

**Opportunities and Challenges of Using Shinashigna as Medium of
Instruction in Some Selected Primary Schools of Metekel Zone**

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partial fulfillment of the requirements for the degree of Master of Art in Educational
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By: Abeje Gudeta Godano

**Addis Ababa University
School of Graduate Studies College of Education**

**Addis Ababa University
School of Graduate Studies**

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Acronyms and Abbreviations

BGRNS: Benishagul Gumz Regional and National State

BGRNSEB: Benishangul Gumz Regional and National State Education

Bureau

EFA: Education for All

FDRE: Federal Democratic Republic of Ethiopia

LOI: Language of Instruction

LWC: Language of Wider Communication

MT: Mother Tongue

MOE: Ministry of Education

NETP: New Education and Training Policy

MOI: Medium of Instruction

NL: Native or Nationality Language

SNNPREB: Southern, Nations, Nationalities and People Regional Education

Bureau

TGE: Transitional Government of Ethiopia

UNESCO: United, Nation, Educational Scientific and Cultural Organization.

ZED: Zonal Education Desk

Abstract

The main purpose of the study was to investigate opportunities that promoted the use of Shinashigna as medium of instruction and challenges that were faced in the course of its implementation in some selected primary schools of Metekel Zone. To this end, a descriptive survey method was employed to collect and analysis data. Based on the nature of respondents, sampling was carried out through random, availability and purposive sampling techniques. Thus, five sample schools were selected from Bullen, Dibati, Wombera and Dangur Woredas. The subjects of the study were 25 teachers, 60 parents, 60 experts, 100 students and 26 administrators. The data was collected through questionnaire, interview (structured and unstructured) and observation checklists. The result shows, there is positive attitude of some community and politicians to use Shinashigna as medium. Enthusiastic feelings of some Shinasha intellectuals, positive support of the local politicians, constitutional rights, language policy and experience observed from other local languages were some of the opportunities that have promoted the use of Shinashigna as MOI. The study also identified some achievements in relative increase in students enrollment, decrease dropout rate and repetition rates .Besides, this research result also indicates, those most likely improved students self- esteem, self-expression and motivated class room communication were some of the promoting factors. On the other hand, scarce instructional materials, insufficient time span given for training of teachers, insufficient participation of teacher in planning, selection, preparation and evaluation of instructional materials and lack of awareness of community to the language of instruction were challenges of the program .Moreover, lack of general and supplementary materials, continuous follow up, assessment ,evaluation, weak academic institutions and centralization of decision making were also the critical problems .Finally, lack of need assessment and policy reach were the most important problem. The finding concluded that there is lack of need assessment, instructional materials, reference materials, participation of community in decision making, in-service and pre services professional training in the language. Moreover, there is imbalance between book supply and demand .Further the finding concluded that the language is used for limited purpose, centralization of decision making and dialectical difference exists among woredas. The Recommendations suggest that the regional, zonal and local woreda administrators should carry out need assessments and complete the necessary preparations before the implementation of the program .Besides, they should arrange in service and pre service programs to develop teachers' training, create awareness and participate stakeholders in decision making processes. Finally, I would argue, all interested development agencies both local and international should assist the region financially and technically to the achievement of the goal.

CHAPTER ONE

Introduction

This chapter deals with primarily the back ground of the study, statements of the problem, significance of the study, delimitation of the study, limitations of the study, general and specific objectives of the study, basic questions of the study. Besides, it deals with definition of the key terms .Finally, it highlights the organization of the study.

1.1 Background of the Study

Pupil's active learning and teaching process and appropriate educational system are closely related in nature in the process of actively developing the potential capacity of the students. This educational process is more active when done with the use of mother-tongue as medium of instruction than unfamiliar medium of instruction. Scholar, Copper (1997) believe that the use of mother tongue as a medium of instruction is at the heart of education its mission is to enable the learners to develop all their potentials to the full and to realize their creative capacities. The role of mother tongue in educational process is important. This observation is true because the effectiveness of the learning process is dependent on the existence of effective communication between teacher and learners. Emenanjo (1990) explains that effective communication between the teacher and learners take place when the appropriate language is used as medium of instruction.

In Ethiopia the New Education and Training Policy formulated in 1994 recognized that primary school curriculum programs must be related to the actual local condition and anticipate the needs of the learners. The vast changes in the schooling since then necessitated parallel changes in education both in terms of curriculum, medium of instruction and method of instruction.

These all changes have occurred because of the dissatisfaction with the previously existing educational system characterized by high students dropout rate, low enrollment rate, gender disparity and unequal distribution of schools between urban and rural (Teshome, 2002). This has led to a shift in educational philosophy from teacher centered to student centered. Thus, among the key issues that need to be addressed to realize the achievement of national educational goals and targets with regard to primary education the draft program of operation MOE (2001) has given strategic priority to the introduction of local language as a medium of instruction to facilitate children's learning, curriculum development, to promote the development of foreign specific text books, teacher guide and instructional material using regional or local languages.

The advantage for the child is an individual ease, speed of expression, greater self-esteem, greater freedom of thought, greater creativity, firm grasp and longer retention of the subject mater (Robin and Junn cited in Mulluneh, 2001). Based on these benefits Benishangul Gumz Education Bureau has introduced all the attributes of the New Education and Training Policy endorsed mother tongue education (Shinashigna) as medium of instruction in some selected primary schools of Metekel Zone. Therefore, change in medium of instruction from Amharic to Shinashigna is associated with specific changes and adoption of the curriculum materials, text book translation and teacher training in mother tongue.

However, providing Shinashigna as a subject and medium has advantage from pedagogical and psychological point of view. Thus, linking the issue of medium of instruction and curriculum resources with the mother tongue concerns is relevant in language policy because the problem of meeting the basic needs of the native learners revolves around the nature and the pattern of interaction between the child and his/her environment. Therefore, the medium of instruction for the pupils living in

their language environment is preferable to be mother -tongue and the teacher who teach them should also be from those who speak their native language or tongue. This is because students understand their own language best and to start their school life with it can narrow down the gap between home and the school. From this point of view, it seems that the New Education and Training Policy of Ethiopia declared that use of local language including Shinashigna for primary school education be promoted.

The region has three zones and of which Metekel Zone was taken for its implementation of Shinashigna as medium of instruction. According to the Annual Education Abstract of Benishangul Gumz (2007/8) Metekele Zone has 105 primary schools out of which five primary schools were selected for the implementation of Shinashigna as medium of instruction while the remaining schools use Gumzigna and Amharic as medium. The reason for this was that because of the dominate population of the Shinasha, easy and accessibility to supervision (Supervision Report, 2001). With regard to teachers certainly, the promotion of the use of mother tongue calls for qualified teachers who are capable enough to teach through the language. To meet these requirements, training of teachers is pedagogically necessary. Because teaching through mother tongue is not simple task. Instead, it is an expression of active mind constantly. Thus, the changes made in the education policy on the language of instruction particularly the use of local language or nationality languages as a language of instruction (LOI) in primary schools is one of the fundamental changes or reform that was introduced as the result of the New Education and Training Policy (NETP, 1994:23-24). This is the central concerns of the study and researcher.

1.2 Statement of the Problem

In the discussion of proceeding parts of this paper, the New Education and Training Policy of the Federal Democratic Republic of Ethiopia (1994) declares that the right of nations and nationalities to use their mother tongue or nationality languages as language of instruction in the primary schools. In connection with this, Elisabeth (1999:3) argued that "Ethiopia has recognized the challenges of multi-cultural education policies in 1991. In exemplary way to other education policies; it has opened the way for all languages to be used in education." The constitution of the Federal Democratic Republic of Ethiopia (FDRE) also provides the same truth in Article 5 and 39 as follows.

"All Ethiopian Languages shall enjoy equal state recognition."

"Every nations, nationalities and people in Ethiopia has the right to speak, to write, to develop its own language, to express, to develop, promote its culture and preserve its history."

Thus, Benishangul Gumz Education Bureau and Shinasha people being beneficiaries of such an opportunity is embarked on the use of mother tongue as medium of instruction in some selected primary schools of Metekele where the Shinasha people are dominate Ethnic group in the region.

To realize the constitutional and policy right, the region give attention to mother tongue education (Shinashigna) to be a medium of instruction in some selected primary school. Hence, according to Supervision Report (2001),the researcher understood that the new medium of instruction often faced problem of resistance from the beneficiaries and community due to lack of awareness regarding the advantage of mother tongue education (Shinashigna),shortage of appropriately trained teachers in Shinashigna, lack of instructional materials in the language especially text books, lack of general and supplementary reading materials, lack of

need assessment and research coordination, negative attitudes of some peoples towards their own language, giving priority to personal interest than public interest, lack and weak capacity of linguistic training and studying institutions in the region, centralization of resource management and control, lack of coordinated effort from bottom to top level and centralization of decision making were the most important problems. Therefore, it is researcher's belief to conduct a study on the topic Opportunities and Challenges of using Shinashigna as medium of instruction in some selected schools of Metekel zone. Here, the focus was on class room pedagogy to examine the strength and weak sides and to forward constructive recommendations.

Moreover, there were also some informal complain from some people by saying that Shinashigna is not the need of the community of the Shinasha to be used for instructional purposes but it is imposed by the politicians of that region. Hence, the researcher is interested to investigate what happened in reality?. And absence of research on this specific issue was also the motives that interested the researcher. Besides, Shinashigna did not had as such developed literature and written grammar for longer periods regarding mother-tongue education.

The other reason was that the researcher has knowledge from his past experience as member of the community in 1999 E.C when the Shinashigna was expected to be medium of instruction in the primary schools. In this period, there was awareness problem to the change or policy to be introduced that challenged the implementation difficult in some specific localities in 2000 at pilot testing Phase (Supervision Report 2001). And elimination of the official language (Amharic) totally to those students taught in Shinashigna medium that created hatred among students to learn in their own language. This was the issue that made the researcher to carry out the research. In general, the researcher is interested in investigating opportunities; which favored the program and

the problems; which challenged the program in due course of the implementation of Shinashigna as MOI.

1.2.1 Objectives of the Study

Both general and specific objectives of the study were formulated and basic research questions were prepared as follows

1.3.1.1 General Objectives of the Study

- To know the opportunities which caused the use of Shinashigna as medium of instruction in schools
- To study the challenges that had been confronted in using Shinashigna as medium of instruction in schools

1.2.1.2 Specific Objectives of the Study

- To identify encouraging opportunities that promote the use of Shinashigna as medium of instruction
- To identify whether or not need assessment was done for using mother tongue (Shinashigna) as medium of instruction
- To explain the extent of awareness and community participation in decision making processes and to select instructional languages
- To elucidate the degree of attempts made to improve and develop as medium of instruction
- To identify whether training was organized in order to develop teachers' instructional language competence in Shinashigna
- To elaborate whether or not instructional materials (both main and supplementary) were prepared and distributed adequately and timely
- To discover the extent to which teachers participated in the preparation, translation and edition of instructional materials
- To explain extent of communication conditions between teachers and students in the instructional language

- To explain teachers, students, parents and educational experts attitudes towards Shinashigna medium of instruction
- To identify the degree of professional support provided by training institutions

1.2.2. Basic Research Questions

Thus, to meet the above mentioned objectives of the study the researcher raised the following two basic research questions

- 1) What were the opportunities that contributed to the promotion of Shinashigna as medium of instruction in schools?
 - Do community members of the Shinasha people need to use Shinashigna as medium of instruction?
 - Is there conducive political and constitutional atmosphere?
 - What human and material resources were used as input to start the program or introduce the policy?
 - What achievements were registered as the result of the use of Shinashigna as medium of instruction?

- 2) What were the challenges faced in using Shinahigna as medium of instruction in the schools?
 - How were the training conditions of teachers in the instructional language?
 - What did looks like the supply and distribution of instructional materials in Shinashigna?
 - Who select the instructional language and scripts for medium of instruction?
 - Did teachers participate in planning, developing, preparation, monitoring and evaluation of the instructional materials?
 - How did the attitude of the community towards the use of Shinashigna as medium of instruction?

- Is there adequate financial package from the government to run and cover the whole expense of the policy introduced?
- Is the community aware of and oriented about the language policy and about its psychological, pedagogical, political and sociological benefits of mother tongue education?
- How did the capacity of training institutions?

1.3. Significance of the Study

This research study may have the following significances

- This study may provide regional, zonal and Woreda education officials, planners, managers, policy makers and teachers with valuable information on the actual practice of Shinashigna as medium of instruction and identify commonly occurring practical problems. This may help them take timely corrective measures to make the program fruitful.
- This study is believed to widen the frontier of knowledge by supplementing the already existing literature in the area of mother tongue instruction in general and Shinashigna in particular.
- As Shinashigna instruction has yet not studied, this work may serve as a spring board for any other researchers who want to undertake further study in the area.
- The study may come up with feasible alternative solutions for the problems in the implementation of Shinashigna as medium and may be valuable inputs for future practice of mother tongue education.

1.4 Delimitation of the Study

In Metekel Zone, there were seven Woredas. They were Bullen, Wombera, Dibati, Mandura, Dangur, Gubba and Pawi special Woreda. Of all these Woredas the study was delimited to four Woredas. They are Bullen, Dangur, Wombera and Dibati which were selected due to the dominant population of Shinasha people and convenience to easy

supervision (Implementation strategy, 2001). The researcher restricted to the following five primary schools. Bullen Millennium primary school, Eganebo and Ekonti Primary schools in Bullen Woreda, Minjo Primary school in Wombera Woreda, Zeghi Primary School in Dibati Woreda and Dangur Primary school in Dangur Woreda because of the reason that they were the only school available and affected by Shinashigna as Medium of Instruction/MOI. In approach, the study was pedagogical rather than linguistic in its nature.

1.5 Limitations of the Study

This study would have the following limitations. Female parent respondents were not interested to participate in these activities. I suppose, this may be due to the influence of backward traditional culture that forced females to be confined along the home environment. This may hinder to reach at accurate conclusions. Classroom observation would be made for minimum period. In that the researcher could not get sufficient time to study more and get detailed information about instructional process in Shinashigna. So it was difficult to arrive at precise conclusion accordingly except indicating the general trend. The researcher faced the problem of literature on Shinashigna medium of instruction. The researcher feels that had it been possible to access the literature, it would have been possible to do more and come up with better work. Hence; the researcher believes that, the problem contributed to the limitation of the study. Attempts were made to overcome this limitation by making the use of unpublished documents form regional Education Bureau. Apart from this, the researcher widely adopted various literatures with world wide experiences in mother tongue education. Finally, some education officials and administrators were not willing to give genuine information on the issue and even their information was not as such important to my study especially in Bullen Woreda to provide appropriate conclusions.

1.6 Operational Definitions of terms

Base Language: is suggested for multilingual settings where children grow up with more than one language and where two or more languages are equally strong (Elisabeth 1999:25).

Challenges: Refers to condition that would confront during the implementation process of Shinashigna as medium of instruction

First Language: is a pedagogical term used in the literature on language learning; meaning the first language learned by a child in growing up in a natural way; not in school settings (Elisabeth 1999:25).

Indigenous and native Language: terms that is used in specific areas by the people born or originating in the country (Elisabeth 1999:25).

International language: is a language spoken in several countries; often spread by colonial powers (Fisseha, 2006).

Language of wider communication (LWC): is a language used beyond its indigenous territory, many people learning it as a second language to communicate beyond their own language group (Elisabeth, 1999:25).

Local Language: is a language spoken in specific territory usually in restrict area (Elisabeth, 1999:25)

Majority language: is the language spoken by a majority of citizens very often identical with the language of the group in power. Sometimes used for the language of power even if its speakers are not a demographic majority (Fisseha, 2006)

Medium of Instruction: is the language in which education is conducted in schools, is the means by which skills and knowledge are transferred and is the medium through which the production and reproduction of knowledge is made (Fisseha, 2006)

Minority Language: Refers to the non-mainstream language and indicating a language with few speakers or a language considered less important (Fisseha, 2006).

Mother Tongue: is the language of initial socialization used in the family and community before a child enters to school (Elisabeth, 1999:25-26).

National Language: is the language used nationwide, chosen by the government for a certain official functioning (Elisabeth, 1999:27).

Official Language: is a language approved by the government as language of communication in Administration (Elisabeth, 1999:27).

Opportunities: refers to promises or conditions that would promote the use of mother tongue (Shinashigna) education as medium of instruction.

Shinasha: One Ethnic groups and Nationalities of Ethiopia in Benishangul Gumz Regional state having their on history, culture, tradition, belief, custom and practices which makes them unique from the other Ethnicities in Metekele Zone (Tsegaw, 2006:4).

Shinashigna: is one of the Osmotic language families spoken along the northern-western part of Ethiopia north of Abay River in Benishangul Gumz Regional state which is dominantly spoken in Metekele zone (Tsegaw, 2006:4).

Vernacular Language: Language spoken in some restricted areas (Elisabeth, 1999:27).

1.7. Organization of the Study

This thesis have five chapters, each chapters would have its own sub-topics. Chapter one deals with the background, statements of the problem, objectives of the study, significance of the study, basic research questions, delimitation of the study, limitation of the study, the operational definitions of the key terms and the organization of the study.

Chapter two discusses review of related literature. Here, concept of mother tongue education and arguments of scholars in relation to the use of mother tongue as a medium of instruction and the significance of language of instruction; that is, the opportunities and challenges from the view point of pros and cons would be treated. The experiences of the Ethiopia education and training policy were reviewed.

Chapter three deals the Research methodology and procedures of the study. Chapter four analysis and discusses the research findings. The last chapter would be dedicated to summary, conclusions and recommendations of the study.

CHAPTER TWO

Review of Related Literature

This part of the paper reviews about what is already known regarding the use of mother tongue education. The concept of mother tongue education, different argument on mother tongue education, advantages and disadvantages of mother tongue education. Besides, attitudes of teachers, parents and community towards mother tongue education were discussed. Moreover, Ethiopian past experience were mainly presented to support the major findings of the study.

2.1 Mother-Tongue Education/Instruction/

Pupil's mother tongue is the language used by the community to which she or he belongs; provided that, he or she has already acquired that language. Since the mother -tongue is the language in which the pupil is most adapted, which can best express himself, and the one he or she can best understand; it follows that, it is the language in which learning can best take place. It is a universally acknowledged pedagogical principle that instruction should preferably be provided in the pupil's mother tongue (Mitofanova and Desherieva cited in Fisseha, 1994:167-168).

As the above author explained, the reasons behind using the mother tongue in instruction "it is naturally quicker and easier to use the mother tongue to relate written symbols, to know sounds and concept's than to use those of unknown or foreign language." Scholar Hobben J (1994:182) stressed that mother tongue education has been promoted for many reasons: pedagogical, psychological and political as a means of empowering minority ethnic groups in many parts of the world.

