

**ATTITUDES TOWARDS USING AMHARIC AND ENGLISH AS
INSTRUCTIONAL LANGUAGES: THE CASE OF THREE
PRIVATE PRIMARY SCHOOLS IN BAHIR DAR**

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Declaration

I confirm, this thesis is my original work, and all sources of materials used for this thesis have been acknowledged.

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JUNE, 2012

Abstract

The main objective of this study is to investigate attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages to teaching learning process of Mathematics or Environmental Science subjects in primary grade levels on Private schools. The specific objectives are to assess capability of teachers to apply bilingual instructional education, problems on the application of bilingual instructional education, and reasons behind the application of bilingual instructional education.

This is a descriptive study, which attempted to investigate attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages. Data were collected through questionnaires, interview, focus group discussion and observation. 21 grade 4 Mathematics and Environmental science subjects teachers, 60 parents, and 54 students participated in the study by filling questionnaires. Interview was conducted with 3 directors. Focus group discussion was also conducted with 18 Parent Teacher Association members and 54 students. Finally 9 observation sessions were conducted while the teachers teach the mentioned subjects by Amharic and English languages. The purpose of the above instruments was to collect data about attitudes of the above-mentioned participants towards using Amharic and English as instructional languages, capability of teachers, problems, and reasons towards the application of Amharic and English (bilingual) instructional education.

The result of the data from the four tools was analyzed and described qualitatively and quantitatively. The data from questionnaires was analyzed by both qualitative and quantitative method of analysis due to the presence of both open and close-ended questions. The data gathered from interview, focus group discussion and observation was analyzed qualitatively. The result shows even though teachers, directors, Parent Teacher Associations, parents and students have positive attitudes towards using Amharic and English as instructional languages in the teaching learning process of Mathematics or Environmental Science subjects on learners primary grade levels, there are many problems including unqualifiedness of one third of teachers under the application of this practice. In addition, all of the participants have their own reasons towards the application of bilingual instructional education. Finally, the study comes in to its end by suggesting some important recommendations.

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Table of Contents

Abstract-----	i
Acknowledgments-----	ii
Table of Contents-----	iii
List of Tables-----	vi

Contents

Pages

Chapter One

1. Introduction-----	1
1.1. Background of the study-----	1
1.1.1. The glimpse of Bahir Dar town-----	3
1.2. Statement of the study-----	4
1.3.Objective of the study-----	4
1.3.1. General objective-----	4
1.3.2. Specific objectives-----	4
1.4.Significance of the study-----	5
1.5. Limitation of the study-----	5
1.6.Organization of the study-----	6

Chapter Two

2. Literature Review -----	7
2.1. Definition of bilingual education and instructional language -----	7
2.2. Language attitude-----	7
2.3. Theoretical frameworks of language attitude -----	9
2.4. The influence of instructional language attitude to bilingual education-----	10
2.5. Basic consideration under Bilingual Education-----	11
2.6. Advantages and disadvantages of bilingual education -----	12
2.7. Models of bilingual education-----	14
2.7.1. Transitional model-----	14
2.7.2. Maintenance (developmental) model-----	15
2.7.3. Immersion and submersion models-----	15

2.8. Rational behind bilingual education-----	16
2.9. Contribution of parents and teachers towards bilingual education-----	18
2.10. The need of code-mixing (CM) and code-switching (CS) to bilingual education -----	19
2.11. Review of related works -----	19

Chapter Three

3. Research Design and Methodology-----	24
3.1. Research design-----	24
3.2. Methodology-----	24
3.3. Source of data-----	24
3.4. Population, sample size and sampling techniques-----	25
3.5. Data collection instruments -----	26
3.5.1. Questionnaires-----	26
3.5.2. Interview-----	26
3.5.3. Focus Group Discussion-----	27
3.5.4. Observation-----	28
3.6. Procedure of data collection-----	28
3.7. Procedure data analysis -----	29

Chapter Four

4. Data Presentation, Analysis and Interpretation-----	30
4.1. Background of teachers' respondents-----	30
4.2. Participants attitude towards bilingual education-----	33
4.2.1. Teachers' attitudes towards their students' bilingual education process and their feeling of comfort-----	33
4.2.2. Teachers attitude towards participation and understanding of students in bilingual education process-----	36
4.2.3. Teachers' attitude towards degree of parental attitude and participation in the bilingual education process-----	37
4.2.4. Directors' attitude towards parental involvement on bilingual education practice-----	38
4.2.5. Parent Teacher Associations and parents attitude towards their involvement and follow- ups of their children-----	39

4.2.6. Students' attitudes towards bilingual education and their participations in bilingual education period -----	40
4.2.7. Students' attitude towards bilingual education and the necessity of it for them -----	41
4.2.8. Students' attitudes towards their application of both Amharic and English languages to discuss with their friends and to create link with their environmental reality -----	43
4.2.9. Attitudes of students regarding confusion and communicative competence through using Amharic and English-----	44
4.2.10. Advantages and disadvantages of bilingual education-----	45
4.2.11. Views of directors towards advantages and disadvantages of bilingual education to Learners-----	47
4.2.12. Directors' attitude towards the influence of bilingual education process on learners---	48
4.2.13. Students attitude about impacts of bilingual education process over themselves-----	48
4.2.14. Parent Teacher Associations' and Parents Attitude towards Advantages and Disadvantages of Bilingual Education for Learners-----	49
4.3. Teachers' qualification-----	51
4.3.1. Teachers' qualification in the eyes of interviewees-----	51
4.3.2. Teachers qualification in the eyes of Parent Teacher Associations and parents -----	52
4.4. Problems in the application of bilingual education-----	53
4.4.1. Problems Observed by Teachers, Parent Teacher Associations' and Parents-----	53
4.4.2. Problems observed by directors' -----	54
4.4.3. Problems observed by students' -----	54
4.5. Reasons behind the applications of bilingual education-----	55
4.5.1. Teachers', Parent Teacher Associations', Parents and Students Responses-----	55
4.5.2. Directors' responses-----	56
4.6. Data analysis of observations-----	57

Chapter Five

5. Summary, Conclusion and Recommendations-----	59
5.1. Summary of the findings-----	59
5.2. Conclusion-----	60
5.3. Recommendations-----	62

References

Appendices

List of Tables

Tables	pages
Table 1. Background of teacher's respondents-----	31
Table 2. Attitude and felling of teachers on bilingual education process -----	33
Table 3. Degree of participation and understanding of students in bilingual education process--	36
Table4. Degree of parental attitude and participation towards bilingual education process-----	37
Table 5. Attitude and the necessity of bilingual education by the eyes of students-----	41
Table 6, Felling of students towards confusing of their understanding and development of Amharic and English Languages Communicative competence-----	44

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Ethiopia is a country, which includes multilingual and multicultural societies. In addition to foreign languages like English, French, Arabic, Italian, there are more than 80 languages actively spoken in Ethiopia (Cohen, 2000 & Daniel Alemu and Abebayehu Tekleselassie, 2011). Language is a repository and means of articulation of educational concepts, beliefs, prejudices, values, tradition, history and past achievement experiences (Cummins, 1999). It indicates that, through language everybody can express what he/she wants to say for others. Wolff (2006) in Heugh, et al (2007:8) strengthen the above idea that, “language is not everything in education, but without language everything is nothing in education”. Therefore, language plays a crucial role in education.

According to Ministry of Education (MOE, 1996), the origin, development, and distributions of education in Ethiopia were mainly rooted in religious education. On this regard Christianity and Islam plays the crucial role. In Ethiopia, the first modern education had been established during the reign of Emperor Menelik II since 1908 in which French was used as a main medium of instruction (Cohen, 2000:80). Other European languages most notably English and Italian were taught as subjects (McNab, 1989). According to McNab (1989), influences of western missionaries were encouraged by Emperor Haile Sellassie to open schools in Ethiopia. This was the main reason for the application of European languages in the education sector.

During these processes, English was used as a medium of instruction for elementary schools since 1938, at the same decade; Amharic had also been introduced as school language (Cohen, 2000). The application of English as a medium of instruction for primary schools changed to Amharic and it served for secondary schools in 1958/59 (McNab, 1989). However, according to Fisseha (1994), the application of Amharic as an instructional language in the primary and English for secondary levels began in 1955. Therefore, there is variation among researchers on this issue.

The language policy of Ethiopia focused on the promotion of Amharic during the reign of Haile Sellassie (McNab, 1989). On this regard, Tsehay (1977) also added in the abstract of his PhD dissertation that “government policy in the past has been consistent with the aim of promoting Amharic as the official language and language of education” Even though local languages were not used for formal education, there was an insight to the promotion of local languages at the Derge reign. However, the only language used for formal education at primary level was Amharic (McNab, 1989).

Currently, the Federal Democratic Republic of Ethiopia (FDRE) government mentions 8 points concerning languages and the use of languages in education in its Education and Training Policy. These are:

1. Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their language, primary education will be given in nationality languages.
2. Making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and countrywide distribution.
3. The language of teacher training for kindergarten and primary education will be the nationality language used in the area.
4. Amharic shall be taught as a language of countrywide communication.
5. English will be the medium of instruction for secondary and higher education.
6. Students can choose and learn at least one nationality language and one foreign language.
7. English will be taught as a subject starting from grade one.
8. The necessary steps will be taken to strengthen language teaching at all levels.

(Educational and Training policy, April 1994; pp.23-24)

Here from the above explanation we can understand that, FDRE government of Ethiopia respects the linguistic rights of each language group. As a result, each language group has full right to use, learn, practice and develop their own languages in education and other sectors. In addition, we can also understand that, FDRE (1994) Education and Training Policy defines the role of

English language in education sector. According to this document, English should be taught, as a subject in schools starting from grade one, English should be used as a medium of instruction for secondary and higher education, and the learning English as a foreign language should be promoted for international communication.

However, Bahir Dar private schools deliver education through Amharic and English as instructional languages for teaching learning process of Mathematics or Environmental Science subjects in primary grade levels. To this end, teachers, directors, Parent Teacher Associations, parents and students are believed to have positive or negative attitudes towards the application of Amharic and English as instructional languages. That is why the researcher wanted to investigate what kinds of attitudes teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages. In addition to this, the researcher is also interested to assess the capability of teachers to apply this practice, problems encountered during this practice, and reasons behind this practice.

1.1.1. The Glimpse of Bahir Dar Town

The area of this study is Bahir Dar town. Bahir Dar is the capital city of Amhara Region. Based on 2007 census conducted by the central statistical agency of Ethiopia (CSA), this town has a population of 221,991. Various local and foreign languages are spoken in this town like Amharic, Afan Oromo, Awnji, Xamtagna, English, e.t.c. Among these, according to 1994 national census report, Amharic is spoken as the first language by 95.53% of the population. Tigrigna also spoken by 2.93% of the whole populations and the remaining 1.55% populations spoke other languages. According to the statistical report of 2011 of the Bahir Dar Educational Bureau, there are 27 private and 9 government primary, secondary and high schools. Among the 27 private schools, 8 of them are both primary and secondary schools. There are also 17 private, one government college and a University in the town.

Bahir Dar private as well as government schools use Amharic and English languages as subjects in primary, secondary and high school grade levels and they use those languages as mediums of instruction. As a result, pupils are bilingual this is because according to Hamer (1989), education is one of the main factor that creates bilingualism.

1.2. Statement of the Problem

Bahir Dar private schools' teachers, directors, Parent Teacher Associations, parents and students may have either negative or positive attitudes towards the application of Amharic and English as instructional languages on Mathematics or Environmental Science subjects in primary grade levels. Thus, the researcher aims to investigate whether they have negative or positive attitudes towards using Amharic and English as instructional languages. With this general purpose in mind, the study tries to come up with possible answers for the following basic research questions.

- What kind of attitudes teachers, directors, Parent teacher associations, parents, and students show towards using Amharic and English as instructional languages in primary grade levels ?
- Are teachers capable to apply Amharic and English (bilingual) instructional education in the classrooms?
- What are problems under the application of Amharic and English (bilingual) instructional education?
- What are reasons behind the application of Amharic and English (bilingual) instructional education?

1.3. Objectives of the Study

1.3.1. General Objective

This study investigate attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages to teaching learning process of Mathematics or Environmental Science subjects in primary grade levels on Private schools.

1.3.2. Specific Objectives

This study has the following specific objectives. These are

- To assess the capability of teachers to apply Amharic and English (bilingual) instructional education

- To assess problems on the application of Amharic and English (bilingual) instructional education
- To assess reasons behind the application of Amharic and English (bilingual) instructional education

1.4. Significances of the Study

The data that could be gained from the study can be utilized for the following purpose.

- It gives an insight to other private schools about attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages.
- It gives awareness to the school community about the practice of bilingual instructional education in primary grade levels on private schools.
- It creates awareness for parents to participate actively in their children teaching learning process especially in bilingual instructional education practices.
- The study gives an insight to other linguist researchers who are interested in studying further about attitudes of bilingual instructional education.

1.5. Scope and Limitations of the Study

This study covers three private schools of Bahir Dar. Grade 4 Mathematics and Environmental Science subjects' teachers were included in this study. Concerning participation of students' Grade 4 were involved by assuming that they can give better responses in the focus group discussions due to their three years stay in the schools with the learning practices of bilingual education. In addition, school directors, Parent Teacher Associations and parents were also involved in this study. Unavailability of documents in the target private schools related with their bilingual instructional educations, involuntariness of Parent to participate for focus group discussion and involuntariness of directors, Parent Teacher Associations and students to be recorded were problems during this investigation process.

1.6. Organization of the Study

This research paper is organized in to five chapters. Chapter 1 deals about background, statement, objectives, significances, scope, limitations and organization of the study. Chapter 2 focused on the literature review. Chapter 3 includes research design and methodology, Chapter 4 is about presentation, analysis and discussions of the data. Finally, chapter 5 presents summary of the findings, conclusion and recommendations.

CHAPTER TWO

2. LITRATURE REVIEW

2.1. Definition of Bilingual Education and Instructional Language

It is necessary to find a definition, which matches with this research area actual condition. Therefore, the researcher used the following definition that, “any educational program that involves the use of any two languages of instruction ...” (Nieto, 2000:200). It is because (Nieto, 2000:200) defines bilingual education broadly by considering different bilingual education programs with various instructional languages.

Dessalew Abawa (2002:10) defines instructional language in teaching learning environments as “the language used to transmit instructional materials.” It implies instructional language used to transmit specified educational goals, organized information, appropriate practice with feedback, and guidance of learners to acquire the desired knowledge. Mekonnen (2009:190) also added that, “language of instruction is the language in which education is conducted in schools, the manner in which skills and knowledge are transferred.”

2.2. Language Attitude

It is necessary to define attitude by itself before proceeding to language attitude, because definitions of attitude provide contributory ideas to the concept of language attitude. Different scholars define attitude in various ways. For example, Gilbert, Fiske & Lindzey (1998:62) define attitude as “...an expressions of hates & passions, like & dislike, attraction & repulsions.” People display attitudes when they like or dislike issues, peoples, things and events (Franzoi, 2000). Gardner (1985:92) also defines attitude as “an evaluative reaction to some referent or an object inferred on the basis of individual opinions, [feeling], and beliefs about the given object.”

Other scholars define attitude based on its components. For instance, Edwardes (2006:329) cited in Karahan (2007:75) state attitude has three components. Edwardes (2006:329) cited in Karahan (2007:75) defines attitude as “a disposition to react favorable or unfavorably with the components. These components are feeling (the affective element) thought (the cognitive element) and tendency to action (the behavioral element).” Fox (1993:88) cited in O’Rourke

(2011:365) supports the above idea that “a teacher’s attitude to a situations, [language], issues, or persons has three components: feeling, knowledge and behavior.” According to O’Rourke (2011), all these three components are interconnected to each other, that it is the feelings that distinguish an attitude from knowledge or behavior. Baker (1988:113) also agrees on the above scholars ideas that, these three components (affective, cognitive and behavioral) are the inseparable components of attitude.

However, the researcher uses the second explanation given by Edwardes (2006:329) cited in Karahan (2007:75), Fox (1993:88) cited in O’Rourke (2011:365) and Baker (1988:113) in order to assess attitude of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages in primary grade levels on private schools. This is because the above-mentioned people’ attitude incorporates their feeling, thought and tendency to action towards bilingual instructional education. Generally, attitude is the result of parents, peers or the whole community (Brown, 1994). It means parents, peers or the whole community contributes a lot towards the development of student positive or negative attitudes for peoples, issues, events or language.

