, cannot cease all the information areas other than it recites the most recurrent problems and appeals for further studies about MT interferences into learning EFL.

Keywords: Afaan Oromo, Analysis, Interference, Orthography/ pronunciation

1. Introduction

Mother tongue interference is a phenomenon viewed by many scholars as, ‘mother tongue influence’, which had been an actual response to the applied results of the structural methods, known as audio-visual, audio-oral and structural-global, (Lekova, 2010). Liu, (2001) defines Language interference or transfer as, a persistent term and has led to diverse interpretations and researches. MT interference, in particular as Language transfer known as L₁ interference, linguistic interference, and a cross meaning, which refers to speakers or writers applying the knowledge from their native language acquisition method into learning a second language, (Viola, 2013). In fact, interference is the early step to integration perceived as a welcome process of using mother tongue or other languages in the using of a target language. This may be based on the facts that interference can appear in phonology, grammar, word formation, word and sentence sequence, etc, (Negeri, 2011). However, the difficulties in L1 transfer, and its importance into second language acquisition (SLA), besides, the relationships between students' L1 and L2 linguistic resources always appear difficult, (Karim, and Nassaji, 2013).

So far, the mismatch between the language used in schooling and spoken at home might have important inferences for educational attainment, (Ramachandran, 2012:2). It is also natural as well as scientific that every language is governed by rule, style, appearance, etc. Besides, whenever we encounter a foreign language, our natural tendency wants to hear it in terms of the sounds of our own language that, we actually perceive it rather differently from the way native speakers do, (Wells, 2000). Moreover, the natural instinct urges to look for similarities and differences, in order to draw some comparisons with what we know already. So, we consciously or unconsciously, bring what we know to what we do not, making it impossible to learn anything entirely from scratch, Nicholls, (2002). Yet, the Roman alphabets, being designed for languages with very different phonological systems, was never perfectly adapted for writing even in English that, first used to represent Anglo-Saxon, (Dumessa and Mirressa, 2011). Besides, the ability of speaking English embodies the fluency of language, oratory, eloquence; pronunciation, intonation, pace and confidence, etc., which may directly affect proper communication in conversation, (Yin, 2009).

In these relations, the discrepancy between the pronunciation and written form of the EFL versus MT words along with less emphasis given to the spoken and written lessons contributed a lot to the students’ making errors, resulting into MT influences, (Viola, 2013). Moreover, the unusual usage of some words or phrases, need of synonym, prestigious foreign language usage, and disloyalty of a speaker with bilingual or multilingual are seemingly crucial causes for interference, (Yogyakarta, 2011). Naturally, the students may also rely on their

Native language structures to produce responses to questions, in the MT (Ridha, 2012). Thence, the language essentials, structures, resources, and meaning learned in second language appear insufficient to fulfill the linguistic requirements to the students learning EFL, (Sharma, 2013). Nonetheless, the general assumption that has prevailed for some time was that, English ought to be learnt through English, and not by the use of L1, in the classroom, where, the richness of the English vocabularies, and the wealth of available synonyms, that English speakers can often draw shades of distinction; unavailable to non-English speakers, (Bryson, 2014).

For instance, ‘one of the members of a joint truck-making company ventures of Iveco in 1977; from France, Italy, Germany and Switzerland, wryly observed that their choice of a common media i.e., English is a foreign language, put them all at an equal disadvantage. In this case, interference became a problem of language norm, in speech that an effect of language contact done by bilingual or multilingual person. So that, the unusual usage of some words or phrases, need synonyms of the prestigious (foreign) language usage, and disloyalty of a speaker with bilingual or multilingual are seemingly crucial causes for interference (Yogyakarta, 2011). Besides, teachers and learners saw a role for L1 and support its use as a communication strategy and as an instructional tool, (Jadallah and Hasan, 2013). Nevertheless, the idea of using L1 in the L2 classroom was a respected view during the era of the Grammar Translation Method, the view of learners’ L1 avoidance has also been reflected in most of the modern L2 teaching materials, (Kenenissa, 2003). Furthermore, it has become the subject of much debates, where in there have been various interferences into and from the utilization of L1 in EFL classrooms, over the last decades, (Bagheri and Heydari, 2012).

In view of that, Children learn their first languages, become susceptible to pick up certain grammatical morphemes in a specific and predictable order. Yet, this was criticized for:

- Researchers had not followed the same learners through time, but had simply compared groups at different levels of competence.
- The grammatical morphemes studied did not appear to be related to each other in any systematic way, there was no attempt to see progression through the language for being system-governed.
- There are far more, variations in language use than those studies suggest.
- People often use correct forms in certain linguistic contexts, and use incorrect forms in different ones, (Mason, 1999).