There are four fundamental roots from which the quest for education through a mother-tongue (MT) is generated. The initial one is maintaining the sustainability of the linguistic ecology according to which a loss of any one of languages in the world is seen as minimizing

the world's cultural and linguistic diversity. In this view of conception, since all languages are sources of one or other knowledge they should be protected from the danger of extinction. Second, the issue of Human Rights system according to which linguistic Rights are considered as major parts of human right has also a great value in this regard. In terms of this fact, all human beings seek or deserve their rights of using the language that they prefer for their day to day communications (Hobben J 1994:182)

The third one lies up in the relationship between language and identity. This refers to the function of language as a symbol of identity. As a whole the mother tongue is an ancestor for and a closely inter woven language with the language, culture and tradition of community that affirms the identity, self image, self confidence, and sense of independence of an individual. The best but the major source from which mother-tongue education derives is the pedagogical and psychological or psycholinguistic role by which the education and thought of a child is influenced or determined. In other worlds, since a mother tongue is the language that the child know best, empirical and research findings confirm that children (Human beings in general) do best in their mother-tongue and consequently is a case in point to be the root for studying mother-tongue education (MOE, 1994, and, Mazba and Nethepe, 1979: 161- 164).

Based on the aforementioned assertions for the quest of a mother tongue various researches have been carried out on its role on education, such research findings have established that the use of a mother- tongue as a language of instruction during one's years of schooling results in not only an improved acquisition of knowledge by the pupils but also a profitable application of the knowledge acquired to the local science. Moreover, a mother-tongue as language of instruction has been found to be effective in helping the pupil with a better acquisition of a second language. That

is why several attempts have been made to implement various language policies in multi-language nations elsewhere in the world since the profound 1953, UNESCO declaration that has endorsed the principle that the best language of instruction is the mother tongue of the learner in (Fafunwa, et. al. 1989: 4_12 and Mbamba, 1982:162). Nevertheless, because of the fact that, there is nothing safe of critics in this world, the use of mother-tongue as a language of instruction has been debating issues since its inception. That is, even if most educators support and acknowledge the importance of educational instruction in a vernacular (at least in the early years of primary education) there are still many who oppose it.

2.2. Arguments for Using Mother-tongue Education

Despite the fact that, a child is to be led towards a better and happier future; now days the burden of language minority children in schooling is being felt higher and higher which in turn is calling for a quick response. This is because of the fact that students whose mother tongue is different from the school's instructional language are stiffening from burdens of additional task unlike those of the children who use their mother-tongue in schools. In other words, in addition to accomplishing tasks which linguistically prestigious children accomplish; such children are expected to acquire and use second language as LOIs (Beykont, 1997: 263-264). UNESCO, from the beginning strongly encourages and favors the use of mother-tongue as a language of instruction (LOIs) presents the following argument as of 1953 as cited in (Berahanu, 2006).

It is axiomatic that the best medium for teaching a child is his/her mother-tongue Psychologically, it is the system of meaningful signs that is his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he/she belongs. Educationally, he/she learns more quickly through it than through an unfamiliar linguistic medium.

Similarly, many scholars in literature argues that the first twelve years are the most basic times in a child life during which a child requires both physical and intellectual care and guidance for its attitudinal and attitudinal development. They stated the value of mother-tongue education as:-

If the child is to be encouraged from the start point to develop curiosity, manipulative ability, spontaneous flexibility, initiative, industry, manual dexterity, mechanical comprehension, and the corporation of hand and eye, he/she should acquire these skills, and attitudes through the mother-tongue as the medium of education which after all is the most natural way to learning.

Moreover, based on the recommendation of the UNESCO 1953, as quoted in the above statements; mentions that the provision of education through mother-tongue instruction or education should not be limited to the early years of schooling. The recommendation noted that, with the exception of the few cases, educational instruction using the mother - tongue should go as higher as possible in the ladders of education. That is because a rapid translation to classes taught only in the students second language does not allow for satisfactory developments of the students linguistic and cognitive ability.

2.2.1 Pedagogical Advantages

When we say pedagogical advantages it implies that the use of the mother-tongue as a language of instruction simplifies the class room communication for a child to easily understand and group idea which otherwise could be difficult to learn. Thus, using a mother-tongue as a language of instruction enables to ease in expression and subject matter grasp as well as in retention and speed or facilitate in teaching process. Various research findings (for instance Mazaba and Nthepe, 1979; 161-164 Hobben 1994; 181-183 and Cummin, 2000) therefore, highly

advocate the use of mother-tongue in educational instruction particularly in primary school years.

2.2.2. Psychological Advantages

Since language has an inherent value, mother-tongue is identified to be a medicine to avoid the frustration and internal disturbance of the child while newly joining a school life. It does so because it softens the children's transfer to a new environment from home to school. Such security of a child in turn avoids its resentment of the self, the teachers, and the school as a whole. In addition, if a child is thought in his/her mother-tongue it will develop confidence and a sense of pride because it can understand its language like other prestigious languages, has a power of making the child a worthy member of the community. This feeling is further strengthened when the child's contributions to development of its society are increased and its integration with the community with whom it lives together in common further (Rubanza, 1999: 286-287).

Using unfamiliar language to speak, read writes and listen as language of instruction put the child in a psychological disadvantage. The problem encountered can be reflected by the lack of self expression and slow communicative ability that result in misunderstanding and confusions. All these summed together bring about frustration and tension among learners that gradually drives a wedge between the school and the child and ultimately ends with a failure. That is caring out an education through the children's non- mother-tongue or language creates on the child a feeling of psychic shock (Abuja, 1979: 157-160).

On the other hand (Hobben, 1994:181) argues that, using mother tongue as language of instruction enables children to easily feel and understand the socio-cultural values of the community to which it belongs. This is because there is no any other language beyond the mother-tongue that

can symbolize the cultural values of a specific language group. This includes all the traditional and historical make-ups and backgrounds of its society on which it gradually creates self confidence and national pride at large. And the maintenance of one's socio- cultural values is hardly possible with out the maintenance of its culture and language unless the mother-tongue is implemented to be language of instruction in the early years of schooling. Therefore, the possibility of maintaining the language and there by the culture of the society and creating the citizens confident of themselves, self -reliant, resourceful, and responsive for both personal and national identity and pride would be not only weak but endangered too. Education through a foreign language may result in the creation of opportunist citizens who are most selfish and prioritize private benefits at the expense of national benefits (Hobben, 1994:181).

2.2.3 Political Advantages

The psychological advantages gained from the use of mother-tongue as language of instruction is the corner stone for the achievement of political benefits for citizens as a dual purpose of using the vernacular as a language of instruction That is to mean, the self-confidence and the subsequent national pride gained by using mother-tongue as medium of instruction generates an empowerment of ethnic minority groups which be self is an implication of a political benefit for the minority. And this benefits of minority is learnt the benefits as well as integrity and security of a nation that implies the presence of democratic culture and governance. Above all, the introduction of a mother tongue as language of instruction in the primary schools is the major step in putting the basic human rights in to practice (Hobben, 1994-182).

Pupil's thought through a language which is alien in most of the time feel dissatisfaction and disfranchised with diminishing intensity of their commitment to their national state. Accordingly, the context of reflecting both the cultural identities of its varying ethnic groups and its efforts to

meet their needs and interests are two key roots for a nation state to achieve legitimacy among a significant proportion of its population. This is using mother tongue as a language of instruction does have its own implication on the socio-economic and political roles of the minorities in their own country. As such, the school system has a key role to play in cultivating a national spirit and an important role in the political stability of the nation.

2.3. Arguments against Mother-tongue Education

Despite its wide support as discussed above, other educators have opposed the use of a mother-tongue as language of instruction. Accordingly, to this group, the introduction of a mother tongue as language of instruction in education has its own political, economic, educational, linguistic, socio-cultural and practicability obstacle that it brings about in the teaching-learning activity. Among these, the most common ones are briefly discussed below.

2.3.1. Economic Challenges

The economic strength of a nation and its provision of education are directly related (Psacoaropuloes and Wood hall, 1985:1-10). This is because the stronger a nation in its economy, the higher the possibility of providing trained personnel, text books, various teaching materials and other many requirements. Opponents of using a mother tongue for a language instruction however argue in this respect that if a nation is linguistically highly diversified but economically not capable to fulfill all the necessary inputs required for implementation of a mother-tongue as language of instruction a devastating problem may be created; although using a mother tongue is principally advantageous. Even there are many who considered expenditures for mother tongue education as waste of scarce resources. The economic issue is the basic factor that sometimes creates reluctance on the implementation of the mother- tongue as a

language of instruction among the proponents let alone among those of the opponents (Mazaba, 1979: 165).

2.3.2. Pedagogical Challenges

One of the problems which opponents of mother-tongue Education raise is the inadequacy or inefficiency of vernaculars to use as medium of instruction. According to Lepage (1964: 48)

The child learns more quickly through the mother tongue than unfamiliar language is wrong. Because there is no satisfactory teaching materials and supplementary reading materials or books available in so many vernaculars. Other than this, the most important factor which determines how quickly a child learns is not the language factor but the attitudes of his parents, peers and teachers or group towards the language use.

Thus, this argument implies that the shortage of instructional materials, attitudes, parents, teachers and peers attitudes would have impact on the Childs language interest and learning ability either by hindering or by promoting it.

In connection with the pedagogical problem of mother -tongue education Fasold (1984:294) and Fishman (1968:692) in their discussion about the use of vernaculars languages in education have identified some of the following pedagogical problems regarding the use of mother-tongue as medium of instruction: The first one is that "in some language, it may have no grammar or alphabet". This may create difficulty in standardizing the language of instruction. The second problem suggested was that, "the child already known his mother tongue ". Therefore, there is no need for the school to teach it to him/her. The third one is , the use of the mother tongue will prevent acquisition of the second language. "Some people claim that it is impossible for children to acquire a good use of the second language unless the school accepts the second language as medium of instruction from the very beginning". Another problem that suggested by the objections and are considered more

seriously by the UNESCO's experts than any other suggested above are: the lack of text books and educational materials, the lack of general reading material, shortage of trained teachers and inadequacy of vocabulary.

Difficulty in finding trained teachers in vernacular has become also another problem of affecting mother-tongue use as a medium of instruction. Accordingly, Lepage (1964: 88) statement, "Education is the most important investment. For the future, good teachers are important than any other aspects of the system". Thus, the educational goals of any society can be successful if teachers are trained adequately and become competent. Furthermore, their commitment is highly indispensable for staff development.

Elisabeth (1999:28) emphasizes the problem of the development of unwritten languages. Here, she argues that languages with an oral tradition are usually not used extensively in schools. They have to be analyzed and written system (orthography) has to be developed. However, fully standardized orthography can only be achieved in years of experience with written communication. Similarly, in the countries like ours which is recently embraced on the line of the use of the mother tongue as a medium of instruction newly developed languages need to decide which script it wants to use, what material should be printed and in which script might be referenced are problems in mother tongue educational practicing.

2.3.3. Sociological and Political Challenges

The introduction of mother tongue as medium of instruction also confronted challenges from different scholars for its social, cultural and political reasons. According to Fasold (1984:294) and Fishman (1968:192) there were some critics who thought using vernacular languages would impede the national unity or integration. In connection

with this, they suggested that the use of vernaculars in the schools results heavy expenditure for the government of the respective nations. Because it is easier to govern a country where everyone speaks the same and homogenous languages.

However, insisting on the national language as a universal educational medium would necessarily produce disunity. It also suggests that too strong insistence on the national language might cause some minorities to resent their national government and refuse to accept national identity. Fasold (1984:294) the above argument indicates that imposition against mother-tongue education would relatively cause more problems against national unity. Meaning its implication is that mother tongue- Education would results the idea of disintegration and fragmentation which will be heavy toil of government of diverse language society.

2.4. Planning and Implementation of MT as a LOI

In the education sector like in any other sector, planning refers to the creation of a future suitable environment by which the process of the educational activities functions and groups more effectively and efficiently to address the needs of the society. A good planning is the one that at least avoid ambiguity as far as possible, sets objectives clearly and precisely, designs or formulates rationally sound and practical goals as well as had achievable vision. When planning an educational activities therefore, initially the process be free from ideological influence and biased-ness so that it is not fall and rise with the fall of and rise of governments Yalokwu (2002: 109-118). To this end, the planning process should be based on universally acceptable principles and rationales. Moreover, it should be flexible and adoptable according to the prevailing ideological, developmental, organizational and governance systems or conditions rather than being "rigid and mono ethnic formal that must be imposed uniformly on all situations" Coombs (1970:14). The critical

element in the planning of education is the formulation of a policy. A policy although it can have competing conceptions and assumptions to define it as clarification of overall objectives, decisions or guidelines of action in the future deriving enlightenments from the past policy planning or policy formulation on the other hand; is the primary activity in any planning process to which planners have to give priority before all the implementation and evaluation procedures are designed. Above all, be it a policy planning or any other planning; planning is a continuous process that indicates as who is going to be done and where to arrive, with which best preferable route, etc Haddad (1995:17-19 and Coomb (1970:15).

One of the factors that make language policy issues so sensitive and interesting to study is in fact too problematic to find a solution too, that is, it incorporates multi faceted uncertainties and consequences such as community resistance and ultimate failure and that is why to minimize and if possible to avoid uncertainties and consequent failures as different policy authorities Coomb(1970:30) and Haddad (1995: 24-30) recommend one or part of the following pre-emptive actions to be taken while language policies planning is carried out.

First a policy should have goals and objectives that reflect the socio-economic, political, and technological environment of nation, a region or a specific organization (Depending on the level of the policy to be formulated). The success or failure of a policy to reflect the objective, socio-economic, political, cultural, demographical and technological realities of the society implies the success or failures of its implementation ability. Thus, policy formulation requires among other things, the analysis of the historical development and the consequent current situations and needs of the society, the carrying capacity of the currently available resources of the economic potentiality of the society or the nation, the rights of all the society both to participate in making

decisions and gain benefits from the technological viability of the country to implement it effectively and efficiently the demographic factors of the nation as well as the urban, rural and gender gaps in the education systems of that specific societies.

Secondly, because of the various certainties or the dynamic nature of change and the unwarranted problems it may face a language policy has to be formulated dressing flexible and adoptable behavior to suit better and suitable conditions that arise newly and uncertainly. This, however, does not mean that language policy should be instable changing back and forth time and again on the conditions it is not also expected to be die-hard like that of the ten commandments of the Bible.

Thirdly a language policy has to be precise as well as comprehensive and embracing that takes the case of all citizens in to account. Cole (1997:48) states this case as "education is a meaningless process unless it is concerned with the struggles against all forms of tyranny, whether based on ignorance, oppression, inequality or exploitation". In other sense, this is to mean that language policies should avoid any kind of discrimination. That is based on the ethnic, Race, social status, religion, color, etc of an individual or a society.

The fourth and the other related factor is that, as much as possible a language policy should be based on a sound philosophy of principles, facts, and truth. Therefore, formulating a policy backed by research findings, empirical factors and relevant experiences that helps to be in line with this rational. Moreover, here, it should not be forgotten that the implementation of a language policy must be preceded by piloting and evaluating the feedbacks. Fifth, as much as possible a policy should be stated clearly from both linguistic rationality aspects. It should not leave the interpretation for others because unambiguous and non-focusing

policy can not only be understood easily by everybody who reads and listens it but also should be implemented effectively and successfully.

Indeed, since the 1953 the UNESCO declaration on language of instruction the attention of countries for language-policy planning has shown dramatic changes. That is, an increasing number of nations have determined the educational policy to resolve around issues of the linguistic and social equity and justice of citizens. The social equity and justice of citizens is meant these citizens accessible to the dominant language may not be exclusively powerful over their own affairs and influential over others. This is how policy planning of a language of a instruction and operate in discriminately so that the role of language to be a source of power and inequitable in the society is ceased McNab (1989: 21) and Corson (1990:221-223).

In general, language policy is a policy where designed and measures are taken to develop as well as use a language or languages as a means of communication and in language instruction among the society. Particularly language policy gives a due consideration for the preparation of languages to provide a far better service as a language of instruction as this is the common but critical problem in many of the countries in the entire world. Moreover, the absence of providing the necessary attentions for language cases while designing an educational policy will have its own economic implications. That is the educational wastage that emanate from dropout and repetition in primary schools are very likely a consequence of problems connected with the language policy planning Mazaba and Nthepe (1999: 164-165) and Bamgbose in Heugh, (1999; 161). The 1970s world education Bureau research report supports this fact by confirming that; two of the fourteen factors for educational wastages connected with language of instruction which is mother - tongue instruction. That is why educators advise planning a language policy should be based on sound philosophy, the analysis of existing

situation and evaluating and selecting the best alternatives among many. Rubin and Ternudd (in McNab, 1989:22) farther emphasized that language planning is characterized by the formulation and evaluation of the alternatives for solving the language problems to find the best or optimal and most efficient decision.

Moreover, language planning is cognizant of not only the duties of the linguistic aspects but the duties of the social aspects of the language too. Although some scholars like Tauli (in McNab, 1989:22) argue that language planning is "the methodological activity of regulation and improving existing languages or creating new, common, regional, national, or international language." The majority of the educators agree that language planning can never be carried out without giving not only due consideration but also pre eminence for its social context. In other words, language planning should take into account all the habits, cultures, attitudes and values, likes and dislikes, loyalties, preferences and all other psychological, sociological values of the stakeholders including that of the planners and decision makers themselves. As such, according to McNab (1989:22-23) and Corson (1999:224-226) language-planning is an activity that incorporates the development of policy and corpus as well as the discrimination of norms- is formulated not only from purely linguistic or purely- a sociological point of view but from all other aspects of the language- policy planning as well. That is, in short "it is held to be the deliberate change or stabilization of languages in order that they may easily be used for the functions they are allocated within the language community McNab (1989:23). To sum, therefore, language planning in education is affected by various socio-political context factors that include attitudes, power and authority variables, ideology and other integral parts of the planning environment.

2.5. Selection of Language of Instruction (LOI)

For multilingual education to work a country undoubtedly needs to select a limited number of languages for educational instruction. This by itself requires the determination and development of the necessary languages, language determination is deciding or selecting a language either for communication, for educational instruction or for both and other purposes, if any where language development is the customizing and/or modifying/modification of the already selected languages Fasold, (1990;247-249) .Since language determination is an approach of policy planning; the way that it should be formulated is briefly explains earlier. Hence, therefore, the attention is on language development which Ferguson (in Fasold 1990:248) has categorized it to "Graphization, Standardization, and Modernization."

Graphization is espousal of the lexical and orthographical characters that includes writing, spelling, capitalization, and the other process of language development that deals on the establishment of the correct writing system that includes the selection of suitable and standard dialects, the establishment of orthographic rules, and other such rules and language norms. This activity ultimately makes the language a fully standardized and written language like many other privileged languages with a status of wider communication (LWC).

Modernization is highly related to standardization. It is an all round empowerment or expansion of the selected languages by adding new and desirable vocabularies either by creating new words, by coin aging or by borrowing from others as well as implementing it in the service of different broadcasting mass Medias and publications to be heard and read by the community. All these are in general activities to be carried out in the time gap between the determination and implementation of the language as a language of instruction and all should necessarily

precedes the implementation process Ferguson (in, Fasold 1990: 246-263).

