



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

**FACTORS AFFECTING USING GUMUZ LANGUAGE AS A
MEDIUM OF INSTRUCTION IN PRIMARY SCHOOLS OF
BENISHANGUL GUMUZ REGIONAL STATE**

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Institute of Educational Research

**Factors Affecting Using Gumuz Language as a Medium of
Instruction in Primary Schools of Benishangul Gumuz Regional
State**

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Abstract

The main purpose of the study was to assess the factors that affect the use of Gumuz language as a medium of instruction in the primary schools. A descriptive survey method was employed to collect and analyze data. The study involved 15 teachers, 7 mother tongue experts, 3 supervisors, 10 parents, 5 school directors and 68 students at Kamashi and Metekel zones in Benishangul Gumuz Regional State. The data were collected through questionnaire, structured interviews, focused group discussion and observation.

The result of the study shows that; there were community's and teachers' awareness gap on the language education policy and strategy. It also indicates that there were lack of community involvement and absence of qualified mother tongue teachers, supervisors, directors and experts. The implementation of the program also affected by insufficient and less quality of curriculum materials, lack of supportive home-school environment, attitudinal problems of parents and students, absence of in-service teacher training and, continuous and collaborative support. Furthermore, the study indicates developed positive attitude and sense of ownership of teachers, directors, supervisors and mother tongue experts that promote the implementation of the language as a medium of instruction except students and parents who were victims of language dilemma.

Therefore, the awareness raising, human and material resource development, Continuous capacity building, creating conducive home-school environment, supplying effective monitoring and support at all level is important. The community mobilization and stockholders involvement during implementation also needs critical emphasis.

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Abbreviations and Acronyms

CAP: Center for Applied Linguistic

DAE: National Department of Education

DL:Dominant Language

EGRA: Early Grade Reading Assessment

EFA: Education for ALL

ETP:Education and Training policy

FDRE: Federal Democratic Republic of Ethiopia

FGD: Focused Group Discussion

FL/HL:First Language / Home Language

LL:Local Language

LOI:Language of Instruction

LT: Language Teaching

LWC:Language of wider communication

MaL: Majority Language

MOE: Ministry of Education

MOI: Medium of Instruction

ML: Multilingual Education

MT: Mother Tongue

MTE: Mother Tongue Education

MTBI: Mother Tongue-Based Instruction

MTI: Mother Tongue Instruction

NGOs: Non-Government Organizations

OL: Official Language

OL1: first official language

PTA: Parent- Teacher Association

REB: Regional Education Bureau

RTI: Research Triangle Institute

SIL: Summer Institute of Linguistic

SNNPREB: Southern, Nations, Nationalities and People Regional Education Bureau

TGE: Transitional Government of Ethiopia

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

UNICEF: United Nations Children’s Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a tool for producing human capital in the market of economy which enhances the development of social, political and economic conditions of a country. It is an instrument through which a human being passes his discoveries, experiences, and new inventions from generation to generation that was accumulated over a period of time. It also enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. It plays an important role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people (TGE, 1994).

According to Bruner (1915) cited in in Ball(2011) the concept of discovery learning which promoted learning as a process of constructing new ideas based on current or past knowledge, students should be encouraged to discover facts and relationships and continually build up on what they already know. He emphasis that in order to make students construct knowledge, they need to get the opportunity of discovering things by themselves and should practice skills in authentic situations. So, learning is the process of giving children the opportunity to talk to one another which gives them the chance of social interaction that allows them to refine their speaking, listening and team work skills and abilities.

The process of imparting knowledge is carried out through the instrument of language. Free communication and intraction between teacher- student and among student - student is facilitated by the type of language used in the classroom. As stated by Research Triangle Institute of International (RTI) (2011), determining what language will be used to teach children is one of the most important decisions that educators have to make. The language used in the classroom dramatically affects children's opportunity and ability to learn.

Nowadays the government of Ethiopia is committed to ensure the universal right to education for every citizen and every society. The 1994 Ethiopian Constitution focused on the principles of democracy and decentralization. Each regional state has the constitutional right to choose, to use

and to develop its local languages and promote the cultures of its citizens. So each regional state became responsible for educational issues at the primary level; up to deciding what languages should be used as media of instruction in primary education and expansion of schools as well (TGE, 1994). Besides, the significant changes in expansion of the schools in previously neglected rural areas, due attentions were offered to the indigenous local languages. Then primary school children are given the opportunity to learn in their own mother tongue as a subject or as the medium of instruction. As stated by Katrin and Janine (2009), researches in different African countries indicates that the use of unknown language to educate the child will have a negative influence on the results of his/her study, the behavior of the pupil in class and the development of his/her personality. The same is true in the case of Ethiopia where most of non-Amharic speaker children were forced to use Amharic language in primary schools even if they could not able to communicate with it.

As Linehan(2005) stated, various studies have shown that meeting a minimum of standards such as improved school facilities, having teachers who are sufficiently trained and having a mastery of content and pedagogy and, appropriate language strategies, can significantly improve educational quality. Especially the study stress on appropriate language-in education policies enable teachers to instruct in the language a child speaks most at home and helps students to understand well and learn academic content effectively.

Several current studies and research on mother-tongue literacy especially in Africa have shown that language is a fundamental medium of effective communication in educational processes from a cognitive perspective. As Chumbow (1990) and Fafunwa et al (1989) expressed in their study, during the early grades of primary education, the mother tongue should be used to establish and maintain a socio-cultural link between formal schooling and everyday languages spoken at home. Jessica Ball (2011) also stated that mother tongue is considered to be an important component of quality education, particularly in the early years.

Primary education that begins in the mother tongue helps students to gain their literacy, numeracy and life skills more quickly. That is when students are taught in their mother tongue, they easily transfer literacy skills to official languages of education by acquiring essential tools for lifelong learning (SIL, 2012). As researches depict, when learner's first language is not used

in the classroom; various difficulties like dropout rates, repetition rates, lack of interests in the case of learners and lateness of understanding may be encountered. As Gacheche (2010) explained, the use of a familiar language to teach children literacy is more effective than a submersion system as learners can employ psycholinguistic guessing strategies to learn how to read and write. Children can learn to associate sounds with the symbols they see which facilitate their understanding since they can already speak the language.

As stated above, even though the 1994 education and training policy have made opportunities and provided positive quantitative data in decentralization, expansion of schools and mother tongue education implementation in primary schools, the quality of education become the critical issue for the government nowadays. A study conducted on early grade reading and writing across the country revealed that many students had not attained the competency levels required for their level of schooling (SIL, 2003). Thus, many of children are leaving school without having acquired basic skills of reading and writing in the early primary grades (EFA Summary Report 2010). Also the 2005 EFA report on the quality of education indicates that there is an enormous gap between the number of pupils graduating from school and those among them mastering a minimum level of literacy. The Benishangul Gumuz Regional Education Bureau 2013 annual report also indicates that most of students leaving primary schools and even some secondary school students could not able to read and write. The 2010 Ethiopia Early Grade Reading Assessment also reveals that, from grade two children's reading comprehension, about 54.0% did not understand a story at all.

According to the above stated assessment done nationally, among the three local languages (Bertha, Gumuz and Shinasha) used as a subject and medium of instruction in the region, Gumuz language is the one in which students do not score satisfactory results at school level. About 40% of grade two Gumuz students using mother tongue as a medium of instruction from Kamashi and Belogiganfoy woredas could not able to read at all (have zero reading scores). More than 90% of the children score reading of 30 words per minute (wpm) or less. Also as stated by Zewudu (2011), in Grade one, 11.7% of Gumuz speaking students who are learning in their mother tongue were unable to copy letters and only 18.9% students were able to add single digit or two digit numbers.

The effective way of teaching, community support and involvement, children's motivation, curriculum resources, availability of teachers proficient in language of instruction, teachers and educators on job training congruence of the program with the goal of the parents and the presences of fully elaborated written language affect the success of mother tongue-based education (Gacheche,2010). Along with these, from the supervision report and discussion with different community members, we can draw that even though teaching children with their mother tongue(Gumuz) is advantageous pedagogically and according to human right, there are also some other hindrances in the their language implementation at school level both as a subject and medium of instruction. From the Regional Basic Literacy and Numeracy Baseline Assessment, 69.1% of teachers said that their school does not have a functioning library, 76.4% of them said as there are no sufficient reading materials in the school and 80% said they do not have sufficient reading materials for their own (Zewudu, 2011).

Therefore, taking the above different scholars taught and assessments done on the language as the base, this research tried to investigate the factors that affect the implementation of Gumuz language as medium of instruction in primary first cycle of schools in the region. In order to find out the factors, the research tried to make more deep assessment using primary and secondary data using different tools.

1.2 Statement of the Problem

As stated in Ethiopian Education and Training policy,one of the general objectives of Education is to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs. So the schools are strongly made to focus on students' successful achievement of their academic performance. However, this objective is not successfully achieved due to some factors. Among these the language factor is the one that directly or indirectly affects the students' achievements.

Determining what language will be used to teach children is one of the most important decisions that the government should make. But from our future experience we understand that until 1991, the Ethiopian language policies in education were not encouraging the use of nationality languages. As stated by Tsehaye (1977) cited in Adamu (2002), the government abandon these other nationality languages (except Amharic) expecting that the use of these indigenous

languages for instruction can threaten national unity. However, the 1991 EPDRF Constitution of the article 39, sub-articles 2 assures that every nation, nationality and people in Ethiopia has the right to speak, to write and develop its own language. Accordingly the 1994 Ethiopian Education and Training policy gave due attention to nations and nationalities to use their languages as media of instruction in primary schools and now a days more than 38 of the 84 indigenous languages are used as media of instruction in the country (African Languages Conference, 2013).

In Benishangul Gumuz Regional State, even though there are five nationalities or local languages, only three languages; that is, Bertha, Shinasha and Gumuz languages orthography are studied and made use as a medium of instruction. The Gumuz language which this study focuses on is spoken both in Metekel and Kamashi Zones in the regional state and Metema in Amahara region.

Even though the language of Gumuz has got the chance of serving as the language of instruction and answers question of children's pedagogic importance and constitutional issues, there are still problems that hinder its implementation at school level as a medium of instruction. Every year there is a high degree of wastage (absence and repetition) in the regional educational system. The communities are complaining about their children's knowledge and skill change especially in the reading and writing skills. The teachers are always complaining about the materials they are using and the efficiency of the students in their schools. The students' summative evaluation shows that their academic achievement is very low. From the progress monitoring and evaluation report the researcher (who is working in the regional education bureau) also observes some obstacles that are a cause for students' low achievements in the schools that implement mother tongue as a medium of instruction. This indicates as there are still some factors that hindering the implementation of the language. This study, therefore, examines the factors that affecting the use of Gumuz language as a medium of instruction in primary schools of Benishangul Gumuz Regional State.

To this end, the following basic research questions are addressed:

- How is the use of Gumuz language as medium instruction implemented?
- Are there enough curriculum materials and trained human resources that facilitate the implementation of Gumuz language as a medium of instruction?
- What are the attitudes of students, parents, teachers, directors and other educational officials towards the implementation of Gumuz Language as medium of instruction?

- To what extent do regional, zonal and woreda Education experts, cluster supervisors and school directors support the implementation of Gumuz Language as a medium of instruction in the first primary schools?
- What are the strategies employed that support the implementation of Gumuz Language as a medium of instruction?

1.3 Objective of the Study

The main objective of this study is to identify the factors that affect the implementation of Gumuz language as a medium of instruction in the primary schools of Benishangul Gumez regional state.

More specifically, the study seeks to:

- indicate the way in which Gumuz language as a medium of instruction is implemented.
- indicate whether there are or not enough curriculum materials and trained human resources that facilitate the implementation of Gumuz language as a medium of instruction.
- identify the attitudes of students, parents, teachers, directors and other educational officials towards the implementation of Gumuz Language as medium of instruction.
- indicate to what extent do regional, zonal and woreda Education experts, cluster supervisors and school directors support the implementation of Gumuz Language as a medium of instruction in the first primary schools.
- identify the strategies that need to be employed to support the implementation of Gumuz language as a medium of instruction.

1.4 Significance of the Study

Undertaking this research has the following significances.

1. Helps the teachers, school principals, cluster supervisors and educational officials to clearly identify the factors that hinder the implementation of Gumuz Languages as a medium of instruction at the first cycle of primary school.
2. Helps to identify the effects of these hindrances that have negative impact on the student's academic achievements.

3. Helps policy makers, curriculum designers and planners to consider the issues and undertake measures to solve accordingly.
4. Since the implementation of mother tongue as a medium of instruction in the region is new and needs further analysis, it will incite other researchers to carry out further studies.

1.5 The Scope of the Study

The region is implementing the Gumuz language as a medium of instruction at two zones, seven woredas and eight primary schools since 2009. So in order to make the study more and more reliable and valid, the study was delimited to two zones and four woredas. Furthermore, due to the availability of subjects with good experience of mothertongue implementation, constraints of time, logistics and problem of the resources the study was conducted in five schools.

1.6 Limitations of the study

The following are the limitations of the study.

- ★ The few number of schools with the limited number of experienced mother tongue teachers restrict the researcher to make the study only at five schools and 15 teachers.
- ★ The classroom observation was done only for a short period of time during data collection to triangulate the data collected by other tools.
- ★ Before this study, there was no any research done on the implementation of Gumuz language as medium of instruction. So the other countries' experiences in the implementation of mother tongue as a medium of instruction were widely assessed and taken as a reference.
- ★ The unavailability and turnover of experienced supervisor (at one school) and Gumuz mother tongue teachers at the selected primary schools limits the source of the data to be minimum.
- ★ At all target schools the directors and supervisors were not from Gumuz nationality or the language speaker as well as graduate of the language. So this made the researcher to in hard situation and him to see other areas of data collectio in order to triangulate.
- ★ Finally, during the interview of parents and focused group discussion with the students, the view of teacher translator would affect the exact data of the respondents.

1.7 Operational Definition of Terms

First Language or Home Language: is the language spoken at home or the first language learned by a child in growing up, in a natural way; not in school settings.

Dominant Language: language spoken by the dominant social group, or language that is seen as the main language of a country.

Language of wider communication: a language used beyond its indigenous territory, many people learning it as a second language to communicate beyond their own language group.

Official Language: a language that is given a special legal status in a particular country, state, or other territory and adopted by the state for administrative and institutional use.

Local Language: language spoken in the immediate community. Sometimes refers to languages that are not yet fully developed in written form.

Language of Instruction: the language used for teaching the basic curriculum of the educational system.

Majority Language: a majority language refers to the language spoken by a dominant social group whose language is used for discourse in political, trade or international affairs.

Minority Language: a language of group of people who have less power in society due to population (numerically fewer), economics (less wealth) and/or politics that is not one of the socially or politically dominant groups in a country..

Medium of Instruction: language used for teaching and learning the given school curriculum.

Mother Tongue: the language that a person has acquired in his/her early years and which normally has become his/her natural instrument of thought and communication. It is the primary or first language that one has learnt first or the language(s) that one knows best uses most.

Mother Tongue Instruction: refers to the use of the learners' mother tongue as the medium of instruction or as a subject of instruction.

Multilingual Education: formal use of more than two languages for literacy and instruction. It is ideally beginning with developing mother tongue and gradually adding other languages.

Code-Switching (code-mixing): the use of more than one language in the same utterance or in the same stretch of conversation.

Attitude: a viewpoint or psychological position assumed about an object or idea, such as one's viewpoint regarding an approach to teaching young children language.

Dialect: Manner of speaking a language that varies according to region or social group.

1.8 Organization of the study

The study has five chapters. The first chapter is the introductory part which comprises of background and of the study, the statement of the problem, the objectives of study, the significance of the study, the scope of the study, operational definitions and organization of the study. The second chapter briefly reviews the concepts, theories, and empirical works related to the factors that affecting the implementation of Gumuz mother tongue education. Concepts like Ethiopian education system, the language education policy, mother tongue usage in learning, arguments on the use of mother tongue as a medium of instruction, arguments on the use of mother tongue as a medium of instruction, challenging and facilitating factors, preconditions for implanting mother tongue education and overview of mother tongue education in some countries are comprehensively discussed.

The third chapter is about the design and methodology. Research design, research setting, the participants of the study, sampling techniques, data gathering instruments, procedures of the study, data analysis techniques are explained. Chapter four presents the detailed analysis of data. Then, finally chapter five presents the summary, conclusion and recommendations of the results from the analyzed data.

CHAPTER TWO

REVIEW OF LITRATURE

2.1 The Ethiopian Education System

Ethiopia is unique ancient civilized country characterized as multiethnic, multicultural, and multilingual country. It was the one who never colonized, with a long-standing literary history and own scripts among other African countries (Tekeste et al,1996). According to Tekeste et al, cited in Getachew(2006) and Heugh and et.al (2010) the first state school in Ethiopian history, was established in 1908, primarily for the promotion of foreign languages, with obligatory French, and optional English, Italian and Arabic.

Concerning Ethiopian modern Schooling, Heugh et al, (2007p.45) citing Tekeste (1990) state as follow:

The history of modern schooling in Ethiopia dates back to 1908, when Menelik I Primary School was established in Addis Ababa. However, the introduction of secular education in the country was not a swift process, for it was critically opposed by the Ethiopian Orthodox Church, which believed that schooling would distort the social and religious values and norms of the society and /or the church. Thus, this first school was primarily limited to teaching European languages such as English, French and Italian, with the belief that these languages would be important to keep the country sovereign by providing the country with elites which could negotiate the interests of the country through the so-called international tongues.

Until 1919, there was no Ethiopian language used as the language of education. Then after for the two existing schools, one teacher of Geez and Amharic was assigned to teach and Haile Selassie repeatedly promoted Amharic in public pronouncements as ‘the learning of our own country’ and, addressing students, ‘the reading and writing of their own country’s language (Getachew, 2006).

From 1947 to 1958, the medium of instruction in all schools was English, and Amharic taught as a subject. But in 1958 the primary-school syllabus switched to Amharic as the medium with English as a subject, but English remained as the medium of instruction in

secondary school (ibid). Getachew citing Tesfaye(1976),also describes that during that time the implementation was subsequently condemned as being over-hasty and ill-prepared, particularly with regard to the production of textbooks and related materials.

Since the objective of modern Ethiopian education system was to create a few educated elites, the majority of the Ethiopian people were not beneficiaries of it. Especially people at rural areas and minority nationalities did not get the chance to educate. In the presentation for International Literacy Day, Ministry of Education (2011), explained that, by the 1960's access to education in Ethiopia was very low; in which only less than one-fifth (20%) of the school age population were enrolled in primary school.

During the Imperial time, formal schooling remained mostly as an urban/semi-urban phenomenon with little or no schools in the rural areas. But after the Imperial rule between 1975 and 1989, the enrolment increased by around 12%. However, lack of investment in education meant that the schooling remained out of reach of most rural people (Ramachandran, 2012).

Then after,in 1991 the government of Ethiopia recognizes theimportance of human capacity development at all levels including every society and gave due attention in the expansion of education focusing on rural and previously marginalized nations. For this purposea clear policy and strategy which assures the equitable and accessible educationfor nations and nationalities was proclaimed. According to Heugh et.al (2007), a multilingual policy which understood as a way of mechanism tosolve the cultural and linguistic hegemony of one group in relation to others was introduced.

2.2 The Language Education Policy

Language is a key instrument in the teaching learning process for the development of skill and understanding what is learned. Accordingly, as Wolff (2004) cited in Ouane and Glanz (2004) language is not everything in education, but without language, everything is nothing in education.Language plays a central role in education. Children learn through language by listening, reading, speaking, and writing. UNESCO (2007) referring (Gove & Cvelich, 2010) defines language as it is a tool of identity, self-esteem, culture, communication, and structure of thinking. It is at the heart of the teaching and learning process and ensures sustained communication between teachers and students, super-ordinates and subordinates, and promotes

self and national development (Center of Applied Linguistic, 2004). The way languages are taught is constantly changing, and may vary considerably from one country to another or even within the same country. Much depends on the prevailing concept of language and language teaching paradigms, as well as on the role that is assigned to the language that is taught.

As it is stated by Coleman(2005) in the report of “Language and Development: Africa and Beyond” at the Proceedings of the 7th International Language and Development Conference, language policy is at the heart of school learning. If we cannot use it for the purpose of learning, it becomes a barrier to, rather than a channel for education. Also as pointed out by Bamgbose (2000), language itself is a powerful symbol of society, particularly if its potential is fully recognized and exploited. It can be a key contributing force towards nationhood and national development if properly managed.

Ethiopian language policy is categorized under the Largely endoglossic Language Category, which use of an indigenous language as official or national medium, with limited use of another country’s language and involves the promotion of one or several indigenous languages as official or national languages (Batibo,2005). Given that education is at the center of self and national development, the nations, nationalities, and peoples should now have the right to determine, cultivate, and use their own languages. Then education language policies are intricately interwoven with the other ethnic-marking factors. Bonaya and Shari(2012) explains that imperatives of political ideology inform policy, override sound pedagogy, and ignore existing realities of the country such as the availability of sufficient human and material resources, and the degree to which most of the population is prepared to support such initiatives.

Ethiopian education passes through different language policies since Haile Selassie I to the present EPRDF. As by Getachew (2006) stated in Ethiopian Journal of Education, there was no constitution or clearly stated language policy before the regime of Haile-Sellasié I. But there are claims that governments used the 'Fetha Negest' (Book of Kings) as a basic reference in their governance. During the Minilik regime, Amharic reached the premises of local elites and administrative offices. During the regime of Haile-Sellasié I, language policy had well established in a written constitution in August 1930. During this period Italian tried to introduce the amended monolingual local languages policy at some primary schools aiming to satisfy their divide and rule policy (ibid). This was unsuccessful attempt of constitutional amendment (Article

45) which stated as Ethiopian tribes and nationalities shall enjoy the right to maintain and develop their language and culture without violating all those statements in other articles of the constitution. As Hirut (2013) described that the language policy during Haileselese regime promoted the motto of 'one language one nation', which was aimed at producing an Amharic speaking society. Cooper (1976 and 1989) cited in Hirut explained this that there is on any extension of the use of languages other than Amharic during this time.

At the Derg regime, except a slightly difference made, it was the continuation of the previous language policy. Up to 1991 the total endoglossic strategy has been applied once in Ethiopia where Amharic was the dominant national language which is imposed on children of various mother tongue backgrounds (Getachew, 2006).

But the current Ethiopian Education policy which bases the introduced federal system of administration, change the history of the country. Considering the language as the basis for identity, pedagogical advantageous, people's psychological satisfaction and development positive self-esteem, the government strongly argues as people should learn in their own mother tongue. The 1994 Ethiopian Education and Training Policy (ETP) explain that all nations and nationalities have the right to be educated in their own language and preserve their culture. Recognizing the pedagogical advantage for the child the ETP confirm as education should be given in the mother tongue. The constitution also clearly underline as Amharic should be taught as the language of countrywide communication, while English as the medium of instruction for secondary schools and higher education. For the purpose of cultural value and international relations, it states as students are expected to choose and learn at least one 'nationality' language and one foreign language (TGE, 1994). In the Article 5 it the following points are clearly stated as follow.

- a) All Ethiopian languages shall enjoy equal state of recognition.
- b) Amharic shall be the working language of the Federal Government.
- c) Members of the Federation may determine their respective languages.

Cognizant of the pedagogical advantage of the child, the policy states as he/she can learn in his or her mother tongue, and to promote the rights of nationalities and their language use, primary education was made to be given in nationality languages. For most students the policy is trilingual or multilingual in some case which promotes the use of regional and local languages

for two stated reasons. The first is the claim that learning in the mother tongue has clear pedagogical advantages for the child who feels comfortable and reassured by their ability to understand and analyze information in their own language (Heguh et.al, 2006). The second is the claim that the use of local languages in education accords with the rights of nationalities to self-expression that are enshrined in the Constitution of Ethiopia.

The introduction of mother tongue-based policies and programs normally goes beyond pedagogical motivations to address social and political aims. It accords high practical status to the mother tongue as medium of instruction, particularly at the primary six years level depending upon the regions. It the combined endo- and exoglossic strategies which enable to implement early exit model of primary cycle with nationality languages as medium of instruction and national language(Amharic) and intentional language (Zubeida, 2012).

According to Getachew (2006),the current Ethiopian language education policy falls broadly within the parameters of “best policy” in terms of multilingual developing countries. However, similar to many other countries, the implementation is not always aligned with actual policy.

