

ADDIS ABABA UNIVERSITY
DEPARTMENT OF LINGUISTICS

**Attitudes to Gamogna, Amharic and English Languages in
Primary Schools: In the Case Of Arba Minch Town**

BY:

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Addis Ababa

February, 2012

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A Thesis

Presented to

Department of Linguistics

Faculty of Humanities

College of Social Science and Humanities

Addis Ababa University

**In partial fulfilment of the requirements for the degree of Master of Arts in
Linguistics**

By

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Abstract

The main objective of this study was to assess the attitudes of Arba Minch primary schools' students and their parents, teachers, and school administrators toward the use of Gamogna, Amharic and English languages in the primary education system. It focused on this area because it provides an excellent opportunity to examine language attitudes in a multilingual setting. The study was conducted in two state primary schools in Arba Minch town during the 2011/2012 academic year.

In this study, 200 students and 49 teachers completed self-reporting questionnaires and 40 parents were also interviewed. In addition, focus group discussions were conducted with 7 school administrators. This study utilized questionnaires, interviews and focus group discussions to obtain data from the respondents. The data was analysed qualitatively and quantitatively. The findings indicate that Arba Minch town primary schools' students, teachers, school administrators and parents had positive attitudes towards all three languages (i.e. Gamogna, Amharic and English) but prioritised English, Amharic and Gamogna in that order.

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Acronyms

SNNPR - southern nation, nationalities and peoples region

ELRC - Ethiopian languages research centre

GGD - Gamogna, Gofa and Dawaro (at present, they are independent languages)

MOI –medium of instruction

SPSS – statistical package for social science

ANOVA – analysis of variance

PTA - Parent teacher association

Chapter One

Introduction

1.1 Background of the Study

Linguistic diversity is a natural phenomenon that makes the world more interesting and colourful (Gorter, D. and et al. pp.11). Multilingualism is a common and an increasing phenomenon in the world (see Hacksley, M. and et al. and Gorter, D. and et al.). As Hasckley, M. and et al. (www.englishacademy.co.2a/pansalb/multilingualism.pdf) state, there are almost no territories in which only one language is used by the citizens. Indeed, Asia and Africa are highly language and diverse continents in which 63.1% of the world's languages are spoken (see Ababayehu and Endashaw 2009 and D. Gorter and et al.) As an African country Ethiopia is a highly multilingual country in which more than 80 languages are spoken (Ababayehu and Endashaw 2009), out of those languages a substantial proportion are spoken in Southern Nation Nationalities and Peoples Region (henceforth SNNPR), Ethiopia (see <http://www.ethiodemographyandhealth.org/SNNPR.html>). Arba Minch, the area of this study is located in SNNPR. Several languages are spoken in the town including Amharic, English, Gamogna, Affan Oromo, Tigrigna, Konso, Wolayita and Gofa.

Arba Minch town is the capital of Gamo Gofa Zone of SNNPR. Under previous governments, it was the centre of former province of Gamo Gofa (Cohen: 2000, 249). It has two sub towns, the upper town called 'Shecha' and lower town called 'Siqalla'. Speakers of different languages live in both Shecha and Siqalla. According to 2007 national census the population of Arba Minch is 74,879.

As Gorter and et al. state multilingualism is the result of:

- Historical and political movements. The former governments of Ethiopia tried to spread Amharic (Tsehay, 1977 and Mequanint 2007) to urban areas in Ethiopia including Arba Minch.
- Economic movement. Arba Minch is situated on the main road from Addis Ababa to Jinka. Because of this it is a trade centre particularly for fruit and cloth trading. Therefore, different language speakers line there.
- Increasing communications among different parts of the world and the need to be competent in languages of wider communication. In Arba Minch higher people have access to the internet and other multilingual resources.

- Education .Second and foreign languages are part of the curriculum. In Arba Minch state primary schools Gamogna and Amharic are used as second and /or mother tongue languages and English as a foreign language. These languages are included in the curriculum and consequently children are becoming multilingual.

This study focuses attitudes to the use of different languages in education which increases the multilingualism in the town.

In a multilingual country, it is necessary to have a common language for communication (*see* Baye, 2000; ix) for the cohesion of the country (Cohen, 2006). In Ethiopia, Amharic is used as a lingua franca (a language which is used for common communication) because in Ethiopia it has a widest distribution and a greater number of speakers than other Ethiopian languages. The distribution of Amharic in Ethiopia is not restricted to a particular area rather it is spoken in every part of the country (Baye, 2000; i-xx).

1.1.1 An Overview of the Languages (Gamogna, Amharic and English)

According to 2007 Ethiopian census, Gamogna has 1, 015, 581 mother tongue speakers. It is spoken by people who inhabit Arba Minch town, Arba Minch Zuria, Bonke, Boreda, Chench, Daramalo, Dita, Kemba, Kucha, Mirab Abaya and Zala districts of Gamogna Gofa zone in SNNPR (kassa, 2004). ELRC (2005; 19) states that Gamogna has a degree of mutual intelligibility with Gofa, Wolayta, and Dorze, which are all languages from the Omoto cluster of the Ometic language family.

Amharic is spoken by 80% of Ethiopian population including Mother tongue speakers and second language speakers (ELRC, 2005; 25). It is mainly spoken in Amhara regional state and the major cities of the country. Amharic is used as a MOI and school subject (ELRC, 2005; 25). As Cohen (2000; 183), Katzner (2002: 304) and Leslau (1991) describe that Amharic is the national language of Ethiopia.

English is learned as a second, third or fourth language by many individuals in Ethiopia. As in many other countries in Ethiopia, English is learnt as a foreign language rather than a second language because it is not frequently used in people's day- to -day life and people do not get opportunity to learn the language informally (Heugh, 2006; 53). It is learnt as a subject from grade 1 onwards and MOI from grade 9 onwards throughout the country (Heugh, 2006; 51). In some regions like SNNPR (including Arba Minch) it is used as a MOI from grade 5.

1.1.2 Education system of Ethiopia

The first modern school was established in 1908 during the reign of Emperor Menelik II (Cohen, 2000; 80) and French was used as the main medium of education. Using French as the MOI continued during the regime of Emperor Haile Selassie, when Teferi Mekonnen school opened in 1927 (2000; 80). English was used as a MOI for elementary schools beginning in 1938. In the same decade Amharic was also introduced as a school language (Cohen, *ibid*).

According to Mequanint (2007; 19), the language policy of Ethiopia had focused on the promotion of Amharic during the regime of Haile Selassie. Tsehay (1977) presents in the abstract of his PhD dissertation that “government policy in the past has been consistent with the aim of promoting Amharic as the official language and language of education, while it discouraged the use of vernacular languages in education because of its belief that linguistic diversity can be a threat to national unity.”

The language policy of Ethiopia during the Derg regime included the promotion of other local languages. Fifteen Ethiopian languages were selected for non-formal education (Mequanint, 2007; 20 refers McNab, 1989). These were- Amharic, Afaan Oromo, Tigrinya, Wolayta, Somali, Hadya, Kambata, Gedeogna, Kunnama, Tigre, Sidama, Siltie, Afar, Kafa-Mochinga and Saho languages. However, the only language used for formal education at primary level was Amharic (Mequanint, 2007; 20 cites McNab 1989).

At present, Ethiopia does not have a well-defined language policy. However, some points regarding language and language use in education are stated under education and training policy and cultural policy of Federal Democratic Republic of Ethiopia (FDRE).

Federal democratic government of Ethiopia education and training policy states eight points regarding language and education. These are:

1. Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their language, primary education will be given in nationality languages.
2. Making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and countrywide distribution.
3. The language of teacher training for kindergarten and primary education will be the nationality language used in the area.
4. Amharic shall be taught as a language of countrywide communication.

5. English will be the MOI for secondary and higher education.
 6. Students can choose and learn at least one nationality language and one foreign language.
 7. English will be taught as a subject starting from grade one.
 8. The necessary steps will be taken to strengthen language teaching at all levels.
- (Educational and Training policy, April 1994; pp.23-24)*

From these points we can observe a clear assertion of linguistic right from the present Ethiopian government. In other words, Ethiopian peoples have the right to learn in their languages and develop their own languages. The FDRE cultural policy (March 2003) states six points ‘with regard to developing languages and providing professional assistance while determining the use of languages’. Among those points, two of them are listed below.

6.4 In order to promote the literacy tradition of the peoples of the country, an enabling environment shall be created for the preparation of dictionaries, encyclopaedia and grammar texts in the languages of various nations and nationalities;

6.6. Scientific and technological terminologies that could help in promoting the capacity of the languages of the country shall be developed; translation works that could assist in sharing the experience and knowledge of the world shall be widely practiced.

(FDRE government 6.4 and 6.6 pp. 34-35)

FDRE constitution article 39, sub article 2 affirms the linguistic rights of minority languages as follow. ‘‘Every nation, nationality and people has the right to speak, to write and to develop its own languages; to express, to develop and to promote its culture; and to preserve its history’’ (FDRE, constitution 1994).

1.1.3 Education in Arba Minch Town

There are eight state primary schools, three secondary schools, and two preparatory schools in Arba Minch town. There are also several private colleges, state colleges and one university in the town. As Cohen(2000, 249) states, out of the total school population of Siquala town 40% were Gamogna speakers, 40% were Amhara, the remaining 20% were being made up of Wolaitas, Konsos, Oromos and Tigrians. Most of the people are familiar with Amharic.

When we see the primary schools of Arba Minch town, there are two streams, the Gamogna stream and the Amharic stream (2000, 249). The streams indicate that the languages which are the MOI at the first cycle primary school level (i.e. beginning from grade one up to grade four). After Grade four all primary schools use English as a MOI. Cohen (200; 25) describes that in SNNPR, several languages were considered as language of education. In 1996 eight languages had been developed for primary education. Among them, one was a composite of three languages from Ometo cluster -Gamogna, Gofa, and Dawaro (GGD). Mequanint (2007) states that Gamogna has been started as a MOI since 1994 in the primary school level. Mequanint (Ibid) states that only two state primary schools whose MOI is Gamogna are found in Arba Minch town. “The number of students in these schools is very few” (Mequanint, 2007; 21). In other words, in most state primary schools found in Arba Minch, Amharic was used as a MOI than Gamogna language. At present, giving both Gamogna and Amharic for first cycle primary school students, is the practice at every state primary school in Arba Minch. The distribution of students in the two streams is unequal, as more students are learning in Amharic.

Students and parents had different attitudes to the languages as MOIs. According to Tansley (1986, 6) parents may prefer children to learn (a) language(s) used for religious purpose rather than, or in addition to (a) language(s) spoken at home. As Cohen (2000) discussed, only the Gamogna speakers showed willingness to learn in Gamogna. Member of other language groups stated that they wanted to learn in Amharic. The reason why they preferred Amharic was that they thought that the language would give them greater job opportunities. On the contrary “the parents who had decided to send their children learn GGD, thought learning GGD would have the opportunities to work in zone administration and education systems which would rely on using language”(Cohen, 2000; 250).

In all state primary schools, three languages –English, Amharic, and Gamogna are taught as subjects. However, most of the children are more familiar for Amharic than others because, Amharic is the dominant language in Arba Minch town.

1.2 Statements of the Problem

The previous works conducted on attitudes toward language use in education in Ethiopian are few in number. Cohen’s (2000) PhD dissertation discusses the people of SNNPR willingness to learn in their local languages. Mequanint (2009) also conducted his MA thesis on attitudes

toward Gamogna as a MOI. Even though multilingual education is progressing in Gamo Gofa zone (particularly in Arba Minch Town), Mequanint's (2009) work reveals only attitudes of people toward Gamogna as a MOI. It also demonstrates that the result of respondents' attitudes toward Gamogna as a MOI without assessing demographic factors that may affect language attitudes except the residence of the respondents. Since heterogeneous people are living in Arba Minch town and multilingual education is progressing in Arba Minch state primary schools, this research reveals the attitudes of pupils, teachers, school administrators, and parents by comparing the attitudes held by Gamo, Amharic mother tongue speakers toward their first languages, second languages and foreign language (English) in education. In addition, I examine the relation between language attitudes and demographic factors such as mother tongue, gender, age, and educational background regardless of other variables.

This thesis, therefore, seeks to address some of the gaps in earlier works.

On the basis of the above problem, this study is led by the following research questions.

- * What are the comparative attitudes of teachers, students, parents and school principals towards Gamogna, Amharic and English languages?
- * How these attitudes are distributed across gender (male/female), education background (illiterate/ educated), age (young/adult) and mother tongue languages?

1.3 Objective of the Study

The main objective of the study is

- * To investigate the people's attitudes towards the languages which are given as subjects and/or MOIs at Arba Minch town state primary schools

It has also the following specific objectives

- * Comparing minority language attitudes, majority language attitudes and foreign language attitudes.

- * Examining whether the students L1 (mother tongue) influence their language attitude or not
- * Assessing the relation between language attitude and gender
- * Assessing the relation between language attitudes and educational background
- * Demonstrating distribution of language attitudes across age

1.4 Significance of the study

This work is one of the few works done on attitudes toward language use in education in multilingual settings in Ethiopian. Like other language attitude researches, this study will have its own significance in continuing to this limited body of literature.

The findings of this study will show the pedagogical implications. Attitudes toward language influence the way how teachers deal with students (Sirgar, 2010; 72). Therefore, the result of this study will help Arba Minch primary schools' teachers (particularly language teachers) to shape the way by which they communicate with their pupils.

Furthermore, the findings of this study will give an insight for language policy makers about how languages should be used in education and to the attitudes of teachers, school principals, students and parents in the area of the study.

1.5 Limitations

This study is carried out during the academic year of 2011/12 in two state primary schools in Arba Minch. The study has the following limitations.

- * In this study private schools were excluded
- * Grade 1 and 2 students were excluded due to their low age
- * Non-native speakers of Amharic and Gamogna parents were not included
- * Since it is difficult to control all variables that can affect language attitudes, except gender, age, mother tongue, and educational background other variables were not assessed;

Chapter Two

Conceptual Frame work and Review of Related Literature

2.1 Attitudes

Attitude has been defined in different ways by different scholars. Among them, Rokreach (1970; 159) states that “an attitude is an organization of several beliefs focused on the specific object (physical, social, concrete or abstract) or situation, predisposing to respond in some preferential manner.” An object or situation of some beliefs focus on facts (i.e. an assertion of certain things whether they are true or false) and others concern on matter of evaluation (saying things are desirable or undesirable). Similarly, Ahmed (2005) cites Stallings and et al. (1994) who point out that “attitude refers to such characteristics of individual’s feelings, interests, appreciations, values, commitments and opinions, beliefs and value systems.”

Franzoi (2000; 148) states that “attitude is a negative or positive evaluation of an object.” The object can be people, thing [language], material, and situation (2000; 148). This definition is supported by Gardner (1985; 91-97) cited in Lai (2005; 366). To Gardner (1985), an attitude can be defined as ‘an evaluative reaction to some referent or an object inferred on the basis of individual’s beliefs, or opinions about an object’ (cited in Lai, 2005; 366). Saracaloğlu (pp.40) cites Brown (2001; 61) retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/754/9618.pdf> says that ‘attitude is characterized by a large portion of emotional involvement such as feelings, [...] and relationships in a community.’

O’Rourke (2001; 7) cites Fishbein and Ajzen (1975; 6), that attitude can be defined as ‘a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object.’ Lai (2005; 365) strengthens this idea by describing attitude as ‘a tendency to react favourably or unfavourably to a class of objects.’

On the other hand, some scholars define attitude from the perspective of its component rather than that of the concept of it. For example, Baker (1988) and O'Rourke (2011) state that attitudes are a hypothetical psychological construct (1988; 112) which are formed by a number of different components –cognitive, affective and behavioural (2011; 365). Wenden (1999) referred in Karahan (2007; 75) and Rokreach (1970; 112) state that attitude has three components. These are: first, cognitive component –beliefs and perceptions toward an object; second, evaluative component –situations or objects related attitude may generate like or dislike; and third, behavioural component –an attitude to promote learners to learn behaviour (*for detail understanding see the theoretical framework of language attitudes*). In practice, it is much more difficult to separate out and identify these manifestations of attitude (Baker, 1988; 113).

In this study I have applied the concept of attitude discussed by Baker (1988) and O'Rourke (2011) to show students', teachers', school directors,' and parents' attitudes toward Gamogna, Amharic and English languages as follow. According to Baker (1988; 114) and Siregar (2010; 72), an attitude has its own characteristics. These are: 'Attitude is a hypothetical construct; it cannot be inherited or genetically endowed rather than learnt; it cannot be directly observed, rather it is inferred [from behaviour]; it is relatively stable over time, however, it can be modified by experience; it has a tendency to persist' (1988; 114 and 2010; 72). Attitudes towards ethnic groups and languages are a reflection of this type or definition of attitude. Attitude to something or object has its own levels. As Mukhuba (pp.271) cites Holmes (1992) (retrieved from http://www.jllonline.co.uk/journal/jllearn/3_2/mukhuba.pdf) describe that attitudes toward a social or ethnic group have three levels. These are: first, attitudes toward the social or ethnic group; second, attitudes toward a language which is spoken by that social or ethnic group; and third, attitudes towards individual members of a social or ethnic group. This indicates that attitudes toward the social group include attitudes toward the language associated with that group (pp.271).

2.2 Language and Ethnic attitudes

A group of societies distinguish themselves through their languages, norm and cultures transmitted through language. The identity and pride of a group of society is often expressed through language (Mukhuba; pp.370). A social or ethnic group who are very proud of their culture and language may develop negative attitude to other languages and groups. As

Mukhuba gives an example, Zulus in South Africa are so proud of their culture and language, due to this they have developed negative attitudes to other South African languages. Language is the instrument of expressing a group of society or ethnic identity. Ethiopia, like South Africa, is a multilingual, multi-ethnic state. In this study I use this concept stated by Mukhuba to demonstrate how Amharic mother tongue speakers tend to Gamogna and how Gamogna mother tongue speakers tend to Amharic.

To strengthen the above idea, Ihemere(2006;194) referring to Appel and Muysken (1987) states that languages are not the only objective instruments of conveying meaning. They state that “Languages are linked up with the identities of social or ethnic groups, and this has consequences for social evaluation of, and the attitudes towards, the language” (2006; pp.194)

As I have already discussed above one of the levels of attitudes to a social or ethnic group is attitudes toward a language. The area of language attitude has been received the attention of psychology, education (bilingualism and multilingualism), sociolinguistics, culture and identity researchers. Before discussing the importance of language attitudes and factors that affect them, it is necessary to examine the definition of language attitudes of different scholars.

Language attitude is defined in different ways. This means that some scholars believed that language attitude includes attitudes toward language itself and the speakers of the language, on the other side, others believed that language attitude refers to attitudes toward a language itself rather than including the speakers of the language.

“Language attitude is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a language” (O’Kourke, 2011; 7) this was adapted from the definition of attitude given by Fishbein and Ajzen, (1975; 6). Crystal (1992) cited in Sirgar (2010; 12) also states that “language attitudes are the feelings people have about their own language or the languages [or the language varieties] of others.” From these definitions we observe that the definition of language attitude is restricted attitudes toward language itself.

However, McKenzie (2010; 25) cites Baker (1992; 29-30) who argues that language attitude is an umbrella term which includes different areas. As Baker (1992) cited in McKenzie (2010;25) identifies that language attitude includes ‘attitudes toward learning a new language; attitudes toward language groups, communities and minorities; attitudes toward language lessons; attitudes of parents toward language lessons; attitudes toward the use of a

specific language; and attitudes toward a new language.’ These points reveal that the definition of language attitude includes attitudes toward language groups, communities or speakers of that language. Similar with Baker’s idea, Sirgar (2010; 12) states that language attitudes have five implications. These are: language attitude usually refers to the speakers of the particular language or dialect; it influences sound change; it may influence how teachers deal with students; it may affect second language learning; it may affect whether or not varieties are mutually intelligible.

Longman Dictionary of Applied Linguistics (1992, 199) quoted in Karahan (2007, 75) also defines that language attitude is

the attitude of which speakers of different languages or language varieties have towards each other’s language or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about speakers of the language.

As we can see in the definition of language attitudes given by Longman Dictionary of Applied Linguistics, language attitude encompasses attitudes toward language itself and attitudes toward speakers of that language.

Fasold (1984; 148) describes that the definition of language attitude is broadened to include attitudes toward the language speakers even further broadening all sorts of behaviour concerning language to be treated including attitudes toward language maintenance and planning efforts besides attitudes toward a language itself. As he states that attitudes toward language are the reflection of various ethnic groups.

Even though language is a vital part of both ethnic groups’ identity and outsiders’ perceptions of that group, there are occasions in which linguistic diversity overlap with ethnic diversity (Tansley, 1986; 2). As Tansley (1986) states that “there may be cases where a person might, for example, speak Greek not be part of the Greek speaking ethnic minority in Britain (they may have learned Greek at school) or belong to an ethnic minority group such as the Gujaratis but not speak Gujarati, possibly because they were born here and English is spoken at home.” Such kinds of situations are common in Ethiopia. For example, a person who speaks only Amharic may be belong to Oromo ethnic group rather than Amhara (perhaps he was born in an Amharic dominant area and/or due to his parent’s attitude toward the languages). In other cases persons who might speak Gamogna may not be the ethnic group

of Gamo. They may acquire Gamogna through their contact with Gamogna communities. To strengthen this idea Cohen (2000; 13) reveals that

many educated people [...] came to identify themselves as Amharas, and become fully integrated into Ethiopian society. Others continued to adhere to their ancestral identities while adopting the use of Amharic, but these individuals were, nevertheless, able to operate in the dominant group and were considered Amharas.

As Cohen (2006;170) also describes that there are many Gurages in Ethiopia who are monolingual Amharic speakers but those persons do not regard themselves as Amharas rather than Gurages.

In such kinds of situations it is difficult to generalize attitudes toward language is the reflection of attitudes toward the speakers of that language. In this study I use the former concept of language attitude that language attitude is attitude toward language itself to show Arba Minch town primary schools' communities' language attitude.

Language attitude can be affected by social and political factors (Mukhuba, pp.271 retrieved from http://www.jllonline.co.uk/journal/jllearn/3_2/mukhuba.pdf). Mukhuba explains that the English speaking section of South Africa acquire Afrikaans as a second language because Afrikaans is legislated as an official language and for economic reasons. When we see political factor, the Afrikaner (the speaker of Afrikaans) has a negative attitude to English language because the memory of the Anglo-Boer war¹ is still in their minds. On the other hand Africans have a negative attitude towards Afrikaans and a positive attitude to English because they associate Afrikaans with the oppression of the dominant group (Mukhuba, pp.272).

From the education perspective, language attitude has its own role. According to Sachdev and Hanlon (2000; 71), “the ingroup identification and positive language attitudes are important precursors of language maintenance, learning and revitalisation.”

Littlewood (1984) agrees with the importance of language attitudes to language learning. He states that communicative needs and attitudes towards the language are important for second language learning. “When a learner is favourably disposed towards the speakers of the target language², he will wish for more intensive contact with the target language community” (Littlewood, 1984)

¹ a war fought between Great Britain and the two Boer (Afrikaner) republics – the South Africa republic (Transvaal) and the Orange Free State (Oct.11, 1899-may31, 1992) (Encyclopaedia of Britannica Vol.11)

² a language learners are learning

Furthermore, when a learner tries to adopt new speech patterns, he is to some extent giving up markers of his identity in order to adopt cultures of the target language community. If he has a negative attitude to the speakers of a target language, there may be internal difficulties in learning that language (Littlewood, 1984). Attitudes toward language itself and attitudes toward language community may have positive or negative relations with second language achievement (Gardner, 1981; 01). As Gardner (1981) refers Neidt and Hedlund's (1967) result reveals that proficiency in the second language was related to attitudes toward that language regardless of ability. Littlewood (1984) also points out that if a learner does not have contact with the speakers of the target language, he may develop an attitude to the language from the target language teacher and the materials.

2.3 Multilingual Education

The number of languages spoken throughout the world estimated around 6000-7000 (Cenoz, 2009; 1, Tucker, 1998; 3 refers Grimes, 1992) and there are about 200 independent countries (see Cenoz, 2009; 1). In such situation multilingualism is a very common phenomenon. Before I am going to discuss multilingual education, it is necessary to define multilingualism.

Multilingualism is “the acquisition, knowledge, or use of several languages by individuals or by language communities in a specific geographical area” (Cenoz, 2009; 1). From this definition we observe that multilingualism is an individual and social phenomenon.

According to Cenoz (2009) multilingualism usually implies the use of more than two languages. However, there is an overlap between bilingualism and multilingualism regarding the definition.