Language attitude is different from the above stated attitudes because it mainly targets on language (Fasold, 1984). Like attitude, different scholars also define language attitude differently based on attitude towards the language itself and attitude towards the language and the speakers of the language perspectives. For example, Crystal (1992) cited in Sirgar (2010:12) define language attitude from the attitude of language itself as “the feelings people have about their own [or other different] languages”. On this regard, Fishbein & Ajzen (1975:6) cited in O’koure (2011:7) added another definition that, “language attitude is the learned predisposition to respond in consistently favorable or unfavorable manner with regard to a language.”

Others also define language attitude from another perspective. They define it not only the attitudes of the language itself but also from the speakers of the language perspective. For instance, Baker (1992) cited in Mckenzie (2010:25) defines it as “language attitude is an umbrella, which includes attitude towards learning the new languages, community & minorities, attitudes of parents towards language lessons, language groups, and use of specific languages.”

The above stated points show that, this definition of language attitude incorporates not only attitude towards language itself but also attitude towards language groups, communities and speakers of the languages.

From the above explanations, we can understand that, language attitude is open to a variety of definitions raised from its different perspectives. However, the researcher uses Crystal (1992) cited in Sirgar (2010:12) and Fishbein & Ajzen (1975:6) cited in O'koure (2011:7) stated definitions of language attitude (based on the language itself). It is because this study aims on investigating the attitudes of teachers, directors, Parent Teacher Associations, parents and students towards instructional languages (Amharic and English) from the languages perspective.

2.3. Theoretical Frameworks of Language Attitude

There are two approaches of investigating language attitude: mentalist and behaviorist (Appel & Musken, 1987). With regard to mentalist view, "attitude is an internal state of readiness, and it cannot be observed directly but inferred from self-reporting data" (McKenzie, 2010: 21, Fasold, 1984:147, Ihemere, 2006:194). According to this view attitude is a covert behavior and it is obligatory to use self-reporting mechanisms of collecting data. Social psychologists who accepted behaviorist view consider an attitude as a single unit, while according to mentalist view, it has three sub-components such as knowledge (cognitive element), feeling (affective element) and action (behavioral element) (Fasold, 1984: 148 & McKenzie, 2010: 21). Since the researchers depend on the individuals' self-report what their attitudes are, it is often questionable validity and infers from behavior take the researcher one-step away from what he actually observed (Fasold, 1984:147).

In contrast to this, according to Mckenize (2010:2), behaviorist consider attitude as "a dependant variable and it can be determined by observing actual behavior in social situation." So that, attitude considered as overt behavior for behaviorist. As Fasold (1984: 147) states, the study of attitudes in the behaviorist view makes research easier to undertake because it does not need self-reporting and indirect inference. The only necessary tasks are observe, tabulate, and analyze overt behavior. However, Baker (1992:16) cited in McKenzie (2010: 21) argues that observation

of external behavior can easily result in mis-categorisation or wrongful explanation and as such, cannot be viewed as a reliable predictor.

However, the researcher uses mentalist view to investigate attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages in primary grade levels on private schools. It is because mentalist view facilitates the understanding of this topic through providing emphasis to the respondents feeling, knowledge and action for investigating their attitude. Moreover, since “internal mental states cannot be directly observed” (Ihemere, 2006; 195), mentalist view enables the researcher to gather data through self-reporting mechanism of data collecting tools.

2.4. The Influence of Instructional Language Attitude to Bilingual Education

Attitude towards instructional languages are decisive factor for bilingual education. The attitudes (teachers, parents, peers, students or the whole communities) towards instructional language influence the teaching learning environment positively as well as negatively (Holmes, 1992 & Fasold, 1984). Learner attitude towards instructional language reflects those of their parents and their community. It is due to the fact that, learners attitude are derived primarily from social influences (Allports, 1935 cited in Spolsky, 1989). Therefore, those students’ were more motivated and voluntary to attain their education if they have positive attitude towards instructional language. In contrast, if there is negative attitude towards instructional language by teachers, parents, students, peers and the community in general, there will be reluctance towards education (Baker, 1988, Brown, 1994 & Sirgar, 2010). As a result, students could not value the instructional languages positively and they will not be motivated to attain education through those instructional languages.

Moreover, Schibeci & Riley (1986) cited in Weinburgh (1998) states, there is support for the proposition that attitude influences academic achievement rather than academic achievement influences attitude. Attitude influences one’s behavior and it influences learning. Both positive and negative attitudes are therefore likely to have a strong influence on the learners’ academic achievement (Gardner, 1985 & Spolsky, 1989). On this regard, an affective variable such as interest, value, belief and expectation influences both students self image and academic

achievement (Saracaloglu, 2000). Therefore, knowing students attitude towards instructional language helps both teachers and students in teaching learning environment.

From the above explanation, one can understand that, the attitude of instructional languages is important in promoting or hindering participation in bilingual education and academic achievement of the learners. It relates to the actual research area of this study that attitudes of teachers, directors, Parent Teacher Associations, parents and students towards instructional languages (Amharic & English) has its own influences on the application of these instructional languages on primary grade levels.

2.5. Basic Consideration under Bilingual Education

National Association of Bilingual Education (1998) cited in Getasew (2007:2)

Bilingual education started in Ohio, U.S.A when parents asked the schools to get educational access in English and German in 1939 ... later on, Louisiana started similar practice of using English a French in 1847 and New Mexico followed the footsteps and started teaching in Spanish and English in 1850.

Bilingual education is a broad term, which includes the presence of two languages in instructional settings. The term by itself is “a simple level for a complex phenomenon” (Cazden & Snow, 1990:9). As a result, it includes many variables; these are linguistic goal of the program, language of instruction, learners’ interest, teachers’ qualification and availability of resources.

According to UNESCO (2010), children should receive formal instruction in their mother tongue and gradually transit into second language instruction, so that they easily understand second language instruction quickly. From this, we can understand that children can also develop self-confidence, so that they will motivate to attain their learning. Here according to UNESCO (2010) review, one should understand the difference between ‘mother tongue instruction’ and ‘mother tongue-based instruction’. The former indicates receiving a little as an hour formal instruction in mother tongue as a subject of study each week, but the latter indicates the use of mother tongue as the primary language of instruction. However, in this research case mother tongue based instruction is applicable and considerable.

Bilingual education highly and seriously needs qualified teachers. Beardsmore (1982) suggests, A competent bilingual teacher involves many aspects, including academic ability, knowledge, vision, language skills and organization skill. Since teachers in the teaching process play a dominant role in bilingual education, teachers must be equipped with professional knowledge, and ... oral expression ability [in any languages that he/she used for instructional purpose] (P. 140).

In addition to qualified teachers, bilingual education also needs parental as well as community support. This support pushes the children to practice what they learned in their schools in to their family and community without fear.

2.6. Advantages and Disadvantages of Bilingual Education

Bilingual education can be understood in relation to its advantages and disadvantages. The following explanations are important to understand the advantages and disadvantages of bilingual education. On one hand, according to (Baker,1993) the basic advantages of implementing the proper instructional language is to bring about competencies in the cognitive development of the learners, which relate to content knowledge, instructional strategies and competences in language skills in accordance with the sociolinguistic situations to address multicultural issues, interpersonal relations, and self-concept development. Cummins (1986) as cited in Baker (1996: 37) suggests three different ways of explanation about the relationship between bilingual education and cognitive advantage.

The first explanation is that bilingual education has a wider and more variety range of experience because of operating in two languages. The extra range of meanings that two languages provide, the added stream of experience that the languages may give and modes of thinking embedded in two languages increased for the learners. The second explanation concerns about switching mechanism. Because bilingual children switch between their two languages, they become more flexible in their thinking. Vygotsky (1962: 110) as cited in Baker (1996), the third explanation towards the relationship between bilingual education and cognitive advantage, is objectification. It shows bilingual education enables a child to look his language as one particular system among many languages.

According to Hoffmann (1991), teaching children through bilingual education accelerates the children cognitive and affective development to increase active participation and creativity. Bowen, et al (1976:622) also stated that, “the ultimate end for which [bilingual instructional education] prepares a student is a job placement, mostly in government and educational service” Alidou (2007:121) also supports Bowen, et al (1976) that, in an increasingly global society, the ability to speak and write in several languages is very important to compete in the job market.

Baker (1993) also discussed that, bilingual education is also important to learners for cognitive, social and psychological reasons. These mean, students shows better development in cognitive advantages such as, greater metalingustics awareness and cognitive control of linguistic process, more divergent and creative thinking and increased communicative sensitivity. It also brings about greater understanding among groups and increased knowledge of each other and sharing of cultures. Moreover, according to Baker (1996), bilingual education is also important to develop self-esteem and self-confidence of the learners. Through this process, learners can show their countries political situations to others.

Moreover, Cummins (1980) discussed his theory of common underlying proficiency and the notion of this theory is:

A student who knows how to use a dictionary, study for a test, take notes, and so forth in one language can largely transfer these skills to other language. He illustrates this theory by using the metaphor of an iceberg with two peaks sticking up above the water. At first glance, the peaks are separate icebergs, but actually, they share a large common base (p.221).

When we relate this theory in to my research case, of course, academic competence in Amharic is entirely different from academic competence in English language, but in the student mind, the two-language competences grow interdependently by sharing common ground. It means that, if the students have excellent understanding of their native language, they can understand English language in a better manner through translation by creating connection of concepts between their mother tongue and their foreign language. In addition to this, Cummins (1980) added that, bilingual education also gives twice the enjoyment of reading and writing. Learners’ outlook

about different things will also be broad, because knowing two language place one in a position to think and reflect about the language itself and its function (Alidou, 2007).

On the other hand, Bilingual education has disadvantages on the learners. On this regard, Baker & Jones (1998) discussed that,

Predicted problems range from bilingual education as a burden on the brain, mental confusion, inhibition of the acquisition of the majority language, even split personality so that parents and teachers sometimes advised to use only one language with individual children (p.24).

It implies that learners' feels confusion to create connection among the concepts because of the alternative and simultaneous usage of two instructional languages. According to Brisk (2006), lack of teaching materials like textbooks and reference books, and small population size of speakers of languages in the community has great problems on psychological makeup of students to apply what they learnt in their classrooms with their surrounding reality. Moreover, promotion of multilingual [bilingual] education development take much resource in terms of (human resource, money and time) compared to the development of single language (Cohen, 2006; 175-176).

2.7. Models of Bilingual Education

The following are sample models of bilingual education. The need of stating the following models is to identify the appropriate model to this research actual area.

2.7.1. Transitional Model

Transitional model of bilingual education is the most common type of model currently found in the United States (Appeal & Muysken, 1987; Rebecca, 1998; Garcia, 2005). It has single target at the end of the school. The learners begin with their first language and move to the second language as a medium of instruction (Rebecca, 1998). The transition generally takes place in two to three years depending on the nature of the program and the exit criteria. If the transition takes place from two to three years, it refers to early exit, which has a goal of English literacy. In addition, if the transition is delayed, it is known as a late-exit transitional model, which has a

goal of developing academic proficiency in English so that its effectiveness depends on availability and qualified bilingual teachers (Baker, 1996; Appel & Muysken, 1987).

Hornberger (1991: 223) added that, “it encompasses all bilingual education programs that encourage language minority students to shift to the majority language, assimilate to mainstream cultural norms, and be incorporated into the national society since its aim is fluency in the majority language.” Majority language, Hornberger (1991) means the official language of the national society and by language minority students, she means students’ whose native language is not the official language of the national society. Generally, transitional model gives high emphasis on the native language as a bridge to English language development.

2.7.2. Maintenance (Developmental) Model

According to Rebecca (1998), it promotes linguistic pluralism, the native language of the learners has its own value, and native languages of the learners are important as their second language. This model is also called ‘language shelter model’ (Appel & Muysken, 1987). According to Rebecca (1998),

Maintenance bilingual model is less common than transitional bilingual model in the United States. It has two language planning goals for their target population of limited English proficient students. These are native language maintenance and English language acquisition. It encourages limited English proficient students to retain their native language while developing proficiency in English (P. 5).

Generally, this model gives equal emphasis to developing and maintaining students’ primary language as well as academic English proficiency (Rebecca, 1998). As a result, school supports continued development of students’ mother tongue and they do not enforce limited English proficient students’ to use only English.

2.7.3. Immersion and Submersion Model

Baker (1988: 47) explains the distinction between submersion and immersion (Canadian model) in the graphic analogy with the swimming pool. In submersion model, “non-swimmer student is thrown of the deep end of the pool it leads the student to be fluent swimmer and students cannot use their native language in order to adopt language of majority students.” Whereas in immersion

model “students swim gradually from the shallow to the deep end of the pool and students can use their mother tongue until confidence grows and until they naturally start to switch the foreign language with their bilingual teachers.” Therefore, the goal of it is to be able the learner to become additive bilingual which indicates bi-literate and bilingual in two languages.

Generally, according to Garcia (2005: 39) any school should consider the following basic questions to select models of bilingual education to apply in the teaching learning process.

- A. What are students’ family and community that we serve English language characteristics and native language?
- B. How do we choose to use the mother tongue and English as a medium of instruction and what are the mechanisms of handling the instruction in mother tongue and English?
- C. Is there available resource (teacher, fund, books, and laboratory) to implement the selected instruction?

Moreover, maintenance model of bilingual education is appropriate to my study area, because it creates familiarity with English language by providing an opportunity for learners to use Amharic, and by giving equal emphasis to developing and maintaining students’ primary language (Amharic) as well as academic English proficiency.

2.8. Rational behind Bilingual Education

The general goal of first cycle primary education in Ethiopia is to attain basic literacy, numeracy and awareness of learners to their immediate environment Heugh, et.al (2007). However, according to Baker (1988), bilingual education, which is one particular portion of education, has two goals. These are the acquisition of academic English and the development of the children mother tongue for the benefits of bilingualism and biculturalism. Cummins (2000) added explanation about acquisition of academic English according to him; ‘academic English’ means the language of school.

There are two facilitating methods of using mother tongue to accelerate foreign language acquisition (Krashen, 2002). These are first, provide education through mother tongue of the children and then through their foreign language. It gives background knowledge, which makes the Amharic learner in our case speak and read more comprehensive. For example, if children

had good background knowledge in Environmental Science subject through education by their first language, they will understand much more than children who attain Environmental Science subject thought in English language.

The second method is providing literacy instruction in the mother tongue and foreign languages at the same time by the use of translation. Goodman (1982) and Smith (1994) cited in Rebecca (1998), developing mother tongue literacy facilitate understanding of foreign language literacy. For instance, we learn to read by making sense of what written on the given page. It follows that it is simple to understand and read in a language one understands, because reading ability is once establish in a language one can comprehend. As a result, it rapidly transfers to foreign language comprehension. Delivering the subject in English is introduced after introducing English since progress in English arms rapidly (Oller & Eilers, 2002).

The development of the children mother tongue for the benefits of bilingualism and biculturalism is another goal of bilingual education in which those students can get a chance of developing the ability to speak their mother tongue in addition to foreign language (Rebecca, 1998). Rebecca (1998) explained the above idea that, bilingual instructional education develops not only communicative competence but also literacy, numeracy, and awareness of students towards their surroundings to achieve academically in content areas in both instructional languages, in our case English and Amharic languages. According to Rebecca (1998),

Communicative competence consists of linguistics competence (accuracy), sociolinguistic competence (appropriacy of speech event), discourse competence (appropriate genre selection and use), and strategic competence (ability to correct any weakness) P. 153.

Communicative competence is related to my topic because through bilingual education process learners can get opportunity to practice both Amharic and English languages in term of linguistics, sociolinguistics, discourse and strategic competence. Therefore, according to Hornberger (1991), bilingual education consist wide range of programs, which may have different ideological orientations towards linguistic and cultural diversity.

2.9. Contribution of Parents and Teachers towards Bilingual Education

Participations of parents, teachers, students and school personals are crucial point for successful bilingual education (Baker, 1995). This implies that the involvement of those agents would be important to create opportunities for communication culturally and linguistically. This involvement is not only helpful to reflect their views but also it is crucial to improve the teaching- learning situation.