The effective Mother Tongue Based Multilingual Education implementation depends on the existence of a clear language in education language policy and its implementation in to the classroom level.

The recent policies of many country especially African countries focus on addressing the issues of language status, access, equity and empowerment based on certain principles. This idea is more stated by Tshotsho (2013), that the South African Language Policy addresses all the issues based on the following three principles. The right for the individual to choose the language or to study and to use as learning (medium of instruction), the right of the individual to develop linguistic skills, languages of his/her choice, which are necessary for full participate in national, provincial and local life and the necessity to promote and develop languages that were previously disadvantaged and neglected.

2.3 Mother Tongue usage in Learning

Mother tongue is the first language learned at home during childhood or language acquired by birth (Gupta, 1997) cited in Prem Bahadur Phyak (2007). As stated by Jessica (2011) in UNESCO the document of 'the language of instruction in school', language is the medium of communication for the transmission of knowledge. This is different from language teaching itself where the grammar, vocabulary, and the written and the oral forms of a language constitute a specific curriculum for the acquisition of a second language other than first language. It is the best medium for teaching children through which they can understand better and freely express themselves.

The principle of mother-tongue instruction is based on the fact that the most crucial cognitive development of any learner occurred in the mother-tongue, and the proper mastering of the basic learning skills and concepts in the mother-tongue is essential before a second language could be gradually introduced as a subject (Mose et.al, 2012). On the one hand, there is a view which suggests that mother tongue instruction is important as a counterbalance to Western cultural and linguistic imperialism and that children do learn better in their mother-tongue than in a foreign language. In fact Mwamwenda (1995) affirms that studying a mother-tongue and using it as a medium of instruction is more than a simple act of language mastery. Benson (2004) citing Alexander (2003) mentioned that cultural freedom and African emancipation cannot be cultivated, expanded or developed where the languages in which people are most creative and innovative are not languages of instruction. Most current writers including Kathleen, cited in UNESCO (2006) also indicate that the mother tongue education facilitates cultural transmission of cognitive development and communicative abilities that emphasizes the necessity of mother-tongue which is used as first language and medium of instruction, at low levels of schooling. Then from this, we can understand that mother tongue instruction is a means for improving educational quality by fostering the knowledge and experience of the learners and teachers and it is essential as a component of inter-cultural education to encourage the understanding between different population groups and ensure the respect for fundamental human rights.

According to JESSICA (2011), mother tongue means it does not mean about mother tongue instruction, but mother tongue-based instruction which is a crucial for future learning at the beginning of one's education. Children from minority language communities often attend classes

and taught in a national or regional language that they do not understand. This hinders them from learning to read or to master other academic skills easily. As a result, many children drop out before finishing primary school. If learners begin school in a language they know and speak well at home which is often referred to as the mother tongue, they can understand what is being taught and can learn to read and write easily. Once these skills have been developed, they can learn the official or national language used at higher levels of education in their area (Center for Applied Linguistics, 2004).

According to Ouane (2003), even though there are between 1,250 and 2,100 languages in Sub-Saharan African countries, most school children in this region very rarely have chances to receive their education in mother tongue. Children spending some instructional time using the language which does not determine their academic achievement and where the discourse is often low in meaning. Then learners do a lot of repetition and memorization, lessons are often cognitively unchallenging and thus learners are often engaging in activities of doubtful pedagogical benefit in a language and social setting which they do not know well enough (Cummins, 2000). Concerning this UNICEF (2011) states that learning knowledge is not information need to be delivered, and encoded, memorized, retrieved, and applied but it is experience that is acquired through interaction with the world, people and things around them using the first language.

Different Researches show that learning with the mother tongue is effective for guaranteeing optimal transmission of social and cultural values, enhancing second language acquisition and developing higher academic proficiency, higher decontextualized knowledge and higher problem solving capacity. In the report of 'Language and Development: Africa and Beyond' on the Proceedings of the 7 International Language and Development Conference, Coleman(2005) stated that nobody cannot learn if he or she does not understand lessons and he or she cannot teach if he or she is not confident enough in the language of learning. Also Gamuchirai (2008) stated that, mother tongue education in the primary years offers the best introduction to literacy that eventually becomes useful in the acquisition of English as a second language. As stated in UNESCO(2008), if the children are imposed to learn using second language as the medium of instruction, it results in multiple burdens on the learner: understanding the abstract concept,

understanding the high-level vocabulary, and understanding the language in which it is explained.

The results of the experimental study done in Nigeria in 1970 clearly show that the indigenous languages facilitated more meaningful learning than English. Cleghorn (1992) also carried out another comparative study on the effectiveness of the mother tongue over English second language in several schools of Kenya and found that, important ideas were more easily conveyed when teachers did not stick to the requirements of the English as only the language of instruction. Mother-tongue education program in Cameroon also found that, children who were taught in their mother-tongue; Kom, in Grades 1-3 performed on average percent better in math and English compared to peers where English was the language of instruction.

From the before 1991 Ethiopian education history, the education language policy was characterized by a policy that did not officially recognize indigenous languages which is spoken by the majority of the population. But after the new education and training policy establishment, the government recognized the significant role played by the mother tongue as a language of education in order to assure the right of children to learn in their own language. Sangidi (2007) citing Mhlanga (1995), again make a strong argument for the mother tongue as the primary form of identity for human beings. According to him, the child sees and comes to understand the world around him or her through his or her first language.

Generally it is very crucial, more efficient and effective to invest time in the development and use of first language as a medium of instruction since it is very important and base for not only for initial reading and writing but also for continued language development throughout the school system.

2.4 Arguments on the use of Mother Tongue as a Medium of Instruction

In bilingual or multilingual countries, language-planning decision is a crucial issue especially in the determination and choice of instructional language. Because of that the designed policies and strategies aimed to address the needs of minority language have been challenged from different bodies. According to Spolsky and Shohamy (2000) cited in Burton (2013) language policy ideologies are affected by a group's consensus concerning about which language variety is appropriate, for which speaker to use, when, addressing which listeners, for which purposes.

Since ideologies are beliefs that are rooted in historical, political, and socio-cultural contexts, this change is a long and complex process. Despite their complexity, they can typically be categorized either belief in favor or against side.

2.4.1 Arguments in favor of using Mother Tongue as a Medium of Instruction

According to UNESCO (2003) mother tongue education and multilingualism are increasingly accepted around the world and speaking one's own language is more and more a right. Research have shown that children who begin their education in their mother tongue make a better start, and continue to perform better, than those for whom school starts with a new language. In the United States, a research unit at George Mason University in Virginia has monitored results at twenty-three primary schools in fifteen States since 1985. Four out of six different curricula involved were partly conducted in the mother tongue. Then the survey shows that, after eleven years of schooling, there is a direct link between academic results and the time spent learning in the mother tongue.

The rationale behind the advantages of the use of mother tongue is guided by three aspects: political, social (sociolinguistic) and psychological (psycholinguistic). Kuper(2003), explicitly states it according to pedagogical appropriateness, cost effectiveness, children's right, development of self-identity and improved relations between political leaders and the population at large categories. UNESCO (2007) also indicates that mother tongue-based programs should be discussed on the bases of sociopolitical, pedagogical and psychological grounds. Some of the arguments in favor of using mother tongue as medium of instruction are discussed underneath.

2.4.1.1 Pedagogical Advantages

The success of mother tongue-based bilingual or multilingual programs depends on the types of pedagogy used. Heugh (2008) , Abadzi (2006) and Macdonald(2002) present evidence in favor of explicit teaching of reading and writing skills in mother tongue, followed by explicit teaching of reading and writing skills in second language, using the model of additive bilingualism. They argue that this approach provides students with the necessary scaffolding to develop strong reading and writing in first and second language. Early childhood educators need to recognize the implicit understandings and skills that young children already have about language in order

to build upon these strengths and maximize their potential for learning a second or additional language.

A child-centered and individually responsive approach which is easily implemented in the mother tongue - based multilingualism affords each child the time he or she needs without pressuring children to respond verbally. A study in Nigeria indicated that, lack of mother tongue development has pedagogic difficulties such as: inconsistencies with learning, difficulty with higher level thinking and skills of analysis and synthesis, lacking wide vocabulary in any language, difficulty of retaining information to transfer into long term memory, minimal cohesion of central ideas, requires additional time to complete tasks and problems following through with multi-step tasks (Agbedo, 2012). The analysis by UNESCO (2006) indicates that when students are taught by their mother tongue or familiar language of the student, their learning progression goes from the familiar to the unfamiliar, from the known to the unknown respecting a basic sound of pedagogical principle. The teacher and students communicate better which leads to better teaching on the part of the teachers and better learning for students. Teachers are more likely to use effective and student-centered teaching methods that enhance their effort to teach and students' effort to learn.

Sangidi (2007) referring Baker (1993) identified that in situations where teachers educate children from their communities, the decisions they have to make about education of learners are mostly about socio-pedagogical issues. This also includes the content of the curriculum and the appropriate methodology to be used to communicate the content.

Baker (2001), Cummins (2000) and CAL (2001) cited in Benson (2004), also affirmed that bilingual as opposed to monolingual schooling offers significant pedagogical advantages such as: use of a familiar language to teach beginning literacy that facilitates an understanding of sound-symbol or meaning-symbol correspondence. According to this learning to read is most efficient when students know the language and can employ psycholinguistic guessing strategies and at the same time students can communicate through writing as soon as they understand the rules of the orthographic writing system of their language. In contrast, submersion method of teaching or pedagogy may make students to decode words in their second language. Whereas teaching children using their mother tongue, since content area of instruction is provided in the mother tongue, the learning of new concepts is not postponed until children become competent in the

second language. This is to mean that using mother tongue as a medium of instruction allows teachers and students to interact naturally and negotiate meanings together, creating participatory learning environments that are conducive to cognitive as well as linguistic development.

Tadesse (2011) also states that if the language of instruction is different from the mother tongue or the home or/ community language, the level of cognitive development and the level of language proficiency do not match. Subject contents may be neglected for the sake of language acquisition. But if the language of instruction and mother tongue are identical, the students ability to identify, specify, talk about new, abstract concepts and detailed subject information grows together with their mother tongue and development.

2.4.1.2 Fundamental Human Right to Education

Language is not only a tool for communication and knowledge but also a fundamental attribute of cultural identity and empowerment, both for the individual and the group. Respect for the languages of persons belonging to different linguistic communities that is essential for peaceful cohabitation. This applies both to majority groups, to minorities and to indigenous peoples.

McIlwraith (2013) citing Kangas and Phillipson (1995) explained that, language is a right. All languages have the right to be developed and used by those who speak them for their own development. All forms of linguistic discrimination should therefore be fought and countered. The 1992 United Nations Declaration of Human Right Article 4.2 states that, the rights of persons belonging to national or ethnic, religious and linguistic minorities take measures to create favorable conditions to enable persons belonging to minorities to express their characteristics and to develop their culture, language, religion, traditions and customs, except where specific practices are in violation of national and contrary to international standards.

As stated by Jessca in the document of UNESCO (2011), Article 5 of the 1960 Convention and Recommendation against Discrimination in Education, specifically recognizes the right of the members of national minorities to carry on their own educational activities, including the use or the teaching of their own language. More recently, numerous other United Nations declarations and conventions affirm the rights of minorities, including indigenous peoples, to learn and/or to have instruction in first or their heritage language.

The first Article of the UNESCO constitution sets forth the fundamental principle that language should not induce any kind of discrimination that the human rights and fundamental freedoms are affirmed for the peoples of the world, without distinction of race, sex, language or religion. The 1960 Convention against Discrimination in Education lays down the educational rights of minorities. Of particular relevance to language, Article 5 holds that the members of national minorities have the right to carry on their own educational activities, including the use or the teaching of their own language, provided that this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities (UNICEF, 2007).

When Ethiopia went through significant, social and political changes, the country organized coalition force of transitional Government. And the transitional government proclaimed that every nation and nationality of Ethiopia has the rights to use and develop its languages and cultures (TGE, 1992). In so doing, the country made a radical shift from a monolingual policy to a multilingual policy. This was further strengthened and confirmed in the Ethiopian constitution of 1994 and the 1994 new Ethiopian Education and Training Policy clearly establish the use of mother tongues in the primary education up to grade eight (Heugh et al, 2007).

2.4.1.3 Psychosocial Adjustment

Social aspect is related to sociology of language. We know that a child starts his/her socialization through his/her first language. Thus the use of mother tongue in education is important in this aspect. Psychological aspect is related to how language learning takes place within a social context. Different researches on psychology of language have proved that, the learning of first language (mother tongue) takes place in natural process or subconsciously, whereas learning of second language takes place in artificial environment or consciously. It is clear that the message conveyed in mother tongue is easy to comprehend in comparison to that of second language. In this regard, Bandhu (1987) has described the following objectives of mother tongue education as: to inform the socially accepted standard and rules of language to children, to enable children to describe structures and stylistic difference of mother tongue on the basis of synthesis and analysis and to enable them for own creative expression in relevant context of mother tongue. These reflect that there are three aspects of imparting education in mother tongue. The children become a social and establish their identity in the society through their mother tongue. They

express their creativity through mother tongue which is the only instrument that helps them to explore the knowledge in different areas. Also children can do these using other language, but comparatively it becomes difficult. This is because; they cannot reveal their potentialities using languages other than their mother tongue. The third report of Research Centre for Educational Innovation and Development /CERID (2005) shows that, to address learning needs of children of indigenous people and those of linguistic minorities, education should be imparted in their mother tongues.

Socio-economic status, the school climate, the methods used by the teachers, contextualized curriculum materials used and the media of teaching have significant influence on the children. Center for Applied Linguistics (2004) Quoting UNESCO (1953) describes that, it is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium. A 1999 UNICEF report also states that there is ample research showing that students are quicker to learn to read and acquire other academic skills when first taught in their mother tongue. Putz, (2004), also added that it is through the mother languages that children first acquire social habits, feelings, skills, and other cultural norms.

Many linguists, psychologists, and educators argue that respecting learners' cultural and linguistic backgrounds in educational settings is crucial in fostering their self-confidence as persons and community members, and in encouraging them to be active and competent learners. Jessica (2011) in the UNESCO document states that, the comparative lack of academic success of minority indigenous children stems in part from having to adjust to schooling in an unfamiliar language, compounded by the need to accept that their language and culture are not valued within formal education contexts. According to her different studies show that, mother tongue-based instruction can improve a child's self-esteem. Referring Baker & Prys Jones (1998), Covington (1989), she explains that when there is linguistic and cultural discontinuity between home and school, minority language children may perceive that language and culture are not valued a perception that lowers their self-confidence and self-esteem and interferes with their learning. Wright and Taylor (1995) found that Inuit students educated in their first

language(Inuktitut) showed increased self-esteem and cultural pride compared to Inuit children educated only in second language (English or French).

It is often said that the mother tongue symbolizes a deep, abiding, even cord-like connection between speakers and their cultural identity (McCarty, 2008). Indigenous scholars in Canada, United States, and New Zealand make frequent reference to identify the connections between language, community, place, and time. Most parents want their children to get a good education. They also hope that their children will maintain their love and respect for their heritage language and culture, and for their home community. Cummins (1984, 1992) and Gottlieb (2003) cited in Berhanu (2009), stated that there is a continuum of interrelated connections between language and cognition, moving from the development of social language proficiency to academic language proficiency and then to academic achievement.

Assessing the current medium of instruction in primary schools of education in Ethiopia, Berhanu (2009) stated that, since the start of nationality language as medium of instruction and uses appropriate letters to represent their sounds, students do not have any psychological problem and can easily understand the lessons given them in their mother tongue.

2.4.1.4 Political Value

The implementation of nation's mother tongue education at every level is very important to facilitate the development of decentralized decision making, empower them and solve the conflict arisen among them. As stated by Benson (2004), centralized decision-making creates conflict if it contemplates only one language-in-education model for all without considering variation in language use. The flexible educational language policy allows for decentralized decision-making. Also Chumbow (1997) describes that, mother tongue - based multi lingual education is relevance to governance and participatory democracy. In an era of emphasis on democracy and good governance, multilingual skills offer the best guarantee for the participatory process and effective participation of the masses in governance and democratic institutions.

The Ethiopian Education and training policy indicates that the education given for children should be bringing-up citizens endowed with human outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the

environment at large(ETP,1994).Like Ethiopia, in Nepal which is a multiethnic and multilingual, opinion about provision of education, curriculum content, and the language of teaching and learning are often fiercely held and hotly debated. Ethnicity, language and culture are deeply intertwined. The thematic report on ‘Ensuring the Rights of Indigenous People and Linguistic Minorities’ of Research Centre for Educational Innovation and Development(CERID), pointed out that the present education system has no adequate coverage of life skills and cultural values specifically concerning the indigenous.

Koirala(1997) has explained that using of mother tongue helps to solve the problem of language in education. When a child begins learning in his or her first language/home language or mother tongue, he is more likely to succeed academically and is better able to learn. The use of nationality language as working and educational language has advantageous in order to empower nations and increase their involvement in economic, social and political situations. The involvement of all this nations is the corner stone for political development.

So the mother tongue education is an important tool of cultural pluralism ideology that seeks to maintain and develop each linguistic and cultural heritage within the nation-state and allows for decentralized decision-making which is relevance to governance and participatory democracy.

2.4.1.5 Intellectual and Cognitive Development

Language and cognition are related in such a way that cognitive development correlates with language development. The first language or home language or mother tongue is the language in which cognition and concept formation and development first takes place. This leads to the development of what Cummins 2000 calls the Basic Interpersonal Communication Skills (BICS) between years of one and three.The development of the natural genius or endowment of the child is maximized if learning takes place in the home language. That is when the basic interpersonal communication skills constitute the foundation on which further academic knowledge is built. When the Cognitive Academic Language Proficiency(CALP) is laid on the basic interpersonal communication skills, learning takes place maximally. However, when a new language is introduced at school age, the learner starts to build another set of basic interpersonal communication skills at school age for four or five rather than building on the knowledge acquired by the mother tongue basic interpersonal communication skills. This fundamentally

psychological or psycholinguistic handicap has adverse consequences for the educational process. In addition, language acquisition and knowledge acquisition in general involve cognitive and psychological variables.

Researchers show that maintaining first language abilities and enhancing them through the development of literacy and academic language skills in first language actually leads to better academic outcomes in first language, easier literacy learning and better outcomes in second language education. For instance Chris (2012) states that, mother tongue-based bilingual education fosters higher general intelligence, cognitive flexibility, divergent thinking, creativity, sensitivity to and capacity to interpret feedback cues, non-verbal cues and meanings, metalinguistic awareness, and efficiency in learning further, additional languages. But if the child is forced to learn a different tongue, rather than expanding on the knowledge he or she already acquired in the mother tongue, he or she has to start all over to learn to express himself or herself self in the new medium. This naturally retards his or her intellectual and cognitive development (Dessalew, 2002).

Ouane (2003) cited in Khatoon (2012) stated that, the Six-Year Yoruba medium of primary project demonstrated unequivocally that a fully implemented six-year primary education in the mother tongue with the second language taught as a subject was not only viable but gave better results than all English schooling. According to him an effective bilingual or mother tongue education program, students become bilingual, or communicatively competent in the second language as well as the first language, and bi-literate, or able to read, write and learn in both languages. Wigglesworth and Simpson (2008) cited in Gacheche (2010), support the idea that a child's initial acquisition of language is vital to their learning how to think. Therefore, when an education system imposes a foreign language on children, disregarding their initial contact with language and pattern of processing new information, it inhibits their development of cognitive function.

2.4.1.6 Economic Value

A generalized application of mother tongue - based multilingual education will democratize access to knowledge relevant to national development and consequently improve the social and economic condition of the citizenry, especially in rural communities where national languages

predominate. In clear terms, mother tongue multilingual education reinforces access to knowledge and thus leads to poverty reduction since access to knowledge leads to economic empowerment. Mother tongue - based multilingual education results in additive bilingualism or multilingualism which enhances communicative competence which in turn is an asset to emerging knowledge-based economies that thrive on multilingual communication (Datcher,2009). Moreover, according to this scholar, bilingual education is an efficient public investment. Large amounts of teaching time, materials and infrastructure are wasted when children drop out, repeat grades, or fail to achieve learning outcomes. Training teachers in a language which they do not know well also contributes to the ineffective use of resources.

As described by Kadel and Nepal (2010), the savings from reduced school repetition and drop-outs have considerably outweighed the incremental costs of establishing and maintaining schooling in local languages (production of learning materials, teacher training, etc.). For example, in Guatemala, a study found that mother tongue-based bilingual schooling created savings of US\$ 5.6 million a year through reducing drop-out and repetition, despite higher initial costs for introducing new materials and teacher training. According to Kadel and Nepal,in Mali where French is the only programs cost 8% less than multi-lingual programs. World Bank study(2009), estimated that the total cost of educating a student through the six-year primary cycle in French actually cost about 27% more than mother tongue based multilingual education, because of the high repetition and dropout rates. The using the mother tongue education is a cost effective and has high intron when compared with second language instruction.

Bearing this in mind, the Ethiopia education and training policy incites the use of mother tongue education to bring up the skilled human citizens who can take care of and utilize resources wisely, by raising the private and social benefits of education. The policy aimed to create skilled and competitive notations who able to use the natural resource wisely and produce quality product. Then, this in turn increases the country economy.

2.4.2 Arguments against on the Use of Mother tongue as a Medium of Instruction

Language is a marker of identity and a tool for representing local values and culture. It is the medium of communication and transmission of knowledge, skill, values and cultures (Wrench Richmond and Gorham,2009). Because of this in many countries the current trend in policy

documents seems to be on the right hand of the multilingualism and taken as the preferred approach to language policy-making for recognizing and celebrating linguistic diversity and for intercultural communication.

Accordingly, though different scholars argue for supporting and acknowledging the advantages of the mother tongue, there are also some arguments against the usage of the mother tongue as a medium of instruction. As it is discussed by Burton(2013), these bodies are opposing the linguistic pluralism and multilingual approach by advocating linguistic unification and a single language imperialism. Many of the arguments they present against multilingual education are not the real obstacles, but rather beliefs arising from insufficient information. They were mainly arisen from uninformed attitudes towards language in education. These were mainly developed negative attitude and lack of awareness among some stockholders and different concerned bodies regarding the implementation of the mother tongue language. Some of their arguments are discussed below.

2.4.2.1 National Unity and Political Issue

According to the opponents of the mother tongue based medium of instruction, using many languages in education presumably fragments the nation. They said that promoting minority languages is also thought to foster social and political division (Robinson, 2005). According to them national or official language supposedly cannot be taught as the second language to ethno-linguistic minorities because some people consider it as inappropriate to call the first language of a nation a second language in the context of education. In addition they claimed that national - building is not complete, and there before it is asserted that the use of the national language should be preferred. Again they state as using multiple language may lead to uncontrollable empowerment of linguistic minorities. Tadesse(2011), citing Wiliamson(1977) and Emenanjo(1990), stated their arguments as they assume that encouraging reading and writing in multiplicity of languages seriously hinders the development of national unity. Similarly, Khatoom (2012) stated their assumption that many languages lead to division in society and ethnic rivalry might result if some local languages are given preference over others.

The attitude of political makers in Africa is very telling and accounts for the lack of political will to support language policy that is pro-mother tongue and bilingual education in Africa(Pollonais,

2008). Concerning language management they argue that top-down policies come from people of power and authority to make decisions for a certain group, without consulting the end-users of the language. They believe that multilingual country needs a lingua franca to facilitate the development of national unity.

2.4.2.2 Language of Instruction and Multilingualism Issue

The opponents said that using several media of instruction and non-dominant languages supposedly confuses students as well as presumably delays the learning of dominant (national, official and international) languages. They also said that providing education in a small minority language is not feasible (Kosonen and Young, 2009). It is also claimed that parents want only the national or international language for their children as they do not understand the possibilities of multilingual approaches. They stated as it is difficult to distinguish between languages and dialects, and between the official as opposed to linguistic classification of languages. There are no orthographies for non-dominant-language multilingual classrooms and linguistic diversity in school case problems (Kosonen and Young, 2009). According to National Education Policy Investigation/NEPI (1992) stated in Khatoom(2012) they believe that technical terms used in the world of science and technology are often not available in local languages. In addition, they state as there are not many materials or textbooks written in local languages and it would take too long to remedy this state of affairs. Also according to Brigham and Castillo (1999) cited in Buron (2013), during the early 20th century, when the Philippines was colonized by the United States, the push for English in education brings the ideology which says ‘English-only campaigns led to feelings of insecurity for language minority speakers since English became associated with elite and educated populations’.