For some scholars, both bilingualism and multilingualism indicate the use of two or more languages and bilingualism can be considered as a part of multilingualism (*to mention*, Mackey, 1982 cited in Beardsmore, 1982; 2, Beardsmore, 1982; 5, Banda, 2010; 23). For others, bilingualism is the ability to use two languages whilst multilingualism refers the ability to use more than two languages (see Bloomfield, 1935 cited in Beardsmore; 1982, Baker, 1993; 152).

According to the latter definition of bilingualism and multilingualism, Gamo people living in Arba Minch town can be considered as bilingual in Gamogna and Amharic because, English is not that much used for day-to-day communication. But Arba Minch is a multilingual environment, because speakers of other languages live there.

There is also a debate regarding the level of proficiency. Some scholars (for example, Bloomfield, 1935 cited in Beardsmore, 1982) believe that there should be equal proficiency with first language to be bilingual or multilingual otherwise if someone does not have a proficiency of (a) particular language(s) like his native language, he will not be considered as a bilingual or multilingual. On the contrary, others (like, Beardsmore, 1982; Cenoz, 2009) believe that a bilingual or multilingual speakers may have different level of proficiency in different languages.

Multilingual education is the use of two or more languages in education either as MOIs or as subjects (see UNESCO, 2007; 1 and Cenoz, 2009; 4). As Tucker (1998; 4) states, “the use of multiple languages in education may be attributed to, or be the reflection of, various factors such as linguistic heterogeneous of the country or region, specific social or religious attitude [for example, the addition of a particular language to mark a particular religion], the desire to promote national identity” and the desire for international or countrywide communication.

In the Ethiopian context, particularly in SNNPR, multilingual education is the norm. For example, in Arba Minch town primary schools, Gamogna (vernacular language), Amharic (countrywide communication language), and English (foreign language) are given as subjects. In addition, Gamogna and Amharic are used as a MOI for Gamogna and Amharic streams, respectively (Cohen, 2000).

2.3.1 Advantages of Multilingualism

Diversity is directly related to stability; variety is important for long term survival. Our success on this planet has been due to [...] ability to different kinds of environment over thousands of years (atmospheric as well as culture). Such ability is born out of diversity. Thus language and cultural diversity maximizes chances of human success and adaptability.

(Colin Baker, 2001; 281 cited in Tove Skutanabb – Kangas, 2009; 37)

From Baker's discussion we can see that multilingualism has the benefit of survival and adaptability by exposing people to different environments. According to Skuntabb – Kangas (2009; 36) multilingual education has a great contribution for the maintenance of linguistic and cultural diversity.

Multilingual education has its own advantages at the individual as well as at the society level. At the society level, it makes the citizens of a country more aware of others' cultures and increases the citizens' mobility which means that it helps second and or third language speakers to move from the place in which they are living to the place in which those languages spoken. At the individual level, it can also improve individual's cognitive skills and develop first language skills (*see* Cenoz, 2009; 5). Ababayehu and Endashaw (2009) state that multilingualism has a benefits of sharing experiences and exchange each other's language, culture and other social assets. Besides, linguistic diversity is a sign of attraction for tourists.

Gorter, D. and et al. retrieved from www.susdiv.org/uploadfiles/RT1.2_pp_Durk.pdf also state that multilingualism has economic values. According to them the economic value of multilingualism consists its use value and non-use value (pp.27). The use value consists direct use value, indirect use value and optional value. The direct use value of multilingualism refers to the benefit of deriving from use of such a communication tool in day-to-day life (for example, able to attend mass media like TV, newspaper, radio etc.), the indirect use value of multilingualism refers to "the benefit of the various potentials of using second language or third language [or foreign language] for individual productivity (for example, getting additional job possibilities"¹, the optional value refers to the individual willingness to for the preservation of local languages.

The non-use value consists the bequest value and the existence value. The bequest value refers to "the benefit of accruing to any individual from the knowledge that others might benefit from the use of [...] [languages] for the future"², the existence value refers to the benefit of the language (for example, knowledge of continued protection of cultural identity).

^{1&2} see Gorter and et al

As Cenoz refers Helot and Demaja (2008), multilingual education can be also an opportunity to combine the use of minority languages with the use of majority languages. As Cenoz states that the use of minority languages restricted on MOI at primary school level and then, they are replaced by majority languages. Therefore, we can say that, multilingualism and bilingualism have cultural, cognitive, economic, and curriculum advantages (Baker, 2000; 12 cited in Cenoz, 2009; 20).

2.3.2 Disadvantages of Multilingualism

Though multilingual education has various advantages, there are arguments against multilingual education. It is obvious that the use of local languages result in multilingualism. However, as Cohen (2006; 172) discuss about arguments against the use of local languages in Ethiopia that there are both rational and irrational reasons that are used to argue against the use of local languages.

Among the main arguments the paramount reason is that multilingualism is the cause of cohesion problems (Cohen, 2006; 174). The implication is that a nation should have one national language that is the first language of citizens otherwise they will not achieve unity.

As Cohen (2006; 167) discussed, the assumption that one nation should have one language had been produced by European nations which had resulted in the economic and technological advancement of European nations. Consequently, the government of Asian and African nations tends to share the ideal of having one national language. For example, in Ethiopia, there was a policy which promotes producing Amharic- speaking society and discourages the use of other Ethiopian languages during the reign of Haile Selassie.

The second argument is that the promotion of multilingualism and local language development takes much resource (in terms of money, time and human resource) compared to the development of single language (Cohen, 2006; 175-176).

The other argument is that it can encourage a trivial and local conflict, especially when a government's policy encourages the use of language as an instrument of bordering communities' geographical location, there may be a conflict at the border of two languages communities (see Abebayehu and Endashaw, 2009; 5 and Cohen, 2006; 174).

Indeed, as Cohen (2006; 176) summarizes the above arguments against multilingualism and local language development in Ethiopia had been felt because, it is the right of people to use

their own languages as they choose. Therefore in Ethiopia we have to maximize the benefits of multilingualism and address any unavoidable negative consequences.

2.4 Theoretical framework of the language attitudes

The study of attitudes has been conducted on the basis of two psychological theories (see Fasold, 1984; 147 and McKenzie, 2010; 21). These are behaviourist and mentalist view.

On the behaviorist view, “attitudes can be inferred from the responses that an individual makes to social situation” (McKenzie.2010; 21). An attitude is considered as an overt and observable behaviour. As Fasold (1984; 147) states, the study of attitudes in the behaviourist view makes research easier to undertake because it does not need self-reporting and indirect inference. The only necessary tasks are observe, tabulate, and analyze overt behaviour. However, McKenzie (2010; 21) refers Baker (1992; 15-16) argues that observation of external behaviour can easily result in mis-categorisation or wrongful explanation and as such, cannot be viewed as a reliable predictor.

According to McKenzie (2010; 21), the behaviourist view of attitudes argues that “attitude is the only dependent variable and therefore, the sole determinant of the behaviour of an individual”. Other variables such as age, gender, provenance, group membership, language background of the individual are ignored. However, these variables may influence the behaviour of an individual.

The other view of attitude is mentalist view. According to this view an attitude can be seen as ‘an internal state of readiness’ (see McKenzie, 2010; 21, Fasold, 1984; 147, Ihemere, 2006; 194). The implication is that an attitude is considered as a covert behaviour rather than overt behaviour, but it can be inferred from respondents’ introspection (2010; 21). Vandermeern (2005; 1318) also supports this idea by speaking of attitudes are mental process which can be inferred from introspection as well as behaviour. On this view, it is necessary to use self-reporting and indirect inferences to get the attitudes of concerned bodies.

Researchers, therefore, who follow this view, must rely upon individuals’ themselves to report their perceptions (McKenzie, 2010; 22). As Fasold (1984; 147) states, mentalist view of attitudes poses problems for experimental research because internal, mental states cannot be directly observed (Ihemere, 2006; 195) and since the researchers depend on the

individuals' self-report what their attitudes are, it is often questionable validity and infers from behaviour take the researcher one step away from what he actually observed.

However, most language attitudes researchers' works are based on the mentalist view of attitudes (see Fasold, 1984; 147, McKenzie, 2010; 21, Ihemere, 2006; 194, Vandermeeren, 2005; 1318, Mantle-Bromey, 1995; 373). To them, language attitudes are predispositions to respond to (speakers of) specific language or speech style and language situations with a certain type of language behaviour (Vandermeeren, 2005; 1319). Likewise most of language attitude researchers' work, this research is also conducted on the basis of mentalist view.

Another issue raised as a distinction between the two views, is whether or not an attitude has sub components (Fasold, 1984; 148). Social psychologists who accepted behaviourist view consider an attitude as a single unit, whilst on the mentalist view of attitudes consider, it has three sub-components such as knowledge (cognitive), emotion (affective) and action (behaviour) (see Fasold, 1984; 148, McKenzie, 2010; 21).

The cognitive component refers to an individual's belief about the object (McKenzie, 2010; 22). McKenzie has given an example of cognitive component of an attitude, "a Japanese national may believe that to learn English in Japan will lead to increased employment opportunities." In SNNPR, Ethiopia particularly in Arba Minch, as Cohen (2000; 250) has already described that the Gamogna stream learners' parents preferred their children to learn GGD because they thought that enabling to write and to read GGD had an advantage to be employee zonal and wereda level in which Gamogna used as official language. On the contrary those parents who had decided to teach their children Amharic thought that Amharic would give their children better job opportunities than GGD.

According to Ladgaard (2000; 214) adapted from Kristiansen (1991; 146), knowledge (cognitive) component has its own recognizable features. These are - knowledge about and experience with language varieties, knowledge about and experience with language use in regional and social perspective and own language usage. Knowledge component can be elicited using questionnaire by asking individuals about the ability of them to characterize and describe own language usage and situation.

"The mentalist view of the affective component involves an emotion of an individual toward the object" (McKenzie, 2010; 22). In particular, regarding language attitudes, it indicates "the evaluation of and opinion about language varieties, speakers and own language usage"

(see Ladgaard, 2010; 214). As Ladgaard states, the affective component can be elicited using verbal guise test (VGT) and questionnaire by the evaluation of and personal and linguistics characteristics based on speech samples and evaluation of own language usage and the linguistic situation in the area.

The last component of an attitude on the mentalist view is behaviour or action (McKenzie, 2010; 22). It refers to "the individuals' predisposition to behave in a certain way" (2010; 23). He gives an example "attending or not attending English classes" can be an example of behavioural component. On the basis of this definition of behaviour component, we can state that using or ignoring a particular language can be the behavioural component of attitude. For example, on the basis of behavioural component of mentalist theory, if someone uses Gamogna most frequently, it indicates that he has favourable behavioural attitude to that language.

In this study, as explained above, I use mentalist view to discover attitudes of pupils, teachers, school directors, and parents found in Arba Minch town primary schools toward Gamogna, Amharic and English languages. Since self-reporting is necessary on mentalist view, I use self-reporting questions.

Even if, there is a difficulty to identify those parts of attitude, the mentalist view gives me an idea that what data should be gathered because, each components are explained in a clear manner.

2.5 Brief review of previous language attitude works

There are several language attitude works done at different contexts. To make it clear, I reviewed some previous works grouped in to three parts. The first part discuss about previous language attitude works in some European and Asian countries, the second part is about previous works in some African context and the last part is about previous works in Ethiopian context. In each section, those previous language attitude works are reviewed in detail because, the detail information help me to understand what data gathering instrument is best and how the data should be analysed to investigate people's language attitudes. The findings of those previous works also help me to compare the results of this study. For example,

among those previous language attitude works in some European and Asian countries there are studies done on comparing minority, majority and foreign languages attitudes, since in this study I focus on comparing minority (Gamogna), majority (Amharic) and foreign (English) languages attitudes of Arba Minch town primary schools populations, the instrument and methods of those works help me to develop instruments and methods of this study.

2.5.1 Language Attitudes in Some European and Asian countries context

In different European countries, several language attitude studies had been conducted. Among them, some researchers had done the language attitude studies in the same context using identical data gathering instrument and data analysis method which were very interesting studies. Here, I reviewed some of those works.

Guierrez and et al. (2007) had carried out the study on *language use and language attitudes in Galicia*. The main focus of the study was investigating the attitudes toward Galicia, Spanish and English in Galicia. The study had been done using questionnaire which included open-ended, close-ended and five point likert-type questions. The data had been analysed using statistical package for social science (SPSS) operations such as frequency, mean, percentile, and correlations.

Having those instruments and methods, the result of the study revealed that attitudes towards the three languages that were presented in Galicia schools, it was found that the most the favourable attitude of the participants tended to be towards Galicia, whilst the least favourable was towards English, with Spanish placed the middle. Regarding negative attitudes, participants referred slightly higher negative attitudes toward Spanish than Galicia, and then English.

Huget (2007) had also done the language attitude study entitled *Language Use and Language Attitudes in Catalonia*. The study was aimed at investigating attitudes toward Catalan, Spanish and English in Catalonia. To facilitate the objective, Huget had used identical data gathering instrument and data analysis method with the above research. The findings of his study indicated that the respondents had more favourable attitudes toward Catalan and they tended to show a third of positive attitude prevailed toward Spanish and English. Unfavourable attitudes were very low percentage and there were not in the case of Catalan.

In both (Huget's, 2007 and Guierrez and et al.'s, 2007) studies the most favourable attitudes were toward minority languages (Catalan and Galicia), respectively.

Jorda (2007) had conducted the study on ***language use and language attitudes in Valencian community***. The study had focused on investigating attitudes toward Catalan, Spanish and English in Valencian community. The instruments and methods were identical with the above studies. The results of Jorda's study revealed that the most favourable attitudes were toward the majority language (Spanish) followed by the minority language. Attitudes toward English were indicated neutral attitudes. In the case of negative attitudes, participants had presented more unfavourable attitudes (11%) toward Catalan than Spanish (1%), whilst English was placed in the middle (6%).

The finding of Jorda's (2007) study was contrary to Huget's (2007) study regarding negative attitudes the respondents held. In Huget's study no one held negative attitudes toward Catalan. On the contrary, the findings of Jorda's study revealed that the most unfavourable attitudes were toward Catalan.

Lasagabaster (2007) had also carried out the study entitled ***language use and language attitudes in the Basque country***. The study had focused on investigating attitudes toward Basque, Spanish and English languages in Basque. The instruments and methods of the study were identical with the above studies. The result of Lagabaster's study revealed that attitudes toward Basque were the most positive, whilst toward English were the least favourable with Spanish placed between. In the case of unfavourable attitudes toward the three languages, 8 subjects had showed negative attitudes toward English and Basque and 12 in that of Spanish.

All the above previous studies were done in Spanish context with the comparative study of minority, majority and foreign languages.

Like European countries, in Asian countries language attitude studies had also been conducted.

Among them, Duan (2004) had carried out the language attitude study entitled ***A Sociolinguistic Study of Language Use and Language Attitudes among the Bai People in Jianchuan County, China***. The study was aimed at investigating the fate of the minority languages in China and investigating the activities of people toward their own languages. The study had been conducted using questionnaire –the main instrument employed, informal interview and participant observation. The data were inputted in to a Microsoft EXCEL

spread sheets. Descriptive statistics were used as the main method in analysing the data. The results of Duan's (2004) study had indicated that the majority of Bai people had positive attitudes toward the Bai language, culture, Bai speakers and Bai language development programs. In addition, it had revealed that the Bai language had very strong vitality.

In 2007 the language attitude research entitled *language attitudes of Turkish students towards the English language and its use in Turkish context* had been done by Kaharan. The study was aimed at investigating interlaced relationship among language attitudes, the starting age of language learning and the place where the individual started to learn language with the context of English as foreign language students in Turkey. To facilitate that objective, the researcher had used questionnaire which had two parts; the first part was about personal information like gender, age they started to learn English, place where they started to learn English and the second part was likert-type questions which were used to investigate students' attitudes toward English having five point likert scales and their attitudes toward the use of English in Turkish context having three point likert scales. The result of the study had revealed that Turkish students had mildly positive (3.7) attitudes toward English and they had also favourable attitudes toward the use of English in Turkish. Regarding gender difference, female students had more positive attitudes than male students. The same was true regarding the use of English in Turkey. The age when learners started to learn had also significant difference, it was found that those who started to learn English earlier had more positive attitudes toward English than those who started to learn English later. Interestingly, the place where learners started to learn English had also showed significant difference in attitudes toward English, students who started to learn English at pre-school had slightly more positive attitudes toward English than those who started to learn English at school.

2.5.2 Previous language attitude works in African context

Several researchers had done language attitude studies in different African countries. Those studies had their own purpose, method, and findings. Here, I reviewed few of those works which are more related with this study.

In 2006 the language attitude study entitled *An Integrated Approach to the Study of Language Attitudes and Change in Nigeria: The Case of Ikwerre of Port Harcourt city* had been done by Ihemere. The objectives of the study were investigating the Ikwerre attitudes to their languages: Ikwerre and Nigerian Pidgin English (NPE), how those attitudes assist to

perpetuate the language choice and contributing existing research in language attitudes by firstly, examining in some detail the attitudes of young people, their parents and grandparents toward Ikwerre and Nigerian pidgin English including questions of perceptions about the future of the Ikwerre language. The study had been conducted using combined method (direct method –questionnaire having five point scales, interview and participant observation and indirect method –matched guise technique). To analyse the data, the researcher had employed SPSS operations like correlation and t-test. The results of Ihemere's work had revealed that there was a rapid intergenerational language shift from Ikwerre monolingual to NPE dominant bilingualism.

There is also a study which was carried out in context more related with this study. Guerini (2007) had carried out the study on language attitude study entitled *Multilingualism and Language attitudes in Ghana: A Preliminary Survey*. The study had focused on the investigation of language attitudes in West Africa with special reference to Ghana. The result of Guerini's (2007) study had indicated that the majority of Akan native speakers and those who declared to speak Akan as a second (or third) language had opposed the introduction of Akan language as MOI at college or university. In addition, the results of the study indicated that in the respondents' perception, the functional relationship between the two languages was hierarchical in nature, with English occupying the high extreme along the prestige/status continuum and Akan restricted to situations characterised by lower levels of formality, e.g. to everyday interethnic and/or peer group communications, in accordance with its role as the major lingua franca of the country. Furthermore, Ghanaian identity was perceived to be in most respects, independent of language competency.

Henriksen (2010) had done the recent language attitude study entitled *Language Attitudes in Primary School: A Bottom-up Approach to Language Education Policy in Mozambique*. Henriksen's work was aimed at investigating the attitudes of pupils, teachers, school directors and parents toward Xihonga, Portuguese and English in two rural primary schools in Mozambique. The study had been done using questionnaire which had structured and semi-structured questions, interview and observation. The data were analysed in narration. The result of the study had revealed that Mozambicans had positive attitudes toward languages included in the investigation: Xihonga, Portuguese and English. The reason why Mozambicans had positive attitudes toward Xihonga, Portuguese and English were because of national languages represent the languages of ethnic and cultural identities as well as the languages of group solidarity, Portuguese was countries official language and lingua franca,

and English was the language of opportunity (mainly social, academic, professional and economic), respectively.

2.5.3 Language Attitudes in Ethiopian Context

Even though there is no a great number of the studies on attitudes toward language use in education with a comparative study at multilingual settings in Ethiopian context, there are studies done in the area of attitudes toward a particular language asMOI, attitudes toward a particular language, how attitudes affect second language learning. Here, some of those previous works are reviewed with complete information: title, objective, instrument, data analysis methods and findings of the studies. Those works can be grouped in to two: those which discussed about language attitude and education and those which presented about language attitude and language preference.

Firstly, I reviewed works done in the area of language attitude and education.

As Cohen (2000) has already discussed that the use of Amharic and local languages in both rural and urban populations of SNNPR is shaped by their identity and opportunities. In other words, attitudes people have about language use are “responses to their desire to assert their collective identities and to ensure their individual life opportunities” (Cohen, 2000; 182).

However, Cohen’s study indicates that urban and rural populations in SNNPR, Ethiopia do not have the same attitudes toward the use of Amharic and local languages. Cohen’s (2000) study reveals that urban populations in SNNPR have favourable attitudes toward the use of Amharic as media of instruction because they thought that Amharic has the ability to provide opportunities. On the contrary, rural populations in general prefer local languages as media of instruction because the opportunities that arise from the use of Amharic are limited in rural environment of SNNPR.

Tsehay (1977) had carried out the study entitled *A Sociolinguistic Survey of Language Use and Attitudes towards Language in Ethiopia: Implications for Language Policy in Education*. The study had the followings objectives:

- Surveying the sociolinguistic situations in Ethiopia [...]
- Surveying and investigating patterns of current language use and attitudes toward language by Ethiopian University students and educators [...]

- Investigating the nature and extent of correlation between such variables as mother tongue of speakers and patterns of language use and attitudes
- Relating the stability or shift of language attitudes to other areas of rapid revolutionary social change

The main component of the research was conducted using questionnaire. The questionnaire had open-ended and close-ended questions; it had also five point scale questions. The data had been analysed using SPSS. The result of the study had revealed that more respondents had positive interest in English than Amharic at each of the school levels. In addition, the result had indicated that even though the mother tongue did not show significant different, a larger portion of non-Amharic speakers had reported a dislike for Amharic at various educational levels than Amharic speakers. Furthermore, a larger portion of the student respondent had unfavourable attitudes toward Amharic than educator respondents at all the levels, students' interest was English at the elementary school level was rated lower than at any other level.

Adamu (2002) had conducted the study on *students' attitudes towards mother tongue instruction as correlate of academic achievement: the case of Sidama*. Adamu's (2002) work had mainly focused on investigating attitudes of students toward the use of mother tongue as MOI and investigating the relationship between attitude and achievement. The questionnaire having likert-type and close-ended questions had been used to conducted the study. To analyse the data gathered through questionnaire, simple SPSS operations like mean, correlation and t-test were used.

Having those methods and instruments, the result of the study had revealed that those who had positive attitudes toward mother tongue had scored high on Sidama language. Conversely, those who had negative attitudes toward mother tongue had scored low on Sidama language. Regarding attitudes toward the use of mother tongue, the result of the study had indicated that those who were Sidama native speakers had more favourable attitudes toward Sidama language than other language speakers.

Both Tsehaye's (1977) and Adamu's (2002) studies indicate that the speakers of a particular language have better attitudes toward the language they speak than non-speakers of that language.

Similar with Adamu's study, but not quite identical, Mequanint (2009) had carried out the recent study entitled "Attitudes toward Gamotstso as MOI in the First Cycle of Primary

Education in Gamo Gofa Zone.’’ The study was aimed at examining the attitudes of students, teachers and parents according to their rural/urban background and evaluating the overall situation of mother tongue education especially in that particular area.

The results of the study indicated that students, teachers, and parents had favourable attitudes toward Gamogna as a MOI; they had also very good proficiency in Gamogna and Amharic. Mequanint (2009) had summarised that students and parents did not have negative feelings toward Amharic and/or English to be language of instruction. Finally, Mequanint’s study had showed that some teachers had believed that English was the right language to teach some subjects.

There is a slight contradiction between the findings of Tsehay’s (1977) and Mequanint’s (2009) studies. As I have reviewed above, Tsehay’s findings revealed that most respondents of the study had more positive attitudes toward English than Amharic. On the contrary, the results of Mequanint’s study indicated that the respondents of the study had better attitudes toward Amharic as well as English.

Regarding attitudes to second language learning, Alemgena (2008) had done the study entitled *Attitudes and Motivation of Students Learning Afan Oromo as a Second Language: The Case of Adama Senior Secondary School*.

The findings of Alemgena’s (2008) study had showed that the majority of the respondents had favourable attitudes toward the speakers of the language. However, they had unfavourable attitudes towards Afan Oromo and its usage. The respondents’ instrumental orientation was very strong. The results of the study had also indicated that the reasons why learners developed were the teachers had no positive feelings for second language learners, the content of the text book was beyond their level and native learners were not supportive.

Secondly, I reviewed the work done on language attitude and language preference for different purposes regardless of education. In fact, I do not get enough previous works done on attitudes toward language use for different purpose regardless in education. Fortunately, Yohannes (2007) had conducted the language attitude research entitled *Attitudes of Oromo Christians toward the Use of Amharic: the Case of Ethiopian Orthodox Tewahido Church*. The study was aimed at assessing the language use of the Ethiopian Orthodox church in Oromia region and examining the attitudes of Oromo members toward using Amharic in religious practice. Questionnaire having five point scale and interview had been used to

conduct the study. To analyse the data obtained through those instruments, simple SPSS operations such as percentile, frequency, mean, median and mode were used. T-test and ANOVA were also employed in the study.

Having those instruments and methods, Yohannes (2007) had got interesting findings. As he generalises that the respondents had no favourable attitudes toward using Amharic for different functions at different domains. Furthermore, he states that the Oromo Christians had low proficiency in Amharic skills.