Meanwhile, in recent years, though, there have been a growing number of research interests in the analysis of MT interference all around the world, many researchers are determined to call for interested persons to further more studies (Wahba, 2009). However, the cases the researchers took, the focus areas of the language contents, the tools they approached with are totally different from one another. They couldn’t generalize the various problems of EFL learning and the types MT interference items in time and spatial specifics. Besides, they

are very specific about their choices of interests of topics and approaches. Nonetheless, there are almost nil investigations put through for the horn of Africa, for it's been believed to have Arabic influence than learning proper EFL (Amlaku, 2008). With this respect, the teaching and learning of proper English language orthography and pronunciation have been loosely credited, even considered as almost saturated in Ethiopia, by many researchers. However, as languages of wider communication, Afan Oromo and English language are unilaterally interrelated, basically from the same origin of Latin alphabets (Getachew and Derib, 2002).

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Equally, ever since the change of government in May 1991, due recognition has been given to the formulation of the New Education and Training Policy of 1994; brought about the use of mother tongues in schools in Ethiopia. Similarly, Afan Oromo has had the chance to become a medium of instruction in primary schools and taught as a subject in secondary and high schools in Oromiya, (Sharma, 2013, Getachew and Derib, 2002). Above and beyond, Afan Oromo is the influential media of every day communication in the region but English language is foreign to both teachers and students. Moreover, Batu Secondary School, Oromiya, has dozens of Ethnic groups flourish along with their distinct languages that add up to the crunchy EFL pronunciation and orthography. However, the urge from plenty of English language-requiring job-opportunities in and around Batu town, run by foreign investors; necessitate the students to learn fluent and proficient EFL use.

Hence, this study broke onto the exploration of Afan Oromo interference into learning EFL orthography and pronunciation, particularly, onto the case of 'Batu Secondary School, 2014-2015 G.C. It also analyzes how MT interference affects teachers and students into learning EFL, to say and write things in English, as a foreign Language. Expecting that, detecting the areas may add values into learning and teaching EFL, demonstrating the severity of Afan Oromo interference into learning EFL orthography and pronunciation, may attract further studies from different perspectives. Besides, the results from findings can serve as a stepping stone for interested researchers in the area.

2. Research Methodology

This research is designed to employ both quantitative and qualitative methods to 'analyze mother tongue interference into learning EFL orthography and pronunciation; A case of Ambo senior Secondary School, 2019'. The researcher explored primary and secondary data sources. To enrich this study a Systematic Random Sampling

Technique picked every 10th student out of the total 2027 population of the grades 9 and 10 students of whom, 1126 are females, and a total of 877 are male students. Thereby, around 203 students including ten, EFL teachers were sampled. In order to suffice the study genuinely, first, a qualitative research method triangulated data from in depth interviews, actual class observations and questionnaires. Then, secondary data sources explored the students' written out contents. The gathered data from primary and secondary sources were sorted, associated, and grouped under sub titles. Then, a quantitative research method quantified figurative data into percentiles and tables. Finally, simple package tools for social science, statistical instruments were operated to analyze, describe, and narrate gathered data. Finally, summaries, findings and recommendations are discussed in detail.

3. Discussion and Results

3.1. Analysis of MT Interference into Learning EFL Orthography and Pronunciation

Assessing the general EFL orthography and pronunciation background ability of Ambo Secondary School students', the EFL teachers described as below the level, to correspond with grade nine and ten. The grade nine and ten students also confirmed this as, they are 'not perfect' in EFL orthography and pronunciation. The EFL teachers stated during interviews and wrote on questionnaires as these students interfere Afan Oromo items every time they write; exercises, assignments, tests, exams, and whenever they communicate with their EFL teachers and class mates, even when they read aloud in EFL classes, etc. The students added as they often interfere Afan Oromo pronunciation elements and orthographic styles in to learning EFL pronunciation and orthography resources like; vocabularies, grammar, spelling, accent, etc., into learning EFL pronunciation and orthography. The EFL teachers added as the grade nine and ten students are unable to identify the similarities and differences between learning the linguistic setups of Afan Oromo and EFL in general and pronunciation and orthography in particular. The grade nine and ten students also confirmed as they lack the knowledge of the grammar though, every language learning is governed by rule.

The EFL teachers wrote on questionnaires as, most of their students jumble up mother tongue elements into learning EFL orthography and pronunciation, for lack of the knowledge and skill about the different linguistic structures and the basic components. Moreover, the students also indicated that learning proper EFL orthography and pronunciation is so decisive for them to develop the language skills in focus that, they are made to learn all subjects in English Language starting from grade nine onwards, and in order for them to be successful and fruitful, learning proper orthography and pronunciation is so mandatory. They also informed as they are expected to refer and understand notes, be fluent in utterances and be accurate when writing in English Language. So far, the EFL teachers indicated that the grades nine and ten students usually forge Afan Oromo orthographic styles to make words and sentences into learning EFL orthography and in speech pronunciations. The students also expressed as they forge Afan Oromo items with English language items whenever they want to translate things written and spoken in English language; for their elders and fathers; to clear up businesses with foreign investors in their areas.

