

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

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**THE USE OF MOTHER TONGUE AS  
A MEDIUM OF INSTRUCTION: THE CASE  
OF THE KEMBATA LANGUAGE**

**BY**

**MULUNEH GURACHA**

**MAY, 2000**

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## ABSTRACT

*The use of mother tongue as a medium of instruction (MOI) is advocated by many scholars because of its pedagogical , psychological and Sociological value in the instruction process. However it did not get recognition by those who argue against using it based on its economic, political, linguistic and transition problems. These problems become so serious in the case of less developed regions and places with linguistic heterogeneity. In Ethiopia the use of mother tongue as a MOI for formal education widely started with the adoption of the New Education and Training Policy of 1994. Thus, currently several nationality languages are being used as a MOI; one of them being Kembata Language in which case informal discussion revealed the existence of complain among the change affected people. This study aimed at examining the implementation condition of this language as a MOI. The studys' sample included 104 teachers, 120 students, 28 parents and 7 educational officials in K.A.T zone, SNNPR. Data were collected using questionnaire, interview, and observation checklist, and they were analysed using percentages, chi square test and the t-test. The analysis indicated the existence of weaknesses in teacher training, attempt made to remedy the weaknesses. Other findings were the unfavourable parental and teacher reaction regardless of children's claim that they can easily use their mother tongue for instruction, serious shortage of teaching materials, weak interaction among the change facilitators and change affected people, and little community support and participation. On the basis of these findings, awareness and skill development by training and orientation, improving interaction, provision, and economic use of teaching materials and wining the community support were recommended.*

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Education, the process of developing the potential of learners, is possible through language. The role of language that is used as a medium of instruction in the educational process is very important. This is because the effectiveness of the said process is dependent on the existence of effective communication between teachers and learners. This effective communication between teachers and learners. This effective communication takes place when the appropriate language (medium of instruction) is used (Emenanjo 1990:62). Under such situation, a question may arise as to which language (medium of instruction) should a child use for classroom instruction through which he would be both acquainted with, and initiated to participate in activities in his social setting?

The most straight forward answer to this question, as numerous scholars suggest, is that a child has to learn, at least in the primary grades, using his mother tongue. The advantage of this for the child is an individual ease, speed of expression, greater self esteem, greater independence of thought, greater creativity, firmer grasp and longer retention of the subject matter (Rubin and Jernudd 1971). Conversely, using the weaker language of a child over which the child has no

relative masterly, according to Macnamara (1967), affects both the child's grasp and speed of reading.

Similarly, other scholars argue that teaching a child using his mother tongue is not only useful because of its pedagogical suitability, but also it is a matter of a child's right; the denial of the mother tongue to the minority is a discrimination against the minority and a violation of human right (Spolsky 1986: 14 Lynch, Modgil and Modgil 1992:16). That is why Jones (1926) states that no greater injustice can be committed against people than to deprive them of their own language. Fafuna (1987:466), more intensifying this argument writes that taking his mother tongue away from indigenous speaker is like removing his soul.

These assertions do not seem to be limited to convincing the primacy of mother tongue for primary instruction but also strongly rejects the imposition of language (other than that of the child's) without the acceptors will. However, no matter how convincing the assertion of these proponents of mother tongue instruction may be this assertion is not without the opposite stand; there are many who oppose this view relating to economic, linguistic and political factors.

Although these assertions sometimes might be right, questions may arise to these ideas because firstly language is not the only determinant factor of development as was stated by Ferguson (1962) and Fishman (1968). And secondly sameness of language does not always bring cohesive society as was stated by Kelman (1971)

and Giglioli (1976). The above monolinguals-oriented views of Western Scholars do not only ignore the right of a child in a multilingual society to learn in his own tongue but also underestimate the confusion of beginner child in his first days of school due to alien medium of instruction.

Argument of another group (against the use of mother tongue) stems from the poor economy, which according to the group should not be wasted on inessential applications. These scholars, (as was argued by Spolsky 1986:12, and Mialaret 1979:165) are practicing bad economics for they did not consider the fact that using mother tongue is more likely to reduce economic wastage's thereby reducing dropout, stagnation, educated unemployment and the like.

Reasons for objection of the use of mother tongue as a medium of instruction are several. The thought that the child already knows the language, the language has no grammar and alphabet, the language is weak to translate science and technology, the use of mother tongue prevents acquisition of second language, are few of these reasons (Fishman 1968).

But more surprising is that some times those social groups who were given a right and a chance of using mother tongue as a medium of instruction happen to bitterly reject this opportunity. Such cases were observed in Nigeria (Thomas 1990: 246), Peru (Neilson and Communing 1997:105), and South Africa (UNESCO 1972 : 80), and Ireland (Baker 1988:45). It is really more astonishing to hear such rejection of

one's own mother tongue in the face of the recommendation of some colonial authorities who affirmed the most potent nature of mother tongue to awaken the dawning imagination of the child through stories, songs, folk-tales and the like (Nuffield Foundation and the Colonial Office 1953:80).

Such complication of ideas by itself is an indicative of a complex and controversial nature of the question of mother tongue in which case one should not hurriedly make decision guided only by pedagogical, or by political advantage that may be benefited. It needs a many sided and balanced views and action.

Seen in the Ethiopian context, one can understand from the history of education that during the Italian occupation some languages (Amharic, Oromigians, Tigrigna and Arabic) were used for school instruction (Abebe 1991). But until the literacy campaign of the 1970's and 1980's, many nationality language's were not brought to school although requests to do so were said to have been forwarded to the government (ICDR 1995).

It was the effort made in the 1970's and 1980's to provide the literacy education to the mass that brought about 15 nationality languages to the status of medium of instruction. And it was since then that the nationality languages as a medium of instruction have won greater attention. This time there are many nationality languages serving as an instruction media in primary schools and T.T.'s of the

country. Therefore, one can say this is the time at which many Ethiopian children, for the first time have got opportunity of learning by their own tangué.

## **1.2 Statement of the Problem**

The Kembata language, the specific areas of this study, is one of the formerly mentioned 15 languages by which the literacy campaign was conducted. This language does not have a rich written literature except the few books of the old and new testaments produced for religious purpose. And presently it is being used as a medium of instruction in primary schools of Kembata-Aalaba-Tembaro zone of SNNPR.

The zone has five woredas with 158 primary schools out of which only 87 primary schools in the three woredas use Kembata language as a medium of instruction whereas the remaining 71 Schools in the two woredas use Amharic as a medium of instruction. The reason for this was said to be the slight difference between the native languages used in the first three woredas and the last two woredas in addition to the lack of man power in the latter ones.

In those schools which use Kembata language for instruction, unlike the literacy campaign of 1970's and 80's and the above mentioned few books of the Bible, which used the Sabian script, the Latin script is being used. This is because of the fact that the Sabian script could not serve many sounds of Kembata language in

many cases. Such nasal sounds represented by A, H, I, U, and glotal sounds represented by 'r, 'm, 'n, 'i and the like do not have their equivalent in Sabian letters. Technical problems that arises (if Sabian letters were used to write Kembata language) are explained by Gudeta and Merga in McNab (1988).

In line with the newly adopted Education and Training policy, the use of this language as a medium of instruction started simultaneously both in primary schools in the zone and the Teacher Training Institute at Awassa in 1986 E.C. in Kembata language so that they would relate to the child's immediate environment.

Curricularists believe that even the most beautifully developed curricula are lost with out trace during their implementation, (Pratt 1980) which requires an optimum interplay of such critical factors as: training, value orientation and role acceptance, resource availability and feedback mechanism, implement's participation in planning, and community support (Smith et al 1957, Fullan and Pomfret 1970, Ornstein and Hunkins 1998, Nicholas 1983).

Therefore, having the above critical factors as a guide, with an objective of studying problems encountered in the implementation of mother tongue education policy, this writer raises the following research questions:

1. What is the effort made to prepare teachers or the implementors of the policy for the new situation?

2. What is the reaction of teachers, parents, and students towards using the mother tongue for instruction?
3. What is the degree of resources support provided for the implementation of the mother tongue in instruction? Are the newly produced materials and references available and well distributed in schools?
4. What is the degree of interaction which allows information flow between teachers and facilitators (education officials)?
5. Is there a room for the participation of the concerned people in facilitating and implementing the mother tongue policy?

### **1.3 Significance of the Study**

This study is expected to come up with some findings for which recommendations would be forwarded. These recommendations would have contributions for proper implementation of the language policy related to education.

To this end, the result of this study would be used in an effort to alleviate problems related to the medium of instruction by:

- educational officials who are in charge of facilitating the implementation of the mother tongue policy by taking measures ranging from training teachers to evaluating the outcome of the

instruction process and make necessary amendments on the present system of using the language as an instruction medium.

- teacher who practically implement the policy in the classroom by taking measures in preparing themselves for more effectiveness in communication during instruction.
- consultants who work with educational officials and teachers.

Findings in this study, furthermore, enrich the existing resource in the use of nationality language as a medium of instruction and would help as informant to those who are engaged in the related field of research. All this attempt would be for the benefit of students for whose development the total human, material and financial resources are utilized.

#### **1.4 Delimitation of the Study**

Presently in this country there are several nationality languages being used as a medium of instruction in primary schools. In order to have a complete picture of problems encountered in the implementation process of our school language policy, it needs to include all these languages. However, since it was practically impossible to cover all these languages because of financial and time constraints, the study is delimited only to the case of Kembata language and primary school grade one to grade six level.

## 1.5 Operational Definition of Terms

Mother Tongue - The language which a child acquires in early years and uses it at home for communication. In this study this term is used interchangeable with the term vernacular language.

Medium of Instruction - The language used by teachers and students in school communication.

MOI - Medium of Instruction

K.L - Kembata Language

OYPT - One Year Preservice Training

P.S - Primary School

STIT - Short Term Inservice Training

## **CHAPTER 2**

### **Review of Related Literature**

#### **2.1 Debate on the Use of Mother Tongue**

This time the use mother tongue as an instruction medium in theory seems to get acceptance by most educators. However, regarding the advantages and problems attached to it, presently there are proponents and opponents of the use of mother tongue for education.

##### **2.1.1 Arguments of Proponents of Mother Tongue for Instruction**

This idea of advocates of mother tongue instruction seems to be mainly drawn from UNESCO 1953 although this is criticized by many. This document underlined the psychological, pedagogical and sociological advantage of mother tongue if used for instruction (Fasold 1984: 293). And the advocates argued similarly emphasizing the following points.

#### **2.1.1.1 Psychological Benefits of Mother Tongue**

The need for psychological adjustment of children, when they pass from home to school environment, is never a questionable issue and yet there are factors which may act in the opposite direction, one of them being the language difference. Fishman (1968) explaining this, states that to expect a child to deal with new information presented in new language is to impose on him a double burden which results in slow progress of the child. Hence, he adds, the shock (adjustment difficulty) resulting from the transfer to a new environment can be softened by using mother tongue as a medium of instruction.

Similarly UNESCO (1953) as cited by Emenanjo (1990:63) and Lockheed and verspoor (1991:153) exposing the instructional failure as a result of home-school language differences, state that the situation in which a child used his intimately related language at home and has to switch to foreign language- vehicle of foreign culture that is unknown to him-creates a gap between school and home in which case a child may feel inadequate, psychologically disturbed, and resented with teachers and schools. Hence mother tongue is seen to give advantage in lining both school and home keeping the child psychologically secured.

### **2.1.1.2 Pedagogical Benefit of Mother Tongue**

Unchendu (1993:53), emphasizing the pedagogical interest-initiating quality of mother tongue, writes that the neglect of mother tongue is serious because it makes learning to young ones both difficult and uninteresting where as using mother tongue provides the surest key to the child's mind in learning his immediate environment. Here the idea of Unchendu is that while learning in the classroom the existing correspondence between the cultural environment, and the language which explains that environmental simplifies and gives ease in the effort a child makes to understand the classroom instruction other wise which is difficult to grasp.

On this specific pedagogical issue UNESCO in Jernudd and Rubin (1971) relates mother tongue with ease in expression, subject grasp and retention, self esteem and independence of thought and speed in learning. Accepting this, Duthcer (1982) in Solomon (1995) stated that those children who have not learnt in mother tongue will not learn well in the second language. The implication of this idea is that the use of mother tongue is useful not only for clear understanding but also a basis for the development of second language and therefore those who missed the chance of learning in mother tongue lose both advantages.

### 2.1.1.3 Sociological Benefit of Mother Tongue

Another argument of advocates of the use of mother tongue is that the sociological values of education is gained more when a child is instructed by the language in which his society uses to explain itself and its culture.

In support to this idea Uchendu (1993), quoting Enobakhare, raises such a sharp question: How can a child be proud of his country if its means of communication is foreign? This is more explained in his own idea that the use of vernacular language enables the easy understanding of traditional falklore, and poetry in which the should of people are expressed and it generates national pride.

This means that unless education uses the vernacular, it may have weakness in making one self proud of himself, his society, and culture. This is supported by Makulus (1971) in Solomon (1995) when he states that education fails when it fails to make the child understand his social and cultural post and the life of his society; this can well be done using the language which explains his culture.

## 2.1.2 Arguments of Opponents of Mother Tongue as a Medium of Instruction

### 2.1.2.1 Economic Problems

It is clear that the economic, and the education systems of any country are closely interrelated. One of the arguments of the opponents of mother tongue for instruction has its root in this interrelationship. (Mialaret 1979: 165). Here the argument is that although there exists a belief that mother tongue is advantageous in children instruction, in the case of linguistically heterogeneous society, the cost of introducing new languages is very high since it requires materials and personnel training in various languages (Nilson and Cummings 1997).

