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SUBJECT AREA TEACHERS' PERCEPTION AND PRACTICE TOWARDS THE USE OF ENGLISH LANGUAGE AS A MEDIUM OF INSTRUCTIONTO IMPROVE STUDENTS'LANGUAGE PROFICIENCY IN SNNPR IN GEDEO ZONE: THE CASE OF YIRGACHEFE PREPARATORY SCHOOL

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DILLA, ETHIOPIA

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Declaration, Confirmation, Approval and Evaluation

Declaration

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

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Confirmation and approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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LISTS OF ABBREVIATIONS AND ACRONYMS

BICS - Basic Interpersonal Communication Skills

CALP- Cognitive Academic Language Proficiency

EMI- English as Medium of Instruction

FL- Foreign Language

L1- First Language

L2- Second Language

LOI- Language of Instruction

MOE- Ministry of Education

MOI- Medium of Instruction

MT- Mother Tongue

MTE- Mother Tongue Education

RQ- Research Question

TL- Target Language

ABSTRACT

The main aim of this study was to explore subject teachers' perception and practice towards the use of English as a medium of instruction in their classes to improve their students English language proficiency. Accordingly, it explores the extent to which teachers used English in relation to the students' mother tongue and Teachers code switching. A mixed-method research approach was used to conduct this study. The participants of this study were all Grade 11 subject area teachers who were engaged in teaching in the academic year of 2012 E.C in Yirgchefe preparatory school. The researcher scorched out a descriptive research design. Hence the data collected through questioner interview and class room observation. Thus, 30 subject area teachers were selected using comprehensive sampling technique *for the study. To this end, a descriptive research method was employed and both quantitative and qualitative methods were used in data analysis and presentation. This survey questionnaire contained 3 point Liker scales and the data which were obtained from the questionnaire were analyzed quantitatively using simple statistics (percentage and frequency), and the data from the interview and classroom observation were analyzed qualitatively. The results of this study indicated that subject area teachers had a positive attitude to use English as medium of instruction. However, they didn't apply it in their classroom interaction practically. Moreover, the findings showed that the current level of both students' and teachers' English proficiency was considered to be inadequate to use English as a medium of instruction at preparatory school level. It was also found that the teachers' effort to promote students' use of the TL was inefficient. These studies consider the fact that English is still the language of instruction; therefore, measures need to be taken to solve the language problem. In order to work on this language problem the teaching of English as a subject as well as its use as a medium of instruction should be enhanced to promote effective and efficient teaching and learning in classrooms. Thus, English teachers were not the only responsible body to teach students all the language skills learners need to learn other subjects. Therefore, subject area teachers should also feel responsible and work in collaboration with English teachers for the improvement of their students' language proficiency.*

CHAPTER ONE
INTRODUCTION

1.1 Background of the study.

Today, English is a global lingua franca, a language or mixture of languages used for communication by people who speak different first languages. Since roughly only one out of every four users of English in the world is a native speaker of the language (Crystal, 2003), most ELF interactions take place among 'non-native' speakers of English. And the most noticeable reason for learning English as a FL is being fueled by a belief in the advantages it provides (McKay, 2003 & Jenkins, 2000). "Knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short English provides linguistic power" (McKay, 2003). In addition, in the worldwide political, commercial and social developments, however, English now is used not only as a means to communicate with native speakers but also (more significantly) as a language of wider communication among non-natives for a great variety of purposes. Now days, a growing number of people around the world use it either as a native language, or FL.

The teaching of English as a foreign language in Ethiopian education can be associated with the introduction of modern education in the country.

In Ethiopia modern education was introduced at the turn of the 20th century, and it was officially commenced in 1908 with the opening of the school of Menelik II in Addis Ababa after a long history of church education in the country (Dirbsa, et al; 1999). The history of foreign language teaching, therefore, is traced back to early 20th century.

English is now a language that students learn as a subject at different grade levels of Ethiopian Schools: from elementary to university levels. In addition to its use in education, it is vital for the economic development of Ethiopia, and the language of wider communication across the globe in international relations, science and technology, commerce and trade (MOE, 2008)

Hence, the use of English as the medium of instruction has a relatively long history in Ethiopian school. Apart from being a subject on its own, it also used to teach subject area and until today it

has become the most important second language in the Ethiopian education system. Hence, Ethiopian students learn English as a foreign language in regular schools. Those who learn in such schools can also employ fundamental skills in an integrated way in order to understand and communicate with one another using language skills. In this case, learners use English not only for communication but also for instructional purposes.

Likewise, English has multipurpose roles in Ethiopia. It is the only language, which can keep us in touch with the rest of the world. That is why the Ministry of education (MoE, 2007) reveals, "English is a corner stone in the development of Ethiopia's education, communication system, technology, and commerce" (p.1).

Arising from these purposes, among language skills and language areas the communicative (i.e. the oral communication) aspect of the language takes the first position because unless learners achieve the fluency level of a language they unable to master the accuracy of the language. However, as the researchers' believes both the teachers' and the students' use of English language as a medium of instruction is very low in their day-to-day teaching and learning practices. This is the problem that the researcher has observed from her work experience.

Researchers have investigated the extent to which students can be successful in using English as a medium of instruction, where it is not their first language, and found out contradictory results on their academic performances.

In her synthesis of the research, Collier (1989) concludes that "consistent, uninterrupted cognitive academic development in all the subjects throughout students' schooling is more important than the number of hours in L2 instruction for successful academic achievement in a second language" (p. 527). In a foreign language context, like in Ethiopian case, classroom is the only environment where students practice English by learning it as a subject and/ or by using it as the medium of instruction. Therefore, it is important for exploring the extent to which emphasis is given to the use of the TL in this limited context; especially, during translation from mother tongue instruction to instruction through English in different subject areas.

1.2 Statement of the Problem

English has been a language of instruction in secondary and tertiary levels in Ethiopia. However, nobody uses it in day to day life and even if students learn it in all subjects, they face serious problems in applying it. In Ethiopia, of course, it is true that students learn English as a separate subject. But it is not enough for their progress in their language competence. On the other hand, they do not have the opportunity to communicate in English in their own community. English is not used for day-to-day activities in the society. However, students learn English indirectly through other subjects, which are taught in English (Abebe, 2015, p.19).

In connection with this, Genene(1994) in Tamiru (2013, p.14) reports that most teachers in Ethiopian high schools are not proficient enough in English. As a result, it is the cause for the great majority of students' lack of the basic language skills. According to Genene (IBID), this in turn has an adverse effect on the students' performance in the content subjects. Williams (1984) also stresses that some of the overseas students fail to survive academically, not because of lack of potential in their specialist subjects but simply as the result of language difficulties. This situation, according to Seime(1989) cited in Tamiru,(2013,P.14) will force subject teachers to translate everything into Amharic or in to their students' mother tongue in their efforts to make students understand the subjects.

This misleading attempt of many Ethiopian teachers will eventually deprave the students' to have a chance of developing language and deny them the greatest contribution to knowledge. This researcher has come across only three studies that were conducted abroad on related topics to this study. These studies were conducted by Mouhamad (2016), Amna et al (2015), Chinyereetal (2015) in UAE, Pakistan and Nigeria, respectively. Moreover, four local studies were also conducted at different education levels by Kenenisa (2003), Yilkal (2007), Tamiru (2013), and Abebe (2015).

The major difference between the present study and the above mentioned abroad and local studies are; the previous studies were conducted at primary (Grade 5), secondary (Grade 9), college, and University levels. But the present study is conducted at preparatory school level particularly at Grade 11.

These related researches were conducted at different areas. The abroad researches were conducted in UAE, Pakistan,and Nigeria, and the locals were also in Adama teachers' college,

in Gurage Zone, in Nekemte town, and in Dilla University. This study is conducted in SNNPR,Gedio Zone, Yirgachefe town.

Thus, although related researches with the present study were conducted both in abroad and local contexts, the researcher could not find any study which were conducted at preparatory school level.

So, the researcher has felt that the problem prevailed in Yirgachefe preparatory school because from her long-year teaching experience, the researcher observed informally that the subject area teachers are not concerned with their students' as well as their own use of the TL. As a result, the researcher intended to explore the extent to which the subject area teachers use of English as medium of instruction to enhance their students' use of the target language oral interaction besides their subject matter teaching.

1.3. Objectives of the Research

1.3.1 General Objective

The main objective of this study is to explore subject area teachers' perceptions and practice towards the use of English language as a medium of instruction in their classes to improve their students' English language proficiency at grade 11 .From this general objective, the following specific objectives were formulated:

1.3.2. Specific Objectives

The specific objectives of this study were to:

1. investigate the existing perceptions of subject area teachers' towards their classroom practices of using English as medium of instruction
2. Explore the amount of teachers' use of English as medium of instruction in relation to mother tongue in subject area classes.
3. investigate teachers' reasons for code-switching in EMI classes

1.4 Research Questions

The study attempted to answer the following research questions:

1. What are the perceptions of subject area teachers towards the practice of using English as medium of instruction?

2. To what extent do subject area teachers use English language as medium of instruction in relation to Amharic /students' mother tongue in their classes?
3. For what reasons do subject area teachers switch code to students' mother tongue during their classroom interaction?

1.5 Significance of the Study

From this study, different bodies will be beneficiaries in various ways. The result of the study is hopped to be useful for both students and teachers to know the area of their failure or success in using the target language and improve their practices in the teaching and learning process.

It is also believed that curriculum designers will get some insights into the factors that affect the effective use of English as a medium of instruction and hence find some possible solutions for the betterment of training how to use English as a medium of instruction. Moreover, the study will never be complete by itself but, it is hoped that it will provide some meaningful contributions to the existing literature.

Furthermore, it is also believed that the study will serve as a supportive resource for further research works; especially, for those who want to conduct research in the areas of language use in the classroom.

1.6 Scope of the Study

The study was delimited both in the number of populations and in its area of investigation. The study was designed to investigate subject area teachers' practical use of English as a medium of instruction (EMI) in their classroom interaction; The scope is delimited to Yirgachefe Preparatory school and involved all of the Grade eleven subject area teachers.

1.7 Limitation of the Study

In the course of this study, the researcher could come across many constraints: First, because this study was conducted in one preparatory school, only due to shortage of time, conclusions obtained from such a narrow study area may not be generalized in context of other preparatory schools .As a limited number of participants was one limitation. The study would give a better image if it could increase a number of schools and teachers. Second, conducting class observation and arranging interview sessions were very hard task, for instance some of the teachers were not voluntary to be observed. Third, personal problems of the researcher hindered

her to covered wide setting. This affected the researcher like lack of concentration and forced her not utilize her time properly.

As I Saied earlier some of the subject teachers were not voluntary to involve politely in filling the questionnaire, to give appropriate responses for interview questions, and the others were also not voluntary to be observed while they were teaching in the classroom during the data gathering stage of this study. But I was able to mange to convince them with the help other teachers.

Moreover, the researcher had initially planned to audio record the interviewees. However, this plan was abandoned later on as many of the subject teachers were found to be reluctant to be recorded. Despite such challenges that confronted the researcher has tried her best to collect the right information that helped her to deduce relevant conclusion.

However, regardless of the aforementioned limitations, the study is believed to add knowledge and pave way for other researchers to conduct further research on similar topics.

1.8 Operational Definitions of Key Terms

Classroom instruction-is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers (Internet source).

Code-mixing - Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. In terms of the definition from Bhatia and Ritchie (2004), code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specifically, code-mixing is intra sentential and is constrained by grammatical principles.

Code-switching_ Grosjen (1982, p.145) defines code_ switching as the alternation of two or more languages within the same conversation. She further explains that code-switching can either be inter-sentential or intra-sentential. Inter-sentential code-switching involves switches from one language to another between sentences (ibid). In this research, it refers to switch from English to Amharic or vice versa.

Extent-*Webster's Third International Dictionary* (1976, p.805) defines 'extent' as the degree, amount, proportions or coverage of something. In research it is used to refer to the amount of English used, in the targeted classrooms, in relation to the local language (Amharic).

Interaction- Can is considered in terms of oral and written skills (Omaggio, 1986 cited in Stein, 1999, p.1). In this research, interaction focuses only on students' and teachers' oral interaction.

Medium of instruction-The United Nations Educational, Scientific and Cultural Organization (UNESCO) 2010, P.8) defines it as "Language used for teaching and learning the school curriculum, also called language of instruction." In this study, the term "Medium of instruction" therefore, refers to the English language in which lesson is conducted for teaching the curriculum of the educational system in the country.

Mother tongue-According to UNESCO (2003), MT or first language (L1) is defined as the language that an individual uses for the very first time in life, that he/she uses the most in overall daily activities, in which he/she is well versed and identifies himself/ herself as belonging to a specific linguistic community and then to the wider society.

Paradigm: A system of assumptions, concepts, values, and practices that constitutes a way of viewing reality.

