

COMMUNITY ATTITUDE TOWARDS THE IMPLEMENTATION  
OF AWGNI AS A MEDIUM OF INSTRUCTION IN THE  
PRIMARY SCHOOLS OF AWI ADMINISTRATIVE ZONE



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## ABBREVIATIONS AND ACRONYMS

<b>AAU:</b>	Addis Ababa University
<b>AAZED:</b>	Awi Administrative Zone Education Desk
<b>ADEA:</b>	Association for the Development of Education in Africa
<b>ANC:</b>	Awi Nationality Council
<b>ANRS:</b>	Amlhara National Regional State
<b>DOPEDA:</b>	Department of Planning and Economic Development of Awi
<b>edn.:</b>	Edition
<b>EdPM:</b>	Educational Planning and Management
<b>edr(s):</b>	Editor(s)
<b>EFA:</b>	Education for All
<b>EMPDA:</b>	Educational Materials Production and Distribution Agency
<b>Eth.C:</b>	Ethiopian Calendar
<b>FDRE:</b>	Federal Democratic Republic of Ethiopia
<b>GFDRE:</b>	Government of Federal Democratic Republic of Ethiopia
<b>ICDR:</b>	Institute of Curriculum Development and Research
<b>IER:</b>	Institute of Educational Research
<b>IES:</b>	Institute of Ethiopian Studies
<b>IIEP:</b>	International Institute for Educational Planning
<b>LOI:</b>	Language of Instruction
<b>LWC:</b>	Language of Wider Communication
<b>MOE:</b>	Ministry of Education
<b>MOI:</b>	Medium of Instruction
<b>MT (s):</b>	Mother Tongue (s)
<b>NETP:</b>	The New Education and Training Policy
<b>TGE:</b>	Transitional Government of Ethiopia
<b>TTI:</b>	Teachers' Training Institute
<b>UNESCO:</b>	United Nations Educational, Scientific, and Cultural Organization
<b>ሥነ-ምግባር (ICDR):</b>	የሥርዓተ ትምህርት ዝግጅት ጥናትና ምርምር ኢንስቲትዩት።
<b>ት/ሚ. (MOE):</b>	ትምህርት ሚኒስቴር።

## **ABSTRACT**

The purpose of this study was to investigate the attitude of the community (stakeholders) towards the implementation of Awgni for educational instruction in the primary schools (1-8) of Awi. To this effect, the study has examined the causes and consequences of the attitudes of the community towards the implementation of the program since its introduction in the 1996/97 academic year. The subjects involved in the study were 328 in number selected by using different appropriate sampling methods from the parents, pupils, teachers and principals of Amharic and Awgni medium schools as well as the heads and the experts of the education offices and the administrative bodies of both woreda and zonal level.

Since factual information and opinions are desired to conduct the study both a questionnaire and an opinionnaire are implemented for data gathering. Then the data gathered were analyzed and interpreted by being categorized into three major groups: variables related to awareness; variables related to attitude; and variables related to the practices and supplies rendered to run the program. The relations and interdependences of these variables were also examined by using different statistical methods that included the percentage, the standard deviation, the t-test, the chi-square, and Pearson's product – moment correlation.

Finally, the results indicated that while the respondents of an overwhelming number of the administrative bodies and 52% of the heads and the experts of the education offices favored the NETP pertaining to its language policy 31.8% of the latter respondent categories and an overwhelming proportion of the teacher respondents disfavored it. The rationales justified by both of those respondents who disfavor the NETP showed that there is a lack of awareness to the NETP and to the benefits of using an MT for educational instruction. This was in turn because, particularly, teachers were not well acquainted with it by either an in service or on the job trainings.

Moreover, except the respondents of the administrative bodies (none of whom have children learning in the Awgni medium in practice) the attitudes of the majority of the rest of the respondent categories are negative towards the introduction of Awgni for educational instruction. This was also due to the fact that its implementation was not only not on the basis of the consultation and consent of the beneficiary community but also not based on the supply of the

necessary requirements of resources and supplies. Therefore, in addition to lack of the support of the beneficiary community, the program is also suffering from lack of the necessary human (both teachers and expertise) and material (textbooks and supplementary readers) resources, particularly in the case of the upper primary (grades 5 and 6).

In general, from all this it can be concluded that the implementation of Awgni as an LOI is basically entangled with attitudinal problems among the community that stemmed from awareness shortages and the consequent problems of resource supplies. Accordingly, since a program disfavored by the majority of the stakeholders has an opportunity that hardly meets its goals, no matter its basis on sound rationales, it may require the executors to create community awareness and consequent attitudinal changes. This in turn shall be achieved through an educative, open – minded, and flexible approaches that took community attitudes, recommendations and rationales in to account than those of coercive strategies.

# CHAPTER I

## THE PROBLEM AND ITS APPROACH

### 1.1 Background

The importance of human resource for the economic growth of a nation has been emphasized to be irreplaceable since days of old. Education in turn plays a significant role for the over-all development of the human resource of any country in the world. And that is why different scholars such as Aggarwal (1995:1), Psacharopoulos and Woodhall (1985:72-77), Vaizey (1963:35), Burrup (1960:3), Degarege (1998:1), Tekeste (1990:27), etc. indicate that education plays the most decisive role in the social, economic and political development of society. Moreover, according to Raza and Ramachandan (1990: 21) education “is inseparably intertwined with other socioeconomic strands and is united in the society through every fiber of its being”. Thus, if nations are expected to utilize their resources effectively and efficiently for their socio-economic development, they should undoubtedly give priority for education. At least they are required to have adequate provision of basic education through primary schooling. Psacharopoulos and Woodhall, 1985: 72-86; Blaug; 1980: 145-152; Passin, 1967: 117; and Transitional Government of Ethiopia - TGE, 1994:8).

Furthermore, for a society of a nation to affirm its relations and interactions with the natural environment and the productive forces the provision of Primary education becomes indispensable and fundamental. This is because education, obviously, creates productive citizens by inculcating important and useful knowledge, thereby speeding up economic development. UNESCO (1983:3) refers to this role of education as a ladder of ascension of man in the socio-economic and political mobility of the society. In other words, primary education forms the initial and essential basis not only to impart basic skills and knowledge but also to create positive attitudes and ways of thinking which may exert a life long influence on citizens (Lockheed, Verspoor and associates, 1991:1; Muller, 1981:36; UNESCO, 1975: 53; and Xiao, 1998:3). That is the basic reason why the entire nations of the world have given the primary recognition for the importance of investing in human capital, particularly to provide universal primary education sooner or later (Education for All - EFA, in Amharic 1982:1-12; and UNESCO, 2002:13-35).

Generally, in addition to satisfying basic human needs, primary education is found to be a vital tool to discriminate the good from the bad or in the words of Johnston (1963:80) “to appreciate the beautiful rather than the ugly.” For instance Primary education can help society to

maintain or improve the worth of its culture either by reducing the interference of some bad or evil cultural practices into it or by deducting those harmful practices already embodied in it, or still by incorporating novel and valuable practices in to it (UNESCO, 1983:66 and TGE, 1994:8). On top of that, citizens with primary education, as opposed to those with no primary education, not only can better participate and thereby ensure their political and democratic rights in various political matters at different levels of government but can also contribute to the political stability or peace of their nations (Burrup, 1960:3; Aggarwal, 1985: 77-79; TGE, 1994: 1-2; and Degarege, 1998:1).

Nevertheless, to meet such various social, political, cultural, and economic goals of primary education and to produce such capable and self-relied citizens there are various measures to be taken by the governments of nations and their respective citizens. That is, in addition to preparing a relevant system or policy of education, designed according to the objective conditions of the nation, some of the prerequisites for a primary education that enable it play the aforementioned roles include availability of well-qualified and committed teachers (Coombs, 1985:117; Waxman and Walberg, 1991:140; and Tanner, 1967:214-218), adequate facilities, relevant curriculum, conducive work environment and above all the open mindedness, flexibility and cooperativeness of both the society and the government itself (Philip, 1969:283; Morse, 1967:203-212; Aggarwal 1985:99-104 ;Tanner ,1967: 214-215; and TGE, 1994:4-6).

To this end education requires an uninterrupted and attentive follow up and innovative changes and reforms. In fact educational reform is a long and complex process involving thousands of individuals the effective implementation and institutionalization of the innovations and reforms of which often takes twenty and thirty years of time. This does not mean, however, that a day-to-day follows up and a day-to-day improvements or impacts of the implementation of the innovation should not be given a due consideration. But it does mean that the outcome that would be seen after 20 or 30 years is a conglomeration of the day-to-day follow up and consequent improvements. In other words, the failures of educational changes or reforms that have a mission of accomplishing the goals of schools and thereby of the goals of citizens, by replacing the old systems and structures by new and better ones, are indications of failures in the day to day follow up determination and an appropriate implementation of the innovations and reforms. Thus, the change agents are required to check the healthy implementation of innovations and reforms at all times until it is fully implemented and has brought about the necessary outcome (Ayalew, 1991:8-10; Fullan and Stiegelbauer, 1991:13-16; Gross, Giacquinta and Bernstein, 1971: 122-216; Dalin and others, 1994: 9-20; and Slater, 1987:445-477).

When we see the Ethiopian education system in light of this scientific fact, it is known that the government of Ethiopia has brought about and implemented an innovative reform through the New Education and Training Policy (NETP) that condemned the former educational system for being “entangled with complex problems of, relevance, quality, accessibility and equity” (TGE, 1994: 2; and Institute of Curriculum Development and Research - ICDR, in Amharic 1993 Eth.c: 242). The change made in the language of instruction, particularly the use of local languages as languages of instruction (LOIs), in primary schools, is one of the fundamental changes or reforms introduced as a result of the NETP (TGE, 1994:23-24). And this is the central concern of this study.

Indeed, this change of language of instruction is an important step in the provision of education. As stated by Engholm (1996:15) this is because “language is the key to the heart of people. If we lose the key we lose the people. If we treasure the key and keep it safe, it will unlock the door to untold the riches, riches which cannot be guessed at from the other side of the door.” In line with this idea Watson (1982:190) quotes the following from Wong Hoy Kee:

Language is an essential means of communication and when the language in question is also the mother tongue, it is one of the most important formative influences in molding the intellect as well as the character of the child. Indeed, it is a powerful instrument by which not only individuals may express their personality, but groups may also identify their collective consciousness.

If the role of language is possibly expressed in such a way its role as an LOI is, likewise, expressed by Rubagumya (2000:3) as follows:

There can hardly be any education without language. In order for the learning/teaching process to be successful, both learners and teachers have to have good command of the LOI. If learners are not proficient in the LOI, they will not be able to read books and other instructional materials in that language. Likewise, teachers have to be proficient in the LOI; otherwise they will not be able to impart knowledge effectively.

Moreover, linguists, educational psychologists, and various other educationalists agree that the use of the mother tongues (MTs) as LOIs, in the early years of education, primary level, has proven advantageous in various aspects, particularly where the development of cognitive faculties is concerned. On the contrary, the use of a language, which a child cannot speak and listen in a classroom instruction, will create cognitive and pedagogical problems on the child. That is why most scholars of the field believe not only that a child learns best in his mother – tongue but also argue that the mother-tongue is as natural as the mother’s milk for a child. On the other hand, there are also opponents to it who argue with their justifications of its economic, educational, as well as political drawbacks (McNab, 1989:15; Wet and Nieman, 1999:87-88;

Lockheed, Verspoor and associates, 1991: 153; Unchendu, 1993:53; Corson, 1990:77-83; Pool, 1972: 213-226; Kelman, 1972: 185-212; and Mazaba and Nthepe, 1979:161-169).

Be it as it may, Ethiopia has recognized the challenges of multilingual education and opened the way for its practical implementation by the beginning of the 1990's. This has been put both on the constitution of the FDRE (1994:6 and 22-23) and the NETP (TGE, 1994:23-24). Both of these documents recognize that all Ethiopian languages shall enjoy equal status. Nevertheless, although aware of its overall benefits, concerning the use of MTs as LOIs, in primary schools the NETP (TGE, 1994:23) has put it not as compulsory but as an optional and conditional practice as follows: "Making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and countrywide distribution."

It was based on this policy document that Awgni was implemented to be an LOI for the primary schools of Awi, one of the three zones in the Amhara Rregion established on the basis of minority ethnic identity. This language, Awgni, is the language of the Awi people; just like Amharic is for the Amhara people and/or English and French are for the people of England and France respectively. Awgni is a Cushitic language which is spoken by the people of Awi, people who have resulted from the superse lure by the Semitic languages, Amharic and Tigrigna. In other words, Awgni is a part or dialect of the Agaw language that has escaped a centuries semitization process but found isolated as a pocket or an island being splited from the once continuously and natively spoken Agaw language in the entire northern half of the country (Hetzron, 1966: 2; Fleming and Bender, 1976:40-41; and Murdock, 1959:181-182).

By the way that much research has not been made on Awi. That is why even the name Awi is usually called wrongly. Some call it simply Agaw, others like James Bruce in Hetzron (1969:2-3) the Damot Agaw, still others like Hetzron (1969) Southern Agaw. Others, who consider themselves to have called it correctly, like Bender et.al (1976) and Conti Rosini as cited by Hetzron(1969:2), Lipsky (1962:44),Leslau(1958:1991), too, call it Awiya or Awngi, are not still calling it correctly. All of these authorities have used a distorted name. But if one goes to the Awi area and ask an individual or citizen whom he/she is, he/she will get the response that he/she is an Awi and her/his language is Awgni. Moreover, he/she can tell that Rossini's Awiya is to mean the son of Awi and Awngi is the distorted name of Awgni. Thus, although all these dialectal and grammatical issues are not yet studied and standardized, the correct name for the people is Awi and for their language is Awgni.

Since the end of 1994 Awi is <sup>now</sup> founded as a zone. It is one of the 11 zones in the Amhara National Regional State (ANRS) that is located at the southwestern part of the region (appendix M). Its capital, Injibara, is located at about 450 km. from Addis Ababa on the high way of Addis Ababa-Bahir Dar, 120 km. before reaching Bahir Dar—the capital of ANRS. The zone is divided into five woredas, namely Dangila, Fagita-Lecoma, Bonja-Shikudad, Ankasha- Guagusa, and Guangua. Based on the census of 1995, by 2004 the projected population size of the zone is estimated to be about one million. Among this 49.91% are males and 50.09 are females and of the total of which 10.69% are urban and 89.32 rural dwellers respectively. Most of the rural population is a speaker of Awgni. The rest speak either both or only Amharic. There are also some people in the zone who speak Gumuz or Shinasha languages. Nevertheless, the working or official language of the government system in the zone is Amharic (Department of Planning and Economic Development of Awi Administrative Zone, 2002, 1-10).

Awi has 164 primary schools among which 77 of them provide education in Awgni medium. Indeed in some of these schools the LOIs are both Awgni and Amharic. For students instructed in Awgni, Amharic is given as a subject starting from grade three. Awgni was implemented to be an LOI by the year 1996, only after a year of getting its script (appendix L) and reduced to a written form (Teferi, in Amharic 1988:4-6 and Bantihun, in Amharic 1994:3). By July 2004 the students of the five pilot schools instructed by using Awgni as an LOI will complete their primary education, in fact instructed in English in their grades 7-8 (Awi Administrative Zone Education Desk -AAZED, 1996 in Amharic: 15-22).

## **1.2 Statement of the problem**

If a need arises for any educational change, it should not only be carefully planned but it should also certainly have the goal of meeting the desired educational needs of the individuals and the entire society more completely than the previous one (Elsbree and McNally, 1954: 78). That is both the existing conditions of the country, particularly the schools, and the participation in and the consequent consensus of the teachers, the students, the entire community and /or any one directly or indirectly affected with the system should be the bedrock of implementing any new system or innovation in education. In the same token, to meet the goals of instruction through an MT effectively, however useful it may be, the suitability and popular recognition of the particular language should be ensured far and wide before it replaces the existing instructional language.

Besides the reservations some educators have and other forms of resistances against using an MT as an LOI, as the researcher has come across, the particular issue of Awgni as an LOI is a debatable and controversial issue among the concerned community since its implementation in 1996. Few people talk in support of it but most of the people tend to speak against it. Therefore, it can be confidently said that in spite of its multifaceted importance – related to social, political, pedagogical and psychological values – most of the parents, teachers, students and other members of the community seem to be unhappy in using Awgni as an LOI in the primary schools, particularly in the second cycle. This study, therefore, attempts to investigate in depth the causes and the effects that militate against the use of Awgni as an LOI in Awi Zone.

In addition to such community dissatisfaction, using Awgni for educational instruction has come to be a debating issue among the administrators of the zone and the zonal education desk in one side and the Regional Government and REB on the other. The debate arises from the LOI in the second cycle primary. The debate has evolved by 2002 when the zonal council has decided to stop using Awgni as an LOI at grade six and replaces it with English for grades seven and eight while the regional officials, on the other hand, resisted this and insisted the zonal officials to continue using Awgni as an LOI in the entire primary (1-8) education.

Apart from such community impressions and complaints as well as controversies of officials, the researcher has been sensing the problem by himself since Awgni's implementation as an LOI because he was working in all levels of the education system in the region: in woreda and zonal education offices in Awi Administrative zone as well as in the education bureau of Amhara region as an expert. Hence, with such an information and awareness to the problem under discussion, he took the opportunity as an initiative to carry out a study on such a critically worrisome issue. In other words, the researcher believes that community dissatisfaction or discontent on the change of LOI from Amharic to Awgni should not be seen as simple as any material or financial problem that the education system is entangled with because there are various institutional, social, cultural and attitudinal factors behind it without the solution of which implementation is hardly successful. Therefore, the researcher wants to deal specifically on the attitudinal problems of the community as well as the causes of the differences among authorities concerning the LOI in the primary schools of Awi instructed through Awgni.

Accordingly, such attitudinal factors initiated the researcher to investigate the underlying problems that attribute to the challenges in the implementation of Awgni as an LOI in the primary schools of Awi. To attain this objective the study will attempt to give response to the following basic questions:

1. What are the attitudes of the teachers, the heads and experts of the education offices, as well as the zonal and woreda administrative bodies towards the language policy concerned on the use of an MT for educational instruction? What accounts for those attitudes?
2. What are the views and reactions of parents, pupils, teachers, the heads and the experts of the education offices and the administration bodies of woreda and zonal administration offices to using Awgni as an LOI and a subject of study? What are the prevailing factors and reasons that led respondents to such an outlook and attitude?
3. To what extent are teachers prepared to teach in Awgni? In what ways?
4. To what extent is community awareness and participation exercised in the decision and implementation of Awgni to be an LOI? Does the community support and encourage the use of Awgni as an LOI? In what ways?
5. In what ways do woreda and zonal education offices and their supervisors help to ensure the implementation of Awgni as an LOI?
6. Is there an interdependence of the above variables among each other to ultimately affect the implementation of Awgni as an LOI?

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

Identifying the problems that might hinder the realization of the objectives of educational change and innovation helps to look for clear and applicable alternative solutions that lead to the alleviation of the problems identified. This condition may add steps to clear out the doubts and debatable issues on Awgni as an LOI among the community and ultimately to have a clear-cut agreement among the contending parties. This is because community attitudes are the most determining factors than demographic, political or any other aspects of society on the effectiveness of language policies in education (Ferguson, 1971:153-154). As such, according to the researcher's belief this study may have the following significances:

1. By examining the present status of primary schools of Awi, where the LOI is Awgni, it tries to bring the current problems on to the surface and help managers, planners, and officers of education as well as administrators of all levels to understand the seriousness of the problem and hence take appropriate and matured remedial measures to eliminate the attitudinal problems faced to Awgni as an LOI.
2. It suggests alternative recommendations in dealing with the attitudinal problems that may either positively or negatively affect the implementation of Awgni as an LOI in the primary schools of Awi.

3. It may also give an insight into the problem and serve as a reference for those who may intend to carry out a further in depth research.

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

Awi Administrative Zone has a total of 164 primary schools out of which 77 are schools where the LOI is Awgni. In these 77 schools 38,185 students are attending education by using Awgni as an LOI in grades 1-6. Other 2,846 pupils of the above 38,185 are those who used Awgni as an LOI in their previous grades and are now in grades 7 and 8 attending their education in English medium (AAZED, 1996 in Amharic: 9-14). Nevertheless, the implementation of Awgni to be an LOI in the primary schools of Awi has faced deep, wide, and somewhat obscured attitudinal problems from the community. The origins of these attitudinal problems are many and vary from community to community and /or even from one individual to another. Thus, all of the five woredas are included in the study. Moreover, since the problem under study is more critical in the second cycle than the first cycle it not only treats both cycles of primary education, but gives as much emphasis as possible to the second cycle too. This characteristic of the study, in addition to a special emphasis it gave for the attitudinal problems of the different social groups in the entire zone and the major origins of these attitudinal problems, is what makes it different from Desalu's assesory thesis (2002) entitled "*Factors that Affect the Implementation of Using Awgni as a Medium of Instruction in the Lower Primary Schools of Awi Administrative Zone.*"

## **1.5. Methodology and procedure of the Study**

### **1.5.1. Methodology**

This study focuses on revealing the current attitudinal problems faced to the implementation of Awgni as an LOI in Awi. Therefore, a descriptive method that included both a survey and interrelationship study methodologies was applied to carry out this study. This is so because it is not only the description (or the analysis, interpretation, and reporting) of the current status of Awgni as an LOI that is carried out in this study but also an attempt to trace the relationships among the different factors that provide deeper cognizance into the subject under investigation (Koul, 1997: 434-442). Besides, Ayalew and Seyoum (1980: 7) have also expressed that the descriptive method of research is appropriate to gather several types of data for a study of such a broad size rather than studies in depth.

### **1.5.2. Source of Data**

Parents, teachers and principals of primary schools of both Awgni medium and Amharic medium, grades seven and eight students who have been taught through Awgni medium in their grades of 1-6, experts and heads of woreda and zonal education offices as well as zonal and woreda administrative bodies are used as sources of data. On the other hand, obviously, the review of related literature and other related relevant documents was made to enrich the study.

The selection of the teacher respondents is intentionally biased to those teaching in Awgni medium on the expectation that they have better information and experience than the teachers teaching in Amharic medium in the implementation process of the program. Grade seven and eight students are also intentionally selected because they are not only better matured than the lower primary school students to respond to the questionnaires but they are also in a better position and experience to respond by comparing and contrasting the provision of education in grades 1-6 through Awgni and the provision of education in grade 7-8 through non-Awgni medium. The need for the selection of the principals, the heads and the concerning experts of woreda and zonal education offices and the administrative bodies of both woreda and zonal administration is to see not only the attitudinal differences and awareness levels (or differences in their understanding and determination to the problems) but also the efforts done to solve the problems entangled by them.

### **1.5.3. Sample Size and Sampling Technique**

All woredas of the zone as well as schools from both urban and rural areas were not only included in the study but also given an equal and reasonable chance of being represented. Thus, the selection of the sample schools among the woredas was based on the proportion of the primary schools in each woreda. The selection of sample schools with respect to urban and rural location too was carried out according to their respective proportion.

Accordingly, for the selection of pupil respondents 10 (13%) of the total 77 primary schools were taken. These included Gisa from Dangla Woreda; Chiguali from Fagta-Lecoma woreda; Askuna and Koso-Ber from Benja-Shikudad Woreda; Agaw Gimja-Bet, Shashna and Azena from Ankesh-Guagusa Woreda; and Worwora, Yimali, and Zigem from Guangua Woreda. All the ten schools are full cycle (1-8) primary schools. Almost all of the rest schools providing education in Awgni medium are satellite schools to these ten schools and the previously piloted school. In other words pupils attending their education in Awgni medium pursue their second cycle education by transferring to these schools because except these schools the rest are not full cycle (1-8) primary schools. Accordingly since all pupils from the 77 schools have an equal

chance of being selected, the sampling system is thought to be representative. Finally, the selection of the student respondents was conducted by using a random sampling method, which was made to include about 80 primary school (grades 7&8) students.

As per the selection of the parent respondents a cluster sampling method is implemented. This method was preferred due to both a scattered distribution of the community and lack of a list of the population as a consequence of which sampling of individual units was inconvenient. Thus, each of the entire population living around the ten sample school areas was grouped into seven clusters. From each cluster an individual was drawn randomly where by a total of seventy respondents were selected. Nevertheless, while the focused group discussion was being conducted three additional respondents were drawn on top of the previous parent respondents of each sample school area so that the number of the interviewees was totally raised to 100 respondents, i.e. with three respondents per a sample school area drawn by using the same sampling method. This was done so because scholars (Koul, 1997:176) recommend that the optimum size of the number of the group members in a focused group discussion or group interview shall be between 10 and 12.

What was interesting for the student researcher in the drawing of respondents was that he was fortunate to select the teacher and principal respondents. That is by the time the student researcher arrived to the study area (Awi zone) to draw the samples and distribute the instruments to them all the primary school teachers were found attending a seminar in their respective woredas. The student researcher has changed this opportunity into an advantage by being able to select teacher respondents by using a systematic random sampling method, not from the few sample schools but from a population of the entire teachers teaching both in Awgni and Amharic mediums. As a result of such an access the student researcher has used 100 samples (66 teachers teaching in Awgni medium and 34 in Amharic medium but with Awgni MT, ten of the total of which are principals). Thus, it can undoubtedly be claimed that the selection of teacher respondents has followed a purely random sampling method.

As regards the selection of respondents from the woreda education offices the available personalities that are directly concerned with primary education are selected. These included the heads of the offices, the heads of the formal education desks and the experts of primary education from each woreda. Accordingly, from the five woredas 15 respondents were selected using both purposive and availability sampling methods. The rest seven respondents of this group are selected from the zonal education desk and from woreda capacity building offices by implementing the same sampling method too. This included the head of the zonal education desk, the team leader of the education provided in Awgni medium and the experts of both the education

desk and the woreda capacity building offices responsible for primary education including the education provided in Awgni medium. In sum 22 respondents from the zonal and woreda education offices are selected by using the aforesaid sampling methods.

When we come to the selection of the respondents from the woreda administrative bodies it followed two methods. From the zonal level all the cabinet members (11 in number) were selected by using the availability sampling method. This was done so because this cabinet is a sole accountable body in the making of all the decisions carried out in the zone, including the determination and implementation of Awgni as an LOI. From the woreda level the selection of sample respondents followed purposive sampling method. That is members of the woreda cabinet only who are directly or indirectly related with the education sector were selected. These included the chairmen, the vice chairmen and the heads of capacity building offices to which the woreda education office is accountable. Therefore 26 administrative bodies (11 from the zonal level and 15 from the woreda level, 3 from each woreda) were selected as samples.

In general, about 328 respondents (among which 30 parents were involved only in the interview) were drawn for this study using different sampling methods that were considered to be fit for the study by the student researcher. The convenience of these different sampling methods was conducted on the basis of both the scientific grounds and the objective realities of the study area. And all the 298 respondents (excluding the 30 interviewees mentioned above for not participating in responding for the questionnaires) who were given questionnaires have filled and returned the questionnaires on time.

#### **1.5.4. Instruments and procedures of data Gathering**

**1.5.4.1 Instruments of Data Gathering:** - Three major instruments (questionnaires, opinionnaires, and interviews) were employed in order to gather the necessary data for this study (See appendixes A-G). The need for both questionnaires and opinionnaires was demanded because the research requires not only factual information but also opinions, attitudes and/or views of the respondents. Moreover, both are also better and appropriate instruments to obtain a variety of information and opinions from a large population within a relatively short period of time. In order to collect a better relevant data while the questionnaires included both close ended and open-ended questions the opinionnaire included opinionnaire or attitude scales (Koul, 1997: 146-170; and Best and Kahn, 2003:229) .And both are implemented to gather information from all the respondent categories except from those of the parents.

The research interview employed to collect data from the parents in this study was unstructured non-directive type. Though not unstructured, it was more or less uniform and carried out in the form of group interviews. The choice of using unstructured interview to obtain information from the parents was not only because of the fact that the interviewees are not too much in number and hence the feasibility of administering an unstructured interview within a given time framework is more certain (Koul, 1997:175-179) but also because to give better chances that they were not allowed to the opportunity during the administration of the questionnaire by getting sufficient open ended questions to express their feelings. In addition, unstructured interview is preferable because as it is not restricted to a certain form an interview is a more appropriate tool to secure more factual information, opinions, and attitudes from the interviewees.

**1.5.4.2. Piloting the Research Questionnaire:** - The questionnaires were refined more before being presented to the respective respondents. This is because once structured questionnaires are distributed they have no chance to be discussed between the researcher and the respondents. Thus, primarily the appropriateness of the questionnaires was commented by the advisor of the student researcher, and then piloted and refined further.

To pretest the questionnaires further, therefore, the pilot study was carried out on a randomly selected ten teachers and eight students from Chara primary school of Dangila woreda and ten parents from the nearby kebele by using an incidental sampling method. The other questionnaires were also piloted during this time by taking three woreda administrative bodies and three people from the woreda education offices of the same woreda. To avoid boring of the respondents the school and all other respondents selected for the pilot study are excluded in the final sample of the schools and the respondents.

The student researcher has used the feedback obtained from the pilot test to refine the items in the questionnaires. Accordingly, (1) questions that looked repeated were either avoided or improved in various aspects; (2) some choice questions were changed into open ended ones so that respondents will not be limited on the choices restricted by the student researcher, the reverse was also held suit; (3) some questions that were found vague and ambiguous to the respondents were further refined and improved so that respondents can easily understand the questions and respond as easily and clearly as possible; and (4) there were also questions that were found to be irrelevant for the research and cancelled totally from the questionnaires. In general based on the pilot feedbacks, some new essential items were incorporated by deleting the unnecessary ones

after which stage the questionnaires were distributed and administered to the respective respondents.

As far as the administration of the research instruments is concerned, two co-researchers (assistants) were involved in the study selected by the student researcher during the administration of the questionnaires. With the help of these two assistant researchers the questionnaires were administered during both the regular office and school hours or outside of it. The student researcher was available at the time of the administration of the questionnaires and made all the necessary efforts that avoid mistakes and minimize possible misunderstandings, by clarifying the purpose of the questionnaires, when there is a need. The administration of the unstructured focused group interview was entirely held by the student researcher himself on a one-to-one basis of each and every group.

#### **1.5.5. Methods of Data Analysis**

This covers a comprehensive task of the tabulation, organization, analysis and interpretation of the raw data collected through the administration of various tools among the selected samples from as many angles as possible. It is the central part of the entire study where the neutrality and open-mindedness of the researcher are highly demanded to draw sound and relevant conclusions and valid generalizations. To this end an exploration of the similarities, differences, trends, significant factors, and the interdependences of the factors (or variables) was made as to how, where, and why they affected the subject under study.

Moreover, some statistical techniques are also implemented to attack the data numerically. To begin with, in analyzing the awareness, attitudes as well as the practices and supplies made by the stakeholders, besides the percentage, the chi-square tests were employed to check whether there were differences of awarenesses and attitudes among the stakeholders or not. Moreover, at points where there is a necessity Pearson's product – moment correlation was calculate and presented to examine the relationships among the awareness, attitudes, and practices and supplies made by the stakeholders. A t-test was also involved to examine the significances of the relationships among the above variables as well as the effects of one or two variables over another one or two (the independent over the dependent). Lastly, all the differences, the relationships, and the interdependences were tested at a 0.05 (often a standard level) level of significance for statistical significances.

## 1.6. Contextual Definition of Key Terms

**Attitude:** Attitude here refers to the affective responses or impressions and reactions of the respondents towards their own language and/or other languages with respect to its role in communication and instruction (Katz and Stotland in Andersson, 1967:12:1).

**Community:** can be defined as people with common interests living in a particular area or an interacting population of various kinds of individuals in a common location and with common characteristics and interests living together with in a large society. Community in this study, therefore, includes all people or stakeholders in the study area (Good, 1973:119).

**Local language:** This is a language spoken in a specific territory, usually in restricted area (Geffler, 1999: 254). For instance Awgni is a local language that is spoken only in Awi throughout this paper it is interchangeably used with nationality language.

**Medium of instruction:** the Language used by teachers and students in school communication and/or in educational instruction. Throughout this paper medium of instruction is interchangeably used with LOI.

**Mother tongue:** a language that the speaker acquired from the earliest years and which normally becomes the natural instrument of thought and communication when learning to talk (Good, 1973). In other words, it is the language used by the family and first learned by the speaker as a child before he/she enters to school. Throughout this paper it is interchangeably used with vernacular.

**Official Language:** is a language, which is approved and used by the government in the legislative, executive, and judicial activities or in government administration in general.

**Language Shift:** is a socio-linguistic phenomenon by which a specific ethnic group gradually transfers its choice and use of language from its MT to the language spoken dominantly or widely (August and Hakuta, 1997:40)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Instruction through a Mother Tongue

Scholars argue that human development is tightly interrelated with the development of language to the extent that the two can be taken as the two sides of the same coin. This is because language is a crucial means of gaining access to relevant knowledge and skills. That is language is the key to cognitive development and can either promote or impede scholastic and the consequent socio-economic success. Language is, in short, the most important privilege given only for human beings (Spolsky, 1975:1) which provides an individual at least three essential functions: (1) it provides an individual with a privilege of full membership to a community; (2) it is the only possible means of expressing the self so that one can be understood easily; and (3) it enables one to explore and analyze his/her own conceptual processes (Le page, 1964:9-10).

As regards the role of language in education, Bamgbose defines it (both in the spoken and written form) as the prime important factor in the teaching learning process without which knowledge and skills cannot be transferred easily (ADEA, 1996:1). In line with this fact Corson also interrelates language with knowledge and thought as stated here under:

Through speaking and writing, language is linked to the thinking process and is a manifestation of the thinking that is taking place. Thus, by explaining and expressing personal interpretation of new learning in the various subject fields, students clarify and increase both their knowledge of the concepts in those fields and their understanding of the ways in which language is used in each (1990:75).

Thus, a language policy of a school, an educational institution, and/or the government, in general, is a determinant factor in the educational achievement of pupils. This is because all the interactions in school are most of the time mediated through a language. And if a pupil is not able to understand by hearing what the teacher says and by reading what is written in his/her book, it is very difficult to conclude that an effective teaching learning activity is carried out. That is why many educators advise that there should not be a discrepancy between home language and school language for children beginning education. Supporting this view, Corson (1990:75-77) and Spolsky (1975:2-4) claim that using the MTs as LOIs is best for children not only to easily acquire knowledge but also to adjust themselves with the new school environment easily. Brimer and Pauli (1971:99) strengthen this idea by stating that "given that the child is fit, and well, the gravest handicap that he can suffer in school is to be unfamiliar with the MOI."

There are, indeed, four fundamental roots from which the quest for education through an MT is generated. The first one is maintaining the sustainability of linguistic ecology according to which a loss of any one of the languages in the world is seen as minimizing the world's cultural and linguistic diversity. In view of this concept since all languages are sources of one or another knowledge they should be protected from the danger of extinction. Secondly, the issue of human rights system according to which linguistic rights are considered as major parts of human rights has also a great value in this regard. In terms of this fact all human beings seek or deserve their right of using the language that they prefer for their day-to-day communications. The third one lies upon the relationship between language and identity. This refers to the function of language as a symbol of identity. As a whole, the MT is an ancestor for and a closely interwoven language with the culture and tradition of a community that affirms the identity, self-image, self-confidence, and a sense of independence of an individual. The last but the major source from which MT education derives is the pedagogical and psycholinguistic role by which the education and thought of a child is influenced or determined. In other words, since an MT is the language that children know best, empirical and research findings confirm that children (and human beings in general) do best in their MTs and consequently, is a case in point to be the root for studying MT education (Western Cape Education Department, 2002:1; MOE, 1994 in Amharic: 34; Mikes 1986:18; Hinton, 2000:287-290; Marland, 1977: 72; Webb and Kembo Sure, 2001:1-4; Mazba and Nethupe, 1979:161-164; and Pride, 1971:1-3).

Based on the aforementioned assertions for the quest of an MT various researches have been carried out on its role on education. Such research findings have established that the use of an MT as an LOI during one's early years of schooling results in not only an improved acquisition of knowledge by pupils but also a profitable application of the knowledge acquired to the local scene. Moreover, an MT as an LOI has been found to be effective in helping the pupil with a better acquisition of a second language. That is why several attempts have been made to implement various language policies in multilingual countries elsewhere in the world since the profound 1953 UNESCO declaration that has endorsed the principle that the best language of instruction is the MT of the learner (Fafunwa et. al. 1989: 4-12.; Mbamba, 1982: 162; Dereje, in Amharic 1991:1; ADEA 1996:1-7; and Le page, 1964: 24).

Nevertheless, because of the fact that there is nothing safe of critics in this world the use of an MT as an LOI has been a debating issue since its inception. That is, even if most educators support and acknowledge the importance of educational instruction in a vernacular (at least in the early years of primary education) there are still many who oppose it (Pool, 1972:213-226).

### 2.1.1. Proponents of Using an MT for an LOI

Despite the fact that a child is to be led towards a better and happier future, now days the burden of language minority children in schooling is being felt higher and higher which in turn is calling for a quick response. This is because of the fact that students whose MT is different from the school's instructional language are suffering from burdens of additional tasks unlike those of the children who use their MTs in schools. In other words, in addition to accomplishing tasks which linguistically prestigious children accomplish, such children are expected to acquire and use a second language as their LOI (Fafunwa, N.d: 216; Ginzberg and Smith, 1967:13-14; GFDR in Amharic 1994:62-63; Beykont, 1997; 263-264 and GFDRE, in Amharic 1994:62-63). UNESCO from the outset that strongly encourages and favors the use of an MT as an LOI presents the following argument as of 1953:

It is axiomatic that the best medium for teaching a child is his MT. Psychologically, it is the system of meaningful signs that is his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium (quoted in Fasold, 1990: 293; and in Le page, 1964: 21)

Similarly Fafunwa (N.d.: 216) argues that the first twelve years are the most basic times in a child's life during which a child requires both physical and intellectual care and guidance for its attitudinal and aptitudinal development. Fafunwa at the same site states:

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

Moreover, based on the UNESCO recommendation, Fasold (1990: 293-294) mentions that the provision of education through an MT should not be limited to the early years. He notes that, with the exception of few cases, educational instruction using the MT should go as higher as possible in the ladder of education. That is because a rapid transition to classes taught only in the students' second language does not allow for satisfactory development of the students' linguistic and cognitive abilities (Rubagumya, 2000:12).

#### a) Pedagogical Benefits

When we say pedagogical benefit it implies that the use of the MT as an LOI simplifies the classroom communication for a child to easily understand and grasp an idea which otherwise could hardly be possible. Thus, using an MT as an LOI enables to ease in expression and subject matter grasp as well as in retention and speed or facilitation in a teaching process. Various

research findings, therefore, highly advocate the use of an MT in educational instruction, particularly in primary schooling (Kembo, 2001: 288-289; Pattanayak, 1986:5-14; Mazaba and Nthepe, 1979: 161-164; Fasold, 1990; 293; and Hoben 1994:181-183). Moreover, such research findings confirm that the initial problem that the child faces while entering a school is the alien language implemented in that school as an LOI that enables the pupil to master neither the subject matter nor the language itself. Therefore, protecting children from being instructed using their non-MT language at their early educational ages is found to be the bedrock in determining their educational success and general build up of personality in the long run, even for a success in another language (Fafunwa, N.d.: 216).

Children who are deprived of the chance of using their MT as an LOI face serious academic problems. That is, they can learn neither to read proficiently nor to understand the subject matter easily and successfully. Thus, since it is conducive for the development of cognitive academic abilities (thinking skills) and academic talent of children, an MT has no alternative in its role as an LOI at least in the first three or four years of primary schooling (IIEP, 1997:1; Bell, 1999:6; and ADEA, 2001:1-4).

Besides, the use of the home language of a child in school instruction does not interfere with the development of its second language acquisition. Rather if it is properly implemented, it is expected that it promotes proficiency in the second language too. This is because a properly implemented education using an MT takes into consideration the access of citizens to a language of wider communication (LWC), which is probably the second or third language, that is vital for the general socio-economic progress and democratic participation of citizens in both the affairs of a nation and in the globalizing world at large (Mikes, 1986:18; and Rubagumya, 2000:12). Indeed, this holds true so far as there is both a sufficient exposure of the child to an LWC and the motivation to learn it. Hence, educators advocate that a pupil who has mastered a concept or skill in his/her vernacular does not need to learn it in his/her second language since all he/she needs is mostly to learn new words and structures. Bell noting Saville-Troike quotes the following to justify the fact that the use of an MT as an LOI is effective in helping with the acquisition of both the subject matter and the second language:

When students begin learning a second language, they do not start learning all over again, but interpret meaning in terms of what they already know--not just about language, but about the context in which it is being used, and about strategies for social interaction. This means that the Process of second language learning is heavily dependent on prior experience and apparently also on the nature and level of first language development (1999:4).

However, if the pupil's MT language remains underdeveloped, his/her cognitive academic ability does so. Consequently, when such a pupil attempts to acquire a second language and pursue studies through a medium of that second language, his/her cognitive academic proficiency will be lower that in turn puts the pupil at a disadvantaged position. This, however, is not to mean that issues relating to the development of vocabulary and structural arrangement of the vernacular bring about a development in the entire cognitive ability of the pupil. Rather, it is to mean that it is the thinking skills and/or mental strategies acquired and developed through the vernacular that are transferred into the second language and improve the academic achievement in and through the second language. In other words, once knowledge, thought and strategies are developed in the local language, they apparently transfer readily to academic tasks in a different language. In general, research findings of the last twenty years confirm that a learner who uses and develops his/her first language for educational instruction undoubtedly achieves better than the one who uses his/her second language as an LOI from the outset (Bell, 1999:4-5).

The following are samples of experimental findings carried out in different countries that proved that using an MT in educational instruction gives a child not only pedagogical but socio-cultural, psychological, cognitive and emotional benefits as well (ADEA, 1996:5; Fafunwa, N.d: 216-226; Mazaba and Nthepe, 1979:163-164; and IIEP, 1997:1-15):

1. In Nigeria a comparative experimental study was conducted in the state of Ife on the use of an MT as an LOI for six consecutive years of primary education. From this experimental study it was found that pupils of the project schools educated in their MT (Yoruba) for the six years were not only better in their cognitive and academic performance but were also not less proficient in their second language (or English) than their counterparts of the mainstream schools instructed in English in the last three years. Moreover, the pupils of the experimental project who were instructed through their MT are found to have gained a far better cultural, social, psychological and cognitive advantage. Indeed, conditions of the project schools were backed by various non-linguistic factors such as improved curricular and teaching material, well trained and experienced teachers, better attention and classroom practices and so on.

2. In Tanzania, a country where Kiswahili and English are used as LOIs in primary schools, research was conducted at a secondary school level. The finding of the study has shown that a better cognitive development is achieved by teaching in Kiswahili than in English. For example, it was observed from the study that when students are asked a question in English they usually respond an irrelevant answer by using incoherent English from which one can realize that the students lack either an understanding of the question or are unable to answer in English. But when

the same question is posed in Kiswahili the students gave relevant and articulate answers. From this fact it can also be concluded that the case also holds true in the primary schools, probably much higher than the secondary.

3. Similar experiments were also help in the UK and the USA both of which have a rich experience of large immigrant influxes from the entire world. In the UK two separate experiments were carried out in 5- year-old Punjabi-speaking children and Italian-speaking children. In both of the experiments children learning half in English and half in their respective MTs have performed better than those learning only in English. In the USA the study was carried out in California to detect the achievements in the three basic skills (reading English, language arts, and mathematics), i.e. whether teaching Spanish-speaking students mostly in English or by a combination of English and Spanish. The findings of this study also showed a result not much different from that of the UK.

From all these experimental evidences it can be safely concluded that teaching by using the home language may not interfere in the development of a pupil's second language skills is more of a groundless problem which can be disproved by such evidences. This is because the results of these studies affirm that using an MT as an LOI, all other things being equal, in the early years of education enable children not only to have a higher level of mental maturity but also to have acquired better a second language that otherwise may not be achieved (Rubagumya, 2000:13-14). According to these study results, moreover, it can be seen that the academic success of children is determined less by the type of the specific language they are using as an LOI than by the ways of teaching and proficiency of the LOI that they are using (Bell, 1999:6-12). That is why Cummins as cited by IIEP (1997:3) underlines that language and thought are inseparably interwoven and the cognitive development of all children calls for a language to assemble and evolve their knowledge and thoughts.

#### **b) Psychosocial Benefits**

Since language has an intrinsic value, the MT as an LOI is identified to be a remedy to avoid the frustration and internal disturbance of a child while newly joining a school life. It does so because it softens the child's transfer to a new environment, from home to school. Such security of a child in turn avoids its resentment of the self, the teachers, and the school as a whole (Spolsky, 1975:3). In addition, if a child is taught in its MT, it will develop confidence and a sense of pride because it can understand that its language, like other prestigious languages, has a power of making the child a worthy member of the community. This feeling is further

strengthened when the child's contributions to the development of its society are increased and its integration with the community with whom it lives together is interwoven further (Rubanza, 1999:286-287).

Using unfamiliar language to speak, read, writes, and as an LOI puts a child in a psychological disadvantage. The problems encountered can be reflected by lack of self-expression and slow communicative ability that result in misunderstandings and confusions. All these summed together bring about frustration and tension among learners that gradually drives a wedge between the school and the child and ultimately ends with a failure (Bowers, 1968:383-385). That is why Ahuja (1979:157-160) underlines that carrying out an education through a child's non-MT language creates on the child a feeling of psychic shock.

On the other hand using an MT as an LOI enables the child to easily feel and understand the socio-cultural values of the society to which it belongs. This is because there is no any other language beyond the MT that can symbolize the cultural values of a specific language group. This includes all the traditional and historical make-ups and backgrounds of its society on which it gradually creates self-confidence and national pride at large. And the maintenance of one's socio-cultural values is hardly possible without the maintenance of its language. Unless the MT is implemented to be an LOI in the early years of a child's education, therefore, the possibility of maintaining the language and thereby the culture of a society and creating citizens confident of themselves, self-reliant, resourceful and responsible for both personal and national identity and pride would be not only weak but endangered too.