### 2.1.2.2 Political Problems

Another argument of opponents has its root in politics. This relates to the political leaders' view and the condition of linguistically heterogeneous society where there is a deliberate tendency to use language as a national unifier. This can be seen in Mrs. Gandhi's speech quoted by Dankin, Tiffen and Widdowsson (1968) which states that the proposal of using mother tongue might encourage separation in which case people in present days can not live isolated one another because of their tongue.

Upholding same idea Williamson (1977) in Emenanjo (1990) stated that to encourage reading and writing in multiplicity of languages seriously hinders the development of feeling of national unity. As this is the case in Imperial Ethiopia, other African leaders too, took the same path (after independence) to discourage tribalism that may result from divisiveness associated with diversification of instruction medium (Koyte and Der-Housslkian 1977:40). However, this idea of opponents was sharply criticized for it implies the neglect of linguistic right of minorities. To this idea UNESCO (1968) in Fasold (1984: 294) reacted stating that it is not the encouragement of people and recognizing their right, rather it is the insistence on only one language that might cause minorities to resent their national government and refuse to accept national identity.

Similarly, Ansre (1979) in Emenanjo (1990:65), led by the principle of "unity in diversity", amusingly attacks those who fear a threat of language diversification to national unity stating that multilingualism and pluralism can be used a powerful force (for nation building) acting as a national unity stating that multilingualism and pluralism can be used as a powerful force ( for nation building) acting as a national resource for developing mutual understanding and a sense of respect for individuality. Here, what should be born in mind is that multilingualism ad pluralism are symptom of differences in a society. However, the point of Ansere is that problems due to these differences cannot be out of control as far as there is a common understanding.

### 2.1.2.3 Transition Period Problems

The third argument of opponents against the use of mother tongue for instruction is that transition from mother tongue instruction at lower level to the education in the second language at the higher level creates frustration (Lepage 1964). This seems a practical problem for which best solution is not recommended.

In the history of mother tongue education in Africa and else where it was suggested several times by UNESCO and others that:

- the transition from mother tongue education to second language as a medium of education should be delayed until students get enough skills to use their second language as a medium of instruction (UNESCO, 1968:53).
- the second language should be introduced as earlier as possible as one subject in curriculum. (Brown and Hiskett 1976, UNESCO 1968).

However, there exists difference in application; that means presently the level of transition from mother tongue instruction to second language instruction, and the time of introduction of the second language as a subject of instruction varies even within the same country Ethiopia being one example (Dereje 1991).

## **2.2 Implementation of Mother Tongue Education Policy**

### **2.2.1 Choice of the Script**

In countries which aim at the introduction of new language for instruction or other purpose, specially if they are at linguistically heterogeneous situation, the situation demands them appropriate writing system or script to language under question. This is due to the fact that these languages may haven't been reduced to their written form or may have been recorded only by travelers or else there may be two different writing systems by different groups in a country (Fishman 1968:703). Under such conditions where the making of choice has to be made with carefully though over criteria in order to avoid the letter risk of unnecessary expense of time labour and energy that might lately be discovered only after the writing system is put in function in schools.

Related to this care, Berry in Mammo, cited by Waqshum (1995) list criteria that the type of script to be selected should linguistically represent the language system economically consistently (every letter should stand for the same sound through out the system) and unambiguously.

Secondly, the script typographical should suit to the needs of modern techniques of graphic representation. On this typographical criteria experts of UNESCO in Fishman (1968) too recommend a simple writing system using those alphabets

which are commonly available on all the principal modern machines and which can be arranged in a single line since the modern machines including type writers work best with them. In connection with these, authors also suggest that for ease in recognition and ease in writing diacritics possibly be avoided unless for indication of emphasize of syllable or for tone. And further explained that other things being equal it is better to use single letter for each phoneme but digraphs (sequences of two letters) are preferable to complex character.

Thirdly it was argued by Berry that pedagogical the alphabet should achieve strictly utilitarian aim of economy of time and labour in learning to read and with. In relation to the pedagogical criteria UNESCO (cited above) advises that in cases where different languages are used at different levels of education (primary and secondary) it is advantageous to students if both languages share the same script in order to save a time that might be wasted in learning new script for the second language. Seen from another view point the implication of the above suggestion is that since primary education is given in local languages and secondary education in the language of wider communication the script to be used at the lowed level is determined by the script used at higher level. But this is some times impossible if the two languages are of different origin.

Choice of script for a language is some thing which requires an intensive study of the language and it must be entrusted (according to the International Conference on Public Education) to specialized linguists and educators who must be given

sufficient time to carry out this task before the teaching begins (Fishman, Ferguson and Das Gupta 1968).

Moreover it depends on factors related to linguistic nature, economic/ financial ability, publishing technology and governmental support. It is to this idea that scholars strictly argue saying that decision making on the choice of script is not a laymans work but it is one which should be handled by a trained linguist collaborated with educators printers and publishers and politicians and should keep in touch with public opinion. This co-operation is needed because of the necessity that the end product must be a written language that can conveniently be typed, printed and published by publishers, endorsed by government, used by educators and enjoy wide popular acceptance (Fishman, etal 1968).

### 2.2.2 Provision of Teaching Materials and References

It is an agreed fact that the school instruction is inseparable from reading, and reading materials. And therefore, a question for reading resource including teaching material has a predominant place in school instruction.

The problem of scarcity of reading resource in mother tongue become a point of objection of vernacular education specially since the day of UNESCO's recommendation of mother tongue of instruction. The objection is based on lack of

text books and other teaching materials, lack of general reading materials, shortages of trained teachers and inadequacies of vocabulary (Fasold 1984: 294). And the scarcity of these materials even pushed some who criticized the UNESCO's view of mother tongue education to be no better than wishes of innocent. To this point Lepage as cited by Solomon (1995) argues that the idea that a child learns quickly in his own language is meaningless since the availability of teaching materials and supplementary reading books is not satisfactory.

The argument of Lepage here seems sharply to point the worst problems that countries of under developed economies, and linguistic heterogeneity, like our country, might face just at the beginning of the programme since production of new books in multiplicity of languages and distributing them demands a heavy cost. This was what practically happened in Africa countries; it was reported in the meeting of African countries Ministries of Education in Harare 1982 (as McNab 1989:15) cited UNESCO 1982 that although the tendency of African countries to use their own language is increasing from time to time, the problem faced by scarcity of teaching materials and additional literature is still an obstacle.

Here, unfortunately UNESCO's recommendation for the scarcity of teaching materials is not as attractive for poor countries as its recommendations for use of mother tongue in primary instruction. Although its experts believed that there exists difficulty in training of competent authors and translators to obtain supplementary materials, solutions to these problems were not sufficiently recommended. Their

recommendations place responsibilities on governments to remedy the scarcity by printing of books, magazines, newspapers, and official notices in bilingual versions (Fasold: 1984:294). From this one can state that although the UNESCO and many educators emphasize the effectiveness of mother tongue for primary education of a child, whether the child can use this effective medium (due to scarcity or absence of teaching materials) or not seems to be dependent mainly on the effort individual country makes.

Reading material scarcity is caused not only by absence or unproportionality of textbooks to the number of students in schools; lack of efficiency in transportation and distribution causes no less problem than absence of books. Referring to this problem Asfaw and Murison-Bowie in Bender et al (1976:32) wrote that;

Once the books are in the school they become the property of school storekeeper who then rents and lends them to the students directly or through the teacher. One of the main problem is that a text book is not considered as an expendable item and the storekeeper is naturally reluctant to let out of his sight something for which he is financially responsible.

This being the history of the past decades, today there is no reason why this can't be repeated. There are many conditions from these few of them being expansion of number of schools and enrollment in them, geographical distance and poor transportation and communication. Financial problems can be added to these. Hence the implementation of mother tongue education policy is likely to suffer not

only the shortage of material resulting from absence but also resulting from distribution both at higher and lower levels.

### **2.2.3 The Need for Orientation on the Changes**

Educational system of this country has experienced a wide range of changes following the constitution of the country, and the New Education and Training Policy. Out of the change made, the change in education structure, the decentralization of educational administration, curriculum materials, recommended change in the medium of instruction are the notable ones.

Whenever changes appear in an organization they touch and challenge the philosophical values of the change adoptors. Changing this philosophical values attached to education, in our case, is not simple because of those strongly established values existed long with the society. And hence, when change is introduced, resistance is inevitable.

How can this resistance be minimized so that the change can be implemented for the good of the society? Armstrong (1983) cited by Zaudneh (1994:101) indicates that resistance to changes can be minimized when the change affected people feel and understand that the change is not imposed, and it is to their advantage.

These arguments, when seen in their totality imply that feelings, needs and values play great role in the success or failure of change implementation. And therefore it is the work of change agents to listen to the heart beats of the change-affected people and gear appropriate methods, to alleviate problems resulting from resistance to change, if any exists according to as UNESCO 1968 stated by Fasold (1984:295).

Seen in Ethiopian context the new policy of mother tongue education demanded not only the change of teaching materials and the medium of instruction but also the basic belief of teachers and the way they conceptualize their work. Due to this policy, education has got a chance to give more attention to a wide range of languages, cultures, and geographical localities. Now it seems that the educational principle of incrementalism or the principle of progress from near to remote is working more than ever before. However, in our case once the use of mother tongue for formal education is something new to this generation, the acceptance or recognition given to it has to be assured.

This is because of the fact that under some circumstances it is not new to see that the change in medium of instruction to mother tongue is not accepted; resistance's to such changes have been observed in various countries for example in Nigeria (Thomas 1990) Peru (Neilson and Cummings 1997), South Africa (UNESCO 1972) and Ireland (Backer 1988). Reasons for these resistance's were the people's belief

that minority languages can not facilitate the international and national communication for commerce, industry, or education, and employment.

Seen from another point of view, what is surprising, is that the source of opposition to such changes is not only the uneducated segment of population, rather it includes teachers too. With this regard Evans (1994:64) argues that getting teachers accept new changes is complex enough and getting them accept new belief is even more so; it challenges their core value about the very purpose of education.

What the above scholars underline is the determinant role of one's belief and value which should be won in one or another way for the success of change implementation, and which might be lost because of the improper treatment of change adapters, by authoritative commands "Accept it and use it". Gross, Giaquanta and Bernstein (1996) too, emphasize that motivation and clarity of the change have to get attention since the greater the understanding of the goal, the change have to get have to get attention since the greater the understanding of the goal, the greater the acceptance and its implementation will be.

From forgoing discussion one can sum up the fact that any change in the field of education has to be accompanied by value clarification and motivation. This is to take out the change affected people from suspicion, and hesitation since these are seeds that may grow in to resistance. Here the curriculum leaders are vested with

responsibility to pave the ways for change implementation by giving clarifications and orientations on the value of new changes.

#### **2.2.4 The Need for Teacher Training**

Educational change involves learning how to do something new, and staff development is a central theme related to the change in practice Fullan and Stiegelbauer (1998: 298). Change in the medium of instruction is of no exception to this fact. Related to this specific change Siguan and Mackey, cited by Waqshum (1995) state that when planning mother tongue education, adequate provision must be given for recruitment, training and further training; priority must be given to this training so that sufficient staff would be available. In the same source, related to the mother tongue education Canham (1972) attributed difficulties in teaching mother tongue to inadequacies in personnel's educational level, poor teaching abilities and above all to the lack of teacher awareness of objectives of teaching in mother tongue and then he urges for training. This is because of the fact that compatibility of the staff to the requirements of the new change is a limiting factor of the level of success in implementation.

Generalizing this idea Evans (1996:63) states the implementation of change requires staff to move from what has become at least the old competence to what is defined, after change introduction, as a new competence. This is more explained by

Fullan and Stigelbaure (1998) who state that nothing is more central to reform than selection and training of teachers and administrators.

Here, accepting the need for training to fit the new condition one may raise a question as to when and what type the training should be. To this question, Evans (1996) responded that in order to help teachers to develop competence to new situation training must be personal and continuous. Training needs to be personal because it has to relate to the knowledge, practice, and need of teachers, it too needs to be continuous; should not only proceed change but also has to accompany, the change through the early and middle stages until the implementers get mastery on the newly required skills. This continuity of training does not only serve as a creator of strong bond between the change facilitators and implementers/ consultants and teachers/ but also gives opportunity to teachers to work together discuss problems and argue on problems other wise of which the mastery of skills and knowledge required by the change is not possible.

Such training's which only precede or follow implementation with out much understanding are blamed for their failure to bring long lasting effects in the change adaptors. Here, one may ask that why do so much promising workshops and conferences become so wasteful frustrating and lead to less significant changes on the part of change adaptors?

This failure seems to appear not only due to unsuitable material and organizational conditions of implementation but also due to conditions during training where, as Evans (1966) wrote, impersonalized large group training takes place. Under such situation, although training is provided, the little opportunity given for participants to grasp their learning by interacting with trainer, and each other, is likely to lessen the effectiveness of training. In addition, the lack of follow up, support, evaluation (ibid:315) which indicates the weakness of facilitators to play their expected role is the cause of failure. These weaknesses may have their roots in financial problem, time shortage, organizational structure and the like.

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In summary, to bring a significant change in the desired direction, it is a point of agreement that training has to be preceded by and accompany the change implementation. It has also to be continuous, and personalized so that effectiveness of implementation would increase. The source of weakness also have to be minimized by common action of organizational elements working at different levels.

### **2.2.5 The Need for Community Participation**

Curricular changes are no exceptions of affairs which call for community participation since the beginning. From important figures in the history of the field of curriculum, some decades ago, Smith, Stanley and Shores (1957:452) stressed the

need for community participation stating that changes may last longer if they are supported by the change affected people.