Teachers' perceptions-the thoughts or mental images teachers have about their students are shaped by their background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community.

CHAPTER TWO
REVIEW OF LITERATURE

2.1 Medium of Instruction

The medium of instruction in or out of school refers to the language used for teaching the basic curriculum of the educational system. The choice of the language or the languages of instruction is a recurrent challenge in the development of quality education. While some countries opt for one language of instruction, often the official or majority language, others (e.g. Ethiopia) have chosen to use educational strategies that give national or local languages an important place in schooling. "*Speakers of mother tongues, which are not the same as the national or local languages, are often at a considerable disadvantage in the educational system similar to the disadvantage in receiving instruction in a foreign official language,"* (UNESCO, 2003:16). Interchangeably in this paper.

2.2 Why English as a Medium of Instruction?

The need to have a global language or shared linguistic medium obliged many countries to adopt English as their lingua franca. For many of these countries it seemed impossible to think of globalization without the use English language. Due to the growth importance of English language within the new linguistic global order, it is serving as official language of many countries even in places where it is either second or foreign language. It is also now one of the most preferable languages of medium of instruction in many parts of the world. In areas where English is not spoken as a first language, it is proved to be less effective medium of instruction but it is still continuing to serve as one. " Despite the unceasing global debates on English as the international lingua franca or as a 'killer language' and a growing awareness that mother tongue education is more effective than bilingual or second language medium of instruction the adoption of English as the medium of instruction has been sweeping across the higher education landscape worldwide (Chang, 2010).

It is undeniable fact that using English as a medium of instruction for foreign learners could not be easy. The uneasiness could be more serious when the learners don't have the expected language skill. Given the many devastating problems that might be caused by the use of English for instructional purpose one may wonder why it is still continued to be the prior choice of many countries' educational language policies. Different nations may forward different reasons for

choosing English as an instructional language but any of these reasons could not be far from political, social and economic reasons.

Tollefson and Tsui (2004) Tried to show us that the reason why multilingual nations inclined to the choice of English as a medium of instruction is mainly political "In multilingual and multiethnic states, decisions regarding which language should be established as official languages, and which as a medium of instruction, are political decisions that, if ill managed, can lead to war or bloodshed. As a result these countries chose one the languages which are ethnically, theoretically and also politically neutral in most cases it is English which can serve these demands."

It is also difficult economically to use the entire ethnic languages or most of them in the education system as many of these languages are not linguistically well developed and have only been spoken orally for decades. To use one of these languages as a medium of instruction requires, developing the language linguistically, developing alphabet, having qualified teachers, producing text book and so on. These could be very much costly and time taking. With scarcity of qualified teachers and the difficulties of producing books and classroom equipments, adopting English as a medium of instruction will sometimes be the only realistic option.

There are also countries which put the modernity of English language and its prestige as a ground reason for choosing it as an instructional language. In some parts of the world such as Europe the shift from mother tongue to English is decided because of its access to the teaching and research materials, to gaining access towards prestigious universities, and professional opportunities in an increasing global order. (Coleman, 2006).

2.3 The perception of Teachers using English as MI

Although researchers sometimes argue seriously against the spread of English as the medium of instruction, the related literature abounds with both advantages and disadvantages of EMI programs. They have several positive effects on students such as improving their language proficiency, increasing their chances of mobility and employability, and enhancing their language learning motivation (Yang, 2015). Moreover, English can empower the "subjugated and marginalized, eroding the division between the 'haves' and the 'have not's" by giving them a

channel to voice their ideas. Also, for many scholars in countries where English is not the national language, publication in English could offer them better job opportunities and career development. Improved proficiency in English is, of course, not highlighted here since EMI courses are primarily meant to teach content knowledge to students, not language (Zhang, 2017). On the other hand, these programs have some obvious shortcomings. Potential challenges include teachers' and students' inadequate language proficiency, inefficiency of instructional methods, and lack of resources (Zhang, 2017).

Students' proficiency plays a key role in the efficiency of EMI courses to the extent that students with low English proficiency might experience serious comprehension problems. In fact, students' proficiency should be at a satisfactory level in order for EMI courses to be successful otherwise, they would feel uninterested to participate in classroom discussions and interactions or, at best, have to spend more time reviewing the course content and completing their assignment after their classes. Therefore, students themselves need more than a good command of general English; they should have an extensive repertoire of academic English vocabulary, critical thinking and evaluation skills, and the ability to work under time constraints and testing conditions. In addition, as to instructors, Salomone (2015) believes if they are not fluent enough to use English confidently and competently, their lectures might "become scripted and lack spontaneity" (p. 252) by relying only on PowerPoint slides. Moreover, they might simplify the teaching content, significantly reduce classroom interactions, and resort to code-switching for conveying their points better. Unfortunately, when both students and teachers fail to possess very fluent English, their interactions in English would be oversimplified (Salamone, 2015).

Regarding the efficiency of the instructional method, Wilkinson (2005), for example, found that the use of EMI negatively affected the communication and teaching quality of Dutch content teachers. Furthermore, with respect to resources, Bryant (2011) found that insufficient budget is invested in EMI programs for textbook production and teacher training. Finally, there are concerns such as teachers' and students' unfamiliarity with academic literacy's (Wilkinson, 2013) and understanding of the content knowledge, language proficiency, and the possible negative effects of EMI on the overall quality of the programs. The perception of the use of English as a threat to national language and the possibility of 'social discrimination' resulting

from the privileges associated with English proficiency are other limitations worthy of attention. Failure to address these challenges would create considerable pressure for both students and teachers (Hsieh & Kang, 2010).

2.4 Challenges of using English as a Medium of Instruction

It has already been mentioned above that English is currently the most favorable instructional language of many countries' educational language policies. Apart from its wider acceptance as an instructional language English is not usually effective. Its ineffectiveness is highly observed in places where it is not spoken as a first language. If a language is not appropriately understood by the users they can hardly communicate with it and understand one another. Hence when a language is used for instructional purpose, it necessitates the proficiency of the users (teachers and students) or else interaction will be impossible. When Camillery (1996) tried to explain how the teachers fluency in the language of instruction is very vital in terms of facilitating the teaching learning process, has said the following: " No functional syllabus, 'authentic' materials or microcomputer program can replace the capacity of the live, fluent speaker to hit upon the follow-up topics of interest to particular individuals, continually adjust facilities, other stakeholders involvement in the education system and the like could be potential factors. When these are not fulfilled the per the requirements, challenges are likely to arise.

The teaching profession may be influenced by many factors. One way or the other, teachers are also likely to be affected by some teaching related factors. Teaching is strongly adhering to the socio-economic, cultural, and other aspects of life. Some of the factors are pointed out by Helen Timperley (www.curtin.edu). She identified four important issues related to teachers, the teaching profession as well as students learning: 1) Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by **what** and **how** teachers teach, 2)Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behavior and meet external demands, 3) it is important to set up conditions that are responsive to the ways in which teachers learn.

A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organized into frameworks that facilitate retrieval and application; and promoting met cognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them, and 4) Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

According to Vollmer (2006) a huge number of teachers lack the skills of assessing their students. Many teachers may not clearly see where their students are; what they lack, what progress they made and the like unless they have critical assessment skills and knowledge. In this regard, Timperley identified this issue. She emphasized that teachers need to adhere to the principles, components and application of assessment in general. According to **Timperley**, teachers are supposed to do the following:

> *Teachers need [to have] sophisticated assessment skills if they are to identify (i) what their students know and can do in relation to valued outcomes and (ii) what further learning they themselves need if they are to assist their students in learning. Assessment of this kind cannot take place outside of the teaching–learning process—it is integral to it. Teachers, therefore, need a variety of ways of assessing their students' progress, ways that include, but go beyond, standardized testing. These include interviews with students about their learning, systematic analysis of student work, and classroom observations. http://www.curtin.edu.au/curtin/dept/smec/iae*
>
> It is essential

2.4 Teaching Experiences versus Medium of Instruction

Alidou and Brock-Utne(2006) present classroom observation studies conducted on teachers' experiences in employing medium of instruction in several countries in Africa (Benin, Burkina Faso, Guinea-Bissau, Mali, Mozambique, Niger, South Africa, Togo, Tanzania, Ethiopia, Ghana, and Botswana).

They reveal that:

> "…*the use of unfamiliar languages forces teachers to use traditional and teacher-centered teaching methods which undermine teachers' effort to teach and students' effort to learn. Teachers do most of the talking while children remain silent or passive participants during most of the classroom interactions. Because children do not speak the languages of instruction, teachers are also forced to use traditional teaching techniques such as chorus teaching, repetition, memorization, recall, code-switching and safe talk. In this context, authentic teaching and learning cannot take place. Such situation accounts largely for the school ineffectiveness and low academic achievement experienced by students in Africa."*

In countries and schools where languages familiar to children are used as languages of instruction, the studies indicate that teachers and students communicate better (Alidou and Brock-Utne, 2006). Such communication leads to better teaching on the part of the teachers and better learning for students. Few countries have developed or revitalized the use of mother tongues within a bi/multilingual educational framework. Studies related to bi/multilingual education in Africa (Burkina Faso, Ethiopia, Ghana, Mali, Malawi, Tanzania Zambia) indicate that the use of mother tongues in basic education produces positive outcomes if carefully implemented (ibid). The primary beneficial aspects discussed in the literature are: the improvement of communication and interactions in the classroom and the integration of African cultures and indigenous knowledge systems into formal school curricula.

Effective communication leads to more successful learning opportunities in classrooms where languages familiar to both children and teachers are used as language of instruction at least in the first three years of education (Alidou, 1997; Alidou and Mallam, 2003; Bamgbose, 2005; Brock-Utne, 2000; Brock-Utne, Desai, Qorro 2004; Chekaraou, 2004; Heugh, 2000; IDRC 1997; Traoré, 2001; Ouédraogo, 2003). Moreover, when teachers teach effectively reading, writing and literacy in the mother tongues, students can develop adequate literacy skills that they can use in learning the official languages (Alidou and Brock-Utne, 2006).

Recent evaluations also indicate that there is a correlation between students' literacy skills and their academic achievements (Sampa, 2003: 25) as cited in Alidou and Brock-Utne (2006). One of the major problems highlighted in all the reviewed studies is the inadequacy of the existing teacher training programs. In an assessment conducted by Ngu (2004) of teacher training institutions in Africa, he concluded that current dominant teacher-training programs were developed before most African countries got their political independence. This implies that student teachers are being prepared as hitherto to teach in languages that are unfamiliar to children (English, French, Spanish and Portuguese). This largely accounts for the recurrent educational problems faced by African children and the ineffectiveness of formal basic education (Ngu, 2004), cited in Alidou and Brock-Utne (2006). This seemed partly true here in Ethiopia too as reflected in the August 1999 MOE Annual Conference.

According to this report, representatives of some Regional Education Bureaus complained that graduates of some Colleges were not good at teaching in local languages as they were trained in old English medium programs. Currently, however, due to MOE's and REBs' efforts to address the problem, significant improvements have been registered in regard to improving the quality of the curriculum and to avoid the medium mismatch though it is not fully addressed yet.All the studies mentioned above concluded with a set of common recommendations These recommendations include (Alidou and Brock-Utne, 2006): the adoption of an adequate language education policy; the reform of the teacher training programs to account for the new education language policies; the integration of innovative teaching methods, taking teachers sociolinguistic profiles into account for their placement into schools and the development of culturally relevant curricula

To sum up, teaching practice is negatively impacted by the overall socio-political contexts which are not always in favor of the expansion of the use of African languages as language of instruction in formal education. Teaching in mother tongues, according to Alidou and Brock-Utne (2006), is still viewed by many Africans as a second class occupation compared to teaching in international foreign language. This attitude affects both teachers and students' morale.

2.5 Research Findings on the Effectiveness of MTE in Ethiopia

In Ethiopia, the local literature on medium of instruction seems very scarce. However, MTE is in use based on the 1994 educational training policy (Heugh et al., 2007, p. 91) though the administrative regions in the country follow different late-exit models based on their preferences.

The Ministry of Education, through a group of researchers (Heugh et al., 2007), conducted a nationwide research to find out the impacts of the different grade-level exits from MT to EMI in primary schools and suggest which model would be more effective for the educational practices in the country.

Furthermore, Teshome (2005). Like Heugh, et al. (2007), he conducted a nationwide survey study on students from a similar grade level who were exposed to MT-medium education and English-medium education in Mathematics, Physics, Biology and Chemistry (ibid.). Teshome (2005) compared the academic achievements of the two groups using achievement tests. His finding was exactly similar to that of Heugh et al. (2007) in that students who studied the subjects through MT out-performed those used EMI.