In addition, Le page (1964:24-25) advocates that education through a foreign language may result in the creation of opportunist citizens who are mostly selfish and prioritize private benefits at the expense of national benefits. That is why Uchendu in Muluneh (2000:12-13) doubts the creation of a forthcoming generation proved of his/her nation and identity so far as the medium of communication remains to be alien to the nation. Uchendu's question is rightly raised so because such a socio-behavioral make up of citizens can successfully be established only by using a language that can appropriately express the socio-cultural past and the current life of the society that it belongs (Fasold, 1990:293; Hoben, 1994:181; Mikes, 1986:18 and Makulu in Muluneh, 2000: 12-13).

### **c) Political Benefits**

The psychosocial advantages gained from the use of the MTs as LOIs is the corner stone for the achievement of political benefits; a dual purpose of using the vernacular as an LOI. That is

to mean that the self-confidence and the consequent national pride gained by using an MT as an LOI generates an empowerment of ethnic minority groups which by-itself is an implication of a political benefit for the minorities. And this benefit of minorities is meant the benefit as well as integrity and security of a nation that implies the presence of democratic culture and governance. Above all, the introduction of an MT as LOI in primary schools is a major step in putting the basic human rights into practice (Rubagumya, 2000:13-14; Fasold, 1990: 293-294; Hoben, 1994:181-182 and GFDR, in Amharic 1994:63-70).

People governed through a language, which is alien to them most of the time, feel dissatisfaction and disfranchised with diminishing intensity of their commitment to their national state. Accordingly, the extent of reflecting both the cultural identity of its varying ethnic groups and its efforts to meet their needs and interests, are the two key roots for a nation state to achieve legitimacy among a significant proportion of its population. That is, using an MT as an LOI does have its own implication on the socio-economic and political roles of the minorities in their own country. As such the school system has a key role to play in cultivating a national spirit, an important role in the political stability of a nation (Kelman, 1972: 187-188; and Le page 1964:15-16).

### **2.1. 2. Opponents of Using an MT for an LOI**

Despite its wide support as discussed above, other educators have opposed the use of an MT as an LOI. According to this group the introduction of an MT as an LOI in education has its own political, economic, educational, linguistic, socio-cultural and practicability obstacles that it brings about in the teaching-learning activity (Andersson, 1967:1:10 and Web and Kembo-sure, 2001:3-17). Among these the most common ones are briefly discussed below.

#### **a) Economic Problems**

The economic strength of a nation and its provision of education are directly related (Psacharopoulos and Woodhall, 1985:1-10). This is because the stronger a nation is in its economy the higher the possibility of providing trained personnel, textbooks, various teaching materials and other many requirements. Opponents of using an MT for an LOI, however, argue in this respect that if a nation is linguistically highly diversified but economically not capable to fulfill all the necessary inputs required for implementing an MT as an LOI, a devastating problem may be created, although using an MT as an LOI is principally advantageous. Even there are many who consider expenditures for an MT education as a waste of scarce resources (Mazaba and

Nthepe, 1979: 165; Fasold, 1990: 294-295; John and Horner, 1971:178-179; Bowers, 1968:400; and Pattanayak, 1986:9).

Thus, the economic issue is the basic factor that sometimes creates reluctance on the urge of the implementation of the MT as an LOI among the proponents let alone among those of the opponents. A UNESCO report (in Fasold, 1990:295) which is also shared by Le page (1964: 24-26), can be taken as an example hereunder to weigh the economic problem entangled against multilingual instruction in education:

The difficulty is to find or train competent authors or translators; to obtain supplies of materials (---) in days of general shortage; to distribute the finished product under conditions of great distances and poor communications; and above all to find the money. These are practical problems, extremely difficult and of the highest importance.

Moreover, different educators in Pattanayak (1986:6-7) enumerate that economically backward countries are backward linguistically too; countries with low GNP are linguistically diverse and underdeveloped; monolingualism is better for more unity, cohesion, and civilization of society; and the lower the number of languages in a nation the more possible for a society to achieve a complete equality of status. According to these scholars, therefore, attempting to implement educational instruction using an MT is interrelated with intertwined economic problems that require a strong and developed socio-economic basis. Le page (1964:18) also strengthens this idea by underlining that "linguistic diversity acts as a break on economic progress" because according to him, if a country is multilingual in nature and the language the government uses in its business is different from the language of the masses both planning and implementing its socio-economic as well as political activities will be in a problem.

#### **b) Socio-Political Problems**

The argument of educators against the use of an MT as an LOI has its root on the view and practices of leaders who intentionally implement languages for the sake of national unity and sentimental attachment. This holds true even on leaders who have achieved worldwide fame and glory such as Ghandi of India who believed that discouraging the use of an MT as an LOI avoids isolation and disintegration of peoples and nations (Dakin, Tiffen, and Widdouson, 1968:61). This was also true in the case of Ethiopia; particularly from the times of emperor Tewodros II (1855-1868) to the end of the *dergue* times (1974). Thus, one of the arguments against the use of an MT as an LOI is fear of a hindrance for the development of national unity although such unity may not last long because most of the time the legitimacy of a government depends on the extent

that it reflects and meets the cultural identity and needs of the different ethnic groups under it (Emenanjo, 1990:15; and Kelman, 1972:187-188).

Accordingly, historical and political evidences show that language differences are often attached with the variations of ethnicity, religion, socio-economic benefit, that inevitably leads to grievances and conspiracies of language (ethnic) groups correlating the case as violation of their rights (Kelman, 1972: 198-199). Thus, according to these scholars, the implementation of MTs as LOIs is a threat for national unity that ultimately generates feelings of tribalism and disintegration of a nation state. In line with this view Ouedraogo (2000:43) states the cases in Africa as:

Political regrouping and party loyalties are based more on ethnic and regional considerations rather than on political systems or programmes. As politicians take advantage of this situation to negotiate positions at the top, they exacerbate ethnic and regional differences and discrepancies, thus destroying the feeling of belonging together as a multilingual nation, while promoting hostile sentiments among speakers of different languages.

From the sociological points of view some educators also believe that the use of the vernacular rather than an LWC can arouse fierce riots and resentment among the society, particularly pupils and their parents (Mikes, 1986: 16-17 and Le page, 1964:25). Particularly, when the vernacular is not capable to provide higher education and training the ambitious social groups of that ethnic group will turn their face to political "chauvinism and extreme nationalism" that ultimately endangers the security of the entire nation.

### **c) Linguistic Problems**

The third argument of opponents raised against the use of the MT for educational instruction is an issue connected with linguistic issues. To begin with the very meaning of MT has hardly a meaning in many of the multilingual societies. This is because in many countries like that of China, for instance, children can speak two or more languages even before they enter to school. In such conditions, therefore, it would be very difficult to differentiate the MT of a child and provide education with. Secondly, there are also scholars who do not accept the idea that a child learns better and faster through its MT than through another language. According to such people, in addition to the pupil's innate intelligence, it is the attitude of the different stakeholders to the LOI and the subject matter, rather than the fact that whether the LOI is an MT or not, that determines the speed and quality of the child's education. These people base their arguments on the fact that children are naturally gifted with an easy acquisition of new languages than adolescents (Le page, 1964: 21-22).

The third problem is connected with whether that vernacular is adequately fermented and ready for instruction. This includes the presence of its own alphabet and grammar that enables it to express the technical and scientific thoughts and knowledge of the contemporary world as well as the presence of both material and human resources. This is because it is only when that language is developed and full-fledged in its lexical and structural forms that it can effectively and efficiently transmit lessons (Fasold, 1990:292; and Bowers, 1968:388).

The last problem raised in connection with linguistic issues is the problem that arises in the transition period and problem of acquiring proficiency in the second language. This refers to the way and time that the transition takes from using the MT at the lower level to using a second language as an LOI in the higher levels. This is, indeed, a frustrating problem (Fasold, 1990:294) which has hardly gained best solutions although it is possible to suggest that the problems created as a result of transition period may not be as worse as providing education with a non-vernacular language from the very beginning.

### **2.1.3. Reconciling Justifications**

When we see the debate on the use of an MT for educational instruction from a practical point of view it seems too dilemmatic. Mikes noting Mackey quotes his dilemma as follows:

Many nations throughout the world are today faced with the unpleasant dilemma. If, for ethnic or nationalistic reasons, they promote an unproductive tongue, they may to that extent, diminish the potential of their people for economic and scientific development. On the other hand, if they fail to develop their national languages, these will always remain secondary instruments of communication (1986:17).

But is this case really dilemmatic or just a complex problem to which a solution cannot be recommended? To respond to this question let us see what the proponents of using an MT as an LOI recommend. To begin with UNESCO (in Fasold, 1990:294) suggests that governments are required to back the program with the necessary human and non-human inputs. The implementation of the MT as an LOI should primarily take into consideration as to what extent the existing economic situation permits to do so. Thus, while planning the introduction of an MT for educational instruction the economic potential of a nation should be taken in to account. Both the NETP (TGE, 1994:23) and lately an official document entitled "*The Strategies and Programs of Implementing Capacity Building*" (GFDRE, in Amharic 1994:63-64) of Ethiopia can be taken as instances for such a condition whereby both presuppose that nations and nationalities are subject to fulfill the necessary preparations before implementing their respective languages for instruction.

Moreover, according to the research findings of both Tesfaye and Teferra (in ICDR, in Amharic, 1994:13) although the availability of inputs is a determinant factor in the implementation of an MT as an LOI, its absence or shortage should not necessarily prevent the implementation activity. This is because, both argue, by enabling to expand the provision of basic education the socio-economic benefits and its roles in bringing about peace and security of a nation, using an MT as an LOI exceeds the economic burdens required to introduce an MT as an LOI.

Secondly, those who prefer the use of an MT in educational instruction believe that although it is not advised to be achieved through a deliberately designed language planning and language misuse strategy, the identity and unity of a nation is unquestionable. However, since the presence of a common language does not necessarily mean a more unified and cohesive society and nation, the proponents of using an MT as an LOI underline that a common national language established by force most probably results in a resentment of nationalities against their national government and violation of their forced national identity. Reminding the case of Somalia, Rwanda and Burundi is a good example for the absence of national unity with the presence of monolinguals (Mazaba and Nthepe, 1979:165 and Bemile, 2000:220). Kelman (1972:185) states this fact as follows:

Language is a uniquely powerful instrument in unifying a diverse population and involving individuals and subgroups in the national system. However, some of the very features of language that give it this power under some circumstances may under other circumstances, become major sources of disintegration and internal conflict within the national system.

Therefore, although insisting the implementation of the national language to be a universal LOI can bring about the possibility of a united national sentiment, the unity that is confidentially important is the one that comes through interest and common understanding. If there is a common understanding among the different nationalities and there is no national segregation, cultural and linguistic diversity can never prevent national unity. This is what is known as unity in diversity--favorable condition only brings unity. Switzerland is a good example for this (Mazaba and Nthepe, 1979:165 and Bemile, 2000:220). In other words, although the development of a national language can certainly be a preferably conducive way of creating a strengthened national identity, the intentional implementation of language for the sake of national identity in a multiethnic state undoubtedly tilts to be destructive than constructive. Such a national unity and cohesion comes not by violating minority rights but by securing the interests and identity of all segments of the population. In short, whatever language policy is designed

what matters its success and failure is the attention it gives for the right of the nationalities and for planning and coordination of the socio-economic, historical, cultural, demographic, linguistic and political realities of a nation in its implementation (Kelman, 1972:185-186 and 210-211; Fasold, 1990: 294; and Le page, 1964:77-81).

The third counteracting response of the proponents in favor of using an MT for educational instruction deals with linguistic issues. Thus, the first problem the opponents raise is connected with the choice of language for children speaking more than one language. In this respect Fasold (1990:292) and Bowers (1968:400) note that in choosing an LOI: (1) the language should be a relatively better fermented and adequate for transmitting lessons so that teaching and other reference materials can be prepared and people can easily teach and communicate through it; (2) it should be a relatively preferable language in fulfilling the overall nationalist aims and individual interests of the natives, and (3) the language should be in a better position than the other languages for children to learn and communicate through.

Concerning the doubt on the preference of an MT to any other alien language its justification is an indisputable to which everybody can bear in mind from his/her own real life point of view. That is to mean that it is hardly doubtful to accept the fact that a child will find it easier to learn if he/she fully understands the language the teacher is speaking and the language in the books he/she has to learn to read. Or else, at least a wise conclusion can be reached on the fact that linguistic benefits of teaching in a second language are unknown. To put it briefly, it is generally recognized that children learn better if taught in their own languages, with an international language is taught to all children as a second language. This undoubtedly has strong political, economic, and social factors that get in the way of such a policy and practice. Above all using an MT for child instruction is not only a need but also a right for every child as well (Fasold, 1990:292 and 298; Spolsky, 1986:189; and Pattanayak, 1986:5). That is why UNESCO (in McNab, 1989:15) recommends that "every effort should be made to provide education in the MT" that "extends to as late a stage of education as possible".

Similarly, on the question of the power of an MT to effectively express scientific and technical thoughts and knowledge the proponents of the idea justify that MTs should serve as LOIs so far as their capacity permits them to do so. That is the introduction of an MT for educational instruction should be carried out phase by phase depending on research and empirical evidences (Pattanayak, 1986: 8-10; and Fasold 1990:292 and 298).

The other problem rose in relation to a linguistic problem in using an MT, as an LOI, is a transition period problem and the acquisition of a second language. This language may probably

be national or international language characterized by its service of wider communication. This is a problem that cannot be solved by using the second language as an LOI right from the beginning. This problem is, therefore, solved not by the traditional teacher-dominated methodology of teaching a second language but by an effective teaching as well as practicing of the second language as a subject and smoothly and gradually transferring it to an LOI. Briefly speaking, a second language is effectively taught by emphasizing on language use but not on language usage, an activity that requires a systematic and complex process and personal involvement. Doff (1988:43-285), Hoffer (1979:203-208), Richards and Rodgers (1986:23-24 and 76-77), August and Hakuta (1997: 33-43), Edge (1993: 9-27, 43-44 and 133-134), Rubagumya (2000:13-14), Stern (1967: 1-25 and 81-88), and Fasold (1990:294) have detailed the methodology of second language education well.

## **2.2. Planning and Implementation of an MT for an LOI**

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

The crucial element in the planning of education is the formulation of a policy. A policy, although it can have competing conceptions and assumptions to define, is a clarification of overall objectives, decisions or guidelines of action in the future deriving enlightenments from the past. Policy planning or policy formulation, on the other hand, is the primary activity in any planning process to which planners have to give priority before all the implementation and evaluation procedures are designed. Above all, be it a policy planning or any other planning, planning is a

'continuous process that indicates as who is going to do, how it is going to be done, and where to arrive with which best preferable route, etc (Haddad, 1995:17-19; and Coombs, 1970:15).

Thus, when thinking the use of an MT for educational instruction the first task to be thought is the formulation of a language policy. And language policy is (Ouedraogo, 2000:15) a decision carried out on the necessity and status of one language in the society relative to others. This includes the role and status of a language in education and communication, i.e. whether it is an LOI, an official language, a national language, a regional language, etc and the need and way of its promotion. Prator in Markee cited by Ouedraogo (2000:15), therefore, defines that a language policy is "a process of decision making concerning the teaching and use of language, and their careful formulation by those empowered to do so, for the guidance of others".

One of the factors that make language policy issues so sensitive and interesting to study, in fact, too problematic to find a solution too, is that it incorporates multifaceted uncertainties and consequences such as community resistances and ultimate failures. And that is why to minimize and, if possible, to avoid uncertainties and a consequent failure of a policy different authorities (Mann, 1976:14-17; Coombs, 1970:33-34; Haddad, 1995:24-30; Rubin, 1972:478-479; Hon-Chan, 1971:41-65; Hord, 1995:97-98 and Seyoum: Lecture notes) recommend one or part of the following pre-emptive actions to be taken while language policy planning (including other policies indeed) is carried out.

Firstly, a policy should have goals and objectives that reflect the socio-economic, political, and technological environments of a nation, a region, or a specific organization (depending on the level of the policy to be formulated). The success or failure of a policy to reflect the objective, socio-economic, political, cultural, demographic and technological realities of the society implies the success or failure of its implement- ability. Thus, policy formulation requires, among other things, the analysis of the historical developments and the consequent current situations and needs of the society; the carrying capacity of the currently available resources and/or the economic potentiality of the society or the nation; the rights of all the society both to participate in making decisions and gain benefits from; the technological viability of the country to implement it effectively and efficiently; the demographic variables of the nation as well as the urban-rural and gender gaps in the education systems of that specific society.

Secondly, because of the various uncertainties or the dynamic nature of change and the unwarranted problems it may face a language policy has to be formulated dressing a flexible and adaptable behavior to suit better and suitable conditions that arise newly and uncertainly. This, however, does not mean that language policy should be instable, changing back and forth time

and again, on condition that it is not also expected to be die-hard like that of the Ten commandments of the Bible.

Thirdly, a language policy has to be precise as well as comprehensive and embracing that takes the cases of all citizens in to account. Cole (1997:48) states this case, as “education is a meaningless process unless it is concerned with the struggle against all forms of tyranny, whether based on ignorance, oppression, inequality or exploitation.” In other sense, this is to mean that language policies should avoid any kind of discrimination that is based on the ethnicity, race, social status, religion, color, etc. of an individual or a society. The fourth and a related factor is that as much as possible a language policy should be based on a sound philosophy of principles, facts, and truth. Therefore, formulating a policy backed by research findings, empirical facts and relevant experiences helps to be in line with this rationale. Moreover, here it should not be forgotten that the implementation of a language policy must be preceded by piloting and evaluative feedbacks (Cohn in ICDR, in Amharic, 1994:9). Fifth, as much as possible a policy should be stated clearly from both linguistic and rationality aspects. It should not leave the interpretation for others because unambiguous and non-confusing policy can not only be understood easily by everybody who reads and listens it but also be implemented effectively and successfully.

These are the most crucial factors on which a policy planning on LOI should depend on. But, although language is the most vital factor in the overall day-to-day activities of human beings, particularly in the acquisition and development of knowledge and thought, worldwide experiential, empirical and research evidences show that in the education system language is made by human beings themselves to operate discriminatorily (Corson, 1990:9 and 223) because of the absence of the necessary attention for the puzzle of LOI. And that seems one of the basic grounds for Ayo Bamgbose (in ADEA, 1996:1) to underline that “(---) educational programs and schemes are often designed to pay more attention to the structures and curricula than to language policy.”

Indeed, since the 1953 UNESCO declaration on an LOI the attention of countries for language-policy-planning has shown dramatic changes. That is, an increasing number of nations have determined their educational policy to revolve around issues of the linguistic and social equity and justice of citizens. The social equity and justice of citizens is meant the reproduction and maintenance of the cultural identities of all the society in a nation, with no segregation. And if the language policy of a nation is based on equality and justice those citizens accessible to the dominant language may not be exclusively powerful over their own affairs and influential over

others'. This is how policy planning of an LOI can operate indiscriminately so that the role of language to be a source of power and inequality in the society is ceased (Corson, 1990:221-223; McNab, 1989:21; and Rubin, 1972:477-480).

In general language policy is a policy whereby ways are designed and measures are taken to develop as well as use a language or languages as means of communication and as LOIs among the society. Particularly, language policy gives a due consideration for the preparation of languages to provide a far better service as LOIs, as this is the common but critical problem in many of the countries in the entire world (Dereje, in Amharic 1991: 3-4).

Moreover, the absence of providing the necessary attention for language cases while designing an educational policy will have its own economic implications. That is, the educational wastage that emanates from dropouts and repetitions in primary schools are very likely a consequence of problems connected with language-policy-planning (Pattanayak 1998: 12-14; Mazaba and Nthepe, 1979: 164-165; and Bamgbose in Heugh, 1999:161). The 1970s World Education Bureau research reports support this fact by confirming that two of the fourteen factors for educational wastages were connected with language, MT instruction, and LOI (Dereje, in Amharic 1991:4).

That is why educators advise planning a language policy should be based on sound philosophy the analysis of the existing situations and the process of evaluating and selecting the best alternatives among the many (Fasold, 1990:246). Rubin and Jernudd (in McNab, 1989:22) further emphasized that “(---) language planning is characterized by the formulation and evaluation of alternatives for solving language problems to find the best (or optimal) most efficient decisions.” Weinstein (in Ouedraogo, 2000:15) also defines language planning as “a government authorized long term sustained and conscious effort to alter a language itself or to change a language function in a society for the purpose of solving communication problems.” Accordingly, therefore, planning, focusing on either language form or language use, should reflect the cases of the relative statuses and functions of the existing languages of the ethnicity characterized by multilingual settings for the purpose of solving communication problems. Thus, language planning for a nation with a multiethnic society, like that of Ethiopia, is a very complex and care seeking matter that cannot have one and only one solution (Ouedraogo, 2000: 14; and Fasold, 1990:246-247).

Moreover, language planning is cognizant of not only the duties of linguistic aspects but the duties of the social aspects of language too. Although some scholars like Tauli (in McNab, 1989:22) argue that language planning is “the methodical activity of regulation and improving

existing languages or creating new, common, regional, national or international language”, the majority of educators agree that language planning can never be carried out without giving not only due consideration but also a pre-eminence for its social context. In other words, language planning should take in to account all the habits, culture, attitudes and values, likes and dislikes, loyalties, preferences and all other psycho-social values of the stakeholders including that of the planners and decision makers themselves. As such, according to McNab (1989:22-23), Corson (1990:224-226) and Kelman (1972:210) language planning—an activity that incorporates the development of policy and corpus as well as the dissemination of norms—is formulated not only from a purely linguistic or a purely sociological point of view but from all other aspects of language planning as well. That is, in short it “is held to be the deliberate change or stabilization of languages in order that they may more easily be used for the functions they are allocated within a speech community” (McNab, 1989:23). In sum, therefore, language planning in education is affected by various sociopolitical factors that include attitudes, power and authority variables, ideology and other integral parts of the planning environment (Hughen in Andersson, 1976: 2: 3-2:8).

### **2.2.1 Choice of an LOI**

For a multilingual education to work, a country undoubtedly need to select a limited number of languages for educational instruction. This by itself requires the determination and development of the necessary languages. Language determination is deciding or selecting a language either for communication, for educational instruction or for both and other purposes, if any. Where as language development is the customizing and/or modification of the already selected language (Fasold, 1990:247-249). Since language determination is an approach of policy planning the way that it should be formulated is briefly explained earlier. Here, therefore, the attention is on language development, which Ferguson (in Fasold, 1990:248) has categorized it to “graphization, standardization, and modernization.”

Graphization is the espousal of the lexical and orthographic characters that includes the writing, spelling, capitalization, punctuation, and other such conventions. Standardization, on the other hand, is the other process of language development that deals on the establishment of the correct writing systems that includes the selection of a suitable and standard dialect, the establishment of orthographic rules, and other such language norms. This activity ultimately makes the language a fully standardized and written language like many other privileged languages with a status of wider communication. Modernization is highly related to

standardization. It is an all-round empowerment or expansion of the selected language by adding new and desirable vocabularies either by creating new words, by coinage or by borrowing from others as well as implementing it in the service of different broadcasting mass media's and publications to be heard and read by the community. All these are, in general, activities to be carried out in the time gap between the determination and implementation of the language as an LOI and all should necessarily precede the implementation process (Ferguson in Fasold, 1990: 246-263).

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

Leaving this economic factor aside the educational variables to be taken into account when a choice of any indigenous language as an LOI are made to include language adequacy, availability of textbooks and other reading supplementary materials, and the availability of adequately trained teachers (Fasold, 1990:250-257 and 294). Mazaba and Nthepe (1979:105) state this requirement as follows:

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

Policy-makers and planners need also to consider the attitudes of the society towards that specific language while deciding on the choice of an LOI. How learners and their families as well as teachers and the entire community perceive the status of their language determines the rejection or acceptance of its implementation as an LOI. Hughen (in Andersson, 1967:2:3) favors this by stating that: "whenever languages are in contact, one is likely to find certain prevalent attitudes of favor or disfavor towards the languages involved."

To overcome the hindrance that is entangled against the implementation of an MT for an educational instruction a research based on societal demand must be carried out in the outset. Cohn (in ICDR, in Amharic 1994:9) advises that a language policy lasts ineffective unless it is

based on research evidences that took the language demands of the society into account. Therefore, the attitude of the community to a language policy has a decisive role in the implementation of the MT as an LOI because although the selection of an LOI can be based on a sound pedagogical reasoning, it usually faces an ultimate failure unless the participation and support of the community is included in it (Rubagumya, 2000:15-16; Fasold, 1990:262; and Kennedy and Teferra in ICDR, in Amaharic 1994:9).

Nevertheless, be it a choice of a national language, a national alphabet or an LOI language choice has been one of the major intriguing problems in language planning (Paulston, 1986:118-119). The major problem lies up on the pre-emptive identification of relevant social forces and predicts the outcomes they will have. According to Fasold (1990:312) these social forces include the communicative extent of the language among the community, the number of people using that language, the development status of the language, and the attitude and preference of that language community towards the language and to use what language for instruction etc, among which the community attitude is the most decisive.

Unless the process of the choice of an LOI is based upon a participatory approach, the choice of an LOI for a minority ethnic group unexpectedly may face a contrary response in the final analysis no matter how sound principles and pedagogical rules it followed. Such a problem arises from lack of proper understanding and prediction of the relevant social forces and the consequent educational and socio-cultural outcomes. This is in turn because the socio-economic and educational differences and the prevailing interactions and relationships among people are mirrored through language. Paulston (1986:119) further clarifies this by noting three points:

The major point to understand about language as group behavior is that language is almost never the causal factor, never the factor that gives rise to, brings about, causes things to happen but rather language mirrors social conditions mirrors man's relationships to man.

Similarly, bilingual education by itself is not necessarily a causal factor in the educational development of a child. This is because language of instruction is an intervening variable than a decisive independent variable that cannot by itself alone affect the failure or success of educational programs. Thus, while making choice of an LOI the social conditions that favor or disfavor the LOI to make a difference in the success of children's educational achievement should be given a due attention and pre-investigation (Paulston, 1986:119-120).

In addition, during the choice of an LOI the possible linguistic outcomes of a prolonged interethnic contacts and interactions of a nation should be considered. Knowledge of this situation enables policy makers and planners to decide what type of education policy is necessary for that

minority group. This, therefore, enables the decision makers and planners to choose one of the three possibilities: language maintenance, bilingualism, or language shift. Language maintenance is continuing to use the local language whereas language shift (sometimes known as language death) is giving up the local language in favor of another new language (Paulston, 1986: 120-125; De Klerk and Barkhuizen, 2001:97-114; Slavic, 2001; 131-151 and Al-Khatib, 2001; 159-175).

### **2.2.2 Implementation Barriers of an MT as an LOI**

The determining factors for ensuring a successful implementation of an MT as an LOI are setting clear objectives in planning and creating conducive environments of implementation. But although the provision of education for children in their MTs is increasingly gaining the recognition of politicians and policy-makers, variables such as linguistic diversity, historical constraints, attitudinal problems, socio-cultural and political obstacles, economic constraints, technical and pedagogical problems, and others have prohibited its success in achievement (Ouedraogo, 2000: 23-51; and ADEA, 1996: 7; and 2003: 4-5). Above all, the inevitability of attitudinal problems and a consequent resistance to change is found to be the major and common barrier that is surfaced during the implementation of language policies, like all aspects of innovations face too. As AASA (1966:18) puts it since ‘many times it is much more comfortable to blame the new comer than to question and change established programmes--to put one's own house in order’, resistance should be taken for granted but be avoided at any cost from the outset.

#### **a) Setting Clear Objectives**

Setting a clear objective is not only a pre-requisite but also a determining factor in the introduction of an MT as an LOI. One of the most important lessons learned from the Kenyan, Nigerian and Tanzanian cases in Africa are the need for setting clear objectives in a policy statement. In the Tanzanian case the objectives, at least for primary education were clear. For instance, in May 1967, soon after the LOI policy was made public, a circular explaining how, and when the policy should be implemented was sent to all regional education officers. Implementation was to start in the 1967/68 academic year and would be gradual. By 1973/74 Kiswahili\* would be the LOI throughout all of the primary grades. The policy was implemented as planned (ADEA, 2003:4 and Ouedraogo, 2003:23-30).

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*\*Kiswahili is a Bantu language, also interchangeably called Swahili, spoken either as an MT or as a fluent second language on the east coast of Africa. It is a widely spoken language in countries like Tanzania, Kenya, Uganda, Zaire, etc. (McHenry Vol.ii, 1993:428).*

In contrast the Kenyan catchments-area policy was vague, and it gave room for loose interpretation during the implementation phase. According to Bamgbose (1991:113) this vagueness can be found in the steps recommended in Kenya's policy to make Kiswahili its national language that included the following requirements.

(---) all Kenyans were to speak Swahili at all times with fellow Kenyans (a practical impossibility since language choice depends on several factors particularly topic, situation, and relationship between the interlocutors), that government business was to be conducted in Swahili, that all civil servants were to be required to pass an examination in the language, and that Swahili would be given greater prominence than English in the schools. Not only are details of how these prescriptions are to be achieved not given, the opposite of what is recommended has been going on, without any notice of the contradiction involved(---) (Bamgbose in IIEP, 1997:5).

#### **b) Creation of Suitable Environment**

When observed from a general point of view creation of a suitable environment has two basic dimensions, ecological and cultural. The ecological factors refer to the different human and material resources for carrying out an innovation of teaching through an MT including policies and different regulations. The cultural factors on the other hand, include all the socio-cultural relationships and interactions of the community around and within the school system (Hord, 1995:99).

In this regard Ayo Bamgbose categorizes language-planning activities in to two (ADEA, 1996: 7 and 2003:4-5): first, activities that pertain to the status of the language, which relate to the decisions about the functions that a language should perform in a country (these are decisions usually contained in the policy statement); and secondly, activities that pertain to the language corpus, that is, the steps that are taken to ensure that the language (its structure, spelling, vocabulary, etc) is modified to conform to the demands made on it by its functions.

Concerning the former activity, language functions in a country, Mazaba and Nthepe (1979:168) advise that if an MT language is expected to be an effective LOI, it is absolutely important to give it an official status and a task of important functions beyond the task it is assigned in the teaching learning activity. Cummins and Swain (in Bell, 1999:9) add on this that the use of an MT in the early years of education is not only for the sake of child comfort but also to ensure an overall academic improvement so that children can perceive that their language can be as useful as other languages that are enjoying a status of wider communication. Bell (1999:9) further clarifies this as follows:

Acceptance of the home language in the home and the school is clearly, then, one of the first steps in creating an environment where learning can occur, an environment which fosters feelings of self worth and self-confidence. But acceptance of the home language is only the beginning. Active encouragement to make use of the home language in school is equally important. This can be done in a variety of ways. One way, of course, is to use the language as an LOI, which not only enhances students' comprehension, thereby improving academic performance, but also provides concrete evidence that the home language is a useful and valued too.

Activities of the second type will be determinant for the successful implementation of the language policy. The cases of Kenya and Tanzania aptly illustrate this point. In Tanzania, the Kiswahili policy was implemented by a multitude of agencies, each having specific functions to perform. For instance, curriculum planning was undertaken by the Kiswahili Pannels of the Institue of Education; the development of technical and administrative terminology was in the hands of the Interministerial Council; research plans and the development of basic vocabulary and relevant publications were the responsibility of the Institute of Kiswahili Research, and the coordination of all these agencies and their activities rested with the National Swahili council (Bamgbose in ADEA, 1996:7 and ADEA 2003:4).

In Kenya, however, this level of mobilization and careful planning was absent. The policy environment was not managed, and as a result, the 1996 catchments area policy is being actually replaced by a policy formulated by an official committee in 1994. English is increasingly becoming the LOI throughout the education system; Kiswahili has consolidated its status as a compulsory subject; and MTs have lost ground as LOIs. The creation of implementation agencies should be accompanied by the emergence of a publishing industry; for example, desktop publishing can be possibly an effective way to produce affordable indigenou teaching materials (Bamgbose in ADEA, 1996:7 and ADEA, 2003:5).

### **c) Attitudinal Problems**

The effective implementation of a change in curriculum as well as a change in LOI highly depends on the attitudes of the entire community ranging from the top government bodies down to the pupils. Thus before designing and implementing an innovation such as the one under discussion, there are some important variables to be taken into account carefully. These include need assessments, designing vision and objectives, capacity to implement, and others related to these (Education Bureau, 1992 in Amharic: 6-17)

Attitude is, therefore, one of a very crucial problem in the implementation of an MT as an LOI. The problem is often surfaced through the negative attitudes that all or parts of the

stakeholders show towards the use of their own language as an LOI. The sources of this attitude are too much and vary from society to society. By and large, the roots of the problem can be categorized in to two major groups: zeal for economic advantage because an LWC generates better income through a better and wider job opportunity (hence secures better life) and secondly a strong interest to achieve advantages of social prestige. At least both of these have a slowing-down effect on the development of the local languages. For instance, during the colonial period, on the one hand, most local languages lacked the concepts and vocabulary to communicate the very contents, technical and organizational, that underlay the relative "superiority" of the colonial powers. On the other hand, as part of the colonizers' negative attitudes towards local cultures, the local languages were considered as incapable of dealing with such contents. The colonized people accepted this negative attitude to their own languages and hence not only gave the highest priority for learning a foreign language but also felt prestigious when acquired a knowledge and skill of it (Pattanayak, 1986:11; Paulston, 1986:124; ADEA, 1996:2; and Ouedraogo, 2000: 24-26).

By the way, all parents and communities wish the best life for their children. Thus, they are highly concerned about access to higher education, or employment opportunities, or general socio- economic advancement, and regard knowledge of a high status language, for example English or French, as crucial for achieving these aspirations for their children. Therefore, they want to send their children where the LOI is an LWC. Politicians themselves who urge the case of an MT as an LOI in public rallies and various mass medias prefer and/or send their children to learn in an LWC or may even send to Europe or the USA from the very beginning. Even the elites who not only play a significant role in the formulation and planning of language policies and implementation strategies but also are the forefront advocates of an MT to be an LOI send their children not to schools where the LOI is an MT but to schools where the LOI is an LWC such as English and French (Rubagumya, 2000: 12; Mazaba and Nthepe 1979: 168; Rwantabagu, 1999:299; and Lotherington, 1999:215).

On the other hand it is not hidden from everybody that community sensitivities around the term MT in education are very real and based upon past negative experiences which Ouedraogo (2000:26) called "prisoners of the past." The language of the colonial powers, for instance, was usually given a higher value than the local languages in colonial Africa. This conception has developed not from a simple reasoning but from the well-known fact that the colonial languages were the languages of the offices, shops, commerce, business, industry and political life, in short the languages of power. Parents (and students) under such conditions resist the implementation

of their MT as an LOI because they want to be competitive enough by having English as an LOI just from the beginning of their children's schooling (Rubagumya, 2000:13-14).

Moreover, there are questions about whether or not the present is an appropriate time for launching a new language policy initiative. The uncertainty, no doubt, rests upon the massive disparities in resource availability and distribution among schools; the lack of readiness of educators and other constituents in the school system; the need for support and commitment from a variety of crucial role players including writers, publishers and distributors of learning support materials, and service providers of education development programs. These problems are not of such a nature that practical solutions cannot be devised and implemented as a result of the load of the cost. This by itself is a source of community resistance against the introduction of the MT as an LOI (ADEA, 1996: 7-8).

The other form of community resistance against the introduction of the MT as an LOI is the one that usually comes from the lack of a full understanding and exploitation of the psychological, educational and social advantage of bilingual education. Hence, because of ignorance people consider the use of an MT in educational instruction as a useless activity whose cost of failure is felt in all the economic, social, and political domains, which they also consider it as an unnecessary wastage of time and money. They also consider it as if it is simply teaching their children the MT language which they already know, without giving place for both the development of their language as well as the provision of other subjects through the medium of their MTs (Fasold, 1990:294).

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

Furthermore, it should be understood that the cases of attitude and achievement, are like the cases of egg and chicken. Werdelin (in Andersson, 1967; 2:3), in this line states that "attitude affects achievement and achievement affects attitude." This is meant, on the one hand, if there is a negative attitude to an innovation most probably failure succeed. On the other hand, if a negative attitude results in a failure of achievement, the failure in turn will further damage the attitude that in sum and viciously leads to the extent of extinction of ones own language, the reverse of which is also true (Pattanayak, 1986:10). Therefore, since achievement cannot be obtained from nothing, something i.e. attitudinal support to an innovation is very crucial if achievement is sought. In general, therefore, the attitude or approval of parents, teachers, and peers has significant roles both on the attitude of the students on school subjects and on their consequent achievement. That is, the more positive parental attitude or approval is the better the pupils' attitude and achievement will be (Poffenberg and Norton in Andresson, 1967:12:3).

Therefore, to avoid such attitudinal problems against the introduction of the MTs as LOIs a strongly recommended remedy is that an educative and persuasive approach be made to all stakeholders rather than reliance on coercive strategy. This enables to secure support for the proposed MT based bilingual education and the introduction of a third language in all primary schools. Yet, policies and practices are still generally directed by the central government, particularly in many of the developing countries, where by parents, pupils and teachers have little or no influence over its form and content. Indeed, now days the trend in our world is being skewed to peoples' demand of their rights of participation of making decision on issues that concern them. This is probably because, as Pompidou (in Paulston, 1986:141) underlines that planning problem is being one of the three factors (including bribebery and adultery) that ruin politicians and rulers. Consequently, it is becoming harder and harder from time to time to think that the subject people will accept whatever thing is made ready for them by their leaders (Ginzberg and Smith, 1967:160-163).

In order to validate this approach any new legislation should be formulated to create an enabling system for local authorities to have opportunities for encouraging solutions that address the gap between local demands and the mainstreams of educational provisions offered by the government rather than an imposed order. This is because, obviously, most of the future is still determined by the wants of the bulk of the population (Haugen in Pride, 1971:39 and Skutnabb-Kangas, 1986:156-176).

**Teachers:** - Among the basic attitudinal problems of the stakeholders in the introduction of an MT for educational instruction teachers' attitudinal problems are worth-dealing (Corson,

1990:83). This is so because as quoted in Aggarwal (1985:83) McNair says that “it is a truism to say that every teacher, in however, humble capacity he or she may be serving, is directly and vocationally involved in molding the shape of things to come” on which Smith (Ibid) adds that “if that truism be true, the unsettled time in which our young citizens are going to live their lives make it necessary that those who aspire to teach should have thought and should continue to think about the problems of society with all the intelligence at their works.” Therefore, says Gordon, as cited by Aggarwal(Ibid) too, “it is the task of the teacher to educate — to educate for change – to educate through change — to educate for orderly planned revolution. If necessary to educate through more disruptive revolutionary actions.” From all these it can be reached to a consensus that if convinced and are willing to do, teachers can have an influential power over the community living in the school catchments areas on which they have the opportunity and possibility of bringing their opinions and preferences before the public and the government. In short the achievement of positive teacher attitude is, by and large, meant achievement of the community attitude.

According to various educators (Alemayehu, 1998:16-22) the shaping of teacher attitudes and beliefs is not, however, as such a simple task that can easily be materialized. They all agree that the task demands a high endeavor to be executed early in the TTIs. That is the prospective teachers should be trained in an environment where societal cultural diversities are to be appreciated and properly taken into consideration. Teachers trained in a monocultured environment face discomfort and inconveniences when ordered to run through such programs and last incompetent and less productive. This is because if teachers are trained in a TTI that reflects the dominance of one culture (or custom) over the other, they come up with a discriminatory feeling and reinforce this feeling over pupils whose cultures and language are unconsidered. This in turn creates a feeling of inconfidence and loss of self-identity among the pupils and thereby a low academic achievement. Thus to avoid such set backs in a school the teacher training programs should be designed in a way that their trainees are to develop a sense of not only self-esteem, self-confidence and pride over their own cultural and ethnic identities but also a positive attitudes towards the languages and cultures of other ethnic groups. Unless and otherwise, it should be noted that no teacher can promote a positive attitude towards the cultures of pupils in a classroom unless himself /herself possesses it.

But most of the time teachers are encountered with various obstacles in catalyzing the implementation of educational innovations. The first one is lack of a clear understanding of an innovation by the teachers that results in their failure of playing the roles expected from them and

results in an ultimate failure of the implementation of an innovation. Lack of clarity of teachers on the innovations is really the core problem. This is because teachers who lacked the necessary information or who are misinformed will perpetuate themselves caught up in the web of tradition or *status quo* may think the innovation to be a threat on both privileges and professions, mistrust the organizational climate or generally conclude that the innovation is wrong.

Therefore, before an implementation of an innovation is carried out a good relationship and communication should be created among the implementers and the innovators followed by a rational and participatory orientation and a clear understanding of not only the issue itself but to each other as well. Unless and otherwise, teachers may fear the innovation because not only that they think they are imposed to implement what they do not know but also bear in mind that failure is certain if implementation is not preceded by know-how and acceptance of the innovation. Indeed, they may try to implement it because they usually think that the alternative of rejecting the innovation would be worse than the innovation itself for them. In general, therefore, teachers should be made to rationalize and bear it in mind that the absence of change and/or innovation is meant stagnation and death (Fullan and Stiegelbauer, 1991:70 and 126-132; Thompson, 1983:184-197; Meshesha, 2003:21-22; Slater, 1987:445-455; Corson, 1990:84-87; Qubein, 2003:1-4; and Gross, Giacquinta and Bernstein, 1971: 122-128).

Secondly, lack of the necessary skills and knowledge to put the innovation in to practice is another obstacle. This is a human resource capacity problem that should be solved by taking training and human resource development measures before stepping to implement the innovation. The third problem is lack of the necessary instructional material such as facilities, furniture, equipment, textbooks, reference materials, etc and a dissemination problem of the already available ones to support the effectiveness of the innovation. The availability of such materials has a motivating role not only on teachers but also on children by creating an intrinsic interest for the program to be implemented that indirectly is meant the facilitation of the implementation of the innovation ( Fullan and Stiegelbauer,1991:71-73 ;Gross, Giacquinta and Bernstein, 1971; 129-139; Ouedraogo, 2003:37-41; and Bowers, 1968:386).

The fourth one is the incongruence of the innovation and the organizational structure of an organization. That is the arrangement of the respective organization has its own role on blocking or catalyzing the implementation of an innovation. For instance, in the implementation of an MT as an LOI the educational offices to which schools are accountable should have a suitable organizational structure to give a supervisory and other advisory supports when a need arises. The presence of such compatibility between the organizational structure and the innovation it carries

out to introduce, therefore, facilitates the achievement in the implementation of the innovation. The last but not least factor is the one that is related to motivation. Although, unlike the first four factors, this factor is not necessarily required at the outset of the program implementation, lack of motivation highly blocks the successful implementation of an innovation. And that is why educators argue that teachers not fed properly inevitably eat their pupils. For a successful implementation of an innovation, therefore, teachers should get motivated and committed to endeavor all their efforts and time for the fruitfulness of the innovation. If fulfilled, this variable also avoids the self-interest of teachers who consider the innovation as harmful and threatening than challenging in one-way or the other (Fullan and Stiegelbauer, 1991:73-78; Gross, Giacuinta, and Bernstein, 1971: 139-148; and Qubein, 2003: 1-4).

### **2.2.3. Implementation Strategies of an MT as an LOI**

As cited by Ouedraogo (2000:62) Mackey in Bamgbose states that "language is like a currency; the more it can buy the greater value it has." If this postulate is accepted, it leads us to conclude that the achievement of the designed goals of any language planning or language policy is determined by the promotion of indigenous languages. That is, it is achieved by creating suitable environments of getting a greater market value in the major business of government policies and activities (administration, judiciary, politics, economics, etc). This is meant that the bond between the different public development policies, programs and projects and the language policies should be tight enough for the promotion of indigenous languages. If this bond is left loose both the local languages and their speakers will remain marginalized although smart policies and official directivities concerning the promotion of indigenous languages are available. Therefore, the promotion of indigenous languages is valuable only when it gains a market value by giving the necessary attention for the integrated development of language planning and language policies with the different development programs and projects of a given multilingual nation (Ouedragogo, 2000:62).

Among the various strategies, in fact, to be implemented according to the objective conditions of a specific country, the following are the major aspects of development programs that language policies should be bound together during implementation (Ouedraogo, 2000:63-88).

The first one is that language policies should be bound together with the political, administrative, and judicial developments. According to Bamgbose (in Ouedraogo, 2000: 63) the translation of the different political, administrative and legal documents into indigenous

languages not only eases the access of the majority of the population to the knowledge of the law but also creates an attitude of pride, confidence and self-worthiness to their own languages which they have been degrading it as inferior to other foreign languages. The politico-administrative and judicial policies, programs and projects should, therefore, include different steps in this respect. Primarily to suit the accessibility of the public to the different administrative and legal documentaries and publications (including certificates of birth, marriage, death etc.) the materials should be translated into the indigenous languages. This by itself is carried out through preparing the necessary human and non-human resources. This task should ultimately generate an attitudinal change among the entire community whereby the community becomes aware that their language can be used for any business activity like that of the languages they consider superior to their MTs.

Secondly, the language policy of a country should be tightly bound with its economic development programs. A country is able to reduce its illiteracy rate is meant that it has reduced its poverty rate at the same time. The best and fastest possible method of reducing mass illiteracy is the use of the MTs in educational instruction. Both empirical and research evidences show that the effective language policies that enabled many nations to eradicate illiteracy as fast as possible are those policies that effectively utilized their economic development programs and projects for this purpose. Thus, any language policy desired at attacking mass illiteracy should indisputably be interrelated with reducing poverty and improving the living standards of the community.

Moreover, to integrate developments of language policies with that of the economic development programmes the concept development by itself should be made to embrace all non-quantifiable developmental aspects of the society (such as linguistic, perceptive, and psychological developments) rather than being limited only on those economically and/or numerically measurable growths such as GDP, GNP, etc. In addition, if the majority of the community is alien to the language that is widely serving in the official governmental business activities, it is unthinkable for the community to participate and make decisions on its own economic affairs. Under such an environment where most of the community is excluded from public life because of language barriers, therefore, the concepts of justice, democracy and equity (pillars of a healthy and sustainable human development variables), will have no place and this by itself impedes the prevailing economic development of a nation (Rubagumya, 2000:12).