In this regard Snow, et.al (1989) & Ruiz (1993) cited in Brisk (2006:128), “communication between school personals and families improve students’ reading achievement, helps students to feel enthusiastic about their education, and help teachers to better understand the culture of the home”. From the above explanation, we can understand that families of children should be conscious to their children education in general and bilingual education in particular. Moreover, families should take the responsibility of supporting their children education by providing the necessary resources.

According to Cullingford (1995: 171), “parents’ style of communication is the key to children learning style”. In addition, parents play a decisive role in linguistic development of their children in their mother tongue. As a result, they contribute a lot to understanding of second language development (Cummins, 1986). Pena (1998) also supports these ideas that parents play a great role in maintaining their children native language skills. Moreover, according to Brisk (2006) teachers’ awareness towards students’ culture and mother tongue facilitate the interaction and understanding level among teachers and students. A responsible teacher thinks about the learners’ achievement in their education life hence, teachers are the main agent in the achievement of children education (Brisk, 2006). Brisk (2006) also added that, especially in primary school level parental and teachers involvement is very important because the students are in their transition from home to school life.

Therefore, one can understand all parents and teachers can help their students through motivation, by encouraging them to do their homework, by introducing strong values about work. In addition implementation of education including bilingual education system cannot be true without active participation of teachers, parents, student themselves and communities as a

whole. Mentioning this issue is relevant to my topic in the way of showing the necessity of participation of any concerned bodies like, teachers, parents, students', school principals and the whole community in general for bilingual education.

2.10. The Need of Code –Mixing (CM) and Code –Switching (CS) to

Bilingual Education

Different scholars define CM and CS. Among them, Ariffin & Susanti (2011:187) defines them, “CM is a kind of linguistic cocktail in which a few words of one language and a few from others” and “CS is the change of language by the speakers in different circumstances.” According to Martin (2005); Arthur & Martin (2006); Mahadhir & Thon (2007); Flowerdew & Miller (1998) and Mastafa & Al-Khatib (1984) in Ariffin & Susanti (2011) in language and content integrated bilingual education classrooms other language understood by the learners can be used. The mixing and switching of words of different languages can occur before, between or after the words, phrases or sentences.

Empirical studies have demonstrated that CM and CS occur in the classroom due to different reasons. Kamisan (2009) in Ariffin & Susanti (2011) found that, learners or teachers use CM and CS to signal topic change, elaborate vague ideas, enact social relationships and provide weight for messages. As a result, learners mix and switch their languages during the classroom discussion to get the above benefits. In addition to the above study, Merrit,et. al (1992) also found that students and teachers use CM and CS to reformulate information, bring new content information, substitute words and attract students' attention in their classroom interaction. Generally, the relevance of mentioning CM and CS in my study is showing the real occurrences of CM and CS in the actual area of this study.

2.11. Review of Related Works

The following more relevant and related works were reviewed on the bases of title, point of argument, major issues, main findings, differences and their relevance to the current investigation.

Mekonnen (2009) had conducted study on “Implications of the use of mother tongues versus English as languages of instruction for academic achievement in Ethiopia.” He argued that, the choice of an appropriate language of instruction is one of the most significant factors that contribute to the effectiveness of any education. How does the use of mother tongues instead of the use of English in the upper primary education (grade 7-8) affect students’ achievement in English, sciences and math is the main issue of his work. Mekonnen’s findings reveals that, the use of mother tongues in education has resulted in better achievement in sciences and math and not significant differences in English achievements when compared to the use of English as language of instruction. Even though his work is similar with my work on the area of language of instruction, his argument, issue, and findings were different from my work. Therefore, Mekonnen’s work contributes a lot to my investigation on the concept of language of instruction.

Adamu (2002) had conducted study on “Students’ attitude towards mother tongue instruction as correlates of academic achievement: in the case of Sidama.” He argued that the attitude of students whether it is favorable or unfavorable affects their academic achievement positively or negatively. What kind of attitudes students had about the use of mother tongue as a medium of instruction, how their attitude affects their academic achievement and what factors contributed to their present attitude were the main issues of Adamu’s work. His study found out that grade 7 and 8 students had favorable attitude towards their native language as medium of instruction and attitude was an important predictor of Sidama language achievement. Adamu’s work focused only on attitude of students and mother tongue medium of instruction in Sidama. The present topic examines not only attitudes of students but also teachers, directors, Parent Teacher Associations and parents. In addition, his findings are also different from my investigation. Moreover, my work also includes foreign language instruction in addition with students’ mother tongue (Amharic) language instruction. Therefore, Adamu’s work provides ideas about mother tongue medium of instruction to my investigation.

Getasew (2007) had carried out study entitled with “Bilingual instruction: the practice of using Amharic and English as medium of instruction to teach one subject in some selected private primary schools of Yeka sub-city in Addis Ababa.” That the selection of instructional languages is a controversial issue as it is the key element to communicate and comprehend concepts was

the point of argument of his work. Getasew's work focused on assessing the practice and perceptions towards bilingual instruction. His work mainly discovered that, schools were not using the instructional language policy of Addis Ababa city administration, due attention were not given in sensitizing school principals and teachers on instructional language selection and usage, education experts schools have no idea on models of bilingual education, text books were not prepared in one text and also books were not adapted to the Ethiopian context. Exclusiveness of academic achievement of students, his findings, and the study areas creates difference with my work. Getasew's work contributes concepts towards bilingual education to my investigation.

Cohen (2000) conducted PhD thesis entitled with "Identity and opportunity: the implementation of using local languages in the primary education system of Southern Nation Nationalities and Peoples Region (SNNPR), Ethiopia." He argued that the introduction of local languages in to the primary education system provided a hitherto unavailable context, since they have now been recognized officially and have allowed rights to the use of their own languages. Cohen's work mainly focused on the introduction of several local languages for the purpose of primary education in south-west Ethiopia and explaining the varied reactions of their respective peoples.

The result of his work shows that, the use of Amharic and local languages in both rural and urban populations of SNNPR is shaped by their perceptions of identity and opportunities. Urban populations in SNNPR have positive attitudes toward the use of Amharic as media of instruction because they thought that Amharic has the ability to provide opportunities. On the contrary, rural populations in Eastern highlands give high priority to local languages as media of instruction because the opportunities arises from the use of Amharic are limited in rural environment of SNNPR. Cohen's study areas, findings, and majority of his issues create difference from my work. His work is also important to my study through providing ideas about the historical aspects of education in Ethiopia.

Heugh et al (2007) had carried out study entitled with "Final report study on medium of instruction in primary schools in Ethiopia." Language education policy, particularly with regard to the medium of instruction in primary education is a key factor which can either facilitate and optimize access to the content of the curriculum or block learning, preventing both access and

equity was their main point of argument of them. They focused on identifying which language/s should be used as a medium of instruction and at which levels of the school system that the selected instructional languages used.

Heugh et al found that, Ethiopian medium of instruction policy recommending 8 years of mother tongue is sound educational policy, decentralization favors the adoption of appropriate models and practice, experience in mother tongue use in primary education and has created human and material resources that can be expanded, there is widespread assumption that English medium of instruction will help people learn English, and implementation decisions about English had negative wash back effect for mother tongue education. My work is different from them on the bases of their main issues, findings, and study areas coverage. However, Heugh et al (2007) also provides ideas about contributions of language to education to my investigation.

Daniel Alemu and Ababayehu Tekleselassie (2011) conducted research entitled with “Comparative analysis of instructional language issues in Ethiopia and the United States.” They argued that designing and implementing language policies that address the needs of language minority students have always been challenging. How do we address the language needs of minority students while keeping the academic standards high, should the role of minority language be cultural maintenance or the facilitation of instruction through the mother tongue and to what extent does the use of minority language prepares the child for global world were the main issues of their work.

Their study revealed that educating bilingual children in United States focuses on helping immigrants with limited English proficiency to be able to master English. In addition, they found out that, in Ethiopia instructional language policy has been more effective in cultural maintenance rather than addressing the academic needs of specific minorities’ ethnic students. Moreover, according to their findings bilingual students are generally more likely to be successful to function in the global market place than monolingual students are. Even though Daniel and Ababayehus’ work deals with instructional language, their argument, study areas, findings, and main issues were different from my work. However, this work provides concepts

about language policy of the successive Ethiopian governments and instructional language issues to my study.

McNab (1989) also carried out research entitled with “Language policy and language practice: implementation dilemma in Ethiopia education.” She argued that, language policies developed specifically in education concerns media of instruction for specific types and levels of education and languages to be studied as subjects. The policies are not necessarily based on consideration of the most appropriate languages to use to enhance the individual learners cognitive development because language learning in the schools and other education institutions are also a means for enforcing general language policies. Her focuses were how the government of a linguistically diverse country plans and implements multilingual education in a situation of limited economic and human resources.

McNab found out the following main findings.

- In imperial Ethiopia, language policy dominated the promotion of Amharic as the official language, but tempered by the pragmatic use of European languages for some official purposes and some Ethiopian languages for propaganda purposes.
- In post revolution Ethiopia, language policy for adult literacy has been changed in favor of using nationality languages. However, Amharic continued to be the only Ethiopian language used in the formal education sectors.
- In both pre and post, revolution periods there have been major changes in language policies for education.

My work differs from her work on the points of her argument, areas of study and main issues, and findings. Moreover, there is also era difference. McNab’s work contributes ideas about language policy of the previous governments to my study.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

In order to achieve objective of the study and answer the research questions, the following research design and methodology were used. This is a descriptive study, which attempted to investigate the stated questions on introduction part of this study. As Seliger & Shohamy (1989:54) explain, “descriptive study set out to describe and interpret what are things in the actual field. It looks at what individual, group and institution in order to describe the events and entities”. In addition, through descriptive survey method of representative samples, it is possible to deduce generalization. Moreover, with the aim of making the data collection more in depth, qualitative and quantitative research design has been used.

3.2. Methodology

Questionnaires were distributed to all 21 grade 4 Environmental science and Mathematics available teachers in three randomly selected private schools because only those two mentioned subjects were taught in two languages in the schools. Questionnaires were completed and returned to the researcher. Interviews, focus group discussions and distribution of questionnaires to parents and students were also employed in order to get additional information from directors, Parent Teacher Associations, parents and students. Classroom observation was also conducted by the use of checklists to assess the actual teaching learning process of bilingual education in those selected schools on those mentioned subject periods.

3.3. Source of Data

Data for the research were collected from primary and secondary sources. Primary data were collected from teachers, directors, Parent Teacher Associations, parents and students. In implementing and practicing bilingual education in private schools, teachers and students were directly involved in the fields and problems regarding the learning and teaching process. Hence, no other body can suggest better and possible solutions other than teachers and students who are in the actual implementation process. The need for the selections of Parent Teacher Associations and parents as data source was evident due to their involvement in the teaching learning process

through selection of instructional languages to their children. Due to their responsibility as decision making efforts, supervise how the program goes in harmonious manner, assist teachers in the implementation process are the main reasons of selection of directors as a data source to the study. Secondary data were obtained from books, articles, journals, policies, reports, web based sources, published, and unpublished thesis.

3.4. Population, Sample Size and Sampling Technique

The population of the study includes 16 Kebeles, 5 private schools, 33 teachers, 5 directors, 30 Parent Teacher Association members, 472 parents, 472 students, and 18 grade 4 classrooms of Kebele 13 and 16 at Bahir Dar town. All of the above-mentioned populations were speakers of Amharic language.

The sample size that this study covered were 2 Kebeles, 3 private schools, 21 grade Four Mathematics and Environmental science subjects teachers, 3 directors, 18 Parents Teachers Associations members, 60 parents, 54 students, and 9 observed classes.

The above-mentioned Kebeles' were selected purposefully, because all of the schools in these Kebeles' perform bilingual education process in primary grade levels. Random sampling technique was also employed to select the three schools. It is because it provides equal opportunity to all schools to be a member of the sample. From the total size of Kebele 13 and 16 private schools, the selection lists included the following schools. SOS CHILDREN'S VILAGES INTERNATIONAL, Bahir Dar Academy, and Blessed G.Michael Catholic schools. Mathematics, Environmental Science, English, Amharic, Physical Education, spoken English and Art were subjects that were taught at primary grade levels in those schools. Among them only Mathematics and Environmental Science were taught through bilingual education process. Therefore, the researcher has decided to use availability-sampling technique because the number of teachers who taught Mathematics and Environmental Science by using Amharic and English languages were small in number.

Purposive sampling technique also used to select directors to interview purpose it is because directors are the most responsible persons for every activities including bilingual education

practice in their schools. Parent Teacher Associations were selected through availability sampling technique to focus group discussion because members of these Associations were small in number. Systematic sampling technique was also used to select students for focus group discussion and questionnaires because it provided a known and equal opportunity to every student to be included in the sample. Students' parent selections were conducted through volunteer students to give questionnaires to their father or mother because most of the parents were not voluntary to participate in focus group discussions. Moreover, classrooms were selected randomly, because this sampling technique provides equal opportunity for all classrooms to be a member of the sample.

3.5. Data Collection Instruments

3.5.1. Questionnaires

It was used as a major data collecting method because according to Seliger & Shohamy (1989), they are self administered, can be given to a large group of participants, less expensive to administer and the data are uniform, standard and accurate. Open and close-ended questionnaires were prepared to teacher respondents. Questionnaires were prepared to teachers, Parents and students. Questionnaires were prepared on the ground of general background of teachers and parents, their attitude towards bilingual education, challenges of the practice of bilingual education, advantage and disadvantage of bilingual education and presence of materials prepared by combination of the two languages. Questions were prepared first in English and translated in to Amharic language to get clear response. The Amharic versions were distributed to respondents.

3.5.2. Interview

It was basically needed for confirmation of data from other tools. The interview guide questions were aimed to collect free opinion from school directors. Semi-structured interview guide question types were prepared. Questions were prepared on the ground of their attitude towards bilingual education, why the schools practice bilingual education in primary grade levels, advantages and disadvantages of bilingual education, parental involvements on the practice of bilingual education and the ability of teachers to teach by the combination of two languages.

The researcher conducted interview with directors separately with their appropriate time. The interview took place from November 16-25 in their respected offices. Regarding their background information, all of them were degree holders. One among them were female and all of them grouped under 33-46 age groups. The same guideline semi-structured interview questions were asked for all three interviewees. Due to the interviewees, unwillingness to be recorded the researcher recorded responses in note form. The researcher feared to force them to be recorded because she assumed, it might reduce the reality and validity of the data.

3.5.3. Focus Group Discussion

Focus group discussion was another method employed to obtain necessary data from parents and students. Here, questions were also prepared on the ground of their attitude towards bilingual education, why the schools practice bilingual education in primary grade levels, advantages and disadvantages of bilingual education, problems faced during the practice and the ability of teachers to teach by the combination of two languages.

At the beginning, the researcher assumed active participation and involvements of parents in the focus group discussions about attitude towards using Amharic and English as instructional languages in the primary grade levels on private schools. However, in the field areas their participation was less than what was expected. Because of this, the researcher discussed with her Advisor, and the researcher decided to fill this gap by using Parent Teacher Associations, which proved to produce good information. Parent Teacher Associations discussions were held in one round in each school. Six parents and teachers who are members of those Associations were involved in each discussion. The discussions were held on November 14, 19, and 22 in SOS, Catholics and Bahir Dar Academy schools respectively. The researcher also distributed questionnaires to 60 parents (20 questionnaires in each school) by the help of students. As a result, the researcher analyzed the responses of parents together with the responses of Parent Teacher Associations members due to the questions similarity.

The researcher has held focus group discussions with students in their own schools in separate silent rooms on November 14, 19, and 22 in SOS, Catholics and Bahir Dar Academy schools respectively. It was also held in three rounds in each school and six students from each school

participated. In addition, because of the shyness of students, the discussions were not recorded this would also compromise the accuracy of the result. Moreover, students also requested to fill questionnaire to check the data that were collected through their focus group discussions. As a result, their responses obtained through focus group discussions and questionnaires were analyzed together.