The EFL teachers signified some manifestations of Afan Oromo interference into learning EFL orthography and pronunciation, mainly from two perspectives as; similarities and differences. On one hand, both Afan Oromo and English languages use the (A-Z) alphabets, punctuation marks and pronunciation sounds. On the other hand, the EFL teachers indicated the absence of certain Afan Oromo voices with in English letters. The EFL teachers pointed out influences happen because of differences in stress, tone, pause, voice, punctuation manner, purposes and meaning between Afan Oromo and EFL pronunciation and orthography. For instance explosives/ retroflexive sounds like; Ča, Dha, Pha, Qa, Xa and Nya. They also exemplified these sounds in words like; (Ča- as in ČaaČuu, Čollee, Čuubee), (Dha- as in Dhadhaa, Dhagaa), (pha- as in Tapha, Nyapha.), (Qa as in Qaanqee, Qillee), (Xa as in Xuxoo, Xummura), and the retroflexive 'Ph' is voiced exploding out air between the lips like in 'Ethiopian', 'X' as in the Afari – 'Xagu', etc. The students also specified that, the English

To this relation, the EFL teachers pointed at the alphabetic origin similarity as one factor cause MT interference into learning EFL orthography and pronunciation. That the students also informed as though, most of the punctuation marks, consonant and vowel letters are almost similar among the two languages, they described as Afan Oromo is distant away from English language in form use and meaning, that the characters in Afan Oromo function differently from EFL orthography and pronunciation. Moreover, the way the script forms compose, the sound systems uttered and the uses of the punctuation marks greatly differ. The students also informed as a result of vocal experiences with in the Afan Oromo. In addition the students designated as the Qubee Afan Oromo alphabets add six more letters than EFL. They added orthography and pronunciation deviations generally as, observable into both languages. The EFL teachers added, a clear point of departure, in which two consonant characters also coin to make one syllable and self repeating vowels make diphthongizes. They also illustrated syntactical interferences like; absence of colloquial expressions of Afan Oromo into learning EFL pronunciation and Orthography. They added the grammar tense, person/ subject-verb agreement.

SVO to SOV) positions as composed differently in Afan Oromo from EFL, and linguistic resources like; articles, adjectives, prepositions, plurals, quantifiers, vocabularies, punctuation marks, nouns, pronouns, spellings, punctuation marks, etc, as are differently set.

Further, the students stated that, by learning EFL orthography and pronunciation, starting from primary schooling, they desired to develop interests in all of their high school studies. In addition, the students recited that, orthographic styles and the different English language speech accents also gave them hard times to understand different written and spoken sources like; worldwide News, Biographies, sport commentaries, educational or documentary films and national geography stories, etc from various TV channels. More to the point, the orthographic analysis of the students' exercises revealed that, the students at Batu Secondary School dare to double consonant and vowel letters in English language words whenever writing exercises and assignments. The EFL teachers confirmed this act that the Afan Oromo orthographic geminations are uncommon in EFL orthography; but the students regularly apply these self repeated letters in EFL words too. The students also informed as the Afan Oromo vowel diphthongizes are used to lengthen the tone of the sound clusters, while the consonant letter diphthongizes are used to stress the voice of the letters in the word.

Moreover, the EFL teachers informed that, the voices of EFL words are odd to the students; they blend, adopt, and borrow the letters from Latin alphabets. To this effect, the EFL teachers related the origin of the vowel (dubachiiftuu) and consonant (dubbiifamaa) letters as well as the punctuation marks as, look alike among Afan Oromo and EFL Orthography and pronunciation. Furthermore, the EFL teachers also revealed grammatical differences like; the structures of sentence setup change from Subject Verb Object (SVO) organization system into Subject Object Verb (SOV) setup; For instance;

1. He will come tomorrow, becomes 'Inni boru nidhufaa' in Afan Oromo.

Inni represents him, (singular subject pronoun) + boruu = tomorrow, (time adverb of time indicator) + ni = will, (future tense indicator) + dhufaa = come, (main verb).

2. That beautiful black bird sitting on the branches of the tree is unique, becomes 'Shiimbiiroon (n.₁+ art = the bird) bareeduu (adj.₁ = beautiful), gurraatii (adj.₂ = black) mukaa (n.₂) irra (pp. = on) teessu (v.₁ = sitting) sunii (modifier = that) adda (adj.= unique) dhaa (v.₂ = is).

Besides, analyzing the students' written outs, the Afan Oromo orthographic style interference affected the students' learning of EFL pronunciation; for instance they usually write and ; mobaaylii, naawlodgy, cheerchii, teebilii, taxiwaanii, Birollee, Kompitaraa, Filmii, etc. The EFL teachers added during the interviews as; the students often try to make direct translations, or borrow Afan Oromo words into making EFL discourses or inversely into making English speech communications. Over again the teachers indicated that the grade nine and ten students blend EFL words both phonologically and orthographically to make voices of characters in EFL slightly modified close to Afan Oromo pronunciation. Like; the 'p/h' voice in words like, police, photo, physics, etc., which is transliterated into 'f' and pronounced like 'foliisii, foto, fiiziiksii, etc'. The students were also observed in actual classes, when slanting these utterances.