Generally, concerning the integrity of language policies and economic development strategies, in the first place language policies and rural development programs should be interrelated in a way that each is promoting the other way round. For instance, both the teaching

and learning programs in schools and the different training programs, workshops and seminars held by the local communities on issues such as the use of fertilizers and pesticides, irrigation techniques, crop and cattle breeding, preservation and protection of the environment, health and hygiene, savings, trade, local administration skills, etc. the MTs should be used not only as LOIs but also through which written materials required for such occasions should be prepared. Likewise, the language policies should also be linked with the existing commercial, trade, and industrial projects and programs because it has its own implications on the enhancing or deterring of the economic development of a nation in an extent far from negligible.

Furthermore, there should also be interdependence between language policies and health development programs. This can be carried out on issues such as family planning, a fight against HIV/AIDS, etc. If the health projects and programmes are carried out in the locality through the indigenous languages the community will not only understand the concepts of health and hygiene as easily as possible but also develops a positive attitude towards the use of its own language. Indeed, this is more effective when the community gets rid of illiteracy and the health programs and projects are translated into the vernacular, which it hears, reads and writes.

Thirdly, language policies should be attached with the different socio-cultural development programs. As it is impossible to talk of language by separating it from culture, devising language policies without taking cultural foundations and policies into account is hard to think. Therefore, if language policies are expected to be implemented successfully, the integrity of educational and cultural policies and programs is a determining factor. If an MT is used to eradicate mass illiteracy and the local cultural heritages are recorded and preserved with it, the fatality of the different heritages can easily be avoided because it cannot be buried forever along with the one who possesses it and dies away. And if such prestigious cultural values are preserved through the local languages, the community will not only be proud of its cultural heritages but also develop a feeling of respect to its own language, which indirectly is meant dignifying and promoting its own languages.

Moreover, the translation of different literary works into the indigenous languages and the transmission of different relevant programs of news, music, tales, plays, puzzles, etc. in a radio and television as well as the publication of magazines, newsletters, pamphlets, journals, etc. through local languages both eases understanding for the natives and promotes the language under discussion.

The last variable in language promotion strategy deals on the integration of language policies and the educational development of a country. Since education, in one way or another,

generates betterment in the standards of living and in the overall human development, the educational policy of a country should give a higher emphasis to mass literacy. The achievement of mass education in turn requires decision makers to find possibilities of using the local languages as LOIs at least for basic education. Thus, if education is the basis for human development and language is an essential ingredient in education, the possible alternative for policy makers and language planners to expand education is planning in favor of promoting local languages because a policy that promotes a local language has its own contributions on the development of education, which obviously exacerbates a nation's development.

### **2.3. Lessons from Sub-Saharan African Experiences in Brief**

The student researcher has found preferred experiences from Sub-Saharan Africa because he expected that African experiences are more educative than those outside Africa for the case under study. This is because although Ethiopia did not directly suffer from colonial rule as much as the rest of Africa, its socio-economic, political, cultural, demographic and other such variables are related more to African countries than to non-Africans. Moreover, although each of the practices and challenges faced to using the MTs as LOIs are worldwide and educative (if observed wider and further), most of the experiences, particularly of issues related to community attitudes, are similar elsewhere. Thus, the student researcher believes and prefers that dealing on some African experiences briefly may in no way be insufficient to learn from.

When observed from this point of view, therefore, Africa is known to be one of the most linguistically diversified continents. This is a well-known issue and need not to be discussed in detail. What needs a bit discussion as a background under this topic is, however, the legacies of colonialism in African language concepts and its consequent attitudinal impacts on its community that it has left behind.

To begin with, the colonization of Africa from the mid 19<sup>th</sup> century to the 1960s is just not only economic imperialism but a linguistic imperialism too. Be it an assimilationist French-type policy or a forced British-like policy every colonial power in one way or another has imposed its own language on the African countries, which the native Africans by themselves have preferred it at the expense of their MTs in the long-run. Africans did this not for nothing but they knew that knowledge of colonial languages was the only ladder for access to socio-economic resources and other political and academic prestige during the colonial era (Bunyi, 1999: 432-433; Nyati-Ramahobo, 1999:623-625, and Watson, 1984: 22-23).

The second and a related problem deals on both attitudinal problems of the community as well as the “enabling policies and disabling practices” (Desai, 1999:175-184) formulated by the Africans themselves after decolonization. That is, on the one hand the local community of Africa has a misunderstanding that African language is inferior to a European language and hence believes that the way for development and civilization is not through a local language but only through a colonial language (Nyati-Ramahobo, 1999:623-625). On the other hand, although “the question of language became an educational more than a political problem” (Graham-Brown, 1991:121) in Africa since its independence, African language policies have mostly remained to be notorious statements of intent which are not (cannot be) accompanied by practice. The case of Ethiopia during the dergue times is the best example for this (McNab 1989:77-89 and 1988: 720-723).

Nyati-Ramahobo (1999:625) supports this by stating that “most African governments, with the desire to appease electorates, would make policies which may sound positive for the use of African languages, but difficult to implement as the underlying factor is the maintenance and continued dominant use of the foreign language.” This is particularly because of problems of socio-economic and political commitment of the respective government in African countries. And that is why Ouedraogo (2000:86) adds, “a language policy which is highly motivated can be easily killed by political motives.” Therefore, an African parent under such an environment in no way prefers to send his child to a school using an MT as an LOI unless and otherwise that school is the only alternative or he/she is forced to do so (Desai, 1999:175-179; Bunyi, 1999:433 and Ouedraogo, 2000:24-49).

To sum up, it is clear at least from the historical instances of colonial language policies and their effects that colonialism is one of the political factors affecting language ecology in Africa. That is, the language of the ruler has dominated over the ruled as a *de facto* official language, while the language of the ruled was oppressed, deprived of, or treated as marginal. The colonial language policies deformed the inter-group relations, social structure, education, traditional culture and values, and the national identity of the ruled as well. As a result many of the linguistic, social and psychological phenomena which sociolinguistics today deals with were produced. In addition, many of the old local population who experienced the colonial rule still suffer from their MT loss or illiteracy, identity loss or hurt in their minds in the process of assimilation although some have attained bilingualism for career build. Practically, even today in every African country the most prestigious language is that of the former colonial master which calls for the cooperation and commitment of Africans to reverse the case. Thus, Africans should

be well acquainted with the fact that it is their negative attitude towards their own language that resulted in the ultimate extinction of their language unlike those of the Indians whose positive attitudes towards their own language and culture has maintained for thousands of years, even in an extremely worse situations of such a very long colonial life (Le page, 1964:10 and 45-52; Heugh, 1999:162-166; and Bunyi, 1999:429-440).

Therefore, an agreement can be reached on that the challenge faced to almost all sub-Saharan African countries as regards to the introduction of their indigenous languages as LOIs are almost one and the same. That is, from the practical point of view the languages of the former colonial powers are in one way or another most prestigious. This was because they are languages of international communication and hence not only mostly preferred but also widely used as both governmental and non-governmental official languages, LOIs, languages of the fast growing modern business economy etc. On the other hand, to redress this situation Africans have been “endeavoring” since their independence. But most of those who “endeavored” succeeded not more than the primary three or four grade levels to implement their varying local languages as LOIs (IIEP, 2003:4-8 and Watson, 1984:32-33). The following three countries are taken as variety exemplary to be representative indicators of the extent and determination of African efforts exerted and challenges entangled against their efforts.

### 2.3.1 Ghana

Ghana is a multilingual country where over 60 indigenous languages are spoken. The majority of Ghanaians are at least bilingual, many of which are multilingual, and whose communication can freely be conducted in more than two languages. Although the official language of Ghana is English, most Ghanaians do not speak English as a first language because most of them learn English in schools as a second or third language since their entrance to a school life (Bemile, 2000; 204 and Andoh-Kumi, 1999:2).

Ghanaian languages have started to be reduced into a written form by the missionaries since the second quarter of the 17<sup>th</sup> century. Missionaries have been developing and working reading materials of both religious and secular content such as the Bible, church songs, school textbooks, primers, graded reference materials, grammar, and dictionaries in the local languages as of 1673. Thus, long before the declaration of the 1972 language policy of education the Ghanaian local languages have been developing in all their lexical and orthographic standards. Currently, too, missionaries forming the Ghana Institute of Linguistics, Literacy and Bible

Translation (GILLBT) are engaged in the developing of all the local languages in both religious and secular (educational) aspects (Bemile.2000:204-205 and Awedoba, 2001:2).

Though Ghana has gained its independence in 1957, it has not yet formulated a clearly stated government policy concerning the place of the local languages in its education system until 1972. In 1972 a fundamental decision was carried out in Ghana whereby the first three years of education is to be provided through the MT languages (English to be given as a subject). From grades four and above English was made to replace local languages as an LOI and the local languages to be provided as subject of study in turn. For a better implementation of this policy, in fact, in 1971, the Ghanaian MOE has given a further emphasis for the promotion of indigenous languages by declaring that a trainee in a teacher institute should learn not only in his own language but another one local language as well. Moreover, in 1972 different institutions such as the School of Ghana Languages, the Department of Ghanaian Languages of the University of Cape Coast and the Ghanaian Language Unit of the Language Center of the University of Ghana were established to promote Ghanaian languages. Particularly by involving themselves in such activities as the training and production of capable teachers and the provision of teaching materials, these institutions played a great role in the promotion of the indigenous languages. The 1987 Education Reform Programme, too, further confirmed this by stating that every pupil shall learn another Ghanaian language in addition to his/her own language and the MT languages shall continue to be the LOIs as in the past and be compulsorily provided as subjects up to senior secondary schools (Bemile, 2000:207-210; Andoh-Kumi, 1999:2; and Mazaba and Nthepe, 1979:167).

In the 1990s much more local and international donor agencies were established to cooperate with the government to strengthen the efforts of promoting local languages and eradicate illiteracy. This measure has aimed not only at promoting local languages but also at fostering the interrelationship of the language policies with the socio- economic development programs among the different ethnic groups. Indeed, this programme was entangled with problems of randomness and irregularity in implementation because it is still challenged by socio-economic problems and lack of financial and political back up. This shortage of funding is told to be one of the major reasons for Ghana to be limited to use only 15 of the 60 local languages as LOIs (Boadi in Bemile, 2000: 209 and Nyati-Ramahobo, 1999:625).

The implementation of the selected 15 languages as LOIs by itself has faced a jeopardy. This was because there was an absence of the necessary research and evaluation of the LOIs and their respective dialects; lack of objective evidence and consensus on selecting sponsoring programs;

lack of quality and quantity human and material resource supplies and the consequent reduction of the standard of education provided through the medium of local languages; use of non-MT Ghanaian languages at the expense of their own MTs for most of the pupils in multiethnic urban areas and so on. This has not only created a threat among the coexistence of the different ethnic groups but also brought about a dissatisfaction and hatred towards the innovation among the community whose languages are introduced as an LOI in the education system (Nyati – Ramahabo, 1999: 624 and Bemile, 200:210-211)

Aware of such attitudinal problems of the community the MOE has carried out a research on the implementation of the local languages as LOIs, particularly to examine the attitude of the community towards the use of its own MTs as LOIs. One of the research findings carried out recently, from 1999-2000, in a locality where a language known as Kasem is an LOI indicated that the community believes that its child is recognized as educated only when he/she speaks English at the expense of his/her MT. Moreover, the finding showed that parents are not only ignorant of the official language policy that declared the use of the predominant Ghanaian languages for LOIs in primary schools but most of them also prefer English to be an LOI. This was because (1) they believe that their children have no problems of Kasem as a result of which it should not be taken as a priority, and (2) it is not a command of Kasem but that of English that brings about a greater interest to education, a higher educational achievement, and better job opportunities for a Kasena (native of Kasem) that in turn makes him/her an important person ultimately. The research also revealed that there is lack of textbooks and other teaching materials in addition to teachers being unenthusiastic to the policy who are using English instead of the MTs for educational instruction (Awedoba, 2001: 1-5).

Then immediately the language policy was presented to the community. The community has discussed with the authorities and understood both the rationale of the policy and the benefits of using MT languages for educational instruction and for securing the cultural identity of the community. By now the Kasena community knows that the MT is the best alternative as an LOI in primary schools and Kasem is in no way inferior to English at this level of education (Awedoba, 2001: 4-7).

Concerning teacher perspectives too it was found that, there were problems of recruitment, selection and training. That is teachers were either not trained in a college teaching Kasem, or teachers who cannot speak Kasem were made to be trained in a college where Kasem is taught, or teachers with a good command of Kasem were not sympathetic with the language policy at all. This Ghanaian experience shows us that community perspectives and the fulfillment of the

prerequisite resources should be given the necessary attention while planning to implement MTs for educational instruction (Awedoba, 2001:4-7 and 11-12 and Wet and Niemann, 1999:88-90).

### **2.3.2. Tanzania**

Tanzania (a union of Tanganyika and Zanzibar) gained its independence in 1961. Soon the government of independent Tanzania has tried to address the problems from which Tanzania has been suffering from for sixty years due to colonial domination. One of the major problems addressed were the discriminations that schools have been suffering along racial lines: European schools, Asian schools, and African schools. All these schools have been using different curricula and used different LOIs to which racial integration is required by now. The second and perhaps most decisive time on the issue of Tanzania's language policy after independence was the year 1967 whereby both the Arusha Declaration and the policy of Education for Self-Reliance (ESR) were formulated. Therefore, when Kiswahili was declared an LOI in the entire primary schools of Tanzania in 1967, the step was considered to be the facilitation of the racial integration in schooling (Rubanza, 1999: 281).

Nevertheless, the language problem in Tanzania is not still solved. This is because of not only that English has still continued to be the LOI in the primary schools but the government has also prohibited the rest of the local languages, which are not less than 120 in number, to be used as LOIs in their catchments areas (Rubanza, 1999:281).

English starts to be given as a subject at grade three in Tanzania. In the secondary schools and above it is an LOI for all subjects except Swahili. In the entire four years' secondary schooling both English and Swahili are provided as compulsory subjects, like that of Amharic and English in Ethiopia. But the use of English as an LOI has faced critical problems among which the major three objections are worth mentioning. To begin with English has a discriminatory role among the citizens of Tanzania by being a determinant factor in the access to the socio-economic resources, job opportunity, power, and prestige. Those who enjoyed this opportunity are 2% of the secondary school students who have the chance to be admitted to a university. As such English is blamed for being a source of socio-economic, political, and status progress and security of the few citizens only because economic domains and job opportunities in Tanzania are mostly dependent on the mastery of English (Kembo, 2001:288 and Rubanza, 1999:282).

The root of the second resistance against the use of English emanates from the fact that even those few pupils who joined secondary and tertiary education hardly have a good mastery of English. This is considered to have resulted a weakness not only in the language itself but also in

all other subjects taught in English. Not only the students of both the secondary and tertiary level but their teachers realize this as well. Thus, most of the time, unless they speak to a foreigner, even the university students in Tanzania discuss their academic issues in Swahili and later write it in English. Thus, English is considered not a means but a barrier for the students to participate in class discussions with their teachers and consequently hindering their academic progress (Rubanza, 1999: 282-283).

Thirdly, there are resistances connected with every day life of Tanzanians. That is, they condemn the use of English to do nothing to benefit the Tanzanians in their day-to-day activities of life including all government businesses except secondary and tertiary education more or less. Therefore, this argument justifies that since most citizens are forcefully being taught in a language that has no role in their daily encounters, it should be abandoned unless it is thought for the minority elites (Rubanz, 1999: 283-284).

When we come to Swahili the language is the LOI and compulsory subject not only from grades one to seven but in teacher training colleges too. Since it is the language of the state and most of the community, particularly in and around urban areas, and through which children learn better from all pedagogical, psychological, and social aspects, using Swahili as an LOI is insisted and encouraged by most (Rubanza, 1999:285).

But language issue in education becomes a bit different in Tanzania when we come to the minority ethnic languages, which they call Ethnic Community Languages (ECLs). Concerning the ECLs the government is told to be silent as to their place in education. This is because of fear of being a threat to national unity if all or parts of the ECLs are used as LOIs. The reasons for the objections by the decision makers to use the ECLs as LOIs include high cost requirements for the production of teaching materials which Tanzania cannot afford; impossibility to use such a vast number of ECLs as LOIs; encourages tribalism; and both technological and scientific immaturity of the ECLs to be used as LOIs (Rubanza, 1999; 286-288).

However, research findings based on both scientific footing and community attitudes counteract the aforementioned problems. To begin with since Swahili is an MT for not more than 10% of the Tanzanian population (Rubagumya, 1999:127), the majority of the community prefers to use its MTs up to grades four (Swahili also be taught as a subject at this level). And the community deserves to be given the opportunity to decide on the use of the ECLs as an LOI. Secondly, the community also wants that the problems related to the number of ECLs should be left for the respective community because empirical and research evidences show the presence of some ECLs who do not want to make their MTs the LOIs. Thirdly, since the use of the ECLs

enables the community to develop feelings of intellectual and spiritual freedom dignifying itself as a recognized, meaningful and useful social entity, it not only encourages the preservation of cultural identity but also develops a sense of respect to each other and recognition of the equality of all human beings which by itself strengthens ethnic-integrity and national unity rather than tribalism. The fourth response that deals on the level of development of ECLs argues that since every language is dynamic in character the ECLs can be introduced to be LOIs in the initial years of education and then grow upwards phase-by-phase according to their dynamism and their development is undoubtedly inevitable so far as they are practiced (Rubanza, 1999:286-288).

Be it as it may, the education being provided by using Swahili itself as an LOI is entangled with technical and socio-political problems. The first one is the presence of abundant technical terms used inadequately and inappropriately in Kiswahili. This includes the use of various technical terms difficult to understand, the use of foreign concepts that differ from their previous use only in that they are written in Kiswahili, and imprecise or imperfect definition of concepts that distort the real meaning of the concepts and mislead pupils. Secondly, there are problems of pattern or arrangement and flow of topics and ideas in the preparation of textbooks. The third problem reveals the presence of both quantitative and qualitative shortage of textbooks and other reference readers prepared in Kiswahili. The fourth problem is that the introduction of Kiswahili did not fill the gap between the school curriculum and the day-to-day life of the community. That is, the use of Kiswahili as an LOI did not make science better correlated or more relevant to the lives of pupils as was expected while formulating the policy (Rubanza, 1999: 284-186 and Rubagumya, 1999, 127-130).

Fifth, although teacher trainings in colleges are expected to teach in Kiswahili, most of such teachers training colleges do not have reference materials written in Kiswahili. Moreover, the trainers themselves in such colleges are graduates of a university who are trained in English. The sixth problem lies up on the declaration of the new LOI before preparing the necessary human and material resources as well as structural condition. This includes the attitudinal changes of parents, pupils and teachers to recognize the objectives of the policy and the use of MTs in educational instruction. Attitudinal problem is crucial because even secondary school students who automatically admit that they better understand their teachers when the LOI is Kiswahili prefer English to be an LOI (Rubanza, 1999:284-286).

### 2.3.3. South Africa

South Africa has about 24 languages and various dialects. Nevertheless during a prolonged apartheid times the language policy in the South African education system was designed in a way to serve the interests of the minority whites. That is, its policy of LOIs favored the minority languages, Afrikaans\* and English, at the expense of the majority African languages (Wet and Niemann, 1999:87).

Since the colonization of the country in about 1652 the language policies pursued by the different colonial powers (Dutch, English and Afrikaans) were different. But all had one basic similarity; all followed a system by which the language policy they formulated can assure their respective dominances. That is why until 1976 Afrikaans and English were both compulsory subjects in all schools in South Africa and LOIs in the white schools (Wet and Niemann, 1999:93).

During the fore-mentioned time the use of indigenous African languages as an LOI was extended up to grade 8 in the Black schools. But the black pupils and their parents did not acknowledge this. This was because it was a discriminatory measure that was not to favor the blacks but systematically to confirm the racial segregation in the country. After all schools are under the general system of apartheid whereby they are divided into two, white schools and black schools. The indigenous South Africans have condemned the 8 years use of the MTs as LOIs as a tool of socio-economic oppression due to the fact that it creates inaccessibility to socio-economic, political, and academic benefits. Thus, they preferred English to their MTs to be used as an LOI. With the pretexts of grievances on failures and declines in the entire education standards in the black schools who use the local languages as LOIs Africans resisted this policy which they called "Bantu Education", in actual fact, not for its impoverished curricular and syllabic discrimination but rather for its language policy. Therefore, in 1976 a SOWETO\*\* student revolt broke out against the existing educational policy of apartheid and brought about a reduction of using the MTs as an LOI to grade 4 and then an immediate switch to an English medium (Wet and Niemann, 1999:93 and Heugh, 1999:159-160).

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\*Afrikaans is the modified form of Dutch language spoken in South Africa. Formerly it was also called Cape Dutch, South African Dutch or the Taal. It is a west Germanic language spoken in South Africa that has developed from the 17<sup>th</sup> century Netherlandic (Dutch) by the descendants of the Dutch, German, and French colonists who settled in southern Africa before the British occupation in 1806. Along with English, it has been one of the two official languages of the Republic of South Africa since 1925 (McHenry, Vol.i, 1993:136).

\*\*SOWETO is an urban complex set aside by the South African white government for residence by blacks. It adjoins Johannesburg on the southwest; its name being an acronym derived from South-Western Township. It is the country's largest black urban complex, and its population exceeds that of Johannesburg (McHenry, Vol.ii, 1993:58).

Then after, particularly in the early 1990s, the use of the local African languages as LOIs had been erroneously whittled away not to exceed grade three although even there are schools that switch to English earlier than this. This aggravated the educational catastrophe of the already declining educational standards of the Black education (Heugh, 1999:159).

But when the African National Congress (ANC) has replaced the former white-dominated government and attained power in South Africa in 1994 it has come up with a new proposal of language policy in education. The proposal has recognized the multilingual characteristics of South Africa and has given an official status for eleven of the twenty-four languages (Webb, 1999:65 and Wet and Nieman, 1999:93). Above all, this newly formulated policy is based on three basic principles: (1) citizens have the right of choosing the language they want to study and the language they want to use as an LOI; (2) citizens have the right to develop, in the language of their choice, the linguistic skills they need so that they can have a better opportunity of participating in all levels (national to local) of the country's affairs; and (3) local African languages previously excluded from public life and suffering from a disadvantage will be promoted and developed further to redress the previous problems (Desai, 1999:176-178).

Based on these basic principles the ANC policy document of education concerning language in education suggests that the language policy which each educational institution and school has to draw up should be in line with the following guidelines: (1) every South African child should learn and be proficient at least in two South African languages, be it by learning as a subject, as an LOI or both; (2) Schools are expected to provide at least one African official language, except Afrikaans, to their pupils during their compulsory education years; and (3) schools are also highly encouraged to offer a third language (that possibly includes South African languages other than the official ones) to their pupils (Desai, 1999:176-177).

Thus, the new proposal of the language policy of the ANC has two parts, the languages to provide as a subject, and as an LOI. According to the latter section what is stated in the policy is that official languages shall be LOIs in the public schools. While concerning the former section the following articles are included in the policy document: First, in grades 1 and 2 every pupil is subject to be offered one approved language, a language the validity of whose syllabus is approved by the MOE as a subject. In fact all the official languages are approved languages. But there can also be an approved language in the country (like that of a German), which is not declared to be an official language. Secondly, pupils will take as a subject both their language that is using as an LOI as well as at least one approved language additionally. Thirdly, in the allocation of time and resources all languages given as a subject will be treated equally. The

fourth one is concerned on the status given for the language subjects in determining the promotion and detention of pupils from class to class. That is (a) in addition to mathematics a pass in one language is the prerequisite to promote from grade to grade from grade 1 through grade 4; (b) one must pass in one language for promotion from grade 5 onwards; and (c) promotion in grades 10 up to 12 requires a pass in two languages one from the first language groups and the second one from the second language groups, at least one of which is required to be an official language (Desai, 1999:177-178).

Yet, the language policy of education in South Africa is still a frustrating rather than an encouraging one. This was confirmed by the research findings of 1997 and 1998 conducted to know the attitudes of the stakeholders towards the language policy of using the MTs as LOIs and its implementation. According to the findings of these researches, although the majority of the academics and educational staff have favored the development and use of the MTs as LOIs the majority of the pupils and their parents, i.e. most of the community, have preferred a foreign language, in this case English, to be an LOI. This discrepancy is obviously a discrepancy between those aware of the benefits of using MTs in education and those who based themselves on immediate socio-economic and political prestige. Like any other African countries, therefore, the attitudinal problems of the community are the major problems in the introduction of the MTs as LOIs in South Africa (Wet and Neimann, 1999:92-94).

In fact based on these research findings to tackle problems of implementation and community attitudes South Africa is by now trying to carry out: (1) the training of teachers with the necessary qualifications to teach both the local languages and English as well as to teach with these languages as LOIs; (2) comprehensive discussions with the community to change its attitudes; (3) different development and promotion measures of African languages that included the provision of different teaching materials; competition of children in things like poetry, acting play-writing, etc. in their MTs and financing those with a better performance; preparing different discussion forums in African languages on the critical issues and problems of the locality; insisting all pupils and non-African language speaking primary school teachers to learn African languages and the like; (4) intervening with a maximum possible effort and commitment of all the governmental, the non-governmental, the private, and any other organizations not only to win community support but also to effectively implement the indigenous African languages both to improve educational achievements and the over all socio-economic and political benefit and progress of the natives of South Africa (Wet and Niemann, 1999:94-95 and Desai, 1999:182-183).

## 2.4. Ethiopia's Experience on LOI

To understand the attitude of the majority of the community in Awi towards education through Awgni it is necessary to place it in a historical context. Thus, a brief look at of the history of the peopling of northwestern Ethiopia where the people of Awi is located seems very important before dealing on the experiences of language of education in Ethiopia, of which Awgni is part and parcel of it.

Thus, despite the fact that archaeological and anthropological evidences indicate Ethiopia to be the cradle of man, its history begins not much earlier than the 7th century B.C. This was the time when an influx of immigrants from south Arabia have started to cross the Red sea and settle in the northern highlands of Ethiopia. These Semitic Asian peoples seized a portion of a territory from the indigenous Cushitic people, Agaws, and mixed themselves with them and later formed the famous kingdom with its capital at Axum. The Agaws are a Cushitic people who were one of the original inhabitants of the entire northern half of Ethiopia. However, although the Agaws have once occupied most of the central and northern highlands of Ethiopia, their homogeneity did not remain much longer as a result of diffusion and displacement by a continuous influx of Semitic Arabians and Semiticized Agaws (Het zron, 1966:2; Lipsky, 1962:36-37; Murdock, 1959: 183; Bender, 1976: 7-8; and Fleming and Bencer, 1976: 40).

Due to such a continuous and long time semetization and displacement, by now the Agaws live in a scattered pockets in the country (the Kimant in the present North Gondar zone, the Himta in the present Wag Himra Zone and the Awi in the present Awi Zone) as well as outside the country (the Bilen or Bogos in Eritrea). Except Awgni, the language of the Awi, which is much less endangered of disappearance than the others, the rest of the Agaw languages found in Ethiopia are either continuously retracting or dieing out by absorption before Amharic and Tigrigna because of most of the Agaws are increasingly becoming the speakers of either Amharaic or Tigrigna. Both their languages and culture are getting eroded further and further through time so that they are highly acculturated to the dominant Semites and hence became the minority on a land which they enjoyed to be the majority (Tsehaye, 1977:46; Murdock, 1959: 181-182; Fleming and Bender, 1976: 41; Hetzron, 1966:2; Trimmingham, 1965: 6-7; and Lipsky, 1962: 42-43).

The Semitic immigrants, who gradually spread, intermarried and settled along with the native Agaws are said to have completely modified the cultural life of the Agaws. To begin with, since they had a technology of writing, arts and architecture the Semites have got an opportunity

of imposing their language and culture over the Agaws who did not possess a written language. In fact, in spite of lack of a reliable information on their cultural past, based on some unrefined indication Murdock (1959: 182) suggests that the Agaws were a "culturally most creative people on the entire continent" who were the substratum of both linguistic and cultural developments of the Semitic people but not people simply awaited for the coming of the fortunate Semites. One of the then dominant languages that the Semites spoke was the language of the Agazians, one tribe of the immigrants, known as Giiz (also sometimes called Ethiopic). This language became the language of the powerful kingdom, Aksum, a kingdom the Semites founded along with the native Cushitic people - mainly the Agaws (Tsehaye, 1977:20-23; Tadesse, 1988: 195-196; Leslau, 1958:119; Cohen, 1958: 101; Lipsky, 1962: 36-37; and Ullendorff, 1973:37).

Another major turning point in the process of acculturation and absorption of the Agaws in to the Semites has come due to the rise of Islam in the Arabian Peninsula by the 7th century A.D. The rise of Islam is said to have cut off the Axumite contact with the outside world through the Red sea. This in turn has resulted in the southward expansion of the Axumite kingdom and control of most of the highlands occupied by the Agaws. Thus, by either displacement or absorption the christianized Axumite conquerors gradually have assimilated the native Agaws in all linguistic, cultural and religious aspects (Tsehaye, 1977:22-23).

Therefore, historical evidences tell us that because of such a gradual expansion of the Axumites and their successors around the end of the 13<sup>th</sup> century the northern half of Ethiopia up to some parts of Shewa and Gojjam are, by and large, said to have been the speakers of Amharic. Amharic is another Semitic language that is slightly different from Giiz and has got a chance of development through the expansion of the Axumite kingdom to the south where it was situated. That is, when the power of Axum has started to decline due to the rise of Islam, Giiz also came to decline and cease in its service for oral communications except in liturgical and literary activities. This was because by this time most of the people in the kingdom and the court are found to be the speakers of Amharic. Particularly, as of 1270 A.D. the "restoration" of the so-called "Solomonic dynasty" gave Amharic an opportunity of being a language of literature in the court, i.e. it became "*lisana nigus*" or language of the king in addition to its service for mass oral communication. Thenceforth, Amharic grew rapidly, became an official court language of the country especially since the times of Emperor Tewodros II (1855-1868) and LOI in due course of time by absorbing all the Agaw languages found in front of it. This is in general the process in brief how the Agaw peoples like Awi are left dispersed as pocketed remnants of the once continuously spoken majority Agaw language and people (Ullendorff, 1973:119; Tesfaye, 1971:8-11; Ferguson,

1971:298; Cohen, 1958: 101; Lipsky, 1962: 43-44; Cooper, 1976: 295; Teshome, 1997:391-392; and Tesfaye, 1999:70-71).

According to Tesfaye (1971:24) "with the people in power speaking the language, there is no wonder that it was accorded great respect by the people who spoke other languages." Thus, ability to speak and hear a language of the court spoken by the king had been very important in the socio-economic history of the Ethiopians. This was because until recent times (the 20<sup>th</sup> century) judiciary and administrative structures were not systematically organized and structured where by personal cases were directly presented to the king and the presentation of personal cases to the king required people to know both speaking and understanding of the language of the king. Even the provincial governors and their subordinate chiefs were not only forced to use Amharic at least while communicating with the king but also were encouraging the development and expansion of Amharic by themselves. In general, Amharic that has been given a great impulse and encouragement by Emperor Tewoldros II for the sake of national unification has continued to gain a further strengthened support thenceforth (Tesfaye, 1971: 23-24).

Ultimately, Amharic grew a prestigious language to which everybody in the country showed a great demand of fluency. Mastery of Amharic brought prestige and better life opportunities in addition to being a symbol of civilization. Speaking minority languages, on the other hand, was considered to be inferior, useless, and backward by the minority language speakers themselves (i.e. including the Awi people) leave alone by the speakers of Amharic. Thus, gradually while minority languages are becoming despised and often attached with derogatory meanings and names and their speakers ridiculed, Amharic on the other hand is equally gaining high prestige and its speakers respected and dignified. As a result many people used to be ashamed to declare themselves in public or in private that they were members of a non-Amhara nationality group (such as Awi) or to speak in a language other than Amharic. Thus, particularly since the inception of the Empire State of Ethiopia by the forceful endeavors of the rulers and of course the citizens, including the different ethnic groups themselves, who sought better opportunity in life, corollary to decolonized Africa and European language cases, the domination of Amharic grew rapidly at the expense of the indigenous ethnic languages and thereby had been considered as the sole means of the integration and unity of the Empire of Ethiopia (Gfeller, 1999:20-28; Teshome, 1997:393-397; and Girma in Tesfaye, 1971:78).

Therefore, in the history of Ethiopia the first and foremost thing that comes to mind when the issues of language, ethnic identity, and vernacular education are raised is the fear of secessionism and disintegration of the country. That is, it was considered that the use of the

different local languages as LOIs and wider communication results in differences among the different ethnic groups and an ultimate disintegration of the nation. But this attempt was not found to be plausible because (a) the different ethnic groups found in the country could not be kept in a darkness any longer; (b) there was no proof that there was an absolutely integrated and harmonious condition among the different ethnic groups in those times; and (c) the use of one language did not necessarily serve as the prime means of national unity to which an example better than the current situation of Ethiopia cannot be presented ( Tesfaye, 1971:77-78).

#### **2.4.1. From Foundation to Revolution**

The provision of formal education in Ethiopia dates back to more than sixteen and half centuries. That is formal education has started in the country along with the introduction of Christianity into it in about 330.A.D. This is really unparalleled with any country in Africa. Although its initial motive was the preparation of the clergy and catechists for a far and wide expansion of Christianity in the Axumite kingdom, gradually church education has also become the source of civil servants in the different government apparatuses that included governors, administrators, judges, scribes, teachers, treasurers, etc (Ayalew, 2000:6 and Ma'aza, 1968:513-514). But, although its direct objective was the production of people serving the church as *deacons*, priest and *daburas*, the contribution of the education under the auspices of the Ethiopian Orthodox Church has provided undeniable services in the preservation and maintenance of the country's cultural values and heritages to such a very long period of time. Quranic education too contributed much in this respect. Moreover, Although Ethiopia is a highly multilingual country like many other African countries, the presence of its own written official language since ages old puts it in a better position as regards the issue of LOI (McNab, 1988:723; Ferguson, 1971:295; Dereje, in Amharic 1991: 9; Andersson, 1967:7:1; Ma'aza, 1968:513; and Tsehaye, 1977: 71-72).

What this topic in particular refers by the concept foundation is, however, the time of the advent of modern Education to Ethiopia. This was 1908 when Menilek II School was opened in Addis Ababa and it was a significant step in the development of education in Ethiopia. Revolution on the other hand refers to the 1974 Revolution that toppled the Imperial government of Haile Sellasie I and brought the *derg* to power (Ayalew, 2000:8 and McNab, 1989: 43 &77).

By the time modern education was founded there was no any educational language policy. At the beginning, although some missionaries used some local languages as LOIs, French was an LOI for the non-language subjects in the public schools. French was selected because it was the

most widely used international language in the country by that time. Indeed, Amharic and Giiz as well as different international languages such as English were given as subjects. During the Italian occupation period (1936-1941), however, Amharic, Tigrigna, Oromigna, Harari, Arabic and Somali were used as LOI (Italian being the principal LOI) in their respective administrative regions established by the Italian colonialists by the edict of 1936. Although its foundational aim was implementing its divide and rule colonial philosophy than the development of local languages, this was the first time when indigenous languages were introduced to be the LOIs in the history of Ethiopian education (Dereje, in Amharic 1991:9-10; McNab, 1989:78; and Tsehaye, 1977: 72-74).

Nevertheless, the colonial language policy had hardly influenced the development of an MT as an LOI in Ethiopia. This was because, from the very beginning, the interest of the Italians was not really the development of the indigenous languages to be LOIs except an intention against the prevalence of a national language of Ethiopia, which could be a threat against their rule. Except the disruption of the already existing public and missionary schools, therefore, the Italians prepared neither teaching materials nor teachers in the vernacular languages which they wanted to introduce as LOIs. Their language policy, in general, ended to be strengthening their colonial holding by dividing the natives through language, religion, ethnic identity, etc. aspects to combat nationalist sentiments and movements which Tekeste in McNab has stated as "pacification through apartheid" (McNab, 1989:78-79 and Tsehaye, 1977:74).

As a consequence of the Second World War, however, Italy lost Ethiopia. When the fascist Italians were expelled from Ethiopia by 1941, therefore, two basic changes were carried out in an LOI in Ethiopia. The first was the replacement of Italian by English as an LOI in all government schools. Secondly, immediately after the liberation Amharic was made an LOI for grades 1 and 2 as a result of which Amharic has resumed its former position. Later, in 1958/59, Amharic, which was declared to be the official language of the country in 1955 (Cooper 1976:188-189), was made an LOI in the entire primary education (grade 1-6) that was put in to practice as of 1963. English on the other hand remained to be an LOI starting from grade seven. This has continued until the formulation of the 1994 NETP (McNab, 1989:79)

In addition to the public sector the renaissance of missionaries were also subjected to make their own endeavors in the development of Amharic both as a national language and as an LOI. All the directives and declarations of the time not only declare issues concerned on the expansion of Amharic as a national language but also force the missionaries, too, to practice it in their school (Dereje, in Amharic 1991:11). Article 13 of the 1944 educational declaration for instance

states that "the general LOI throughout Ethiopia shall be the Amharic language which all missionaries will be expected to learn" (quoted in McNab, 1988:118).

However, in spite of its reluctance to show in practice the Imperial government has tried to acknowledge the use of vernacular languages in the mission schools. Accordingly among other statements concerning educational language policy there was a section that is stated as "Amharic is the official language and an attempt will be made to build up in it a large literature. It is to be taught in all schools, English being the principal foreign languages. In Muslim areas Arabic will be taught and other Ethiopian languages will be used in the initial stage of education" (Perham quoted in Tsehaye, 1977:76). But although this was an important step of the Imperial government in the implementation of indigenous languages for instructional media, research evidences tell us that neither Arabic nor other languages were taught in any government schools with the exception of few Muslim schools in Addis Ababa. Therefore, from the practical point of view it can be said that there has never been that much effort to introduce the local languages to a status of an LOI (McNab, 1989:81).

Beyond the reluctance to put in practice the use of local languages as LOIs the Imperial government also showed a deliberate denial of the introduction of the local languages as LOIs. Articles 14 of *Nagarit Gazetta* published in 1944 justify this fact as:

In Open Areas\* Missionaries may use orally local languages in the early stage of missionary work until such time as pupils and missionaries in Open Areas shall have a working knowledge of the Amharic languages. The local languages may be used in the course of ordinary contacts with the local population (quoted in McNab, 1988:718).

The determination of the Imperial government both to promote and use Amharic as a tool of national unity at the expense of the local languages can also be seen from the 1972 attempt. This was the time when the National Academy of the Amharic Language was established. Although its operation has faced an obstacle for implementation by the 1974 Revolution, the main objectives of the academy were enhancing the development of the Amharic language and literature with the Amharic language (McNab, 1989:81). In general, prior to the Revolution, although the Imperial government officially recognized the presence and the problems of the non-Amharic-speaking pupils in government schools, its sole motive has remained to be the teaching and promotion of Amharic irrespective of the background of the children at schools (Tsehaye, 1977:79).

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\* *Open Areas* were areas outside the field of influence of the Ethiopian Orthodox Church and therefore open to missionaries (McNab, 1989:80).

## 2.4.2 The Period of Socialism

When the military government (also known by the name *derg*) took power in 1974, it took major steps not only in the expansion of education but also in the role of local languages in education. To begin with, the *derg* has amended that the already established language academy should be aimed at fostering the progress of the different vernacular languages in to LOIs as soon as possible. To this end as cited by the MOE (in Ayalew, 2000:75) it is stated "Amharic shall be an LOI until such time that there are teachers and text books in other languages." The implementation of the literacy campaign in 15 nationality languages is another determination of the *derg* for the implementation of the vernacular languages as LOIs. Moreover, during this time a policy decision was taken to use *Giiz* to transcribe the nationality languages. This was, therefore, the first time in the history of vernacular languages in Ethiopia when almost all the few selected nationality languages, except Amharic and Tigrigna, were reduced to a written form and became a bedrock in the development of nationality languages in Ethiopia.

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

This, however, indicates that during the *derg* times there were separate language policies for the formal and non-formal programs of education. That is, on the one hand the policy states that the formal education will be given through the medium of the national language (Amharic) in the entire primary, excluding the MTs, and through the medium of English in the entire secondary. On the other hand the policy made the non-formal education to be provided through the medium of the 15 nationality languages (that almost covers 90% of the entire population) where by adults and others participating in the non-formal program education are expected to be literate in their respective vernaculars. In the urban areas, in fact, the non-formal education itself was provided through a medium of Amharic (McNab, 1989:87-89 and 1988:721).

Moreover, this had a deleterious consequence on the further development of the education of many citizens in the country. To begin with, the unnecessary isolation of the two programs blocked the transfer from the non-formal to the formal for those who are in need of it and want to

benefit from by perusing education further. Therefore, it was only those attended the non-formal program in the national language (Amharic) who could have pursued their education in the formal program. This is still nothing except being an indirect effort of promoting Amharic from which one can infer that the importance of Amharic not only as a national language but also as an LOI is maintained by the *dergue* regime too (McNab, 1989:89).

In general, the *dergue* philosophy of *Ethiopia Tikdem* (Ethiopia first) by itself is enough to indicate its determination for national unity through the promotion of the Amharic language. Its anthem *Ethiopia Tikdem* undoubtedly tells us that the provision of a priority for national unity with out any consideration to regional, cultural, linguistic or ethnic variations, rights and identity (Tsehaye 1977:83). After all the *dergue* government has used to treat “Amharic language and culture as being synonymous with Ethiopian language and culture” (McNab, 1989:87). This has also nothing to tell except the promotion of Amharic to be the sole indigenous language in the country. Therefore, despite the fact that the *dergue* government was aware of the use of the vernaculars in the early primary education and the problem related with it in the country, the regime never took any practical action to introduce the use of an MT as an LOI in the formal education system except the formulation of important concept and ideas concerning the promotion and use of MTs on its policy document: and different directives (Dereje, in Amharic 1991:14-15 and McNab, 1989:87-89 and 1988: 720-723).

### 2.4.3 The Current Situation

The major turning point that seems to have responded an ages old challenge and question of an LOI in Ethiopia came soon after the fall of the military government in 1991. By officially declaring through a constitution (FDRE, 1994:22-23) that nationalities have the right of self-determination up to secession the current regime seems a government that made a break through of the idea of the national unity through a national language. To begin with, by the “Conference of Peace and Democracy” held in Addis Ababa in July 1991 the “EPRDF” had recognized the nationality rights to “(---)develop their history and culture as well as to use and nurture their languages” (Ayalew, 2000:75). Then based on this the “Council of Representatives” in 1992 has issued the following policy guide lines on the way of implementing nationality languages as LOIs: (1) in places where Amharic is the MT of the community it will continue to be an LOI; (2) as of the 1991/92 Academic year the languages of Oromo, Sidama, Wolayta and Tigray would be used as LOIs. But the provision of education through other nationality languages as LOIs will not be held until study results indicate it to do so. And hence in such areas educational media will

continue as in the past; and (3) English will be taught as a subject as of grade 1 and for junior and secondary schools it continue to be an LOI (Gfeller, 1999:3-5).

In principle the development, preparation as well as implementation of a curriculum and curricular materials requires a time of thorough study, piloting, evaluation and other related prerequisites. In other words its implementation should be carried out phase by phase so that there would be time for the investigation of constraints faced. Accordingly, therefore, the speed of the implementation of the MTs as LOIs should not necessarily be influenced by the pressure of the population (that usually does not happen in reality, indeed) unless and other wise it is backed by the necessary preparation (Ayalew, 2000: 75-76 and ICDR, in Amharic 1994:114-128).

Be it as it may, however, while various languages are already being introduced as LOIs the NETP, rationalizing the pedagogical advantages of the already implemented policy states at the beginning that “cognizant of the pedagogical advantage of the child learning in (an) MT and the right of nationalities to promote the use of their languages primary education will be given in nationality languages” (TGE, 1994:23).

The policy document has about eight sub- articles concerning languages and LOI. Among these the two other sub- articles, in addition to the fore- mentioned one, are very relevant for the implementation of an LOI in the primary schools. One of them, article 3.5.2, states that nationalities are subjected to check weather they have made necessary preparations in manpower, material and financial requirements as well as the interests of the community before they introduce their languages to be used as LOIs. In addition, this article has left the option of selecting an LOI for the nationalities themselves according to which nationalities can use either their own languages or any other language widely spoken in the country. In other words the community document underlines that nationalities have the right to use their MTs for educational instruction but are not compelled to do so far as they are incapable and unwilling to use it (TGE, 1994:23 and GFDRE, 1994 in Amharic: 64).

The second and another most important sub-article is article 3.5.3 which states that “the language of teacher training for kindergarten and primary education will be the nationality language used in the area” (TGE, 1994:23). According to this sub-article teachers recruited and selected to teach in their MTs after their training should be trained through a medium of a language they are expected to teach after deployment. And this is one of the basic requirements in the implementation of local languages as LOIs in the entire primary schooling in Ethiopia.

## The Status of Awgni as an LOI in Brief

Awgni has been reduced in to a written form in December 1995 (Teferi, 1988 in Amharic: 4-6). Until this time, therefore, it can be understood that Awgni has never possessed its own writing system. Even after it has been reduced in to a written form, except those of the instructional materials of primary education translated directly from the Amharic texts, there has hardly been available much reference materials and literature inputs in the language to support the education provided through Awgni medium. Moreover, since a standardized dialect, an appropriate grammar and syntactic structure as well as adequate and appropriate technical terms are not readily available in this language (even until the present time) the materials translated and prepared for the teaching-learning activity by themselves lack the necessary quality and appropriacy (Bantihun, 1994 in Amharic: 169-184).

It was under such a condition that Awgni has been introduced to be an LOI in the primary schools of Awi .In the 1996/97 academic year it was tried out in five primary schools at grade one. By the next academic year it has been fully implemented in all primary schools of the zone where Awgni is predominantly spoken (Bantihun, 19 94 in Amharic 3). By now out of the 164 primary schools in the zone 77 of them provide education through Awgni medium, the rest using Amharic as an LOI.