His finding also showed that students who studied English as a subject and learned other subjects through MT achieved more mean score in English than those who studied English as a subject and used it as MoI (ibid.). Finally, he concluded that studying through the MT facilitates learning a foreign language more than studying through the medium of foreign language while studying that language itself as a subject (ibid.).

The findings of the above research confirmed that regions that use children's MT up to the end of primary education are advantageous in both their academic subjects and in English language achievements.

The findings of the research also go hand-in-hand with the comments of scholars such as Phillipson (1992) who argue that use of EMI in primary schools in African linguistic settings, where English is limited to school use, do not facilitate the teaching and learning of either English or other subjects. Based on the existing literature thus, one can hardly say that using EMI at early stages of schooling would benefit students to gain the required proficiency in the English language.

It is also difficult to conclude that not using EMI in primary schools is the major factor for the deficiency of students to use the English language when they join high schools as well as preparatory schools.

2.6 The Debate about the Amount of L1 to be used in EMI Classes

There have been contradicting views about whether to use the mother tongue of students in the EMI classrooms or not. Proponents of the monolingual approach claim that the target language ought to be the sole medium of instruction, implying the prohibition of the native language would maximize the effectiveness of learning the target language. Pivotal in forwarding the argument that L1 should not be used in the classroom was Krashen (1985) cited in Tamiru (2013, p.33), who advocated maximum exposure to the target language. He states that the entire lesson as much as possible should be in L2/FL and that there was a definite relationship between comprehensible input in L2/FL and proficiency (ibid.).

Others such as Gatenby (1950) cited in Phillipson (1992, p. 185) agree by claiming that the language being studied should be the mode of communication in the lesson.

This idea implies that the view that supports a lesson should be taught in L2/FL in order to maximize exposure, is perhaps the key concept on which monolingual supporters have based their approach.

Since the last two decades, however, this belief of monolingual approach has been losing its dominance because it is "unattainable on any grounds is it psychological, linguistic or pedagogical" Tang (2002) cited in Tamiru (2013, p. 34).

It has strongly been argued that avoidance of the mother tongue is a criticism of the mother tongue and renders it a second-class language and, as a result, it imposes harmful psychological pains on students (Tang, 2002, p. 37). To this effect, supporters of the use of MT (in the form of code-switching) suggest that it may be an effective strategy in various aspects.

Atkinson (1987, p. 242), in his discussion of the importance of MT use in classrooms, for example, offers three reasons. The first reason is that L1 use is a learner-preferred strategy in that if learners are given the opportunity, they will choose to translate without any encouragement

from the teacher. Second, it is a humanistic approach in that it permits the learners to say what they want to. Finally, he adds that L1 strategies are efficient in terms of time spent explaining.

However, Atkinson himself warns that excessive use of L1 is likely to result in some or all of the following:

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of lesson until it has been translated.
2. The teacher and/or the students fail to observe the distinctions between equivalence of forms and meanings and, as a result, oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the MT even when they are quite capable of expressing what they mean in the TL.
4. Students fail to realize that during many activities in the classroom, it is essential that they use only English (p. 246).

Cummins and Swain (1986) cited in Tamiru (2013, p.35) warn that if the mother tongue is used concurrently with the L2/FL, students will tend to tune out the one that they feel uneasy and, in turn, it will lower the motivation to learn the target language.
Regardless of his being a proponent of MT use, Atkinson (1987, p. 242), therefore, suggests that the ratio of 5% L1 to 95% FL is desirable during classroom interaction.

However, other researchers are hesitant to accept Atkinson's estimation of the ratio of 5% L1 to 95% FL. For example, Stern (1992, p. 292) leaves it unclosed saying that what exactly constitutes the appropriate combination of L1 and L2 has not been well investigated; and it needs more exploration to be done to address this issue.

Thus, it is suggested that it is very difficult to predict the appropriate combination of L1 required for effective foreign language use because it may differ from context to context. However, it is believed that a limited amount of mother tongue use, not a limited amount of the target language use, has to be encouraged so that students get time and opportunity to practice the target language.

One familiar study from African soil is a study conducted in Namibia. According to Wolfaardt (2005, p. 2357), the objective of the study was to investigate which subjects need more emphasis to use EMI and which subjects need a gradual transition from MT medium to English medium. As source of data, he selected 40 respondents from upper primary schools to fill in questionnaire. As the respondents pointed out, in Grade 7, the use EMI for Basic Information Science would be 70% of the class time, and MT would be used only 30% of the class time. All other subjects, except the first languages and Religious Education, would be taught by using English 80% of the class time and MT 20% (ibid.). Wolfaardt (2005, p. 2366) adds that in Grades 8 to 10, for all subjects, EMI would hold 80% of the class time and 20% of the class time would be used to explain concepts in the language of the wider community. The study also reported that starting from Grade 11, all teachers should teach without reverting to MT (ibid.).

In fact, in the Ethiopian context, the transition from MTE to EMI is not subject specific and gradual (increasing the use of the TL year after year) as it was indicated in the above study. Rather, it is done at a time (on late-exit basis) and uses EMI from Grade 9 onwards.

Though there are different modes of treating the TL at primary school level in both conditions, both treat a total transition to EMI at high school level. Thus, it is believed that Wolfaardt's (2005) findings contribute a lot to the present study, which tries to explore the teachers' use of EMI in subject area classes by emphasizing the amount of use of the TL, their reasons for code-switching and teachers help of students to use the TL.

However, it has to be noted that the researcher's argument is not to put Ethiopian teachers and students, and that of Namibia, the country in which the above research was conducted, on the same baseline as English is used as an official language there. However, the researcher referred it just to show that there is an expected baseline for teachers' use of the target language.

2.7 The Role of English in Ethiopia

Language is a marker of identity and a tool for representing local values and culture. On the one hand, the right to study one's own language is now considered a basic human right (Segota 2001). On the other hand, there is an urgently-felt need, particularly among the younger generation, to interact with the global world culture. Universities in Ethiopia are also facing the challenge of achieving internationally recognized academic excellence and status, mainly through the medium

of English.

Thus, English language has several and strong functions/roles in Ethiopia. Of those roles English plays in Ethiopia, the educational/instructional role is the long-standing and dominant one.

Trade and business communication, advertisement and entertainment, administration and office communication are some of the other growing roles English is fulfilling.

English is taught as a subject from grade one and is a medium of instruction from grade nine through colleges and universities nation-wide. All universities in the country are supposed to use English as their working language; they ought to produce documents, hold meetings, and write minutes and reports and such in English.

Apart from these nationally consistent practices, different regions have adopted different regional policies and attitudes towards English in their education system; some of the regions have madeEnglish to be a medium of instruction from grade 5, some from grade 7 and some from grade 9 (Heugh et al. 2006). In those schools students are supposed to carry out their academic activities in English language.

Especially, students are required to read different academic books which are written in the English language.

They are also required to demonstrate their understanding in the form of term papers, assignments, project work and various reports, written in English.

Moreover, English language ability is mandatory even to access information about different government institutions including the FDRE Ministry of Education.

2.8 The Practice of Using EMI in the Ethiopian Context

It is clear that the factual educational realities can differ considerably from situation to situation. In the Ethiopian context, for example, measurers have been taken to initiate content area teachers to use EMI through providing them training by launching ELIP (English Language Improvement Program).

One of the modules, *Language in Education in Ethiopian Secondary Schools* (MoE, 2005, p. 24), for instance, is designed to enable ‘content area teachers and English teachers to construct in their classrooms an environment which is beneficial to learning in English’.

More specifically, the module emphasizes how content area teachers can take responsibility for teaching language in English-medium classes.

The reason was that English teachers could not teach all the language skills which learners need for learning subjects. As a result, the book recommends that content area teachers need to teach some of the English language skills which students require learning the subject matter (MoE, 2005, p. 24). In other words, the book comprises contents like 'taking responsibility for teaching English in English medium education: subject teachers' and 'taking responsibility for teaching English in English-medium education: English teachers' (MoE, 2005, p. 24).

However, the problem is still being reflected because content area teachers might not have still been aware of the use of the TL while teaching content area subjects; or the content area textbooks may not be interactive in such a way that students and teachers can use the TL while dealing with different activities. Thus, it is worth reviewing the features of the textbooks of the grade under study to see whether they were prepared in a way that they can pave the way for students and teachers to use the TL through different activities.

2.9 The Advantages and Disadvantages of Using English as Medium of Instruction

The English language has played an important role so far, and its role is becoming increasingly important in the era of globalization.

The growing need for English as a key to global communication, relations, and information constantly increased and began to cover all aspects of life. One of the aspects that have covered by English is education. Seeing the great opportunities for the use of the language, recently many schools and universities have adopted English as a Medium of Instruction (EMI). This happens not only in ESL but also in some countries where English is a foreign language for example Indonesia. In some countries where English is a foreign language the use of EMI is no longer a new phenomenon (Ibrahim, 2001). As the demand of the globalization era, some teachers in EFL classroom have used EMI to teach the lesson to the students.

The implementation of EMI in EFL classroom context can bring both advantages and disadvantages in the learning process. One of the advantages of its implementation is students can improve their level of English proficiency on four English language skills, while the

disadvantage is the use of EMI can cause greater difficulties in understanding the course content and inhibited them from expressing themselves fluently in the class (Chang, 2010).

In response to that issue, many researchers have been conducted to examine the use of EMI, especially in teaching content-subject in EFL classroom. This issue becomes a debatable issue until now. It's because there are two different perspectives which agree and disagree with the implementation of EMI in the classroom. Some researchers who agree about the implementation of EMI in the classroom try to support their opinions by showing some advantages of it in their researches. They also bring some facts to strengthen their arguments that EMI is possible to use in teaching and learning process and it is effective to be implemented in the classroom. As a research conducted by Ibrahim (2010) which shown that the use EMI in the classroom can give cognitive advantages both for teacher and students, motivated teachers and students to learn the language and give teacher and students more exposure to English and more chances to acquire it. This research finding proves that the use of EMI is effective to be implemented in the classroom.

2.10 The Importance of Using EMI in Subject area Classes

It is believed that English teachers could not teach all the language skills which learners need for learning subjects. As a result, content area teachers need to teach some of the English language skills which students require for learning the subject matter. However, the problem is still being reflected because content area teachers might not have still been aware of the use of the English language while teaching content area subjects.

According to Richards and Rodger, 2001, p.204) for example, stated that language skills should also be taught in the content subjects and not left exclusively for the English teachers to deal with. This suggestion activated the slogan “Every teacher is an English teacher” (Stubbs, 1992, p.170).

Thus, language is vital to provide access to the source materials and the learning experiences. In this regard, Protherough and Atkinson (1992, p. 2) note that English is seen to be at the heart of the curriculum influencing learning in all subjects.

Teachers’ job, therefore, should be to raise their awareness of the use of English for teaching purpose and students’ use of English for learning purposes and to devise ways of turning into effective actions.

Richards and Rogers (2001, p. 218) explain that there are two important elements to develop a method in which language proficiency and academic content can go hand-in- hand ─ integration of second language development into regular subject area instruction and creation of appropriate conditions for providing input. Cantoni-Harvey (1987, p. 22) also reports that when the learners' second language is taught both as subject and used as MoI, the content of each lesson should be taught simultaneously with the linguistic skills necessary for understanding it.

Met (1994, p. 159) comments that benefits of learning language through subject content are believed to be evident in learners' language and content acquisition. Accordingly, learning Geography, Science or History in the TL gives the use of English a purpose over and beyond learning the language itself.

In this way, learning subject content is taken as possessing a kind of meaningfulness that is believed to be absent from typical language instruction (Snow, Met & Genesee, 1989, p. 202). This view implies that EMI classes could even be regarded as the implementation of the principles of the communicative approach on a grand scale (Dalton-Puffer &Smit, 2007, p. 8).
The other importance is that in a foreign language context, using EMI means a substantial increase of the amount of TL exposure for the learners, which tends to multiply the hours spent with the TL compared to the traditional language classes (Dupuy, 2000, p. 217).

2.11 Language of Instruction and Academic Performance

Alidou (2009) says that under-achievement is not experience by learners because they have inherent cognitive problems but due to the fact that most learners do not fully master the LOI used. Language may not be the only reason that accounts for students‟ low academic performance but it surely is a significant determinant that contributes. According to the National Examination Council Tanzania (NECTA) the language problem inhibits students to express what they have learnt clearly in writing which is a result of poor performance in form four National examinations (NECTA, 1993 in Mwinsheikhe, 2003).

Mvungi (1981) in Kadeghe (2003) conducted an empirical study to see whether there was any correlation between LOI and performance.

Her study came to the conclusion that English language was a major hindrance towards effective learning and thus affected school performance in both science and arts subjects.

