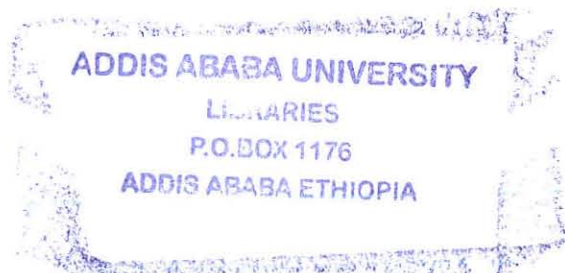


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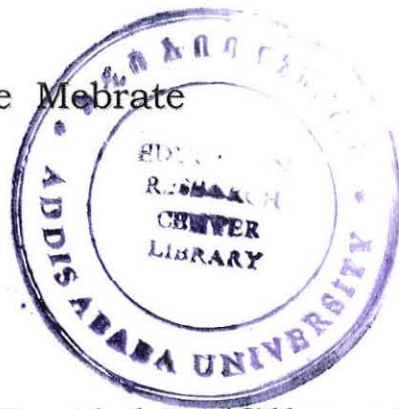
**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF CURRICULUM AND TEACHERS'  
PROFESSIONAL DEVELOPMENT STUDIES**



*July, 2007*

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**A Thesis Submitted in Partial Fulfillment for  
the Degree of Masters of Art in Curriculum  
and Instruction**

**Addis Ababa University**


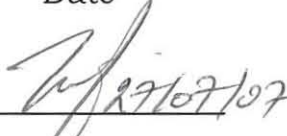


**July, 2007**

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION  
SCHOOL OF GRADUATE STUDIES**

**BILINGUAL INSTRUCTION: THE PRACTICE OF USING AMHARIC  
AND ENGLISH AS A MEDIUM OF INSTRUCTION TO  
TEACH ONE SUBJECT IN SOME SELECTED  
PRIVATE FIRST CYCLE PRIMARY  
SCHOOLS OF YEKA SUB CITY  
IN ADDIS ABABA**

GETASEW JEMERE MEBRATE

APPROVED BY BOARD OF EXAMINATION

<u>Abdulaziz Hussien</u>	<u>13-8-07</u>	
Chairman, Department Graduate Committee	Date	Signature
<u>Getachew A.</u>	<u>27/07/07</u>	
Advisor	Date	Signature
<u>Amoyssa K.</u>	<u>27/07/07</u>	
Internal Examiner	Date	Signature
<u>Menem Hailu</u>	<u>09/07/07</u>	
External Examiner	Date	Signature



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## Abstract

*The purpose of the research was to assess the practice and perceptions of bilingual instruction in five sample private primary schools [Neway Youth Academy, Deleverance, Lucy Academy, Blue Bird and Majic Carpet] in Yeka Sub City in Addis Ababa City Administration. To this effect, the research attempted to examine: the how and why private schools teach one subject using Amharic and English as a medium of instruction to teach one subject and the availability of appropriate and sufficient resources and the perception and role of major stakeholders towards the program. And the major challenges encountered.*

*To address the basic questions of the study, descriptive survey method was employed. Thus, questionnaires, semi structured interview questions, focus group discussions; observations of classrooms, relevant and necessary document analysis were used. The data gathered were analyzed both in quantitative and qualitative terms.*

*To actualize the research, Yeka Sub City in Addis Ababa City Administration and five schools in this sub city were selected purposefully. Hence, sixty students, thirty parents, five schools principals, three educational supervisors which add up to a total of 98 participants were consulted to give their responses.*

*The results of the study revealed that the schools were not using the instructional language policy of Addis Ababa City Administration; due attention were not given in sensitizing school principals and teachers on instructional language selection and usage; education experts and schools have no idea on models of bilingual education; bilingual subjects' textbooks were not prepared in one text and also books were not adapted to the Ethiopian context. Further more, schools were found different in programming and allotment of periods of bilingual subjects.*

*Finally, the study came across that, both human and material recourses were not developed to carry out bilingual education in the schools. Based on the findings and conclusions, recommendations that should be considered in the implementation of bilingual education were forwarded: It is necessary to develop clear language policy and sensitize stakeholders on the issue of bilingual education; both human and material resources should be developed to carry out bilingual education program ; deep and thorough study has to be conducted as to when and how to start bilingual education. Since English has a major role in higher education of the country and world wide communication, due emphasis should be given to this language.*

## **LIST OF ACRONYMS**

- L1 First Language/Mother Tongue
- L2 Second Language/Language of Wider Communication
- ETP Education and Training Policy

# **CHAPTR ONE**

## **THE PROBLEM AND ITS APPROACH**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In the world, selection of instructional language has long been a point of serious (controversial) issue, as instructional language is a key element to communicate easily and understand concepts of the subject, (Benson, 2004).

According to Quane, [2005], the issue of building a nation through education has strong relations with the political, social and cultural etc factors of the country. In some countries particularly in multi-ethnic and multi lingual nation, [like Ethiopia], language has a very sensitive role to play to access education for all citizen in their mother tongue. The challenge for decision makers in choosing instructional language is not only professional but also political one that may lead to a conflict. Yet, due to research findings on second language acquisition, there is in principle a universally accepted consensus of teaching a child with the vernacular/ home language as a right of the child (UNESCO, 1953).

Mother tongue facilitates the child for cognitive and affective development to increase active participation and creativity. In supporting this idea Quane, [2005] and Baker, [1996) agree that the idea of using mother tongue for teaching learning is highly advocated both in theory and practice by citing examples that, let alone understanding new ideas and concepts in others language even those who can speak second language perfectly cannot dream in their second language. This indicates that such a notion would have direct implications on learning motivation, which brings about good academic achievement and easy communication

of the child for the formal education in which he/she exposed too, (Nekeman,2005, cited in Cummins, 1981)

In practice in private primary schools, there is mismatch between the theory of favoring only mother tongue as a medium of instruction for lower level of education due to lack of script to some languages, shortage of resource and other several factors. On this point (Quane, [2005] mentions that the language policy of African education is related to development challenges and to acquire practical knowledge for sustainability and effectiveness. So, schools to bridge the teaching learning process, use both national and international instructional languages. Hence, it is rare to only use mother tongue as a subject and medium of teaching.

According to the National Association of Bilingual Education [1998] and Hamers [1989), bilingual education started in Ohio, U.S.A. when parents asked the schools to get educational access in English and German in 1839. As a result law of bilingual education developed. Later on, Louisiana started similar practice of using English and French in 1847 and New Mexico followed the footsteps and started teaching in Spanish and English in 1850. With these experiences different states practiced bilingual education without government challenges since the 19<sup>th</sup> century.

On this point Coulmas [2002) added that, in U.S.A. different ethnic groups realized that their non-English language are symbol of their culture and trade. Hence, when they open schools privately, they started to teach in bilingual education by arranging the necessary resources. This practice was shared in Europe and Asia in conceptualizing that monolingual education will ignore the rights of the minority of the societies. On the other hand, the human right question partially brings about change for African independence. Thus, in the 1960s using first language with majority languages in primary education level came into

being. This brought about multi lingual nations to accept their diversity and adopt bilingual instruction for minority groups like in UK and Spain.

However, due to World War One, the majority of States in U.S.A. enacted laws to use only English as instructional language in fear of loyalty of non-English speakers and that of German –Americans. Hence, in the mid 1920s,'all bilingual schools were totally closed. But, this brings about lower academic achievement of students and increment of dropout rate at a fastest rate. Thus, due to high mobility of people and strong civil rights movement, bilingual education Act of 1968 came to be practiced. So, the federal government started to support financially local schools to use mother tongue instruction in the schools and most states accepted bilingual education.[NABE,2006]

Africa is a multilingual continent with multifaceted language complexities due to its, number of diversity of languages, spatial distribution and number of speakers of each language (Mazuri cited in Nekeman, 2005). As NACALCO [2005] and Skutnabb [2003) states, more than 2000 languages are spoken in Africa most of which are used by small portion of the society and not practiced as instructional language due to lack of script and written resource materials.

Mean while, NACALCO, [2005) pointed out that the language policy of Africa tends to be the result of colonial powers of education policy, and that of poor economic development and political instability.

The challenges of practice of African languages in education system, according to Mazrui and mazuri, [1998), are mainly: lack of language script, small population size of speakers, imposition of colonialists, shortage of appropriate policies in language, lack of teaching materials, shortage of qualified teachers, etc. As a result of these limitations it has great impact on psychological makeup of students', cultural and academic achievements. So, the above and other several hindrances are

taking back the actualization of local languages in African schools classrooms.

In the middle of nineteenth century, in the traditional Ethiopian education system emphasis was given on Geez and Arabic rather than learners' mother tongue. Amharic was instructional language of primary education and national language in the time of Emperor Minilik, Emperor Haile Selassie and that of Derg even though the country is multilingual. (Teshome, cited in Hameso: 2005) and Tekeste, 1996).

As it has been observed from document of St.Marrys' College, (2004) and Adane in Tekelehamanot, [1999) mention that, in the traditional education of Orthodox Christian Church at all levels all subjects were taught in Geez and the objective and content were fully religious and the curriculum was static in assuming that subjects taught in the past are true and important. Similarly, in Muslim education Arabic was used as a medium of instruction.

Since 1994, Ethiopia practiced decentralized system of administration which has 9 National Regional States and 2 Administrative Cities i.e. Addis Ababa and Dire Dawa. The country has a total of nearly 74 million people and above 80 languages in 2006. The formal education system has 8 years primary education with two cycles [grades1-4 and 5-8 for first and second cycle respectively]. Its secondary education covers 4 years of schooling 9-10 and 11-12 and 3 years of first degree tertiary education. Selection of instructional language in formal education is more of political and to some extent professional decision than free will of students and parents.

The existing Education and Training Policy (ETP) of Ethiopia, (1994) stated selection of instructional language is based on the principles of: pedagogical advantage, respecting the right of nation and nationalities and also to preserve their culture. As a result of this, primary education

should be given in mother tongue and that of Teachers Training institutions of this level. In addition, the policy also gave the opportunity to regional states to choose other instructional language based on country wide distribution if they are not using mother tongue languages. The policy also mentioned that Amharic shall be taught as a subject for national communication in all regional states and English to be an instructional language in secondary and tertiary level of education.

Though instructional language is legalized in the education and Training Policy (ETP) in 1994 and schools are expected to actualize according to the Education and Training Policy, it is observed that in the current practices some private schools use both Amharic and English as a medium of instructional language to teach one subject at primary first cycle education. But, Karshen [1981] in Nekeman, (2005) pointed out that students learn more easily second language when their instructional language first is mother tongue and followed by second language for teaching learning process. So, this research study assess facts (the actual practice) and the perception of teachers, students , parents , experts of education and school principals in using Amharic and English as instructional language to teach one subject at the very early primary grades.

## **1.2 Statement of the Problem**

Education is the key instrument for societal development. Hence, these days, majority of civilized communities and informed parents do have due attention to be willing to cover cost of education in expecting their children access of quality education. In supporting this idea , Hamers [1989) mentioned that when the educated families feel necessary they prefer their children to get educational opportunity in bilingual education either facilitating the access of bilingual schools or by employing private teachers. In this regard, it is also true in Ethiopia

particularly in urban societies, despite the ever increasing cost of living; parents show strong interest to teach their children in payment at private schools but usually without clear directions (idea) in the use of instructional languages and that of its impact on the academic achievement of their students.

In Ethiopia, the ETP (1994) acknowledges vernacular, national and international languages to serve the purpose of medium of instruction with respect to levels and grades. In spite of the clear educational policy and subsequent instructional policies, there are practical gaps in selecting instructional languages in private schools when compared to the public and government schools. Such a gap also is eminent within the family of private school students. While one private school gives much emphasis to English the other took up French and English; others still may go for Arabic. This shows that in Addis Ababa City Administration the instructional language selected by the education sector is not fully applicable for primary education teaching learning process.

In a city of Addis Ababa, where majority of ethnic groups of the country are gathered and live together, one may overlook the vernacular language and give more attention to the foreign language. Yet all these sensitive matters are taken for granted in the private schools and that of parents who send their children in these schools. There are also a good number of parents who feel comfortable of their children education by attending (speaking) foreign languages. Whether such disparity and alienated practices has any concrete ground [fact] and/or have sufficient and appropriate preparation to execute bilingual education is not addressed so far.

In the private primary first cycle schools, where this research tried to look at, children are observed to have been learning more than one language. In many of the private schools, beginnings from grade one,

children are exposed to at least two languages (one foreign language and one official language) both as subject and as medium of instruction. For instance children learn math, science and social studies both in English and Amharic from grade one.

So, keeping the instructional language theories, physical and mental age cohort of the child into account, no serious study has undergone whether such instructional language curriculum arrangement has any influence and challenge on schools teaching-learning program, the overall learning motivation, and perception of stakeholders towards the program is the focus of the study.

In this regard, this study, therefore, tries to address the following Basic questions:

- a) Why private schools prefer to use two instructional languages to teach one subject using Amharic and English?
- b) Does the Addis Ababa City Administration education sector have sensitized the ETP [1994] with respect to the role of instructional language in education?
- c) Is there any rational (influence) on number of instructional languages usage and learners learning motivation in private primary schools?
- d) Is the preparation sufficient and appropriate in the schools' human and organizational resource development and
- e) How do schools manage bilingual instruction program?
- f) What were the roles (contribution) of parents/guardians in selection of two instructional language usage?

- g) What are the key challenges encountered in applying bilingual education in the private primary schools?

### **1.3 Objectives of the Study**

#### **This study will have the following objectives**

- ◆ To assess the relation between instructional language policy and its practice in selected private primary schools
- ◆ To assess perception of students, parents, zonal experts of education and teachers towards instructional languages used.
- ◆ To analyze the practice how the schools adapt their curricula to teach one subject in two languages and the major challenges faced.
- ◆ To assess the access of textbooks, learning materials and its human resource development to actualize bilingual education.

### **1.4 Significance of the study**

The selection and application of instructional language remains a sensitive issue both for the policy makers, school leaders, teachers and parents. In Ethiopian context, an assessment of the instructional languages and particularly bilingual instruction application is hardly undertaken. This study therefore would have its own part to play in assessing and mirroring out the realities of bilingual instructional application in private first cycle primary schools. In so doing, it may also give an insight for implementation of two languages in the teaching learning process.

Finally, by mapping out the realities and also suggesting feasible strategies for better implementation, the researcher believes that the study might serve as a spring board for other researchers who will undertake deeper study in the field.

## **1.5 Delimitation of the Study**

The research focuses on one sub city of Addis Ababa City Administration. There are 44 private primary schools in Yeka sub city of Addis Ababa that are registered and accredited by Zonal Education Department So, the study selected five schools that have four years and above experience after they got their license as these schools are expected to fulfill the minimum set criteria. which has direct impact on the study.

Regarding participation of students' grade 4 are chosen in assuming that they can give better response in the focus group discussions due to their stay in the school with the learning practices. As to teachers and school principals both beginners and experienced ones participated by purposive sampling technique to get the necessary and better feed back. Thus, first cycle students, teachers, school principals, and that of parents are not the focus of the study.

Therefore, the study focuses on perception and facts of using Amharic and English as instructional language to teach one subject. Hence, it does not include the academic performance of students.

## 1.6 Limitation of the Study

Though the country is multilingual and multi ethnic, there are no enough reference or research materials available on bilingual education. Besides, zonal education experts have never dealt with the program to give research based [concrete feed back] on the interview guide questions. Hence, the study lacks to compare and contrast findings obtained from experts and documents.

Since only grade four students were participated in giving their feedbacks, the responses may not represent the idea of students of grades 1 to 3 on using two languages as medium of instruction. Thus, the result of the study could not address the rest of grades in first cycle primary education.

## 1.7 Operational Definition of Terms

In this study, the following definitions are used.

- **Bilingual Education/ Bilingual Instruction** it has multiple definitions. Thus, bilingual education is any system of education that uses two languages as a medium of instruction (in the teaching learning process) in a given school.
- **Code Switching** is when an individual [more or less deliberately] alternates between two or more languages.
- **First Language/Mother Tongue/ Home Language** is a language that a child acquires and identifies with or a language that a child speaks at home or his first language.
- **Instructional Education/ Medium of Education** a medium of language used in the teaching –learning process.

- **Lingua Franca** is a language widely spoken for communication between different linguistic groups or often cross border communication.
- **Local language** is a language that is not used as official language and only spoken in certain parts (region) of the country or language(s) that co-exist in the environment of the child.
- **Official Language** is a language that is used nation wide to serve administrative, educational and other official functions (institutional use).
- **Second language** is a language learned at school for educational purposes but not language (s) acquired or learned informally out school environment.

## **1.8 Organization of the Study**

This paper has five chapters. The first chapter focuses with the problem and its approach. The second chapter presents the review of relevant literature. The third part deals with research methodology. The fourth chapter includes presentation, analysis, and discussion on the findings of the data. The Summary of the findings, conclusion and recommendations are presented in the fifth chapter.

## **CHAPTER TWO**

### **THE REVIEW OF RELATED LITERATURE**

#### **2.1 The Essence of Instructional language**

Instructional language is not only used to teach a language rather used for academic success of students in the teaching –learning process. So, selection of instructional language in multilingual countries due to: political decisions, right of the child, attitude towards local and foreign languages and fast exchange of information in our planet and the need to easily access through language was and is debatable issue which language[s] to use in which grade. Hence, what language is? And its role in the teaching learning by different scholars will be presented in this section.

According to Ovando, (2000), Shaumyan,(1987) and Corson,(1990) language is a tool for human being to communicate , to think , to store and share experience. In addition, Department of Education Republic of South Africa, [2005] defines language is an instrument for thought and communications. Hence, it facilitates to construct and express culture and social interaction. Ovando,[ibid], Shaumyan,[ibid] and Corson,[ibid] put that language has also features like: physical aspect that includes sounds and physical movement (gesture), as a means reflecting thoughts and feelings, as sociological part, since it is a component of social culture and pedagogical aspect through which teaching leaning is executed.

As Delor,(1996) traced there are 6000-7000 languages in the world. But, Javier,(1996) argue at the end of each century 90-95% of languages die and international relations of countries is limited to certain languages due to high bondage of countries in their way of life. This shows that due to fast exchange of information on socio-economic, political, technologies etc. issues of language selection for communication among countries is

partly based on national and international relation. Hence, the main role of education is to equip learners fit in to the socio-economic and political situations of the national and international environment.

In Africa though there are 1250-2100 languages spoken, but due to partly colonial influence and lack of resources most indigenous languages are not used for official, national and instructional purposes. (Quane, 2005, and Javier, 1996).

On the role language Ovando, (2000) argues that language in order to serve it's society has to enable to express societies' social, economic, spiritual, political and academic aspect of that society. However, Ovando,[ibid] added that in Africa, though the use of foreign languages has short-coming on generations, there is still a challenge to use their languages for instructional and office use due to shortage of the necessary resources for teaching -learning and presence of language colonization to share technologies from developed world.