In addition to problems of lack of full-fledged preparations in the language and lack of trained manpower while introducing Awgni as an LOI the problem of lack of a sufficient supply and /or distribution problems of textbooks prepared at this status of the language is worth mentioning. A good example for this is the one that whereby pupils who are by now attending their education in grades seven and eight are left to complete their entire primary education life with no text books at all. Even by now school reports of Awgni medium indicate that the problem in the provision of textbooks is reflected not only with a high pupil-textbook ratio but also with a complete absence of textbooks which in turn generates hatred of using Awgni as an LOI among pupils, parents as well as teachers and other community members (Education Desk, 1996 in Amharic: 9-14 and Bantihun, 1994 in Amharic: 166-184). Above all the lack of support of the program by radio transmission programs and other audiovisual inputs has resulted in pupils to blame that using Awgni as an LOI is an inferior approach to using that of Amharic when they compare it with their partners who are attending their education in Amharic medium (ICDR, in Amharic 1994: 127; Bantihun, 1994 in Amharic 166-184; and Desalew, 2002: 91-93).

Indeed not only aware of such problems but challenged with them too, after the implementation of the program has reached grades four, the ANRS has established an institution named *All-round Training and Research Institute* in the zone by the end of the year 1999. The institute was expected to serve as a language academy with a mission of preparing both curricular and non-curricular materials, training and preparation of teachers, empowerment of the language so as to enable it to be an appropriate and capable LOI and literature, and in general to coordinate and take the responsibility of leading the entire education provided through Awgni medium in the zone (Education Bureau, in Amharic 1992: 18-20).

The decision to make Awgni the medium of education was conducted by the Nationality Council of the zonal administration. But while declaring Awgni to be an LOI in places where Awgni is an MT in Awi Administrative Zone the council did not limit the level up to which grade Awgni is going to be introduced as an LOI. But by the year 2002 the zonal education department has carried out a research to assess the condition of the education provided through the Awgni medium. This research has revealed that the education provided through Awgni medium is suffering from problems of properly trained and standardized teachers, a very low quality and quantity of teaching materials (both curricular and non-curricular), lack of interest to the program by most of the pupils, parents as well as teachers themselves, absence of the necessary educational inputs such as the radio transmission back up of the program, e t c (Bantihun, in Amharic 1994; 166-172). These problems are also shared by the later research findings carried out by ICDR (1994 in Amharic: 118-123) as well as Desalew (2002; 91-93).

In addition, in the eyes of all the pupils, parents, teachers and the administrators from the zonal to kebele level English is preferred and recommended to be an LOI at least in grades seven and eight. Their justifications to the recommendation included; (1) pupils can have a better opportunity to exercise English, a language used as an LOI in both secondary and tertiary education in the country, for a betterment and success in their future school life; (2) in spite of an increasing weight in the content of the subjects provided as we go up in the ladder of primary education there is a problem of properly trained teachers fulfilling the standard of the second cycle (grades 5-8) primary education and an inadequacy and inappropriety of technical terms in this newly introduced LOI to cope up that of Amharic or English as LOIs; and (3) switching off the medium to Amharic in grades seven and eight would end up futile by making pupils vulnerable to be busy on studying only languages instead of the necessary contents of the subject matters because these pupils are also inevitably to switch off their LOI to English as of grade

nine (Bantihun, 1994 in Amharic: 172-184). Therefore, based on these research findings the Awi Nationality Council (ANC) has called a symposium to discuss up on this research paper by the year 2002. Then the council has decided the function of Awgni as an LOI to be limited up to grade six and English to be an LOI in grades seven and eight for those pupils in the zone who attended their prior primary education in Awgni medium (ANC, 1994 in Amharic: 1-5).

Nevertheless, although the zone has immediately implemented the decision of the Council, the regional education bureau did not only reject the decision of the ANC but also further insisted not to implement English as an LOI in grades seven and eight in Awi. The bureau justifies that the use of an MT as an LOI should be implemented not only because of the NETP but also because the use of an MT as an LOI in education is targeted to meet the goals and vision of the rural development strategies of the region and the country at large (appendix H). Thus, after a long debate and exchange of letters between the zone and the region (appendixes H-K) the same council has met in July 2003 and decided to switch off the LOI back to Awgni in grades seven and eight as of the 2005/2006 academic year (ANC, 1995 in Amharic: 2).

## CHAPTER III

### ANALYSIS AND INTERPRETATION OF DATA

This chapter is the heart of the entire research work in which the data collected on the basis of the basic questions are presented, analyzed, and interpreted by using tables and textual discussions. As such it forms the fundamental ground to conclusions and recommendations of the study. Accordingly, the data gathered and analyzed in this chapter included the following major issues: (1) the necessary profiles of all the stakeholders (or respondents) used as the subjects of study as well as the resources available and used for the teaching learning activity; (2) the qualitative and quantitative extent of teachers and supervisory expertise including their interests, determinations and competences in the implementation of Awgni as an LOI in the schools; (3) the awareness level of the community (represented by respondents categorized into different groups) to the language policy in education and to the implementation of Awgni as an LOI; and (4) the attitudes and preferences of the aforementioned community categories to the educational language policy and the medium of instruction which is on the process of implementation in the study area.

The data are collected by using the already prepared instruments and their results are presented and discussed in four main parts. Part one deals with the general background of the respondents; part two focuses on the awareness of the community to the language policy of education and to the benefits of using an MT (in this case Awgni) as an LOI; part three presents the attitude and preference of the community to an LOI in the primary schools; and the final part discusses about the practices and supplies for the promotion and fruitfulness of implementing Awgni as a medium of education. In addition the interrelationships of the attitudes, awareness and practices and supplies are also briefly discussed whenever necessary. That is the impact of awareness (the independent variable) on attitude and the practices and supplies (the dependent variables) is treated as far as possible. Similarly, since attitude also acts as an independent variable in some occasions when it is related with practices and supplies, this side of the interrelationship is also treated as per the specific case demands.

#### 3.1 Background of the Respondents

The following three tables (tables 1: a, b, and c) portray an overview of the general background of the respondents. They give clear characteristic features of all the respondents

involved in the study for a better and easier understanding of the general picture of the respondents. And for better judgments their general characteristics are treated separately from their language experiences, practices, skills and preferences, which are features more direct and specific to the topic under study.

Table 1a below reveals the general characteristics of the respondents. It is cross classified by sex, age, MT, second language, educational qualification, occupation and teaching experience of the respondents. Accordingly, the table depicts that out of the total of the 298 respondents who were presented with questionnaires only 21.5% are females. This is not in fact, surprising because there are no females with the status of an administrator and heads or expert of the education offices of both woreda and zonal level in the entire zone, organizations often expected to be the forefront advocates of the motivation and empowerment of females. Of course the root of this problem might probably be either a problem of scarcity of well qualified females or a problem of the recruitment criteria of personnel that inhibited the available females from joining the offices and the administrative ranks that in fact calls for a further investigation.

With respect to age except the pupils who constitute 26.8% of the total respondents most (55.7%) of the respondents are between the ages 31 and 60. Only 16.4% of the respondents are between the ages of 21 and 30. As regards the language of the respondents, too, Awgni is an MT for at least 79.9% of the total respondents, which makes the majority of the respondents correspond with the local community in terms of language. Among the entire respondents a high proportion of Amharic MT is observed from the respondents of the education offices and the administrative bodies that respectively accounted for 50% and 34.6%. Out of the total 19.8% respondents whose MT is recorded to be Amharic, Awgni is a second language for all of them except for those of the heads and the experts of the education offices as well as zonal and woreda administrative bodies mentioned above (the 50% and 34.6% respectively).

Regarding their educational qualification, occupation and teaching experiences the respondents do not have that much defect that can make their responses incomplete and irrelevant. In fact, since the education provided in Awgni medium in the area under study is mostly implemented in the rural areas, most parents are literate in their educational qualification and farmers in their occupation because not less than 85% of Ethiopia's population is obviously a rural population dependent on farming economy. Indeed even under such an environment, fortunately it is the minority (48.6%) of the parent respondents who are found to be totally illiterate in the case of the samples derived for this study. Thus, as a whole the table portrays that

out of the total 298 respondents only 11.4% of them are completely illiterate, the rest 88.6% being literates out of whom 48% of them are more than twelfth grade completes.

**Table 1: General Backgrounds of the Respondents**

**a) Characteristics of the respondents**

Response Categories		Respondent categories											
		Parents (N=70)		Pupils (N=80)		Teachers of the Awgni medium (N= 66)		Teachers of the Amharic medium (N=34)		Heads and experts of education offices (N=22)		Administrative bodies (N=26)	
		#	%	#	%	#	%	#	%	#	%	#	%
Sex	M	58	82.9	50	62.5	49	74.2	29	85.3	22	100	26	100
	F	12	17.1	30	37.5	17	25.8	5	14.7	-	-	-	-
Age	11-20	-	-	80	100	-	-	-	-	-	-	-	-
	21-30	6	8.6	-	-	29	43.9	7	20.6	3	13.6	4	15.4
	31-40	29	41.4	-	-	34	51.5	18	52.9	7	31.8	22	84.6
	41-50	19	27.1	-	-	3	4.6	9	26.5	12	54.6	-	-
	51-60	13	18.6	-	-	-	-	-	-	-	-	-	-
	> 60	3	4.3	-	-	-	-	-	-	-	-	-	-
MT	Awgni	64	91.4	78	97.5	43	65.2	25	73.5	11	50.0	17	65.4
	Amharic	6	8.6	2	2.5	23	34.8	8	23.5	11	50.0	9	34.6
	Other	-	-	-	-	-	-	1	3.0	-	-	-	-
Second language	Awgni	6	8.6	2	2.5	23	34.8	8	23.5	-	-	-	-
	Amharic	-	-	78	97.5	43	65.2	26	76.5	11	50.0	17	65.4
	English	-	-	-	-	-	-	-	-	-	-	-	-
Educational qualification	Illiterate	34	48.6	-	-	-	-	-	-	-	-	-	-
	1-4	20	28.6	-	-	-	-	-	-	-	-	-	-
	5-8	9	12.8	80	100	-	-	-	-	-	-	-	-
	9-12	6	8.6	-	-	2	3.0	-	-	-	-	6	23.1
	12+TTI	1	1.4	-	-	58	87.9	25	73.5	1	4.5	3	11.5
	12+2/3	-	-	-	-	6	9.1	9	26.5	8	36.4	9	34.6
	≥ 12+4	-	-	-	-	-	-	-	-	13	59.1	8	30.8
Occupation	Farming	66	92.3	78	97.5	-	-	-	-	-	-	-	-
	Public employee	4	5.7	-	-	66	100	34	100	22	100	26	100
	Other	-	-	2	2.5	-	-	-	-	-	-	-	-
Experience in teaching	0	-	-	-	-	-	-	-	-	-	-	17	65.4
	1-5	-	-	-	-	22	33.4	3	8.8	3	13.6	1	3.9
	6-10	1	1.4	-	-	16	24.2	3	8.8	6	27.3	2	7.7
	≥ 10	-	-	-	-	28	42.4	28	82.4	13	59.1	6	23.1

The table also depicts that among the 51% respondents who replied as being public employees, besides the teachers and the heads and the experts of the education offices, 34.7% of the respondents of the administrative bodies had experiences in teaching. This makes the responses more and better relevant than the other way round because the more one is nearer or accessible to a teaching learning activity the better the opportunity to sense problems in schools. In sum among the public employee respondents except the 11.5% (all of them respondents of the administrative bodies) of the respondents the rest have the necessary experiences in teaching, 68.9% of who have more than six years of teaching experiences.

In general, when we evaluate the respondents in terms of their age, educational qualification, and experience in teaching the majority of them are matured enough to provide rationale and reasonable reactions than a torn up ones as far as possible. The selection of the pupil respondents only from grades seven and eight instead of the entire primary is preferred to reduce the immaturity of the responses to be gathered. As a whole, in respect to the variables analyzed in the table no defects are observed from all the stakeholders in possessing all-round information.

In addition, table 1b below analyses language experiences of the respondents. Primarily the table reveals that Awgni is often used at home in the 87.1% of the parent respondents and 91.2% of the pupil respondents. However, in the homes of most of the respondents of the heads and the experts of the education offices as well as the administrative bodies Amharic is often used for their day-to-day interactions and life activities. Similarly except among the parent and pupil respondents the language that is highly articulated currently by the rest of the respondents is either only Amharic or at most Amharic and Awgni. What is surprising in this respect is that except those of the children of the local community the MT of the children of the rest of the respondent categories whose MT is Awgni is found to be Amharic.

Nevertheless when we see the linguistic backgrounds of the respondents, it can be seen from the table that almost all of them grew in an area where Awgni (or mostly Awgni in addition to rarely spoken Amharic) is widely spoken and used for a day-to-day activity of the dwellers. The MT of the parents of the respondents can further prove this because the MT of most of the parents of the respondents (including those who currently better speak Amharic) is depicted to be Awgni by the table mentioned on page 73.

## b) Language experiences of the respondents

No	Language	Response categories																																				
		Parents (N=70)						Pupils (N = 80)						Teachers teaching in Awgni medium ( N = 66)						Teachers teaching in Amharic medium ( N = 34)						Heads and experts of woreda education offices ( N = 22 )						Administrative bodies (N = 26)						
		Awgni		Amharic		Both		Awgni		Amharic		Both		Awgni		Amharic		Both		Awgni		Amharic		Both		Awgni		Amharic		Both								
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%							
1	Often used at home	61	87.1	6	8.6	3	4.3	73	91.2	5	6.3	2	2.5	19	28.8	44	66.7	3	4.5	3	8.8	30	88.2	1	3	-	-	21	95.5	1	3.8	24	92.4	1	3.8			
2	You highly articulate now	64	91.4	-	-	6	8.6	75	93.7	5	6.3	-	-	24	36.4	33	50	9	13.6	12	35.3	16	47.1	6	17.6	2	9.1	14	63.6	6	27.3	3	11.5	19	73.1	4	15.4	
3	Widely spoken in your homeland while you are a child	61	87.1	8	11.5	1	1.4	80	100	-	-	-	-	40	60.6	23	34.9	3	4.5	29	85.3	4	11.8	1	2.9	12	54.5	9	41.0	1	4.5	17	65.4	8	30.8	1	3.8	
4	MIT of your	Father	65	92.9	5	7.1	-	-	-	-	-	-	-	-	50	75.8	13	19.7	3	4.5	22	64.7	11	32.4	1	2.9	17	72.3	5	22.7	-	-	20	76.9	6	23.1	-	-
		Mother	61	87.1	9	12.9	-	-	-	-	-	-	-	-	46	69.7	16	24.2	4	6.1	25	73.5	6	17.7	3	8.8	15	68.2	7	31.8	-	-	19	73.1	7	26.9	-	-
		Wife or husband	60	85.7	9	12.9	1	1.4	-	-	-	-	-	-	24	52.2	22	47.8	-	-	11	45.8	13	54.2	-	-	2	10.5	13	68.4	4	21.1	9	34.6	15	57.7	2	7.7
		Children	62	88.6	8	11.4	-	-	-	-	-	-	-	-	5	11.6	35	81.4	3	7.0	1	4.0	24	96.0	-	-	-	-	22	100	-	-	1	3.8	20	76.9	5	19.2
5	LOI in your 1-8 school life	Teachers of the Awgni medium ( N = 66)						Teachers of the Amharic medium ( N = 34)						Heads and experts of education offices (N= 22)						Administrative bodies ( N = 26)																		
		Amharic		English		Both		Amharic		English		Both		Amharic		English		Both		Amharic		English		Both		Amharic		English		Both								
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%							
6	LOI in your TTI/ college life	-	-	-	-	66	100	-	-	-	-	34	100	-	-	-	-	22	100	-	-	-	-	4	15.4	22	84.6	-	-	-	-	26	100	-	-			
		57	86.4	-	-	9	13.6	-	-	9	26.5	25	73.5	11	50.0	11	50.0	-	-	4	15.4	22	84.6	-	-	-	-	-	-	-	-	-	-	-	-			

This table also shows that the MT of most of the children of the respondents of teachers, heads and experts of education offices as well as the administrative bodies is overwhelmingly Amharic. Here it should also be noted that this does not mean that the MT of the rest few proportion of the children is Awgni because among the rest of the children of the aforementioned parents the MT of many is not only Awgni but both Awgni and Amharic as well. This skewness of the MT of most of the children to Amharic might on the one hand be due to the fact that many of their parents have intermarried with those capable of Amharic speaking wives/ husbands. On the other hand practical trends of the society also show that most parents regard knowledge of a high status language like Amharic as crucial to their children for achieving access to higher education, employment opportunity, general socio-economic advancement and other related aspirations as a result of which parents encourage their children to master Amharic, and of course English. And this indirectly reflects as how fast the Amhrization process is expanding in the area under study.

In fact, as table 1b shows the educational language policies of the previous governments might have also played a great role in the process of the expansion of Amharic at the expense of Awgni. This can obviously be depicted from the table that no one of the respondents (among the teachers, heads and experts of the education offices and administrators) have experienced any LOI in their school lives except Amharic and/or English. The experiences of the parents from the language problems of their school lives might therefore have forced them to influence their children not to have an MT other than Amharic or English because as mentioned earlier parents apparently wish the best for their children. This, however, can lead us to doubt on the presence of the interest, devotion, and determination among the aforementioned respondents (executors) themselves and acceptability by the beneficiary community. And this is one of the central areas that this study gives due attention.

The importance of table 1c on page 75 is to see both the extent of the language skills (with a special emphasis to the skills of Awgni) of the respondents mentioned and their preferences of three priority languages that they eagerly want to know. Accordingly, the table shows that among the respondents of the administrative bodies and the heads and the experts of the education offices a significant proportion of them have a low level or none at all of proficiency in Awgni skills. Similarly some teachers also lack the necessary Awgni skills. As per the language preferences of the respondents that they eagerly want to know a large majority of the respondents in each respondent category listed languages different from their MTs first. From these two items one can easily understand that these respondents lack not only the

proficiency and the necessary skills of Awni (here teachers excluded) but also in priority prefer to know non-Awni languages in their lives, a condition that strengthens the doubt whether they have an interest, devotion and determination towards the implementation of the program.

c) Language skills and interests for language of the respondent

Items	Respondent Category	Response Category	Language Category													
			Awni								Amharic		English		Other	
			High		Medium		Low		None		#	%	#	%	#	%
			#	%	#	%	#	%	#	%						
1. Language Skills	Teachers of the Awni medium (N=66)	Understanding	59	89.4	7	10.6	-	-	-	-	66	100	66	100	2	3.0
		Speaking	52	89.8	13	19.7	1	1.5	-	-	66	100	58	87.9	2	3.0
		Writing	44	66.7	14	21.2	8	12.1	-	-	66	100	64	97.0	-	-
		Reading	42	63.6	17	25.8	7	10.6	-	-	66	100	64	97.0	-	-
	Teachers of the Amharic medium (N=34)	Understanding	30	88.2	3	8.8	1	3.0	-	-	34	100	34	100	-	-
		Speaking	25	73.5	8	23.5	1	-	-	-	34	100	31	97.1	1	2.9
		Writing	15	44.1	11	32.4	4	11.8	4	11.8	34	100	31	91.2	-	-
		Reading	14	41.2	12	35.3	4	11.8	4	11.8	34	100	33	97.1	-	-
	Heads and experts of education offices (N=22)	Understanding	14	63.6	1	4.6	-	-	7	31.8	22	100	22	100	2	9.1
		Speaking	12	54.6	3	13.6	-	-	7	31.8	22	100	22	100	2	9.1
		Writing	11	50.0	3	13.6	-	-	8	36.4	22	100	22	100	-	-
		Reading	11	50	3	3.6	-	-	8	36.4	22	100	22	100	-	-
	Administrative bodies (N=26)	Understanding	18	69.2	1	3.9	5	19	2	7.7	26	100	26	100	-	-
		Speaking	15	57.7	3	11.5	2	7.7	6	27.1	26	100	26	100	-	-
		Writing	3	11.5	12	46.2	3	11.5	8	30.8	26	100	26	100	-	-
		Reading	4	15.4	13	50	1	3.8	8	30.8	26	100	26	100	-	-
2. Language you are eager to know and improve further	Teachers of the Awni medium (N=66)	First choice	Awni		Amharic		Tigrigna		Oromipha		English		French		Others	
			#	%	#	%	#	%	#	%	#	%	#	%		
			-	-	-	-	13	19.7	-	-	21	31.8	5	7.6	1	1.5
		Second choice	1	1.5	3	4.5	4	6.1	9	13.6	1	1.5	9	13.6	4	6.1
	Third choice	1	1.5	-	-	4	6.1	2	3.0	2	3.0	2	3.0	8	12.1	
	Teachers of the Amharic medium (N=34)	First choice	-	-	-	-	9	13.6	5	7.6	8	12.1	3	4.5	1	1.5
		Second choice	2	3.0	1	1.5	5	7.6	7	10.6	1	1.5	2	3.0	2	3.0
		Third choice	1	1.5	-	-	3	4.5	1	1.5	-	-	2	3.0	2	3.0
	Heads and experts of education offices (N=22)	First choice	2	3.0	-	-	1	1.5	8	12.1	-	-	5	7.6	1	1.5
		Second choice	1	1.5	1	1.5	4	6.1	1	1.5	1	1.5	3	4.5	4	6.1
		Third choice	-	-	-	-	1	1.5	2	3.0	1	1.5	-	-	5	7.6
	Administrative bodies (N=26)	First choice	-	-	-	-	14	21.4	1	1.5	6	9.1	1	1.5	-	-
		Second choice	-	-	-	-	1	1.5	14	21.4	-	-	1	1.5	-	-
		Third choice	4	6.1	-	-	1	1.5	-	-	1	1.5	3	4.5	2	3.0

### **3.2. Community Awareness to the Language Policy and to the Use of Awgni as an LOI**

This part of the discussion examines the extent of the awareness of the whole category of respondents towards the implementation of Awgni as a medium of education and the language policy in education at large. To begin with according to the responses gathered during the discussions with the focused groups and the reactions to items 2 and 3 of table 2 below the majority (81.4% and 71.4% respectively) of the parent respondents feel that Amharic is not only a language greater than Awgni but also a man that can speak Amharic is more conscious and matured than a man that speaks only Awgni. Moreover, particularly during the discussions with the focused group the parent respondents disclosed that they believe an individual who cannot understand and speak Amharic is not that much different from a deaf one irrespective of his/her literacy in Awgni language. They also believe that since the working language of all the governmental and non governmental institutions is Amharic in the entire zone a literate person who lacks to communicate and correspond with the public institutions can hardly be thought as a literate no matter his competence in Awgni literacy. According to them, an illiterate person who can speak and understand Amharic is better than a literate in Awgni language because the former can present his cases to whatever institutions at least orally. Thus for the parent respondents literacy is understood not being able to read and write in Awgni medium but being able to understand and speak Amharic.

Indeed, since Amharic is predetermined to be used in all government and non government businesses in the entire Amhara region one naturally cannot expect the respondents to report that they prefer Awgni to Amharic. This is because Amharic has been a prestigious language in all the social, economic and political life of the citizens since ages immemorial which every body has been showing a great demand of fluency even at the expense of his/her MT (Tesfaye, 1971:23-24 and 78). Above all parent respondents do not understand the fact that their children are learning all the subjects that children of the Amharic medium schools are learning through the Amharic medium and hence consider the use of Awgni as an LOI synonymous to teaching their children only the already known Awgni language. Due to such awareness limitations to languages and the status of languages, the highest proportion (71.4% and 65.7%) of the parent respondents consecutively prefer their children not only to speak Amharic but also to send to an Amharic medium school and learn through the Amharic medium. According to their reactions during the focused group discussions, moreover, almost all of the parent respondents revealed that

their prime motive of sending their children to schools is to attend a higher education and ultimately get employed in the public sector. Otherwise none of the parent respondents have both the concept and sympathy to the development of literate farmers, which the government has been addressing day and night.

**Table 2: Awareness and Language preferences of parents, pupils and teachers as viewed by parents and pupils.**

Respondent category	NO	Items	Language category									
			Awni		Amharic		Awni and Amharic		English		Other	
			#	%	#	%	#	%	#	%	#	%
Parents (N=70)	1	Your preference to send (or transfer) your children if there were two schools in your surrounding one using the Awni medium and the other the Amharic medium was the one that uses the medium of	10	14.3	60	85.7	-	-	-	-	-	-
	2	The greatest language you think among Awni and Amharic.	-	-	57	81.4	1	18.6	-	-	-	-
	3	Among two children one speaking only Awni and the other Amharic that you think more conscious and matured is the one that speaks	2	2.9	50	71.4	18	25.7	-	-	-	-
	4	Your preference of a medium of instruction for the education of your children.	8	11.4	46	65.7	14	20.0	2	2.9	-	-
	5	A language of your preference to be spoken by your children	3	4.3	50	71.4	9	12.9	8	11.4	-	-
Pupils (N=80)	6	The language your parents prefer most to you to be the LOI in your schooling.	11	13.8	65	81.2	1	1.2	3	3.8	-	-
	7	The language you prefer most to be an LOI in your current education	20	25.0	33	41.2	3	3.8	20	25.0	4	5.0
	8	You feel happy and understand your education better when presented in	61	76.2	15	18.8	4	5.0	-	-	-	-

The parental perceptions and feelings revealed above are apparently reflected among the pupil respondents too. That is as table 2 portrays although 76.2% of the pupils are aware that they feel happier and better understand their education when the medium is Awni, around 75%

of them prefer a non-Awgni language for their educational instruction. This preference of children what is not better and uninteresting to them, stems most probably from the influences of the community, particularly their parents. The evidence for this assumption is not only that 81.2% of the pupil respondents have reported that they know their parents prefer Amharic to Awgni to be the LOI for their children but also that there is a substantial correlation ( $r=0.69$ ) of the language preference for educational instruction between parents and pupils. Therefore, since calculating the t value for these two variables has resulted  $t=1.26$  and this value is less than that of the table value (1.96) at a 0.05 (a usual standard value of rejecting a hypothesis) level of significance, the hypothesis that parental views or attitudes affect that of their children (pupils) is not rejected. It is, moreover, in line with what scholars of psychology and pedagogy (Andersson, 1967:12:3) warn that unless parents, teachers, and even peers are not only aware but also possess a positive attitude towards an educational innovation pupils' awareness, attitude, and achievement can hardly be successfully met because the approval of the forenamed social groups, particularly of parents, is indispensably important in this regard.

Table 3 below indicates the awareness extent of pupils to the benefits of introducing an MT, (in this case Awgni,) as an LOI. According to items 1 and 8 of the table, therefore, although 63.8% of the pupils agree with the statement that most teachers teaching in Awgni medium were advising them that learning in Awgni medium is advantageous, 71% of the respondents expressed that there were many teachers of the same occupation telling them that it is disadvantageous. And the influence of this on distorting the awareness and attitude of pupils should not be underestimated because its consequence may not be limited in the failure of the program implementation but can also extend to an ultimate extinction of the language and the identity of the nationality at large.

On the other hand when we see the pupils' awareness of the use of an MT for education instruction the table shows that 78.8% of them believe that using Awgni for educational instruction has no use for those who can speak and understand Awgni. In addition, as much as 88.8% of the pupil respondents not only suppose that literacy in Awgni is useless for them after leaving school but is also totally undesirable for everybody else. And most probably that is why 87.5% of the pupil respondents wish no subjects were taught in their schools in Awgni. Consistent to their parents, furthermore, 78.7% of the pupil respondents consider that literacy in Awgni has no use at all. And this has a moderate correlation ( $r = 0.51$ ) with the advices that many teachers were telling them (item 1) which is to mean that the more teachers are telling them the uselessness of Awgni for educational instruction the more they are influenced with that

advice. Accordingly, the null hypothesis that there is a relationship between the views of the teachers and their pupils is not rejected at 0.05 level of significance because t value ( $t = 1.509$ ) is less than the table value of t (1.96).

**Table 3: Awareness of pupils on the implementation of Awgni as an LOI (N = 80)**

No	Items	Response categories									
		DC		MC		MI		DI		DK	
		#	%	#	%	#	%	#	%	#	%
1	There were many teachers telling you that learning in Awgni medium has no use.	35	43.8	25	31.2	11	13.8	9	11.2	-	-
2	Learning in Awgni medium has no use for those who can speak and understand Awgni.	20	25.0	43	53.8	13	16.2	-	-	4	50.0
3	You think that Awgni is useless to you after you leave school.	51	63.8	20	25.0	9	11.2	-	-	-	-
4	Learning in Awgni medium is totally useless and necessary for no one else.	11	13.8	60	75.0	8	10	1	1.2	-	-
5	Literacy in Awgni has no use at all.	12	15.0	51	63.7	7	8.8	8	10.0	2	2.5
6	Had there been a school using the Amharic medium in your surrounding, you would have transferred to it.	37	46.2	43	57.8	-	-	-	-	-	-
7	You wish that no subjects in this school were taught in Awgni.	30	37.5	40	50.0	4	5.0	6	7.5	-	-
8	Most of your teachers in grades 1-6 were telling you that leaning in Awgni medium is advantageous.	20	25.0	31	38.8	16	20.0	13	16.2	-	-
9	You understand better and feel happy when your teacher used to speak in Awgni in a classroom.	48	60.0	25	31.3	2	2.5	5	6.2	-	-
10	You express your feelings easily and confidently in front of your classmates in Awgni than in Amharic.	59	73.8	13	16.2	3	3.8	5	6.2	-	-
11	You read and understand quicker and better the one written in Awgni than in Amharic.	14	17.5	56	70.0	4	5.0	6	7.5	-	-
12	In a classroom it is more difficult to forward questions and respond to questions in Amharic than in Awgni.	51	63.8	16	20.0	9	11.2	4	5.0	-	-
13	It is easier to read in Awgni than in Amharic.	50	62.5	13	16.2	10	12.5	7	8.8	-	-
14	By now you feel happy when you think of your education in Awgni medium in your previous grades.	8	10.0	17	21.2	36	45.0	19	23.8	-	-
15	Awgni is more advantageous than Amharic or English.	15	18.8	5	6.2	33	41.2	20	25	7	8.8
16	English is more advantageous than Awgni.	37	46.2	38	47.5	2	2.5	-	-	3	3.8
17	Amharic is more advantageous than Awgni.	40	50.0	35	43.8	-	-	-	-	5	6.2
18	By now you can read and understand Amharic.	43	53.8	25	31.2	5	6.2	7	8.8	-	-
19	By now you can communicate in Amharic.	40	50.0	32	40.0	6	7.5	2	2.5	-	-
20	Amharic should be provided as a subject as of grade one.	30	37.5	26	32.5	13	16.2	10	12.5	1	1.2
21	Amharic is superior to Awgni.	20	25.0	36	45.0	14	17.5	10	12.5	-	-

According to their reactions to the open ended questions the primary reason they gave for possessing such feelings seem to be the strong desires and aspirations to be fluent in the Amharic language skills and considering the implementation of Awgni as an LOI as a blocking barrier against this opportunity. The other reasons included the inavailability of the educational inputs and resources which they reported are abundant in the Amharic medium schools; the implementation of the program without the approval and sympathy of the beneficiary community; the suspicion and underestimation of the program and the pupils by the parents; problems of translation, dialect and other related linguistic factors and the like. Therefore, as is depicted by the table had there been a school using the Amharic medium for educational instruction almost all of the pupil respondents invariably do not hesitate to transfer to that school.

In addition, table 3 portrays some facts as how much the pupil respondents understand their education and feel competence and confidence in their education when Awgni is implemented as an LOI. Correspondingly, as much as 91.3% of the pupil respondents agree that they understand better and feel happier when their teacher speaks in a classroom in Awgni. Besides, 90% of them prefer Awgni to Amharic to express their feelings easily and confidentially in front of their classmates in a classroom. Similarly 83.8% of them are also aware that both Amharic and English are more difficult than Awgni both to forward and respond to questions in a classroom in front of their classmates and their teacher. Regarding their abilities in reading and understanding (what they have read) not only 87.5% of them agree that they can read and understand quicker and better in Awgni than in Amharic or English but 78.7% of them also know that reading is easier in Awgni than in Amharic or English.

Despite the awareness they have for the advantages of Awgni as an LOI in their previous primary school lives, almost 68.8% of the pupil respondents, however, feel unhappy when they think of their education in the Awgni medium. According to the responses they replied for the open-ended questions the current problems they faced have become the causes for the development of such feelings. That is, although their prime objective of enrolling in a school is to join a higher educational institution and achieve an opportunity of public employment, they found Awgni incapable of addressing this objective to them. Added to this, they also stated that the use of Awgni as an LOI has blocked their improvements in Amharic (and of course English) because it not only "unnecessarily" took their time in which they could have exercised the two languages by using as LOIs but also jeopardized their later learning opportunity in the English medium.

Regarding the awareness of pupils to the advantages of Awgni against both Amharic and English, while only 25% of the pupil respondents think that Awgni is more advantageous than the two languages, 66.2% of the rest think to the contrary. But when this question was reversed and presented independently an overwhelming majority (91.7% and 93.8% respectively) of them reacted that both English and Amharic are more advantageous than Awgni. Like their parents 70% of them also believe that Amharic is superior to Awgni. Moreover, 70% of the pupil respondents recommended that it was better to introduce Amharic as a subject from the first grade, despite the fact that a large proportion of them can read, understand and communicate in Amharic after taking the subject as of grade three. In general, table 3 in this respect depicts that since mastery of Amharic or English is by default taken as not only a way to prestige and better socio-economic opportunities but also as an indicator for joining the superior and civilized social strata (Tesfaye, 1971:78), except a very small proportion of the pupil respondents, the majority of them think that Awgni is not only a less advantageous but also an inferior language than Amharic.

Table 4 below depicts the awareness status of the teacher respondents that are teaching in Awgni and in Amharic medium, the heads and the experts of the education offices as well as the administrative bodies of both woreda and zonal levels. Accordingly, it can be seen from the table that it is only a few proportion of the aforesaid respondents who lack the knowledge or awareness to the language policy of education mentioned in the NETP. The majority of these respondents know what the NETP says concerning the LOI in primary education among which a great number of them (except the respondents of the administrative bodies) either partially or completely disagree on.

However, the awareness level of the respondents to the NETP concerning an LOI has variability from one respondent category to the other. Of course since the chi-square ( $x^2$ ) values obtained by calculation are 4.76, 2.83, 19.42 and 11.53 at 0.05 level of significance between the respondents of the two teacher categories, the Awgni medium teachers and the heads and the experts of the education offices, the Awgni medium teachers and the administrative bodies, and the heads and the experts of the education offices and the administrative bodies consecutively, a significant difference in awareness is observed only between the respondents of the administrative bodies and the rest of the respondent categories because the table value of  $x^2$  is 7.815 in all cases. These values on the other hand tell us that there is no a significant difference between the awareness level of the teachers and the heads and the experts of the education offices.

**Table 4: Awareness of respondents to the language policy and to an LOI.**

No	Item	Response categories							
		Teachers of the Awgni medium (N=66)		Teachers of the Amharic medium (N=34)		Heads and experts of the education offices (N=22)		Administrative bodies (N=26)	
		#	%	#	%	#	%	#	%
1	What is your opinion on the NETP concerning the LOI in the primary schools?								
	A) Completely agree	32	48.5	12	35.3	13	59.1	24	92.3
	B) Agree only partially	25	37.9	16	47.0	5	22.7	-	-
	C) Completely disagree	7	10.6	2	5.9	2	9.1	-	-
2	D) You have no opinion since you lack the knowledge of it	2	3.0	4	11.8	2	9.1	2	7.7
	Do you earnestly appreciate the advantages of using Awgni as an LOI?								
	A) Yes	33	50.0	18	52.9	16	72.7	25	96.2
	B) No	17	25.8	4	11.8	4	18.2	-	-
3	C) No opinion since you lack the knowledge of it.	16	24.2	12	35.3	2	9.1	1	3.8
	If your response "yes" for the above question, up to which grade level do you think is better to implement Awgni as an LOI currently?								
	A) 3 <sup>rd</sup>	3	9.1	1	5.6	-	-	-	-
	B) 4 <sup>th</sup>	16	48.5	10	55.5	7	43.8	7	28.0
	C) 6 <sup>th</sup>	10	30.3	4	22.2	9	56.2	4	16.0
4	D) 8 <sup>th</sup>	2	6.1	2	11.1	-	-	14	56.0
	E) Other	2	6.1	1	5.6	-	-	-	-
	If your choice for the above question is not "D", which one of the following alternatives do you think are better for the current situation?								
	A) Awgni medium for 1-4 and Amharic for 5-8	11	35.5	7	43.8	6	37.5	5	45.4
	B) Awgni for 1-4, Amharic for 5-6 and English for 7-8	2	6.5	1	6.2	-	-	1	9.1
5	C) Awgni for 1-4 and English for 5-8	4	12.9	2	12.5	3	18.75	2	18.2
	D) Awgni for 1-6 and English for 7-8	10	32.2	6	37.5	7	43.8	3	27.3
	E) Other	4	12.9	-	-	-	-	-	-
	Do you encourage parents to appreciate the use of Awgni as an LOI and teach their children with?								
5	A) Yes	45	68.2	18	52.9	12	54.5	26	100
	B) No	21	31.8	12	35.3	8	36.4	-	-
	C) No Response	-	-	4	11.8	2	9.1	-	-

In spite of their awareness to the advantages of introducing an MT for educational instruction (according to the responses collected by related open ended questions) they mentioned some factors to be the reasons for their disagreements. These included lack of taking the objective socio-economic realities of the country into account while formulating the policy, lack of carrying out the necessary prerequisites and a consequent absence of the back up of the program by the necessary inputs and/or resources; its implementation beyond grades four which is ahead of both the linguistic and human resource development capacity of the language;

implementation of the policy without the consultation and approval of the beneficiary community; and suspicion of the consequences of not only weakening national feelings and a consequent disintegration of the country but also the high probability of its interruption as the government in power is replaced or, as a trend, overthrown by another. For this many of the respondents have cited the case of the Oromo people where by the literate adults of the *dergue* times were relapsed to illiteracy due to the adoption of the Latin script in the contemporary Oromia regional state.

Although the above justifications are consistent with many educators (Yalokwu, 2002:190-118) what the respondents lacked seems the awareness on the difference between the problems related to the policy (TGE, 1994:23) and to that of implementation. The policy document is a document that simply narrates the possibility of nationalities to use their MT for educational instruction which does not force the community for implementation. The implementation task is left for the beneficiary community. Therefore, the reasons mentioned by the respondents above as grounds for their disagreement to the policy concerning the LOI are not reasons that reflect a policy problem but rather reflect problems of implementing it. This in turn can probably indicate that the respondents might have mixed the problems in the implementation activity with the policy issues.

On the other hand the table portrays that 92.3% of the respondents of the administrative bodies favor what the NETP says concerning an LOI. But as a principle, although it is encouraging, this may most probably be insufficient to ultimately succeed in the implementation of the policy practically. This is so because the table exposes that the major protagonists in the implementation of an educational innovation, teachers and heads and experts of the education offices (Aggarwal, 1985:83) are either unclear or unwilling to appreciate the language policy in education. This demands from the concerned authorities or politicians too much endeavors to develop the awareness of teachers and officials on the newly formulated policies and implementation strategies.

In addition to this, item 2 of table 4 shows that a significant number (24.2% and 35.5% respectively) of the respondents of both teacher categories and the heads and the experts of the education offices seem to have lacked the knowledge of the merits and demerits of using an MT in educational instruction. Added to this, the number of the respondents of both teacher categories who disregard the advantages of using Awgni as an LOI is not at a state of being belittled.

use of Awgni as an LOI and disagree on the implementation of Awgni as an LOI up to grade eight) is their variability both at which grade level to switch off the use of Awgni as an LOI and to which language to switch off in the final analysis. Item 4 of the same table depicts this fact clearly.

Table 5 reveals that teachers themselves have variations in their awareness levels regarding the weight of the advantage over the disadvantage of introducing an MT for education instruction. In this respect the table reveals that a significant number of teachers of the Awgni medium either do not know or disfavor the statement that using Awgni as an LOI is better than that of using Amharic for children of Awgni MT. This is evaluated through the variables described under item 1 that showed the absence of many teachers' sympathy to the aforementioned benefits of using an MT over not using it as an LOI.

In addition, 27.3% and 41.2% of the two teacher respondent categories, or as a whole with no significant differences (table value of  $\chi^2 = 5.991$  and  $\chi^2$  calculated = 2.92 at  $\alpha = 0.05$ ), believe that the quality of the education being given in the Awgni medium would have been better had it not been given through the Awgni medium. According to table 5, therefore, both teacher categories seem to have reflected their awareness shortcomings. Moreover, when we compare the two respondent categories the proportion of the Amharic medium teacher respondents who favored the above statement is much higher than that of their counterparts. This might most probably be accounted for their lack of practical exposure to the program because logically it is often true that the more one is accessible and exposed to a phenomenon the better the proper awareness he/she could have.

from those, which teachers of the Awgni medium have mentioned above. Added to this, table 8 portrays that 54.5% of the heads and the experts of the education offices where at least 77 (47%) of the 164 primary schools are giving education in the Awgni medium in the entire zone have replied that they are incapable of supervising and supporting the education of the Awgni medium. In fact most of these people reason out that their incapability is due to lack of proficiency in the Awgni language and some due to lack of experience and relevant training. From all such defects no one can doubt to imagine the extent of the attention given to the program by the executors themselves and the attitudinal problems that would follow among the teachers the pupils and their parents.

Furthermore, as can be understood from the reactions of the respondents of the heads and the experts of the education offices to items 12 and 13, the most likely explanation why a good proportion of them held a negative attitude towards the implementation of Awgni as an LOI may have stemmed from the above defects whereby officials lack the proficiency in Awgni and consequently lacked the proper awareness to it. This can be proved not only by the responses given to the items under discussion but by their previous responses revealed in table 4 of item 2 as well. In the above two items items of the table under discussion as much as 27.3% and 31.8% of the respondents of the heads and the experts of the education offices consecutively agreed that the use of Amharic or English medium for a child of an Awgni MT makes it more knowledgeable than the use of Awgni and the use of Amharic as an LOI in all the primary schools of the zone does not give more advantage to the Amharic speaker pupils over the Awgni speaker ones.

In respect to the attitude of pupils table 9, below, as a whole portrays that pupils have mixed feelings on both the implementation of Awgni as an LOI as well as on the value they give to languages and their language preferences. To begin with the majority of the pupil respondents neither favor every pupil's acquisition of speaking and reading Awgni nor wish every body knew Awgni in the country. Related to this the highest proportion of the pupil respondents prefer to get a job where Amharic or English is a working language than where Awgni is. The table, moreover, depicts that the majority of the pupil respondents prefer not only Amharic or English to Awgni for an LOI but an Amharic book than an Awgni one too. The majority of them also wish to speak and read Amharic than Awgni and, if possible, are interested to talk with their classmates in Amharic than in Awgni during the school breaks. Seen in sum, all of the pupil respondents always wish for their improvement in their Amharic (and probably English) proficiency or skill than that of Awgni. In line with Ouedraogo (2000:24-26), ADEA (1996:2), Pattanayak (1986:11)

Table 9: Pupils' attitudes towards languages (N= 80)

No	Items	Response categories											
		SA		A		D		SD		NO		NR	
		#	%	#	%	#	%	#	%	#	%	#	%
1	You think that every pupil in Awi should learn both to read and speak Awgni before leaving secondary school.	19	23.8	19	23.8	21	26.2		22.5	3		-	-
2	You wish that everybody in your country knew Awgni.	18	22.5	14	17.5	27	33.8	14	17.5	7	8.7	-	-
3	You feel no frustration while asking or responding a question in Awgni in a classroom.	20	25.0	41	51.3	8	10.0	7	8.7	4	5.0	-	-
4	You feel more frustrated while asking or responding a question in Amharic or English than in Awgni in a classroom.	40	50.0	28	35.0	-	-	-	-	9	11.2	3	3.8
5	You would like to get a job which you can use Awgni when you leave school.	3	3.8	5	6.2	25	31.2	43	53.8	3	3.8	1	1.2
6	You always wish for your improvement in the skills of Amharic than Awgni.	65	81.2	15	18.3	-	-	-	-	-	-	-	-
7	You are happier in reading in Amharic than in Awgni.	38	47.5	29	36.3	6	7.5	6	7.5	1	1.2	-	-
8	Instead of Awgni you are interested to know Amharic.	62	77.5	18	22.5	-	-	-	-	-	-	-	-
9	During the school breaks you want to talk with your classmates in Amharic	20	25.0	36	45.0	5	6.2	16	20.0	3	3.8	-	-
10	You often prefer to speak in Awgni.	30	37.5	31	38.8	7	8.7	10	12.5	2	2.5	-	-
11	You prefer Amharic to Awgni for educational instruction	33	41.3	45	56.3	1	1.2	-	-	1	1.2	-	-
12	You prefer English to Awgni for educational instruction.	30	37.5	38	47.5	11	13.8	1	1.2	-	-	-	-
13	You will prefer an Amharic book than an Awgni one if you are given the chance	20	25.0	40	50.0	11	13.8	9	11.2	-	-	-	-
14	You would like to get a job in which you can use Amharic when you leave school.	17	21.3	38	47.5	11	13.8	13	16.2	1	1.2	-	-
15	You would like to get a job in which you can use English when you leave school.	15	18.8	26	32.5	7	8.7	12	15.0	18	22.5	2	2.5

and Paulston (1986:24) etc. this is most probably not only because of that they are influenced by their parents but also because Amharic is the only working language of both government and non-government businesses in the area under study the proficiency of which results in economic benefits and social prestige.

On the other hand according to their reactions for items 3 and 4 of the same table the majority of the pupil respondents are sure that unlike when the medium is Awgni they feel inconfidence and frustration to ask a question or respond a question asked in a classroom when the medium is Amharic or English. Nevertheless, for the reasons mentioned above the majority of the pupil respondents prefer learning in the Amharic or English medium in spite of their awareness towards the advantages of using Awgni medium over Amharic or English.

According to table 10, below, the respondents of almost all of the four categories have a child or a family member under whose tutelage they are attending their education. But except their non-children family members that are attending their education in rural areas the children of almost all of these respondents are attending their education in the Amharic medium. According to the reactions given by the parent respondents, moreover, teachers teaching in the Awgni medium schools have used to send and teach their children in the urban areas where the LOI is Amharic. Consequently, parents under such conditions have mistrusted the usefulness and sustainability of the program and felt that teaching children in the Awagni medium schools is an imposed alternative left for a less privileged rural community. The parent respondents have, therefore, disclosed that some parents who can afford to do have used to send their children to learn in the urban areas through the Amharic medium either daily crossing a to and fro long distance journey or by living there in the towns, in spite of the presence of a nearby Awgni medium schools in their localities. Furthermore, during the discussions many parent respondents have replied that they have a suspicion as if the authorities that are teaching their children in the Amharic medium are denying and deceiving them not to share the opportunity, which their children are benefiting from. Despite the fact that it has awareness shortcomings this is found to be one of the major sources of the attitudinal problems and consequent resistances among the community to the implementation of Awgni as an LOI which educators such as Fasold (1990:295-296), Rubagumya (200:12), Ruantabagu (1999:299) and others are in consistence with.