Furthermore, the EFL teachers explained special Afan Oromo linguistic feature interference as cause difficulties for the students to transcribe into learning EFL orthography and pronunciation. For instance; they illustrated those unique features as, the Qubee (Ciimdii, dachaa, irrabutaa), and a punctuation mark the (hudhaa -

('). That the grade nine and ten students also indicated as the Afan Oromo orthographic germination styles interference also affect them learning EFL pronunciation distinctly. They exemplified the qubee čiimdii like; Nya as in 'Nyaapha, Pha - Tapha, Buphaa, Ča - Čupha,, Xa - Xaafii, Cha like in 'Chaapaa, Sha – Shaampionii, Shaashamannee, etc. Moreover, the EFL teachers confirmed at interviews as the Dha voice is typical to Afan Oromo spelling; the students added examples like; Ddoyee, Dhaaba, Dhadhaa, etc. The EFL teachers explained about these letters as though, they seem present into learning EFL, the jumbled letters voice as one letter, however, are not found in English language orthography and pronunciation. That these characters blend differently in accordance with the vowel letter that follow the Dh in Afan Oromo orthographic phonemes of single voice/ pronunciation than into learning EFL.

In addition, the students added that, the Afan Oromo orthography experiences of double consonant letters called the Qubee dacha, serve as a syllable stress, and the double vowels serve as lengthening the vowel voicing in words but not accustomed into learning EFL. As a result, the students explained that, they always dare to double consonant letters to stress the tones into learning EFL words and sentences, while writing and making speech pronunciations. They also illustrated the irrabutaa –pronunciation, which are lateral liquids or swallowed sounds; practical in Afan Oromo orthography and pronunciation. For instance, the sound clusters jumbled together, in which the following voice run over the preceding, before

finishing amidst both letters clearly and distinctly; mindaa, sirnaa, harkaa, galmaa, etc. Over again, the students added as; Afan Oromo is normally written with a bit more letters to make longer words than the corresponding English ones. They also informed about the hudha (‘), an upper-hanging mark, above a vowel letter, sounds like /Λ/, and is a glottal stop. The students demonstrated the hudha (‘) in Afan Oromo words as; ba’a, ‘taa’e, sa’a, ra’ee, bay’ee, etc., but this kind of articulation does not exist in English language orthography and pronunciation. This again indicates that

Furthermore, the students were made to demonstrate the pronunciations of all the 33 Qubee Afan Oromo. The general survey of the virtual focus groups' practice, indicated as the Afan Oromo letters' are pronounced slanted away from the corresponding EFL letters. likewise, the video records of data also revealed as the students pronounce sounds in words with /ʌ/ voice, for instance, the vowel letter 'A' is always pronounced as 'Aa' as in bat, cat, lamb, map, etc, but not like in game, fame, name, tame, etc. /B/ is also pronounced /Ba/ voiced as in 'bag, bat, battery, barrel, banana, balloon, etc,' but not like in 'table, black board, verb, etc', unless modified in a word to get the needed vocal, this works for all letters, however, /Č/, /Dha/, /Pha/, /Nya/, /Qa/, /Xa/, etc, voices are totally different from EFL orthography and pronunciation. For example; the Qubee Čiimmdii, /Čha/ which is a retroflexive spelling is pronounced in names of people and places in Ethiopia like; 'Čhaalaa, Čallaa, Čočo, Čhaat, Čharčhar, Čhaančo, ArbaaminČh, Čhačha etc.' but not like in 'Church, chamber, chicken, chair, chunk, etc'. Besides, data the phonetic set up of these Afan Oromo letters are observed when normally pronounced with loosely opening-mouth and ends with glottal stop /ʌ/ voices.

Moreover, the consonant and vowel letters can be observed from their sounds like; Aa – with air stop, Ha, Ya,- with shallow wide open mouth; Ča, cha, and the dull - Ja, – a palatal retroflexives; Da, Ra, Sa, Ta, Za,-dental explosives; Ba, Fa, Pa, Va, - puffs air out between the upper teeth and lower lip; Ka, Ga, Qa - the glottal explosives; Wa – rolls out air with a narrowly open mouth; La, , pronounced among the tip of tongue and upper dentals but Xa – an explodes, like the 'Afari-News'=>Xagu,etc. Besides, Ba, Pha, Ma, - explodes out air between the lip; while, Sha - puffs out air shallowly among the palate and the middle of the tongue; except 'Cha' explodes within the palate. Na, and Nya are front palatal as well as nasal sounds; Aa, Ee, Ii, Oo and Uu which sometimes present in words as diphthongs, are of course vowel letters in Afan Oromo too.