As a medium of instruction is one aspect of the curriculum, the implication of the above idea for it is that, it shares with all other curricular changes, the attention and it needs participation of community in decision making about it. The above authors identify within the community the academic and natural gatekeepers. For the implementation of change, these academic gatekeepers (principals, teachers and department heads) are more significant and have to be reached if the need is for success. The natural gate keeper (those influential people in the community to whom the fears and misgivings of the community reach and whose reaction tends to shape the attitude of the community) also need to be included according to these scholars.

From several studies cited by Nielson and Commings (1997) (Gibson and Ogbu, 1991, Ogba 1978, 1979, 1981, 1991) the conclusion was that when a community's support for school language policy is won, children tend to do well in school, and conversely when a community does not support a particular school language policy, children under perform in schools.

More recent works also affirm the view that the affected group needs participation. Ornstein and Hunkins (1998) indicated that the degree of ease in implementation of change is proportional to the degree of participation of those involved and affected

by change. This is because of the fact that they may react against the change and work on the opposite direction thinking that the change is something imposed on them. And on the other hand it is for the fact that they may enthusiastically support the change and work for its realization thinking that the change is to their advantage (Zaudneh 1994, Sellsand Trites 1960).

In summary, in the present world where people are demanding for their write in decision making on affairs that affect their daily life, it is hard to think that they can be kept quite, unconscious or passive of what is being decided for them. And similarly it is hard to think that they would accept what ever thing made ready for them. This seems the basic principle why the participation of people in making decision on their fate is called up on.

## **2.2.6 The Need for Interaction Among Change**

### **Facilitators and Implementors**

Communication is defined by its scholars as interchange of facts, feelings, and courses of action (Riches and Morgan 1994, Ornstein and Hunkins 1998,) Rue and Byars (1990). The effectiveness of this process is dependent in the back and forth flow of information between the message sender and message receiver.

The above argument is what is more emphasized by Gross etal (1971) cited by Fullan and pomfret (1977) when they state that the extent to which an innovation will be implemented depends on the extent to which there exists feedback and appropriate organizational structure. Gross, Giaquanta, and Bernstein (1996) also

underline this truth by arguing that the better the information system the better the implementation would be.

The implication of the above discussion for the implementation of changes in schools is that it is hardly possible to achieve school objectives or the newly desired ends without a functioning relationship which allows the vertical and horizontal flow of information required for giving guidance or coordinating and securing feedback. This is seen in the argument of Fullan and Pomfret (1977: 391) who state that personal contact between implementors can not be substituted by any other thing.

As Jenks (1990) in Ornstein and Hunkins (1998) puts, such interaction can be done through visiting teachers by principal, keeping an open door for teachers, conducting attitude surveys, having suggestion boxes, having collegial staff meeting. This idea of Jenks (1990) is applicable not for interaction between school principals and teachers but also between schools and education officials at higher levels.

Seen in terms of change implementation in school, absence of interaction comes as a result of not only the existence or absence of organizational structure for vertical and horizontal communication but also from the leadership qualities principals possess, awareness of teachers on the idea exchange of common problems and opportunities given to gather in meeting and to raise persistent problems. The gap created in this way between or among the change facilitators

and change implementors, therefore has a damaging effect to change implementation. With this respect Fullan and Goodlad (1975), and Sarson 1988 as cited by Ornstein and Hunkis (1998) clearly pointed out that the isolation of teachers from horizontal and vertical relationships causes teachers to have such view that the introduced change is individual activity.

But how could the likely chaos that result from the disconnection of change implementing elements and facilitators could be avoided? These same authors advise that teachers be given opportunity work together, share ideas, solve problems jointly, and cooperatively create materials so that the degree of change implementation would be increased.

Now, what is the implication of the above idea for the newly introduced change in the medium of instruction? It is quite known that all teachers in primary schools are new to how to use the new medium for classroom education purpose in general and to its writing and reading system in particular. Therefore, as the school practice, teaching, is not a solitary act, those problems which arise from various sources due to the change made, need to be fought; cooperative action and interaction is needed in resolving problems related to language use, teaching methodology and teaching materials. Unless this rule is observed the resulting gap created between and among change implementers and facilitators is likely to affect schools performances.

### 2.3 The New Education and Training Policy

It was when things were under the above conditions that the New Education and Training Policy appeared. This policy, (relating to article 39 No. 2 of the constitution of Ethiopian Government which declared the right of nationalities to develop and use their language) recognized the pedagogical benefit of mother tongue, and recommended nationality languages for primary instruction. The policy further stated that nations and nationalities, making the necessary preparation, can either own language or can choose from among those selected on the basis of national and country wide distribution.

For the level of secondary education and higher education English was selected as a medium of instruction and this same language would be given as one subject starting from grade one. As for the language of cultural and international relations the policy left the right to students to choose and learn at least one nationality language and one foreign language.

This policy, which is based on both child's right and pedagogical benefit, is both criticized, and appreciated by educators from different corners. The rapid implementation of the policy at some parts of the country was wondered, but with reservation, to be an indicative of the already prepared ground and readiness for utilization of local languages (Tekeste 1996). Others criticized the

policy to be the untimely and hurried actions for which human and material conditions are not ready (Teshome 1995). However this policy is the basis up on which presently nationality languages are being used for instruction in many parts of the country. And same thing holds true for the implementation of the Kembata language as a medium of instruction.

## CHAPTER 3

### Design of the Study

#### 3.1 Subjects and Sampling

The main objective of this study, as indicated formerly, is examining the condition of using mother tongue as a medium of instruction. In order to meet this objective the sample of the study was drawn from the population that is directly involved in school activities. The sample includes teachers, and students who use mother tongue for instruction in classrooms, directors who coordinate school activity, woreda and zonal education officials who are responsible for facilitating the process.

For this study, from the population of eighty seven schools in the zone which use Kembata language, four of them were selected using random sampling technique. These schools are:-

1. Hebba Medhane Alem Primary School
2. Bushluga Primary School
3. Teza Primary School
4. Jore Primary School

These schools have some 131 teachers in total. Since this is the issue of mother tongue, those teachers who teach Amharic and English were excluded from the sample. Hence the total number of teachers for the sample came to be 112.

Because of the Practical impossibility of dealing with all students in these schools a sample of students was drawn from the students population of these schools; starting from grade 4, in each school ten students from each grade level, which means thirty students from a school were randomly selected. For the four schools this number rises to 120. In this sample students from grade 1-3 were not included thinking that they are less matured to present the needed information by responding to the questionnaire.

An several studies indicate parents are of great influence in the success of school language policies. Having this as a basis, twenty eight parents of students attending the four schools (seven from each school) were randomly sampled using their children in these schools. And to secure data regarding conditions at the higher level, seven education officials (four from woredas, and three from the zone education offices) were also include. Therefore, the total number of respondents in this study is (112 teachers, 120 students, 28 parents and 7 education officials) two hundred sixty seven.

### 3.2 Data Collection Tools

Gathering adequate data for the study was done by questionnaire, interview and observation. For this Study, three sets of questionnaire were developed and administered to three groups of the sample teachers, directors and students. The first set of questionnaire filled by teachers has some six main questions which seek information from teachers about the five basic research questions. Teachers here were asked whether they have taken training in mother tongue quality of training they took how their reaction towards using mother tongue for classroom instruction is and how the supply of curriculum materials is (see Appendix B).

The questionnaire further demanded information on how the vertical and horizontal interaction among the change implementers and the change affected people. The last part of the questionnaire aims at gathering information about teacher participation and community support.

Another set questionnaire was also prepared to be filled by directors. This questionnaire seeks information on the availability of curriculum materials. Directors were requested to indicate the ratio of teacher guides and syllabi to teachers teaching respective subjects (see Appendix C).

The third set of questionnaire was administered to students. This questionnaire aims at finding whether the children can use the medium of instruction easily in such classroom activities as asking, answering, discussing, etc. on one hand and whether the medium of instruction goes with their choice or not on the other hand (see Appendix D).

Observation check list making judgment about classroom problems without appropriate data is impossible. This condition forces to make classroom observation using the observation checklist developed by the researcher for this purpose. Since most of the respondents' mother tongue is Kembata language which is used both at home and at school, the speaking and listening ability of respondents were purposely over looked for they have already developed skills; it is the writing and reading skills that were considered on the check list (see Appendix G).

Interviews:- This study also used interview to parents and education officials. It was used for parents because most of them are illiterate to respond to a written questionnaire about their reaction to the new medium of instruction, and their role in planning and implementation of the new school language policy. A similar instrument was used for collecting data from education officials and responses from these sources were used to support responses in questionnaire (see Appendix E, and F).

### **3.3. Procedures**

In an attempt to get valid information for this study firstly the existing related literature to this specific topic was explored and information was gathered from works of both foreign and domestic scholars. Informal preliminary discussions were also made with teachers, students and education officials in the zone under discussion.

On the basis of information gathered from these sources instruments for gathering data (indicated above) were developed. The face validity of the instrument was taken by submitting the instrument to an expert in ICDR and senior expert in the National Examinations Organization. In accordance with suggestions from these experts modifications were made on some instructions and questions. This was followed by testing the instrument in the field.

For this field test, one primary school in the zone which uses mother tongue for instruction, the Zato Shodera primary school was selected. In this school after having explanation on the objective of the study and on how to fill the questionnaire 19 teachers, 1 principal, and 30 students filled their respective questionnaires under close supervision of the researcher. Later on teachers and directors were asked for some suggestions. In addition, seven parents who are represented at least by one child in this school were interviewed.

Observation in the class room also was made together with a trained observer to approve the observation scale for the main study. Here there inter observer reliability was calculated to be 85 using the formula suggested by Bordens and Abbot (1988) which is indicated on (Appendix H).

Finally, taking in to account suggestions from teachers and their responses to the questionnaire further modification was made mainly on instructions and amobuigous terms. In such way, ready for the final study, the questionnaire prepared for teachers was dispatched to 112 teachers and 104 of them were returned. The questionnaire prepared for students was administered by the researcher to 120 students in groups of 30 in their schools. This was followed by interview of parents and education officials. Twenty eight parents (7 from each school represented by at least one child in that school) were also interviewed by two trained interviewers, and educational officials (4 from woreda and 3 from the zone education office) were interviewed by the researcher. While doing this the researcher used hints gained from data collected in schools and from parents in addition to the already prepared interview questions. Finally the data collected from different sources were sorted and tallied by trained assistants under the supervision of the researcher.

### 3.4 Method of Data Analysis

The data gathered were presented in tables and analyzed qualitatively and quantitatively. The quantitative techniques used were the following.

**Frequencies and Percentages**:- To analyse conditions in training, resource supply, interaction, teacher participation, community support, and reaction of children to the use of mother tongue for instruction, frequency counts and their percentages were used.

**Chi Square Test** :- This test was used to see whether there is a statistically significant difference between the two proportions of teachers with favourable, and unfavourable reaction towards the use of mother tongue for instruction. Here the number of those who have favourable and unfavourable attitude towards the use of the new medium of instruction was determined by mean of scores they earned at the five point Likert scale.

**The T-Test**:- The t-test is most commonly used to examine whether or not two groups are significantly different from one another (Cozby 1989: 138). In this study, to see whether there is a significant difference between classroom performance of those who have taken a short term training, the t-test for independent groups was calculated. This was done to judge whether this short

term training has equipped its participants with the necessary skills to use the mother tongue and its new script compared to those of one year tainting participants.

## CHAPTER 4

### RESULTS AND DISCUSSION

This part of the study contains two sections within it: the result, and discussion. In its first section the data gathered from the field will be presented and in the second section the discussion of the data will follow.

#### 4.1 Results

##### 4.1.1 Teachers Training and Orientation

Teachers were asked a question in order to see whether training and orientation were given to them who are the implementers of the new language and its script in classroom. The following Table presents their response to this question.

**Table 1: Status of Training Offered**

Duration of Training	No.	%
One year preservice training (OYPT)	14	13.46
Short term inservice training (STIT)	58	55.77
No training given	32	30.77
Total	104	100

Table 1 indicates that teachers are at different status of training; among them about 69.23% (72 of them) have been given some sort of training on how to use mother tongue for instruction. Out of this (69.23%), the Table shows that only 13.46%, that

is fourteen teachers who were given one year preservice training in the mother tongue and the remaining 55.77% were given a short-term training of three or few days. The Table also revealed that there is a portion of teachers who have not totally taken training; this portion is about one third (30.77%) of the total respondents.

To secure more information on teacher training, the woreda and zonal education officials were interviewed. These officials reported that the quota for recruiting and training is determined by the existing ratio of primary school teachers to their students.

The woreda officials also said that the number of teachers in the woredas is high because of the inflow of a large number of teachers from other regions which started to use their mother tongue for instruction. (These inflow teachers were those who were trained for former Amharic medium schools.) Therefore, under such condition, since the number of teachers inflow (but who are untrained) is high, the chance for preservice training is low. Here one woreda education official estimated that, at the present rate of preservice training it takes three to four years to assign one preservice T.T.I graduate to a school.

This discussion is an indicative of the fact that the basic problem in this zone is the non-correspondence between the type of training teachers received formerly and

the condition in which they are forced to teach using the new medium of instruction and its script for which they are not ready.

For the question officials were asked as to what attempts were made to remedy this condition, three education officials of woreda and zonal offices responded that three days training (on how to use the Latin script and the language in instruction) was given for most teachers at the beginning. Then, funded by BESO and UNICEF, training of few days was given for principals, vice principals and selected teachers with an objective to use the multiplier effect.

In many participants of this training, these woreda officials said, visible behavioral changes were observed both on the necessity and on how to use the new medium of instruction. However, they added, it was difficult to practically check whether the system is working in their schools. In other words it is difficult to know whether the participants, in their turn, are training their colleagues in their respective schools.