All these activities cost very-high -Human and non human resources. That is because the availability of the necessary trained manpower and educational materials is related to the heavy cost of developing learning materials in mother-tongue cited earlier as one of the factors to be taken in to account while formulating a language policy. In short, this is meant that the benefits of using the mother-tongue as language of instruction should as far as possible justify the cost. To end this, it should be noted that it is very useful to take in to account not only the demand for mother-tongue for instructional purposes but also the cost include for the development of all the human and non-human-resources before a country gets in to the investment of multi-lingual or bilingual education Vawda (1999: 557).

Leaving this economic factor aside, the instructional variables to be taken in to account when a choice of any indigenous languages as a language of instruction are made to included language adequacy, availability of the text books and other reading supplementing materials and the availability of adequately trained teachers Fasold (1999: 250-257) and Mazaba and Nthepe (1979: 105) state this requirements as follows

Is the language a spoken language, a transliterated language, a written language? Is there available in this language general Meta linguistic material (grammars, dictionaries, descriptions, and or other teaching materials reading books, grammars, exercise books, audio-visual or Audio-linguistic materials). Are there teachers trained to teach this language (speaking is not enough)?

As several literatures suggests, policy-makers and planners need also to consider the attitudes of the society towards that speaking languages while deciding on the choice of a language of instruction. How learners and their families as well as teachers and the entire community perceive

the status of their language determines the rejection of or acceptance of its implementation as a language of instruction.

2.6. Implementation Barriers of MT as a LOI

The determining factors for ensuring a successful implementation of MT as a LOI are setting objectives in planning and creating conducive environments of implementation. But although the provision of education for children in their MT is increasingly gaining the recognition of politicians and policy-makers; variables such as linguistic diversity, historical constraints, attitudinal problems, socio-cultural and political obstacles, economic constraints, technical and pedagogical problems, and other have prohibited its success in implementation Ouedraogo (in Birahanu 2004). Above all, the inevitability of attitudinal problems and a consequent resistance to change is found to be the major and common barrier that is surfaced during the implementation of language policies implementation like all aspects of innovations face too.

2.7. Attitudinal Problems\Constraints

The effective implementation of a change in curriculum as well as a change in LOI highly depends on the attitudes of the entire community ranging from the top government bodies down to the pupils. Thus, before designing and implementing an innovation such as the under discussion; there are some important variables to be taken into account carefully. These include need assessments, designing vision and objectives, building capacity to implement and others factors related to these.

Attitude is therefore, one of a very crucial problem in the implementation of a MT as a LOI. The problem is often surfaced through the negative attitudes that all or parts of the stakeholders show towards the use of their own language as a LOI. The sources of this attitude are too much and vary from society to society. By and large the roots of the problems can be categorized in to two major groups; for economic advantage

because a LWC generates between income though a better and wider job opportunity (Hence secures better life) and secondly a strong interest to achieve advantages of social prestige. At least, both of these have a slowing-down effect on the development of the local languages. For instance, during the colonial period, on the one hand, most local languages lacked the concepts and vocabulary to communicate the very contents, technical and organizational that underlay the relative "superiority" of the colonial powers. On the other hand, as part of the colonizers' negative attitudes towards local cultures, the local languages were considered as incapable of dealing with such contents. The colonized people accepted this negative attitude to their own languages and hence not only gave the highest priority for learning a foreign language but also felt prestigious when acquired a knowledge and skill of it Ouedraogo (2000: 24-26).

By the way, all parents and communities wish the best life for their children. Thus, they are highly concerned about access to higher education, employment opportunities, or general socio-economic advancement, and knowledge of high status language; for example English or French as crucial for achieving these aspirations for their children. Therefore, they want to send their children where the LOI is a LWC. Politicians themselves who urge the case of a MT as a LOI in public relies and various mass Medias prefer and/or send their children to learn in a LWC or may even send to Europe or the USA from the very beginning. Even the elites who not only a significant role in the formulation and planning of language policies and implementation strategies but also are the forefront advocates of a MT to be a LOI send their children not to schools where the LOI is a MT but to schools where the LOI is a LWC such as English and French Mazaba and Nthepe (1979: 168) Rwantabagu (1999: 199) and Lotherington (1999:215).

On the other hand it is not hidden from everybody that community sensitivities around the term MT in education are very real and based up on past negative experiences which Ouedraogo (2000:26) called "Prisoners of the past". The language of the colonial powers; for instance, was usually given a higher value than the local language in colonial Africa. This conception has developed not from a simple reasoning but from the well-known fact that the colonial languages were the language of the offices, shops, commerce, business, industry and political life, in short the languages of power. Parents and students under such conditions resist the implementation of their MT as a LOI because they want to be competitive enough by having English as a LOI just from the beginning of their children's schooling.

Moreover, there are questions about whether or not the present is an appropriate time for launching a new language policy initiative. The uncertainty no doubt rests upon the massive disparities in resource availability and distribution among schools, the lack of readiness of educators and other constituents in the school system; the publishers and distributors of learning support materials, and service providers of education development programs. These problems are not of such a nature that practical solutions cannot be devised and implemented as a result of the load of the cost. This by itself is a source of community resistance against the introduction of the MT as a LOI.

According to Fasold (1990: 294) the other form of community resistance against the introduction of the MT as a LOI is the one that usually comes from the lack of a full understanding and exploitation of the psychological, educational and social advantage of bilingual education. Hence, because of ignorance, people consider the use of a MT in educational instruction as a useless activity whose cost of failure is felt in all the economic, social, and political domains, which they also consider it as an unnecessary wastage of time and money. They also

consider it as it is simply teaching their children the MT language which they already know, without place for both the development of their language as well as the provision of other subjects through the medium of their MT.

Thus, surprisingly Fasold (1990: 295-296) argues that most people oppose the introduction of their own language as LOIs in the education of their children. This is because they think that the use of their language in education is an obstacle in their children's way of advancement which can be achieved through a LWC; national or international language. A socio-linguist, named Adegija (1994:2), therefore, argues as how local languages are empowered for a far better role in national life by stating that "unless it (the attitudinal misconceptions) is consciously reversed and provision made for the use of indigenous African languages in education and other areas of public communications, most of these languages will stagnate". Therefore, while there is hardly and empirical evidence it justify the insistence on a LWC, the fears expressed on the use of the MTs as LOIs have to be taken seriously for pragmatic reasons. Moreover, it should be noted that every effort should be made to ensure that the promotion of a MT is not simply for the less privilege social groups.

Furthermore, it should be understood that the cases of attitude and achievement are like the cases of egg and chicken. Werdelin (in Anderson, 1968; 2:3) in this line states that "attitude affects achievement and achievement affects attitude." This is meant, on the one hand, if there is a negative attitude to an innovation most probably failure succeed. On the other hand, if negative attitude that in sum and viciously leads to the extinction of one's own language, the reverse of which is also true. Therefore, since achievement cannot be obtained from nothing, something i.e. attitudinal support to an innovation is very crucial of achievement is sought. In general therefore, the attitude or

approval of parents, teachers, and peers has significant roles both on the attitude of the students on school subjects and on their consequent achievement. That is, the more positive parental attitude or approval is better the pupils' attitude and achievement will be Hoffenberg and Norton in Anderson (1967:12:3).

Therefore, to avoid such attitudinal problems against the introduction of the MTs as LOIs a strongly recommended remedy is that an educative and persuasive approach be made top to all stakeholders rather than reliance on coercive strategy. This enables to secure support for the proposed MT based bilingual education and the interdiction of a third language in all primary schools. Yet, policies and practices are still generally directed by the central government, particularly in many of the developing countries where by parents, pupils and teachers have little or no influence over its form and content. Indeed, now days the trend in our world is being skewed to peoples' demand of their rights of participation of making decision on issues that concern them. In order to validate this approach any new legislation should be formulated to create an enabling system for local authorities to have opportunities for encouraging solutions that address the gap between local demands and the mainstreams of educational provisions offered by the government rather than an imposed order. This is because, obviously, most of the future is still determined by the wants of the bulk of the population.

2.8. The Need for Community Participation

The development level, value, and socio economic conditions of the community have their own role in determining the objectives and purposes of school community relations and the needs of the students.

The participation of the community in the planning and implementation process is necessary to increase the relationship between school and community. According to Mbamba (1992:64)" lay members should also

be involved if they are well informed and can make valuable contribution that will facilitate the relation of the plan. Moreover, it is important if the school includes in its plan the participation of parents. Seyoum (1996, 12-13) also stated that effectiveness in educational policy can only be possible if the target population is involved in the formulation process. Those who are directly or indirectly to be involved in the process directly or indirectly should take part. Such an involvement helps to avoid paternalistic and parochial attitudes of those in power towards subjects. As a result, there will be participation at grass root level. And ideas for policy could emanate and flow from the bottom to top. In such a possibility, thus, the interest of the pressure groups should be considered so that there will be less challenges in putting forth the policy statement.

Tekeste (1990:91-92) also agrees with the above idea. According to him the best way to ensure a successful implementation of an educational reform is to initiate a comprehensive discussion from below. He further agrees that such an action is a democratic process as well as an obligation of government; after all its aim responsibility is to execute policies that originate from below.

2.9. From Foundation to Revolution

The beginning of formal schooling in our country goes back to more than 16th and half centuries in History. That is formal education has emerged in the country together with the introduction of Orthodox Christianity into Ethiopia, the then Aksumite in 4th century A.D, this is really unparalleled in the black continent of Africa. Although, its initial reason for the introduction was the preparation of the church clergy and catechists for a far and for a wide expansion of the Orthodox Christianity in the Aksumite Kingdom, gradually church education has also become the major sources of Civil servants in the various government organizations that encompasses Judges, governors, Administrators,

scribes, teachers, and treasures etc Ayalew (2000:6) and Maaza (1968). But, although, its direct objectives was the production of people serving the church as Deacons, Priest and Debaras, the contribution of Education under the provision of Orthodox Church has provided undeniable contribution in the preservation and maintenance of the country's cultural values and heritages to a such very long period of time. Not only the Orthodox Church, but also the Quranic education and schools played much in this respect. Moreover, although, Ethiopia is highly multilingual nation similar to many African countries, presence of its own written official language since the old age puts it in a better position as regards to the issue of LOI McNab (1989) and Ma'aZa(1968).

What this topic under discussion in particular refers by the concept foundation is, however, the time of the introduction of modern education to Ethiopia. This was in 1908, when Menelik II School was opened in the capital, Addis Ababa. Revolution on the other hand implies to the 1974 mass revolution that toppled the Imperial Government of Haile Sellasse I and brought Derge to the power Ayalew (2000) and McNab (1989).

In this all periods, when modern Education was introduced there was no language policy in education. In the beginning, some missionaries used some local languages as medium of instruction, French was a LOI for the non-language subjects in the schools. French was selected because it was most widely used International language in the country by that time. Indeed, Amharic and Geez as well as different international languages such as English were given as a subject. In the period of Italian occupation (1936-1941), however, Amharic, Tigrigna, Oromigna, Harari, Arabic and Somali were used as medium of instruction (Italic the principal's language of instruction) in their respective administrative Regions. Although, its aim was the implementation of its divide and Rule colonial policy or philosophy that the development of local language this was the first item when local languages were introduced for the medium

of instruction McNab, (1989). Nevertheless, the colonial language policy in Ethiopia had hardly influenced the development of mother tongue as language of instruction. This was because, from the very beginning, the interest of Italians was not really the development of the indigenous languages to the language of instruction (LOI) except an intention against the prevalence of a national language of Ethiopia, which could be threat against the rule. Except the disruption of the already existing public and missionary school. Therefore, the Italian prepared neither teaching materials nor teachers in the vernacular languages which they wanted to introduce as language of instruction (LOI). Their language policy, in general, ended to be strengthening their colonial holding by dividing the natives through language, Religion, Ethnic identity etc. aspect to combat nationalist sentiments and movements which Tekeste in McNab, has stated as "pacification through Apartheid "McNab (1989).

As the result of the outbreak of WW II, however, Italy lost Ethiopia, when the Fascist Italians were expelled from Ethiopian soil by 1941. Therefore, two basic changes were carried out in language of instruction in Ethiopia. The first change was that; the replacement of Italian language by English as a language of instruction in all government schools. In second change, immediately after the liberation, Amharic was made a language of instruction for grade form 1-2 grades. Later in the year 1958/59, Amharic, which was declared to be the official language of the country in 1955 Cooper in Mulluneh (2004) made a language of instruction in the entire primary schools form (1-6) grades, that was put in to practice in the year 1963. English on the other hand, had remained to be a language of instruction starting from grade seven. This has continued until the formulation of the NETP (1994) and McNab (1989).

Moreover, to the public sector the participation of missionaries were also subjected to make their own endeavors in the development of Amharic both as national language and as a language of instruction. All the

directives and dedications of the time not only declares issues concerned on the expansion of Amharic (as a national language but also force the missionaries too to practice it in their school. Article 13 of the 1944 educational declaration, for instance, states that "the General language of instruction throughout Ethiopia shall be the Amharic language which the missionaries should or will be expected to learn" (quoted in McNab 1989:118).

However, in spite of its reluctance to show in practice/reality, the Imperial government has tried to acknowledge the use of vernaculars languages in the mission schools. Based on this line, among other statements concerning educational language policy there was a selection that is stated as "Amharic is the official language and an attempt will be made to build up in it a large literature. It is to be taught in all schools, English being the principal foreign language. In Muslim areas, Arabic will be taught and other Ethiopian languages will be used in the initial stages of schooling, perhaps Tsheye (quoted in McNab 1989:118). Even though, this initiation was essential step of the imperial government in the implementation of the indigenous languages for instructional media, the research evidences tells as that neither Arabic nor other languages were taught in any government schools with the exception of few Muslim school, in Addis Ababa. Therefore, from the practical point of view, it can be said that there has never been that much effort to introduce the local languages to the status of a language of instruction Mac Nab (1989: 81). Above all, the reluctance to implement the local tongue as the language of instruction, the Imperial government also showed a deliberate denial of the introduction of local language as LOIs. Article 14 of Nagarit Gazetta published in 1944 justifies this fact. In an open area missionaries may use orally local languages in the early stages of missionary work until such times as pupils and missionaries in open areas shall have a working language of the Amharic languages. The local languages may be

used in the course of ordinary contacts with the local population (quoted in McNab, 1988: 718).

The determination of the Imperial government both in terms of the promotion and use of Amharic as a tool of national unity at the expense of the local languages can also be seen from the 1972 attempt. This was the time when the National Academy of Amharic language was established. Although, its operation has faced an obstacle for implementation by the 1974 mass Revolution of Ethiopia people. The main objective of this Academy was enhancing the development of the Amharic language and literature with the Amharic language McNab (1989:81). In general, prior to the Revolution, although, the Imperial government officially recognized the presence and the problems of the non- Amharic -speaking pupils in the government schools, its sole motive has remained to be the teaching and promotion of Amharic irrespective of the lack of ground of the children at school .

2.9.1 Language Policy in Socialist Ethiopia

When the military dictatorship also known by the name the Dergue took the power in the year 1974, the government took serious measures or actions or step not only in order to expand education but also in the role of local languages in education system. To start with, the Dergue has amended that the already established language academy should be aimed at fostering and promoting the progress of the different vernacular languages in to LOIs as soon as possible. To put this in to effect, as cited by MOE in Ayalew (2006:75) it is stated that Amharic shall be the language of instruction until such time that there are teachers and text books in other languages. The implementation of the literacy campaign in fifteen nationality language is another determination of the Dergue for the implementation of vernacular languages as language of instruction (MOE, 1984). Moreover during this time, a Policy decisions were taken to use Geez to transcribe the nationality languages.

Nevertheless the use of the above vernaculars as language of instruction did not proceed beyond the non-formal education program. The language of instruction in primary schools, therefore, has continued in the already established and functioning systems McNab (1989:83). Both Ayalew (2000: 75) and McNab (1989:87) suggested that the immediate costs for the preparation of both human and non-human resource requirements including the shortage of teachers who can teach in those language and above all the consequence it may have on the indignity and unity of the country may have discouraged the introduction of the indigenous languages for a language instruction in the formal schooling program.

This however indicates that during the Dergue regime there were separate language policies for the formal and non formal schooling programs of education. That is, on the one hand the policies states that the formal education will be given through the medium of the official language (Amharic) in the entire Primary\schools excluding the (MTs) and through the medium of English secondary school and in other hand nationality languages in Non Formal Schools (Tekeste, 1996).

In general, the Dergue philosophy of Ethiopia Tikdem (Ethiopia first) by itself is enough to indicate its determination for national unity through the promotion of the Amharic language. Its Anthem Ethiopia Tikdem undoubtedly tells us that the provision of a priority or national unity without any consideration to regional, cultural, linguistic, or Ethnic variations, Rights and identity (Tsehaye in MNab,1989) .After all the Dergue government has used to treat "Amharic language and culture as being synonymous with Ethiopian language and culture" McNab (1989:87). This has also nothing to tell except the promotion of Amharic to be the role indigenous language in the country. Therefore, despite the fact that, the government was aware of the use of the vernaculars in the early primary schooling and the problem related with it in the country,

the regime never took any practical action to introduce the use of mother tongue as medium of instruction in the formal school system except the formation of important concepts and ideas concerning the promotion and use of MTs on its police document and different directives McNab (1989:89). On the other hand, the policy made the non-formal education to be provided through the medium of the 15 nationality languages (that almost covers 90% of the whole population) were by adults and there participating in the non-formal program education are expected to literate in their respective vernaculars. In the urban areas, in fact, the non-formal education itself was provided through the medium of Amharic McNab (1989: 87-89)

Moreover, this had deleterious consequences on the further development of the education of many citizens in the country. To begin with the unnecessary isolation of the two programs blocked the transfer from Non formal to the formal for those who are in need of it and want to benefit from by perusing education further because the two are inseparable Tekeste (1996). Therefore, it was only those who attended the formal program in the national languages who would have pursued their education in their formal program. This is still things except being an indirect effort of promoting Amharic from which one can infer that the importance of Amharic not only as a national language but also as LOI maintained by the Dergue regime too McNab (1989:89).

2.9.2 .Mother tongue Education Since 1994

The major turning point or break through that seems to have responded an age old challenges and questions of language of instruction in Ethiopia came soon after the fall of the military government in 1991. By officially declaring through the constitution FDRE (1994:22-23), that nationalities have the right to self determination up to secession. The current regime seems government that made a breakthrough of the idea of the national unity through the use of a nationality language. To begin

with by the "Conference of peace and Democracy" held in Addis Ababa in July 1991 the EPRDF had recognized the nationalities Right to "develop their history and culture as well as to use and nature their languages" Ayalew (2000:75). Then, based on this, the council of representatives in 1992 has issued the following guidelines on the way of implementing nationality languages as language of instruction (LOI). (1) In places where Amharic is MT of the community, it will continuous to be a LOI. (2) As of the 1991/92 Academic year the language of Oromo, Sidama, Wollaytta and Tigray would be used as a language of instruction. But the provision of education through other nationality languages as LOI will not be held until study results indicate it to do so. And hence, in such areas educational medium of instruction will continue as in the past. (3) English would be taught as a subject as of grade one and for Junior and secondary schools it continuous to be a language of instruction (Gfeller, 1991: 3-1).