In addition, table 10 depicts that there is a diametric difference between the respondents of the administrative bodies and the rest three concerning items 4 and 5. That is, while the majority respondents that are more directly accessible to education and the schools (teachers and heads and experts of the educations offices) prefer that Amharic is easier than Awgni to teach with, 69.2%

that there appeared a significant attitudinal difference ( $\chi^2 = 24.01$  when calculated and  $=16.916$  on the table) at a 0.05 level of significance. Nevertheless, it is clearly visible on the table that there is no significant difference between the respondents of teachers and the heads and the experts of the education offices. Similarly while the majority of the former respondents have chosen the Amharic medium school than that of the Awgni medium school to teach in if they were given the chance to choose the school where to teach, 50% of the latter, now too, have chosen the Awgni medium one.

The difference between the respondents of the administrative bodies and the rest of the respondent groups holds similar in their views concerning the fate of the pupils, i.e. after leaving their primary education. Accordingly, while 61.5% of the respondents of the administrative bodies wanted pupils who left primary education to take short term trainings and get employed in a public sector, the majority respondents of the rest respondent categories prefer pupils to pursue their education as far as possible until joining a university. This is also one bone of contention among the community and the government bodies because almost all of the community wants its children to join a university and for the achievement of this aspiration it prefers Amharic and English to be the LOIs instead of its MT language.

Be that as it may the respondents who were divided into two blocks come to an agreement on item 3. That is the majority of the respondents of all the respondent categories have languages that they want their children to know or improve further. As can be seen in table 11 below it is only the lowest proportion of all these respondents who preferred Awgni as a first priority to be known or improved further by their children. Likewise item 2 of table 11 also portrays that as much as 76.9% of the respondents of the administrative bodies (among which none of them have a child practically attending primary education in Awgni medium) put an Awgni medium school as their first choice to send their children to learn in. The respondents of the rest respondent categories, on the other hand, preferred either the Amharic or English medium schools if they were given the chance to choose a school for their children. From these two items of table 11 it can easily be imagined that what consequences can have the attitude of the teachers, the heads and the experts of education offices and the administrative bodies although the response of the administrative bodies seems a dummy when related to the practical realities that Ouedrago (2000:86) has described that such politicization of language policies in education has demotivating consequences rather than motivating it further.

Table 11: Choice of language and LOI by the respondents for their children.

Items		Response categories																								
		Teachers teaching in Awgni medium (N = 66)						Teacher teaching in Amharic medium (N = 34)						Heads and experts of education offices (N = 22)						Administrative bodies (N=26)						
		First choice		Second choice		Third choice		First choice		Second choice		Third choice		First Choice		Second choice		Third choice		First choice		Second choice		Third choice		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1. Three priority languages that you would like your children to know	A) Awgni	10	15.2	5	7.6	15	22.7	4	11.8	3	8.8	19	28.8	1	4.5	5	22.7	11	50	3	11.5	2	7.7	18		
	B)Amharic	13	14.7	35	53.0	3	4.5	7	20.6	14	4.2	3	8.8	10	45.5	7	31.8	1	4.5	9	34.6	15	57.7	1	3.8	
	C)English	34	51.5	10	15.2	13	19.7	19	55.9	10	29.4	1	3.0	10	45.5	8	36.4	-	-	14	53.8	8	30.7	3	11.5	
	D) French	-	-	5	7.6	-	-	-	-	-	-	-	-	-	-	-	-	-	2	9.1	-	-	1	3.8	-	-
	E) Other	-	-	2	3.0	5	7.5	4	12	7	20.6	11	31.3			2	9.1	3	13.6	-	-	1	3.8	-	-	
	F) NR	9	17.6	9	13.6	28	42.4	4		7	20.6	11		1	4.5	2	9.1	8	36.4	-	-	-	-	4	15.4	
2 .A school you choose for your children to learn in if there are three different primary schools providing education in Awgni, Amharic and English mediums respectively	A) Awgni medium school	10	15.2	5	7.6	51	77.3	5	14.7	1	3.0	28	82.3	2	9.1	-	-	20	9.9	20	76.9	4	15.4	2	7.7	
	B)Amharic medium school	22	33.3	40	60.6	4	6.1	10	29.4	19	29.4	5	14.7	11	50	10	45.5	-	-	4	15.4	15		9	34.6	
	C) English medium school	34	51.5	21	31.8	11	16.7	19	28.8	14	4.2	1	3.0	9	40.9	11	50	2	9.1	2	7.7	9	34.6	15	57.7	

Table 12, below, is intended to clarify the suggestion of the two teacher categories towards the implementation of Awgni as an LOI. Correspondingly, as can be seen from item 1,2 and 3 the highest proportion of both teacher respondents consistently suppose that in addition to being reduced to a written form recently Awgni is not yet implemented as a working language in the zone and not a widely spoken language to serve the speakers far and wide in the country as possible. Consequently, they recommended that Awgni should not be introduced as a medium of education because it can not be effectively utilized, promoted, and used in education. And this response seen as a whole can tell us that the implementation of Awgni is ahead of the creation of a suitable environment, i.e. decisions contained in the policy statement and the language corpus or linguistic prerequisites (ADEA, 1996:7 and 2003: 4-5).

On the other hand, when we see the dominant responses given for the above items relative to the experiences of some African countries, it seems plausible in the case under study too. That is if we take Ghana, for instance, long before the declaration of the 1972 educational language policy (in about 1673) the Ghanian local languages have been reduced into a written form. Even with local languages under such orthographic and lexical standards, the MT languages in Ghana are implemented as LOIs only up to grades three. The experiences of most other African countries (Bemile, 200: 204-205 and Awedoba, 2001:2) are also not different from the experiences of Ghana.

As per the destructive consequences of using an MT as an LOI a significant proportion (25.7%) of the Awgni medium teacher respondents and the majority (58.9%) of the Amharic medium teacher respondents suspect that the introduction and promotion of the different MTs as LOIs in a multiethnic country may encourage feelings of tribalism that may ultimately lead to the disintegration of the country. Among the rest of the respondents 28.8% and 14.7% of the Awgni medium and the Amharic medium teacher respondents respectively did not give their opinions. Summed together, this indicates that among the respondents of the two teacher categories it is only the lowest proportion who thinks that the consequence under discussion will not follow by allowing each ethnic group to use its MT in educational instruction.

Items 5 and 6 of this table are intended to further investigate the antecedent issues. As can be learned from experiences of different African countries like that of South Africa (Desai, 1999:177-178) these items are thought to be some of the ways of promoting Awgni as an LOI. However, as the table depicts the majority of the respondents of both teacher categories are reluctant to agree on both issues. That is the greater proportion of the respondents of both categories disfavor the provision of Awgni as a subject in the entire primary and secondary schools of Awi let alone

Table 12: Attitudes of teachers on the implementation and promotion of Awgni as an LOI.

Items	Response categories																			
	Teachers teaching in Awgni Medium (N = 66)										Teachers teaching in Amharic medium (N = 34)									
	CA		MA		MD		CD		NO		CA		MA		MD		CD		NO	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	Since Awgni has been reduced to a written form recently and has no a standardized and written grammar, it can't be used effectively in education.																			
	11	16.7	24	36.4	16	24.2	11	16.7	4	6.1	8	23.5	12	35.3	4	11.8	4	11.8	6	17.6
2	Unless it is implemented as a working language in the zone, Awgni can't be successfully promoted as an LOI.																			
	17	25.8	23	34.8	17	25.8	9	13.6	-	-	9	26.5	9	26.5	4	11.8	7	20.6	5	14.7
3	Since it is not a widely spoken language that can take pupils somewhere else, Awgni should not be introduced as an LOI.																			
	11	16.7	24	36.4	12	18.2	16	24.2	3	4.5	8	23.5	12	35.3	4	11.8	4	11.8	6	17.6
4	Allowing each ethnic group to use its MT in educational instruction would create strong feelings of tribalism that would lead to national disintegration in the long run.																			
	8	12.1	9	13.6	9	13.6	21	31.8	19	28.8	4	11.8	16	47.1	6	17.6	3	8.8	5	14.7
5	All pupils in Awi should take Awgni as a subject in their entire primary and secondary schooling.																			
	12	18.2	18	27.3	16	24.2	19	28.8	1	1.5	5	14.7	8	23.5	9	26.5	10	29.4	2	5.9
6	Awgni should be a compulsory subject in determining the promotion and detention of pupils from one grade level to the next.																			
	10	15.1	16	24.2	14	21.2	14	21.2	12	18.2	-	-	5	14.7	16	47.1	9	26.5	4	11.8
7	For children with Awgni MT the use of Amharic medium by strengthening it with the necessary resources is better and more efficient than the use of Awgni medium that demands for a very high and unaffordable finance.																			
	13	19.7	12	18.2	17	25.8	21	31.8	3	4.5	9	26.5	14	41.2	4	11.8	3	8.8	4	11.8
8	The curricular materials prepared in Awgni reflect the objective realities of the zone (or are well localized).																			
	5	7.6	14	21.2	19	28.8	25	37.9	3	4.5	-	-	4	11.8	9	26.5	6	17.6	15	44.1
9	At its current status Awgni can serve as an LOI up to grades 8.																			
	8	12.1	12	18.2	28	42.4	16	24.2	2	3.0	3	8.8	4	11.8	17	50.0	2	5.9	8	23.5
10	The education offices and the administrative bodies of all levels in the zone have a well organized planning, follow up, implementation, and monitoring and evaluation systems for the success of Awgni as an LOI.																			
	-	-	15	22.7	29	43.9	12	18.2	10	15.1	2	5.9	5	14.7	12	35.3	9	26.5	5	17.6

giving it a status of a compulsory subject that can determine the promotion or detention of pupils from one grade level to the next.

In connection to this, teacher respondents were requested to show their preferences or suggest the LOI to be used for children of Awgni MT. Therefore, among them 37.9% (although a minority) and 67.7% of the two teacher respondents consecutively suggested that strengthening and implementing the Amharic medium is better than the introduction of Awgni as an LOI. Although the highest proportion back up of this attitude is reflected among the respondents of the Amharic medium teachers, it should be noted that the proportion of the negative attitude by the Awgni medium teachers seeks a serious attention because it is the Awgni medium teachers who have a more direct and immediate impact on the effectiveness and success of the implementation of the innovation under study than those of the Amharic medium teachers.

Moreover, the highest proportions of the respondents of both teacher categories suppose that the curricular materials of the Awgni medium lack localization to reflect the objective realities of the area under study. That is although 44.1% of the Amharic medium teachers have no responses due to inaccessibility, 66.7% and 44.1% of the aforesaid teacher respondents respectively feel that the already translated curricular materials do not that much reflect the objective realities of the zone. In addition 66.6% and 55.9% of the respondents of the two teacher categories have respectively approved that at its current status Awgni can hardly be used as an LOI up to grade eight, a response more or less consistent with the responses of the same respondents given for item I. In this regard the proportion of the Amharic medium teachers who reacted against seems lower than those of the Awgni medium ones with the same response. This is not because of that the rest proportion is in favor of the statement but because not less than 23.5% of the respondents lacked to give responses because of lack of exposure and awareness to the case.

Above all the reaction of the teacher respondents on the status and capacity of the education as well as the administration offices is worth looking attentively. To begin with about 62.1% of the Awgni medium and 61.8% of the Amharic medium teachers confirm that the aforesaid public organizations lack effectiveness and efficiency in planning, follow up, implementation, and monitoring and evaluation of the education program in the Awgni medium. This has its own drawbacks on the promotion and eventual success in the implementation of the innovation. It, therefore, implies that while Awgni was introduced as an LOI it did not take the capacity to implement in to account that is one of the vital variables in the planning and

implementation of an innovation like that of the one discussed in this study (Education Bureau, 1992 in Amharic: 6-17).

Table 13 here under depicts the attitudes of the heads and the experts of both the zonal and woreda education offices. In that case the heads and the experts of the education offices who are entitled to be the executors of the entire programme do not that much uniformly reflect positive attitudes towards the implementation of Awgni as an LOI. Among them 63.6% of the respondents, for instance, criticize that since the objective reality of the economic conditions of the country does not allow it to do so, the implementation of Awgni as an LOI is inclined to be harmful for the beneficiary community. Similarly, 68.2% of these respondents disfavor the implementation of Awgni as an LOI due to its shortcomings when measured from the perspectives of linguistic criteria such as a properly structured and organized grammar, standardized dialect, availability of adequate reference materials and the like.

Furthermore since the aforesaid respondents ideate that Awgni is an undeveloped language, as much as 40.9% of them at least more or less prefer the use of Amharic with a better determination and devotion to the use of Awgni for the educational instruction for children with Awgni MT. When this is compared with item 7 of table 12 the attitude of the education officials has no significant difference from the attitudes of both teacher respondents ( $\chi^2$  calculated= 15.11, table value of  $\chi^2 = 15.507$ ) at a 0.05 level of significance. Among the rest 13.6% have no opinion and only 45.5% disagree on the statement.

Besides, table 13 reveals that 31.8% of the heads and the experts of the education offices recommend that it was better to give Awgni as a subject than using it as an LOI. In addition as much as 68.2% of these respondents, like those of the teacher respondents, agree that the promotion of Awgni as an LOI is hardly successful so far as it is not introduced to be a working language in the area it is spoken. Indeed, since this attitude is in line with what Ouedraogo (2000:62) has stated as "the more it (MT) can buy the greater value it has"; this side of the solution to the problem should be provided the necessary attention.

On the other hand with respect to the extent or level up to which grade Awgni shall be used as an LOI and its status in determining the fate of pupils transfer from one grade level to the other the heads and the experts of the education offices have both points of agreement and difference. That is, like those of the teacher respondents, 59.1% of them agree the provision of Awgni as a subject in the entire schools of the zone but only 36.4% of them agreed on the point that Awgni should be a compulsory subject that should determine the promotion and detention

**Table 13: Attitudes of the heads and experts of the education offices towards the implementation of Awgni as an LOI (N=22)**

No	Items	Response categories									
		CA		MA		MD		CD		NO	
		#	%	#	%	#	%	#	%	#	%
1	Since the introduction of Awgni as an LOI is beyond the economic capacity of the country, its implementation is inevitably more of harmful than useful.	5	22.7	9	40.9	2	9.1	4	18.2	2	9.1
2	Since Awgni has been reduced into a written form recently, it lacks an organized grammar, standardized dialect, and other linguistic criteria and hence it should not have been implemented as an LOI at this status.	2	9.1	13	59.1	2	9.1	3	13.6	2	9.1
3	Since Awgni is not a developed language, it was better to teach the Awgni speaking children with a better determination and devotion in Amharic than introducing Awgni as an LOI.	4	18.2	5	22.7	4	18.2	6	27.3	3	13.6
4	Since Awgni is not widely spoken and can take no where else, it has that much benefit of being an LOI.	2	9.1	3	13.6	7	31.8	9	40.9	1	4.6
5	Instead of being an LOI, it was enough for Awgni to be given as a subject for all pupils in the entire zone	4	18.2	3	13.6	7	31.8	7	31.8	1	4.6
6	Unless Awgni is introduced to be a working language in the zone, it can never get promoted and possess the position that Amharic has among the community.	6	27.3	9	40.9	2	9.1	3	13.6	2	9.1
7	All pupils in the entire zone should take Awgni as a subject until they leave secondary school.	4	18.2	9	40.9	5	22.7	3	13.6	1	4.6
8	Awgni should be given as a compulsory subject and determine the promotion and detention of pupils from one grade level to another.	2	9.1	6	27.3	6	27.3	8	36.4	-	-
9	Allowing each ethnic group to use its MT in educational instruction would create strong feelings of tribalism that would ultimately lead to a disintegration of the country.	2	9.1	4	18.2	5	22.7	7	31.8	4	18.2
10	Most of us don't want to use the Awgni language to communicate with a friend, a colleague, or a relative whom we come across in an area where only Amharic is spoken.	11	50.0	9	40.9	-	-	-	-	2	9.1
11	Most of us do the issue under number 10 because of not to show ourselves "inferior" by speaking an "inferior" language.	11	50.0	9	40.9	-	-	-	-	2	9.1
12	At its current status Awgni can be implemented as an LOI until grade eight.	-	-	2	9.1	8	36.4	11	50.0	1	4.6
13	The problem entangled against the use of Awgni as an LOI is a problem of implementation but not of a policy problem.	2	9.1	6	27.3	6	27.3	6	27.3	2	9.1

Similarly, like the teacher respondents of the Awgni medium (but unlike those of the Amharic medium) the proportion of the respondents of this category who agree on the national disintegrative consequence of allowing each ethnic group to use its MT for educational instruction is lower (27.3%) than those who disagree on the assumption. Indeed, this proportion is very high if it is seen from the point of view of the type of the respondent category because the heads and experts of the education offices are crucially placed in the implementation of the program from which that much disagreement is not expected. In addition, although the majority of the respondents of this respondent category have previously reported that they are aware of the benefits of using an MT as an LOI, an overwhelmingly high proportion (86.4%) of them agree that as per its current status Awgni can not serve as an LOI up to grades eight. And this is in agreement not only with their responses for items 3 and 4 of table 4 but also with the experiences of some African countries who are successful in this respect (IIEP, 2003: 4-8) from which lessons shall be gained and changed to an advantage.

Table 13 also portrays an interesting factual trend in the linguistic history of Ethiopia (Tesfaye, 1971:78). That is 90.9% of the respondents have invariably reported that they often feel embarrassed not only to communicate in Awgni language but also to assert in public or in private that they are Awi in their nationality particularly when they are in an area where Amharic is dominantly spoken. In addition, all of the above proportion respondents confirm that they think, and indeed face in reality, that they will be belittled and considered as an "inferior" ethnic group by their Amharic speaker counterparts, if they communicate in Awgni and declare themselves an Awi in their nationality in front of the Amharic speakers.

Finally, respondents of the heads and the experts of the education offices were requested to identify the major problems encountered in the implementation of Awgni as an LOI. Hence, 54.6% of them suppose that the problem is interrelated more to the policy than of being related to implementation. Of course, although 13.6% of them can not decide where the problem lies, 31.8% of the respondents make it a problem of implementation. However, since the policy document (TGE, 1994:23) does not influence any ethnic group to use its MT for educational instruction the majority respondents who attached the problem to the policy most probably seem to have lacked to differentiate the policy problems from the problems of implementation and other related extraneous factors. Other wise there might be incongruence between what the government says on paper and what it does in practice.

Table 14 on the preceding page displays the attitude of the administrative bodies. Accordingly, 96.1% of the respondents apparently agree that nobody else except the beneficiary

**Table 14: Attitudes of the administrative bodies on the implementation of Awgni as an LOI (N = 26)**

No	Items	Response categories									
		CA		MA		MD		CD		NO	
		#	%	#	%	#	%	#	%	#	%
1	It should be the beneficiary community itself but not any other else that should decide the LOI it uses.	22	84.6	3	11.5	1	3.8	-	-	-	-
2	Unless it is implemented as a working language in the zone Awgni can't be promoted as an LOI.	6	23.1	10	38.5	7	26.9	1	3.8	2	7.7
3	Awgni should be provided as a subject in Awi until every pupil leaves secondary school.	17	65.4	4	15.4	1	3.8	3	11.5	1	3.8
4	Before being introduced as an LOI Awgni should have been developed further by being provided only as a subject.	3	11.5	9	34.6	2	7.7	11	42.3	1	3.8
5	It is enough to give Awgni as a subject instead of making it an LOI.	-	-	3	11.5	4	15.4	18	69.2	1	3.8
6	Since the language is not that much developed to serve for literary works, the implementation of Awgni as an LOI is ahead of time.	4	15.4	10	38.5	8	30.8	2	7.7	2	7.7
7	At its current status Awgni can be an LOI up to grades eight.	2	7.7	9	34.6	9	34.6	3	11.5	3	11.5
8	Allowing each ethnic group to use its MT in educational instruction would create strong feelings of tribalism that would ultimately lead to national disintegration.	-	-	3	11.5	1	3.8	21	81.8	1	3.8
9	Most of us don't use the Awgni language to communicate with a friend, a colleague, or a relative whom we come across in an area where only Amharic is spoken.	9	34.6	8	30.8	2	7.7	3	11.5	4	15.4
10	Most of the Awgni speaking community believes that Awgni is inferior to Amharic.	17	65.4	7	26.9	-	-	-	-	2	7.7
11	Most of the Amharic speaking community degrades Awgni and considers Amharic superior to Awgni.	15	57.7	10	38.5	1	3.8	-	-	-	-
12	The current problem that Awgni as an LOI has faced is a problem of implantation rather than of being a consequence of a policy problem.	22	84.6	4	15.4	-	-	-	-	-	-

community itself should undoubtedly carry out the selection and decision of an LOI. However, from the objective realities of the study area itself this is not what is being practiced in reality. That is, for instance, if one observes the case of the decision for the choice of an LOI for grades 7 and 8 in Awi, he/she can see that the decision carried out by the ANC (1994, in Amharic: 1-2) to make English an LOI in the grades mentioned as of the 2002/03 academic year has been changed to Awgni with in a years time by the decision conducted by the same body (ANC, in Amharic 1995: 2). However, when we see the process of the change of this decision we understand that it has been carried out after an exchange of a strongly worded letters between the zonal education desk (in favor of the ANC) and the regional education bureau against the ANC

(appendixes H-K). This can, therefore, possibly tell us that the regional government might in one way or another have influenced the ANC to change its decision that in turn replies that the beneficiary community is not practically enjoying the right to decide the LOI it wants to use, at least through its representatives. Furthermore, most likely it may be the knowledge of such a phenomenon that has resulted the majority respondents of the heads and the experts of the education offices (depicted by table 13) to respond that the current problem that hampered the implementation of Awgni as an LOI is more of a policy than being an implementation problem because it is the policy making body or the upper authority rather than the beneficiary community itself and the local authorities who are deciding and imposing their decisions to be carried out or implemented.

Besides, the problem mentioned above is further justified by item 8 of this table. That is despite the fact that 42.3% of the respondents think that Awgni can currently be implemented as an LOI up to grades 8, a higher proportion (46.1%) of them on the other hand responded the reverse. The rest 11.5% of the respondents have no opinion to say. Nevertheless, what is surprising here is that it was being under such an attitudinal condition that the ANC (the central part of which is the respondents of the administrative bodies themselves) has decided that Awgni should continue to be an LOI up to grade 8 as of the 2004/2005 academic year.

Similarly, although Awgni is not yet introduced as a working language in the zone, not less than 61.6% of the respondents of the administrative body (the core body of the ANC) agree that it is impossible to promote Awgni as an LOI without implementing it as a working language in the zone. And when this case is related to item 2 of table 12 and item 6 of table 13 there is no a significant difference ( $\chi^2$  calculated = 16.87 and  $\chi^2$  of table value = 21.026 at 0.05 significance level) among the respondents of the teachers, the education officials and the administrative bodies. In addition 53.9% of these respondents at least more or less agree that the implementation of Awgni as an LOI is ahead of time because the language is not that much matured in its literary capacity to effectively put the program through.

A very high number (50.8%) of the respondents of the administrative bodies agree on Awgni's provision as a subject for every pupil in the zone until a pupil leaves secondary school because unlike the preceding respondent categories, particularly unlike teachers may have thought the method as a means of promoting Awgni as an LOI. But the majority (83.6%) of them do not agree on the idea that providing Awgni as a subject could be enough instead of making it an LOI, which of course can probably indicate that at least nominally they have the determination to the introduction of the program. Indeed, 46.1% of them did not deny to express

their feelings that it was better to develop the language further by providing only as a subject and preparing different literary works and reading materials before directly introducing it as an LOI soon after its reduction in to a written form.

On the other hand, like the other respondents, 84.6% of the respondents of the administrative bodies believe that allowing each ethnic group to use its MT for educational instruction does not create a feeling of tribalism that would result in the disintegration of the country in the long run. When we compare this response with the responses of the teachers and the education officials (table 12 of item 9 and table 13 of item 14 respectively) for the same question we can understand that there are a significant difference among the attitudes of the latter two respondent categories and the former respondent category where the  $\chi^2$  value is found to be 33.58 at 0.05 level of significance because the table value of  $\chi^2 = 21.026$ . In fact 11.5% of the respondents of the administrative bodies fear the inevitability of the consequence, although Tesfay (1971; 77-78) has indicated that there is no an adequate and that much materialized evidence to show an absolutely settled, integrated and harmonized environment among the different ethnic groups in the history of the country ever since the establishment of an Empire state of Ethiopia.

The other variable that was sought to be investigated was the self-efficacy of the respondents under study. Accordingly, table 14 depicts that 65.4% of the respondents did not deny that most of them were not willing to communicate in Awgni in public or in private in areas where only Amharic is spoken. Moreover 92.3% of them agreed that most of the Awgni speaking community is a victim of a misunderstood attitude that Awgni is inferior to Amharic. Similarly 93.2% of them confirm that most of the Amharic speaking community unknowingly or knowingly underestimates both Awgni and the Awgni speaking community and overestimates Amharic by making it "superior" to Awgni. Many of the respondents, moreover, disclosed in their reactions to the open-ended questions that the Amharic speakers who do not laugh on a European who makes many grammatical mistakes in Amharic undoubtedly used to laugh on the same mistakes committed by an Awgni speaker Ethiopian. Probably this gripping attitudinal defect may have resulted in the respondents to get ashamed to speak Awgni and declare themselves to be members of the Awi nationality be it in public or in private.

Finally the respondents of the administrative bodies were posed to respond whether the current problem in the implementation of Awgni as a LOI stems from a policy problem or from defects in implementation. Accordingly, none of them have responded that it is a policy problem. Among the implementation problems faced they included the following variables in

their answers for the open-ended questions. The first and the core problem was found to be the attitudinal problem of the community whereby it not only gives a higher value to Amharic than Awni but also takes proficiency in Amharic as a symbol of civilization and prestige. In connection to this, they added, the community, without recognizing both the provision of other subjects in the Awni medium and the development of Awni far and wide in all its orthographic and lexical aspects also considers the education in the Awni medium as if it is simply teaching their children the Awni language that they already know.

The second problem these respondents disclosed is that because of the attitudinal problems all the public sector, including the administrative bodies, from the top zonal down to the kebele and school level not only denied the necessary attention but also lacked the necessary awareness and an adequate determination to implement the program effectively. And this has resulted in the emergence of a third major problem which is lack of supplying the necessary human, material and financial resources so that adequately trained teachers and other professionals as well as inputs of standardized and qualified curricular and non-curricular materials as well as facilities and furniture are not fulfilled and supplied on time. And in fact the prevalence of all these problems are confirmed by both the teacher respondents and the respondents of the heads and the experts of the education offices in their reactions for the open-ended questions.

### **3.4 The Practices and Supplies to Implement Awni as an LOI**

By the word practices here the student researcher has sought to investigate the status or role of Awni that it plays in the correspondence of the entire community both in the public and the private businesses of the society. Supplies, on the other hand, refer to the extent and status of resources and/or inputs supplied for the successful implementation of the program. When we see what table 15 reveals above from this perspective except for the day-to-day life activity of the community within itself and pupils during the teaching learning activity in the classroom, Awni is never used as a means of correspondence and communication. That is, to begin with, except the teaching learning activity, the school itself corresponds both within the school and in interschool correspondences through the Amharic medium. This can clearly be seen from the responses for items 3-8 and 12 of the teacher and parent respondents respectively. In addition the table reveals that both the zonal and woreda education offices never used to exchange letters with schools of Awni medium by using Awni. Furthermore, almost none of the service giving public institutions, including the forefront advocates of using an MT (the administrative bodies) used Awni to run meetings with the local community.

**Table 15: The role of Awgni in community correspondence**

Respondent Category	No.	Items	Language categories					
			Awgni		Amharic		Both	
			#	%	#	%	#	%
Heads & Experts of the Education Offices (N=22)	1	Your office corresponds (exchanges letters) with the schools teaching in Awgni medium in	-	-	22	100	-	-
	2	Whatever meetings and discussions are held concerning the life of the Awgni speaking community in your woreda the authorities mostly run the meetings and prepare the discussion minutes in	-	-	22	100	-	-
Teachers teaching in Awgni medium (N = 66)	3	The language of the notices the school uses to write (correspond) concerning teachers, pupils or the entire administration.	3	4.5	52	78.8	11	16.7
	4	The language in which teachers use to write their applications and different administrative issues within the school.	1	1.5	63	95.5	2	3.0
	5	The language in which the school corresponds (exchanges letters) with the woreda education office and with the kebele and woreda administrative offices.		-	66	100	-	-
	6	The language in which the school runs meetings with the school administration committee and/or with the local community.	2	3.0	49	74.2	15	22.7
	7	The languages in which minutes are held in the meetings like those mentioned above.	-	-	66	100	-	-
	8	The language in which clearances are written for pupils while leaving the school.	4	6.1	59	89.4	3	4.5
	9	The language required for the day-to-day life activity of the community in this area.	55	83.3	6	9.1	5	7.6
Parents (N = 70)	10	The language that the local courts, administrative institutions, development agents, other legal, social and economic institutions such as the clinics and health centers usually use to correspond (exchange letters) to each other and with the community.	-	-	66	94.3	4	5.7
	11	The language that the woreda and zonal administrative authorities usually use to make speeches and discussions in the meeting and other occasions with the local community.	-	-	56	80	14	20
	12	The language that teachers often use when discussing with the school committee or with the entire local community.	6	8.6	46	65.7	18	25.7
Pupils (N = 80)	13	The language your teachers often used in a classroom explanation while you were learning in grades 1-6	47	58.8	3	3.7	30	37.5
	14	During the school breaks you often communicate with your classmates or friends in	74	92.5	-	-	6	7.5

Nevertheless, literary evidences show that if language policies are sought to be successfully implemented and the goals achieved as are planned, they should tightly be recoiled with every life aspects of the society (Ouedraogo, 2000: 63-68). To begin with both a better access of the majority of the population to the laws regulations and directives designed by a

government as well as the creation of an attitude of pride, confidence and self worthiness to its language by a specific ethnic group is achieved by the translation of all the administrative, legal, and political documents to its MT and implement it for the public services. For instance the translation of documents like the certificates of birth, marriage, land tenure, the constitutions, penal and civil codes, cultural heritages, religious documents etc. can be used as a good strategy in the achievement of the implementation.

Besides, for the achievement of an active participation of that community both in making decisions and implementation of a specific policy or program the different socio-economic practices in a specific locality should take the linguistic objective realities of that locality into account. This includes the implementation of the MT language of that community when dealing on all its own affairs. Otherwise, if the language selected to serve in that locality for such governmental and non-governmental development businesses is strange to the majority of the community, it limits the participation of the community and ends up futile. Thus, the use of an MT for such activities not only promotes the MT language but also plays a central role in the effectiveness of the implementation of the different development policies and programs, each promoting the other mutually.

The extent of the quantitative and qualitative availability of the different resources and the interests the community show to the implementation of Awgni as an LOI as viewed by the teachers of the Awgni medium is shown by table 16 hereunder. To begin with the table depicts that contrary to the NETP (TGE, 1994:23) leave alone using nationality languages as LOIs in the TTIs and colleges, almost none of the teacher respondents have received at least a satisfactory training as how to teach in Awgni medium and the majority of them show no interest of teaching in Awgni medium. Furthermore, these respondents state that the interest of the other teachers, parents and pupils is worse than their own interests and determinations.

Similarly, the attention and support provided by the concerned stakeholders does not seem encouraging to run the programme further. That is according to the teacher respondents the proportion of the support provided by all the community, the principals and the heads and the experts of the education offices is not more than satisfactory. In fact concerning the support provided by the principals, 4(6.1%) of the 6(9.1%) who responded very high and 6(9.1%) of the 11(16.1%) who responded high are the principal respondents themselves which by itself tells us that the respondents who claim that principals provide a high support are not the teacher respondents but the principal respondents themselves. In fact when we look at the table as a

**Table 16: Teacher reactions to the quantitative and qualitative availability of resources and on community interests to the programme (N=66).**

No	Items	Response categories											
		VH		H		S		L		VL		NA	
		#	%	#	%	#	%	#	%	#	%	#	%
1	The training you received how to teach in Awgni medium.	-	-	-	-	-	-	12	18.2	35	53.0	19	28.8
2	Your interest to teach in Awgni medium.	8	12.1	15	22.7	15	22.7	20	30.3	8	12.1	-	-
3	The interest and determination of the other teachers in the school to teach in Awgni medium.	2	3.0	8	12.1	21	31.8	29	43.9	6	9.1	-	-
4	The interest of parents to send their children to a school using Awgni medium.	1	1.5	1	1.5	2	3.0	19	28.8	43	65.2	-	-
5	The interest of pupils to learn in Awgni medium.	2	3.0	6	9.1	3	4.5	29	43.9	16	24.2	10	15.2
6	The support provided by the local community for the success of the education in Awgni medium.	2	3.0	2	3.0	6	9.1	12	18.2	22	33.3	22	33.3
7	The attention and support given by the principal for the education given through Awgni medium.	6	9.1	11	16.7	24	36.4	21	31.8	3	4.5	1	1.5
8	The support provided by the heads and experts of the zonal and the woreda education offices for the success of the program .	-	-	4	6.1	5	7.6	24	36.4	21	31.8	12	18.2
9	The skill in Awgni language of most of the heads and experts of education offices to give the necessary back up for the education in Awgni medium.	4	6.1	6	9.1	5	7.6	21	31.8	19	28.8	11	16.7
10	The capacity of the heads and experts of woreda education offices to give the necessary support for the education program in Awgni medium	6	9.1	8	12.1	8	12.1	21	31.8	18	27.3	5	7.6
11	The interest and determination of the heads and experts of the zonal and woreda education offices for the success and fruitfulness of the education in Awgni medium.	4	6.1	7	10.6	14	21.2	21	31.8	16	24.2	4	6.1
12	The motivation given by the government for the teachers teaching in Awgni medium.	-	-	1	1.5	1	1.5	5	7.6	12	18.2	47	71.2
13	The opportunity of the teachers to participate in workshops and awareness creation forums such as in the preparation and evaluation of curricular materials, skill development programs of teaching in Awgni medium, in different short term training programs, etc.	-	-	2	3.0	8	12.1	23	34.8	15	22.7	18	27.3
14	The educational qualification of the first cycle (1-4) primary teachers.	-	-	13	19.7	45	68.2	8	12.1	-	-	-	-
15	The number of teachers in the first cycle (1-4) primary.	-	-	15	22.7	42	63.6	9	16.3	-	-	-	-
16	The educational qualification of the second cycle (5-8) primary teachers	-	-	-	-	1	1.5	18	27.3	23	34.8	24	36.4
17	The number of teachers in the second cycle (5-8) primary.	-	-	-	-	-	-	29	44.0	35	53.0	2	3.0
18	The uniformity of the curricular materials prepared by the translation of the Amharic version.	-	-	-	-	21	31.8	23	34.8	11	16.7	11	16.7
19	The quality of the curricular materials.	-	-	-	-	12	18.2	33	50	19	28.8	2	3.0
20	The quantity of the curricular materials available.	-	-	-	-	19	28.8	24	36.4	22	33.3	1	1.5
21	The quality of the non-curricular materials.	-	-	-	-	1	1.5	2	3.0	45	68.2	18	27.3
22	The quantity of the non-curricular materials available.	-	-	-	-	1	1.5	11	16.7	37	56.1	17	25.8
23	The number of non- curricular materials prepared by the teachers of this school.	-	-	-	-	3	4.5	19	28.8	26	39.4	18	27.3

whole the support provided by the principals is better than that of the support rendered by the community and the education offices.

In addition to these, the skills in Awgni, the interests and determinations as well as the capacity of the heads and experts of the education offices are worth dealing in this regard. Thus, the table depicts that as disclosed by the teacher respondents among the education officials only 15.2% of them possess a high skill in Awgni language. The majority of them have low or very low skills out of which 16.7% (more than those who have a high skill) have no Awgni language skills at all. Moreover, as can be seen in items 10 and 11 the majority of the heads and the experts have neither a high capacity nor a high interest and determination to support the education in Awgni medium.

Moreover, according to the majority of the teacher respondents the motivation applied by the government for the teachers is preferable to say nil because 71.2% of them have replied that there is no any motivational effort at all and 18.2% and 7.6% respectively reported it to be very low and low. Leave alone the necessary training and motivation, it is only 3.0% of the respondents who believe that they have obtained a high opportunity to participate in workshops, seminars and other awareness development forums of using Awgni as an LOI. The rest have got a low or none opportunity in this respect.

When we come to the issues of the qualitative and quantitative resource supplies the table portrays that it is only the supply of the first cycle (1-4) primary teachers that is fulfilled to the extent of a satisfactory level on average. Concerning the rest of the resources including teachers of the second cycle primary (relative to the policy standard) and both curricular and non-curricular materials, the teacher respondents witness that the supply is either low, very low or totally absent. In addition, the majority of the teacher respondents not only disclosed that there is lack of the uniformity of the translated curricular materials but also did not deny that the non-curricular supportive materials prepared by the teachers themselves at a school level are far below satisfactory.

To crosscheck the responses of the teacher respondents some of the questions of table 16 were also posed to the heads and experts of the education offices. Tables 17 and 18 display this. Therefore, consistent to the teacher respondents, the majority (50.0% and 63.7% respectively) of the respondents of this category agree not only on the quantitative shortage and lack of qualitative improvement of the curricular materials but also on a limited back up of the programme by the necessary supplementary readers or non-curricular materials. In addition a significant proportion (40.9%) of the heads and the experts of the education offices agree with

the teacher respondents on the fact that the curricular materials lack localization. Only a few higher proportion (45.5%) of them disagree on the presence of the defect, and this is the only deviation of the respondents of this category from those of the teacher respondents in this regard.

Concerning the availability and interest of teachers the respondents under study have reacted for items 5 through 11 of table 17. Correspondingly, concerning the presence of adequate teachers for the first cycle (1-4) and absence in the second cycle (5-8) the highest proportion of the respondents in this category also agreed with the teacher respondents. Similarly, the agreement of the majority of these respondents with the former ones holds true concerning the absence of providing motivation for and the nonexistence of interest and determination of teachers for the education in the Awgni medium. Most probably the latter might be the consequence of the former.

Above all the agreement of the respondents of the heads and experts of the education offices with those of the teacher respondents becomes more consistent on the trainings the teachers gained, the awareness they have, and the knowledge and skills they possess to teach in the Awgni medium. In other words the majority of the former respondents, like those of the latter, revealed that teachers of the Awgni medium have neither gained a training to teach in the Awgni medium nor have that much awareness, knowledge and skill of it. In fact, most (54.5%) of these respondents, the majority (72.7%) of whom claim that they by themselves have the necessary awareness on the use of an MT as an LOI in education, are quite sure that teachers under such a condition are definitely teaching in Awgni medium, although a significant proportion (22.7%) of them do not know what the reality is.

**Table 17: Reactions of the heads and the experts of the education offices to the supply of educational inputs and resources to the schools (N=22).**

No	Item	Response categories									
		DC		MC		MI		DI		DK	
		#	%	#	%	#	%	#	%	#	%
	The education provided through Awgni medium has a balanced supply and demand of the curricular materials.	4	18.2	5	22.7	6	27.3	5	22.7	2	9.1
2	The curricular materials prepared for the Awgni medium are often being studied, evaluated and improved.	2	9.1	7	31.8	7	31.8	4	18.2	2	9.1
3	The curricular materials of Awgni medium reflect the objective realities of Awi (or are well localized).	2	9.1	8	36.4	6	27.3	3	13.6	3	13.6
4	In addition to the curricular materials the necessary non-curricular reference materials back the education in Awgni medium.	2	9.1	5	22.7	8	36.4	6	27.3	1	4.5
5	The first cycle (1-4) primary education given in Awgni medium has adequate number of teachers.	5	22.7	12	54.5	2	9.1	3	13.6	-	-
6	The education provided in Awgni medium in the second cycle (5-8) primary has adequate number of teachers who can fulfill the policy standard.	-	-	1	4.5	5	22.7	16	72.7	-	-
7	Teachers have a heart-felt interest and determination to teach in Awgni medium.	-	-	3	13.6	10	45.4	6	27.3	3	13.6
8	Teachers of the Awgni medium education are provided with the necessary and special motivation.	1	4.5	1	4.5	6	27.3	12	54.5	2	9.1
9	Teachers are properly trained to teach in Awgni medium.	-	-	-	-	10	45.4	9	40.9	3	13.6
10	Teachers of Awgni medium are well aware of the use of teaching in Awgni medium.	-	-	2	9.1	11	50	7	31.8	2	9.1
11	Teachers of the Awgni medium possess the necessary knowledge and skills to teach in Awgni medium.	-	-	3	13.6	8	36.4	8	36.4	3	13.6
12	You by yourself are well aware of the use of an MT as an LOI in education.	6	27.3	10	45.4	6	27.3	-	-	-	-
13	A radio transmission program backs the education in awgni medium.	-	-	-	-	1	4.5	21	95.5	-	-
14	You are quite sure that all the schools that are required to teach in Awgni medium definitely teach with it.	3	13.6	9	40.9	3	13.6	2	9.1	5	22.7

Table 18, on the other hand, reveals the extent of the pre-emptive measures taken and preparations made for the effective implementation of Awgni as a medium of education as viewed by the heads and the experts of the education offices. In this regard the first thing, next to the preparation of teachers and material resources and other inputs, to be thought of is equipping the structural organization of the education offices and the schools with relevant personnel to implement the programme effectively (Gross, Giaquinta and Bernsteing, 1971:139-148). In this regard the majority of the heads and experts of the education offices expressed not only the presence of the incongruence of the structural organization of the education offices to the innovation to be implemented but also its consequence where by the heads and the experts of the education offices faced limitations to give a supervisory support for the schools under study. The most probable reason for this defect as can be observed from the preceding data of the respondents might be lack of the skills of the Awgni language of the heads and experts of the education offices

According to the reactions of the respondents the defects of the organizational structures of the woreda and zonal education offices are manifested in their efficiency of planning, follow up, and monitoring and evaluation of the education program in the Awgni medium. That is the majority (63.6% and 73.7%) of the respondents respectively believe that the education offices not only lack the capacity of planning, follow up, and monitoring and evaluation of the program but are also mostly occupied with inappropriate professionals to the program that in sum has resulted in a better efficiency and effectiveness of the education in the Amharic programme over that of the Awgni one. And this by itself has become one of the factors that brought about the attitudinal problems among all the beneficiary community towards the introduction of Awgni as an LOI. Added to this, all these respondents gave the reasons for such problems in their reactions for the open-ended questions that the inconvenience of the civil service guidelines and directives to allow the respective offices to select, recruit and place professionals of only who possess the skills of Awgni is one of the major grounds for this problem to come about.

When we investigate the role of the different stakeholders in the implementation of the program the experiences of many countries like Ghana, Tanzania, and South Africa can tell us good lessons. That is we can see that in addition to the education sector the support from all levels of the administrative bodies, the different governmental and non-governmental organizations, the private sector and such other organizations (Bemile, 2000:207-20; Ahdoh-

**Table 18: Reactions of the heads and the experts of the education offices concerning the pre-emptive actions carried out and the external supports the schools gain (N = 22).**

No	Item	Response categories									
		DC		MC		MI		DI		DK	
		#	%	#	%	#	%	#	%	#	%
1	The educational sector has the proper organizational structure from the top zonal education desk down to a school level for the success of the education in the Awgni medium.	-	-	3	13.6	16	72.7	2	9.1	1	4.6
2	The educational offices provide the necessary professional support for the fruitfulness of the education in Awgni medium.	1		6	27.3	9	40.9	5	22.7	1	4.6
3	The education offices follow a properly organized planning, follow up, and monitoring and evaluation systems for the success of the education in Awgni medium.	2	9.1	6	27.3	12	54.5	2	9.1	-	-
4	Both the zonal and woreda education offices are occupied with the appropriate professionals to give the necessary support for the education in Awgni medium.	3	13.6	3	13.6	9	41.9	7	31.8	-	-
5	The necessary budgetary resources support the education in Awgni medium.	2	9.1	7	31.8	9	41.0	3	13.6	1	4.5
6	Both the zonal and woreda administrative bodies give the necessary attention and support for the education provided in Awgni medium.	2	9.1	4	18.2	10	45.4	6	27.3	-	-
7	The regional education bureau gives the attention and support expected from it.	1	4.6	3	13.6	10	45.5	3	13.6	5	22.7
8	In addition to the educational sector the different governmental and non-governmental organization, the private sector and others are endeavoring with determination to strengthen and motivate the education in Awgni medium.	-	-	-	-	6	27.3	16	72.7	-	-
9	Both the zonal and woreda administrative bodies usually consult the community to convince it to appreciate the education provided in Awgni medium.	1	4.5	3	13.6	10	45.5	8	36.4	-	-
10	Primary education in Awi has started to be provided in Awgni medium after consulting and convincing the concerned community.	-	-	-	-	9	41.0	10	45.4	3	13.6
11	The choice of an LOI for a specific community should be carried out by the beneficiary community itself but not by any other external body.	13	59.1	5	22.7	2	9.1	2	9.1	-	-
12	Awgni has been introduced as an LOI after it was proved that it can serve for literary works and the necessary prerequisites were fulfilled.	-	-	-	-	3	13.6	18	81.8	1	4.5
13	Since it has been introduced before the necessary preparations are made the education in Awgni medium is more of disadvantageous than advantageous.	6	27.3	9	40.9	5	22.7	-	-	2	9.1

Kumi, 1999:2; Bamgbose in ADEA, 1996:7 and ADEA, 2003:4) is indispensably important for the success in the implementation of MTs in educational instruction. Nevertheless, as can be seen from items 5 through 8 of table 18, the majority of the respondents of this division inform us that that much necessary attention and budgetary supplies are not given to the program from both the administrative bodies and the regional education bureau. Above all, all of them have uniformly replied that there is no any other organization other than the education sector and the administration office that are concerned and engaged in this task. Even the majority of the beneficiary community is not willing to support the program unless the administrative bodies influence it.