3.5.4. Observation

Seliger & Shohamy (1989:55) explained that, “the main use of observation is to examine a phenomena or a behavior while it is going on”. Based on this, the researcher conducted classroom observation by the use of checklists to assess the interaction among students and their teachers in relation to the implementation process of bilingual education in the classrooms. The checklists were designed based on the involvement and interaction of students on bilingual education process in their classrooms, and the availability of textbooks by the two languages. Therefore, it is only designed to assess the above-mentioned points not attitudes of the respondents. In three randomly selected schools, there were 11 grade 4 classrooms. Among them 9 classrooms observations (three in each school) were carried out. The observations were conducted on November 17, 21 and 23 in SOS, Catholics and Bahir Dar Academy respectively.

3.6. Procedure of Data Collection

First, the researcher informed the school directors about the issue of the work by giving letter. Then the questionnaires were distributed to teachers by the researcher and coordinators of the school compounds and the feedbacks were collected. Later on interviews were conducted with school directors. Then, Parent Teacher Associations focus group discussions were conducted by arranging program with students to call their parents who are the member of Parents Teachers Associations. Then the researcher distributed the questionnaires to parents through their students. Focus group discussions with students were conducted. After the discussion the questionnaires was also distributed to students. Finally, the researcher conducted classroom observations.

3.7. Procedure of Data Analysis

Data analysis refers to “summarizing, organizing, shifting and synthesizing the data to arrive at the results and conclusions of the research” (Seliger & Shohamy, 1989: 62). Therefore, data collected from the mentioned sources were finally categorized and tabulated according to their similarity. Presentations, descriptions, interpretations of the raw data, and connections of the raw data with literature were the procedures that the researcher followed during data analysis. Depending on the nature of the data, qualitative and quantitative methods of data analysis were used. Qualitative method of data analysis used to analysis “a subjective opinion, experiences and feelings of individuals and thus the explicit goal is to explore the participants' views of the situation being studied” (Dörnyei, 2007:38).

Dörnyei (2007:33) also defines quantitative method of data analysis as “it centered on the study of variables, which are quantified by counting [through numbers], scaling, or by assigning values to categorical data.” Generally, “mixed (qualitative and quantitative) method of analysis involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels” (Dörnyei, 2007:24). The data collected from interview, focus group discussion and classroom observation were qualitatively analyzed. However, questionnaires were analyzed qualitatively and quantitatively because they include both open and close-ended question types.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, data, collected from the field through questionnaires, interview, focus group discussion and observation are presented, discussed and analyzed. The results were interpreted based on similarity of the issues. The data collected through the above instruments were tabulated, analyzed and discussed using descriptive method. In addition, the inter relationships of the results are analyzed, discussed and interpreted with the support of literature whenever necessary. In order to seek answer to the research questions, the results of the data were described and discussed as follows.

Before proceeding in to the analysis, it is better to look the nature of the practice of bilingual instructional education on Mathematics or Environmental Science subjects in primary grade level of the learners in those randomly selected schools. Even though there is instructional language variations, the content of the subjects are the same. It means all of them provide Mathematics or Environmental Science subjects by using Amharic and English as instructional languages simultaneously. The analysis started from the background of those selected sample teachers.

4.1. Background of Teachers' Respondents

Backgrounds of teachers' respondents from the schools were tabulated in the next table as follows.

Item no_	Responses	Number of Respondents
1	sex	
	A. Female	7
	B. Male	14
	Total	21
2	Age	
	A. 18-28	13
	B. 29-39	8
	C. Above 39	0
	Total	21
3	Subject of Qualification in university or collage	
	A. Mathematics	7
	B.Environmental science	7
	C. English	1
	D. Amharic	0
	E. others	6
	Total	21
4	Subject of teaching currently in their schools	
	A. Mathematics	10
	B.Environmental science	11
	C. others	7
	Total	21
5	Educational level	
	A. Master	0
	B. Degree	7
	C. Diploma	12
	D. Certificate	2
	Total	21
6	Service year	
	A. 0-4	6
	B. 5-8	11
	C. 9-12	4
	D. above 12	0
	Total	21

Table1. Background of teacher's respondents

The above-mentioned table 1, shows the characteristics of sample teacher respondents tabulated by sex, age, qualification, currently teaching subjects, educational level and service year. The

respondents were selected from three private schools currently teaching in kebele 13 and 16 of Bahir Dar town. Among those respondents, seven of them are females and the remaining are male teachers. It implies that female teachers are small in number in private schools. Majority of respondents fall between 18-28 age groups. It implies most of them are youth teachers, because the youth group ranges from 15-29 while the adults is ≥ 30 . This categorization is based on the national youth policy (2004:4) which states "...this youth policy defines youth as to include part of the society who are between 15-29 years."

Regarding about subject of qualification from universities or colleges, seven out of them attained their training by Mathematics the same with Environment Science. However, seven others have training in other subjects like English. This shows that one third are neither qualified in Mathematics nor with Environment Science. It also implies private schools owners employed teachers who are not trained for the required subject matters. It means they fulfill the gap of absence of teachers for Mathematics and Environment Science by teachers who are not trained by these subjects.

Concerning subjects of teaching currently in schools, 10 and 11 among 21 respondents currently teach Mathematics and Environment Science respectively. Nevertheless, 7 teachers from the whole respondents teach other subjects in addition to Mathematics or Environment Science. It shows one-third teachers who taught Mathematics and Environment Science taught other subjects in addition with the above-mentioned subjects. It also implies there is load over teachers who taught Mathematics and Environment Science subjects.

As to educational level, 12, 7, 2, held diploma, degree, certificate respectively and none of them held master. Here according to Educational and Training policy (1994), the standard of teachers' educational level to the primary first cycle is certificate a few years ago and diploma since recently. However, there are 7 respondents who held degree. These teachers are not with proper qualification because they are trained to above primary grade levels. In addition to this, the data also implies private schools owners assume employing above the required level teachers improves the teaching learning process of their schools.

Regarding service year 6, 11 and 4 out of 21 respondents has 0-4, 5-8 and 9-12 years of service respectively. From these raw data, one can observe that, even though one-third of teachers are above the required educational status, majority of them has by far high teaching experience. This might improve the effectiveness of bilingual education, because even though one-third teachers were above primary grade levels, teaching experience has its own contributions to teaching learning environment.

From the whole background information of teachers, one can deduce that, private schools owners of Bahir Dar town did not give enough attention to the required level of qualification of teachers to their bilingual education practice of primary grade levels.

4.2. Participants Attitude towards Bilingual Education

The whole participants of this study response towards their attitude concerning bilingual instructional education were summarized as follows.

4.2.1. Teachers' Attitudes towards their Students' Bilingual Education

Process and their Feeling of Comfort

Item No-	Item	Responses	Number of respondents
1	Teachers attitude towards their students learning Mathematics or Environmental science subjects through Amharic and English languages	A. Positive	18
		B. Negative	3
		C. Undecided	0
	Total		21
2	Feeling of teachers towards their application of bilingual education process	A. Comfortable	18
		B. Uncomfortable	3
	Total		21

Table 2, Attitude and feeling of teachers on bilingual education process

As depicted in the above table, 18 out of 21 respondents had positive attitudes and comfortable feeling towards their students learning Mathematics or Environmental Science Subjects by using

Amharic and English as instructional languages. In addition, 3 out of 21 respondents also had negative attitude and uncomfortable feeling on the application of bilingual education. Eighteen out of 21 respondents stated their own reasons towards their positive and feeling of comfort. According to them, bilingual education process gives background knowledge to students through their mother tongue and foreign language English. It increases students' familiarity with the languages before their secondary, high school and university levels to attain courses through English as instructional language. It also develops Amharic and English language communicative competence¹ of the learners. It helps learners to connect what they learned with other subjects and with their environmental realities. Moreover, they added that bilingual education increases participation of the learners and it also helps to familiarize students with technology.

Three out of 21 respondents also put their own reasons. According to them bilingual education of those mentioned subjects creates confusion on students understanding of concepts through Amharic and English languages and it also consumes more time and energy for translation. There were absences of equivalent Amharic version of English words and English version of Amharic words. They also mentioned that bilingual education process could be a cause to decreasing students' participation in the classrooms because of their less familiarity and understanding of English version of the content of the subjects. Moreover, one among these three respondents stated that, bilingual education did not consider his college training. It shows the unqualifidness of him to apply this teaching learning process.

Concerning these issues, Fishbein & Ajzen (1975:6) cited in O'koure (2011:7) stated that, "[instructional] language attitude is the learned predisposition to respond in consistently favorable or unfavorable manner with regard to a language." It clearly shows instructional language attitude is a decisive factor that influences education (Holmes, 1992 & Fasold, 1984).

¹"Communicative competence consists of linguistics competence (accuracy), sociolinguistic competence (appropriacy of speech event), discourse competence (appropriate genre selection and use), and strategic competence (ability to correct any weakness)" (Rebecca, 1998:153).

It implies positive or negative attitude of teachers who taught Mathematics and Environment Science towards using Amharic and English as instructional language have positive or negative influence over the teaching learning environment.

In addition, Edwardes (2006:329) cited in Karahan (2007:75) defines attitude as “a disposition to react favorable or unfavorably with the components. These components are feeling (the affective element) thought (the cognitive element) and tendency to action (the behavioral element).” Fox (1993:88) cited in O’Rourke (2011:365) supports the above idea that “a teacher’s attitude to situations, [language], issues, or persons has three components: feeling, knowledge and behavior.” Interviewees also explained their attitude about bilingual education process in their schools. They responded that, in their private schools only Mathematics and Environmental Science subjects were given through this process. Among the three interviewees, one mentioned that, some other private schools in Bahir Dar were implementing the bilingual education process in grade seven and eight. However, the interviewee strongly opposes those schools practice. He mentioned his reason that, bilingual education in those grade levels increased the number of subjects. It resulted in the learners hating bilingual education and finding it boring. So that, the above respondents mentioned their own attitude with regard to their feeling, knowledge and behavior towards those mentioned instructional languages.

In addition to these, the nature of bilingual education that these teachers practiced in those targated schools has its own contribution on their attitude. They practiced maintenance bilingual education model, because in those targated schools, students’ native language has its own value, and it is important as their foreign. Moreover, teachers give equal emphasis to developing and maintaining students’ native language as well as academic English proficiency (Rebecca, 1998). On this learning teaching process student has full right to use their native language Amharic. These show their attitude and application towards those mentioned instructional languages binds their feeling of comfort. The above data demonstrated that, the greater number of respondents displayed positive and comfortable attitude and feeling towards their students learning of Mathematics or Environmental Science through Amharic and English as instructional languages and its application.

4.2.2. Teachers Attitude towards Participation and Understanding of Students in Bilingual Education Process

Items No	Item	Responses	No- of Respondents
1	Degree of students participation in bilingual education process	A. Excellent	9
		B. Very good	7
		C. Good	5
		D. Satisfactory	0
		E. Poor	0
	Total		21
2	Degree of students understanding of the content of the subjects in bilingual education process	A. Excellent	7
		B. Very good	10
		C. Good	4
		D. Satisfactory	0
		E. Poor	0
	Total		21

Table 3. Degree of participation and understanding of students in bilingual education process

Teachers were asked to suggest their attitudes by measuring the students' participation in their classrooms in bilingual education process. In the above table, 9, 7 and 5 out of 21 respondents had agreed on excellent, very good, and good respectively. 7, 10 and 4 out of 21 respondents also agreed on excellent, very good and good degree of students understanding of the concepts in the bilingual education process respectively. In addition, none of them had agreed on satisfactory and poor degrees on the above two items. It shows teachers attitude and their efforts of measuring their students' participation and understanding during their applications of bilingual education (Amharic and English to this research case) on Mathematics or Environmental Science subjects.

Baker (1995) also stated that, participation of students in their teaching learning process including bilingual education is crucial point for successful education. It implies that, if students are active participants in their classrooms on their bilingual education process, there will be better understanding of the concepts of the subjects. It is because they share their ideas with their

friends and teachers and understand concepts in an unforgettable manner. From the above data, one can clearly observe that, the greater number of teachers agreed on excellent and very good degree towards students' participation and understanding of the concepts through bilingual education process respectively.

4.2.3. Teachers' Attitude towards Degree of Parental Attitude and Participation in the Bilingual Education Process

Item	Responses	Number of respondents
Degree of parental attitude and participation on the process of bilingual education	A. Excellent	2
	B. Very good	8
	C. Good	3
	D .Satisfactory	2
	E .poor	6
Total		21

Table 4, Degree of parental attitude and participation towards bilingual education process

Teachers were also asked to express their attitudes through measuring the students' parental attitude and participation towards bilingual education process. As identified in the above table 2, 8, 3, 2 and 6 out of 21 respondents had agreed one excellent, very good, good, satisfactory and poor degree respectively. According to the above data, one can clearly observe that greatest number of the respondents agreed on very good degree. Next to very good degree, greater number of respondents agreed on poor degree and the others agreed on good, satisfactory, and excellent degrees respectively. These show parents' less participation and their less attention for their children bilingual instructional education. Positive language attitude and active participation of parents plays a decisive role in learners' academic achievement (Baker, 1995). It is because students' attitude is mainly derived from their parents' attitude (Allports, 1935 cited in Spolsky, 1989). It shows children reflect what their parents reflect since majority of their time is spent with their parents.

Moreover, Cummins (1986) & Pena (1998) also added that parental participation and contributions is important to students understanding of foreign language and maintain in children

native language skills. In addition, parental positive attitude and active participation is mandatory at all stages of schooling, especially at preschool and primary grade levels when children are making the transition from home to schools (Cummins, 1986). It clearly implies that, parental positive attitude and their participation in bilingual education encourages their children academic achievement.

However, very good degree of parental attitude and participation in the above table does not fully show the real occurrences of their active participation. It is because insufficient participation of parents is also checked by the researcher's indirect observation. When the researcher called them to focus group discussion, none of them were voluntary to come and participate in the discussion.

4.2.4. Directors' Attitude towards Parental Involvement on Bilingual Education Practice

In addition to teachers, interviewees were also asked to explain their attitudes about parental participation and involvements in the bilingual education process. All of them had agreed on that, the involvement of parents on this issue was good. However, they underline that, it does not mean that all parents actively participate on their students' bilingual education process. In addition to this, they also mentioned that, some parents have low knowledge of the implementation process of bilingual education in their children schools. They explained this idea that, parents assumed that, once they enter their children in to private schools, their responsibility was only paying the required monthly payment to the schools rather than following their children, what they learned in their schools and how the schools performed teaching learning process including bilingual education on primary grade levels.

From these explanations, one can understand that, parental participation with their children bilingual education including the teaching learning process is mandatory to learners' better academic achievement. Snow, et.al (1989) & Ruiz (1993) cited in Brisk (2006:128), also supports the above ideas that, "communication between school personnel' and families improve students [academic] achievement, helps students feel enthusiastic about their education, and help teachers better understand the culture of the home". However, respondents' ideas imply the

presence of insufficient parental participation in the private schools regarding the whole teaching learning process including bilingual education practice. Therefore, it obviously affects students' academic achievement negatively.

4.2.5. Parent Teacher Associations and Parents Attitude towards their Involvement and Follow-ups of their Children

Parent Teacher Associations and parents were also explain their attitudes about parental involvement and follow-ups of their children in bilingual education process. Parent Teacher Associations agreed that, parental involvement and participation were less than what the schools expected. The schools arranged various programs to discuss the teaching learning process including bilingual education of Mathematics and Environmental Science subjects. However, only few parents participated in the discussions.

They also agreed that most of parents' follow-up their children by looking at the students' exercises books rather than coming in to their schools. According to them, they checked this by asking their students. Parents also agreed with the Parent Teacher Associations ideas about their participation. They responded that, they preferred to look and ask their children about their bilingual education process and other issues rather than contacting directly with the schools due to various reasons, such as characteristics' of their work and workloads.

They also mentioned about the way of follow-ups their students. According to them, these ways were looking the students' exercise books of Mathematics or Environmental Science, providing supplementary additional books, looking their test results, providing support in their homework accomplishments and asking questions to their children to know how they understand the concepts in both languages. In addition, a few parents also responded that they follow-up their students by appointing additional teachers in their home.

Cullingford (1995: 171) stated that, "Parents' style of communication is the key to children learning style". It implies that, children learning style and attitude towards anything including language attitude is the direct or indirect result of their parents. Brown (1994) also supports Cullingford (1995) idea that children's language attitude is the result of their parents. However,

teachers, interviewees, Parent Teacher Associations and parents agreed on insufficient parental participation and involvements in bilingual education practice. Therefore, Even though parents' follow-ups their children bilingual education process on Mathematics or Environmental Science subjects through the various stated mechanisms, their participation and involvements with schools personnel is insufficient.