2.6 Factors in language attitudes

In the study of language attitudes, various factors that can distinct persons' language attitudes could be considered. Several researchers had got surprise findings in language attitudes and demographic factors such as gender, age, first language, families' socio-professional level, the linguistic model following in primary and secondary education, familiarity with a target language community, knowledge of second or foreign language, size or predominance of minority or majority languages in respondents' hometown, geographical location, educational background and etc. (see Dörnyei and et al., 2006; Karahan, 2007; Lasagabaster, 2007; Guierrez and et al., 2007; Huget, 2007; Pritchard and Loulidi, 1994).

In fact, scholars give an emphasis to some demographic factors rather than assessing all variables that can affect results of respondents' language attitudes on the basis of their objectives. For example, Huget (2007) gives an emphasis to gender, age, first language, families' socio-professional level and size or predominance of minority or majority languages in respondents' hometown. On the other side, Dörnyei and et al. (2006) had assessed only the distribution of language attitudes across gender and geographical location. Since the focus of this study is examining the distribution of language attitudes across age, gender, mother tongue and educational background, I discuss about each of these variables in detail.

2.6.1 Gender and language attitudes

Japanese women's language is a socially powerful truth. [...] women's language is a critical category and unavoidable part of practical social knowledge in [...] Japan. [...] women's language also is a national issue, a reflective parameter of civil order and social change. (Inoue, 2002; 392)

The language use and language preference of men and women can be differed in different situation. As Inoue (2002) describes that there is a difference between Japanese men's and

women's discourse. Moreover, languages can be seen as feminine and masculine languages. For example, Dörnyei and et al. (2006) conclude that English, German, and Russian could be seen as masculine language, whereas French and Italian were more feminine languages. However, grouping languages whether they are feminine or masculine is not the concern of this study rather than assessing language attitudes of men and women.

Regarding language use, Ibrahim (1986) conducted the study in Arabic context, the findings of the study revealed that Arab women in speaking Arabic employed the locally prestigious feature of language than Arab men.

In the case of language attitudes, Pritchard and Louidi (1994) revealed in their study, it was found that girls had positive attitudes than boys. Woolard and Gahng's (1990) study also strengthens this idea, the findings of the study indicated that Catalan girls had consistently showed a much greater solidarity valuing for the Catalan language than Catalan boys.

In other studies which were focused on comparing minority, majority and foreign languages attitudes, women had showed more favourable attitudes toward the different languages especially minority languages than men (see Lasagabaster, 2007 and Guierrez and et al., 2007).

On the contrary, Bilaniuk (2003; 73) states that the finding of his study revealed that women had tended to show more positive attitudes than men toward English was consistent with Gal's (1988) findings that women were more attached to a non-local languages because it gave them greater opportunities for social advancement.

Even if I do not get the data about the distribution of language attitudes of people across gender in Arba Minch, Cohen (2000) reveals that gender affects the achievements of students in Arba Minch, Ethiopia. As Cohen (2000) has already revealed that females in the lower grades do not achieve equal results to male students (i.e. females are lower achievers than males) in Arba Minch primary schools because, girls are expected to perform the large amount of domestic work.

2.6.2 Mother tongue and language attitudes

Like gender, respondents' first language is a dominant variable which affect respondents' language attitudes. Many language researchers had assessed the distribution of language attitudes across respondents' mother tongue. The findings of most studies indicate that

respondents had more favourable attitudes toward their mother tongue than those who are not native speakers of that language. For example, the findings of Jorda's (2007) study strengthen this idea. Jorda (2007) states that

participants whose mother tongue was Catalan or both Catalan and Spanish presented favourable attitudes towards Catalan or both Catalan and Spanish presented favourable attitudes towards Catalan, whereas those with Spanish as first language showed neutral attitudes towards the minority language [Catalan]. (Jorda, 2007; 106)

Similar findings were found by Lasagabaster (2007) regarding language attitude and respondents' native language. The findings of Lasagabaster's study revealed that students whose mother tongue was Basque had more favourable attitudes toward the Basque than those whose native language was Spanish or both Spanish and Basque, whereas those whose mother tongue was both Spanish and Basque had more positive attitudes toward Basque than those whose first language was Spanish. Conversely, those who had Spanish as first language had more positive attitudes toward Spanish than those whose native language was Basque or those whose first language was Spanish and Basque, whereas those whose mother tongue was Spanish and Basque had more favourable attitudes than those whose mother tongue was Basque. In the case of attitudes toward foreign language, the findings of Lasagabaster's study revealed that those whose native language was majority language –Spanish had more positive attitudes than those whose first language was minority language –Basque.

As I have already discussed Cohen's (2000) study findings regarding mother tongue under "education in Arba Minch town", the Gamogna natives had appreciated the use of Gamogna as media of instruction. As a result they had decided to teach their children in GGD stream than other language-speaking society in Arba Minch.

2.6.3 Age and language attitudes

Age of respondents is one of the main factors in language attitudes studies. In the case of this variable, different researchers had got different findings. Some researchers did not get significant difference in the distribution of attitudes toward language across age of respondents. For example, the results of Lasagabaster's (2007) study indicates that the age which students started to learn English did not show significant difference on their attitudes toward the foreign language.

On the other language attitudes studies, I observe that age had significant difference. For example, the findings of Kaharan's (2007) study indicated that the students who started to learn English earlier had more positive attitudes toward English than those who started to learn English later, but it did not show much difference regarding the use of English.

Ihemere (2006) had also revealed the relationship between age and language attitudes. The results of Ihemer's study indicated that old speakers tended to prefer to use Ikwerre more than Nigerian Pidgin English for their day-to-day interaction, whereas younger speakers had preferred Nigerian Pidgin English more for their everyday with most interlocutors.

2.6.4 Educational Background and Language Attitudes

Even though educational background has an effect on respondents' language attitudes, it was not much assessed in various language attitudes studies unlike gender, age and mother tongue. However, to verify educational background has an effect on respondents' language attitudes, I get few language attitudes studies' findings.

The findings of Tsehay's (1977) study indicated the influence on educational background on respondents' language attitudes, it was found that educator respondents had more favourable attitudes toward Amharic than students. Ihemere's (2006) study had also revealed that those who attended or attending school had to prefer to use Nigerian Pidgin English than Ikwerre.

Cohen (2000) indicates that the impact of literacy in language attitudes by comparing the areas having the highest and the lowest rates of literacy in western highlands of SNNR (Alaba, Kambata, Tambaro and Hadiya). Among them, Kambata-speaking area has the highest literacy rates, whereas Alaba has the lowest rates of literacy, like Kambata, Hadiya has also high rates of literacy (Cohen, 2000:213). As Cohen's study reveals that Kambata and Hadiya highly tended to their local languages as MOI because, their literateness helps them to understand the benefit of using local languages as media of instruction, whereas the Alaba rejected the use of local language as media of instruction because, the local populations do not understand the benefit of it.

The results of Yohannes's (2007) study demonstrated that educational background had a great effect on respondents' attitudes toward language. A typical statement of educational background-related differences in Yohannes's study is the following:

the Oromo Orthodox Christians who have higher educational level had negative attitudes toward Amharic. [...] the more participants go upward in educational level, the more they are inclined to have negative attitudes toward Amharic, the Oromo Orthodox Christians were not educated above primary level have relatively positive attitudes using for religious practices in their diocese. (Yohannes, 2007; 76)

There is a contrary idea between the findings of Tsehay's (1977) and Yohannes's (2007) studies. The findings of Tsehay's study revealed that respondents who were more advanced in their education had developed positive attitudes toward language than those who were not more advanced. Conversely, the findings of Yohannes's study indicated that those who were more educated had negative attitudes toward language than those who were not more educated.

The previous works that are reviewed above in each section give me a clear idea about language attitude study. This means that they provide me the information that how language attitude is studied. In addition, they help me to compare the findings of this study with their findings.

Chapter Three

Research Methodology

The study is conducted using mixed methods. Dörnyei(2007; 44) defines that mixed methods is " some sort of a combination of qualitative and quantitative methods within a single research project". According to Dörnyei(2007; 44), mixed methods has an advantage for "better understandings of a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data." Broadly speaking, mixed methods improves the validity of research and it can also maximize the audiences of the study (2007; 44).

3.1 The Study Area

This study has been done on Gamo Gofa zone with special reference to Arba Minch town state primary schools.

3.2 Sampling Methods and Sample Size

Here, I discuss about the selection of schools and participants.

3.2.1 School Selection

Out of the total eight state primary schools found in Arba Minch town, Yetnebersh primary school and Kulfo primary school were selected using purposive sampling. The reason why Yetnebersh school selected is to get many Gamogna mother tongue students because it is one of the only two schools in which Gamogna used is as a MOI ceaselessly. On the contrary, Gamogna stream is starting at this year at Kulfo primary school. Only one section of grade one students is taught there. Because I imagine that there is a probability to get many Amharic mother tongue students, I recruited Kulfo primary school as a sample.

3.2.2 Sampling Methods of Participants

Since two primary schools were selected, two sections were selected from each school. Totally, four sections were included in this study. Those students whose mother tongue were Gamogna, or Amharic or both Gamogna and Amharic found in those selected sections were the participants of this study. Through this process, out of the total 14,353 students only 200 students were included in this study. However, the responses of 20 students were discarded

because they put a “√” mark at each choice. The profile of those students whose responses were used is presented below.

		frequency	Percent
Sex	Male	88	48.9
	Female	92	51.1
	Total	180	100.0
Age	<=12	99	55.0
	>=13	81	45.0
	Total	180	100.0
First Language	Gamogna	78	43.3
	Amharic	102	56.7
	Total	180	100.0

Regarding the selection of teachers and school directors, those volunteer teachers and school directors working in those selected schools participated in this study. Totally, 49 teachers and 7 school administrators were included. However, the response of 9 teachers were not analysed because whose native languages were not Gamogna or Amharic. Here, I present the age, sex, mother tongue and educational level category of participant teacher.

		Frequency	Percent
Sex	Male	19	47.5
	Female	21	52.5
	Total	40	100.0
First Language	Gamogna	20	50.0
	Amharic	20	50.0
	Total	40	100.0
Age	<=35	2	5.0
	36-44	7	17.5
	>=45	31	77.5
	Total	40	100.0
Educational Level	Certificate	16	40.0
	Diploma	24	60.0
	Total	40	100.0

In the case of parents, forty participants were selected using stratified sampling¹. In the process of selection, gender, age, first language and level of education were considered to see the distribution of respondents' language attitudes across these variables.

Parent respondents' demographic category

		frequency	Percent
Sex	Male	18	45.0
	Female	22	55.0
	Total	40	100.0
Age	<=30	11	27.5
	31-45	15	37.5
	>45	14	35.0
	Total	40	100.0
Educational Level	Primary & below	12	30.0
	Secondary	9	22.5
	Tertiary	19	47.5
	Total	40	100.0
Native Language	Gamogna	21	52.5
	Amharic	19	47.5
	Total	40	100.0

3.3 Data Gathering Instruments

To investigate attitudes toward Gamogna, Amharic and English languages use in education of Arba Minch town primary schools' students, teachers, school directors and parents, I used questionnaires, interview and focus group discussion.

¹ is begins from the identification of some variables of the study (like gender, age and education background) and then the variables are used to divide sampling frame in to mutual exclusive strata or subgroups. After that the samples will be selected from each stratum using simple random sampling

3.3.1 Questionnaire

According to Dörnyei (2007; 102) questionnaire can produce three types of data about the participants. These are: certain facts about the respondents like demographic characteristics (for example, gender, race, age), marital and socio-economic status, occupation, language learning history, amount of time spent in second or foreign language learning; behavioural data –findings about what are the respondents doing or have done in the past, focusing on, little style, habits and personal history; and attitudinal data –findings of respondents thinking, attitudes opinions, beliefs, interests and values.

In this study, questionnaires were used for students and teachers. Both pupils' and teachers' questionnaire have been written in Amharic and Gamogna version. The respondents, therefore, were invited to select the version which would be easier for them at the time of questionnaire distribution.

The students' questionnaire has close-ended and open-ended questions divided in to three parts. The first part of the questionnaire is factual questions which have been used to find out age, gender, first language and level of education of respondents whilst the second part is attitudinal questions having 5 likert scale questions ranging from strongly agree up to strongly disagree containing 10 statements which have been used to find out the attitudes of students toward Gamogna, Amharic and English languages. The last part of the questionnaire is about the language use of them. In the development of questionnaires, some of questions were adapted from Lai (2005) and Henrikson (2010) which would be expected standard questions.

Like students' questionnaire, teachers' questionnaire has three parts having close-ended and open-ended questions. The first part of teachers' questionnaire is about personal information, the second part of questionnaire is about teachers' language use whereas the last part having 5 likert scale questions is about their attitudes toward Gamogna, Amharic and English.

3.3.2 Interview

In this study, I use interview to obtain data about respondents' language attitudes. The interview was used for parents. Likewise the questionnaires, the interview questions have been written in Amharic and Gamogna versions. Then, the participants were asked using

appropriate version of the interview. Fortunately, the respondents were fluent in Amharic. So, they were asked using Amharic version. The interview questions are about starting from personal information like gender, age, mother tongue and level of education up to their language attitudes to and language use of Gamogna, Amharic and English.

3.3.3 Focus Group Discussion

As I-TECH (2008) defines that “focus group is a structured conversation used to obtain in-depth information from a group of people about a particular topic.” the purpose of focus group is to obtain data about people’s feelings, values, perceptions, ideas, not to come consensus or make decision (ibid).

In this study, focus group discussion was used to investigate school directors’ attitudes toward language use in education. As **Byers and Wilcox** (1991) describe that a well moderated group encourages full and open expressions of perceptions, experiences and attitudes etc.

3.4 Method of Data Analysis

The data were analysed quantitatively and qualitatively. The highly structured questions of pupils' and teachers' questionnaires were analysed quantitatively using simple SPSS (version 19) operations such as frequency and percentage, and one-way of ANOVA.

In the analysis of likert scale questions, the option strongly agree and agree were interpreted as favourable attitudes. Neither agree nor disagree was interpreted as neutral attitudes. On the other side, the option strongly disagree and disagree were interpreted as unfavourable attitudes.

To investigate the influence of demographic factors such as gender, native language, age and level of education on students' language attitudes, first I analysed respondents' responses using percentage and frequency. At last I applied one-way of ANOVA, to conclude whether the difference is by chance or by those factors. The remaining data were analysed qualitatively.

Chapter Four

4. Data Analysis and Interpretation

4.1 The students' attitudes to and use of Gamogna, Amharic and English

The respondents' responses are, herein, analysed under students' language attitudes and use of language.

4.1.1 Students' language attitudes

Under this sub-title we see students' attitudes toward vernacular language - Gamogna, dominant language -Amharic and foreign language - English.

4.1.1.1 Attitudes of students toward Gamogna

To investigate students' attitudes toward Gamogna, three questions (item 1, 2 &3) were asked.

Items	Options										Total count
	5= strongly agree		4= agree		3= neither agree nor disagree		2= disagree		1= strongly disagree		
	frequency	Percent%	Frequency	Percent%	frequency	Percent%	frquency	Percent%	frequency	Percent%	
1	41	22.8	34	18.9	39	21.7	29	16.1	37	20.6	180
2	63	35	46	25.6	25	13.9	27	15	19	10.6	180
3	100	55.6	44	24.4	21	11.7	6	3.3	9	5	180

Table 4.1: students' attitudes toward Gamogna

Item1: Gamogna is better as a MOI than Amharic

As shown in table 4.1, 22.8% of respondents reported that they strongly agreed with what the above statement says (i.e. their score was 5). In related to this 18.9% of respondents reported that they agreed with what the statement says (in this case they scored 4) whilst 21.7% of participants scored 3 which indicates the respondents had an opinion of neither agree nor disagree. On the contrary, 16.1% of respondents' results indicated that they disagreed with the idea of the above statement (i.e. their score was 2) by following 20.6% of participants whose result was 1.

Therefore, the attitudes of the respondents were relatively evenly distributed between the five categories of responses. This means that they had a range of opinions 42% were positive.

Item 2: Gamogna will help me to get job opportunities

As we see in table 4.1, 35% of respondents preferred the option 5 which indicates they strongly agreed with the idea of the above statement. In addition, 25.6% of participants scored 4 to the above statement whereas 13.9% of participants scored 3. On the other side, the results of 15% of respondents showed that they scored 2 to the statement written under item 2. The remaining 10.6% of participants reported that they strongly disagreed with what the above statement says (in this case their result was 1).

Therefore, the majority (60.6%) of the pupil respondents of this study had positively tended to the above statement. Therefore, we can see that getting employment opportunities provides encouragement to the respondents toward Gamogna.

Item 3: I want to achieve a high proficiency of Gamogna

As revealed by the frequency and the percent of respondents' scores in table 4.1, 55.6% of respondents scored 5 to the above statement. 24.4% of participants also reported that they agreed with the idea what the above statement has (i.e. their score was 4). Unlike the above respondents, 11.7% of respondents scored 3 which indicates the option neither agree nor disagree. The remaining 3.3% and 5% of participants scored 2 and 1, respectively. As we can see respondents' scores to the above statement in table 4.1, 80% of participants had favourable attitudes to achieving high proficiency in Gamogna. This demonstrates that they rationed for learning Gamogna in a formal setting.

As shown in table 4.1, the results of those three questions reveal that the slight highest portion of participants (60%) had favourable attitudes toward Gamogna. This directly or indirectly indicates that the respondents were positive to learn Gamogna in formal setting and their attitudes provides the language to maintain. This result is similar with the findings of previous language attitudes works. For example, the results of Huget's (2007), Ytsma's (2007) and Lordeo and et al.'s (2007) had revealed that the respondents of those studies had positive attitudes toward minority languages – Catalan, Frisian and Galician languages respectively.¹

4.1.1.2 Attitudes of students toward Amharic

To investigate students' attitudes toward Amharic, four questions (item 4, 5, 6 and 7) were asked to students.

Item 4: As an Ethiopian I should be able to speak fluent Amharic

As shown in table 4.2 below, the largest portion of respondents' (i.e. 70%) result was 5 to the above statement. Following this, 18.3% of respondents reported that they agreed on the idea of the above statement (in this case they reported 4). The 5.6% participants' results revealed that they had undecided opinion to the statement written under item 4 (i.e. they scored 3). The remaining 5.6% and 0.6% of respondents scored 2 and 1, respectively.

As we see above, 88.3% of respondents agreed with the statement whereas as 6.2% of respondents disagreed with the statement. The remaining 5.6% of participants had neutral attitudes. This indicates that the majority of respondents' attitudes toward Amharic were encouraged by country level identity. This means that the respondents were enthusiastic to be fluent in Amharic. As Ethiopians they believed that they should be fluent speakers of Amharic. Therefore, the respondents considered Amharic as a marker of Ethiopian identity.

The data showing respondents considered Amharic as an identity marker of being Ethiopian is consistent with British Council's (2007) discussion that Ethiopians live in Britain insisted that their children born in Britain to know Amharic because they believed that as an Ethiopian their children should know Amharic unless they lose their identity.

1 see Huget's (2007), Yitsma's (2007) and Guierrez and et al's (2007) findings in pp. 20-22

Items	Options										Total count
	5= strongly agree		4= agree		3= neither agree nor disagree		2= disagree		1= strongly disgaree		
	frequency	Percent%	Frequency	Percent%	frequency	Percent%	frquency	Percent%	frequency	Percent%	
4	126	70	33	18.3	10	5.6	10	5.6	1	0.6	180
5	60	33.3	39	21.7	22	12.2	27	15	32	17.8	180
6	100	55.6	43	23.9	22	12.2	9	5	6	3.3	180
7	12	6.7	10	5.6	20	11.1	28	15.6	110	61.1	180

Table 4.2: the results of pupil respondents to Amharic

Item 5: A person who speaks Amharic is usually educated and intelligent

As the results of respondents indicate in table 4.2 that 33.3% of respondents scored 5 to the above statement written under item 5. In related to this, 21.7% of participants' results indicated that they agreed with the idea what the statement has (i.e. their score was 4). In the case of the option neither agree nor disagree, 12.2% of respondents scored 3. On the contrary, 15% of respondents' results showed they scored 2 to the above statement by following 17.8% of respondents whose score was 1.

As shown in the above paragraph, 55% of respondents agreed with the above statement, 12% of participants had neutral attitudes and 32.8% of respondents disagreed with the statement written under item 5. The slight largest portion of respondents (55%) perceived speaking Amharic makes a person considered as an educated and intelligent man. In other words, the slight majority of respondents considered speaking Amharic as the marker of educated and intelligent man. Therefore, we can see that desiring to become educated and intelligent person relatively slightly provides encouragement to respondents' attitudes to Amharic.

Item 6: Amharic will help me to get better opportunities for further studies

As revealed in table 4.2, the largest portion of respondents (55.6%) chose the option 5 (i.e. strongly agree) to the statement listed under item 6. Following it, 23.9% of respondents agreed with the statement (in this case their result was 4). At the middle, 12.2% of respondents scored 3 which indicates that the respondents' opinion was neither agree nor disagree. The option 2 (i.e. disagree) and 1 (i.e. strongly disagree) were scored by 5% and 3.3% of respondents, respectively.

As indicated in the above analysis, the respondents' attitudes were unevenly distributed across the ranges. As shown in table 4.2, 79.5% of respondents had positive attitudes, 12.2% of participants had neutral attitudes and 8.3% of respondents had negative attitudes toward the above statement. This indicates that the majority of respondents' attitudes toward Amharic were highly enthusiastic by getting better opportunities for further studies. In other words, the respondents thought that Amharic helps them for their further studies because of that their attitudes toward Amharic were encouraged.

Item 7: Amharic is not an important language in Arba Minch

As shown in table 4.2, the highest percent of participants (61.1%) reported that they strongly disagreed with the idea of the above negative worded statement (in this case they scored 1). The next largest portion of respondents (15.6%) scored 2 which indicates the option disagree whilst the 11.1% of participants' results revealed that they had the idea of neither agree nor disagree (i.e. their score was 3). On the other side, 6.7% of respondents scored 4 to the above negative worded statement by following 5.6% of respondents whose score was 5. This reveals that 76.7% of respondents had negative attitudes toward the above negatively worded statement, 11.1% of respondents had neutral attitudes toward the statement. Only 12.3% of respondents had favourable attitudes to Amharic is not an important language in Arba Minch. When we see the reverse of respondents' results, the majority of respondents (76.7%) believed that Amharic is important language in Arba Minch.

Indeed, as shown in table 4.2, respondents' results to those questions related to Amharic revealed that the majority of pupil respondents (74.7%) had positive attitudes toward Amharic. Therefore, the respondents were positive to learn Amharic and believed that they should familiar to Amharic. As Ababayehu and Endashaw (2009, 5) state that in multilingual

societies, in most cases the societies have positive attitudes toward languages that have a larger number of speakers, a wide geographical area and standardized languages. On the other hand, languages that have a smaller number of speakers and limited geographical area [...] have negative attitudes by its speakers. However, the pupil participants of this study had positive attitudes toward both majority language –Amharic and minority language – Gamogna. This indicates that the respondents had positive attitudes toward multilingualism. At the individual level, the respondents also tended to be multilingual.

Unlike Mukhuba's finding that Zulus in South Africa are so proud of their language due to that they have negative attitudes to other South African languages², the respondents of this study had positive attitudes toward their own languages and others' languages (as we will see under 4.1.5.2 native language and language attitudes). For example, Gamo people were proud of their language however, they had also favourable attitudes toward Amharic and English (as we see below).

4.1.1.3. Attitudes of students toward English

To investigate students' attitudes toward English three questions were offered to students to evaluate their attitudes to English.

Item 8: I would like to speak English

The highest percent of participants' (i.e. 76.1%) results were 5 to the above statement. The next largest portion of respondents' (i.e. 12.2) results were also 4 which indicates the option agree (see table 4.3). As we observe respondents' score in table 4.3 below, 6.7 % of participants rated 3 to the above statement. The remaining 1.1% and 3.9% present of respondents' results indicate that they strongly disagreed and disagreed with the idea of the above statement (in this case they rated 1 and 2), respectively (see table 4.3).

As shown in the above paragraph, the majority of respondents (88.3%) were highly enthusiastic to speak English. Since English is used as global language (Crystal, 2003), the respondents' favourable attitudes help them to know English easily and provides encouragement to the students to use English.