In principle, the development, preparation as well as implementation of a curricular and curricular material requires a time of thorough study, piloting evaluation pre-requisites. In other words, its implementation should be carried out phase by phase or step by step so that there would be time of the investigation of constraints faced. Accordingly, therefore, the speed of the implementation of the MTs as LOIs should not necessarily be influenced by the pressure of the population (that doesn't usually happened in reality indeed unless and otherwise it is backed by the necessary preparations Ayalew (2000 :75-76).

However, while various languages are already being introduced as LOIs the NETP, rationalizing the pedagogical advantages of the already implemented policy states at the being that, "Cognizant of the pedagogical advantages of the child learning in (MT) and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages "(TGE, 1994 :23)

The policy document has about eight sub articles concerning languages and language of instruction. Among these the two other sub -Articles in addition to the aforementioned one are very relevant and appropriate for the implementation of LOI in the primary schools. One of them Article 3.5.2 states that nations and in nationalities are subjected to check whether they are made necessary preparations in manpower, material, and financial requirements as well as the interests of the people or community before they introduce their languages to be used as LOIs. In addition this article has left the option of selecting LOIs for the nationalities themselves according to which nationalities can use either their own languages or any other language widely spoken in the country.

In other words, the policy document underlines that a nationalities have the right to use their mother-tongues for educational instruction but are not compelled to do so far as they are incapable and unwilling to use it TGE (1994:23).

The second and other essential sub-article is 3.5.3 which states "the language of teacher training for kindergarten and primary education will be the nationality language used in the area" TGE (1994:23). According to this sub-article teachers recruited and selected to teach in their MTs offer their training should be trained through a medium of a language they are expected to teach after deployment. And this is of the basic requirements in the implementation of local languages as LOI in the entire primary schools of Ethiopia (Ayalew, 2000:75-76).

CHAPTER THREE

Research Design and Methodology

This chapter deals with the research methodology, the sample population and sampling techniques of the study, the source of the data and data gathering tools. It also explains the method of data analysis and interpretation employed.

3.1 Research Methodology

The main purpose of this study was to examine the opportunities and challenges of using Shinashigna as medium of instruction in some selected schools of Metekele zone; Benishangul Gumz National Regional state. To serve the purpose, a descriptive survey method of research was employed because it describes the data in form of quantitative and qualitative. In addition descriptive approach is employed when the researcher assumes that when there is scattered population distribution. Seyoum and Ayalew (1989) have noted the significance of the method for this kind research. The method enabled the researcher to reflect the condition of implementing Shinashigna in some selected primary schools of Metekele zone to collect appropriate data about teachers, students, parents and education experts and administrators perception regarding the implementation of Shinashigna as medium.

3.2 Sources of Data

For the purpose and objectives of this research study, both primary and secondary data were used. The primary sources of data were students, teachers, parents, education experts and administrators.

Secondary sources of data for this study were documents concerning mother tongue education practices such as strategic plans, school reports, statistical figures, state council decisions, minutes, letters and related literature to consolidate the study.

3.3 Population of the Study

The universe of the study includes five primary schools in Metekele Zone where Shinashigna was used as a medium of instruction. The zone was selected for two reasons. The first reason was that, this was the only zone selected for the implementation of the program. The second one was the researcher had better knowledge about the issue of mother tongue education (Shinashigna) as he is the member of Shinasha community and listen to problems in the implementation of the Shinashigna medium. Thus, the researcher was interested to carry out research on the issues revolving around opportunities and challenges of using Shinashigna as medium of instruction. The zone had 7 Woredas. For this study only 4 Woredas were taken based on availability sampling because there is no other schools that uses Shinashigna as medium of instruction.

3.4 Sampling Techniques

The study included 4(57.14%) Woredas out of the 7 Woredas in the zone. The Woredas were taken by availability sampling because there was no other Woredas that use Shinashigna as medium .From each Woredas; the available primary schools were taken as whole. There were 5 primary schools influenced by the program in the four Woredas. The table below shows the number and name of schools in each Woredas.

Table 1. The Number of Woredas and Schools Selected for the Study

No	Zone	Woreda	No of school	Name of School
1	Metekel	Bullen	2	Bullen Millennium Eganembo and Ekonti
2	"	Wombera	1	Minjo Primary School
3	"	Dibati	1	Zeghi Primary School
4	"	Dangur	1	Dangur Primary School
Total		4	5	5

Regarding the respondents sampling all the available principals and vice principals in each selected sample schools were included in the study because, they were expected to be key role players in the implementation innovation or the policy.

Shinashigna teaching teachers were selected purposively because they were teachers that were directly implementing the medium of instruction (Shinashigna) than other teachers who knows the detail opportunities and challenges of the program. Regarding respondents from experts and administrators' availability sampling was employed. In sampling of students and parents random sampling was used. Thus, see the table below which shows the distribution of respondents by school, Woreda and zone.

Table 2. The Distribution of Respondents by School, Woreda and Zone

Woreda	No Schools	Sample of Respondents							Total
		Woreda					Zone		
		Teacher	Student	Parent	Experts	Administrator	Expert	Administrators	
Bullen	2	10	20	12	10	3	-	-	57
Wombera	1	5	20	12	10	3	10	11	72
Debati	1	5	20	12	10	3	-	-	51
Dangur	1	5	20	12	10	3	-	-	51
Total									271

3.5. Data Gathering Tools

To obtain and collect relevant and reliable data for the study both qualitative and quantitative data were gathered through questionnaire since the study was descriptive survey conducted on a large size of population the process of data collection was mainly through questionnaire. Therefore, questionnaire of similar items was prepared for both teachers, principles, vice principals and education experts.

The questionnaires prepared were two types. They were closed ended and open ended questionnaire for teachers and experts in relation to the collected literature review. Thus 69 closed ended and 2 open ended questionnaires with the total of 71. Moreover, 13 structured and 2 unstructured questionnaires were also prepared for students which totally to be 15 items. For the purpose of gathering relevant data, the initial draft of the questionnaires pre-tested before actual distribution had been made for respondents. Hence, the questionnaire was pre-tested in Emangi primary school by taking 2 teachers who teach Shinashigna as subject, 1 principal, 1 vice principal and 2 experts and the piloted respondents as well as school were excluded from the main study. Hence, based on recommendation and suggestion of the respondents some items have conceptual problem were changed, omitted and some were restated in order to increase the soundness of the questionnaire.

For qualitative and in depth data, interviews were made with Woreda and Zonal administrators, education heads and parents including representative of PTA members. Thus, the interview guidelines were employed to get further information. In addition, actual class room observation was conducted by preparing observation checklists while class was on progress to examine about the implementation of Shinashigna as medium of instruction. Finally, since grade 2 students were unable to fill the questionnaires, the researcher employed structured interviews with students in schools. The data collected qualitatively from classroom observation and focused group discussions were treated together to support those data collected in quantitative method.

3.6 Methods of Data Analysis

The information collected from documents, opinion gathered through interview and responses from rating scales in questionnaires; were structured, organized and firmed to make the information conformable to analysis and inference.

Based on the nature of the data collected, different statistical tools were used. Bar graph and percentages were used to elaborate the characteristics of the respondents and pupils attitudes towards Shinashigna medium of instruction. In interpreting the data collected in questionnaires from teachers and experts; independent t -test was used to check the difference between the two focal sampled populations. This statistical test was employed because the two sample populations were completely independent to each other. For such kind of respondent groups, two tailed t-test is the most commonly used in educational research. The mean value of the two sample population to see the majority agreements. Finally, tables were used in presenting and analyzing the data.

On top of that, t-test (two-tailed) or non directional t--test was computed to see whether there is a statistical significance difference between the means of the teachers and experts on their perception to the opportunities and challenges of using Shinashigna as medium of instruction.

Chapter Four

Presentation and Interpretation of Data

This chapter deals with analysis and interpretation of data gathered from school teachers, experts, students, parents and administrators. The data obtained through questionnaires, interviews, focused group discussion, observation and documentary analysis were analyzed and interpreted. Hence, the basic questions raised in the chapter-one were given appropriate treatment.

A total of 95 questionnaires were distributed among experts, principals and teachers. Out of which 85(89.47%) were filled in and returned. Out of this 25 (29.4%) were school teachers and principals and the rest were education experts of Woredas and Zone.

Generally, 271 respondents participated in this study. For the sake of statistical convenience the two focal persons from Capacity Building Bureau of the Woreda and Zone Education experts and teachers were categorized to analysis and interpret the data from questionnaires.

The general characteristics of the respondents were shown in the graphic representations below. Through out this study, comparing of the two means was made by the help of an independent t-test and interpretation was made for all five point scale measurements based on the following mean score ranges.

- | | |
|---------------------------------|----------------------------|
| 1. 0.05-1.49- Strongly Disagree | 4. 3.50-4.49 Agree |
| 2. 1.50-2.49 Disagree | 5. 4.5-5.00 Strongly Agree |
| 3. 2.50-3.49 Neutral | 6. P value 0.05 |

General Characteristics of Respondents

4.1 Sex profile of Respondents

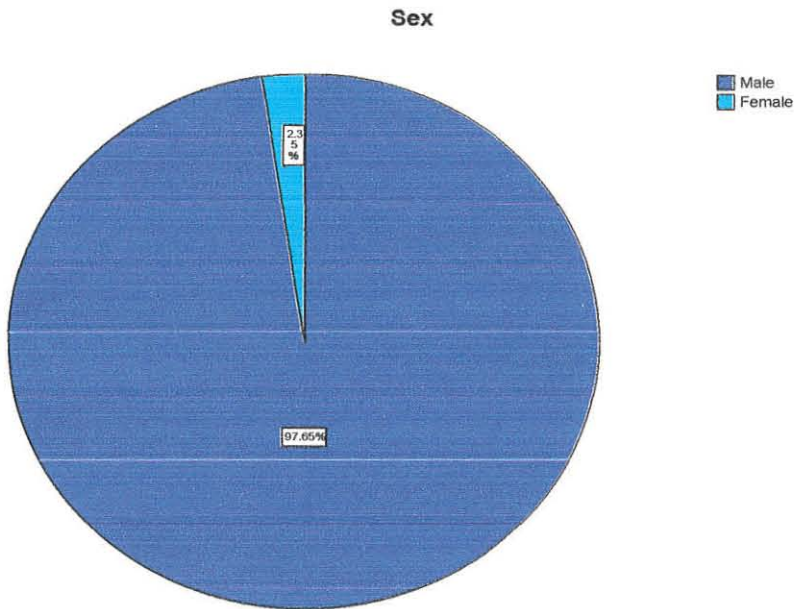


Figure 1: Graphic Representation of sex profile of Respondents

From the above pie chart or circle diagram, the percentage of female respondents much lower which represent 2(2.35%) out of the whole respondent categories for teachers and experts while the proportion of male respondents from both teacher and expert sample population high which accounts 83(97.65%) out of the whole respondent categories. This implies that still in the research area, females' educational status very low to compete for different opportunities with male. This may be either due to cultural influence towards female education or lack of opportunities to education. In other ways, this picture shows that, the participation of females in the professional, management and decision making process is still very low which calls for consideration in policy making.

4.2 Age-Profile of Respondents

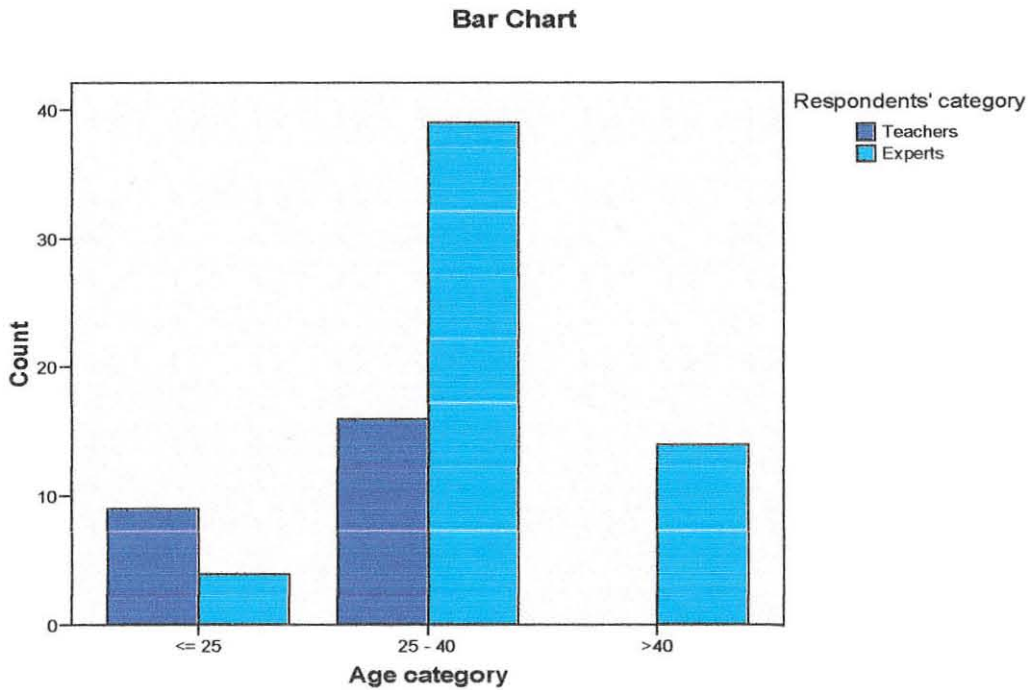


Figure 2. Graphic Representation of Age profile of Respondents

As shown in the above graphic representation of the age profile of the respondents 9 (36%) and 4(7%) of the teachers and expert respondents respectively were under or equals to the age category of less than or equal to 25 years age. In addition, 16(64%) and 39(68.4%) of teachers and experts were in the age between 25-40 years old respectively. Finally 0(0%) and 14(24.6%) of teachers and experts respondents were in the age range above or greater than 40 years old. This figure shows that those experts who were working in Education Bureau were with highly experienced than teachers and they can perform their responsibility since they learn from their experience. The age implication of teachers shows that most of them were in the youngster age group and have high potential to be used in the future in education bureau of the research area.

4.3 Educational Level Profile of Respondents

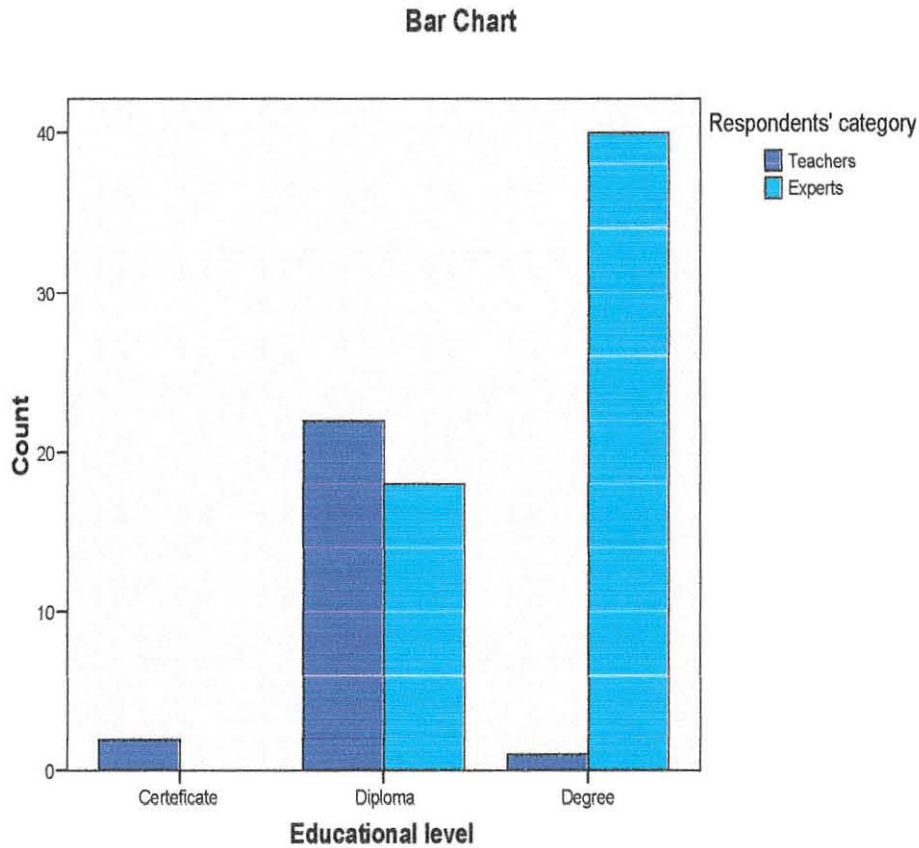


Figure 3. Graphic Representation of Educational level profile of Respondents

The graphic representation above shows that the educational qualification of respondents. Thus, 3(12%) and 0(0%) of teacher and expert respondents respectively having educational level or status certificate respectively. Further, 22(88%) and 18(31%) of teachers and experts respondents were holders of diploma respectively. Moreover, 0(0%) and 40(69%) of the teachers and experts were first degree holders respectively. Thus, from this figure, teachers attained minimum qualification requirement to teach in primary school. But their qualification not in instructional language .In reality, most teachers were either in social or natural science qualified diploma teachers.

4.4 Work and Experience Profile of Respondents

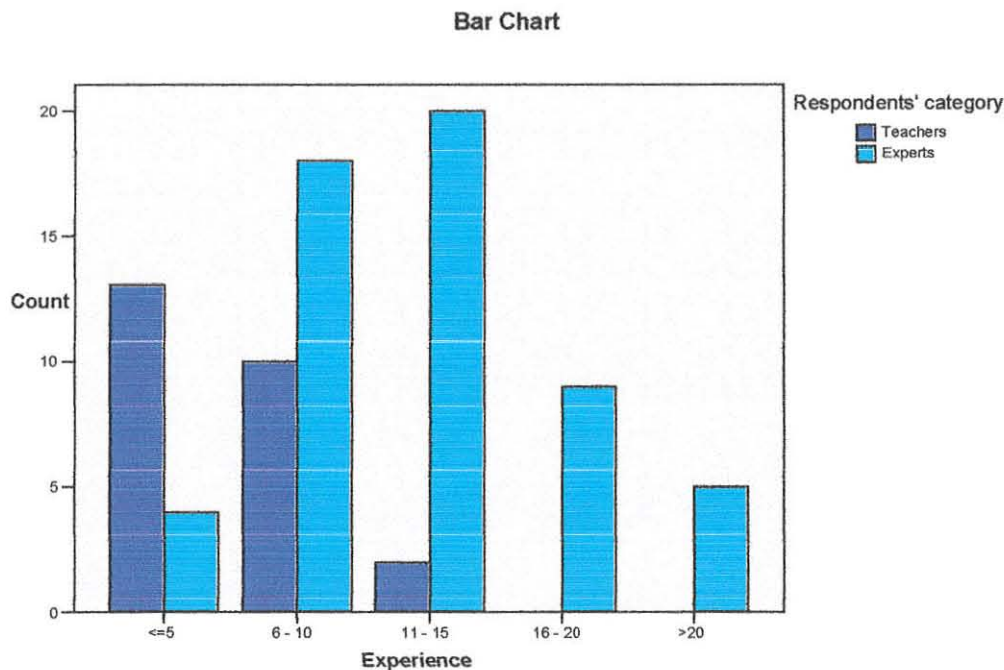


Figure 4: Graphic Representation of Experience profile of Respondents

In the graph shown above, regarding the work experience of respondents 13(52%) of teachers and 4(7.1%)of expert respondents were having work experience less or equals to 5 years respectively. In addition, 10(40%) of teachers and 18(32.1%) of expert respondents were having work experience range from 6-10 years in their job respectively. Moreover, 2(8%) of teacher respondents and 20(35%) of Expert respondents were respectively having work experience between 11-15 years. Besides, 0(0%) of teacher respondents and 9(16.1%) of expert respondents respectively were having work experience range 16-20 years. Finally, 0(0%) of teachers respondents and 5(8.9%) of expert respondents respectively have work experience range above 20 years. The implication is that, experts have higher experience than teachers in their position. Therefore, experts may perform their activity better than school teachers. Because, experience and performance have positive relationship in most cases.