4.2.6. Students' Attitudes towards Bilingual Education and their

Participations in Bilingual Education Periods

Students were asked to express their attitudes towards bilingual education and their participation in their Mathematics or Environmental Science bilingual education classes. They responded that they have started bilingual education of these subjects from grade one. According to them, they were comfortable in understanding those subjects in a better manner through the bilingual education practice. They discussed the reasons as follows. Bilingual education of those subjects gave high opportunity of practicing the same content in two languages. This implies students can get an opportunity to be familiar with the concepts with Amharic and English languages. They also mentioned another reason that it creates opportunity to develop the two languages skills. It also results in familiarization to read and understand books, which were written in both Amharic and English languages. Students agreed that their use of both Amharic and English languages in the classrooms through asking and answering questions. This also gives another opportunity to develop and practice the two language skills.

All of the students underlined that, they like these process because of the translations from English to Amharic and Amharic to English languages. Students can understand the content of the subjects through translation because English language is their foreign language. Translation enables the learners to make connection of concepts among their surrounding realities so that they could understand the contents through two languages.

On this regard, Cummins (1980:221) discussed in his theory of underlying proficiency that,

A student who knows how to use a dictionary, study for a test, take notes, and so forth in one language can largely transfer these skills to [foreign] language. He illustrates this theory by using the metaphor of an iceberg with two peaks sticking up above the water.

At first glance, the peaks are separate icebergs, but actually, they share a large common base.

So that, children background knowledge in their native language Amharic transfers in to foreign language English through translation and develops their communicative competence in both Amharic and English. In addition, it also develops literacy, numeracy and immediate awareness of children environment through their native language Amharic and foreign language English. Moreover, their application of both Amharic and English languages in their classrooms to ask and answer questions indicates their effort to try to understand concepts through Amharic and English languages and their willingness to learn Mathematics or Environmental Science subjects in Amharic and English.

4.2.7. Students' Attitude towards Bilingual Education and the Necessity of It for them

Item No-	Items	Responses	Number of respondents
1	Attitude towards learning Mathematics or Environmental Science subjects by Amharic and English languages	A. Positive	54
		B. Negative	0
		C. Undecided	0
	Total		54
2	Necessity of learning Mathematics or Environmental Science subjects by Amharic and English languages	A. Yes	54
		B. No	0
		C. Undecided	0
	Total		54

Table 5, Attitude and the necessity of bilingual education by the eyes of students

Students were asked to explain their attitudes and the necessity of learning Mathematics or Environmental Science subjects by using Amharic and English as instructional languages. In table 5, all of respondents has positive attitude towards learning Mathematics or Environmental Science subjects by Amharic and English as instructional languages. They explained their own reasons. According to them, learning Mathematics or Environmental Science subjects by

Amharic and English languages simplifies understanding of concepts of these subjects. It is because this learning process has an opportunity to repeat the same content in two languages. They also added that, this learning process enables them to prepare for the next educational levels, because secondary, high school and university levels used English as instructional language.

In addition to this, students were asked about the necessity of learning Mathematics or Environmental Science subjects by Amharic and English as instructional languages. As we can see from table 5, all of the respondents underlined its necessity. They also explained their reasons that, this learning process enables them to develop their communicative competence of Amharic and English languages. It means it enables them to listen, speak, read and write not only in Amharic but also in English. They also added that, since English is an international language it enables them to get information about others tradition and culture.

Regarding about these issues, Crystal (1992) cited in Sirgar (2010:12) stated that “language attitude is the feelings of peoples have about their own [or others] languages”. It implies that, every person including students have positive and negative attitude towards their as well as others languages. Baker (1988), Brown (1994) and Sirgar (2010) also added that, if students have a negative attitude towards [instructional] languages, there would be lack of success in academic achievement. Moreover, (Gardner, 1985 & Spolsky, 1989) also supported the above idea that, both positive and negative attitudes have a strong influence on learners’ academic achievement. As a result, students’ values, beliefs, and expectations influence their self-image and academic achievement (Saracaloglu, 2000). Here, the necessity of learning Mathematics or Environmental Science subjects by Amharic and English as instructional languages also related with the positive or negative attitude of the students. From the responses of the respondents, we can understand that, all of respondents have positive attitudes towards learning Mathematics or Environmental Science subjects in Amharic and English as instructional languages.

4.2.8. Students' Attitudes towards their Application of Both Amharic and English Languages to Discuss with their Friends and to Create Link with their Environmental Reality

Students also explained their ideas to using of both Amharic and English languages to discuss with their friends and to create link with their environmental reality. According to them, they applied those two languages based on the interest and ability of their friends. They mentioned practicing these two languages enables them to understand what they did not understand during the teaching learning process. Students also mentioned that, practicing those two languages together with their friends increased their confidence to express their opinions to others. In addition, it also provides an opportunity to strengthen friendships. Students agreed on their application of Amharic and English languages to create link with their reality in their surroundings as much as they can. They discussed that, it creates simplicity to understand what they learned in their classrooms, because they did not forget the concepts if they understand through their native language Amharic and foreign English by linking to their environment reality. Students mentioned example towards it 'mechanisms of protecting plants from destruction'. In this example, they mean they tried to practice their understanding in the classrooms through their native language Amharic and foreign English with their surrounding plants.

Regarding this point, Baker (1996) also added that, teaching children in two languages develops the self-esteem and self-confidence of the learners as a result they can express their own ideas to their friends and others. It implies learners' self-confidence and self-esteem develops through bilingual instructional education it is because in this research case they attain Mathematics or Environmental Science subjects through their native language Amharic and foreign English. As a result, it develops their self-confidence and esteem. It also in turn increases their friendships. Vygotsky (1962: 110) as cited in Baker (1996) also added the concept of objectification. It shows bilingual education enables a child to look his language as one particular system among many languages. Therefore, learners' counts Amharic (their native language) as one particular system among many languages. It also in turn provides self-confidence for them. Here from the whole students' responses one can understand their positive reaction with attaining Mathematics or Environmental Science subjects by Amharic and English as instructional languages.

4.2.9. Attitudes of Students Regarding Confusion and Communicative Competence through using Amharic and English

Item No-	Items	Responses	Number of respondents
1	Do you think learning Mathematics or Environmental Science subjects by Amharic and English produce confusion on your understanding of the concepts	A. Yes	6
		B. No	48
		C. Undecided	0
	Total		54
2	Do you think learning Mathematics or Environmental Science subjects by Amharic and English develops your communicative competence of Amharic and English languages	A. Yes	54
		B. No	0
		C. Undecided	0
	Total		54

Table 6, Feeling of students towards confusing of their understanding and development of Amharic and English Languages Communicative competence

On the above stated two items in table 6, students also explained their feeling. As we can observe from the table, 6 and 48 respondents had agreed on the presence and absence of confusion of understanding of concepts due to learning Mathematics or Environmental Science subjects by Amharic and English as instructional languages respectively. Six out of 54 respondents explained their reason that, this learning process creates boredom due to repetition. The remaining 48 respondents also mentioned their reasons. According to them, this learning process has a space of repetition. It intern gives background knowledge through their native Amharic and foreign language English. They explained this idea as when they lost concepts on learning through Amharic, they have an opportunity to know that lost concept when they attain in English language. It implies they like repetition to understand concepts of Mathematics or Environmental Science subjects.

Students also stated their own attitude towards the development of Amharic and English language communicative competence due to learning Mathematics or Environmental Science subjects by Amharic and English as instructional languages. The above table 6 shows that all of the respondents underlined the development of their communicative competence of Amharic and English languages due to this learning process. All of them mentioned that, this learning process helps them to translate English words in to Amharic and Amharic words in to English. It results in increases in students' vocabulary. In addition to these, they mentioned that, this learning process enables them to listen, speak, read and write not only in Amharic, but also in English. From the whole respondents' one can understand students communicative competence in Amharic and English languages become grown equally due to learning Mathematics or Environmental Science subjects through simultaneous use of Amharic and English as instructional languages.

4.2.10. Advantages and Disadvantages of Bilingual Education

Teachers were asked to describe and explain their attitudes towards the advantages and disadvantages of teaching Mathematics or Environment Science in Amharic and English languages of primary grade levels. According to them, bilingual education process on primary grade levels introduce learners to English version of the subjects that they will do in their secondary, high school and university grade levels. This means through this process, learners can get an opportunity to prepare themselves for their future education. They also added that, bilingual education enables learners “በሁለት በኩል የተሳለ ቢለዋ” ‘a knife sharp on both sides.’ They mean that bilingual education process enables the learners to understand concepts both through their native language Amharic and through foreign language English.

According to the respondents, bilingual education increases clarity of understanding the core concept of the subjects, because learners have the opportunity to learn the content of the subjects twice in their mother tongue and in English. They also mentioned that, it also simplifies understanding of the concepts, which the learners gain in their English language subject. This in turn creates an opportunity for learners to create a link with what they learn in their classrooms and the reality with other subjects as well as with the reality in their environment.

Many of them also mentioned that, bilingual education process creates familiarity with other cultures, due to the international uses of English. It creates awareness of respecting others culture to respect their own culture by others. In addition to these ideas, they also underlined that, it develops students' confidence to express their feelings through their mother tongue language Amharic and in English. They also added that, bilingual education also increases job opportunities for students.

On this regard, Cummins (1980) presents the idea that bilingual education in the mother tongue and a foreign language enables children to understand the content of the subjects by creating connections in their reality. Cummins (1980) added that, bilingual education process provides a chance of enjoyment of reading and writing by two languages and the development of learners' access to more information resources. Baker (1996) also argues that, it is important to develop the self-confidence and self-esteem of the learners, due to their better knowledge of their native language and a foreign. Moreover, learners' outlook also develops, because knowing two languages place one in a position to think and reflect about the languages and their functions (Alidou, 2007).

On the other hand, the respondents mentioned disadvantages of bilingual education to learners. According to them, the bilingual education process consumes time and energy in translation and as a result, it takes a lot of the learners' time. Cohen (2006: 175-176) added that, promotion of multilingual [bilingual] education development takes much resource in terms of (human resource, money and time) compared to the development of single language. In addition to this absence of equivalent English terms to some Amharic words is another disadvantage. It also results in the decline of students' participation in their classrooms. The respondents also stated that, bilingual education might create redundancy and confusion in the learners' minds. In addition to these ideas, they also underlined that, bilingual education also creates habitual feeling of expecting translation from teachers, and results in a decline of the learners' effort to perform exercises on their own.

Baker & Jones (1998:24) also discussed the disadvantages of bilingual education. According to them, "Predicted problems range from bilingual education as a burden on the brain, mental

confusion, inhibition of the acquisition of the majority language" It implies the alternative use of two languages creates confusion on learners. Generally, bilingual education process develops the linguistic, cognitive, psychological and social characteristics of the learners through both languages Baker (1993) & Cummins (1986) cited in Baker (1996:37). In addition, there are also disadvantages resulted from bilingual education of Mathematics or Environmental Science subjects Baker & Jones (1998).

4.2.11. Views of Directors towards Advantages and Disadvantages of Bilingual Education to Learners

The interviewees were asked to explain their attitude about the advantages and disadvantages of teaching one subject through Amharic and English languages. They responded that, bilingual education creates an opportunity for learners to practice more by using both languages. According to them, learners used bilingual education as a bridge to transfer in to their secondary, high school and university levels, because in their secondary, high school and university levels, most of the subjects are delivered through only English language. It produces familiarity with English terms to learners.

Two of the interviewees explained that, children could get knowledge from those Mathematics and Environmental Science subjects, because in their secondary, high school and university levels, most of courses emanated from these two subjects. As a result, if they got background knowledge in their primary grade levels through their mother tongue and English languages as a result, they will perform better at those levels.

Two among the three interviewees agreed with the previous teacher respondents' idea, on the disadvantages of bilingual education. They explained that, bilingual education possibly creates frustration for some students due to the presence of duplication of the contents through two languages. Regarding this, Baker (1998) also mentioned that, bilingual education creates mental confusion. It indicates that, learners could be confused to create relation of concepts delivered through both Amharic and English languages.

Therefore, from the above discussions one can possibly infer that, bilingual education has its own advantages and disadvantages. However, since Mathematics and Environmental Science subjects are the main source for other subjects and courses in the children secondary, high school and university levels, delivering these subjects in their native language Amharic and foreign language English could be a base to learners' current as well as future academic achievement.

4.2.12. Directors' Attitude towards the Influence of Bilingual Education

Process on Learners

Interviewees explained their opinions towards the influence of teaching Mathematics or Environmental Science subjects through Amharic and English language. All of them agreed on one idea that, even though there were instructional language variations, the content of those subjects were the same. In addition to this, they also mentioned that, their schools implemented this process based on the age and grade levels of the learners. According to them, they mean that, since age and grade levels are crucial things to learners' academic achievement they give due attention to balance age and grade levels of the learners with the content of the subjects delivered through Amharic and English languages.

The interviewees also underlined another idea that, bilingual education in these two subjects enables the learners to familiarize themselves with their next grade levels. Because of this, the learners can solve problems, which they will face in their secondary, high school and university levels. Therefore, all of the interviewees agreed on its importance than its influence on learners. However, none of the interviewees explained about the influence of bilingual education on learners' academic achievement. It shows that, they cover its disadvantage what teachers' respondents said before. Therefore, from this one can understand that, interviewees did not provide enough emphasis to the influence of bilingual education for learners.

4.2.13. Students Attitude about Impacts of Bilingual Education Process over

Themselves

Learners also discussed the advantages and disadvantages of bilingual education to them. All of them agreed that, this practice develops their language skills in both languages. It also results in better job opportunity for them. Concerning this issue, Bowen, et al (1976:622) stated, "the

ultimate end for which [bilingual instructional education] prepares a student is a job placement, mostly in government and educational service... ." Alidou (2007:121) also supports Bowen, et al (1976) that, "in an increasingly global society, the ability to speak and write in several languages is very important to compete in the job market." It increases confidence towards their culture because it creates better opportunity to know their culture through Amharic language and familiarizing them with others cultures by English. Students also agreed that bilingual education creates an opportunity to communicate with foreigners because English language is an international language. As a result, it reduced fear of explaining ideas to others. During their discussions, they also underlined that bilingual education enables them to understand the concepts of the subjects because they learned the same concepts twice through Amharic and English languages.

Students also mentioned disadvantages of bilingual education. As to them, they did not have textbooks, which were prepared through both languages. As a result, it reduced the supports, which they got from their parents by doing homework. They also mentioned that, they could not practice English language because of majority of the society are speakers of Amharic language. Generally, bilingual education has its own advantages and disadvantages.

4.2.14. Parent Teacher Associations' and Parents Attitude towards

Advantages and Disadvantages of Bilingual Education for Learners

Parent Teacher Associations were asked about positive and negative impacts of bilingual education on learners. According to them, bilingual education in Mathematics or Environmental Science subjects creates opportunity to learners to develop both language skills. As a result, they can get a foundation for their secondary, high school and university levels, because most of the subjects in their secondary, high school and university levels emanated from those two subjects. As a result, learners could get an opportunity to know fundamental educational concepts through Amharic and English languages in their primary grade levels. They also underlined that bilingual education process familiarized the learners to European cultures through reading different books in addition to their own culture.

The participants also agreed that bilingual education in those subjects introduce the learners to new technologies because through technological innovations our world becomes one. In addition to Parent Teacher Associations discussions, parents also mentioned their own opinions towards these issues. According to them, bilingual education is important to learners in its different aspects. They support this idea by giving the following example that, rather than eating one food it is better to eat a variety of food for health. Like this bilingual education, enable learners to understand books written through not only Amharic languages but also English language. In addition to these ideas, parents counted this process like “በአንድ ድንጋይ ሁለት ወፋ” ‘kicking two birds with one stone.’ They mean that, through this process the learners could get an opportunity to develop concepts and skills in both Amharic and English languages. They also mentioned that since English language is an international language learners could get chance to obtain knowledge about the world. In addition to these, they also mentioned that, bilingual instructional education (Amharic & English for this research case) provides numeracy for the learners not only in their native language but also in foreign language English. It in turn gives background knowledge to learners.