² see language attitude pp. 9

Items	Options										Total count
	5= strongly agree		4= agree		3= neither agree nor disagree		2= disagree		1= strongly disgaree		
	frequency	Percent%	Frequency	Percent%	frequency	Percent%	frquency	Percent%	frequency	Percent%	
8	137	76.1	22	12.2	12	6.7	2	1.1	7	3.9	180
9	105	58.3	42	23.3	14	7.8	10	5.6	9	5	180
10	98	54.4	41	22.8	20	11.1	10	5.6	11	6.1	180

Table 4.3: Students' results to those questions related to English

In addition, as Littlewood (1994) and Hanlon (2000) state that having positive language attitudes improved students' language learning abilities. Therefore, the students' favourable attitudes toward English help them to learn English effectively.

Item 9: A person who speaks fluent English is usually educated and intelligent

As indicated in table 4.3, 58.3% of respondents preferred the choice 5 to the above statement. In related to this 23.3 % of respondents' results indicated that they rated 4 to the statement. On the other side, 5.6 % of respondents' results indicated that they scored 2. Following this, the lowest percent of respondents (i.e. 5%) rated 1. The remaining 7.8% of participants' results indicated that they had the idea of neither agree nor disagree to the above statement (in this case they scored 3). As revealed in table 4.3, the largest portion of respondents (81.6%) agreed that speaking English makes a person considered as an educated and intelligent person. Hence, we can see that desiring to be educated and intelligent person provides encouragement to respondents' attitudes toward English.

Item 10: English will help me to get better opportunities in 21st century

In the case of students' attitudes toward the statement listed under item 10, the largest portion of respondents (54.4%) strongly agreed with the statement (i.e. their score was 5) whereas the least percent of respondents (5.6%) disagreed with the statement (in this case they rated 2) (see table 4.3). As indicated in table 4.3, 22.8% of respondents scored 4 which indicates the option agree whilst 6.1% of respondents' results show that they strongly disagreed with the idea of the above statement (in this case, they scored 1). The remaining 11.1% of respondents scored 3 which indicates that they had an opinion of neither agree nor disagree to the item 10.

This indicates, the respondents had a range of opinions 77.2% were positive, 11.1% were neutral and 11.7% were negative to the above statement. Like the above two items 77.2% of respondents were positively tended to English because of the desire to get better opportunities in this century. Therefore, we can say that the majority of respondents positively tended to English for instrumental purpose. This means that the respondents instrumental attitudes ("a desire to better oneself materially by means of the language" Macnamara, 1973; 36) was high.

As we observe in the above analyses, the respondents' results to those questions related to English language revealed that the majority of respondents (82.37%) had favourable attitudes toward English. The remaining 8.5% and 9.4% of respondents had neutral and negative attitudes toward English, respectively.

As Tella and et al. (2011) states that mastering English has academic [for example, entering to higher education], social [for example, cooperating with English speakers] and professional benefits. Therefore, the respondents of this study were highly enthusiastic to learn English because of the advantages that mastering the language provides (see respondents' responses to item 10).

Similar findings were found in other African countries. For example, Tell and et al.'s (2011) found out that the majority of their respondents (85.96%) had positive attitudes toward English.

Based on the findings of this study and previous works' results, we can say that having positive attitudes toward English is a common phenomenon.

The above analysis reveals that the majority of the pupil respondents had favourable attitudes toward each language such as Gamogna, Amharic and English. This indicates that the respondents were positive to multilingualism which would be expected because they are living in multilingual area. At the individual level they had a positive attitude to being multilingual.

4.1.1.4 Comparison of students' attitudes toward Gamogna,

Amharic and English

The results of participants of this study revealed that the majority of pupil participants had favourable attitudes toward each language (see Figure 4.1). However, their degree of enthusiasm was different from language to language.

As shown in figure 4.1 below, 60.8% of participants had favourable attitudes toward Gamogna and in the case of neutral attitudes toward Gamogna, 15.8% of respondents. The remaining 23.5% of respondents were negatively tended to Gamogna. In regarding their attitudes toward Amharic, 74.7% of participants were positively enthusiastic. The least percent of participants (10.3%) had neutral attitudes to Amharic. the remaining 14.9% of respondents had negative attitudes toward Amharic.

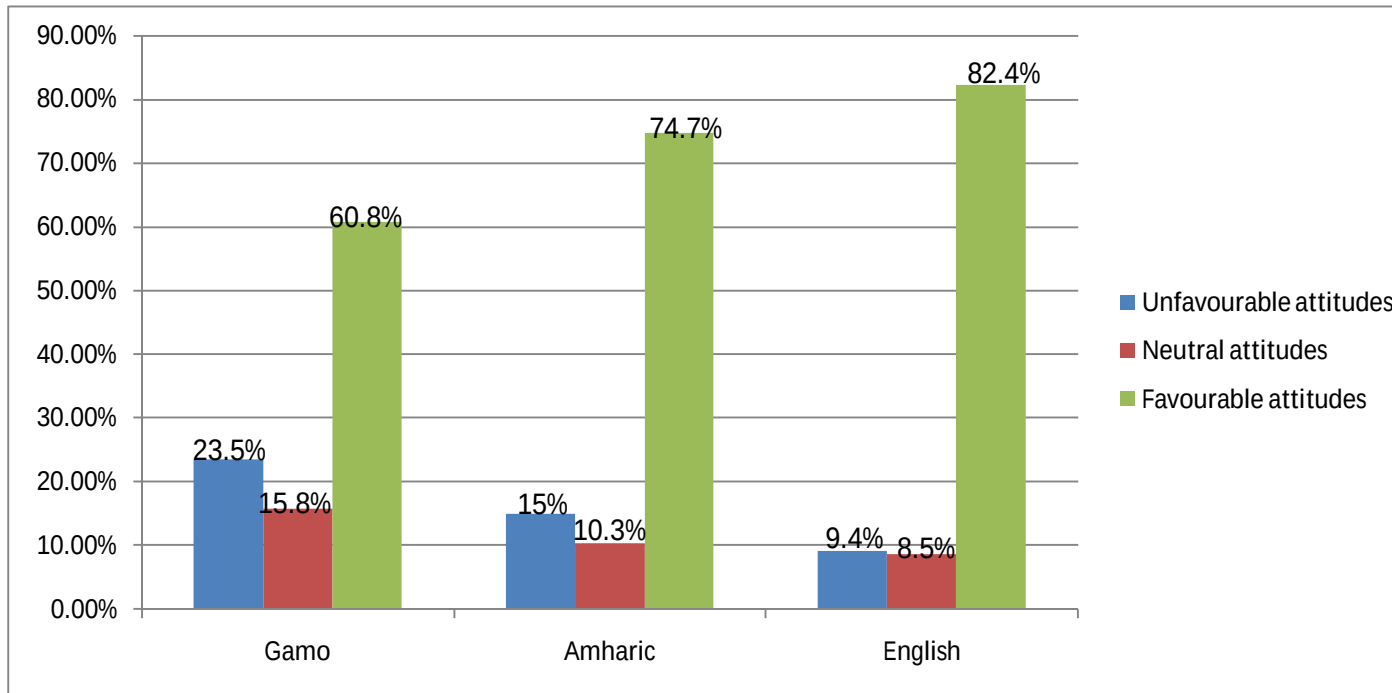


Figure 4.1: attitudes of students toward Gamogna, Amharic and English

When we see the favourable attitudes of students toward Amharic and Gamogna, the larger portion of respondents had positive attitudes toward Amharic than Gamogna. Conversely, respondents' negative and neutral attitudes toward Gamogna were higher than toward Amharic.

In the case of the distribution of students' attitudes toward English, 82.4% of respondents was highly enthusiastic to English. Following it, 8.5% of participants had neutral attitudes. The remaining 9.4% of respondents had negative attitudes toward English. This indicates, the majority of respondents boasted favourable attitudes toward English.

As revealed in Figure 4.1, the highest percent of favourable attitudes (82.4%) was toward foreign language –English. The next highest percent of favourable attitudes (74.7%) was toward majority language –Amharic whilst the least percent of favourable attitudes was toward minority language – Gamogna. Conversely, the largest portion of unfavourable attitudes was toward Gamogna whereas the least unfavourable attitudes were toward English placing unfavourable attitudes toward Amharic at the middle. The same was true regarding neutral attitudes toward each language (i.e. the highest percent toward Gamogna, the least percent toward English and neutral attitudes toward Amharic placed at the middle) (see Figure 4.1).

Therefore, we can say that the respondents' degree of favourable attitudes toward those languages were ranked first; English second; Amharic and at last Gamogna. Therefore, we can say that the respondents perceived that English is highly regarded language than Amharic and Gamogna because it is an international language and believed that Amharic is more regarded language than Gamogna because Amharic is used as a lingua franca (a language used for common communication for different language speakers) in Ethiopia.

4.1.1. 5 Demographic Factors and Students' Language

Attitudes

In the investigation of students' language attitudes, the variables such as sex, age and native language were considered. Here, I analyse the influence of these variables on students' language attitudes.

4.1.1.5.1 Students' language attitudes and their gender

In this study, the students' sex did not show a statistical significance difference on students' attitudes toward Gamogna, Amharic and English. However, female students consistently had more favourable attitudes toward Gamogna, Amharic and English languages than male students.

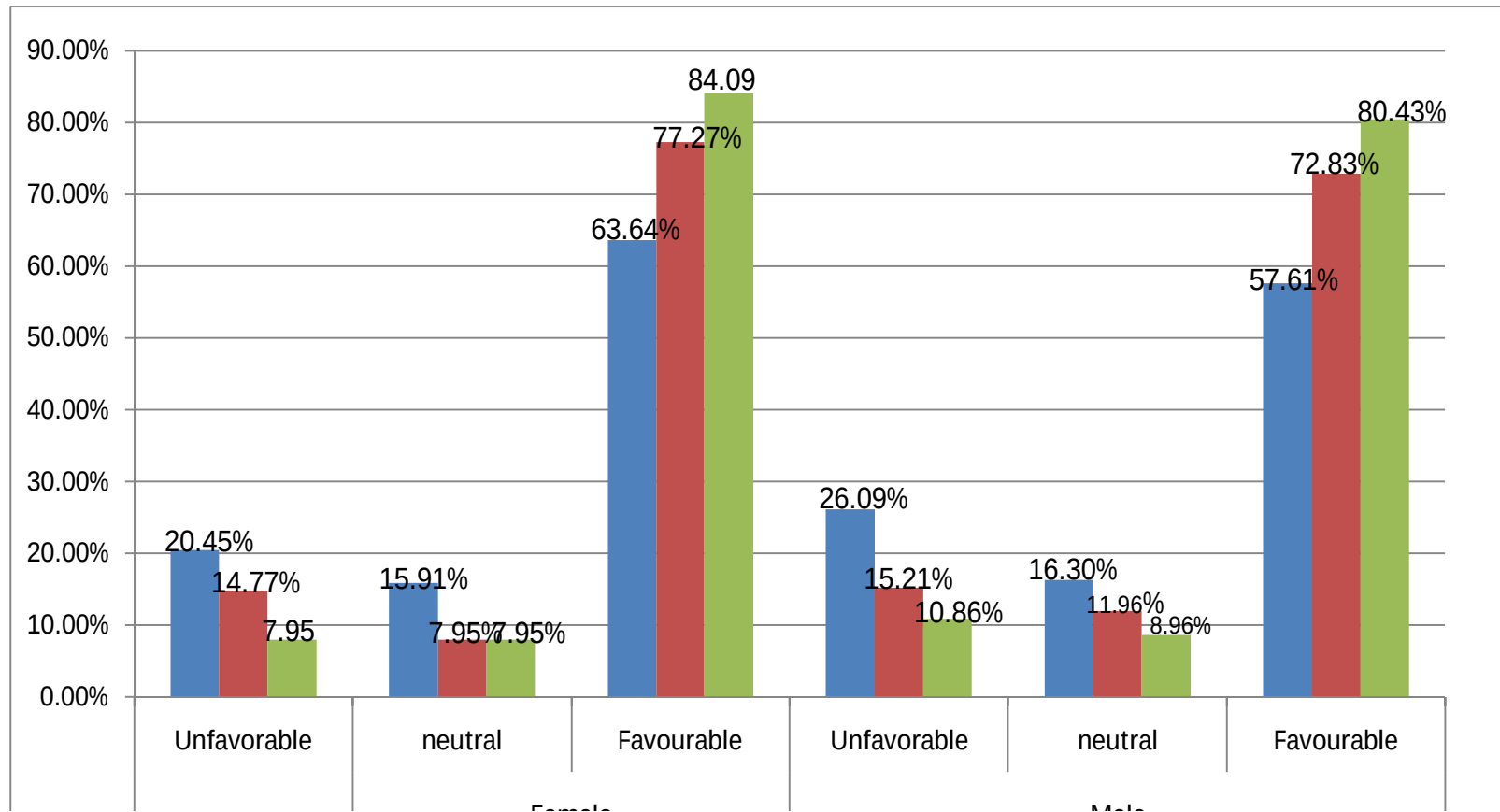


Figure 4.2 The distribution of students' attitudes across their gender

As shown in figure 4.2, the distribution of students' attitudes toward Gamogna were 63.64% of females had favourable attitudes to Gamogna whereas 57.61% male students had favourable attitudes toward Gamogna. On the reverse, least percent of females (20.45%) had negative attitudes to Gamogna than male students (i.e. 26.09%). This indicates, female

students had slightly more favourable attitudes toward Gamogna than male students. Students' neutral attitudes toward Gamogna were relatively evenly distributed across gender.

In regarding students' attitudes toward Amharic, the slight larger portion of females (77.27%) had more positive attitudes than males (72.83%). Conversely, the larger portion of males (11.96%) had neutral attitudes than females (7.95%). Their unfavourable attitudes, however, were distributed evenly across their gender.

As shown in figure 4.2, the slight larger portion of females (84.09%) had better attitudes toward English than males (80.43%). Conversely, the slight majority of males (8.96% and 10.86%) had neutral attitudes and negative attitudes toward English than females (7.95% and 7.95%), respectively.

As we observe in the above analyses, female students had slightly more favourable attitudes toward each language such as Gamogna, Amharic and English than male students. In other studies which were focused on comparing minority, majority and foreign languages attitudes, women had showed more positive tendency toward different languages especially minority languages than men (*see* Lasagabaster; 2007 and Guierrez and et al.; 2007).

Therefore, the data of this study showing female students had more favourable attitudes toward different languages than male students is consistent with Lasagabaster's (2007) and Guierrez and et al.'s (2007) findings that females have more favourable attitudes toward different languages than males.³ The reasons why females had better attitudes than males, however, were not clear and this study was not able to go in to this issue to that depth.

4.1.1.5.2 Students' language attitudes and their native language

In the analysis of the influence of native language, the attitudes toward Gamogna showed a statistical significance difference. Those whose mother tongue was Gamogna had more favourable attitudes toward Gamogna than Amharic mother tongue speakers had to Gamogna as to Amharic [$F(1, 78) = 9.783, P < 0.002$].

³ *see* gender and language attitudes pp. 27

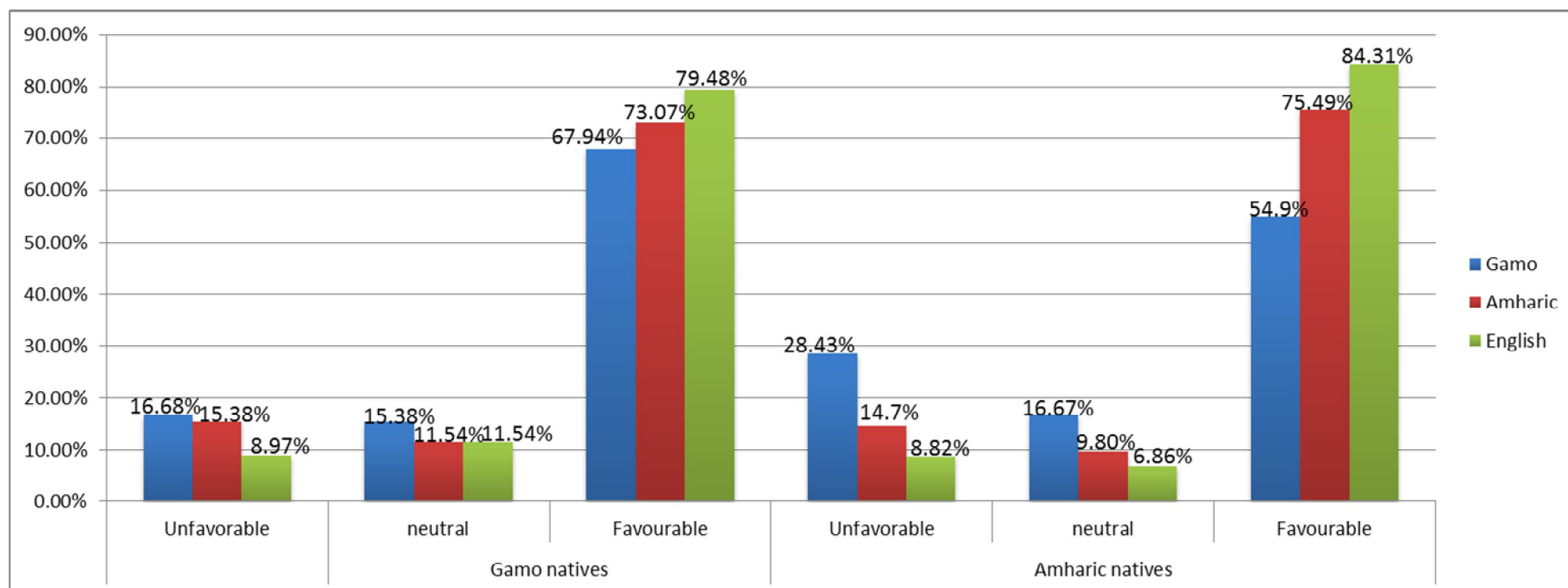


Figure 4.3 the distribution of students' attitudes across their mother tongue

As revealed in figure 4.3, 67.94% of Gamogna mother tongue speakers had favourable attitudes toward their mother tongue language. In the case of Amharic mother tongue speakers, 54.9% of respondents had positive attitudes toward Gamogna. Conversely, the larger portion of Amharic mother tongue speakers (28.43%) had negative attitudes toward Gamogna than Gamogna mother tongue speakers (16.67%). The students' neutral attitudes toward Gamogna were relatively evenly distributed across Gamogna mother tongue speakers and Amharic mother tongue speakers (i.e. 15.38% and 16.67%, respectively).

Therefore, we can see that the majority of Gamogna mother tongue speakers (67.94%) reported that they had favourable attitudes toward Gamogna than Amharic mother tongue speakers (54.90%).

Based on the findings of this study and the findings of previous works (*see Chapter 2 mother tongue and language attitude pp.28*), therefore, we can say that those whose mother tongue was a minority language had favourable attitudes toward their mother tongue than those whose mother tongue was not that language.

When we see the distribution of students' attitudes toward Amharic across students' mother tongue, the slight larger portion of Amharic mother tongue speakers (75.45%) had positive attitudes toward Amharic than Gamogna mother tongue speakers (73.07). The respondents' negative and neutral attitudes toward Amharic were relatively closely distributed across their mother tongue. As shown in figure 4.3, therefore, Gamogna mother tongue and Amharic mother tongue respondents' attitudes toward Amharic were relatively allied.

Tsehay's (1977) and Adamu's (2002) findings revealed that those respondents who were a particular language mother tongue speakers had more favourable attitudes toward their language than those whose mother tongue was not that language.

Even though, the previous works' findings revealed that a particular language natives had more favourable attitudes to their language than non-speakers of that language, in this study, the distribution of students' attitudes toward Amharic did not show a great difference between Amharic mother tongue speakers and Gamogna mother tongue speakers. In a statistical analysis also the respondents' mother tongue did not show significance difference on their attitudes toward Amharic.

In the case of attitudes toward English, the slight larger portion of Amharic mother tongue speakers (84.3%) had positive attitudes than Gamogna mother tongue speakers (79.1%). Conversely, the least percent of Amharic mother tongue speakers (6.86%) had negative attitudes toward English than Gamogna mother tongue speakers (11.54%). Regarding students' neutral attitudes toward English, it was almost distributed identically across students' mother tongue. Even though, the difference between Gamogna mother tongue speakers' and Amharic mother tongue speakers' attitudes toward English was slight, the larger portion of Amharic mother tongue speakers had positive attitudes toward English than Gamogna mother tongue speakers.

However, the difference between Gamogna mother tongue speakers' and Amharic mother tongue speakers' attitudes toward English was happened by chance because respondents' mother tongue did not show statistically significant difference on attitudes of respondents toward English (i.e. $p > 0.05$).

4.1.1.5.3 Students' language attitudes and Age

In the analysis of the influence of students' age, attitudes toward Gamogna, Amharic and English did not show a statistical significant difference. It also does not show clear difference. So, it is not necessary to attempt further interpretation. Even though, age did not show significance difference on students' attitudes in this study, there are studies whose findings indicated that age of students influence their attitudes. For example, Kaharan's (2007) findings revealed that those whose age was between 0-6 had more favourable attitudes toward English than those whose age was greater than 7.

4.1.2 The Language Use of Students

To explore the language use of students, item 11& 12 were asked (see appendix A). Here, I analysis the responses of students to those items in combination because item 12 was asked to obtain the data about the reasons of respondents why they say to item 11.

The respondents' results revealed that the largest portion of respondents (76.1%) used Amharic most frequently in their day-to-day communication. The next highest percent of participants (23.3%) of respondents use Gamogna most frequently in their day-to-day interaction (see table 4.4). Only one respondent reported that he used English most frequently because he wanted to be fluent speaker of English.

	Gamogna mother tongue speakers		Amharic Mother speakers		Total count	percent%
	male	Female	Male	Female		
Gamogna	19	23	0	0	42	23.3
Amharic	16	20	52	49	137	76.1
English	0	0	1	0	1	0.6

Table: 4.4 The most frequent language use of students

In the case of most frequent language use, Gamogna natives and Amharic natives do not show similar tendency.

Out of 102 Amharic mother tongue respondents, all of them (49 female and 52 male) except one subject reported that they used their mother tongue (Amharic) most frequently in their day-to-day interaction. The reasons why they used Amharic were: it is their mother tongue, they thought that Amharic is their country's language, their families and friends speak Amharic most frequently, most populations inhabited in Arba Minch town speak Amharic, they like to speak Amharic, they thought that Gamogna is not countrywide language, and they believed that Amharic helps them to cooperate with other people and communities in Ethiopia.

In addition, few students reported that the reasons why they used Amharic most frequently were: they did not want speak Gamogna, and they were not fluent in other languages including Gamogna, English and other languages.

As I have already discussed above, there was only one student who spoke English most frequently and whose native language was Amharic.

Unlike Amharic mother tongue speakers, out of 78 Gamogna mother tongue respondents, 36 of them used their second language –Amharic most frequently than their mother tongue language in their day-to-day communication. As they reported that the reasons why they used their mother tongue language were: Amharic is spoken most widely in Arba Minch town, they were learning/had learnt using Amharic as a MOI from grade one up to grade four, they thought that Amharic helps them to interact with other societies of Ethiopia including Arba Minch University communities, they also thought that speaking Amharic is an identity marker to be an Ethiopian, and Amharic is countrywide language.

The remaining 42 Gamogna mother tongue respondents reported that they use their first language –Gamogna most frequently in their day-to-day communication. The reasons why they used Gamogna most frequently were: they thought that Gamogna expresses their identities; it is their nationality's language and their mother tongue. In addition, few students reported that they were not fluent in other languages including Amharic because of that Gamogna gives them confidence when they use it.

As we see in the above analysis, Gamogna is used most frequently by Gamogna mother tongue speakers than Amharic mother tongue speakers, even though there were Gamogna

mother tongue speakers who used Amharic most frequently. However, Amharic is used more frequently than Gamogna and English in pupils' day-to-day communication.

The survival of minority languages depends on the degree to which these languages are used by members of their respective societies (O'Rourke, 2011; 105). Therefore, we can say that the use of Gamogna by Gamogna mother tongue speakers most frequently has a great role for the maintenance of Gamogna.

Students' use of Gamogna, Amharic and English were also evaluated by teachers using three contexts such as inside the classroom, outside the classroom but inside the school compound and outside the school compound in which students use those languages to communicate with their teachers.

Out of 40 teacher respondents, 20 of them reported that the students used only Amharic in the classroom (for example, to ask questions) whilst 4 respondents' responses revealed that students used only Gamogna inside the classroom. On the other side 2 respondents reported that students used only English inside the classroom. The other respondents' responses indicated that students used both Gamogna and English (in this case 5 respondents responded) and Amharic and English (8 subjects). Only one subject reported that students used Gamogna, Amharic and English inside the classroom.

As we see in the above analysis, the majority of respondents (34) including those whose responses indicated that students used Amharic with Gamogna and English reported that students used Amharic in the classroom. This indicates that primary school students particularly the area of this study used Amharic in the classroom.