Berhanu (2009) describes that in SNNPR fear of further marginalization appears leads to negative attitudes toward people’s own languages and overly positive attitudes toward English and Amharic. According to him a large group of teachers at a Wolaita school come back this feeling and, when asked why they did not support their own mother tongue, their response is that they were marginalized by the prior education system and they wanted to have the same access to English as speakers of other languages. Hirut (2009,p.14) also described that in the case of South Omo area there is a distorted attitude towards mother tongue education among students, parents and implementers.

2.4.2.3 Cost effectiveness

The opponents claimed that multilingual education is as it is too expensive. According to them since it is expensive to use many languages in an official capacity or in the world of business, it is important to use the languages that are currently in use in advanced financial, technological and academic fields (Khatoom,2012). The production of local language material and training of mother tongue teachers is often considered as too costly (Kosonen and Young, 2009). It is generally believed that this approach is too costly to implement that it prevents children from learning other languages, and it impedes children's academic success. Mother tongue-based schooling is often directed at the most marginalized of populations who have suffered from lack of services of all kinds, not only of schooling. Failure to meet basic human needs for food, shelter and health is the greatest obstacle to providing quality primary schooling for all. They said that the minority language community has low status and be subject to discrimination and prejudice, making acceptance of mother tongue instruction difficult to win and creating reluctance among mother tongue learners to use and demonstrate proficiency in the language. According to Berhanu's (2009) assessment in SNNPR, teachers and parents believe learning in the mother tongue is economically disadvantageous to their children, and see Amharic-- and better yet English-- as languages that are good for future employment. Expressing the same views Hirut (2008, p- 15), in her study also describes that:

Even those parents who are well aware of the nature of mother tongue education seem less than enthusiastic about sending their children to such school. The main cause of parent's negative attitude towards mother tongue education is their apprehension about the future of their children. All parents agree that obtaining employment is the single diminish the value of education for their children. In general, parents prefer to send their children to a school in which Amharic or English is used as a medium of instruction, because they believe it to be the language of the majority or the elite.

2.4.2.4 Awareness and Skill Gap Issue

Many parents will understandably persist with their perception that their home languages are not suited to contemporary economic, technological and educational processes, and they will not give priority to their home language as the primary language in raising their children to be ready for school and for life(Gacheche,2010). As reviewed earlier, even though there are high rates of

failure are attributable in large part to offering education in languages that children do not speak, often using curriculum content and learning materials that children cannot relate to their everyday experiences, due to the lack of community awareness they still resist the implementation of the mother tongue. Some taking the gaps in the human resource, material resource and financial scarcity, conclude their mother tongue as an inefficient to teach their children and preferred the other language which is strange to their children. Teachers, students, and other implementers have different views and negative attitudes on the implementation of the mother tongue as a medium of instruction. As Hirut (2008) stated some consider mother tongue as the language of the parent(s) or even the ancestors. Others again consider it as the language that make their children at risk of occupational immobility and increased marginalization. Others take it as mother tongue education is a political threat.

2.5 Challenging and Facilitating Factors of Mother Tongue Education

Implementation

There are various internal and external schools factors that facilitate or challenge the implementation of mother tongue - based instruction and student's achievement. The student home background which includes parental socio-economic status, family configuration and parental support and personal and community characteristics are among the external factors which directly correlated with student academic achievement. School and classroom environment and school resources are internal school factors that have also an impact on mother tongue education implementation. Generally, below some negatively or positively contributing factors in using mother tongue as a medium of instruction are presented as follow.

2.5.1 Language Policy

As Gacheche (2010) described, language policy refers to all the language practices, beliefs and management decisions of a community that determines which languages should get status and priority in society by being labeled as 'standard', 'local', 'official', 'national' and 'international'. Thus, a factor that might have a bearing on school performance is the language of instruction. There is strong support in the literature that those students who are not taught in their mother tongue have more difficulties to master reading skills and to perform well in school. A mother tongue-based education system with a sufficient number of well trained teachers and

adequate instructional materials cannot successfully be implemented if the language instruction education policy is weak or ill thought-out. According to Gacheche (2010), the dominant theory in traditional language policy formulation is referred to as rational or positivist and it assumes that socially efficient policies can be formulated from objective assessments of the needs, processes and outcomes of language relationships. He also stated that the policy designed should not be the document that makes sweeping statements about how language shall be used without specifying how the implementation process will be carried out. But if this issue is not considered the result will become the opposite of what is recommended. Then the language planning should focus on a constant negotiation process of the interests of various social groups and their changing priorities and should therefore consider language practices first before writing policy. If not it will be accomplished with the unsuccessful mother tongue language result. Therefore, the major concern for policy makers should be focus on how to develop languages, which languages should be developed, for what purpose and how and for what ends, and how to develop local, threatened languages amid global, spreading ones, and incorporating clear strategy Gacheche (2011). Most educators recognize the advantages of a mother tongue-based system over a submersion system, and the right of diverse groups to receive an education that meets their demands, but they also fear that such recognition disrupts the construction of a nation. Bullivant (1981) refers to this as the 'pluralist dilemma', where policy-makers struggle to reconcile the claims of constituent groups with the claims of the nation-state.

The one taken as common approach to language planning and policy previously and still some scholars argue for is referred to as the 'one nation, one language' model attempts to avoid the pluralist dilemma by advocating for universal literacy in at least one language. Various policy-makers have argued that second language based instruction policy is the best way to prevent ethnic division and contribute to the construction of a nation-state. But in reality it excluded a majority of the population and worked for the benefit of minority elite that increase inequality, political instability and disaffection. Such a 'one nation' idea type of policy is weakly developed model language that ends up with conflict with in nations.

So as stated by Ho, Holmes and Cooper (2004) the language policy designed should be the one that foster the continuum of collectivism-individualism that represents the degree to which a culture places emphasis on fostering interdependent relations, social responsibility, and the well-

being of the group versus fostering independence and individual fulfillment. New language and education policies that affirm and protect language diversity and provide linguistically and culturally appropriate education for ethnic minority communities, new models of development that meet the needs of all segments of society and that encourage integration, rather than forcing assimilation of ethnic minority groups into the majority society is an effective and linguistically pluralistic program. The new education program is the program that enables ethnic minority learners to achieve their educational goals without forcing them to sacrifice their linguistic and cultural heritage. Such programs would be included in the education policy.

2.5.2 Attitudinal Factors

The concept attitude is defined as the way in which a person thinks, feels, and intends to behave behavioral component towards something. It is the summation of the three components that is emphasized for determining the overall attitude and not a particular component (Rajecki, 1982).

Attitude is the view point or psychological position assumed about an object or idea, such as one's viewpoint regarding an approach to teaching young children language (Jessica, 2011). Then according to this it is the expression of desires and hates, attractions and repulsions, likes and dislikes. It is the feeling when love or hate things or people. Language attitudes can be defined as strong positive or negative emotions experienced by people when they are faced with a choice between languages in a variety of situations or a relearning language (Ngidi, 2007).

The attitude that parents, students, teachers, educators and politician developed can directly or indirectly influences the mother tongue education implementation. Parents and other primary caregivers who are the first teachers of the children have the strongest influence on children's first language acquisition in the early years. Their attitudes, goals, and behaviors related to their child's initial language development influence their language skills development, language socialization, perceptions of the value of mother tongue, and maintenance of mother tongue. And the people's negative attitude towards the mother tongue preference could develop due to different reasons such as social stratification, political, economic incongruity, socio-psychological factors, the lack of awareness and prejudgments (Adamu, 2002). In line with

this, Kangas (2009) describes that, in Philips parents want English-medium education and assimilation for their children, hoping that it leads them to better jobs.

The attitude of policy makers in Africa is very significant and accounts for the lack of political will to support language policy that is pro mother tongue and bilingual education in Africa (Education network). The research done in Tanzania shows that 64.6% of Tanzanian parents preferred English for their children as a medium of instruction assuming that it is the international language and enables their children to communicate with people from more countries. From the study done in minority language community of India (2006), Susan Malone (2007) explained that, children who go to the primary schools are often teased by other students for using their mother tongue in the classroom when they talk to their counterparts. Teachers also advise them to use second language instead of their mother tongue and parents told them not to use mother tongue at home in order to make the children fluent in the second language. All these things have led them to the development of negative attitude, mother tongue language inferiority and ignorance towards their language in the minds of the parents and children.

Some parents, school authorities and local politicians believe that there are greater benefits for children being taught through the language of wider communication. They want their children to start with this language as early as possible in order to make them to perform better in language of wider communication that, believing that they will get more opportunities with it (Malone, 2007). According her, the attitude that children themselves developed (internal factor) such as responses to opportunities or demands to learn more than one language depending on their temperament and other personality variables including motivation, learning styles, intellectual capacity and sensory abilities also strongly affect their language learning.

2.5.3 Resource availability

At the initial point, it is important to check whether there is an available resources for the implementation of mother tongue based multilingualism. Though there is an attempt to prepare curriculum guidelines for each grade level by the national education department, developing curricula for many different ethnic groups may appear to be an impossible task. Mother tongue language teachers use these centrally produced materials to help them develop their instructional

plans, but the content incorporated and used by is not appropriate to the children's cultural context for teaching the different subjects (National Department of Education, 2003).

One of the issues that predominates discussion on the effectiveness of mother tongue-based multilingual systems is the ability of teachers to efficiently and effectively transmit cognitive skills and values in the learners' first language (IIEP, 1997). However, most education systems that attempt to introduce policies that encourage learning through a child's home language suffer from serious shortage of teachers who speak or have access to these home languages. Then to achieve the criteria of having enough teachers that able to teach the effective usage of local languages for instruction become a dream. Different researches done in African also strengthen this idea that there are too few mother tongue speakers qualified to teach in the schools. This implies that the journey is running without people with the required qualifications for teaching in the formal education system and mother tongue language communities without access to quality education.

Benson (2004b) found that when teachers are not native speakers of the a child's first language or lack of sufficient training on how to carry out mother tongue-based teaching, they avoid the 'unknown good' and regress to the 'known bad'. That is, teachers revert to old systems of teacher-controlled interactions, where pupils are merely required to repeat content after the teacher and given little room to ask any questions or express hesitations they may have. In the case of second language-dominated systems, such types of unpleasant experience to the children have happen all over years of primary schooling (Gatcheche,2011).

Asexpressed by Malone (2003), the minority languages also lack graded reading materials that enable new learners to gain reading fluency and then encourage them to continue reading in their schools. Now – a - days creating contextualized literature in multiple languages is certainly a challenging. However, the experiences of different countries have clearly demonstrated that, excellent, enjoyable and stimulating materials that express about local people, places and activities familiar to them could be produced by appropriately training minority language speakers.

2.5.4 Instructional Materials

A curriculum, rooted in the child's known language, culture and environment, with appropriate and locally-developed reading and curriculum materials, is crucial for early learning success. The lack of sufficient and efficient of these materials at school level hinders transmission of content in local languages. IIEP (1997) also notes that, until the 1980s many of the indigenous languages in Kenya did not have a written in the form of reading materials. Providing instructional materials in local languages was heavily influenced by donor interests, evangelical motives, strong economic interests from overseas publishing companies and global power relations. The reasons for this were: lack of policy incentives and political will; lack of the skills set required for effective development of bilingual language of mother tongue, like writers, curriculum developers, publishing and printing infrastructure; and opposition from transnational publishing and commercial interests. Furthermore Zewudu (2011) indicated that the scarcity of mother tongue textbooks, the absence of supplementary materials and absence of any reading material written in mother tongue used for reading directly affect the children's reading competency. He described that about 80% of the teacher's response indicates as they do not have sufficient reading materials for their own. An alternative explanation for low performance and progress is lack of quality and relevance of the school system (Dale, 1982). There is modest evidence indicating that students attending well-resourced schools are likely to perform better, irrespective of their background.

Broadening the vocabulary capacity of the nationality language is an important issue in the for mother tongue education implementation. New words can be invented or borrowed from other languages. Existing words can take on slightly different meanings (Wrench, Richmond and Gorham, 2009). The most important considerations are the development of curricula and materials, the adoption of a teaching model, and the establishment of a system for assessing students' progress.

Mother tongue-based schooling is often directed at the most marginalized of populations who have suffered from lack of services of all kinds, not only of schooling. Failure to meet basic human needs for food, shelter and health is the single greatest obstacle to providing quality primary schooling for all, and when bilingual schools are characterized by chronic illness among

students and teachers, inadequate nutrition, and lack of basic facilities just as non-bilingual schools which have strong negative effect on the implementation of mother tongue.

2.5.5 Student Home Background

Research clearly indicated that socio-economic factors such as occupation and education of parents have a direct effect on the progress and performance of learners in schools. More children from poorer households repeated grades or do not do well in school as compared to those from households that are better off. As it was described by Center of Applied Linguistic (2004), more parents from the well -off households help their children with homework or visit their schools and classrooms, and their children are doing better in school. This finding thus support the hypothesis that says children who are getting more support at home have a better chance to stay at school and perform better (Gravaas et al 2008). On the other hand, children coming from poorer households are getting less help and support from their parents, achieve less in their school work. An explanation for this could be that parents who are not highly educated or have low income jobs may feel insecure to assist their children with homework or to visit the school and the classrooms of their children (Caldas and Bankstone, 1997). It is also documented that the reading competence of pupils from lower socio-economic groups tends to be much lower than that of pupils from higher socio-economic groups (Makuwa, 2005).

2.5.6 Community Support and Involvement

Even if basic education is declared, the recent research findings indicate that still there are more than 110 million children who never go to school, or some of them dropout, and others characterized by low learning outcomes(Worled Bank, 2009). The reasons for these problems are stated as socio economic factors or poverty, political instability, natural disasters and awareness of the community to send their children to school. Many studies support the view that family background is the strongest single predictor of educational outcomes. That is Gerd and M. Louiset stated that, the common idea behind the reasons for non-participation, slow progress, drop-out, and low learning outcomes is mainly be found in the socio-economic characteristic of learners and households. The study results in Botswana show that schools with higher rates of poverty achieved poorer results on average (Wikan 2004; Zuze, 2010). Zuze (2010) also notes that, students from less favorable home environments face greater academic challenges due to factors additional demands added on their time of education and less adult or parental academic

support. Not only the socio economic states, but also the educational level of parents and the relationship between parents and children have an influence on learners' performance (Gravaas, et al 2008; Martins and Veiga, 2010).

What is more Zewudu (2011) in his study in Benshangul Gumuz region indicated that 85.5% the teachers did not have the chance of meeting and discussing with parents. This shows that the parents or community involvement in teaching learning process is low and unsupportive. However, researches show that children are more likely to enroll in school, stay longer, and learn more when they are strongly encouraged by parents who are supporting the educational institution. When school uses the language of the local community, parents can communicate easily with their children's teachers and motivated to visit the schools regularly. Supporting these ideas, Cummins (2000) also argues that a solid foundation in mother tongue results in an increase of learners' confidence at school and more parental involvement in their learning. According to him, the involvement of parents in school activities is more activated by the fact that when both parents and teachers would be speaking the same language. Then for the facilitated community involvement in school and fostering communication, the language to be used by both parents and teacher commonly (especially the first or home language) is one of the most valuable one. Then parents, family members and early childhood professionals have very important role on the development, maintenance and implementation of the first language as a medium of instruction.

Generally Parents and other primary caregivers, called 'first teachers' of a child can play a prominent role and have the strongest influence on children's first language acquisition in the early years. The attitudes, visionary outlook, and behaviors they show to their children has strong influence on their child's initial language development such as children's language skills, language socialization, perceptions of the value of first language, and maintenance of it. Concerning this, Gardner and Lao's (2004) stated that mother tongue development cannot be achieved without a strong commitment from parents. To enable parents to facilitate their children's home language and literacy skills, she urges that there should be the provision of meaningful print-rich home environment guidance from adults with high levels of literacy, partnerships with schools, and support from parents who need to improve their own oral and written skills in first language.

2.5.7 School and Class Room Environment

In developing African countries studies show that, there are different hindrances that contributed to the poor performance regarding all major demands of the educational system. Teaching in mother tongues is still viewed as a second class occupation compared to teaching in international foreign language or second language. This attitude affects both teachers' and students' morale and focus on the implementation of the program. Moreover, this attitude forces teachers to focus more on teaching of second languages than mother tongues in the class room (UNESCO, 2006).

Low school intakes, uneven distribution of resources, unequal participation of boys and girls in schools, poor standards of teaching, low motivation of teachers and pupils, high drop-outs rates and class repeaters, poor results at final examinations, transfer of incompetent students from primary to secondary (and from secondary to tertiary) education, practically illiterate primary school leavers with no or rather low competence in the official language; little or no practical or vocational qualification school leavers are some of the school or class room or multi-dimensional problems that contributed to the poor performance of students. These lead to the fabrication of unskilled human power and then to undeveloped economy (Bundi, Riungu and Mbugua, 2012).

2.6 Preconditions for implanting Mother Tongue Education

The use of familiar languages alone does not guarantee the success of the children in education. However, other factors like the availability of trained teachers, school leaders, supervisors, quality curriculum and teaching materials focus on the culture of the society, clearly stated policy and strategy and aware community are also important. Then as Jessca (2011) said, to implement mother tongue education program effectively, planers need to engage in a wide range of activities that build foundation for their mother tongue education program. After the political will and legislative support at the national level is created, activities such as human resources development, curriculum material preparation and development, strategies and policy guide lines and community awareness rising activities should be effectively done.

2.6.1 Human Resources Development

The success of mother tongue education program depends on the effective development of human resource. Starting from planning, the process of pre-service training, recruiting and in-service training of the teachers who are fully proficient and skillful in using that language for teaching and learning the language of the community is important. According to Center for Applied Linguistic (2004) description, new programs usually begin with in-service training for the teachers in the pilot program. As the program expands, teacher preparation programs must be also done to provide pre-service training for future teachers. This is necessary to ensure the ongoing supply of well-trained teachers who are able to teach in the local language and to provide students with an adequate transition to the language used for instruction at higher levels of education.

Malone and Dennis (2011) stated that the goal of mother tongue - based multilingual program is that students will be come bilingual and bi-literate by gaining fluency and confidence in the use of both oral and written languages. And Gacheche (2011) describes that the ideal situation for a mother tongue-first education system is to identify teachers who are fluent in the language, familiar with the local culture and respected by others in the community. So the training for teachers should be the one that make them to begin the teaching from what the students already know with their own language, knowledge and the skills they have acquired through living in their own community. During training the teacher should acquire the skill of how to use the students' language, knowledge and the skills as the foundation for teaching new content and concepts. Students in the lower primary level are effective in their oral language. Then the teacher have to get the skill that enables him to develop students oral, written and higher level thinking skills in the language they know best and, at the same time, able support the students as they gradually learn the official school language. Benson(2004), also consolidate this idea that the teacher need to develop the skill that enables him to use familiar language to teach beginning literacy that facilitates and fosters students understanding of sound-symbol or meaning-symbol correspondence. Then the teacher training needs to acknowledge the importance of linguistic diversity and should support teachers to implement methodologies that use the languages of the learner. Gacheche(2010) also explained, the student-teachers are being prepared as before to teach in languages that are unfamiliar to children. This largely accounts for the current

educational problems faced by most African children and the ineffectiveness of formal basic education. Due to lack of adequate training, African teachers do not know how to effectively make students effective, monitor and assess the program and student learning.

Learning to read is most efficient when students know the language and can employ psycholinguistic guessing strategies. Then students can communicate through writing as soon as they understand the rules of the orthographic (or other written) system of their language. So the colleges and Universities could capacitate the mother tongue teachers who can share the mother tongue of the ethno-linguistic community where the program is going to be implemented effectively. Mackenzie and Walker also described as mother-tongue education requires teachers who have the language and culture of the children and trained in the same language they are going to teach in. But as the researches reveals some teachers may not be truly proficient in the language of instruction, and may struggle with teaching in a second language they are not fluent in themselves, or they may come from a minority language group and have been excluded from the learning process due to a lack of training materials in their language. In line with this Hirut(2008), describes that, most teachers teaching the mother tongue language have difficulty in writing in the local languages. According to students' suggestion, it is quite common for them to write the same word differently and inconsistently.

But as a general the trained teachers should have the skill of developing students' affective domain, involving confidence, self-esteem and identity which is strengthened by the use of the mother tongue that increases motivation and initiative as well as creativity. The teachers enable students in mother tongue language classrooms to be themselves and develop their personalities as well as their intellects, unlike submersion classrooms where they are forced to sit silently or repeat mechanically, leading to frustration and ultimately repetition, failure and dropout (Benson,2004).

Berhanu (2009) stated that provision of short in-service trainings during school vacations often leaves bilingual teachers with limited language skills and inadequate understanding of the bilingual teaching methodologies required by the adopted model. This indicates that even the in-service training given for the teacher is not adequate enough to equip them with the necessary skills and pedagogies. The less skill and inefficiency in methodology problems are further

aggravated when there is an attempt to implement the program national wise without adequate investment of time and resources in teacher training. Teacher development is not only focusing on skill and pedagogical knowledge, but also their attitudinal and ethnic identity and developing sense of ownership is also being under consideration. The study by Harvard University referring UNESCO, EFA Report (2003-2015) describe that teachers should be selected by community members, based on academic strength, availability, skill and interest they have to teach. The selection done by community lends credibility to the strength of the system, allowing teachers to communicate both verbally and culturally with students and parents. It is clear that as teachers understand more, they can help children more and more then; students' performance became again better, including second language skills.

Liliana (2012) further, elaborates a system of professional standards for mother-tongue teachers that contribute to creating a powerful and receptive teaching body in which excellent teachers find opportunities of professional recognition and promotion. Thus, the teachers need have both proven high-level language competences and solid methodological-didactic competences.

Generally, Liliana categorizes the teacher's pedagogical competencies into six main domains. These are competence to assure the functionality of the educational process, ability to design curriculum, capacity to establish the finalities of education, competence in the use of specific teaching strategies, ability to design the teaching activity and competence to use the specific assessment strategies.

In addition to these, the development of mother tongue teachers, education professionals, facilitators, supervisors and school directors need to be takes place. The collaboration within and between these stakeholders at each level: national and local is suggested as the most suitable way of implementing policy proclaimed (Burton,2013).

Facilitators have to be trained in methods of participative learning, program level evaluation, and assessment of learner progress. They are responsible for identifying learning needs by pinpointing what learners already know and what they want and need to learn. Facilitators must be equipped with adequate knowledge and skill themselves in order to assess learning needs. Teachers and literacy facilitators, having assessed the level of the learners, are then responsible for developing a localized curriculum where the topics and sub-topics are responsive to the

context of the literacy program (UNESCO, 2005). According to this description, the facilitators should be trained and involved in community mobilization, identification of learning needs, curriculum development, learning aids development and methods of learning assessment. It is the role of facilitators to identify what learners already know as a starting point, particularly for adult learners. It is important to identify what the learners want to learn and focus on improving quality of life through the inclusion of practical skills.

According to Malone (2004), there should be school supervisor who need to serve as coordinator, supervisor and trainer for mother tongue schools. In addition to the supervisor, there should be also the program coordinator who regularly ask the learners (or their parents) for their opinions about the class, conduct pre-service and in-service training for teachers, make sure teachers having the equipment and supplies that they need and train and supervise people involved in materials production.

School administration that is important and plays a vital role in academic performance since it is concerned with pupils, teachers, rules, regulations and policies that govern the school system (Bundi,Riungu and Mbugua, 2012). This implies that, the school which has well qualified and committed instructional leadership can accomplish its objective whenever/wherever problems encounter it. Bundi,Riungu and Mbugua (2012,p.129) explained that the responsibility of checking the professional documents like teachers' schemes of work and lesson plans lies in the hands of the head teacher.

2.6.2 Curriculum and Other Teaching Materials Preparation and Development

In addition to the human resource development the preparation and development of culturally relevant content of curriculum and other locally produced teaching materials are important. The different researches conducted in most of African countries indicate that, the lack of instructional materials also hinders transmission of content in local languages. The IIEP (1997) cited by Gacheche (2010), notes that until 1980s, many of the indigenous languages in Kenya did not have a written form. Unfortunately, all African schools suffer from the scarcity of quality educational materials in both first and second languages. This issue is acute in bilingual or multilingual schools where teachers are forced to translate materials which are destined for instruction through the official or foreign language (UNESCO-2006).