As far as language and cognitive development is concerned, there are different theories that argue the relations of language and cognitive development. And, suggest that the development of the mind facilitates to communicate in language and vice versa. On this issue, Vygotsky, (1920's and 1930's) states that the thinking ability of the child grows to adulthood when the child interacts to his social environment. So, he said that it is through language children develop their thinking, their own behavior and reason out abstract ideas. But, Piaget, (1962) in Berk, (1991) argue that language facilitates thought but it is not the only one for cognitive development. Rather cognitive development is the result of active interaction of the child with the social and physical environment. Hence, he suggests that it is the cognitive development which facilitates for language acquisition. Thus, Piaget, (ibid) classified children according to their mental development in to four stages from birth to adulthood as: sensory motor from birth -two years, pre operational stage from two-

seven years, concrete operational stage from seven-eleven years and formal operational stage from eleven- fifteen years of age. In the age of 7-11 years (concrete operational stage) where children thought is nearly like that of adults and named by Piaget as a stage of flexibility, organized and logical reasoning. However, children are like adults only in concrete and tangible information which they can directly perceive but are poor in abstract ideas. So, concrete operational stage is mostly related to primary education of first cycle students (grade 1- grade 4) in Ethiopian existing educational structure.

Piaget and Vygotsky (ibid) differ in that the former argue that first mental has to develop for the child to communicate and use language. So, mental development is a decisive factor for language acquisition. But, for the later it is language that facilitate for cognitive development.

Further more, Carroll, (1986) mentions that there are four factors for language development of the child. Biological factors, cognitive process, environmental conditions and individual difference. The biological factors deal that children learn language because they have an innate linguistic outline in the left side of the mind. So, language acquisition is biologically inherited. The second factor supports environmental conditions which facilitates language development of the child which date back to 600B.C and was reported by (Herodotus Ferguson, and Slobin, 1973, Sinclair, 1982) in Carroll, (1986) says that it is through the interaction of social environment that the child develops his/her language. Thus, they argue that no language development with out social interaction. The third is Cognitive development of the child will facilitate for language development. Hence, language and thought are interrelated in the development of the child. And development of language delays due to mental problem of the child. The fourth factor for language development is the role of individual difference which is mentioned by Nelsonz, (1973b), Bloom, (1973), Peters, (1977) in Carroll, (1986) as referential

children and expressive children. Referential children develop language by learning words related to immediate environment while expressive children develop their language by learning sentence than learning single words.

On top such varied theoretical back ground, political decisions, socio – economic situations and the globalization complicate how language is selected and used in the schools for instructional purposes. As, Halliday,(1975), Cook-Gumperz and Gumperz(1982) in Carroll,(1986) mention, language in home and in social environment is simple and oral languages are used to exchange ideas while language in schools , has a role of transferring and sharing ideas and at this time it is a shift from contextual language (easily understood from the context) to de-contextual language in which no or little link between language and the immediate environment. This shows that, before selection and practice of instructional language(s) for teaching learning in primary education, theoretical and practical experiences need to be thoroughly investigated on biological and mental development of the child as well as the social environment in which the child lives.

## **2.2 Models of bilingual Education**

In Ethiopian traditional and modern education system different instructional languages were used based on socio- economic and political situation of the time. However, there was no code switching (using two languages to teach one subject interchangeably) apart from different languages were taught as a subject. Hence, citing different models of bilingual education will help this study to get an insight on reasons of the practices and the impact of these models on the teaching learning process and to relate it to the current practice of private primary schools in Addis Ababa.

UNESCO (1953) advocates that for the child the best medium of instruction is mother tongue education at the first ladder of schooling and argues that it is the right of the child to learn in his/her mother tongue language. However, in practice, it is observed globally that there are different types of bilingual education developed and practiced at primary level of education. As Halaoui, (2003), defines bilingual education is using two languages, local and official of the country for teaching and learning purposes at primary level of education.

According to Coulmas, (2002), based on the goal set by schools, different kinds of bilingual education programs are used in developed countries are treated as follows:

**1. Transitional Bilingual program** \_ is a program in which children are using their second language after short training of their first language. It is done for the assumption that second language is preferable for students. Those who favor this program argue that the knowledge and skill of the first language will not transfer to second language and other wise. So it needs to devote some time in the first language and then transferred to the second language as second language is more important than the first language for wider communication. The program gives more emphasis to second language learning.

**2. Maintenance Bilingual Program** \_ is a program that facilitates the necessary training in the first language of the child and then move to second language. It is assumed that first language instruction best suit for the academic success of the child and also taken as cultural respect to him/her. The advocators of this program believe that local languages should be respected not to be dominated by high status language. Regarding this program, Otheguy and Otto, (1980) classify into two categories as static maintenance program that enables the

child to shoulder his/her language skill at the beginning of the school or no development of first language skill where as the writers (ibid) developmental maintenance program (enrichment program) is a program that facilitates to bring the child first language skill to full fluency and literacy. Stroud, (2002), Otheguy and Otto, (1980) also state that maintenance program is used for the purpose of developing, maintaining and extending minority languages. This brings about cultural pluralism.

**3. Immersion Program** - both Columas, (2002) and Hamers,(1989) point that immersion program started in Canada for those who were only speaking English and minority groups and needs to become fluent in French which was a majority language. Thus, those English speaking students fully or partially use French as instructional language. The reason is that second language can be learned in similar way like first language and the child best learn any language if he/she uses it in his /her social environment for communication.

According to Hamer, (1989) there are three types of immersion programs:

**3.1 Early total immersion** - this program was first used for English speaking children in "St. Lambert Pilot School" in 1965 in which French starts from kindergarten and the first two primary grades to be taught by bilingual or French speaking teachers. Later on, English started from grade three and reach each 50% of the two languages at the end of primary education. This indicates that students are expected to become bilingual in grade three when English starts to be used to teach subjects. As a result of this, students can prefer to learn some subjects in English and others in French.[Baker, 1996].

**3.2. Early partial immersion** - it is a way of using two languages as a medium of instruction from the beginning of schooling. i.e it is using two languages as a medium of instruction from grade one onwards.

**3.3. Late immersion** - is a program designed to make high school students to become bilingual in their learning. But, this method is commented on the late application of the program to students to become fluent speakers of the second language. This could be due to the fact that students at high school level might give more emphasis to their academic achievements in order to join the ladder of tertiary education than to be bilingual.

Regarding the three types of immersion it looks sound full that beginning second language in grade three is preferable since children can develop their first language skills at this level and can relate their first language to their second language. But as to late immersion in our country since second language[English] is not neither used in social environment nor in government offices it will not be possible for children to be proficient in their second language.

On the other hand to start two languages from the beginning of their schooling will create confusion on children younger age and can bring negative attitude towards schooling.

Colin, (1995) suggests that, immersion program will be successful, if 4-6 years time is given to learn sacred language, when positive attitude is developed and active participation is practiced by students and if the two languages are separately used for single lesson than using them for one subject. Colin, (ibid) further adds that teachers and parents commitment is the basis of the immersion program to be successful.

However, both Hamers, (1989) and Colin, (1983) assume that for a child to be bilingual, the instructional language has to be used in the social and physical environment where the child lives. Hence, students unless they used their second language for their communication no matter they are fluent, they will not communicate in their social environment. It can be inferred that communicating in the school and out of the school environment has great contribution for second language fluency. Where as educational language alone can not enable the child to master his/her second language.

**4. Submersion programs** - Karshen, (1981) and Baker, (1993) in Coulmas, (2002) share the definition as "Sink or Swim" approach where by non native Speakers (non- English speakers) are learned with native speakers (English) speakers in the same class room without additional help for non-native speakers. This indicates that students learn in a language which they may or may not understand and which definitely have impact in their academic achievement and to that of their interest of learning. The reason is that if students have no chance to learn in their first language and learn with children whose mother tongue language is a medium of instruction since the non speakers of the instructional language cannot communicate easily and fluently they will be ridiculed and feel inferior by first language speakers and that of teachers which may force children to drop out.

### **2.3 Issues of Bilingual Education**

As it is already mentioned in models of bilingual education the reason(s) of using bilingual education can be seen from different perspectives and typical issues on using two instructional languages for developed as well as African countries is found respectively partly for integration of

immigrant children to their social community and looking for better way of life to the coming generation.

Though, UNESCO (1953) clearly states that learning in mother tongue has pedagogical, psychological, social and political as well as it is the right of the child to learn in his mother tongue education, bilingual education is used for teaching learning process in many primary schools. Benson, (2004) states reasons of bilingual education as: Historical reasons\_ countries use both their languages and international languages for teaching learning process i.e. for westerners' to enable immigrant children get educational access and to integrate them to the new social environment in which they are living, while in Africa to use their own local and/or national languages besides to colonizers language. And, the other point for actualization of bilingual education in different countries is for the reason of achieving their educational objectives. Benson,[ibid] further argues bilingual education is used to be efficient and effective in educational programs by reducing educational wastage of dropout and repeaters.

Hovens (2003) in Benson, (2004) also traced that, bilingual programs were introduced as a result of research study in pilot areas by comparing the results of teaching in first language and that of foreign language instead of only teaching in second language. Hence, governments also take the initiative through educational policy bilingual education to be used in the schools. The other source of initiative of using bilingual education started as bottom up approach from community or non governmental organizations to use local and international languages to their children

Though bilingual education started by different stakeholders and for different reasons, there are debatable issues on its application. As Hamers, (1989) presents there are debatable issues in implementing bilingualism. He mentions that L2 or bilingual learning is fully

determined by the cognitive and linguistic development of L1 or mother tongue. Hence, in order to acquire second language literacy mother tongue is very decisive. Mean while, other educators argue that L2 learning is like L1 learning, hence, first language acquisition has no contribution or influence on second language learning.

The researcher also shares an idea that if there is a family background and that of social environment for the child to communicate, children can acquire two or more languages at the same time. Hence, it can not be taken as a precondition to be proficient in first language to acquire second language. This indicates that two or more languages can be first language at the same time. In Ethiopia, more than 80 languages are spoken and hence as many children who came from areas and families that speak Amharic, Afan Ormo, and /or Tigriyna etc. do speak two or more of these languages at the same time. Hence, children can acquire two or more languages at the same time.

The other point of argument is that there is optimal age for language learning. Lennenberg (1967) in Hamers,(1989) argues that puberty is the best age for language acquisition. Thus, language learning out of this age is not as proficient as language acquisition. On this issue, with a slight difference, Oyama,(1979) in Hamers,(1989) forwards that no critical time rather “sensitive time or developmental period” in order to learn language. And this time to be proficient like native speakers is from 18 months up to Puberty age. Penfield and Robers, (1959) in Hamers, (1989) mentions that due to relatively greater plasticity of cerebrum, it is easier for the young child to handle more than one language as compared to effort done by adult. But, Ekstrand (1981) endorse that no sensitive period and biologically determined optimal age for L2 acquisition. Rather starting L2 at very early age is that to be proficient like L1 language needs longer period.

However, Burstall,(1975), Snow and Hoefnagel-Hohle,(1978) in Hamers, (1989) compared adult and young child in L2 learning. And, they suggested that adults learn certain aspects of language (morphology, syntax and listening skills) faster and easier than children and they also added that older children are faster than young child in academic areas while learning in L2.

## **2.4 Advantage of Bilingual Education**

Every practice of selection of instructional language has justifications depending on the philosophy of life and socio-economic and political conditions of the country. But, these days in the age of information where fast and easy access of information plays great role in our planet, and as language is a major means of communication and access of information bilingually if not multilingualism plays great role. So, education to be functional has to play a role in fitting children to the existing socio economic and political situation of the country as well as international situation. Thus, proficiency of two or more languages on top of academic competence obviously has advantages for students. On this point, Commins,(2000) argues, bilingualism has advantages to the child in facilitating to deeply understand the language and to use it effectively in their childhood. The reason is that children will get enough time to process the two languages as they get literate in the two languages. Commins,(ibid) citing "Goethe a German philosopher, states that the person who knows only one language does not truly know that language."

The other advantage is that bilingual education will help to develop flexible thinking. It is due to the fact that the two languages will nurture each other when the school environment allows them to practice both languages. There fore, bilingual education facilitates better information access and bilingualism which contribute better way of life for students. So, it calls for second language learning.

## **2.5 The Need for Second Language Learning**

Baker (1996) states, that the need for second language learning has ideological, international and individual reasons. As to its ideological importance second language learning enables immigrants and/or minorities to assimilate in the large society. But, if they are majority people learning second language will help them to facilitate good relationship and preserve minority language. Thus, due to good relationship, integration and that of preservation of language, second language is important for job opportunity, tertiary education and access to necessary information. And international reason is the second rational for the need of bilingualism or multilingualism in global market and to get economic benefits and to visit countries easily. Generally, it is worth while to facilitate access to information which calls for new knowledge, new attitude and new skills. Thirdly, second language learning has contribution at individual level for cultural awareness for the child when different ethnic, social and material culture is discussed. It will also help the child to create a bridge between ethnic groups and this will enables the child to develop his social, emotional and moral status. On top of these, people who speak two or more languages will have a better job opportunely and also have a potential to become translators and multilingual advertisers.

## **2.6 Bilingual Education in Africa**

In this section, different models of bilingual education used in the continent are discussed by citing literatures. Based on national educational goals set, instructional language usage, Africa has different history and reasons from country to country and also is found that Africa has different experience from the western world in using bilingual education.

Bilingual educational programs in developed countries according to Coulmas, (1995) cited Horn Berger, (1991) is an instructional program using two languages and designed and mainly applied for language minority students (immigrant students) who are studying in the majority language (country's language) and the teacher facilitates the lesson in majority[natives] languages. This indicates that bilingual instructional program is designed mainly for immigrant students coming from different countries so as to cope up linguistically and also share the culture of the country students living.

On other hand as Halaoui, (2003) in Nekeman, (2005) argues the practice of African bilingual education as: "successive bilingual" and "simultaneous bilingual" models. Successive bilingual model uses two instructional languages for teaching learning. The program starts with African language (L1) and later on substituted by foreign language for teaching \_learning. Countries like Nigeria, Burundi, Niger, are examples to be cited. On the other hand, simultaneous bilingual model is the actualization of two languages (L1 and L2) in the time of schooling. Hence, successive model is related to" transitional and maintenance programs" while simultaneous models is related to "two way dual program" of westerners.

Verspoor, (2004) in Nekeman,(2005) describes the common characteristics of African bilingual programs; in most cases start from grade two on wards to use second language as a subject. Later on, from grade two onwards second languages is used as a subject as well as medium of instruction. Though there is a difference in time allocation and starting grade level in African countries, it shows that there is a trend of increase in L2 and reducing in L1. As some of the writers mention, the reasons partially could be shortage of resources and that of political commitment. This indicates that African countries give much attention on foreign languages than their own. Hence, the program of

bilingualism is not based on goal set either for minority or for majority student's teaching\_ learning process. On top of this, teachers do get neither preset nor onset training on bilingual program and that of the availability of text books and reference materials.

As one can understand from the cited literature, the implementation of bilingual education in Africa and Western world is different. As Nekeman, [2005] traced in Verspoor, (2004) it is presented as follows: In Africa bilingual education is used for majority students so as to enable children learn in their own languages on top of foreign language for medium of instruction. But, in Western countries bilingual education is set for minority children who are mostly immigrants so as to integrate those minorities (immigrants) with their community. However, African bilingualism is on the bases to develop L2 skills and considered as economic importance (for better job options) in home and over seas and to speak high status language (L2).

Mean while there are some challenges not to fully use African languages for language of instruction. As some of writers argue, (Nekeman,2005 cited verspoor, 2004) one assumption is that, as African majority languages are not fully developed, it is not possible to express all technical and technological words in local languages, thus, can not be used for educational purposes.

On the other hand, African Development Education Association,(1996) points that there is little value towards local languages (African Languages) as a result of colonization and this idea is indirectly shared by elites since they are the product of colonized educational system. So, they believe that, teaching their children in local and national languages is to be far from international language and will keep their children backward. De Wetand Nieman,(1999) in Nekeman, (2005) also mentions that, in multilingual countries using local language is considered as a challenge to national unity and bring about conflict. So, since it doesn't

belong to any ethnic group in the society, second language is considered as it can emancipate from such conflict and strengthen national solidarity.

How ever, Bamgobose (1991) argues that there are countries that have only one language but are in political conflict lacking unity. On top of these basic arguments, shortage of teaching materials (text books and reference books) is a challenge to teach in local languages, because there is less emphasis on publication of books in local languages and all local languages do not have script or are not written languages. It can also be argued that use of many languages for instructional purposes is time consuming and expensive since developing countries have scarce recourses. Thus, it is difficult to produce teaching materials and to train teachers.

With all these difficulties and challenges, however, Verspoor, (2004) in Nekeman, (2005) forwards that in order to use multilingual educational program, countries should have clear language policy with adopted curriculum. On top of this, teachers have to properly be trained in bilingualism and art of teaching. Instructional materials have to be produced sufficiently and adequately. In supporting this idea, Alidou, (2003) suggests that for Africa to optimize its bilingual education, it has to solve the following challenges. In most African countries, no language policy for instructional language at primary education. Hence there should be feasible language policy for instructional usage .In addition, there is no well organized and developed pre set training for teachers to teach in bilingual education. This point has to be solved. Hence, teachers are recruited and assigned to teach in bilingual schools with out taking the necessary professional skill to become bilingual teachers. There is also shortage of the necessary teaching aids for all subjects to use L1 and L2 in the teaching and learning.

This implies that to actualize bilingual education there should be language policy development based on the countries socio-economic, political and cultural environment. Besides, the human resource has to get the necessary pre set and on set training as well as the commitment to shoulder bilingual education properly. It is also equally important to organize and develop the necessary teaching materials for better teaching learning process. There fore, enough attention and preparation is important in order to use bilingual education.

On the bases of its socio- economic, political and educational goals set for education, it is observed that Africa has used different kinds of bilingual education. And, Heugh, (2006) summarizes types of bilingual education in Africa as follows:

A. Subtractive (transitional or weak) bilingual model\_ it is a type of bilingual education where by students shift from mother tongue to second language starting from grade one and second language is only used for teaching \_ learning. This model is some times called submersion as every student is expected to swim and cross or sink in the ocean of learning through L2 (language two).Hence , the objective of this model is to teach students in foreign language as a medium of instruction as early as possible. For example, in the colonial pried many French and Protégées speaking African countries used this model.( Association for the Development of Education in Africa , 2006)

Further more, in this model of education, (subtractive bilingual model) though students are expected to start their second instructional language in grade one, if they begin or switch from first language to second language with in three years of schooling it is called early exit transition model. Baker,(2002) in Heugh,(2006)puts as subtractive bilingual models and early exit transitional bilingual models are called weak bilingual models due to its poor results of bilingualism.