4.5 Teachers Proficiency level in Medium of Instruction

Table 3: Teachers Proficiency level in Shinashigna Medium

N=25

N	Skill	Rating Sales									
		VH		H		M		L		V L	
		F	%	F	%	F	%	F	%	F	%
1	<i>Listening</i>	20	80	5	20	0	0	0	0	0	0
2	<i>Speaking</i>	22	88	3	12	0	0	0	0	0	0
3	<i>Reading</i>	23	92	2	8	0	0	0	0	0	0
4	<i>Writing</i>	24	96	1	4	0	0	0	0	0	0

(Note: VH= Very High, H=High, M=Medium, L=Low, and VL= very)

The above table indicates that teachers response regarding their proficiency level in Shihashigna emphasizing on language skill questions to teachers which was supported by 20(80%) of teachers respondents by rating very high" (V.H) in their listening skills and 5(20%) of the respondents rated their listening skill as High(H). In the same way 22(88%) of teachers respondents answered to the questionnaires that their speaking ability is very high (V.H) while only 3(12%) of them have identified that their speaking ability was high (H). Concerning the reading skills of teacher respondents 23(92%) of them rated very high (VH) in reading ability and the remaining 2(8%) of them responded by rating high (H) in their reading skills. In relation to the writing ability, finally, 24(96%) and 1(4%) of them rated have very high (VH) and high (H) in writing skills in Shinashigna respectively.

Hence, teachers' ability in Shinashigna to teach in it is vital and considered as one of the facilitating opportunities of the mother tongue education. Therefore, it alleviates the difficulty of carrying out the lesson effectively for learners who did not acquire the skills in a language that he or she is ought to be taught.

Finally, the advantage of having the four basic language skills helps to develop the capacity of understanding and transmitting the lesson contents of the subject by respective teachers heavily relies up on his/her language skills. Thus, research result shows that teachers of the research area had good skills in Shinashigna. and were ready to coping with change happened in the language of instruction since all of them are native speakers to the language.

4.6 Students attitudes towards Class room Interaction in Shinashigna

Table 4. Student Attitude towards Class Room Interaction

No	Categories	Respondents (N=100)									
		Rating scales									
		VH		H		M		L		VL	
		F	%	F	%	F	%	F	%	F	%
1	Understanding ability in Shinashigna.	70	70	22	22	8	8	0	0	0	0
2	Ability to communicate with teachers	85	85	10	10	5	5	0	0	0	0
3	Ability to communicate with your peer	67	67	20	20	10	10	3	3	0	0
4	Your need to learn Shinashigna.	75	75	10	10	0	0	11	11	4	4
5	Using Shinashigna out side class room	72	72	0	0	0	0	28	28	0	0
6	Parents assistance at home work	100	100	0	0	0	0	0	0	0	0

(Note: *VH=Very High, H-high, M=Medium, L=Low VL= Very Low.*)

The table above elicits the reaction of student respondents pertaining to the degree of their understanding toward subject matter and ability to communicate through Shinashigna in side class room. In connection with this, students were questioned to evaluate their understanding ability. Thus,70(70%) and 22(22%) in Sum 92(92%) of the respondents supported this statement positively by rating "very high" and "high" respectively .While only 8(8%) rated medium. Therefore, this shows that students can do better and understand in their lesson in Shinashigna since the language of instruction is their mother tongue.

In the same table, Students were also asked to know the degree of their ability to communicate in the class room with their teachers (questioning, answering and self expression) in Shinashigna. This question was supported by 85(85%) and 10(10%) in sum 95% by rating very high and high respectively while only 5 (5%) of the respondents rate medium. From this, one can understand that; students can express and communicate among them themselves easily when they learn in Shinashigna in classroom.

Students were again questioned to evaluate the degree of their communication with their peers inside classroom in Shinashigna. Pertaining to this question 67(67%) and 20 (20%) in sum 87(87%) of students respondents favored by rating very high and high respectively while 10(10%) of them rated medium where as 3 (3%) respondents judged that it was low. This shows that, the majority of the students have agreed that their ability to communicate with their peers in class room and outside class room was high since the language atmosphere is their own.

Therefore, it is possible to say that when language is used frequently for communication and instructional purposes, both inside and outside the class room by learners and teachers, their language competence would be enhanced and desired instructional goals would be attained. The research results also reveals that language barrier which would inhabit communication between teachers and students, students and students both inside and out side class room was avoided because of the use of mother tongue for instructional purposes. Learners were able to express themselves easily in their mother tongue.

In relation to this Fishman (1968:691) contend that, from educational grounds, he recommend that the use of the mother tongue must be extended to late stage in education as much as possible. In particular,

pupils should begin the schooling through medium of mother tongue because they understand at best and it will make them break between home and school as much as possible .Therefore, students responses confirm with that of Fishman's argument was viable in that learner can understand when learned in his/ her first language.

Students were also asked to evaluate their reading and writing abilities in Shinashigna as it is depicted on table 4. This indicates that, there were some students that would not use Shinashigna frequently out side class room because 28(28) of them rejected it by rating low for their use of the language out of school. This is due to cultural assimilation in some woredas.

To consolidate the communication between students and teachers, the researcher tried to observe their reading and writing abilities during the class room activities while classes were going on. This was an event that researcher had an opportunity to know closely about the teacher and students abilities in reading and writing. To be honest, in reading and writing in Shinashigna, fore instance, 5 in sum (5x5=25) students from each observed sections were randomly selected and were given paragraph of 100 Words reading and writing assignments 5 minutes for reading and 10 minutes for writing were registered. Then, the students completed the reading and writing assignments 4 and 8 minutes respectively. Therefore, the research results clear shows that, students were able to perform reading and writing in Shinashigna. Though, one can see negligible degree difference among the schools. Thus, students can perform better in reading and writing in Shinashigna.

Students were also questioned in order to judge their interest in learning in areas or schools were Shinashigna is not a medium of instruction. Thus, 75 (75%) and 10(10%) in sum 85 (85%) rated (V.H) and "H" respectively where as 11 (11%) and 4(4%) in sum 15 (15%) of respondents rejected this statement by rating very "low" and low

respectively .Then, one can understand from this that, the majority of the learners have showed their positive interest in using Shinashigna as medium of instruction and have interest to learn in schools where the medium is Shinashigna.

In connection to these students were also asked in the open ended questions to tell their reasons why they do prefer that particular language for instructional purpose .The reason why they were interested was that as they explained they understand better, can express themselves and achieve better in Shinashigna. Further related question was forwarded to students' respondents to evaluate their parents feeling or choice of instructional medium. Concerning this, question students were assigned three alternatives to decide their parents' choice on behalf of them. The researcher assumes that students may know their parents feeling towards instructional language. Thus, 53 (53%) of them decided that their parents choice for their instruction was Shinashigna 23 (23%) of students respondents judged that their parents choice Amharic where as 24 (24%) of them decided that their parents choice was English for their instruction.

As has been described above the research finding vividly elucidate that majority 53 (53%) reported that their parents choice was Shinashigna. In general, according to students report the survey result shows that Shinashigna was accepted by the majority of the parents of the research area to be used as a medium of instruction. In relation to this (Taylor, 1973:43) mentioned that the most important environmental influence which affects learners' attitude towards language of instruction is believed to be the support and sympathy he/she has given at home. Therefore, parents influence on learners interest towards learning language is considered to be one of the significant phenomena although learners internal interest is another basic factor that affects students attitudes in choosing his/her instructional language

4.7 Pupil's Attitude towards Shinashigna Development Position in Instruction

Table 5: Pupils Attitude towards Shinashigna Development Position) in Instruction

No	Categories	Respondents (N= 100)									
		Rating Scales									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Improved my academic achievement	74	74	20	20	6	6	0	0	0	0
2	Should be medium only at primary	76	76	14	14	0	0	0	0	10	10
3	Should not be given in Shinashigna	10	10	0	0	0	0	14	14	76	76
4	Shinashigna makes me happy	82	82	10	10	0	0	0	0	8	8
5	Makes me weak Academically	81	81	17	17	0	0	2	2	0	0
6	Makes me feel self confidence	84	84	13	13	0	0	3	3	0	0
7	I feel inferiority in Shinashigna	0	0	13	13	0	0	0	0	77	77

(Note: SA= strongly Agree, A= Agree, N=Natural, D=Disagree= SD= Strongly Disagree)

In this part students were questioned to give their opinions whether Shinashigna should or should not be offered at the different ladders of education other than primary education level and it also tries to analyze the impact of instructional language on learners' academic abilities and proficiently level in their second language.

In relation to these issues, students were asked that whether using Shinashigna as instructional language improved their academic achievement or not. The majority of students 74(74%) and 20(20%) in combination 94(94%) of them rated their opinion as "very high" and "high" respectively. On other hand, 6(6%) of students respondents rated "Neutral" in their achievement. Therefore, the literature proved that, a child can understand and perform well academically when she/he learns in his/her first language. Fore instance, Fishman (in Zaghlul Morsy, 1984:52) says that however in the whole, it would definitely seems to be best to rely on learners strongest language as a medium of instruction in what ever subject until the weaker language is fully strong enough to carry out additional freight. Thus, the majority accepted that Shinashigna improved their academic performance in education.

In addition, students also asked that, Shinashigna should remain as a medium of instruction only at primary first cycle (1-4 Grades) level or not. Thus, 76(76%) and 14(14%) of the respondents have rated it positively by saying "strongly Agree" and "Agree" respectively where as 10(10%) of the respondents have provided the opinion negatively by saying "strongly disagree". That is the majority, 90(90%) of the respondents agreed that Shinashigna should not be given beyond grade four. This result matches with the perspectives of some scholars that promote mother tongue education to be covered at the primary level for the children of perspective vernaculars. Hence, (Fishman, 1968:697) agree with this argument in that, mother tongue should be used in the early stages of schooling even when another language must be used for further training. The early training in the mother tongue should serve as abridge for learning the second language. So that literature supports offering mother tongue education at the primary level as compulsory to the development of the child.

As depicted in the table, students were questioned to evaluate whether or not learning in mother tongue (Shinashigna) made them weak academically or not. Thus, 81 (81%) and 17(17%) in sum 98(98%) of students respondents favored this statement positively by saying "Strongly Agree" and "Agree" respectively. While insignificant proportion 2(2%) rated by saying "disagree". Therefore, based on the above analysis, it is relatively possible to say that, learning in Shinashigna helps them to to be strong academically .As it has been discussed above, it is believed by many people that, learning in mother tongue would make students achieve best academically because language is one of the cultural strand from which individuals identify themselves.

To support this, (Melanie Mikes,1984:128) argues that the acquisition of elementary or primary education and literacy training in the mother tongue especially for those who belong to the nationalities were extremely

important factor in promoting achievement. Students were also asked to assess their academic strength when learning in Shinashigna (mother tongue). The question asked in this respect was "learning in Shinashigna makes me self confident". Then, 84(84%) and 13(13%) in combination 97(97%) of the respondents give their rating scale as "strongly agreed" and "agreed" respectively where as negligible figure; 3(3%) of the respondents supported the statement by rating "Disagreed". However, students can feel self confidence when he/she learn in his/her mother-tongue language.

In support of this Zaghoul Morsy (1984:52) argued that it would definitely seems to be best to rely upon a learners strongest language as a medium of instruction in what ever subject until the weaker language is fully strong enough to develop students self confidence . Moreover, students were also asked about the difficulty level of Shinashigna should be given or not. Thus, 76(76%) and 14(14%) in sum 90(%) of the respondents rated that "strongly disagree" and "disagree" respectively because there is no difficulty of understanding the subject while 10(10%) of the respondents give their opinion "strongly Agree". Thus, this research finding implies that teaching is Shinashigna does not cause problem which would result in its negligence as medium of instruction in primary schools. Besides, respondents were asked about whether they were happy and proud of learning in Shinashigna medium or not .For this 82(82) of students respondents give their opinion by rating "Strongly Agree". Insignificance proportions 8(8%) of them suspected their education in mother tongue. Finally, related question was also posed to them whether they were feel inferiority due to their education in mother tongue or not. For this 77(77%) of them highly disagreed to the question. Because they were proud of their language and cultures.

4.8 Experts and Teachers Attitudes on Opportunities of Using Shinashigna as Medium

Table: 6 Teachers and Experts Attitudes on Opportunities of Using Shinashigna as Medium.

No	Items	Respondents (N= 85)												t
		Teacher(N=25)						Expert (N=60)						
		Rating Scales						Rating Scales						
		1	2	3	4	5	X'	1	2	3	4	5	X*	
1	Enrollment rate	2	1	8	11	3	3.48	0	2	4	47	7	3.81	-2.865
2	Performance	0	1	12	6	6	3.68	0	0	5	36	19	4.23	-3.341
3	understanding	0	1	9	5	8	3.72	0	1	5	20	34	4.45	-3.672
4	Culture Preservation	6	10	6	1	2	2.32	4	28	13	9	6	2.75	-1.608
5	Language Skills	1	2	14	3	5	3.36	1	1	9	30	19	4.08	-3.399
6	Drop out repetition	9	2	5	1	0	1.92	3	40	4	12	1	2.47	-2.523
7	Schoolcommunity r\p	2	5	7	3	8	3.40	1	5	3	41	10	3.90	-2.071
8	Awareness level	2	8	7	5	2	2.76	0	34	5	9	12	2.98	1.1128
9	Self expression	1	2	9	8	5	3.56	0	1	6	43	10	4.03	-2.668
10	Constitutional right	0	0	2	16	7	4.20	0	0	4	46	10	4.10	0.827
11	Community interest	3	1	10	7	4	3.32	1	1	10	37	11	3.93	-2.846

(Note: VH=Very High, H=High, M=Medium, L=Low, and VL=Very low)

Note: 0.05-1.49=very low, 1.50-2.49=low, 2.50-3.49=Neutral, 3.50-4.49=high, 4.50-5.00= very high Agree, x= mean values across each cell, df=83, alpha= 0.05 and t= t -value calculated.

As can be shown from the table 7 above, respondents were asked to rate the extent of students enrollment after using Shinashigna as medium of instruction. Based on this question both teachers and experts respondents confirmed with mean scores of 3.48 and 3.81 respectively.

The difference between the two mean is completely different from zero. Therefore, there is statistical significance difference observed between the two means of the sample populations. From school Annual statistical information (2001/2002) for Ekonti and Eganemebo Primary School, students who were registered for Shinashigna annual enrollment was changed from 131 students in 2001 and 226 students in 2002 for both sexes. Thus, this implies that student's enrollment is high after the use of Shinashigna as mediums since it shows an increment in trend from year to year. This may be due to interest in language of instruction or

Shinashigna culture. Interview made with Education Expert who was much concerned explained his view in Womebera this way

The program introduced as medium of instruction in areas where Shinasha community is available may not contribute as such to the preservation of the culture of the community. This may be lack of proper attention and concern to develop the language and maintain from danger of extinction.

In the table presented above, respondents were requested for the skill of writing, listening, reading and speaking extent of the learners in class room and out side class room. In relation to this, the mean scores for both teachers and experts are 3.36 and 4.08 respectively. This means, there is statistically significant difference in the means scores of the two sample populations .That is students were able to perform the four basic skills in articulated manner except same students who were academically incompetent in nature.

Furthermore, they were also requested to tell the condition of students drop out rate in their respective school where the medium is Shinashigna. Thus, the two means cores of the two samples tell us, 1.92 and 2.47 for teachers and for experts. Thus, there is statistical difference between the two sample means. That is to say, the drop out rate is low as the result of the implementation of Shinashigna as medium. This may be due their support to their own mother tongue education and the absence of wastage in schools.

Concerning the relationship between the school and local community the researcher request about how was the relation of the community with school organization. For this request, the mean scores of the two sample population indicated that 3.40 and 3.90 for teacher sample and expert samples respectively. Thus, the finding shows that there exists high relationship between the school and community because the two sample means showed statistical significant difference. This is may be due to

their interest to language of instruction or lack of alternative private schools to send their children's.

Magenan (1991) explained that the most essential factor that kept parents not to take the opportunities or educational facilities available is that, opposition to the language of instruction. For instance, as he put it, if it is the national language rather than the local language parents may not sent their children's to them. Thus, if the language of instruction is local, they prefer the school and the relationship between the school and the community would be high.

Similarly, respondents were also asked the extent of their awareness level to language of instruction. For this, 2.76 and 2.98 mean values were obtained for teachers sample and experts sample population respectively. Thus, the two sample means of the sample population shows there is statistically significance difference between the two sample means. Therefore, the interpretation is that, the awareness level of the people for the language of instruction is low. This may be due to lack of awareness creation to be made by education bureau of the region and lack of general education forums in the issue.

In addition teacher and experts sampled were asked in the question to examine the level of students expressing themselves. Thus the mean scores for the two samples indicate 3.56 and 4.03 mean values for teachers and experts respectively. The two means do have statistical significant difference. The values shows that there is very high levels of students self expression in instructional language. In support of this argument Mitfanva and Desherieva cited in Fisseha (1994: 167-168) since the mother tongue is the language in which the pupil is most adopted, which can best express him self and the one she/he can best understand it follows that it is the language in which learning can best take place.

Finally, the respondents expressed their feeling in relation to the constructional and policy rights towards medium of instruction. For these two questions the two sample-means were 4.20 and 4.10 about language and policy right to use for instructional purpose in the school. This statistics shows absence of statistical significant difference between the two mean. Moreover the calculate t value for the two groups is 0.827 which is much less than the critical table value 1.664. Even though, this is insignificant, the two means shows that there is constitutional and policy right that promotes the use of Shinashigna as medium of instruction. According to Hobben (1994:182) the literature proved that ,the introduction of mother tongue as medium of instruction in primary schools is the major steps in putting the basic constitutional and human rights in to practice. Again respondents were also asked on their interest to mother tongue education .For this; the mean scores calculated are 3.32 and 3.93 for teachers and experts respectively. Further more, the calculated t value and t critical are 2.846 and 1.664 respectively .this shows there is no statistical significance difference between the two means. Therefore, there is interest of some politician and community to language of instruction in Shinashigna. As Lepage (1964)explains, the most important factors in determining the students learning is that not the language of instruction but he interest of parents, teachers and students to wards the language of instruction.