As Waruingi said, due to the lack of policy incentives and political will, lack of the skills set required for effective development of Basic Learning Materials, lack writers, lack of curriculum developers, publishing and printing infrastructure, and opposition from transnational publishing and commercial interests the initiative did not achieve its aim providing that instructional materials are in local languages. UNESCO (2005,2007), stated that one of the most challenging tasks in designing and implementing any program for mother tongue literacy or bilingual education is that of developing suitable learning material. In the mainstream language, one would invariably find graded material for different categories of learners. However, for minority languages one has to start from scratch with no benchmarks on age- and grade-specific learning material. This was a challenge faced by the implementers of all the projects.

The minority languages invariably have unique histories linked to specific minority ethnic groups. Then it is important to identify and incorporate linguistically and culturally relevant symbols, images and metaphors for teaching different contents through the mother tongue medium. So during the initial point of the mother tongue literacy projects, language developers have to address a number of critical questions concerning the writer, the kind of preparatory work has to be done to produce the learning material, whether the material prepared is originally written material or translated material from the main language, as texts being produced built into and ensured the local stories and contexts. The steps should be taken to ensure the comparability of competencies represented by the texts in mother tongue with the national-level curricular prescription. According to UNESCO's description, during that time there was no straight suggestion to these points that could be applied to all the contexts. That is why most of the case studies illustrate that the process of creating learning material that is interesting and culturally relevant to ethnic minority groups is a challenge, even for the experts.

Kangas (2009) referring Hough, Thapa Magar & Yonjan-Tamang (2009), said that just using the mother tongue as the main teaching language is not enough. The culturally relevant content of the education and the teaching method needs to design to fulfill the requirements. The content need to be context-sensitive and applicable in the situation that the indigenous people or minority is in: they need to respect the traditions, knowledge, values, history and identities of the group, including their status as oral or literate people.

Therefore as Cooper (1989) cited in Kangas, (2009), concludes that a serious investment of time and resources, along with a commitment to establish collaboration between linguists, educators and community members are essential to prepare materials for bilingual programs, particularly if the first language is intended to be used over a period of years.

2.6.3 Strategies and Policy Guidelines

Before trying to implement the mother tongue education it is important to consider the Strategies and Policy issues. Stating policy alone is meaningless unless the direction how to implement it is clearly stated. Ouane and Glanz (2006) describe that, given the multilingual settings in which most African societies function requires multilingual strategies and clear and cogent communication which involves stakeholders with different language backgrounds, Desalew (2002) described that, planning is the process of preparing a set of decisions for action in the future directed at achieving goals by optimal means. According to him it is the process that addresses needs & resource requirements for carrying out the intended actions. But as described in Kosonen and Young (2009), many educational planners and practitioners around the regions are still not always fully aware of the issues involved in the use of minority learners' mother tongues in education. As a result, many concepts relating to language policies and multilingual education are not always understood in the same way by all in a diverse region such as Southeast Asia and Africa. Moreover, Pinnock (2009) described that education policy which prioritizes mother tongue instruction within a strategy to improve quality and access, and which offers both first and second language learning opportunities to excluded groups, is strongly in the political and economic interests of countries with high levels of linguistic diversity. Three types of action are needed if linguistic and cultural diversity is to be preserved, and if ethnic minority communities are truly to be included in Education for All: These are new language and education policies that affirm and protect language diversity and provide linguistically and culturally appropriate education for ethnic minority communities, new models of development that meet the needs of all segments of society and that encourage integration, rather than forcing assimilation of ethnic minority groups into the majority society and new education programs that enable ethnic minority learners to achieve their educational goals without forcing them to sacrifice their linguistic and cultural heritage (Pinnock, 2009). Research studies have repeatedly demonstrated that a strong foundation in the first language and a strategically planned process of bridging to

the new language is an important factor in minority language learners' success. Gacheche (2011) explained that, socially efficient policies can be formulated from objective assessments of the needs, processes and outcomes of language relationships.

Therefore establishing policy commitment to improve school - based mother tongue language education is an important to progress towards evidence-based is good practice and it is key recommendations for education ministries as well as national education leaders. The strategy that employ locally appropriate and flexible mother tongue based multilingual language need to be developed and advocated. Adeniyi, Harrison and Bello (2009), indicate that many indigenous language teachers do not really understand what national policy on education states concerning indigenous language and the purpose of it. Building clearly strategic partnerships to strengthen efficiency interventions need to collaborate effectively to ensure the greatest possible efficiency and effectiveness in programming and development cooperation at both the institutional levels is important. UNESCO (2007) explained that, the best policies are those that establish mother tongue – based education as an integral part of both formal and non-formal education systems and include clear directives for implementation and support.

2.6.4 Awareness Rising

In order to implement the mother tongue education effectively, alleviating the problems such as awareness problems, against mother tongue myths and barriers is essential. Creating an environment that foster the stakeholders' involvement in decision-making is important to understand the implementation of mother tongue education, which languages will be used and how they will be developed. According to Benson (2004), using valorization of the home language and culture is important that awakened and pride the society feels for their language and culture. That is when community participates in educational activities and observed the mother tongue in print in the official context of schooling; it helps them to value its status and usefulness in the eyes of both speakers and non-speakers. UNESCO (2007), strengthens this idea that, to overcome the perceptions, awareness-raising should focus on both the mother tongue educational and the cultural value of mother tongue education. Talking about mother tongue language education with parents and other community members, showing them the prepared reading materials in their own language, performing dramas or skits and then talking about the message that was communicated, visiting mother language education class or in a

symposium form, or showing a video of an interactive mother tongue language education in classroom are important activities should be done to raise the awareness of the societies.

Ndamba (2009) mentions that, people in post-colonial countries still identify education with former colonial languages and still resist mother tongue education in favor of English which they view as a language of knowledge. Ngara, (1982), he also said that when teachers undermine the children's first language and use English as the medium of instruction from the first grade, this make children to develop negative attitude towards their mother tongue.

Jassca(2006) also indicates that effective education responds to the learning needs of individual children and the goals and needs of local families. Thus before trying to implement the program, it is necessary to create collaboration among all those involving in education. According to the thought of her, early childhood and primary school initiatives that are strongly rooted in the children's families and communities are more likely to be effective when the collaboration is high. Jassca added that the mother tongue programs are only able to get started through the participation of parents and other community members who are fluent in the children's first language and who are passionate about seeing the programs succeed both in order to preserve their language and to turn around the high failure rate among their children in schools where they are being educated in a language they do not know.

In order to ensure the program, the organizers are hopeful that when teachers are sufficiently competent, and the community begins to see fruit in the lives of those who have gone through the bilingual non formal education classes, the society will be inspired to continue this work with their own resources.

Raise awareness of the community on successful programs of mother tongue - based bilingual or multilingual early childhood programs and primary school is important for parents attain their own goals/their children's success in life. Through the extensive communication, people need to get information about the purpose and benefits of mother tongue education of their children. Then the awareness gained through the mobilization activities should provide information for the society to encourage them work with the school collaboratively during planning, implementing and supporting the program at different levels.

2.7 Overview of Mother Tongue Education in some Countries

In implementing mother tongue based multilingual education different countries especially Southeast Asia and Africa countries have different experiences in relation to policy directions, teacher training and recruiting, curriculum and teaching materials preparation, attitudes of different bodies on the program and the duration of the program.

2.7.1 Cambodia

In Cambodia, where 22 languages are spoken, the Khmer are withouta doubt the largest ethno-linguistic group, comprising approximately 90 percent of the population. This makes Cambodia one of the linguistically least diverse nations in Asia. The populations of most ethno-linguistic minorities are small.

Apart from the Cham, Chinese, and Vietnamese, whose populations are in the instruction at all levels of education was in Khmer, though some schools had also been teaching Chinese and Vietnamese as subjects of study. Mother tongue-based education programs in formal and non-formal education have been initiated by various international NGOs in close collaboration with provincial educationauthorities and local ethnic minority communities. Currently, there are mother tongues - based programs in both formal and non-formal educationfor children as well as adults. Cambodian pilot projects have so far introduced languages, namely Brao, Bunong, Kavet, Krung, and Tampuan, as media of instruction in mother tongue education(Kosonen and Young, 2009).

The experiences in programs using non-dominant languages have hitherto been as well as Khmer and use these media for further learning. Before these endeavors, many ethno-linguistic minorities in the eastern highlands had never had access to education services. An important reason for the apparent success of the non-formal education projects using non-dominant languageshas been the major role played by local communities. Language committees have been crucial in language and of volunteer teachers. Important factors of success in the Highland Children's Education Project in the formal sector include the community governance of the project schools, local staff who speak non-dominant languages, teachers' salaries being equivalent to government contract teachers, and active participation of the local communities in curriculum development of non-dominant languages in education. The positive results of mother

tongue-based language pilot to choose the language(s) of instruction, by issuing special sub-decrees or decisions in areas where Khmer Lue languages, i.e. non-dominant languages related to Khmer for non-dominant languages in education in Cambodia. Unfortunately, it is not clear whether the law also refers to the three largest non-dominant languages, namely the Cham, Chinese, and Vietnamese, which are commonly considered immigrant languages. Lao, with a larger population than many Khmer Lue groups, also falls into this category. It is interesting to note that earlier drafts of the law gave stronger support to non-dominant languages by stating that ethnic minority's years the terms of policy support for the use of non-dominant languages have been weakened(Kosonen and Young, 2009).

2.7.2 India

Srujan which is a community-based approach with an objective to link community knowledge and practices both in the context of curricular as well as extra-curricular activities was initiated by the government team. The activities included storytelling, traditional games, art and craft, music and dance and nature study. It is incited to increase access to knowledge, information and materials for the mother tongue education program.

The program was a real success that children have been able to understand the content better and connect classroom knowledge with their own experience. Within six months, children in grade 1 were able to identify the words and letters from a sentence and read a sentence with meaning, while also being able to demonstrate thinking creatively(UNESCO, 2008).

The Rabha people, themselves, opted to adopt the Assamese script for use in their local literacy program. A comprehensive survey was conducted which was a good opportunity to do awareness-raising about the possibilities of literacy. Potential writers were identified from among those people able to write in Assamese. The project did not engage established writers, but rather, writers from the community who would be able to represent the community.

Materials included alphabet charts, primers, big books for class and group reading, small books for individual and paired reading, the majority of which were locally authored. Factual content came from the community and culture. Materials for activities to support the reading process were also produced, such as picture, letter and word cards and a variety of games. Second language learning curriculum and mother-tongue and bilingual textbooks for subject areas were

produced during the later primary years. All the materials were developed with local teacher and community support. These programs showed remarkably positive results in enrolment, attendance and achievement levels across the curriculum. Content was based on oral narratives provided by the community with local history, ecology, stories, and songs. Community reading and learning resource centers were set up and run by the communities in the villages. This encouraged the community's interest and engagement in children's education and in these schools children's reading and learning attainment showed great improvements (UNESCO, 2008).

2.7.3 Philippines

In terms of language diversity, the Philippines are second only to Indonesia in South East Asia, as 180 languages are estimated to be spoken in the country. Languages such as Bicol, Cebuano, Illongo, Ilocano, and Tagalog are spoken by millions of people and widely used as languages of wider communication in their respective areas. Most ethno-linguistic minorities are much smaller. In fact, it is estimated that only about a quarter of the population receives education in majority of Filipinos study through languages other than those they speak at home(UNESCO, 2008).

Regional and local languages have been used in government schools as transitional languages for initial instruction and early literacy up to primary elevated to the role of auxiliary languages. In practice, however, this has usually meant that non-dominant languages are used orally to explain the curriculum to students, rather than using them seriously as media of instruction. Nevertheless, as orthographies of most of the languages are fairly similar, many people literate in Filipino can often quite easily transfer non-dominant languages are used more widely in the non-formal sector. Much language development has been accomplished by NGOs in non-formal education. Non-formal education programs using local languages are usually run by community organizations, NGOs, and churches, and are rather small in scale(UNESCO, 2008).

Some non-formal education endeavors have close links with the formal system, although most non-formal education focuses on adult literacy. Arabic is also used In the Philippines, non-dominant languages are used in education, particularly in non-formal education, perhaps more widely than in other Southeast Asian countries. Still, Filipino and English continue as the main

languages of education throughout the nation, even after recent debates over current policy and the importance of the learners' home language in education(UNESCO, 2008).

2.7.4 Cameroon

As it is described by UNESCO (2008), Cameroon is one of the most multilingual African countries whose population is about 15 million inhabitants and it has over 250 national languages in use. There are two official languages (English and French) as well as a lingua franca (Cameroon Pidgin). It has under gone through three formal colonial administrations with varying language policies:

According to (UNESCO's document, before the Germans, American Protestant missionaries had settled in the country without signing any agreement; they introduced mother tongue education and developed Bulu, a variant of the Beti-Fang language. Then, the Program formally started in 1978 with the work of linguists at the department of African Languages and Linguistics at Yaounde University by adopting the general alphabet. And they began the program with effectively the experimentation in 1981.

Since the 1950s, Cameroonian mother tongues have served as instruments of learning in formal and non-formal situations. However, systematic use of these languages in learning only started in the early 1980s with the introduction of the operational research project (now Program) for language education in the country. At first, the program covers only ten provinces of the country but, unevenly distributed to other areas depending on the motivation of communities to embrace the program..

National languages can be used at the primary, secondary and tertiary levels. Four models have been designed: among these bilingual education in mother tongues and official languages in primary schools. This model is the early exit approach that used mother tongue as medium of instruction in the first two years with a gradual transition to the first official language (OL1) in grade 2 and substituting with Official language at grade 3(UNESCO, 2008).

The program passes through four phases of implementations: the Preparatory, the experimental, the extension and the generalization phases.

The Preparatory Phase (1978-1980) was the time for the development of the first models and for making contacts to create an inter-institutional collaboration with the university and other partners such as the ministry of scientific research and SIL. The experimental phase (1981-1989) was the time for the experimentation of the first models and to extend the models to other languages and schools. Here, Ewondo and Lamnso languages were chosen for the experimentation. The extension phase (1989-1995): was phase when the program was extended to other languages and schools and finally the generalization phase (1995-present) was the phase of generalization of the program to the national level to be handed over to specific educational institutions and schools, local communities, the national Ministry of Education and others.

Oral, formal and informal teaching approach has been adopted. Oral teaching consists of songs, riddles and jokes, proverbs, poetry and so on. Oral teaching is accompanied by formal use of the mother tongue as medium of instruction in early learning with a gradual transition to the official language beginning in grade 2. The formal teaching is actually a reading and writing forms in which children have acquired reading and writing skills in an official language which help them easily transfer the skills to the reading and writing of the mother tongue. Since the government has not yet fully considered the program to be nationally applicable, the community response framework is being developed to make fully participate in the conception; planning and running of activities and eventually to systematically take ownership of the entire process of mother tongue education and literacy (UNESCO, 2008)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

In order to identify the factors that influence the implementation of the Gumuz language as a medium of instruction in primary schools of first cycle, descriptive survey research was employed.

3.2 Research Setting

Benishangul Gumuz Regional State (BGRS) is located in the lowlands of western Ethiopia. It comprises the total area of 50,380 Sq. Km. Assosa, which is the capital city of the region is 687 km from Addis Ababa. The region borders Amhara region in the North and North East, Oromiya in the South South East, Gambela in the South and South in the West. The region has divided into three administrative zones, 19 Woredas, one special woreda and one urban town administrative and 457 kebeles. The indigenous societies of the region are Gumuz and Shinasha in metekel Zone, Beretha in Asossa Zone, Gumuz in Kamashi Zone and Mao and Komo in Maokomo Special Woreda. There are also non indigenous societies including Oromo, Amahara, Agewi, Tigre, Wolita, Kambata, Gurage, etc. in the three zones. The official language of the region is Amharic.

The Gumuz language on which this study focuses is spoken in both Metekel and Kmashi Zones and now used as a medium of instruction for grade 1-4 in seven woredas and eight schools (three from Metekel zone and four from Kamashi zone). Amharic is also used as a medium of instruction in these woredas up to Grade 4 and English serves as a medium of instruction starting grade five onwards.

Those students who started their education at the beginning using the language as a medium of instruction now have researched at grade six using the language as one subject after the fourth grade. But for the next step the region is going to design a three year mother tongue education strategic plan.

When the nature of the language is observed, in the Kamash zone it is spoken by switching it with Afan Oromo language and in the case of Metekel zone, it is spoken by switching with Awni and Amharic language.

In order to assure the representativeness of the population, the researcher took the subjects from the two zones (Metekel and Kamashi zones), four implementing woredas and five primary schools implementing language as the medium of instruction.

3.3 The participants of the Study

Participants of the study were 1 regional, 2 zonal and 4 woreda mother tongue experts, 15 mother tongue teachers teaching at the five schools implementing Gumuz mother tongue language as a medium of instruction starting from the beginig, 5 school directors, 3 cluster supervisors supporting the selected schools, 10 parents especially who have a student child at that school and actively participate in the school administration as PTA and 68 or 10% of 675 grade 3 and 4 students from the target primary schools.

Table 1: The Sample Zone, Woredas and Schools

| N_o | Zone | Woreda | N_o of School | Name of School |
|----------------------|-------------|---------------|--------------------------------|---|
| 1 | Metekel | Debate | 1 | Debate primary school |
| | | Mandura | 2 | Gilgel Beles primary school |
| | | | | Edida primary school |
| 2 | Kamashi | Kamashi | 1 | Kamashi N _o 2 primary school |
| | | Agalometi | 1 | Agalometi primary school |
| Total | | 4 | 5 | |

The table indicated the samples of 2 zones, 4 woredas and 5 schools selected from 2 zones, 7 woredas and 8 primary schools previously assigned to implement the language by the regional government as a medium of instruction. Beside the number of each sample, their names also presented clearly.

3.4 Sampling Techniques

The researcher used purposive and available sampling to select some of the subjects assuming that they are an essential body to give valid and reliable data. Also to get data from population of few numbers, the researcher used simple random sampling for those of relatively large population number in order to keep the representativeness. The detail sampling techniques is presented as follow.

Table 2 Subjects, Total population, Sample size and sampling techniques

| Source of Data | Total population | Sample size | Sampling techniques |
|--|------------------|-------------|------------------------|
| Regional Education bureau Gumuz MTE | 1 | 1 | Purposive sampling |
| Zone Education Department MTE expert | 2 | 2 | Purposive sampling |
| Woreda Education office Gumuz MTE expert | 4 | 4 | Purposive sampling |
| Cluster supervisors | 3 | 3 | Purposive sampling |
| School Directors | 5 | 5 | Purposive sampling |
| Gumuz MTE Teachers | 15 | 15 | Available sampling |
| Students | 675 | 68 | Simple random sampling |
| parents | 20 | 10 | Purposive sampling |
| Total | 725 | 108 | |

The table indicated the sources of data at region, zone, woreda, cluster center and school level. It clearly showed the sources of data, the total population from where the samples were selected, sample size and the sampling techniques used. The regional, zonal and woreda mother tongue experts, cluster centers supervisors and schools teachers, students and PTA members of parents were selected using either simple random or purposive sampling techniques. At region, zone and Woreda level, there is only one (at each) mother tongue expert. Then they were taken as a subject purposively according to their availability. Since Glgel Beles and Edida primary schools do not have cluster supervisors, other schools' cluster supervisors were taken as the sample. School director from each school was also taken as a data source. From the total students of 675 at 5 schools, 10% (68) of them were also taken as the sample from grade 3 and 4 considering

their ability of expressing their thought during discussion. 10 parents from each school (2 from each school) were taken purposively.

3.5 Data Gathering Instruments

In order to identify the factors that affect the implementation of Gumuz language as medium of instruction in the primary schools, the researcher himself developed and used different data collection instruments like questionnaire, interview and focused group discussions. To make the research more valid, the researcher also conducted class room observation.

For triangulation purpose, the researcher also prepared structured interview questions for regional, zonal and woreda mother tongue experts, school directors, cluster supervisors and parents. Semi-structured open questions were prepared and used for focused group discussions with the selected Grade 3 and 4 Gumuz students since they were unable to fill the questionnaires.

The pilot test made on five mother tongue teachers teaching Gumuz language as a medium of instruction at Gilgel Beles primary school. Then Cronbach alpha (α) was used to check reliability of the instrument. Also regional SIL mother tongue senior expert and regional education bureau professionals were made to comment on the prepared questioner. So the comments were organized and used to make certain amendment on the clarity of questioners. Thus, from the tool analysis over all alpha 0.76 was obtained which indicates that the instrument is reliable to use for the intended purpose. According to each category of the questions, 0.76 for policy and strategy issue, 0.78 for the material and human resource issues, 0.68 for the support on teaching learning and 0.78 for the attitudes towards mother tongue program was obtained. These show that the material and human resource issues and attitudinal issues were more reliable a little bit than policy and strategy and support on teaching learning mother tongue. But all the categories of the questioners were almost have the same reliability. Then, after three weeks the tools were administered for the selected sample populations. For triangulation purpose, focused group discussion with students and interview with directors, supervisors, experts and parents were used.

In order to assure the validity of the questionnaire during data collection, the teachers who had relatively long teaching experience of mother tongue language and would be able to complete

questionnaires accurately, honestly and correctly were purposively selected. They were also encouraged to be free and give their genuine ideas honestly. To avoid the fail to return of the questioner, the importance and benefits of the research result through the questioner were clearly explained for them and they were convinced to give valid data accordingly. Continuous follow-up and contact through the personal telephone call or using the director as a contact person were used. So, all the respondents returned the questioners by filling correctly.

For the interview questioners, after introducing the purpose of the research, the respondents were told to give the exact and live data of their respective school without any bias. The interview questioners were made highly structured and clear. Then each respondent was interviewed with the same format and sequence to avoid miss understandings and to get valid data. The researcher also tried to avoid poor prompting and biased probing at questioning time as well as poor note taking and poor rapport between interviewer and interviewee.

3.6 Data Analysis Techniques

The information collected from respondents through interview and responses rating scales questions and observation; were structured, organized and formed to make the information conformable to analysis and inference.

Based on the qualitative and quantitative nature of the data collected, qualitative and quantitative data analysis methods were used. Percentages and Bar graph presentation were used to elaborate the nature of respondents. For the rating scale the percentage composition and tabulation was used and the data of open ended question were analyzed qualitatively.

3.7 Procedures of the Study

After the topic was selected and basic research questions which should be answered by the research was clearly stated, the researcher reviewed the literature according to different scholars perspective. Next tools (questioners, and interview) were formulated focusing on the basic question and principles of mother tongue language learning discussed in the literature review. For mother tongue teachers, the questions were translated in to Amharic in order to help the teachers to read, understand and answer easily (since the Gumuz teachers can read and understand Amharic more than English and Gumuz). The open-ended structured questions were

also prepared for mother tongue experts, parents of PTA members and students (focused group discussion).

After testing and assuring the validity and reliability of the instruments, the researcher administered the prepared questions for the teachers at their school level three weeks after and collected the data. Translators were used for parents who could not speak Amharic during questioning. Then the discussions were written and organized transcripts of units were analyzed. After the data was reduced, narrative texts or key themes were organized. Using these data, the researcher finally made detail description, analysis, summary, conclusion and recommendation.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter the data gathered from school teachers, mother tongue experts, parents through questionnaire and interviews as well as from students through focused group discussion (FGD) are analyzed, interpreted and presented based on the basic research questions.

4.1 Characteristics of the Respondents

During the study a questionnaire was distributed to Gumuz mother tongue teachers and all respondents filled and returned the questionnaire. Moreover, 7 mother tongue experts, 4 directors, 3 supervisors and 10 PTA members were interviewed. A total of 68 grade three and four students (37 of them were female students) were also participated in focus grouped discussions at their respective school. All of the student respondents were Gumez native speaker who mostly use their language at home for social interaction and peer interaction at school, except in rare case they use Amharic (Metekel Zone schools) and Afan Oromo (at Kemashi zone schools). The researcher intentionally tried to find out this situation at the initial time of discussion, considering its influence on the situation of learning within society and peer groups. Overall, the study involved 100 respondents who were from Gumuz ethnic group.

Among the total 15 teachers, 9(60%) were diploma holders and 6(40%) were certificate holders as illustrated in the figure below. Thus, from the data, we can understand that most of them have gained the minimum qualification requirement to teach at primary school level despite of their unqualified with Gumuz mother tongue language as a medium of instruction.