Parent Teacher Associations also discussed the disadvantages of bilingual education to learners. Accordingly, like the respondents of questionnaires and interview, they mentioned that it consumes more time and energy and redundancy of contents could create frustration for students and due to scarcity of textbooks, learners cannot get enough support from their families. Parents also agreed on their ideas.

It is obviously known that, English is an international language. So that if the learners attain their education by using both their native (Amharic) and English as instructional languages, they will acquire knowledge about how they can comprehend concepts of the subjects by English language. As a result, they become familiarized to their future educational life. However, it does not mean that it does not have disadvantages. As Parent Teacher Associations and parents explained, bilingual education could create challenges for students. So that, they may hate the subjects that are delivered through this process. Therefore, bilingual education has its own influence as well as advantages for learners. However, since the target private schools perform maintenance bilingual instructional education, there could be decrease of the influences

over learners. It is because students and teachers give equal value and emphasis to both Amharic and English instructional languages and their simultaneous practice of the two languages.

4.3. Teachers' Qualification

Among the participants of this study, directors, Parent Teacher Associations' and parents were the target participants regarding about the data towards teachers' qualification to apply Amharic and English as instructional languages in the teaching learning process of Mathematics or Environmental Science subjects. As a result, their data were summarized as follows.

4.3.1. Teachers' Qualification in the Eyes of Interviewees

Interviewees explained their attitudes regarding the qualification of teachers to teach Mathematics and Environmental Science subjects through Amharic and English languages. All of them responded that, they measured teachers who teach those subjects through bilingual education process according to the schedules of the schools. As a result, teachers' ability to apply bilingual education in the classrooms was very good. However, all of the interviewees underlined that, it does not mean teachers trained in their Universities and Colleges through considering this process. According to them their educational background and work experience was sufficient to teach primary grade level learners through students mother tongue and English languages.

However, appropriate training on the subject matter and equivalent educational status are crucial points for teachers who participate in the application of bilingual education practice like other teaching learning practice. Nevertheless, from the interviewees' attitudes one can infer that, they deny the necessity of appropriate training on the subject matter and equivalent educational status. It clearly shows that, they do not want to expose teachers' unqualifiedness to bilingual education on primary grade levels. Therefore, teachers are not qualified to provide bilingual education on primary grade levels. It also checked by teachers' response on their background information.

4.3.2. Teachers Qualification in the Eyes of Parent Teacher Associations and Parents

Parent Teacher Associations and parents were also asked to explain their opinion about their understanding of the qualifications of their students' teachers. Parent Teacher Associations agreed that school directors and supervisors supervised Mathematics or Environmental Science subjects teachers on their bilingual education implementation periods. As a result, even though teachers were not trained through bilingual education in their universities and colleges, they are capable to teach those subjects through bilingual education process due to their educational background and work experience at primary grade levels.

Parents also explained their opinions towards it. The majority of them responded that, they did not asked schools principals about the qualification of these teachers who thought Mathematics or Environmental Science subjects through this process. However, they underlined that, they tried to know the qualification of teachers by looking the students' note and exercise books and by inviting their children to explain concepts through Amharic and English languages in their home.

According to Beadrdsmore (1982:140)

A competent bilingual teacher involves many aspects, including academic ability, knowledge, vision, language skills and organization skill. Since teachers in the teaching process play a dominant role in bilingual education, teachers must be equipped with professional knowledge, and ... oral expression ability [in any languages that he/she used for instructional purpose].

However, here, Parent Teacher Associations and parents did not consider teachers background information like educational levels and subjects matter training (stated on the background of teachers). They simply cover these requirements by their work experience. It clearly shows their acceptance of qualification of teachers. Therefore, even though their response is the same with interviewees, one-third of teachers are not qualified to perform bilingual education practice at primary grade levels. It intern also influences current as well as future academic achievement of the learners, because with the absence of qualified teachers it is difficult to achieve the needed academic achievement of the learners'.

4.4. Problems in the Application of Bilingual Education

The responses of the whole participants of this study towards problems encountered during the applications of bilingual education were summarized as follows.

4.4.1. Problems Observed by Teachers, Parent Teacher Associations' and Parents

Teacher, were asked to explain problems, they faced during the implementation of bilingual education. According to them, shortage of time to cover the whole of the books based on the given annual plan of the schools was one of the problems. They explained that, the use of both Amharic and English created this problem due to translation of content in both Amharic and English languages. Pedagogically this problem is too serious, because the teachers cannot cover the whole portion of the book at the end of the year. Therefore, those learners' cannot get enough training or knowledge for their required grade levels. Therefore, it influences the learners' current as well as future academic achievement. The respondents mentioned another problem that, the scarcity of textbooks prepared for the learners in two languages and redundancy of contents could create frustration for students and due to scarcity of textbooks, learners cannot get enough support from their families. In addition to this idea, the respondents also mentioned the absence of equivalent English versions to some hard Amharic words was also another problem. In addition to teachers, Parent Teacher Associations' members and parents also mentioned scarcity of textbooks for learners and redundancy of concepts as problems.

Moreover, the majority of them added that, the bilingual education process did not include member of the society who have low-income, because the majority of private schools need better payment than government schools. As a result, it may create difference of learners between high and low income levels of the society. In addition to the above-mentioned problems, teachers also added another problem that, the inability of some parents to give support to their children concerning about English questions. It occurred because most parents have less understanding of English concepts. Brisk (2006) also supports some of the respondents idea that, lack of teaching materials like textbooks and small population size of speakers of English language in the community are problems of bilingual education practice.

4.4.2. Problems Observed by Directors'

Interviewees were also asked to explain their opinions about the problems they encountered during the applications of Amharic and English languages to teach Mathematics or Environmental Science subjects. According to them, even though Ministry of Education knows this practice in private schools, they did not prepare uniform textbooks. Because of this, each private school forced to use textbooks from other countries as a result, there is a scarcity of textbooks. One among the three interviewees stated that, students who were came from Government schools faced challenges to cope with his school learners who started their education in his school. This was true for Mathematics and Environmental Science subjects only.

From their responses, one can understand that, interviewees agreed with teachers respondents on the problem of scarcity of textbooks for learners. However, the researcher has identified problem of employing teachers who are above the required educational status and who are not trained on the required subject matter from teachers' background information. Nevertheless, none of the interviewees mentioned problems of qualification of teachers. It implies they assume using teachers who are above the required levels and not trained with the subject matter to primary grade levels did not create any problems for the learners.

4.4.3. Problems observed by Students'

In addition to teachers, Parent Teacher Associations', parents and directors, students were also asked to state their views towards problems, which were faced during their learning process of Mathematics or Environmental Science subjects by using Amharic and English as instructional languages. According to them, absence of equivalent English versions of Amharic words and Amharic versions of English words was a problem. They added that, scarcity of textbooks was another problem. It decreases students' motivation and preparation to learn and follow the portion of the textbooks with better understanding. Moreover, they underlined that, there is problem of giving answer on examination time. They elaborate this idea that, they feel frustrated when they give answer by both Amharic and English languages to the same content questions. From the above response, one can infer that, there were problems during the application of using Amharic and English as instructional languages to teaching learning process of Mathematics or Environmental Science subjects.

4.5. Reasons behind the Applications of Bilingual Education

The whole respondents of this study were asked to explain their reasons behind the implementations of teaching learning process of Environmental Science or Mathematics Subjects through both Amharic and English languages on private schools. Their response and explanation were summarized as follows.

4.5.1. Teachers', Parent Teacher Associations', Parents and Students

Responses

Teachers explain their ideas towards it. According to the respondents, private school owners thought that bilingual education gave a base to learners from their early grade levels to their secondary, high school and university levels. As a result, it creates an opportunity to learners to compete with other students, who attain their education in international schools. They also added that, it increases their understanding of English language and have an opportunity of creating bilingualism and biculturalism over learners. Baker (1988) also supports their idea that acquisition of academic English and the development of the children mother tongue for the benefits of bilingualism and biculturalism are the two goals of bilingual education.

The respondents mentioned another reason that bilingual education process gives a chance for learners to be familiarized with the current technology because most technology is delivered through English language. The respondents also emphasized that, through bilingual education process, private schools can catch the attention of the surrounding society. This results in getting many students. This also produces better income from pupils' families. So that some private schools use bilingual education, implementation process on primary grade levels as a tool of advertisement to their schools. It also makes them different from government schools. In addition to these reasons, they also mentioned that bilingual education process enables the learners to be familiarized to their secondary and high school grade levels because most of subjects in those levels are prepared and delivered in English. It implies students' understanding of importance of bilingual education to their future education life. Moreover, according to them the international role of English language is also another reason. In addition, some private schools use the implementation of bilingual education as a method of gaining better business.

Parent Teacher Associations and parents underlined two main reasons for their interest of teaching their children by bilingual education process. These are bilingual education of Mathematics or Environmental Science subjects provide base to their children secondary, high schools and university levels because these two subjects are the original source to other subjects and the international role of English enables the learners to know about the world. In addition to the above-mentioned ideas, students also discussed the reasons why their parents sent them to bilingual schools in Amharic and English. According to them, their parents sent them to develop both languages communicative competence. However, according to Heugh, et.al (2007), the general goal of first cycle primary education in Ethiopia is to attain basic literacy, numeracy and awareness of learners to their immediate environment. Thus from the whole explanations stated by the respondents one can possibly generalize that, private schools cover attaining basic literacy, numeracy and awareness of learners to their immediate environment by the above various reasons.

4.5.2. Directors' Responses

Interviewees were also asked to explain their reasons behind their applications of bilingual education on Mathematics or Environmental Science subjects on students' primary grade levels. They responded that, since these two subjects were bases to another subjects on learners secondary, high school and university levels, they were forced to teach those two subjects in students' mother tongue and foreign language English. This also produces competent and problem solver students. The interviewees also recommended that, bilingual education process should be implementing by considering age and grade levels of the learners. Qualified teachers should apply it. Ministry of Education should also discuss it to implement bilingual education process on Mathematics and Environmental science subjects on Government schools and to prepare uniform textbooks on these subjects for learners on primary grade levels.

However, the above responses' demonstrate that, the interviewees cover the reason of seeking better business, which is stated by teachers respondents with giving due attention to learners future educational life. Therefore, from the interviewees' responses one can infer that, even though they give due attention to students future educational life, on the way they also used it to win the current market.

From the above whole discussions with teachers, Parent Teacher Associations, parents, directors, and students, one can understand that they really accept and like bilingual education of Mathematics or Environmental Science subjects. In addition, their reasons towards the applications of bilingual instructional education indirectly include the goal of first cycle primary education that is attaining basic literacy, numeracy and awareness of learners to their immediate environment. Moreover, students' also tried to understand their parents' reasons to teach them those subjects by using Amharic and English languages. However, it does not mean that the bilingual education practice does not have disadvantages for learners and problems on its application.

4.6. Data Analysis of Observations

During the observation time, the researcher had the opportunity to look at the practice of using Amharic and English as instructional languages in Mathematics or Environmental Science subjects in the classrooms. The researcher observed alert participation on the above-mentioned subjects' periods in both Amharic and English mediums by both teachers and students. Majority of teachers explained the concepts by creating linkage with their environment reality through mixing and switching Amharic and English languages to clarify concepts, elaborate vague ideas and to motivate students in to participation. The learners also explain their ideas by mixing and switching Amharic and English.

The following example proved the above ideas. In one of my observation, teacher explained about sense organs of human beings. During this lesson, the teacher elaborates the issue by crating linkage with the learners' environment realities and the learners' react with their teacher.

Like;

✓ Teacher

Sense organs የ ስሜት ህዋሳት like eye, ear, nose, tongue and finger ይባላሉ፡ : These are used to look አይን, liston ጆሮ, smile አፋንጫ, test ምላስ and ለመዳሰስ finger the materials አቃዎች that are found in በአካባቢያችን፡ :

✓ Student

በአካባቢያችን ከሚገኙ very useful things ወሃ ነው፡፡ so, ወሃን water, can we test መቅመስ and መሸተት smile?

✓ Teacher

We cannot test and smile water, Because ወሃ ጣኦም እና ሸታ ከሌላ ቸወ.መደቦች የማይመደብ ስለሆነ ነው፡፡

✓ Students

ጣኦም ከሌላ ቸወ.መደቦች ስንል what does it mean?

On this regard, Kamisan (2009) in Ariffin & Susanti (2011) also added that, learners or teachers use code mixing (CM) and code switching (CS) to signal topic change, elaborate vague ideas, enact social relationships and to give high attention for messages. Merrit,et. al (1992) also found that students and teachers use CM and CS to reformulate information, bring new content information, substitute words and attract students' attention in their classroom interaction. As a result, active interactions and involvements among teachers and learners indicated their mutual understanding on this teaching learning practice. Moreover, the researcher also observed a serious scarcity of Mathematics and Environmental Science textbooks, which were prepared through Amharic and English languages. Teachers, interviewees, Parent Teacher Associations, parents and students in their previous responses also confirmed the existence of this problem.

Chapter Five

5. Summary, Conclusion and Recommendations

As indicated in the introduction chapter of this study, the main objective of the study was to investigate the attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages in teaching learning process of Mathematics or Environmental Science subjects in the primary grade levels of Private schools. In order to achieve the intended objectives, the study employed a descriptive research method. The sources of data were grade 4 Mathematics and Environmental Science subjects teachers, directors, Parent Teacher Associations, parents and students. In addition, the tools used were questionnaires, interview, focus group discussion and observation.

5.1. Summary of the Findings

After the data were analyzed and interpreted, the study revealed the following findings.

- The study discovered positive attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages to teaching learning process of Mathematics or Environmental Science subjects on students' primary grade levels. It is confirmed by their response on questionnaires, interview, and focus group discussion method of data gathering tools.
- Regarding the capability of teachers to teach through bilingual education, the data gathered through the three tools indicates that, even though teachers were not trained through Amharic and English languages, their educational background and work experience enables them to teach primary grade levels through bilingual education process. However, one third of the teachers in the study were neither qualified in Mathematics nor Environmental Science and they are above the required educational status. Therefore, they are not capable to teach the mentioned subjects on primary grade levels.
- The analysis of this study also revealed that, there were problems under the application of bilingual education. These were:
 1. Shortage of time to cover the whole portion of the books due to translation

2. Employing teachers who are above the required educational status and who are also untrained by the required subject matter.
3. Answering by using Amharic and English languages to the same content questions on examination
4. Scarcity of textbooks prepared in both languages.
5. Absence of equivalent English version of Amharic terms and Amharic version of English words
6. Less interest of parents to come in to schools to discuss issues of bilingual education process in particular and other educational issues in general
7. Uninclusiveness of low income status societies
8. Inability of some parents to provide support to their children concerning English
- The study also found out reasons or rationales behind the application of Amharic and English as instructional languages to teaching learning process of Mathematics or Environmental Science subjects on learners primary grade levels. These were:
 1. Preparation for secondary, high school, and university levels
 2. Familiarizing learners with technology
 3. Employment opportunity
 4. Catching the attention of the society
 5. Accessing market
 6. Developing students communicative competence of Amharic and English languages
 7. Developing bilingualism and biculturalism
 8. Universality of English language

5.2. Conclusion

The study has set as the main objective to investigate attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages to teaching learning process of Mathematics or Environmental Science subjects in the primary grade levels on Private schools. The specific objectives were to assess problems on the application of bilingual instruction education, capability of teachers in bilingual instructional education and reasons behind the application of bilingual education. As a result, the following conclusions are presented.

The data showed positive attitudes of teachers, directors, Parent Teacher Associations, parents and students towards using Amharic and English as instructional languages. They agreed that, bilingual education process is a bridge for students to understand concepts in a simplified manner in their secondary, high school and university levels where majority of the subjects will be delivered through English.

The study showed that the majority of the respondents accept the capability of teachers to apply bilingual education process in the classrooms. The tools of questionnaires, interview and focus group discussion confirmed this. However, their background data showed the unqualifidness of one third of teachers to this teaching learning process on learners' primary grade levels.