Mwinsheikhe (2003) shared her experience as a National examination marker said that students who attempted to answer in Kiswahili usually the answers were correct, unfortunately the marking regulations disqualifies such answers from being marked. NECTA (1993) in Mwinsheikhe (2003) conducted an analysis on candidates‟ answers using examination results of 1990 CSEE (Certificate of Secondary Education Examination). The analysis showed that the answers of students were unintelligibly expressed because of poor command of English language. Although some of the answers were correct but the overall manner of expression displayed that students were unable to express their knowledge, they lacked clarity and markers were unable to draw any meaningful message out of them.

Academic success of students depends on many factors. Intelligence of the student is one of the most important factors in school success. Past research has shown that intelligence is a good predictor of academic success (Elshout & Veenman, 1992; Stenberg & Kaufman, 1998, Stinebrickner & Stinebrickner, 2008).

Many other studies have proved that, in addition to intelligence, personality traits of the students have a strong impact on academic outcomes (Allik & Realo, 1997; Dollinger & Orf, 1991; Premuzic & Furnham, 2003).

Language skill is another important factor influencing academic success. It has been argued that instruction in a non-native language creates many obstacles to student success. Students who are not fluent in the medium of instruction language that is not their native tongue have difficulty in grasping course topics. Conversely, generally course materials developed in English are superior to the course materials in the native language of students both in quality and quantity.

Which one of those influences outweighs the other one is not certain a priori. So the analysis of the effect of medium of instruction in a non-native language is essentially an empirical one

2.12 Effects of the Medium of Instruction on Students' Performance

The language of instruction in school is the medium of communication for the transmission of knowledge. Gravelle (1996) claims that almost all learning involves language, whether in written or spoken form.

For learners, it is the language used in the classroom that will be most demanding. Learners' ability to participate meaningfully in school learning activities is intimately linked to their proficiency in the language of instruction at school. Those who lack this proficiency, stand out as low achievers (Pluddermann, 1997). It is thus imperative for low English proficiency learners to obtain a level of English language skills that will lead to the achievement of their academic goals. Similarly, Tharp (1997), cited in Pluddermann(1997), also argues that inadequate language skills in English are a fundamental retarding factor for low English proficiency learners in the subject classroom, because of the difficulty these learners experience in comprehending subjects associated concepts. Tharp (ibid) states that low English proficiency learners therefore have to acquire English language skills to succeed academically.

2.13 Code-Mixing

Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. In terms of the definition from Bhatia and Ritchie (2004),

code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specifically, code-mixing is intra-sentential and is constrained by grammatical principles. It may also be motivated by social psychological factors.

Despite these definitions, many people may have difficulty using the terminologies since many researchers use different terminology for code-mixing. For instance, Pfaff (1979) employs the term "mixing" as a neutral cover term for both code-mixing and borrowing while Beardsome (1991) rejects the use of the term code-mixing "since it appears to be the least-favored designation and the most unclear for referring to any form of non-monoglot norm-based speech

patterns." Yet others use the term "code-mixing" to refer to other related phenomena such as borrowing interference, transfer, or switching (McClaughin, 1984).

2.14 Code-Switching

In fact, some people have difficulty distinguishing between code-switching and code-mixing. Code-mixing transfers elements of all linguistic levels and units ranging from a lexical item to a sentence, so that it is not always easy to distinguish code-switching from code-mixing (Grosjean,1982).

Code-switching is defined as the alternation of two languages within a single discourse, sentence, or constituent. Intersentential alternations occur when the switch is made across sentence boundaries (Grosjean, 1982; Torres, 1989). DiPietro (1977) defines it as "the use of more than one language by communicants in the execution of a speech act." (as cited in Grosjean, 1982: 145). Poplack (2000) states that code-switching is the alternation of two languages within a single discourse, sentence or constituent. According to Clyne (2000), code-switching is the alternative use of two languages either within a sentence or between sentences. Also, this contrasts with transference, where a single item is transferred from languages B to A (or vice versa), whether integrated into the grammatical and /or phonological system of the recipient language or not.

Code-switching has been defined by different scholars according to their own perception towards the issue. According to Romaine (1992, P. 110), code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations. Code switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code switch or mix their language during their communication.

As Aranoff and Miller (2003:523) indicate, many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, on much the same basis as switching between styles or dialects is an option for the monolingual speaker. Therefore, code switching can be both beneficial and a possible language

interference, depending on the situation and the context in which it occurs. These different types of code switching which also will be discussed under here:

2.15.1 Intra-sentential Code- switching

In intra-sentential code switching, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switch occur within the clause level including within the word level. Some researchers call it also code mixing.

This type of switching of language is what we call code-mixing. The following example is between Spanish (in Italic text) and English (in plaintext) to represent intra sentential code-switching.

You are sleepy coğuzaman, because you spend a lot of sat in your bed.

2.15.2 Inter-sentential Code-switching

In inter-sentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. It may serve to emphasize a point made in the other language, signal a switch in the participants' conversation, indicate to whom the statement is addressed. A local example which is taken from the present observed Biology lesson stated below by using plain text for English and *italic bold* text for Amharic.

Who can tell me the four blood types? *Aratun yedem aynetoch yeminegregnn manew?* In the above example, the teacher shifted to Amharic after completing the sentence he started in English; hence inter-sentential code-switching.

Thus, the scope of code-switching in this study is limited to code-switching as alteration between local language (Amharic) and a foreign language (English) as intra-sentential or inter-sentential code-switching.

2.16 Reasons for Code-mixing and Code-switching

Different scholars forwarded their own point of views towards these issues at different times. According to Apple and Muysken (1987:16) in order to make the speech understandable or to achieve the goal of speaking it may be in the classroom, meeting or other speech, switch can

serve referential function because it often involves lack of knowledge of one language or lack of facility in that language on a certain subject or speech between the speaker and the listener of the speech. The speech may be appropriate in one language but some conditions leads to switch and also the word which is switched is more appropriate semantically in order to clarify the subject or speech.

Furthermore, (Kim, 2006, p. 47) reports that when a speaker may not be able to express him/herself in one language, s/he switches to the other to compensate the deficiency. He adds that switching commonly occurs when an individual wishes to express solidarity with a particular social group and establish rapport (ibid.).

Baker (1993, p. 77) lists various reasons for which people switch code. He contends that people switch code to emphasize a point, repeat to clarify a point especially in the classroom, to communicate friendly, to ease tension and to inject humor into a conversation, to exclude people from a conversation and for easy and efficient expression.

More specifically, Mercer and Swann (1996, p. 133) underline that in circumstances where English is used as a classroom language (MoI), but the students' first language is not English, a teacher may switch code to the first language when problems of comprehension arise. Sert (2005, para. 12) reports that students who were unable to express themselves clearly in one language often switched to the other language to avoid difficulties.

Sert believes this to be an important reason that influences speakers to switch languages. On one way or another, the scholars suggest that the main reason to switch code is language deficiency. Harmers and Blanc (2000, p. 258) also consider code-switching and code-mixing as signs of incompetence.

In another study, Kim (2006, p. 57) found out that teachers code-switched from the TL to English in order to maintain classroom order, to create solidarity or empathy, to cover lack of experience or strategies, to rephrase or modify their speech.

Camillery (1996) cited in Kim(2006, p. 57) adds that bilingual education in Malta and describes that they used code41switching to distinguish between talk about lesson content and talk related

to the negotiating of the social relations of the classroom, like building a rapport with students or asserting the teachers' authority.

The objective of studying the reasons for students' and teachers' code-switching in this research is thus, not in a sense that code-switching should be avoided altogether, but it is to explore the extent to which the subjects use the TL and the reasons why they switch or mix code.
With regard to this, Baker (1993, p. 88) indicates that a bilingual's competency level of the language varies due to the amount of time spent using the language and the reasons the language is used. Thus, it is worth reviewing the reasons for which students and teachers switch code and then relate it with the Ethiopian context.

Eldridge (1996, pp. 305-507) lists three functions of code-switching as topic switch, affective functions and repetitive functions. In the topic switch cases, the teacher alters his/her language according to the topic under discussion. This is mostly observed in content instruction, that the teacher shifts his language to the MT of his students in dealing with particular concepts, which are taught at that moment (see also Mattson and Burenhult (1999, p. 61).

Eldridge adds that besides the topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code-switching is used by the teacher in order to build solidarity and intimate relations with the students. This is not always a conscious process on the part of the teacher.

The last reason of teachers' code-switching is for repetitive function. In this case, the teacher uses code-switching in order to transfer the necessary knowledge to the students for clarity.
Following the instruction in the English language, the teacher switches to native language in order to clarify meaning. However, teachers' tendency to repeat the instruction in the native language may lead to some undesired student behaviors (Sert, 2005, para. 12). Krashen, (1985, p. 18) and Sert, (2005, para. 12) express their fear that a learner who is sure that the instruction in a foreign language will be followed by a native language translation may lose interest in listening to the former instruction, which will have negative academic consequences as the student is not exposed to a foreign language discourse continuously.

The teacher also switches code when s/he feels that students have a question. Reyes (2004, p. 85) states this type of code-switching as question shift. This type of code-switching can be seen when a teacher asks in English and makes it clear by asking in the local language (ibid).
In this case, code-switching indicates giving more information to clarify the message of the speaker.

Though code-switching is unavoidable in any context, literature indicates that the proportion of using local languages should be in such a way that students get ample class time to practice the TL though the amount to be used is still debatable.

2.17 The need of Subject area Teachers' Help to Improve Students' Use of the English Language

There are many opportunities in which teachers can help students practice the English language rather than English-as-a-subject in classrooms. However, both the content teachers and students are usually unable to use the English language as a medium of instruction. Hence, they face great challenge in their day-to-day activities either in the class room or out of it. In relation to this, many scholars conducted many researches differently at different times to study the problem that they face in different settings. Richards and Rodger, (2001, p. 204), for example, emphasize that language skills should also be taught in the content subjects and not left exclusively for the English teacher to deal with. This report activated the slogan "Every teacher is an English teacher" (Stubbs, 1992, p. 17).

Enabling students to develop content knowledge and concepts when they are being educated in a language in which they have limited proficiency is not easy (Met, 1994, p. 167). First, if students are not helped with their English, they will find it extremely difficult to perform their academic activities using the language (Ashworth, 1985, p. 44). On the contrary, if students' opportunities to explore ideas through language in the curriculum are developed, their language will grow with their learning (ibid.).

Second, if subject area teachers do not pay attention to students' use of the English language , students make a habit that correctness and fluency in speech and writing matters only the English teacher, not the biology, physics, math, history or geography staff and consciously practice

correct language habits only in English-as-a-subject classrooms. Conversely, if subject area teachers also consider the language aspects of their subjects, for example, what pronunciation errors are worth trying to correct and improve written work…then pupils will soon notice that good language habits matter to all the teachers all the time, and will practice their language skills in every lesson and school activity.

Moreover, the academic success of the students will be enhanced if all teachers help their students develop their language skills by using EMI during interaction in the subject area classes besides levying the burden on English teachers.

Vollmer (2006, p. 178) further explains that as academic language skills and competences indifferent non-linguistic subjects do not develop automatically all by themselves. They have to be systematically supported and developed in close connection with the content, which requires language awareness, language education attitude, and language skills on the part of each subject teacher.

Clegg (2002, p. 13) contends that although language specialists play a key role in L2-mediumschools, language-sensitive developments in schools are largely unsuccessful if they are left only to language teachers. More specifically, as students have little opportunity for exposure to the target language outside the classroom and teachers are normally the only expert users of the target language, teachers should maximize the target language use.

The need of subject area teachers' help to improve students' use of the English language is mainly not to leave the burden of the English language teaching only for English teachers. In this regard, the researcher agreed that the concern of content area teachers is to teach contents of their respective subjects as it should be. However, it is to claim that the opportunities provided in the language classes are just not enough to develop proficiency in all the skills of English which students need for academic growth in the content areas. At the same time, it is to indicate that students need all the possible support they can get from the content area teachers to practice the in any skills of the English language. For example, to develop the vocabulary required for academic work and to provide background information that will fire students' imagination and creativity, content area teachers should play role (see Ortner, 2003, p. 22).

CHAPTER THREE
METHODOLOGY

3.1. Introduction

This chapter presents the research design, source of data, population of the study and sampling techniques, selection the research site data gathering instruments procedures of data collection and data analysis.

3.2 Research design

In this study, descriptive survey research design involving both qualitative and quantitative methods was employed. According to Fraenkel and Wallen (1996:11) a descriptive survey "involves asking the same set of questions (often prepared in the form of a written questionnaire or ability test) of a large number of individuals either by mail, by telephone, or in person". The study employed both quantitative and qualitative research methods (mixed method) since the integration of both methods fill the limitation of one by the other (Creswell, 2003).