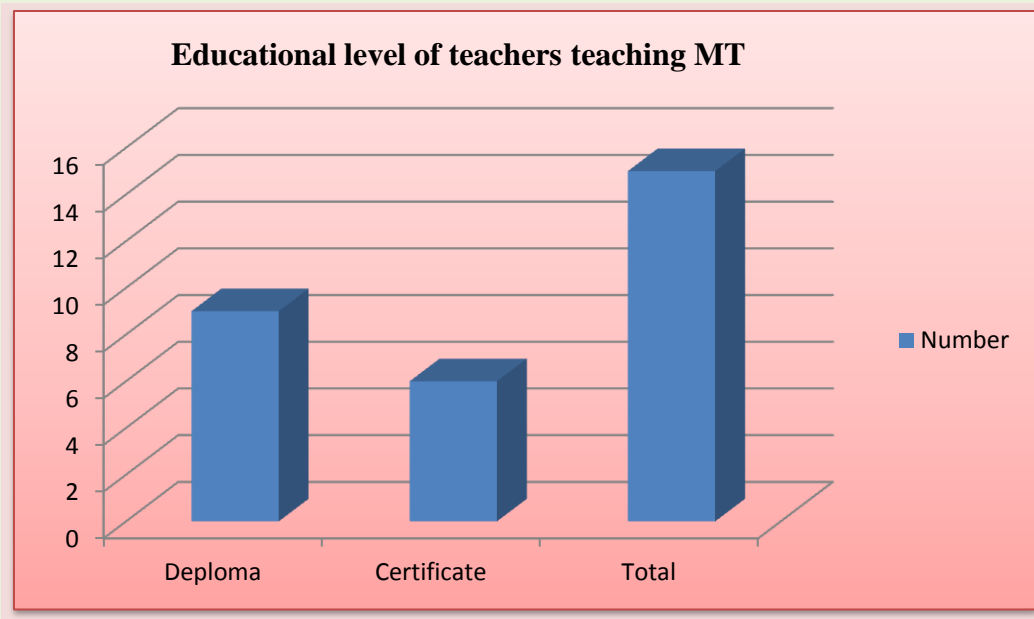


Figure 1: Educational level of mother tongue teachers

In addition to the educational level of teacher respondents, an attempt was made to know the specialization of teachers and the following results were obtained.

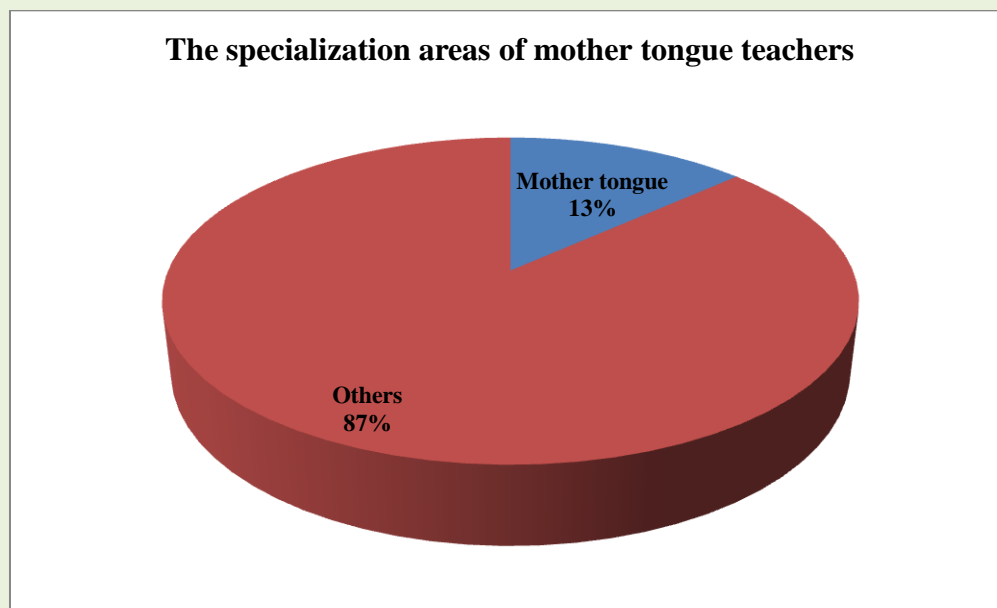


Figure 2 Specialization areas of mother tongue teachers

The figure shows that 86.7% of the teachers were not qualified in teaching Gumuz as instructional language. Only 13.3% of them were qualified to teach Gumuz as instructional

language at college level with an accelerated diploma of 2 month (not yet completed) and one year experience. This shows that the Gumuz mother tongue teachers are not qualified in the language of instruction they are using as a medium of instruction. As the data from regional education bureau indicated, most of them were graduated with either social or natural science as liner or cluster diploma and still they are upgrading with these subjects. In fact, as teacher respondents reported, 74% of them had served as mother tongue teacher of Gumuz for four and above years.

The Gmuz mother tongue experts are working at regional, zonal and woreda levels were not a graduate of Gumuz language as a medium of instruction. They were teachers at the beginning and participated in curriculum materials preparation with short term introductory orientation. They are diploma and degree holders who are not qualified with the Gumuz language as medium of instruction, which enables them to support the program.

4.2 Policy and strategy Issues in the Implementation of Gumuz as Medium of Instruction

The study tried to assess the policy and strategy issues and the awareness level of teachers, directores and educational officials that affect the implementation of the Gumuz language as a medium of instruction. The table bellow shows the result as follow.

Table 3. The awareness and common understanding on policy and strategy issues

| No | Item | Response Rates | | | | | | | | | | | |
|----|---|----------------|------|---|------|---|------|----|------|----|------|----|-----|
| | | SA | | A | | N | | Di | | SD | | T | |
| | | f | % | f | % | f | % | f | % | f | % | f | % |
| 1 | Indigenous language teachers do not understand National Education Policy about MTE and its purpose | 6 | 40 | - | | 5 | 33.3 | 3 | 20 | 1 | 6.7 | 15 | 100 |
| 2 | The MTE includes clear directives of implementation and support. | 3 | 20 | 1 | 6.7 | 2 | 13.3 | 8 | 53.3 | 1 | 6.7 | 15 | 100 |
| 3 | MT teachers in my school were informed the education policy (about mother tongue) and its implementation strategy. | 4 | 26.7 | 2 | 13.3 | 6 | 53.3 | 0 | | 3 | 20 | 15 | 100 |
| 4 | Mother tongue teachers know their roles and responsibilities in the implementation of education policy about mother tongue. | 1 | 6.7 | 8 | 53.3 | 3 | 20 | 2 | 13.3 | 1 | 6.7 | 15 | 100 |
| 5 | There is policy guide line and strategy of MT teaching at school level. | 4 | 26.7 | 0 | 0 | 2 | 13.3 | 8 | 53.3 | 1 | 6.7 | 15 | 100 |
| 6 | The MT issue is clearly included in the school's annual plan. | 4 | 26.7 | 2 | 13.3 | 1 | 6.7 | 6 | 53.3 | 2 | 13.3 | 15 | 100 |
| 7 | There were communication and common understanding strategy with parents before the implementation of MTE | 1 | 6.7 | 3 | 20 | 0 | 0 | 7 | 46.7 | 4 | 26.7 | 15 | 100 |
| 8 | To minimize the gaps of home and school language usage effective trainings were given at college level, with effectively prepared MT modules. | 2 | 13.3 | 2 | 13.3 | 2 | 13.3 | 5 | 33.3 | 4 | 26.7 | 15 | 100 |

Note: SA= strongly agree, A=agree, N= neutral, Di = disagree, SD= strongly disagree, T= total respondents

The above table shows the awareness and common understanding on policy and strategy issues concerning Gumuz mother tongue education. The majority of the respondents (60%) indicated that Gumuz mother tongue education implementation was not guided by a clear directives, policy guide lines, strategy and effective trainings which minimizes the gaps of home and school language usage using effectively prepared mother tongue modules. However, 26.7% of the respondents indicated that Gumuz mother tongue education implementation was guided by a

clear directives, policy guide lines, strategy and effective training. As indicated in Apendicises A of qualitative analysis, the above 60% respondants answer is also strengthened by mother tongue experts, directors and supervisors who claimed as there were no any designed strategy and policy directive for the implementation of the mother tongue education in the area. The data from the regional education bureau also indicated that previously there was no mother tongue education implementation strategy except the recently prepared and finalized three year strategy.

Moreover, 40% of the respondents indicated mother tongue teachers were not informed and did not understand about the education policy concerning the mother tongue and its implementation as well as their roles and responsibility. But other 20% of them indicated as they were clearly informed and had understanding of their roles and responsibilities. From the interview with education experts, directors and cluster supervisors indicated in Apendicises A, it is also indicated that there were no qualified Gumuz language teachers who were clearly informed and effectively implemented the language as a medium of instruction. For this reason, they described that during the pre-service and after recruitment the awareness creation for the teacher on the policy issues and strategies was not done.

Moreover, mother tongue experts, directors and supervisors indicated that the implementation of mother tongue education was not according to what was stated in the education policy. According to their explanation indicated in Apendicises A, the reseon for this issue is that the program is running without the qualified human power development, ineffective and inefficient curriculum materials, and children's inability of using their mother tongue as a medium of instruction. There is no qualified teachers appropriately trained in the college according to the required standard, there are no sufficient curriculums materials at school level which was prepared by qualified and best oriented experts and large numbers of children still learn using their second language. As it was indicated by the school directors and supervisors, due to this there is high drop rate, repetition and low students' achievement. As the 2014 regional students' test and examination analysis indicatedratio of Gumuz students with low score was high comperd to the other nationality students.

About the emphasis given to the mother tongue during the time of planning and the creation of common understanding through communication, 53.3% of the respondents stated as the mother tongue issue was not clearly included in the school's annual plan and 86.7 % indicated as there

was no communication and common understanding strategy with parents before the implementation of the language as a medium of instruction. But 40% of teacher respondents agreed as there was the emphasis during planning. The interview with the experts, directors and supervisors also indicated as here was no specific plane of mother tongue, unless certain activities of mother tongue were included in the bureau's general plan.

As the response from an open ended question for Gumuz teachers in Appendixes A, indicates that during the piloting and fully implementation of the program, there were no any established strategies to enhance the awareness of society using the arranged programs like drama, storytelling, singing, culture and mother tongue symposium. Some of the interviewed parents described as they were not happy with the program because of fearing of its continuation, its future job opportunity for their children, its ineffectiveness and shortage of materials. Additionally, parents were asked to show the order of their language choice as the medium of instruction, if they were given the chance of selecting, and some of them put their choice as Amharic first, Gumuz second and English in the third order. The reason they have given for their choice is that the language is more developed with better resources, has good job opportunity and learning using Amharic and English leads to development. This view indicates the parents' less awareness level on their language to be served as a medium of instruction. The interview with mother tongue experts also strengthen this in that there were no established strategies to enhance the awareness of community on the implementation of mother tongue except the community mobilization on the general education quality program.

4.3 Material and Human Resource

This section indicates the respondents' idea concerning the presence or absence of effective curriculum materials prepared in Gumuz language and human resources development that affect the implementation of Gumuz language as the medium of instruction. The table and explanation presented below indicate them in detail.

Table 4. Teachers' responses regarding material and human resources

| No | Item | Response Rates | | | | | | | | | | | |
|----|---|----------------|------|---|------|---|------|----|------|----|------|----|-----|
| | | SA | | A | | N | | Di | | SD | | T | |
| | | f | % | f | % | f | % | f | % | f | % | f | % |
| 1 | There are enough MT text book | 2 | 13.3 | 1 | 6.7 | | | 10 | 66.7 | 2 | 13.3 | 15 | 100 |
| 2 | There are enough MT teacher guides | 2 | 13.3 | | | 1 | 6.7 | 7 | 46.7 | 5 | 33.3 | 15 | 100 |
| 3 | There are enough supplementary MT materials. | 2 | 13.3 | 5 | 33.3 | | | 3 | 20 | 5 | 33.3 | 15 | 100 |
| 4 | There are sufficient written references and reading MT materials | | | 2 | 13.3 | 5 | 33.3 | 2 | 13.3 | 6 | 40 | 15 | 100 |
| 5 | There are enough locally prepared MT teaching aids | 6 | 40 | 2 | 13.3 | 2 | 13.3 | 2 | 13.3 | 3 | 20 | 15 | 100 |
| 6 | There are enough MT reading materials at students' home. | 2 | 13.3 | 1 | 6.7 | 1 | 6.7 | 5 | 33.3 | 6 | 40 | 15 | 100 |
| 7 | MT materials content are context-sensitive, culturally relevant and incorporate socio-cultural background | 3 | 20 | 2 | 13.3 | 2 | 13.3 | 3 | 20 | 5 | 33.3 | 15 | 100 |
| 8 | MT materials are easy to understand by teacher as well as students. | 2 | 13.3 | 3 | 20 | 2 | 13.3 | 4 | 26.7 | 4 | 26.7 | 15 | 100 |
| 9 | MT materials are efficient to broaden the students' vocabulary capacity | 5 | 33.3 | 4 | 26.7 | 1 | 6.7 | 4 | 26.7 | 1 | 6.7 | 15 | 100 |
| 10 | There are enough MT teachers at school | 3 | 20 | 1 | 6.7 | 1 | 6.7 | 7 | 46.7 | 3 | 20 | 15 | 100 |
| 11 | I am fluent in Gumuz language and familiar with the local culture | 5 | 33.3 | 5 | 33.3 | 3 | 20 | 2 | 13.3 | - | - | 15 | 100 |
| 12 | I have got enough pre-services and in-service training in MT | 1 | 6.7 | 1 | 6.7 | 1 | 6.7 | 8 | 53.3 | 4 | 26.7 | 15 | 100 |
| 13 | There are cluster supervisor who has knowledge and skills of the language | 1 | 6.7 | - | - | 4 | 26.7 | 3 | 20 | 7 | 46.7 | 15 | 100 |
| 14 | The Gumuz teaching materials are effective best quality | 2 | 13.3 | - | - | 2 | 13.3 | 7 | 47.7 | 4 | 26.7 | 15 | 100 |
| 15 | There are qualified MT experts at all levels who able to give support for teachers. | 2 | 13.3 | 3 | 20 | 1 | 6.7 | 4 | 26.7 | 5 | 33.3 | 15 | 100 |

Note: SA= strongly agree, A=agree, N= neutral, Di = disagree, SD= strongly disagree, T= total respondents

The above table shows that the material and human resource affected the implementation of Gumuz mother tongue as the medium of instruction. That is 80% of the respondents described that there are no enough mother tongue text books and teacher guides at school level. According to the 53.3% of the teachers' response, there were no enough locally prepared Gumuz language supplementary, reference and teaching aid materials at school level. Even if few respondents contradicted this issue, the generalized idea from the discussion with the students indicated in pendicises A, shows that there was no a one-to-one student text books and teacher guides ratio at school level. Even books for certain subjects like mother tongue as the subject and esthetic did not exist. The interview results with experts, directors and supervisors also supported this description. This strongly hampers the teaching learning process and students' achievements asit was indicated by Zewudu (2011) and Abeje (2010). They described that the shortage of instructional materials has a negative impact on child's language interest and learning ability.

During the focused group discussion, students explained that compared to other medium of instruction (Amharic and English), there is no prepared supplementary reading materials, reference books and teaching aids prepared using Gumuz language in the store as well as in the library. The observed three sample primary schools did not have any library and students did not have the chance of using locally prepared reading materials. The researcher's observations at Debate primary school (13/03/2014), indicated thatthere were only three types of supplementary books which was prepared at the regional level (not localized). Such types of scarcity hardly hampered students' learning and their achievement contradicting what Dale (1982) stated in the literature part.

In addition to the school, 73.3% of the respondents also stated that there were no enough reading materials prepared in Gumuz language at students' home. It was only 20% of respondents who described as there were reading material at students home. But as indicated in apendicises A, during the discussion with the mother tongue experts, the articipants states that there were no at all. The result indicates that, students could not get any reading materials prepared with Gumuz language at their home. This is because no reading materials were prepared and disseminated to wider areas of Gumuz community compared to Amharic and English. This situation also has a negative impact on the implementation of the language as the medium of instruction. This is more supported by Lao's (2004) view who emphasis on the provision of meaningful print-rich

home environment guidance from adults with high levels of literacy, partnerships with schools, and support from parents who need to improve their own oral and written skills in first language.

The curriculum contextualization, easiness of the materials to be understood both by the teachers and students and its effectiveness to broaden student vocabulary capacity are crucial for effective implementation of mother tongue instruction. As shown in the above table, 53.3% of the respondents indicated there were no context-sensitive and culturally relevant and easily understandable mother tongue materials. Supporting this idea, woreda and zone education experts also stated that even though there is a sign of improvement, the curriculum materials that they are using now are not context sensitive; mostly they were adopted from the prepared English or Amharic version materials. Kangas (2009), stated this as there should be culturally relevant content and teaching method. According to him, the content need to be context-sensitive and applicable in the situation that the indigenous people or minority is respecting traditions, knowledge, values, history and identities of the group.

For the next questions inquiring the respondents' judgment about the mother tongue materials effectiveness to broaden the students' vocabulary capacity in their nationality language, 66% of them stated as they were not effective and efficient. It was only few numbers of respondents who stated as there are efficient and effective mother tongue materials that are able to broaden the students' vocabulary capacity. According to the result obtained from the interview with directors and cluster supervisors, there also were no sufficient time and pre-orientation training given for the teachers who prepared the materials. The materials are characterized by low quality, lack of clarity, used unstandardized language, not contextualized to the local area (due to the direct adoption), not incorporate the socio-cultural settings (reflecting the local societal and cultural value), and weak elaboration.

In addition to the teaching materials, 66.7% of the respondents indicated that there were not enough mother tongue teachers and skilled cluster supervisors in the school who can teach and support Gumuz mother tongue language effectively. According to 80% of respondents the teachers did not get enough pre-service and in-service training that equip them with the necessary pedagogies and makes them best qualified and effective to teach the language. From the focused group discussion (FGD) indicated in appendixes A, students also approved this idea. According to them, there were no subject teachers at all. As the 2012 regional education bureau

report and discussion with school directors, supervisors and mother tongue education experts described, there is a high turnover of teachers from the profession (especially due to their appointment to political position without training enough new mother tongue teachers). Furthermore, for the open-ended question, teachers listed down the following problems that encounter them because of the inadequacy of pre-service and in-service training. These are phonemic and letter awareness problem, writing and reading problems, lack of vocabulary, lack of effective teaching methodology and lack of the skill for assessment according to learning competency. Directors, supervisors and mother tongue experts also described that there are no qualified mother tongue teachers who trained at college level except the currently started cluster diploma program with two month training. As they stated in apendicises A, the teachers currently teaching Gumuz language were graduated with either cluster or linear diploma in other language (English or Amharic) with a short term introduction training of Gumuz language. They also stated that there is no effective and continuous in-service training to enrich mother tongue teachers with necessary knowledge and skills. Concerning this Gacheche (2011) describes that the teachers have to get the skill that enables them to develop students' oral, written and higher level thinking skills in the language they know best. Malone (2004) said that there should be school supervisor who need to serve as coordinator, supervisor and trainer for mother tongue schools.

According to 66.7% of mother tongue respondents, even teachers currently teaching at schools are not familiar with the language they are teaching and local culture. Moreover, the teachers from the two areas (Kamashi and Metekel zones) also claim as the words used in the text books are odd and have different meaning from what they and the community know. This indicates that during the piloting program and the preparation of teaching materials, language standardization program was not done side by side. The data from regional education bureau indicates that in the case of Gumuz language children were made to use mixed dialect (in which even words are different) starting from grade one. This situation negatively influences students' learning and their achievement.

Except 33.3% of the respondents 60% of them stated that there were no qualified mother tongue experts who were able to give support for teachers. Their educational level profile indicates that

most of them are diploma holders graduated with other subjects (not Gumuz as the medium of instruction).

4.4 Support on teaching learning process

The research was also discribed to check if there was effective and continious support from different bodies that affect the implementation of Gumuz language as the the medium of instruction during the implementation s a medium of instruction. The following table and description bellow shows it in detail.

Table 5. Teachers' responses towards support on teaching learning process

| No | Item | Response Rates | | | | | | | | | | | |
|----|---|----------------|------|---|------|----|------|---|------|-----|------|----|-----|
| | | A | | S | | Un | | R | | Nev | | T | |
| | | f | % | f | % | f | % | f | % | f | % | f | % |
| 1 | I have good class room interaction with students to develop their oral, written, higher level thinking, motivation and creativity in the language they know best. | 2 | 13.3 | 4 | 26.7 | 1 | 6.7 | 6 | 40 | 2 | 13.3 | 15 | 100 |
| 2 | Students are participating actively, thinking and solving problems by themselves and develop the self-esteem in the Gumuz language class. | 4 | 26.7 | 9 | 60 | | | 2 | 13.3 | | | 15 | 100 |
| 3 | Gumuz language teachers use instruction that best suitable methodology to social settings. | 3 | 20 | 3 | 20 | 3 | 20 | 6 | 40 | | | 15 | 100 |
| 4 | School director are effectively and knowledgably supporting school to implement it effectively. | | | 2 | 13.3 | 4 | 26.7 | 6 | 46.7 | 2 | 13.3 | 15 | 100 |
| 5 | Supervisors are knowledgably and skillfully supporting the schools regularly. | 2 | 13.3 | 3 | 20 | 3 | 20 | | | 7 | 46.7 | 15 | 100 |
| 6 | There are supportive school- home environment that foster students' learning. | 2 | 13.3 | 1 | 6.7 | 4 | 26.7 | 6 | 40 | 2 | 13.3 | 15 | 100 |
| 7 | There are good school and parent communication and support to teach Gumuz language effectively. | 1 | 6.7 | 2 | 13.3 | | | 5 | 33.3 | 7 | 46.7 | 15 | 100 |
| 8 | Parents are supporting their children to read and write in their MT language at home. | | | 1 | 6.7 | | | 5 | 33.3 | 9 | 60 | 15 | 100 |
| 9 | There is continuous community discussion and an established cooperative effort to implement the Gumuz mother tongue education. | 1 | 6.7 | 2 | 13.3 | 2 | 13.3 | 3 | 20 | 7 | 46.7 | 15 | 100 |
| 10 | There is an awareness rising for the implementation of Gumuz language and continuous support. | 2 | 13.3 | 2 | 13.3 | | | 4 | 26.7 | 7 | 46.7 | 15 | 100 |

Note: A = Always, S = Sometimes, Un = Undecided, R =Rarely, Nev= Never

The table above describes the support given to the Gumuz mother tongue teachers at school level. As shown in the table, 40% of the respondents indicated that the teachers make the interaction rarely with students to develop their oral, written, higher level thinking, motivation and creativity using Gumuz language. Others least number of them described as they make interaction with the students sometimes. What is more 60% of the respondents indicated sometimes that students actively participate in Gumuz language class, thinking and solving problems by themselves and develop self-esteem. This has a direct linkage with the result that 40% of the respondents indicated as Gumuz language teachers rarely use instruction that best suitable to students' social back ground. That is the teacher's interaction with students to enhance their learning according to their background knowledge and experience is rare. These two results clearly revealed an interconnected cause and effect relation that has a direct link with the above issue that shows the problems regarding quality of teachers, methodological effectiveness, materials quality, resource efficiency and ability to make interaction with school environment. Specific to reading and writing skill, during the focused group discussion indicated in appendixes A, students stated that, very few students can only read and write in their mother tongue class. But majority could not do. The response from school director and cluster supervisors also showed that the lack of quality teacher training, material difficulty and teacher's lack of skills are the cause of the problem. Agbedo (2012) indicated this issue as pedagogic difficulties such as: inconsistencies with learning, difficulty with higher level thinking and skills of analysis and synthesis, lacking wide vocabulary in the language, difficulty of retaining information to transfer into long term memory, minimal cohesion of central ideas, time to complete tasks and teachers' quality has a direct influence on the effectiveness of teacher interaction with the students.

For the support that the mother tongue teachers ought to get from the school directors and cluster supervisors, 46.7% of the respondent indicated that they rarely or never give the support effectively and knowledgably. Negating this 26.7% of the respondents indicated as they get the support sometimes. From these two points, it can be inferred that the support given to mother tongue teachers by the director and supervisor is not effective and efficient to solve the problems of teaching learning Gumuz as a medium of instruction. This inefficiency and ineffectiveness has also a direct link with the directors' and supervisors' background as they are not from that nationality and even do not know or speak the language, and its characteristics.