B. Additive bilingual education (strong bilingual models) in this practice of bilingualism first language (mother tongue) is used through out the education ladder and second language is taught as a subject or both languages are used until the end of schooling. In this model of instructional language, mother tongue will not be stopped from medium of instruction. Hence, this model is used in Africa either by using first language as a medium of instruction through out schooling and second language is taught as a subject by special teacher or using both L1 and L2, where as L1 is basically used till grade six and eventually use of L2 as instructional language up to 50% till the end of tertiary education.

## **2.7 Teachers Training and Qualification of Bilingual Education**

Teaching requires trained human power. It needs the knowledge of subject matter and an art of presentation of concepts, theories in different ways. Thus, teachers must get pre service and in service [refreshment, up grading] training to shoulder their responsibility properly.

The training and qualification of bilingual teachers should be relevant towards facilitating two instructional languages properly, conceptually and artfully. On this point, Baker and Kanter (1983) noted that bilingual teachers should speak, understand, read and write the two instructional languages so as to teach one subject in two languages. The reason is that bilingual teachers are responsible to teach in two languages equally. Thus, they have to be trained properly so that they can facilitate the two languages in teaching learning process. They further discussed that, teachers are also expected to know the socio- economic and cultural back ground of students. So, they should be trained in the art of teaching and academic competence in bilingual education.

As Baker,(1995) mentioned that it is necessary for the school administration to know bilingual teachers with their respective of experience, academic competence, attrition rate , etc. in their schools so as to give efficient and effective teaching –learning process. He added that, one practical challenge of bilingual education is to get skilled bilingual teachers since in bilingual countries only few courses are given. This calls for shortage of bilingual teachers globally and to get the necessary feedback about bilingual education is not totally from trained bilingual teachers. Besides, Baker,[ibid] more over traced that those teachers with little or no idea of bilingual education have negative attitude on bilingual students and to that of parents who need their children to learn in two instructional languages. And he explains that some times, it is found that parents are in better status about bilingualism than teachers since they realized the advantage of bilingualism to their children. If monolingual teachers are placed in bilingual class rooms they do not share the idea of bilingualism and hence they try to dominate students like monolingual classes which will impede the participation of bilingual learners to express their ideas freely. This indicates that teachers before they are placed to be bilingual teachers have to get the necessary pre set and /or on set training on teaching one subject using two languages. Thus, teachers are expected to be proficient in two languages as well as knowledge of subject matter in which they are teaching.

On bilingual teacher training, Alidou, (2003) states, that both pre set and on set training should be designed to develop the skill of method of teaching, process and performance evaluation on two languages is mandatory. Hence, subject matter knowledge, good command of the two languages to be used as medium of instruction as well as the science of teaching is important.

Supporting these idea Baker (1995) traces, that teachers' fluency of the second language like their first language is very important for them to teach one subject in two languages on top of their commitment and positive attitude towards bilingual teaching. In addition, bilingual teachers should be in a position to know every student status of language to assist him/her accordingly. This implies that bilingual teachers should be equipped with the necessary skill, attitude, knowledge and commitment to shoulder their responsibility properly.

As Reisner (1983) also forwards, that teachers training practice is very crucial for bilingual education and the seed capital for onset training should get due place since most teachers may not get the necessary knowledge and skill at the time of pre service training. Regarding their qualification, it is the same as monolingual teachers except that bilingual teachers need additional skill in how to use educational materials and the art of teaching in bilingual education.

As Reisner (1983) mentions, in U.S.A. in 1974 the Institution for Applied Linguistics prepared guideline for training bilingual teachers on issues of:

- ◆ Good command of language in both languages
- ◆ Basic idea of the language nature
- ◆ Understanding of the cultural back ground of students and the language used
- ◆ Teaching two subjects so as to enable students' be competent in their academic results.
- ◆ Teaching material selection, preparation and academic evaluation mechanisms.
- ◆ Communication skill with parents, community and other stakeholders.

This shows that, bilingual teacher should be equipped both with the art of teaching and communication in two languages on top of his/her academic competence. So, it calls for special training and benefit scheme to get the appropriate personality of such teachers.

## **2.8 Parents Role in developing Bilingual Education**

The role of parents in assisting their children for better educational achievement by selecting their schools, facilitating educational materials and also participating in helping to do their assignments has irreversible role. This is to say that it is parents who first are responsible for better life of their children. So, these days it is observed that parents give more emphasis and are worried about children schooling so as to equip them in this stiff world competition.[in almost every where including the rural area of the country.]

According to Colin, (1983) parental preference to send their children to schools of bilingualism on top of their commitment with teachers will motivate and create fertile environment to students. In other words, as parents of children in bilingual schools should be conscious of bilingual education and committed to contribute in their children teaching – learning by providing the necessary resources as much as possible and assisting children academic challenges. In addition, in the up coming of immersion of bilingual education, parents are partner of the movement. In general, it is one aspect of investing on children to widen the chance of challenging world.

On the other hand, Coulmas, (2002) also cited Skutnabb-Kanges and Garcia, (1995) the need of different partner's participation in the actualization of bilingual education. He added that both academic and administrative staff of the schools should be bilingual or share the idea of becoming bilingual. This is to say that, if members of the schools community are speaking two languages children have a chance to communicate in both languages out of class room and also feel at ease to

convey their idea. On top these, the staff members can easily understand the program and contribute towards its success. There fore, both the school community and that of parents have vital role for bilingualism of children.

# **CHAPTER THREE**

## **RESEARCH METODOLGY AND PROCEDURE**

### **3.1 Methodology**

This study was planned to assess the current facts of the practice of using Amharic and English to teach one subject as medium of instruction and perceptions of major stakeholders in the private primary schools in Yeka sub City of Addis Ababa. Thus, the study used both primary and secondary data sources. In order to do this the researcher developed appropriate instruments and tools. Document analysis, schools and classroom observations were carried out for this purpose.

In addition, questionnaires, semi structured interviews and focus group discussions were used. In order to manage if a problem arises to fill out questionnaires, assistant researchers were assigned. So, to get appropriate data descriptive survey method was taken as a relevant method for depicting the existing study. In supporting this idea, (Bryman, 1989) in, (Best and Kahn, 2003) and (Yalew Endawoke, 2006) believe that the method enables to collect data from different areas in a time so as to analyze and interpret it in quantitative and qualitative terms.

Hence , this investigation focused on identifying rationales and gathering data on applications and attitude of stakeholders on practice of using Amharic and English as a medium of instruction to teach one subject in selected private first cycle primary schools in Addis Ababa.

### **3.2 Sampling Techniques and Source of Data**

The study was framed to be Addis Ababa for the reason that a large number of private primary schools teach a large portion of students.

In addition, for easy access of schools to do the research work and as Addis Ababa is the Capital City of the country regional towns of private

schools will share this practice [It can play as exemplary role for other private schools of the country].

Among 8 sub cities in Addis Ababa, Yeka sub city is selected purposefully due to:

- ◆ Proximity and better relationship with education department experts
- ◆ Presence of accredited primary private schools in the sub city
- ◆ Availability of necessary relevant data.

There are 44 accredited private primary schools in the selected sub city of Addis Ababa. After the sub city is purposefully selected, list of private primary schools obtained from the sub city education department experts. Based on the list obtained 5 schools (the list of schools where the study conducted are: New Youth Academy, Delevernace, Lucy Academy, Blue Bird and Majic Carpet) i.e.11.36 % of the schools included in the actual sample population. Among the five sample schools, at the time of study it is found that Majic Carpet changed its medium of instruction to be totally English from Meskerm, 1999E.C on wards. However, since the school has experience of using Amharic and English to teach one subject it is included in the study. The sample size covered 50[66.7%] of teachers, five [100%], school principals, 60 [.7%] of students and 30 parents [i.e. only two parents from each group of students who participated in the focus group discussion involved to air out what they come across and observed in their children bilingual education.] Thus, a total of 98 respondents were included in the study.

In the sampling technique, availability sampling was used for education department experts and school principals to get the necessary information. And, purposive sampling was used for teachers to select those who currently teach in bilingual education and students of grade four in expecting better feedback of their four years experience of

bilingual instruction with equal gender proportion (two females and two males) of “low”, “medium” and “high” academic achievers of their schools. Selection of students on their academic achievement was to get an insight if their academic talent had an impact of the choice of instructional language(s) and the choice was done in collaboration with home room teachers and school principals

### **3.3 Data Collection Instruments**

The following were the principal instruments used for data collection.

#### **3.3.1 Questionnaires**

Two kinds of questionnaires were prepared in Amharic for parents, who educate their children in grade four and primary school bilingual teachers.

Type one questionnaire was administered to bilingual teachers (teaching one subject both in Amharic and English) which has different parts and contained both closed and open ended questions on : general background information, training, educational inputs, class work and home work assessment, course plan preparation, attitude towards bilingual education and challenges of the current bilingual instructional practices. This instrument helped to get relevant information about the attitude of teachers towards the program and how teachers practice bilingual education in the sample schools.

Similarly second type of questionnaire was used for parents to get feedback on teaching one subject using Amharic and English Languages since selection of schools for children are mainly managed by parents and it is with the consent of parents that children learn their formal education either in private or government schools.

On the parents questions, both closed and open ended were administered. In these questions, the socio-economic back-ground of parents were included since it was expected to have an impact on children's school selection.

Other issues included in parents' questionnaires were on: decision of selection of schools, academic assistance to their children, parents-schools role in selection of instructional language, and educational cost of bilingual program, attitude of parents towards bilingual education and challenges encountered and solutions suggested by parents to solve bilingual education program limitations.

### **3.3.2 Interviews**

Semi structured interviews were conducted with school principals and zonal education department supervisors. Lists of possible questions were prepared on why they practiced of using Amharic and English to one subject and also the major challenges encountered.

Mean while, the interview responses were cross checked with information gathered through questionnaires and observation. In addition, their attitudes towards the program were summarized. Interviews responses were recorded through note taking and audio-tape recording. The recordings were transcribed by the researcher in to written notes.

### **3.3.3 Focus group discussions**

Discussions were conducted with fourth grade students and each group has four students [two boys and two girls] of "lower", "medium" and "high", academic achievers in their schools. And the selection was done in collaboration with school principals and home room teachers. However, students' academic achievements differ from school to school.

Focus group discussion was selected to freely enable students express their ideas. In addition, it is assumed that learners of this grade are in early ages, they may not patiently and curiously fill out questionnaires, but at the same time students at this level are free to express their perception (feeling) honestly. The discussions were recorded by note taking and audio tape recording. The tape recordings were transcribed by the researcher.

#### **3.3.4 Class room observation**

Schools classroom observations were conducted by using check list to see the teaching learning process, (how Amharic and English are used to teach one subject). And students' exercise books were to see how class work and home work were taking place. Similarly text-books were observed to check conformity of the contents, ideas of the Amharic and English version; and sufficiency of bilingual text books.

#### **3.3.5 Document analysis**

Document analysis was also part of this study. Hence, ETP(1994) primary and special education standard,(1995) supervisors' note books were consulted in the school principals offices to see suggestions of supervisors on the practice of bilingual education.

To get information about period allotment of bilingual subjects in the sample primary schools, programs and schedules were consulted.

#### **3.4 Pilot Study**

To check the reliability of data collection tools, to avoid biasness and not to create fatigue pilot study was held in one non-sample primary school.

### **3.5 Procedure of Data collection**

In Yeka Sub City of Addis Ababa, private primary schools use Amharic and English as a medium of instruction to teach one subject which is a different practice from the instructional language policy of Addis Ababa Education Bureau.

To get genuine feedback on the educational language usage, due attention was given on the selection of sample schools. Thus, before gathering the necessary information through questionnaire, interview questions, focus group discussion, observation and document analysis; a thorough discussion was held with Yeka Sub City Education Department Supervisors.

Out of 44 accredited private primary schools in the sub city, five of them were selected for their long teaching experience of using Amharic and English as a medium of instruction to teach one subject. In addition, zonal education supervisors assume that these schools will give their practices with out reservation which has been proved at the time of monitoring and evaluation.

Then, the questionnaires were distributed to sample teachers by the researcher and assistant researcher and the feedbacks were collected. Later on focus group discussion with the selected students were conducted and by arraigning a program with schools' principals, six student discussants (three females and three males) were informed to bring their parents to their schools. Later on, the questionnaires of parents were filled out on the arranged program in their respective five sample schools.

Furthermore, Interviews were conducted with five sample school principals and class room observation was conducted. Finally, interview questions were held with three education department supervisors in the selected sub city.

Generally, 50 questionnaires were distributed to teachers and 40[80%] were collected and for 30 parents questionnaires were distributed and out of which 21[70%] were collected. Then, their feedback translated to English by the researcher to analyze the data.

### **3.6 Data Analysis**

The data were analyzed qualitatively and quantitatively. Hence, observations, focus group discussions would reflect the perception of the participants. So, their reflection on the issue organized and interpreted in qualitative terms. In addition, documents which were related to the issue revised and interpreted in relation to the study. On the quantitative part, the distributed questionnaires were collected and analyzed in percentiles according to the feedback. And, the responses of sample participants were correlated to gate relatively clear pictures on the issues forwarded.

# CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND DISCUSSION

### 4.1 Background Information of Teachers' Respondents

This part of the study present and discuss the data collected on bilingual education[using Amharic and English to teach one subject] from five sample private primary schools in Yeka Sub-city in a tabular and descriptive form.

As presented in the methodology part of this study different tools of data collection were used. Thus, questionnaires were prepared for teachers and parents, focus group discussion for students, and basic interview guide questions for school principals and education supervisors. Classroom observations were also performed.

Responses of teachers and parents are presented and analyzed starting from the background of teacher respondents.

The first part of the quantitative data analysis deals with teachers feed back on using Amharic and English as a medium of instruction to teach one subject in the selected primary schools.

**Table 4.1** - Classification of Sample Teachers' By Age, Sex and Qualification

<b>Teacher Respondents</b>												
<b>Age group</b>	<b>Sex</b>		<b>Qualifications</b>									
	<b>M</b>	<b>F</b>	<b>BA</b>		<b>Advanced Diploma</b>		<b>Diploma</b>		<b>Certificate</b>		<b>12 Complete</b>	
			<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>
15 - 19	1	1			1							1
20 - 24	13	6	4		1		7	4				2
25 - 29	5	8	1		1		4	3				4
30 - 34		3						2				1
35 - 39		2										2
40 and above	1				1							
Total	20	20	5		4		11	9			1	10

As observable from table 4.1., among the total number of 40 sample population, female respondents account 20[50%] and, 10[50%] of them are 12 completers. On the other hand, out of 20 male respondents 5[25%] of males have first degree and assigned to teach from grade one up to four.

One can also observe from table 4.1 that there is no certificate teachers who teach at this level though certificate is a standard qualification from grade one up to four. But, 20 [72.5%] of teacher respondents have qualification above the standard of the grade level they are teaching. This indicates that, though sample teachers have no certification in bilingual instruction they full fill the standard criteria set by Ministry of Education to teach at this level. As to the age group, 19 [47.5%] of them range from age 20-24 which indicates that almost half of the teachers are newly graduates with an experience of two to four years.

Having the mentioned experience, qualification and age group of teacher respondents, their participation in co-curricular activities, the class size they are teaching and that of their period allotment is tabled below.

**Table 4.2 - Teachers Work Load**

Question Items	S c h o o l s																			
	Neway Youth Academy				Deleverance				Lucy Academy				Blue Bird				Majic Carpet			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
Average Class size																				
< 40	8	100			10	100			8	100			6	100			8	100		
46-50																				
≥ 51																				
Additional Responsibilities																				
Administrative																				
Co-curricular	3	37.5	5	62.5	7	70	3	30			8	100			6	100	3	37.5	5	62.5
Period allotment per week																				
31-35																				
26-30																	3	37.5		
20-25	8	100			10	100			8	100			6	100			5	62.5		
< 20																				

As shown in table 4.2, whether teachers are given additional responsibilities on top of teaching one subject in two languages, it is found in the sample schools that their administrative and co-curricular activities is limited to 13 [29%]. Hence, teachers can have time for preparation of their teaching-learning.

As to the class size, schools have an average of less than 40 students per class. But, the primary and special education standard Ministry of Education [MOE, 1995) states that from grade 1-4 class size of 50 students can learn in one class. Hence since the size of the class is below the standard, there is an opportunity for the teacher to facilitate live class-room participation. In fact, the cited class size set by MOE [ibid) is not for bilingual education.

Regarding period allotment, in table 4.2, for grade one and two, six periods are allocated per day and from grade three and above seven periods per day with forty five minutes each. Hence, the range of the periods per week is 30-35. But, in the sample schools it ranges between 20-25 periods per week. This shows that the period allotment in the schools is below the standard though the concerned ministry prepared the period allotment for monolingual education.

Teachers' language proficiency has great impact on teaching learning process on top of their academic competency. Thus, teachers' instructional language fluency is presented below.

**Table 4.3** - Teachers Proficiencies to Instructional Language

Question Items	S c h o o l s									
	Neway Youth Academy		Delever-ance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	N o	%	No	%	No	%	No	%
<b>Language flunecy</b>										
In Amharic	7	87.5	6	60	5	62.5	5	83.3	6	75
In English	1	12.5	4	40	2	25			1	12.5
In both					1	12.5	1	16.6	1	12.5
Your Mother tongue										
Amharic	7	87.5	10	100	6	75	6	100	6	75
English										
Any other local languages	1	12.5			2	25			2	25

As shown in table 4.3, 29 (75%) of teachers rated themselves proficient in Amharic and only 8 [12.5%] are proficient in English. Hence, as Reisner, (1983) argues that bilingual teachers should have a good command of the two languages and have an idea of languages' nature. But, in the sample schools, teachers do not have equal fluency of Amharic and English to teach subjects on equal status. In addition, 28 (75%) of teacher respondents' mother tongue is Amharic while 5 (25%) is other local languages. Therefore, there is no one whose mother tongue is English. This implies that bilingual teachers are assigned and teach with out their language back ground. Teachers to teach one subject in two languages, either they have to get pre set and/or on set training. Thus, in table 4.4, the training status of teachers is discussed.

**Table 4.4 - Teachers Training to Handle Bilingual Classes**

Question Items	S c h o o l s																					
	Neway Youth Academy				Deleverance				Lucy Academy				Blue Bird				Majic Carpet				Total	
	Yes		No		Yes		No		Yes		No		Yes		No		Yes		No			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Pre service training on bilingual education			8	100			10	100			8	100			6	100			8	100	40	100
Relevant on set training taken on bilingual education			8	100			10	100			8	100			6	100	8	100	8	100	40	100

As table 4.4 indicates, 40 (100%) teachers did not get neither a pre set training [training taken before employment] nor on set training [on the job training given to shoulder the given task properly] for teachers' to teach one subject using Amharic and English as a medium of instruction. Hence, the actualization of bilingual education in the schools is without any bilingual education background from teachers' point of view. If teachers are not trained on bilingual education, it is hardly possible to teach one subject in two languages. Chekarma, (2004:188) "Due to lack of adequate training, bi/multilingual teachers rely on their own experience as learners to teach their students." Chekarma,[ibid] added that, those traditional teachers who moved to bilingual schools have a negative perception of the interaction of teacher and students in two languages.