Hence, for this study descriptive survey research design was chosen as it enables the researcher to describe the current situation of an area of the study. Both the qualitative and quantitative approaches were also applied. The qualitative method helped the researcher to gather deep, valid and reliable information from the target population. The information that the researcher gathered through qualitative method has also been recorded in words. On the other hand, the researcher made use of quantitative method. This helped her to gather data either numerically or in percentage or both. Therefore, the researcher employed both qualitative and quantitative methods interactively to draw valid conclusions.

The basic reason for implementing the mixed-method approach is an attempt to expand the understanding of the issue among the clients by more complete picture of the situation by looking in to its different aspects, i.e. the existing behaviors with regard to the use of English as a medium of instruction. This could also be evident from the formulation of the research questions. Therefore, the application of the two methods was believed to be better for the effectiveness of the research on the part of available data.

3.3 Selection of the research site

The study was conducted in SNNPR, Gedeo Administrative Zone, in Yirgachefe town. Although there are other preparatory schools in the zone, the researcher preferred to conduct this study in Yirgachefe preparatory school.

The rationale for selecting this school among the other preparatory schools found in Gedeo Administrative Zone was because the researcher had the opportunity to observe that there are problems in this school when it comes to the implementation of EMI. In addition, this research could have been accomplished successfully because the researcher is familiar with the staff and the school as she has worked for many years, besides the selected research site provided the researcher both administrative convenience and good insight in to the actual research concern.

3.4. Subjects /participants of the study

All grade 11 subject area teachers (i.e. except English, Gede'uffa and Amharic teachers) who are currently engaged in teaching at Yirgachefe preparatory school in the academic year of 2012 E.C were the participants of this study. Their academic status was from diploma to second degree.

Table1. Number of Subject area Teachers in Grade 11 Yirgachefe Preparatory school

Stream	Subject	Number of Teachers		
		M	F	T
Natural Science	Mathematics	4		4
	Physics	2		2
	Chemistry	2		2
	Biology	1	1	2
	TD	2		2
	HEP	1	1	2
	Civics	1		1
	ICT	1		1
Social Science	Civics	2		2
	History	2		2
	Geography	2	1	3
	General Business	2		2
	Economics	1	1	2
	ICT	1		1
	HPE	1		1
Total		26	4	30

3.5 Sample size and sampling techniques

The target population of this study was Grade 11 subject area teachers of Yirgachefe preparatory school using English as a medium of instruction in the academic year of 2012 E.C. In line with this, all Grade 11subject area teachers (26 male and 4 female, totally 30) were taken as subjects of the study. According to the purpose of the study and availability of subject area teachers concerning questioner all chosen target population made to fill the prepared questioners but; incase of interview and observation .only five members out of 30 were taken by using purposive sampling technique.

3.5.1Rationale for choosing Grade 11

At the elementary and junior secondary school level where a research was conducted, the students' mother tongue is used as a medium of instruction. Whereas the secondary education level (from Grade 9 up to 12) there is a shift of the medium instruction from mother tongue to English. Therefore, the reason why Grade 11 is chosen among the four grade levels was: at Grade 9 and 10, it is a stage where English language as medium of instruction is started to be used by subject area teachers to teach their students. Whereas, Grade 11 is a Grade level where students are on the way to join higher education (the tertiary level) Therefore, the researcher intended to explore the progress to what extent the subject area teachers use the English language as medium of instruction to improve their students' proficiency during their classroom interaction at these Grade level.

3.5.2Rationale for choosing subject area Teachers

The researcher decided to conduct this study on Grade 11 subject area teachers of Yirgachefe preparatory school in the year 2012 E.C. for the following basic reasons: The first one is, preparatory school is a grade level where students join either in social science or natural science streams for their study.

Moreover, after completing preparatory school, students may join either college or university or other institutions. The higher educational institutions are supposed to use English as a medium of instruction. In most cases they ought to produce documents, hold meetings, and write minutes and reports through English.

Moreover, course materials and reference books developed in English are superior to the course materials in the native language of students both in quality and quantity. Therefore, the researcher intended to explore to what extent subject area teachers have been using English language as medium of instruction in their teaching and learning activity in order to improve their students 'proficiency of the English language at preparatory school level.

3.6. Data gathering instruments

In order to carry out this study successfully, questionnaire, observation, and interview were used as data gathering instrument. As a result, the researcher prepared some important items for each instruments and for the sake of keeping the relevancy of these data gathering instruments, the items were drown from various sources; such as(Yilkal 2007), RabbiaAzam, Tamiru (2013), Charles Owu-Ewie(2015), and some items from Dawn Rogier 2012were adopted and used for this research.

3.6.1. Questionnaires

It was used as a major data collecting method because according to Seliger & Shohamy (1989), they are self administered, can be given to a large group of participants, less expensive to administer and the data are uniform, standard and accurate. The researcher developed the questionnaire from the above mentioned sources with some modification. Open and close-ended questionnaires were prepared to teacher respondents. Questionnaires were prepared to teachers. Questionnaires were prepared on the ground of general background of teachers, and based on the objectives of the study. It addressed all the basic questions of the research. Questions were prepared in English since teachers are expected to understand the language without any difficulty.

3.6.2 Classroom Observation

Under the observation method, the information was sought by way of investigator's own direct observation without asking from the respondent. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other (Kothari, 2004:96).

Classroom observation was used to investigate what actually happened in the application of English as a medium of instruction. Five classes were observed while they learn the listening lessons. Each class was observed two times using a structured observation checklist. The observation checklist ideas developed from the same materials from which questionnaires and interview were developed to integrate and triangulate the data obtained from the three sources.

3.6.3. Interview

Interview is the most widely used research method in a qualitative research. Its main function is to provide a framework in which respondents can express their own thoughts in their own words taking the form of conversation between two people (Leonard, 2003).

The purpose of using the interview was to verify whether or not some of the data gathered from the questionnaire and classroom observation may not accurate, and to elicit more reliable information from the interviewees as they describe their own practice of using EMI during their teaching. It is believed that, therefore, better evidence could be obtained if teachers were invited to tell the researcher in a face to face communication about how they use EMI in their classroom interactions.

Interview is adaptable when compared with other instruments; i.e. the interviewer can follow up a respondent's answers to obtain more information and clarify vague statements. It permits in-depth information gathering, free response and flexibility that cannot be obtained by other procedures. Furthermore, data that have not been foreseen through other procedures can be probed and obtained through interviews (Gall, Borg & Gall, 2006).

It was basically needed for confirmation of data from other tools. The interview guide questions were aimed to collect free opinion from teachers. Semi-structured interview guide question types were prepared. The researcher conducted interview with teachers separately with their appropriate time.

3.7. Procedure of Data Collection

The data collection process was carried out in a sequential manner according to the data collection instruments that the researcher preferred to use. Therefore, subject area teacher's questionnaire, classroom observation, and interview were implemented respectively.

Hence, the permission of the principals of Yirgachefe secondary school was also given priority for the implementation of the data collection. Then, the researcher arranged the proper time and date for the data collection and for each data collection instrument processes accordingly.

Procedures for Questionnaire

Based on the feedback received from the advisor proper modification made and errors were avoided; questionnaires were clarified as much as possible. Then after, the collection of the actual data began by contacting the chosen schools' principals and head teachers in advance. They were consulted about the convenient time of data gathering, the language preferred as the questionnaires were prepared in English languages.

Based on the agreement made between the researcher and the school principals questionnaires were duplicated and all the other necessary arrangements were made. The chosen school where data gathering started was Yirgachefe preparatory school. After having a short discussion with the school principals about the aim of the research and the process of data collection, they cooperatively made all the arrangements and were also willing to fill the questionnaire. To this end orientation was given initially to the teachers selected to fill the questionnaire about the aim of the research in general and the questionnaire in particular and how the questionnaire should be filled. Then the questionnaire were distributed and collected in the end. As it was impossible to found all the teachers collectively for the sake of orientation, the distribution and collecting back of questionnaire was made by the researcher herself individually.

Table 2: Categories of the Questionnaire Items

To answer	Category	Items	It was aimed to:
RQ1	Teachers' perceptions towards the practice using EMI	1,2,3,4,5,6,9,10, 11,12,13,14,15, 16, 17,18,19,20	Investigate the existing perceptions of subject area teachers' towards their classroom practices of using English as medium of instruction
RQ2	Amount of the use of EMI	21,22,	explore the amount of teachers' use of English as medium of instruction
RQ3	Reasons for code-switching	7,8,23,24,	investigate teachers' reasons for code - switching in EMI classes

Procedures for observation

Next to questionnaire, the researcher made an observation by picking up five subject area teachers 'classes using check list in order to check the reliability and validity of the data which are obtained by the questionnaire. It has been held for one week during the program successively and each teacher's classes were observed twice. The number of teachers to be observed was limited to five in order to make the observation more manageable because involving a large number of respondents was believed to be time consuming and difficult to transcribe and analyze the collected data.

The researcher observed the five subject area teachers' (History, Geography, Mathematics, Physics, and Biology teachers') classes of the chosen school by employing the overt type of observation. Overt observation is taking place where those being observed were awarded that the observation was taking place. This was employed when the individual teacher taught his/ her lesson in the classroom.

But, due to time constraints and work load of the researcher, the researcher observed two times each target subjects. That means totally ten lessons were observed. Therefore, all of the observations were audio recorded. It was hoped that from the recorded lessons, ample information could be collected to show the amount of the subjects' use of the English language, for what reasons they switch code to mother tongue (MT) and how the teachers help students use the English language.

Therefore, to make sure that whether the data obtained from the questionnaires were the reflection of what Grade 11 subject area teachers of the chosen school actually practiced the use the English language as a medium of instruction and to obtain firsthand information, the researcher prepared a classroom observation checklist.

All of the selected teachers were observed for the time duration ranging from36-40 minutes with the help of checklist. The observation checklist of two point scale (yes, no) was prepared to identify the presence or absence of some selected behaviors taken from the classroom instruction. The checklist has five sections focusing on behaviors to be observed in the class, such as: the subject area teachers' practices of using EMI in the teaching and learning process,

the Amount of EMI used by teachers as well as their students, and teachers' reasons for code-switching, and finally the result of the check list of the explanation .

Table 3: Categories of the classroom observation Items

To answer	Category	Items	It was aimed to:
RQ1	Teachers' perceptions towards the practice using EMI	1,2,3,4,5,6	Investigate the existing perceptions of subject area teachers' towards their classroom practices of using English as medium of instruction
RQ2	Amount of the use of EMI	7,8,9	explore the amount of teachers' use of English as medium of instruction
RQ3	Reasons for code-switching	10,11,12,13,14,15	investigate teachers' reasons for code - switching in EMI classes

Procedures for Interview

First, the researcher presented an interview for the same teachers who were selected for observation after finishing the teachers' questionnaire and the classroom observation. The next step was to get a convenient place to undergo the interview. Accordingly, the researcher asked the school administrators to provide her with a convenient place to conduct the interview. The administrators allowed the researcher to use the office of Social Sciences Department and told the school guards to keep the environment silent until the interview was over. As a result, the interview could have been conducted in the given department office without any disturbance.

During the interview, the teachers responded to the questions in English. During the recording of the interview, the interviewer (the researcher) and the interviewee (teacher) sat facing each other. Some time the interviewee were problematic in using English to convey their idea effectively, so the researcher in rare case allowed them to elaborate their idea in their mother tongue.

Table 4: Categories of the teachers' Interview Items

To answer	Category	Items	It was aimed to:
RQ1	Teachers' perceptions towards the practice using EMI	1,2,3	Investigate the existing perceptions of subject area teachers' towards their classroom practices of using English as medium of instruction
RQ2	Amount of the use of EMI	4,6	explore the amount of teachers' use of English as medium of instruction
RQ3	Reasons for code-switching	5,7	investigate teachers' reasons for code - switching in EMI classes

3.8 Methods of Data Analysis

In order to gather the necessary data, which were related to teachers' use of English as medium of instruction, and the amount of the use of the English language in the local language (the Amharic language),and teachers for code switching questioner, classroom observation, and interview were used as gathering the necessary data instruments. The questionnaire items were analyzed quantitatively by using percentage and frequency and the data which was obtained through observation was analyzed qualitatively and the responses from the interview were analyzed qualitatively to. .