Regarding the support for teachers, 60% of the respondents indicated that there are rarely supportive school- home environment that fosters students' learning and parents never give any support for their children to read and write because they themselves could not read and write at all. From the focused group discussion with the students, all students except three (4%) also said that their family could not able to read and write in their language (Gumuz) and support their learning except few parents who recently learned reading and writing of their language. This indicates that the school- home environment condition is not conducive to implement the Gumuz language as a medium of instruction according to its intended objective. From class room observation made at Debate and Agalo Meti primary schools, the researcher observed that there are few numbers of the students attending the class. According to directors', supervisors' and students' explanation indicated in apendicises A, the reason for this problem is that there is high dropout rate since parents need children's labor for income source and the community' awareness on the value of education.

According to 46.7% of the respondents, continuous community discussion, awareness rising and established cooperative effort specific to the mother tongue was never done at all except the community mobilization done on the general education quality improvement program. The interview with mother tongue experts also indicated that, there were no established strategies to enhance the awareness of community on the implementation of Gumuz language. Kith and kin to this result, different researches show that children are more likely to enroll and stay longer in school and learn more when they are strongly encouraged by parents who support the educational institution. Benson (2004), also states that using valorization of the home language and culture is important that awakened and pride the society feels for their language and culture. According to this when community participates in educational activities and observed the mother tongue in print in the official context of schooling; it helps them to value its status and usefulness in the eyes of both speakers and non-speakers.

Moreover, the support that teachers were provided from woreda mother tongue experts, supervisors, directors and senior teachers are organized as follow.

Table 6. Teachers' responses regarding support they were provided from experts, supervisor, director and senior teachers

| Frequency of support given | Supporters | | | | | | | |
|----------------------------|------------|------|------------|-----|----------|------|-----------------|------|
| | Woreda | | Supervisor | | Director | | Senior teachers | |
| | f | % | f | % | f | % | f | % |
| Every day | - | - | 1 | 6.7 | 5 | 33.3 | 8 | 53.3 |
| Four times a week | - | - | - | - | - | - | - | - |
| Three times a week | - | - | 1 | 6.7 | - | - | 2 | 13.3 |
| Once a week | 5 | 33.3 | 1 | 6.7 | 1 | 6.7 | - | - |
| Once at two week | - | - | - | - | - | - | - | - |
| Once at a month | 2 | 13.3 | 3 | 20 | 5 | 33.3 | 2 | 13.3 |
| Once at two month | - | - | - | - | - | - | - | - |
| Once a quarter | 3 | 20 | 3 | 20 | 2 | 13.3 | 2 | 13.3 |
| No support at all | 5 | 33.3 | 6 | 40 | 2 | 13.3 | 1 | 6.7 |
| Total | 15 | 100 | 15 | 100 | 15 | 100 | 15 | 100 |

Note: W= woreda, Su= supervisor, Di= director, Sen= senior teachers

From the above table, the frequency of support that woreda mother tongue experts provided for the school teachers is very low or not at all. The support from supervisor seems slightly better, even though the frequency is less. But the support from the school director is better than what woreda and supervisor. Most of the respondents indicated that every day and or once a week there is a support from the director. Moreover, 53.3% of respondents indicated that the support from senior teacher was better as compared to others.

4.5 Attitude towards the Implementation of Gumuz as Medium of Instruction

The study also examined the presence or absence of the attitudinal factors that affect the implementation of Gumuz language as the medium of instruction. Then the following table and description indicate the attitude that students, teachers, directors, supervisors and mother tongue experts have during the implementation of the language.

Table 7. Attitudes towards the Implementation of Gumuz as a medium of instruction

| No | Item | Response Rates | | | | | | | | | | | |
|----|--|----------------|------|---|------|---|------|----|------|----|------|---|-----|
| | | SA | | A | | N | | Di | | SD | | T | |
| | | f | % | f | % | f | % | f | % | f | % | f | % |
| 1 | Students believe that learning using Gumuz language as a medium of instruction makes them productive than using other languages. | 13 | 86.7 | 2 | 13.3 | | | - | | - | | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 2 | Students are happy and motivated when they learn using their MT. | 9 | 60 | 6 | 40 | | | - | | - | | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 3 | Mother tongue teachers prefer to teach mother tongue language than other | 13 | 86.7 | - | | 2 | 13.3 | - | | - | | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 4 | Gumuz language teachers have positive attitude to teach their language | 8 | 53.3 | 7 | 46.7 | - | | - | | - | | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 5 | MT teachers want to upgrade with the language they are teaching. | 9 | 60 | 4 | 26.7 | - | | 2 | 13.3 | - | | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 6 | School directors are interested and have positive attitude to implement the MT education at school level. | 4 | 26.7 | 2 | 13.3 | 4 | 26.7 | 3 | 20 | 2 | 13.3 | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 7 | Cluster supervisors have positive attitude on MT education implementation. | 2 | 13.3 | 4 | 26.7 | 4 | 26.7 | 3 | 20 | 2 | 13.3 | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 8 | Educational experts are positively believed in the importance of MT education and facilitating its implementation. | 4 | 26.7 | 7 | 46.7 | 2 | 13.3 | 1 | 6.7 | 1 | 6.7 | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 9 | Parents prefer if their children learn using their MT. | 8 | 53.3 | 3 | 20 | 2 | 13.3 | 1 | 6.7 | 1 | 6.7 | 1 | 100 |
| | | | | | | | | | | | | 5 | |
| 10 | Parents assume that learning in their mother tongue have negative impact on their children's job opportunity | 4 | 26.7 | 7 | 46.7 | 2 | 13.3 | - | | 2 | 13.3 | 1 | 100 |
| | | | | | | | | | | | | 5 | |

Note: SA= strongly agree, A=agree, N= neutral, Di = disagree, SD= strongly disagree, T= total

The table shows the attitudes that students, teachers, school directors, cluster supervisors, mother tongue experts and parents have towards the implementation of Gumuz language as a medium of instruction. All respondents (100%) described that students were motivated to use Gumuz language as a medium of instruction and they believed as it makes them productive than using other languages. From the focused group discussion with the students on this issue indicated in Appendix A, 77.9% of them gave their view as they feel positive when they use their language as a medium of instruction. Then, this shows that both teachers and students have positive attitude towards using their language as a medium of instruction which is very important if aided by quality and sufficient materials, qualified teachers, and effective and continuous support from other concerned bodies. Supporting this idea Malone (2007) described that the attitude that children themselves developed (internal factor) such as responses to opportunities or demands to learn the language depending on their temperament and other personality variables including motivation, learning styles, intellectual capacity and sensory abilities also strongly affect their language learning.

In addition to students' attitude, the attitude that parents, teachers and experts developed can directly or indirectly influences the mother tongue language implementation. As indicated above, all (100%) Gumuz language teacher have positive attitude and preference to teach their language as a medium of instruction. Even 86.7% of them want to upgrade using the language except 13.3% of them preferred to upgrade in other language as a medium of instruction. This shows that the teachers have positive attitude to teach their language which is very important to implement the program effectively and make the students more productive. During the focused group discussion, students also confirmed as the teachers have positive attitude and motivation to teach the language.

The school which has well qualified and committed instructional leadership and cluster supervisors can accomplish its objective whenever/wherever problems encounter it. This needs interest, commitment, incitation and developed sense of ownership in addition to the qualification and effectiveness. Accordingly, 40% of the respondents indicated that directors and supervisors have positive interest and attitude to implement the Gumuz language as the medium of instruction. However, 33.3% of them indicated that they did not have positive interest and attitude. In addition to the directors and supervisors, 73.3% respondents also indicated that

mother tongue experts positively believed in the importance of mother tongue education and they are facilitating its implementation. Only 13.3% numbers of the respondents did not agree with this idea. These indicate that majority of the experts have positive attitude to implement the mother tongue which is another important precondition and resource to bring positive change on the Gumuz language implementation as a medium of instruction.

Regarding parent's preference and their assumption about the mother tongue, 73.3% of the teacher respondents indicated that parents wish their children to learn using their language as a medium of instruction even though they assume as it has negative impact on their children's job opportunity or employment. But 20% of the respondents did not agree with this. During the focused group discussion, students also described that, most of their parents admit their children's learning of Gumuz language as a medium of instruction except few who had an awareness problem to decide. From the open ended question indicated in appendixes A, mother tongue teachers also stated that, at present time community, students and teachers have a positive attitude to use the language as a medium of instruction and have incitation to develop it except the fears they have on its future continuation and job opportunity compared to the other medium of instruction. Majority of the parents during the interview also indicated that they have positive attitudes towards the use of the language as a medium of instruction (MOI). However, even if they showed a positive inclination towards the use of the language as a medium of instruction, they did not know as it has pedagogical important and value for their children. Parents have also the language inferiority problem considering as their language is too much less than that of Amharic and English in its developed status and job opportunity.

Generally respondents suggest the following points as the key problems which hinder the implementation of Gumuz language as a medium of instruction. The shortage and less quality of teaching materials, absence of supplementary materials, the absence of mother tongue-based qualified teachers, supervisors, directors and efficient experts, lack of community awareness to support the program and high students drop out rate, absence of experience sharing among the schools and woredas, lack of continuous assessment, monitoring, support and constructive feedback and weak parent and other stockholders involvement in the program implementation. Then they recommended that the development of qualified human resource and continuous professional development in mother tongue, parents'/community's attitudinal change and

awareness raising through mobilization, language standardization and material revision, fostering stockholders involvement and strengthening continuous monitoring and evaluation and support especially assigning cluster supervisors who can speak, write and read the Gumuz language to implement the program effectively and enhance students leaning should be undertaken.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

To answer question of the children's pedagogic and constitutional issues, Benishangul Gumuz Regional State Education Bureau has started the implementation of the three nationality languages as a medium of instruction since 2008. Though the program implementation answered the basic questions of the society children, there are still some problems that negatively affect the implementation of the mother tongue language as a medium of instruction.

The purpose of this study was to examine these factors that affect the implementation of the Gumuz mother tongue as medium of instruction. The following basic questions were formulated to accomplish this task effectively.

- How is the use of Gumuz language as medium instruction implemented?
- Are there enough curriculum materials and trained human resources that facilitate the implementation of Gumuz language as a medium of instruction?
- What are the attitudes of students, parents, teachers, directors and other educational officials towards the implementation of Gumuz Language as medium of instruction?
- To what extent do regional, zonal and woreda Education experts, cluster supervisors and school directors support the implementation of Gumuz Language as a medium of instruction in the first primary schools?
- What are strategies employed that support the implementation of Gumuz Language as a medium of instruction?

So to answer these questions five primary schools implementing Gumuz language as a medium of instruction (MOI) since the beginning of the program were purposively selected. From each school 3 mother tongue teachers, totally 15 were selected and used for the study purpose based on the availability and experience they have. 3 cluster supervisors, 5 school directors, 8 mother tongue experts supporting the program were also taken as the subjects. From the PTA members 2 from each school totally 10 parents who have children from school were selected. 10% or 68 students from 675 grade three and four students were systematically and purposively taken as the

sample. Totally due to the absence of one director from the total planned 108 subjects, 107 were effectively participated and gave the required data.

Then, based on the data obtained and analyzed through the prepared and tested tools the factors affecting using Gumuz language as a medium of instruction were summarized as follows.

- Mother tongue teachers do not understand National Education Policy which states about mother tongue education and its purpose. This directly or indirectly influences their role in the implementation of the teaching learning process which results in inability to accomplish the stated objectives.
- The regional mother tongue education is not guided by the strategy and policy directives. The pilot and fully implementation program was not led strategically. Because of this the changes and amendments were not effectively taken place based on the analyzed pilot result.
- During planning, the mother tongue issue is not strictly taken under consideration except incorporating only certain activities.
- To create understanding for teachers and other community members on the regional mother tongue education issue, meaning full communication and common understanding strategy was not established and done before the implementation.
- Mother tongue teachers did not get enough and appropriate pre-service training with organized institution which makes them ineffective to implement mother tongue program except a one week training after the end of diploma course and since three year two introductory courses which is not enough to equip them with the necessary skill. The teachers did not get the necessary skill and methodology to create interactive learning environment that enhances students' achievement.
- Teachers as well as students face difficulty of understanding the text books during implementation because the text book was prepared poorly using unstandardized language and unskilled writers without effective pre-orientation.
- There is a shortage of Gumuz teaching materials (student text book and teacher guide), lack of supplementary materials and teaching aid, absence of context-sensitive and culturally relevant curriculum materials that hardly affect the implementation.

- The result also indicated that there are no efficient and effective school directors, supervisors and mother tongue experts who are able to support the mother tongue teachers.
- Also there was no supportive school- home environments and stakeholders involvement in the program to foster students' learning. The absence of literate and literate family also impede students' learning using the language.
- There was no continuous and effective follow up and support (monitoring and evaluation) of the program involving different stockholders.
- The result indicates that there was no attitudinal problem that strongly affects the mother tongue implementation except some parents and students due to the lack of awareness, fearing of the future continuation, job opportunities and absence of resources.

5.2 Conclusion

Based on the major findings above the following conclusions were drawn.

Indigenous language teachers did not understand what national education policy states its purpose to educate nations. This is because teachers were not informed the education policy about mother tongue and its implementation strategy during the pre-service and after recruitment. Also till now there were no designed regional mother tongue education strategy and directives for the implementation purpose at school level. Within the strategic and annual planning, the emphasis was not given on the mother tongue issue. Even it was not clearly included in the school improvement plan. The program was not systematically managed and expanded according to the need of the society and the pedagogical and constitutional question of the children. Then majority of the students are learning using their second language through immersion system

There were also no communication and common understanding strategy with parents before the implementation Gumuz mother tongue as medium of instruction. During the piloting and fully implementation of the program, enhancing society's awareness through established strategies such as arranged programs of drama, symposium and community discussion was not done. Then the parents are still within dilemma and retreating due to fearing of the language continuation, its future job opportunity, ineffectiveness (due to shortage of materials), considering as their children already know the language, preferring the national and regional working language (Amharic) than their language .

The qualified human development is still under question. The teacher training college still does not fully implement the mother training program with the organized human and material resources. Then there is no effective training which minimizes the gaps of home and school language usage using effectively prepared mother tongue modules. Teachers have the problems of phonemic and letter awareness, writing and reading, lack of vocabulary, lack of effective teaching methodology and lack of assessment skill according to learning competency. There is no effective and continuous in-service training to enrich mother tongue teachers with necessary knowledge, skills and pedagogies. Also there is no directors and supervisor who is knowledgeable and skillful to support Gumuz language implementation for school and teachers. They attempt to support schools and mother tongue program with least knowledge and skills. This inefficiency and ineffectiveness has also a direct link with their background as they are not from Gumuz society and even do not know the language and its characteristics.

The development and production of curriculum materials also needs special attention. The materials at student hand are not effectively and efficiently prepared by skilled man power specific to the language. It is characterized by low quality, lack clarity and used unstandardized language. In addition to the quality issue, there are also not enough student text books and teacher guides at school level. The prepared materials are not context-sensitive and culturally relevant. Mostly there was adaptation and direct translation system from other language curriculum. Students do not get the chance of using supplementary materials and other locally prepared reading materials at their home and school. Majority of the primary schools have no libraries with mother tongue reference materials. Compared with other medium of instruction, there are only very few teaching aids in the pedagogical center and in the class room which is not enough to enhance quality teaching and students achievement.

Teachers, directors, supervisors and education officials have positive attitude towards the implementation of Gumuz language as a medium of instruction. But in the case of parents and students, even though there is a positive inclination towards the use of the language, they show a retreating feeling due to pedagogical disabilities, dilemma of future continuation, future job opportunity and developed language status inferiority.

There is no established system of continuous and problem solving support of mother tongue education at all level. The teacher's interaction with students to develop their oral, written,

higher level thinking, motivation and creativity with their language is not advanced. There is no continuous parent and school communication and support during the implementation of the language as a medium of instruction.

5.3 Recommendations

The research analysis and generalized result shows the factors affecting Gumuz language implementation as a medium of instruction at primary schools. On the basis of the findings, the following recommendations were made.

- ❖ To create awareness and common understanding with in the society about the mother tongue,a strategy of community mobilization and communication should be established. The political leaders and other stockholders should be also informed about the mother tongue language in the education policy.
 - In collaboration with Culture and Truism Bureau language symposium and forums as well as community dialogue should be arranged.
 - In order to create common understandings among the community and stackholders dissemination of fact sheet or leaflets to a wider community that sharing knowledge and information need to be done.
- ❖ Different strategies need to be used in order to make language standardization by identifying language disparities or dialects of the two areas.
 - Consider the two areas and produce monolingual, bilingual and trilingual dictionaries by incorporating vocabularies form the two area communities.
 - At the beginning of primary classes (especially grade one and two), prepare the teaching materials with their own dialect until the language standardization has been done.
- ❖ Establishing effective mother tongue language implementation strategyand creation of common understandingat all levels of the organization should be taken under consideration.
- ❖ The teacher training college should be strengthened by human, material and society's cultural resources to effectively equip teachers with the necessary skills during the pre-service training.
- ❖ Based on the established strategy, new mother tongue teachers from community members need to be trained according to the expected primary school teachers' profile.

- Using the summer program give in-service training for mother tongue teachers currently teaching at primary schools especially focusing on the language, pedagogy and skill of reading and writing. The teachers' awareness on the education language policy and implementation strategy needs to be enhanced.
- ❖ Cluster supervisors for mother tongue schools should be trained and recruited (assigned) from Gumuz society or those who know the language, culture and societal values.
- ❖ For mother tongue language school directors should be assigned from the society members or from those who know the language and culture well and additional introductory training concerning the nature of the language have to be given.
- ❖ The capacity and proficiency of the current Gumuz mother tongue expertise at each level should be capacitated in order to give effective support for the mother tongue teachers and implement the strategies efficiently.
- ❖ The preparation and utilization of curriculum materials (student text books, teacher guides, supplementary materials, teaching aids) need to be emphasized. The college teachers, primary school teachers, education professionals and community members should be effectively oriented and trained before preparation of the materials. And extra copies of all the necessary curriculum materials need to be printed and dispatched.
- ❖ For over all implementation of forwarded activities the government should be showed his commitment and allocate sufficient budget.
 - At each mother tongue primary schools, the establishment of libraries and equipping with the necessary supplementary reading materials should be taken under consideration. The Gumuz language written reference materials and supportive instructional aids useful for learners to translate ideas in to practice need to prepared and used.
 - At all primary schools implementing Gumuz languageas a medium of instruction,pedagogical centers need to be established and strengthened.Teachers also should be motivated in order to produce teaching aids participating their students.
- ❖ The awareness rising and attitudinal change strategy should be devised to solve the negative views and feelings observed between and among the community during the implementation of the language

- ❖ Schools and woredas that relatively have best performance need to be identified and workshops and experience sharing programs on the use of mother tongue as a medium of instruction should be organized.
- ❖ Continuous monitoring, evaluation and effective support as well as supply of constructive feedback using senior teachers, supervisors, and mother tongue experts need to be considered.
- ❖ Continuous professional development and capacity building, research especially action research at primary schools should be focused.
- ❖ The linkage and system of support between the mother tongue schools and teacher training college need to be established and strengthened.

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Declaration

I declare that, this thesis is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references and that the work has not been previously submitted to any other higher education institution.

Name: Teferi Womber Worabo

Signature: _____

Institution and Place: AAU.

Submission Date: June 2014.

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

Berhanu Aberra (Dr.)

APPENDICES

Apendicises - A

Qualitative data Analysis from focused Guroup discusion(FGD) with students, questions for parents and open ended questions for directores, supervisors an mother tongue experts

Table 8: Analysis of Focused Guroup Discussion (wih students)

| No | Issue Raised(Question) | Reduced Response of Respondants |
|----|--|--|
| 1 | The language that students use at home and school for social interaction and playing | They mostly use Gumuz and some times they use Amaharic and oromipha |
| 2 | Families ability to read and write in Gumuz | Almost all children except three who is living with their educated relatives, said that they could not read and write. |
| 3 | Parent's attitude towards learning Gumuz as medium of instruction | Except very few who do not know the value of education, most parents have positive attitude. |
| 4 | Students' feeling towards using Gumuz language as a medium of instruction and their language preferance | 53(77.9%) have good feeling and interest, but 15(22%) do not have good feeling or interest because they consider as the students become, ineffective competent if they use the language and learning using Gumuz mother tongue leads them to poor job opportunity. |
| 5 | Teachers preference of language in the classroom during teaching | Most teachers prefer Gumuz to use in the classroom, but mostly they switch to Amharic. |
| 6 | Teachers' intrest of teaching using Gumuz language and use of appealing methodology | Teachers have good interest and they present the lesson well when the are using Gumuz language. |
| 7 | Is there anyone who help students to read and write at home? | Except 7 respondants (who said that their brothers and relatives help them to read and write in Gumuz), most said there is no. |
| 8 | Is there anyone who check students' learning and exerise book at home as well as discuss with them? | Few parents tries to check, but all of them do not disscuse with them and do not give any support at home conserning their learning. |
| 9 | Suuports for mother tongue teachers from senior teachers, dirctores, supervisors and educational experts | Rarly they come to class and check his/her teaching. |
| 10 | Avalablity of Gumuz text books and another supplementary materiales | At certain grade level, there is a one- to- one ratio of text books. But some are not at all. There is no supplementary materials as commpered to Amharic and English MOI |
| 11 | Reading materials for Gumuz language MOI inLiberary | Most schools do not have liberary atall. But some stated that there is unlocalisezd reading materials at some school level. |
| 12 | Teaching aids prepared in Gumuz for teaching Gumuz as MOI | They said most teachers do not prepare and use it atall. But few teachers prepare and use it in class rarly. |
| 13 | Students' level of reading and understanding of the Gumuz text books | Very few students could read and understand. But most could not. |
| 14 | Avalablity of Gumuz mother tongue teachers | There is a shortage of teachers at schools |
| 15 | Reading and writing skill of teachers using Gumuz language | Most senior teachers can read and write. But the new recurited Gumuz mother tongue teachers an accelerated Diploma's can not. |
| 16 | Teachers commitment to capacitate students using Gumuz as medium of instruction | Mostly they are committed. But there are some mother tongue who are not committed, abcent from class and dislike to teach Gumuz language. |

Table 9: Analysis of response from parents

| No | Issue Raised(Question) | Reduced Response of Respondants |
|----|---|---|
| 1 | Parent's awareness as Gumuz language is given as the medium of instruction | Parents know very well |
| 2 | Parents' feeling on the use of Gumuz language as a medium of instruction | Some parents are happy, because it strengthens their language development, identity and develop culture. But others respond as they are not happy. They prefer Amharic because, it is national language and makes students more competent and also has reference materials. |
| 3 | If parents are given the chance of selecting language for medium of instruction, what is the order? | Some said Gumuz-Amharic- English But others said Amharic - Gumuz- English since learning using Amharic as medium of instruction leads to development |
| 4 | Feeling of Gumuz society on using Gumuz as a medium of instruction | Majority have positive feeling, but there are others who have negative feeling and do not bother about the language. |
| 5 | The feeling of parents on the Gumuz language as the medium of instruction | Positive, but not at all. |
| 6 | Teachers attitude on the use of Gumuz language as the MOI | They have positive attitude. |
| 7 | Do parents believe that using Gumuz language as a medium of instruction develop students' knowledge and skill? | Generally Yes. But as the current situation they do not believe. |
| 8 | Do parents communicate and work together with the school during implementation of Gumuz as a medium of instruction? | Not all. Only few of them do in not continuously. |
| 9 | Is there any qualified teacher with Gumuz mother tongue? | No |
| 10 | The quality of teachers teaching Gumuz language as medium of instruction | Some said as it is good, but others respond as they do not know. |