5. Teachers and Experts feeling towards Challenges of Instructional Materials

Table: 7 Teachers and Experts feeling towards Challenges of Instructional Materials

No	Question Items	Respondents(N=85)												t
		Teacher(N=25)						Experts (N=60)						
		Rating Scales						Rating Scales						
		1	2	3	4	5	X*	1	2	3	4	5	X*	
1	Lack of instructional materials	1	3	1	12	8	3.92	1	1	2	31	25	4.30	-1.812
2	Poor standardization	2	5	0	12	6	3.60	0	3	4	27	26	4.27	-2.894
3	Lack of supplementary material	0	0	3	8	14	4.44	2	0	1	28	29	4.37	0.389
4	Inappropriate reference supply	2	1	2	4	16	4.24	3	1	1	26	29	4.28	-.170
5	Lack of participation	2	8	0	12	3	3.24	1	3	3	27	26	4.24	-4.116
6	Lack of on-time provision	2	2	3	13	5	3.68	1	2	2	25	30	4.35	-2.999

(Note: SA=- Strongly Agree, A= Agree, N= Natural, D= Disagree, and SD= Strongly Disagree.)

The condition of instruction materials is the most essential input for teaching learning activities. In relation to this, the two sampled groups were asked on the presence or lack of instructional material in the newly introduced instructional language (Shinashigna). In item 1 of table 7, respondents were asked to rate whether there exists lack of instructional material in the local language or not. On this basis, both the experts and teachers expressed their agreement with the mean value or score 4.30 and 3.91 respectively. The two mean values show that there exists statistically significant difference between the two calculated mean values of the sample population. The implication of this is that there is lack of instructional materials in medium of instruction because the mean difference is different from zero. On the interview held with Woreda education heads, zone and administrators contextually similar idea was reported. Their agreed idea was that there is complete lack of instructional materials in the newly introduced local language (Shinashigna) because even for grade one student of last year (2001) and even in this year (2002) books were not distributed totally. Therefore, this indicates the lack of instructional materials in instructional language. According to interview with School principal and his colleagues expressed that text book- pupils ratio is 1:3 even for grade two students which hinder the achievement of quality education. For some subjects text books for Aesthetics were not still prepared for distribution.

According to UNESCO's (1984) experts regarding the use of mother tongue in education the lack of the text books and educational materials, general reading materials, shortage of teachers trained and inadequacy of vocabulary, shortage or lack of instructional materials is one of the impeding factors for the use of mother tongue for instructional purpose. As they concluded, it is fruitless to teach children to read and write in their mother tongue with the absence of adequate instructional materials and supplementary readings in their mother tongue.

In the same item, respondents were also requested to evaluate the quality and standard of the available instructional materials. Both the experts and teachers sampled shows with mean scores 4.27 and 3.6 respectively. They expressed their feeling by rating "Agree" the two mean values shows that there is statistically significance difference in their feeling.

Therefore, there is poor standardization of instructional materials. To support this finding Fasold (1984:294) and Fishman (1968:692) in their discussion about the use of vernacular language in instruction "some languages it may seem no grammar or alphabet. This may create difficulty in standardizing the language of instruction. Respondents were again asked the presence and absence of supplementary material in the instructional language. For this question 4.44 and 4.37 mean values were obtained for teachers and experts respectively. Thus, this two mean values statistically significance difference in their interpretation. The two groups sampled expressed their feeling by rating "strongly agree" for the question. Here, the finding is that there exists lack of supplementary instructional materials to consolidate teaching and learning in Shinashigna. The problem may be resulted from lack of promotion and motivation of teachers to produce additional materials, problem of printing, distribution, lack of emphasis from the responsible organ and economic problem to afford cost of production activity.

In the questionnaire, teachers and experts were asked to evaluate the extent of supply of teachers' guides, references, literature, and radio-broad casting in the language (Shinashigna) to strength the actual class room teaching. For this, 4.24 and 4.28 mean values were evaluated for teachers and experts. The two groups agreed in that by rating "Agree". Therefore, the two mean values shows statistically there is significant difference between the two mean values. Thus, this results shows that

there is lack of properly prepared teacher guides, literature, references and radio-broad casting programs to both teacher and students.

In the same table above, the respondents were asked on the issues of participation of teachers in selection of script and on time provision of instructional materials. For the request, the mean value 3.24 for teachers and 4.24 for experts were registered. Thus, these two mean values have statistically significant difference. Moreover, the t-critical (1.664) is much less than the t-computed (4.116) which shows statistically significant. This shows that the teacher and experts' did not participated in selection of script while the process started. Finally the participants were asked about the on time provision of available instructional materials. Thus, 3.68 and 4.35 mean values were obtained.

These two mean values have statistically significant difference between them because the difference between the two means is different from zero. Further more, the t-critical (1.664) is less than t-computed (2.999) shows statistical significance. Therefore, there is lack of on time provision of instructional materials. The reason for this may probably lack of road communication in the countryside areas where some of the schools are found far away from the main road net work of the region. In the interview with some school teachers on situation of text book provision; they stated the seriousness of the problem as such

Let alone complete text book provision for grade two students; still now even grade one students last year(2001) and in this year(2002) were not given text book totally. Those students who are in grade two in this year, last year; in grade one completed their education in their mother tongue with out any text book.

From these results there was no on time provision and distribution of text books for both teachers and students in Shinashigna.

5.1 Problems Related with Professional Development to Shinashigna Teachers

Table: 8 Teachers and Experts to Problems Related with Professional Development in Shinashigna

N o	Question Items	Respondents(N=85)												t
		Teacher(N=25)						Experts (N=60)						
		Rating scales						Rating scales						
		1	2	3	4	5	X*	1	2	3	4	5	X*	
1	Lack of budget	3	4	0	5	13	3.8	4	7	2	16	31	4.05	-.651
2	Irreverence of training materials	0	4	0	12	9	4.04	1	4	1	27	27	4.25	-.933
3	Lack of attention for planning	1	2	3	7	12	4.06	2	3	1	30	24	4.16	-.429
4	Absence of planning in advance	1	3	1	15	5	3.80	2	0	5	29	24	4.22	-1.903
5	Weak position of training Institution	1	2	3	12	7	3.88	2	6	0	31	21	4.05	-.688
6	Lack of proper training department	3	2	3	4	13	3.86	3	2	1	30	24	4.17	-1.051
7	Lack of Training department or unit	2	3	4	10	6	3.60	2	0	2	31	25	4.26	-2.996
8	Absence need assessment	2	4	2	10	7	3.64	4	0	3	24	29	4.23	-2.221
9	Lack of commitment of politicians	2	1	4	11	7	3.80	4	2	0	19	35	4.32	-1.930
10	Training favored Amharic and English	2	5	3	10	5	3.44	2	0	1	22	35	4.47	-4.418
11	Lack of research activities.	1	3	2	9	10	3.94	2	1	0	19	38	4.50	-2.341

(Note: SA- Strongly Agree, A= Agree, N= Natural, D= Disagree, and SD= Strongly Disagree.)

Note: 0.05--1.49=StronglyDisagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral, 3.50-4.49=Agree, 4.50-5.00=

Strongly Agree ,x= mean values across cell, df=83 ,alpha= 0.05 and t= t-value calculated

As indicated in the table 8 above, for both teacher and expert respondents to judge the presence and absence of budget to help Shinashigna professional teacher development. Accordingly, the mean value 3.84 and 4.05 for teachers and experts are obtained respectively. Thus, the two mean values shows that, there is statistically significant difference in the mean scores of the two sample populations since the difference between the two mean is different from zero, even though the comparison of the critical table value 1.664 with the computed t value -.651 which shows insignificance difference between the two means. This may be due to the difference in the duties and responsibilities they have. The result shows that both teachers and experts' response agreed that Shinashigna program has been under taken by rarely considering its cost effectiveness. This on other hand indicates that there is a problem of budget to effective implementation of the policy at present.

To support by literature Vawda (1998:557) explained that estimating the cost of producing learning and teaching materials in local languages is highly problematic. This is not only because of the data limitations but also this cost is infinitely variable. Local languages materials are more expensive to produce than national language materials. They are expensive because their production involves additional expense not necessary for the production of majority languages materials. An interview was made with the then delegate education head of the region and he explained to the researcher that there exists the lack of budget to scale up the program to other areas and effectively run in areas of current implementation in the Bureau. Furthermore, to support this finding William Francis Mackey cited in Zqwou Morsy (1984:42), in countries which have diverse linguistic and cultural life, it is assumed to be true that education costs large share of the national economy, hence, in the case of linguistically heterogeneous society the cost of introducing new languages is very high since it requires materials supply, teacher development and personnel training.

The other point which was raised in the questionnaire was that the irrelevance of training materials to the local situation and for trainees skill and knowledge. With regard to this, the mean values for the teachers are 4.04 and that of the experts is 4.25. Both mean values lie on the same scale "Agree". However, the t-value -.933 shows that there is no statistically significant difference between the two mean since t-critical is 1.664 greater when 0.05 alpha levels is considered. This also shows that the mean of teachers is less than that of the experts this may be again caused by difference in position, information, duties and responsibilities. Because the training materials were prepared and printed in English than Shinashigna. Thus, the material isn't relevant to the local condition. An interview with Education Expert also has to say the following

Expect instructional materials that were prepared in local language (Shinashigna) teacher guides and training manuals were prepared in foreign language (English). This all shows the training materials and training languages are not in the basis of local situation.

In the same tabulation, respondents were requested to understand whether attention was given from planning bodies regarding special case such as Shinashigna. The mean values for teachers and experts indicates that 4.06 and 4.16 respectively. The two means shows statistically significant difference between them because their difference is not zero. Again, since the calculated t value (1.9) is greater than the critical table value (1.664), at alpha level 0.05 and $df=83$, there is statistical significant difference between the two means. This means that the attention given to plan language of instruction is less considered in the region. To support this, according to Haddad (1999:35) once the policy is chosen, planning appropriately for its implementation should be immediate. Before the implementation of the chosen policy, schedules for moving the people, physical objects, and funds must be drawn up with clarity and attention to detail implementation of the policy should be set properly from concerned bodies.

As it can be seen from the table 8 above, teachers and experts were also requested on the issue of the training institution condition. Thus, the mean values of teachers 3.88 and that of the experts 4.05 respectively. The mean values show that, the training institutions were weak in their capacity. Because the mean values lies in similar scale range and the difference between the two means is completely different from zero which means there is statistical significance difference between the two mean values. The t- value for the two sample means at 0.05 is ($t= 0.688$) is less than t critical (1.664) shows that there is statistically insignificant difference in the two mean values. Even though this is the case, the respondents agreed in that there is weak capacity of the training institution because there is no strong applied linguistic and pedagogical

institution to train the Shinashigna teaching teachers. With out considering this, it is impossible teaching profession Shinashigna teaching teachers. To support this finding, according to UNESCO (1984) suggested that it is necessary to prepare for the creation of an adequate number of applied linguistic centers and institutions specialized in training linguists methodologically and pedagogically simultaneously especially for professors of linguists.

According to the table, teachers and experts were also requested to know the condition of the training departments and units for training Shinashigna teaching -teachers and personnel's. The calculated mean values 3.86 and 4.17 for teachers and experts respectively still shows that there is statistical significant difference between the mean values in relation to lack of training units or departments in the region for training teacher and linguists. For this issue, the t-value obtained at 0.05 alpha level is (2.996) which is greater than t-critical (1.664) confirmed that, there is statistically significant difference between the two mean values of the sample group. Since the two means 3.86 and 4.17 lie on the same rating scale "Agree". This two statistical result shows that, there is complete lack of training management unit or department to shoulder the responsibility of training Shinashigna teachers as the result of lack of linguistic unit in the training institution, lack of properly handling the responsibility to train and study Shinashigna in departmental level and because of the trainings were given to teachers in short term period (1-2 weeks only). According to ETP (1994:22) and teachers training institutions of all levels will be required to gear their programs to wards the appropriate educational level for which they train teachers.

The other question posed to respondents was that, the need assessment situation in the education bureau. To this issue, 3.64 and 4.23 mean values were obtained from teachers and experts respectively. The calculated (t value=2.221) compared with critical value (1.664) at alpha

level 0.05 and $df=83$. Thus, this means and calculated t-values shows that there is statistically significant difference between the two means of the sample populations. The respondents rated their expression by rating "Agree" on the rating scales. From this figures, it is possible to infer that, before the implementation of Shinashigna as medium, there was no any need assessment carried out to known the interest of pupils, parents' teachers and other stake holders regarding which language they prefer for instructional purpose. In an interview with the then Education Bureau head delegated expressed the reality of the condition that there was no need assessment and research made on the issue of mother tongue education. He further explained the request comes from state council who decided the medium to be Shinashinga. From this idea, the initiation was from politicians rather than from the community, students, parents, teachers and other stake holders. Thus, the program had political limitation to satisfy public interest but only to the purpose of political consumption because the community should first consult and investigation of their interest before any program has to be implemented. Finally, experts and teachers were asked whether professional development favored to Amharic or English than to Shinashigna. For this 3.44 and 4.47 mean scores were calculated for teachers and expert respondents respectively. In addition the t value is computed for the distribution and found to be (4.418) which is much higher than the t critical value (1.664). Thus, the two mean values, t value and t value shows that, there is statistically significant different. Because the two means are list on the same scale which is "Agree" and their difference is not equal to zero. The calculated t-value of ($t=4.418$) also shows there is statistical significant difference in the two mean values. Therefore, this shows us the training conditions fevered towards English and Amharic in training institutions or colleges because the two have their own departments to give training to teacher development in the two languages.

To sum the major finding discussed above the findings of the study identified problems related with professional development for teachers of Shinashigna. In the first, there is inappropriate budgeting at zonal and Woreda level to develop the language teachers in Shinashigna. The contribution of NGOs is centralized at regional level where all activities are centralized which impedes the implementation. Secondly, the training manuals are not in local languages to fit what they ought to teach, lack of proper planning units or departments, the language of instruction at academic institutional and education bureau level to develop the language. In third, lack of research and need assessment before the implementation of the policy. Academic institutions and the education bureau prioritize national language and international language and marginalized the local language in the socio-economic and political life of the region.

5.1 Students and Experts Feelings towards Conditions of Instructional Materials

Table 9. Teachers and Experts Feelings towards Conditions of Instructional Materials

No	Items	Respondents (N=85)																			
		Teachers(N=25)										Expert (N=60)									
		VL		L		M		H		VH		VL		L		M		H		VH	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Text book distribution.	4	16	9	36	8	32	4	16	0	0	5	8.3	42	70	6	10	3	5	4	6.7
2	Quality of text books	3	12	14	56	8	32	0	0	0	0	38	63.3	10	16.7	6	10	6	10	0	0
3	Reference materials	13	52	10	40	2	8	0	0	0	0	37	61.7	22	36.7	1	1.7	0	0	0	0
4	Evaluation, monitoring	5	20	11	44	8	32	0	0	1	4	35	58.3	15	25	6	10	4	6.7	0	0
5	Support from officials	4	16	10	40	10	40	1	4	0	0	22	36.7	27	45	7	11.7	4	6.7	0	0
5	Preparation aids	4	16	11	41	5	20	4	16	1	4	28	46.7	28	46.7	2	3.3	2	3.3	0	0
7	Locally produced news	18	72	6	24	0	0	1	4	0	0	53	88.3	7	11.7	0	0	1	1.2	0	0

(Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very low)

As depicted in the above table 9, in the first item, 9(36%) of teachers respondents and 42(70%) of expert respondents responded by rating on the scale measurement regarding the distribution of educational materials as low in the instructional language (Shinashgna) by rating low. Thus, the finding shows that the regional education bureau is not providing the materials for instruction in Shinashgna. This is one of the critical problem facing Shinashgna teaching teachers and students who learn in the medium of instruction. This inference is true because the majority of respondents in combination agreed by rating low in the distribution of text books in the medium of instruction. To support this, according to Lepage(1964) argues that shortage of instructional materials due to lack of proper distribution has impact on child's language interest and learning ability either by hindering or promoting it.

In the same table, respondents were also requested for the general quality of text books available. For this 14(56%) of teacher respondents and 38(63.3%) of expert respondents agreed by rating low and very low. respectively. Thus, this picture expresses that, the quality of text book is very low. In implication, this negatively impact on the quality of education delivered in the medium of instruction. According to Fishman (1968:6920), regarding the use of mother tongue instruction in education he argues that "some languages may seem have no grammar or alphabet". This may create difficulty in standardizing the text books and other instructional materials in the local languages.

Respondents were also asked to know the general conditions of reference materials to help the instruction in the language of instruction. Thus, for this, 13(52%) of teachers respondents and 37(61.7%) of experts respondents show their expression by rating very low. Thus, this shows to us, there exists shortage of general reading and reference materials in Shinashgna. In relation to this issue Fasold (1968) contend that, lack of

text books, instructional materials, reading materials and general reference materials in the local language is to be serious problems during the implementation process of mother tongue education. Lepage (1964) argues that, a child learns more quickly through mother tongue than unfamiliar language medium is meaningless because of lack of reading materials that supplement actual teaching and learning. Again Unesco's experts explained more than the above, the most critical problem more than other is the lack of text books educational materials, shortage of general reference materials and shortage of trained teachers in the vernacular language which leads to lack of adequate reading supplementary materials.

In the fourth item, teachers and experts were also requested to evaluate whether there exists evaluation, monitoring and follow up from the Regional Education Bureau to investigate the present status of the program introduced. For this issue, 11(44%) of teacher respondents and 35(58.3%) of experts from education bureau's expressed their understanding regarding mother tongue education still by rating on the provided scale measurement "very low". Thus, the finding shows that evaluation, monitoring and follow up of the program is very low in the sector with particularly to the new instructional language (Shinashigna) introduced. This by its part has negative impact on knowing weak and strong sides of the program implemented. According to (Haddad 1999:370) explains that appropriate evaluation, monitoring, follow up and assessment of the implementation of the new initiatives or policy impact is necessary to determine whether the policy itself is inadequate or poor or implementation is at fault. Human capital inadequacy, under funding and inadequate economic stimulus during the implementation stage is among the many possible causes of the failure of a well designed program. Therefore, he stressed that a well organized evaluation,

their language because they feel that their language of instruction is inferior to other languages.

In summary, the results based on the above discussion; the distribution of text books ,quality of text books, the general reading materials, evaluation and monitoring, preparation of teaching aids in Shinashigna and production of local news paper in Shinashinga are all very low which affect the Shinashigna as medium of instruction.