CHAPTER FOUR

DATAANALYSIS AND DISCUSSION OF FINDINGS

4.1 Analysis of Teachers' Responses to the Questionnaire

In this study, all of the teachers' questionnaire items were categorized in eight sub sections and it is analyzed in different tables as follows:

Table 4.1.1: Teachers' Opinions about Their Own Use of EMI

Item	Statement	Option	No.	%
1	The practice of promoting students' proficiency of the English language is not my concern; it is the mandate of English teachers	Agree	15	50
		Undecided	1	3.3
		Disagree	14	46.6
Total			30	100
2	Medium of instruction cannot be a factor for students' future achievement	Agree	10	33.3
		Undecided	2	6.6
		Disagree	18	60
Total			30	100
3	I am more interested to teach my lesson in students mother tongue than the English language	Agree	15	50
		Undecided	5	16.6
		Disagree	10	33.3
Total			30	100

The three items (Items 1, 2 and 3) dealt with subject area teachers' opinion about their own use of EMI. With regard to Item 1 (In table 4.1.1 above), the respondents were asked to confirm whether the practice of promoting students' proficiency of the English language was their concern besides their lesson or not. Hence, among the 30 respondents, half of the respondents, 15 (50%), suggested that the issue of English language was not the concern of subject area teachers while 14 (46.6%), replied that the progress of students' English language proficiency was not only the concern of English language teachers but it was also the concern of subject area teachers too. Yet, 1(3.3%) of the respondent was in doubt to respond to the item either positively or

negatively. Thus, the data indicate that subject area teachers did not bother about their students' English language proficiency while they are teaching.

In response to Item 2, the respondents were required to show their agreement or disagreement whether medium of instruction is a significant factor for students' future achievement or not. However, of the 30 total respondents, 10 (33.3%) replied that the medium of instruction can be a factor for students' future achievement.

On the other hand, 2(6.6%) of the respondents were unable to decide whether the medium of instruction is a factor for students' future achievement or not. The majority of the respondents, 18(60%) suggested that medium of instruction can be a significant factor for students' future achievement.

Regarding the last item (Item 3 in Table 4.1.1 above), the respondents were asked to confirm in which language they were more interested to teach their lesson with the comparison of Amharic and English languages. Hence, half respondents from the total number of respondents 15 (50 %) replied that they preferred to teach their lesson using the students mother tongue as medium of instruction to the English language.

The other 10 (33%) of the respondents also suggested that they are not interested to teach their lesson in students' mother tongue. The rest 5 (16.6%) of them could not decide which option to choose. Therefore, the data imply that medium of instruction is a basic factor for students' future achievement. In Items 4, 5, 6 and 7, respondents were required to respond about their practice of the use of English language as medium of instruction. Therefore, the following table consists of the summary of the responses followed by its interpretation.

Table 4.1.2: Teachers' Responses to the Questionnaire about Their Own Practice of Using EMI

Item	Statement	Option	No.	%
4	Even if my students are able to understand what I teach using English, it is a habit for me to switch to students' mother tongue	Agree	12	40
		Undecided	2	6.6
		Disagree	16	53.33
Total			30	100
5	I usually encourage my students to discuss about the daily lesson using the English language	Agree	10	33.3
		Undecided	2	6.6
		Disagree	18	60
Total			30	100
6	Whenever I feel that the students could not understand what I teach them using English, I frequently switch code to students' mother tongue	Agree	21	70
		Undecided	3	10
		Disagree	6	20
Total			30	100
7	During the classroom interaction, most of my class time is given to students to speak using the English language	Agree	6	20
		Undecided	1	3.3
		Disagree	23	76.6
Total			30	100

Regarding the first item in the above table (Item 4 in Table 4.1.2 above), respondents were asked to confirm the reason why they switch to students mother tongue.

Therefore, out of the total 30 respondents, 12 (40%) agreed that weather their students understand what they teach or not, it is a habit for them to switch to students' mother tongue while they are teaching. On the contrary, a small number of them, 2 (6.6%) of them were also unable to decide which option to choose. However, the majority of them, 16 (53.33%) confirmed that the practice of code switching is not because of their teaching habit; rather it depends up on the students' understanding of the lesson that they provided.

In response to Item 5 above, among the 30 participants, 10 (33.3%) agreed that they usually encouraged their students to discuss about the daily lesson using the English language. The other, 2 (6.6%), contended that they could not decide which option to choose. A considerable number of them, 18 (60%), on the other hand suggested that they did nothing use of the English language in their classroom interaction.

Concerning Item 6 (in Table 4.1.2 above), the majority of the respondents, 21 (70%), reported that they switch code to students' mother tongue when they think that their students have not understood what they teach. Others, 3 (10%), remained that they could not decide which option to choose. The rest of them, 6 (20%), reported that they do not shift to students' MT now and then even though the students are inefficient to cope up with what they teach. Thus, the data indicate that teachers switch code when they feel that students could not understand the lessons they teach.

Regarding item 7 the respondents were asked if they give more time to the students to discuss during the classroom lesson and a large number of them 23(76.6%) showed.

They have never given more time to their students to speak English during their lesson, 6(20%) of them agreed as they let their students to speak in English during their lesson; still the rest or 1(3.3%) remained neutral not to choose any option.

Table 4.1.3: Teachers' Perceptions on Their Students and Their Own Current Level of Proficiency in English Language

Item	Statement	Option	No.	%
8	I can teach more effectively in Amharic than in English language	Agree	20	26
		Undecided	2	6.6
		Disagree	8	66.6
		Total	30	100
9	The greatest problem in using the English language as the medium of instruction is the teachers' limited proficiency of the language	Agree	6	20
		Undecided	3	10
		Disagree	21	70
		Total	30	100
10	I feel I have good level of English proficiency that enables me to readily teach my subjects using English as a medium of instruction	Agree	26	86.6
		Undecided	1	3.3
		Disagree	3	10
		Total	30	100
11	I feel that the English language proficiency level of Grades 11 and 12 students is adequate for them to study non-language subjects in English.	Agree	25	83.3
		Undecided	1	3.3
		Disagree	4	13.3
		Total	30	100

In Table 4.1.3 Item 8 above, the data clearly indicate that from the 30 responses given the majority of them 20(66.6%) suggested that they can teach their students using English language. The others, 2 (6.6%) were uncertain to deal about the given options. The majority of them, 20 (66.6%), suggested that they can teach their students using Amharic language than in English. Whereas 8(26%) of the respondents disagree that they can teach more effectively in Amharic than in English.

Regarding the problem in using the English language as medium of instruction is in connection with teachers' proficiency of the English language, (Item 9), 6(20%) of the respondents reported that their limited proficiency of the English language is a serious problem. On the contrary, the majority of the respondents 21 (70%) suggested that their proficiency of the English language is not a problem to us the English language as medium of instruction. The rest of the respondents, 3(10%) of were doubt to judge that it is a problem or not.

Regarding the Items 10 and 11, teacher respondents were also asked to rate against their level of English proficiency and their students' in light with using English as MOI. The vast majority of the respondents, 26 (86.6%) teachers feel that they have 'good' level of English proficiency that would enable them to use English as a medium of instruction. On the other hand, 3(10 %) teachers feel that they lack the level of English language proficiency that would help them to use English as a medium of instruction. The rest teacher that is 1(3.3%) teacher was to decide which option to choose. With regard to their perceptions on the level of English proficiency of Grades 11 students, of the 30 total respondents, 25 (83.3%), agreed that the students' proficiency level was adequate to use English as a medium of instruction.

Thus, the data clearly shows that the subject area teachers' as well as their students' proficiency of the English language was adequate to use it as medium of instruction.

Table 4.1.4: Teachers' Perception of Continued Use of English and its

Contributions on Students Performance

Item	Statement	Option	No.	%
12	The use of English as medium of instruction helps to understand course contents and concepts that are difficult to express in the students mother tongue.	Agree	25	83.3
		Undecided	1	3.3
		Disagree	4	13.3
		Total	30	100
13	If other subjects are studied in English, the students can learn the language of science and technology	Agree	17	56.6
		Undecided	2	6.6
		Disagree	11	36.6
		Total	30	100
14	Teaching in English allows a teacher to go deeper into the content of the lesson than teaching in Amharic	Agree	14	46.66
		Undecided	0	0
		Disagree	16	53.3
		Total	30	100
15	It is confusing for students to teach the same lesson by mixing both English and students' mother tongue as medium of instruction	Agree	11	38
		Undecided	3	9
		Disagree	16	53.33
Total			30	100

Table4 above shows the results of the analysis of data collected to answer the questions 12-15 on the given questionnaire. As it can be seen from the table, 25 respondents, representing 83%, agree that EMI helps to understand course contents and concepts that are difficult to express in students mother tongue 4 respondents, representing 13.3%, indicated their disagreement while only 1 respondent representing 3.3% was unable to decide which option to choose.

In line with this, 17 respondents, representing 56.6%, suggested that students can learn different scientific and technological terms if they study other subjects in English language while 11 (36.6%) replied their agreement that students cannot learn the language of science and

technology even if they study other subjects in English language. Very few of them, 2 (6.6%), were also uncertain to deal about the issue.

Majority of them, 16 (50.33%), replied that teaching in English didn't allow them to go deeper into the content of the lesson compared to the use of the students mother tongue as a medium of instruction .On the other hand the rest14 (46.66%) of the respondents believed that English allowed them to go deeper to the content of any subject rather than teaching in Amharic.

Item 15; 11(36.66%) of the respondents reported that using code mixing is confusing. On the contrary 16(53.33%) of them contended that using code mixing in one lesson is not confusing.
A few of the respondents, 3 (10 %), were in doubt to judge that it is confusing or not confusing. In general, the data showed that using the TL in combination with the local languages is not confusing.

Table 4.1.5: Teachers' Responses about What Language should be used as Medium of Instruction

Item	Statement	Option	No.	%
16	English language should continue as the language of instruction in preparatory schools	Agree	21	70
		Undecided	3	10
		Disagree	6	20
		Total	30	100
17	There should be a shift of the language of instruction from English to students' mother tongue to enhance student' proficiency	Agree	9	30
		Undecided	0	0
		Disagree	21	70
		Total	30	100

Table 5 shows that the results of the analysis of data collected to answer questions 16-17 on the questionnaire. As can be seen from the table, 21 respondents, representing 70%, suggested that English should continue as the language of instruction while 6 respondents, representing 20%, stated that English language shouldn't continue as the language of instruction. A few of them, 3(10%), were unable to decide which option to choose.

In connection with Item 17 in Table 4.1.5 above), 9 (30%), of the respondents agreed that Mother Tongue (MT) should replace English as the language of instruction. The majority of the respondents, 21(70%), on the other hand disagreed about the issue of replacing the language of instruction from English to students' mother tongue. The support for the continued use of English as the language of instruction may not be unconnected with their perception of the instrumental and integrative value of the English Language (Gardner and Lambert {1972}). English is an instrument of mobility both for furthering one's academic quest and for economic mobility.

Therefore, the data vividly exhibited that the English language should continue as medium of instruction in subject area classes.

Table 4.1.6A: Teachers' Responses about Their Own Perception of the Contributions of the Language of Instruction on Students' Performance.

	Items	English only		Mother tongue only		Both English and mother tongue	
		N	%	N	%	N	%
18	Students understand better when I taught in	2	6.6	24	80	4	13.3
19	Students' class participation will be promoted when I taught in	0	0	10	30	20	70
20	For their better achievement, students should be taught in	7	23.3	10	33.3	13	43.33

Table 4.1.6A above shows the responses of the subjects to questions 18-20 in the questionnaire. From the results of the data analyzed. In item 18 above, 2(6.6%), agreed that students understand better when they were taught in English only.

The other 4 teacher respondents 13.3% respondents suggested that students understand better when they taught using both English and their mother tongue. On the other hand, majority of the respondents, 24 (80% of) teachers replied that students' understanding could have been better when their own mother tongue is used as medium of instruction.

Regarding item 19 in the above table, 10 (33.33%), suggested that the use of students' mother tongue as medium of instruction could be helpful for students' active class room participation. The majority of the respondents, 20 (66.66%), on the other hand replied that students' classroom participation could be promoted when both English and students' mother tongue are used as medium of instruction.

Concerning item 20 in Table 4.1.6 above, 7 (23.3%), suggested that for their better achievement students should be taught in English only. 10 respondents representing 33.3% replied that students achieve better if they (teachers) use students' mother tongue only. However, the majority of the respondents, 13 (43.33%), reported that for better achievement students' both English and students' mother tongue should be used as medium of instruction.

The results in table 4.1.6A clearly show that the use of both English and students' mother tongue as medium of instruction is helpful to enhance students' interest of learning other subjects. Moreover, it improves students' class participation and academic achievement as concepts are elaborated and analogies made in Mother Tongue.

This corroborates Igboanusi's (2001) call that both Mother Tongue and English should complement each other in the teaching and learning tasks.

Table4.1.7: Teachers' Responses to the Estimated Amount of Their Use of EMI

Item	Statement	Options	F	%
21	How often do you use English in the school compound (outside the classroom)?	Always	7	23.3
		sometimes	15	50
		most of the time	5	16.6
		never	3	10
		Total	30	100
22	What is the estimated frequency of your current use of English as the medium of instruction in relation to your use of mother tongue in your classes?	I use more mother tongue than English	6	20
		I use less Amharic than English	4	13.3
		I make a balanced use of Amharic and English.	17	56.6
		I never use Amharic in my Classes	3	10
		Total	30	100

Table4.1.7 item 21 above, of the 30 total respondents, 3(23.3%), 16 (50%), and 5(16.6%), of the respondents respectively stated that they use the English language out of the classroom always, sometimes, and most of the time in their day to day activities. The reset, 3 (10%) of the respondents also stated that they never use the English language at all out of the classroom.