Table 10: Analysis of open ended question from Directores, supervisors and MT experts

| No | Issue Raised(Question) | Reduced Response of Respondants |
|----|---|--|
| 1 | Do you and your organization clearly know what the education policy about the mother tongue education says? | They said that there is no problem. They know it well. |
| 2 | Does the implementation of Gumuz language is according to the Education policy that supports the use of nationality language in primary education? If yes, how? Explain it. | Most said no. The stated reasons for this are: the human and material resources are not according to the standard. There are limited materials, unqualified teachers and some children are not still using their first language. |
| 3 | Is there any designed strategy and policy direction for the implementation of the mother tongue education in your organization? | No; it is implemented with in the inclusion of general Education policy directives and strategy. |
| 4 | Do you think that the education policy about the | Yes, it is important pedagogically. It is important to learn and understand, develop culture, students |

| No | Issue Raised(Question) | Reduced Response of Respondants |
|----|---|---|
| | language that states the mother tongue as the medium of instruction is advantage for the student? If so, how? | learn with motivation and interest and they have also constitutional right. |
| 5 | The availability of Prepared curriculum materials | There are student text books and teacher guides at school; but some of them are too few. |
| 6 | The ratio of student and teacher to text books/teacher guides | In some subjects and grade levels there is a one-to-one ratio of students and teachers to books/teacher guides. But some books/teacher guides are not there at all. |
| 7 | How do you explain the availability of locally prepared supplementary materials at school level? | Few materials at school level is not prepared locally, rather its preparation was highly centralized. |
| 8 | Who participate in the preparation of mother tongue teaching materials (text books and supplementary materials)? | Teachers graduated with other subjects and community members with little educational background by taking very short days training. |
| 7 | Explain their education level and training that the expertise and teachers get to prepare the material? | They are diploma and certificate with a short period of orientation on the preparation of the materials. |
| 8 | How much the prepared materials incorporate the socio cultural settings (reflecting the local societal and cultural value)? | At the beginning there was a direct translation from Amharic text books. But now there is a tendency of incorporating sociocultural settings by contextualizing more. |
| 11 | Is the language is clear and understandable by every teacher and students? No", what is/are the reason/s? | Not at all. This is because totally the language standardization program is not done. There is a tendency of using mixed dialects starting grade one. |
| 12 | Does the teacher prepared and use the teaching aid materials specific to the local language they are teaching? | There is an attempt at few schools. But compared to other languages it is not enough. |
| 13 | Before the implementation of the prepared mother tongue materials at school level, was enough and effective orientations given for teachers, school directors, supervisors and expertise? | For teachers there was an orientation with weak cascading model. But experts, directors and supervisors were not take an orientation at all. |
| 14 | Are there enough qualified mother tongue teachers who able to teach Gumuz language? | There is no qualified teachers except a one year accelerated diploma program certificate teachers. Currently most of the mother tongue teachers are graduate of other subjects. |
| 15 | Is there any sufficient and continuous on job refreshment training for the teachers, directors and supervisors on the mother tongue education? | Not sufficient; at this time. |
| 16 | The education level and profession of Gumuz | They are mostly diploma and certain are degree holders with other subjects. |

| No | Issue Raised(Question) | Reduced Response of Respondants |
|----|---|--|
| | language experts are | |
| 17 | During the piloting program, was there any program evaluation and amendment? What changes were brought? | There was weak piloting program and the amendment is not effective and successful. |
| 18 | How much the Gumuz MT program is getting support at each level? | Spesfic to the Gumuz mother tongue, there is no support given for schools by regions, zone and woreda education office. There is no mother tongue supervisors who can support the program. But the cluster supervisors has made the general support; not spesfic to the Gumuz mother tongu. Thefrequencies are <ul style="list-style-type: none"> ➤ Woreda 4 times a year, ➤ Seniors teachers 4 times a year, |
| 19 | Parents' awarnwss on Gumuz mother tongue implementation and support | Now Parents have an awareness as the program is being implemented at the school level. But since they do not able to read and write, they do not give any attentation. Their support is also very weak. |
| 20 | Parents' intrest on the implementation of MT | Now most parents have an interest , but there is a dilemma on their children's job opportunity since the regional and national working language is Amharic. |
| 21 | Teachers motivation and interest to implement gumuz MT | At the present time, there is good inciation of teachers to implement Gumuz mother tongue except the the unablity of teachers to up grade with the Gumuz mother tongue. |
| 22 | Gumuz and other students interest to learn Gumuz MT | Generally they have positivev attitude. But there is a difference, based on the parents awarnness. |
| 23 | Community Knowladge about the language and their expectation from it. | There is an improvement, but their expectation about the continuation and its usefulness is in dialema due to the abcence of clear strategy. |
| 24 | Programs that have been done to increase the awarnwss of the community | Nothing was done spesfic to Gumuz mother tongue expect the general community moblization of general education quality program. |

Apedix B

Questionnaires to Teachers (English Version)

General Directions:

The objective of this questionnaire is to collect data about the factors that affect the implementation of Gumuz language as a medium of instruction in the primary schools of Benishangul Gumuz Regional State. The result of the study has the dual purpose. The first and main one is to device the mechanisms that help to alleviate the problems that hinder the implementation of Gumuz language as the medium of instruction in the primary schools. Secondly is it is a precondition for the master's degree partial fulfillment of graduate program of Institute of Educational Research, Addis Ababa University. For the successful completion of the study, your kind response is very important. Your responses to the items of this questionnaire will be kept confidential and the information obtained from you will be used only for research purposes. Hope you will be able to take time and carefully complete the questionnaire. Please don't write your name on any page of the questionnaire. You may use a “√” mark to indicate your answer for items with alternative responses. Please provide brief answers for open-ended items.

Thank You for your kindly cooperation!

Part I: Personal Information

1. 1. Zone _____

1.2. Woreda _____

1.3. School Name _____

1.4. Your sex Male Female

1.5. Your level of education/ qualification

Bachelor degree Diploma Certificate/TTI Others (specify if any) _____

1.6 Your area of specialization _____

1.7 Your total year of teaching experience _____ year

1.8 Years you have taught using Gumuz language as medium of instruction: 1 2 3 4 5 or
more

Part II. Policy and strategy Issues

Directions: Rate the degree of your agreement for the statements included in the table below. Use a “√” mark to indicate your answer. (Key to number: 5= strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1= strongly Disagree)

| No | Item | Response Rates | | | | |
|----|--|----------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Indigenous language teachers do not understand what National Education Policy states concerning its purpose and implementation. | | | | | |
| 2 | The Gumuz mother tongue education system includes clear directives for implementation and support. | | | | | |
| 3 | Mother tongue teachers in my school were informed about the mother tongue education policy and its implementation strategy. | | | | | |
| 4 | Mother tongue teachers know their roles and responsibilities in the implementation of mother tongue education policy. | | | | | |
| 5 | There are policy guide lines of mother tongue teaching at school level. | | | | | |
| 6 | There is a clearly established mother tongue strategy for the mother tongue education implementation. | | | | | |
| 6 | The mother tongue issue is clearly included and planned in the school's annual plan. | | | | | |
| 7 | There were communication and common understanding strategy with parents before the implementation of the Gumuz language. | | | | | |
| 8 | At college level, effective training which minimizes the gaps of home and school language usage were given using effectively prepared mother tongue modules. | | | | | |

1. What is your understanding about the objectives of mother tongue education policy?

2. Is there any established strategy to enhance the awareness of society using the arranged programs like drama, storytelling, singing, culture and mother tongue symposium, etc. to promote the implementation of Gumuz language school level?

Yes

No

3. What suggestion do you have on the programs that are implemented based on the new education training policy in your areas?

III. Material and human resource

Directions: Please read the items, and rate the degree of your agreement for the statements included in the table below. Use a “√” mark to indicate your answer. (Key to number: 5= Strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1= Strongly Disagree)

| No | Item | Response Rates | | | | |
|----|---|----------------|----------|----------|----------|----------|
| | | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 1 | There are enough mother tongue text books at school level. | | | | | |
| 2 | There are enough mother tongue teacher guides at school level. | | | | | |
| 3 | There are enough supplementary mother tongue materials at school level. | | | | | |
| 4 | There are sufficient written references and reading materials prepared in mother tongue at school levels. | | | | | |
| 5 | There are enough locally prepared mother tongue teaching aids (specific to the mother tongue subjects). | | | | | |
| 6 | There are enough reading materials prepared in Gumuz language at students' home. | | | | | |
| 7 | Mother tongue materials content are context-sensitive, culturally relevant and incorporate societies' socio-cultural background (social value, culture, | | | | | |

| No | Item | Response Rates | | | | |
|----|--|----------------|----------|----------|----------|----------|
| | | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| | environmental situations). | | | | | |
| 8 | Mother tongue materials are easy to understand by teacher as well as students. | | | | | |
| 9 | The prepared mother tongue materials are efficient to broaden the students' vocabulary capacity in their nationality language. | | | | | |
| 10 | There are enough mother tongue teachers in the school who can teach Gumuz mother tongue. | | | | | |
| 11 | I am fluent in Gumuz language, familiar with the local culture and respected by others in the community. | | | | | |
| 12 | I have got enough pre-services and in-service training to equip myself with the necessary skills and pedagogies that makes me best qualified and effective to teach Gumuz mother tongue. | | | | | |
| 13 | There are cluster supervisor who has knowledge and skills of Gumuz language to help teachers at school level. | | | | | |
| 14 | The Gumuz teaching materials are effective best quality which is prepared by trained expertise/teachers. | | | | | |
| 15 | There are qualified mother tongue experts at woreda, zone and regional revel who are able to give support for teachers. | | | | | |

16. Pease try to mention the factors relating to material resources that affect your activity of Gumuz language teaching at your school.

17. Teaching of Gumuz language in relation to other mother tongue education (Amharic), how do you compare the resources of mother tongue of your school and students' home?

18. If you are teaching without sufficient training what problems do you face?

IV. Support on teaching learning process

Directions: Please read the items in table below and rate the frequency of support you are provided with. Use a “√” mark to indicate your answer Key to numbers: 5 – *Always*; 4 – *Sometimes*; 3 – *Undecided*; 2 – *Rarely*; 1- *Never*

| No | Item | Response Rates | | | | |
|----|---|----------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | I have good class room interaction with students to develop their oral, written, higher level thinking, motivation and creativity in the language they know best. | | | | | |
| 2 | Students are participating actively, thinking and solving problems by themselves and develop the self-esteem in the Gumuz language class. | | | | | |
| 3 | Gumuz language teachers use instruction that best suitable methodology to social settings. | | | | | |
| 4 | School director are effectively and knowledgably supporting school to implement it effectively. | | | | | |
| 5 | Supervisors are knowledgably and skillfully supporting the schools regularly. | | | | | |
| 6 | There are supportive school- home environment that foster students' learning. | | | | | |
| 7 | There are good school and parent communication and support to teach Gumuz language effectively. | | | | | |
| 8 | Parents are supporting their children to read and write in their mother tongue language at home. | | | | | |
| 9 | There is continuous community discussion and an established cooperative effort to implement the Gumuz mother tongue education. | | | | | |
| 10 | There is an awareness rising for the implementation of Gumuz language and continuous support. | | | | | |

15 How frequent do you get the support from woreda experts, supervisor, director and senior teachers?

Use a “√” mark column to indicate your answer.

| Supporters | Frequency of support given | | | | | | | | | |
|----------------------|----------------------------|-------------------|-------------------|---------------|-------------|------------------|-----------------|-------------------|----------------|-------------------|
| | Every day | Five times a week | Four times a week | Three times a | Once a week | Once at two week | Once at a month | Once at two month | Once a quarter | No support at all |
| From Woreda experts | | | | | | | | | | |
| From supervisor | | | | | | | | | | |
| From director | | | | | | | | | | |
| From senior teachers | | | | | | | | | | |

16. Please give the general comment on support of teaching and learning processes that parents, teachers, directors and supervisors are supplying for you and your school.

By parents

By teachers

By directors

By supervisors

V. Attitudes towards the program

Directions: Rate the degree of your agreement for the statements included in the table below.

Use a “√” mark to indicate your answer. (Key to number: 5= Strongly Agree, 4= Agree, 3= Neutral, 2=Disagree, 1= Strongly Disagree)

| No | Item | Response Rates | | | | |
|----|--|----------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Students believe that learning using Gumuz language as a medium of instruction makes them productive than using other languages. | | | | | |
| 2 | Students are happy and motivated (have positive attitude) when they learn using their mother tongue. | | | | | |
| 3 | Mother tongue teachers prefer to teach mother tongue language than other languages. | | | | | |
| 4 | Gumuz language teachers have positive attitude to teach their language as a medium of instruction. | | | | | |
| 5 | All mother tongue teachers want to upgrade with the subjects of mother tongue they are teaching. | | | | | |
| 6 | School directors are interested and have positive attitude to implement the mother tongue education at school level. | | | | | |
| 7 | Cluster supervisors have positive attitude on the mother tongue education implementation. | | | | | |
| 8 | Educational experts are positively believed in the importance of mother tongue education and facilitating its implementation. | | | | | |
| 9 | Parents prefer if their children learn using their mother tongue. | | | | | |
| 10 | Parents assume that learning in their mother tongue have negative impact on their children's job opportunity/employment. | | | | | |

11 If there are another additional attitudinal problems observed during the implementation of Gumuz mother tongue, please try to list them down.

6. General Comment

6.1 If you feel that you can mention some critical problems in using Gumuz language as medium of instruction, please list them down:

What general comment and suggestion do you have on the implementation of the Gumuz language program?

Appendices C

በ1ኛ ደረጃ አፍ መፍቻ ቋንቋ መምህራን የሚሞላ መጠይቅ(አማርኛ ትርጉም)

አጠቃላይ

የዚህ መጠይቅ ዋና ዓላማ በቤኒሻንጉል ጉሙዝ ክልል በሚገኙ 1ኛ ደረጃ የመጀመሪያ ሳይክል ሙሉ በሙሉ እንደ ትምህርት ቋንቋ የሚሰጠውን የጉሙዝ አፍ መፍቻ ቋንቋ ትምህርት አተገባበር ላይ ተፅዕኖ የሚያሳርፉ ነገሮችን ለመለየት ነው። የጥናቱ ውጤትም ትምህርቱን በመተግበር በኩል ተፅዕኖ የሚያሳርፉትን ጉዳዮች ለመቅረፍ ይረዳል። ለጥናቱ መሳካት ከእርስዎ የሚገኘው መረጃ በጣም ጠቃሚና አስፈላጊ ነው። ስለዚህ የቀረቡትን ጥያቄዎች በጥንቃቄ በማንበብ ትክክለኛውን ምላሽ በመስጠት እንዲትተባበሩኝ በትህትና አየጠየኩ፤ ለመጠይቁ የሚሰጡ መረጃዎች ሁሉ በሚስጥር የሚያዙና ለጥናቱ ዓላማ ብቻ የሚውሉ መሆናቸውን እንገልጻለሁ።

አማራጭ መልስ ለተቀመጠላቸው ጥያቄዎች ከምርጫዎ አንጻር የ “√” ምልክት በመጠቀም መመለስ የሚችሉ ሲሆን ተጨማሪ መረጃ ለሚሹ ጥያቄዎች ደግሞ በተዘጋጀው ባዶ ቦታ መልስዎን ይጻፉ።

ማሳሰቢያ:- ስም መጻፍ አያስፈልግም።

ስለትብብርዎ በጣም አመሰግናለሁ!!

ክፍል አንድ-ግላዊ መረጃ

- 1.1 ዞን _____
- 1.2 ወረዳ _____
- 1.3 የትምህርት ቤቱ ስም _____
- 1.4 ጻታ/ሽ ወንድ ሴት
- 1.5 የትምህርት ደረጃ:
 ባችለር ድግሪ ድፕሎማ ከሴርቴፊኬት ሌሎች(ካሉ አብራራ)

- 1.6 የተመረከህበት/ሽበት _____

- 1.7 በማስተማር ሙያ ያለዎት አጠቃላይ ልምድ

1.8 በጉሙዘኛ አፍ መፍቻ ቋንቋ መምህርነት ያለዎት አገልግሎት

1 2 3 4 5 ወይም ከዚያ በላይ

ክፍል ሁለት፡-ፖሊሲና ስትራቴጂ ጉዳዮች

መመሪያ፡- ከታች በሰንጠረዥ ውስጥ ለተዘረዘሩት ጉዳዮች በምትስማማበት ሁኔታ የ“√” በመጠቀም አመልክት። ቁልፍ የስምምነትህ ማሳያ ቁጥሮችም፡- 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3 = አልወሰንኩም፣ 2= አልስማማም፣ 1= በጣም አልስማማም

| ተ. ቁ. | ዝርዝር ተግባራት | ምላሽ | | | | |
|-------|--|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | የአፍ መፍቻ ቋንቋ መምህራን ሀገራዊ የአፍ መፍቻ ቋንቋ ትምህርት ፖሊሲ ዓላማና አተገባበር ሂደትን አልተረዱም ። | | | | | |
| 2 | የአፍ መፍቻ ቋንቋ ትምህርት ለመተግበርና ለመደገፍ የሚያስችል ግልፅ የሆነ የፖሊሲ አፈፃፀም አቅጣጫና ስትራቴጂን አካቶ ይዟል። | | | | | |
| 3 | በትምህርት ቤቱ ያሉት የአፍ መፍቻ ቋንቋ መምህራን ስለ አፍ መፍቻ ቋንቋ ትምህርት ፖሊሲና አፈፃፀም አቅጣጫ ግንዛቤ እንዲኖራቸው ተደርገዋል። | | | | | |
| 4 | የአፍ መፍቻ ቋንቋ ትምህርት ፖሊሲን በመተግበር ሂደት የአፍ መፍቻ ቋንቋ መምህራን ተግባርና ኃላፊነታቸውን ጠንቅቀው ያውቃሉ። | | | | | |
| 5 | የአፍ መፍቻ ቋንቋ ትምህርትን ለመተግበር በትምህርት ቤት ደረጃ የአፍ መፍቻ ቋንቋ ትምህርት ፖሊሲ አፈፃፀም አቅጣጫ አለ። | | | | | |
| 6 | በትምህርት ቤቱ ዓመታዊ አቅድ ውስጥ የአፍ መፍቻ ቋንቋ ትምህርት ጉዳይ በግልፅ ተካቶ ታቅዷል። | | | | | |
| 7 | የጉሙዘኛ ቋንቋ ትምህርት ከመተግበሩ በፊት ከማህበረሰቡ ጋር በግልፅ ለመወያየትና የጋራ መግባባት ላይ ለመድረስ የሚያስችል ስልት-ተቀይሶ ነበር። | | | | | |
| 8 | በትምህርት ቤትና በቤት አካባቢ ያለውን የጉሙዘኛ ቋንቋ አጠቃቀም ልዩነትን ሊያጠብ የሚያስችል ብቃት ያለው ስልጠና በኮሌጅ ደረጃ በጥራት የተዘጋጀ ጉሙዘኛ ሞጁል በመጠቀም ሰጥቷል። | | | | | |

9 ስለ አፍ መፍቻ ቋንቋ ትምህርት ፖሊሲ ዓላማ ያለህ ምንድን ነው?

11 በአፍ መፍቻ ቋንቋ ትምህርት ላይ እንደ ድራማ፣ ትረካ፣ ዘፈን፣ ባህላዊና የአፍ መፍቻ ቋንቋ ሲፖዘያም ማካሄድ ዓይነት ፕሮግራሞችን አዘጋጅቶ የማህበረሰቡን ግንዛቤ ለማዳበር የተቀየሰ ስትራቴጂ ነበር?

አዎ የለም/አይደለም

4. በአዲሱ የትምህርትና ስልጠና ፖሊሲ መሰረት በአካባቢህ በመተግበር ላይ ስላለው የአፍ መፍቻ ቋንቋ ትምህርት አፈፃፀም ምን አጠቃላይ አስተያየት አለህ?

III. የሰውና ቁሳዊ ሀብት

መመሪያ፡-ከታች በቀረበውን ሰንጠረዥ ውስጥ ያሉትን ተገባራት በማንበብ በተስማማበት ደረጃ ላይ የ“√” በመጠቀም ለማመላከት ሞክሩ። (ቁልጥ ቁጥሮቹ ፡ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3 = አልወሰንኩም፣ 2= አልስማማም፣ 1= በጣም አልስማማም የሚሉት ናቸው።)

| ተ.ቁ | ዝርዝር ተግባራት | ምላሽ | | | | |
|-----|--|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | በትምህርት ቤት ደረጃ በቂ የአፍ መፍቻ ቋንቋ ማስተማሪያ መፃህፍት ይገኛል። | | | | | |
| 2 | በትምህርት ቤት ደረጃ በቂ የአፍ መፍቻ ቋንቋ የመምህሩ መመሪያ መፃህፍት ይገኛል። | | | | | |
| 3 | በትምህርት ቤት ደረጃ በአፍ መፍቻ ቋንቋ የተዘጋጁ በቂ አጋዥ መፃህፍት ይገኛል። | | | | | |
| 4 | በትምህርት ቤት ደረጃ በአፍ መፍቻ ቋንቋ የተዘጋጁ በቂ የማጣቀሻ መፃህፍት ይገኛል። | | | | | |
| 5 | የጉሙዘኛ አፍ መፍቻ ቋንቋ ትምህርትን ለማስተማር የሚረዱ ከአካባቢው ጥሬ | | | | | |

| ተ.ቁ | ዝርዝር ተግባራት | ምላሽ | | | | |
|-----|---|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | ሀብት የተዘጋጁ የትምህርት መርጃ መሰሪያዎች በትምህርት ቤቱ ይገኛሉ። | | | | | |
| 6 | በተማሪዎች መኖሪያ ቤት በአፍ መፍቻ ቋንቋ የተዘጋጁ በቂ የሚነበቡ መጻሕፍት ይገኛል። | | | | | |
| 7 | የተዘጋጁ የአፍ መፍቻ ቋንቋ የትምህርት መሳሪያዎች ይዘት ከአካባቢያዊ ሁኔታና ማህበራዊና ባህላዊ ይዘት ጋር የተዛመዱ ነበር። | | | | | |
| 8 | መምህራንም ሆኑ ተማሪዎች የተዘጋጁ የአፍ መፍቻ ቋንቋ ማቴሪያሎችን በቀላሉ አንበበው መረዳት ይችላሉ። | | | | | |
| 9 | የተዘጋጁ የጉሙዘኛ አፍ መፍቻ ቋንቋ ማስተማሪያ ማቴሪያሎች የተማሪዎችን የተማሪዎችን የቃላት ክምችት ለማዳበር ብቁ ናቸው። | | | | | |
| 10 | የአፍ መፍቻ ቋንቋን ማስተማር የሚችሉ በቂ የጉሙዝ መምህራን በትምህርት አሉ። | | | | | |
| 11 | በጉሙዘኛ ቋንቋ በሚገባ መጠቀም እችላለሁ፤ ለአካባቢ ባህልም አንግዳ አይደለሁም፤ ማህበረሰቡም ለኔ ትልቅ ከበረታ አለው። | | | | | |
| 12 | የጉሙዘኛ ቋንቋን በብቃት ለማስተማር የሚያስችል አስፈላጊ የሆኑ ክህሎትና የማስተማር ሰነድ ዘዴ እውቀት የሚያስጨብጠኝ በቂ የቅድመ ስራና የስራ ላይ ስልጠና ለማግኘት ችያለሁ። | | | | | |
| 13 | ክላስተር ሱፐርቫይዘሩ ስለ ጉሙዝ አፍ መፍቻ ቋንቋ ትምህርት በቂ ግንዛቤ ያለውና መምህራን መደገፍ የሚችል ነው። | | | | | |
| 14 | የጉሙዘኛ አፍ መፍቻ ቋንቋ ማስተማሪያ ማቴሪያሎች በሰለጠኑ ባለሙያዎች ወይም መመህራን የተዘጋጁ ጥራት ያላቸው ናቸው። | | | | | |
| 15 | በአፍ መፍቻ ቋንቋ የሰለጠኑና ለመምህራን በቂ ድጋፍ መስጠት የሚችሉ ባለሙያዎች በክልል፣ በዞንና በወረዳ ደረጃ አሉ። | | | | | |

16. ከቁሳዊ ሀብት ጋር የተያዙና የጉሙዘኛ ቋንቋን በማስተማር ሂደት ላይ ተፅዕኖ የሚያሳድሩትን ጉዳዮች በመዘርዘር አቅርብ/ሉ

17. የጉሙዘኛ ቋንቋ ትምህርትንና የሌላ ቋንቋ(ለምሳሌ አማርኛ) ቋንቋ ትምህርትን በማስተማር ሂደት በሁለቱ በየትኛው ቋንቋ የማስተማሪያ ማቴሪያል በብዛት እንደተዘጋጀና በትምህርት ቤትና በመኖሪያ ቤት አካባቢ እንዲሟገኝ በማነፃፀር አመልክት/ቺ።

18. በጉሙዘኛ ቋንቋ በቂ ስልጠና ሳትወስድ እያስተማርክ ከሆነ ምን ምን ችግሮች አጋጠሙህ?