Baker and Kanter (1983) and Hassana, (2003) also mention that bilingual teachers should be trained in the art of teaching (how to teach one subject in two languages) and academic competence in the subject they teach. They, should speak, read, write and understand the two instructional languages efficiently. Similarly, Heugh (2006) suggests that teacher training program in Africa should include fluency of language for the teacher in both  $L_1$  and  $L_2$  so as to be role model to his students, basic knowledge of first and second language acquisition, teaching methodologies in bilingual and multilingualism, teaching aid preparations, action research etc. So, bilingual teachers should be equipped with the art of teaching, academic competency and fluency of the two languages they are using as instructional language in order to shoulder their responsibilities. Though teachers were not given the necessary training to handle the practice of using Amharic and English to teach one subject, teachers used bilingual classroom teaching in the sample schools. Table 4.5 treats how teachers handle the classroom teaching learning process.

**Table 4.5 - Handling of Bilingual Classes**

Question Items	S c h o o l s																					
	Neway Youth Academy				Deleverance				Lucy Academy				Blue Bird				Majic Carpet				Total	
	Yes		No		Yes		No		Yes		No		Yes		No		Yes		No			
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Which approach do you apply most in your class during bilingual education																						
A) One language in One period	3	37.5			5	50			1	12.5							2	25			11	25
B) Both Languages in One period	1	12.5			1	10			1	12.5			2	33.33							5	11.36
C) By code switching (change the language as need be)	4	50			4	40			6	75			4	66.66			6	75			24	61
total	8	33.3			10	33.3			8	33.3			6	49.99			8	50			40	

Table 4.5 is designed to assess whether there is a difference among schools in language usage and proper handling of classes. As the table indicates 11 (25%) of the schools teachers used one language in one period while this practice is totally non functional in Blue Bird school. On the other hand, 24 (61.33%) of the schools teachers use to teach subjects by changing the language (code switching) when it is necessary. As Hough, (2006:152) argues “Teachers end up code-switching as an act of desperation-so it is not usually systematic. It is not a validated activity-so teacher and students are often obliged to disguise this activity as if it were not legitimate. In fact it may be beneficial where it is used systematically. However, this issue needs to be addressed in teacher education programs.” However, in this study in table 4.3, 29 (73.6%) of teachers are proficient in Amharic. So, the practice of shifting the two languages will be less practical to use the two languages equally since teachers are not trained how to use two languages to teach one subject and it is Amharic most likely to be used (dominating instructional language) in the teaching learning process. On this issue, Baker[1995] suggests that in primary bilingual education the two instructional languages used in classroom should have clear programs [schedule] that is, one language one day or one language half a day so as to give equal instructional time. However, more of these recommended practices are not utilized in the sample schools.

On top of teachers’ language fluency, subject matter knowledge and the art of teaching, they need textbooks, and reference materials for better teaching learning process. This is going to be seen here under.

**Table 4.6 - Availability of Teaching/Instructional Materials for Bilingual Education (BE)**

Question Items	Schools																							
	Neway Youth Academy				Deleverance				Lucy Academy				Blue Bird				Majic Carpet				Total			
	Yes		No		Yes		No		Yes		No		Yes		No		Yes		No		Yes		No	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Are there sufficient text books for bilingual education?																								
In Amharic					5	50			1	12.5			1	16.7			1	12.5			8	27.74		
In English	1	12.5			2	20			2	25			1	16.7			1	12.5			5	17.34		
In Both Languages[Amharic and English]	7	87.5					3	30	3	37.5	2	25	2	33.3	2	33.3	5	62.5	1	12.5	17	44	8	27.74
Are there sufficient teaching-aids for bilingual education																								
In Amharic																								
In English																								
In Both Languages	6	75	2	25	7	70	3	30	5	62.5	3	37.5	3	50	3	50	2	25	4	50	23	60.52	15	39.46

Table 4.6 reveals whether or not teachers are forced to tend to one of the instructional languages due to the influence and availability or absence of educational materials. In addition, the mentioned table reflects the experience of text-book preparation in bilingual education in the country and how textbook preparation and teaching aids has an impact on the program implementation.

As to the availability of text-books in both languages, only 17 [44.16%] of the teachers replied that there are sufficient text books in Amharic and English. However, it is found that only 5 [17.34%] said that in the schools have books written in English.

In the interview discussion, school principals, point that schools have shortage of books both in Amharic and English. The shortage of books in Amharic is at the time of planning of text book publication due attention is not given to text-books of private schools and nor these text books are easily available in the market. This implies that in the sample schools students can not easily carry out their assignments and also have easy access to study their books. Hence, it has an impact on their academic success.

Regarding the English version text-books, the sources of books are different in all the sample schools. It is found that one school use the direct translation of Amharic text-books buying from other schools that directly translated and used for teaching learning; others import from abroad [Kenya, India, USA, for example] and also purchase from book centers like Mega and others. Hence, private schools do not have easy access to both the Amharic and English version of text-books that challenges to properly execute the teaching learning process.

The shortage of text-books was also seen at the time of class room observation by checking students' textbooks. And it was also discovered that the contents of science Amharic and English, math's in Amharic and

English, social studies in Amharic and English are not the same from grade up to four. Thus, bilingual education text-books need to have the same topic and content except the language difference. In order to use bi/multilingual program, countries should have instructional materials to be produced sufficiently and adequately [Verspoor, 2004] in Nekemann, (2005), in which the sample schools are deficient.

Teaching aids facilitate the teaching learning process simpler since abstract words can be represented in real and concrete objects. But, only 23 [56.5%] of schools have teaching aids in both languages. In fact, in Blue bird, the availability of teaching materials accounts 3 [50%]. This indicates that one of the sample schools did not give enough attention to facilitate bilingual instruction in concrete terms. Since children have limited memorization and understanding of abstract words at these grades unless supported by real pictures and things they have little opportunity to understand both the concepts and the two instructional languages.

Sample schools having their human and material resources, how they facilitate their teaching learning using Amharic and English as a medium of instruction to teach one subject [their program] and also subjects' period allotment per week will be discussed next.

**Table 4.7** - Period allotment for Languages and Bilingual Instruction

Question Items	Schools																							
	A.A Policy in Grade				Neway Youth Academy in Grade				Deleverance in Grade				Lucy Academy in Grade				Blue Bird in Grade				Majic Carpet in Grade			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Amharic Period allotment per week	5	5	5	5	5	5	5	5	6	6	5	5	3	3	3	3	3	3	3	3	3	3	3	3
English period allotment per week	6	6	6	6	6	6	6	6	5	5	5	5	8	8	8	8	4	4	4	4	9	9	9	9
Math's in Amharic	5	5	5	5	5	5	5	5	5	5	5	5	3	3	4	5	2	3	2	3	-	-	-	-
Math's in English	-	-	-	-	3	3	3	3	5	5	5	5	3	3	3	3	2	3	2	3	8	8	8	8
Natural Science in Amharic	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	3	3	2	2	2	-	-	-	-
Natural Science in English	-	-	-	-	3	3	3	3	5	5	5	5	3	3	3	3	3	3	2	3	-	-	-	-
Social studies in Amharic	4	4	4	4	3	3	3	3	4	4	4	4	3	3	3	3	2	2	2	2	-	-	-	-
Social studies in English	-	-	-	-	3	3	3	3	4	4	4	4	3	3	3	3	2	2	2	2	-	-	3	3
Aesthetic																								
HPE in Amharic	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Music in Amharic	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Drawing in Amharic	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total																								

Table 4.7 indicates whether or not the sample schools go in line with the general rules (education policy guideline) in their period allotment.

The period allotment in the syllabus guideline for Amharic in grades one and two is five periods while it is four periods for grades three and four. Regarding to the English periods, from grade one up to grade four it is allocated to be five periods per week. But in the sample schools, periods for Amharic vary from three to six periods and four to nine for English periods per week. This shows that the schools neither follow the policy guideline nor have the same period allotment for Amharic language.

English is used as a subject and medium of instruction in the selected sample schools and it can be observed from the table that the minimum period allotment is five (in Deleverance school) which is the same with the policy guide line and maximum period given is nine in Majic carpet. Here, schools seem to give more emphasis to English language by allocating

more periods though there are variations from school to school as shown in the table. Thus, more attention is given to English language as a subject than Amharic.

In the sample schools subjects taught in both Amharic and English are: Math's, Science and Social studies. But, there are different period allotment for math's in Amharic and Math's in English, science in Amharic and science in English, Social studies in Amharic and Social studies in English.

The table [4.7] indicates that the Amharic period allocation gets more periods than that of English periods as medium of instruction. But, Lucy Academy has equal period allotment for both instructional languages for bilingual subjects and that of Majic Capet which totally teach all subjects in English except Amharic language as a subject. Hence, there is no uniform period allotment among sample schools or to the education and training policy. Thus, it is up to the schools' administration to decide the number of period per week.

Though teachers replied that they are teaching less than 20-25 periods per week in table 4.2, except Blue Bird teachers, all other schools allocated from 6 up to 10 periods per week in both languages while it ranges from 4 up to 5 periods per week in the guide line. This shows that, it calls for more learning hours, more teachers and more efforts from teachers to equip learners with both the languages and concepts and contents of the subject matter.

Class work and home work are given obviously to students so as to cultivate their cognitive development in doing their assignments. So, how sample schools manage class work and home take assignments of using two instructional languages for one subject is presented in table 4.8 below.

**Table 4.8 - Schools Practice of Class-work and Home work of Bilingual Education**

Question Items	S c h o o l s																							
	Neway Youth Academy				Deleverance				Lucy Academy				Blue Bird				Majic Carpet				Total			
	CW		HA		CW		HA		CW		HA		CW		HA		CW		HA		CW		HA	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
<b>Approaches mostly used to:</b>																								
Give in both Languages	4	50	7	87.5	8	80	1	10	2	25			4	66.7	2	33.3	5	62.5	1	13	23	57.5	11	27.5
Give one subject in two languages on program separately	3	37.5			2	20	3	30	1	12.5	3	37.5	1	16.7	3	50	3	37.5	2	25	10	25	11	27.5
Give only in Amharic	1	12.5					4	40	5	62.5	2	25	1	16.7	1	16.7			1	13	7	17.5	8	20
Give only in English							2	20			3	37.5							4	50	-	21.5	9	22.5
Give alternatively			1	12.5																			1	2.5

**NB.** CW – Class work      HA – Home Assignment

Table 4.8 depicts that how class works and home works are handled in bilingual schools. In the selected schools 23 [56.80%] class-works of subjects are given in both (Amharic and English) the languages, while 8 [18.3%] of class-works are done in Amharic only and class-works are not given in English.

As to the home assignment, 11 [28.66] and 11 [28.5%] are given in both languages and on a separate program respectively. This indicates that there no equal assessment of students' activity in both languages.

On the practice of class-work and home-work, students who are the direct consumers of the lesson reflected in their focus group discussion that class-works and home works are given equally. But, at the time of observation, students' exercise books of mathematics have been checked and it seems more assignments (class work and home work) are counted in Amharic than English. Thus, sample schools do not give equal assessment in Amharic and English class works in their teaching learning process.

Teaching is a two way traffic in which asking and answering questions takes place to make the teaching learning class room participative. Table 4.9 indicates how classroom environment is managed in the sample schools with regards to communication and classroom participation.

**Table 4.9** - Language Communication and Class room Participation

Question Items	S c h o o l s									
	Neway Youth Academy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
Language most used by children outside the class room										
Amharic	7	87.5	2	20	8	100	6	100	7	87.5
English	1	12.5	8	80					1	12.5
Both(Amharic and English)										
when it is Amharic	3	37.5	4	40	6	75	4	66.7	3	37.5
when it is English	4	50			1	12.5			2	25
Equal participation in both languages	1	12.5	6	60	1	12.5	2	33.3	2	25
difficult to know									1	12.5

Table 4.9, tries to show if there is any relationship between children free language communication and classroom participation. The data depicts that 30 [75%] children communicate in Amharic out of their classroom and the presence of better classroom participation, which accounts 20 [50%] takes place when the medium of instruction is Amharic. Focus group discussants also confirmed that due to easy communication and better understanding of the concept of the subjects, students feel confident and there is better and active participation in the classroom when the medium of instruction is Amharic.

These responses go in line with what, both Hamers, (1989) and Colin, (1995) argue stating that for a child to be bilingual, the instructional language has to be used in social and physical environment where the child lives. Thus, communicating in the school and out of the school environment has great contribution for second language fluency where as school language alone cannot enable the child to master his/her second language. Hence, there a gap of second language development in class room as well as out of class room practice of second language communication in the selected schools.

In the sample schools, one issue was to know whether or not teachers need additional preparation time to actualize Amharic and English as a medium of instruction to teach one subject that was treated in the coming table.

**Table 4.10** - Time Needed for Preparation of Bilingual Education

Question Items	Neway Youth Academy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
<b>Teaching one subject in two languages</b>										
▪ needs relatively more additional time and preparations than teaching one subject	6	75	8	80	3	37.5	4	66.7	4	50
▪ needs relatively some additional time and preparations than teaching one subject	2	25	2	20	4	50			1	12.5
▪ Does not need additional time and preparation					1	12.5	2	33.3	3	37.5

Table 4.10 tries to show whether or not teachers need additional time to handle bilingual education than monolingual education. Hence, in the sample schools teacher respondents replied that 25 [61.84%] needs more additional time for preparation of teaching one subject using Amharic and English as a medium of instruction. However, 6 [ 27.8%] of the respondents said that it does not need additional time and preparation. So, bilingual education teacher needs more time of preparation for their lessons.

Different models of bilingual education are used in different grade levels. For example early total immersion, early partial immersion, late immersion etc. Among the models discussed, which model(s) is (are) used in the schools was one area of the concern to forwarded to teachers since it has a great impact on teaching and learning process.

**Table 4.11** - Teachers Annual Planning Preparation of Bilingual Education

Question Items	S c h o o l s									
	Neway Youth Academy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
<b>How do teachers prepare annual plan</b>										
a) one subject in two languages side by side equally	7	87.5	4	40			2	33.3	1	12.5
b) prepare in Amharic and teach in both languages	1	12.5	3	30	2	25			1	12.5
c) prepare in English and teach in both languages			3	30	6	75	4	66.7	6	75
<b>Practices in completing the plan</b>										
a) complete on schedule/annual calendar	6	75	7	70	4	50	2	33.3	3	37.5
b) needs extra time and energy to complete	2	25	3	30	4	50	4	66.7	5	62.5

The data in table 4.12 reflect how annual planning and efficient time utility serves to complete the required curriculum and how this may affect students' learning. Though it is not seen, at the time of observation of the prepared annual plan in the sample schools; 14 [27.46%] teacher respondents replied that they prepared the annual plan of one subject in two languages side by side and 22 [53.16%] of them said that they complete the lesson to teach one subject using Amharic and English without additional time. However, in table 4.10 of this study, 25 [62.5%] of the respondents reflected that they need additional time for preparation, which also calls for additional time for presentation or completion of the course.

This study also intended to know whether or not teachers are aware of the education and training policy of 1994 in using their instructional language, which is treated in table 4.13.

**Table 4.12** - Teachers Opinion on and Entry point of Bilingual Education

Question Items	S c h o o l s									
	Neway Youth Academy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
<b>Teaching one subject in two languages</b>										
a) Enables bilingualism	5	62.5	4	40	4	50	4	66.7	2	25
b) makes the subject matter clear	3	37.5	4	40	2	25	2	33.3	3	37.5
c) burden some			1	10	1	12.5			3	37.5
d) Confusing			1	10	1	12.5				
<b>In which grade should bilingual education begin</b>										
a) KG	7	87.5	10	100	3	37.5	2	33.3	5	62.5
b) Grade – one					4	50	2	33.3	1	12.5
c) Grade - Two							1	16.7		
d) Grade - Three	1	12.5			1	12.5	1	16.7		
e) Grade four and above									2	25

According African Development Education Association, (2006) children in Africa learning in their first language is advantageous and should continue to the end of grade six, if not longer. The reason stated is that the language clearly known by the child should be used to written text and oral languages, teaching math’s, science, history and geography can be easily understood and actively used.

But, the feed back of teacher respondents does not go in line with the research back ground. Because, the response of teachers on the issue of in which grade should students start bilingual education depicts only 2[5%] replied students could start from grade four and above.

ADEA, (1996) The instructional language policy that favors mother tongue in primary schools have improved faster acquisition of knowledge by acquisition of second language competences. On this issue parent respondents in their open ended question also replied that, using Amharic and English to teach one subject should start from grade one is preferable to enable children fluency of English language as well as to create better way of life for their career development.

Planning enables to carry out tasks properly. Hence, on top of facilitating the teaching learning properly, planning gives confidence to the teacher by guiding the teacher as a road map. Thus, teachers to carry out their tasks need to have annual plan [course plan] in both Amharic and English for bilingual subjects.

**Table 4.13** – Teachers’ Exposure to the ETP Instructional Language Usage

Question Items	S c h o o l s									
	Neway Youth Academy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
I know the Instructional Language usage in the ETP	7	87.5	8	80	4	50	3	50	3	37.5
I don't know the Instructional Language usage in the ETP	1	12.5	1	10	2	25			2	25
No need to know about the Instructional Language usage in the ETP in private schools			1	10	2	25	3	50	3	37.5

Table 4.13 indicates how much teachers are aware (conscious) of the Education and Training Policy (ETP) of 1994 and actualize it in their teaching learning process. According to the response of sample teachers, 25 [62.5%] of them said that they know the policy while 6 [30.62%] did not know it. This indicates that quite some of the teachers are not aware of the education and training language policy and its impact on the teaching learning process. To fill this gap, however, zonal education supervisors replied that they have a sensitization program with school directors on policy as well as academic issues. But, all school principals may not share policy issues with teachers for the reason that teacher’s duty and responsibility is to teach according to the schools’ schedule and some of the teachers might be employed after the sensitization program. However the researcher believes that teachers have a possibility of

gaining awareness about the policy at their teacher training program.

On top of teachers idea of policy issues of instructional language, their attitude towards the instructional language has great impact on teaching learning process that is presented in the coming table.