Here the majority of the participants, 15 (50%) shows that they use the English language sometimes. From this, it is possible to suggest that most subject area teachers' use of the English language out of the classroom is not adequate.

In response to item 22 above, the data clearly indicate that from the 30 responses given, 6 (20%) of the respondents use more mother tongue than they use English while 4(23.3%) use more English their mother tongue. The results also show that the majority of them, 17(56.6%), use both languages in a balanced way while a few of them, 3(10%), reported that they never used the local language/students' mother tongue in EMI classrooms.

In general, the analysis of the above table indicates that the subject area teachers estimated that their use of the English language is more than 80% of their day to day interaction.

Table 4.1.8: Teachers' Responses for Their Opinion about Their Reason for Code-switching

Item	Statement	Options	F	%
23	If you use Amharic or rarely use the English language, it might be because:	most of the contents are not suitable to use English	4	13.3
		language	1	3.3
		you are less competent to use it you do not want to use it	6	20
		there are some concepts which are not suitable to explain in English	5	16.6
		you want to maximize students' participation	14	46.6
		Total	30	100
24	If you switch code to Amharic in your classes, for what purpose do you use it? You can choose more than one option. I use it to:	provide instructions	2	6.6
		summarize lessons	8	26.6
		introduce lessons	5	16.6
		define new terms	3	10
		solve students' understanding problem	12	40
		-others, please specify_____		
		Total	30	100

In this section, the respondents had forwarded their own responses with their varied reasons why they switch code during their teaching. In Table 4.1.8 item 23 above, out of the total 30 respondents, 4 (13.3%), of the respondents assured that they rarely use the English language because most of the contents are not suitable for them to use English language as a medium of instruction. 1(3.3%) of the respondents replied that he/she was less competent to use the English language, 6(20%) of the respondents stated that they do not want to use the English language as a medium of instruction while 5(16.6%) of them disagreed that there were some concepts which are not suitable for them to explain in English.

The majority of the respondents 14(46.6%), responded that they most frequently use English language and rarely they use the students' mother tongue during the classroom interaction in order to maximize their students' participation.

In Item 24 the respondents were asked to explain for what reasons they use code-switching in subject area classes. Of the 30 responses, 2(6.6%) and 8 (26.6%) of the respondents, respectively, reported that they use code-switching to provide instructions and ask and summarize lessons. Others, 5(16.6%), suggested that they use it to introduce lessons. Some others, 3(10%), pointed out that they switch code to their MT when they intended to define some new terms of the daily lesson whereas, the majority of the respondents, 12(40%) of them said they use the students mother tongue when they feel their students unable to understand what they are learned. In the open-ended part of the questionnaire, a few respondents added that they switch code when they discuss about some very important concepts of the lesson.

To sum up, the subject area teachers' responses to the items in Table 4.1.4 above indicate that the main reasons for teachers' that they switch code most of the time is because of their intention to enhance their students' understanding and to improve their academic achievement.

4.2 Analysis of teachers' interview responses

The other data source used to investigate teachers' use of the English language was teachers' interview. In this section, the analysis of items, which are related to opinions of subject area teachers about their use of EMI in the subject area classes, the contributions of the language of instruction on students' performance, the estimated amount of teachers use of the English language as medium of instruction and teachers' reasons for code-switching were presented.

Consequently, out of the 30 teachers who participated in the teachers' questionnaire, 5 teachers were participated in the interview. All the interviews were made individually and with the assistance of a tape recorder.

To begin with, the subjects were required to give their opinion about the importance of the use of EMI at the grade under investigation. The following are some of the comments provided by the interviewees:

> *I personally have English language deficiency. I think my proficiency level is medium. I need to fill the gaps I have through continuous language training. The relevant body should arrange such kind of training. But I strongly believe that it is important using English as a medium of instruction because of many reasons(T1)*

I don't expect everyone should support using English as a medium of instruction. Somehow I am able to communicate with my students. I am at medium level; I need to do a lot to improve. We have to believe that we are so weak in English language proficiency. The same is true of language teachers. I observe that a lot of English language teachers teach in Amharic. I don't think they encourage their students to speak or use English during instruction. We have no opportunity to use English outside the class room. Even in the class room we do not use it effectively. Using English as a medium of instruction is mandatory for both teachers and students (T2)

Especially science subject teachers' language proficiency level was poor. It is better to train then before obliged them to apply English as their medium. But I personally believe that using English as a medium of instruction is important for both students and teachers (T3)

English has multipurpose roles all over the world. It is the language, which can keep us in touch with the rest of the world. I think this is the reason why it is taught as a subject and other subjects are also designed to be taught in English language. T5

English is an international language; it is used for many purposes around the world. Therefore, I prefer it to be a medium of instruction. T4

The interviewees of this study were invited to assure what language is used as the medium of instruction in their school currently. In relation to this, they gave the following suggestion:

Currently our students used both English and their mother tongue as medium of instruction in the school context. T1

Regarding this, T3, and T5 agreed that students used both Amharic and English languages as medium of instruction, most of the time they use the English language.

However:T2 and T4 also states that they use more Amharic instead of English.

The researcher also asked about Teachers' responses to the estimated amount of their use of EMI in their classroom interaction compared with their use of the Amharic language. Their reflection was replied as follows:

Teachers use English language ranges from 45%-90% of their class time.

According to teachers responses,

My estimation is about 90 %(T1)

I think I am using 85% of English as a medium of instruction (T3)

I Guess that I am using as a medium of instruction about 75(T5)

T2 and T4 reflect their ideas follow:

I used less English than the Amharic language about 45%, but I did unintentionally (T2)

I used English language as a medium, but I think it is less than 50 %.(T5)

According to the interviewee, their students' use of the English language as MI is below 40%; it ranges from15%-30%. As a result, the average of their estimation showed that the interviewees' use of the English language is 68.8% of the class time and, their students use is 24% of the class time. However, the teachers' responses to some extent differ with what they did practically during their teaching. According to her classroom observation what the researcher relied on was the subject area teachers' actual classroom performance has been seen most of the subjects' class time was covered by Amharic language than English.

The researcher further asked the interviewees about the reason why they switch-code to students mother tongue. The following are some of the comments provided by the interviewees:

I use of code-switching as well as code mixing is to make the contents of the lesson more understandable and help students to be more interactive and active participant during my classroom interaction. (T1)

Below are the comments reflected by the interviewee regarding teachers practice of using both English and Amharic simultaneously in one lesson and why they did. Consequently the following response were reflected by the interviewee:

Most of the time I make shift to Amharic so that to make my presentation/ explanation clear and understandable. In order to help students improve their English language skills .(T3)

Most of the time, I shift English to Amharic so that to make our presentation/ explanation clear and understandable. In order to help students improve their English language skills the social science subjects like History, Geography, and Civic and Ethical education teachers need to use English language.(T4)

Social science subjects invite more discussion. It is not our business to teach students standard English. Language has its owner-English teachers. As a chemistry teacher, I am not responsible for students' language problems. It is the responsibility of the English subject teachers. The subject chemistry does not use that much language. We give more emphasis on concepts rather than language. We should not worry about the language.(T5)

Finally the researcher asked further the interviewee to forward their opinion about the way students as well as their teachers can improve their use of English in EMI classes. Their reflection put as follows:

*It is better to train teachers with the help of Different materials like video ,audio and books.(*T1)

For me the school has to make need assessment and facilitate short and long term training with the woreda and zonal Educational office.(T2)

Training is the better solution (T3)

Teachers have to share their experiences and get feedback each other and study some vital material in common and individually. Besides training is mandatory and has to be given regularly by the concerned bodies.(T4)

I believe that long and short training of Specially English speaking skill may improve students usage of English as medium of instruction.(T5)

The data obtained from the interview implied that teachers strongly believed that the importance of applying English as a medium of instruction. As clearly seen above most of the teacher's status of using English as a medium of instruction was encouraging, but this doesn't mean that they are perfectly using English as a medium of instruction during their lessons. Most of the teachers using English and Amharic interchangeably. According to them the main reason behind is in order to elaborate the subject matter for students better understanding. Finally they suggest that it is important o give short and long term training and other ways to improve teacher's capacity in acquiring English language skills.

4.3 Analysis of Data Obtained Through Observation

The data became a source to investigate the proportion of teachers' use of English language as medium of instruction was classroom observation. The main objective of the classroom observation, as has already been presented in the methodology part, was to see the live classroom behavior of the subjects in relation with their use of the English language. Thus, to investigate whether what the subject area teachers reported in their questionnaire and interview go in line with what they perform in the actual classroom, the observed behaviors data of the lesson were analyzed thoroughly. The data collection through observation was conducted by the researcher based on the requirement of the classroom checklist.

As a result, the researcher prepared 15 classroom observation check lists and implemented while the lesson, particularly oral interaction, was conducted two times per a week to assess how subject teachers use English as medium of instruction.

Therefore, to fulfill the purpose of the observation, the five selected subject area teachers' (Mathematics, Physics, Biology, History, and Geography teachers') lessons were observed two times at different sessions. Hence, totally ten lessons were observed for 390 minutes. Although the conventional class time in Ethiopian secondary schools context is 42 minutes, the researcher unable to make full time observation in each class because of different reasons. For example, some teachers began let the class and some others left earlier than the normal class time. As a result, all most 30 minutes were not used for the observation purpose of this study. Thus, the observation result was presented under here.

The Classroom Observation Sheet was designed with five different areas of observations with their own sub sections. These were related with teacher's practices of using English as medium of instruction, effects of the medium of instruction on Students' performance, the estimated amount of English as medium of instruction (EMI) used by teachers, and teacher's reasons for cod switching.

According to the researchers' actual classroom observation almost in all of the observed subject area class, the students' mother tongues was used dominantly. Here, there is a mismatch between what they respond in the interview session and what they did practically and the actual classroom interaction.

Regarding the effects of the medium of instruction on students' performance, it was observed that the students' participation was better when the teachers taught using both English and Amharic as medium of instruction. This is quiet similar with what these subjects replied in their interview questions.

Moreover, 59% of the respondents in the teachers' questionnaire replied that students perform better when they were taught using both English and Amharic.

Here, only 41% preferred to teach in Amharic only for better performance of their students. Therefore, regarding this issue the results of the data found from the teachers' questionnaire, interview, and classroom observation are all most similar.

The third area of observation was also about the estimated amount of teachers' use of English as medium of instruction in one lesson period. According to the researchers' classroom observation, the teachers' use of English per class averagely estimated around 75% of their class time. This is also almost similar with that of the result which is found from the teachers' questionnaire. Hence, according to the result of the questionnaire for this item, the majority of the respondents, 12 (40%) replied that the teachers' estimated use of the English language was between 81-90%. Moreover, in the teachers' interview this was estimated 50-90 %, only the estimation of T4 was below 50%.

The observed participants used the method of code-switching for varied purposes. For example, some of them used it to summarize their lesson at the end of the class time and the others for assessment purpose (i.e. in asking and responding questions). However, most of them used it for additional clarification of their daily lesson commonly.

This is also similar with the results that found in the questionnaire as well as the interview. For example in the teachers' interview, the respondents replied in common that they switched code to students' mother tongue in order to make their lesson clearer and to enhance the students' class participation.

According to T2, he switched code to avoid the misunderstanding of his students about what they have learned to make students more interested towards the subject matter. Moreover, T3 had almost three different reasons that he intended to switch code. The first one was to inculcate or to put the content of that lesson in the minds of his students. The other one was to go deep in to the content of the lesson. And the last one was he believed that it could be very easy to teach students using their mother tongue.

Regarding the teachers' help of students to use English in the classroom interaction, different teachers use different strategies. However, during her classroom observation, the researcher observed some common strategies teachers' help of students in all of the observed classes.

For example, they all invited their students to ask/answer questions in English and also encouraged them to discuss in their 1to 5 group organization using English. For example, as the results of the questionnaire showed that, the majority of the respondents (14 teachers representing 46.6%) replied that they provided for their students more classroom discussions using English in order to help their students towards their use of the English language.

Furthermore, according to the results of the teachers' interview, they all invited their students to present about certain topic/issue in front of the classroom in order to promote their use of the English language. For example, according to the response of T3 during the interview, he had used different strategies to help his students to use the English language. For example, he motivated students to speak it again and again in relation to the daily lesson. And also he

encouraged them not to worry about grammatical errors while they communicate using the English language. T4, on the other hand, instead of correcting his students soon, he encouraged them to try again and again in English when they speak ungrammatical and more of informal English. And as T5 replied, it is also possible to make students more active participant in using the English language by providing them home works, assignments, and different activities and then by inviting them to present in the class orally using the English language.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The main focus of this research was to investigate subject area teachers' use of EMI at Yirgachefe preparatory school in SNNPR, Gedeo zone, Yirgachefe town. The investigation revolved around three basic research questions which were organized under three major categories: perceptions of subject area teachers towards the practice of using English as medium of instruction(RQ1), the amount of teachers' use of the TL in EMI classes (RQ2), and the reasons for teachers' code-switching to the local languages (RQ3).