IV በመማር ማስተማር ሂደት ያለውን ድጋፍ

መመሪያ፡- እባክዎን ቀጥሎ በቀረበው ሰንጠረዥ ውስጥ የድጋፍ አሰጣጥ ድግግሞሽን የ“√” በመጠቀም ለማመላከት ሞክሩ። ቁልፍ ቁጥሮቹ ፡- 5= ሁልጊዜ፣ 4= በተወሰነ ጊዜ፣ 3 = አልወሰንኩም፣ 2= አልፎ አልፎ፣ 1= ምንም የሚሉት ናቸው።

| ተ.ቁ | ዝርዝር ተግባራት | ምላሽ | | | | |
|-----|---|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | የተማሪዎችን በደንብ በሚያወቁት የጉሙዘኛ ቋንቋ ንግግራዊ፣ ሥነ ጽሁፋዊ፣ ክፍተኛ ደረጃ የማሰብ ችሎታ፣ የመበረታታት ሂደትና ፈጠራ ችሎታን ለማሰደግ በክፍል ውስጥ መስተጋብራዊ ሂደትን አከናውናለሁ። | | | | | |
| 2 | በጉሙዘኛ ቋንቋ ትምህርት ህፃናት ተማሪ ተኮርና ተገቢ በሆነ መልኩ ይሳተፋሉ፤ በራሳቸው ችግሮችን ይፈታሉ፤ በራስ የመተማመን አቅምን ያጎለብታሉ። | | | | | |
| 3 | የአፍ መፍቻ ቋንቋ መምህራን ከአካባቢያዊና ማህበራዊ ሁኔታ ጋር የተስማማ የማስተማር ስነ ዘዴን ይጠቀማሉ። | | | | | |
| 4 | የትምህርት ቤቱ ር/መምህር የአፍ መፍቻ ቋንቋ ትምህርት አተገባበሩን በዕውቀትና በክህሎት ተገቢው መልኩ በመምራት ላይ ይገኛል። | | | | | |
| 5 | የትምህርት ቤታችን ክስተር ሱፐርቫይዘር የአፍ መፍቻ ቋንቋ | | | | | |

| ተ.ቁ | ዝርዝር ተግባራት | ምላሽ | | | | |
|-----|--|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | ትምህርትን በዕውቀትና በክህሎት በተገቢው መልኩ በመምራት ላይ ይገኛል። | | | | | |
| 6 | በአፍ መፍቻ ቋንቋ የተማሪዎችን የመማር ሂደትን የሚያበረታታ ምቹ የትምህርት ቤትና የማህበረሰብ አካባቢያዊ ሁኔታ አለ። | | | | | |
| 7 | የጉሙዘኛ ቋንቋ ትምህርትን በተገቢው መልኩ ለመተግበር የሚያስችል ጥሩ የትምህርት ቤትና የማህበረሰቡ ውይይትና ድጋፍ አለ። | | | | | |
| 8 | ህፃናት የአፍ መፍቻ ቋንቋቸውን በተገቢው መልኩ መማር እንዲችሉ ወላጆች ለህፃናት በቤት ውስጥ ተገቢውን ድጋፍ ያደረጉላቸዋል። | | | | | |
| 9 | የጉሙዘኛ ቋንቋ ትምህርትን በመተግበር ሂደት ተከታታይነት ያለው የማህበረሰብ ውይይትና አብሮ በጋራ የመስራት ስርዓት ተዘርግቷል። | | | | | |
| 10 | የጉሙዘኛ ቋንቋ ትምህርትን በመተግበር ሂደት በተከታታይ ግንዛቤ የመፍጠርና ድጋፍ የመስጠት ስራዎች ይከናወናሉ። | | | | | |

11. ከወረዳ ትምህርት ባለሙያ፣ ከሱፐርቫይዘር፣ ከር/መምህሩና ነባር መመህራን በምንያህል ደግግሞሽ የሱፐርቫይዘርን ድጋፍ ታገኛለህ? አማራጭህን ለማመላከት የ“√” በየሰንጠረዥ ተጠቀም።

| ድጋፍ | የተሰጠ ድጋፍ ደግግሞሽ | | | | | | | | | | | | | |
|----------------|----------------|------------|--------------|--------------|--------------|--------------|------------|------|------------|---------------|--|--|--|--|
| | ሁል ቀን | በሳምንት አምስት | በሳምንት አራት ጊዜ | በሳምንት ሶስት ጊዜ | በሳምንት አንድ ጊዜ | በሳምንት አንድ ጊዜ | በወር አንድ ጊዜ | በወሩት | በኋብ ዓት አንድ | ምንም ድጋፍ አይደረግ | | | | |
| ከወረዳ ትም/ባለሙያዎች | | | | | | | | | | | | | | |
| ከሱፐርቫይዘር | | | | | | | | | | | | | | |
| ከር/መምህሩ | | | | | | | | | | | | | | |
| ከነባር መመህራን | | | | | | | | | | | | | | |

12. የጉሙዘኛ ቋንቋን በመማር ማስተማር ሂደት በወላጆች፣ በመምህራን፣ በር/መምህራንና ክላስተር ሱፐርቫይዘር በሚደረጉ ድጋፎች ላይ የለህን ግዩ አስተያየት አቅርብ።
በወላጆች

በመምህራን

በር/መምህራን

በክላስተር ሱፐርቫይዘር

V. በፕሮግራሙ ላይ ያለ አመለካከት

መመሪያዎቻችን በቀረበው ሰንጠረዥ ውስጥ ያሉትን ተገባራት በማንበብ በተስማማበት ደረጃ ላይ የ“√” በመጠቀም ለማመልከት ሞክሩ። (ቁልጥ ቁጥሮቹ ፡ 5= በጣም እስማማለሁ፣ 4= እስማማለሁ፣ 3 = አልወሰንኩም፣ 2= አልስማማም፣ 1= በጣም አልስማማም የሚሉት ናቸው።)

| ተ.ቁ | ዝርዝር ተግባራት | ምላሽ | | | | |
|-----|---|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | ተማሪዎች በሌላ ቋንቋ ከሚማሩት ይልቅ በአፍ መፍቻ ቋንቋቸው ቢማሩ የበለጠ ውጤታማ እንደሚያደርጋቸው ያምናሉ። | | | | | |
| 2 | ተማሪዎች የአፍ መፍቻ ቋንቋቸውን በመጠቀም ሲማሩ የበለጠ ደስተኛና የተነሳሽነት ስሜት ይኖራቸዋል። | | | | | |
| 3 | የአፍ መፍቻ ቋንቋ መምህራን በሌላ ቋንቋ(አማርኛ) ከማስተማር ይልቅ በአፍ መፍቻ ቋንቋቸው ማስተማርን ይመርጣሉ። | | | | | |
| 4 | የአፍ መፍቻ ቋንቋ መምህራን ጉሙዘኛ ቋንቋን በትምህርት ቋንቋነት ለማስተማር አዎንታዊ ስሜትና ተነሳሽነት አላቸው። | | | | | |
| 5 | ሁሉም አፍ መፍቻ ቋንቋ መምህራን በማስተማር ላይ ባሉት የአፍ መፍቻ ቋንቋ | | | | | |

| ተ.ቁ | ዝርዝር ተግባራት | ምላሽ | | | | |
|-----|---|-----|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | ትምህርት ዓይነት የትምህርት ደረጃቸውን ለማሳደግ ፊላንት አላቸው። | | | | | |
| 6 | በትምህርት ቤት ደረጃ የአፍ መመፍቻ ቋንቋ ትምህርትን ለመተግበር ር/መምህሩ አዎንታዊ ስሜትና ተነሳሽነት አለው። | | | | | |
| 7 | የአፍ መመፍቻ ቋንቋ ትምህርትን ለመተግበር ክላስተር ሱፐርቫይዘር አዎንታዊ ስሜትና ተነሳሽነት አለው። | | | | | |
| 8 | የአፍ መመፍቻ ቋንቋ ትምህርት ባለሙያዎች በትምህርቱ አሰጣጥ ጥቅም ላይ አዎንታዊ ግንዛቤ ኑሯቸው አተገባበሩን ይደግፋሉ። | | | | | |
| 9 | ልጆቻቸው የአፍ መመፍቻ ቋንቋን በመጠቀም እንዲማሩ ወላጆች ይፈልጋሉ። | | | | | |
| 10 | ልጆች በአፍ መመፍቻ ቋንቋቸው ቢማሩ የስራ እድል ለማግኘት አዳጋች እንደሚሆንባቸው አድርገው ወላጆች ይገምታሉ። | | | | | |

11. በአፍ መመፍቻ ቋንቋ ትምህርት ትግበራ ወቅት አመለካከትን አስመልክቶ ሌሎች ጉዮች ካሉ ዘርዘር አድርገው ያቅርቡ።

VI. አጠቃላይ አስተያየት

1. ጉሙዘኛን እንደ አፍ መመፍቻ ቋንቋ በመተግበር ሂደት እንደ ቁልፍ ችግር ሊጠቀሱ የሚገቡ ችግሮች ናቸው የሚትላቸውን ዘርዘር አርገህ/ሽ አቅርብ።

2. በጉሙዘኛ አፍ መመፍቻ ቋንቋ ትምህርት አተገባበር ሂደት ላይ ላይ መስጠት የሚትፈልገው/ረው አጠቃላይ አስተያየት ካለ ካለ፤

Appendix - D

Magamafshama malak'otsama Malak'ots la etamafagatsma (Gumuz Version)

Mafacatsmael macak'o

Dabana lamalak'ots la kamahos'ak'o shagaulo ia dida madada nasaaumul namatogatsma namas'a magamasha namac'ak'w mas'a na 1-4 namac'aro k'w nneya na Beboshagula Gumuz. Lamalakw tsa la bac'aga xaguma. Cajahama,tso. Eyaba bat'o dida magamasha maga maca wola shagawe bazhagats ba 1-4 tso, namac'arak'w mas'a na 1-kats 4.tso. Lanaca shagawa ladida babas'a makalasha magama shama bawapaya malak'otsma na asisapbaba un.

Ilama 1: labaga dida cayogosha

- 1.1. Zoneya _____
- 1.2. Warada _____
- 1.3. S'e'ymas'a magamashama
- 1.4. Gots Guza Gagafa
- 1.5. Magamashama bakahak'w ama
 Bachelor degree Diploma Certificate ey/TTI janda kawatana _____
- 1.6 Anzayats gazha batagatsma magamashama _____
- 1.7 Gazha _____
- 1.8. Eyaba bar'oo matagats sagumuza namasa magamashama 1 2 as canaka.

II gagasha lapolisiya

Mahagamilamn:- Kamaularama mak'ota etabikaga masaduk'a kamakala ' ' kalak'onama malak'ots. 5= ahayaashama, 4= Canaka ahayaasha, 3 = ahayasha, 2= gumuma,

| Gazaga | Jansa/shookama | Makolak'wama | | | | |
|--------|--|--------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1. | Magama shama kagagumuz kamatagatsma azhagilagagu. | | | | | |
| 2 | Damatcgatsma namag'a magamashama nagobitagats matagosha kadamagama shama. Bawatagats bagamashamatoga tasma gashala | | | | | |
| 3 | Dida gumuz damatagatsma bawagamasha caga lasagumuzo kawama azhagats gaqw kamama | | | | | |
| 4 | Oliay lasagumuza bawataga /wak'otaga/ namas'a magamashama. | | | | | |

| Gazaga | Jansa/shookama | Makolak'wama | | | | |
|--------|--|--------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 5. | Osagumza bac'aha strategy /mae'ak'w kamadama kamatagatsma. | | | | | |
| 6 | Sagumuza nastrategy /mac'ak'w kamirila kamata b'ats. Mac'ak'w lagazha modama mafalakwsha | | | | | |
| 7 | B'agakawama bawagama strafegy mag'aha mataguts sagumuza. | | | | | |
| 8 | Sagumuza ngobawat'oshamagoha tsmu madama na'college bac'aga mojula tso | | | | | |

9. Dibana lasgumuza eyaba bat'aga makohosha kama?

10 Awatana starategy- /mac'ak'w bagamab'aga nak'weba, bawakadats, dvama, sin gea sila awayahatsna kafagumuza wola ahos'ak'onalo'aga gugee, kamafagatsma madada kafagumuza namas'amagamashama

Ayaya, awatanagago

11. Antsaka da kamadama bazhaga tsana kama namagam ashama napolisibu neba lakw. K'afanama gashala.

III k'ac'ak'ac'a ka b'aga bagamasha fagumuza goshala

Gomacakiu:- Lak'otsanama mazhwasha, mak'ata eytsena kolak'onam malak'ots komatab'√''
 Kamatab'ots kaganzagaba; 5=sbarah ayaensh canaka, 4. barahayaagha 3 =
 nilagagw 2= Ayahayaashayagwa, 1= arahayashagacanaka.

| Ganz aga | iansa /shookama | Makolak nama | | | | |
|-------------|--|--------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Sa Gumuza looraga bobagoma awatana | | | | | |
| 2 | Sa Gumuza looraga laetamutag atsama babagama awatana. | | | | | |
| 3 | Looraga matab'ats namag'arak'w mas'a 1-5 awatana | | | | | |
| 4 | Awagahatsana looraga matabats kamalak'otsama kamatabatsana aga namatagatsma magamashama kasaGumuza na1-4 namaga magamashama laga | | | | | |
| 5 | K'ac'ak'ac'a bagahats kaela kamatab'a tsana aga kamatagatsma awatana bawagahats kafaGumuzo | | | | | |
| 6 | K'ac'ak'ac'a babagama awatana bagahats damagamashama nak'weba kamatabiatsna mama kamalak'otsama | | | | | |
| 7 | K'ac'ak'ca lasaGumuza bagagats atagats s'ina eytsena atagats bagabawataga nak'owebe. | | | | | |
| 8 | K'ac'ak'ac'a bawagahats kasa Gumuza kamagama etamata gatsma kadama gamashama lagashala azhaga stagaya. | | | | | |
| 9 | K'ac'ak'ac'a bawagahats adamagamashama atab'agats damagamashama, kamac'agasa dabashagatsa eyatsenakwa atab'ats mama kasandasa | | | | | |
| 10 | Awutana babugama damatagatsama batagats saGumuza | | | | | |
| 11 | Ana babugamashu saGumuza kamalak'o tsama kamasaya, eyatsena s'ina baregamara barara zahats kalab'aga janda | | | | | |
| 12 | Kawama baragamashanasa Gumuza azhagatsanago karaa kamata gashama | | | | | |
| 13. | Eluster supenisor mazhagila gama bawatana bagama shatagumuza dawea batab'ats illa nasa Gumuza | | | | | |
| 14 | K'ac'ak'ac'a lawakagamasha sagumuza matagatsma dabagahats | | | | | |

| Ganz aga | iansa /shookama | Makolak nama | | | | |
|-------------|---|--------------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| | /dabadaga b'aga mazhagilagama, bac'aga gazha lam anamadada nasaGumuza babagama | | | | | |
| 15 | Experts lasa Gumuza bawataga nawaroda nazoneya kolamag'arak'on'ya batab'agats damatagatsma namajamagamashama. | | | | | |

16. Kantfe bawakabas'a magahats k'ac'ak'ac'a namas'a magamashama kamatab'atsana saGumuza kamatagatsama. Gashala gagashanama/k'atanama.

17. Azatwtsana didida dobagamasha kasaGumuza eyts enaklala kaamarana tabagamasha janda kwa k'aiak'ac'a bawataga nasaGumuza kala amarana eytsana majamagamashama kamas'a lacba ladamagamashama?

18. Katagatsma saGumuza bal'magamasha saGumuza antsaka shagawamataya.

Appendix - E

Focused Group discussion questions for students who are learning mother tongue as medium of instruction at primary schools

General Directions:

The objective of this discussion is to collect data about the factors that affect the implementation of Gumuz language as a medium of instruction in the primary schools of Benishangul Gumuz Regional State. The result of the study is important is to solve the factors that affect the implementation of Gumuz language as the medium of instruction. Then the data you are going to provide through the discussion is very important to solve the problems that encounter you while learning. Therefore, you are kindly requested to discuss freely on the following topics.

General Discussion Points

1. What language do you use at your home for social instruction?
2. What language do you use when you are playing with your friends at school?
3. Can your family read and write in Gumuz language?
4. How your parents accept teaching Gumuz language as a medium of instruction?
5. How do you feel using Gmuz as a medium of instruction?
6. In which language do you prefer to learn; using Gumuz or Amharic? Why?
7. Which language does your mother tongue teacher prefer to speak and use when come to class? Dose he/she use only Gumuz language or switching and coding with other languages?
8. Are the teachers are interested in teaching Gumuz language?
9. Do the teaching methods that Gumuz teaches used are suitable for you?
10. Is there anyone who can help you at home to read and write in Gumuz? Who are they?
11. Do your parents are daily checking your learning of Gumuz and discussing with the school/teachers?
12. Do seniorteachers, directors, cluster supervisors and woreda/or zonal education office experts come to the class and help the teachers whileteaching? What is the frequency?
13. Do you have student text books and supplementary materials of Gumuz language?
14. Are there any reading materials in your library written in Gumuz?

15. Is there any prepared teaching aids for Gumuz language classes that teacher use during the class?
16. Can you read and easily understand your mother tongue text books? If “no”, why?
17. Do you have enough subject teachers who can teach you Gumuz as a medium of instruction?
18. Do your Gumuz language teachers read and write the language well? Why?
19. Are they committed, regularly attending the class to make the students efficient?
20. Do the school director and cluster supervisor frequently come to the class and assist the teacher?
21. What general comment do you have about the teaching Gumuz language as the medium of instruction in your school?

Thank You!!

Appendix-F

Interview Question for Directors, Supervisors and Education experts

General Directions:

The objective of this interview questions is to collect data about the factors that affect the implementation of Gumuz language as a medium of instruction in the primary schools of Benishangul Gumuz Regional State. The result of the study has the dual purpose. The first and main one is to device the mechanisms that help to alleviate the problems that hinder the implementation of Gumuz language as the medium of instruction in the primary schools. Secondly it is a precondition for the master's degree partial fulfillment of graduate program of Institute of Educational Research, Addis Ababa University. For the successful completion of the study, your kind response is very important. Your responses to the items of this question will be kept confidential and the information obtained from you will be used only for research purposes. Hope you will be able to take time and carefully complete the questionnaire.

Part I. General data

1. policy and strategy issue

- 1.1 Do you and your organization clearly know what the education policy about the mother tongue education says?
- 1.2 Does the implementation of Gumuz language is according to the Education policy that supports the use of nationality language in primary education? If yes, how? Explain it.
- 1.3 Is there any designed strategy and policy direction for the implementation of the mother tongue education in your organization?
- 1.4 Do you think that the education policy about the language that states the mother tongue as the medium of instruction is advantage for the student?
- 1.5 If your answer is yes, how?

2. Material and Human Resource

2.1 What curriculum materials (student books and teacher guide) are prepared to implement the Gumuz language as the medium of instruction at the school level?

Student books

a) _____

b) _____

c) _____

Teacher guide

a) _____

b) _____

c) _____

3.2 What is the pupil - text book and teacher - teacher guide books ratio at the schools?

| Grade level | Teacher/student | Ratio to Book type | | | |
|-------------|---------------------------|-------------------------|--------|-------------|---------|
| | | Mother Tongue(language) | Env.Sc | Mathematics | Statics |
| Grade one | Student to book ratio | | | | |
| | Teacher to T. guide ratio | | | | |
| Grade Two | Student to book ratio | | | | |
| | Teacher to T. guide ratio | | | | |
| Grade Three | Student to book ratio | | | | |
| | Teacher to T. guide ratio | | | | |
| Grade Four | Student to book ratio | | | | |
| | Teacher to T. guide ratio | | | | |

2.2 How do you explain the availability of locally prepared supplementary materials at school level?

2.3 Who participate in the preparation of mother tongue teaching materials (text books and supplementary materials)?

2.4 Explain their education level and training they get to prepare the material?

2.5 Did enough time was given for the preparation of the materials?

2.6 How can you describe the quality of the prepared materials?

2.7 How much the prepared materials incorporate the socio cultural settings (reflecting the local societal and cultural value)?

2.8 Is the language is clear and understandable by every teacher and students?

If your answer for question number 2.8 is “No”, what is/are the reason/s?

2.9 Does the teacher prepared and use the teaching aid materials specific to the local language they are teaching?

2.10 Before the implementation of the prepared mother tongue materials at school level, was enough and effective orientations given for teachers, school directors, supervisors and expertise?

2.11 Are there enough qualified mother tongue teachers who able to teach Gumuz language?

2.12 How can you explain the educational level them?

| Bellow certificate | certificate | Diploma | Degree | 2 nd degree |
|--------------------|-------------|---------|--------|------------------------|
| | | | | |

2.13 Is there any sufficient and continuous on job refreshment training for the teachers, directors and supervisors on the mother tongue education?

Yes No

2.14 The education level and profession of Gumuz language experts are

Note: "MT" is to mean mother tongue)

| Bellow certificate | | certificate | | Diploma | | Degree | | 2 nd degree | |
|--------------------|--------|-------------|--------|---------|--------|--------|--------|------------------------|--------|
| MT | Not MT | MT | Not MT | MT | Not MT | MT | Not MT | MT | Not MT |
| | | | | | | | | | |

3. Support for the program

3.1 During the piloting program was there any program evaluation and amendment? What changes were brought?_____

3.2 How much the program is getting support at each level?

- ✓ Region to zone, woreda & school
- ✓ Zone to woreda & school
- ✓ Woreda to school
- ✓ Supervisor to school
- ✓ Senior teacher to mother tongue teachers

3.3 Are the supports effective and problem solving? If not, what are the reasons?

3.4 How do you explain the parents' awareness on the implementation of mother tongue education?

3.5 How much the parents are supporting the mother tongue implementation program? If the support is low or none at all, what are the reasons?

4. Attitudes towards the program

4.1 Do parents have an interest on their children's mother tongue education/learning?

If no, explain the reasons.

4.2 Explain teachers' motivation and interest to teach Gumuz language?

4.3 For the above explanations, what are the reasons?

4.4 Do students have an interest to learn in their mother tongue? Why?

4.5 What values do teachers and other students give for mother tongue learning students?

Why?

5. Community awareness

5.1 Does community has good knowledge and expectation about the mother tongue program implementation? Why?

5.2 Is there anything done to increase the community's awareness on the mother tongue program?

6. General Comment

6.1 What general comment and suggestion do you have on the implementation of the Gumuz language program?

I thank you!!

Appendix - G

Interview questions for Parent Teacher Association members (English Version)

General Direction:

The objective of this interview is to collect data about the factors that affect the implementation of Gumuz language as a medium of instruction in the primary schools of Benishangul Gumuz Regional State. The result of the study is important to solve the factors that affect the implementation of Gumuz language as the medium of instruction. Then the data you are going to provide through this interview is very important to solve the problems that affect the implementation of the language at school level. Therefore, you are kindly requested to give answer following question you are going to be asked.

Part I - General data

1. How many children do you have attending in this primary school?
2. Do you know well as the Gumuz language (mother tongue) is being used as a medium of instruction in the school?
3. What is your feeling since your children are learning in Gumuz language? Why?
4. If you are given the chance to select the language to be used as the medium of instruction, which language do you select in order?
1st _____ 2nd _____ 3rd _____
5. For your above language priority selection and ranking, what are the reasons?
6. What do other Gumuz societies feel about their children's education in their mother tongue? Why?
7. What do your children feel, since they are learning in Gumuz language?
8. Do your children get the necessary education materials (textbooks and other reading materials) from their schools?

9. Explain the attitude and feeling that Gumuz language teachers towards the use of the language as a medium of instruction?
10. Do you think that Gumuz children have acquired adequate knowledge and skill since they learn in their mother tongue?
11. How much parents are continuously communicating and working together with the schools to implement Gumuz language as a medium of instruction?
12. Do the schools have enough subject teachers who can teach students Gumuz as a medium of instruction?
13. How do you evaluate the quality of your teachers?
14. Do the school director and cluster supervisor frequently assisting the teachers?
15. Do you have any general comment/ideas on the implementation of mother tongue at your school?

Thank you!!