**Table 4.14** – Degree of Teachers Preference on Bilingual Education

Question Items	S c h o o l s									
	Neway Youth Academy		Deliverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
To what extent do you prefer teaching one subject in two languages										
a) I Strongly prefer	6	75	7	70	4	50	3	50	3	37.5
b) I prefer	2	25	2	20	2	25	3	50	2	25
c) I strongly don't prefer										
d) I do not pprefer			1	10	2	25			2	25
e) I have no idea									1	12.5

Table 4.14 shows the perception of teachers towards bilingual education. Since teachers are the practitioners of academic challenges, their feeling towards the program has on efficiency and effectiveness of bilingualism. Baker (1995) reveals one practical challenge of actualization of bilingual education is to get skilled bilingual teachers. He further argues that if teachers with little or no idea of bilingual education placed to teach in bilingual education, they develop a negative attitude towards the program and try to dominate students' class participation in two languages and monolingual class-room will take place. Hence, 23 [56.5%] of respondents do strongly accept the program while 5 [20%] do not agree on the program. So, teachers do not fully share the practice and it will be difficult to execute the program effectively if all teachers do not share the practice of bilingualism. As a result of this, the disagreed teachers may not properly use bilingual instruction in their teaching learning process.

#### 4.2 Data Collected from Parents

The second type of questionnaire was prepared and distributed to

parents due to their role in selection of schools for their children. So, the questionnaire starts to get information on the educational back ground of respondents.

**Table 4.15** - Classification of Sample Population by Age, Sex and Qualification

Parent Respondents														
Age group	Sex		Qualifications											
	M	F	MA and Above		BA		Advanced Diploma		Diploma		Certificate		12 Complete and Below	
			M	F	M	F	M	F	M	F	M	F	M	F
15 - 19														
20 - 24														
25 - 29														
30 - 34		5						1				1		3
35 - 39	6	6	1		1	1	1		1	1		2	2	2
40 and above	6		3		1				1					1
Total	10	11	4		2	1	1	1	2	1		3	2	5

In table 4.15, 11 (47.82%) female and 12[52.18%] are male respondents who filled the questionnaires. As to their educational background first degree, and above accounts 7 (30.40%) of the sample population while 12 completers and below are 6 (26.08%). The qualification of parents to assist their children when compared to the standard of ministry of education for primary schools first cycles (grade 1-4) which is certificate that 15 (65.21%) do fit to assist their children while, 12 (52.17%) can be said they are over qualified. Which implies that parents are in their adult hood age and are full responsible to support their children.

As to their age group, 12 (52.17%) are between 35 – 39 years old and only 5 (21.74%) are between 30 – 34 years of age, more over the age range of parents indicates that these parents were attending their schooling in Derg regime. Hence, parents’ selection of bilingual schools could be to give their children a chance of better English language proficiency which they did not get this opportunity in their primary education since the medium of instruction was Amharic.

On top of parents educational background, their income have an impact to which school should they involve their children. This is to say that government schools have free education at primary level of education except for registration while private schools demand school fees. Hence,

parents average income, at least whether or not parents would be able to afford the required school fee for their children looks as follows.

**Table 4.16** - Classification of Sample Population by Average Monthly Income

Age group	Parent Respondents									
	Sex		Average Monthly Income							
	M	F	≤ 1000 birr	1001-1500 birr	1501-2000 birr	2001-2500 birr	2501-3000 birr	3001-3500 birr	3501-4000 birr	4001 and above
30 – 34		5		3				2		
35 – 39	6	6	3	3	4					2
40 and above	6		2	1	1		1			1
Total	12	11	5	7	5		3			3

In the table 4.16, the average monthly income of parents has been presented and, 5(21.7%) of them earn one thousand and below average monthly income while 3 (13.04%) get four thousand and above average monthly income. While the average income of 15 [65.21%] is in between one thousand one and four thousand birr. This indicates that parents of students in the sample schools are relatively economically capable to cover educational cost of their children though the education fees differ from schools to schools.

The contribution of families is not only to cover their children educational cost but also facilitating their academic excellence as well as language proficiency. Hence, children on top of second language(s) learning in schools, they acquire language(s) from their family. On this point, Baker,(1995) argues that in order for parents to grow a bilingual child , they have to enable the child to air out and enjoy practicing the two languages. So, in order for parents to facilitate bilingual education of their children their language back ground and language usage at home plays important role which is discussed below.

**TABLE 4.17 - Parents Language Background and Language Usage**

Question Items	SCHOOLS									
	Neway youth academy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
<b>First Language of the Mother</b>										
a) Amharic	6	100	4	40	1	10	1	16.6	3	37.5
b) English										
c) Any other local Language			1	10	2	20	3	50	1	12.5
d) Any other Foreign Language										
e) no answer			5	50	7	70	2	33.3	4	50
<b>First Language of the Father</b>										
a) Amharic	6	100	5	50					3	37.5
b) English										
c) Any other local Language					3	30	4	66.6	1	12.5
d) Any other Foreign Language										
e) no answer			5	50	7	70	2	33.4	4	50
<b>Mostly Language used for Communication at home</b>										
a) Amharic	6	100	5	50	3	30	3	50	4	50
b) English										
c) Any other local Language							1	16.6	1	12.5
d) Any other Foreign Language										
e) no answer			5	50	7	70	2	33.4	3	37.5

Table 4.17 depicts that 15 [62.66%] first language of mother's and father's is Amharic and 7 [37.32%] is other local languages. The table also indicates that no parents' first language is English. Thus, students' language acquisition from their family since their parents' are not native speakers it is not promising.

As to the most commonly used language at home, 21 [95%] respondents replied that it is Amharic and 2[5%] said any other local languages. It is also indicated that English language is not a commonly used language at home. So, students' language acquisition informally from the family is not promising.

On top of parents' language background and informal communication, the task of selection of schools for children is done by parents and other member of the family. The table 4.18 shows the role of mothers' and fathers' in decision making to choose schools for their children.

**TABLE- 4.18** - Choice of Schools for Children

Question Items	SCHOOLS									
	Neway youth acadamy		Deleverance		Lucy Academy		Blue Bird		Majic Carpet	
	No	%	No	%	No	%	No	%	No	%
<b>Who decide on Children Schools</b>										
a) Mothers					1	33.3	1	25		
b) Fathers	1	16.6			1	33.3			1	20
c) Both	5	83.3	5	100	1	33.3	3	75	4	80

In table 4.18 of parent respondents, it shows that 18[74.32%] of children's selection of schools is decided by both mother and father. This indicates that both parents have equal role and concern on academic issues of their children. The choice of parents of bilingual schools could be correlated to their age (time of schooling) and economic background. The average age of parents is 37 years of age [table 4.16] and parents were learning their primary and secondary education during the Derg regime where by the instructional language at primary schools was Amharic. Since the country had good relation with eastern socialist countries, scholarship accesses for their tertiary education were given in these countries and obviously English was not a medium of instruction at tertiary level. Hence, it seems that those parents who lack English to be medium of instruction at primary level and who got their higher education abroad in eastern socialist countries want their children have an accesses of English language at their very early schooling in assuming to have a base of English language.

**Table 4.19** - Knowledge of Parents on Children Bilingual Education

Question items	Schools																			
	Neway Youth academy				Deleverance				Lucy Academy				Blue Bird				Majic Carpet			
	Yes		No		Yes		No		Yes		No		Yes		No		Yes		No	
No		%		No		%		No		%		No		%		No		%		
<b>Selection of instructional language</b>																				
a) The school selected and inform parents	6	100			4	75			3	100			3	75			5	100		
b) Both parents and the school selected					1	25														
c) Parents selected													1	25						
<b>Why do you prefer learning one subject in two languages for your children</b>																				
a) To enable children proficient in two languages					2	40			2	67			2	50			5	100		
b) To enable children proficient in English	2	33			2	40														
c) To create better way of life	4	67			1	20			1	33			2	50						
<b>Are you convinced learning one subject in two languages for your children</b>																				
	4	67	2	33	6	100			3	100			4	100			5	100		

In table 4.19, instructional language selection is entirely done by the schools and parents have no role in instructional language selection. Though the school selected the instructional language, unless parents shared the idea of using two instructional languages for one subject they will not enrolled their children in such schools. This has been clearly seen in their response on selection of bilingual schools. For example, in Lucy Academy primary school parents replied that responded that they are appreciating the instructional languages usage in the teaching learning process. Thus, though selection of instructional language is done by the schools the idea is shared by parents.

As to the reason of enrolling their children in bilingual education, 11[51.3%] of the parents replied that it is to enable their children be fluent in both Amharic and English, which as a result brings better job opportunity in the country and/or out side the country. Besides, 8 [35%] of the parent respondents gave their justification that it is to secure better way of life for their children that they chosen such private schools. Thus, parents acceptance of bilingual education in private schools is for reason that to enable their children lead better way of life being proficient in English.

The practice of using Amharic and English as a medium of instruction in Addis Ababa private primary schools can be fairly said is the role of parents on selection of schools for their children. This is to say that if parents do not have the interest in bilingual education, they could take out their children and sent to other schools or enforce private bilingual schools to change the medium of instruction. Hence, in parents' responses it was found that they have positive attitude towards the program.

The other role of parents to their children academic success is how they participate in home take assignments is treated below.

**Table 4.20** - Participation of Parents on Children Home Take Assignments and Study Program

Question Items	Schools											
	Neway Youth academy		Delevera -nce		Lucy Academy		Blue Bird		Majic Carpet		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Who mostly assist home take assignments												
a) Mother	1	16.6	3	60	2	66.7	2	50				
b) Father	2	33.3	1	20					3	60		
C) Both	2	33.3	1	20	1	33.3	2	50	2	40		
d) Brother and sister	1	16.6										
Average time parents spent in supporting their children												
a) < one hour per day	1	16.6	3	60			1	25	1	20		
b) One hour per day	4	66.7	1	20	3	100	3	75	2	40		
c) Two hours per day	1	16.6	1	20					2	40		
d) Three hours and above per day												
I assist home take assignments												
a) both in Amharic and English	6	100	5	100	2	66.7	3	75	4	80		
b) only the Amharic part					1	33.3						
c) Only the English part							1	25	1	20		
d) I do not assist at all												

Table 4.20 shows the support of parents in carrying out their children's home assignments. Accordingly, 8 [38.67%] accounts mothers' contribution while fathers' is 6[22.7%]. So, parents' individual academic assistance to their children is not done rather both supports on equal footing.

As to the time spent for children's academic assistance, 6 [40.3%] of parents assist less than one hour per day and only 4[15.2%] of parents give two hours of their time per day. Hence, it shows the support of parents to their children is not enough.

And 20[64.2%] of parents assist their children both in Amharic and English assignments while only 2 [9%] of parents contribute to assist

their children only in English.

From the discussion so far it can be inferred that the assistance of parents to their children seems not getting enough attention because their children learn one subject both in Amharic and English, which needs more time to know concepts and relate concepts both in Amharic and English. On the contribution of parents to their children, Colin (1995) and Coulmas (2002) suggest that parents of bilingual schools should be conscious of bilingual education and committed to contribute in their children teaching-learning by motivating and creating fertile studying environment to their children which, in fact, is not appropriately practiced in the study.

Parents can also facilitate their children bilingual education by purchasing simple and relevant books. Further they can facilitate to their children to watch the Amharic and English television program. The next table treats the availability of such kind of educational material and access of TV program at home.

**Table 4.21 - Availability of Books and TV Program for Children**

Question Items	Schools											
	Neway Youth academy		Delevera -nce		Lucy Academy		Blue Bird		Majic Carpet		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Availability of books at home at your level of understanding												
a) More number of Amharic books	2	33.3	1	20					1	20		
b) More number of English books			1	20					3	60		
c) Nearly equal number of Amharic and English books	4	66.7	2	40	4	100	4	100	1	20		
d) No books at home			1	20								
TV program mostly observed by children												
a) Amharic	3	50	1	20	1	33.3	2	50	1	20		
b) English	1	16.7							1	20		
c) Both Amharic and English			3	60	2	66.7			1	20		
d) All TV programs	2	33.3	1	40			2	50	2	40		

The availability of books at home is expected to facilitate children’s reading habit if books are simple and at their level of understanding. Thus, it will help children to develop their language through reading. Regarding this, 15 [66%] of the respondent parents said that there is equal number of Amharic and English books at home while 4[ 14.6%] replied that they have more number of Amharic books. This indicates that enough number books in both languages at level of children are not found at students home. And this might affect their English language proficiency.

The other informal means of language development is observing TV program which facilitate learners listening and reading skills. How ever, according to responses of parents only 2 [7.34%] of the children watch the English language TV program which indicates that, the informal way of language development is not encouraging since students are not using English out of their school environment nor at home as revealed by

sample teacher respondents.

The other tool of data collection was interview questions that is discussed with education supervisors and school principals are summarized as follows.

### **Analysis of interview responses from Yeka Education Department Supervisors and School Principals of Sample Schools**

In each sub city of education department there are three experts: of social science, natural science, and language supervisors. The three experts were included in the interview discussion in Yeka Sub city Education Department of Supervisors room from 9: am to 11:00am, on May 25, 2007. The following few pages are dedicated to summarize the interview responses of these experts.

The interview questions forwarded to the experts were how and why primary private schools use Amharic and English to teach one subject? Does the practice of these schools go in line with the instructional language policy of Addis Ababa City Administration Education Bureau and what is the reason(s) behind private schools such practice? And is there any research attempted on the practice?

As per the responses, there are forty four private primary schools in the sub city of Yeka and almost all of private primary schools teach one subject both in Amharic and English though the policy of the Addis Ababa city administration's instructional language is Amharic. Teachers for these grades are trained in Amharic to handle self contained classes in which one teacher teaches all subjects from grade one up to four. Hence, private schools do not have policy support in practicing bilingual education.

The reason why private schools teach one subject both in Amharic and English is that their goal is partly market oriented. In order to get better market they have to be different from government schools in their ways of teaching so as to convince and catch the interest of parents. During the time of supervision, however private schools show the Amharic curriculum, and annual plan, but for parents they show the English curriculum. Nevertheless, the contents of subjects taught in Amharic and English and annual plan content and form are quite different. In fact Supervisors know that private schools teach one subject both in Amharic and English from students' exercises books during supervision. They replied that as came across the practice of bilingual teaching in private primary schools they discuss with the schools principals as well as with the concerned education department team leader to stop such practices. But the practice is still going on and supervisors have no any mandate to force schools to stop teaching in bilingual education.

The supervisors also disclosed that at the time of schools supervision, they put all strong and weak points of the teaching learning process of the schools in the supervisors comment note book and one of the comments they forwarded was that private schools should use instructional language according to the policy of Addis Ababa City Administration. However, among the five sample schools such comment was found only in one sample school at the time of document analysis and others even do not have supervisors comment note book.

Regarding the measures to be taken, experts' responsibility is to give professional assistance and when they see any kind of mismatch with the education bureau policy, they will report to education department but still no measure is taken. The reason partly could be due to government policy to enhance private schools or facilitating investment policy.

As to any research done on the practice of using bilingual education in private schools, it was found that there is no any research attempted at zonal level.

There fore, it can be said that the practice of bilingual education in private primary schools did not get enough attention by concerned sector either by creating awareness in schools and parents about when and how to use bilingual education. No comparative research performed to show the positive and /or negative impact of using Amharic and English to teach one subject.

From the discussion, it was also found that , schools principals in the Sub City [ private, Government and public ] have meetings on teaching learning actives for discussion where the education and training policy of (1994) is introduced and copy of the policy are distributed to all schools in the sub city. More over, the standard and the policy are given to investors when they want to open schools. This shows that private schools have different means of access of the education policy How ever, putting all these possibilities aside, private primary schools teach one subject in English and Amharic .The English part is mainly to catch and attract the attention of parents and while the Amharic part is to show that private primary schools are working in accordance with the education policy of the Addis Ababa City Administration.

But, one private school who teach in Amharic [in accordance to the policy], missed its students for some time as the following quotation confirms.

***“One private primary school started to teach according to the educational policy (in Amharic). But parents take out their children and the school was closed for some time. Later on, after getting feed back from parents the reason why they pull out their children, was the use of Amharic instructional language. There fore, the school started to teach both in Amharic and English and finally got its students back.” [ Kebede , Pseudo name One of the supervisors’, May 25, 2007]***

Parents' responses to questionnaires also show that 11 [51.4%] of them accept their children to learn one subject in two languages for the reason that they want their children to speak both languages fluently that creates better way of life.[See table 4.19]

Regarding accreditation, which is the responsibility of zonal education department, is responsible to give the accreditation of private primary schools. One of the discussants responded that,

***“As we mentioned above, investors are informed and are given the license to work according to the standards set by the concerned sector and policy too. So, not only at the time of accreditation but also at the time of technical supervision schools show us the Amharic annual and daily lesson plan. But at classroom supervision, we observe students books maths, science and social studies in Amharic and English and their exercise books written in Amharic and English for the mentioned subjects. Hence, as experts what we do is, we report to our responsible body.” [ Alemu, Pseudo name May, 25, 2007]***

Paradoxically, in the discussion two experts found to be proponents of teaching one subject in two languages and their responses were summarized as follows. This kind of practice has more advantage for the reason that students can be fluent in English and also be competent in understanding subject areas at their very early stage. They added that, in the previous times, private schools only focus on spoken English but these days' private schools students are also competent in their academic achievements and we know these results from our children and that of our neighbors' children. So, it cannot be concluded that private schools only give more emphasis to spoken English students' knowledge of English language facilitates to easily handle their lesson in secondary schools. This shows that though they see private schools teaching a subject in two languages, it seems, at least to that the experts are reluctant to discourage this bilingual practice as they appreciate their

and their neighbors' children academic performances.

On the other hand, one of the experts do have different opinion and responded that, “using Amharic and English as medium of instruction at their very early stage will create burden to students and will develop hatred which may lead to drop out. So, in order to improve students' good command of English language, it is preferable to devise a mechanism how to teach English language so as to enable students to master the language. But, it seems hardly practical to get native like English language teachers with in one year teacher training.

It can be inferred that experts themselves have different view about bilingual education let alone influencing others to persuade that teaching a subject in two languages at early primary level affect learners learning potential .There fore, the basic question is “ Do educational experts have common understanding about bilingual education? ”

Finally, the experts forwarded mechanisms of minimizing or controlling this practice:

- a) There should be enough sensitization programs on instructional language selection and usage for parents, teachers, school principals and students;
- b) Research has to be done on using Amharic and English as instructional language to clearly identify the advantage and disadvantage such practice; and
- c) There should be clear language policy for all educational level and legal framework (educational law) to take action on those schools that violate the policy.

Similar to experts Schools Principals were interviewed in relation to the use of two languages to teach a subject.

In the sample schools, it was found that school principles have served an

average total of 3 to 8 years as principals. This implies that the principals have the experience to respond to any questions regarding their respective schools practices. Having this in mind, then the first question forwarded was why they teach a subject in Amharic and English and whether or not there is a policy support for this practice.

In their response to this question, they underlined that the education quality in government schools currently is declining from time to time. Hence, as private schools where by students pay their money they should get at least, better and quality education by improving students English language fluency which is a major challenge at their secondary and tertiary education. Therefore, it is for the assumption of better academic achievement and for children career development that they use bilingual education.