Currently, the Zonal Education Officials response indicates that there are 2047 trained primary school teachers, out of which only about 12% of them have taken a one year training course in the mother tongue and its script.

According to data in Table 1 the training given to teachers was of two types: one year preservice teacher training in the mother tongue (OYPT) and short-term

inservice training in mother tongue (STIT) which took three or few days. That means the condition of training was not similar. Therefore to see whether the training was sufficient, teachers were asked about conditions during their respective training. (Conditions raised here were length of training period, chance for participants for independent work, chance for interacting with other trainees and trainers, number of participants, provision of reading materials, and clarification of purposes and benefits of using mother tongue for instruction.) In Table 2 below responses of these two groups (those who passed through one year preservice training, (N= 14) and those who received the short term inservice training N = 58) about their respective training condition have been presented.

**Table 2: Conditions of Training Taken by OYPT and STIT**

Items	Responses of OYPT, N=14						Responses of STIT, N=58					
	Yes		No.		Total		Yes		No		Total	
	No.	%	No.	%	No.	%	No	%	No.	%	No.	%
The time length of training was sufficient	14	100	0	0	14	100	0	0	58	100	58	100
In training there was no chance for independent work	3	21.43	11	78.57	14	100	52	89.66	6	10.34	58	100
The training developed my skill in the Mol	12	85.71	2	14.29	14	100	10	17.24	48	82.76	58	100
In training the number of participants was large	3	21.43	11	78.57	14	100	51	88	7	12	58	100
In training there was chance of interacting and exchanging ideas with trainees and trainers	10	71.43	4	28.75	14	100	17	29.3	41	70.7	58	100
The training was supported by provision of supportive reference materials	8	57.17	6	42.86	14	100	5	8.62	53	91.38	58	100
Purposes and benefits of using the mother tongue as a Mol were presented convincingly	11	78.57	3	21.43	14	100	5	8.62	53	91.38	58	100

As Table 2 reveals, responses of the two groups of teachers on the length of training period is opposite. Participants of OYPT seem to be satisfied with training time length - all of them responded that the time length of training was sufficient whereas all the STIT (majority of them having a training of three days) disagreed on the sufficiency of time length of the training.

Similarly the stand of the majorities in the two groups is opposite on the question of chances of independent work, and on the question of number of participants in training. On both these issues, about 78% of the OYPT showed their disagreement. In other words more than three fourth of OYPT believed that during training there was a chance of independent work and the number of participants was limited. Contrary to this more than 88% of STIT indicated their dissatisfaction by lack of chance for independent work, and large number of participants during training. The STIT have similar response to the question whether there was a chance of interacting and exchanging of ideas among participants and trainers; more than 70% disagree on the existence of the mentioned aspects of training - interaction and idea exchange - during their training. This is opposite to the response of 71.43% of OYPT who evaluated their training to have the mentioned training aspects.

Regarding the provision of supportive materials during training the responses of OYPT is different; 57.17% of them responded to have been given supportive reading materials and the remaining 42.86% responded "No". But in the category of

STIT the condition was more negative; more than 91% of STIT responded that the training was not supported by provision of reading materials. This indicates that in STIT, more than in OYPT, provision of reference was limited.

Respondents also were asked whether purposes and benefits of using mother tongue for instruction were convincingly clarified. To this question in the Table 2 78.57% of OYPT responded that it was convincingly clarified as opposed to the response of 91.38% of STIT who said that it was not convincingly clarified. In addition to this 85.71% of the OYPT gave their testimony that the training developed their capacity of using MOI (the medium of instruction) for classroom purpose. But the response of 82.76% of short term training participants is opposite to this.

From the above Table what one can understand in general is that in almost all cases the response of OYPT is in opposite direction to that of STIT on the questions of length, interaction, independent work, provision of references, clarification of purpose and benefits of using mother tongue as a MOI. This leads to the conclusion that the short term training had a less effect on its participants compared to that of one year training program.

Here, to see whether the short term training which teachers took has equipped its participants with the necessary skills of using the Kembata language and its script as a medium of instruction, (to see whether there is a performance difference

between the OYPT and STIT), a classroom observation was made using observation checklist (see Appendix - G) and its results have been presented in Table 3.

**Table 3: Performance of Teachers of the Two Training Approaches**

Teachers	x	sd	t
OYPT No. = 10	31.90	1.79	2.5199*
STIT No. = 11	29.27	2.83	

\*  $P < .05$

As Table 3 indicates, the one year training program participants have earned the greater mean score ( $x = 31.90$ ) compared to the mean score of the short term training participants which is  $y = 29.27$ . The Table also indicates that there is statistically significant difference between the two mean score since the calculated t value ( $t = 2.5199$ ) is greater than the critical value of t ( $t = 2.09$ ) at the significance level of  $P < .05$ . This indicates that the short term training participants are performing not as well as the one year training participants.

#### **4.1.2 Reaction of Teachers, Children, and Parents Towards Using the Mother Tongue as a MOI**

##### **a) Reaction of Teachers**

In order to see the distribution of respondents into the favourable, and unfavourable attitudinal direction in relation to the use of mother tongue as a MOI, teachers were

dichotomized. The dichotomy was based on the mean attitude score that was earned by respondents on the agree - disagree questionnaire - the Likert type scale(Appendix I). The following Table shows this distribution of respondents.

**Table 4: Distribution of Respondents into the Favourable and Unfavourable Attitude Towards the Use of the Kembata language as a MOI, N=104**

Attitude	No. of Respondents	%	$\chi^2$
Favourable	37	35.58	8.66*
Unfavourable	67	64.42	

\*  $P < .01$

As the above Table reveals among the total respondents only less than half (35.58%) have shown a favourable reaction while the remaining majority had unfavourable attitude towards the use of mother tongue as a MOI. That means more than half of the teachers tended to evaluate the use of the Kembata language for instruction negatively. Here the result of Chi square test for significance of proportional difference between the two groups (the favouring and unfavouring groups) was found to be significant at the 0.01 level of significance (see Appendix-I, Table 1). In other words the calculated Chi square ( $\chi^2$ ) value ( $\chi^2 = 8.66$ ) is greater than the critical value ( $\chi^2 = 3.841$ ). This is an indicative of the fact that most of the teachers do not have positive attitude towards using the Kembata language for instruction presently.

## b) Attitude of Teachers and their Training Background

In Table 1 above the distribution of teachers in terms of their training status indicated that, from the total number of respondents 72 of them (69.23%) have taken a training of different types (OYPT and STIT) and the remaining 32 teachers have taken no training. Here, although the objective of this study is discovering the favourableness or the unfavourableness of teacher respondents to the use of mother tongue as a medium of instruction, in Table 5 below, attempt was made to see whether the training background of teachers has an association with teacher attitude.

**Table 5: Teachers Attitude and their Training Background**

Attitude	Training Background		Total
	Trained	Untrained	
Favourable	35	2	37
Unfavourable	37	30	67
Total	72	32	104

$$X^2 = 17.3296^*$$

As can be seen Table 5 from among the trained group, about half of the teachers expressed favourable attitude towards the use of mother tongue. In other words from those who revealed favourable attitude the largest majority are those who

have a training background in the Kembata language. On the contrary, nearly all teachers who have no training background in the mother tongue indicated the unfavourable attitude towards the use of the mother tongue.

Therefore it appears that there is an association between the training background of teachers and the attitude of teachers to the use of the mother tongue. The Chi square test for this association was found to be significant at the 0.01 level (Appendix - I, Table 2).

**c) Childrens' Reaction to the Use of the Mother Tongue  
As a Medium of Instruction**

Childrens' reaction to the medium of instruction is not a point to be overlooked in a discussion of language policy implementation since it will have an impact on their learning out come. Here in this study, in addition to the teachers' attitude towards using mother tongue for instruction, children were asked how their abilities and views are to the medium of instruction (MOI) used. And their responses of 120 students (out of whom 94.17% claimed their mother tongue is the Kembata language) are presented in the Table 6. This Table below shows at the first raw that the majority (more than 90%) of the students agreed that they understand their teacher better when he/she speaks in the mother tongue, whereas only 9.17% responded "No" to the statement. The Table similarly indicates that under conditions where they are expected to generate information, that means in

expressing one's own feeling in front of classmates, and in answering questions most of the respondents (93.33%) and 92.5% respectively responded that they easily use the the Kembata Language which is the MOI.

**Table 6: Childrens' Reaction to the MOI Used, N=120**

Childrens' Reaction	Yes		No.		Total in %
	No.	%	No.	%	
I understand my teacher better when he speaks in the Kembata language	109	90.83	11	9.17	100
I express my feeling easily in front of my classmates when I use the Kembata language	112	93.33	8	6.67	100
I feel not confident when I speak to my teacher in the Kembata language	11	9.17	109	90.83	100
Our classroom discussions are warmer when we communicate in the Kembata language	106	88.33	14	11.67	100
It is simpler for me to answer questions in the Kembata language	111	92.5	9	7.5	100
I am rather slow when I read writings in the Kembata language	14	11.67	106	88.33	100
I need more assistance from my teacher when I read and write in the Kembata language	18	15	112	85	100
It is difficult for me to forward my questions in the Kembata language	12	10	108	90	100
For children in primary schools it is better to learn in the Kembata language	27	22.50	93	77.50	100

Moreover more than 88% of the total respondents gave their testimony that their classroom discussion is warm when they use their language which is the MOI. Contrary to this a very small percentage of students responded positively to the statements that were forwarded against the use of the Kembata Language as a MOI in classroom. Here as Table 6 indicates the percentage of respondents who said that they are not confident while they speak to their teachers, and the

percentage of respondents who responded that they face difficulty in forwarding their question in the Kembata language is only 9.17% and 10% respectively.

Similarly only 11.67% evaluated their speed of reading and writing of the Kembata language to be low and some (15%) responded that they need more assistance when they read and write in the Kembata language.

In the above Table the percentages of those who responded positively to the statements favouring the use of the Kembata language for instruction is far above 80% in each case. However, surprising is the fact that when these children were asked whether it is better to use the Kembata language (their mother tongue) as a MOI, only less than one fourth (22.50%) responded positively to this.

Children were also asked separate questions to indicate their parents' choice and their choice of the MOI. Their response is presented below in Table 7.

**Table 7: Childrens' and Parental Choice of the MOI**

Medium of instruction	Childrens' Choice		Parental Choice*	
	No.	%	No.	%
the Kembata	19	15.83	17	14.17
Amharic	91	76.67	98	81.67
English	9	7.50	5	4.16

\*Parental choice as viewed by their children

To the question " Which medium of instruction do you choose for classroom", Table 7 shows that the choice of parents and children is similar; the choice of the majorities that is 76.67% of children and 81.67% of parents is Amharic language. In other words, more than three fourth of the children responded their choice to be Amharic and exceedingly more than three fourth of the children reported that the choice of their parents is Amharic language.

Here, it is also noTable that although the percentage of children who chose Amharic is smaller than the similar percentage of parents, it is three times greater than both their peers who chose the Kembata language and English for MOI.

When asked why they chose Amharic for MOI, children responded that:

- they already know the Kembata language and hence no need to learn what they know
- to communicate with people in towns they need Amharic language
- offices use Amharic for communication
- their parents want them to learn in Amharic
- The Kembata language is not spoken in other areas
- language of radio and newspapers is Amharic
- Amharic is spoken at many places
- The Kembata language is difficult in writing

Here, although it was seen in Table 6 that most of the children reported The Kembata language is better for classroom communication (asking, answering, expressing feeling, reading, writing, and discussion), surprisingly most of them (77.5%) failed to recommend The Kembata language for MOI. This failure of children to prefer The Kembata language for MOI to Amharic seems to be due to the influence of parents and teachers who have previous education experience in Amharic.

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**d) Reaction of Parents to the Use of Mother Tongue  
(The Kembata Language for Instruction)**

Twenty eight parents, represented at least by one student in one of the four sample schools, were interviewed about their views on the use of The Kembata language as a MOI. For the question they were asked whether they have been oriented on the benefits and purposes of changing the MOI to The Kembata language, all of the parents invariably responded that the change in the MOI was something about which they have not been informed its benefits and purposes. Some of them even stressed that they do not believe that instruction in mother tongue has a pedagogical value.

All parents also explained that they had not been consulted about the change at the beginning and they think that the change was something imposed upon them. This saying is similar to one of the woreda education officials who complained the

change in the MOI to be a sudden act in which insufficient teaching materials arrived at schools where teachers have not been well trained or parents have not been oriented.

Parents also were asked how they evaluate the change in the MOI and advantages of it. To this question one parent responded "I don't see any advantage of using The Kembata language as a MOI; my child could not listen to the radio, he couldn't write a letter to my relatives or he couldn't read a newspaper. So what is its advantage?" Another teacher parent responded that there is no "Fidel Gebeta" at markets but that of Geez script is available. Moreover, there are no reading materials, or stories that help children to identify themselves with great people in the world. Because of such reasons it seems better that reading materials be made available before hastily using the The Kembata language for instruction.

Another dropout parent responded that he could not help his child at home while the child studies because the change in the reading and writing system had broken between the literacy knowledge of the child and his parent.

Some parents also seriously complained that their children are wasting their time in school learning what they already were taught by their parents. Complaint of other parents was that due to the change in the MOI, their children are forbidden from getting employment opportunity even within their own zone (even those who

drop out of school at primary level) since the official language of the zone is Amharic.

One parent expressed his feeling saying that "When I write application or a letter to my Kebele I am expected to use Amharic. But when I send my child to school he is forced to learn in The Kembata language with Latin script. So what is the use of sending my child to school where he spends hours by repeating what he already knows, what is not useful to me?"