5.3 Experts and Teachers Attitudes towards Community Awareness and Participation

Table 10: Experts and Teachers Attitudes towards Community Awareness

No	Question Items	Respondents (N=85)												t	
		Teacher(N=25)						Experts(N=60)							
		Rating scale						Rating scale							
1	lack of awareness on	1	2	3	4	5	X*	1	2	3	4	5	X*	-	
	▪ Language Policy	0	2	3	8	12	4.20	2	4	3	12	39	4.37		-0.673
	▪ value of mother-tongue education	1	3	0	12	9	4.00	2	3	1	25	29	4.27		-1.102
	▪ Their constitutional Right	5	5	1	6	8	3.28	5	2	3	21	29	4.12		-2.657
	▪ Information about school system	1	4	6	8	6	3.56	3	1	2	29	25	4.20		-2.615
	▪ Language of instruction	0	2	4	11	8	4.00	1	5	2	28	24	4.15		-0.669
2	lack of Participation in													-	
	▪ Planning language of instruction	1	0	4	13	7	4.00	0	3	1	25	31	4.40		-2.076
	▪ Selection of scripts	1	0	3	16	5	3.96	0	2	2	31	25	4.32		-2.014
	▪ Implementation	2	0	0	17	6	4.00	0	3	1	32	24	4.28		-1.447
	▪ Monitoring	1	3	2	10	9	3.92	1	1	2	33	23	4.27		-1.638
	▪ Evaluation	2	3	1	7	12	3.96	1	1	2	33	23	4.27		-1.340

(Note: SA= Strongly Agree, A= Agree, N= Natural, D=Disagree and SD= Strongly Disagree.)

Note:0.05-1.49=StronglyDisagree,1.50-2.49=Disagree,2.50-3.49=Neutral,3.50-4.49=Agree,4.50-5.00=

Strongly Agree ,x= mean values across cell, df=83 ,alpha= 0.05 and t= t -value calculated

As indicated in the table above, the mean scores of teacher respondents is (4.20) and the mean score of experts respondent is (4.37)respectively for lack of awareness on language policy, shows that there is statistical significance difference observed between the two means of the sample

population. Moreover, the t-computed (-.0673) is less than the critical t table value (1.664), there is insignificant difference in the mean. Even though, there is agreement on lack of awareness among the community to the issue of language policy since both participants agreed by rating high and very high respectively. This difference in opinion of respondents may be resulted from the variation in their employment position or variation to information access among the community. In relation to this (David Corson,199:22) outlined that the community attitudes and awareness level in the question of language use and policy are very important basis for policy decisions; especially where those attitudes and awareness may be different from those held by staff members or may be in conflict with national or system policy guidelines on this question. Again he explained many parents are less willing to see the language of the home to be used in school because of lack of information and awareness about the language policy.

In the second item of the table, respondents were also asked whether the community have awareness on the value of mother tongue education or not. To this question, the mean scores registered were (4.00) and (4.27) for teachers and experts respondents respectively. Since, the difference between the two mean is completely different from zero there is exact difference in their feelings even though the rating scale is in the same rating range. In comparison, the two means are not similar. There is complete statistical significant difference between the two mean values of the two independent sample groups. This difference in their mean shows that difference is different from zero implies there is complete lack of awareness among the community towards the values of mother tongue education. This difference most probably results from lack of awareness creation on the value of mother tongue education and their negative

attitudes towards their own language. In focused group interview with parents most of the parents forwarded their feeling in such a way:

We are not opposing our own language to be the language of instruction. This is what other nationalities are doing. Our position is why the regional government ignored and excluded the community from hearing and participating in the decision making process directly or indirectly. This kind of participation may be good opportunity to parents to know the values of mother tongue education.

Adams (1998:540) explains language policy awareness should be inclusive term which incorporates critical language awareness. It is the study of language based on the latest linguistic, pedagogical, cultural and as well as social aspects of the language concerning the mother tongue education. Thus, communities should have to be informed on language policy, mother tongue education value, constitutional rights, information about school system and the medium of instruction.

The table also depicts that, the awareness level of community to their own constitutional right regarding using mother tongue in the primary schools of their own localities. The mean values for both respondent groups shows (3.28) and (4.12) for teachers and experts respectively. The two means shows statistically significant difference. This shows, the existence of complete difference in their feelings towards the awareness level to constitutional right. The implication is that, communities were not knowledgeable about their own constitutional right especially in the use of mother tongue education. The lack of awareness may be due to a uniform flow of information, communication gap between officials and community or the general lack of education. In other ways, the calculated t result (2.657) is completely statistically different from the critical table value (1.664). This figure shows that, there is statistically

significance difference observed in the mean values .Thus, there is lack of awareness on constitutional right among community.

The research study also requested the respondents on whether communities have information or awareness regarding the school medium of instruction. For this request (4.00) and (4.15) mean scores were obtained for teachers and experts respondents respectively. Thus, the calculated mean values for the sample respondents shows that the difference is different from zero; which implies that there is statistically significant difference between the two sample means. In addition the calculated t result (2.615) is completely statistically different and greater than the critical table value (1.664).Therefore; there is lack of information or awareness about the language of instruction in the research area. This may be true because of community were not be involved in the issue of medium of instruction or they may not be interest to decide on the medium of instruction or they do not know what is medium of instruction. The final request regarding awareness, the mean values for respondents (4.00) and (4.15) is obtained. Therefore, the respondents were agreed on lack of awareness in language of instruction.

In item two of table 10, respondents were also requested on the issue of the participation of community on the mother education issues. Thus, the respondents, replied shows, mean value obtained (4.00) and (4.40) for teachers and experts respectively regarding the participation of community members on planning the language of instruction. Hence, the mean values shows, the existence of statistical significant difference between the two mean values, which is completely different from zero. In addition the calculated t result (2.615) is completely statistically different and greater than from the critical table value (1.664).Thus, the implication is that there is lack of participation of community in the planning and decision making process regarding medium of instruction.

To support the finding, according to Haddad (199:35) explained in his work that in the planning task there is one difficult task, most often-overlooked. This task is that, the task of participating and mobilizing political support to the new initiative. Plans should be developed with consumers of a new educational initiatives to aware students and their families about the objectives of the new initiatives ;then communities learn of the benefits for the collectivity program, for teachers, students educational administrators and their representatives most similarly be developed.

In the same table, respondents were also requested to Judge their and community participation in the selection of the Latin script for Shinashigna medium. For this question, the mean values obtained are (3.96) for teachers and (4.32) for experts respondents. The two mean values show that there is statistically significant difference between the two mean values. In addition, the calculated t result (2.014) is completely statistically different and greater than the critical table value (1.664).The difference in their mean probably be due to difference in position, responsibilities and access to information and decision making in the sectors. Thus, the finding revealed that, since the difference between the two mean is different from zero, and the comparison of t result and table value shows that, there is lack of participation of community in the selection of script for Shinashigna medium of instruction.

The table also reveals that, whether community aware and participated in the implementation process of the Shinashigna medium. For this issue (4.00) and (4.28) mean values were calculated to see the significance difference. Thus, the two mean still shows the existence of statistical significant difference between them. Further more, the calculated t result (1.447) is completely statistically insignificant and less than from the

critical table value (1.664). Even though, insignificant, the two means shows that their agreements by rating "Agree" for the lack of parents and community participation in the implementation of Shinashigna medium of instruction. This may be the result of lack of interest of the politicians to involve community in the decision making process or ignorance of the community or imposition for implementing the new initiative.

Respondents were also asked how the participation of community in monitoring of the policy implemented to know the progress of the policy. For this questions the respondents mean score shows (3.92) and (4.27) for teachers and expert respondents respectively. Thus, the two mean values show the presence of statistically significant difference in the mean values. This variation in mean may be due to professional and positional attachment that the respondents have. Moreover, the calculated t result (1.638) is completely statistically insignificant and less than the critical table value (1.664). Even though, insignificant ,the two means for two shows groups that their agreements by rating "Agree" for the lack of parents and community participation in the monitoring of Shinashigna medium of instruction. Therefore, the result shows the is lack of participation of community in monitoring the implemented policy progress.

Finally, respondents were too requested to judge the extent of evaluation of the program done to see the impact of the policy. The mean scores shows that (3.96) and (4.27) for teachers and experts group respectively. Thus, the mean values are completely different statically. Their difference may be absence of evolution up to the grass root level .Some supervisors are not interested to go to rural areas or lack of weak follow up to the program from bottom to top. Besides, the calculated t result (1.340) is completely statistically insignificant and less than from the critical table value (1.664). Even though, insignificant, the two means shows that their

agreements by rating "Agree" for the lack of parents and community participation in the implementation of Shinashigna medium of instruction. Therefore, there is lack of participation of community and the concerned body to evaluate the impact of the policy. In above discussions of the findings, regarding the participation of community in the planning, selection of scripts, implementations, monitoring and evaluation of the policy impact on Shinashigna medium of instruction.

Thus, according to some scholars like William Francis Mackey (1984) in relation to participation, argues that "schools do not have monopoly on education, pupils learn much from the community especially from their parents and more from social community. Nor did the state and its school hold a monopoly on the language of instruction and its application to schools and education system. Therefore, according to him, there is the need and demand for involving the community at all levels starting from the planning, selection of scripts, implementation, monitoring and evaluation of the policy impacts calls for active role of community to introduce new initiatives.

5.4 Experts and Teachers Attitudes towards the Training and Professional Development

Table 11: *Teachers and Experts Attitudes towards the training Condition*

N o	Question Items	Respondents(N=85)												t
		Teacher (N=25)						Expert (N=60)						
		Rating scales						Rating scales						
		1	2	3	4	5	X*	1	2	3	4	5	X*	
1	Adequately trained	11	6	3	2	3	2.20	12	42	2	4	0	1.012	1.012
2	Adequate supply of trained teacher	12	8	1	4	0	1.88	42	12	2	4	0	1.870	1.870
3	Trained in short term programs	0	3	0	11	11	4.20	0	3	2	4	14	0.545	0.545
4	Not trained in in-service program.	4	7	1	9	4	3.08	20	31	1	6	2	3.987	3.987
5	Are not certified or diploma holders	8	9	1	5	2	2.36	26	24	3	5	2	1.870	1.740
6	Not certified or diploma	6	0	1	3	15	3.84	6	1	2	36	15	-.138	-.138

(Note: SA= Strongly Agree, A= Agree, N= Natural, D=Disagree and SD= Strongly Disagree)

Note: 0.05-1.49=Strongly Disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral, 3.50-4.49=Agree, 4.50-5.00= strongly Agree, X* =mean value for each cells, alpha=0.05, t= t-test -value and df= 83

In the table above demonstrates that, the frequency and mean distribution of experts and teachers respondents towards the training and professional development conditions of Shinashigna teaching teachers. For this issue, the researcher raised the question, "is Shinashigna teachers were adequately trained or not?". In this item, the mean values calculated for teachers (2.20) and for experts the mean value calculated is (1.97) respectively. Therefore, the mean values show statistically significant difference between them. Because the difference of the two mean may not be zero. On top of that, the calculated t result (1.012) is completely statistically insignificant and less than the critical table value (1.664). Even though, not worth mentioning, the two means shows that their agreements by rating "disagree" which shows Shinashigna teaching teachers are not adequately trained for teaching the Shinashigna medium of instruction. The reason may be lack of appropriate training program that would be arranged by the education bureau to make the teachers competent in their pedagogical, linguistic skills and knowledge's. According to UNESCO (1984) says that, training improvements and retraining of professors especially for mother-tongue-teachers in the form of short term course (5-10 days), medium term course (1-3 month) and long term courses (6 month- 1 year) would be necessary to envisage the creation of an adequate number of applied linguistic centers and institutions especially in training linguistically, methodological, and pedagogical simultaneously especially to the professors of linguistics.

In the second item of the table-experts and teachers were also asked whether teachers for Shinashigna were adequately supplied or not. For this question, respondents mean score values (1.88) and (1.47) for teachers and experts respectively. There exists statistically significant difference between the two sample population means i.e. the difference

between the two population means is completely different from zero. On other hand, the calculated t result (1.18) is completely statistically insignificant and less than the critical table value (1.664).whatever, irrelevant; the two group means shows their agreements by rating "disagree" which shows Shinashigna teaching teachers were not adequately supplied to the schools. Because, some teachers are complaining they were working over-lorded in teaching the subject. The reasons for lack of adequate supply of trained teachers in the language may be probably due to lack of linguistic center for training, lack of attention from regional education bureau and lack responsible organ from top-to bottom to arrange the training program to supply the trained teachers properly. To support this finding Ayalew (1991:14) the best to express is that, teaching profession is not something a mere field of occupation where people can go through it with out having possessed the pre-requisite qualification; which therefore, requires specialized skills, experts, knowledge and a feeling of responsibilities .

In the third item, respondents were requested to Judge whether teachers for Shinashigna medium trained in short or not. For this (4.20) and (4.10) of mean scores were obtained for teachers and experts respectively. Thus, this shows us, there is statistically significant difference between the two means; which is different from zero. This difference in the mean value may be due to their occupational position difference, and their attitude to their own profession. In addition, the calculated t result (0.0545) is completely statistically insignificant and less than the critical table value (1.664).whatever, unrelated; the two group means shows their agreements by rating "Agree" which shows Shinashigna teaching teachers were trained in short term training programs (1-2 weeks only).Therefore, the result obtained shows that, teachers supplied for Shinashigna medium of instructions were

completely trained through short-term courses (1-2 weeks only). To support this, particularly, the interview with principals administrations, heads and teachers of sample schools feel that, the implementation of mother-tongue education at grass root level requires real commitment of teachers towards their profession, heavy investment on the skill training provision, and material supplies. Based on this the up coming question to the vice principal of schools forwarded his view in the following manner:

How do you state the use of mother tongue (Shinashigna) as medium of instruction with regard to the skill training provision?. It is a child right to learn through his/her own mother tongue which in turn give us a great pleasure for them because they were pedagogically benefited. However, Shinashigna lacks well educated and trained teachers to implement it at the bottom line. Mere experience and language fluency dominated Shinashigna instruction that affects its implementation very badly. Teachers were all not qualified and taken a week training and professionally incompetent. Teachers lack motivation in the mother tongue education due to insufficient time span given for the skill training provisions. For effective implementation of the program, there must be continues professional skill development and conducive atmosphere in the school community in the zone. It has to be acquired and given at college level to produce teachers who are professionally skilled as what Afaan Oromo and Tigrigna speakers were doing and functioning.

In the fourth item of the table, respondents were asked to evaluate whether teachers for Shianshigna were trained in service program (summer program) or not. To this questions, the mean values obtained are (3.08) and (1.98) for the teacher and expert sampled population groups respectively. Thus, these two mean values for the two respondent groups' shows that there exists statistically significant difference between the two mean values. That is, since the difference between mean one and mean two is completely different from zero. Besides, the calculated t result (3.987) is completely statistically significant and greater than the

critical table value (1.664). Thus, the two findings imply that, teachers for Shinashigna medium were not trained in in-service program. This is because those teachers were trained in short-term training programs.

In the fifth item of table 11, they were too asked teachers were whether certified or diploma holders or not?. In line with this, the calculated mean values shows (2.36) and (1.88) for teachers and experts respectively. Form these figure, there is still statistically significance difference between the two mean values. The difference is different form zero. Thus, there is statistically significant difference between the two means. Again, the calculated t result (1.740) is completely statistically significant and greater than the critical table value (1.664). Thus, the two findings implies that, teachers were not certified or diploma holders in the medium of instruction. Therefore, the result shows that, teachers for Shinashigna teaching were having neither certificate nor diploma in the language what they are teaching. This may be due to lack of an appropriate commitment from the politicians, lack of applied linguistic centers, lack of budgeting and lack of general interest to improve the language. In sum, the discussion above shows the major problems in relation to the training and professional development status of Shinashigna teachers.

Thus, the program suffered from lack of appropriately trained teacher, lack of adequately supplied teachers in the language, the existing teachers were trained in short term programs who were in competitive pedagogically and linguistically, lack of continues in in-service program to develop their skill, lack of competency in the language they teach, and finally lack of acknowledged certificate or diploma in the language of instruction. To support the above findings, some scholars argue that teachers who are supposed to teach in the local language may lack

appropriate training in the profession, in their teaching language, adequate quantities and qualities of text books that be severely limited in the use of local language for instructional purpose i.e. why the demand for local language is limited in education Vawda (1998:557).

Chapter Five

Summary, Conclusions and Recommendations

The final part of this paper deals with the summary of major findings of the study, the conclusion reached at and the recommendations forwarded on the basis of the findings.

5.1 Summary

The main purpose of this study was to examine opportunities and challenges of using mother tongue as medium of instruction specific to Shinashigna spoken in Metekel Zone; Benishangul Gumz National and Regional State.

For this purpose, descriptive survey research approach was employed. Thus, five primary schools using Shinashigna as a medium of instruction were purposively selected because there is no other school that uses the medium. The subjects of the study were 60 parents represented 12 parents from each purposively selected school area, 25 teachers who teach in Shinashigna and school principals, 100 students randomly selected from grade "2", 60 education experts (10 of them from the zone and 50 of them from Woredas) and 26 Administrators were involved at Woreda and zone levels.

To achieve the purpose, both general and specific objectives of the study were formulated and basic research questions were prepared as follows

General Objectives of the Study

- To know the opportunities which caused the use of Shinashigna as medium of instruction in schools
- To study the challenges that had been confronted in using Shinashigna as medium of instruction in schools

Specific Objectives of the Study

- To identify encouraging opportunities that promote the use of Shinashigna as medium of instruction
- To identify whether or not need assessment was done for using mother tongue (Shinashigna) as medium of instruction
- To explain the extent of awareness and community participation in decision making processes and to select instructional languages
- To elucidate the degree of attempts made to improve and develop as medium of instruction
- To elaborate whether or not instructional materials (both main and supplementary) were prepared and distributed adequately and timely
- To discover the extent to which teachers participated in the preparation, translation and edition of instructional materials
- To explain extent of communication conditions between teachers and students in the instructional language
- To explain teachers, students, parents and educational experts attitudes towards Shinashigna medium of instruction
- To identify the degree of professional support provided by training institutions

Basic Research Questions

Thus, to meet the above mentioned objectives of the study the researcher raised the following two basic research questions

1. What were the opportunities that contributed to the promotion of Shinashigna as medium of instruction in schools?
2. What were the challenges faced in using Shinahigna as medium of instruction in the schools?

Based on the results obtained from the study; the major findings of the study were the following

- The preparation and distribution of Text book was not still distributed to students studying in grade one. Even those who attain their education in grade 2 were studied their education with out text book in grade one last year. Even now in grade two most of the subjects did not have text books even for teachers. The quality of the text book was poor and teachers face difficulty in understanding and in reading the text book because they were trained in short-term training programs as the books published has the problem of edition, translation and standardization.
- As reflected and reported by parents and students, the community did not get any orientation and awareness on the pedagogical, psychological, political and sociological benefits of mother tongue education. This means that the importance of community participation for school and social development was neglected and the language change had not been sufficiently introduced and founded.
- In preparation of text books, regarding the participation, no consideration was made and given for students and teacher to collect feed backs and inputs. Their understanding level was not also considered, no institution or organization to handle this responsibility because in some schools non-Shinasha students were taught in Shinashigna.
- The participation and awareness level of teachers, community and professionals in preparing, developing, evaluating, and giving comments or feedbacks for improvement was insufficient and this has affected the language proficiency of the learners and the teachers.