In the case of students' language use outside the classroom but inside the school compound, 29 respondents reported that students used only Amharic to communicate with them. On the other side, 2 subjects responded that students used only Gamogna. The remaining 9 respondents reported that students used both Gamogna and Amharic.

Like students' language use inside the classroom, the majority of teacher respondents reported, students widely used Amharic outside the classroom. The teachers' data showing students most frequently used Amharic is similar with students' language use evaluated by them because as we saw above, the majority of students reported that they used Amharic most frequently.

Regarding students' language use outside the school area, 27 respondents reported that students used Amharic. In related to this, 13 respondents responded that students used both Gamogna and Amharic.

Therefore, we can say that students used Amharic most frequently in different contexts. The teachers' data showing students mostly used Amharic is consistent with students' responses that they used Amharic most frequently because Amharic is widely used in Arba Minch and the students thought that Amharic helps them to communicate with speakers of other languages (it means that Amharic is used as lingua franca in Ethiopia).

Finally, the pupils were asked to prefer the language easiest to understand school subjects.

Table 4.5: students' response to the question which language is easiest to understand school subjects

	Gamogna mother tongue speakers			Amharic mother tongue speakers			Total count	percent%
	Male	Female	Total	Male	Female	total		
Gamogna	19	20	39	0	0	0	39	21.67
Amharic	17	17	34	43	38	81	115	63.89
English	3	2	5	10	11	21	26	14.44

As shown in table 4.5, the highest present of language preference is toward Amharic (i.e. 63.89%). The next largest portion of respondents (i.e.21.67%) prefers that Gamogna is easiest to understand school subjects. The least percent of respondents (i.e.14.44%) that English is easiest.

In the case of those factors which would be expected as a case of students' language attitude difference, only pupils' mother tongue showed significance difference in the response of students to the above question. In this case, Amharic mother tongue speakers preferred Amharic as an easiest language to understand school subjects by following English than Gamogna mother tongue speakers [$F(1, 178) = 68.082, P < 0.000$]. Conversely, the Gamogna mother tongue speakers preferred Gamogna away from Amharic and English than Amharic mother tongue speakers [$F(1, 178) = 68.082, P < 0.000$].

4.2 Teachers' use of and attitudes to Gamogna, Amharic and English

The teachers' responses, herein, analysed under teachers' language use and teachers' attitudes to Gamogna, Amharic and English.

4.2.1 Teachers' language use

To investigate teachers' language use, two questions were asked.

Question 1: With which group do you use Gamogna, Amharic and English?

In regard to teachers' use of Gamogna, out of 40 respondents, 12 of them reported that they used Gamogna with their families (adult and children), pupils, colleagues, government officials and community members. In related to this, 8 subjects reported that they used Gamogna with anyone who can speak Gamogna. The other 5 teachers' responses showed that they used Gamogna to interact with their pupils, colleagues, and community members. Moreover, 3 teachers used Gamogna to communicate only with their families (adults and children). Only two respondents used Gamogna with only their pupils. The remaining 9 teachers did not use Gamogna with anyone even though their reason was not clear.

Therefore, the majority of teacher respondents used Gamogna with community members and pupils. This refers 3/4 of respondents were familiar to Gamogna even though their degree of ability of Gamogna varied. Using minority language has a great contribution for minority language maintenance.⁴

In the case of teachers' use of Amharic, 34 out of 40 respondents reported that they used Amharic to interact with everyone who can speak Amharic. The other 3 teachers also reported that they used Amharic with anyone except their family members (adults) and foreigners. In addition, 3 participants did not use Amharic with their students and foreigners. As we see that the majority of teachers used Amharic with everyone except foreigners. This indicates that Amharic is widely used in Arba Minch town and populations who were familiar to Amharic.

⁴ See the language use of students pp.53

As we see above, the number of teachers who used Gamogna with everyone who speaks Gamogna is lower than the number of teachers who used Amharic with everyone who speaks Amharic. This reveals that teachers used Amharic more widely than Gamogna.

In the case of teachers' use of English, out of 40 respondents, 11 of them responded that they used English with their family members (children and adults), foreigners, friends and acquaintances, pupils, colleagues and foreigners. In addition, 10 respondents used English with government officials, students, family members (children), and foreigners. With only foreigners (unspecified), 7 respondents used English. The rest of respondents did not use English.

However, half of the respondents used English to communicate with indigenous people who can speak English. This indicates that the use of English outside the classroom is increasing.

Quest 2: what language do you use most frequently?

As their results revealed that, the majority of respondents (32 of 40 respondents) used Amharic, 4 respondents used both Gamogna and Amharic, and the other 4 participants used Gamogna most frequently.

The responses showing teachers used Amharic most frequently is consistent with students language use that they used Amharic most frequently because they thought that Amharic is used as lingua franca and it is widely used in Arba Minch.

4.2.2 Teachers' attitudes to Gamogna, Amharic and English

To investigate teachers' language attitudes, 5 likert scale questions containing 5 items were asked. Among those questions three of them (item 3, 4 &5) had similar ideas about each language under the investigation which used to compare their attitudes.

Items	Options					Total count
	5= strongly agree	4= Agree	3= Neither agree nor disagree	2= Disagree	1= Strongly disagree	
1	21	5	6	4	4	40
2	5	2	13	11	9	40
3	28	11	1	0	0	40
4	7	8	15	5	5	40
5	23	16	0	1	0	40

Table 4.6: Teachers' attitudes to Gamogna, Amharic and English

Item 1: I feel confident when I use Gamogna

As revealed in table 4.6, out of 40 respondents 20 of them strongly agreed that using Gamogna makes them to feel confident. Related to this, 5 participants agreed. In the case of the option neither agree nor disagree, there were 6 respondents. The remaining 4 respondents scored 2 by following other 4 respondents whose score was 1.

This demonstrates that the slight majority of teacher respondents (26) were positively disposed to use Gamogna because it makes them to feel confident. Having positive attitudes toward local languages (in this case Gamogna) have a great contribution for the development of and maintenance of those languages.⁵

In the analysis of the influence of demographic factors such as gender, level of education, age and mother tongue, only respondents' mother tongue shows statistically significant difference. Those whose mother tongue was Gamogna highly enthusiastic to use Gamogna because it activates them to feel more confident than Amharic mother tongue speakers [$F(1, 38) = 29.458, p < 0.000$).

⁵ See Diallo;2005 pp. 243

Item 2: I would like Amharic to replace Gamogna as a MOI

As shown in table 4.6, 5 out of 40 respondents had agreed with the above statement (in this case they scored 5) by following 2 respondents whose results showed that they agreed that Amharic should replace Gamogna as a MOI, 13 respondents reported, they had neutral opinion on this question (i.e. they scored 3). The remaining 11 and 9 respondents reported they disagreed and strongly disagreed to Amharic replace Gamogna as a MOI, respectively.

This demonstrates that half of respondents (20) reported that they did not want Amharic to replace Gamogna as a MOI. Conversely, 7 respondents were favourably disposed to the idea of changing Gamogna to Amharic as MOI.

In the analysis of the influence of mother tongue, attitudes towards replacing Gamogna to Amharic as a MOI showed significance difference. Those whose mother tongue was Gamogna did not agree with changing Gamogna to Amharic as a MOI than Amharic mother tongue speakers [$F(1, 38) = 6.501, p < 0.015$]. Teachers' gender, age and level of education did not show significance difference on their attitudes to the question (i.e. $p > 0.05$). This indirectly refers to the fact that the Gamogna mother tongue teachers were enthusiastic towards the use of local language (Gamogna) in education because the use of local language makes an access of knowledge easy. This means that the learners can learn further things starting from their local environment because their mother tongue helps them to understand their surroundings⁶. However, the least number of Amharic mother tongue teachers wanted Amharic to replace Gamogna as a MOI.

Therefore, we can say that Gamogna mother tongue speakers reported that they did not want the idea of changing Gamogna to Amharic as a MOI whilst Amharic mother tongue speakers showed that they had negative and neutral attitudes to the idea.

6 See Diallo;2005 pp. 243

Item 4: Gamogna will help me to get job opportunities.

Out of 40 respondents, 7 of them agreed that Gamogna would help them to get job opportunities (in this case they scored 5). Following this, 8 participants reported that they agreed with the idea. On the contrary, 10 respondents reported that they strongly disagreed and disagreed with the question (in this case, 5 of them scored 1 and the other 5 respondents scored 2). The remaining 15 respondents had undecided opinion regarding the economic benefit of speaking Gamogna –getting job opportunities (i.e. they chose the option 3).

Even though, the number of respondents who had unfavourable attitudes was relatively small (10), the number of teachers who had neutral and favourable attitudes to the benefit of Gamogna in getting job opportunities was equal (15 subjects to each). Therefore, it is difficult to conclude the respondents had favourable or neutral attitudes to Gamogna will help me in getting job opportunities.

In the case of the distribution of teachers' attitudes across those demographic factors such as level of education, age, mother tongue and gender, none of them showed significance difference ($p > 0.05$).

Item 5: Amharic will help me to get opportunities for further studies

As indicated in table 4.6, 23 the respondents were highly enthusiastic towards the idea that Amharic helps them in getting job opportunities for further studies (their score was 5). 16 respondents agreed with the idea. Only one subject reported that he disagreed with the idea. Regarding the options neither agree nor disagree and strongly disagree, none of the respondents responded. This demonstrates that the teaching staff in those schools under the investigation considered that Amharic will help them in getting opportunities for further studies.

Therefore, we can see that getting opportunities for further studies makes teachers enthusiastic about Amharic. This means that teacher respondents believed that Amharic is a key language to do further studies.

In the analysis of the influence of native language, attitudes to Amharic will help me in getting opportunities showed significance difference. Those whose mother tongue was Amharic were more favourably disposed to what item 5 says than Gamogna mother tongue

speakers [$F(1, 38) = 5.516, p < 0.024$]. The other variables did not show significance difference.

Item3: English will help me to get better opportunities for further studies

As shown in table 4.6, 28 teachers reported that they strongly agreed to English help them to get better opportunities for further studies. Following it, 11 respondents reported they agreed with idea. The remaining 1 subject had undecided opinion. No one selected the options strongly disagree and disagree. This reveals that the majority of respondents were very enthusiastic to English because they thought that speaking English has a great role in getting better opportunities for further studies. Therefore, we can see that, being language of opportunity⁷ provides encouragement to teachers' attitudes to English.⁸

In the analysis of the influence of age, gender, mother tongue and level of education, they do not show significance difference on respondents' attitudes toward English.

When I compare teachers' attitudes to each language using those three questions (item3, 4 & 5) the least number of respondents who had favourable attitudes were toward Gamogna, regarding Amharic and English languages, except one subject in both cases, all of the respondents had favourable attitudes.

4.3 Focus group discussions results

As I have already mentioned in chapter 3, I conducted focus group discussions with two groups using three basic questions.

4.3.1 Language use in education

Question 1: In your opinion which language is easiest to understand school subjects?

In the discussion regarding the easiest language to understand school subjects, the two groups had different ideas.

⁷ a language which has a better social, academic, professional and economic benefits (Henriksen, 2010)

⁸ see Henriksen, 2010

The Yetnebersh primary school focus group believed that students' mother tongue is the easiest to understand school subjects because their mother tongue helps them as they have background knowledge. In other words when students learn in their mother tongue, they can understand the contents and they learn easily because they begin to learn what they are already familiar with. As Abebayehu and Endashaw (2009, 5) state that there is an indigenous knowledge behind every language which will contribute for social growth if it is developed properly.

Therefore, the Yetnebersh focus group who believed that mother tongue is easiest to understand school subjects at primary school level. This perception was convincing because scholars believed that the use of mother tongue in education contributes for learners' cognitive development.⁹ The Yetnebersh focus group also suggested that students in Arba Minch primary school should learn in their mother tongue language rather than their nation's or nationality's language.

On the other side, the Kulfo primary school focus group thought that Amharic is easiest to understand subjects at Arba Minch primary schools because most students born in Arba Minch town were familiar with Amharic and they can understand everything easily transmitted through Amharic.¹⁰

Using dominant languages for indigenous and minority children has negative consequences on students achievement and it is also the violation of linguistic human right. On the contrary, "mother tongue education is more important than the other factors (including socio economic status) in predicting the educational success of bilingual students".¹¹

Therefore we can say that mother tongue language is best to understand school subjects in Arba Minch primary schools.

9 see chapter 2 the advantage of multilingualism pp.14

10 see the language use of students pp.53

11 see Magg, O.H. and et al. pp.2

4.3.2 School communities' language use

Question 2: Which language(s) do the school community use most frequently to deliver you messages (for example, giving comments) in the school compound?

Regarding this question, both Yetnebersh primary school focus group and Kulfo primary school focus group responded that the school community used Amharic most frequently in the school compound. They stated that the reason why school community used Amharic most frequently was different languages spoken in Arba Minch town therefore, they used Amharic as a lingua franca (which would be expected because in multilingual society using one language as a common communication is a common phenomenon) was more effective to communicate with all people at one time.

Arba Minch town school community (particularly at the study area), like students' and teachers' language use evaluated by themselves, used Amharic most frequently. This reveals that the school communities in Arba Minch were familiar to Amharic.

4.3.3 Attitudes of Parent Teacher Association to Language Use in Education

Question 3: What kind of comments the parent teacher association (PTA) give you regarding language education?

Like the responses to question 1, the focus groups gave different responses to the above questions. The Yetnebersh primary school focus group responded that there was an attitudinal difference between parents. Some parents wanted their children to learn their mother tongue than children's mother tongue (for example, Amhara parents preferred their children to learn in Amharic stream even though their children are natives of Gamo zone). On the other side, some parents preferred their children to learn in their mother tongue. The focus group affirmed that of course those students who were born in Arba Minch town wanted to learn in Amharic stream than Gamogna stream¹². In the case of Gamogna stream, those who came from rural Gamogna speaking areas entered to. On the other hand, Kulfo primary school focus group said that the Kulfo primary school PTA commented that their children should learn more English by supporting Amharic and Gamogna.

12 see Chapter 1; Education in Arba Minch pp.4

Therefore, on the basis of the above responses we can say that those whose children were born in Arba Minch town preferred their children to learn in Amharic a MOI and they had also a desire of their children should be fluent in English. They were also positive towards the use of mother tongue in education which has a great contribution for building positive attitudes to multilingualism and each other's language.¹³

In India, favourable attitudes toward one's own language have maintained languages for thousands of years even they were in extremely devastating situation, inversely, in Africa, unfavourable attitudes toward one's own language have been the case of several languages death (see Pattanayak, 1986; 10). Therefore, we can say that Amharic and Gamogna will hand down for the next generation in Arba Minch town because the respondents of this study were favourably disposed to their own languages.

4.4 The Parents' Interview Result

Parents were interviewed using 5 questions to draw their use of and attitudes to Gamogna, Amharic and English.

4.4.1 Parents' Use of Language(s)

Question 1: Which language do use most frequently with your children? Why?

Out of 21 Gamogna native respondents, 10 of them responded that they used Amharic routinely with their children because they were enthusiastic to speak Amharic more than Gamogna. Other reasons were that they thought that Amharic will help their children to get employment opportunities outside Gamogna speaking areas and they thought that their children should be fluent in Amharic. In addition, the residents' use of Amharic most widely in Arba Minch town was one of the reasons for using Amharic.

Related to the above respondents, other 6 participants whose first language was Gamogna deployed both Gamogna and Amharic equally to interact with their children. Reasons why they used Gamogna and Amharic were; they thought that Gamogna expresses their identity and wanted their children should be fluent in Gamogna because Gamogna helps children to cooperate with and to understand the rural Gamogna speakers who are monolingual in Gamogna.

13 see Magg, O.H. and et al. PP. 2

They also perceived that Amharic maximizes children's job opportunities because it is a main language of countrywide communication. These reasons encouraged these parents to use both Gamogna and Amharic side by side.

The remaining 5 Gamogna mother tongue participants used Gamogna frequently to interact with their children because they thought that Gamogna expresses their identity and they wanted their children to have a high degree of proficiency in Gamogna to avoid identity loss.

As we see in the above discussion, Amharic was widely used by Gamogna mother tongue speakers because they preferred their children to be fluent in Amharic to maximize job opportunities (for example, to be employed out of Gamogna –speaking areas). Gamogna language is also used by the half of Gamogna mother tongue respondents. This indicates that the dominant language (Amharic) influenced the use of minority language (Gamogna) by its speakers in Arba Minch town.

In the case of the remaining respondents whose mother tongue was Amharic used Amharic most frequently because Amharic was their first language and they believed that it is easy to address and to understand information. The other reason was that the inhabitants of Arba Minch town used Amharic most frequently. The third reason was that some parents were not fluent in any other languages.

The above analysis reveals that the majority of parent respondents, including those whose mother tongue was Gamogna, used Amharic most frequently.

The respondents' use of language demonstrates their behavioural dimension of attitudes (*see* O'Rourke, 2011; 105). Therefore, the language use of people living in Arba Minch town demonstrates the more favourable behavioural dimensions of parents was toward Amharic, rather than Gamogna.

4.2 Parents' Language Attitudes

Four questions were used to draw out the attitudes of parents to Gamogna, Amharic and English. The responses of them to each question are analysed below.

Question 2: Which language do you think your children should learn at school? Why?

With reference to language to be taught for children, there was an attitudinal difference between Gamogna mother tongue speakers and Amharic mother tongue speakers.

In the analysis of Gamogna mother tongue respondents' language preference for their children to learn as a MOI at school, there was also a difference related to their levels of education. Those Gamogna mother tongue speakers whose level of education was grade 12 and below wanted their children to learn Amharic and English at school. The reasons was that they believed that since Amharic has a wider distribution it helps children to get better employment opportunities, to be employed in the main cities of Ethiopia in which Amharic is spoken and used.

The other reason was that respondents argued that English is an international language, so it encourages children to get scholarships in other countries and opportunities to travel to countries.

The main reason that they did not want their children to learn Gamogna was that they thought that their children could acquire all adequate standard of fluency in Gamogna at home.

Highly educated Gamogna mother tongue parents (certificate and above holders) preferred their children to learn Gamogna, Amharic and English languages at school. The reasons why they preferred their children to learn Gamogna were: first; they considered that since Gamogna expresses their identity and their culture, norms and customs, their children will know more about their identities by learning the language. Secondly some respondents thought that the use of Gamogna at Arba Minch town was influenced by the dominant language (Amharic) because their children's proficiency of Gamogna is low, therefore, the children should have high proficiency of Gamogna by learning Gamogna in a formal setting to preserve their identity. Thirdly they thought that being fluent in Gamogna helps their children to get employment at zonal and woreda levels of administration where Gamogna is the working language.

The reasons that they wanted their children to learn Amharic at a formal setting were: firstly they believed that as Amharic is widely used in Arba Minch, it helps their children to communicate with people who were born in Arba Minch town. Secondly they thought that

because Amharic is the official language of Ethiopia, it helps children to participate in national issues, to be employed outside Gamogna-speaking areas, and to listen mass media transmitted in Amharic and believed that their children should also be fluent in Amharic through learning it in a formal setting.

The main reasons why highly educated parents wanted their children to learn English were that since English is used as a MOI beginning from grade 5 in SNNPR, Ethiopia, they considered that being fluent in English helps children to understand subjects easily and to enter higher educational institutions, and get scholarships.

Therefore, we can see that getting and maximizing job opportunities encourages respondents who were certificate and above holders, ensure their children are fluent in Gamogna, Amharic and English.

Unlike Yohannes's (2007) finding that respondents who were more advanced in education developed negative attitudes to second language (Amharic) than those who were not advanced in education, in this study the Gamogna native respondents' responses revealed that those who were certificate and above holders had more positive attitudes to multilingual education than those whose level of education was grade 12 and below.

In the case of language preference to be taught for children of Amharic mother tongue parents, they preferred their children to learn all Gamogna, Amharic and English because they thought that being educated in all three languages helps children to maximize their job opportunities. The other reason was that Amharic mother tongue respondents thought that since Amharic and English are lingua franca languages in Ethiopia and world levels, they help children to communicate with a large number of people and believe that their children should be fluent in Amharic and English. The other reasons why they preferred their children to learn Gamogna, Amharic and English were similar with the Gamogna mother tongue respondents' responses who were certificate and above holders.

Therefore, we can see that the respondents of this study were positive about multilingualism and multilingual education which is to be expected since Arba Minch is a multilingual area.

The students of Arba Minch state primary school are becoming multilingual because they were exposed to Gamogna, Amharic and English at school and were supported by their parents to be multilingual. The data showing the majority of parents were positively disposed

to Gamogna, Amharic and English is consistent with teachers' and pupils' responses that revealed they had favourable attitudes to all three languages.

Question 3: How important do you think it is to learn Gamogna?

The Amharic mother tongue parents responded that learning Gamogna is important to them because their children can develop social relationships with Gamogna- speaking people and encourages openness between Amharic mother tongue speakers and Gamogna mother tongue speakers in Arba Minch. Besides, its interactional value,¹⁴ the Amharic mother tongue respondents thought that learning Gamogna has an instrumental value¹⁵ that being familiar to Gamogna helps children to be employed in the rural areas of Gamo Gofa Zone. They believed that their children should be fluent in Gamogna through learning Gamogna in a formal setting. Therefore, we can see that those respondents whose mother tongue was Amharic were favourably disposed to let their children Gamogna.

On the other side, the Gamogna mother tongue respondents bought that learning Gamogna has a benefit of maintaining and developing Gamogna language and it encourages them to know the oral literature of Gamogna such as poems, fables, and idioms of Gamogna which express Gamo society culture and identity. In addition, they perceived that being fluent in Gamogna maximizes job opportunity because it is widely used in rural areas. They believed that as the use of Gamogna is influenced by the dominant language (Amharic) in Arba Minch town their children should learn Gamogna at school to be fluent in Gamogna. However, a few Gamogna mother tongue respondents who were illiterate did not want their children to learn Gamogna.¹⁶

¹⁴ a benefit deriving from using a language to interact and to be friend with the speakers of the language

¹⁵ a benefit deriving from the use of a language to get better life (for example, getting better job opportunities)

¹⁶ see Parents' responses for question 2

As we see in the analysis, the existence value and direct value¹⁷ of multilingualism provides encouragement to Gamogna mother tongue respondents towards their own language.

Therefore, we can say that the respondents were favourably disposed to Gamogna and they wanted their children to learn Gamogna in a formal setting to obtain a high level of proficiency of Gamogna.

Question 4: How important do you think it is to learn Amharic?

The Amharic mother tongue respondents thought that learning Amharic has the benefits of knowing their identity and oral folklore of Amharic. Moreover, it has the advantage of expressing the history of Ethiopia because there are historical books written in Amharic.¹⁸ They also believed that learning Amharic helps them to access job opportunities and to participate in national issues in Ethiopia because Amharic is the working language of Ethiopia at federal level.

On the other side, Gamogna mother tongue respondents believed that learning Amharic helps their children to listen Ethiopian mass media, to read the Holy Bible and spiritual books, and to appreciate Ethiopian literature. They also thought that it maximizes the reading ability of those who are interested to be writers. In addition, they believed that learning Amharic helps their children to be familiar with Ethiopian's history and culture¹⁹ and to communicate with Amharic speakers. Besides, Gamogna mother tongue speakers thought that to learn Amharic in Gamogna led to increased employment opportunities and mobility.²⁰

As we see respondents' responses for question 3 and 4, Gamogna mother tongue speakers and Amharic mother tongue speakers had favourable attitudes to their own languages and each other's languages because they thought that to learn both Amharic and Gamogna would make a great contribution for social relationships and that their children should learn Gamogna and Amharic to maximize their employment possibilities. Therefore, we can say that the respondents were positive about multilingualism and multilingual education.

17 see Gorter, d. and et al

18 &19 see Baye 2000; preface

20 increased social mobility has resulted in the development of ethnically heterogeneous communities [...] (Whitely and Forde, 1971; 2)

Question 5: How important do you think it is to learn English?

All the respondents responded that to learn English provides economic, academic, social and technological advantages.

The paramount advantage of learning English was to be increased job possibilities. They thought that learning English helps their children to tour foreigners in Arba Minch from which they get better incentives, to be employed in foreign organizations like UNICEF and USAID which pay good salaries and to be employed at large hotels where foreigners stay.

They also thought that since English is an international language it maximizes the social network in possibilities for their children. Parents believed that learning English improves their children's communicative skills and helps them to communicate with the majority of world's population including those foreigners who visit Ethiopia and live in Ethiopia. Moreover, parents thought that learning English allows their children to listen international mass media including BBC and Aljazeera.