The challenges faced during the application of bilingual education, were identified through data from questionnaires, interview, focus group discussion and observation. These were shortage of time to cover the books, scarcity of textbooks prepared in both languages, low interest of parents to provide support and come to their children schools, inability to incorporate low-income population due to the need of more money in private schools than government schools, employing teachers who are above the required educational status and who are also untrained by the required subject matter, answering by using Amharic and English languages to the same content questions on examination, absence of equivalent English version of Amharic terms and Amharic version of English terms and inability of some parents to provide support to their children.

The study identified reasons behind the application of bilingual education on those mentioned subjects through questionnaires, interview and focus group discussion. These are, preparation for secondary, high school, and university levels, familiarizing learners with technology, question of winning the current market, catching the attention of the society, Developing bilingualism and biculturalism, employment opportunities, developing students communicative competence of Amharic and English and universal role of English language.

Generally, any kind of attitude towards any instructional languages plays a decisive role on the application of any bilingual program education. Therefore, from the whole survey, one can conclude that even though all of the participants of this study show positive attitudes towards

using Amharic and English as instructional languages, there are many problems including unqualifidness of one third of teachers under the application of this practice and disadvantages from the application of this practice. Moreover, the participants have their own reason towards the application of Amharic and English as instructional languages on Mathematics or Environmental Science subjects on primary grade levels.

5.3. Recommendations

Based on the data collected from the participants and the finding of the study the following recommendation are made as a potential to solve problems touched up on and to produce problem solver students.

1. Private school owners should employ teachers who has the required educational status and trained by the needed subject matter.
2. Training for teachers who teach subjects through bilingual instruction, it enables them to work more with motivation together with their students.
3. Private school owners should arrange programs for parents to stimulate the follow-up of their students and to create more awareness about bilingual education.
4. Availability of materials like textbooks and qualified teachers should be considered before the implementation of bilingual education.
5. Private school owners should revise time allocation to subjects, which are delivered through two languages.
6. Curriculum designers, language experts and educational professionals should provide enough attention to bilingual education.
7. Ministry of Education should discuss about bilingual education to implement it in government schools through considering different languages of each nations and nationalities.
8. Finally, I would like to recommend that, further studies have to be conducted concerning this issue on private schools.

APPENDIX B
ADDIS ABABA UNIVERSITY
POST GRADUATE PROGRAM
DEPARTEMENT OF LINGUSTICS

QUESTIONNAIRE TO TEACHERS

The main objective of this questionnaire is to collect data about your attitude towards teaching Environmental science or Mathematics subjects by Amharic and English languages. As a result, it greatly needs active participation and support of teachers. Based on your response, this research assesses the interaction of teachers and students, advantage and disadvantage, problems as well as reasons for teaching one subject (Environmental science or Mathematics) by Amharic and English languages.

Your respected answer is surely useful to the above objective only. Therefore, you are kindly requested to complete the questionnaire carefully and honestly, because your responses are the only way to reach a reliable result. Moreover, I would like to express my gratitude for your voluntary participation and devotion of your time to fill the questionnaire.

REMEMBER

1. Don't write your name
2. Please give great attention to blank space questions
3. Put a tick mark "✓" in the box for close ended questions
4. Please return the questionnaire to the researcher carefully

GENERAL PERSONAL BACKGROUND OF TEACHERS

1. Sex.....
2. Age.....
3. Education label.....
4. Work experience.....
5. Subject of teaching.....
6. Subject of training in university or collage.....
7. Mother tongue.....

1. Do you feel comfort when you teach one (Environmental Science or Mathematics) subject by Amharic and English languages in the classroom?

A. Yes ☐ B No ☐

2. Please, explain your reasons if your answer is ‘Yes’ or No ‘ for question number ‘1’?

3. What is your attitude towards teaching one (Environmental Science or Mathematics) subject by Amharic and English languages?

A. Positive ☐ B. Negative ☐ C. Undecided ☐

4. Please, explain your reasons if your answer is ‘Positive’, ‘Negative’ or ‘Undecided’ for question number ‘3’?

5. How you look your students’ participation in the classroom when you teach one (Environmental Science or Mathematics) subject by Amharic and English languages?

A. Excellent ☐ C. good ☐ E. Poor ☐
B. Very good ☐ D. Satisfactory ☐

6. How you look your students’ comprehension of the concepts when you teach one (Environmental Science or Mathematics subject by Amharic and English languages?

A. Excellent ☐ C. good ☐ E. Poor ☐
B. Very good ☐ D. Satisfactory ☐

7. How you observe the attitude and participation of parents on bilingual education process?

A. Excellent ☐ C. good ☐ E. Poor ☐
B. Very good ☐ D. Satisfactory ☐

8. Please, explain the advantage and disadvantages of teaching one (Environmental Science or Mathematics) subject by Amharic and English languages?

9. Please, explain problems, which were faced in teaching one (Environmental Science or Mathematics) subject by Amharic and English languages?

10. Please, discuss reasons, which lead private schools to teach one (Environmental Science or Mathematics) subject by Amharic and English languages?

THANKS TO YOUR COORDINATION

**ADDIS ABABA UNIVERSITY
POST GRADUATE PROGRAM
DEPARTEMENT OF LINGUSTICS**

GENERAL PERSONAL BACKGROUND OF THE INTERVIEWEE

1. Age.....
2. Sex.....
3. Level of education.....
4. Work responsibility.....

LEADING QUESTIONS TO INTERVIEW DIRICTORS OF PRIVAT SCHOOLS

1. What is your attitude towards the process of bilingual education in your school?
2. What are the advantage and disadvantage of providing education one subject by Amharic and English languages?
3. What are the influence of teaching one subject by Amharic and English languages over thinking development of students and teaching learning process of your schools?
4. Did you evaluate teachers' ability when they teach one subject by Amharic and English languages in the classrooms?
5. What are the main reasons, which lead you to teach one subject by Amharic and English languages in your school?
6. Explain problems, which faced in the process of bilingual education in your school?
7. How you look the participation of parents towards bilingual education in your school?
8. Discuss any idea that, you think about bilingual education process?

THANKS TO YOUR COOPRATION

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POST GRAGUATE PROGRAM
DEPARTEMENT OF LINGUSTICS**

**LEADING QUESTIONS TO FOCUS GROUP DISCUSSIONS AMONG
PARNTE TEACHER ASSOCIATIONS**

1. As parents, what do you think about the advantages and disadvantages of teaching one subject by Amharic and English languages to your children?
2. As parents, what are the main reasons, which lead you to teach one subject by Amharic and English languages to your children?
3. Did you ask your children about their understanding of learning one subject by Amharic and English languages?
4. Did you provide support to your children to develop both Amharic and English languages equally in your home?
5. Have you tried to know the teaching ability of your children teacher?

THANKS TO YOUR COOPRATION

**ADDIS ABEBA UNIVERSITY
POST GRAGUATE PROGRAM
DEPARTEMENT OF LINGUSTICS**

QUESTIONNAIRE TO PARENTS

The main objective of this questionnaire is to collect data about your attitude towards teaching Environmental science or Mathematics subjects by Amharic and English languages. As a result, it greatly needs active participation and support of parents. Based on your response, this research assesses the interaction of teachers and students, advantage and disadvantage, problems as well as reasons for teaching one subject (Environmental science or Mathematics) by Amharic and English languages.

Your respected answer is surely useful to the above objective only. Therefore, you are kindly requested to complete the questionnaire carefully and honestly, because your responses are the only way to reach a reliable result. Moreover, I would like to express my gratitude for your voluntary participation and devotion of your time to fill the questionnaire.

REMEMBER

1. Don't write your name
2. Please give great attention to blank space questions
3. Please return the questionnaire to your child carefully

THANK YOU

GENERAL PERSONAL BACKGROUND OF PARENTS

3. Sex
4. Age
5. Work

1. As parents, what do you think about the advantages and disadvantages of teaching one subject by Amharic and English languages to your children?

2. As parents, what are the main reasons, which lead you to teach one subject by Amharic and English languages to your children?

3. Did you ask your children about their understanding of learning one subject by Amharic and English languages?

4. Did you provide support to your children to develop both Amharic and English languages equally in your home?

5. Have you tried to know the teaching ability of your children teacher?

THANKS TO YOUR COOPRATION

**ADDIS ABEBA UNIVERSITY
POST GRAGUATE PROGRAM
DEPARTEMENT OF LINGUSTICS**

**LEADING QUESTIONS TO FOCUS GROUP DISCUSSIONS AMONG
STUDENTS**

1. Did you understand when you learn one subject by Amharic and English languages?
2. Did you use Amharic and English languages to ask or answer questions at the same time in the classroom?
3. Did you use both Amharic and English languages to associate your understanding of the subject to real situation of your environment?
4. Do you know the main reason, which leads your parents to teach you one subject by Amharic and English languages in your school?
5. Do you use both Amharic and English languages when you discuss with your friends?
6. What are the advantage and disadvantage of learning one subject by Amharic and English languages in your understanding of subjects?

THANKS TO YOUR COORDINATION

**ADDIS ABEBA UNIVERSITY
POST GRAGUATE PROGRAM
DEPARTEMENT OF LINGUSTICS**

QUESTIONNAIRE TO STUDENTS

The main objective of this questionnaire is to collect data about your attitude towards learning Environmental science or Mathematics subjects by Amharic and English languages. As a result, it greatly needs active participation and support of students. Based on your response, this research assesses the interaction of teachers and students, advantage and disadvantage, problems as well as reasons for teaching one subject (Environmental science or Mathematics) by Amharic and English languages.

Your respected answer is surely useful to the above objective only. Therefore, you are kindly requested to complete the questionnaire carefully and honestly, because your responses are the only way to reach a reliable result. Moreover, I would like to express my gratitude for your voluntary participation and devotion of your time to fill the questionnaire.

REMEMBER

1. Don't write your name
2. Please give great attention to blank space questions
3. Put a tick mark "✓" in the box for close ended questions
4. Please return the questionnaire to the researcher carefully

THANKS TO YOUR COORDINATION

1. In your attitude, is it necessary to learn one (Environmental Science or Mathematics) subject by Amharic and English languages?

A. Yes ☐ B. No ☐ C. Undecided ☐

2. Please elaborate your reasons if your answer is '**Yes**', '**No**' or '**undecided**' for question number '1'?

3. What is your attitude towards learning one (Environmental Science or Mathematics) subject by Amharic and English languages?

A. Positive B. Negative C. Undecided

4. Please explain your reasons if your answer is '**Positive**', '**Negative**' or '**undecided**' for question number '5'?

5. Do you think learning one (Environmental Science or Mathematics) subject by Amharic and English languages creates confusion to understand the concepts of the subjects?

A. Yes ☐ B. No ☐ C. Undecided ☐

6. Please explain your reasons if your answer is '**Yes**', '**No**' or '**undecided**' for question number '9'?

7. Do you think learning one (Environmental Science or Mathematics) subject by Amharic and English languages develops your communicative competence of Amharic and English languages?

A. Yes ☐ B. No ☐ C. Undecided ☐

8. Please elaborate your reasons if your answer is '**Yes**', '**No**' or '**undecided**' for question number '7'?

9. Please explain problems that were faced when you learn one (Environmental Science or Mathematics) subject by Amharic and English languages?

THANKS TO YOUR COORDINATION

ADDIS ABEBA UNIVERSITY
POST GRAGUATE PROGRAM
DEPARTEMENT OF LINGUSTICS

Classroom Checklist Questions

These checklist questions used to assess the teaching learning conditions in relation to the use of English and Amharic languages as an instructional media to teach Environmental Science or Mathematics in private primary schools. The rating system is indicated by putting a tick mark “✓” in “yes” and “No” columns.

Direction 1. Yes = whenever appropriate
2. No = should need special attention

No	Checklist items	Yes	No	Remark
1	Do teachers interact by using both English and Amharic languages to teach one (Environmental Science or Mathematics) subject?			
2	Do students involve by using both English and Amharic languages when they present and answer questions?			
3	Are there supplementary reference materials in both languages available to students?			
	A. In English only			
	B/ In Amharic only			

- i. Sub city _____
- ii. Kebele _____
- iii. Name of school _____
- iv. Number of students _____
- v. Date of observation _____

APPENDIX A
አዲስ አበባ ዩኒቨርሲቲ
የሰነድ-ልሳን ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ፕሮግራም

በመምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ የአካባቢ ሳይንስ ወይም የሂሳብ ትምህርት አይነቶችን በእንግሊዘኛና በአማርኛ ተማሪዎችን ማስተማር ላይ ያለዎትን አስተያየት ለመዳሰስ ነው፡፡ ስለሆነም ይህ ጥናት የናንተ የመምህራንን ንቁ ተሳትፎና ትብብር በጥብቅ የሚጠይቅ ሲሆን በጥናቱ ሂደት አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዘኛና በአማርኛ ቋንቋዎች በማስተማር ሂደት ላይ ያለውን የመምህራንና የተማሪዎች መስተጋብር፣ ጥቅምና ጉዳት፣ ችግሮችንና ያስከተሏቸውን ውጤቶች፣ እንዲሁም ምክንያት ለመዳሰስና የመፍትሄ ሃሳቦችን ለመጠቀም ያለመ ነው፡፡

ስለሆነም ይህ የሚሰጡት የፅኑፍ መረጃ የሚጠቅመው ከላይ ለተጠቀሰው መሪ አላማ ብቻ መሆኑን ተገንዝበው ለጥናቱ እውነተኛ፣ አጋዥና ተገቢ የሚሉትን አስተያየትዎን እዲሰጡን በትህትና እጠይቃሁ ከዚህ በተጨማሪ ጊዜዎን መስዋዕት አድርገው ይህንን መጠይቅ ስለሞሉልኝ ከልቤ በጣም አመሰግናለሁ፡፡

ማሳሰቢያ

1. ስም መጻፍ አያስፈልግም
2. ባዶ ቦታ የተሰጣቸውን ጥያቄዎች ትኩረት ሰጥተው ካነበቡ በኋላ ይመልሱ
3. በተሰጠው የሳጥን ምልክት (✓) በማድረግ ይመልሱ
4. መጠይቁን ሞልተው ሲጨርሱ መጠይቁን ለሰጠዎት ሰው እባክዎን በጥንቃቄ ይመልሱ

ስለትብብርዎ ከልቤ አመሰግናለሁ፡፡

የመምህራን አጠቃላይ የግል ሁኔታ

1. ፆታ _____
2. ዕድሜ _____
3. የትምህርት ደረጃ _____
4. የአገልግሎት ዘመን _____
5. የሚያስተምሩት የትምህር ዓይነት _____
6. በዩኒቨርሲቲ (ኮሌጅ) የሰለጠኑበት የትምህርት ዘርፍ _____

7. የአፍ መፍቻ ቋንቋ _____

1. እርስዎ አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዝኛና በአማርኛ ቋንቋዎች በክፍል ውስጥ ሲያስተምሩ ምችት ይሰማዎታል?

ሀ. ይሰማኛል ☐

ለ. አይሰማኝም ☐

2. በጥያቄ ቁጥር '1' ላይ መልስዎ 'ይሰማኛል' ወይም 'አይሰማኝም' ከሆነ እባክዎን ይህን ያሉበትን ምክንያት ያብራሩልኝ ? _____

3. ተማሪዎችዎ አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) የትምህርት አይነት በእንግሊዝኛና አማርኛ ቋንቋዎች በመማራቸዉ ላይ ያለዎት አስተያየት ምንድን ነው?

ሀ. አዎንታዊ ☐

ለ. አሉታዊ ☐

ሐ. አልወሰንኩም ☐

4. በጥያቄ ቁጥር '3' ላይ መልስዎ 'አዎንታዊ' ፣ 'አሉታዊ' ወይም 'አልወሰንኩም' ከሆነ እባክዎን ይህን ያሉበትን ምክንያት ያብራሩልኝ?

5. እርስዎ አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) የትምህርት አይነት በእንግሊዝኛና አማርኛ ቋንቋዎች ሲያስተምሩ የተማሪዎችን ተሳትፎ እንዴት ይመለከቱታል ?

ሀ. እጅግ በጣም ጥሩ ☐ ሐ. ጥሩ ☐ ሰ . ዝቅተኛ ☐

ለ. በጣም ጥሩ ☐ መ. አጥጋቢ ☐

6. አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዝኛና አማርኛ በሚያስተምሩበት ጊዜ የተማሪዎችን የትምህርት አገነዛዝብ ሁኔታ እንዴት ይመለከቱታል?