Parents are also anxious that their children could not communicate and interact with people of the near by zones who use Amharic to communicate with other people. Their response also indicated that many of them have a feeling that their children, in going to towns for junior and high school attendance, would face problem of communication among town children who communicate in Amharic. In general among the interviewed parents nearly no one seems to have a positive reaction to using the Kembata language for instruction.

#### **4.1.3 Adequacy of Supply of Curriculum Materials**

To lead instruction process effectively teachers need such guiding materials as syllabi, teacher guides, textbooks and other reading materials. Otherwise they would likely be forced to run instruction process blindly. Regarding this issue

teachers were asked about the adequacy of supply of the curriculum materials. Their response is presented in the Table 8.

**Table 8: Adequacy of Supply of Curriculum Materials, N=104**

Items	Responses			
	Yes		No.	
	No.	%	No.	%
Supply of curriculum materials is sufficient to teachers	10	9.62	94	90.38
Curriculum materials are supplied on time	6	5.77	98	94.23
Book supply and student demand is balanced	16	15.38	88	84.62

Table 8 which reflects the views of teachers on the adequacy of curriculum materials indicates that majority of the teachers are dissatisfied with the insufficiency of the needed materials; more than 90% responded that curriculum materials are insufficient in quantity whereas less than 10% believed that materials are sufficient. Since the subjects' response is based on their own experience, this difference in proportion of respondents implies sufficiency of some curriculum materials and insufficiency of many others.

Teachers also were asked whether the supply of materials is provided on time. To this question, in Table 8, the response of the majority is disappointing. Only 5.77% of the 104 respondents approved the timely arrival of materials in their hands while more than sixteen fold of this percent responded the opposite. Related to the

problems of timely arrival of curriculum materials, interview questions were directed to wereda education officials. Accepting the existence of this problem, these officials blamed the Zonal Education Office which in turn, in the interview, pointed out the source of the problem to be the Regional Educational Office which does not send down the curriculum materials to the field on time.

In Table 8 above the majority also responded that supply of textbook does not equal the demand. In other words about 85% of the respondents said that there is no balance between the supply and demand of textbooks. Therefore to see the degree of imbalance it needs to have a look at textbook distribution.

### **Distribution of Textbooks Among Students**

It is an agreed upon the fact that students need a textbook in order to study it with peers or alone. Regarding this serious issue, data on the book student ratio was collected from the sample schools and it is presented in Table 9.

**Table 9: Textbook: Student Ratio for the Three Considered Subjects in the Sample Schools**

Habba Primary School							
Grade	No. of Students	MoT* Textbooks	Ratio	Maths Textbooks	Ratio	Env. Sc* Textbooks	Ratio
1	109	95	1:1.1	64	1:1.7	75	1:1.5
2	103	103	1:1	103	1:1	103	1:1
3	66	66	1:1	66	1:1	66	1:1
4	80	19	1:4.2	13	1:6.2	-	-
5	88	18	1:5	54	1:1.6	N.Sc* 41 So.St* 32	1:2.1 1:2.8
6	17	17	1:1	17	1:1	N.Sc 17 So.St. 17	1:1 1:1
Bushulugga Primary School							
1	310	148	1:2	50	1:6	-	-
2	204	145	1:1.4	148	1:1.4	-	-
3	134	91	1:1.5	62	1:2.2	83	1:16
4	150	25	1:6	30	1:5	30	1:5
5	111	34	1:3.3	44	1:3.3	N.Sc 33 So.St -	1:3.4
6	70	69	1:1	69	1:1	N.Sc 19 So.St. 29	1:3.7 1:2.4
Teza Primary School							
1	300	80	1:3.8	50	1:6	-	-
2	167	112	1:1.5	56	1:3	-	-
3	156	55	1:2.8	80	1:2	-	-
4	166	20	1:8.3	60	1:2.8	25	1:6.6
5	115	-	-	20	1:5.7	N.Sc 28 So.St 43	1:4.1 1:2.6
6	98	-	-	43	1:2.2	N.Sc 56 So.St. 41	1:1.7 1:2.3
Jore Primary School							
1	293	160	1:1.8	69	1:4.2	-	-
2	191	81	1:2.4	81	1:2.4	-	-
3	216	88	1:2.5	65	1:3.3	18	1:12
4	142	18	1:8	30	1:4.7	28	1:5
5	126	46	1:2.7	62	1:2	N.Sc 120 So.St -	1:1 -
6	118	94	1:1.3	64	1:1.8	N.Sc 34 So.St. 54	1:3.5 1:2.2

\* MoT - Mother tongue

\* Env.Sc. - Environmental Science

\*N.Sc. - Natural Science

\* So.St. - Social Studies

From Table 9, it is noticeable that there is a difference in the distribution of books among students; books are made more available in some schools and less available in others. For example, in Hebba Primary School (P.S now on wards) textbooks are well distributed among students. That means out of the twenty different textbooks (of the considered subjects in the study which are Mathematics, Mother tongue and Environmental science) of the all grade levels, for twelve of them the book student ratio is 1:1.

Contrary to this in the Jore P.S out of the twenty different textbooks of considered subjects, for twelve of them the book student ratio is more than 1:2 even for some subjects being 1:5, 1:8, and at its worst 1:12. Condition of the remaining two schools range between the above extremes.

Secondly, it is noticeable from Table 9 that books are made more available for some subjects in some schools and less available for others. The Table indicates that both the availability and distribution of books of environmental science is the least in all sample schools. As it can be seen in Teza P.S. from grade 1-3, in Jore P.S. grade 1 and 2, in Bushluga P.S. grade 1 and 2, and in Hebba P.S. grade 4 there are no books for environmental science whereas in Jore P.S. the book student ratio of this subject in grade 3 and 4 is 1:12 and 1:5 respectively. Similarly books are not available for grade 5 social studies in Jore and Bushluga P.S.

Thirdly books are made more available for some grade levels and less available for others. It is noTable from the Table that the book distribution among grade four students in all schools is the least of all. In this grade level, in all schools, except for grade four Mathematics in Teza P.S., the book student ratio is above 1:4 for many subjects ranging even from 1:5 to 1:8.

Again when the book student ratio for similar grade levels and subjects in the sample schools are compared still conditions are different. Table 9 indicates that the book student ratio for grade 1 Mathematics ranges from 1:1.7 in Hebba P.S. to 1:6 in Bushluga P.S. This ratio for grade 3 Mathematics ranges from 1:1 in Hebba P.S. to 1:3.3 in Jore P.S. Similarly the book student ratio for grade 2 Maths ranges from 1:1 in Hebba P.S. to 1:3 in Teza P.S. This ratio for grade four mother tongue is 1:4.2 in Hebba P.S and it ranges to 1:8.3 in Teza P.S. In the same way the book student ratio of grade 5 science in Jore P.S. is 1:1 whereas it rises to 1:4 in Teza P.S. Table 9 also indicates that the ratio for grade 6 science is 1:1 in Hebba P.S. and it ranges to 1:3.7 in Bushluga P.S. In general the above Table 9 reveals the existing fact that there is a difference of distribution of books among students, among grade levels and among schools.

In addition to the book student ratio among students, grade levels, and schools, data were also gathered about the availability and distribution of teachers' guides and syllabi. The data gathered are presented in Table 10.

Table 10: Availability and Distribution of Teachers' Guides (G) and Syllabi(S)

Grade	Mother Tongue		Maths		Env.Sc.		Sports		Music		Arts	
	G	S	G	S	G	S	G	S	G	S	G	S
Hebba Primary School												
1	-	-	-	-	-	1:1						
2	-	-	-	-	-	1:1						
3	-	-	-	-	-	-						
4	-	-	-	-	-	-						
5	-	-	-	-	Science 1:1 So.studies 1:1	-	1:1		1:1	-	-	-
6	-	-	-	-	Science 1:1 So.studies -	-	-		1:1	-	-	-
Bushuluga primary school												
1	1:1	-	1:2	-	1:1							
2	1:2	-	1:1	1:2	1:2							
3	1:1	-	-	-	-							
4	-	-	-	-	-							
5	-	-	-	-	Science 1:1 So studies -	-	1:2	-	1:1	-	-	-
6	1:1	-	1:1	-	Science 1:1 So.studies -	-	1:1	-	1:1	-	-	-
Teza Primary School												
1	1:1	-	1:2	-	1:3							
2	1:1	-	1:1	-	1:2							
3	1:1	-	-	-	-							
4	-	-	-	-	-							
5	1:1	-	1:1	-	Science - So.studies 1:1	-	1:1	-	1:1	-	1:1	-
6	1:1	-	-	-	Science - So.studies -	-	1:1	-	1:1	-	1:1	-
Jore Primary School												
1	-	-	-	-	-							
2	-	-	-	-	-							
3	-	-	1:1	-	-							
4	-	-	1:1	-	-							
5	1:1	-	1:1	-	Science 1:1 So.studies -	-	-	1:1	-	1:1	-	1:1
6	1:1	-	1:1	-	Science 1:1 So.studies 1:1	1:1	1:1	-	1:1	-	1:1	-

It is notable from Table 10 that in all schools for all grade levels there are no syllabi for the of mother tongue (The Kembata Language) and the Table also reveals that Aesthetic (combination of Sport, Music, and Arts) does not have textbooks for students and a syllabi. Hence, what teachers of this subject teach differs from school to school; in one of the sample schools it was reported that students do not learn Aesthetics; instead they learn science and social studies.

Similarly, except for the teachers guide of fourth grade Maths in Jore and Hebba P.S., there are no syllabi and teacher guides in all schools for this grade level. In addition to this, in all schools for all grade levels there are no syllabi of Maths except for grade two Maths syllabus in Bushuluga P.S. From Table 10, one can also observe that except for grade 1, and 2 En. Sc. syllabi there are no syllabi and teacher guides for the considered subject in Hebba P.S. whereas in Jores P.S. there are no syllabi and teacher guides for both grade 1 and grade 2 level for all subjects.

Moreover, all schools lack teacher guides and syllabi of considered subjects of grade three except for the teachers guide of mother tongue in Teza and Bushluga P.S. and Maths teacher guide in Jore P.S. Furthermore in all schools grade 5 and grade 6 science and social studies syllabi are missing except for Jore P.S. The Table also indicates the availability of syllabi and guides of such subjects as Sport, Music and Arts for grade 5 and 6 level is very limited.

As one can see on Table 10 number of teacher guides required to lead the instruction process in the considered academic subjects for all grade levels (Mother tongue, Maths and Environmental Science including science and social studies) is twenty and so is the number of syllabi required. Table 11 below summarizes the balance between the minimum demand and supply of these syllabi and teacher guides in the sample schools.

**Table 11: Minimum Demand and Supply of Teacher Guides and Syllabi in Sample Schools**

School	Syllabi				Teacher Guides			
	Demand No.	Supply No.	Difference No.	Difference in %	Demand No.	Supply No.	Difference No.	Difference in %
Hebba P.S.	20	2	18	90	20	4	16	80
Bushluga P.S.	20	1	19	95	20	13	7	35
Teza P.S.	20	0	20	100	20	11	9	45
Jore P.S.	20	3	17	85	20	9	11	55
Total	80	6	74	92.50	80	38	43	53.75

Table 11 summarizes that the supply of the two curriculum materials is both insufficient and unevenly distributed. As it shows, out of the 20 syllabi required to teach subjects in all grade levels only three of them are available in Jore P.S. whereas this number drops to zero in the case of Teza P.S. In other words, out of the 20 needed syllabi of the considered subjects 17 are not available in Jore P.S. and this number rises to 20 in the cases of Teza P.S. The cases of Hebba P.S. and Bushluga P.S. range between these two extremes. In general one can observe on Table 11, that out of the 80 syllabi needed to teach the considered subjects and all grade levels in the four schools only 6 syllabi that means only 7.50% is in use whereas 74 syllabi (92.50%) are missing.

Table 11 indicates that the condition of teacher guides is a little better. Out of 20 teacher guides needed to teach the considered subjects in all grade levels in Hebba P.S., four are available. And this number for Bushluga P.S. improves to be 13. However, in this school, seven teacher guides (out of the required 20) are missing whereas this scarcity for Hebba P.S. rises to more than its double (16).

In general, though the availability of teacher guides is a little better than that of syllabi, still the quantity of these teacher guides is insufficient for the normal instruction process; more than half (53.75%) of the 80 needed teacher guides are not still available in the four schools.

#### **4.1.4 Interaction Among the Change Implementing Bodies**

Implementation of changes is not an individual activity, rather it calls for a united action of the change-introducing and change-affected people. In the sector of education it is the unity of actions of consultants, teachers, parents, and students that brings success of the implementation. Related to this teachers were asked to evaluate the degree of interaction they have with others mentioned and their response is presented in Table 12 below.

**Table 12: Degree of Interaction Among Parents, Teacher and Education Officials, N=104**

Items	Always		Sometimes		Rarely		Not at all	
	No	%	No	%	No	%	No	%
Parents ask explanation from school on the issue of change in the MOI	15	14.42	16	15.38	18	17.31	55	52.88
Teacher parent interaction on the issue of mother tongue	6	5.77	17	16.35	47	45.19	34	32.69
Mobilization and organized assistance by teachers who attended workshops	5	4.81	11	10.58	14	13.46	74	71.15
Visits and assistance by education officials on the issues of MOI	0	0	10	9.62	65	62.5	29	27.88
Teacher – teacher interpersonal assistance on literacy issues of MOI	23	22.12	39	37.5	22	21.15	20	19.23

Parents, concerned with the education of their children, are likely to have a strong tie with schools and even may sometimes play influential roles in school policies, although this may require literacy of parents. On the issue of parent school interaction, teachers were asked whether parents asked schools or teachers why the medium of instruction changed.