With regards whether or not there is a policy support to use bilingual education, schools principals responded that private schools work full day program; hence, “based on the policy programs subjects are taught in Amharic and English is used by arranging the program. As to the challenge of learning in English in student’s very early grade, they suggested that there are words which are written in Amharic but are very difficult to easily understand not only by students but also by teachers. Hence, ideas/contents/that is not clear in Amharic will be clear in English. This idea is also shared by students in focus group discussion when students reflect the importance of learning one subject in two languages. This implies that, private schools usage of bilingual education is as additional period and to facilitate better understanding of subjects which are not clear in Amharic to be clear in English.

On the impact of bilingual education on scheduling, testing, text book preparation and teaching aids, however, principals of schools suggested that they have no any problem on programming periods for bilingual classes. As to the availability of text books except one school which directly translated Amharic textbooks into English text books, other use

text books of the same grade level from Kenya, India, U.S.A. On the other hand, one of the sample schools buys from mega book center by assigning task force to select relevant topics of respective subjects, then relevant topics will be copied, bind and sold to students. Hence, bilingual schools have no definite source of books as well as publications.

Though bilingual are required to get onset training on bilingual education if they do not get it in their pre service training to properly handle their tasks principals responded that, no onset training is given to teachers on how to teach one subject using Amharic and English as a medium of neither instruction nor do schools have a plan to do it. Baker (1998) suggests that if monolingual trained teachers are assigned to teach in bilingual class rooms, they dominate students to be passive learners and as a result class room participation will be minimized. So, teacher before placed to work as bilingual teachers have to get the necessary preset and/or on set training. Heassana (2003) and Reisner (1983) also argue that both (pre set and onset) trainings should be designed and implemented for teachers in order to develop their methods of teaching, knowledge of subject matter, good fluency of two languages, understanding of cultural background of students, selection of teaching materials, and evaluation systems. Though literature argues this way, it was confirmed in teachers' respondents questionnaires that they neither get pre-set nor on -set training on how to teach subjects using Amharic and English as medium of instruction rather selected and used by schools. So, bilingual teachers in the sample schools teach with out any kind of training and one can imagine how challenging the task is for bilingual teachers to facilitate the teaching learning with out training.

Besides, school principals were asked if they held any discussion with teachers on instructional language selection and usage. It was found that they have not taken the issue in to consideration and has no idea on this point; rather they replied the agenda of discussion with teachers focuses on academic issues like testing, lesson plan preparation, etc. As cited in the literature review section, teachers' commitment and fluency on the

two instructional languages have great impact on the actualization of bilingual education as due place was not given to share the idea of instructional language selection with the implementers in the sample schools.

Regarding teachers motivation scheme, though it is obvious when a teacher teaches one subject in two languages he/she needs additional time, knowledge to properly prepare and facilitate the lesson, it was found that no motivation scheme was designed and implemented for teachers in all sample schools.

The other point of discussion with school principals was whether or not they know different models of bilingual education and purposely selected what they think is the best model. All the school principals revealed that they have no any idea except their effort to actualize teaching learning process at these levels using Amharic and in English to teach one subject. This indicates that sample private primary schools are not consciously choosing instructional languages for the academic success of their students.

On the question of parents' participation of instruction language selection, all school principals responded that schools already have selected and actualized the instructional languages. Hence, there is no any discussion with parents on this issue. They further suggested that the discussion of parents with the schools is related to children disciplinary problems, absenteeism and low academic performance, which was also confirmed in the parents responses that 21 [90%] of selection is done by schools (parents table 4.19). However, as cited in this literature, in the history of the beginning of bilingual education in the U.S.A., it was started with the initiation of parents to learn their children in their first language. However, the role parents' contribution in selection of instructional language looks non existent in the sample schools. So, the initiation of bilingual education in the Western by parents was to get educational access for their children in their first

language but in the sample schools seems to be proficient in English.

The school principals also explained that improving the practice of using Amharic and English to teach one subject needs to adopt those imported books to the Ethiopian context. But schools have no skilled man power who can shoulder this responsibility.

The principals in their last response summarized the major challenges encountered on teaching one subject in two languages as follows:

- a) Shortage of text books. Schools have deficiencies in text books. Even Amharic books, which are prepared by education bureau, are not published bearing private schools in mind because the budget of government for books publication is allocated based on the number of students in government schools. However, through discussion, the education sector has tried to include private schools at least to buy books from publishers, though it is not practical and still there is shortage of text books. As to the text books prepared in English, the direct translated version of the Amharic subjects are not available in the market and even are not easily accessible from abroad.
- b) Those text books that are imported from abroad are not adopted to the Ethiopian situation, hence, the pictures, names, and examples given are not easily understood by students, which are also challenges to teachers to give examples.

c) Private schools accept [enrolled] students from different private, government and public schools. Hence, students that have no educational background of learning one subject in two languages (Amharic and English) do not cope up with those students of the schools who have learnt in bilingual education in the previous grades. As a result of this, it needs additional effort or (burden) to the teachers, which has an effect on completion of the annual lesson and to carry out the teaching learning process smoothly.

Therefore, to overcome these challenges, the forwarded opinions were to train teachers for bilingual education and prepare books on Ethiopian culture and/or translate the Amharic books in to English. It was advised that, there should be equal assistance from education sector (government side) to see on equal eyes and stretch reasonable hands for government, public and private schools so as to maintain the quality of education in the country.

### **Focus group Discussion of Students in the Sample Schools**

In the five sample schools, grade four students of balanced gender (six females and six males) a total of twelve students in each school participated on the discussion in three groups based on their academic performance as lower, medium and high academic achievers to see if their academic status has any difference on their instructional language selection.

The first point of discussion was that in which grade they have started their bilingual education (learning one subject both in Amharic and English). The discussants replied that they have started in grade one except those students who came from where such kind of teaching – learning is not practical like government schools.

The second issue of discussion was in which language either Amharic or English subject matter is clearer at the time of teaching learning process? Students who are classified as low and medium academic achievers replied that, it will be clearer when they are taught subjects in Amharic for the reason that using Amharic as a medium of instruction is relatively easy to understand than English. While, high academic achievers claim that it is equally clear in both the languages. These high academic achievers justify that there are also Amharic words which are neither familiar nor easily understandable and words and phrases will be clear when teachers translate it in to English. Hence, ideas which are not clear in English will be clear in Amharic and vice versa. This indicates partially that high academic achievers can learn using Amharic and English in a better way than less academic achievers.

But, I raised question on this point, since the Amharic and the English contents and versions are different, I asked them how they could say that concepts which are not clear in one language will be clear in another language. They replied that though there is a difference they understand the concepts when the teacher translate from English to Amharic and other wise though different concepts they are.

Regarding classroom participation of students in asking and answering questions, the feedback was the same from the three groups. They all agree that it is easier to ask questions and give answers in Amharic than in English due to the language fluency they have in Amharic which also give them confidence to participate that was confirmed by teachers that there is active classroom participation when the medium of instruction is Amharic than English.

Students were also asked to give their feedback on the advantage of learning in both Amharic and English and the challenge they come across. They responded that the advantage of bilingual education is subjects will be clear and the importance of Amharic instructional language is to relate concepts to our environment. Further they said that

we should also need to develop our national language and that of English for our further education, international communication and career development. So, starting at the beginning of primary schools will enable us to master the languages since we have enough time of schooling. “Discussants also added that there is no any problem learning one subject in Amharic and English except it calls for additional exercise books, text books, and additional time to study and work assignments. They say, over all we are motivated to learn in two languages.

Student discussants were also asked to give their opinion how they shoulder their class work and home take assignments. They replied that they need additional time to execute their assignments otherwise they are happy. However, in classroom observations math’s exercise books were checked from which it is difficult to say that there are equal assignments in both the languages because the Amharic part has more exercises. This shows that no equal instructional language usage in Amharic and English for class works.

As discussed in the literature review, family assistance has a great role in student academic performance. This has been confirmed by the students that their parents assist them both in Amharic and English assignments and arranging a study program has been proved in parents responses that families’ educational backgrounds show the academic capacity to properly assist their children at primary education level. Hence, if parents fully devoted their time in addition to education cost coverage to their children the academic challenge will be minimized to some extent.

As to the home language mostly communicated with the family, either in Amharic or English, students unanimously replied that it is Amharic, but added that they also communicate in English freely and they are encouraged by their family to communicate in English. However, the informal way of language learning from their family is not encouraging.

## **Observations**

Schools and classrooms were observed. IN the schools students were found active to give answers to questions asked by the teachers when the medium of instruction is Amharic than in English. In addition, students' mathematics exercise books were seen and found that more class works were given in Amharic than in English. This shows that equal assessments are not given in both languages.

In my observation one pressing issue was to look for text books of bilingual subjects' i.e. natural science, social studies and mathematics. Thus, except one school which used the direct translation of Amharic text books in to English which has the same chapter and content in both languages other four sample schools text books contents and chapters are different. So, since bilingual textbooks were not prepared for both languages to be the same and assessment of students to be equal in both languages sample schools were not using bilingual instruction.

As to class size it is good 25:1 student \_ teacher ratio which enables the teacher to facilitate active teaching learning process.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Summary

The major purpose of this study was to bring to light the practice of teaching one subject using Amharic and English as a medium of instruction in the private primary schools. So, it is geared to see the facts of the practice and perceptions of major stakeholders (education supervisors, school principals, teachers, parents and students) on the program.

In order to achieve the objectives of the study, four basic issues were treated in relation to the reason of using bilingual education, resources development and program management, role of parents in instructional language selection, awareness of schools on education and training policy of Addis Ababa City Administration and knowledge of schools on different models of bilingual education.

Thus, out of 44 accredited private primary schools in the sub city of Yeka in Addis Ababa, five bilingual schools were purposefully selected to be samples in collaboration with Zonal Education Supervisors.

In the study bilingual teachers were purposefully selected in each school to fill questions because there are other subject teachers who only teach one subject in one language such as Amharic, English, Music, Art etc. More over, five primary schools principals, 12 students of grade four from each school and six parents of grade four, three zonal education supervisors were subjects of the study. Hence, the total target group members were 98 participants.

In order to collect relevant data, two types of questionnaires (for teachers and parents), structured and unstructured interviews for school principals and for zonal educations supervisors, focus group discussion for students were used. On top of these, relevant document analysis and

observations of the teaching-learning process were carried out to get relatively correct impressions.

Questionnaires were distributed and responses were gathered to substantiate the qualitative data quantitatively in the form of numbers and percentage. Hence, facts and perceptions were interpreted in qualitative and quantitative terms.

Based on the responses gathered from the samples through data collection instruments discussed above, the study has been summarized as follows.

Perception of parents, school principals, students, and zonal education supervisors towards the program were analyzed. In addition, facts of practices in five sample schools were investigated. Thus, the study demonstrated that:

1. 75% of teachers rated themselves proficient in Amharic while 12.5% rated proficient in English. In addition, it is found that there is no any teacher whose mother tongue is English,
2. 100% of the sample teachers' population replied that they have had neither training nor orientation on how to teach one subject using Amharic and English as a medium of instruction. As a result of this 61.3% of teacher respondents teach by changing the instructional language (code switching) as necessary,
3. 44.16% of sample teachers responded that there are sufficient text books in both instructional languages. But, schools principals in their interview responses, students focus group discussants and at the time classroom observation, it is found that there is shortage of textbooks in both Amharic and English languages due to lack of source of books in the market.
4. Sample schools found either they use the direct English translation from Amharic textbooks from other schools or imported text books

from abroad like Kenya, India, U.S.A and also purchase from book centers like Mega and others,

5. Subjects taught both in Amharic and English are mathematics, science and social studies with different period allotments from school to school. Generally, the proportion of Amharic period allotment gets more periods than English period used as a medium of instruction except one school which allocate equal period allotment for English and Amharic.
6. It was also found that one bilingual subject is taught by two teachers i.e. one teaches the Amharic part and the other teacher teaches the English part in two of the sample schools.
7. 50% of teacher respondents replied that there is active classroom participation when the medium of instruction is Amharic and this idea is also shared by student respondents; they feel confident to actively participate when the medium of instruction is Amharic.
8. Sample teachers, school principals and education supervisors have no any idea of models of bilingual education. Thus, schools actualize bilingual education without any idea of different theories and models of bilingualism,
9. Parent respondents asserted that they have no any role in selection of instructional language usage in sample schools. But, 51.3% of them justified that they selected bilingual schools to enable their children fluent in both Amharic and English for their children's better life,
- 10 Education supervisors reason out private schools use bilingual instruction due to their market oriented goals and to actualize the teaching\_ learning process different from government schools to catch the attention of parents. But, on the contrary, school principals justified using Amharic and English as a medium of instruction is that government schools educational quality decline from time to time. Thus,

to facilitate quality education for those students who pay their money by improving students English language fluency which has a major challenge in students' secondary and tertiary education? Therefore, it is for the assumption of better academic success of students and career development,

10. It is found that schools principals in the sample schools replied that the major challenge of teaching one subject using Amharic and English is the non existent of skilled bilingual teachers, lack of bilingual textbooks and the imported textbooks are not adapted to the Ethiopian context,
11. 100% of Student discussants responded that they have positive attitude of learning one subject using Amharic and English for the reason that the use of Amharic as instructional language enables them to easily understand and relate the concepts to the real environment and to develop their national language, while the use of English is important for their further education, international communication and career development.

## **5.2 Conclusion**

Instructional language selection plays a great role on cognitive development of the child, right of the child, psychological make up of the child. In multilingual and multi-ethnic countries and metro-pollutant towns selection of local, national and international language should get due place. From, the findings of this study and the summary given, it can be concluded that:

1. It is found that education supervisors, school principals and teachers in the sample have no clear idea of bilingual education and the importance of instructional language in the teaching learning process. Thus, school principals, teachers as well as students assume that there will be English language fluency and better academic success for their further education when ever they start learning one subject

using Amharic and English as a medium of instruction at primary education,

2. This study revealed that teachers are not trained in teaching one subject using Amharic and English as a medium of instruction and text books production and publications have no any source. In addition, since the English version of textbooks are mostly coming from abroad, concepts and contents are quite different from the Amharic version of the same subject and grade level because Amharic textbooks are prepared and published by The Education Bureau of Addis Ababa City Administration. This shows that sample schools did not take sufficient and appropriate preparation in human and material resource development to teach one subject using Amharic and English as a medium of instruction,
3. In order to properly actualize bilingual education, the participation of teachers and role of parents in the teaching learning is unquestionable. But, both teachers and parents did not participate nor involved in using Amharic and English as medium of instruction. As a result of this, the proper facilitation of teaching learning by teachers and students academic assistance by parents may not be as it should be since they are not clearly aware of the rationale and impact of bilingual education,
4. All participants in the study replied that they have positive perception of using Amharic and English as a medium of instruction to teach one subject except one education supervisor who has reservation on the practice. This positive response of respondents is in assumption that if students learn English in their early schooling they can be fluent in the English language and as a result of this students can have better way of life. But, this positive attitude of respondents is due to the fact that they have no any idea about the practice and models of bilingual education even including educational supervisors who are expected to assist schools professionally,

5. There is no course plan prepared in Amharic and English to teach one subject in the sample schools. In addition, the period allotment and the program in the sample schools are quite different and no clear rational. This indicates that, schools practice bilingual education without clear guideline, which means that it is up to the teacher to use the medium of instruction as well as to give assessments to students. On top of these, the varied period allotments also indicate that since the source and size of textbooks are different, it is difficult for schools to allocate the same period. Therefore, private sample schools have little chance to share experience for better actualization of bilingual education,
6. The education and training policy clearly states the instructional language to be Amharic in Addis Ababa city Administration at primary education. But in the selected schools, it is found that Amharic is used as one of the instructional language but different in period allotment. The education training policy[ETP] states English can be started in grade one as a subject but as a medium of instruction in grade nine and above,

### **5.3 Recommendations**

On the basis of the findings obtained and the conclusions reached, the following suggestions are forwarded.

The instructional language policy should be a dynamic process that needs monitoring and evaluation to integrate education and development. Hence, these recommendations need to be understood based on findings in the schools practices and assumed to be best way out for the implementation of bilingual education now. The crucial role of English language in the educational context of Ethiopia is that all higher educations is conducted in English and important role of English in global business community. However, comprehensive and deep research is required as well as action research since the problems differ from

school to school for better suggestions over time.

1. There should be clear bilingual instruction policy which enables students to high level proficiency in at least two languages one lingua franca and one international language. In addition, in the sample schools, bilingual teachers teach by code shifting when necessary. Thus, the two languages should be grouped through out the curriculum by allocating certain time of a day or certain days otherwise it will lead to one language which is the best interest of the teacher.
2. Parents have a major role in selection of schools for their children based on their experience, economic background and information's, etc. they have towards schools. Hence, it is found that all stake holders have positive attitude in using Amharic and English as a medium of instruction to teach one subject for (the reason they stated) their children proficiency in English language to enable them better way of life. Hence, it needs thorough discussion with parents', teachers' and schools principals on selection of and utilization of instructional languages.
3. Bilingual teachers are not trained on using two languages (Amharic and English) to teach one subject. Hence, assignment of teachers in bilingual schools who did not receive bilingual instruction in teacher training is a major problem which needs solution. So, in order for teachers to be most effective in bilingual instruction need to have proficiency in the instructional languages, they are using either in their preset training or providing onset training so as to enable teacher native like speakers, on bilingual methodologies and subject matter knowledge.
4. Both education supervisors and schools principals have no idea of models of bilingual education and their merit and demerits. Hence, in order to assist professionally on instructional language usage unless

they are equipped with the necessary knowledge to give directions it is hardly possible to share ideas. Thus, they should get the necessary armament either by training and /or experience sharing.

5. Regarding textbooks utilizations, since there are different sources of books and except one school, the Amharic and English content and versions are different, textbooks which are translated from Amharic to English have to be done by those educators who have the knowledge and the skill of translation. In addition, if schools use additional reference materials from abroad, all pictures, examples, etc. should be adapted to the Ethiopian context. Hence, shortage of teaching materials those are suitable to teach all subjects both in Amharic and English whether or not used as instructional or as a subject should be fulfilled.
6. Since teaching one subject using two instructional languages (Amharic and English) needs additional knowledge, time, energy etc. commitment of bilingual teachers have great role on the success of the program. Thus, there should be a motivation scheme for and additional benefits for bilingual teachers.
7. In two of the sample schools, it is found that one subject is taught by two teachers (one teacher teaches mathematics in Amharic and the other teacher teaches the same grade and section mathematics in English). Since the two teachers have different methods of teaching, knowledge of subject matter, commitment, measurement and evaluation, etc., one bilingual teacher should shoulder to teach one subject in Amharic and English to facilitate the bilingual education.
8. Selection of instructional language in multilingual countries is an ever debatable issue on when to use local, national and international languages. In the information age, better access of information on easily understandable language is unquestionable. Hence, bilingualism if not multilingualism is a timely question. On how to properly use bilingual and /or multilingual education must be

researched and there should be an institution that deals with the use of instructional language effectively and efficiently.