Regarding the technological values of learning English, the respondents thought that it helps them to manipulate and use technology including machines, computers, and mobiles phones since the manuals of different equipment are written in English.

As Gorter and et al. (pp.7) refer Philpson (1992) state that "English is the most important language of wider communication in the world [...]. It is also the main languages of science and technology in the world and its spread is advancing in many countries and regions where English has not been traditionally spoken." Being a language of wider communication and language of science and technology provides encouragement to parents to encourage their children to learn English. Therefore, we can say that parents believed that learning English has both the integrative and instrumental values.

To sum up, parents had favourable attitudes towards the use of Gamogna, Amharic and English in primary education and thought that all three languages help their children to integrate with the speakers of different languages and get better job opportunities. So they asserted that their children should learn Gamogna, Amharic and English in a formal setting. This demonstrates again that, like teachers and pupils, they held favourable attitudes to multilingual education and multilingualism.

Chapter 5

5. Conclusions and Recommendations

5.1 Conclusions

This study has assessed students, parents, teachers and school administrators' attitudes towards and use of Gamogna, Amharic and English with special reference two state primary schools in Arba Minch. It was discovered that the respondents in this study had positive attitudes to multilingual education and multilingualism. The participants of this study had favourable attitudes to the use of Gamogna, Amharic and English in the education system. At the individual level they were also (students and teachers) enthusiastic to be multilingual of Gamogna, Amharic and English and parents preferred their children to be familiar with all of the languages for both instrumental and integrative purposes (*see parents' interview results for item 3, 4 &5*).

Even though the pupils had favourable attitudes toward English, Amharic and Gamogna, their degree of enthusiasm was differed from language to language. English had the most favourable attitudes then Amharic and the least favourable attitudes were expressed about Gamogna. In terms of language of opportunity (a language which gives better opportunities for its speakers), they were highly enthusiastic about Amharic and English and less enthusiastic about Gamogna (*see students' results for item 2, 6& 10*). In the analysis regarding the influence of demographic factors, only mother tongue language showed a statistical significance difference on attitudes toward Gamogna. However, there was also a clear difference in attitude between students' gender. Female students had slightly more favourable attitudes to all the languages than male students.

Teachers had positive attitudes to all three languages. However, Amharic mother tongue teachers had more favourable attitudes toward Amharic than Gamogna mother tongue speakers. Conversely, Gamogna mother tongue teachers had more positive attitudes toward Gamogna than Amharic mother tongue speakers. This demonstrates that Gamogna or Amharic mother tongue teachers were more enthusiastic towards their mother tongues than non-mother tongue teachers, respectively. Regarding English, mother tongue did not show a significance difference.

School administrators thought that children's first language is the easiest for them to understand school subjects in primary level. They agreed that most of the students who were

born and grown in Arba Minch town are Amharic mother tongue speakers and that they wanted to learn in Amharic MOI. They also responded that parent teacher associations (PTA) wanted children to learn English the most, while learning Gamogna and Amharic as subjects. PTAs thought that being articulate in the first language facilitates students learning of second or foreign language(s). It is believed that being brilliant of first language develops the ability of learners to compare the concepts and vocabularies between their mother tongue language(s) and other language(s).

It was revealed that parents believed that learning Gamogna and Amharic have instrumental and integrative purposes. They allow students to know each other's cultures and norms, to share experiences and to be friends with each other and to maximize job opportunities. Regarding the importance of learning English, they thought that it helps their children to listen to international mass media, to use and to manipulate technology, to enter higher education institutions, and to get scholarships and to communicate with foreigners.

Regarding use of language, the respondents reported that they used Amharic most frequently in their day-to-day interaction including in the school compound because Amharic is widely used in the town.

Here are the major findings of the research:

- It was revealed that students had favourable attitudes toward Gamogna, Amharic and English. However, their degree of enthusiasm was different from language to language. They were most enthusiastic about English then Amharic, and expressed the least favourable attitudes toward Gamogna (see comparison of students' attitudes toward Gamogna, Amharic and English). Students preferred the languages of wider communication.
- Even though gender did not show statistically significance difference, female students had consistently more favourable attitudes toward Gamogna, Amharic and English than male students.
- Gamogna mother tongue students had more favourable attitudes toward Gamogna than Amharic mother tongue students since it is their mother tongue.

- Amharic mother tongue students had slightly more favourable attitudes toward English than Gamogna mother tongue students even though it did not show a statistical significant difference
- Teacher respondents had positive attitudes towards Gamogna, Amharic and English languages
- With regard to job opportunities most of the teachers prioritised Amharic and English above Gamogna (*see teachers' questionnaire results for item 3, 4 & 5*). This demonstrates that, like students, teachers perceived that languages of wider communication (English at the world level and Amharic in the Ethiopian context) provide them with better job opportunities than a language used in limited area (Gamogna).
- Parents wanted their children to learn Gamogna, Amharic and English in a formal setting. They believed that their children should be fluent in all three languages. However, it was found that the illiterate and low level educated Gamogna mother tongue parents did not want their children to learn Gamogna (*see parents' interview result for item 2*).
- School administrators supported the use of mother tongue for primary education in Arba Minch.
- The dominant language (Amharic) is most frequently used by students, teachers and other community members in schools in Arba Minch.

5.2 Recommendations

On the whole, the respondents of this study were enthusiastic towards the use of Gamogna, Amharic and English in education and were enthusiastic to be multilingual speakers of all three languages. To develop their favourable attitudes and to maximize the benefits of multilingual education, the following points are forwarded as recommendations.

- Students should be encouraged to develop favourable attitudes toward the minority language (Gamogna) by their parents and in the school environment.
- Teachers should encourage students to use Gamogna and English inside the school compound.
- The concerned bodies should enhance the awareness of illiterate and low level educated Gamogna mother tongue parents in Arba Minch town regarding the benefits of mother tongue education.
- Language curriculum designers should continue the promotion of multilingual education in Arba Minch primary schools because the respondents were positive towards multilingual education and multilingualism.

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Appendix One: Students' questionnaire

Dear students, the aim of this questionnaire is to obtain data about pupils' attitudes toward Gamo, Amharic and English languages. Because your responses highly determine the validity of this study, you are kindly requested to give the right responses.

I PERSONAL INFORMATION

1. Age _____
2. Sex _____
3. Mother tongue _____
4. How long have you been in Arba Minch? _____
5. To which ethnic group do you feel you belong? _____
6. What is the name of the city you were born? _____
7. Your father's occupation
☐ Farmer ☐ Shopkeeper ☐ Teacher ☐ Accountant ☐ Private company employee
☐ Public servant ☐ Doctor ☐ Other (please specify) _____
8. your mother's occupation
☐ Farmer ☐ Shopkeeper ☐ Teacher ☐ Accountant ☐ Private company employee
☐ House wife ☐ Nurse ☐ Other (please specify) _____

II Put a tick in the correct column

5 – strongly agree 4 -agree 3 -neither agree nor disagree 2 -disagree
1 -strongly disagree

No.	Items	5	4	3	2	1
1	Gamo is better as medium of instruction than Amharic					
2	Gamo will help me to get job opportunities					
3	I want to achieve a high proficiency of Gamo					
4	As an Ethiopian I should be able to speak fluent Amharic					
5	A person who speaks Amharic is usually educated and intelligent					
6	Amharic will help me to get better opportunities for further studies					
7	Amharic is Not an important language in Arba Minch					
8	I would like to speak English,					
9	A person who speaks fluent English is usually educated and intelligent					
10	English will help me to get better opportunities in 21 st century					

III. Please think about each questions and indicate your answers by ticking the appropriate boxes and justify it(if any).

11. which language do you use most frequently in your day - to - day communication?
☐ *Gamo* ☐ *Amharic* ☐ English ☐ other language(s) (please specify) _____

12. Please, justify your reasons why you chose below?

i, _____

ii, _____

iii, _____

13. which language is easiest to understand school subjects?
☐ *Gamo* ☐ *Amharic* ☐ English

Appendix Two: Teachers' questionnaire

Dear teachers, the aim of this questionnaire is to obtain data about teachers' attitudes toward Gamo, Amharic and English languages. You are kindly requested to give the right responses because, the your responses are highly significant to maximize the validity of the study.

I. Personal information

Age _____ Gender (female/male) _____
 Place of birth _____
 Mother tongue _____
 other language(s) can you speak _____
 Academic status
☐ college certificate ☐ diploma ☐ degree ☐ masters degree & above
 To which ethnic group do you feel you belong? _____
 How long have you been a teacher? _____

II. Read each questions and statements and put "X" in the appropriate choice.

1. With which group do you use the languages listed below?

	Gamo	Amharic	English	Other language(s) (specify)
Family members (children)				
Family members (adults)				
Friends and acquaintances				
Pupils				
Colleagues				
Government officials				
Community members				
Foreigners (specify)				

2. What language do you use most frequently? _____
 3. Which language(s) do your pupils use to address you in one of each of the following circumstances?
i, inside the classroom (for example to ask questions) _____
ii, outside the classroom (for example during break) _____
iii, outside the school area (for example, the street) _____

III Read each statements listed in the table below carefully. "5" indicates strongly agree, "4" indicates agree, "3" indicates neither agree nor dis agree, "2" indicates disagree whereas "1" indicates strongly disagree. put the "X" mark in the appropriate column.

No.	Items	5	4	3	2	1
1	I feel confident when I use Gamo					
2	I would like Amharic to replace Gamo as a medium of instruction					
3	English will help me to get better opportunities for further studies					
4	Gamo will help me to get job opportunities					
5	Amharic will help me to get opportunities for further studies					

Appendix Three: Parents' interview

Personal information

1. Gender ☐ **Male** ☐ **Female**
2. Age _____
3. Mother tongue _____
4. Place of birth _____
5. What other language(s) can you understand _____
6. What other language(s) can you speak _____
7. What other language(s) can you read _____
8. What other Language(s) can you write _____
9. What is your occupation _____
10. What is your educational background
☐ less than grade 3 ☐ grade 4 -8 ☐ grade 9- 12 ☐ certificate
☐ diploma ☐ first degree ☐ second degree and above

Questions about language attitudes

11. Which language(s) do you speak with your children? Why?
12. Which language do you think your children should learn at school? Why?
13. How important do you think it is to learn Gamo?
14. How important do you think it is to learn Amharic?
15. How important do you think it is to learn English

Appendix Four: Focus group discussion for school principals

Personal information

- 1) Age _____
- 2) Sex _____
- 3) What is your responsibility in the school? _____
- 4) How long have you been at this position? _____
- 5) What is your mother tongue? _____
- 6) What other language(s) can you speak?

- 7) What other language(s) can you understand?

- 8) What other language(s) can you read and write?

Questions about language attitudes

- 9) In your opinion, which language(s) is/are easiest to teach subjects?
- 10) Which language(s) do the school communities use most frequently to deliver you the message (for example, giving comments) in the school compound?
- 11) What kind of comments the teachers and parents association (TPA) give you regarding language education?

Appendix Five

የተማሪዎች የጽሁፍ መጠይቅ

ውድ ተማሪዎች የዚህ መጠይቅ ዓላማ ተማሪዎች ለጋሞኛ፣ ለአማርኛና ለእንግሊዝኛ ቋንቋዎች ያላቸውን ዝንባሌ በተመለከተ መረጃ ለማግኘት ነው። የእናንተ ምላሽ ለጥናቱ ተዓማኒነት ከፍተኛ ድርሻ ስለሰጠው ትክክለኛ ምላሻችሁን ትሰጡ ዘንድ በትህትና እጠይቃለሁ።

I ግላዊ መረጃ

1. ዕድሜ _____ -
2. ፆታ ☐ ወንድ ☐ ሴት
3. አፍ መፍቻ ቋንቋ _____
4. አርባ ምንጭ መኖር ከጀመርክ/ሽ ምን ያህል ጊዜ ይሆንህልሃል? _____
5. ብሄር _____
6. ትውልድ ቦታ _____ -
7. የአባት ስራ:

☐ ገበሬ ☐ ነጋዴ ☐ መምህር ☐ ሒሳብ ባለሙያ ☐ የግል መስሪያቤት ሰራተኛ

☐ የህዝብ አገልጋይ ☐ ዶክተር ☐ ሌላ(ይገለፅ) _____

8. የእናት ስራ:

☐ ገበሬ ☐ ነጋዴ ☐ መምህር ☐ ሒሳብ ባለሙያ ☐ የግል መስሪያቤት ሰራተኛ

☐ የህዝብ አገልጋይ ☐ ነርስ ☐ ሌላ(ይገለፅ) _____

II የሚከተሉትን ዓረፍተ ነገሮች በጥምና ከአነበባችሁ በኋላ ከምትስማሙበት አምድ ስር የ “J” ምልክት አስቀምጡ።

ከአምዱ በላይ ያሉት ቁጥሮች የሚያመለክቱት 5- በጣም እስማማለሁ፣ 4- እስማማለሁ፣ 3- መወሰን ያስቸግረኛል፣ 2- አልስማማም፣ 1- በጣም አልስማማም

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
1	የጋሞኛ ቋንቋ ለማስተማሪያ ቋንቋነት ከአማርኛ የተሻለ ነው					
2	የጋሞኛ ቋንቋ የስራ ዕድል ለማግኘት ይጠቅመኛል					
3	ጋሞኛን በደንብ ማወቅ እፈልጋለሁ					
4	ኢትዮጵያዊ እንደመሆኔ መጠን አማርኛን አቀላጥፌ መናገር አለብኝ					
5	አብዛኛውን ጊዜ አማርኛን የሚናገር ሰው የተማረና አዋቂ ነው					
6	አማርኛን መቻሌ ለተጨማሪ ጥናቶች የተሻለ ዕድሎችን ይፈጥርልኛል					
7	አማርኛ አርባ ምንጭ ውስጥ አስፈላጊ አይደለም					
8	እንግሊዝኛ መናገር እፈልጋለሁ					
9	አብዛኛውን ጊዜ እንግሊዝኛን የሚናገር ሰው የተማረና አዋቂ ነው					
10	እንግሊዝኛን ማወቁ በ21ኛው ክ/ዘመን የተሻለ የስራ እድል ይፈጥርልኛል					

፡፡ የሚከተሉትን ጥያቄዎች ከአነበባችሁ በኋላ ተስማሚ ነው ከምትሉት ፊትለፊት ባለው ሳጥን ውስጥ የ"ፓ" ምልክት አስቀምጡ፡፡ እነደየጥያቄው ማብራሪያ ስጡ፡፡

11. በዕለት ከዕለት ተግባራትህ/ሽ ብዙውን ጊዜ የምትጠቀመው /ሚው ቋንቋ የትኛው ነው?

☐ ጋሞኛ ☐ አማርኛ ☐ እንግሊዝኛ ☐ ሌላ (ይገለፅ) _____

12. በተራ ቁጥር 11 ለመረጥከው/ሽው ምርጫ ሦስት ዋና ዋና ምክንያቶችን ያፍ/ፊ፡፡

i, _____

ii, _____

iii, - _____

13. በአንተ/አንቺ አመለካከት ከሚከተሉት ቋንቋዎች የትምህርት ዓይነቶችን ለመረዳት ቀላሉ የትኛው

ነው?

☐ ጋሞኛ ☐ አማርኛ ☐ እንግሊዝኛ

የፅሁፍ መጠይቁን በመሙላት ስለተባበራችሁኝ ከልብ አመሰግናለሁ!!

Appendix Six: የመምህራን የፅሁፍ መጠይቅ

ውድ መምህራን የዚህ መጠይቅ ዓላማ መምህራን ለጋሞኛ፣ ለአማርኛና ለእንግሊዝኛ ቋንቋዎች ያላቸውን ዝንባሌ በተመለከተ መረጃ ለማግኘት ነው። የእናንተ ምላሽ ለጥናቱ ተዓማኒነት ከፍተኛ ድርሻ ስለሰጠው ትክክለኛ ምላሻችሁን ትሰጡ ዘንድ በትህትና እጠይቃለሁ።

I ግላዊ መረጃ

ዕድሜ _____ -

ፆታ ☐ ወንድ ☐ ሴት

አፍ መፍቻ ቋንቋ _____

መናገር የሚችሉት ሌላ ቋንቋ _____

እርባ ምንጭ መኖር ከጀመርክ/ሽ ምን ያህል ጊዜ ይሆንህልሃል? _____

ብሄር _____

የትምህርት ደረጃ: ☐ ስርተፊኬት ☐ ዲፕሎማ ☐ የመጀመሪያ ዲግሪ ☐ ማስተርስ ዲግሪና ከዚያ በላይ

// የሚከተሉትን ጥያቄዎችና ዓረፍተ ነገሮች ከአነበቡ በኋላ በተስማሚው አምድ ስር የ“X” ምልክት ያስቀምጡ።

1. ከታች የተዘረዘሩትን ቋንቋዎች ከየትኞቹ ሰዎች ጋር ይጠቀሟቸዋል

	ጋሞኛ	አማርኛ	እንግሊዝኛ	ሌላ ቋንቋ(ዎች) ይገለፅ/ፀ
ከቤተሰብ አባላት (ልጆች)				
ከቤተሰብ አባላት (አዋቂዎች)				
ከጓደኞችና ከተዋወቋቸው ሰዎች				
ከተማሪዎች				
ከስራ ባልደረቦች				
ከመንግስት ሰራተኞች				
ከማህበረሰቡ				
ከውጭዜጎች (ይገለፁ)				

2. የትኛውን ቋንቋ ነው በአብዛኛው የሚጠቀሙት? _____

3. ከታች በተዘረዘሩት አወዶች ተማሪዎች ከእርስዎ ጋር ለመግባባት የሚጠቀሙት/አቸው ቋንቋ/ዎች ምን ነው/ናቸው

i, በክፍል ውስጥ(ለምሳሌ ጥያቄ ለመጠየቅ) _____

ii, ከክፍል ውጪ (ለምሳሌ በዕረፍት ሰዓት) _____

iii, ከትምህርት ቤት ግቢ ውጪ (ለምሳሌ መንገድ ላይ) _____

/// ከታች ባለው ሰንጠረዥ ውስጥ ያሉትን ዓረፍተ ነገሮች ከአነበቡ በኋላ የእርስዎን ሀሳብ ሊገልፅ ከሚችለው አምድ ስር የ “X” ምልክት ያስቀምጡ። ከአምዶች በላይ ያሉት ቁጥሮች

የሚያመለክቱት: 5- በጣም እስማማለሁ፣ 4- እስማማለሁ፣ 3-ለመወሰን ያስቸግረኛል፣ 2-

አልስማማም፣ 1- በጣም አልስማማም

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
1	ጋሞኛን በምጠቀም ጊዜ የመተማመን ስሜት ይሰማኛል					
2	አማርኛ ለማስተማሪያ ቋንቋነት ጋሞኛን ቢተካ ደስ ይለኛል					
3	እንግሊዝኛን ማወቁ ለተጨማሪ ጥናቶች የተሻለ ዕድል እንዳገኝ ይረዳኛል					
4	ጋሞኛን ማወቁ የተሻለ የስራ እድል ይፈጥርልኛል					
5	አማርኛን ማወቁ ለተጨማሪ ጥናቶች የተሻለ ዕድል እንዳገኝ ይረዳኛል					

Appendix Seven

የወላጆች ቃለ መጠይቅ

/ ግላዊ መረጃ

1. ፆታ ☐ ወንድ ☐ ሴት
2. ዕድሜ _____
3. የአፍ መፍቻ ቋንቋ _____
4. የትውልድ ቦታ: _____
5. መረዳት የሚችሉት ሌላ ቋንቋ _____
6. መናገር የሚችሉት ሌላ ቋንቋ _____
7. ማንበብ የሚችሉት ሌላ ቋንቋ _____
8. መፃፍ የሚችሉት ሌላ ቋንቋ _____
9. ስራ: _____
10. የትምህርት ደረጃ
☐ ከ3ኛ ክፍል በታች ☐ ከ4ኛ ክፍል -8ኛ ክፍል ☐ ከ9ኛ ክፍል -12ኛ ክፍል
☐ ሰርተፊኬት
☐ ዲፕሎማ ☐ የመጀመሪያ ዲግሪ ☐ ማስተርስ ዲግሪና ከዚያ በላይ

II የቋንቋ ዝንባሌን የሚመለከቱ ጥያቄዎች

11. ከልጆችዎ ጋር የሚጠቀሙት/አቸው ቋንቋ/ዎች የትኛውን/ኞቹን ነው/ናቸው? ለምን?

12. ልጆችዎ ትምህርት ቤት እንዲማሩልዎ የሚፈልጉት/የሚፈልጓቸው ቋንቋ/ዎች የትኛውን/የትኞቹን

ነው? ለምን?

13. ጋሞኛን መማር ለምን ይጠቅማል ብለው ያስባሉ?

14. አማርኛን መማር ለምን ይጠቅማል ብለው ያስባሉ?

15. እንግሊዝኛን መማር ለምን ይጠቅማል ብለው ያስባሉ?

Appendix Eight

ለትምህርት ቤት ኃላፊዎች የተዘጋጀ የተተኪሪ ቡድን ውይይይት

I ግላዊ መረጃ

1. ፆታ ☐ ወንድ ☐ ሴት
2. ዕድሜ _____
3. በትምህርት ቤት ውስጥ ያለዎት ኃላፊነት _____
4. በኃላፊነት ላይ የቆዩበት የ አገልግሎት ዘመን _____
5. መረዳት የሚችሉት ሌላ ቋንቋ _____
6. መናገር የሚችሉት ሌላ ቋንቋ _____
7. ማንበብ የሚችሉት ሌላ ቋንቋ _____
8. መፃፍ የሚችሉት ሌላ ቋንቋ _____

II የቋንቋ ዝንባሌን በተመለከተ የወጡ ጥያቄዎች

9. በእርስዎ አመለካከት የትምህርት አይነቶችን ለማስተማር ቀላል የሆነው ቋንቋ የትኛው ነው?
10. የትምህርት ቤቱ ማህበረሰብ የተለያዩ መልዕክቶችን ለእርስዎ ለማስተላለፍ (ለምሳሌ አስተያየት ለመስጠት) በአብዛኛው የሚጠቀመው ቋንቋ የትኛውን ነው?
11. የወላጆችና የመምህራን ህብረት አባላት የቋንቋ ትምህርትን በተመለከተ የሚሰጥዎ አስተያየቶች ምን ምን ናቸው?

Appendix Nine

Addisaaba Yunberestee

2^{tho} Digree Anjo timirte keetha

Linguustiiks timirtee kipile

Tamaaretas giigida oysha

I Keethawaaba eriso(qonciso)

1. Laythay _____
2. Matumatethay ☐ Adde ☐ Macca
3. Doona Doyido (birshido) qalay _____
4. Ne, Arbaminchen duussa doomin aappun wode gididee? _____
5. Ne, zare zangaray oonee? _____
6. Ne, Yeletido sohay awnee? _____
7. Ne, Aawaa oosoy
 - ☐ Goshanchee ☐ zal?anchee ☐ Astamaare ☐ Hisaabe oosanchee
 - ☐ Gille kampaane oosancha ☐ Dere (maabara) oosanchee ☐ Dokiteree
 - ☐ Haystappe haray de?ikko qoncissa _____
8. Ne, Aayee oosoy
 - ☐ Goshanchee ☐ zal?anchee ☐ Astmaaree ☐ Hisaabe oosanchee
 - ☐ Gille Kampaane Oosanchee ☐ Dere (maabara) oosanchee ☐ Dokiteree
 - ☐ Haysatappe haray de?ikko qoncissa _____

II.kaalli de?iya meega qofata loythada (keeha) nababidaappe guye ne, giigyo qofa qarsan "✓" malaata wotha. Qofatappe bollan de?iya paydoti besiyoosi (qoncisiyoosi)

5= Keehippe qofan giigas 4= qofan giigas 3= Issi qofan qachanas metees 2= qofan giigikke 1= ubbaka qofan giigikke

Paydo	Oyshata	5	4	3	2	1
1	Gamotho qaalaa tamarsoy Amaratho qaalaa tamarsiyoosappe lo?o					
2	Gamotho qaalay ooso qaada demmanas maaddees					
3	Gamotho qaala keeha eranaas koyayis					
4	Ta Tophiya gidida gishaw, Amaratho qaala keeha loythada hasayanas koshees					
5	Amaratho hasayiyya asi daro wode tamarid banne eranchako					
6	Amaratho qaala ta eridoogi sinthaappe daro pilgetha oothanas qaadata medhees					
7	Amarathoy Arbaminche gididon koshenna					
8	Inglizathon hasayanas dosayis					
9	Inglizathon hasayiyya asi daro wode tamaridabanne eranchako					
10	Inglizatho qaala ta eridooge 21 ^{tho} zammanna woden loo?ooso qaadata medhees					

III Kaalli de?iya Oysha loythi nabbabidaappe guyen intee dooridoga sinthan (maaran) “√” malaata wothite.