Moreover, an overwhelming majority (86.4% and 81.9% respectively) of the respondents of the heads and the experts of the education offices did not hesitate from disclosing that the introduction of Awgni as an LOI excluded not only the consultation and the consent of the beneficiary community at the beginning but also lacked a consultative and persuasive measures to be taken to convince the community even at its current status except carrying out some niggled activities. Besides, all of the respondents agree that Awgni was introduced as an LOI before the necessary literary preparations were made. Indeed, even being introduced under such defective conditions, the majority (68.2%) of the respondents found that the education in Awgni medium is not more of advantageous than disadvantageous.

The last category of respondents that were requested to react on the per-emptive measures taken to implement Awgni as an LOI were the administrative bodies of both zonal and woreda level. Below, table 19 reveals this. To begin with, unlike the rest of the respondent categories the majority (88.5% and 84.6% respectively) of the administrative bodies not only think that the ANC is the decision body of the selection and implementation of the LOI in the zone but also affirmed that the implementation of Awgni as an LOI was decided on the basis of the consultation and interest of the beneficiary community.

Nevertheless, when this response is compared with the respondents of the teachers (item 9 of table 7) and the education officials (item 10 of table 18) independently, it showed a significant difference. That is the  $\chi^2$  values between the respondents of the two teacher categories, the Awgni medium teachers and the education officials, the Awgni medium teachers and the administrative bodies, as well as the education officials and the administrative bodies at a 0.05 level of significance is obtained by calculation to be 5.63, 5.04, 57.31, and 34.7 consecutively. Hence, since the table value of the  $\chi^2$  is 9.488 at the same level of significance

Table 19: Reactions of the administrative bodies on the pre-emptive actions taken to implement Awgni as an LOI (N=26).

No	Item	Response Categories									
		DC		MC		MI		DI		DK	
		#	%	#	%	#	%	#	%	#	%
1	The selection of an LOI for primary education in Awi has been decided by the Nationality Council	19	73.1	4	15.4	2	7.7	1	3.8	-	-
2	The education given in Awgni medium is based on the consultation and interest of the entire community including the teachers.	5	19.2	17	65.4	2	7.7	2	7.7	-	-
3	When it was decided to give education in Awgni medium the level up to which it was to be implemented and the responsibility and authority of each administrative echelon was clearly defined.	4	15.4	10	38.5	3	11.5	6	23.1	3	11.5
4	The community is happy and in favor of the education in Awgni medium.	1	3.8	23	88.5	1	3.8	-	-	1	3.8
5	The teachers support the provision of primary education for children of Awgni MT in Awgni medium.	2	7.7	15	57.7	5	19.2	1	3.8	3	11.5
6	Since the education in Awgni medium is backed by the necessary research findings and consequent improvements, the community is well aware of its benefit.	3	11.5	15	57.7	5	19.2	3	11.5	-	-
7	The education in Awgni medium has got the necessary attention and an all-round support from the respective administrative bodies.	8	30.8	17	65.4	1	3.8	-	-	-	-
8	The regional education bureau is making the necessary contributions expected from it for the fruitfulness of the education in Awgni medium.	-	-	10	38.5	8	30.8	4	15.4	4	15.4
9	The regional government provides the necessary support for the success of Awgni as an LOI.	-	-	9	34.6	8	30.8	6	23.1	3	11.5
10	In addition to the education sector other governmental and non-governmental organizations, the private sector and the like are devotedly playing the role expected from them for the success of the education in Awgni medium.	-	-	5	19.2	5	19.2	16	61.5	-	-
11	The education in Awgni medium possesses the required human resource.	-	-	6	23.1	11	42.3	5	19.2	4	15.4
12	The education in Awgni medium in the second primary (5-8) is supplied with teachers fulfilling the required policy standards.	-	-	2	7.7	13	50.0	10	38.5	1	3.8
13	In the Awgni speaking community areas public organizations such as the local courts, the local administration, health centres or clinics, development agents and other social, economic, and legal institutions corresponds (exchange letters) with the local community in Awgni.	1	3.8	2	7.7	6	23.1	16	61.5	1	3.8
14	The regional mass media and the press have given the necessary place for Awgni so that it can be promoted through broadcasting and publication to reach to the community.	1	3.8	1	3.8	7	26.9	16	61.5	1	3.8
15	Providing education in Awgni medium has a clear aim and vision.	23	88.5	2	7.7	-	-	1	3.8	-	-
16	The aim and vision of the education in Awgni medium can be achieved on time.	6	23.1	18	69.2	-	-	-	-	2	7.7

these values indicate that a significant difference is obviously seen between the respondents of the administrative bodies and the rest others, but not among the rest of the respondents.

Moreover, as can be understood from the reactions of these respondents for items 3,4 and 5 the majority of them claim that the responsibility and authority of the administrative bodies from regional to woreda level is clearly defined and the decisions conducted on an LOI are held as per this system of authority. Besides, they replied that the entire community including the teachers are happy and in favor of the provision of education in Awgni medium in the zone. However, the reactions of the rest of all the respondents, appendixes H through K as well as the implementation guidelines declared (ANC, 1994 in Amharic: 1-2 and 1995 in Amharic: 2) disprove what the administrative bodies have witnessed. The case of item 4 in the table under discussion was given a special attention and compared with the response given by the teachers for item 4 of table 16. And based on this comparison the  $x^2$  value was obtained to be 76.73 at a 0.05 level of significance (table value of  $x^2=9.488$ ). And this indicates that there is a significant difference on the perception of the two respondent categories concerning the feelings of parents toward the education in the Awgni medium. In fact the preceding findings in this paper show the majority of the respondents including the parents themselves are in favor of the responses of the teacher respondent, i.e. parents are not happy and do not favor the introduction of Awgni as an LOI.

Similarly the majority (96.2% and 69.2%) of the respondents of the administrative bodies respectively claim that the education in Awgni medium has not only gained the necessary attention but also is backed by the necessary research findings and consequent improvements. This is also in disagreement with the rest of the respondents and the aforementioned appendixes on which a significant difference ( $x^2=22.09$ ) is reflected at a 0.05 level of significance (table value of  $x^2=9.488$ ) when compared with the education officials (item 6 of table 18). On the other hand the majority of the respondents in this category disclosed that the support rendered by both the regional government and the regional education bureau to the program are inadequate and below what is expected from. Consequently, when compared with item 7 of table 18 there is no a significant difference ( $x^2$  calculated =4.92 and table value of  $x^2=9.488$ ) at a 0.05 significance level between the respondents of the education officials and the administrative bodies in this respect.

Moreover, in line with the preceding respondents, these respondents agree that except the educational sector and the administrative bodies of all levels, there is no other organization engaged in the activity under discussion. In addition to this the respondents are not reluctant to

disclose that the education in Awgni medium does not possess the required human resources, particularly teachers of the second primary (5-8) who can fulfill the required policy standards. This was also compared to items 17 of table 16 and 6 of table 18 and no significant difference is observed ( $\chi^2$  calculated = 10.45 and  $\chi^2$  table value = 15.507 and  $\alpha=0.05$ ) among all the respondents, which tells us that the problem is still there.

Concerning the practices and application of Awgni in the day to day public businesses of the community not less than 84.6% of these respondents admit that there is no a trend of using Awgni in the local courts, administration activities and other social, economic and political activities. Moreover, according to an overwhelming majority (88.4%) of the respondents the regional mass media and the press have never given place for Awgni language, which could have been one means of promoting the language and possibly convincing the local community that Awgni, like Amharic, is a language that can serve in all the socioeconomic and political aspects of society. Thus respondents of all categories have underlined in their responses to the open ended questions that the regional government should allow transmission of the different socio-economic, political and cultural values of the community in the mass media and publications of the same issues in the Awgni language.

The last two questions posed to the respondents of the administrative bodies were whether the implementation of Awgni as an LOI has a clearly set aim and vision and whether this aim and vision can be achieved in the specified time or not. According to the responses indicated in the table the majority of the respondents have reacted that the program has a clear aim and vision that can be achieved on the specified time. But the student researcher cannot get any documentary evidence that specifically describes the goals and visions set, be it in the education offices or the administration offices of the entire zone.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 4.1. Summary

The main purpose of this study was to investigate the attitude of the stakeholders towards the implementation of Awgni as a medium of education in the primary schools of Awi, one of the zones established in the Amhara region on the grounds of national identity. The unresolved debates and controversies of the stakeholders on the implementation of Awgni as an LOI since its introduction in the 1996/97 academic year have initiated and attributed the student researcher to carry out this study.

To this effect the student researcher has formulated basic questions that address the following vital issues: (1) the attitudes that the stakeholders have towards the new language policy in education and the causes and consequences of those attitudes; (2) the perceptions and reactions of the stakeholders towards the introduction of Awgni for educational instruction and the causes and consequences of these views and reactions on the implementation of the program; (3) the extent of the preparation and provision of properly trained teachers; (4) the participation, awareness and cooperation of the beneficiary community both in the decision and implementation of Awgni as an LOI ; (5) the efforts, competence, determination and fruitfulness of the heads and the experts of the education offices (executors) to provide the necessary supervisory service in the implementation of the programme; and (6) the interdependence of the awareness, the attitude, and the practices and supplies to affect the program under study positively or negatively. In order to deal on these basic questions a descriptive research methodology was implemented and the necessary related literatures were reviewed as much as possible.

In addition three types of data gathering instruments (Questionnaires, opinionnaires, and focused group discussion interviews) were prepared and implemented for 328 samples of respondents, which were managed by being categorized into six groups (parents, pupils, Awgni medium teachers, Amharic medium teachers, heads and experts of the education offices, and the administrative bodies). Most of the questionnaires (except those offered for the parent respondents) were more of a likert scaled opinionnaire types because many educators

recommend this method to study such controversial issues (Best, 2003:248) in addition to the fact that it allows the respondents an opportunity of a wide range of choices (usually not less than five) than most questionnaires. Moreover, since the research activity has given a great emphasis for the variables mentioned above and developed generalizations in the final analysis, it has implemented the descriptive research method. Furthermore, to analyze the data gathered the percentage, chi-square, t-test, and Pearson's product-moment coefficient of correlation statistical methods are implemented.

Therefore, based on the aforementioned instruments and statistical methods the following results are obtained from the study.

1. The attitude of the different stakeholders towards the language policy concerning the use of an MT for educational instruction in the primary schools is found to be heterogeneous. On the one hand 92.3% and 52% of the respondents of the administrative bodies and the heads and the experts of the education offices respectively favored the NETP and its contents pertaining to the LOI in the primary schools. On the other hand the majority of the teacher respondents of both categories and 31.8% of the respondents from the education offices either agreed only partially or disagreed completely on the subject under discussion. The negative attitudes surfaced have stemmed from the questions of the respondents that whether the present is an appropriate time for launching a new language policy in education in the country. Their doubts rested up on the unavailability of the indispensable resources; disparities in distribution of the already available but limited resources among schools; the lack of the consultation and the consequent readiness of the beneficiary community including teachers; the lack of interest and commitments from a variety of crucial role players, both the education offices and the administrative bodies, from the upper regional down to a woreda level and the different governmental and non governmental institutions that can play vital roles in writing, publishing and distributing of textbooks and supplementary readers; and absence of other resource supplies and services to run the program effectively.
2. The perception and reaction of the community under study towards the introduction of Awgni as an LOI and a subject of study also varied from one community category to another.

**2.1 Parents and Pupils:-** For parents teaching their children in the Awgni medium is not different from teaching them only the language that they already know, i.e. Awgni. That is most of the parents do not trust that their children are learning all the subjects through the medium of Awgni like those of the pupils of the Amharic medium learn it in

Amharic. Moreover, the majority of the parent respondents think that Amharic is a more superior and useful language than that of Awgni and hence consider a man that speaks only Awgni as less conscious and less matured than a man that can speak Amharic. Consequently, they fear that the use of Awgni as an LOI hinders their children from acquiring the skills of such a highly useful language. Therefore, parents underestimate and mistrust the education in the Awgni medium and instead give a high value for the education in the Amharic medium to which they have shown a high interest and preference for their children to learn with. Similarly, although an overmatching number of pupils have revealed that they feel happier and confident in addition to understanding their education better and faster when instructed in Awgni, an invariably high proportion of them disliked the implementation of Awgni for their educational instruction. Instead almost all of pupils prefer the Amharic medium and wish their improvements in the Amharic language even at the expense of their MT.

**2.2 Teachers and the Heads and the Experts of the Education Offices:** - In spite of their awareness to the pedagogical, psychological, and social advantages of using the MTs for educational instruction, the largest proportion of both these respondent categories do not have a positive attitude towards the introduction of Awgni for educational instruction. In addition to the reasons mentioned above to disfavor the NETP, lack of an appropriately structured grammar and standardized dialect in the language and its consequences of aggravating national disintegration are the rationales for these respondent categories to have a negative attitude towards the implementation of Awgni for educational instruction.

**2.3 Administrative Bodies:** - These respondent categories, although none of them have reported that they used to send their children to an Awgni medium school, reflected not only a positive attitude towards the implementation of Awgni as an LOI but also an intention to choose an Awgni medium school in priority to send their children to learn in. But practically neither of them have responded that they have used to send their children to an Awgni medium school although there are nearby Awgni medium schools around most of these respondents.

3 None of the teacher respondents engaged in teaching through the medium of Awgni have obtained any training as how to teach in the newly introduced medium, the Awgni language. Let alone receiving a training in the TTIs or colleges or encouragement by different forms of motivations, an overmatching majority (97%) of the teacher respondents have reported that their opportunities of participating in the workshops, seminars and different skill

development forums were very few or none at all. In other words, it is only 3% of them who have reported that they have got the opportunities to participate in the aforesaid occasions.

- 4 An overwhelmingly high proportion of the respondents of parents, teachers, and the heads and the experts of the education offices have unanimously exposed that both the decision and implementation of Awgni for educational instruction has hardly consulted and gave room for the participation of the beneficiary community. During the focused group discussions almost all of the parent respondents have revealed invariably that let alone to give an assistance for its success, they have never stopped condemning and cursing the government for introducing such a program which they considered as a blocking barrier against the access of their children for the privileged Amharic language that enables them to possess a better life opportunity. This is further testified by 84.8% of the teacher respondents who replied that the support provided by the local community for the success of the programme is either very low or none at all. Even that very low support is provided not for the sake of giving a special attention to support the programme rather it is simply a labor, material or financial contribution to support the schools like the ones carried here and there in all the Amharic medium schools in the entire zone.

Moreover, about 86.4% and 65.1% of the respondents of the heads and the experts of the education offices and the Awgni medium teachers respectively know that the implementation of Awgni for educational instruction was not based on the consultation and convincing of the beneficiary community. Even the rest 13.6% and 25.8% of the above respondents consecutively have replied that they do not know whether the government has consulted and convinced the beneficiary community before implementation or not. Nevertheless, while 15.44% of the respondents of the administrative bodies have agreed with the above respondents, 84.6% of them argue that the introduction of Awgni for educational instruction is preceded by the consultation and convincing of the beneficiary community including the teachers themselves. In the same manner, although the majority of the parent and teacher respondents themselves disfavor it, the majority of the respondents of the administrative bodies claim that the entire beneficiary community is not only happy and in favor of the education offered through the Awgni medium but give an assistance for its improvement and success as well.

- 5 According to the reactions of the respondents of both the teachers and the education officials themselves the supervisory assistances provided by both the woeda and zonal education offices is not that much satisfactory. Budgetary shortages and lack of the Awgni language

skills of many of the heads and the experts of the education offices have accounted for this problem to face. In addition, the lack of interest and determination among many heads and experts of the education offices has also contributed for the supervisory assistance to be insufficient.

- 6 In general one can see from the whole responses given by all the subjects of the study that among many of the stakeholders there are attitudinal problems that have stemmed mostly from awareness shortages. And this by itself has resulted in the prohibition of giving the necessary attention to the programme that in turn has worsened the attitudinal problems of the community. As such the problems entangled in the implementation of Awgni as a medium of instruction are viciously interrelated and interdependent to each other whereby a solution for one can also be a solution for the other.

## **4.2. Conclusions**

Based on the above findings it is possible to derive the following conclusions:

- 1 The awareness level of the majority of the respondents (probably except the administrative bodies) to distinguish problems caused by the launching of the NETP and problems associated with implementation is mixed and obscured. This is because the majority of the respondents seem unaware of the fact that the NETP is simply an explanation of the rights and options given for nationalities to introduce their MTs for educational instruction so far as they are interested and capable to implement (see page 4 of this paper). But since Awgni is introduced into the education system before fulfilling the necessary preconditions, it has faced problems to run the programme as easily as possible and meet its objectives. However, for one thing or another the majority of the Awi community, often think as if the policy document influences nationalities to introduce their MT for educational instruction and consequently consider problems generated due to failures in implementation as problems of the policy and show a negative attitude towards it.
- 2 Many parents and communities are concerned about access to higher education, or employment opportunities, or general socio-economic advancements, and regard knowledge of a high status language that is accorded some aura of superiority, for instance the Amharic language in the case of Awi people, as crucial for achieving these aspirations. Of course these goals are entirely legitimate and understandable, but need

not be pursued at the expense of their MTs. And this is what most of the respondents, particularly parents and their children (influenced by their parents) are not acquainted with. In addition we can also conclude that a language preference is not just a matter of pedagogical and psychological effectiveness but is linked to the political, social, cultural, and economic factors, including the perceived status of the various languages like the one mentioned above. Indeed, unless it is a dummy decorated by superficial wordings instead of practical applications, may be for securing a political consumption, the awareness level and attitude of the administrative bodies seems hopefully encouraging to tackle the problem from all these directions and change the attitudes of parents and their children towards the implementation of Awgni for educational instruction.

- 3 Lack of taking the pre-emptive actions such as the provision of the proper training in the TTIs and/or colleges, capacitating by on the job training, and equipping with interest and determination by implementing some mechanisms of motivation, which is analogous to the precedence of the cart from the horse, might have been some of the causes among the many that brought about a negative attitude of the Awgni medium teachers towards the program under study. This teacher attitude has also far and wide affected the attitudes of pupils and parents. Probably not with a different reason than this, the Amharic medium teachers possessing the necessary proficiency of the Awgni language skills are not also interested to transfer and teach in the Awgni medium.
- 4 Since the stakeholders were not consulted and not allowed to get the opportunity to participate in the decision of the choice of the LOI and its implementation, currently no stakeholder (except the administrative bodies) is interested and in favor of implementing Awgni for educational instruction. And that is why many parents have used to send their children to urban schools where the medium of instruction is mostly Amharic leave alone to assist and encourage the implementation of Awgni as an LOI. Moreover, the implementation of Awgni for educational instruction only in the rural areas has resulted in the exacerbation of the mistrust and suspicion of the community on the benefits and sustainability of Awgni as an LOI.
- 5 The absence of the necessary supervisory assistance by the education offices, mostly due to lack of budgetary resources and proficiency in the Awgni language skills, has played its own roles to create feelings of hopelessness and suspicion that is reflected by the negative attitudes of the teachers towards the program.

- 6 The lack of the awareness to the pedagogical, psychological, and social advantages of using an MT over not using it in educational instruction has definitely generated attitudinal problems among the community. This attitudinal problem in turn has brought about denying the necessary attention to the programme as a consequence of which it has been suffering from shortages of the required human and material resources, which the Amharic medium has not been suffering from.

### **4.3.Recommendations**

The following recommendations are forwarded in light of the above findings and conclusions:

1. Historical evidences show us that the previous rulers, particularly the emperor's era, always pursued very aggressive language policies and approaches in the entire country which left no doubts in the minds of the Awi people that Amharic is superior to Awgni. In other words mastery of Amharic has by default but not by preference been considered by the local community of Awi as one of the distinctively prestigious life opportunities. The devastating effect of this aggressive language policy is that in Awi itself Awgni has been either underutilized or underestimated as an inferior language and hence completely excluded from important spheres of public communications such as being used as a medium of instruction in schools, a working language in the area it is spoken, and the like. Currently, too, the findings of the study have confirmed that there are not only extraneous influences dignifying the Amharic language on the one hand and underestimating and giving derogatory meanings to the Awgni language and its speakers on the other but also many who are ashamed to affirm themselves in public or in private that they are Awi and can speak an Awgni language. Therefore, the authorities from the upper regional down to the local or Woreda levels should apply maximum possible efforts to change the attitudes of the community so that everybody's awareness and determination in the study area, and in fact in the entire region at large, gets improved and ultimately a community with high self-efficative values is established.
2. When aggregated together one of the general problems entangled to the implementation of Awgni for education instruction is basically an attitudinal problem. This problem by itself has stemmed from shortages in awareness and the lack of the participation of the community in the decision-making and implementation process. Thus attention should be given for the room that the community should gain to participate and get acquainted

with the innovation. This is because, no matter its sound pedagogical basis, it is scientifically proved that the consultation and participation of the beneficiary community in implementing an innovation like the one under study has undoubtedly a determining role in the success or failure of the programme. Therefore, the concerned body has to take the attitude and interest of the entire community into account in its future endeavors if it earnestly wants the fruitfulness of Awgni as an LOI. In doing so, it is strongly recommended that an educative and persuasive approach be made to all the stakeholders rather than reliance on a coercive approach to secure community interest and support for the LOI under study.

3. Many of the respondents have reported that the education in the Awgni medium is plagued with problems of appropriate teachers, expertise, textbooks and supplementary readers as well as obscurities and ambiguities on the lexical and orthographic standards of the language.

- 3.1. Hence, since only understanding and talking the language is not enough, primarily the concerned authorities should give attention for the preparation of teachers and expertise as per the requirements of the policy standards to implement the programme appropriately and effectively. This does not necessarily demand for the establishment of a TTI or a college in the zone because the already available TTIs and colleges in the region hand in hand with the Amharic program can carry it out. Besides, more emphasis should be placed on the development of the conceptual understanding of the teachers and the education officials concerning the rationales and the implementation strategies of Awgni as an LOI. This activity can be carried out by preparing seminars and workshops both in the zonal and woreda level in which all the teachers can get the opportunity to participate and improve their awareness and ultimately get rid of the negative attitudes they have towards the programme.

- 3.2. As regards the textbooks, supplementary readers and other supplies and services, as much as possible there must not be disparities between the Amharic medium and the Awgni medium education programmes. This is because the effect of the disparities is felt higher in its attitudinal consequences than the consequences on its benefits. For instance pupils of the Awgni medium schools who usually observe the presence of a radio transmission programme in the Amharic medium education automatically feel dissatisfaction and hatred towards the implementation of Awgni as an LOI. This is not only because they think that the radio programme could have helped them to

acquire more and better knowledge but also because its absence leads them to consider themselves and their languages inferior to the Amharic speakers and Amharic respectively. And hence it is unclear for no one to guess what consequences would follow this perception. Moreover, means and mechanisms should be devised to involve the different governmental, non-governmental, and the private sectors to strengthen the resource supplies.

- 3.3. Concerning the problems related to the preparation or translation of the textbooks and supplementary readers as well as to the absence of a standardized dialect and a uniformly structured grammar of the language the local authorities have to find solutions as soon as possible. That is a standardized dialect shall be selected and a formally structured grammar of the language shall be established on a scientific basis.
4. Since the current status of the language adequacy, the availability of resources, the interest and sympathy of the entire community is not conducive to provide education in the Awgni medium in the entire primary education, there must be at least a five years' transition period both for the evaluation of the past performance and for an all-round preparation before implementing it in the entire primary. During that transition period, therefore, either Awgni for the first cycle (1-4) and Amharic for the second cycle (5-8) or Awgni upto grades 6 and English for grades 7 and 8 can be used as LOIs.
  5. The role of Awgni shall extend beyond a school level. That is the local authorities shall use it as a working language at least at a kebele level that gradually extends to a zonal level. To begin with, the different conferences and sessions held at local levels should often be conducted in Awgni; materials prepared for such seminars and workshops should be in the Awgni medium; minutes of such conferences should be recorded in Awgni; the local court systems should use Awgni both orally and literarily; etc. Secondly, the Awgni language should be a medium in every socio-economic, political, cultural, and judicial fibers of the community. That is, every document that is serving the community such as the constitution, the different policies and strategies, the civil and penal codes, certificates of land tenure, marriage certificates, etc should be prepared in or translated into the Awgni language. Above all, the local authorities should exert efforts for Awgni so that the radio broadcasting agency and the press of Amhara region should give place and time of transmission in Awgni that in turn enables the Awi community to develop a sense of self-worthiness by listening to the radio and by reading the publications printed in Awgni.
  6. Since the attitudinal problems encountered against Awgni and the Awgni speaking community are not only aggregated problems of an ages old distortions inherited from generation to generation but also are problems interrelated with the outside environment, its solution should not be left for the Awi community and the authorities there. Rather a coordinated action of all the authorities from the top regional down to the lower kebele level is indispensably required.

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## 2. Appendices

### Appendix A

Addis Ababa University  
School of Graduate Studies  
College of Education  
Department of EdPM

#### Focus Group Discussion with Parents

1. Do you have a child or any other family member learning in this school in Awgñi medium? If you respond yes what is your aim of teaching your children? If you respond no why not?
2. Do parents think that teaching their children in Awgñi medium is useful? What about you? What about your children?
3. If there was another school using Amharic medium in your surrounding, would you transfer your children there or make them complete their education in Awgñi medium here? Similarly if you are given the chance to choose an LOI in this primary school what would be your choice? If your preference in both is the Amharic medium why is that so?
4. Who did decide and implement Awgñi to be an LOI in this school?
5. How much did you discuss concerning the change of LOI with the concerned bodies? Were you convinced?
6. Have you ever made any material, financial and/or any other contribution for the success and promotion of the education provided through Awgñi medium? If yes in what ways? If not, why not?
7. Do you think that lack of communicating in Amharic is harmful and has a great impact in your life? If yes, what is that?
8. Which one do you think is a more civilized and matured child from two children the one that can speak Amharic and the other speaking only Awgñi?
9. Do you think that teachers assigned in this school are sympathetic and determined to use Awgñi as an LOI? If not how and why?
10. As a whole, what is your feeling and suggestion about the use of Awgñi as an LOI in this area? What measures do you think is better to be taken on it?

## Appendix B

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

The purpose of this questionnaire is to obtain information concerning the awareness and attitude of the parents of pupils on the education provided through Awgni medium in Awi Administrative Zone of the ANRS. The questions are purely for research purposes and in no way affect the day to day life of the respondents. The information procured through the questionnaire will be used only for statistical analysis purposes. Thus any information that is given will be kept confidential. Moreover, the cooperation of the parents in giving genuine information is highly valuable for the accomplishment of the study. Hence, parents are kindly requested to be willing to attempt all the questions in the booklet attentively.

Note: - 1. There is no need of writing the name of the respondent on the booklet;

2. a) For the questions with choices encircle anyone of the letters that contain the respondent's choice;

b) For the questions with the blank spaces please fill the answers for the one who writes them down;

3. Thank you in advance for your cooperation to respond to all the questions patiently.

### **Part I: - Personal-Data**

1. Sex \_\_\_\_\_ Age \_\_\_\_\_ Educational qualification \_\_\_\_\_ MT language \_\_\_\_\_ any other language that you can communicate with \_\_\_\_\_.
2. MT of your father \_\_\_\_\_ your Mother \_\_\_\_\_ your wife/husband \_\_\_\_\_.
3. Do you have children?                      A) Yes                      B) No
4. If you respond number 3 "Yes", what is your children's MT language  
A) Awgni                      B) Amharic                      C) both
5. Which language is often used in your family's day to day activities?  
A) Awgni                      B) Amharic                      C) both

### **Part II: - Questions on the Topic under Study**

1. Which language do the local courts, administrative institution, institutions of justice, development agents and any other social service giving institutions like the health centers usually use to correspond with each other as well as with the community in your kebele?  
A) Awgni                      B) Amharic                      C) Both                      D) I don't know

2. What language do the authorities coming from both woreda and zonal administrations to your locality often use to make speeches and discussions in the meetings with the community?  
A) Awgni            B) Amharic            C) Both            D) I don't know
3. What language do teachers often use to discuss with you during the meetings concerning the school and education in general?  
A) Awgni            B) Amharic            C) Both            D) I don't know
4. What would you do if there was any other school in your surrounding that provides education through Amharic medium?  
A) Send my children to learn there through Amharic medium  
B) Send my children to learn in the school using Awgni medium  
C) Difficult to decide  
D) Specify, if any \_\_\_\_\_
5. Which language do you think is greater from Awgni and Amharic?  
A) Awgni            B) Amharic            C) Both are equal            D) I don't know
6. From two children with the same age and education status but one speaking Amharic and the other only Awgni, which one do your think is more conscious and matured?  
A) The one who can speak Amaharic  
B) The one who speaks Awgni only  
C) Both are equal  
D) Can't be decided with the language they speak  
E) Specify, if any \_\_\_\_\_
7. What language do you prefer most to be the LOI for your children (family member) to learn with?  
A) Awgni            B) Amharic            C) English            D) Specify, if any \_\_\_\_\_
8. Among the following which language do you prefer more to be spoken by your children?  
A) Awgni            B) Amharic            C) English
9. Do you have any children (or member of your family) learning in this school?  
A) Yes            B) No
10. Who did decide and implement Awgni to be an LOI in this school?  
A) The government            C) I don't know  
B) The community            D) Specify, if any \_\_\_\_\_
11. Does most of the local community like Awgni's implementation as an LOI in this school?  
A) Yes            B) No            C) I don't know
12. Do you like the implementation of Awgni as an LOI in this school?  
A) Yes            B) No            C) Undecided
13. Can you communicate well in Amharic?    A) Yes            B) No

14. If your answer for question No. 20 is "No" is there any problem you faced and/or you fear to face in the future as a result of being unable to communicate in Amharic?

- A) Yes                      B) No                      C) I don't know

15. If your answer for question 14 is "Yes", specify them?

- A) \_\_\_\_\_  
B) \_\_\_\_\_  
C) \_\_\_\_\_  
D) \_\_\_\_\_  
E) \_\_\_\_\_

12. Do you think that using Awgni as an LOI is useful?

- A) Yes                      B) No                      C) I don't know

16. Have you ever given any support to promote Awgni as an LOI?

- A) Yes                      B) No

17. If your response for question number 12 is "No", what is your reason behind?

- A) I was not asked to do so                      B) I don't want to support it  
C) Specify, it any \_\_\_\_\_

18. If you respond question number 13 "Yes", what did you do?

- A) \_\_\_\_\_  
B) \_\_\_\_\_  
C) \_\_\_\_\_  
D) \_\_\_\_\_

19. Do you think that most teachers are earnestly favoring the education provided in the Awgni medium?

- A) Yes                      B) No                      C) you don't know

20. Who did decide and implement Awgni to be an LOI in this school?

- A) The government                      C) I don't know  
B) The community                      D) Specify, if any \_\_\_\_\_

## Appendix C

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

The Purpose of this questionnaire is to obtain information on the awareness and attitude of the pupils on the education provided through Awgni medium in Awi Administrative Zone of the ANRS. Please note that these questions are purely for research purposes and in no way affect your grades or a pass or fail in your education. The information obtained through the questionnaire will be used only for statistical analysis purposes. Any information that you give will be kept confidential. Moreover, your cooperation in giving genuine information is highly valuable for the accomplishment of the study. Hence, you are kindly requested to attempt all the questions in the booklet attentively.

**Note:** - 1. There is no need of writing your name on the booklet;

2. a) For the questions with choices encircle any one of the letters that contain your choice;

b) Put a tick mark (✓) in the corresponding boxes in front of their respective statements for the questions in the tables and with choices given in five point scales;

c) For the questions with the blank spaces please fill the blank spaces with possibly short and precise answers;

3. May I express my sincere thanks for your cooperation, and wish you a very happy school year.

### Part I: Personal-Data

1. Age \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_ MT \_\_\_\_\_ Any other language that you can communicate well with \_\_\_\_\_.
2. The language often used in your family for a day to day communication \_\_\_\_\_.

### Part II: Questions on the Topic under Study

1. In a medium of which language do you understand your education better?  
A) Awgni      B) Amharic      c) English      D) Specify, if any \_\_\_\_\_
2. Which language do you prefer most to be the LOI in your current educational status?  
A) Awgni      B) Amharic      C) English      D) Specify, if any \_\_\_\_\_
3. Which language do your parents prefer most for your educational medium?  
A) Awgni                      B) Amharic                      C) English  
D) Awgni & Amharic                      E) Amharic and English
4. What language did your teachers often use in a classroom explanation while you were learning in Awgni medium?  
A) Awgni                      B) Amahaic                      C) Both

Show your answer in the following two consecutive tables by using a tick mark (✓).

Note: - (DC = Definitely Correct, MC = More or less correct, MI = More or less incorrect, DI = Definitely Incorrect, DK = Don't Know; SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

Table 1: Awareness questions.

No.	Items	Response categories				
		DC	MC	MI	DI	DK
1	Awgin is inferior to Amharic.					
2	Amharic should be provided as a subject as of grade one					
3	By now you can communicate in Amharic					
4	By now you can read and understand in Amharic					
5	Amharic or English is preferable to Awgni for educational instruction.					
6	Awgni is more advantageous than Amharic and English					
7	Amharic is more advantageous than Awgni					
8	English is more advantageous than Awgni					
9	You understand better and feel happy when your teacher speaks in Awgni in a classroom.					
10	You express your feelings easily and confidently in front of your classmates in Awgni than in Amharic					
11	You understand quicker and better by reading the one written in Awgni than in Amharic.					
12	It is more difficult to forward your questions and respond to questions raised in a classroom in Amharic than in Awgni.					
13	It is easier to read in Awgni than in Amharic					
14	Literacy in Awgni has no use at all					
15	You think Awgni is useless to you after you leave school.					
16	Learning in Awgni medium has no use for those who can speak and understand Awgni.					
17	Learning in Awgni medium is necessary for no one else.					

Table 2: Attitude questions.

No	Items	Response Categories				
		SA	A	D	SD	NO
1	Instead of Awgni you are interested to know Amharic					
2	You are happier in reading in Amharic than in Awgni					
3	You always wish for your improvement in the skills of Amharic than Awgni.					
4	During the school-breaks you want to talk in Amharic than in Awgni with your classmates.					
5	During the school-breaks you used to talk with your classmates in Awgni.					
6	You think that every pupil in Awi should learn both to read and to speak Awgni before leaving secondary schooling					
7	If you were given the choice of a book, you should choose an Amharic book than an Awgni one.					

8	You wish that everybody in your country knew Awgni.				
9	You usually prefer to communicate in Awgni.				
10	You feel more frustration while asking or responding to a question in Amharic or English than in Awgni in a classroom.				
11	You feel no frustration while asking or responding to a question in Awgni in a classroom.				
12	There were many teachers telling you that learning in Awgni has no of use at all.				
13	Most of the teachers were telling you that learning in Awgni is advantageous.				
14	Had there been a school using the Amharic medium in your surrounding, you would have transferred to it.				
15	When you leave school you should like to get a job in which you can use English.				
16	When you leave School you should like to get a job in which you can use Amharic.				
17	when you leave school you should like to get a job in which you can use Awgni				
18	You wish that no subjects in this school were taught in Awgni				
19	Now you feel happy when you think of your education in Awgni medium in your previous grades.				

20. If you do not feel unhappy for being instructed in Awgni medium enumerate the reasons that resulted in you to develop that feeling.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

21. If you have any comments concerning the education provided in Awgni medium write them down shortly.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

## Appendix D

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

The Purpose of this questionnaire is to obtain information on the awareness and attitude of the teachers teaching in Awgni medium on the education provided through Awgni medium in the Awi Administrative Zone of the ANRS. Please note that these questions are purely for research purposes and in no way affect your employment as a teacher. The information obtained through the questionnaire will be used only for statistical analysis purposes. Any information that you give will be kept confidential. Moreover, your cooperation in giving genuine information is highly valuable for the accomplishment of the study. Hence, you are kindly requested to attempt all the questions in the booklet attentively.

**Note:** - 1. There is no need of writing your name on the booklet;

2. a) For the questions with choices encircle any one of the letters that contain your choice;
- b) Put a tick mark (✓) in the corresponding boxes in front of their respective statements for the questions in the tables and with choices given in five point scales;
- c) For the questions with the blank spaces please fill the blank spaces with possibly short and precise answers;
3. May I express my sincere thanks for your cooperation, and wish you a very happy school year.

### Part I: Personal-Data

1. Sex \_\_\_\_\_ Age \_\_\_\_\_ Educational qualification \_\_\_\_\_ Occupation \_\_\_\_\_ MT language \_\_\_\_\_ Experience in teaching in years \_\_\_\_\_ in any other occupation in years \_\_\_\_\_.
2. Language skills (use a tick mark (✓) to fill the boxes).

No	Language	Skills				
		Understanding	Speaking	Writing	Reading	None
A	Awgni					
B	Amharic					
C	English					
D	Any other-----					

3. Your skills in Awgni (use a tick mark (✓) to fill the boxes).

No	Skill	Range			
		High	Medium	Low	None
A	Understanding				
B	Speaking				
C	Writing				
D	Reading				

4. MT language of your father \_\_\_\_\_ Mother \_\_\_\_\_

5. Are you married?                      A) Yes                      B) No
6. Do you have children?                      A) Yes                      B) No
7. If your answer for both questions 5 and 6 is "Yes", your wife's/ husband's MT \_\_\_\_\_ your children's \_\_\_\_\_
8. What language does your family often use to communicate to each other?
9. What language do you speak best now? \_\_\_\_\_
10. What language was widely spoken in the area where you grew up? \_\_\_\_\_
11. The LOI you used in your primary schooling (1-8) was \_\_\_\_\_
12. The LOI you used in your TTI or college education was \_\_\_\_\_
13. Is there any language that you would like to know? A) Yes    B) No
14. If your answer for the above question is yes, list three priority languages in the table below in order of your preference including and by comparing with your MT.

No	Language	Reasons to prefer
A		
B		
C		

**Part II: - Question on the Topic under Study**

1. Do you have a child (or member of your family) learning in a primary school?  
A) Yes                      B) No
2. If you respond "Yes" for the above question, what LOI does the school your child (family member) is attending use to teach its pupils?  
A) Awgni                      B) Amharic                      C) English\
3. Are there any languages that you would like your children to know?  
A) Yes                      B) No                      C) No opinion
4. If your answer for question number 3 is " yes", including your MT list three priority languages that you would like your children to know further, beginning with the one you like best, in the following table.

No	Language	Reasons to prefer
A		
B		
C		

5. If there are three primary schools providing education using three different languages as LOIs in your surrounding (as indicated below), rank them in priority according to your choice for your children to lean in:

- \_\_\_\_\_ A) a school using Awgni medium  
 \_\_\_\_\_ B) a school using Amharic medium  
 \_\_\_\_\_ C) a school using English medium.

6. If you are given the chance to choose a school in which to teach, which one would you prefer from the one that uses Amharic and the other Awgni as an LOI?

- A) Awgni    B) Amharic    C) Give equal chances for both    D) No opinions

7. What do you want most of your pupils shall be after leaving their primary education?

- A) Proceed their education and join a university  
 B) Take a short-term training and get employed in a public sector  
 C) Create their own private job opportunities  
 D) Specify, if any \_\_\_\_\_

8. From Awgni and Amharic which language is easier for you to teach with?

- A) Awgni    B) Amharic    C) Both are equal    D) Specify, if any \_\_\_\_\_

9. Do you think that the quality of the education that you are teaching would have been better if Amharic were used as an LOI instead of Awgni?

- A) Yes    B) No    C) Difficult to suggest    D) specify, if any \_\_\_\_\_

10. If your answer for the above question is “yes”, what is your reason to say so?

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_

Show your answer the following table by using a tick mark (✓).

Note: - (DC = Definitely Correct, C = More or less correct, MI = More or less incorrect, DI=Definitely incorrect and DK = Don't Know).

11. If children with Awgni MT learn in Awgni medium than in that of Amharic,

No.	Items	Response categories				
		DC	PC	PI	DI	DK
A	Their interest to education increases more.					
B	Their communication with their teacher increases more.					
C	They can easily understand what they read.					
D	They can easily relate what they have learnt with their surroundings.					
E	Suitable conditions will be created to get a follow up and Support from their parents.					

F	They can promote better the language, custom, and culture of their nationality.						
G	They can better contribute to the improvement of their local development.						
H	They can feel more confidence and pride.						

12. What is your opinion on the NETP concerning the LOI in primary schools?

- A) Completely agree                      C) Completely disagree  
 B) Agree only partially                  D) I have no opinion since I lack the knowledge of it

13. If your response for question 12 is "B" or "C", write your respective reasons precisely and shortly below.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_

14. Do you earnestly appreciate the advantages of using Awgni as an LOI?

- A) Yes                      C) No opinion since I lack knowledge of it  
 B) No                      D) Specify, if any \_\_\_\_\_

15. If your answer for question 14 is "Yes", up to which grade level do you think is better to implement Awgni as LOI at present?

- A) 3rd                  B) 4th                  C) 6th                  D) 8th                  E) Specify, if any \_\_\_\_\_

16. If your choice for question 14 is different from "D", which one of the following alternatives do you think are better for the current situation?

- A) Using Awgni for grades 1-4 and Amharic for 5-8  
 B) Using Awgni for grades 1-4, Amharic for 5-6, and English for 7-8  
 C) Using Awgni for grades 1-4 and English for 5-8  
 D) Using Amharic for grades 1-6 and English for 7-8  
 E) Specify, if any \_\_\_\_\_

17. Do you encourage parents to appreciate the use of Awgni as an LOI and teach their children with?

- A) Yes                  B) No

18. If your response for question 17 is "no", give short and precise reasons for saying so?

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_

19. Are there any problems that you have faced and /or that you fear may face in the future because of being a teacher through Awgni medium?

- A) Yes                  B) No                  C) I don't know

20. If your response for question 19 is "Yes", writes them down precisely and shortly.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_

21. What language is required for the community of this area for its day-to-day life and activity?

- A) Awgni      B) Amharic      C) Both      D) No opinion

Use a tick mark (✓) to fill the following table.

Notes: - (DC = Definitely, correct, MC = More or less correct, MI = More or less incorrect, DI = Definitely incorrect low, DK = Don't known)

22. The quality of the Amharic subject currently provided for pupils learning in Awgni medium has helped the to

No.	Items	Response categories				
		DC	MC	MI	DI	DK
A	Express themselves both by speaking and by writing.					
B	Understand different information transmitted through different media, including the press, both by listening and reading.					
C	Read, understand and implement what have been written on issues of the socio-economic, Political, cultural, etc. developments of their locality					

23. At which grade level do you think is better to start the provision of Amharic as a subject for pupils learning in Awgni medium?

- A) 1st      B) 3rd      C) 4<sup>th</sup>      D) 7<sup>th</sup>      E) Specify, if any. \_\_\_\_\_

24. Write your reasons for the choice you give for question 23.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_

Use a tick mark (✓) to fill the following table

25. At the second cycle (5-8) primary education, which of the following subject teachers is more respected by?

No	Community category	Teacher					
		Awgni Teacher	Amharic Teacher	English Teacher	Amaharic & English Teachers	All the three teachers	No Opinion
A	Pupils						
B	Teachers						
C	Other school Employees						
D	The local community						
E	The Principal						
F	Yourself						

Use a tick mark (✓) to fill the following two consecutive tables.

Notes:- ( DC = Definitely Correct, MC = More or less Correct, MI = More or less incorrect, DI = Definitely Incorrect , DK = Don't Known; VH = Very High, H = High, S = Satisfactory, L = Low, VL = Very Low NO=Not at all; CA = Completely Agree , MA = More or less Agree, MD = More or less Disagree, CD = Completely Disagree , No = No opinion).

No	Items	Response categories					
		VH	H	S	L	VL	NA
1	Your skill of Awgni language to teach in Awgni medium.						
2	The training you received how to teach in Awgni medium.						
3	Your interest to teach in Awgni medium.						
4	The interest and determination of the other teachers in the school to teach in Awgni medium.						
5	The interest of parents to send their children to a school using Awgni medium.						
6	The interest of pupils to learn in Awgni medium.						
7	The support provided by the local community for the success of the education in Awgni medium.						
8	The attention and support given by the principal for the education given through Awgni medium.						
9	The motivation given by the government for the teachers teaching in Awgni medium.						
10	The skill in Awgni language of the heads and experts of zonal and woreda education offices to give the necessary back up for the education in Awgni medium.						
11	The support provided by the heads and experts of the zonal and the woreda education offices for the success of the program.						
12	The capacity of the heads and experts of woreda education offices to give the necessary support for the education program in Awgni medium.						
13	The interest and determination of the heads and experts of the zonal and woreda education offices for the success and fruitfulness of the education in Awgni medium.						
14	The opportunity of the teachers to participate in workshops and awareness creation forums such as in the preparation and evaluation of curricular materials, skill development programs of teaching in Awgni medium, in different short term training programs etc.						
15	The educational qualification of the first cycle (1-4) primary teachers						
16	The number of teachers in the first cycle (1-4) primary.						
17	The educational qualification of the second cycle (5-8) primary teachers						
18	The number of teachers in the second cycle (5-8) primary.						
19	The uniformity of the curricular materials prepared by the translation of the Amharic version.						
20	The quantity of the curricular materials.						
21	The quality of the curricular materials available.						
22	The quantity of the non-curricular materials.						
23	The quality of the non-curricular materials available.						
24	The number of non- curricular materials prepared by the teachers of this school.						