Furthermore, the EFL teachers indicated as, the Afan Oromo (MT) students affix an 'e' or '- es', sounds, either at initials or at ends of English words, which actually look like an 'ii' in Afan Oromo pronunciations, for instance; eskuulii, eskiriinii, esportii, esteeshiinery, esteepilarii, estudents, etc. In addition, the students were observed when they ignorantly pluralize EFL sound clusters by adding an 's' at endings of nouns like; 'peoples, ideas, moneys, furnitures, criterias, datas etc'; which also result into EFL orthographic divergences. The students remembered, the Ethiopian late priminster, Meles Zenawi as used to address; 'The Peoples Democratic Republic of Ethiopia'. An EFL teacher further, added some syntactic and semantic interferences like; the students wrongly refer to the third person pronoun 'they' in place of the second person pronoun 'you', however, this second person honorific form does not exist in EFL, when just one person is being spoken to. The EFL teacher also explained as; for the students consider underdone, if she or he say 'you!' boldly, they erroneously apply; 'they' as an honorific address form, in the intention of respect to an older person. In addition, many of the students and their EFL teachers informed as they usually face run out of words and suffer timid, whenever they communicate in EFL, especially with foreigners and the supposed EFL able people.

A teacher added that, the 'you' equivalent Atii in Afan Oromo refers to a singular second person of the gender 'she or 'he' instead of 'you', when the addressee is under or age

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mate. Data from observation checklist also indicates as, the pronoun 'you' has various colloquial or idiomatic expressions, like; isiinii the plural, but Atii, si'ii or siihii, etc. Besides, in Afan Oromo, the 'you' signify 'atii' singular and 'isiinii' plural pronoun. Furthermore, they also supplemented that, one can distinctly identify, that the multiple local languages, which are vigorous in and around Batu town, cause the students interference MT items, towards their accents. Students also added as sometimes they even dare to alternate, to speak in Amharic (a second language to them) as if they try to speak in English. But, the words that they couldn't interpret are neither Afan Oromo nor English. They also attached some regular MT interference features, such as; blending, consonant germination, distinct vowel diphthongs, spelling compositions, grammar, meaning, etc, interferences as drawn from the origin similarity. The grades nine and ten students reasoned that they interference mother tongue elements because of; prior learning experiences, by learning from teachers and class mates, lack of knowledge of EFL, cultural identity, and mother tongue acquisition habits, etc.

Moreover, the students added as there are interferences of names of distinct social and cultural things for which they find no direct versions in EFL, but commonly used in the students' real life situations. In addition, the teachers cross linked the phonemic differences between Afan Oromo and EFL as the real causes of interferences into learning proper orthography and pronunciation. To this effect, some of the students informed that, there are certain names of familiar items and utensils, which have no equivalents in English language, for instance; Eellee, Budeena, Odaa, Qorii, Gindo, Bullukoo, etc, in which, the students wrongly relate them to translate into the closest genre equivalents they imply possible in their mother tongue such as; pan, bread, dish, plate, cloth, etc. The EFL teachers also raised some regular Afan Oromo lesson delivery means into their everyday activities, that the students reflect principles, thoughts, 'Hiibbo' (proverbs), sayings, Afoola' (myth) tales, expressions, folklores, etc, while learning EFL orthography and pronunciation. This indicates that cross linguistic difference interferences, affects students' learning proper EFL pronunciation and Orthography.

Yet, the usages are way apart from English traditions, being a socio-linguistic/cultural interference factors. The expression experiences are far more distinct for the students to find equivalents in English language, into speech, or orthography. That, EFL teachers too disclosed interference of Afan Oromo items, whenever they teach, to make lessons clear and to check on their students understanding of meaning. Though, few students opposed this idea for the fact that they want to learn EFL orthography and pronunciation in English language, they experience anxiety, lack the appropriate spelling, lack the knowledge of the distinct features among the two languages and they hate to read what they note. Drawn from their MT communication experiences the grade nine and ten students of Batu Secondary School, pluralize nouns like; 'two kilos of salts', 'a two bars of soaps', two breads, a two pairs of socks/ shoes/trousers, during conversations, request, deal, play, comment, shop, in speech and in script etc. The students indicated as they have problems to identify the meanings of words like; hard and hardly, except and exception, join and enjoy, syllable and syllabus, etc., whenever they talk and write in English. They also indicated as they often interference Afan Oromo items 'whenever they face boldness of the suitable words. So far, the students were made to write practice activities on paper; that they involved to compare and contrast Afan Oromo and English language elements.

However, the students found out some discrete spelling differences within word formation, and the sounds of these words as different when speaking and reading. Besides, the students indicated as, they unconsciously chose to interference MT elements, for fear of breaking grammatical rules and to cover their lack of the knowledge of appropriate English language orthography and pronunciation. Hence, their deformed orthography and pronunciation affected their learning of all the other subjects in English language. The students also tipped out about technical terms and concepts as; borrowed, associated, and modified and pronounced similar among English and Afan Oromo, for instance; Bureau, Camera, Champion, Parliament, pasta, Computer, College, Second, Screen, Film, Flash, Floppy, Laptop, Mouse, down load, CD, Radio Cassette, Tape, TV, Plasma, Projector, etc. etc. The EFL teachers also added terms related to technological innovations and generation gap within modernization of languages; economized and acronymic like, OMG. This includes slight modification, though, considered as L1 development, however, the EFL teachers indicated as the students face difficulties to identify between the US and UK orthography and accents to spell words correctly and interpret meaning, absence of ideal or real life situation to put correct EFL orthography and pronunciation into practice.. Thus far, there are no special and separate programs to learn proper orthography and pronunciation in their school.