Daro wode Neni ayaba qaala gallassi gallasi hasiyanaw go?etay?

☐ Gamotho ☐ Amaratho ☐ Inglizatho ☐ Haray de?ikko qoncissa _____

12. Hagappe bollan oysha payado 11ⁿ ne dorido zaaruayo 3^u waannna- waanna gaasota xaafa.

i.

ii.

iii.

13. Ne qofan, ayaba qaalee (doonee) nena waysenna elle timirte qomota tamaaranaw danddyiyo?

☐ Gamotho ☐ Amaratho ☐ Inglizatho

Appendix Ten

Astamaaretas giigida Oysha

I Keethawaaba eriso (qonciso) 2. Laythay _____

2. Matumatetha ☐ Adde ☐ Macca

3. Doona Birshida (doyida) qaalay _____

4. Ne, hasaya dandayiyya hara qaali _____

5. Ne, Arbaminchen duussa doomin aappun wode gididee? _____

6. Ne, Zarezangaray oonee? _____

7. Ne, yeletido sohoy awee? _____

8. Timirte detha ☐ Sertipikete ☐ Diplooma ☐ Digiree ☐ Mastreetenna appe bolla

II Kaalgli de?iya oyshatanne mega qofata nabbabidaappe guyen, neyo giigida qaala maaran (ginan) “X” malaata wothite.

1. Haysaappe garasan xaafetida doonata (qaalata) oonantara hasayeti (go?etetii)

	Gamotho	Amaratho	Inglizatho	Hara qaala
So asatappe (naytara)				
So asatappe (cimatarata)				
Lagetaranne eretida asatara				
Tamaaretara				
Ooso lagetara				
Kawo oosanchatara				
Heera asaara				
Topheppe kare dere asaatarata (haray de?ikko qoncisite)				

2. Ne, daro wode go?etiyo qaalay awaysaatee? _____

3. Haysappe garsan de?iya odata (hasayata) wode qaalati aybantee (aybee aybee)?

ii. Kipile gidon (leemisos oysha oyshanas) _____

ii. Kipileppe Karen (leemisos shempo woden) _____

iii. Timirte keethappe Karen (leemisos ogebolla) _____

III Hasaappe garasan de?iya senxerezh giddon dei?ya meega qofata nabbabidaappe guyen, ne

qofa qonciyaanas dandayiyya paydota garsan “X” malaata wothite. 5= Keehippe qofan giigas 4=

qofan giigas 3= qofan, qachanas metes 2= qofan giigike 1= Ubbaka qofan giigike

paydo	Oyshata	5	4	3	2	1
1	Gamotho doona (qaala) goe?tiya wode taayo ceqethi syetees					
2	Gamothon Timirtee imetiyoysi attidi Amarathon timirtee imetidako lo?es					
3	Ta inglizatho qaala (doona) eroy tayo hara (gujo) piligetha oosotas daro lo?o qaada demanadan maadees					
4	Ta Gamotho doona (qaala) eroy lo?o ooso demana qaada medhis					
5	Ta Amaratho doona (qaala) eroy taayo hara (gujo) piligethas lo?o qaada demanadan maadees					

Appendix Eleven

Tamaareta Awatas giigida qaala oysha

I Keethawaaba eriso (qonciso)

1. Matumatetha ☐ Adde ☐ Macca 2. Laythay (wodey) _____ 3. Doona doyido (birshido) qaaala _____
4. yeletido sohay _____
5. Intee hara eriyoo dooni (qaali) _____
6. Hasayanas dandayiyo hara dooni (qaali)
7. Nabbabanaas dandayiyo hara dooni (qaali) _____
8. xaafanas dandayiyo hara dooni (qaali)
9. Intee oosoy aybee? _____
10. Timirte detha

☐ 3^{tho} kipileppe garasa ☐ 4^{tho} kipileppe 8^{tho} ☐ 9^{tho} kipileppe 12^{tho} ☐ Sertipikete

☐ Diplooma ☐ Digiree ☐ Mastretenne appe bolla

II Intee qaala eranas dei?yo koshatetha (qofan) oychiya oysha

11. Intee naytara Intee go?etiyo qaalay awaysatee? Aybis?
12. Intee nayti timirte keethan tamaranamala intee dosiyo qaalati awaysate? Aybis?
13. Gamotho tamaroy aybis go?ees giidi qopeetii?
14. Amaratho tamaroy aybis go?ees giidi qopeetii?
15. Inglizatho tamaroy aybis go?ees giidi qopeetii?

Appendix Twelve

Timirte keetha kappotas giigida akekiso cuga tobee

I Keethawaaba eriso (qonciso)

- 1 Matumatetha ☐ Adde ☐ Macca
2. Laythay_____
3. Timirite keethan de?iya aawatethay _____
4. Awatethan intee gam?ida laythay (wodee)_____
5. Intee hara eriyo dooni (qaali)_____
6. Hasaya dandayiyo hara dooni (qaali) _____
7. Nabbabanaas dandayiyo haradooni (qaali) _____
8. Xaafanas dandayiyo hara dooni (qaali) _____

II Inteyo qaala eranas de?iyo koshatetha oychiya oysha

9. Intee qofan timirte qomota tamarsanas metenna (wayisenna) qaali awaysee?
10. Temirtee keethan go?ettiya assay dumma dumma qofata (kiitata) Inteyo aathanas (leemisos qofa
immaanaas) daro wode go?etiyo qaalay awaysee?
11. Tamaare nayta aawatanne astamaareta issipetetha yarati, doona timirrtee imo xelliyasan etiimmyo qofati (hayoti) aybee aybee?

DECLARATION

I, the undersigned, declare that this thesis is my own 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 acknowledged.

Gashaw Arutie Asaye

February 2012

Addis Ababa University

College of social science and Humanities

Faculty of Humanities

Department of Linguistics

Confirmation

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

Gideon P.E. Cohen (PhD)

Advisor

GET

```
FILE="D:\teachers' response.sav".
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n] quest2 [n] quest3a [n] quest3b [n] quest3c [n] Item1 [s] Item2 [s] Item3
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IBUTES
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```

Codebook

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gender

		Value	Count	Percent
Standard Attributes	Position	1		
	Label	gender of teacher respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	female	19	47.5%
	1	male	21	52.5%

age

		Value	Count	Percent
Standard Attributes	Position	2		
	Label	age of teacher participants		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	<=35	2	5.0%
	1	36-44	7	17.5%
	2	>=45	31	77.5%

I1

		Value	Count	Percent
Standard Attributes	Position	3		
	Label	first language of teacher respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	gamo	20	50.0%
	2	amharic	20	50.0%

eduback

		Value	Count	Percent
Standard Attributes	Position	4		
	Label	educational level of teacher participants		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	certificate holder	16	40.0%
	2	deploma holder	24	60.0%
	3	degree and above holder	0	.0%

ques1

		Value
Standard Attributes	Position	5
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Nominal
	Role	Input

ques1a

		Value	Count	Percent
Standard Attributes	Position	6		
	Label	family member (chidren)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	1	2.5%
	2	only amharic	22	55.0%
	3	only english	0	.0%
	4	gamo&amharic	10	25.0%
	5	amharic&english	4	10.0%
	6	gamo, amharic & english	3	7.5%

quest1b

		Value	Count	Percent
Standard Attributes	Position	7		
	Label	family members (adults)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	4	10.0%
	2	only amharic	20	50.0%
	3	only english	0	.0%
	4	gamo&amharic	8	20.0%
	5	amharic&english	2	5.0%
	6	gamo, amharic & english	6	15.0%

quest1c

		Value	Count	Percent
Standard Attributes	Position	8		
	Label	friends and acquaintances		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	1	2.5%
	2	only amharic	13	32.5%
	3	only english	0	.0%
	4	gamo&amharic	9	22.5%
	5	amharic&english	5	12.5%
	6	gamo, amharic & english	12	30.0%

quest1d

		Value	Count	Percent
Standard Attributes	Position	9		
	Label	pupils		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	3	7.5%
	2	only amharic	12	30.0%
	3	only english	0	.0%
	4	gamo&amharic	6	15.0%
	5	amharic&english	10	25.0%
	6	gamo, amharic & english	9	22.5%

quest1e

		Value	Count	Percent
Standard Attributes	Position	10		
	Label	colleagues		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	0	.0%
	2	only amharic	20	50.0%
	3	only english	0	.0%
	4	gamo&amharic	9	22.5%
	5	amharic&english	4	10.0%
	6	gamo, amharic & english	7	17.5%

quest1f

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	government officials		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	0	.0%
	2	only amharic	27	67.5%
	3	only english	0	.0%
	4	gamo&amharic	5	12.5%
	5	amharic&english	2	5.0%
	6	gamo, amharic & english	6	15.0%

quest1g

		Value	Count	Percent
Standard Attributes	Position	12		
	Label	community members		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	0	.0%
	2	only amharic	14	35.0%
	3	only english	0	.0%
	4	gamo&amharic	24	60.0%
	5	amharic&english	0	.0%
	6	gamo, amharic & english	2	5.0%

quest1h

		Value	Count	Percent
Standard Attributes	Position	13		
	Label	foreigners		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	0	.0%
	2	only amharic	0	.0%
	3	only english	30	75.0%
	4	gamo&amharic	0	.0%
	5	amharic&english	0	.0%
	6	gamo, amharic & english	0	.0%
Missing Values	System		10	25.0%

quest2

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	what language do use most frequently		
	Type	String		
	Format	A8		
	Measurement	Nominal		
	Role	Input		
Valid Values	a	amharic	32	80.0%
	b	both gamo and amharic	4	10.0%
	e	english	0	.0%
	g	gamo	4	10.0%

quest3a

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	inside the classroom		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	5	12.5%
	2	only amharic	20	50.0%
	3	only english	2	5.0%
	4	gamo&amharic	4	10.0%
	5	amharic&english	8	20.0%
	6	gamo, amharic & english	1	2.5%

quest3b

		Value	Count	Percent
Standard Attributes	Position	16		
	Label	outside the classroom		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	2	5.0%
	2	only amharic	28	70.0%
	3	only english	0	.0%
	4	gamo&amharic	10	25.0%
	5	amharic&english	0	.0%
	6	gamo, amharic & english	0	.0%

quest3c

		Value	Count	Percent
Standard Attributes	Position	17		
	Label	outside the school area		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	only gamo	0	.0%
	2	only amharic	27	67.5%
	3	only english	0	.0%
	4	gamo&amharic	13	32.5%
	5	amharic&english	0	.0%
	6	gamo, amharic & english	0	.0%

Item1

		Value
Standard Attributes	Position	18
	Label	I feel confident when I use Gamo
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	40
	Missing	0
Central Tendency and Dispersion	Mean	3.87
	Standard Deviation	1.418
	Percentile 25	3.00
	Percentile 50	5.00
	Percentile 75	5.00

Item2

		Value
Standard Attributes	Position	19
	Label	I would like amhaaric to replace gamo as a medium of instruction
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	40
	Missing	0
Central Tendency and Dispersion	Mean	2.55
	Standard Deviation	1.280
	Percentile 25	1.50
	Percentile 50	2.50
	Percentile 75	3.00

Item3

		Value
Standard Attributes	Position	20
	Label	English will helpme much in getting better opportunities for further studies
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	40
	Missing	0
Central Tendency and Dispersion	Mean	4.70
	Standard Deviation	.516
	Percentile 25	4.00
	Percentile 50	5.00
	Percentile 75	5.00

Item4

		Value
Standard Attributes	Position	21
	Label	gamo will help me much in getting job opportunities
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	40
	Missing	0
Central Tendency and Dispersion	Mean	3.23
	Standard Deviation	1.271
	Percentile 25	2.50
	Percentile 50	3.00
	Percentile 75	4.00

Item5

		Value
Standard Attributes	Position	22
	Label	Amharic will help me in getting opportunities for further studies
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	40
	Missing	0
Central Tendency and Dispersion	Mean	4.58
	Standard Deviation	.636
	Percentile 25	4.00
	Percentile 50	5.00
	Percentile 75	5.00

GET

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IBUTES

/OPTIONS VARORDER=VARLIST SORT=ASCENDING MAXCATS=200

/STATISTICS COUNT PERCENT MEAN STDDEV QUARTILES.

Codebook

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Standard Attributes	Position	1
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	3.0722
	Standard Deviation	1.44559
	Percentile 25	2.0000
	Percentile 50	3.0000
	Percentile 75	4.0000

question2

		Value
Standard Attributes	Position	2
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	3.5944
	Standard Deviation	1.37291
	Percentile 25	2.0000
	Percentile 50	4.0000
	Percentile 75	5.0000

question3

		Value
Standard Attributes	Position	3
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.2222
	Standard Deviation	1.10132
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question4

		Value
Standard Attributes	Position	4
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.5167
	Standard Deviation	.87469
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question5

		Value
Standard Attributes	Position	5
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	3.3778
	Standard Deviation	1.51032
	Percentile 25	2.0000
	Percentile 50	4.0000
	Percentile 75	5.0000

question6

		Value
Standard Attributes	Position	6
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.2333
	Standard Deviation	1.06283
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question7

		Value
Standard Attributes	Position	7
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.1889
	Standard Deviation	1.23174
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question8

		Value
Standard Attributes	Position	8
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.5556
	Standard Deviation	.95848
	Percentile 25	5.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question9

		Value
Standard Attributes	Position	9
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.2444
	Standard Deviation	1.13168
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question10

		Value
Standard Attributes	Position	10
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.1389
	Standard Deviation	1.19011
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question11

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	<none>		
	Type	String		
	Format	A8		
	Measurement	Nominal		
	Role	Input		
Valid Values	amharic		137	76.1%
	english		1	.6%
	gamo		42	23.3%

question13

		Value	Count	Percent
Standard Attributes	Position	12		
	Label	<none>		
	Type	String		
	Format	A8		
	Measurement	Nominal		
	Role	Input		
Valid Values	amharic		116	64.4%
	english		26	14.4%
	gamo		38	21.1%

gender

		Value	Count	Percent
Standard Attributes	Position	13		
	Label	gender of respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	female	88	48.9%
	1	male	92	51.1%

age

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	age of respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	<=12	99	55.0%
	1	>=13	81	45.0%

l1

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	first language of respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	gamo	78	43.3%
	2	amharic	102	56.7%