No.	Items	Response categories				
		CA	MA	MD	CD	NO
1	Since Awgni has been reduced to a written form recently and has no a standardized and written grammar, it can't be used effectively in education as an LOI.					
2	Unless it is implemented as a working language in the zone Awgni can't be successfully promoted as an LOI.					
3	Since it is not a widely spoken language that can take pupils some where else Awgni should not be introduced as an LOI.					
4	Allowing each ethnic group to use its MT in educational instruction would create strong feelings of tribalism that would lead to national disintegrity in the long run.					
5	The introduction of Awgni as an LOI in this school is based on the consultation and interest of the local community.					
6	To convince the community and promote Awgni as an LOI all pupils in Awi should take Awgni as a subject in their entire primary and secondary schooling.					
7	Awgni should be a compulsory subject in determining the promotion and detention of pupils from one grade level to the other, if its success as an LOI is sough.					
8	The use of Amharic as an LOI in all the primary schools of the zone does not give that much more advantage to Amharic speakers over Awgni speakers.					
9	The perceptive capacity, knowledge, and efficiency of a pupil with Awgni MT is completely determined by the availability of educational inputs rather than by the LOI used in the school.					
10	For children with Awgni MT the use of Amharic medium by strengthening with the necessary resources is better and more efficient than the use of Awgni medium th it demands for a very high and unaffordable financing.					
11	From two pupils the one who learnt in Awgni medium and the other in Amharic or English medium the latter acquire more knowledge than the former.					
12	No matter whether the MT of a child is Awgni or Amharic, it acquires more knowledge when it learns in Amharic medium.					
13	Although he/she takes Amharic as a subject as of grade one, a pupil with Awgni MT and learning in Awgni medium inevitably lacks the Amharic skills.					
14	Whether or not the TTIs and colleges have used Awgni as an LOI to train teachers, the LOI teachers are trained in the institutes or colleges does not determine their efficiency and effectiveness as teachers.					
15	Schools get the necessary curricular and non-curricular materials on time.					
16	The curricular materials in Awgni reflect the objective realities of the zone (or are well localized).					
17	A radio transmission program backs the education provided in Awgni medium.					
18	At its current status Awgni can serve as an LOI up to grades eight.					
19	The education offices and the administrative bodies of all levels in the zone have a well organized planning, follow up, implementation, and monitoring and evaluation systems for the success of Awgni as an LOI.					

No	Items	Language category			
		Awgni	Amharic	Both	Not checked
1	The language of the notices the school uses to write concerning teachers, pupils and the entire administration.				
2	The language in which teachers use to write their applications and different administrative issues with in the school.				
3	The language in which the school corresponds (exchanges letters) with the woreda education office and with the kebele and woreda administrative offices.				
4	The language in which the school runs meetings with the school administration committee and with the local community.				
5	The language in which minutes are held in the meetings mentioned at number 23 above.				
6	The languages in which clearances are written for pupils leaving the school.				
7	The language required for the day to day activity of the community in this area				

8. What do you think are the major problems faced in the implementation of Awgni as an LOI? Say it shortly and precisely as for as possible

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_

9. What solutions do you propose for the above problems? Make shorter and more precise as far as possible.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_

10. In general, what is your feeling and suggestion concerning the use of Awgni as an LOI in this area? Be short and precise as far as possible.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## Appendix E

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

The Purpose of this questionnaire is to obtain information on the awareness and attitude of teachers with Awgni MT (or who have the necessary skills of Awgni) on the education provided through Awgni medium in the Awi Administrative Zone of the ANRS. Please note that these questions are purely for research purposes and in no way affect your employment as a teacher. The information obtained through the questionnaire will be used only for statistical analysis purposes. Any information that you give will be kept confidential. Moreover, your cooperation in giving genuine information is highly valuable for the accomplishment of the study. Hence, you are kindly requested to attempt all the questions in the booklet attentively.

**Note:** - 1. There is no need of writing your name on the booklet;

2. a) For the questions with choices encircle any one of the letters that contain your choice;
  - b) Put a tick mark (✓) in the corresponding boxes in front of their respective statements for the questions in the tables and with choices given in five point scales;
  - c) For the questions with the blank spaces please fill the blank spaces with possibly short and precise answers;
3. May I express my sincere thanks for your cooperation, and wish you a very happy school year.

### Part I: Personal-Data

1. Sex \_\_\_\_\_ Age \_\_\_\_\_ Educational qualification \_\_\_\_\_ Occupation \_\_\_\_\_  
MT language \_\_\_\_\_ Experience in teaching in years \_\_\_\_\_ in any other occupation in years \_\_\_\_\_.

2. Language skills (use a tick mark (✓) to fill the boxes)

No	Language	Skills				
		Understanding	Speaking	Writing	Reading	None
A	Awgni					
B	Amharic					
C	English					
D	Any other-----					

3. Your skills in Awgni (use a tick mark (✓) to fill the boxes).

No	Skill	Range			
		High	Medium	Low	None
A	Understanding				
B	Speaking				
C	Writing				
D	Reading				

4. MT language of your father \_\_\_\_\_ Mother \_\_\_\_\_
5. Are you married?                    A) Yes                    B) No
6. Do you have children?            A) Yes                    B) No
7. If your answer for both questions 5 and 6 is "Yes", Your wife's/ husband's MT \_\_\_\_\_ your children's \_\_\_\_\_
8. What language does your family often use to communicate to each other? \_\_\_\_\_
9. What language do you speak best now? \_\_\_\_\_
10. What language was widely spoken in the area where you grew up? \_\_\_\_\_
11. The LOI you used in your primary schooling (1-8) was \_\_\_\_\_.
12. The LOI you used in your TTI or college education was \_\_\_\_\_.
13. Is there any language that you would like to know?    A) Yes                    B) No
14. If your answer for the above question is "yes", list three priority languages in the table below in order of your preference including and by comparing with your MT.

No	Language	Reasons to prefer
A		
B		
C		

**Part II: - Question on the Topic under Study**

1. Do you have a child (or member of family) learning in a primary school?  
                  A) Yes                    B) No
2. If you respond "Yes" for question 1 above, what LOI does the school your child (family member) is attending use to teach its pupils?  
                  A) Awgni                    B) Amharic                    C) English
3. Are there any languages that you would like your children to know?  
                  A) Yes                    B) No                    C) No opinion
4. If your answer for question 3 is "yes", list three priority languages that you would like your children to know further, beginning with the one you like best, in the following table.

No	Language	Reasons to prefer
A		
B		
C		

5. If there are three primary schools providing education using three different languages as LOIs in your surrounding (as indicated below), rank them in priority according to your choice for your children to lean in:
- \_\_\_\_\_ A) a school using Awgni medium  
 \_\_\_\_\_ B) a school using Amharic medium  
 \_\_\_\_\_ C) a school using English medium.
6. If you are given the chance to choose a school in which to teach, which one would, you prefer from two schools the one that uses Amharic and the other Awgni as an LOI?  
 A) Awgni B) Amharic C) Give equal chances for both D) No opinio
7. What do you want most of your pupils shall be after leaving their primary education?  
 E) Proceed their education and join a university  
 F) Take a short-term training and get employed in the public sector  
 G) Create their own private job opportunities  
 H) Specify, if any \_\_\_\_\_
8. From Awgni and Amharic which language is easier for you to teach with?  
 A) Awgni B) Amharic C) Both are equal D) Specify, if any \_\_\_\_\_
9. Do you think that the quality of the education provided in the Awgni medium would have been better if Amharic were used as an LOI instead of Awgni?  
 A) Yes B) No C) Difficult to suggest D) specify, if any \_\_\_\_\_
10. If your answer for the above qustion is “yes”, what are your reasons to say so?  
 A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_

Show your answer in the following table by using a tick mark (✓).

Note: - (DC= Definitely Correct, MC= More or less correct, MI= More or less incorrect, DC= Definitely incorrect, and DK= Don't Know).

11. If children with Awgni MT learn in Awgni medium than in that of Amharic,

No.	Items	Response categories				
		DC	MC	MI	DI	DK
A	Their interest to education increases more.					
B	Their communication with their teacher increases more.					
C	They can easily understand what they read.					
D	They can easily relate what they have learnt with their surroundings.					
E	Suitable conditions will be created to get a follow up and support from their parents.					
F	They can promote better the language, custom, and culture of their nationality.					
G	They can better contribute to the improvement of their local development.					
H	They can feel more confidence and pride.					

12. What is your opinion on the NETP concerning the LOI in primary schools?
- a. Completely agree      C) Completely disagree  
b. Agree only partially      D) I have no opinion since I lack the knowledge of it
13. If your response for question 12 is "B" or "C", write your respective reasons precisely and shortly below.
- A) \_\_\_\_\_  
B) \_\_\_\_\_  
C) \_\_\_\_\_  
D) \_\_\_\_\_
14. Do you earnestly appreciate the advantages of using Awgni as an LOI
- A) Yes      C) No opinion since I lack knowledge of it  
B) No      D) Specify, if any \_\_\_\_\_
15. If your answer for question 13 is "Yes", up to which grade level do you think is better to implement Awgni as LOI at present?
- A) 3rd      B) 4th      C) 6th      D) 8th      E) Specify, if any \_\_\_\_\_
16. If your choice for question 15 is different from "D" which one of the following alternatives do you think are better for the current situation?
- a. Using Awgni for grades 1-4 and Amharic for 5-8.  
b. Using Awgni for grade 1-4 and Amharic for 5-6 and English for 7-8.  
c. Using Awgni for grades 1-4 and English for 5-8.  
d. Using Amharic for grades 1-6 and English for 7-8.
17. Do you encourage parents to appreciate the use of Awgni as an LOI and teach their children with?
- A) Yes      B) No
18. If your response for question 17 is "no" give short and precise reasons for saying so?
- A) \_\_\_\_\_  
B) \_\_\_\_\_  
C) \_\_\_\_\_  
D) \_\_\_\_\_

Use a tick mark (✓) to fill the following table.

Notes:- (DC = Definitel, Correct, MC = More or less correct, MI = More or less incorrect, DI = Definitely Incorrect, and DK = Don't known) .

19. The quality of the Amharic subject currently provided for pupils learning in Awgni medium has helped them to

No.	Items	Response categories				
		DC	MC	MI	DI	DK
A	Express themselves both by speaking and by writing					
B	Understand different information transmitted through different media, including the press both by listening and reading					
C	Read, understand and implement what have been written on issues of the socio economic, Political, cultural, etc. developments of their locality					

20. At which grade level do you think is better to start the provision of Amharic as a subject for pupils learning in Awgni medium?

- A) 1<sup>st</sup> B) 3<sup>rd</sup> C) 4<sup>th</sup> D) 7<sup>th</sup> E) Specify, if any \_\_\_\_\_.

21. Why is that so?

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_

Use a tick mark (✓) to fill the following table.

22. At the second cycle ( 5-8) primary education, which of the following subject teachers is more respected by:

No	Community category	Teacher					
		Awgni Teacher	Amharic Teacher	English Teacher	Amaharic & English Teachers	All the three teachers	No opinion
A	Pupils						
B	Teachers						
C	Other school Employees						
D	The local community						
E	The Principal						
F	Yourself						

23. Do you have an interest to teach in Awgni medium?

- A) Yes B) No C) NO opinion

The following table is to be answered by using a tick mark (✓).

Note: - (DC= Definitely correct, MC= More or less correct, MI= More or less incorrect, DI=Definitely incorrect, and DK= Don't know).

No	Items	Response categories				
		DC	MC	MI	DI	DK
1	The implementation of Awgni as an LOI in the schools of this woreda has been carried out after convincing the local community and as per its interest.					
2	Allowing each ethnic group to use its MT in educational instruction would lead to national disintegrity in the long run.					
3	Since Awgni has been reduced in to a written form recently and has no a standardized and written grammar, it can't be used effectively in education as an LOI.					
4	From two pupils one who learnt in Awgni medium and the other in Amharic or English medium the latter acquires more knowledge than the former.					
5	No matter whether the MT of a child is Awgni or Amharic, it acquires more knowledge when it learns in Amharic medium.					
6	Although he/she takes Amharic as a subject as of grade one, a pupil with Awgni MT and learning in Awgni necessarily lacks the Amharic skills.					
7	The sole determinatant factor of the perceptive capacity, knowledge and efficiency of pupils with Awgni MT is the availability of educational inputs rather than the LOI used in the school.					
8	The use of Amharic as an LOI in all the primary schools of Awi does not give that much more advantage to Amharic speakers over Awgni speakers.					
9	Using the Amharic medium by strengthening with the necessar / resources is better and more efficient than using Awgni medium that demands for a very high and unaffordable finance.					
10	Whether or not the TTIs and colleges have used Awgni as an LOI to train teachers, the LOI teachers are trained does not determine their efficiency and effectiveness as teachers.					
11	Since it is not a widely spoken language that can take pupils some where else Awgni should not be introduced as an LOI.					
12	Unless it is implemented as a working language in the zone, Awgni can't be successfully promoted as an LOI.					
13	To convince the community and promote Awgni as an LOI all pupils in Awi should take Awgni as a subject in their entire primary and secondary schooling.					
14	Awgni should be a compulsory subject in determining the promotion and detention of pupils from one grade level to the other, if its success as an LOI is sought.					
15	At its current status Awgni can serve as an LOI up to grades eight.					
16	The education offices and administrative bodies of levels in the zone have a well organized planning; follow up, implementation, and monitoring and evaluation systems for the success of Awgni as an LOI.					

17. In general, what is your feeling and suggestion concerning the use of Awgni as an LOI in this area?

Be short and precise as far as possible.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

## Appendix F

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

The Purpose of this questionnaire is to obtain information on the awareness and attitude of the heads and experts of the zonal and woreda education offices on the education provided through Awgni medium in the Awi Administrative Zone of the ANRS. Please note that these questions are purely for research purposes and in no way affect your employment as a civil servant. The information obtained through the questionnaire will be used only for statistical analysis purposes. Any information that you give will be kept confidential. Moreover, your cooperation in giving genuine information is highly valuable for the accomplishment of the study. Hence, you are kindly requested to attempt all the questions in the booklet attentively.

Note: - 1. There is no need of writing your name on the booklet;

2. a) For the questions with choices encircle any one of the letters that contain your choice;
  - b) Put a tick mark (✓) in the corresponding boxes in front of their respective statements for the questions in the tables and with choices given in five point scales;
  - c) For the questions with the blank spaces please fill the blank spaces with possibly short and precise answers;
3. Thank you in advance for your cooperation to respond to all the questions patiently.

### Part I: Personal-Data

1. Sex \_\_\_\_\_ Age \_\_\_\_\_ Educational qualification \_\_\_\_\_ Occupation \_\_\_\_\_ MT language \_\_\_\_\_ Experience in teaching in years \_\_\_\_\_ in any other occupation in year \_\_\_\_\_.

2. Language skills (use a tick mark (✓) to fill the boxes).

No	Language	Skills				
		Understanding	Speaking	Writing	Reading	None
A	Awgni					
B	Amharic					
C	English					
D	Any other-----					

3. Your skills in Awgni (use a tick mark (✓) to fill the boxes).

No	Skill	Range			
		High	Medium	Low	None
A	Understanding				
B	Speaking				
C	Writing				
D	Reading				

4. MT language of your father \_\_\_\_\_ Mother \_\_\_\_\_
5. Are you married?      A) Yes                      B) No
6. Do you have children?    A) Yes                      B) No
7. If your answer for both questions no. 5 and question no. 6 is "Yes", your wife's/ husband's MT \_\_\_\_\_ your children's \_\_\_\_\_
8. What language does your family often use to communicate to each other? \_\_\_\_\_
9. What language do you speak best now? \_\_\_\_\_
10. What language was widely spoken in the area where you grew up? \_\_\_\_\_
11. The LOI you used in your primary schooling (1-8) was \_\_\_\_\_
12. The LOI you used in your TTI or college education was \_\_\_\_\_
13. Is there any language that you would like to know?    A) Yes      B) No
14. If your answer for the above question is "yes", list three priority languages in the table below in order of your preference including and by comparing with your MT.

No	Language	Reasons to prefer
A		
B		
C		

**Part II: - Question on the Topic under Study**

1. Do you have a child (or member of family) learning in a primary school?  
A) Yes      B) No
2. If you respond "Yes" for question 1, what LOI does the school your child (family member) is attending use to teach its pupils?  
A) Awgni              B) Amharic              C) English
3. Are there any languages that you would like your children to know?  
A) Yes              B) No              C) No opinion
4. If your answer for question 3 is "yes", including their MT list three priority languages that you would like your children to know, beginning with the one you like best, in the following table.

No	Language	Reasons to prefer
A		
B		
C		

5. If there are three primary schools providing education using three different languages as LOIs in your surrounding (as indicated below), rank them in priority according to your choice for your children to lean in:
- \_\_\_\_\_ A) a school using Awgni medium  
 \_\_\_\_\_ B) a school using Amharic medium  
 \_\_\_\_\_ C) a school using English medium.
6. If you become a teacher and are given the chance to choose a school in which to teach, which one would you prefer from two schools the one that uses Amharic and the other Awgni as an LOI?
- A) Awgni                      B) Amharic                      C) Give equal chance for both  
 D) No opinion
7. What is your opinion on the NETP concerning the LOI in primary schools?
- a. Completely agree                      C) Completely disagree  
 b. Agree only partially                      D) I have no opinion since I lack the knowledge of it
8. If your response for question 7 is "B" or "C", write your respective reasons precisely and shortly below.
- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_
9. Do you earnestly appreciate the advantages of using Awgni as an LOI?
- A) Yes                      C) No opinion since I lack knowledge of it  
 B) No                      D) Specify, if any \_\_\_\_\_
10. If your answer for question 9 is "Yes", up to which grade level do you think is better to implement Awgni as LOI at present?
- A) 3rd                      B) 4th                      C) 6th                      D) 8th                      E) Specify, if any \_\_\_\_\_
11. If your choice for question 10 is different from "D", which one of the following alternatives do you think are better for the current situation?
- A) Using Awgni for grades 1-4 and Amharic for 5-8  
 B) Using Awgni for grades 1-4 and Amharic for 5-6 and English for 7-8  
 C) Using Awgni for grades 1-4 and English for 5-8  
 D) Using Amharic for grades 1-6 and English for 7-8
12. Do you encourage parents to appreciate the use of Awgni as an LOI and teach their children with?
- A) Yes                      B) No
13. If your response for question 12 is "no", give short and precise reasons for saying so?
- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_

14. Does the community provide any support for the success of the education provided in Awgni medium? A) Yes B) No c) I don't know

15. If your response for question 14 is "yes" ,write down what supports as it has provided.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

16. If your response for question 14 is "No" what are the reasons behind?

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

17. Do you think that you are capable of supervising and supporting the education given through the Awgni medium?

- A) Yes B) no C) Specify, if any \_\_\_\_\_

18. If you respond question no. 16 "No" what is the reason behind?

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

The following two consecutive tables are to be answered by using a tick mark (✓).

Note: - (DC= Definitely Correct, MC= More or less correct, MI = More or less incorrect, DI= Definitely incorrect, DK= Don't know, CA= Completely Agree, MA= More or less Agree, MD= More or less disagree, CD= Completely disagree, and NO= No opinion).

No	Items	Response Categories				
		DC	MC	MI	DI	DK
1	The education provided through Awgni medium has a balanced supply and demand of the curricular materials.					
2	The curricular materials prepared for the Awgni medium are often being evaluated and improved.					
3	The curricular materials of Awgni medium reflect the objective realities of Awi (or are well localized).					
4	In addition to the curricular materials the necessary non-curricular reference materials back the education in Awgni medium.					
5	The first cycle (1-4) primary education given in Awgni medium has adequate number of teachers					
6	The education provided in Awgni medium in the second cycle primary (5-8) has adequate number of teachers who fulfill the policy standard.					
7	The educational office provides the necessary professional support for the fruitfulness of the education in Awgni medium					
8	The education offices follow a properly organized planning, follow up and monitoring and evaluation systems for the success in the education in Awgni medium.					

9	Teachers have a heart-felt interest and determination to teach in Awgni medium.				
10	Teachers of the Awgni medium education are provided with the necessary and special motivation.				
11	The education in Awgni medium is supported with the necessary budgetary resource				
12	Both the zonal and wareda administrative bodies give the necessary attention and support for the education given in Awgni medium.				
13	The regional education bureau provides the attention and support expected from it for the education in the Awgni medium.				
14	The educational sector has the proper organizational structure in the zone from the top education desk down to a school level for the success of the education in the Awgni medium.				
15	Both the zonal and woreda education offices are occupied with the necessary professionals to give the necessary support for the education in Awgni medium.				
16	In addition to the educational sector the different governmental and non-governmental organizations, the private sector, and the like are endeavouring with determination to motivate the education in Awgni medium.				
17	Teachers are properly trained to teach in Awgni medium.				
18	Teachers of Awgni medium are well aware of teaching in Awgni medium				
19	Teachers teaching in Awgni medium possess the necessary knowledge and skills to teach in Awgni medium.				
20	You by yourself are aware of the use of an MT as an LOI in education				
21	Both the zonal and woreda administrative bodies usually consult the community to convince it to accept the education provided in Awgni medium.				
22	Primary education in Awi has been provided in Awgni medium after consulting and convincing the community				
23	The choice of the LOI for a specific community should be carried out by the beneficiary community but not by any other external body				
24	The education in Awgni medium is usually supported and improved through properly conducted research findings				
25	The education in Awgni medium is backed by a radio transmission program				
26	You are quite sure that all the schools that are told to teach in Awgni medium definitely teach with it.				
27	Your office corresponds (exchanges letters) with the schools teaching in Awgni medium in Awgni				
28	Whatever meetings and discussions are held concerning the life of the Awgni speaking community in your woreda the authorities run the meetings and prepare the discussion minutes in Awgni.				
29	Awgni has been introduced as an LOI after it was proved that it can serve for literary works and after the necessary prerequisites were fulfilled.				
30	Since it has been introduced before the necessary preparations are made the education in Awgni medium is more of disadvantageous than advantageous.				

No	Items	Response Categories				
		CA	MA	MD	CD	NO
1	Since the introduction of Awgni as an LOI is beyond the economic capacity of the country its implementation is inevitably more of harmful than useful					
2	Since Awgni has been reduced into a written form recently, it lacks an organized grammar, standardized dialect and other linguistic criterias and hence should not have been implemented as an LOI at this status.					
3	Since Awgni is not a widely spoken and undeveloped language, it was better to teach the Awgni speaking children in Amharic with a better determination and devotion than in Awgni.					
4	Since Awgni is not widely spoken and takes pupils no where else it has any benefit of being an LOI.					
5	Instead of being an LOI, it was enough for Awgni to be given as a subject for all pupils in the entire zone					
6	Unless Awgni is introduced to be a working language in the zone, it can never get promoted and possessed the position that Amharic has among the community.					
7	To promote Awgni as an LOI, all pupils in the entire zone should take it as a subject until they leave secondary school.					
8	Awgni should be given as a compulsory subject and determine the promotion and detention of pupils from grade to grade, if it is sought to gain the necessary recognition as an LOI					
9	Allowing each ethnic group to use its MT in educational instruction would create strong feelings of tribalism that would ultimately lead to a disintegration of the country.					
10	A child with Awgni MT would get more knowledgeable if instructed in Amharic or English medium than in Awgni.					
11	The use of Amharic as an LOI in all the primary schools of the zone gives more advantage to Amharic speakers over Awgni speakers.					
12	Most of us don't want to use the Awgni language to communicate with a friend, a colleague, or a relative whom we come across in an area where only Amharic is spoken.					
13	Most of us do the issue under no. 12 because of not to show ourselves "inferior" by speaking an "inferior" language.					
14	At its current status Awgni can be implemented as an LOI until grade eight.					
15	The problem entagled against the use of Awgni as an LOI is a problem of implementation but not of a policy problem.					

16. What do you think are the major problems faced in the implementation of Awgni as an LOI? Make it short and precise as far as possible.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

17. What solution do you propose for the above problems? Express them in possible short and precise statements.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

18. What general feelings and suggestions do you have concerning the education provided in Awgni medium? Make short and precise statements.

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- D) \_\_\_\_\_
- E) \_\_\_\_\_

## Appendix G

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

The Purpose of this questionnaire is to obtain information on the awareness and attitude of the zonal and woreda administrative bodies on the education provided through Awgni medium in the Awi Administrative Zone of the ANRS. Please note that these questions are purely for research purposes and in no way affect your employment as a public servant. The information obtained through the questionnaire will be used only for statistical analysis purposes. Any information that you give will be kept confidential. Moreover, your cooperation in giving genuine information is highly valuable for the accomplishment of the study. Hence, you are kindly requested to attempt all the questions in the booklet attentively.

- Note:-**
1. There is no need of writing your name on the booklet;
  2. a) For the questions with choices encircle any one of the letters that contain your choice;  
b) Put a tick mark (✓) in the corresponding boxes in front of their respective statements for the questions in the tables and with choices given in five or six point scales;  
c) For the questions with the blank spaces please fill the blank spaces with possible short and precise answers;
  3. Thank you in advance for your cooperation to respond to all questions patiently.

### Part I: Personal-Data

1. Sex \_\_\_\_\_ Age \_\_\_\_\_ Educational qualification \_\_\_\_\_ Occupation \_\_\_\_\_ MT language \_\_\_\_\_ Experience in teaching in years \_\_\_\_\_ in any other occupation in years \_\_\_\_\_.
2. Language skills (use tick mark (✓) to fill the boxes)

No	Language	Skills				
		Understanding	Speaking	Writing	Reading	None
A	Awgni					
B	Amharic					
C	English					
D	Any other-----					

3. Your skills in Awgni (use a tick mark (✓) to fill the boxes)

No	Skill	Range			
		High	Medium	Low	None
A	Understanding				
B	Speaking				
C	Writing				
D	Reading				



5. If there are three primary schools providing education using three different languages as LOIs in your surrounding (as indicated below), rank them in priority according to your choice for your children to lean in:
- \_\_\_\_\_ A) a school using Awgni medium  
 \_\_\_\_\_ B) a school using Amharic medium  
 \_\_\_\_\_ C) a school using English medium.
6. If you are a teacher and are given the chance to choose a school in which to teach, which one would you prefer from the one that uses Amharic and the other Awgni as an LOI?
- A) Awgni b) Amharic c) Give equal chances for both d) No opinion
7. What is your opinion on the NETP concerning the LOI in primary schools?
- a. Completely agree C) Completely disagree  
 B) Agree only partially D) I have no opinion since I lack the knowledge of it
8. If your response for question 7 is "B" or "C", write your respective reasons precisely and shortly.
- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_
9. Do you earnestly appreciate the advantages of using Awgni as an LOI?
- I) Yes C) No opinion since I lack knowledge of it  
 J) No D) Specify, if any \_\_\_\_\_
10. If your answer for question 9 is "Yes", up to which grade level do you think is better to implement Awgni as LOI at present?
- A) 3rd B) 4<sup>th</sup> C) 6th D) 8<sup>th</sup> E) Specify if any \_\_\_\_\_
11. If your choice for question 10 is different from "D" which one of the following alternatives do you think are better for the current situation?
- a. Using Awgni for grades 1-4 and Amharic for 5-8  
 b. Using Awgni for grades 1-4 , Amharic for 5-6 and English for 7-8  
 c. Using Awgni for grades 1-4 and English for 5-8  
 d. Using Amharic for grades 1-6 and English for 7-8
12. Do you encourage parents to appreciate the use of Awgni as an LOI and teach their children with?
- A) Yes B) No
13. If your response for question 12 is "no", give short and precise reasons for saying so?
- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_

The following two consecutive tables are to be answered by using a tick mark (✓).

Note:- (DC = Definitely Correct, MC = More or less correct, MI = More or less incorrect, DI = Definitely Incorrect, DK = Don't know; CA = Completely Agree, MA = More or less Agree, MD = More or less disagree, CD = Completely Disagree, NO = No opinion).

No.	Items	Response categories				
		DC	MC	MI	DI	DK
1.	The Nationality Council decides the selection of an LOI for primary education in Awi.					
2	The education given in Awgni medium is based on the consultation and interest of the entire community including the teachers.					
3	When it was decided to give education in Awgni medium the level up to which it was to be implemented and the responsibility and authority of each administrative echelon was clearly defined.					
4	The community is happy and in favour of the education in Awgni medium.					
5	The teachers support the provision of primary education for children of Awgni MT in Awgni medium.					
6	Since the education in Awgni medium is backed by the necessary research findings and consequent improvements, the community is well aware of its benefit.					
7	The education in Awgni medium has the necessary attention and an all-round support from the respective administrative bodies.					
8	The regional education bureau is making the necessary contributions expected from it for the fruitfulness of the education in Awgni medium.					
9	The regional government provides the necessary support for the success of Awgni as an LOI.					
10	In addition to the education sector, other governmental and non-governmental organizations, the private sector, and the like are devotedly playing the roles expected from them for the success of the education in Awgni medium.					
11	The education in Awgni medium is given the necessary attention and possesses the required human resources.					
12	The education in Awgni medium in the second cycle primary is supplied with teachers fulfilling the required policy standards.					
13	In the Awgni speaking community area public organizations such as the local court, the administration, health centers or clinics, development agents, etc correspond and/or exchange letters with the local community in Awgni.					
14	The regional mass media and the press have given the necessary place for Awgni so that it can be promoted through broadcasting and publication.					
15	Providing education in Awgni medium has a clear aim and vision.					
16	The aim and vision of the education in Awgni medium can be achieved on time.					

No	Items	Response categories				
		CA	MA	MD	CD	NO
1	It should be the beneficiary community itself but not any other else that should decide the LOI to use.					
2	Unless it is implemented as a working language in the zone Awgni can't be promoted as an LOI.					
3	Awgni should be provided as a subject in Awi until pupils leave secondary schools.					
4	Before being introduced as an LOI Awgni should have been developed further by being provided only as a subject.					
5	It is enough to give Awgni as a subject instead of making it an LOI					
6	Since the language is not that much developed to serve for literary works, the implementation of Awgni as an LOI is ahead of time.					
7	At its current status Awgni can be an LOI up to grades eight.					
8	Allowing each ethnic group to use its MT in educational instruction would create strong feelings of tribalism that would ultimately lead to national disintegration.					
9	Most of us don't use the Awgni language to communicate with a friend, a colleague, or a relative whom we come across in an area where only Amharic is spoken.					
10	Most of the Awgni speaking community believes that Awgni is inferior to Amharic.					
11	Most of the Amharic speaking community degrades Awgni and considers Amharic superior to Awgni.					
12	The current problem that Awgni as an LOI has faced is a problem of implementation rather than of being a consequence of a policy problem.					

14. What do you think are the major problems faced in the implementation of Awgni as an LOI?

Make it short and precise as far as possible.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_

15. What solutions do you propose for the above problems? Make short and precise responses as far as possible.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_

16. What general fallings and suggestions do you have concerning the education provided in Awgni medium? State shortly and precisely.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_  
 C) \_\_\_\_\_  
 D) \_\_\_\_\_  
 E) \_\_\_\_\_  
 F) \_\_\_\_\_



በአማራ ብሔራዊ ክልላዊ መንግሥት  
የትምህርት ቢሮ

ቁጥር ት03/7204/ተ031/  
ቀን 05/07/95

ለአ.አ.ብ.ክ.መ አቅም ግንባታ ቢሮ  
ባህር ዳር

ጉዳይ፣ በአዊ ብሔረሰብ ዞን በመጀመሪያ ደረጃ ትምህርት የ7ኛ እና የ8ኛ ክፍሎች  
የማስተማሪያ ቋንቋን ይመለከታል

የአዊ ዞን በአዊኛ ይሰጥ የነበረውን የመጀመሪያ ደረጃ ትምህርት በባለሙያዎች አሰጠንቶ  
በሲምፖዚየም ውይይት ከተደረገበት በኋላ እስከ 6ኛ ክፍል ድረስ በቋንቋው መሰጠት  
እንዲቀጥልና 7ኛ እና 8ኛ ክፍል ደግሞ በእንግሊዘኛ ቋንቋ እንዲሰጥ መወሰኑ ይታወሳል።

ይህ ውሳኔ ከገጠር ልማት ፖሊሲያችን፣ ከመምህራን አቅርቦት፣ ከሥርዓተ ትምህርት  
ዝግጅት እና ክልላዊ የ1ኛ ደረጃ ማጠናቀቂያ ፊተና ከማዘጋጀት አንጻር ሲታይ ዞኑ የተከተለው  
አቅጣጫ ትክክለኛ እንዳልሆነ እናምናለን። ከዚህ አንጻር ያሉትን ችግሮች የሚያሳይ ማብራሪያ  
በዚህ ሸኝ ደብዳቤ አባሪነት 4 ገጽ አያይዘን እያቀረብን፣ አመራር እንዲሰጥበት እናሳስባለን።

ከሠላምታ ጋር



አሸቱ አየላ አባይ  
ምክትል ቢሮ ኃላፊ

ግልባጭ፣

በአማራ ብሔራዊ ክልላዊ መንግሥት

- ለርዕስ መስተዳድሩ
  - ለም/ር/መስተዳድሩ
  - ለአፈ-ጉባኤ ጽ/ቤት  
ባሕር ዳር
  - ለቢሮ ኃላፊ
  - ለም/ቢሮ ኃላፊ /የትም/አመራርና የሰ/ኃ/ል/ዘርፍ/
  - ለም/ቢሮ ኃላፊ /የትም/ኘር/ዘርፍ/
  - ለም/ቢሮ ኃላፊ /የቴ/ሙያ ትም/ሥ/ዘርፍ/
  - ለሰው ኃይል ልማት መምሪያ
  - ለትምህርት ኘርግራሞች መምሪያ
  - ለኢንስፐክሽን አገልግሎት  
ትምህርት ቢሮ
- ለአዊ ዞን ትም/ዴስክ  
እንጅባራ

በአዊ ብሄረሰብ ዞን የመጀመሪያ ደረጃ የ7ኛ እና የ8ኛ ክፍሎች የማስተማሪያ ቋንቋ እንግሊዝኛ እንዲሆን መወሰኑ የሚያስከትለውን ችግር በተመለከተ የቀረበ ማብራሪያ

ዞን በአዊኛ ቋንቋ ይሰጥ የነበረውን የ1ኛ ደረጃ ትምህርት በባለሙያዎች አስጠንቶ በስምፖዚየም ውይይት ከተደረሰበት በኋላ እስከ 6ኛ ክፍል ድረስ በቋንቋው መሰጠት እንዲቀጥልና የ7ኛ እና 8ኛ ክፍል ግን በእንግሊዝኛ ቋንቋ እንዲሰጥ ወስኗል። በዞን ውሳኔ ላይ የክልሉ ት/ቢሮ በ10/12/94 ዓ.ም. በተደረገው የካቢኔ ስብሰባ ላይ ለውይይት ውሳኔው የሚያስከትለውን ችግር ማብራሪያ ማቅረብ ይታወሳል። በዕለቱ በተደረገው ስብሰባ የሚከተሉት ውሳኔዎች ተላልፈው ነበር። 1ኛ) በስምፖዚየሙ የተወሰነው ውሳኔ ህጋዊ ሆኖ ቢመጣም ከትምህርት ፖሊሲና የገጠር ልማት ትራቴጂያችን አንጻር ትምህርቱ በእንግሊዝኛ ይሰጥ የሚለው ትክክል አይደለም። 2ኛ) ከብሄረሰብ ዞን አስተዳደር ምክር ቤት ጋር ህጋዊ ውይይት ይካሄድ፣ ጉዳዩን እንደገና እንዲያይት እንሞክር። ይህ ውሳኔ የተላለፈ ቢሆንም ከዞን ትምህርት ደስክ ጋር በ19/5/95 ዓ.ም. ባደረገው ውይይት ለመረዳት እንደቻልነው በዞን ምክር ቤቱ ውሳኔ መሠረት ትምህርቱ በእንግሊዝኛ ቋንቋ ለ7ኛ ክፍል እየተሰጠ ነው።

ይህ የዞን ውሳኔ በአጠቃላይ አገሪቷ ከምትከተለው የልማት ፖሊሲና ስትራቴጂ አንጻርና በክልሉ የትምህርት አመራርና ድጋፍ አሰጣጥ አንጻር የሚፈጥረውን ችግር በማየት ተገቢውን ውሳኔ መስጠት እንዲቻል የሚከተሉት ማብራሪያ በድጋሚ ተዘጋጅቶ ቀርቧል።

I. ከገጠር ልማት ፖሊሲያችን አንጻር፣

የገጠር ልማት ፖሊሲያችን ዋና አላማው ግብርናንና ገጠርን ማዕከል በማድረግ ግብርና መር የኢንዱስትሪ ልማት እንቅስቃሴ በማካሄድ ፈጣን የኢኮኖሚ እድገትን ማረጋገጥ ነው። ይህን ስትራቴጂ ተግባራዊ ለማድረግ ያለን ሃብት ማለትም የሰው ጉልበትና መሬት ቅድሚያ ስጥተን ማልማት ዋና ጉዳይ መሆኑ ይታወቃል። ስለሆነም መሬትን በአግባቡ መጠቀምና ማልማት እንዲቻል የተሻሻሉ የግብርና ዘዴዎችንና ቴክኖሎጂዎችን መጠቀም የሚችል የተማሪ አርሶ አደር ማፍራት የትምህርትና ሥልጠናው ፖሊሲ ዋና ትኩረት ነው። የትምህርትና ሥልጠና ፖሊሲያችን የመጀመሪያ ደረጃ ትምህርትን ለሁሉም ዜጎች ማዳረስ ዓላማው አድርጎ ሲነሣ በዚህ ደረጃ የሚሰጠው ትምህርትን በጥራት አጠናቀው ወደ 2ኛ ደረጃ ከሚሸጋገሩት ውጭ በግብርናና ሌሎች ከግብርና ውጭ በሚሰጡ ሥልጠናዎች እየተሳተፉ ገጠርና ግብርናን ማዕከል ባደረገው የልማት ፖሊሲያችን መሠረት መሬትን በአግባቡ በማልማት ለኢንዱስትሪ ልማት ግብአት የሚሆን ሃብት ፈጣሪነት ላይ እንዲሳተፍ ይጠበቃል። ለዚህ ደግሞ በ1ኛ ደረጃ የሚሰጠው ትምህርት በጥራት መስጠቱና የደረጃውን ትምህርት ያጠናቀቁ ሲኖራቸው የሚገባን የባህሪ ፕሮፋይል ያሟሉ ሆነው መገኘት ወሳኝነት አለው።

<sup>1</sup> በወቅቱ የትምህርት ቢሮው ኃላፊ ተወካይ በስብሰባው ላይ ተገኝተው ከደቡብ ማስታወሻ የተወሰደ።



በዚህ ደረጃ ለሚሰጡ ትምህርት ጥራት ተማሪዎች በአፍ መፍ ቋንቋቸው መማራቸው ፔዳጎጂካዊ ጠቀሜታው አያጠያይቅም። የአፍ መፍቻ ቋንቋቸውን መጠቀም ለማይችሉ ደግሞ በአካባቢያቸው ከሚነገርና ከአፍ መፍቻ ቋንቋቸው ቀጥሎ በሚጠቀሙበት ቋንቋ መማር መቻላቸው ከባድና በክፍል ውስጥ ብቻ ከሚነገር ቋንቋ በተሻለ ትምህርቱን በብቃት ለመረዳት ያስችላቸዋል።

ስለሆነም በአዊ ዞን ትምህርታቸውን በአዊኛ እስከ 6ኛ ክፍል የተከታተሉ ተማሪዎች 7ኛ ክፍል ላይ በእንግሊዝኛ ቋንቋ ትምህርታቸውን እንዲቀጥሉ ማድረግ ከመማሪያ ክፍላቸው ውጭ የማያገኙት ቋንቋ እንደመሆኑ ቋንቋውን በመለማመድና በሽምደዳ ላይ በመጠመድ በደረጃው ሊያገኙት የሚጠበቀውን እውቀትና ችሎታ እንዳያዳብሩ እንቅፋት መሆኑ አይቀርም። ብቃት ያላቸው መምህራን በቂ የመማሪያና ማጣቃሻ መጽሐፍት አለመኖር ሲጨመርበት ችግሩ የበለጠ አሳሳቢ ይሆናል።

**II. ከትምህርት አመራር አንጻር፣**

ከክልሉ ትምህርት አመራር አንጻር ከመምህራን አቅርቦት፣ ከሥርዓተ ትምህርት ዝግጅትና ከክልላዊ ፈተና አፈጻጸም አንጻር ውጤት ሊፈጥራቸው የሚችሉ ችግሮች ከወዲሁ መታየት ይኖርባቸዋል።

**ከመምህራን አቅርቦት አንጻር፣**

ክልሉ ከ(5-8)ኛ ባለ የክፍል ደረጃዎች የሚያስተምሩ መምህራንን ባለው አንድ መምህራን ትምህርት ኩሌጅና አንድ ተጨማሪ ዩኒት እያዘጋጀ ይገኛል። እነዚህ የመምህራን ማሰልጠኛ ተቋማት የሚያዘጋጁባቸው እጩ መምህራን ተመርቀው ሲወጡ በየደረጃው በአማርኛ ቋንቋ የተዘጋጀውን ሥርዓተ ትምህርት እንዲያስተምሩ መሆኑ ይታወቃል። ከዚህ ዓመት ጀምሮ በመካሄድ ላይ ባለው የመምህራን ትምህርት ተሃድሶ መሠረት በዚህ ደረጃ መምህራንን አሰልጥነው የሚያወጡ ተቋማት የማስተማሪያ ቋንቋ ሠልጣኞች ሠልጥነው ከወጡ በኋላ በሚያስተምሩበት ቋንቋ መሆን ይገባዋል የሚለው ሃሳብ ይበልጥ ተደጋፊነትን እያገኘ ስለሆነ በአጭር ጊዜ ውስጥ ሊለወጥ ይችላል። ዞኑ ደግሞ ከ(5-8)ኛ ባለ ክፍሎች የሚያስተምሩ መምህራንን ከዚህ ኩሌጅ ሠልጥነው የሚመጡ መምህራንን ካልሆነ በስተቀር ሌላ ምንጭ እንደሌለው ይታወቃል። በእንግሊዝኛ ቋንቋ በብቃት ለማስተማር ሠልጥነው የሚወጡ መምህራን የሚሰለጥኑበት ተቋም በተጨማሪነት ማደራጀት ደግሞ ከክልሉ አቅም በላይ በመሆኑ ሊሞከር የሚችል አይደለም።



ከሥርዓተ ትምህርት ዝግድት አንጻር፤

በክልላችን የመጀመሪያ ደረጃ ትምህርት ሥርዓተ ትምህርት የሚዘጋጀው በአማርኛ ቋንቋ ወይም በብሔረሰብ ዘዎች አፍ መፍቻ ቋንቋ መሆኑ ይታወቃል። ዞኑ ከ7-8ኛ ክፍሎች የሚሰጠውን ትምህርት በእንግሊዝኛ ቋንቋ እንዲሆን ሲመርጥ በዚህ ቋንቋ የተዘጋጀ መማሪያ መጻሕፍት መጠቀም ይኖርበታል። በእንግሊዝኛ ቋንቋ የተዘጋጀ የመማሪያ መጻሕፍት ማግኘት የሚቻለው ደግሞ አንድም ራሱ ዞኑ አዘጋጅቶ ማሳተም ከቻለ አሊያም ሌሎች ክልሎች ያዘጋጁትን ሥርዓተ ትምህርት መጠቀም ይኖርበታል።

በዞኑ በኩል በአጭር ጊዜ የሥርዓተ ትምህርት ዝግድቱን ለማከናወን አቅም የማይፈቅድ በመሆኑ በቅርብ ከሚገኝ የአዲስ አበባ መስተዳድር ያዘጋጀውን መጠቀም ብቸኛ አማራጭ ይሆናል። የአዲስ አበባ መስተዳድር ያዘጋጃቸው ሥርዓተ ትምህርቶች ምንም እንኳን በተጠቀሱት የትምህርት ደረጃዎች የተዘጋጀው ሥርዓተ ትምህርት በይዘት በሌሎች ቋንቋዎች ከተዘጋጁት ትምህርቶች ጋር በአመዛኙ ተመሳሳይ ቢሆንም ከመስተዳድሩ ነባራዊ ሁኔታዎች ጋር የተዛመዱና የአማራን ክልልም ሆነ በተለይ የአዊን ዞን ነባራዊ ሁኔታ የማያንፀባርቁ ይዘቶች እንደሚኖሩ ግልጽ ነው። ስለዚህ ህጻናቱ ከአካባቢያቸው ጋር የተዛመደ ትምህርት ማግኘት ሲገባቸው በመጠኑም ቢሆን ለነሱ እንግዳ የሆነ ይዘት ባለው ሥርዓተ ትምህርት መማር መገደዳቸው ተገቢ አይሆንም።

ከክልላዊ የመጀመሪያ ደረጃ ማጠናቀቂያ ፈተና ዝግድት አንጻር፤

በክልል ደረጃ እየተዘጋጀ የ1ኛ ደረጃ ትምህርት ማጠናቀቂያ ፈተና በክልሉ ላሉ ተማሪዎች ይሰጣል። በአዊ ዞንም ያሉ ህጻናት የ1ኛ ደረጃ ትምህርታቸውን ሲያጠናቅቁ በክልሉ በሚዘጋጀው ፈተና ላይ ሲቀመጡ ቆይተዋል። ነገር ግን የ7-8ኛ ክፍል የትምህርት መስጫ ቋንቋ እንግሊዝኛ ካደረጉ በክልሉ በሚዘጋጀው ፈተና ላይ ለማሳተፍ አስቸጋሪ ይሆናል።

ስለዚህ በሚቀጥለው ዓመት በሚዘጋጀው የ8ኛ ክፍል ክልላዊ ፈተና ላይ የዞኑ ተማሪዎች እንዲሳተፉ ካስፈለገ የሚኖረው አማራጭ፡-

1. ትምህርት ቢሮው በአማርኛ ቋንቋ ከሚያዘጋጀው ጎን ለጎን በእንግሊዝኛ ቋንቋ ተመሳሳይ ፈተና ማዘጋጀት ወይም በአማርኛ የተዘጋጀውን ወደ እንግሊዝኛ መተርጎም፤
2. በአዲስ አበባ ትምህርት ቢሮ የሚዘጋጀውን ፈተና ህጻናት እንዲወስዱ ማድረግ፤

ከላይ የተዘረዘሩት ሁለት አማራጮች የራሳቸው ችግሮች አሏቸው። በመጀመሪያው አማራጭ ለማከናወን ትምህርት ቢሮው ምንም አይነት ዝግድት የሌለው በመሆኑ በአማርኛ ቋንቋ ከሚዘጋጀው በተጨማሪ በእንግሊዝኛ ቋንቋ ፈተናውን ማዘጋጀት አይችልም። ከዚህ በተጨማሪ የፈተና ዝግድትና ህትመት በክልሉ የሚሠራ ከሆነ ከወጭ አንጻርም ከፍተኛ በመሆኑ ለክልሉ