In order to collect the necessary data, three instruments were used. The first data collection instrument was teachers' questionnaire, which involved 30 Grade 11 subject area teachers, and the second data collection instrument was classroom observation that required five History, Geography, Mathematics, Physics, and Biology teachers' classes were observed (i.e. each teachers' classes were observed twice) and these teachers' were also involved in the teachers' interview.

All of the collected data were analyzed both quantitatively and qualitatively. The quantitative data were analyzed from the parts of the teachers' questionnaire and the qualitative data were mainly analyzed from parts of teachers' interview and classroom observation.

1. The study found out that the subjects have a positive perception about the importance of using English as MoI in subject area classes. The reason for this positive perception is that, on the one hand, it improves teachers' as well as their students' language proficiency and, on the other hand; there is an urgently-felt need, particularly among the younger generation, to interact with the global world culture and to cope up with the rapidly changing world and new technologies.
2. The subjects reported that the use of both English and students' mother tongue as medium of instruction is helpful to enhance students' interest of learning towards other subjects. Moreover, it improves students' class participation and academic achievement as concepts are elaborated and analogies made in mother tongue.

However, the implementation of EMI in EFL classroom context can bring both advantages and disadvantages in the learning process.

3. The respondents estimated that their use of English as medium of instruction in one lesson and the estimated amount of their use of English in relation to students' mother tongue is 81.9% and 66.9% respectively. However, the estimation of the respondents was not supported by the lessons which were observed by the researcher because most of the teachers' classroom interactions were covered by the use of the students' mother tongue.

4. There were different reasons that teachers' switch code to students' mother tongue: The first reason that they (teachers) switch to the local languages is when they consider that students do not understand what they teach unless local languages are used. The second reason for the subjects' code-switching is done for more clarification purposes. This strategy is sometimes used meaningfully in that it makes clear what would be unclear if only the TL is used. However, the findings indicate that teachers revert to local languages not only because they think that students have not understood what they learnt but also because teachers are accustomed to use it, which, as a result, encourages students to speak in the local languages ignoring the TL. The third reason for the subjects' code-switching is performed by teachers to increase students' participation. In this case, the teachers were observed presenting the lessons in the TL and then asking students in local languages. The forth reason for code-switching was used by the teachers for confirmation purposes. This strategy is used when teachers want students to repeat in MT what was said in the TL. This type of confirmation would lead students to give answers always in local languages instead of answering in English and then translating it into local languages.

5.2 Conclusions of the Findings

The present study has yielded reliable results with multiple data sources incorporating a survey questionnaire for teachers, classroom observations and in-depth interviews. Using the data from multiple sources allowed the researcher triangulation and thus benefited the overall results of this study. Hence, based on the summary of the major findings, the following conclusions were made:

- The findings suggest that subject area teachers had positive perception of the use of English as medium of instruction; however, what they did practically is quite different with this. Because most subject area teachers practiced the use of students' mother tongue more dominantly in their classroom interaction while they are teaching their lesson.
- Hence, based on the finding of the present study, subject area teachers are experiencing problems in practicing EMI not only in their own language insufficiencies, but also their students are lacking the required language skills to comprehend their subject contents.
- There are several reasons for teachers' code-switching in EMI classes. Mainly, they use it in order to maximize their students' understanding. However, even if the use of code switching help teachers to make clear the concept that they want to convey to their students, its overuse discourages students' use of the English language.

5.3 Recommendations

From the conclusions forwarded so far, the following recommendations were drawn for all stake holders in relation to the improvement of the use EMI:

- Subject area teachers should give their students the chance to practice the TL instead of dominating the classroom talk themselves.
- The results of the present study indicated that there is an overuse of students' mother tongue in the targeted research site, which has negatively influenced the subjects' use of the English language.
- The researcher herself could informally observe that some English teachers use the students' mother tongue frequently when they teach English. Thus, preparatory school English teachers are highly recommended to be role models for other teachers to take part in students' oral English improvement.
- English Language training Centre should be established to support subject area teachers for additional assistance of human and material resources in order to improve their use of English language in the teaching of other subjects.
- Furthermore, in the process of effective contribution of other subject teachers for English language skills, special attention should be paid for teacher training. Therefore, the most imperative and effective way to implement English as the medium of instruction is to provide in-service teachers with opportunities to retrain themselves in improving their language skills and in helping students with suitable materials by the experts of the field.

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APPENDICES

Appendix A:

Teachers' Questionnaire

Department of English Language and Literature

Dear Sir/Ma,

The objective of this questionnaire is for research purpose only. It is designed to collect information on subject area teachers' perception and practice of the use of the English language as the medium of instruction in the teaching learning process. The research is by no means judgmental or evaluative of individual teacher. The questionnaire comprises three parts. Part I inquires teachers' personal back ground information, Part II comprises questions that try to identify the extent to which you use English as the medium of instruction (EMI) in your classroom interactions, Part III consists of questions that deal with the reasons for your code-switching (shift of language from English to students' mother tongue) in your classes,.

Thus, you are kindly requested to show your agreement or disagreement by circling the number or letter of your choice or by filling in the blank spaces provided as required. As the study is purely an academic exercise; all information will be treated confidentially. Therefore, feel free to answer the questions without any reservation. You do not need to write your name.

Thank you in advance for your unreserved cooperation!

Part I: Background Information

Instruction: Please indicate your answer by making an 'X' in the appropriate box or write the necessary information in the space provided below.

1. Sex: Male ☐ Female ☐
2. Age: 20-25 ☐ 26-30 ☐ 31-35 ☐ 36 and above ☐
3. Marital status: Single ☐ married ☐ divorced ☐ widowed ☐
4. Mother Tongue: Amharic ☐ English ☐ Afan Oromo ☐ Other ☐
5. Academic rank: Diploma ☐ Degree (BA/BED) ☐ Masters (MA/MED) ☐
6. Academic field: Natural science: ☐ Social Science ☐

7. Teaching experience: _____
8. Class taught_____
9. Subject taught_____

Part II: Questions related to the perceptions and practice of teachers' use of EMI in subject area classes.

Section (A): The use of EMI in subject area classes

Instruction: Read each item and use the rating scale 1-5 to show your agreement or disagreement about your belief and experience of using the English language as a medium of instruction (EMI) by putting an "X" in the table below.

Note that: SD= Strongly Disagree D= Disagree U= Undecided A= Agree SA= strongly Agree

Item	Statement	Option	No.	%
1	The practice of promoting students' proficiency of the English language is not my concern; it is the mandate of English teachers	Agree		
		Undecided		
		Disagree		
Total				
2	Medium of instruction cannot be a factor for students' future achievement	Agree		
		Undecided		
		Disagree		
Total				
3	I am more interested to teach my lesson in students mother tongue than the English language	Agree		
		Undecided		
		Disagree		
Total				

Item	Statement	Option	No.	%
4	Even if my students are able to understand what I teach using English, it is a habit for me to switch to students' mother tongue	Agree		
		Undecided		
		Disagree		
5	I usually encourage my students to discuss about the daily lesson using the English language	Agree		
		Undecided		

		Disagree		
6	Whenever I feel that the students could not understand what I teach them using English, I frequently switch code to students' mother tongue	Agree		
		Undecided		
		Disagree		
7	During the classroom interaction, most of my class time is given to students to speak using the English language	Agree		
		Undecided		
		Disagree		

Item	Statement	Option	No.	%
8	I can teach more effectively in Amharic than in English language	Agree		
		Undecided		
		Disagree		
9	The greatest problem in using the English language as the medium of instruction is the teachers' limited proficiency of the language	Agree		
		Undecided		
		Disagree		
10	I feel I have good level of English proficiency that enables me to readily teach my subjects using English as a medium of instruction	Agree		
		Undecided		
		Disagree		
11	I feel that the English language proficiency level of Grades 11 and 12 students is adequate for them to study non-language subjects in English.	Agree		
		Undecided		
		Disagree		

Item	Statement	Option	No.	%
12	The use of English as medium of instruction helps to understand course contents and concepts that are difficult to express in the students mother tongue.	Agree		
		Undecided		
		Disagree		

13	If other subjects are studied in English, the students can learn the language of science and technology	Agree		
		Undecided		
		Disagree		
14	Teaching in English allows a teacher to go deeper into the content of the lesson than teaching in Amharic	Agree		
		Undecided		
		Disagree		
15	It is confusing for students to teach the same lesson by mixing both English and students' mother tongue as medium of instruction	Agree		
		Undecided		
		Disagree		

Item	Statement	Option	No.	%
16	English language should continue as the language of instruction in preparatory schools	Agree		
		Undecided		
		Disagree		
17	There should be a shift of the language of instruction from English to students' mother tongue to enhance student' proficiency	Agree		
		Undecided		
		Disagree		

	Items	English only		Mother tongue only		Both English and mother tongue	
		N	%	N	%	N	%
18	Students understand better when I taught in						
19	Students' class participation will be promoted when I taught in						
20	For their better achievement, students should be taught in						

Part II Questions related to the amount of EMI used by Teachers

Item	Statement	Options	F	%
21	How often do you use English in the school compound (outside the classroom)?	☐ always ☐ sometimes ☐ most of the time ☐ never		
22	What is the estimated frequency of your current use of English as the medium of instruction in relation to your use of mother tongue in your classes?	☐ I use more mother tongue than English ☐ I use less Amharic than English ☐ I make a balanced use of Amharic and English. ☐ I never use Amharic in my Classes		

Part III Questions related to teachers reasons for code switching

Directions please choose one of options and put tick (√)

Mark in the box provided against your choice in the blank space provided.

Item	Statement	Options		
23	If you use Amharic or rarely use the English language, it might be because:	most of the contents are not suitable to use English language you are less competent to use it you do not want to use it there are some concepts which are not suitable to explain in English you want to maximize students' participation		
		Total		

24	If you switch code to Amharic in your classes, for what purpose do you use it? You can choose more than one option. I use it to:	provide instructions summarize lessons introduce lessons define new terms solve students' understanding problem -others, please specify_____		
		Total		

Thank you once again

Appendix B: Classroom Observation Checklist

School: _____

Date: _____

I. Behaviors to be observed during the use of EMI in subject area teachers' classes.

I	Teacher's practices of using EMI	SUBJECTS																			
		T1				T2				T3				T4				T5			
		1		2		1		2		1		2		1		2		1		2	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	Does the teacher use:																				
1	More English in his/her teaching?																				
2	More Amharic in his/her teaching?																				
3	Both English and Amharic equally?																				
II	Contributions of MoI																				
	Students' participation is better when the teacher teaches in:																				
4	English																				
5	Amharic																				
6	Both English and Amharic																				
III	Estimated amount of EMI used by teachers in percentile																				
	the teachers' use of EMI is:																				
7	Below 50%																				
8	Between 50%-75%																				
9	Above 75%																				
IV	Reasons for cod switching																				
	The teacher switch code to:																				
10	introduce lessons																				
11	summarize lessons																				
12	Answer questions																				

V	Teacher's help of students to use the English language																			
	The teacher:																			
13	encourage students to ask/answer questions in English																			
14	invite students to present in English																			
15	encourage students to discuss in group using English																			

Key: Y=Yes

N=No

Appendix C: Teachers' Interview Guide

Welcome and thank you for allowing me to speak to you. I am doing research entitled "SUBJECT AREA TEACHERS' PERCEPTION AND PRACTICE TOWARDS THE USE OF ENGLISH LANGUAGE AS THE MEDIUM OF INSTRUCTION: Preparatory School Teachers' oral interaction in focus".

I assure you that the interview functions only for this research purpose. Therefore, I would like you to be free to tell me your experiences concerning the study.

1. What is your opinion towards the use of English as the medium of instruction in your classroom interactions? Do you apply it regularly?
2. In practice, what language is used as medium of instruction in your school currently?
3. What do you think is the advantage/disadvantage of using English as medium of instruction (EMI) in your teaching? Does it affect your teaching?
4. To what extent do you use the English language as medium of instruction in relation to Amharic /students' mother tongue in your teaching?
5. For what reasons do you switch code to students' mother tongue during your teaching?
6. How do you help students to use the English language during the classroom interaction?
7. Teachers may use both English and Amharic simultaneously in one lesson. Why do you think they do so?
8. Give your general opinion the way students as well as their teachers can improve their use of English in EMI classes.

Thank you for your cooperation!