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In addition, the students' foundation at primary level education is poor, that, since the 1994 educational policy stated the students' primary education to be conducted in mother tongues, where EFL is very passive. Moreover, Afan Oromo is the most principal at regular interactions like; play, shopping,, media, and as an official working language of administration and business as a whole, that dominate EFL accuracy and fluency. Inversely, it may be fact to borrow, adopt, and modify, terminologies among different languages, but the EFL teachers proposed MT interference as; a possibility to check on students' understanding if it is varyingly applied in a very controlled manner, that, some of the students clearly wrote answers on questionnaires, in 'Qubee Afan Oromo which the researcher described the essences of the questions one by one.

However, there were arguments about MT interference as a tool of instruction for it makes the students not to make efforts to learn English in English, and proper EFL orthography and pronunciation at the target. Further, few of the students argued about learning for accuracy, for language is only a tool to transfer message that, it seems reasonable to pass information even in deformed orthography and pronunciation. They also pressed on as; English Language use is passive and not much functional in their real life situations. The EFL teachers also indicated that their students regularly face interferences of (grammatical rules, like; 'I come with buses', 'she is sitting on the sun shine', 'I am sitting in the shadow of the tree', negation faults, like; 'there is no any problems', there is no little oil in the bottle, and misplace articles, like; 'the Jesus', 'the English man', 'the Addis Ababa', 'a moon', 'a world', 'a two hours ago', etc), syntactical elements, (adjectival errors like; 'Long man' instead of tall man, 'big field instead of wide field, small with thin as well as with short, and wrong construction of sentences, like; 'come on' instead of 'come in' to class', 'go on' instead of 'turn back', etc.

Besides, the EF/SL teachers indicated at interviews that, the grade nine and ten students have problems in the pronunciations of frequent, voiceless elements, wrongly stress letters in EFL words. For example; the 'l' as in should, talk, walk, could, would, the 'w' as in write, wrong, the 'k' as in know, knife, knight, knowledge, etc and the American pronunciation of 'r' whenever it appears in a word. The students were also observed trying to pronounce EFL words away from the natural English language articulations like; phylum,

phosphate, xylem, psychology, question, car, often, government, etc. these typical interferences, require the students to identify the various types of phonologies, into learning proper EFL orthography and pronunciation. The EFL teachers elaborated these influence as can be drawn from improper learning experiences, and direct translations, like; 'enjoy' instead of 'join' us and the students added as they make these interference, like; adjectival, adverbial, prepositional, nouns (proper names of people and places) transfers, etc.

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The students also listed out some common interference, like misplaced; articles, prepositions, plurals, affixes, start or end-voices, punctuation marks, etc. They were also observed misplacing prepositions, adverbs, adjectives, countable and uncountable nouns, etc. The EFL teachers further added as, all the other subject teachers also interference various Afan Oromo elements, methods of teaching and accents, acquisition habits at Batu Secondary School. In addition, the EFL teachers informed that students wrongly blend nonsense words among Afan Oromo and EFL during speech communications. That, they boast as a sign of being educated or to look modernized youth. The EFL teachers also pointed out such interferences as created as a result of the advance of technology and modernization contest into learning EFL orthography and pronunciation across the seas. They added that youngsters communicate even at sound cluster levels or altered the meanings of words like; 'smokes' - which means 'gorgeous', 'crazy' - means 'nice', etc a result of generation gap in time and the advances in innovation and technology. This kind of practice as it also gives hard times for the students into learning standard and meaningful English language.

Moreover, the students as well as the teachers are observed when they interference such technology related words, jargons, alien cultural constraints, habits, wrong translations, etc., that the students considered as sense of modernization. Interesting enough; a bright minded students, added extra lucid information that, marriage bonds, now a days, between different language users become a social and cultural transference, which can be counted as a sociolinguistic factor, 'as an advantage' to the linguistic expansion of EFL otherwise. The students were also observed when they add interferences of uncommon elements, vocabularies, spellings and sound level clusters within their communications on different medias, like; FB, either orthographically or in speech pronunciations. The EFL teachers too mentioned that though, these terms have no equivalents in the students' prior knowledge of Afan Oromo; they entirely add up to the difficulty level into learning EFL orthography and pronunciation. However this kind of act exerts influences on the students' learning EFL orthography and pronunciation learning constituents of speech and script identity as; vocabulary, experience, habit, etc interference which cannot fill the gap for their lack of English Language abilities.

After the descriptive, narrative analysis of a qualitative data, the findings in this study indicated that, the students' MT interference has been found to be a serious problem into learning EFL orthography and pronunciation, at Batu Secondary School. Primarily the grade nine and ten students stated as they have objectives for learning English as a Foreign Language (EFL). That, they aimed to get the knowledge and skill of EFL; use, form and function of orthography and pronunciation components. So that, they specifically stated as they wanted to; communicate in fluent written and proficient speech pronunciation; understand various reference materials, operate technology and manuals, translate general concepts among foreign investors and their elderly, to deal social and businesses issues in their areas. They also targeted to be employed in various NGOs, etc.