To this question it was responded by 52.88% of teachers that there was no parental demand for explanation. And similarly 17.31% of the respondents said that parents came to discuss the issue of change in the MOI only rarely. Therefore the number of teachers who responded negatively to the above question adds to be 70.2% which is more than two third of the respondents. And although this is a response of the large majority, one can not overlook the response of the one third of respondents half (14.42%) of whom respond that parents always asked explanation on the change and 15.38% who said that parents came only sometimes. Here, although the respondents with positive response are very few, their responses indicate that parents are not totally unconcerned with the change.

The parent-school interaction keeps alive when parents come to school (as above) or when the school goes to parents by visits of mobilization by teachers. Asked about such interaction in Table 12, 32.69% of teachers responded to have no interaction with parents whereas nearly half (45.19%) of the respondents evaluated their interaction to occur only rarely. When these two negatively responded subjects are added they form (77.88%) a large majority which equals the three fourth of the

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total respondents. The remaining one fourth (23.12%) responded positively out of which 5.77% claimed to have always discussed with parents the issue of change in MOI. However, this condition in general is an indicative of the weak interaction between parents and schools.

During the interview, education officials responded that one method used to train teachers was gathering the principals, vice principals and selected teachers, training them and then sending them back. In the above Table a question was raised as to what extent these selected trainees interact with their colleagues in helping them in their problems of language and its script. To this question, the response of 15.39% is positive out of which only 4.81% the responded that briefing and mobilization was done always and 10.58% responded that briefing was done only some times. However the response of majority was negative; more than two third of the respondents claimed they had no assistance from those selected participants of training. This condition is therefore an indicative of the failure of attempt to use the multiplier effect in training.

Similar is the response of respondents to the question to what degree (frequency) the educational officials or consultants interact with teachers in assisting in implementation of the new MOI. Table 12 indicates that, here, considerably less number of respondents responded to have been visited and assisted by educational officials some times. Contrary to this more than 90% of the subjects responded to this question negatively out of which about one third responded that

no visits or assistance was made. The remaining two third of the total respondents (62.50%) responded to have been visited and assisted by education officials only rarely. This stand, supported by the response of woreda educational officials is an indicative of the weakness of the interactive mechanism and the interaction among consultants and change implementors.

The other area from which teachers draw assistance is an interaction among themselves. In this relation, a question as to what degree the teacher-teacher interpersonal assistance occurs was raised. Table 12 here reveals that more than half of the total subjects (59.62%) evaluated the interpersonal interaction/assistance in implementation of the MOI in their schools to be usual. Out of this 59.62% of the respondents, 22.12% believed such interaction to take place always whereas 37.50% responded that this inter teacher assistance is an event that occurs some times.

In contrast to this, the remaining 40.38% of the subjects responded negatively. From this, 19.23% said that there occurs no interaction at all whereas the 21.15% responded that the interpersonal interaction among teachers is a rare phenomenon.

Here, unlike other interaction aspects raised above, this interpersonal interaction among teachers seems to be more prevalent since it has got a testimony of more than half of the subjects for its occurrence whereas all other forms of interaction were said to occur "always," and "sometimes" by less than 30% of total subjects.

This condition implies the fact that the organ teachers are getting more assistance (both in the case of new script and new MOI) is a teacher at the nearby.

#### **4.1.5 Teacher Participation and Community Support**

Curricularists argue that introduction of a change should not be a sudden action to which change adoptors are new, rather they have to participate in both planning and implementing the change. In this study, as it relates to this issue teachers were asked about their participation and support that they get from community. Table 13 below is their response.

To the question they were asked whether they participated in textbook writing, improving, translating, proof reading or workshops of introducing the new teaching materials, the Table reveals that, 2.9% of respondents said "Yes" whereas the remaining 97.1% responded "No". In this case one can assert that there was a represented participation of teachers in preparation of new books in new language.

**Table 13: Teacher Participation and Community Support**

Activity of Participation	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
<b>Teachers</b>						
-Participation in textbook writing, improving translating, editing of workshop	3	2.9	101	97.1	104	100
-Preparation of references, reading materials	3	2.9	101	97.1	104	100
-Evaluation of curriculum materials	19	18.3	85	81.7	104	100
-Production of curriculum materials	19	18.3	85	81.7	104	100
-Experience exchange by classroom observation	12	11.54	92	88.46	104	100
<b>Community</b>						
-Adapting the change and giving moral support	4	3.8	100	96.2	104	100
-Appreciating and regarding respectfully the use of its language as a MOI	4	3.8	100	96.2	104	100

Another is the response of subjects to the question that whether they prepare related references of reading materials to aid instruction in the new MOI. Table 13 above indicates that 97.1% of the respondents do not prepare references or reading materials. On this issue interview was held with zonal and woreda education officials in which case only two reading materials were said to have been prepared. As an attempt to encourage the use of MOI, and to enrich a literature in that language. Teachers participation in evaluation of the new curriculum materials was another issue raised here. To this question the response of more than four fifth majority is negative.

is negative. This reply also implies the weakness of teacher participation, in implementation. On this issue, too, education officials at woredas and the zone were interviewed. According to these sources, since the beginning of the new MOI, evaluation of grade three Mathematics and grade one English was done by two teachers in the primary school. Therefore one can conclude that the degree of teacher participation here, too, is not encouraging.

To the question whether teachers prepare teaching aids to support instruction in the new MOI, the response of 62.5% of subjects is positive. Among the positive responses forwarded so far under this category of teacher participation these is the largest figure. Although this is something encouraging one can not over look the response of 37.50% of the subject who dared to say that they do not produce teaching aids.

Table 13 also indicates that teachers interaction through classroom observation is not frequent. Here, to the statement whether teachers exchange experience through classroom observation and visits, 88.46% of teachers replied "No" whereas the remaining 11.54% responded that the experience exchange through the mentioned means is common. In an attempt to check the reality of these responses principals were informally asked about experience exchange through classroom observation. Their reply was that except during the period of performance evaluation this practice is not common.

Curricularists believe that, for changes, to bring a lasting effect the support and understanding of public is necessary. Conversely it means that if changes are not understood and supported by public their success is subject to questioning. On the basis of this idea teachers were asked about the support that instruction in the new MOI gained from community.

The response of the subjects, as can be seen at the bottom of Table 13, indicates that the support the change in the medium of instruction gained from community is disappointingly low. Out of the total respondents only 3.85% responded that the change in the medium of instruction won support, acceptance, respect and appreciation whereas the remaining 96.5% disagree to this response. In order to secure more data on this issue education officials at weredas, and parents were also interviewed. Education officials responded that most parents do not have positive attitude to the change of the MOI and parents also explained their view that the change in the MOI is not to the advantage of their children and hence they are not willing to support and appropriate.

## **4.2 Discussion**

### **4.2.1 Teacher Training and Orientation**

Regarding teacher training and orientation, the data from the field enabled to come to the finding that teachers presently teaching in primary schools do not have the same status in training. From among respondents in the sample schools only 13.46% (Table 1) were found to have taken a one year training in mother tongue according to the new curriculum whereas the large majority was given mainly an introductory orientation of three days at the beginning.

These findings are opposite to the idea of many educators who explained training of teachers in mother tongue (for mother tongue instructions) to be a critical factor. Sgvan and Mackey as cited by waqshum (1995) strongly emphasized that when planning mother tongue instruction it requires adequate provision for recruitment, training, and further training. This is because of the fact that those who have experience of teaching in another MOI and its script should develop a new competence to teach in the changed new MOI and its script. And more than training of how to use the new MOI and its script, it is needed to develop teachers awareness, according to Canham in the above source, about objectives of teaching in mother tongue since knowledge of these objectives serves as an instrument of attaining the objectives. Unless this awareness and new competence are

developed by training it is very likely that as Canham stated, teachers would feel inadequate to use the mother tongue as a MOI.

From attempts made to collect data about conditions in which training was made it was found that condition in one year training program (OYTT) were far more better. Contrary to this, from responses of the short term training program participants (STIT) it was found that mainly the training was so short lived. Moreover, during training, supportive reading materials, chances of independent work, and chances of interacting and exchange of idea among participants were very narrow due to the large number of participants. Above all the weaknesses in the explanation of the purposes and benefits of using the mother tongue as a MOI were found to characterize the short-term training. These findings regarding the short term training are those which do not have support from educators (Evans 1996) who argued that training should be continuous; should not only precede a change but also has to accompany, and it should be personalized so that the participants will have opportunity to interact with trainees.

This in other words means the discontinuous and short lived training in which ideas have not been freely exchanged, participants haven't interacted, purposes and benefits of using mother tongue for instruction haven't been convincingly explained were weak in bringing the expected degree of competence in performance. Therefore in the case of this study one can argue that those who have not taken training and those who passed through a training of three days are not at a good

ground to implement the new medium of instruction although the medium of instruction is their own tongue. This problem was similar to what was faced during the literacy campaigns of the Derg period as indicated by MacNab (1988).

Since this country is one of the developing countries with less financial capability, the occurrence of this training problem is quite expectable. However, the problem could have been minimized or avoided by making preparations of sufficient manpower in advance of the implementation of the new MOI.

Regarding the competence of those teachers who passed through the program of short term training, classroom observation was made using a checklist. Here, the finding is that the short-term training did not enable its participants to be as effective as those of one-year training. As Table 4 indicated the mean score they earned ( $y=29.27$ ) was found to be significantly lower than that of one year trainees which is  $x=31.90$ . In other words, the calculated value of  $t(t=2.51)$  was found to be significant at  $p<.05$  level while the value of critical  $t$  is ( $t=2.09$ ).

This finding is an indicative of the fact that the short-term training has not equipped its participants with skills necessary to use the new medium of instruction. During the observation periods the STIT, more than OYPT, were seen to have problems of writing spelling in mother tongue correctly specially in the case of repeating vowels and consonants to show stress and length of sounds. Similarly the speed of reading

indicated observable difference between OYTT, and STIT. This difference in performance is attributable to the difference in the type of training taken.

#### **4.2.2 Reaction of Teachers, Parents and Children**

Concerning teachers reaction to the use of mother tongue as a MOI, data were gathered by the Likert type scale. From these data the finding was that the reaction of most of the teachers towards the use of the mother tongue as a medium of instruction is not favorable. This negative attitude towards using mother tongue as a MOI seems to be due to lack of awareness of objectives of teaching in mother tongue on the part of teachers. It is known that the necessity of using mother tongue for instruction is because of its pedagogical advantage. But the response of most teachers (to the open-ended question) that mother tongue be given only as a subject but not as a medium of instruction implies that their awareness of its pedagogical value has not developed. The other case is their low adequacy to use the new script and MOI in the case of reading and writing. Informal discussion with a group of teachers in the sample schools exposed that even some teachers are ashamed of reading in front of their students who went ahead of teachers in their reading ability. This problem of unfavorable attitude, therefore, has its root in a short lived training which was weak not only in competence development but also in awareness development by prior orientation and value clarification.

Discussion with parents on the issue of their reaction to the new medium of instruction brought similar finding that they do not have a positive attitude. This finding is similar to the findings of the formative evaluation of the try out project for grade 3, 4, 7 and 8 curriculum materials ICDR (1997) and ICDR (1998) where parents were found insisting on Amharic medium because they thought that their children would get a job opportunity in other areas out side their zone only if they are capable of communicating in Amharic. This finding also coincides with Beykant, cited by Nelison and Cummings (1997) who indicated that economic motivations affect attitude. Similarly in this study it was found that it is only few parents who connected their negative attitude to the use of mother tongue as a MOI with such pedegogical issues as lack of "Fidel gebeta" lack of children literature, and their inability to help their children in their homestudy; most parents are suspicious of utility and necessity of mother tongue as a medium of instruction. This implies two things; one case is that most parents are unconscious of the fact that mother tongue has a pedagogical advantage. The other case is that before the implementation of the mother tongue as a MOI, parental confidence was not won and they were not convinced of the pedagogical advantage of mother tongue, as was suggested by UNESCO (1968) as cited by Fsold (1984). Similar condition was observed by Ade Ajdyi in Akinkugbe (1994) in Nigerian policy of mother tongue education.

This finding of parental rejection is similar to Baker (1988) Thomas (1990), UNESCO (1972) and Neilson and Cummings (1997).

Seen from another perspective this opposition of parents can't be said groundless in the case of the zone under discussion. Data secured by questionnaire indicate that language of communication in the zonal, wereda, and kebele offices is Amharic. School offices and school notice boards, too, use Amharic language whereas the mother tongue is confined to only teaching in classrooms. This is another real condition that is pushing parents against the instruction in the mother tongue and it seems something that requires political decision of bringing agreement between school language and office language.

Regarding childrens' reaction towards the MOI two types of questions were asked. In the question which asks whether they can use their mother tongue in classroom activities which require generating, and receiving information (asking, answering, expressing feeling, discussing, writing reading) the finding is that the large majority of students expressed their agreement. This indicates the fact that children presently are capable of using their mother tongue for classroom instruction.