- The quality and accessibility of text books in Shinashigna was very low and poor. There was no dictionary which was printed and distributed. There were no local news papers produced to develop knowledge and initiate non-formal education. The distribution of these scarce text books was not adjusted to the annual program of the lesson or there was lack of on time distribution of text books.
- From the findings, it was observed that all teachers were given short term training (1 week) in the training courses in how to use and teach the Shinashigna.
- There was no further orientation and professional works were done to take out the inferiority complex from the people's mind. Hence, some people's say. "The language does not have communicative value outside the zone and we do not want it to be used as a medium of instruction."
- Regarding opportunities as the result of the use of Shinashigna Students who were using Shinashigna as their first language were initiated to use the language positively due to increase in their understanding, achievement ,expression communication and participation degree of students .This on the way paved the way to reduce the repetition and dropout rates in the schools .
- The finding further shows that there is centralization of resource management, utilization and control especially the financial resource regarding mother tongue education program which impeded the implementation of the policy.
- The finding from parents shows that they were happy for using their language as medium of instruction but they did not get oriented .Especially parents opposed that; even though, they were thought in their language why Amharic was not given even as subject to the students who were thought in Shinashigna.

- The finding also revealed that there is shortage of training institution with academically strong department, planning unit and lack of research and need assessment conducted to know the interest of the public. The study also shows that, there is lack of participation in selection, planning, monitoring, and evaluation to identify the major achievements and weakness of the program.
- In general, there is a problem of social acceptability in such condition among the public in the implementation of Shinashigna as medium of instruction.

5.2 Conclusions

The results obtained from the study showed that the preconditions that would have been there is that conducting policy and need assessment were not done before the implementation. The decision to implement the policy was passed by the State Council of the Region which is top-bottom Policy decision. The Regional, Zonal and Education Offices directly implemented the New Education and Training Policy without the necessary preparation in instructional material, supplementary materials and training of teachers. Therefore, after investing scarce resources the result obtained and out put gained was not as expected because teachers, students and parents were discouraged in the quality of the primary education delivered in the medium. Participation in decision making can convince people. The aims of the decision to be passed are valuable of some actions of faithfulness and commitment to the policy being implemented among communities. Legitimate hard work and efforts at mutual adoption of the policy in the direction of decision making give a positive result with regard to language understanding. Higher officials' decision was not flexible in concept and implementation. Flexibility ought to be the key to an acceptance and legitimacy. The medium of instruction was not flexible in order to meet the varying

situation in the zone. Because there is dialectical difference among Woredas. The policy makers were not interested to take the views and opinions of teachers, students and parents. They were not willing to collect inputs and feed backs to improve the policy program.

Parents and stake holders were not oriented on how to implement the policy and what strategies should be used to find out other options. Therefore, lack of appropriate information in the language under study it was highly opposed and the attitude of most community was negative towards the implementation of Shinashigna as medium of instruction. Parents did not have decisive role in establishing the medium of instruction in schools. This situation may influence parents' interest to send their children to schools. What forced them was that lack of alternative to find private school or missionary school where the medium is Amharic, English or other language.

There was no in-service and pre-service training program arranged for primary school teachers in Shinashigna. Not only to train as medium and subject teachers but also to make as the future working language of the community was not give due consideration in areas where the community is inhabited. Effective in-service and pre-service programs prepare teachers both a language and content. Teachers who were not continually programmed for in-service and pre-service programs were teachers who were not responsible for children's language development .They might not have responsibility for getting up the lessons and monitoring the process as it affect the teaching and learning situation.

To facilitate the teaching - learning process; high quality materials that are culturally sensitive are essential and should not be imported from other culture and do not impose alien cultural values. Good quality bilingual dictionaries are essential for children who have developed levels

of literacy in their first and second language. In Metekel Zone, such practices were not seen in the last two years which shows that the teaching-learning process was not supplemented by the additional reference materials. Shinashigna is spoken as native in Metekel Zone only and it was not possible for students to borrow or buy books from other regions or zone. The only alternative is to wait for books until they were sent from the regional education bureau. The number of prints was not sufficient and the distribution also had problems. The shortage of the teaching materials created problem on children's learning. They were not able to work their exercises at home. It also hindered the participation of children in group discussions in their class using their text books. This result could be reflected on the children's performance to be low and also it could be one of the causes for students to develop negative attitudes towards their own language.

The choice of script for a language requires an intensive study of the language and it must be done by specialized linguistics and educators who must be given sufficient time to carry out the task. Thus the findings proved that there were dialectal and Word problems between Woredas. What students understand from the text books in Bullen and Debatu Woredas was quite different from Dangur and Wombera.

5.3 Recommendations

In the summary part in consolidated form, the research result shows challenges that have confronted during the implementation process of Shinashigna in some selected primary schools of Metekel Zone. Thus, the following recommendations were forwarded on the basis of the research findings.

- In a research area, it is quite clear that teaching -learning process is backed by inadequate and untimely supply and distribution of

educational materials in the medium. To solve these problems the Woreda, Zonal and Regional Education authorities should provide and supply adequate and appropriate instructional material for teaching learning process to be effective.

- In research area, giving continues in-service and pre-service training for professional development in Shinashigna to teachers was neglected .Therefore; in order to make teachers competitive with new dynamics need to get training. Thus, concerning bodies such as Woreda, Zonal and Regional Education authorities need to take initiatives to train teachers in order to develop their language competence in Shinashigna.
- The research findings also show that schools were running under the scarcity of supplementary materials such as stories Dictionaries, Poems, Fictions and Proverbs. It is clear that both teachers and students need adequate Supplementary teaching and learning materials. Homework, class works and other activities are reliant on text books, teacher guide sand references. Therefore, it is difficult to organize and assist students other wise. Hence, Education Officials and teachers should pay attention to alleviate or at least to minimize such problems by producing the materials on time. Thus, the books should be published and distributed on time. Equity of resource distribution among the schools should be maintained on the basis of student- teacher number that each school would have.
- Moreover, in research areas, Shinashigna is used for restricted aspects. Language has its utility value in many aspects its degree of attraction would be enhanced with its scope quality. The use of language only for limited service might affect the interest of its users. This shows that Woreda, Zonal and Regional offices failed to use Shinashigna for official purposes. Therefore, concern

Woreda, Zonal and Regional authorities should underline the use of Shinashigna for official purposes.

- Producing quality and relevant teaching materials is very important in teaching - learning process. Teaching materials should be prepared and translated in taking in to account the local situations. Besides, from where children were drawn should not be forgotten. Whatever idea retained in the book emphasis children capacity to catch up what they learn. Hence, the research result shows that instructional materials were translated and prepared in Shinashigna were difficult to understand in their edition, printing and publication. Therefore, books to be translated should be refined accordingly and careful attention should be taken during the preparation and translation of instructional materials.
- The research result also shows that, teachers, students, parents and community participation in selection of script, planning, monitoring, evaluating and assessing of the instructional language is limited. Since teachers and students were the closest persons for curriculum and language issues and activities his/her participation in its preparation need not undermined. Hence, education authorities need to consider teachers and students contribution in the whole processes of education.
- The research finding also revealed that there was no need and research conducted before the implementation of Shinashigna as medium. Therefore, for other policy implementation education authorities should need to carry out research and need assessment to identify the interest of the public rather than putting in to practice the decision of top-politicians.

- Furthermore, the research findings revealed that, there was lack of awareness creation on the program for community to change their attitudinal problems on the language of instruction (Shinashigna). Hence, before the implementation is carried out; the Regional, Zonal and local Education authorities should prioritize awareness and orientation programs to inform the community about what has been going about the language of instruction in their schools.
- Moreover, the research result shows that there is centralization of planning, selection, book preparation, printing, publication, resource and distribution only at regional level. This may on its part leads to late in the achievement of the whole goal. Therefore, planning, selection, preparation, printing, publication and resource management should be decentralized to make all levels responsible to ensure the effective implementation of the program.
- The need for supplementary materials should be made to go hand in hand with the supply of text books that are sensitive to the socio-political and cultural situation. The better and effective way of going about this is by cooperating with the local community development organizations. A good example is introducing the program of teaching in Shinashigna to promote literacy in Shinashigna in cooperation with the Boro-Shinasha Development Association. One lesson from this is that development agencies could also look in to ways of working with the local community partners. In such a way, the gap between book supply and demand could be bridged. There is enormous need for provision of technical help in training potential librarians, teachers, sponsoring potential educationists, editors and publishers. Since the needs are substantial, the challenges to donor community would be to identify potentially resourceful areas and people and

to act accordingly. I believe that the support of such a kind would benefit the indigenous Shinasha communities, the regional government and development agencies altogether.

- Besides, I would urge all development agencies and stake holders to use all available means to help the regional government of Benishangul Gumz to practice the implementation and what it committed to realize the program in assisting training and financing educationists for curriculum development, training of writers, illustrators, editors, book designers and production experts, giving technical support for equipment maintenance, personnel and creating positive atmosphere for educational material supply in the short term.
- Finally, the researcher recommends that, any interested individuals to conduct a research on the same topic .Because; it is really difficult to say one can exhaustively treats all the issues related to mother tongue education since it has even changing sociological variants.

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11/10/2020 - A

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Focused Group- Discussion with Parents and PTA members.

1. Do you have a child or any other family member learning in this school in Shinashigna medium? If your respond is yes, what is your aim of teaching your children? If you response is no why not?
2. Do Parents think that teaching their children in Shinashigna medium is useful? What about you? What about your children?
3. Would you interested to transfer your children to the school where the medium of instruction is Amharic? If yes; why?
4. How much did you discuss concerning the change of the language of instruction with the concerned bodies? Were you convinced?
5. Did you ever made any material, Financial or any other contribution for the success and promotion of the education provided through Shinashigna medium?. If yes in what ways?. If not why not?.
6. Do you think that lack of communicating in Amharic is harmful and has a great impact in your life ?. If yes, what is that ? .
7. Would you think that learning in shinashigna made children more civilized and matured? If not how and why? If yes in what ways?.
8. Do you think that teachers assigned in this school are sympathetic and determined to use Shinashigna as a language of instruction (LOI) ? . If not how and why?.
9. As a whole what is your feeling and suggestion about the use of Shinashigna as a language of instruction (LOI) in this area Region? What measures do you think is better to be taken on it?.

APPENDIX - 2

**Interview Guide for Education Heads and Administrators
of Woreda and Zone**

1. Is there an appropriate instructional material for instruction in Shinashigna Language?
2. How is the training condition of your teachers for instruction in Shinashigna language? Are they trained appropriately?
3. What challenges or problem were encountered while Shinashigna language is implemented as medium of instruction
4. Is the community or parents, students and teachers participated in selection of scripts and curriculum design of shinashigna language
5. Is there lack of teaching materials in your schools in Shinashigna language?
6. Is there accessibility to additional or general reading or reference materials in Shinashigna language?
7. Is there continues educational evaluation to know the degree of the development of the language? If there is, please, tell us the results registered?
8. What is the language of wider communication is your locality such as in Shops, Churches, Administration, and public discussions?
9. What are the opportunities seen as the result of the implementation of Shinashigna language as medium of instruction ?

Appendix - 6

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Observation -Check List

The observation check list is prepared to record data related to investigating current class room practice in Shinashigna as medium of instruction in some Primary school of Metekele Zone.

II. Back Ground Of School To Be Observed.

- a. Name of school _____
- b. Grade and section to be observed _____
- c. Date of observation _____
- d. Time observation begin at _____ to _____
- e. Unit of teaching _____
- f. Lesson topic _____
- g. Round of Observation _____

Put "√" Mark in the box under observation scales.

Note : VH= Very High, H=High, M=Medium, L=Low, and VL= Very low

Participation and Command of language of instruction.

No	Categories of Lesson Observation	Rating Scales			
		VH	H	M	L
	1. Teachers ability to present lesson in instructional language (good use of vocabularies)				
	2. Clarity and simplicity of the language used to teach.				
	3. Reading , Listening ,writing and speaking skills of the teachers				
	4. Reading, Listening ,writing and speaking skills of pupils				
	5. Pupils participation in the class room activities				
	6. Teachers ability to use modern methods of teaching through the instructional language.				
	7. Learners use of text books prepared in instructional language (Shinashigna).				
	8. Text book availability in instructional language (Shinashigna)				

APPENDIX - D

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Questionnaires for Teachers, Principals and Experts of Education Bureau

General Instruction:- The purpose of these questionnaires is to collect data in order to investigate the opportunities and challenges encountered in the course of using Shinashigna as medium of instruction in some primary schools of Metekele Zone. This research result will contribute in revealing actual conditions faced during implementation process of the mother-tongue education (Shinashigna) in taking corrective measures for discovered problems and strengthening the strong sides. Therefore, you are required to provide genuine and honest information. There is no correct and wrong response; the confidentiality of your responses will be held almost strictly. Therefore, you are kindly required or requested to complete all kinds of questions in this questionnaires.

Specific Direction:- Please read the following questions and respond all of them. you should not write your name on the questionnaires. To the questions which have an alternatives in tables please put "√" mark in the box provided. For open ended questions please, provide your idea on the provided under the question.

1. The Back Ground of the Respondents.

Dear, Respondents please respond to the following questions by filling in the space provided against each questions.

1. Name of the school you teach _____
2. Age _____
3. Sex _____
4. Service year in teaching profession _____
5. Qualification _____

Proficiency level in Shinashigna.

Please put "√" mark in side the box under the scales.

Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very

No	Skill types	Rating Sales				
		VH	H	M	L	V L
1	Listening					
2	Speaking					
3	Reading					
4	Writing					

Attitudes of teachers, Principals and education Experts Regarding Opportunities after Using Shinashigna as Medium of Instruction.

Put "√" mark in the box corresponding to the rating scales given in the table

Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very

No	Items	Rating Scales				
		VH	H	M	L	V L
1	Student enrollment rate					
2	Student rate of retention					
3	Improvement in Students academic performance					
4	Students level of subject understanding					
5	Preservation of Shinasha Culture in written form especially the language.					
6	Students ability in writing, reading, listening, speaking and expressing themselves in Shinashigna					
7	The rate of drop out and repetition					
8	The relationship between school and community					
9	Awareness level to use language for instruction (language right)					
10	Constitutional right to language policy					
11	Community interest to Shinashigna medium					

Teachers, Principals and Education Experts attitude on Problems and Challenges of Instructional Materials In Shinashigna Medium .

Put "√" mark in the box corresponding to the rating scales given in the table

Note: SA- Strongly Agree, A= Agree, N= Natural, D= Disagree, and SD= Strongly Disagree.

No	Question Items	Rating Scales				
		SA	A	N	D	SD
1	Lack of appropriately prepared instructional materials					
2	Poor standardization of instructional materials					
3	Lack of supplementary reference materials in Shinashigna					
4	Inappropriate supply of teachers guide, Reference ,Literature for teaching, Radio-broad casting----- etc.					
5	Lack of participation of teachers in Selection of scripts					
6	Lack of on-time provision of instructional materials					

Problems Related with Professional Development For Teachers of Shinashigna medium

Note:- SA= Strongly Agree, A= Agree,N= Natural, D=Disagree and SD= Strongly Disagree.

No	Question Items	Rating Scales				
		SA	A	N	D	SD
1	Lack of budget for professional development of Shinashigna teachers					
2	Irreverence of training materials to local situation					
3	Lack of attention from planning bodies					
4	Absence of proper planning in advance					
5	Weak academic capacity of training Institution					
6	Lack of proper training management or department					
7	Training department or unit					
8	Absence of training need assessment					
9	Lack of commitment of politicians					
10	Professional development favored to Amharic and English l					
11	Lack of research made before selecting the language of instruction.					

Problems and Challenges Related with Awareness of Teachers, Experts ,Principals, Students and Community to Language Policy

Put "✓" mark in the box corresponding to the rating scales given in the table

Note: SA= Strongly Agree, A= Agree,N= Natural, D=Disagree and SD= Strongly Disagree.

No	Question Items	Rating Scales				
		SA	A	N	D	SD
1	lack of awareness on					
	▪ Language Policy					
	▪ value of mother-tongue education					
	▪ Their constitutional Right					
	▪ Information about school system					
	▪ Language of instruction					
2	lack of Participation in					
	▪ Planning the language of instruction					
	▪ Selection of scripts					
	▪ Implementation					
	▪ Monitoring					
	▪ Evaluation					

The Training and Professional Development Levels of Shinashigna Teaching Teachers

Put "✓" mark in the box corresponding to the rating scales given in the table.

Note : SA =strongly Agree, A= Agree , N =Neutral, D =Disagree and SA = Strongly Agree.

No	Question Items	Rating Scales				
		SA	A	N	D	SD
1	Shinashigna teachers are adequately trained					
2	There are adequate supply of trained teacher in Shinashigna					
3	Our teachers for Shinashigna language are trained in short term programs					
4	Our teachers for Shinashigna language are trained in-service program/Summer/					
5	Our teachers for Shinasigna language instruction are certified or diploma holders					
6	Our teachers for Shinashigna language instruction are not certified in Shinashigna or diploma holders					

APPENDIX - E

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Structured Questionnaire to Students.

The purpose of this questionnaire is to obtain information on the opportunities and challenges of pupils on the education provided through Shinashigna language in Benishangul Gumuz Region Primary schools. Please note that, these questionnaires are purely for research purpose and in no way affects your grades as pass or fail in your education. The information obtained through the questionnaires will be used only for statistical analyses purposes. Any information that you give will be kept confidential. Moreover, your cooperation in giving genuine information is highly valuable for the accomplishment of the study. Hence you are kindly requested to attempt all the questionnaires in the booklets at tentatively.

Note: There is no need of writing your name on the booklets.

1. Put a tick mark "✓" in the corresponding boxes in front of their respective statements for the questions in the tables and with the choices given in five point Scales
2. For the questions with the blank spaces, please, fill with the possible short answers precisely.

Thank you for your cooperation!

Students Attitudes towards classroom Instruction in Shinashigna.

Put "√" Mark in the box corresponding to the rating scales given in the table

Note: VH= Very High, H=High, M=Medium, L=Low, and VL= Very low

NO	Categories	Rating Scales				
		VH	H	M	L	VL
1	Your understanding ability when you learn in Shinashigna.					
2	Your ability to communicate in the class with your teachers in Shinashigna					
3	Your ability to communicate with your peers in the class room and outside the class room in Shinashigna.					
4	Your need to learn where instruction is not Shinashigna.					
5	The degree of using Shinashigna outside class room					
6	My parents assist me at home work at home.					

Pupils Attitudes towards Shinashigna Development (position) in Instruction.

Put "✓" Mark in the box corresponding to the rating scales given in the table

Note: SA= strongly Agree, A= Agree, N=Natural, D=Disagree= SD= Strong Disagree

No	Categories	Rating Scales				
		SA	A	N	D	SD
1	learning in Shinashigna improved my Academically achievements					
2	Shinashigna should remain as medium of instruction only at the primary 1 st - cycle (1-4) level					
3	Instruction should not be given in Shinashigna because it is difficult to understand					
4	Learning in Shinashigna makes me happy to go to schools because it is easy to understand					
5	Learning in Shinashigna makes me weak academically					
6	Learning in Shinashigna makes me feel self confidence					
7	I feel inferiority when I learn in Shinashigna (mother-tongue)					

10. Which language do your parents choose for your instruction?

Please, choose one

- A. Shinashigna
- B. Amharic
- C. English
- D. Other

11. Why do you think they choose it? Please write your reason, if you know