However, they need to identify the differences and similarities of the linguistic rules among Afan Oromo and EFL orthography and pronunciation. Moreover, Afan Oromo interference came out to be the worst crunch ever into learning proper EFL orthography and pronunciation. In addition, the students' EFL proficiency has been very low that most students, graduates, and employees are observably struggling to write (creative) or speak in fluent EFL. Besides, the students mix sound clusters and words in the middle of their speeches among Afan Oromo and EFL languages. Their teachers too regularly use interference of mother tongue elements, as an alternative method to brief teaching EFL. Moreover, the assessment results from the successive observations also confirmed that, the students and their teachers normally, discuss about learning EFL elements like; script, structure, meaning and voice. in general and orthography and pronunciation in particular by using Afan Oromo or in Amharic, in actual class times. Consequently, the students have low concern to learn correct orthography and pronunciation.

The students are found poor in using vocabularies and they read instead of say them out orally. They are found highly inclined to mix elements from their mother tongue and way out interference of elements and writing styles from their mother tongue learning (acquisition) methods into learning EFL, orthography and speech pronunciations. They make errors like; grammar, vocabulary, spelling, punctuation, pause, stop, etc. Moreover, the grade nine and 10 students, at Batu Secondary School were observably interpret words for words and translate meanings of words and sentences in the foreign language directly by using the mother tongue. They carelessly mix up words among the two languages, in speech pronunciations and they write by doubling consonant letters. They also repeat the vowels and punctuate EFL words in a similar manner as in Afan Oromo. Even though, they rarely write answers to assignments, exercises, and make conversations, but their orthographies are full of so many divergences and they compose astray spellings. They also ramble to pronounce words and sentences, though; they are in grades nine and ten. Thus, the students produce grammatically incorrect, and meaningless sentences into their compositions; and they utter them wrongly even when reading. They are also found to be careless either to attain or to attend the EFL pronunciation and orthography skills. Some interference manifestations also appear like signs of

modernization or educations among youngsters. In addition, as the EFL teachers already indicated earlier as Afan Oromo interference have happened, because of the students' outlook, that they consider themselves as modernized or educated, when mixing elements among different languages, where, interference commonly sways back and forth between Afan Oromo and English language. The students on the other hand pointed at the incapable and care free role modeling EFL teachers'. In these relations, assessing data from various sources employed, that Afan Oromo interferences into learning EFL orthography and pronunciation, are found to be Alphabetic origin, punctuation marks and pronunciation voice similarities. Besides, in Batu Oromiya, the day to day interactions are largely held in Afan Oromo and other ethnic languages than in EFL. Moreover, the educational policy of the country affirms that Afan Oromo is an instructional tool for primary level education as the fundamental social, cultural, ethnic, economic and political values. That the syllabus put less emphasis about the means and mechanisms with which the students can practice spoken and written English, to develop their skills of creative writing and pronunciation. That, the teachers commented as these areas require far more special emphasis.

To describe in detail; prior learning experiences, alphabet and punctuation mark similarities between 'Qubee Afan Oromo and English Language, lack of sufficient vocabularies, the knowledge of orthographic and pronunciation distinctive rules contributed a lot. So far, English is foreign language to both the EFL teachers and their students, where, the English language teachers are also found hardly fluent in EFL orthography and pronunciation. Thence, they demanded to get updated trainings particularly on teaching approaches of orthography and pronunciation as well as on EFL in general, it would help them improve a lot. In addition, there found no language laboratory to equip the EFL teachers to support them to interest their students to learn EFL orthography and pronunciation. Besides, there is no real life situation to apply proper orthography and pronunciation, or to practice the differences in the syllabic - voices of spellings, and their composition styles into words, that may alter intended meanings. This indicates that, Afan Oromo interference has put great effect on students' learning EFL pronunciation and orthography. So, the EFL teachers and students found MT interference as an easy alternative against using the target language in focus, however, this method of teaching and learning EFL often happen to affect the students' learning of EFL in general and slow down developing their orthography and pronunciation in particular.

In contrast, some students defended that they did not need to worry about learning correct English language orthography and pronunciation. Because, they did not encounter any baldness of speech accent, rhythm, stress, tone or orthographic compositions of; spelling, punctuation, grammatical set ups, meaning, etc, deviations for they do not use the language in real life situations. Not only that, the earlier graduates of Batu Secondary School are the best testimonies left with very weak English language, even with illegible orthography and pitiable pronunciation. They also confirmed as they do not communicate much in proper English language anyways, outside of class time. Therefore, the concepts of these statements manifest, except the principles of the communicative way of language learning, that the advancing contacts of globalization require competent English language orthography and pronunciation skills. In addition, the EFL text material though, is found to be virtually fascinating with colored contents of neighboring countries, politics, health, economy, history, courage, fame, sports, and other concepts, to encourage students practice to develop self realization and esteem.