However, their response to a question as to which language they prefer for classroom instruction surprisingly differs from their response as to which language they can use for communicating easily. In other words, 76.67% of the children chose another language (for class room instruction) which they were introduced to at grade three level, that is Amharic instead of their mother tongue over which they have a relative mastery. When this response is seen together with the parental

choice in which 81.67% preferred Amharic to mother tongue, as Table 7 indicates, the similarity of the responses implies that the negative attitude of parents affected the choice of children although the latter ones do not have classroom problems in using their mother tongue. Therefore, this finding coincides with Anderson (1967) and Taylor (1973), cited by Solomon (1995) who indicated that the attitude of children towards the medium of instruction is dependent on the attitude of parents or the support and sympathy given to children at home. Responses of many children as to why they do not want to learn in their mother tongue remind one the unrealistic reasons of objections indicated by Fishman (1968) and Holmes (1962) who said such objection irrational. No matter from which source (from parents, or from children themselves) they may come, some of the children's unrealistic objections (that children already know the language; no need to learn what they know) seem to be symptoms of lack of awareness about the pedagogical value of mother tongue for primary education. This condition is similar to the idea of Siu (1988) who wrote that children reject learning in their own language by failing to understand its advantage. And social groups even do so because of the self-imposed pressure to master the dominant language.

From the above discussion the conclusion is that many teachers, parents and children are not favoring the use of the new MOI for instruction. In the face of reality that the effectiveness of language used for instruction highly depends on people's attitude towards the language used (Tesfaye 1977) cited in Solomon (1995), this unfavorable attitude of change-affected people and change

implementing teachers is something which should be considered seriously. In other words, the existence of the unfavorable attitude is not fertile condition for the implementation of the change in the MOI because this attitude as Bank and Lynch (1986), in the above source explained, interven and interact with what teachers teach and influence the ways messages are communicated and understood by learners. And also it was stated in the same source by Lambert (1972) that learner's attitudes and orientations towards the medium of instruction determine learner's motivation to learn.

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Seen from these perspectives of scholars the existing interaction that is taking place in schools under discussion seems to be affected by the unfavorable reaction to the medium of instruction.

#### **4.2.3 Interaction among Change Implementing Bodies**

Implementation of a change is not an individual duty rather it is a collaborative activity. As Table 12 indicates data was collected on parent school relationship, teacher parent interaction on issues related to the change of the medium of instruction. The finding here is that the role parents are playing for success of implementation of the new MOI in schools is limited. Similar is the finding about teacher- teacher organized interaction. As was reported by education officials in attempt of further training, selected teachers and principals were trained

and sent back to schools so that they could help their colleagues. This, however, was said to be not functional by more than 71% of respondents. Moreover, visits and assistance by consultants or education officials were found to be uncommon.

All these findings seem to be discouraging seen from the view points of Fullan and Pomfret (1977) Fullan and Goodlad (1982) cited by Ornstein and Hunkins (1988) who underline the necessity for interaction among change adoptors and change implementers and who try to indicate that there is no substitute for the primacy of personal contact among planners, consultants and implementers. These scholars also explained that the lack of opportunity to interact develops in teachers a psychological loneliness and hostility to administrators and out side change agents. This seems to be what is practically happening in schools under discussion; during the data gathering tour, to the question "How often do consultants or education officials see you for assistance?"; many teachers replied " It is not officials who come but it is books or letters that come to us".

The response of educational officials to the same question is the type that verifies the response of teachers; they explained that there is a serious shortage of manpower at woreda level to visit and assist activities in schools.

The only aspect of interaction found to be promising is that of teacher-teacher interpersonal interaction where teachers help their colleagues but only informally. Here about 60% responded positively, out of which 22.12% respond that such

interaction takes place always. However since it is not a programmed interaction it is hard to depend on it and be satisfied.

#### **4.2.4 Provision of Teaching Materials and References**

Concerning the provision of teaching materials the response of 10% of the population indicated the sufficiency of these materials while 90% of the respondents disagreed with this response. Here the finding is that material were sufficiently provided for few subjects handled by few teachers. In addition it was found from responses of teachers and education officials that provision of these materials was not made on time. Teachers reported that some times the provision is made at the midst of the second semester after the time of instruction has already passed. This is another condition which violates the planful nature of instruction which runs with in a fixed academic time range. The data about the availability of textbooks and their distribution among students (Table 9) also indicates that textbooks are made more available in some schools but scarce in other, made more available for some subjects but scarce for others and made available for some grades but scarce for others.

The conclusion from this is that books are not available for some subjects and the available books are not equally distributed among schools and hence books of some subjects and grade levels are not used in some schools. Here it is noTable that, directors response to the scarcity of the curriculum materials pointed woredas

to be weak on timely provision of these materials. Woreda education officials said in turn the zone education is unable to furnish them with the materials, and officials at the zone education office in their turn pointed to regional education office, which could not publish books and distribute them to zones.

Regarding the distribution and collecting back the books at the end of the year from interview with woreda education officials it was found that there is no financially responsible body in schools which distributes and collects back these books at the of the year end and hence even the money paid for the lost or torn books rarely gets its way to its proper channel.

Another finding in this category of teaching material provision is that within the last seven years of experience an attempt made to prepare references and reading materials was so low that there are two reading materials (Proverbs in The Kembata Language, and Words and their Meanings in Aesthetis Education) prepared in The Kembata language.

In general this means that the existing problem of teaching materials is not only due to the scarcity of these materials but also it is of appropriate distribution and collecting mechanisms and lack of writers in the new medium of instruction.

As we are in a developing country, it is unexpected to teach under the condition of 1:1 book student ratio we know. It is also practically difficult to teach under the conditions where there is no textbook; conditions in which eight or twelve students share one textbook is not really encouraging. The above findings are in line with the predictions of Watson (1982) UNESCO (1968) cited by Fasold (1984), and Lepage (1964) cited by Solomon (1995) who explained the discouraging conditions countries of underdeveloped economies and linguistic heterogeneity may face when introducing the mother tongue education.

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#### **4.2.5 Teacher Participation and Community Support**

Teachers participation in the implementation of the new language policy was seen in this study from different angles such as textbook writing, improving, translating, attending introductory workshops to the new curriculum materials, evaluation of curriculum materials, teaching aid preparation and assisting others by classroom observation. Here results of the study indicate (Table 13) that there was primary school teacher participation in textbook writing; improving and translating.

And it was also explained by zone education officials because of the shortage of manpower, writing, and improving and translating mostly was done by education officials and some high school teachers. But this was not understood by primary school teachers in this way; during data gathering tour many teachers were heard

saying that textbook preparation which has a financial advantage was done by education officials without considering their qualifications and therefore in many cases these books have weaknesses in contents and languages. This condition implies that on the one there is a shortage of manpower to prepare new textbooks and on the other hand the existing manpower was not properly assigned to write new books.

Regarding the preparation of references and reading materials, too, teacher's participation is extremely low; only 2.9% responded to have produced reference materials. Attempt to check the truthfulness of this response in interview with educational officials revealed that two materials mentioned above were prepared by teachers so far. In the same way it was found that only two textbooks (Grade three Maths and English) were evaluated for further improvement. This indicate that teachers participation in curriculum evaluation is negligible. Similarly it was found that teacher participation in classroom observation in order to assist one another is very less. This was indicated by the response of only 11.54% who reported that they assist one another by making classroom observation. However the truthfulness of the response of this minority is doubtful in front of principal's explanation that except in the case of performance evaluation, classroom observation is uncommon.

Lastly concerning the support teachers get from community the finding is not encouraging; the response of 3.8% that the change in the MOI is accepted,

appreciated, and gained moral support is disappointingly low to assert that there is a community support to the change.

Seen from perspectives of experience of some countries which tried to introduce but failed due to lack of community support (Baker 1988, Nelson and Cummings 1997) the case of this low support of community is something that should seriously be considered because it is when the community supports and understands a change that, as was stressed by senior curricularists such as Smith et al (1957) this change would have a longer tenure and a lasting effect. It is to such condition that Gross et al (1996) and Ornstein and Hunkins (1998) suggest prior motivation and clarification of the change so that its implementation would move with ease.

## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary and Conclusion

As was repeatedly mentioned, this study has an objective of examining the conditions of implementation of the mother tongue instruction policy specific to The Kembata language.

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For this purpose five schools using mother tongue as a MOI were randomly selected out of which one of them was used for the pilot study. The subjects of the main study were 28 parents represented at least by one child in one of the sample schools, 104 teachers who use mother tongue for instruction in these schools, 120 students randomly selected from grade 4, 5, and 6, and seven education officials (4 of them from woreda offices and 3 of them from zonal office).

To collect data from these subjects depending on the nature of subjects questionnaire, interview and classroom observation checklist were used. The data collected using these tools were analyzed using frequency counts and percentages, Chi square, and t-test. This analysis of data indicated the existence of weaknesses in the area of human and material resource development and distribution, interaction among change agents. These weaknesses seem to be accompanied

with little community support which resulted from the little attempts made to develop community awareness.

In conclusion, it is a common understanding of educators that implementation of curricular changes require training of personnel, interaction among facilitators and implementers of change, material resource for implementation and above all the development of awareness about the benefits and purposes of the change.

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In agreement with this idea and underlining the pedagogic suitability of mother tongue for primary education the New Education and Training Policy article 3.5.2 stated that making the necessary preparation, nations and nationalities can either learn in their own language or make choice among others. However, in the case of the language under discussion according to the data gathered, prior preparation made to use it as a MOI seems to be insufficient. That means:

1. The effort made at the beginning to prepare teacher population for the new condition by training and orienting was not sufficient. Moreover an attempt made to remedy this weakness was less effective and, therefore, there is a significant difference of performance between teachers with training background and teachers without or with little training background.
2. Teachers' awareness on the purposes and benefits of using mother tongue for instruction was not sufficiently developed.

3. The community, too, did not get any orientation on the pedagogical, psychological and sociological benefit of using its language for instruction. This means that, the language change had not been sufficiently founded. As a result teachers and parents were found disfavoring the use of their language as a MOI and this same unfavourable attitude towards the change introduced was also reflected by students.

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4. The practical problem that their language was not used for office works even at kebele level or in school office was found shaping their present attitude.

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5. There is also a serious shortage of reading materials resulted both from the scarcity and uncalculated distribution of this materials. And this was not remedied by teachers or other concerned people who can write or translate reading materials in mother tongue.
6. The weak interaction system which allowed less opportunity for teachers to interact with parents who could have been assisted, or educational officials or consultants who could have given assistance has negatively affected the change implementation.
7. There is a problem of social acceptability; the implementation of the new MOI did get little appreciation and moral support from the community.

In general it seems that the implementation is ongoing not with ease but with great difficulty as it relates to trained man power, material resource, interaction system and social acceptability.

## **5.2 Recommendation**

Finally, all these obstacles to the implementation of change are those that should have been resolved prior to implementation having in mind that they would seriously affect implementation. However, now, since the implementation is already on process, in order practically to exploit the pedagogical, psychological and sociological benefits of mother tongue in instruction, it strongly needs to take measures to alleviate the problems.

Thus, in the light of the aforementioned implementation problems the following recommendation has been forwarded.

1. Since the number of inflowed teachers who have previously taken training (in Amharic medium) is high in the zone, it is advisable that side by side with preservice training and summer inservice training program, teachers currently working in schools be given an in service training to prepare them to meet the requirements of the new MOI. In doing so

priorities have to be given to those who have never passed through any sort of teacher training courses, and this has to be followed by training of those who have taken teacher training courses but for Amharic medium school. This training should aim not only in literacy skill development of participants in The Kembata Language, but also in the development of awareness about the purpose and benefits of using mother tongue for instruction so that teachers would develop favorable attitude towards the use of mother tongue as a MOI.

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2. Understanding the fear of people, the pedagogical, psychological and sociological benefits of using childrens' mother tongue for primary education have to be clarified to parents and teachers. And Moreover, the difference between speaking a language and having a basic knowledge and skills that support daily life must be clarified to them. It is only then that the parental and teacher confidence and support could be won so that parents and teachers would act as a supportive force rather than resist the change. This can be done by training, and conducting gathering of community leaders (who are revered among the community), parents, and school committees. In doing so, those who are enlightened on the change, education officials at different administrative levels have to take the initiative. The result of this would likely be support of parents for implementation success both at home with their children and at schools.

3. The degree of interaction among teachers, parents, schools, and education officials needs to be raised. The teacher-teacher interpersonal interaction which was found in this study to be promising has to be encouraged. Moreover in schools it needs that there should be a responsible body which encourages the organized and programmed interaction among teachers on issues related to the use of the new MOI. Regarding this, arranging classroom observation programs where teachers will help each other by exchanging experience can be one way of promoting interaction. Above all the necessity of interaction of woreda and zonal education offices with schools and teachers is not substitutable issues. It is through this mechanism that information on the success or failure of implementation can be exchanged and solution for problems are sought. Thus woredas and zonal offices need to arrange programs and practice this program of visiting elementary schools so that they would have a clear picture of what is on going in the field. And, teachers, school, and education officials need to set an example by using the mother tongue and its script for interaction both in offices and on school notice boards.

4. Under the conditions of the less developed economy and linguistic heterogeneity, as scholars indicate, problems in the provision of curriculum materials is not escapable. To this problem at the regional level encouraging the establishment of publishing centers is a general solution. However, publishing more books by it self can not be a solution to the problem, rather,

in the field this has to be aided by effective mechanism of distribution which ensures relatively even distribution on the base of number of the students so that the difference among schools in book student ratio would be minimized.

Another serious measure to be taken is an effort to prolong the life span of already distributed books. At the woreda level and specially in schools a responsible body who seriously controls book management (book distribution, book handling, and book collecting at the end of the year) both in stores and in the hands of students should necessarily be assigned so that books would be properly used, the yearly request for the same book would be minimized, publisher burden will be reduced, and the payments for lost or dismantled and torn books would flow to their proper channels.

Moreover, in publishing, it has to be programmed in such a way that books of all grade levels will have equal opportunity to be published. As vanguards of the change, teachers, education officials and other capable bodies must be encouraged to write or translate reference materials, prepare glossaries, children stories and the like in the MOI to minimize the reading material shortage and to encourage literacy in mother tongue. And in turn these bodies have to be given a sort of incentive in the form of whatever the education office is capable of giving. Although it may be expensive to produce such materials in large quantities, the few possible copies need to start enriching school libraries. To this purpose financial supports of public

organizations, non-governmental organizations and the community has to be won so that the written materials would be printed, duplicated and distributed in schools.