ሀ. እጅግ በጣም ጥሩ ☐ ሐ. ጥሩ ☐ ሰ . ዝቅተኛ ☐

ለ. በጣም ጥሩ ☐ መ. አጥጋቢ ☐

7. አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዝኛና አማርኛ ቋንቋዎች በማስተማሩ ሂደት ላይ የወላጆችን አመለካከትና ተሳትፎ እንዴት ይመለከቱታል?

ሀ. እጅግ በጣም ጥሩ ☐ ሐ. ጥሩ ☐ ሰ. ዝቅተኛ ☐
ለ. በጣም ጥሩ ☐ መ. አጥጋቢ ☐

8. አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዝኛና አማርኛ ቋንቋዎች ማስተማር የሚያስከትለውን ጥቅም ጉዳት ቢያብራሩልኝ?

9. አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) የትምህርት አይነት በእንግሊዝኛና አማርኛ በማስተማር ሂደት ላይ ያጋጠመዎትን ችግሮች ቢገልፁልኝ?

10. የግል ትምህርት ቤቶች አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) የትምህርት አይነት በሁለት ቋንቋዎች (እንግሊዝኛና አማርኛ) ተማሪዎችን እንድታስተምሩ የሚያደርጉባቸው ዋና ዋና ምክንያቶችን ቢያብራሩልኝ?

ስለትብብርዎ ከልብ አመሰግናለሁ

አዲስ አበባ ዩኒቨርሲቲ
የስነ-ልቦና ትምህርት ክፍል
የድህረ ምረቃ ትምህርት ፕሮግራም

የቃለ መጠይቁ መላሾች አጠቃላይ የግል ሁኔታ

እድሜ _____

ፆታ _____

የትምህርት ደረጃ _____

የስራ ሃላፊነት _____

የግል ትምህርት ቤቶች ርዕሰ መምህራንን ለመጠየቅ የተዘጋጁ የቃለ መጠይቅ መንደርደሪያ ጥያቄዎች

1. በናንተ ትምህርት ቤት ውስጥ አንድን የትምህርት አይነት በሁለት አይነት ቋንቋ የማስተማር ሂደት ላይ ያለዎትን አስተያየት ቢገልጹልኝ?
2. አንድን የትምህርት አይነት በሁለት ቋንቋዎች (እንግሊዘኛ-አማርኛ) ማስተማር ምን አይነት ጠቀሜታና ጉዳት አለው ብለው ያስባሉ?

3. አንድን ትምህርት በሁለት ቋንቋዎች ማስተማር በተማሪዎች አእምሯዊ እድገትና በመማር ማስተማሩ ሂደት ላይ ተፅዕኖ አለው ይላሉ?
4. አንድ መምህር አንድን ትምህርት በሁለት የተለያዩ ቋንቋዎች በሚያስተምርበት ክፍል ጊዜ የመምህሩ(ሯ)ን ብቃት ክፍል ውስጥ ተገኝተው መዝነው ያውቃሉ?
5. በናንተ ትምህርት ቤት አንድን የትምህርት አይነት በሁለት ቋንቋዎች ማስተማር የፈለጋችሁበት ዋነኛ ምክንያት ምንድነው ?
6. በትምህርት ቤታችሁ ውስጥ በሚካሄደው የባይሊንጉዋል (እንግሊዘኛ-አማርኛ) መማር ማስተማር ሂደት ላይ አጋጥሞናል የሚሏቸውን ችግሮች ቢያብራሩልኝ?
7. አንድን የትምህርት አይነት በሁለት አይነት ቋንቋ በማስተማሩ ሂደት ላይ የወላጆች ተሳትፎና ክትትል ምን ይመስላል?
8. የሚጠቁሙት የመፍትሔ ሃሳብ ካለዎት ቢገልፁልኝ?

ስለትብብርዎ ከልብ አመሰግናለንሁ

አዲስ አበባ ዩኒቨርሲቲ
የሰነ-ልሳን ትምህርት ክፍል
የድህረ ምረቃ ትምህርት ፕሮግራም

ከወላጅ መምህራን ህብረት ጋር ለመወያየት የተዘጋጁ የውይይት መሪ ጥያቄዎች

1. እንደወላጅ ልጅዎ አንድን ትምህርት በሁለት ቋንቋዎች (እንግሊዘኛ-አማርኛ) መማሩ ምን አይነት ጥቅምና ጉዳት አለው ብለው ያስባሉ?
2. እንደወላጅ ልጅዎ አንድን የትምህርት አይነት በሁለት ቋንቋ (እንግሊዘኛ-አማርኛ) እንዲማርልዎት (እንድትማርልዎት) የፈለጉበት ዋነኛ ምክንያት ምንድነው?
3. ልጅዎን አንድን ትምህርት በእንግሊዘኛና አማርኛ ቋንቋዎች ስትማር (ሪ) ትምህርቱ እጅግ በጣም ይገባሃል (ሻል) ብለው ጠይቀውት (ዋት) ያውቃሉ?
4. በቤትዎ ውስጥ ልጅዎ እንግሊዘኛና አማርኛ ቋንቋዎችን በእኩል መጠን እንድታዳብር (ያዳብር) ድጋፍ ያደርጉለታል (ላታል)?
5. የልጅዎ አስተማሪ አንድን ትምህርት በሁለት ቋንቋዎች (እንግሊዘኛ-አማርኛ) የማስተማር ብቃቱን ለማወቅ ሞክረው (ጠይቀው) ያውቃሉ?

አዲስ አበባ ዩኒቨርሲቲ
የሰነ-ልሳን ትምህርት ክፍል
የድህረ ምረቃ ትምህርት ፕሮግራም

በወላጆች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ የአካባቢ ሳይንስ ወይም የሂሳብ ትምህርት አይነቶችን በእንግሊዘኛና በአማርኛ ተማሪዎችን ማስተማር ላይ ያለዎትን አስተያየት ለመዳሰስ ነው። ስለሆነም ይህ ጥናት የናንተ የወላጆችን ንቁ ተሳትፎና ትብብር በጥብቅ የሚጠይቅ ሲሆን በጥናቱ ሂደት አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዘኛና በአማርኛ ቋንቋዎች በማስተማር ሂደት ላይ ያለውን የመምህራንና የተማሪዎች መስተጋብር፣ ጥቅምና ጉዳት፣ ችግሮችና ያስከተሏቸውን ውጤቶች፣ እንዲሁም ምክንያት ለመዳሰስና የመፍትሄ ሃሳቦችን ለመጠቀም ያለመ ነው።

ስለሆነም ይህ የሚሰጡት የፅኑፍ መረጃ የሚጠቅመው ከላይ ለተጠቀሰው መሪ አላማ ብቻ መሆኑን ተገንዝበው ለጥናቱ እውነተኛ፣ አጋዥና ተገቢ የሚሉትን አስተያየትዎን እዲሰጡን በትህትና እጠይቃሁ ከዚህ በተጨማሪ ጊዜዎን መስዋዕት አድርገው ይህንን መጠይቅ ስለሞሉልኝ ክልቤ በጣም አመሰግናለሁ።

ማሳሰቢያ

1. ስም መጻፍ አያስፈልግም
2. ባዶ ቦታ የተሰጣቸውን ጥያቄዎች ትኩረት ሰጥተው ካነበቡ በኋላ ይመልሱ
3. መጠይቁን ሞልተው ሲጨርሱ መጠይቁን ለሰጠዎት ሰው እባክዎን በጥንቃቄ ይመልሱ

ስለትብብርዎ ክልቤ አመሰግናለሁ

አጠቃላይ የግል ሁኔታ

የታ _____
እድሜ _____
የስራ ሃላፊነት _____

1. እንደ ወላጅ ልጅዎ አንድን ትምህርት በሁለት ቋንቋዎች (እንግሊዘኛ-አማርኛ) መማሩ ምን አይነት ጥቅምና ጉዳት አለው ብለው ያስባሉ? _____

2. እንደወላጅ ልጅዎ አንድን የትምህርት አይነት በሁለት ቋንቋ (እንግሊዘኛ-አማርኛ) እንዲማርልዎት (እንድትማርልዎት) የፈለጉበት ዋነኛ ምክንያት ምንድነው? _____

3. ልጅዎን አንድን ትምህርት በእንግሊዘኛና አማርኛ ቋንቋዎች ስትማር (ሪ) ትምህርቱ እጅግ በጣም ይገባሃል (ሻል) ብለው ጠይቀውት (ዋት) ያውቃሉ? _____

4. በቤትዎ ውስጥ ልጅዎ እንግሊዘኛና አማርኛ ቋንቋዎችን በእኩል መጠን እንድታዳብር (ያዳብር) ድጋፍ ያደርጉለታል (ላታል)? _____

5. የልጅዎ አስተማሪ አንድን ትምህርት በሁለት ቋንቋዎች (እንግሊዘኛ-አማርኛ) የማስተማር ብቃቱን ለማወቅ ሞክረው (ጠይቀው) ያውቃሉ? _____

ስለትብብርዎ ከልብ አመሰግናለሁ

አዲስ አበባ ዩኒቨርሲቲ
የሰነ-ልሳን ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ፕሮግራም

ተማሪዎችን ለማወያየት የተዘጋጁ የመንደርደሪያ ጥያቄዎች

1. አንድን የትምህርት አይነት በሁለት ቋንቋዎች ስትማሩ ትምህርታችሁ እጅግ በጣም ይገባችኋል ?
2. በክፍላችሁ ውስጥ መምህራችሁ ሲያስተምሯችሁ እንግሊዘኛና አማርኛ ቋንቋዎችን በአንድ ላይ መልስ ለመመለስ ወይም ጥያቄ ለመጠየቅ ትጠቀማላችሁ?
3. የተማራችሁትን ትምህርት ከአካባቢያችሁ ነባራዊ ሀቅና ሁኔታ ጋር ለማገናዘብ ሁለቱንም እንግሊዘኛና አማርኛ ቋንቋዎችን ትጠቀማላችሁ?
4. ወላጆቻችሁ ለምን አንድን የትምህርት አይነት በሁለት ቋንቋ (እንግሊዘኛ-አማርኛ) እንድትማሩላቸው የፈለጉ ይመስላችኋል?
5. እናንተ ከጓደኞቻችሁ ጋር ስለተማራችኋቸው ትምህርቶች ስትወያዩ እንግሊዘኛና አማርኛ ቋንቋዎችን በአንድ ላይ ትጠቀማላችሁ?
6. አንድን የትምህርት አይነት በሁለት ቋንቋ (እንግሊዘኛ-አማርኛ) መማራችሁ በእናንተ ሃሳቦችን የመረዳት ብቃታችሁ ላይ ያለው ጠቀሜታና ጉዳት ብታብራሩልኝ?

ስለትብብራችሁ ከልብ አመሰግናለሁ

አዲስ አበባ ዩኒቨርሲቲ

የሰነ-ልሳን ትምህርት ክፍል

የድህረ ምረቃ ትምህርት ፕሮግራም

በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ የአካባቢ ሳይንስ ወይም የሂሳብ ትምህርት አይነቶችን በእንግሊዘኛና በአማርኛ መማር ላይ ያላችሁን አስተያየት ለመዳሰስ ነው፡፡ ስለሆነም ይህ ጥናት የናንተ የተማሪዎችን ንቁ ተሳትፎና ትብብር በጥብቅ

የሚጠይቅ ሲሆን በጥናቱ ሂደት አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዝኛና በአማርኛ ቋንቋዎች በመማር ሂደት ላይ ያለውን የመምህራንና የተማሪዎች መስተጋብር፣ ጥቅምና ጉዳት፣ ችግሮችንና ያስከተሏቸውን ውጤቶች፣ እንዲሁም ምክንያት ለመዳሰስና የመፍትሄ ሃሳቦችን ለመጠቀም ያለመ ነው፡፡

ስለሆነም ይህ የምትሰጡት የፅኑፍ መረጃ የሚጠቅመው ከላይ ለተጠቀሰው መሪ አላማ ብቻ መሆኑን ተገንዝባችሁ ለጥናቱ እውነተኛ፣ አጋዥና ተገቢ አስተያየት እንድትሰጡኝ በትህትና እጠይቃሁ ከዚህ በተጨማሪ ጊዜአችሁን መስዋዕት አድርጋችሁ ይህንን መጠይቅ ስለሞላችሁልኝ ከልቤ በጣም አመሰግናለሁ፡፡

ማሳሰቢያ

1. ባዶ ቦታ የተሰጣቸውን ጥያቄዎች ትኩረት ሰጥታችሁ ካነበባችሁ በኋላ መልሱ
2. በተሰጠው የሳጥን ምልክት (✓) በማድረግ ይመልሱ
3. መጠይቁን ሞልታችሁ ስትጨርሱ መጠይቁን ለሰጣችሁ ሰው እባካችሁ በጥንቃቄ ይመልሱ
ስለትብብራችሁ ከልቤ አመሰግናለሁ

1. አንድን (የአካባቢ ሳይንስ ወይም የሂሳብ) ትምህርት በእንግሊዝኛና አማርኛ ቋንቋዎች መማር አስፈላጊ ነው ብለህ(ሽ) ታስባለህ(ቢያለሽ)?
ሀ. አዎ ☐ ለ. አላስብም ☐ ሐ. አልወሰንኩም ☐
2. በጥያቄ ቁጥር '1' ላይ መልስህ(ሽ) 'አዎ' ፣ 'አላስብም' ወይም 'አልወሰንኩም' ከሆነ እባክህ(ሽ) ይህን ያልክበትን(ሽ)በትን ምክንያት ብታብራራልኝ(ሪ)ልኝ? _

3. በእንግሊዘኛና አማርኛ ቋንቋዎች የአካባቢ ሳይንስ ወይም የሂሳብ ትምህርቶችን በመማራችሁ ላይ ያላችሁ አጠቃላይ አስተያየት ምንድን ነው?

ሀ. አዎንታዊ ☐ ለ. አሉታዊ ☐ ሐ. አልወሰንኩም ☐

4. በጥያቄ ቁጥር '3' ላይ መልስህ(ሽ) 'አዎንታዊ'፣ 'አሉታዊ' ወይም 'አልወሰንኩም' ከሆነ እባክህ(ሽ) ይህን ያልክበትን(ሽ)ን ምክንያት ብታብራራልኝ(ሪ)ልኝ?

5. የአካባቢ ሳይንስ ወይም የሂሳብ ትምህርት አይነቶችን በእንግሊዘኛና አማርኛ ቋንቋዎች መማራችሁ የትምህርቶችን ፅንሰ ሀሳብ በሁለቱም ቋንቋዎች ለመረዳት መደናገር ይፈጥርብሃል(ሻ)ል?

ሀ. አዎ ☐ ለ. አይፈጥርብኝም ☐ ሐ. አልወሰንኩም ☐

6. በጥያቄ ቁጥር '5' ላይ መልስህ(ሽ) 'አዎ'፣ 'አይፈጥርብኝም' ወይም 'አልወሰንኩም' ከሆነ እባክህ(ሽ) ይህን ያልክበትን(ሽ)ን ምክንያት ብታብራራልኝ(ሪ)ልኝ?

7. እንግሊዘኛና አማርኛ ቋንቋዎችን ለአካባቢ ሳይንስ ወይም የሂሳብ ትምህርቶች መማሪያነት መጠቀማችሁ የእንግሊዘኛ እና የአማርኛ ቋንቋዎች ክህሎቴን ያዳብራል ብለህ(ሽ) ታስባለህ(ቢያለሽ)?

ሀ. አዎ ☐ ለ. አላስብም ☐ ሐ. አልወሰንኩም ☐

8. በጥያቄ ቁጥር '7' ላይ መልስህ(ሽ) 'አዎ' ፣ 'አላስብም' ወይም 'አልወሰንኩም' ከሆነ እባክህ(ሽ) ይህን ያልክበትን(ሽ)ን ምክንያት ብታብራራልኝ(ሪ)ልኝ?

9. የአካባቢ ሳይንስ ወይም የሂሳብ ትምህርት አይነቶችን በእንግሊዘኛና አማርኛ ቋንቋዎች በመማር ሂደት ላይ አጋጥሞናል የምትሏቸውን ችግሮች ብታብራራልኝ(ሪ)ልኝ?

ስለትብብራችሁ ከልቤ አመሰግናለሁ