```

CODEBOOK  question1 [s] question2 [s] question3 [s] question4 [s] question5
[s] question6 [s] question7 [s] question8 [s] question9 [s] question10 [s]
question11 [n] question13 [n] gender [n] age [n] l1 [n]
/VARINFO POSITION LABEL TYPE FORMAT MEASURE ROLE VALUELABELS MISSING ATTR
IBUTES
/OPTIONS VARORDER=VARLIST SORT=ASCENDING MAXCATS=200
/STATISTICS COUNT PERCENT MEAN STDDEV QUARTILES.

```

Codebook

[DataSet1] D:\frequency of students response.sav

question1

		Value
Standard Attributes	Position	1
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	3.0722
	Standard Deviation	1.44559
	Percentile 25	2.0000
	Percentile 50	3.0000
	Percentile 75	4.0000

question2

		Value
Standard Attributes	Position	2
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	3.5944
	Standard Deviation	1.37291
	Percentile 25	2.0000
	Percentile 50	4.0000
	Percentile 75	5.0000

question3

		Value
Standard Attributes	Position	3
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.2222
	Standard Deviation	1.10132
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question4

		Value
Standard Attributes	Position	4
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.5167
	Standard Deviation	.87469
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question5

		Value
Standard Attributes	Position	5
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	3.3778
	Standard Deviation	1.51032
	Percentile 25	2.0000
	Percentile 50	4.0000
	Percentile 75	5.0000

question6

		Value
Standard Attributes	Position	6
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.2333
	Standard Deviation	1.06283
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question7

		Value
Standard Attributes	Position	7
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.1889
	Standard Deviation	1.23174
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question8

		Value
Standard Attributes	Position	8
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.5556
	Standard Deviation	.95848
	Percentile 25	5.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question9

		Value
Standard Attributes	Position	9
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.2444
	Standard Deviation	1.13168
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question10

		Value
Standard Attributes	Position	10
	Label	<none>
	Type	Numeric
	Format	F8.2
	Measurement	Scale
	Role	Input
N	Valid	180
	Missing	0
Central Tendency and Dispersion	Mean	4.1389
	Standard Deviation	1.19011
	Percentile 25	4.0000
	Percentile 50	5.0000
	Percentile 75	5.0000

question11

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	<none>		
	Type	String		
	Format	A8		
	Measurement	Nominal		
	Role	Input		
Valid Values	amharic		137	76.1%
	english		1	.6%
	gamo		42	23.3%

question13

		Value	Count	Percent
Standard Attributes	Position	12		
	Label	<none>		
	Type	String		
	Format	A8		
	Measurement	Nominal		
	Role	Input		
Valid Values	amharic		116	64.4%
	english		26	14.4%
	gamo		38	21.1%

gender

		Value	Count	Percent
Standard Attributes	Position	13		
	Label	gender of respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	female	88	48.9%
	1	male	92	51.1%

age

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	age of respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	<=12	99	55.0%
	1	>=13	81	45.0%

I1

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	first language of respondents		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	gamo	78	43.3%
	2	amharic	102	56.7%

teachers' response.sav

	gender	age	l1	edubac k	que s1	que s1a	quest 1b	quest 1c	quest 1d	quest 1e	quest 1f	quest 1g	quest 1h
1	1	2	1	1	.	2	2	6	1	4	2	4	3
2	1	2	1	1	.	5	2	4	4	4	4	4	.
3	1	2	1	2	.	6	6	4	4	6	2	4	3
4	1	2	1	2	.	4	4	6	6	6	6	4	.
5	1	2	1	2	.	4	6	6	4	6	5	4	3
6	1	2	1	2	.	2	5	6	4	2	6	6	3
7	0	2	1	2	.	4	4	4	5	2	2	4	.
8	1	1	1	2	.	4	4	6	5	2	2	4	3
9	1	2	1	2	.	6	2	2	2	2	2	2	3
10	0	2	1	2	.	2	1	2	4	2	4	4	.
11	1	1	1	1	.	4	6	6	6	4	2	4	3
12	0	0	1	1	.	2	1	4	6	2	2	4	3
13	1	2	1	1	.	6	4	4	6	6	4	4	3
14	0	1	1	2	.	2	2	2	1	2	2	2	3
15	1	2	1	2	.	1	1	5	5	2	2	2	3
16	1	1	1	2	.	2	2	6	6	6	6	4	3
17	1	2	1	2	.	2	6	6	6	6	6	4	3
18	1	1	1	2	.	4	4	4	4	4	4	4	.
19	1	2	1	1	.	2	2	6	5	5	6	4	3
20	0	2	1	2	.	4	4	4	5	2	2	2	3
21	0	2	2	1	.	2	2	2	5	2	2	4	3
22	0	2	2	1	.	2	4	6	5	4	2	4	3
23	1	2	2	2	.	2	2	2	2	2	2	4	3
24	0	2	2	1	.	4	2	4	1	2	2	4	3
25	1	0	2	2	.	4	4	2	2	2	2	4	.
26	0	2	2	1	.	2	2	6	6	4	4	6	3
27	1	2	2	2	.	2	2	5	5	5	5	2	3
28	0	2	2	1	.	2	2	2	2	2	2	2	.
29	0	2	2	2	.	2	2	2	2	2	2	2	3
30	0	2	2	2	.	2	1	1	2	4	6	4	.
31	0	2	2	1	.	2	2	2	2	2	2	2	3
32	1	2	2	1	.	5	6	2	5	5	2	2	3
33	0	2	2	1	.	2	2	5	2	5	2	2	3
34	1	2	2	2	.	2	2	2	2	2	2	2	3
35	1	2	2	2	.	2	2	5	2	2	2	2	3
36	0	2	2	2	.	2	2	4	5	4	2	4	3
37	0	2	2	2	.	5	6	6	6	6	2	4	.
38	0	1	2	1	.	4	2	2	2	2	2	2	.

	que st2	que st3a	que st3b	que st3c	Item 1	Item 2	Item 3	Item 4	Item 5
1	g	1	2	4	4	2	4	2	4
2	b	4	4	4	5	2	4	3	5
3	g	2	2	4	5	5	5	2	2
4	g	4	4	4	5	1	5	5	5
5	a	5	2	2	5	5	4	1	4
6	a	5	2	2	5	2	5	3	4
7	a	5	2	2	5	2	5	3	4
8	b	2	2	4	5	3	5	4	4
9	a	5	2	2	5	4	5	5	5
10	a	4	2	2	5	1	5	4	4
11	a	4	4	4	5	3	5	3	4
12	a	1	4	2	5	5	5	5	4
13	a	2	2	2	5	3	4	4	4
14	a	1	1	2	5	3	5	5	5
15	a	2	1	2	5	3	5	4	5
16	b	2	2	2	5	2	4	5	5
17	b	2	2	4	5	1	4	5	5
18	g	1	2	2	5	5	5	5	5
19	a	2	2	2	2	5	5	1	5
20	a	3	4	4	5	3	5	2	5
21	a	2	2	2	3	3	4	3	4
22	a	2	2	2	3	3	5	4	5
23	a	2	4	4	3	3	5	5	5
24	a	1	4	4	5	1	5	4	4
25	a	2	2	2	4	1	5	4	5
26	a	5	2	4	5	1	5	3	5
27	a	3	2	2	1	1	5	1	5
28	a	2	2	2	1	3	5	3	5
29	a	2	2	2	3	2	3	3	5
30	a	2	2	2	4	2	4	2	4
31	a	2	4	2	2	2	5	3	5
32	a	5	2	2	2	2	4	3	4
33	a	2	2	2	3	1	5	2	4
34	a	2	2	2	1	1	5	3	5
35	a	2	2	2	1	2	5	1	5
36	a	5	2	2	4	3	5	4	5
37	a	6	4	4	5	3	5	3	5
38	a	5	2	2	2	1	5	1	5

teachers' response.sav

	gender	age	l1	edubac k	que s1	que s1a	quest 1b	quest 1c	quest 1d	quest 1e	quest 1f	quest 1g	quest 1h
39	0	2	2	2	.	2	2	2	6	4	2	4	3
40	0	1	2	1	.	5	5	5	2	2	2	2	3

teachers' response.sav

	que st2	que st3a	que st3b	que st3c	Item 1	Item 2	Item 3	Item 4	Item 5
39	a	2	4	4	4	4	4	3	5
40	a	2	2	2	3	3	5	3	5

Untitled2

	question1	question2	question3	question4	question5	question6
1	2.00	2.00	4.00	5.00	3.00	4.00
2	4.00	4.00	5.00	5.00	2.00	5.00
3	5.00	1.00	3.00	5.00	3.00	5.00
4	5.00	4.00	5.00	5.00	5.00	5.00
5	2.00	2.00	2.00	5.00	5.00	5.00
6	2.00	2.00	5.00	5.00	5.00	2.00
7	5.00	5.00	4.00	5.00	4.00	4.00
8	1.00	1.00	1.00	4.00	5.00	5.00
9	1.00	5.00	5.00	2.00	1.00	5.00
10	4.00	5.00	5.00	4.00	5.00	5.00
11	1.00	2.00	2.00	5.00	5.00	5.00
12	1.00	4.00	5.00	5.00	5.00	5.00
13	3.00	2.00	5.00	5.00	5.00	4.00
14	2.00	2.00	4.00	5.00	5.00	5.00
15	4.00	4.00	5.00	5.00	1.00	5.00
16	2.00	4.00	5.00	5.00	5.00	5.00
17	2.00	4.00	5.00	5.00	4.00	5.00
18	2.00	2.00	4.00	5.00	4.00	5.00
19	2.00	2.00	4.00	5.00	4.00	5.00
20	3.00	4.00	5.00	5.00	3.00	5.00
21	3.00	5.00	5.00	3.00	1.00	2.00
22	2.00	4.00	4.00	4.00	3.00	3.00
23	5.00	5.00	5.00	5.00	5.00	5.00
24	5.00	1.00	5.00	5.00	1.00	4.00
25	5.00	4.00	3.00	2.00	1.00	5.00
26	1.00	5.00	5.00	2.00	1.00	5.00
27	3.00	3.00	4.00	4.00	2.00	3.00
28	3.00	5.00	4.00	5.00	2.00	5.00
29	4.00	3.00	4.00	5.00	4.00	5.00
30	4.00	4.00	5.00	5.00	5.00	5.00
31	1.00	1.00	1.00	5.00	1.00	5.00
32	1.00	5.00	5.00	5.00	1.00	5.00
33	4.00	4.00	5.00	5.00	5.00	5.00
34	1.00	4.00	5.00	5.00	4.00	5.00
35	4.00	4.00	5.00	5.00	5.00	5.00
36	1.00	3.00	3.00	5.00	1.00	5.00
37	1.00	5.00	5.00	5.00	5.00	5.00
38	1.00	4.00	5.00	5.00	1.00	5.00
39	3.00	5.00	5.00	5.00	2.00	5.00

Untitled2

	question7	question8	question9	question10	question11	question13
1	5.00	5.00	4.00	4.00	amharic	english
2	5.00	5.00	4.00	5.00	amharic	amharic
3	3.00	5.00	5.00	4.00	amharic	amharic
4	5.00	5.00	5.00	5.00	amharic	amharic
5	5.00	5.00	5.00	4.00	amharic	amharic
6	5.00	5.00	4.00	5.00	amharic	amharic
7	5.00	4.00	4.00	3.00	amharic	amharic
8	5.00	5.00	5.00	5.00	amharic	english
9	5.00	5.00	1.00	5.00	amharic	amharic
10	2.00	5.00	5.00	4.00	amharic	amharic
11	4.00	5.00	5.00	5.00	amharic	amharic
12	5.00	5.00	5.00	5.00	amharic	amharic
13	5.00	5.00	4.00	4.00	amharic	english
14	5.00	5.00	5.00	5.00	amharic	amharic
15	5.00	5.00	4.00	4.00	amharic	amharic
16	5.00	5.00	5.00	4.00	amharic	english
17	4.00	5.00	5.00	5.00	amharic	amharic
18	5.00	5.00	5.00	5.00	amharic	amharic
19	5.00	5.00	5.00	5.00	amharic	amharic
20	5.00	5.00	4.00	4.00	amharic	english
21	3.00	5.00	4.00	5.00	amharic	english
22	5.00	5.00	4.00	5.00	amharic	amharic
23	4.00	5.00	2.00	5.00	amharic	amharic
24	5.00	5.00	5.00	4.00	amharic	amharic
25	2.00	2.00	3.00	2.00	amharic	amharic
26	5.00	5.00	1.00	5.00	amharic	amharic
27	5.00	5.00	3.00	4.00	amharic	amharic
28	5.00	5.00	5.00	3.00	amharic	amharic
29	5.00	5.00	5.00	5.00	amharic	english
30	5.00	5.00	5.00	5.00	amharic	english
31	2.00	5.00	3.00	5.00	amharic	amharic
32	5.00	5.00	5.00	5.00	amharic	amharic
33	5.00	5.00	5.00	5.00	amharic	amharic
34	5.00	1.00	5.00	5.00	amharic	amharic
35	5.00	5.00	5.00	5.00	amharic	amharic
36	5.00	5.00	5.00	5.00	amharic	amharic
37	5.00	5.00	2.00	5.00	amharic	amharic
38	5.00	5.00	5.00	5.00	amharic	english
39	4.00	4.00	4.00	3.00	amharic	amharic

Untitled2

	gender	age	l1
1	0	1	2
2	0	0	2
3	0	0	2
4	0	0	2
5	0	0	2
6	0	1	2
7	0	0	2
8	0	1	2
9	0	0	2
10	0	1	2
11	0	0	2
12	0	1	2
13	0	1	2
14	0	0	2
15	0	0	2
16	0	0	2
17	0	0	2
18	0	0	2
19	0	0	2
20	0	0	2
21	0	0	2
22	0	0	2
23	0	0	2
24	0	0	2
25	0	0	2
26	0	0	2
27	0	0	2
28	0	0	2
29	0	0	2
30	0	0	2
31	0	0	2
32	0	0	2
33	0	0	2
34	0	1	2
35	0	0	2
36	0	0	2
37	0	1	2
38	0	0	2
39	0	1	2

Untitled2

	question1	question2	question3	question4	question5	question6
40	1.00	5.00	4.00	5.00	5.00	5.00
41	1.00	1.00	5.00	5.00	1.00	5.00
42	4.00	4.00	5.00	5.00	4.00	5.00
43	1.00	2.00	3.00	5.00	4.00	5.00
44	3.00	3.00	5.00	2.00	5.00	3.00
45	3.00	4.00	5.00	5.00	5.00	1.00
46	1.00	1.00	4.00	5.00	4.00	5.00
47	3.00	3.00	5.00	5.00	2.00	4.00
48	2.00	2.00	5.00	5.00	4.00	5.00
49	3.00	4.00	5.00	5.00	3.00	4.00
50	5.00	4.00	5.00	3.00	2.00	5.00
51	1.00	5.00	1.00	5.00	5.00	5.00
52	3.00	3.00	4.00	2.00	4.00	5.00
53	4.00	3.00	5.00	4.00	1.00	5.00
54	1.00	1.00	1.00	5.00	5.00	5.00
55	5.00	3.00	4.00	5.00	2.00	4.00
56	2.00	5.00	5.00	5.00	2.00	4.00
57	4.00	5.00	2.00	5.00	5.00	3.00
58	1.00	4.00	4.00	4.00	4.00	4.00
59	2.00	3.00	4.00	5.00	3.00	4.00
60	2.00	4.00	4.00	5.00	3.00	5.00
61	1.00	4.00	5.00	5.00	1.00	5.00
62	1.00	5.00	5.00	5.00	1.00	5.00
63	1.00	3.00	5.00	1.00	1.00	5.00
64	2.00	2.00	3.00	5.00	5.00	3.00
65	4.00	5.00	5.00	5.00	5.00	5.00
66	2.00	1.00	5.00	5.00	1.00	5.00
67	2.00	5.00	5.00	5.00	2.00	5.00
68	3.00	4.00	5.00	5.00	5.00	5.00
69	1.00	3.00	5.00	3.00	5.00	3.00
70	2.00	3.00	5.00	5.00	5.00	5.00
71	3.00	1.00	3.00	4.00	2.00	3.00
72	3.00	5.00	5.00	5.00	4.00	4.00
73	2.00	1.00	4.00	3.00	2.00	3.00
74	5.00	3.00	5.00	5.00	5.00	3.00
75	4.00	5.00	5.00	5.00	1.00	5.00
76	5.00	5.00	3.00	5.00	3.00	3.00
77	3.00	5.00	3.00	4.00	5.00	4.00
78	3.00	3.00	3.00	4.00	5.00	4.00

Untitled2

	question7	question8	question9	question10	question11	question13
40	4.00	4.00	2.00	5.00	amharic	amharic
41	5.00	5.00	5.00	5.00	amharic	amharic
42	5.00	5.00	4.00	3.00	amharic	amharic
43	5.00	4.00	5.00	5.00	amharic	english
44	3.00	5.00	5.00	3.00	amharic	amharic
45	1.00	5.00	5.00	5.00	amharic	amharic
46	5.00	5.00	5.00	1.00	amharic	english
47	5.00	5.00	2.00	5.00	amharic	amharic
48	5.00	5.00	5.00	4.00	amharic	amharic
49	5.00	5.00	5.00	3.00	amharic	amharic
50	5.00	4.00	5.00	4.00	amharic	english
51	5.00	5.00	5.00	5.00	english	amharic
52	3.00	5.00	5.00	3.00	amharic	amharic
53	5.00	5.00	4.00	5.00	amharic	amharic
54	1.00	5.00	5.00	5.00	amharic	english
55	5.00	3.00	5.00	5.00	amharic	amharic
56	5.00	5.00	2.00	5.00	amharic	amharic
57	2.00	3.00	5.00	2.00	amharic	amharic
58	2.00	5.00	5.00	5.00	amharic	amharic
59	5.00	5.00	5.00	5.00	amharic	amharic
60	5.00	5.00	5.00	4.00	amharic	amharic
61	5.00	1.00	5.00	5.00	amharic	amharic
62	5.00	5.00	1.00	5.00	amharic	amharic
63	5.00	5.00	5.00	5.00	amharic	amharic
64	3.00	5.00	5.00	3.00	amharic	amharic
65	1.00	4.00	4.00	4.00	amharic	amharic
66	4.00	5.00	5.00	1.00	amharic	amharic
67	5.00	5.00	5.00	3.00	amharic	amharic
68	5.00	5.00	5.00	5.00	amharic	english
69	4.00	5.00	5.00	5.00	amharic	english
70	5.00	5.00	5.00	5.00	amharic	english
71	3.00	1.00	2.00	2.00	amharic	amharic
72	1.00	5.00	4.00	1.00	amharic	amharic
73	5.00	4.00	3.00	5.00	amharic	amharic
74	5.00	3.00	5.00	1.00	amharic	amharic
75	5.00	5.00	1.00	5.00	amharic	amharic
76	5.00	3.00	1.00	2.00	amharic	amharic
77	3.00	5.00	5.00	4.00	amharic	amharic
78	3.00	5.00	4.00	4.00	amharic	english

Untitled2

	gender	age	l1
40	0	1	2
41	0	1	2
42	0	1	2
43	0	1	2
44	0	1	2
45	0	1	2
46	0	1	2
47	0	0	2
48	0	0	2
49	0	1	2
50	1	0	2
51	1	0	2
52	1	1	2
53	1	1	2
54	1	1	2
55	1	0	2
56	1	1	2
57	1	0	2
58	1	0	2
59	1	0	2
60	1	0	2
61	1	0	2
62	1	0	2
63	1	1	2
64	1	1	2
65	1	1	2
66	1	1	2
67	1	1	2
68	1	0	2
69	1	1	2
70	1	0	2
71	1	1	2
72	1	0	2
73	1	0	2
74	1	0	2
75	1	0	2
76	1	0	2
77	1	1	2
78	1	0	2

Untitled2

	question1	question2	question3	question4	question5	question6
79	3.00	2.00	4.00	5.00	3.00	4.00
80	2.00	4.00	4.00	5.00	4.00	5.00
81	2.00	2.00	4.00	4.00	2.00	5.00
82	5.00	5.00	5.00	5.00	5.00	5.00
83	2.00	2.00	5.00	5.00	2.00	5.00
84	5.00	5.00	3.00	4.00	5.00	4.00
85	5.00	4.00	4.00	4.00	5.00	4.00
86	5.00	5.00	5.00	5.00	5.00	5.00
87	4.00	5.00	4.00	4.00	4.00	4.00
88	4.00	4.00	5.00	5.00	2.00	5.00
89	3.00	5.00	5.00	5.00	3.00	5.00
90	4.00	5.00	5.00	5.00	1.00	3.00
91	1.00	5.00	5.00	5.00	3.00	4.00
92	3.00	4.00	2.00	2.00	3.00	5.00
93	1.00	1.00	1.00	5.00	1.00	5.00
94	3.00	5.00	5.00	5.00	1.00	5.00
95	1.00	1.00	1.00	5.00	4.00	5.00
96	2.00	4.00	5.00	4.00	4.00	4.00
97	4.00	3.00	4.00	5.00	3.00	5.00
98	4.00	4.00	5.00	5.00	4.00	4.00
99	2.00	1.00	4.00	4.00	5.00	2.00
100	3.00	2.00	4.00	5.00	3.00	4.00
101	1.00	1.00	1.00	5.00	1.00	5.00
102	3.00	5.00	5.00	5.00	1.00	5.00
103	3.00	3.00	5.00	3.00	5.00	5.00
104	4.00	2.00	5.00	5.00	1.00	3.00
105	1.00	2.00	3.00	5.00	5.00	5.00
106	3.00	3.00	4.00	5.00	5.00	4.00
107	5.00	2.00	1.00	2.00	5.00	2.00
108	1.00	2.00	3.00	5.00	5.00	5.00
109	4.00	2.00	5.00	4.00	3.00	3.00
110	4.00	1.00	5.00	5.00	5.00	5.00
111	5.00	5.00	5.00	5.00	2.00	1.00
112	5.00	5.00	5.00	5.00	4.00	5.00
113	4.00	5.00	5.00	5.00	2.00	5.00
114	3.00	5.00	3.00	5.00	5.00	2.00
115	3.00	2.00	3.00	4.00	5.00	4.00
116	5.00	5.00	5.00	5.00	4.00	5.00
117	5.00	5.00	5.00	5.00	4.00	5.00

Untitled2

	question7	question8	question9	question10	question11	question13
79	5.00	5.00	4.00	4.00	amharic	amharic
80	5.00	4.00	4.00	5.00	amharic	amharic
81	5.00	5.00	5.00	5.00	amharic	english
82	5.00	5.00	5.00	5.00	amharic	amharic
83	4.00	5.00	2.00	5.00	amharic	amharic
84	1.00	4.00	4.00	5.00	amharic	amharic
85	5.00	5.00	5.00	4.00	amharic	amharic
86	4.00	5.00	5.00	5.00	amharic	amharic
87	2.00	1.00	4.00	2.00	amharic	amharic
88	4.00	5.00	5.00	5.00	amharic	amharic
89	3.00	3.00	5.00	3.00	amharic	amharic
90	5.00	5.00	5.00	5.00	amharic	amharic
91	5.00	5.00	4.00	5.00	amharic	amharic
92	5.00	5.00	5.00	3.00	amharic	english
93	5.00	5.00	5.00	5.00	amharic	amharic
94	5.00	5.00	5.00	5.00	amharic	english
95	5.00	5.00	5.00	5.00	amharic	amharic
96	4.00	5.00	4.00	5.00	amharic	english
97	3.00	5.00	4.00	5.00	amharic	amharic
98	2.00	5.00	4.00	4.00	amharic	amharic
99	4.00	5.00	5.00	2.00	amharic	amharic
100	5.00	5.00	5.00	4.00	amharic	amharic
101	5.00	5.00	5.00	5.00	amharic	amharic
102	5.00	5.00	1.00	5.00	amharic	amharic
103	5.00	5.00	4.00	4.00	amharic	gamo
104	5.00	5.00	5.00	5.00	gamo	gamo
105	3.00	5.00	5.00	5.00	amharic	amharic
106	5.00	5.00	5.00	3.00	gamo	gamo
107	3.00	3.00	4.00	5.00	gamo	gamo
108	3.00	5.00	5.00	5.00	amharic	amharic
109	5.00	5.00	5.00	5.00	amharic	amharic
110	3.00	5.00	5.00	5.00	amharic	amharic
111	4.00	5.00	5.00	4.00	gamo	english
112	4.00	5.00	5.00	4.00	gamo	gamo
113	1.00	5.00	5.00	1.00	gamo	amharic
114	2.00	1.00	5.00	4.00	gamo	gamo
115	5.00	5.00	5.00	5.00	amharic	amharic
116	5.00	5.00	4.00	5.00	gamo	amharic
117	5.00	5.00	4.00	5.00	gamo	gamo

Untitled2

	gender	age	l1
79	1	0	2
80	1	0	2
81	1	0	2
82	1	0	2
83	1	0	2
84	1	0	2
85	1	0	2
86	1	0	2
87	1	0	2
88	1	0	2
89	1	1	2
90	1	1	2
91	1	1	2
92	1	1	2
93	1	1	2
94	1	0	2
95	1	1	2
96	1	1	2
97	1	0	2
98	1	0	2
99	1	0	2
100	1	0	2
101	1	0	2
102	1	0	2
103	1	1	1
104	1	1	1
105	1	1	1
106	1	1	1
107	1	1	1
108	1	1	1
109	1	1	1
110	1	1	1
111	1	1	1
112	1	1	1
113	1	1	1
114	1	0	1
115	1	1	1
116	1	0	1
117	1	0	1

Untitled2

	question1	question2	question3	question4	question5	question6
118	2.00	5.00	4.00	5.00	1.00	5.00
119	1.00	1.00	5.00	5.00	4.00	4.00
120	4.00	5.00	5.00	5.00	3.00	4.00
121	5.00	4.00	5.00	5.00	4.00	5.00
122	3.00	5.00	5.00	3.00	2.00	3.00
123	5.00	1.00	3.00	5.00	2.00	1.00
124	1.00	5.00	5.00	5.00	1.00	5.00
125	2.00	1.00	5.00	5.00	1.00	4.00
126	4.00	4.00	5.00	5.00	4.00	4.00
127	4.00	4.00	4.00	5.00	4.00	4.00
128	4.00	4.00	4.00	4.00	5.00	5.00
129	4.00	3.00	3.00	2.00	2.00	3.00
130	5.00	5.00	5.00	5.00	5.00	5.00
131	2.00	2.00	4.00	4.00	5.00	1.00
132	3.00	2.00	2.00	4.00	4.00	2.00
133	2.00	4.00	4.00	4.00	5.00	5.00
134	5.00	5.00	5.00	3.00	5.00	2.00
135	1.00	2.00	4.00	5.00	4.00	4.00
136	5.00	4.00	5.00	5.00	4.00	5.00
137	1.00	4.00	5.00	4.00	2.00	4.00
138	4.00	5.00	4.00	4.00	5.00	5.00
139	4.00	5.00	4.00	5.00	4.00	3.00
140	2.00	3.00	4.00	4.00	2.00	3.00
141	1.00	3.00	4.00	5.00	3.00	4.00
142	1.00	2.00	3.00	5.00	5.00	5.00
143	5.00	5.00	5.00	5.00	2.00	5.00
144	5.00	5.00	5.00	4.00	5.00	4.00
145	5.00	5.00	5.00	5.00	2.00	5.00
146	2.00	4.00	5.00	2.00	1.00	4.00
147	5.00	5.00	5.00	4.00	2.00	4.00
148	5.00	3.00	5.00	5.00	4.00	4.00
149	3.00	5.00	3.00	5.00	4.00	4.00
150	1.00	4.00	5.00	4.00	4.00	1.00
151	3.00	4.00	4.00	4.00	5.00	4.00
152	5.00	5.00	5.00	5.00	5.00	5.00
153	5.00	3.00	5.00	5.00	4.00	5.00
154	5.00	5.00	5.00	5.00	5.00	5.00
155	4.00	5.00	5.00	5.00	5.00	4.00
156	4.00	3.00	3.00	5.00	2.00	5.00

Untitled2

	question7	question8	question9	question10	question11	question13
118	5.00	5.00	5.00	4.00	amharic	amharic
119	5.00	5.00	3.00	1.00	amharic	amharic
120	4.00	4.00	4.00	4.00	amharic	amharic
121	5.00	3.00	5.00	4.00	amharic	gamo
122	5.00	4.00	3.00	2.00	amharic	amharic
123	1.00	5.00	4.00	1.00	amharic	amharic
124	5.00	5.00	5.00	5.00	amharic	amharic
125	5.00	5.00	2.00	5.00	amharic	english
126	5.00	4.00	5.00	5.00	gamo	gamo
127	5.00	4.00	5.00	4.00	gamo	gamo
128	5.00	5.00	4.00	5.00	amharic	english
129	5.00	3.00	4.00	4.00	amharic	gamo
130	1.00	5.00	5.00	5.00	gamo	gamo
131	5.00	5.00	5.00	4.00	amharic	amharic
132	4.00	5.00	5.00	4.00	amharic	amharic
133	5.00	4.00	5.00	3.00	gamo	gamo
134	3.00	1.00	4.00	4.00	gamo	gamo
135	4.00	2.00	5.00	2.00	amharic	gamo
136	5.00	5.00	1.00	5.00	gamo	gamo
137	5.00	5.00	3.00	4.00	gamo	amharic
138	4.00	5.00	5.00	3.00	gamo	gamo
139	5.00	5.00	5.00	3.00	gamo	amharic
140	4.00	4.00	3.00	3.00	gamo	gamo
141	5.00	5.00	3.00	3.00	amharic	amharic
142	3.00	5.00	5.00	5.00	amharic	amharic
143	4.00	5.00	5.00	5.00	gamo	gamo
144	1.00	3.00	5.00	5.00	amharic	amharic
145	5.00	5.00	5.00	5.00	gamo	amharic
146	4.00	1.00	1.00	1.00	amharic	amharic
147	4.00	4.00	5.00	4.00	gamo	amharic
148	5.00	5.00	5.00	4.00	amharic	amharic
149	5.00	5.00	4.00	2.00	gamo	gamo
150	5.00	4.00	4.00	1.00	amharic	gamo
151	4.00	4.00	5.00	5.00	amharic	amharic
152	5.00	5.00	5.00	5.00	amharic	amharic
153	5.00	5.00	5.00	5.00	amharic	amharic
154	5.00	5.00	5.00	5.00	gamo	amharic
155	5.00	5.00	5.00	5.00	gamo	gamo
156	2.00	3.00	5.00	4.00	gamo	amharic

Untitled2

	gender	age	l1
118	1	1	1
119	1	1	1
120	1	1	1
121	1	1	1
122	1	1	1
123	1	1	1
124	1	1	1
125	1	1	1
126	1	0	1
127	1	0	1
128	1	0	1
129	1	0	1
130	1	1	1
131	1	1	1
132	1	0	1
133	1	0	1
134	1	0	1
135	1	0	1
136	1	1	1
137	1	0	1
138	1	0	1
139	1	0	1
140	1	0	1
141	1	1	1
142	0	1	1
143	0	1	1
144	0	1	1
145	0	1	1
146	0	1	1
147	0	1	1
148	0	1	1
149	0	1	1
150	0	0	1
151	0	0	1
152	0	1	1
153	0	1	1
154	0	0	1
155	0	0	1
156	0	1	1

Untitled2

	question1	question2	question3	question4	question5	question6
157	3.00	4.00	4.00	4.00	1.00	5.00
158	5.00	5.00	5.00	5.00	5.00	4.00
159	3.00	4.00	4.00	4.00	4.00	4.00
160	3.00	4.00	5.00	5.00	2.00	4.00
161	3.00	5.00	1.00	5.00	5.00	5.00
162	4.00	5.00	4.00	4.00	3.00	4.00
163	5.00	4.00	4.00	4.00	4.00	3.00
164	5.00	4.00	3.00	5.00	1.00	4.00
165	4.00	4.00	4.00	5.00	4.00	2.00
166	4.00	5.00	4.00	4.00	4.00	3.00
167	3.00	4.00	5.00	5.00	4.00	3.00
168	1.00	1.00	5.00	5.00	1.00	3.00
169	5.00	5.00	3.00	3.00	4.00	5.00
170	5.00	3.00	2.00	5.00	5.00	5.00
171	5.00	5.00	5.00	5.00	2.00	5.00
172	3.00	5.00	5.00	5.00	3.00	5.00
173	1.00	4.00	5.00	5.00	3.00	5.00
174	3.00	5.00	5.00	5.00	1.00	3.00
175	5.00	5.00	4.00	3.00	3.00	2.00
176	3.00	2.00	5.00	5.00	1.00	5.00
177	5.00	5.00	5.00	5.00	5.00	5.00
178	5.00	3.00	5.00	3.00	3.00	5.00
179	3.00	5.00	5.00	5.00	5.00	5.00
180	4.00	2.00	5.00	2.00	5.00	1.00

Untitled2

	question7	question8	question9	question10	question11	question13
157	5.00	4.00	4.00	1.00	amharic	gamo
158	4.00	5.00	5.00	5.00	gamo	gamo
159	1.00	4.00	4.00	4.00	gamo	gamo
160	5.00	5.00	4.00	3.00	gamo	gamo
161	3.00	5.00	5.00	2.00	gamo	gamo
162	5.00	3.00	4.00	4.00	gamo	gamo
163	2.00	4.00	5.00	5.00	amharic	amharic
164	1.00	4.00	3.00	4.00	amharic	english
165	5.00	5.00	4.00	5.00	gamo	gamo
166	4.00	5.00	4.00	5.00	gamo	gamo
167	5.00	5.00	2.00	4.00	amharic	amharic
168	5.00	5.00	3.00	3.00	gamo	english
169	5.00	5.00	4.00	5.00	gamo	gamo
170	4.00	5.00	5.00	5.00	amharic	amharic
171	4.00	5.00	2.00	4.00	gamo	gamo
172	3.00	5.00	5.00	5.00	gamo	gamo
173	5.00	5.00	5.00	5.00	gamo	gamo
174	5.00	5.00	1.00	1.00	gamo	gamo
175	5.00	5.00	3.00	5.00	gamo	gamo
176	3.00	5.00	3.00	5.00	amharic	amharic
177	5.00	5.00	5.00	5.00	gamo	gamo
178	4.00	5.00	3.00	5.00	gamo	gamo
179	3.00	3.00	5.00	5.00	amharic	amharic
180	1.00	5.00	4.00	3.00	amharic	amharic

Untitled2

	gender	age	l1
157	0	0	1
158	0	0	1
159	0	1	1
160	0	0	1
161	0	0	1
162	0	0	1
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166	0	0	1
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169	0	0	1
170	0	0	1
171	0	0	1
172	0	1	1
173	0	1	1
174	0	1	1
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176	0	1	1
177	0	1	1
178	0	0	1
179	0	1	1
180	0	1	1