However, the results from data analysis of the general survey, indicates that, the curriculum gave little emphasis to incorporate orthography and pronunciation essentials like; stress, tone, accent, vocabulary, spelling, calligraphy, legibility, clarity, simplicity, relevance, etc. That, learning EFL orthography and pronunciation required Afan Oromo MT students to interference elements from their mother tongue, acquisition experiences into learning EFL, besides, Afan Oromo interference, caused more of negative influences on the students learning EFL orthography and pronunciation, at Batu Secondary School. The main agents of the mother tongue interference are also found to be the teachers, students. That, the students are seen to be, unable to write at least one error free creative sentence using correct vocabulary, spelling, punctuation, grammar and meaning. The students also suggested that, their teachers need to support them.

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Besides, all of the Teachers demanded in service trainings, the EFL education quality concerned body has to facilitate these things. The students also demanded as it is better to start learning all subjects in English language from grade five for they are going to be introduced with new science subjects like; Biology, Chemistry and Physics at grade seven, which will be a burden to learn double phased education. Looking into the English language orthography and pronunciation proficiency, the teachers indicated that the students became too careless to practice more exercises. Yet again, the teachers pointed at the students' low back ground education quality that, they gave low emphasis to English language orthography and pronunciation learning. Moreover, the students at Batu Secondary School are found hardly proficient in English language communications in general. The overall gist of this endeavor also indicates that, the importance of learning proper English language orthography and pronunciation, found to be a matchless, noble idea.

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5. Conclusion

Teaching and learning accurate EFL orthography and pronunciation would be effective, if and only if the students are taught how to avoid interference of mother tongue elements. They would become good at spelling,

Syllables, vocabularies, grammar, meaning and their learning will be greatly enhanced, if they become aware of the differences between English language and Afan Oromo orthography and pronunciation learning rules. The students should know the unnecessary experiences; wrong pronunciation, wrong blending, false constructions, carelessness, etc. They should critically be attentive to benefit from learning, while doing lots of exercises in the ways their teachers show them. The students should give much attention to learn the correct spelling, grammar, vocabulary and meaning of English words and put forward much more efforts by themselves.

Correspondingly, teachers should direct the students' attention towards learning the correct English language orthography and pronunciation. It is of course, the duty of the EFL teachers to explain new items to the students. They should also need to explain the negative effects of MT interference into learning correct EFL orthography and pronunciation. They ought to make clear for the students as, there is no uniform grammatical, orthographic, spelling and pronunciation rule between Afan Oromo and English language. Furthermore, EFL teachers should stick to use English language with their students, and they should not interference elements from MT in to teaching EFL. Through giving sufficient oral and visual practices; drills, and intensive orthographic activities, teachers can conquer good results. Moreover, EFL teachers ought to facilitate the teaching-learning atmosphere; with real contexts, simulate everyday activities, role plays, language games by supplying rules, varying recorded accents and employ students' interests, along with helping them to practice lots exercises like; Sport and commentaries, current issues, and by praising (at least verbally saying; excellent!, that's right!, Exactly!, Yeah! Sure, etc), to the good achievers.

Besides the English language teachers should show language rules of different languages and their peculiarities like; in orthography and pronunciation voices like ('), 'Ph', 'dh' in 'Afan Oromo Teachers can play a great role to motivate, guide and correct the language areas that, the students are more likely to interference MT items into learning EFL orthography and pronunciation. Teachers should put strong emphasis on correcting, the students' pronunciation and orthographic errors regularly. It is important to explain to the students the advantages of learning correct English language pronunciation and orthography. The students should also avoid direct translation and hasty generalizations about learning EFL pronunciation and orthography. They need to exercise as much speaking as possible, along with appropriate orthography, by using different language elements in a grammatically correct way. They must avoid inattentiveness, carelessness, and absenteeism, inappropriate or wrong incorporation of fake words. They ought to be advised to practice intensive language activities by using varied forms of words, verbs, and examples.

Additionally, it will worth useful, if teachers get mind wash up courses, intensive and in-service trainings, that at least for one week, in every summer. They need to be up graded along with the ever changing. Technology born technical terms and contexts; for the ways of pronunciation change, it creates language barrier against the teachers that, their students also lose confidence in them. Consistent workshops would help the teachers a lot as they harmonized. They also demanded to get, in- service trainings, they complained that no attentions were given back to them since they left colleges. Hence, if the teachers are happily

standby, they can use the text material in a way to apply the needed language item, EFL orthography and pronunciation, teaching strategy practically. In addition, it will be a great value if language teaching methodology researchers put further studies in this area which may open the way to the development of a better English language teaching. So, curriculum developers, education and quality control bodies ought to support teachers and school administrators with the necessary resources and capacity building in-service trainings. It would also be better if they conduct updated need assessments from both teachers and students. Finally, this study might be helpful for teachers and for students into teaching and learning English as a second language to success, in general.

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