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**Appendix A**  
**Teachers' Personal Background**

Background	No.	%
Age 25-30	32	30.77
31 - 35	27	25.96
36 - 40	27	25.96
36 - 40	18	17.31
40 +	-	-
Total	104	100
Sex F	24	23.08
M	80	76.92
Total	104	100
Service 1 - 5	11	10.58
(in Year) 6 - 10	37	36.58
11 - 15	17	16.35
16 - 20	24	23.08
20 +	15	14.42
Total	104	
Qualification		
Grade 12	16	15.38
12+ tti	88	84.62
Diploma	-	-
Total	104	100
Mother Tongue		
Kembata	92	88.46
Hadiya	2	1.92
Amharic	6	5.77
Others	4	3.85
Total	104	100

## Appendix B

### Addis Ababa University School of Graduate Studies

#### Questionnaire for Teachers

The purpose of this questionnaire is to collect data for the study that attempts to investigate the conditions of implementation of the mother tongue as a medium of instruction. The result of the study is of great importance in suggesting possible solutions to the encountered problems. And Moreover, your responses to the questionnaire would be kept confidential. Therefore, please be objective while you respond to each item in the questionnaire

I. Respondents Background

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Service/year \_\_\_\_\_
4. Qualification \_\_\_\_\_
5. Grade you teach \_\_\_\_\_
6. Subject you teach \_\_\_\_\_
7. Mother tongue \_\_\_\_\_
8. Other languages you speak \_\_\_\_\_
9. Year of Graduation from T.T.I \_\_\_\_\_
10. Proficiency level in Kembata Language

Skill	High	Medium	Low
Listening			
Speaking			
Reading			
Writing			

II. Training and Orientation

1. Have you taken training on how to use K.L. for instruction?

Yes	No

2. If your answer is "Yes", please for how long?
- One year teacher training in mother tongue
  - Short term training (training of few days, a week to four weeks)
3. If you have taken training indicate your agreement or disagreement about the training you took by putting "x" in the box under "yes" or "No".

		Yes	No
a.	The training time span was enough in its length		
b.	During training the chance for independent activity was narrow		
c.	The training I took equipped me with sufficient skill to use K.L as a medium of instruction		
d.	The number of participants in training was very large		
e.	The training was participatory; there was enough chance for interaction among participants, and participants and trainers		
f.	Training was accompanied by supply of written materials to be used by participants as references		
g.	Benefits and purpose of using mother tongue convincingly clarified		

4. If you haven't taken training please answer the following
- a. Have you been given a short orientation.
  - b. If "Yes", did the orientation equip you well with sufficient skills if using The Kembata Language for instruction.

C. If you were given a chance of further training:		Yes	No
1.	do you need further training in listening the K.L?		
2.	do you need further training in speaking the K.L?		
3.	do you need further training in reading the K.L?		
4.	do you need further training in writing the K.L?		

### III. Teacher reaction to the use of The Kembata Language for Instruction

Please indicate the degree of your agreement by putting "x" under SA,A,U,D, or SD.

(SA = Strongly agree A = Agree, U = undecided D = Disagree, and SD = Strongly disagree).

		SA	A	U	D	SD
1.	The change in the medium of instruction in to K.L is what we are willing for.					
2.	If there were schools using Amharic as a medium of instruction I would rather transfer and teach there.					
3.	It is a good opportunity for our children to use K.L as a medium of instruction in school.					
4.	The time to use K.L for instruction has not yet come.					
5.	The use of K.L as a medium of instruction encourages me more to send my child to school.					
6.	I like to encourage my relatives to send their children to schools in which they can communicate using their mother tongue.					
7.	I don't want to use K.L fo shcool instruction because it can take me nowhere.					
8.	It is my deep interest to cooperate for success of the use of K.L for instruction.					
9.	To use one's own language for instruction is a sign of pride in and respect for ones own society and culture.					
10.	It is simpler for one to teach The Kembata children in The Kembata language than in other language.					

### IV. Supply of Curriculum Material

		Yes	No
1.	Supply of the curriculum materials is in line with your need		
2.	Supply of the curriculum materials comes on the time needed		
3.	Supply of the curriculum materals is sufficient to students demand		

V. Interaction

1. The language in which you read notice in your school is  
 a) The Kembata Language b) Amharic C) Other
2. The language in which you write recieve letters, application, etc. to your school  
 and to education office is a) The Kembata Language b) Amharic c) Other
3. Please indicate how often the following events occur in your school by putting  
 "x" under F,S,R, or N. (F=frequently, S = only some times, R=rarely, N =  
 Not at all).

		F	S	R	N
a.	How often did parents come to school to discuss on issue related to the medium of instruction?				
b.	How often do you see parents of the children as it related to the change in the medium of instruction?				
c.	How often did those teachers who attended work shops on the mother tongue education brief you?				
d.	How often do education officials visit you?				
e.	How often does the interpresonal teacher-teacher help on the literacy issues in The Kembata Language take place?				

VI. Participation of teachers and community members

A. Teachers		Yes	No
1.	Have you participated in one of these-course writing, editing, proof reading, workshop attending - when the new books were produced?		
2.	Have you produced reference material in K.L to hels students' learning?		
3.	Have you evaluated and reported any textbook or other curriculum materials?		
4.	Do teachers produce teaching aids to support learning?		
5.	Experience exchange by observation		
B. Community			
1.	Is there any moral support the community provides?		
2.	Does the community appreciate the use of Kemabata Language for instruction?		

VII. a. What are the practical problems you face in the classroom as a result of the change in the medium of instruction?

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b). What do you think should be made to solve these problems?

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Thank You!

## Appendix C

### Questionnaire for Directors

4. Please indicate the ratio of Teacher Guides (G) and syllabi (S) to teachers of indicated subjects and grade levels.

Grade	MoT		Maths		Env.Sc.		Sport		Music		Arts	
	G	S	G	S	G	S	G	S	G	S	G	S
1												
2												
3												
4												
5					N.Sc.							
					Sost							
6					N.Sc.							
					Sost							

5. Please show the number of students, Textbooks distributed, and their ratio to students for the indicated subjects and grade levels.

Grade	School						
	No. of Students	MoT*	Ratio	Maths	Ratio	Env.Sc	Ratio
1							
2							
3							
4							
5						N.Sc	
						Sost	
6						N.Sc	
						Sost	

MoT = Mother Tongue    Env. Science

N.Sc = Natural Science    So.st = Social Studies

6. Please list any other materials of reading/teaching either produced in school or supplied from woreda, zone or regional office.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Appendix D

### Questionnaire to Be Filled by students

#### Childrens' Reaction to the Use of Mother Tongue for Instruciton

Age \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_ Mother Tongue \_\_\_\_\_

For each of the students given below, please indicate your agreement or disagreement by putting an "x" mark under "yes" or "No".

		Yes	No.
1.	I understand my teacher better when he speaks in the Kembata Language		
2.	I express my feeling easily infront of my classmates when I use the Kembata Language		
3.	I am not confident enough when I speak to my classmates in the Kembata Language		
4.	Our classroom discussion is warmer when we use the Kembata Language		
5.	It is simpler for me to answer questions in the Kembata Language		
6.	I am rather slow when I read writings in the Kembata Language		
7.	I need more assistance from my teacher when I read and write in the Kembata Language		
8.	It is difficult for me to forward my questions in the Kembata Language		
9.	For children in this primary school it is better to learn in the Kembata Language		

10. At the present grade level which language do you choose as a medium of instruction? A. The Kembata Language B. Amharic C. English

Please why do you choose this Language

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11. Which Language do your parents choose as a medium of instrucion for your school. A. Kembata Language B. Amharic C. English Please, why do they choose this language? \_\_\_\_\_

**Appendix E**  
**Interview to Parents**

Age \_\_\_\_\_ Nationality \_\_\_\_\_  
Sex \_\_\_\_\_ Occupation \_\_\_\_\_  
Educational Background \_\_\_\_\_  
Mother Tongue \_\_\_\_\_

1. How many children do you have in this school? What language do they speak at home?
2. Mother tongue education is a recent development in schools. Have you been oriented on the purpose and benefit of using mother tongue as a medium of instruction?
3. Do you think that parents of the children support the use of the Kembata language for instruction? What about you? Do you support? If "No" Please, Why?
4. If there were schools using Amharic as a medium of instruction would you transfer your child there? Please why?
5. How do you evaluate the change in the medium of instruction? Is it to the advantage or disadvantage of the children?
6. What academic differences do you see between those former students who used Amharic as a medium of instruction and the present students who use mother tongue for class room works?
7. If you were asked to cooperate for success of the implementation of mother tongue policy how would you respond?
8. Is there any comment you may add?

Thank you

## Appendix F

### Interview to Educational Officials

Age \_\_\_\_\_

Nationality \_\_\_\_\_

Sex \_\_\_\_\_

Mother Tongue \_\_\_\_\_

Year of Service \_\_\_\_\_

1. What is the status of teacher in this regarding training on the use of the Kembata Language for instruction? Have they been traied?
2. What are the problems encountered in teacher training and how are you trying to solve these problem?
3. Do you think that parents and teachers are convinced of the use of mother tongue instruction? If "Yes", through what mechanisms do they express their conviction? If "No", Please why?
4. Is the supply and demand of curriculum materials ballanced? If "No", What is an attempt made to remedy the imbalance?
5. Is there any material other than textbooks guides and syllabi made available to supplort the instruction process?
6. What machanisms do you use to know how teachers are implementing the mother tongue education policy?
7. In case workshops on mother tongue education issues are organized how do you reach the details of the workshop to each teacher in the worda.
8. Is there any follow up study or evaluation you made on the advancement of the implementation of the new medium instruction? If "Yes", Please could it be seen?
9. What is the degree of teacher participation in preparation and evaluaton of the new texts, guides, and syllabi?
10. What language do you use to communicate with schools, and with other level of education offices.
11. Is there any other comment you want to add?

Thank you

## Appendix G

### Observation Scale

An observation scale to be used by observer with an objective of comparing the language skills (Reading and Writing ) mastery of the trained (OYPT), and semitrained teachers (STIT).

		(3) H	(2) M	(1) L
1. Reading Skill				
1.1	Ability to read long terms with ease			
1.2	Corrects Students' mistakes in reading			
1.3	No repetition of words read /regression/			
1.4	Reading with out pause on words			
1.5	Reading words with double consonants or vowels correctly.			
1.6	Familiarity with new alphabets assigned new role (X,C,Ph, Q, A,H)			
2. Writing Skills				
2.1	Doubling of consonants to show stress			
2.2	Doubling of vowels to show length			
2.3	Using glotal signs appropriately			
2.4	Using nasal signs appropriately			
2.5	Work with out erasing and correcting mistakes repeatedly			
2.6	Spelling consistency			
2.7	Work with out abnormal word breaking			

H = (High) No mistake committed

M = (Medium) Up to 3 mistakes

L = (Low) = More than 3 mistakes

Finally the mean scores of the trained, and semi trained group will be compared to see whether there is a significant difference exists between them or not.

## APPENDIX - H

### Calculation of Inter Observer Reliability of the Observation Check list

$$\text{Inter observer reliability } P_i = \frac{\text{Proportion of actual agreement} - \text{proportion of expected agreement}}{1 - \text{proportion of expected agreement}}$$

$$\text{Proportion of actual agreement between observers} = \frac{12}{13} = .9231$$

$$\text{Proportion of expected agreement} = \left(\frac{6}{13}\right)^2 + \left(\frac{7}{13}\right)^2 = .5029$$

$$P_i = \frac{0.9231 - 0.5029}{1 - 0.5029}$$

$$= 0.85$$

## Appendix I

### Scores Earned by Respondents in the Attitude Test (Likert Scale)

18	31	27	37	22	28	15	27
33	23	19	12	11	35	19	15
37	12	36	18	37	17	22	35
32	39	20	32	21	16	28	18
20	22	11	20	16	31	22	19
34	17	21	34	33	39	13	34
23	18	15	18	31	23	20	12
41	34	26	19	17	17	21	17
11	21	29	14	18	23	13	22
23	19	13	35	21	34	31	32
38	21	22	11	37	15	36	21
22	29	16	32	21	35	11	17
20	20	19	38	13	21	19	22

Mean Score  $\bar{x}$  = 23.51, Maximum score = 41, Minimum Score = 11,

s.d ( standard Deviation) = 8.26

Cases above the mean (favorable attitude) = 37

Cases below the mean (unfavorable attitude) = 67

Calculation of  $\chi^2$  ( chi-square) for the proportional difference, and association.

Chi square ( $\chi^2$ ) =  $\sum (o-e)^2 / e$ , where o = observed frequency and e = expected frequency.

Table 1

Cell	o	e	$(o-e)^2$	$\frac{(o-e)^2}{e}$	$\chi^2$
Cell 1	37	52	225	4.33	8.66
Cell 2	67	52	225	4.33	

Table 2


Cells	o	e	$(o-e)^2$	$\frac{(o-e)^2}{e}$	$\chi^2$
Cell 1	35	25.62	87.9844	3.4342	17.3296
Cell 2	37	46.38	87.9844	1.8970	
Cell 3	2	11.38	87.9844	7.7315	
Cell 4	30	20.62	87.9844	4.2669	

## DECLARATION

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

Name Muluneh Guracha

Signature 

Date 22/05/2000

Advisor Derobssa Dyer  
Name

  
Signature