ለአገልግሎት ለሚሰጡ አገልግሎት ሰጪዎች ተምህርት ቤቅ  
የአገልግሎት ሰጪዎች ተምህርት ቤቅ

ቁጥር 490/ዴገ-2710/92/01  
ቀን 30-08-95

ለአ.ብ.ክ.መ አቅም ግንባታ ቢሮ

ባህርዳር ፣

ጉዳይ፣ በዞናችን በመጀመሪያ ደረጃ ትምህርት የ7ኛና 8ኛ ክፍሎች  
የማስተማሪያ ቋንቋን በተመለከተ ከትም/ቢሮ ለተፃፈው ደብዳቤ  
ምላሽ መሰጠትን ይመለከታል ፣

የአዋ ዞን በአዋኛ ይሰጥ የነበረውን የመጀመሪያ ደረጃ ትምህርት በባለሙያዎች አስጠንቶ በሲምፖዚየም ውይይት ከተደረገበት በኋላ እስከ 6ኛ ክፍል ድረስ በቋንቋው መሰጠት እንዲቀጥልና 7ኛና 8ኛ ክፍሎች ግን በእንግሊዝኛ ቋንቋ እንዲሰጥ መወሰኑን በመጥቀስ ነገር ግን ከገጠር ልማት ፖሊሲ፣ ከመምህራን አቅርቦት፣ ከሥ/ትም/ዝግጅትና ከክልላዊ ፈተና ዝግጅት አንፃር ሲታይ ውሳኔው ትክክል ስለአልሆነ አመራር እንዲሰጥ በማለት ትም/ቢሮ በቁጥር ት037201/105/7/95 ለአ.ብ.ክ.መ አቅም ግንባታ ቢሮ በአድራሻ ሲፅፍ ግልባጩ ተመዝግቦልን ተመልክተነዋል፡፡

ነሆነም ቢሮው የዞኑ ውሳኔ ትክክል አይደለም በማለት ለቀረበው ሀሳብ የተሰጠውን ምላሽ የያዘ 9 ገጽ ማብራሪያ በዚህ ደብዳቤ ሽኝነት መላካችንን እየገለፅን ፣ የተሰጠው ማብራሪያ ተጠኖ በትምህርት ቢሮ በኩል የተያዘው ግንዛቤ እንዲስተካከል እንዲደረግ እንጠይቃለን፡፡ =====

ግልባጭ//=  
ለአ.ብ.ክ.መ

- ቦርዕ መስተዳደሩ
- ለም/ርዕ መስተዳደሩ
- ለአፈገባጫ ጽ/ቤት
- ለትም/ቢሮ

ባህርዳር

በአዋ ዞን አስተዳደር

- ለዋና አስተዳዳሪው
- ለአቅም ግንባታ መምሪያ
- ለአፈገባጫ ጽ/ቤት
- ለሀ/ም/ሥ/ማዕከል እንጅባራ፣



ከሰላምታ ጋር  
Mekuriaw Anagaw Alemaw  
Mekuriaw Anagaw Alemaw

በአዊ ዞን የመጀመሪያ ደረጃ የ7ኛና የ8ኛ

ክፍሎች የማስተማሪያ ቋንቋ እንግሊዝኛ እንዲሆን መወሰኑ  
የሚያስከትለው ችግር በተመለከተ ለቀረበው ማብራሪያ  
የተሰጠ ምላሽ ፣

በመጨረቱ የአዊ ዞን የመጀመሪያ ደረጃ ትምህርት የሚሰጥባቸው ቋንቋዎች አውሺና አማርኛ ብቻ መሆናቸው የሚታወቅ ነው። አውሺ የብሔረሰቡ የአፍ\_መፍቻ ቋንቋ ሲሆን አማርኛ ደግሞ የክልሉና የፌዴራል መንግሥት የሥራ ቋንቋ ነው። በዚህም ምክንያት አውሺ ብቻ በሚነገርባቸው አካባቢዎች የአንደኛ ደረጃ ትምህርት በአውሺ ሲሰጥ አማርኛ በሚነገርባቸውና አማርኛና አውሺ እኩል በሚነገረባቸው አካባቢዎች ትምህርቱ የሚሰጠው በአማርኛ ነው። ከዚህ በተጨማሪ እንደ አንድ የትምህርት ዓይነት የአማርኛ ቋንቋ ከ3ኛ ክፍል ፣ የአውሺ ቋንቋ ደግሞ ከ1ኛ ክፍል ጀምሮ ይሰጣል። እንግሊዝኛም የከፍተኛ ደረጃ ትምህርት ማስተማሪያና የዓለም\_አቀፍ ግንኙነት ቋንቋ በመሆኑ በሁለቱም ቋንቋዎች ለግሚና ህፃናት ከ1ኛ ክፍል ጀምሮ ይሰጣል። ከዚህ ውጪ እንግሊዝኛ በኩሉ ውስጥ የማስተማሪያ ቋንቋ ሆኖ የተመረጠበት ሁኔታ ግን የለም ።

ዞኑ በህፃናት የአፍ\_መፍቻ ቋንቋ / አውሺ / በሙከራና በመደበኛ እያስተማረ የመደበኛውን ኘሮግራም 6ኛ ክፍል ሲያደርስ የሙከራውን ደግሞ 7ኛ ክፍል አድርጏል በወቅቱም በሙከራም ሆነ በመደበኛ ኘሮግራም ላይ ያለውን ትምህርት ሙያዊና ሳይንሳዊ በሆነ ጥናት በመፈተሽ በቀጣይ መስተካከል ያለበት የመፍትሔ ሀሳብ እንዲቀርብ ከትምህርት ቢሮው በተሰጠው አመራር መሠረት በአዊ ዞን ትምህርት መምሪያ ሁለት ባለሙያዎች ከመጠናቱም በተጨማሪ አቶ ደሳለኝ አባዋ በካሪኩለም የማስተርስ ዲግሪ ማሟያ ጥናት ተሠርቶ ትምህርቱ ያሉበት ችግሮችና የመፍትሔ ሀሳቦች ቀርበዋል። የባለሙያዎቹ ጥናቶችም ከሚያዝያ 18\_20/ 94 በተደረገው ባለሙያዎችን ተወላጆችን፣ ባለስልጣኖች ባካተተ ሲምፖዚየም በበቂና በተገቢ ውይይት ዳብረዋል።

ሦስቱም ጥናቶች ( የመምሪያው ባለሙያዎች 2፣ የካሪኩለም ፍጣሪው 1) የደረሱበት ሀሳብ አንድ ነው። ይኸውም በአፍ\_መፍቻ ቋንቋው ለመሰጠት ላይ



ያለው ትምህርት በከፍተኛ ችግር ውስጥ መሆኑን የሚያረጋግጥና ከዚህ ችግር ለመውጣትም የእርዳታ ወይም የሽግግር ጊዜ ወስዶ በትኩረት መሥራት ብቸኛው አማራጭ መሆኑን የሚያረጋግጥ ግኝት ነው።

ስለዚህ የሽግግር ጊዜ ማስፈለጉም ሆነ ለሽግግር ወቅቱ ጊዜያዊ የማስተማሪያ ቋንቋ መምረጡ፡-

ሀ/ የተለያዩ ጥናቶች ግኝት / ውጤት / በመሆኑ

ለ/ በሲምፖዚየም የተፈተሽና የዳበረም በመሆኑ

ሐ/ ትምህርት ቢሮው በጉዳዩ ላይ ከመነሻ ሀሳብ ጀምሮ እስከ

መጨረሻው በአመራር ያልተለየበት ከመሆኑም በላይ በቁጥር

ት05/9789/ሲ.ዝ.6/1 በቀን 01\_02\_1994 ዓ/ም በተፃፈ ደብዳቤ

መሠረት የተከናወነ በመሆኑ ፣

መ/ በብሔረሰብ ዞን ም/ቤትም የተወሰነ በመሆኑ ህጋዊ ብቻ ሳይሆን ሳይንሳዊ መሠረትም ያለው ነው።

ይሁን እንጂ የክልሉ ትምህርት ቢሮ በ10/12/94 ዓ/ም በተደረገው የክልሉ ካቢኔ ስብሰባ ላይ የዞኑ ውሳኔ ችግር የሚያስከትል እንደሆነ የሚናገር ተገቢና ትክክልም ያልሆነ ማብራሪያ በማቅረብ ካቢኔውን ስጋት ውስጥ እንዳስገባው የሚያሳይና አሁንም በጥናቱና በውሳኔው መሠረት ሥራው እየተከናወነ ዓመቱ በመገባደድ ላይ እያለ እንቅስቃሴውን ለመግታት የሚያሳስብ ጽሁፍ ለክልሉ የአቅም ግንባታ ቢሮ ባድራሻ ሲፃፍ በቅጅ ለዞኑ መድረሱ ይህንን ምላሽ ለማዘጋጀት አስገድዷል።

የትምህርት ቢሮው ለአቅም ግንባታ ቢሮ ያቀረበው ጽሁፍ የውሳኔውን ህጋዊነት ቢቀበለውም ከትምህርት ፖሊሲውና ከገጠር ልማት ስትራቴጂያችን አንፃር ትክክል እንዳልሆነ ይናገራል። መልዕክቱም የዞኑ ውሳኔ ባጠቃላይ አገሪቷ ከምትከተለው የልማት ፖሊሲና ስትራቴጂ አንፃርና በክልሉ የትምህርት አመራርና ድጋፍ አሰጣጥ አንፃር ችግር እንደሚፈጥር በማሳሰብ ውሳኔው እንዲለወጥ የሚገፋ ነው።

በመሠረቱ የዞኑ ውሳኔ ህጋዊ ብቻ ሳይሆን ጥናታዊ በመሆኑ ሳይንሳዊ መሠረትም ያለው መሆኑን እላይ ለማሳየት ተሞክሯል ። ምክንያቱም። የዞኑ ውሳኔ የአገሪቱ ህገ\_መንግሥት አንቀጽ 39 ንዑስ አንቀጽ 2፣ የክልሉ ህገ\_መንግሥት አንቀጽ 74 ንዑስ አንቀጽ 5 እና የትምህርትና ሰልጠና





ደረጃ ከተዘጋጀና ግብዓቶችም ተሟልተው ከቀረቡ ይዘቱን በውጤታማ ሁኔታ ከምንጩ ወደ ተቀባዩ የማስተላለፍ ሂደት ከማስተማሪያ ቋንቋ ይልቅ በስነ ዘዴው ውጤታማነት ላይ የሚተማመን ይሆናል ማለት ነው።

ይህ በእንዲህ እንዳለ በዙኑ ውስጥ የ1ኛ ደረጃ ትምህርት የሚሰጠው በዙኑ ውስጥ በሚገኙ ሁለት የአፍ\_መፍቻ ቋንቋዎች ሲሆን ይኸውም በአውሺ አፋቸውን ለፈቱት በአውሺ በአማርኛ አፋቸውን ለፈቱት ደግሞ በአማርኛ ነው ።

በአውሺ ለሚማሩት አማርኛ ከ3ኛ ክፍል ጀምሮ በትምህርት ዓይነትነት በመሰጠት ላይ ሲሆን በአማርኛ ለሚማሩት አውሺን በትምህርት ዓይነትነት ለመሰጠት ግን ገና በዝግጅት ላይ ነው።

ይሁን እንጂ በአውሺ በመሰጠት ላይ ባለው የ1ኛ ደረጃ ትምህርት ላይ በተደረጉት ጥናቶች መሠረት

1. ዙሪያ\_ መለስ የሆነ የግንዛቤ ጉድለት ችግሮች
2. የመምህራን ቁጥርና ብቃት ፣ የሥርዓተ\_ትምህርት ማቴሪያሎች ጥራትና መጠን ፣ የአውደ\_ቪዥኖች ድጋፍ .... ባጠቃላይ የትምህርት ግብዓት አቅርቦት ችግሮች ፣
3. የማስተማሪያ ቋንቋው መዝገብ ቃላት ፣ ሰዋሰውና የጽሑፍ ሀብት ችግሮች ..... እንዳሉበት በመደረሱና በነዚህና በመሰል ችግሮች ውስጥ ሆኖ መቀጠል እንዳማይቻል በመታመኑ ተስማሚና ተገቢ የሆነ መፍትሔውም እንዲወሰድ ተደርጓል።

መፍትሔውም እላይ እንደተመለከተው ሁሉ ለዚህኛው የዙኑ ሀብረተሰብ ክፍል የማስተማሪያ ቋንቋው የአፍ\_መፍቻ ቋንቋው /አውሺ / እንዲቀጥል ሆኖ ለጊዜው ችግሩን ለመፍታት ለሚያስፈልገው ጊዜ ግን በጊዜያዊነት እንግሊዝኛ ተተክቶ እንዲቆይ ነው። ለዚህም ዋናው ምክንያት በአንድ በኩል በአውሺ የሚማሩት ህፃናት ከአውሺ ሌላ ቋንቋ የማያውቁ ከመሆናቸውም በላይ ከ1\_6 በአውሺ ተምረው 7ኛና 8ኛ ክፍሎችን በአማርኛ ለመቀጠል አማርኛ ስለማይችሉና ከ1\_6 በአማርኛ ከተማሩት ጋር መወዳደርም ስለሚላናቸው ሲሆን በሌላ በኩል ደግሞ ከ1\_6 በአውሺ ( 6 ዓመት ) 7\_8 በአማርኛ ( 2 ዓመት ) 9\_10 በእንግሊዝኛ ( 2 ዓመት ) በ10 ዓመት ውስጥ 3 የማስተማሪያ ቋንቋ



፡፡ውሳ ጋኔጅኮህ ተሠው ኢሉኔወ ሌገ-ጅኮህ ቅኒቅ ገገኮተህኮወ  
 ሲጋገኮህ ሆው በዝህ ሰቆቆኒህ ፡፡ላቆጅሠጅ ኒቲህላወ ወጋቆ ትላቅገህኮተህ  
 ሀ-ዘኒላወሀ ኒላወ ጅኑሉ ካተጅኮወ ኔኔህ-ቆጅኮወ ተግግግግ ጅቂህ  
 ሰቆላላ ላቆጅኒላ ሰቆሠወ ኒቲወግዘላህ ከፍሠው ሀዘኔተዕ ጋር ገህኔ ትላጅኔ  
 ተጋሰግግግ ህ/ቆግ-ሰ /ቲላኔኔ ኔጋኮቲ ጭህሆተ ውህህካላህ ፤ ቲህ-ሀጋቆጅኒላ  
 ውተላጅኮተ ኒወወሀ ኒሰ ሰቆቲላጅኮሀ ቲቆኮሀ ተጋሰግግግ ሕክቅ ኒሰ  
 ሰቆኮሀ ፤ ኒሰጅኒላ ትገ-ጋኮቲ ኔጋህተ-ህህካላ ተዘጅ ተጋሰግግግ ውወህኒወ  
 ቅኒቅ ቶኔወ-ኔላዕሀ ሕህው ላላላህ ኒሰህ ጅኑሉ ላጅቲጋኒ ገህኔ ቲወገኮተዕ  
 ኔቲገቲ ተጋሰግግግ ውህህካላጅኮወ ኒጋህ ተጋሰግግግ ጅኮሀ በዝህ

፤ላቆላግግግግ

ቲጋገህወ ዕህተዕ ኒዘ ሕላህ ህኒጅወ ውቱህህላላጅ ቅጅቲ ኒሰጅ ቅወቆወህህ  
 ህኒጅወ ውቱህህወሀ ሆው ቲግህህረ ውቱህህወቲግህ ቶገላላ ቲላላላ  
 ... ቲሀዘሀ ሀ-ሀጅ ፤ዘ-ሰቆላ ላቆጅኒህ ፤ሀህላ ህኔላ ቲላግግግግግግ ውሳው  
 ቲላቆኒቅ ገገኮተህኮሀ ኒቲህህላጅኒላ ቲላቆከሀ ቲላኔህ ኔገህ ኔገህ ኒሰጅኒላ  
 ቲላጅገረህወሀ ፡ቆኔወህ ኒውቲገረቲ ሕግዘ ኒቲህዘጅኒላ ውህካ ሰቆላ  
 ሰቆወቆጅኮወ ገገኮኮሀ ላኒሰጅ ኔህረገካ ሰቆወ ቲሀሳወካ ውጋህ ተጋሰግግግ  
 ጋሕገኒገኒላ ጋኮቲ ጅኮ ጅቆገቲህ ኔህህረ ቲኮላዕ ሰቆጅ ሰቆግዘጅኒላ  
 ህህረ ኔላላግ ኔቲጋሰግግግ ውላተላቲግህ ቶገላላ ግህው ላዘዕ ቲላውሃሀ

፡፡ ሰቆኒጅላ

ኒሰህ ጸህኒኮወ ቲኮህሀ ጅኒላ ውህኒኮወ ሕረገወ ቲኔህሀ ህካ ሰቆገህ  
 ፡፡ሰቆላጅላ ህህተ ሰቆገቆኮ ላህወህላ ገህግ ጋኮቲ ቲኔህ ሰቆሰቆላ ግህው  
 ኒውቆቆኔህ ኔኒውቆቆግግግግግ ፡፡ሰቆላህወጅላ ህጅ ጋኮቲ ውላተህህጅኮወ  
 ጅኮ ላጅቲጋኒ ገህኔ ቲኔኮሀ ኔቲገቲ ተጋሰግግግ ኒሰ ሰቆጅ ኒቲገህህረ  
 ቲኮላ ጋህሀ ላገወወ ኔዘህህላጅኒላ ቲቂወ ጋኮከህ ኒሰ ሰቆህወወ ላከጅኒላ  
 ተጋሰግግግ ጅገጅ ኔገዕ ውቱቆኒቅ ቶኔወ-ኔላዕሀ ቲኔኮሀ በዝህ

፡፡ውሳ ጋህኔወህ ቲጅኒ ረገገተዕ ጅኮ ግግ ኔኮተህኮ-ጋኮወሀ

ኒሰህ ሰቆላወሀ ሌገ-ጅኮሀ ቂዘ ሰቆኒሰዘ ቂጋጋኔዕ ኔህላቆሀ  
 ገ ጅወ ዩህ ኒቆኒቅ ገገኮተህኮወ ግግግግግግግ ቲኔኮህ ኒቲወቆኒቅ  
 ገገኮተህኮ ኒሰጅኒላ ቲዘጅ ኒቲጋሰግግግግ ቲኔኮሀ ውቱህቂገገግግ

- ከ/5\_8/ ላሉት ክፍሎች በደረጃው የሰለጠነ መምህር አያገኝም ።
- ከ5ኛ ክፍል በኋላ ያሉት ክፍሎች የመጽሐፍት ህትመት ችግር አልተፈታም
- አሁንም የመምህራን ማሰልጠኛ ተቋሞቹ ከአማርኛ ውጪ እንዳያሰለጥኑ ሆነው መደራጀታቸው በግልጽ ተቀምጧል።
- ቋንቋው በሥርዓተ-ትምህርቱ ፍላጎት መሠረት ሳይደራጅ የተጀመረው ትምህርት የክፍል ደረጃው በጨመረ መጠን ችግሩ እየከፋ በመሄድ ላይ ነው።

በመሆኑም እነዚህንና መሰል ችግሮችን ለመፍታት የሚያስፈልገውን ጊዜ በሽግግር ወቅት በመሰየም ትምህርቱ በእንግሊዝኛ እየተሰጠ እንዲቆይ ተወስኗል።

እዚህ ላይ የዞኑ የአንደኛ ደረጃ ትምህርት ቋንቋ አውጊና አማርኛ ብቻ መሆኑን መገንዘብ ያሻል። በአውጊ የሚሰጠውን ትምህርት ችግሮች ለማቃለል እንግሊዝኛ የተመረጠው ለሽግግር ወቅት ብቻ እንጂ በቋሚነት አለመሆኑም እንደዚሁ ተገቢ ግንዛቤ ያሻል።

ለሽግግር ወቅቱ ለ7ኛና ለ8ኛ ክፍሎች የሚሰጠውን ትምህርት ይዘትና አቀራረብ ለማወቅም የአዲስ አበባን ፣ የቤኒሻንጉል ጉሙዝንና የአማራን የ7ኛ ክፍል መጽሐፍት በየትምህርት ዓይነቱ ባለሙያዎች አስጠንቷል ። ጥናቶቹም የ3ቱም ክፍሎች መጽሐፍት በይዘትም ሆነ በአቀራረብ የጎላ ልዩነት እንደሌላቸው አረጋግጠዋል። ይህም አገራዊ ሥርዓተ-ትምህርት አንድ ከመሆኑንና ከፍተኞቹ ክፍሎች አካባቢያዊ ከመሆን ይልቅ ሁለንተናዊ እየሆኑ የሚሄዱ ከመሆናቸው የመነጨ ነው። ከዚህ ጥናት በመነሳትም በይዘት ላይ ሳይሆን በአቀራረብ ላይ የታዩትን መጠነኛ ከፍተኞች ለመሙላት ዞኑ ተጨማሪ ማጠቀሻዎችን በየትምህርት መስኩ ባለሙያዎች አዘጋጅቶ ለየት/ቤቱ አድሏል ። ስለዚህ እዚህ አካባቢ የሚያሳስብ ምንም ችግር የለም ማለት ነው።

ከዚህ በላይ ትምህርት ቢሮው ከዚህ ሥጋት ራሱን ነፃ ለማድረግ ከፈለገ የንፅፅር ጥናት ሊያደርግ ይችላል። በጥናቱ ውስጥ የኦሮሚያ ዞን ትምህርት ዴቦክ የኦሮሞ ብሔራዊ ክልል ያዘጋጀውን የትምህርት ግብዓት መጠቀሙ ለክልሉም ሆነ ለዞኑ አካባቢያዊነቱ ምን ያህል እንደተገናዘበ አብሮ ሊያጠናው ይችላል።

### 2.3 ከክልላዊ የመጀመሪያ ደረጃ ማጠናቀቂያ ፈተና ዝግጅት

#### አንጻር

በመሠረቱ ክልላዊ የመጀመሪያ ደረጃ መልቀቂያ ፈተና ትምህርት በተሰጠባቸው የክልሉ ቋንቋዎች መዘጋጀት እንደሚኖርበት አያጠያይቅም። ምክንያቱም በየአፍ\_መፍቻ ቋንቋ የማስተማርን ህጋዊነትና ተገቢነት ከተቀበሉ በኋላ ፈተና ላለማዘጋጀት መወሰን ተገቢም ህጋዊም ሊሆን አይችልም በዙገት ውስጥ በአውሽ የተማሩት ህፃናት በክልሉ በሚዘጋጀው ፈተና ላይ ለመሳተፍ አስቸጋሪ ይሆናል" (ገጽ 3) የሚለው ሀሳብ ምን ለማለት ተፈልጎ ይሆን? በአሮሚያ ዞን ውስጥ በአሮሞኛ የተማሩት ህፃናትስ ከክልሉ የ1ኛ ደረጃ መልቀቂያ ፈተና ውጪ ናቸውን? 7ኛና 8ኛ ክፍልን በአውሽ መቀጠል ቢቻልስ ኖሮ በአማርኛ መፈተን ይገባቸው ነበር ወይ? ክልሉ ለአማርኛ ከሚያወጣው ወጪ ተጨማሪ ለማውጣት የማይፈልግ ወይም የማይችል ከሆነስ በሌሎች የክልሉ ቋንቋዎች ማስተማር ለምን ፈቀደ?

ችግሩ ለሽግግር ወቅቱ ከሆነ ወጪው የ1ኛ ደረጃ ማጠናቀቂያ ፈተና በአውሽ ቢሰጥ ኖሮ የበለጠ እንጂ ያነሰ ይሆን እንዳልነበር መገንዘብ የበለጠ ጠቃሚ ነው። የሙያና ሙያተኛ ጉዳይ ከሆነ ደግሞ ብሔራዊ የፈተናዎች ድርጅትም ሆነ ሌሎች ተመሳሳይ ተቋማት (ኮሌጆች) ስለሚያዘጋጁት ብዙ የሚያሳስብ አይደለም።

### 2.4 ከመማሪያ መጽሐፍት ህትመት አንጻር

ከመጽሐፍት ህትመት አንጻር የቀረበውም ጥያቄ በየአፍ\_መፍቻ ቋንቋ የሚሰጠው ትምህርት የፈጠረው ስጋት ካልሆነ በስተቀር የሽግግር ወቅቱ ውሳኔ የሚያስከትለውን ችግር የሚያሳይ ሆኖ አልተገኘም ። በመጽሐፍት ህትመትና በአንደኛ ደረጃ ማጠናቀቂያ ፈተና ዝግጅት ጉዳዮች ላይ የቀረበው ደግሞ የገንዘብ ችግር ነው።

በመሠረቱ ትምህርት በነፃ / ያለ መዋሊ\_ንዋይ / ፍላጎት የሚከናወን ተግባር አይደለም ። ይልቁንም እንደ ማንኛውም የሸቀጥ ልውውጥ ወይም የምርት ዑደት በትርፍና\_ኪነራ ንዕስር የሚለካ ባለመሆኑና የተለየ ሚዛንና





Appendix J

በአማራ ብሔራዊ ክልላዊ መንግሥት የትምህርት ቢሮ

ቁጥር 7/10088/ዘ+9/1  
ቀን 19/10/95

በጣም አስቸኳይ

ለአዊ አስ/ዞን ት/ዴስክ እንጅባራ

ጉዳይ፡ በአዊ ዞን የ7ኛና 8ኛ ክፍሎች የማስተማርያ ቋንቋን ይመለከታል፤

የክልሉና የዞኑ ክፍተኛ የመንግስት ሀላፊዎች በደረሰብት የጋራ ስምምነት መሠረት በትምህርት ቢሮው የተቋቋመው የቴክኒክ ኮሚቴ ከዚህ የትምህርት ኃላፊዎች ጋር በመወያየት ከ1998 ዓ.ም ጀምሮ በዞኑ በሚገኙ 7ኛና 8ኛ ክፍሎች ትምህርቱ በእንግሊዝኛ ቋንቋ መሠጠቱ ቀርቶ በአፍ መፍቻ ቋንቋ ሊሰጥ የሚያስችል የድርጊት መርህ-ግብር አዘጋጅቶ አቅርቦአል።

በተረበው የድርጊት መርህ-ግብር መሠረት ትምህርቱ በአፍመፍቻ ቋንቋ መሰጠት እንዲያስችል

- በመምህራን ሥልጠናና ምደባ፤
- በሥርዓተ ትምህርት ማቴሪያል ዝግጅትና ህትመት
- በአዊኛ ቋንቋ ትምህርት በሬድዮ ዝግጅትና ሥርጭት

በዞኑና በክልሉ ሊሰሩ የሚገባቸውን በጊዜ ተለይተው ቀርቦታል። በዚህም መሠረት፡-

- 1ኛ. በ1996 ዓ.ም. የ7ኛ ክፍል የሥርዓተ ትምህርት ማቴሪያሎች በማዘጋጀት ከ1997 ዓ.ም ጀምሮ በ7ኛ ክፍሎች ትምህርቱ በእንግሊዝኛ ቋንቋ መሰጠቱ ቀርቶ በአፍመፍቻ ቋንቋ እንዲሰጥ፤
- 2ኛ. በተመሳሳይ መልክ በ1997 ዓ.ም. የ8ኛ ክፍል የሥርዓተ ትምህርት ማቴሪያሎች በማዘጋጀት ከ1998 ዓ.ም ጀምሮ በ8ኛ ክፍል ትምህርቱ በእንግሊዝኛ ቋንቋ መሰጠቱ ቀርቶ በአፍመፍቻ ቋንቋ እንዲሰጥ፤
- 3ኛ. በዞኑ በኩል ተፈላጊውን የሬድዮ ኘሮግራም አዘጋጅትን በማሟላት ከባህር ዳር ትምህርት መገናኛ ርቀት ትምህርት ማስተባበሪያ ማዕከል ጋር በመተባበር ከ1996 ዓ.ም. ጀምሮ የአውኛ ቋንቋ ትምህርት በሬድዮ ሥርጭት ደረጃ በደረጃ እንዲጀምር፤
- 4ኛ. በመምህራን ሥልጠና በኩል ምንም እንኳን መምህራን በሚያስተምሩበት ቋንቋ መሰልጠን ያለባቸው መሆኑ ቢታመንበትም በአጭር ጊዜ የመምህራን ማሰልጠኛ ተቋም ተከፍቶ ሥልጠናውን በአዊኛ ቋንቋ መሰጠት የማይቻል መሆኑ የዞኑ ሁለገብ ምርመራ ማዕከል መምህራን በቋንቋው ሊያስተምሩ እንዲችሉ አጭር የትውውቅ ኘሮግራም በማዘጋጀት ወደሥሪ እንዲሰማሩ እንዲደረግ፡፡ ትምህርት ቢሮውም ለዞኑ ልዩ ኮታ በመስጠት በአዲሱ የመምህራን ሥልጠና ሥርዓት ተሳታፊ /TESO/ መሠረት በክልሉ በሚገኙ መምህራን ማሰልጠኛ ተቋማት ሥልጠና የሚሰጥ መሆኑን አናሳስባለን።

ጉዳዩ የሚመለከታቸው አካላትም ለውሳኔው ተግባራዊነት የበኩላቸውን እንዲያከናውኑ የዚህ ደብዳቤ ግልባጭ የተመዘገበላቸው መሆኑን በተጨማሪ አናሳስባለን።

ግልባጭ

- በአብዛኛው
- ለክልሉ ር/መስተዳደር ጽ/ቤት
  - ለክልሉ ም/ር/መስተዳደር
  - ለክልሉ አቅም ግንባታ ቢሮ
- ባህር ዳር
- ለአዊ አስተዳደር ዞን ጽ/ቤት
  - ለአዊ አስተዳደር ዞን አቅም ግንባታ መምሪያ
  - በአዊ ዞን ትም/ዴስክ ለሁለገብ ምርምር ማዕከል እንጅባራ
  - ለባህር ዳር ትም/መ/ር/ት/ማስተ/ማዕከል
- ባህር ዳር
- ለቢሮ ኃላፊ
  - ለም/ቢሮ ኃላፊ
  - ለ\_\_\_\_\_ መምሪያ/አገልግሎት ጉም/ቢሮ



ከሠላም ታ/ጋር  
ገብረ ገብረ  
ቢሮ ኃላፊ



Appendix K

ቁጥር 30/82-5531/92/01  
ቀን 08-11-95

የኢትዮጵያ ጥሪ ስራ ሚኒስቴር

ትምህርት ቢሮ

የአዲስ አበባ ከተማ አስተዳደር

ለአ.ብ.ክ.መ ትምህርት ቢሮ

ባህር ዳር፣

ጉዳይ፣ በዞናችን የ7ኛና 8ኛ ክፍሎች ማስተማሪያ ቋንቋን

በተመለከተ በቁጥር ትቦ/10088/ዘተ9/1 በ19/10/95

የተፃፈውን ደብዳቤ ይመለከታል፤

በዞናችን 1\_6ኛ ክፍሎችን በአውሽ ተምረው ለሚመጡ ተማሪዎች የቀጣይ 7ኛና 8ኛ ክፍሎች መማሪያ ቋንቋን በተመለከተ ግንቦት 21 ቀን /1995 ዓ/ም የዞኑና የክልሉ ከፍተኛ የመንግስት ሀላፊዎች በእንጅባራ ከተማ ተገናኝተው ሰፊ ውይይት በማድረግ በደረሱበት የጋራ ስምምነት መሠረት በትምህርት ቢሮው የተቋቋመው የቴክኒክ ኮሚቴ ከዞኑ የሥራ ሀላፊዎች ጋር ተወያይተው ከ1998 ዓ/ም ጀምሮ ትምህርቱን በአፍ መፍቻ ቋንቋ መሰጠት የሚያስችል የድርጊት መርሀግብር ማዘጋጀታቸውንና በድርጊት መርሀ\_ግብሩም መሠረት ትምህርቱን በአፍ መፍቻ ቋንቋ መሰጠት እንዲቻል በዞንና በክልል ደረጃ ሊሠሩ የሚገባቸውን ከ1\_4 ተራ ቁጥር ዘርዝራችሁ ከላይ በርዕሱ በተጠቀሰው ቁጥር ደብዳቤ ገልፃችኋል፡፡

ሰኔ 4\_5 /1995 የቢሮው የቴክኒክ ኮሚቴና የዞኑ የሥራ ሀላፊዎች በጋራ ተወያይተው የደረሰንበት ድምዳሜ፣ ትምህርቱን በ1997 ዓ/ም በ7ኛ ክፍል ለመጀመር በርካታ ሥራዎች መሠራት ያለባቸው ሲሆን፣ እነሱም የሥርዓተ ትምህርት ማቴሪያሎች ዝግጅት፣ የመምህራን ሥልጠና፣ ትምህርት በሬዲዮ ሥርጭት ዋና ዋናዎቹ ሲሆኑ ፣ የሰው ሀይል ማጠናከርም አብሮ የታየ ጉዳይ ነው፡፡ በዚህ መሠረትም ፣

- በ1997 ዓ/ም በ7ኛ ክፍል ለመጀመር ከመስከረም\_መጋቢት 1996 ዓ/ም ባሉት ወራት የሥርዓተ ትምህርት ማቴሪያሎችን በካሜራ ሬዲ ደረጃ አዘጋጅቶ ማቅረብ ፣ ከሚያዝያ\_ሰኔ/1996 የህትመት ሥራ እንደሚከናወን ፣

• ለትምህርቱ መጀመር /1997/ ሌላው አስፈላጊ ነገር የመምህራን አቅርቦት ሲሆን፣ ለዚህም የተደረሰው ስምምነት በድርጊት መርሀ\_ግብሩ 1.4 እና 1.5 እንደተመለከተው በአዲሱ የመምህራን ይልጠና ተሀድሶ ( T.E.S.O ) መሠረት ቋንቋውን የሚችሉ ዕጩ መምህራን ምልመላ ማካሄድና የተመለመሉትንም ዕጩዎች በሠርቴፊኬትና በዲፕሎማ ኘሮግራም ማሰልጠን የሚል ነው፡፡ ይህ ሆኖ እያለ ግን በቋንቋው ማሰልጠን ስለማይቻል ዞኑ የትውውቅ ኘሮግራም በማዘጋጀት ወደሥራ እንዲሠማሩ እንዲያደርግ ከሚል ውጣኔ ቢሮው እንደደረሰ ተገልጿል፡፡

በመሠረቱ ከ6ኛ ክፍል በኋላ ለሽግግር ጊዜ ትምህርቱ በእንግሊዝኛ ሲሰጥ እንዲቆይ የተወሰነው ከዚህ በፊት ደጋግመን እንደገለጸነው ሁሉ እንግሊዝኛን ፈልገነውና አዋጭ ነው ብለን ሳይሆን ካሉበን ነባራዊ ችግሮች በመነሳት ችግሩን ለመቅረፍ የሚያሟሉ ሥራዎችን አከናውነን ወደ አፍ መፍቻ ቋንቋ ለመመለስ ነው። ካሉበን ነባራዊ ችግሮች አንዱና ዋናውም የመምህራን አቅርቦት ሲሆን ፣ ይኸውም ፣

1. ከ1\_4ኛ / መጀመሪያው ሳይክል / በቋንቋው ባልሰለጠኑ መምህራን ትምህርት በመስጠቱ በተማሪዎች ውጤት ላይ የተንፀባረቀ መሆኑ በጥናት የተረጋገጠ ከመሆኑም ባሻገር መምህራንም ለማስተማር እየተቸገሩ ስለመሆናቸው እየገለጹ በመሆኑ ከ1\_4ኛ ደረጃ የሚያስተምሩ መምህራንን በቋንቋው ማሰልጠን መቻል፤

2. 7\_8ኛ ክፍሎችን ሊያስተምሩ የሚችሉ በቋንቋው በዲፕሎማ ደረጃ መምህራንን ማሰልጠን ነው። በሚያስተምሩበት ቋንቋ ባልሰለጠኑ መምህራን ትምህርት መስጠት ከተማሪዎች ባህሪያዊ ቀረፃ አንፃግ ሲታይ በእየትምህርት ዓይነቱ የተዘረዘሩ ዓላማዎችን ማሳካት እንደማይቻልና በተማሪዎችም ህይወት ላይ አሉታዊ ተፅዕኖ መፍጠር ስለሚሆን ከመማር ማስተማርና አጠቃላይ ከትምህርት መርህ አኳያ በደብዳቤው ላይ በተራ ቁጥር 4 የተገለፀው እንደገና እንዲታይ በአፅንኦት እየጠየቅን፤ በሚያስተምሩበት ቋንቋ በዲፕሎማ ደረጃ የሰለጠኑ መምህራን በሌሉበት ሁኔታ ትምህርቱ በተባለው ጊዜ / 1997/ መጀመር በግለሰቦች ህይወት/ ተማሪዎች / እና በህብረተሰብ ጥቅም ላይ ከፍተኛ ጉዳት ያለው ስለሆነ የማይቻል መሆኑን እናሳስባለን።

ግልባጭ // =  
ለአ.ብ.ክ.መ

- ለክልሉ ር/መስ/ጽ/ቤት
- ለክልሉ ም/ር/መስተዳድር
- ለክልሉ አቅም ግንባታ ቢሮ ባህርዳር፤
- ለአዊ አስ/ዞን ጽ/ቤት
- ለአዊ አስ/ዞን አቅም ግንባታ መምሪያ
- ለአዊ ዞን ትም/ዴሰክ ሀላፊ ልዩ ጽ/ቤት
- በአዊ ዞን ትም/ዴሰክ ለሁለገብ ምርምርና ሥልጠና ማዕከል እንጅባራ፤



ከሰላምታ ጋር  
Mekuria Alemaw  
ትም/ዴሰክ ጋራ



## Appendix L

### The Alphabet of Awgni

በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
ከ	ኩ	ኪ	ካ	ካ	ከ	ኮ
ኸ	ኹ	ኺ	ኻ	ኻ	ኸ	ኹ
ሰ	ሱ	ሲ	ሳ	ሳ	ሰ	ሱ
ሸ	ሹ	ሺ	ሻ	ሻ	ሸ	ሹ
ለ	ሉ	ሊ	ላ	ላ	ለ	ሉ
አ	ሉ	ሊ	ላ	ላ	አ	ሉ
ገ	ገ	ገ	ገ	ገ	ገ	ገ
ኀ	ኀ	ኀ	ኀ	ኀ	ኀ	ኀ
ነ	ነ	ነ	ነ	ነ	ነ	ነ
ተ	ተ	ተ	ተ	ተ	ተ	ተ
ቸ	ቸ	ቸ	ቸ	ቸ	ቸ	ቸ
ረ	ረ	ረ	ረ	ረ	ረ	ረ
ራ	ራ	ራ	ራ	ራ	ራ	ራ
ፀ	ፀ	ፀ	ፀ	ፀ	ፀ	ፀ
ወ	ወ	ወ	ወ	ወ	ወ	ወ
ቐ	ቐ	ቐ	ቐ	ቐ	ቐ	ቐ
መ	መ	መ	መ	መ	መ	መ
የ	የ	የ	የ	የ	የ	የ
ደ	ደ	ደ	ደ	ደ	ደ	ደ
ጀ	ጀ	ጀ	ጀ	ጀ	ጀ	ጀ
ዘ	ዘ	ዘ	ዘ	ዘ	ዘ	ዘ
ዠ	ዠ	ዠ	ዠ	ዠ	ዠ	ዠ
ጥ	ጥ	ጥ	ጥ	ጥ	ጥ	ጥ
ኘ	ኘ	ኘ	ኘ	ኘ	ኘ	ኘ
ሀ	ሀ	ሀ	ሀ	ሀ	ሀ	ሀ

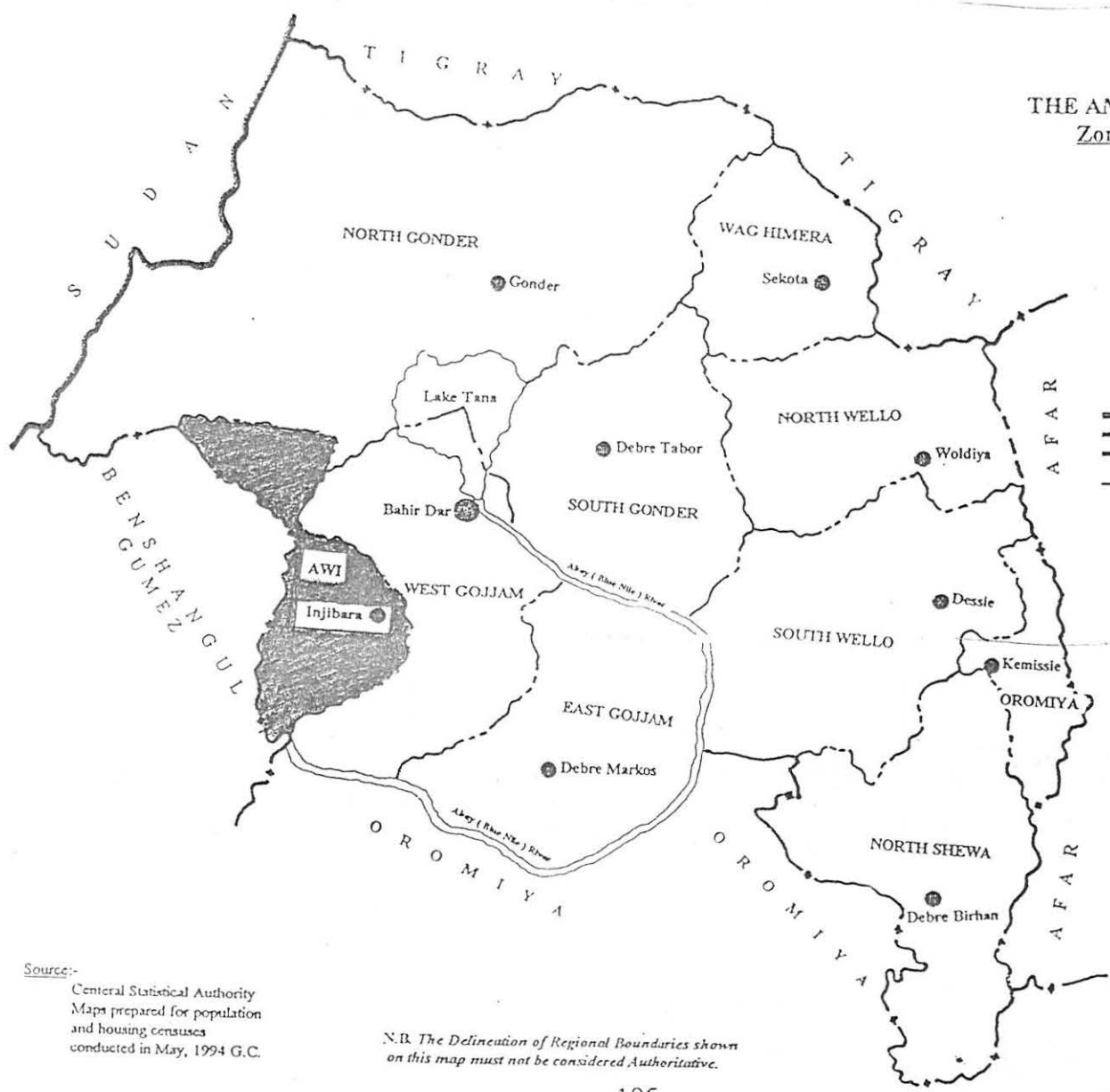
- Note:-* 1. The sequential arrangement of the alphabet is based on the combination of two basic factors: the similarities of the shapes of the letters to ease for children to learn on the one hand and the frequency of their occurrence on the other.
2. Since Awgni does not have plosive sounds in nature the Amharic letters that are characterized by their plosiveness that include ቀ, ጠ, ጨ, ጸ/ፀ and ጸ are avoided from the Awgni alphabet.
3. The different letters or symbols that represent the same sound in the Amharic alphabet that include ሀ, ሐ, ኃ, ኸ; ሠ and ሰ; and አ and ፀ are replaced by only one symbol of each group in the Awgni alphabet simply by taking the one that appears first in the Amharic alphabet or the one that is simplest for children to learn and write (ሀ, ሰ, and አ).
4. Letters that are peculiar to the Awgni sound and do not exist in the Amharic sound are added in the Awgni alphabet by either adopting the previously avoided Amharic letters (ኸ and ፀ) and by modifying the other Amharic letters (ኘ and ኘ). Both the adoption and the modification activities are not conducted randomly but based on their characteristic relationships with the Amharic sound they represent, i. e. places and manners of articulation as indicated by the following table:

Letter	Manner of articulation	Place of articulation
ኸ	Fricative, voiced	Glottal
ኘ	Stop, voiced	Velar
ፀ	Affricated, voiceless	Palatal
ኘ	Stop, voiceless	Lagio-velar

5. According to some linguists who have carried out the phonetic inventories of Awgni, and in fact from the practical point of view, the letter "ሀ-- ሀ" and all the fist sounds (letters) of the entire alphabet of Awgni (ሀ, ከ, ኸ--, ሀ) do not completely appear in the Awgni sound. In addition, an affricated, voiced, palatal sound related to the Amharic "ሀ" that usually occurs in Awgni sound is not included in the Awgni alphabet. Thus, although the student researcher is a layman for linguistics, these two cases seem to him defects of the Awgni alphabet that demand a further investigation.

# Appendix M

## THE AMHARA NATIONAL REGION Zonal Administrative Division



**Legend**

- International Boundary
- National Regional Boundary
- Regional Boundaries not Clearly demarcated
- Zonal Boundary
- Regional Center
- Zonal Centers

Scale:- 1:2 500 000

Source:-  
Central Statistical Authority  
Maps prepared for population  
and housing censuses  
conducted in May, 1994 G.C.

N.B. The Delineation of Regional Boundaries shown  
on this map must not be considered Authoritative.



PPD/BoPED  
1998


*This thesis is my original work and has not been presented in any other university and all the source materials used for the thesis have been acknowledged.*



---

Melaku Mengistur G/Meskel

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



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Yalew Ingidayehu(Ph.D.)

**Community Attitude towards the Implementation of Awgni as a Medium of Instruction in the Primary Schools of Awi Administrative Zone: A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Masters Degree of Arts in Educational Planning and Management.**

**BY: - MELAKU MENGISTU G/MESKEL**

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