9. This research gave more attention to educational supervisors, primary school teachers, students, parents and few assumed relevant documents to carry out the study. So, further research should be attempted on the role of education Bureau of Addis Ababa City Administration, Teacher training college, textbooks publications and distributions since they have direct contribution on actualization of bilingual education.
10. Schools principals should assess the training needs of bilingual teachers and give the necessary training.

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# Appendix A

## በአዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ፕሮግራም ስርአተ ትምህርት እና የመምህራን የሙያ ማሻሻያ ጥናት ክፍል

### በአንደኛ ደረጃ ከ1ኛ እስከ 4ኛ ክፍል በሚያስተምሩ መምህራን የሚሞላ የጽሁፍ መጠይቅ።

የዚህ የጽሁፍ መጠይቅ ዋና አላማ በአማርኛና በእንግሊዘኛ ቋንቋ ትምህርቶችን ተማሪዎችን በአንደኛ ደረጃ የመጀመሪያ ሳይክል ያሉ የግል ትምህርት ቤቶች የማስተማር ሂደትን ለማጥናት የቀረበ ሆኖ፣ ጥናቱ በሁለቱ ቋንቋዎች /አማርኛ እንግሊዘኛ/ ማስተማር ላይ ያለውን የመምህራንን አስተያየት ለማወቅ እና በመማር ማስተማሩ ላይ ያሉ ተሞክሮዎችን ዋና ዋና ችግሮችን በመዳሰስ እና አንድን ትምህርት በሁለቱ ቋንቋዎች የማስተማር ዘዴን በአግባቡ ለመተግበር ጠቋሚ የመፍትሄ አማራጭ ለማቅረብ ነው።

በመሆኑም ይህ የጽሁፍ መረጃ የሚያገለግለው ለዚህ ጥናት ብቻ ሲሆን የእርስዎ እውነተኛና ተገቢ መልስ መስጠት የጥናቱን ፋይዳ የሚያጠናክረው በመሆኑ ጊዜዎን ሰውተው የጽሁፍ መጠይቁን በጥሞና ስለሞሉልኝ በቅድሚያ ከልብ አመሰግናለሁ።

### ማብራሪያ

1. በዚህ የጽሁፍ መጠይቅ ውስጥ አማራጭ መልስ ካሏቸው ጥያቄዎች ትክክለኛ ነው ብለው ያመኑበትን መልስ «√» ያድርጉ።
2. ባዶ ቦታ ለተሰጣቸው ጥያቄዎች አጫጭር መልሶችን ይስጡ።
3. ስም መጻፍ አያስፈልግም።
4. መጠይቁን ሞልተው ሲጨርሱ መጠይቁን ለሰጠዎት ሰው ይመልሱልን።

አመሰግናለሁ።

### ክፍል አንድ፤ አጠቃላይ ሁኔታ

1. ያታ \_\_\_\_\_ ወንድ  ሴት
2. ዕድሜ \_\_\_\_\_
3. የሚያስተምሩት የክፍል ደረጃ \_\_\_\_\_
4. የትምህርት ደረጃዎ
  - 10ኛ የጨረሰ
  - 12ኛ የጨረሰ
  - 10+1
  -

12+2 / ዲፕሎማ/	<input type="checkbox"/>	ዋና ትምህርት _____	ንኡስ ትምህርት _____
12+3	<input type="checkbox"/>	ዋና ትምህርት _____	ንኡስ ትምህርት _____
12+4 / የመጀመሪያ ዲግሪ	<input type="checkbox"/>	ዋና ትምህርት _____	ንኡስ ትምህርት _____

ሌላ ካለ ይግለጹ \_\_\_\_\_

5. የሚያስተምሩት የትምህርት ዓይነት \_\_\_\_\_
6. አጠቃላይ የአገልግሎት ዘመን \_\_\_\_\_
7. አንዱን ትምህርት በሁለቱ ቋንቋዎች ሲያስተምሩ ስንት አመት ሆኖዎታል?
8. በክፍል ውስጥ በአማካይ የተማሪ ቁጥር \_\_\_\_\_ ሴት \_\_\_\_\_ ወንድ \_\_\_\_\_
9. በትምህርት ቤት ውስጥ ከማስተማር ሌላ ተጨማሪ ኃላፊነት /ስራ/ ካለ ይግለጹ \_\_\_\_\_
10. የአፍ መፍቻ ቋንቋዎ \_\_\_\_\_
11. በሳምንት ስንት ሰዓት /ፔሬድ/ ያስተምራሉ \_\_\_\_\_
12. ከአማርኛና ከእግንግሊዝኛ በየትኛው ቋንቋ የተሻለ ክህሎት /ችሎታ/ አለዎት \_\_\_\_\_

**ክፍል ሁለት፤ በክፍል ውስጥ የሁለቱን ቋንቋዎች በተመለከተ**

1. በአንድ ትምህርት በሁለት ቋንቋዎች ለማስተማር የቅድመ ስራ ላይ ስልጠና በተቋም/ቴሌክሎጂኮሎጅ፤ ዩኒቨርሲቲ/
  - ሀ. ወስደዋል
  - ለ. አልወሰድም
2. በተራ ቁጥር “1” ላይ በተጠየቀው ጥያቄ መልስዎ ወስጃለሁ ካሉ
  - ሀ. በዲፕሎማ ደረጃ
  - ለ. በሰርትፊኬት ደረጃ
  - ሐ. በአጫጭር ስልጠና
 መ. ሌላ ካለ ይግለጹ \_\_\_\_\_
3. በክፍል ውስጥ አንድን ትምህርት በሁለቱ ቋንቋ ሲያስተምሩ
  - ሀ. በአብዛኛው በአንድ ፔሬድ አንድ ቋንቋ ይጠቀማሉ
  - ለ. በአንድ ፔሬድ በሁለቱም ቋንቋዎች ይጠቀማሉ
  - ሐ. ሁለቱን ቋንቋዎች እንደአስፈላጊነቱ እያቀያየሩ ይጠቀማሉ
 ሌላ ካለ ይግለጹ \_\_\_\_\_
4. የማስተማሪያ ግብአትን በተመለከተ
  - ሀ. በቂ የማስተማሪያ መጽሀፍት በሁለቱም ቋንቋዎች አሉ
  - ለ. በአማርኛ ብቻ በቂ የማስተማሪያ መጻሕፍት አሉ
  - ሐ. በእንግሊዝኛ ብቻ በቂ የማስተማሪያ መጻሕፍት አሉ
 መ. አነስተኛ የማስተማሪያ መጻሕፍት በሁለቱም ቋንቋዎች አሉ 
 ሌላ ካለ ይግለጹ \_\_\_\_\_
5. የማስተማሪያ መጻሕፍቱ

ሀ. በአንድ መጽሀፍ ገጽ ላይ ሁለቱን ቋንቋዎች ጎን ለጎን የያዘ ነው።

ለ. አንድ መጽሀፍ አንድ ቋንቋ ብቻ የያዘ ነው።

ሐ. ሌላ ካለ ይግለጹ \_\_\_\_\_

6. የትምህርት መረጃ መሳሪያን በተመለከተ

ሀ. ለማስተማር ከበቂ በላይ የትምህርት መረጃ መሳሪያዎች አሉ

ለ. ለማስተማር በቂ የትምህርት መረጃ መሳሪያዎች አሉ

ሐ. ለማስተማር መጠነኛ የትምህርት መሳሪያዎች አሉ

መ. ለማስተማር አነስተኛ የትምህርት መረጃ መሳሪያዎች አሉ

ሌላ ካለ ይግለጹ \_\_\_\_\_

7. አማርኛ እንደ አንድ የትምህርት አይነት በሳምንት ስንት ፔሬድ ይሰጣል \_\_\_\_\_

8. እንግሊዝኛ እንደ አንድ የትምህርት አይነት በሳምንት ስንት ፔሬድ ይሰጣል \_\_\_\_\_

9. የክፍል ሥራ ለተማሪዎች በሁለቱም ቋንቋዎች ይሰጣሉ

ሀ. አዎ

ለ. አይሰጥም

10. ለተራ ቁጥር 9 ጥያቄ መልስዎ አዎ ከሆነ

ሀ. ሁል ጊዜ አንድን ትምህርት በሁለቱ ቋንቋዎች በፕሮግራም እሰጣለሁ

ለ. አልፎ አልፎ አንድን ትምህርት በሁለቱ ቋንቋዎች እሰጣለሁ

ሐ. እንደ አስፈላጊነቱ ከሁለቱ ባንዱ እሰጣለሁ

መ. ሁል ጊዜ በአማርኛ ብቻ እሰጣለሁ

ሠ. ሁል ጊዜ በእንግሊዝኛ ብቻ እሰጣለሁ

ሌላ ካለ ይግለጹ \_\_\_\_\_

11. ባብዛኛው የተማሪዎች የቤት ስራን አሰጣጥን በተመለከተ

ሀ. በተከታታይ በሁለቱ ቋንቋዎች እሰጣለሁ

ለ. አልፎ አልፎ በሁለቱ ቋንቋዎች እሰጣለሁ

ሐ. በአማርኛ እሰጣለሁ

መ. በእንግሊዝኛ እሰጣለሁ

ሌላ ካለ ይግለጹ \_\_\_\_\_

12. በትምህርት ቤት ግቢ ውስጥ ከትምህርት ሰዓት ውጪ ተማሪዎች ባብዛኛው ከንደኛ ቻቸው ጋር የሚነጋገሩበት

ሀ. በአማርኛ

ለ. በእንግሊዝኛ

ሐ. ማወቅ አይቻልም

መ. ሌላ ካለ \_\_\_\_\_

13. በአንድ ትምህርት በሁለት ቋንቋዎች ለማስተማር ያገኙት የስራ ላይ ስልጠና

ሀ. አለ

ለ. የለም

14. በተራ ቁጥር 13 ላይ ለተጠየቀው ጥያቄ መልስዎ አለ ካሉ ለስንት ጊዜ \_\_\_\_\_

15. በተራ ቁጥር 13 ላይ ለተጠየቀው ጥያቄ መልስዎ «አለ» ከሆነ
- ሀ. አንድን ትምህርት በሁለቱ ቋንቋዎች ከማስተማር ጋር ሙሉ በሙሉ ተዛማጅነት አለው
  - ለ. አንድን ትምህርት በሁለቱ ቋንቋዎች ከማስተማር ጋር በከፊል ተዛማጅነት አለው
  - ሐ. የወሰዱኩት ስልጠና ተዛማጅነት የለውም

16. የተማሪዎች በክፍል ውስጥ ተሳትፎ
- ሀ. በአማርኛ ትምህርቱ ሲሰጥ የተሻለ ነው
  - ለ. በእንግሊዝኛ ትምህርቱ ሲሰጥ የተሻለ ነው
  - ሐ. በሁለቱም ቋንቋ እኩል ተሳትፎ አለ
  - መ. በትክክል ለማስቀመጥ አስቸጋሪ ነው
- ሌላ ካለ ይግለጹ \_\_\_\_\_

17. አመታዊ የትምህርት ዝግጅት
- ሀ. አንድ ትምህርት በሁለቱ ቋንቋዎች ጎን ለጎን አዘጋጃለሁ
  - ለ. በእንግሊዝኛ ብቻ አዘጋጃለሁ
  - ሐ. በአማርኛ ብቻ አዘጋጃለሁ
  - መ. አላዘጋጅም

18. አንድን ትምህርት በሁለቱ ቋንቋዎች ማስተማር
- ሀ. ብዙ ተጨማሪ ጊዜና ዝግጅት ይጠይቃል
  - ለ. በመጠኑ ተጨማሪ ጊዜና ዝግጅት ይጠይቃል
  - ሐ. ተጨማሪ ጊዜና ዝግጅት አይጠይቅም
- ሌላ ካለ ይግለጹ \_\_\_\_\_

19. አንድ ትምህርት በሁለቱ ቋንቋዎች መስጠቱ
- ሀ. ተማሪዎችን የሁለቱ ቋንቋዎች ተናጋሪ ያደርጋል
  - ለ. ይዘቱ ስለሚደጋገም ትምህርቱን ያጠናክራል
  - ሐ. ይዘቱ ስለሚደጋገም ተማሪዎችን ያሰለቻል
  - መ. ተማሪዎችን ያምታታል
- ሠ. ሌላ ካለ ይግለጹ \_\_\_\_\_

20. በክፍል መማር ማስተማር ሂደት ላይ፤
- ሀ. ሁለቱን ቋንቋዎች በሚገባ ይናገራሉ፤ ይጽፋሉ
  - ለ. ሁለቱን ቋንቋዎች በመጠኑ ይናገራሉ፤ ይጽፋሉ
  - ሐ. ሁለቱን ቋንቋዎች ትንሽ ትንሽ ይናገራሉ፤ ይጽፋሉ
  - መ. አማርኛን ብቻ በሚገባ ይናገራሉ
- ሌላ ካለ ይግለጹ \_\_\_\_\_

21. አንድን ትምህርት በሁለቱ ቋንቋዎች ማስተማር ያለ ተጨማሪ ጊዜ

- ሀ. የአመቱን ትምህርት ሙሉ በሙሉ ማጠናቀቅ ይቻላል
- ለ. የአመቱን ትምህርት በመጠኑ ማጠናቀቅ ይቻላል
- ሐ. የአመቱን ትምህርት በአነስተኛ መጠን ማጠናቀቅ ይቻላል
- መ. የትምህርት ጊዜ ያባክናል
- ሌላ ካለ ይግለጹ \_\_\_\_\_

22. ተማሪዎች ከስንተኛ ክፍል ጀምረው በሁለቱ ቋንቋዎች/አማርኛና እንግሊዝኛ/ ቢማሩ ተመራጭ ነው ይላሉ?

- ሀ. ከመዋለ ህፃናት
- ለ. ከአንደኛ ክፍል
- ሐ. ከሁለተኛ ክፍል
- መ. ከሦስተኛ ክፍል
- ሠ. ከአራተኛ ክፍልና በላይ

23. ለ22ኛው መልስዎ ዋና ዋና ምክንያቶችን በቅደም ተከተል ቢጠቁሙ

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

24. አንድን ትምህርት በሁለቱ ቋንቋዎች ማስተማር ተመራጭነት

- ሀ. በጣም ተመራጭነት አለው
- ለ. በመጠኑ ተመራጭነት አለው
- ሐ. ተመራጭነት አለው
- መ. ተመራጭነት የለውም
- ሠ. ሌላ ካለ ይግለጹ \_\_\_\_\_

25. የአዲስ አበባ ከተማ አስተዳደርን ከ1ኛ እስከ 4ኛ ክፍል ትምህርት የማስተማሪያ ቋንቋ ፖሊሲ

- ሀ. አውቀዋለሁ
- ለ. አላውቀውም

26. ለተራ ቁጥር 25 መልስዎ አላውቅም ከሆነ ፖሊሲውን ሳያውቁ መጠቀሙ አግባብነት አለው ብለው ያምናሉ።

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27. አንድን ትምህርት በሁለት ቋንቋዎች ማስተማር ተመራጭነት አለው ካሉ ዋና ዋና ምክንያቶችን እንዴት እንደሆነ ቢያብራሩ

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28. አንድን ትምህርት በሁለት ቋንቋዎች ማስተማር ተመራጭነት የለውም ካሉ ምክንያቱን ለምን እንደሆነ ቢገልጹ

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29. አንድን ትምህርት በሁለት ቋንቋዎች ማስተማር ዋና ዋና ችግሮችን ከ1 እስከ 4 በቅደም ተከተል ቢያስቀምጡ

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30. ከላይ ለተጠቀሱት ችግሮች የመፍትሄ አማራጮችን በቅደም ተከተል ቢጠቁሙ

1ኛ. \_\_\_\_\_

2ኛ. \_\_\_\_\_

3ኛ. \_\_\_\_\_

4ኛ. \_\_\_\_\_

መጠይቁን ሞልተው ስላጠናቀቁ በድጋሚ ከልብ አመሰግናለሁ።

## Appendix B

### በአዲስ አበባ የንብርሲቲ የድህረ ምረቃ ትምህርት ፕሮግራም ስርአተ ትምህርት እና የመምህራን የሙያ ማሻሻያ ጥናት ክፍል

በአንደኛ ደረጃ ከ1ኛ እስከ 4ኛ ክፍል በግል ትምህርት ቤት የሚያስተምሩ ወላጆች የሚሞላ የጽሁፍ መጠይቅ።

የዚህ የፅሁፍ መጠይቅ ዋና አላማ በአማርኛና በእንግሊዘኛ ቋንቋ ትምህርቶችን ተማሪዎችን በአንደኛ ደረጃ የመጀመሪያ ሳይክል ያሉ የግል ትምህርት ቤቶች የማስተማር ሂደትን ለማጥናት የቀረበ ሆኖ፣ ጥናቱ በሁለቱ ቋንቋዎች /አማርኛ እንግሊዘኛ/ ማስተማር ላይ ያለውን የወላጆችን አስተያየት ለማወቅ እና በመማር ማስተማሩ ላይ ያሉ ተሞክሮዎችን ዋና ዋና ችግሮችን በመዳሰስ እና አንድን ትምህርት በሁለቱ ቋንቋዎች የማስተማር ዘዴን በአግባቡ ለመተግበር ጠቋሚ የመፍትሄ አማራጭ ለማቅረብ ነው።

በመሆኑም ይህ የጽሁፍ መረጃ የሚያገለግለው ለዚህ ጥናት ብቻ ሲሆን የእርስዎ እውነተኛና ተገቢ መልስ መስጠት የጥናቱን ፋይዳ የሚያጠናክረው በመሆኑ ጊዜዎን ሰውተው የጽሁፍ መጠይቁን በጥሞና ስለሞሉልኝ በቅድሚያ ከልብ አመሰግናለሁ።

#### ማብራሪያ

1. በዚህ የጽሁፍ መጠይቅ ውስጥ አማራጭ መልስ ካሏቸው ጥያቄዎች ትክክለኛ ነው ብለው የመነበትን መልስ «✓» ያድርጉ።
2. ባዶ ቦታ ለተሰጣቸው ጥያቄዎች አጫጭር መልሶችን ይስጡ።
3. ስም መፃፍ አያስፈልግም።
4. መጠይቁን ሞልተው ሲጨርሱ መጠይቁን ለሰጠዎት ሰው ይመልሱልን።

አመሰግናለሁ።

#### ክፍል አንድ፤ አጠቃላይ ሁኔታ

- 1.1 ዎታ  ወንድ  ሴት
- 1.2 የትምህርት ደረጃ \_\_\_\_\_
- 1.3 ቁቂቾች \_\_\_\_\_
- 1.4 በግምት አማካይ የቤተሰብ የወር ገቢ \_\_\_\_\_
- 1.5 የጽሁፍ መጠይቁን የሞላው እናት  አባት  አሳዳጊ
- 1.6 የእናት የመጀመሪያ ቋንቋ

1.7 የአባት የመጀመሪያ ቋንቋ

1.8 የተማሪው/ዋ የክፍል ደረጃ

ሀ. 1ኛ ክፍል

ለ. 2ኛ ክፍል

ሐ. 3ኛ ክፍል

መ. 4ኛ ክፍል

ሌላ ካለ ይግለጹ \_\_\_\_\_

1.9 ልጆች እዚህ ት/ቤት እንዲማሩ የወሰነው.

ሀ. እናት

ለ. አባት

ሐ. ሁለቱም

ሌላ ካለ ይግለጹ \_\_\_\_\_

1.10 በአማካይ ለሰንት አመት ልጆቻችን አስምረዋል?

\_\_\_\_\_

1.11 በቤት ውስጥ ቤተሰቡ ባብዛኛው ለመነጋገር የሚጠቀሙበት ቋንቋ/ዎች/

1ኛ. \_\_\_\_\_

2ኛ. \_\_\_\_\_

3ኛ. \_\_\_\_\_

**ክፍል ሁለት፤ ለልጆች ትምህርት የሚደረግ እገዛን በተመለከተ**

1. ልጆቻችን አንዱን ትምህርት በአማርኛና እንግሊዝኛ ቋንቋ መማራቸውን

ሀ. ያውቃሉ

ለ. አያውቁም

2. በተራ ቁጥር 1 ላይ ለተጠየቀው ጥያቄ መልሱ አውቃለሁ ከሆነ

ሀ. የማስተማሪያ ቋንቋዎችን ወላጅና ት/ቤቱ በጋራ መርጧል

ለ. የማስተማሪያ ቋንቋዎችን ት/ቤቱ መርጦ አሳውቋል

ሐ. የማስተማሪያ ቋንቋዎችን ወላጅ መርጧል

ሌላ ካለ ይግለጹ \_\_\_\_\_

3. ልጆች አንድን ትምህርት በሁለቱ ቋንቋ እንዲማሩ ፈቃደኛ ነበሩ

ሀ. አዎ

ለ. ፈቃደኛ አልነበርሁም

4. በተራ ቁጥር 3 ላይ ለተጠየቀው ጥያቄ መልስዎ አዎ ከሆነ እንዴት እና ለምን መረጡ?

\_\_\_\_\_

5. በተራ ቁጥር 3 ላይ ለተጠየቀው ጥያቄ መልስዎ ፈቃደኛ አልነበርሁም ካሉ ለምን?

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6. ልጆች አንድን ትምህርት በአማርኛና በእንግሊዝኛ እንዲማሩ የመረጡ ከሆነ ምክንያቱ

ሀ. ሁለቱን ቋንቋዎች በሚገባ እንዲናገሩ ስለሚፈልጉ

ለ. እንግሊዝኛ ቋንቋ በሚገባ እንዲናገሩ ስለሚፈልጉ

ሐ. ለወደፊት እንግሊዝኛን በሚገባ ማወቅ የተሻለ ህይወት ስለሚፈጥርላቸው

ሌላ ካለ ይግለጹ \_\_\_\_\_

7. ባብዛኛው የልጆችን የቤት ስራ ማን ያገዛል?

ሀ. እናት

ለ. አባት

ሐ. ሁለቱም

ሌላ ካለ ይግለጹ \_\_\_\_\_

8. የልጆችን የቤት ስራ

ሀ. በአማርኛና በእንግሊዝኛ የተሰጡትን አግዛለሁ

ለ. በአማርኛ ብቻ የተሰጡትን አግዛለሁ

ሐ. በእንግሊዝኛ ብቻ የተሰጡትን አግዛለሁ

መ. ባጠቃላይ ለማገዝ አልችልም

ሌላ ካለ ይግለጹ \_\_\_\_\_

9. እዚህ ትምህርት ቤት ከገቡ በኋላ በየአመቱ የልጆች ውጤት

ሀ. በጣም እየተሻሻለ ነው

ለ. እየተሻሻለ ነው

ሐ. በመጠኑ እየተሻሻለ ነው

መ. አልተሻሻለም

ሌላ ካለ ይግለጹ \_\_\_\_\_

10. ከትምህርት ቤት ጋር የልጆችን ትምህርት ጉዳይ በተመለከተ ውይይት

ሀ. በአመት 4 ጊዜ በፕሮግራም እናደርጋለን

ለ. በአመት 2 ጊዜ በፕሮግራም እናደርጋለን

ሐ. ከፕሮግራም ውጪ አልፎ አልፎ እናደርጋለን

መ. ጭራሽ አናደርግም

ሌላ ካለ ይግለጹ \_\_\_\_\_

11. ልጆች አንድን ትምህርት በሁለቱ ቋንቋዎች መማሩ ተጨማሪ ወጪ ለደብተርና ለመጽሀፍ አለው?

ሀ. አዎ

ለ. የለውም

ሐ. ማወቅ አስቸጋሪ ነው

12. ለተራ ቁጥር 11 ጥያቄ መልስዎ አዎ ከሆነ ዋና ዋና ምክንያቶችን ቢጠቅሱ 1ኛ. \_\_\_\_\_

2ኛ. \_\_\_\_\_

3ኛ. \_\_\_\_\_

13. ለተራ ቁጥር 11 ጥያቄ መልስዎ የለውም ካሉ እንዴት?

\_\_\_\_\_

14. በቤት ውስጥ የልጆችን የጥናት ፕሮግራም በተመለከተ

ሀ. ሁልጊዜ ፕሮግራም ወጥቶ እገዛ ይደረጋል

ለ. አልፎ አልፎ በመጠኑ እገዛ ይደረጋል

ሐ. እንዳመችነቱ እገዛ ይደረጋል

መ. እገዛ አይደረግም

ሌላ ካለ ይግለጹ \_\_\_\_\_

15. በቤት ውስጥ መጻሕፍት

ሀ. አሉ  ለ. የሉም

16. በተራ ቁጥር 15 ጥያቄ መልስዎ አለ ከሆነ

ሀ. በአማርኛ ይበዛሉ  ለ. በእንግሊዝኛ ይበዛሉ

ሐ. በሁለቱም ቋንቋ ተቀራራቢ ናቸው

17. ልጆችን በቤት ውስጥ የማያስጠናቸው

ሀ. እናት  ለ. አባት

ሐ. እህትና ወንድም  መ. አስጠኝ ተቀጥሮ

ሌላ ካለ ይግለጹ \_\_\_\_\_

18. አባት በቤት ውስጥ ከልጆች ጋር ለመግባቢያ የሚጠቀሙበት ቋንቋ

ሀ. አማርኛ

ለ. እንግሊዝኛ

ሐ. በአማርኛና በእንግሊዝኛ

ሌላ ካለ ይግለጹ \_\_\_\_\_

19. የሚሰራ ቴሌቪዥን በቤት ውስጥ

ሀ. አለ  ለ. የለም

20. ቴሌቪዥን በቤት ውስጥ ካለ ልጆች ባብዛኛው የሚከታተሉት ፕሮግራም

ሀ. በአማርኛ

ለ. በእንግሊዝኛ

ሐ. በሁለቱም

መ. ሁሉንም ስርጭት

ሌላ ካለ ይግለጹ \_\_\_\_\_

21. እናት በቤት ውስጥ ከልጆች ጋር ለመግባቢያ የሚጠቀሙበት ቋንቋ

ሀ. በአማርኛ

ለ. በእንግሊዝኛ

ሐ. በአማርኛና በእንግሊዝኛ

ሌላ ካለ ይግለጹ \_\_\_\_\_

22. ቤተሰቡ በአብዛኛው በቤት ውስጥ የሚጠቀሙበትን ቋንቋ ቢጠቅሱ

\_\_\_\_\_

23. ሌሎች የቤተሰብ አባላት/እህት፤ ወንድም፤ ዘመድና ሰራተኛ/ ከልጆች ጋር የሚጠቀሙበት ቋንቋ

ሀ. በአማርኛ

ለ. በእንግሊዝኛ

ሐ. በአማርኛና በእንግሊዝኛ

ሌላ ካለ ይግለጹ \_\_\_\_\_

24. እንድን ትምህርት በአማርኛና በእንግሊዝኛ ቋንቋ መማራቸው ተመራጭነቱ ለምን ለምን እንደሆነ ቢጠቅሱ

1ኛ. \_\_\_\_\_

2ኛ. \_\_\_\_\_

3ኛ. \_\_\_\_\_

4ኛ. \_\_\_\_\_

25. እንድን ትምህርት በአማርኛና በእንግሊዝኛ ቋንቋ መማራቸው ዋና ዋና ችግሮችን በቅደም ተከተል ቢጠቅሱ

1ኛ. \_\_\_\_\_

2ኛ. \_\_\_\_\_

3ኛ. \_\_\_\_\_

4ኛ. \_\_\_\_\_

26. ከላይ በተራ ቁጥር 25 የተጠቀሱትን ችግሮች ለመፍታት ዋና ዋና የመፍትሄ አማራጮችን ቢጠቅሱ

1ኛ. \_\_\_\_\_

2ኛ. \_\_\_\_\_

3ኛ. \_\_\_\_\_

4ኛ. \_\_\_\_\_

## Appendix C

### በየካ ክፍለ ከተማ ትምህርት መምሪያ የግል አንደኛ ደረጃ ት/ቤቶችን የማስተማሪያ ቋንቋ በተመለከተ ለትምህርት ባለሙያዎች የሚቀርብ ጠቋሚ ቃለ መጠይቅ

1. ስንት አንደኛ ደረጃ /ከ1ኛ እስከ4ኛ ክፍል/ የግል ት/ቤቶች አንድን ትምህርት በአማርኛና በእንግሊዝኛ ያስተምራሉ? የአዲስ አበባ ከተማ አስተዳደር የትምህርት ፖሊሲ ይህን ይፈቅዳል? በእርስዎ አስተያየት በሁለቱ ቋንቋ ለምን ትምህርት ቤቶች ያስተምራሉ? በዚህ ዙሪያ የተደረገ ጥናት ካለ?
2. ከአዲስ አበባ ከተማ አስተዳደር የትምህርት ፖሊሲ የማስተማሪያ ቋንቋ አጠቃቀም ጋር እንዴት ያዩታል? እንዴት ትምህርት ቤቶች ተግባራዊ ሊያደርጉ ቻሉ? ፖሊሲውን ለማስተዋወቅ የተደረገ እገዛ ካለ? ዕገዛው በምን በምን መልክ ተደረገ?
3. የግል ት/ቤቶችን በተመለከተ የሚደረግ ሙያዊ እገዛና ክትትል አለ? እገዛው በየስንት ጊዜና በምን ላይ ያተኮረ ነው?
4. ለግል ት/ቤቶች የተሰጠው ፈቃድ ከትምህርት ፖሊሲው አፈፃፀም ጋር መሄድ አለመሄድ እየተገናዘበ የሚወሰድ እርምጃ ካለ?

## Appendix D

### በተመረጡ የግል አንደኛ ደረጃ ትምህርት ቤቶች የማስተማሪያ ቋንቋን

#### በተመለከተ ለተማሪዎች የሚቀርብ ጠቋሚ ቃለ መጠይቅ

- ሀ. አንድን ትምህርት ከስንተኛ ክፍል ጀምራችሁ ነው በአማርኛና በእንግሊዝኛ ቋንቋ የተማራችሁት?
- ለ. ትምህርቱ በአማርኛና በእንግሊዝኛ ሲሰጥ በየትኛው ቋንቋ የበለጠ ግልጽ ይሆናል? ለምን? እንዴት?
- ሐ. ተማሪዎች በክፍል ውስጥ ጥያቄ ለመጠየቅና መልስ ለመስጠት በየትኛው ቋንቋ ይሻላቸዋል? እንዴት?
- መ. አንድን ትምህርት በአማርኛና በእንግሊዝኛ መማሩ ምን ጥቅም አለው ብላችሁ ታስባላችሁ? ችግሩስ ምንድን ነው? ምን ምን ጉዳት አለው?
- ሠ. አንድን ትምህርት በአማርኛና በእንግሊዝኛ በመማራችሁ ምን ስሜት ይሰማችኋል?
- ረ. የአንድን ትምህርት የክፍልና የቤት ስራ በአማርኛና እንግሊዝኛ መስራቱ ተመራጭ ነው? አይደለም? እንዴት? ለምን?
- ሰ. በቤት ውስጥ ቤተሰብ ትምህርታችሁ የበለጠ እገዛ የሚያደርገው በአማርኛ ነው ወይስ በእንግሊዝኛ ነው? ለምን?
- ሸ. ባብዛኛው በቤት ውስጥ ለመግባቢያነት የምትጠቀሙት ቋንቋ እንግሊዝኛ ወይስ አማርኛ ? ለምን?

## Appendix E

### ለግል አንደኛ ደረጃ ትምህርት ቤት ርዕሳነ መምህራንና ም/ር/መምህራን የማስተማሪያ ቋንቋን በተመለከተ የሚቀርብ ጠቋሚ ቃለ መጠይቅ

1. በትምህርት ቤቱ ምን ያህል ጊዜ አገለገሉ? አንድን ትምህርት በአማርኛና በእንግሊዝኛ ማስተማር መቼና እንዴት ተጀመረ?
2. አንድን ትምህርት በአማርኛና እንግሊዝኛ ማስተማር በፕሮግራም አወጣጥ ላይ፣ በመጻፍት ዝግጅት፣ በትምህርት መርጃ ዝግጅት ላይ ያለውን አሉታዊም ሆነ አዎንታዊ ሁኔታ ቢያብራሩልኝ።
3. አንድን ትምህርት በአማርኛና በእንግሊዝኛ ለሚያስተምሩ መምህራን የተሰጠ የስራ ላይ ስልጠና መኖር ላለመኖሩንና ለእነዚህ መምህራን የተለየ ማበረታቻ መኖር አለመኖሩን ቢገልፁልኝ።
4. አንድን ትምህርት በሁለት ቋንቋዎች ለማስተማር የተለያዩ ዘዴዎች አሉ። እነዚህ ዘዴዎች በትምህርት ቤቱ ይታወቃሉ? እነዚህን ዘዴዎች ለመጠቀም የተደረገ ጥረትና ልምድ ልውውጥ ካለ?
5. በማስተማሪያ ቋንቋዎች አመራረጥና አጠቃቀም ላይ ከወላጆች ጋር የተደረገ ውይይት፤ ከወላጆች የተሰጠ አስተያየት ካለ፤ የተሰጡት አስተያየቶች ምን ያህል ተግባራዊ ለማድረግ ተሞክሯል?
6. አንድን ትምህርት በሁለቱ ቋንቋዎች የመስጠቱ ሂደት እንዴት ተግባራዊ ይደረጋል?
7. አንድን ትምህርት በሁለቱ ቋንቋዎች ለማስተማር የፔሬድ ስርጭቱ ምን ይመስላል ?
8. ባጠቃላይ አንድን ትምህርት በሁለት ቋንቋ ማስተማር ላይ ያሉ ዋና ዋና ናቸው የሚሉዋቸውን ችግሮች በቅደም ተከተል ቢገልጹልኝ
9. ለእነዚህ ችግሮች የሚሆኑ የመፍትሄ አማራጮችስ?

Appendix F

የመጀመሪያ ደረጃና ልዩ ተምህርት

የደረጃ መለኪያ

PRIMARY AND SPECIAL  
EDUCATION STANDARD

PRIMARY AND SPECIAL

EDUCATION STANDARD

ግንዛቤ 1987

ተምህርት ግንዛቤ

*[Handwritten scribbles]*

ግ ፊ ጢ

ተራ ቀጥር	አርዕስት	ገ ጸ
1	ግ ፊ ጢ .....	U
2	መ ገ ቢ ያ .....	1
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	የጊዜው ድንጋጌ	1ኛ ስምንት				2ኛ ስምንት			
		1ኛ	2ኛ	3ኛ	4ኛ	5ኛ	6ኛ	7ኛ	8ኛ
ድንጋጌ	ድንጋጌ	5	5	4	4	3	3	3	3
	አገልግሎት	5	5	5	5	5	5	6	6
	አገር አቀፍ ድንጋጌ	=	=	6	6	4	4	5	5
ሂሳብ	ሂሳብ	5	5	5	5	5	5	5	5
የተፈጥሮ ሃይቅ	ሰይጣን/የተፈጥሮ	5	5	5	5	5	5	=	=
	ፊደላት	=	=	=	=	=	=	5	3
	ኮሚሽን	=	=	=	=	=	=	3	3
	ባለሙያ	=	=	=	=	=	=	3	3
የሰበሰቡት	ሰበሰቡት	4	4	4	4	4	4	4	4
የሥነ ምግባር	ሰውነት ማገልገያ	2	2	2	2	3	3	3	3
ተምህርት	መተቃባዎ	2	2	2	2	3	3	=	=
	ሰዕል	2	2	2	2	3	3	=	=
ጠቅላላ ክ/ጊዜያት	ጠቅላላ	30	30	35	35	35	35	35	35

5.2. ልዩ ተምህርትን በተመለከተ

- አብዛኛዎቹ የልዩ ተምህርት ይዘቶች ከመደበኛ ተምህርት ይዘቶች ጋር ተፋናቸው ተፋህረው ስለሚሰጡ የተለየ የክፍል ጊዜ ሥርዓት አያስፈልጋቸውም፡፡
- የተለየ ተኮር ተጠያቂ ስለሚያስፈልጋቸው ሕጻናት መምህራን ለመቼ የሆነ ክፍል ጊዜ ሰጥቶ የሳይንስ ወከፍ አገልግሎት ይሰጣል፡፡

- በተጨማሪ የሚሰጡ የልዩ ተምህርት ይዘቶች

- የመሰማት ጉዳት ለሌላው /1-8/
  - በሳይንስ ወከፍ ገንገርና የሰው ገንገር
  - የማዳመጥ ሥልጠና
  - የድንጋጌ ችሎታ ማዳበር

3.6.2.1. ሕፃናት ለአምራት ሰዓት/15-45/

- የመደበኛው የተምህርት ፕሮግራም ለአድገት ዘርፍ የሚረዱ ሥልጠናዎች ይቀጥላሉ፡፡
- በሚከተሉት ተምህርቶች ላይ ተኮር ተጠያቂ ይደረጋል፡፡
  - የድንጋጌ
  - ገባብና ቀደም ገባብ
  - ቀጥሮ
  - ማሳበራዊ አድገት
  - ሥነ ሥዕልና የእድገት ሥልጠና
  - ደራማ


# DECLARATION

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

By Getasew Jemre -----

July, 2007

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

Getachew Adugna -----